

## Final Report

2/15/10

To: Mr. Art Souza  
Complex Area Superintendent

From: Kohala Complex Task Force  
Ranee Golden, Chair

Subject: Kohala Complex Schools Task Force Report  
Results of the requested Chapter 8-38 task force study on the possible consolidation of the Kohala schools

This is the report of the task force appointed by Art Souza pursuant to Chapter 8-38, Hawaii Administrative Rules, to study the possible consolidation of the Department of Education's schools in Kohala. As provided by Chapter 8-38, your task force considered the following to determine if the consolidation of Kohala Middle School with the Kohala Elementary and Kohala High Schools was a feasible option:

- (1) The advantages and disadvantages of consolidation in respect to school administration and providing equal quality educational opportunity;
- (2) The adequacy of facilities, equipment, programs, transportation service, and other support services at the school which may be closed and the school to which students may be transferred both tangible and intangible;
- (3) Social and academic impact on the children, schools, community and those involved in the consolidation including community support and investment in the school;
- (4) The net financial savings or expenditures that may be realized from consolidation, including projections of additional expenditures at the school which may receive transferred students;
- (5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations;
- (6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities at the Kohala Middle School campus as well as the other schools sites looked at in this report; and
- (7) If consolidation is recommended, a suggested timetable.
- (8) Other issues not specifically addressed in Chapter 8-38.

Your task force met on the following dates, times, and locations:

Date	Time	Place
Friday, 6/26/09	5:00 p.m. to 7:00 p.m.	Kohala Middle School
Wednesday, 8/19/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Thursday, 9/21/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Thursday, 10/15/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Wednesday, 12/2/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Thursday, 1/21/10	6:00 p.m. to 8:00 p.m.	Kohala High School-Public Hearing
Tuesday, 2/2/10	5:00 p.m. to 7:00 p.m.	Kohala High School

These meetings were conducted in accordance with Chapter 92, Hawaii Revised Statutes (the “Sunshine Law”).

Our findings follow, in the order listed above:

**(1) The advantages and disadvantages of consolidation in respect to efficient school administration and providing equal quality educational opportunity.**

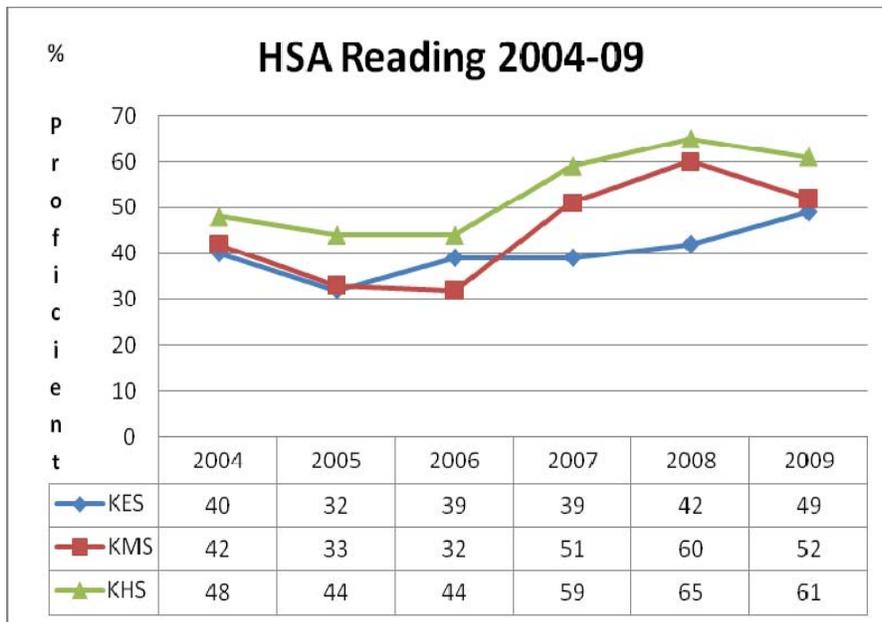
<b>Advantages of consolidation</b>	<b>Disadvantages of consolidation</b>
<b><u>EFFICIENT SCHOOL ADMINISTRATION:</u></b>	
<ul style="list-style-type: none"> <li>• If the middle school were physically combined with the elementary and high school in K-6, 7-12 configurations, the annual maintenance costs to operate a separate middle school facility would be eliminated as the campus would not be used as a DOE facility.</li> <li>• Combining schools would decrease the amount of non-teaching support and administrative positions, thus effecting cost efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• The high school and elementary campuses are physically not equipped to house the additional numbers of students. The space required for additional classrooms has been compromised by the use of two prime areas for drainage.</li> <li>• There is only one outlet to both the high and elementary schools. An addition of approximately 200 students will create even more traffic and parking congestion.</li> <li>• The complex has operated under a K-5, 6-12 configuration in past years with three campuses/two administrators and found this configuration to be inefficient and inequitable. (Refer to narrative sections of the report)</li> </ul>
<b><u>PROVIDING EQUAL EDUCATIONAL OPPORTUNITY:</u></b>	
	<ul style="list-style-type: none"> <li>• Combining campuses would result in a decrease of extra-curricular programs.</li> <li>• The decrease in WSF funding as a result of the creation of a multi-level school (gr. 7-12) would limit the school’s ability to adequately provide a master schedule that is comparable to what is presently offered. It would</li> </ul>

	<p>result in a decrease of course offerings for both middle and high school students based on the resulting funding. (Tables 1H and 1J outline the current offerings)</p> <ul style="list-style-type: none"> <li>• Despite the seemingly manageable numbers in caseload for resource personnel, the range of needs and coverage will leave groups of students with less services and attention.</li> <li>• Should Kohala Middle School meet its AYP targets this year, it will emerge as a school in good standing. The momentum that Kohala Middle School has could be jeopardized were it to be disrupted during this crucial time.</li> <li>• Middle School students would have less opportunity to participate in a leadership capacity as a result of consolidation (Explanation within narrative at the end of this section)</li> <li>• Consolidating schools will prevent a focus on the unique needs of the middle school child. The middle school concept is an important reasoning that went into the initial separation of campuses. The sharp decrease in funding would be a major limiting factor in terms of creating a “school within a school” found in other areas in the state.</li> </ul>
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Student achievement data from the Hawaii State Assessment for the three schools over time is shown in tables 1A- 1G.

**Table 1A:** Reading – percent of students proficient or better

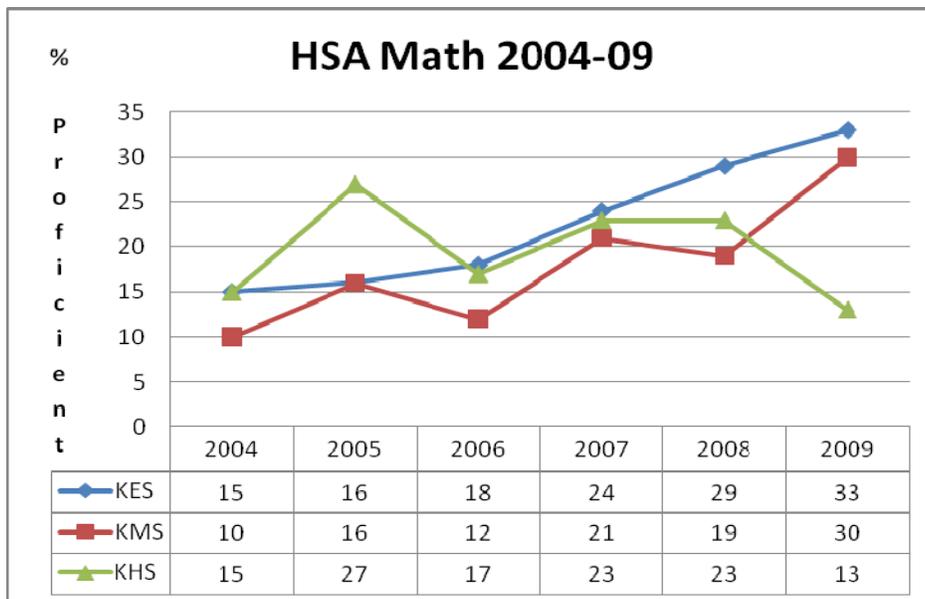
	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	40%	42%	39%	39%	42%	49%
Kohala Middle	42%	33%	32%	51%	60%	52%
Kohala High	48%	44%	44%	59%	65%	61%



Mathematics – percent of students proficient or better

**Table 1B**

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	15%	16%	18%	24%	29%	33%
Kohala Middle	10%	16%	12%	21%	19%	30%
Kohala High	15%	27%	17%	23%	23%	13%



The following table outlines the AYP status for the three schools from 2004 to 2009:

**Table 1C**

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	<b>Met</b> AYP	Not Met	Not Met	Not Met	Not Met	Not Met
Kohala Middle	Not met	Not met	Not met	Not Met	Not Met	<b>Met</b> AYP
Kohala High	<b>Met</b> AYP	Not Met	Not Met	<b>Met</b> AYP	Not Met	Not Met

**Table 1D:** The number of adequate yearly progress targets each school met has been:

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	13/13	10/13	8/13	7/13	10/13	7/13
Kohala Middle	10/11	5/9	8/15	8/9	10/13	13/13
Kohala High	9/9	7/9	7/9	9/9	7/9	7/9

One of the subgroups measured for AYP calculations include the disadvantaged category as determined by the number of student qualifying for free and reduced price meals. The following tables 1E and 1F show the percentage of students receiving free and reduced lunch and the difference in proficiency rates of the disadvantaged subgroup as compared to the total school population. The data from the three schools in the complex shows that the largest differences occurred in Reading in 2003-04. In general, scores for the total school and disadvantaged populations fall within the single digit percentage differences. The “n/a” designation indicate that the number of students qualifying for free and reduced meals were not large enough to constitute a subgroup. The disadvantaged population has not been the sole cause of any of the three schools in the complex not meeting adequate yearly progress on any given year.

**Table 1E: Free and Reduced Lunch Percentages**

	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10
Kohala Elementary	57%	60%	57%	50%	51%	56%	56%
Kohala Middle	50%	43%	49%	46%	45%	52%	54%
Kohala High	44%	36%	36%	34%	44%	45%	50%

**Table 1F: Proficiency rate difference between whole school and Disadvantaged subgroups in Reading and Math**

	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09
Kohala Elem- <b>Reading</b>	-23%	-08%	0%	-04%	0%	-05%
Kohala Elem- <b>Math</b>	-07%	-07%	-01%	-03%	-2%	-10%
Kohala Middle <b>Reading</b>	-18%	n/a	-04%	-7%	-01%	-03%
Kohala Middle- <b>Math</b>	-07%	n/a	-06%	-05%	-06%	-01%

Kohala High- <b>Reading</b>	-07%	n/a	n/a	n/a	n/a	n/a
Kohala High- <b>Math</b>	-02%	n/a	n/a	n/a	n/a	n/a

The status of the three schools under the federal No Child Left Behind Act (NCLB) is shown below:

**Table 1G**

	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10
Kohala Elem.	School improvement, year 1	In good standing, pending	School improvement, year 1	School improvement, year 2	Corrective Action	Planning for Restructuring
Kohala Middle	School improvement year 1	School improvement, year 2	Corrective action, year 1	Planning for Restructuring	Restructuring	Restructuring
Kohala High	In good standing, unconditional	In good standing, pending	School improvement, year 1	School improvement, year 1	School Improvement Year 2	Corrective Action

A historical analysis of AYP status of the three schools from 2004 to 2009 indicates a complex that has not met proficiency in reading and math for the majority of these years. Both the high and elementary schools met AYP in 2004. The high school met its targets in 2007. And most recently, the middle school met AYP in 2009. As shown in the above table, Kohala Elementary School is currently in Planning for Restructuring, Kohala High is in Corrective Action, and Kohala Middle is in its second year of Restructuring despite meeting AYP in 2009. As per federal guidelines, the middle school must meet AYP for two years in a row to emerge as a school in good standing.

Based on AYP data, the benefits of consolidation in terms of increasing the ability to meet achievement targets are unclear as the three schools are at different places in the AYP continuum. Different strategies and focus are being implemented to meet their achievement goals. As an example, Kohala Middle School worked with Edison as its restructuring provider while the other schools' status does not warrant provider services. With differing objectives, consolidation may be more of a disruptive force within the complex.

The following tables provide a display of the curricular programs currently offered within the master schedules of the Middle and High Schools in the Kohala Complex:

**Kohala Middle School:**

**Table 1H**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Language Arts	Language Arts 6	Language Arts 7	Language Arts 8
Math	Math 6	Math 7	Math 8-Pre-Algebra
Math			Algebra
Social Studies	World Civilizations	Hawaiian History/Pacific Studies	U.S. History
Science	Physical Science	Life Science	Earth Science
Math/LA support	Study Skills 6	Study Skills 7	Study Skills 8

Support	Special Motivation Program: SMP		
Support	ELL		
Elective	Exploratory Wheel: -Reading -Ukulele -Healthy Lifestyles -Service Learning	Exploratory Wheel: -Reading -Japanese -Career Guidance -Keyboarding	Exploratory Wheel: -Reading -Latin -Video Production -Critical Thinking
Elective		AVID 7	AVID 8
Elective	Computer Technology		
Elective	Leadership		
Elective	GT Critical Reading		
Elective	Yearbook/Newswriting		
Elective	Online Courses		
Elective	Art		
Elective	PE		

Online courses for Middle School include language courses (18 language options) and core courses. Online courses are offered through HVLN (Aventa), Rosetta Stone, Novanet, and Plato Learning and represent both enrichment and credit recovery options.

**Kohala High School:**

**Table 1J**

	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	Lang Arts 9	Lang Arts 10	Lang Arts 11	Lang Arts 12
			AP Lit	
Math	Pre-Alg/Alg Topics, Core Alg/ Geometry, Algebra I, Algebra II, Geometry, Trigonometry/Pre-Calculus			
Social Studies	World History	U.S. History	AP US Civics/Modern History of HI Psy/Soc	AP US Civics/Modern History of Hawaii Psy/Soc
Science	Biology, Zoology, Human Physiology, General Science			
Math/LA support	Study Skills	Study Skills		
Support	CSAP			
Support	ELL			
Career Tech Elective	Keyboarding/Computer Applications, Accounting, Business Applications, Auto Technology, Building and Construction, Food Service, Food Science			
Other Required	Health, PE			
Elective	AVID 9	AVID 10	AVID 11	AVID 12
Elective	Online Courses			

Elective	Leadership
Art Elective	Basic Art, Ceramics, Drawing and Painting, Yearbook

Online courses for High School include: Advanced Placement (AP) courses in Calculus, World History, Art History, and Computer Science as well as language options. Online courses are offered through the Hawaii Virtual Learning Network (HVLN), Rosetta Stone, Novanet, and Plato Learning.

In consideration of a K-6, 7-12 consolidation model, three additional classrooms would be required on the elementary campus if sixth grade was added. Currently, as a K-5 school, Kohala Elementary is using every classroom space available on campus. The unavailability of classroom space for an additional grade, lack of physical space for new construction, and costs of construction for a minimum of three additional classrooms on the elementary campus are major deterrents for consolidation. This also does not take into account the additional classrooms that would be needed on the high school campus to accommodate the two additional grade levels. In addition, the present circumstance at the middle school has sixth graders changing classrooms and teachers by content. This requires more than the minimum of three teachers and classrooms to implement as there are implications for highly qualified teacher requirements.

The array of courses and instructional programs in the high and middle schools currently being offered will be adversely affected by consolidation. The overall Weighted Student Formula (WSF) monetary distribution would be significantly less in a combined configuration. With the amount of reduction in WSF funds, reducing non-instructional staff only would not balance the budget. A reduction in teaching staff would be unavoidable (i.e., in a K-6, 7-12 configuration, the total WSF budget would be reduced by \$994,353). This amount was derived from DOE provided templates that allowed calculations of multi-level school WSF distributions as compared with current budgets and input from the DOE Budget branch. While the apparent savings to the state was considered, the severe cuts to the quality and breadth of the curricular program for students outweigh the projected savings.

In curricular terms, this means that the minimum core course requirements must first be addressed and the range of elective courses available for students currently being offered would be compromised by less funding within a multi-level school configuration. At a time when the state recently unveiled a more rigorous diploma track with more course requirements, it is contradictory to be proposing a situation that would decrease curricular options for students. The data listed above in Tables 1H and 1J, substantiates the schools' conscientious attempts to create a master schedule that offers the widest range of offerings to its students within the constraints and challenges of small schools. In an already problematic situation, consolidation would magnify the chasm that small schools experience in their ability to offer a breadth of course offerings to its students as compared to their urban counterparts.

The “Highly Qualified Teacher” (HQT) status for the three schools for SY 2009-10 school year is:

**Table 1K**

	HQT classes	Non-HQT classes	Percent of classes taught by HQT
Kohala Elem	27	0	100%
Kohala Middle	43	9	81%
Kohala High	70	21	76%

The issue of HQT is an important consideration in consolidation. At present, both the middle and high schools are making progress toward having all teachers highly qualified in core areas. Should the schools consolidate, the merger due to budget cuts would require teachers to teach out of level and would create a situation where the “non-highly qualified” levels would rise. This is predicated from the experience of another school in the complex that added grade levels and is having major difficulties with the issue of “highly qualified” teachers.

The following programs and support services are now available at the three schools:

**Table 1L**

	Kohala Elem	Kohala Middle	Kohala High
<b>Academic Support Personnel</b>			
Art teacher		x	x
Music teacher –one class		x (ukulele)	X (guitar)
Hawaiian Studies teachers	x (Kupuna)	x (Kupuna gr 6)	x
Technology coordinator	x	x	
Librarian	x		
School Based Behavior Health (SBBH)	x	x	x
Registrar		x	x
Counselor	x	x (.5)	x
Advanced Placement Program			x
Gifted and Talented Program	x	x	x
Language Teacher	x (Japan)	x (Japan/Latin)	x (Japan/Span)
PCNC	x	x	x
ELL services	x	x	x
School-based substance abuse counselor	x	x	x
<b>Academic Support Programs</b>		x	
PBS/Diana Day (Behavior Mgmt)	x	x	x
Kindergarten Camp	x		
PSAP	x		
Science Program	x		
Schools Attuned	x		

RSVP (Reading Volunteer Tutors)	x		
NOVAnet		x	x
Rosetta Stone		x	
PLATO		x	
Marine Science elective class		x	x
Online course offerings		x	x
Hawaii Edison Alliance		x	
Spring School-reinforcement of math and science		x	
ELO academic support	x	x	x
AVID		x	x
STEM Participant teachers		x	
Success Tracker: Math and Reading		x	
Leadership course		x	x
NWEA			x
Computer Lab		x	x
Math and Language arts study skills courses		x	x
Athletic Program			x
Accelerated Reader/literacy program		x	
<b>Drug Prevention Programs:</b>			
Swimming/Tennis	x		
Yoga	x		
Dance	x		
DARE	x		
Exploratory wheel		x	
School Yearbook		x	x
School newspaper		x	x
<b>After School Programs:</b>		x	
<b>UPLink</b>		x	
After-school Reading/Math Tutors		x	
Gardening		x	
Stained Glass Workshops		x	
Comic Book Club		x	
Skateboard construction		x	
Sports		x	
Yoga		x	
Ocean Warriors		x	
Music		x	
<b>SES Tutoring</b>	x	x	
<b>A Plus</b>	x		
<b>21<sup>st</sup> Century</b>	x	x	x

A compelling reason for leaving Kohala Middle School in tact as a separate educational facility is the partnership that it enjoys with the Hawaii Wildlife Center. The center is located just outside the middle school's borders (<5 minute walking distance). The desire of the Center's director to involve middle school students in an ongoing, site based learning experience and the close proximity of its location allows middle school students access to true project based learning in an authentic environment during school hours. This will not be possible should the school be consolidated. The logistics of transporting students to and from the site during a single class period would make it impossible for students to access this learning laboratory experience during school as is occurring at the present time. Plans for future work with the wildlife center include student work in the following areas:

- Science courses offered during school hours for credit
- Apprenticeship opportunities
- Docent opportunities
- Landscaping support
- Integrated art, science, and literacy projects

The partnership with the Hawaii Wildlife Center is significant in terms of the state's emphasis on the importance of students acquiring 21<sup>st</sup> century skills. Research on the topic has revealed that "there is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21<sup>st</sup> century communities and workplaces." Further, it is recommended that successful transition to rigorous higher education coursework, future career challenges, and the competitive workforce requires an alignment of classroom environments with real world environments ([www.21stcenturykills.org](http://www.21stcenturykills.org)).

The Kohala Complex schools have been proactive in applying for grants to supplement the services and programs for the three schools. For the past three years, Kohala Elementary has been affiliated with the Schools Attuned Program through grant funding. This program has brought focused professional development into the school in providing targeted, differentiated services to students based on individual learning styles. The Middle School has been a recipient of an UpLink grant to run a comprehensive after school program that like A+, runs daily. Both Kohala Middle and Kohala High Schools are recipients of a Title IID grant that has allowed the school to integrate technology within instruction. The above table (1L) lists the activities that are part of this after school program. Additionally, the complex was awarded a 21<sup>st</sup> century grant in the fall of 2009 to build their after school tutorial and enrichment programs. This five year grant program will help the schools build strong community-based programs and broaden the spectrum of partnerships within the Kohala Complex.

The array of support services and programs highlight the fact that the schools are highly cognizant of the need to supplement and extend the curricular program with services that counter the challenges of access in a rural community. Consolidation would create the following paradox: The positive efforts taken and gains made in bringing more services into the community for youth would be offset by the decrease in school opportunities that would necessarily occur with a smaller budget to accommodate more students.

**(2) The adequacy of facilities, equipment, programs, transportation service, and other support services at Kohala Elementary, Kohala Middle, and Kohala High**

Advantages of consolidation	Disadvantages of consolidation
<ul style="list-style-type: none"> <li>• If the middle school were physically combined with the elementary and high school in K-6, 7-12 configurations, the annual maintenance costs to operate a separate middle school facility would be eliminated.</li> <li>• Less personnel required: administrative, certificated, custodial</li> <li>• Bus service would be consolidated to one site</li> <li>• Elimination of satellite cafeteria services</li> </ul>	<ul style="list-style-type: none"> <li>• The high school and elementary campuses are physically not equipped to house the additional numbers of students.</li> <li>• No physical space ample enough to accommodate the additional number of classroom buildings/portables that would be required</li> <li>• Increased traffic congestion.</li> <li>• The investment in equipment and technology has been substantial at the middle school campus (i.e., septic system, technology in the classrooms, telephone system) and would be wasted in a move to consolidate. Investments that are portable (i.e., could be relocated) represent only 5% of the expenditures made).</li> <li>• The middle school currently supports and active after school program through Uplink and 21<sup>st</sup> century grant programs. It has created a positive physical environment where students are comfortable seeking additional supports and develop positive personal identity. Although the programs could continue if the schools were consolidated, the scope of services would be curtailed because of competing needs for facility and space with high school and middle school students (i.e., Uplink program students use the field daily and high school athletics require daily use of the field at the same time. Currently this is not an</li> </ul>

	<p>issue as the campuses are separate, but in consolidation, it would present scheduling issues).</p> <ul style="list-style-type: none"><li>• There are different needs for the allocation of space required that have occurred prior to the splitting of campuses and the present time (i.e., SPED, SBBH, AP classes). Prior to 1991, when the 7<sup>th</sup> and 8<sup>th</sup> graders moved to the middle school campus, the high school campus did accommodate approximately a hundred additional students. This was possible because technology was not present in the classroom to the extent it is now. Adding computers to a classroom decreases the amount of desk space for students. In an older school like Kohala, the rooms tend to be smaller to begin with. Additionally, special education requirements and counseling services are vastly different and require both space and resources. Classroom instruction has also evolved during this time period. Instructional models that encourage student engagement and collaboration require more physical space than the traditional lecture model of the past.</li></ul>
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**Facilities:**

The three schools have the following facilities:

**Table 2A**

	Kohala Elem.		Kohala Middle		Kohala High	
	Number	Sq.ft.	Number	Sq.ft.	Number	Sq.ft.
Classrooms:	24	23,400	14	10,976	22	22,682
median classrm size		975		784		1,031
classroom use	26 (-2)	23,400	16.5 (-2.5)	12,858	21	21,651
office use	1	1,615				
cafeteria use						
computer lab	.5	487			1	1,077
library	1	975	.5	784	1	1038
IRA						
PSAP	.25	244				
Title I	.25	244				
OT/PT, SBBH	.25	244	.25	196	.25	
Other:	.25	244	.25	196	.50	4,847
Science Lab					1	
Gym					1	
Bandroom					1	
<b>total classrooms</b>	24	23,400	14	10,976	22	22,682
admin	1	975	1	784	1	1,031
cafeteria/kitchen	1		1	1,568	1	6,066
<b>total nonclassrms</b>	3.75	3,656	3		7.75	11,785
<b>total all buildings</b>	27.75	27,056	17	13,328	29.75	30,672

DOE’s criteria for determining the number of classrooms needed for instructional purposes are:

- \* one classroom for each special education teacher
- \* one classroom for every 20 students grades K-2
- \* one classroom for every 27 students grades 3-5

Middle and High School classroom needs however must be calculated differently than elementary calculations as student promotion and graduation are determined by specific number of credits in prescribed content areas. This factor drives the number of sections needed and thus affects the number of classrooms required to deliver a curricular program that allows students to earn the prescribed credits at more than the minimum level.

Kohala Middle School currently requires 16.5 classrooms to facilitate a master schedule that includes the program outlined in Table 1H. It is not possible to calculate classroom needs by the state recommended guidelines without sacrificing a well rounded academic program. However in calculating classroom needs, if the middle school were consolidated with the high school and elementary, even the most conservative calculations would mean that an additional 10.5 classrooms

would be required. This does not include the additional space for resource personnel. This number is derived by dividing the number of regular education students by 27 and adding the 4 rooms required for special education as outlined by the DOE criteria. In reality, 10.5 classrooms would be regressive in terms of being able to offer a curricular program currently in operation within the current middle school curriculum. In reference to Table 2A, it should be noted that 14 classrooms are available to currently support a program that requires 16.5 classrooms. The shortfall of 2.5 classrooms has been accommodated by the following means:

- A portion of the cafeteria is used hold classroom instruction
- One of the portable buildings have been divided into two spaces to accommodate two special education classrooms
- The computer laboratory doubles as a space for classroom instruction

The Kohala High School curricular program presently requires the use of 22 classrooms of which 6 classrooms are needed for special education teachers and one classroom is used for the school's Comprehensive Student Alienation Program (CSAP). The remaining 15 classrooms support the classes offered through the master schedule that are inclusive of required courses and electives. In addition, the library is serving the dual purpose of library services and an online learning classroom. The computer lab also serves both as the lab and classroom for business courses. Currently, half of the school's Advanced Placement (AP) courses are offered as online courses due to the fact that offering the class in a face to face environment would mean a small class size as the majority of students do not enroll in AP courses. With the increased requirements for diploma attainment, it is not possible to calculate classroom enrollment by the recommended guidelines and offer the minimum program that would allow students to graduate with the required number of credits. This is one of the continuing challenges that face small schools even without factoring in consolidation.

One of the reasons proposed for consolidation was based on the premise that small schools cannot offer the quality of educational opportunity that combining schools would create. In theory, this reasoning makes sense, but in reality with the resulting cuts in staffing and available space, consolidation in this case would actually decrease opportunities and the quality of the educational program.

Kohala Elementary School's current needs are 7 special education classrooms and 19 regular education classrooms for a total of 26 classroom spaces. Four of these sped classrooms are full sized rooms; the remaining three classrooms are comprised of the teacher's lounge and shared space with the computer lab. Kindergarten and pre-K divided by bookshelves. The school has 24 available classrooms. In order to accommodate the space requirements, classrooms have been divided into two rooms separated by dividers. There is no available space on campus for a library or computer lab.

Even if Kohala Elementary School's classroom needs were calculated by the state guidelines stated above, the following table shows that 24 classrooms would be needed. There are no additional rooms available for additional grade levels as consolidation would require.

**Table 2B**

	<b>Enrollment</b>	<b>Divisor</b>	<b>Total classrooms required</b>
Grades K-2	193	20	10
Grades 3-5	178	27	7
Special Education	7 teachers		7
	Total		24

The above table uses the state guidelines of 20 students/classroom in grades K-2, 27 students /classroom in grades 3-5, and one classroom/each special education teacher.

The following table shows the number of classrooms needed if the Kohala Middle student population (as of August 12, 2009) were transferred to the Kohala Elementary/High campus with existing programs intact:

**Table 2C**

	<b>Student Enrollment</b>	<b>No. of Sped Teachers/classrooms needed</b>	<b>No. of reg ed classrooms needed</b>	<b>Total number of classrooms needed</b>	<b>Add'l classrooms needed if consolidation occurred</b>
<b>Kohala Elementary</b>	408	7	17	26	6
<b>Kohala Middle</b>	198	4	12.5	16.5	0
<b>Kohala High</b>	289	6	17	23	12.5
<b>Total</b>	895	17	46.5	63.5	18.5

\*The 17 Kohala High School regular classrooms needed is inclusive of 1 CSAP classroom and the online classes held in the library.

\*The total number of additional classrooms that would be needed does not include the added office space for support personnel that would matriculate with the students.

The current (August 12, 2009) enrollment and teaching positions by school level at the three schools are:

**Table 2D**

	Kohala Elem		Kohala Middle		Kohala High		3-school total	
	No. of students	No. of teachers						
Primary								
SpEd	65	7					65	7
Pre-K	17	3					17	3
K-2	181	11					181	11
Gr. 3-5	210	10					210	10
Resource		4						4
Total primary	408	35						
Secondary			198	16.5	289	26.5		
SpEd				4		6		10
Lang. arts				2		3		5
Math				2		2.5		4.5
Social stud.				2		2.5		4.5
Science				2		2.5		4.5
Art				.5		.5		1
Music								
P.E.				.5		1		1.5
Health						.5		.5
World lang.						1		1
Elective				2		3		5
Resource Support				1.5		3		4.5
Total secondary			198	16.5	289	26.5		
<b>Total</b>	<b>408</b>	<b>34</b>	<b>198</b>	<b>16.5</b>	<b>289</b>	<b>26.5</b>	<b>895</b>	<b>77</b>

**Table 2E**

	2008-09 Enrollment	2009-10 Enrollment	Statistical Official DOE Capacity
Kohala Elementary	391	408	437
Kohala Middle	188	198	287
Kohala High	281	289	422
Total	860	895	1,146

\*The enrollment does not include pre-K students which total 17 students.

Site visits were conducted at each campus and are reported as Attachments A, B, and C. Those conducting the observations noted facilities that were well maintained, with space creatively utilized to maximize teaching and learning.

Kohala High School currently supports 22 classrooms and 23.5 teachers. Every available classroom and office space is being utilized at this time for a combination of instructional and non-instructional uses. Currently, the library serves a dual purpose of library services and online learning classroom.

Currently, the music room is being used as an office/classroom for the Student Activities Coordinator and as a meeting site for community presenters. During the course of the day, there are 6 free periods when a classroom is empty. The high school campus shares a cafeteria and parking lot with the elementary school. The average class size at the high school is 14 students. Class enrollment ranges from 4 to 34 students. Class enrollment on the lower end of the spectrum allows the school to offer specialized courses such as AP, GT, and Robotics.

The main office for the elementary is a converted classroom space that has been portioned off to include a principal's office, health room, reception area, and storage. Currently, space is limited at the elementary campus. One classroom of average size has been divided into two rooms in order to accommodate a computer lab that supports 20 computers. Portable storage sheds are currently used for reading and math groups. The alcoves in four rooms have been converted to office space to accommodate different support positions. Small instructional groups also utilize covered lanai space outside of classrooms to extend teaching space. An addition of one grade level would require at minimum three classrooms. The outdoor space usage would also be impacted with additional students.

Kohala Middle School is comprised of 14 classrooms and 16 teaching positions. In addition, 1 support personnel position is included in the certificated count for a total of 17 certificated positions. Like the high school, the library at Kohala Middle School is a multi-used space. Due to space restrictions, the library serves as library, online learning classroom, and SSC/registrar office. The classroom utilization report lists 14 available classrooms. This is because the far end of the cafeteria has been sectioned off creating classroom space for the PE/study skills teacher to create one additional classroom. Two portable sheds have been constructed to accommodate the need for storage areas for special education and UpLink. The cafeteria is a satellite operation with breakfast, brunch, and lunch being trucked to the cafeteria from the high school campus. To meet the needs of the special education department, one classroom has been divided to create two special education classrooms. The average class size is 18 students. Class enrollment ranges from 13 to 27 students.

This campus also has a huge field that is highly utilized by the students during PE classes, breaks, including a lunchtime intramural program. The field includes a concrete basketball court that was built with community donations and assistance. The field is also a community resource for AYSO Soccer and Bobby Socks Softball teams.

### **Equipment:**

Equipment that is shared among the three schools is limited to custodial and cafeteria equipment at this time. This includes the riding lawn mower and all of the cafeteria equipment used to provide services across campuses.

In the past year, the middle school has invested heavily in technology to support classroom instruction. All classrooms will have access to interactive whiteboards, elmos, senteo systems, desktop computers, laptops, and interactive tablets. One of the school’s goals has been to increase literacy in technology and to utilize technology to enhance learning for students. Weighted student formula alone could not support this school-wide acquisition, therefore the school sought support through grant and partnership funding to make this possible. In terms of technology, the middle school is able to provide a curricular program that utilizes technology to enhance engagement within the instructional program. The school has also purchased video equipment to support the after school and elective program in video production.

The high school has also begun to acquire interactive technological equipment within its classrooms. Through the Title IID grant, language arts and math classrooms have been equipped with interactive whiteboards.

The elementary school is equipped with elmo projectors and interactive tablets for its classrooms and students have access to computer use through the computer lab.

**Transportation Service/Traffic:**

Student transportation data for students at the three schools are outlined in Table 2F:

**Table 2F**

	No. of students enrolled	No. of students provided SpEd bus transportation	No. of students provided regular bus transportation
Kohala Elem	408	26	200
Kohala Middle	198	2	125
Kohala High	289	0	117
total	895	28	442

If Kohala Middle students were transferred to the Kohala High/Elementary campus, there may be changes in bus ridership or bus transportation costs. Students that live within a mile and a half radius from the school that do not ride the bus currently will become riders. On the other hand, bus service to and from the middle school from the high school campus would be eliminated. The changes may reflect a change in specific riders, but the costs are likely to remain the same.

The task force also considered impacts on traffic at the receiving schools. One road off the highway provides the only access in and out of the Kohala High and Elementary campuses. The additional 200 students that consolidation would produce would have a significant impact on traffic congestion on the highway. Because the entrance to the school connects directly to the only highway in town, the through traffic on the highway is currently impacted by the long lines going into and coming out of the school in the mornings and after school. An additional 50+ cars will create even more congestion during these times. Space for parking for staff would also be a challenge. Currently, most of the main parking lot is consumed by staff parking with students and visitors parking across the street in the grassy lot across from the elementary campus. Space is limited in this area also as a large area has been portioned off as a drainage area.

The middle school is situated adjacent to the same highway three miles east. There is currently no traffic congestion occurring at the middle school campus in the morning or afternoon.

**Support services:**

The following support positions are found at each of the schools in the Kohala complex:

**Table 2G**

	Kohala Elementary	Kohala Middle	Kohala High
Vice Principal	0	0	1
Counselor	1	.5	1
School based Behavioral Health Counselor (SBBH)	1	1	1
Librarian	1	0	0
Custodian	2	1.5	3.5
Registrar	0	.5	1
Student Services Coordinator (SSC)	1	.5	1
Student Activities Coordinator (SAC)	0	2 periods	1

Meal Program: The average number of student meals served at the three schools in SY 2008-09 was:

**Table 2H**

	Kohala Elementary	Kohala Middle	Kohala High
Breakfasts served	155	35	50
Lunches served	380	110	100

Kohala Middle is serviced as a satellite cafeteria from the Kohala High/Elementary kitchen.

**Programs:**

See section 1 of this report for information that addresses the adequacy of programs at the three schools.

At the middle school, there have been efforts to embed the middle school philosophy into operations. Given the small population, students in specific grade levels are assigned to a core group of teachers. This has provided the possibility of interdisciplinary teaming. A designated weekly time for advisory programs have been included in the master schedule. An exploratory wheel has also been included in the master schedule to give students exposure to a range of enrichment options. Through its partnership with the Hawaii Edison Alliance, attention is being focused on the quality of instructional strategies and delivery that address varied student needs. The daily schedule has been changed to accommodate time for professional collaboration and meeting times needed to coordinate and refine programs at the middle school.

Over the last few years, the high school has created a system to address the transition from high school to post high school options. Each student will complete a Personal Transition Plan (PTP) prior to graduation from high school. PTP's begin in the ninth grade and culminate during grade 12. The tasks and requirements of the PTP help students to conscientiously plan and assess their progress to meet post high school goals. In addition, students are required to complete a senior project as a requirement for graduation.

**(3) Social impact on the children, schools, community, and those involved in the consolidation.**

<b>Advantages of consolidation</b>	<b>Disadvantages of consolidation</b>
<ul style="list-style-type: none"> <li>• There would be less need for transitional services into high school if the middle school were consolidated with the high school.</li> <li>• There would be less need for transitional services for 5<sup>th</sup> graders if the middle school were consolidated with the elementary school.</li> <li>• Students would be exposed to older role models</li> <li>• Middle school students can mentor and teach elementary students without being transported</li> <li>• Shared resources to address students needs (i.e., teaching middle/hs school art) –idea that you can consolidate faculty use without moving students</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate relationships between upperclassmen and middle school students are more likely to occur</li> <li>• Younger students would be intimidated by older high school students</li> <li>• Middle school students have unique needs that should be addressed in a separate physical environment</li> <li>• A separate middle school environment fosters more opportunities for students to engage in leadership capacities</li> <li>• The sense of belonging and sense of place would be severed for this age group</li> <li>• A decrease in consistent monitoring with less personnel to address wider range of needs</li> <li>• Brain research supports middle school philosophy</li> <li>• Anticipated increase in A &amp; B offenses (fights, harassment, bullying, drugs)</li> <li>• Anticipated increase in teen pregnancy</li> <li>• Possible decrease in graduation rates with less opportunities for individualized attention</li> <li>• No safe, designated space for middle school students to socialize</li> <li>• School satisfaction survey improved when schools split</li> </ul>

The consensus of the Task Force is that there are multiple compelling reasons why keeping the middle school at the Halaula campus away from the high school is advised and most appropriate for youth in this community. This sentiment was, in fact, the reason the middle school was moved to the Halaula campus in the first place. The middle school philosophy is supported by research on middle school education as well as testimony from professionals, parents, and students.

A detailed social history of why Kohala moved its middle school students was documented by Principal Catherine Bratt, whose history as principal extends back to this time (see attachment D). The Honomaka'u campus was "bursting at the seams" in the early '90s and Mr. Herbert Watanabe, head of facilities for Hawai'i Island at that time, was looking for 12 more classrooms. Initiating the middle school concept was motivated by teachers who had recently attended a workshop on middle school education. They felt it was imperative to separate the middle and high school populations and begin working toward creating a program that encompassed these research based ideas. A full middle school program was implemented at the Halaula campus in 1993-94, with the middle school students for the first time having their own student government, clubs, and activities built around their interest and age appropriateness although still part of the Kohala High and Intermediate School. The official separation of schools occurred in 2001 when Kohala Middle School became an autonomous entity with separate administration. The major challenges experienced during the time of physically being apart but not completely autonomous included the equal division of administrative support and funding for separate programming needs.

Kohala Middle School continues to embrace the middle school philosophy as supported by the National Middle School Association, and their recent academic success in achieving annual yearly progress may reflect this growing school culture. As stated in *This We Believe*, a position statement from the National Middle School Association (NMSA) on developmentally responsive middle schools, it is important that intellectual, moral, physical, emotional, and social development all be considered when planning an academic program for students of this transitional age. From the NMSA Executive Summary, this is what they feel is critical for middle schools:

- **“Educators who value working with this age group and are prepared to do so.** Effective middle level educators understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.
- **Courageous, collaborative leadership.** Middle level leaders understand adolescents, the society, and the theory and practice of middle level education. As the prime determiner of the school culture, the principal influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.
- **A shared vision that guides decisions.** All decisions made about the school should be guided by a shared vision and the mission statement derived from it.
- **An inviting, supportive, and safe environment.** A successful school is an inviting, supportive, and safe place, a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being. In such a school, human relationships are paramount.
- **High expectations for every member of the learning community.** Educators and students hold themselves and each other to high expectations. Such confidence promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities. Successful schools recognize that young adolescents are capable of far more than adults often assume.
- **Students and teachers engaged in active learning.** The most successful learning strategies are ones

that involve each student personally. When students routinely assume the role of teacher, and teachers demonstrate that they are still learners, a genuine learning community is present.”

These above considerations for quality middle schools would be compromised with consolidation. High school teachers without knowledge of middle school practices would mostly likely be assigned to work with students of this age bracket. The hands-on and interactive learning being developed currently may be impacted due to space limitations and teachers who practice instructional methods appropriate for high school students. The nurturing environment would be compromised as decisions would be based on the needs of everyone on campus, with the high school student needs most likely to be highly prioritized. The campuses at Honomaka'u would not offer a safe and supportive environment for the middle school students, which is currently what is offered at their Halaula campus.

While there are campuses that encompass a “school within a school” configuration and operate a middle school concept there are stark differences with what could be offered in the circumstance facing the Kohala Complex Schools. For one, the campus is not structured in a way that middle school students could be physically separated from the older high school students. The decreased budget would mean that a teacher would likely be teaching both high and middle school sections and would further intermingle grade levels on campus. Further, in those schools that sponsor the school within a school concept, resources allow for a middle school program to operate with some autonomy from the total school (i.e., student government, student activities coordination). This would not be possible within the resulting budgetary constraints that would occur with consolidation. In effect, being the youngest group on campus, middle school students would lose the leadership opportunities that they currently enjoy in their own physical and social environment.

Additional supporting testimony can be found in the October 15, 2009 Task Force meeting notes, when current middle school students as well as a parent/former student shared their concerns and experiences. The parent remembers being intimidated as a 12 year old on a high school campus. The youth feel apprehension at being thrown into a high school environment.

Also included in the attachments (Attachment E) is a letter to the Board of Education from C. Kimo Alameda, Ph.D, in support of a separate campus for middle school students. Dr. Alameda, a psychologist, consultant, and former special educator, agrees that middle school students have different academic, social and emotional needs. He states, “The middle school time provides the practice needed for students to develop the ego strength to ward of the negative peer pressure that they are likely to face in high school.” He continues to state the middle school environment as most appropriate in educating these youth, and encourages the Board to consider other ways to cut back financially, stating “Our Kids deserve the best education in the best educational environment.” It seems doubtful that the middle school concept could be effectively promoted with any of the possible grade level groupings (k-6, 7-12; k-8, 9-12; k-5, 6-12; k-12).

Additionally, Dr. Peter Clapp, Task Force member and retired physician, shared his observations of Kohala Middle School, with his testimony included as Attachment F. His review paints an objective as well as personal picture of this campus as he shares about recent upgrades and his understanding of the school's curricular program. His observation of a faculty that seems to genuinely enjoy the “Halaula” experience is one that reflects the spirit of this school.

The current configuration of three smaller schools allows the feeling of ‘ohana on these campuses, with relationships that are personal and reflect a way of life in this isolated country community. Students look forward to their campus change as a new step in their education, and with consolidation, the opportunity to participate in these three communities would be challenged.

**(4) The net financial savings that may be realized from consolidation, including projections of additional expenditures at the receiving school(s).**

Advantages of consolidation	Disadvantages of consolidation																						
<ul style="list-style-type: none"> <li>• Savings in WSF allocation accounting for decrease in personnel, etc) Reference source: 08/08/09 OEC</li> </ul> <p>Current allocation:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary:</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>Middle :</td> <td style="text-align: right;">\$1,689,823</td> </tr> <tr> <td>High:</td> <td style="text-align: right;">\$2,370,896</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$6,425,594</td> </tr> </table> <p>Hypothetical allocations:</p> <p><u>K-6; 7-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary (K-6):</td> <td style="text-align: right;">\$2,692,900</td> </tr> <tr> <td>High/Inter (7-12):</td> <td style="text-align: right;">\$2,738,341</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,431,241</td> </tr> </table> <p>* in this allocation schedule, elem would receive \$328,025 add'l and high school would increase budget by \$367, 445 (i.e., equivalent to 5 add'l teachers). State WSF savings: \$994,353.</p> <p><u>K-5; 6-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary (K-5):</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>High/Inter (6-12):</td> <td style="text-align: right;">\$3,257,569</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,622,444</td> </tr> </table> <p>* same allocation for elementary, \$886,673; add'l to high school; State WSF savings: \$803,150</p> <p><u>K-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elem/Inter/High:</td> <td style="text-align: right;">\$4,980,433</td> </tr> </table> <p>*State WSF savings: \$1,445.161</p> <ul style="list-style-type: none"> <li>• Savings in annual repair and maintenance</li> <li>• Savings through the elimination of food services van driver position</li> </ul>	Elementary:	\$2,364,875	Middle :	\$1,689,823	High:	\$2,370,896		\$6,425,594	Elementary (K-6):	\$2,692,900	High/Inter (7-12):	\$2,738,341		\$5,431,241	Elementary (K-5):	\$2,364,875	High/Inter (6-12):	\$3,257,569		\$5,622,444	Elem/Inter/High:	\$4,980,433	<ul style="list-style-type: none"> <li>• Increased health and safety issues due to increased number of students</li> <li>• Capital costs of added infrastructure that would be required (i.e., classrooms, office space) The costs to construct portable classrooms or add permanent classroom buildings would cost millions of dollars. (Estimates received list a portable classroom costing in the range of \$350,000- \$400,000 and building housing 12 classrooms costing \$15,000,000).</li> <li>• The extended amount of time and costs to acquire needed classroom space and process will negatively affect students</li> <li>• There is no physical space on the elementary and high school campuses that would accommodate the additional classrooms.</li> <li>• Capital costs may outweigh yearly savings</li> <li>• It is doubtful whether there would be substantial savings on utilities as utility charges are based on use regardless of where students are located</li> <li>• The large repair and maintenance items at the middle school have already been completed.</li> </ul>
Elementary:	\$2,364,875																						
Middle :	\$1,689,823																						
High:	\$2,370,896																						
	\$6,425,594																						
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	\$5,622,444																						
Elem/Inter/High:	\$4,980,433																						

The current staffing of the three schools is in the table below:

**Table 4A**

	Kohala Elem	Kohala Middle	Kohala High
Principal	1	1	1
Vice Principal			1
Elementary/Secondary teacher	20	9.5	16
General education Article VI teacher	3	2	1
Special education teacher	7	4	6
Special education preschool teacher	2		
Registrar		.5	1
Student services coordinator	1	.5	1
Librarian	1		
Counselor	1	.5	1
Education assistant III	7	4	6
School health aide	1	1	1
School administrative services assistant II	1	1	1
Clerk typist	1	1	2
Account Clerk			1
School food services manager II			1
School food services manager I			
School cook II			1
School baker			1
Cafeteria helper			3
School food services driver			1
Custodian III	1	1	2
Custodian II	1	.5	1.5

Note: Cafeteria staff currently provide food services to the three school sites.

The current staffing of the three schools, and their full SY 2009-10 cost (including fringe benefits), is outlined in Table 4B. Position costs are DOE statewide averages and do not necessarily represent the actual figures for the three schools. Future staffing costs should consolidation proceed cannot be outlined in this report as apart from administrative/support positions, a clear picture of resulting staffing positions would require more in depth discussion of priorities and goals within the resulting budget.

**Table 4B**

Position title	Incl in WSF?	Avg full cost per position	Kohala Elem		Kohala Middle		Kohala High	
			No. of positions	Cost	No. of positions	Cost	No. of positions	Cost
Principal	Yes	\$159,091	1	\$159,091	1	\$159,091	1	\$159,091
Vice Principal	Yes	\$100,556					1	\$100,556
Athletic Director	Yes	\$96,952					1	\$96,952
Teacher	Yes	\$79,131	17	1,345,227	9.5	751,745	16	1,266,096

Teacher – special education	No	79,131	7	553,917	4	283,344	6	474,786
Teacher – Title I	No	79,131	0		0		0	
Teacher – Article VI	No	79,131	3		2	158,262	1	79,131
Counselor	Yes	79,131	1	79,131	.5	39,566	1	79,131
Student services coordinator (12-mo position)	Yes	85,004	1	85,004	.5	42,502	1	85,004
Registrar	Yes	85,004			.5	42,502	1	85,004
Librarian	Yes	79,131	1	79,131				
Library assistant	Yes	39,157	0		0		0	
Educational assistant	No	34,221	7	239,547	4	136,884	6	205,326
Educational Assistant	Yes	34,221			.5	17,111	.5	17,111
Custodian	Yes	41,727	2	83,454	1.5	62,591	5	208,635
School administrative services assistant	Yes	56,149	1	56,149	1	56,149	1	56,149
School health aide (10/12 of Step F SR-09 + 36.46% fringe)	No	37,871	1	37,871	1	37,871	1	37,871
Total			42		24		37	

The weighted student formula allocation to the three schools based on OEC data August 8, 2009 is as follows:

	Kohala Elem.	Kohala Middle	Kohala High
Amount	2,364,875	1, 689,823	2,370,896
Enrollment	373	198	272
Amount per student	\$5,318.78	\$7,232.29	\$7,980.53

Estimated annual facility maintenance costs at the three schools are in the table below and are based on \$2.35 per sq.ft. of building area (state formula). The total DOE cost to maintain school facilities is \$105 million (see below) and the total DOE building area is 44.6 million sq.ft., so the cost of facility maintenance is about \$2.35 per sq.ft.

	Kohala Elem.	Kohala Middle	Kohala High	Total
Sq. ft.	27,400	15,210	38,137	80,747
Cost per sq.ft.	\$2.35	\$2.35	\$2.35	\$2.35
Total cost	\$64,390	\$35,744	\$89, 622	\$189,755

In addition, the annual costs (2009) for specific services and contracts at cost to the state for Kohala Middle School have been outlined below:

Gas	\$0
Tree Trimming Contracts	\$0
Armored Car Services	\$1702
Sewer	\$0
Refuse collection	\$0
Fire Alarm/Extinguisher	\$3702
<b>Total</b>	<b>\$5404</b>

The total DOE building repair and maintenance cost is:

	Annual cost	Basis of calculation
Repair/maintenance lump sum	\$ 75,000,000	Amount needed to maintain backlog at a constant amount
Asbestos survey every three years	125,000	1/3 of most recent contract
Cash R&M projects (FDB)	4,000,000	2008-09 allocation from prog ID 37995
Work order repairs (FMB)	4,607,986	2008-09 allocation from prog ID 37995
Staff contracts (Aux Svc Branch)	5,914,312	2008-09 amount in prog ID 37995
U-fund payments to DAGS	1,000,000	2008-09 amount in prog ID 37995
DAGS 807	4,813,844	2008-09 appropriation
FMB	9,255,739	2008-09 amount in prog ID 37711
	\$104,716,881	

In comparison, the repair and maintenance and capital improvement program backlogs at the three schools are outlined below [downloaded from Factrak on June 14, 2009]:

Kohala Elementary School  
Current Projects

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504582	<a href="#">P3085 REROOF</a>	R&M	Design	\$27,000.00
E0504583	<a href="#">P3086 REROOF</a>	R&M	Design	\$27,000.00
E0520556	<a href="#">X REROOF</a>	R&M	Construction	\$115,000.00
E0520898	<a href="#">Bldg X Drainage Improv</a>	R&M	Construction	\$47,800.00
E0521220	<a href="#">Bldg A Add Elec Outlets</a>	R&M	Construction	\$25,000.00
E0521222	<a href="#">X ELEV WATER INTRUSN</a>	R&M		\$25,000.00
E0521629	<a href="#">CAMP RPR WKWY</a>	R&M	Bid	\$71,500.00

E0521845	<u>B DRN IMP</u>	R&M		\$40,000.00
E0521908	<u>Earthquake Assessment</u>	R&M		\$0.00
C0003239	<u>Electrical Upgrade</u>	CIP		\$862,500.00
X0000453	<u>PLAYGROUND ACCESSIBILITY IMPROVEMENTS</u>		Construction	\$0.00
X0000462	<u>CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM</u>		Construction	

**Kohala Elementary School  
Planned Projects**

<b>Project Number</b>	<b>Project Name</b>	<b>Type</b>	<b>Total Estimated Cost</b>
E0504584	<u>P3087 REROOF</u>	R&M	\$35,000.00
E0504585	<u>P3088 REROOF</u>	R&M	\$35,000.00
E0520080	<u>A RPR ROOF</u>	R&M	\$366,000.00
E0520083	<u>B REROOF</u>	R&M	\$95,000.00
E0521338	<u>X RPL RR PARTITIONS</u>	R&M	\$35,000.00
E0521340	<u>M INSTL C/WKWY</u>	R&M	\$150,000.00
E0521631	<u>B ADD ELEC OUTLETS</u>	R&M	\$25,000.00
E0521632	<u>X ADD ELEC OUTLETS</u>	R&M	\$35,000.00
E0521633	<u>PORT ADD ELEC OUTLET</u>	R&M	\$40,000.00
E0521634	<u>B RENOV BOYS RR</u>	R&M	\$113,000.00
E0522052	<u>RPL CLASSROOM FURNITURE</u>	R&M	\$6,000.00
E0522054	<u>CAMPUS RPL P/B SYSTEM</u>	R&M	\$70,000.00
C0002008	<u>Four Classroom Building</u>	CIP	\$6,305,000.00
C0002196	<u>Administration Building</u>	CIP	\$6,000,000.00
C0002330	<u>ABR</u>	CIP	\$550,000.00
C0002527	<u>Air Condition School</u>	CIP	\$3,500,000.00
C0002681	<u>SPED Trailer</u>	CIP	\$350,000.00
C0002866	<u>Walkway Roof from Portable 6 to Building B</u>	CIP	\$75,000.00

Kohala Middle School  
Current Projects

Project Number	Project Name	Type	Status	Total Estimated Cost
E0521227	<a href="#">Bldg A Termite tent</a>	R&M	Construction	\$0.00
E0521909	<a href="#">Earthquake Assessment</a>	R&M		\$0.00
E0522058	<a href="#">A HLTH RM RPR BEAM</a>	R&M		\$5,000.00
E0522059	<a href="#">P2 &amp; P3 INSTL SECURITY SCREENS</a>	R&M	X	\$16,000.00 completed
E0522060	<a href="#">RPL CLASSROOM FURNITURE</a>	R&M	X	\$6,000.00 completed
E0522061	<a href="#">A RPL CEILINGS</a>	R&M		\$170,000.00 renovation
E0522319	<a href="#">RPL CLRM FURN</a>	R&M	X	\$6,000.0 Duplication completed
C0002178	<a href="#">Electrical Upgrade</a>	CIP		\$546,000.00
X0000128	<a href="#">CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM</a>		X	\$388,000.00 completed
X0093406	<a href="#">Bldg A Elec Upgrade</a>		Construction	\$0.00

Of the ten current projects posted on Factrack, seven have already completed and two would be completed if renovation were to proceed. The remaining project, the electrical upgrade is the most costly project on the list; however, it has been on the repair and maintenance list for several years and it is doubtful that this project will be funded. The school has addressed the immediate needs for electrical upgrade through other means in order to create the infrastructure for increased technology needs.

In the past year, approximately \$450,000 has been expended to improve the infrastructure on campus including a new septic system and phone system.

Kohala Middle School  
Planned Projects

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504014	<a href="#">A RPL MASONITE FLOOR</a>	R&M	Backlog	\$10,000.00 renovation
E0504112	<a href="#">A INSTL OUTLETS</a>	R&M	Backlog	\$4,000.00 completed
E0504649	<a href="#">A PNT EXT</a>	R&M	Backlog	\$30,000.00 renovation
E0521332	<a href="#">CAMP TREE TRIM</a>	R&M	Backlog	\$25,000.00 completed
E0522063	<a href="#">C RPL BOYS RESTROOM FIXTURES</a>	R&M	Backlog	\$10,000.00
E0522225	<a href="#">GRND-RPL RAMP RAILING</a>	R&M	Backlog	\$25,000.00 Completed
E0522320	<a href="#">BLDG A - RPR ROOF</a>	R&M	Backlog	\$60,000.00
E0522469	<a href="#">RPL CLSRM FURN</a>	R&M	Backlog	\$6,000.00 removed

Of the eight planned projects listed on the Factrack system, three have been completed and one would be addressed through renovation. Replacing classroom furniture has since been removed from the list as the school received a shipment of tables and chairs in the fall of 2009. There are three projects that remain unaddressed ranging from \$10,000 to \$60,000.

Kohala High School  
Current Projects

Project Number	Project Name	Type	Status	Total Estimated Cost
E0521227	<a href="#">Bldg A Termite tent</a>	R&M	Construction	\$0.00
E0521909	<a href="#">Earthquake Assessment</a>	R&M		\$0.00
E0522058	<a href="#">A HLTH RM RPR BEAM</a>	R&M		\$5,000.00
E0522059	<a href="#">P2 &amp; P3 INSTL SECURITY SCREENS</a>	R&M		\$16,000.00
E0522060	<a href="#">RPL CLASSROOM FURNITURE</a>	R&M		\$6,000.00
E0522061	<a href="#">A RPL CEILINGS</a>	R&M		\$170,000.00
E0522319	<a href="#">RPL CLRM FURN</a>	R&M		\$6,000.00
C0002178	<a href="#">Electrical Upgrade</a>	CIP		\$546,000.00
X0000128	<a href="#">CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM</a>		Bid	\$388,000.00
X0093406	<a href="#">Bldg A Elec Upgrade</a>		Construction	\$0.00
X1690409	<a href="#">Special Education Shower</a>		Allotment	\$113,000.00

Kohala High School  
Planned Projects

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504014	<a href="#">A RPL MASONITE FLOOR</a>	R&M	Backlog	\$10,000.00
E0504112	<a href="#">A INSTL OUTLETS</a>	R&M	Backlog	\$4,000.00
E0504649	<a href="#">A PNT EXT</a>	R&M	Backlog	\$30,000.00
E0521332	<a href="#">CAMP TREE TRIM</a>	R&M	Backlog	\$25,000.00
E0522063	<a href="#">C RPL BOYS RESTROOM FIXTURES</a>	R&M	Backlog	\$10,000.00
E0522225	<a href="#">GRND-RPL RAMP RAILING</a>	R&M	Backlog	\$25,000.00
E0522318	<a href="#">BLDG C - INSTL SPED SHOWER</a>	R&M	Backlog	\$60,000.00
E0522320	<a href="#">BLDG A - RPR ROOF</a>	R&M	Backlog	\$60,000.00
E0522469	<a href="#">RPL CLSRM FURN</a>	R&M	Backlog	\$6,000.00

The savings to DOE that are likely to be realized if Kohala Middle is closed and its student sent to the Kohala High & Elementary campus are approximately \$1,157,536. kjj

	Annual amount	Basis of calculation
Reduction of WSF allocation (i.e., elimination of principal position, clerical positions, resource/support positions, addition of VP)	\$994,353	Difference between supplemental WSF funds for (a) the three schools separately and (b) whatever school organization is studied. (in this case, K-6, 7-12)
Possible elimination of one school health aide	\$37,871	A middle school on the Kapaau campus could share the elementary and/or high school health aide(s)
Possible elimination of one SBBH position	\$50,000 (est)	
Reduction of utility costs	same	Usage would remain the same. Kohala Middle costs would transfer to site of consolidation. Electricity charges would increase at receiving site(s)
Elimination of contract costs	\$5404	Current Kohala Middle cost
Reduction in Cafeteria service position	\$34,164	Van driver position eliminated
Elimination of annual facility	\$35,744	Based on \$2.35 per sq ft.

operating costs		
Subtotal	\$1,157,536	
Offsets		
Total	\$1,157,536	

Net Savings through consolidation (K-6, 7-12)		Additional expenditures required:	
Personnel, supplies (WSF)	\$994,353	10.5 additional classrooms (if portables used) (if classroom bldg. built)	\$3,675,000  (\$15,000,000)
Personnel (Non WSF)	\$122,035	Personnel (WSF)	
Annual Repair and maintenance	\$35,744	Additional office space (1 portable)	\$350,000
Contract costs	\$5,404		
<b>Total savings</b>	<b>\$1,157,536</b>	<b>Total expenditures</b>	<b>\$4,025,000</b> <b>(\$15,350,000)</b>

In 2008-09 the weighted student formula provided an additional allocation to elementary schools with enrollment below 650, middle schools with enrollment below 850, and high schools with enrollment below 1690. This formula provided additional funds for all three schools as follows:

Kohala Elementary	\$180,702
Kohala Middle	\$429,448
Kohala High	\$442,846
Total	\$1,052,996

For 2009-10, the maximum size for a small school extra allocation will be reduced to 500, so given the current forecast for the enrollment of all three schools for 2009-10 the extra allocations next year would be:

	2009-10 projected enrollment	No consolidation	Kohala Middle consolidated with Kohala High
Kohala Elementary	373	\$227,872	\$228,100
Kohala Middle	198	\$382,886	
Kohala High	272	\$571,518	\$719,677
Total		\$1,182,276	\$947,777

Whether the savings shown above would be reflected in a reduction in the DOE's total budget, or whether they are reallocated to other schools, is a determination that will be ultimately made by the Board of Education and the Legislature.

**(5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations.**

Current residential developments include the self help residential subdivision that is located approximately a quarter of a mile from the elementary and high school campuses. The development includes a total of 12 homes. Because the owners were previously either renters or residents of multi-family housing units within Kohala, it is unlikely that enrollment will be affected by completion of the residential development. At this point in time, there are no known plans for additional residential developments that would affect enrollment in this complex. There is another phase going in adjacent to the current subdivision. It is not known whether this future development will bring in new residents into the community.

Information provided by Kohala Branch Manager of the Hawaii Community Credit Union, Lakme Nishie, shows that by comparison with other areas in the state, Kohala has fared better. Foreclosures in this area are low compared to other places in West Hawaii and despite the economic downturn, the population is not dropping.

Population data for the Kohala area shows projected growth through 2020. In 2000, the population was 6,038. Currently, the population is 7,916. The population is projected to increase in 2015 to 9,446 residents and continue the positive trend through 2020 (11,273 residents). This would likely translate in growing populations in the schools.

The historical data and projections provided in tables 5A and B provide a 25 year history of “official” enrollment in at the elementary, middle, and high school levels in Kohala.

**Table 5A**

School year	Number of students				
	Grades K-5	Grades 6-8	Grades 9-12	Total	Pre-K
1983-84	328	130	217	675	0
1984-85	337	136	205	678	0
1985-86	349	146	198	693	0
1986-87	363	159	200	722	0
1987-88	377	152	205	734	0
1988-89	356	144	197	697	0
1989-90	402	167	212	781	0
1990-91	392	193	217	802	0
1991-92	435	216	238	889	1
1992-93	454	231	255	940	3
1993-94	445	236	271	952	2
1994-95	451	234	302	987	1
1995-96	451	237	332	1020	4
1996-97	446	215	338	999	3
1997-98	430	229	314	973	4
1998-99	403	219	294	916	3
1999-00	387	187	292	866	4
2000-01	392	171	267	830	2
2001-02	377	186	250	813	5
2002-03	379	189	237	805	8
2003-04	388	193	237	818	4
2004-05	361	191	219	771	5

2005-06	361	175	221	757	6
2006-07	337	166	231	734	6
2007-08	331	174	219	724	15
2008-09	391	188	291	870	14
2009-10	408	198	289	895	17

Between the years of 1983 to 2009, enrollment has fluctuated from a low of 675 total enrollment to what it stands today at 895 for the three schools. The data indicates that during the 25 year span, total enrollment grew by 225 students. The growth pattern shows steady growth from 1984 to the highest enrollment in 1996. Since 1996 enrollment has decreased from 1020 to 912 in 2009 inclusive of Pre-K enrollment.

Future projections from the state office indicate a 126 pupil decrease by 2015 with both elementary and high school population showing marked decreases and the middle school remaining at status quo. These projections are subject to statistical error as actual results from the last two years as outlined below have exceeded projections in both years.

“Official enrollment” (which does not include pre-K students) for the SY 2008-09 and enrollment projections for the upcoming six years are shown in the table below. The DOE does not make projections for pre-K students.

**Table 5B**

	Kohala Elementary	Kohala Middle	Kohala High	Total
2008-09 (actual)	391	188	291	870
2009-10 (actual)	408	198	289	895
2010-11	371	192	261	824
2011-12	364	207	247	818
2012-13	360	188	253	801
2013-14	354	192	234	780
2014-15	353	187	229	769

**(6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities.**

The land underlying Kohala Middle School is owned by the state. The former Halaula School site is one parcel TMK: 5-3-10:56 and is 8.606 acres.

The school site was acquired, originally as three parcels from Kohala Sugar Company by the Territory of Hawaii. The land was transferred in two Executive Orders by the Governor to the Department of Public Instruction in 1937 and 1942.

There is no reversion language in the deed. If DOE doesn't want the land, it reverts to DLNR.

Halaula School closed in September 1978. The Board of Education voted against returning the land to DLNR in 1984. Kohala Middle School began operation there in 2001.

Based on current needs, there is no available space to accommodate space requirements of other departments or state activities.

**(7) If consolidation is recommended, the Task force will suggest timetable and transition plan for implementation.**

A public hearing was held pursuant to Chapter 8-38 on January 21, 2010 at 6:00 p.m. in the Kohala High School cafeteria. A forum for public testimony was provided during that time. Based on the input from the public hearing, the task force held its final meeting on February 2, 2010 at 5:00 p.m. at Kohala High School to consider the testimony provided and to finalize the report to be submitted to Complex Superintendent Arthur Souza.

Considerations of space requirements, social-emotional needs, and budgetary issues made the K-6; 7-12 model the most feasible option to consider if consolidation were recommended.

The culmination of task force meetings, data gathering and analysis, consideration of testimony, site visits, and much discussion regarding the advantages and disadvantages of consolidation have led the task force to its final recommendation to Complex Area Superintendent Arthur Souza.

The Kohala Consolidation Task Force recommends that consolidation is not a viable option for the schools in the Kohala Complex and that the schools should remain as three separate entities. In total, the disadvantages of consolidation far outweigh the advantages as outlined throughout this report and in the accompanying summary report.

**(8) Other issues not specifically addressed in Chapter 8-38.**

**Task Force recommendations to address continuing improvements in the Kohala Complex:**

- It is suggested that the leadership from the high, middle, and elementary schools engage in ongoing collaborative efforts to share resources to effectively utilize assets and to broaden the spectrum of services available to students
- It is recommended that the three schools fully develop a K-12 construct to provide a seamless educational experience for all students and to collectively prepare students with 21<sup>st</sup> century skills.
- It is suggested that the schools investigate the feasibility of tasking the respective School Community Councils to act as a vehicle to continue the articulation process for complex schools.



## ATTACHMENT A

Kohala High School Site Visit Notes

Monday, Sept 28, 2009

Submitted to the Kohala Task Force by Joleen Soares and Randee Golden

- OFFICE:

All available space is being utilized with no room for expansion. Besides the school support staff, the office area also includes the health room, teachers' lounge, and office space for the following:

Principal

Vice Principal

Registrar

Student Services Coordinator and Clerk

- OVERVIEW OF CAMPUS:

**LIBRARY:** Online classes are gaining in popularity. Currently, the library is serving as the location for online classes. The students are monitored in the library by an educational assistant. The library is also used for quarterly testing, where they use notebook computers to take the assessment. Teachers are working on getting the library functioning to check out books, which has been a challenge do to changed staff and library use. Mr. Hashimoto still does the scheduling, even though he holds another position. Due to lack of funding there is currently no librarian at the high school.

**GYM:** This space is used as a classroom by the physical education teacher who also teaches 1 weight training class in the weight room. This space is opened for student use during lunchtime and is a popular place. The facility is in use most of the day.

**CLASSROOMS:** Teachers at the high school have 1 prep period during the school day or prep is done after school when period 7 rolls over their prep time. Due to the wide range of electives being offered to the students, some of the core subject classes are full while others have a smaller in size.

Math, Science and Language Arts classes have inclusion classes with special education students. Assignments are given and the students can stay in the regular classroom or break out into smaller groups. One Language Arts class has 22 students and with the inclusion that number rises to 31.

ELL/ESL classes are offered to students whose first language is not English. The maximum class size is between 15-18 students.

The school has one science lab that is shared by the science teachers.

This year along with teaching 3 art classes, the art teacher is also teaching 3 health classes. All 3 health classes are full, and use the art room to meet.

The computer lab is used for business classes and keyboarding classes.

CSAP provides alternative education for students needing it and is housed in one classroom on the corner of the campus.

One special education classroom (F29) is set up to teach life skills to a student that needs that type of learning experience.

Vocational Education teacher has 2 auto shop classes; 2 building & construction and 1 industrial engineering class.

This year a special Bio-project is being offered. Five students are currently enrolled in this program, which is in collaboration with the Stanford Project. They are earning their math, science and social studies credits.

Every year agricultural classes are offered at registration, but due to low interest no classes are being offered at this time. The students in the Bio-project will be using some of the ag. Space.

This school year there is no home economics teacher. One science teacher is teaching 2 food classes along with his science classes that include: chemistry, computer science; pre calculus and robotics.

Music room (band room) is currently being used by the student activities coordinator (SAC). Classes held there are:

2- Leadership classes

1- Guitar class

The high school counselor also uses this space for college visitation/presentations. From early fall until January this could be happening at least once a week.

Noted in many classrooms is that technology requires additional space. Computer workstations reduce the number of student desk spaces available in a classroom. Teachers need to be creative in desk placement and location of where computers will be placed in the various classrooms. This provides a challenge in smaller classrooms.

- **WHERE DO STUDENTS HANG OUT DURING SCHOOL HOURS?**

Teachers on the high school campus open up their classrooms which allow students a place to hang out during recess. Students can also be seen hanging out along the covered walkways on campus. Most of the covered areas seem to be occupied by groups of students. During lunch recess the Principal opens up the gym for free play and intramural basketball games. Approximately 35 students are using the gym at this time.

- **PRINCIPALS COMMENTS:**

Ms. Bratt mentioned that since she has been at Kohala High, 2 planning studies have been done, with different options for additional classrooms to be located across the street

at the former location of the teachers' cottages. Currently, this grassy area is the location of the leaching field and is also used as a parking area for the high school students and overflow parking for staff and visitors to the school campus.

Ms Bratt also shared that this year has been very calm, with a great group of students. She attributes the 9<sup>th</sup> grade boot camp as one reason there is a positive environment around campus.

- **SHARED SPACE WITH THE ELEMENTARY CAMPUS:**

**Parking Lot** – The main parking lot is used by the elementary and high school staff. High school staff also park on the grassy area adjacent to the office. The parking lot area is also used by the school buses as their loading and unloading zone. Parents also use this area as a drop off and pick up zone. This area can get congested prior to the beginning of the school day.

**Cafeteria** – Falls under the high school administration and provides meals for all 3 schools as well as the County Nutrition Program. Currently the cafeteria follows the following schedule for serving meals:

7:30 – 8: 00 am	Breakfast for grades K – 12
9:50 –10:15 am	Brunch for high school
10:40 am	Lunch lower elementary K-2
11:15 am	Lunch upper elementary 3-5
11:55 am	High school (first bell)
Noon	High school (second bell)

During this time, lunch is also being delivered to the middle school. Currently the cafeteria is certified for 256 students – consolidation would require another time slot to accommodate the additional students.

The cafeteria at this time is fully staffed with:

- 3 full time workers
- 4 long term appointment employees (4 hours per day/staggered shifts)

Priscilla Galan is the cafeteria manager and she expressed the following:

“If consolidated, it feels that the cafeteria will be too congested, too overwhelming, and the workers would be serving meals continuously. The added work would mean table and floors might not be clean for the next group of students. This would make my staff feel rushed.” Priscilla also mentioned that currently regular plates are used at the main campus, meaning that staff would need to have adequate supplies available. If the dishwasher breaks down, paper plates would need to be used, creating additional trash for custodians. Currently Kohala Middle School’s meals are served on paper plates. Priscilla was also concerned about losing a worker if a van driver was not needed.

The cafeteria also houses A+, the afterschool program. A corner of the cafeteria houses their materials in storage cabinets.

## **ATTACHMENT B**

Kohala Middle School Site Visit Notes

Wednesday, Sept 30, 2009

Submitted to the Kohala Task Force by Joleen Soares and Randee Golden

- **OFFICE:**

The main office at this school has just enough space for staff to work and perform their daily tasks. The principals' office is located to the rear of another office. The front office space is used as an area for testing and detention, and desk space for one support staff member. Adjacent to this area is the teachers' lounge and area that is used to make photocopies. There is no place for teachers to have lunch; there is only space to work. Smaller office spaces on campus house other support staff, including the counselors and computer tech support.

- **CAFETERIA:**

Meals here are brought over from the main campus and served on paper trays. At the beginning of the school year, the cafeteria was crowded so additional seating was acquired to accommodate the increase in enrollment. (about 30 students)

The maximum capacity for the cafeteria is 147 persons. This includes the end of the cafeteria that is blocked off and now being used as a classroom by the physical education teacher, who also teaches study skills in this space.

- **CLASSROOMS:**

Teachers are using every space available in their classrooms. Computer technology takes up space in each classroom.

Smart Boards are also being used in the classrooms this year. Both the teachers and students are learning about this new technology, which also takes up space in the room.

One portable classroom space has been divided in half to house 2 special education classes. These 2 classes are smaller in size, but provide the teachers with little or no space for storage. They will use a portable storage for their materials.

The computer lab is also used as a classroom. Students' desks are in the middle of the class for use during regular classes with, the computers located on the perimeter of the classroom.

Core classes this year can have a maximum of 27 students.

- **LIBRARY:**

The library, like other spaces on this campus, is also a multiuse space. The Registrar and a clerk are currently located in the library. With no librarian, the Registrar is also overseeing the use of the library.

Besides being used as a library, there are 6 computer stations that are being used by students for on-line classes. At this time, students who pass “study skills” can take various language classes on-line. Students who need to make up credits can also use the computers for their NOVANET class.

The computers in the library are also used during the day by students doing various research projects; the principal notes that project based learning and collaborative work, part of the middle school model, is being embraced more and more by teachers.

- OTHER:

Due to the lack of indoor space that can accommodate the entire student body and faculty; assemblies are held outdoor on the front lawn. May Day is also held outdoors.

The spacious school field is used by students daily for both Physical Education classes and during recess. The field is also used on the weekends for soccer and bobby sock practice. The basketball court is also used in the afternoons and on weekends for pick up games of basketball.

Currently offered to students is the UPLINK after school program that runs until 5:30 pm during school days. This program offers tutoring and other various activities for students.

The middle school is leading the other two campuses (elementary and high) in technology usage. It is also moving towards a more project base learning.

The school is also forging a partnership with the Hawaii Wildlife Center, located adjacent to the school field. Students have been learning about this new center which will be one of a kind in the state. Meetings have been held to discuss ways authentic learning experiences can be created for Kohala Middle School students. To date, students have painted the center sign (in back to stop vandals) and the 7<sup>th</sup> grade social studies students are videoing the center construction process. Ideas that include student created guide books and artwork have been discussed. This collaboration provides an opportunity for students to do project based service learning, which is a high interest way to engage students in authentic learning experiences.

- LOOKING AHEAD:

The Middle School Principal has written a 21<sup>st</sup> Century Grant that was funded, bringing in \$1.6 million dollars to the Kohala schools. The principal is working to implement programs with this funding, and she would like to bring the community into the school by doing more partnerships. Currently they are in partnerships with the following groups: Kohala Community Athletic Association (KCAA), Ka Hana No`eau, Kohala Ranch, Hawaii Wildlife Center

The administration is also working with the Kona Community School for Adults as being a means of offering evening classes for the adults of the community, which will be another way to utilize this facility as a resource for the Kohala community.

## ATTACHMENT C

### Kohala Elementary School Site Visit Notes

Monday, Sept 28, 2009

Submitted to the Kohala Task Force by Joleen Soares and Randee Golden

- OFFICE:

The office is staffed by 2 full time workers (1 clerk and 1 SASA) and a ½ PCNC worker. With the school health aide and principal, 4 full time and 2 part time staff occupy this former classroom.

The Principal's office was sectioned off in this classroom space for some privacy.

Also located in the back of the main office is the health room. This area provides minimal space for the health aide's desk, counter with sink and cabinets along with 1 rest bed, and a couple of student chairs. This area is portioned off from the main office, but it offers little or no privacy for the health aide and student. The health aide sees an average of 20-25 students per day. She shared that numbers can rise to 30 or 35 students on some days.

Adjacent to the Health Room is the supply area for the office which uses the same walkway space used to get to the health room.

The head custodian uses the technical/electronic room as an office; this small area is also used as a testing area when needed.

- CLASSROOMS / SUPPORT STAFF OFFICES:

Currently all available classroom space is being used on this campus. Also being use is the covered walkways for small reading groups and one-on-one instruction on tables outside of classrooms.

There are 3 smaller offices on campus in various locations that are being used by the following staff members:

- Title 1
- SSC and clerk
- Elementary counselor

Rooms 1, 2, 3 and 4 previously had alcoves that have been turned into space being used by the following:

- ELL Office
- SBHS
- Primary School Adjustment (2 educational assistants)
- Speech pathologist

Room 4 is also a shared classroom housing both the computer lab with 20 computers that is used by entire elementary school and a special education classroom.

The only teachers lounge at this time is located on the lower portion of the campus. Building X has an assigned teacher's lounge which is being used as a classroom. A community funded and built gazebo on campus is where teachers can enjoy lunch, but this area is also used by 2 reading groups.

- **PLAYGROUND:**

The playground equipment located between the elementary school and the high school is shared between the elementary classes. The equipment is used by the different grade levels on a rotation basis.

The only two grade levels that have their own designated play area are the Kindergarteners that have their own playground equipment located in front of their classes and away from the other students. The 5<sup>th</sup> grade classes get to play on the black top surface adjacent to the cafeteria.

Currently, additional sections were fenced off to allow grass to grow due to prior work on the septic system.

- **STORAGE:**

Located at different areas on campus are 4 plastic storage sheds. These storage sheds were purchased with locally raised money and serve as both storage for faculty and an area that can be used for testing.

- **OTHER:**

It was pointed out that the grassy area at the lower part of the campus belongs to the high school, along with the track and the gymnasium. The elementary can have use of the track as long as there are no high school classes using it. As for the gymnasium, the high school lets the elementary use it for their May Day programs. The master plan for this area is to build a new gym and track for the high school. There was no obvious space for any new construction if more classrooms were needed.

- **CUSTODIAL SUPPORT:** In talking with Joy Alfiler, head custodian who has worked at the school for over 20 years, stated concern about space, saying "where would we put them? It would be tough and we would need more help." She anticipates increased rubbish and wear to the buildings. Currently there is 1 full time and 2 half time staff to care for the facility.

## ATTACHMENT D

### Social History of Why Kohala High School developed Middle School Concept

Principal's Report: Catherine Bratt

Kohala High School in 1990-91 was a K-12 school. There were 800 students at the beginning of that school year and 900 the next and 1000 in 1992-93. Our Honomakau campus was bursting at its seams. X-building on the elementary campus was just finished in fall of 1990, but Mr. Watanabe, head of facilities for our island's DOE, was already looking at the needs for another 12 classrooms for the campus.

Several 6<sup>th</sup> grade teachers came to me upon my arrival requesting that we look immediately at the new middle school concepts. They felt very strongly that their young charges moving directly over from the elementary campus to the high school was too traumatic an experience. They had recently attended meetings to explore the new middle school concepts and they felt it was imperative that Kohala look at separating the populations and implementing the ideas that were put forth for middle school. We spent a year planning. We worked at separating the faculties and only those teachers willing to go to the middle school were programmed into the schedule for the following year. We separated the 7<sup>th</sup> and 8<sup>th</sup> grade classes on this campus (6<sup>th</sup> was still on elementary) so that teachers taught only high school or middle school classes in 1991-92. We also worked with Mr. Watanabe to physically reopen Halaula campus which had been unused by the DOE for 17 years, though several other agencies had used it for varying programs—Kamehameha, Henry O, Food Bank, etc. The buildings were reroofed, rewired and repainted; in other words, the school was reclaimed.

The full middle school program opened at Halaula in 1993-94 with students 6, 7, 8. For the first time they had their own student government, and clubs and activities were built around their interests and age appropriateness. While the drug offenses hit new highs at the high school, the middle schoolers were not witness or exposed to this high end drama. Fights at the high school were plentiful and there were many more pregnancies. Again, these dramas were not right in front of the 6 to 8<sup>th</sup> grade children. And slowly, as the more sheltered middle schoolers matriculated to the high school our attendance went up, our A and B offenses went down and our graduation rates climbed. We had strong numbers of students attaining BOE diplomas. The students moving on to post high school programs both community college and four year programs increased. We know that our success is primarily do to the fact that we have a strong, age appropriate, sheltered middle school program that cannot be maintained if the populations are crammed together again at the Honomakau campus. We also strongly contest the idea that the 7<sup>th</sup> and 8<sup>th</sup> grade classes could again be housed on the high school campus. The high school is presently using every classroom plus the library for students taking on line classes. We are required as a high school to offer the credits required for graduation and for students to get the electives and advanced classes to qualify for college. We have to have Highly Qualified Teachers. We can no longer create "kapakai" lines that have teachers teaching several different classes in as many different disciplines. All of these

things are what we did twenty years ago to “make it work”. In addition, the DOE has added more credit requirements in the core area for graduation, deleting any possibility for teachers to teach both levels.

The elementary, in the mean time, has added pre-K. They are eight classrooms short at present. There is no possibility that we can matriculate the whole of the middle school back onto our campuses. New programs, new educational supports such as computers, have taken up room space and will not allow us to go back the way we were.

## ATTACHMENT E

Attachment E

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Sept. 18, 2009

Dear Board of Education Members,

I have worked many years in the schools, first as a school counselor and special education teacher, and now as a consultant. Everything I learned about child development supports the establishment of middle schools. At this crucial time of identity formation, it is irresponsible to integrate 6, 7, and 8<sup>th</sup> graders with high school students. This is liken to putting all incarcerated youth in adult prisons or eliminating the movie rating system in favor of no censorship. It is socially and emotionally unhealthy.

As stated clearly by Principal Janette Snelling, middle school students simply have different academic, social, and emotional needs. The middle school time provides the practice needed for students to develop the ego strength to ward off the negative peer pressures that they are likely too face in high school. However, not giving these students time in the middle school to harness their social skills and strengthen their character would put them at-risk for engaging in negative peer pressures such as drug use and teenage pregnancy.

There are other reasons why middle school consolidation with the high school is a bad idea. First, the attention span of younger adolescents is shorter than older adolescents which requires shorter classroom instruction; second, middle school allows the experimentation of different schedule arrangements from the fully departmentalized ability grouping to the seven period day; and third, counseling and advising at the middle school level differs from that of the high school -- concerns over body development, desire for social acceptance, the seemingly inevitable conflict with adult norms and expectations, and the desire to try out new ideas and beliefs are key focus areas during this time that might be overlooked by high school level counselors/teachers.

We are all aware of the financial situation of our state and the need to spend less and save more. Yet, liken to our own family situation, we don't stop paying the electric or water bill, nor do we stop buying food for our children. It comes down to a matter of priorities. We cut back in other ways. We spend less on family entertainment, we hang our cloths to dry, we drive around less, we are conscious of the unnecessary use of lights, and we take shorter showers. We sacrifice in the areas that make sense.

It simply does not make sense to sacrifice the educational opportunities gained at the middle school level because we can't find other ways to cut back. The middle school environment is the most appropriate way to educate young adolescents and I urge members of the Board of Education to put on your creative hats to come up with an alternative to middle-high school consolidation. Our kids deserve the best education in the best educational environment.

Sincerely,



C. Kimo Alameda, Ph.D.  
Support of Kohala Middle School

## ATTACHMENT F

Subj: No Subject

Date: Thursday, October 8, 2009 1:39:11 PM

I pass Kohala Middle School daily. When classes are in session, the classroom doors are open, allowing for flow-thru ventilation from the well-fenestrated north side. Although air conditioning would no doubt make the place cooler, the rooms are not uncomfortable, and lack of air conditioning likely contributes to the general well-being of students and faculty, manifest by low absenteeism. After school hours, the doors usually remain open for varying periods of time, often past sunset, for use by dedicated faculty.

There are nine classrooms on the main level of "A" (for administration) building with an additional classroom adjacent to the cafeteria on the ground level. Additional administrative offices and technical support space are also on the main level and custodial and grounds-keeping facilities are located on the ground level east of the cafeteria and adjacent classroom. There are seven additional classrooms located in four "temporary" or "portable" buildings to the west and behind (i.e., to the north of) the "A" building. These are not as well situated relative to the trade and are noticeably stuffier. A pair of small but impressively clean sex-specific lavatories is located in a separate building adjacent to the cafeteria end of the "A" building with outside washing facilities. Construction is dated (single wall in "A" building) but solid and settling effects are minimal, whether by design, luck, or careful maintenance (probably all three). There is absolutely no evidence of termite damage, dry or wet rot, peeling paint, worn walking, or other hard-use surfaces, or other signs of neglect and maintenance of the grounds and adjacent playing fields is at the "golf-course" level, a reflection of the obvious pride and dedication that not only faculty and other building occupants, but the people of Halaula, take in this school.

Upon entering any of these classrooms, it is difficult to ignore the feeling of community. Pictures of students, teachers, and friends are seen on the walls of many rooms in addition to didactic teaching materials. Desks are often arranged in non-traditional fashion so students can see each other's faces (I sat in back of a kid with nits and runny ears for a year).

Of specific note, however, this is no shop or home ec facility and the room in which art is taught seems to be equipped in a very limited fashion. There is also no dedicated music facility. Although an ongoing installation, nearly all rooms are now equipped with "smartboards" and the faculty is 100% computer literate, as I nearly the entire student body. There is apparently no shortage of computers, including general use units in the library and elsewhere, although for undisclosed reasons, all are PC's (nothing like learning the hard way). All rooms are equipped with telephones which double as a PA system, and there is a separate alarm system throughout the school. The technical support space/office servicing all of this is impressively small and virtually packed with units to be repaired, tools, parts, a miniscule working space, a chair and (I'm told) a desk, well hidden beneath the afore-mentioned. The switch room is "no larger than it needs to

be,” but is also (unbelievably) unairconditioned although it does appear to have a dehumidifier (not working when I was there).

Administrative offices could most liberally described as “modest.” The teacher’s “workroom” is a joke and could not possibly accommodate more than three (one standing). There is no teacher’s lounge.

Although the playing field and courts on the campus are of the best quality and although there is daily PE as well as intramural sports, there is no gymnasium and not even a place to change or take a shower. Therefore, there is no interscholastic sports program.

Despite these shortcomings, a surprisingly wide variety of academic challenges are presented to the student body, including multilevel mathematics, several foreign languages via Rosetta Stone and different branches of sociopolitical/economic studies (not to include the DOE).

Dividing the number of subject/class hours into the available classroom space/hours does not leave much deposable time/space, particularly when one considers that four of the above mentioned classrooms are dedicated to special education units.

The faculty, particularly those who have taught elsewhere in the Hawaii Public Educational system, seem to genuinely enjoy the Halaula experience. Although graduates continuing into college from Kohala High are a fair indicator of the positive attitude these students have toward education, an attitude which surely did not suddenly blossom in the ninth grade.

Thank you for assigning me this topic.

Respectfully submitted,

Peter R. Clapp