

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 / [www.ksfaculty.org](http://www.ksfaculty.org)

## Here's our proposal

We have two years left on a five-year collective bargaining agreement (CBA). In that agreement, KSFA is allowed to renegotiate pay and to open four additional sections of our bargaining agreement for renegotiation. Actually, KS is also allowed to open four sections of the CBA, but has chosen not to. Here are the salary and other changes KSFA proposed to KS at the second negotiation meeting several weeks ago.

### PAY

KSFA is asking for a raise of 12.4% next year and a raise of 3.4% the following year. We need to be able to offer justifications for our numbers in the negotiation sessions, so that the negotiation team is not perceived as tossing out random numbers.

The first figure of 12.4% is a combination of two separate calculations. The first is simply the projected inflation rate for 2007. The second calculation involves the concept of lost buying power. We obtained figures showing real inflation and buying power for the past three years and came up with a calculation of how much a median teacher salary was able to purchase each year.

The team will be able to show that even with step increases and the minimal raises in the last CBA, the real buying power of KS teachers declined over the past three years, relative to inflation and to the actual cost of good and services. The 12.4% raise next year, therefore would 1) recoup lost buying power and 2) adjust for projected 2007-8 inflation.

In the second year (the last year of our five-year contract), teachers would receive a 3.4% raise. This is simply an adjustment for projected inflation in 2008-9.

### Step Increases

In the previous negotiations, the ones that resulted in such minimal raises, KS frequently alluded to teacher step increases as "raises," and used them to justify arguments against additional

concessions. This position runs contrary to traditional thinking regarding single salary schedules.

*"In general, most teachers in the United States are paid according to a single salary schedule that provides salary increments according to a teacher's years of experience and number of college/university units and degrees. This teacher salary schedule was first implemented in several big city districts in the late 1920s and early 1930s. The basic concept has not changed much over the course of the twentieth century."*

*"But critical to the success of the single salary schedule of that the basis for paying teachers different amounts, i.e., years of experience, education units and different jobs, are objective, measurable, and not subject to administrative discretion."* ([www.wcer.wis.edu/cpre/tcomp/general/singlesalary.php](http://www.wcer.wis.edu/cpre/tcomp/general/singlesalary.php))

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## Next Issue Coming Soon:

**The KS pay offer**

**The value of summer**

**The tail that wags the dog**

## Our Proposal (continued)

KSFA maintains, as is generally accepted (see above) that step increases are reflections of years of experience and increased value to students and to the institution. This is exactly the same argument that, for example, D.J. Mailer or Dr. Chun — or any administrator — might make in justifying salaries much higher than those of the teachers under them. Otherwise, every KS employee from CEO to custodian would have exactly the same salary.

### Other provisions of the contract

The negotiation team felt that we should focus on pay in this round and leave some of the big issues, such as benefits, for the next round of negotiations in two years. We did open four additional sections, however.

#### Right to strike

In each round of negotiations, KSFA has given away the right to strike without asking for anything in return. The feeling is that this generous gesture has never been fully appreciated. Therefore, KSFA has decided to reserve the right to strike. This is not to be confused with any intent to strike.

#### Section 11

We would change the phrase “calendar days” to “work days.” This is a relative minor house-keeping change, but it has the desirable effect of removing weekends and summer from certain calculations and deadlines related to issues such as grievances.

#### Section 12

This section covers work hours and conditions of employment. KSFA is asking to have a representative on the next committee dealing with changes to the school calendar. This is in reaction to changes in next year’s calendar and the perceived lack of consultation with teachers, especially regarding beginning and ending dates of the school year.

KSFA decided not to contest this year’s calendar change because of the disruption uncertainty might cause while the dates were being negotiated. However, the intent is to negotiate the dates in the

next round of bargaining.

#### Section 20

This section of the contract covers discharge or non-renewal, a critical part of our agreement with KS.

Every few years, a teacher is discharged from KS, often with a difference in perception about the justification and fairness of the termination. In the most extreme case, when a teacher was terminated a few years ago, KSFA filed a grievance, which ultimately went to arbitration. An impartial arbitrator did not even reach the merits of the termination, finding instead that KS had the authority to terminate the teacher at the end of the school year by not offering him a contract for the next year. At that point, our contract allowed this interpretation. In the following bargaining session, KSFA negotiated a “fix” to the CBA which eliminated the possibility of year-end termination without cause.

The point is that this vital part of our CBA is a work in progress. For a few of our colleagues, it makes the difference between employment and termination. Our proposal this year seeks to correct another major weakness in the wording of the document.

If a principal is concerned about the performance of a teacher under his or her supervision,

### Who’s on third?

#### *KSFA negotiating team*

Tom Gardipee, Don Kroessig, Grace Omura, Mele Pang

#### *KS negotiating team*

Dick Lau, Rowena Blaisdell, Elaine Nu’uhiwa, Holoua Stender, Sandy Young, Amy Kimura, Carol Koza, Elaine Nu’uhiwa

## Our Proposal (continued)

the current contract allows these steps:

- Notice of concern given to the teacher.
- Response by employee
- Probation

The weakness of this sequence is that during the probation period, no supervisor is obligated to observe the teacher, in order to see if corrective action has been taken. (That actually happened once.) Furthermore, the teacher is entitled to just one probation period. The teacher can be terminated at any time, years after the end of the first probation period - with no need for additional probation. (This has also happened, unfortunately.)

The sequence of steps proposed by KSFA

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looks like this:

- Notice of concern given to the teacher.
- Response by employee.
  - Employee placed on Corrective Action Status, with regular meetings with a supervisor to assess progress.
  - Probation, with regular observation.
  - If the deficiency is corrected and if it does not recur for two years, the employee has the right to additional corrective action and probation periods in later years. In other words, the timer is reset to zero.

The negotiation team reports that meetings with the KS team this year have been cordial, perhaps a result of joint participation in a Change Management workshop in the first session. The team also reports that progress has been made on some of the issues proposed by KSFA.

KS has submitted a counteroffer to our pay proposal, which we are analyzing and which we will report on in the next newsletter.

Several of the other CBA changes have already been tentatively agreed upon, pending ratification.

## Teacher pay at the bottom of the professional scale

Here's a joke: which profession increasingly requires M.A. degrees but then pays as if they don't exist? The joke's on us. A survey by the American Federation of Teachers pegs average national teacher pay at \$47,000, based on 2005 data. At the same time, teacher health and retirement benefits are being eroded nationwide.

"All 22 of the other professions, such as engineering, accounting, computer programming and the law, that the Labor Department lists as requiring college degrees, paid much better - an average of \$16,000 a year better. Teachers, who

must have master's degrees and who average 16 years of experience, did do better than workers generally - but only six percent better."

If trends continue, teacher pay will soon fall below that of the average American worker. The AFT calls for parity with other professions, with raises of 30% over the next decade (on top of inflation adjustments), to an average of \$61,000 per year. For the complete article go to [http://www.truthout.org/issues\\_06/040907LA.shtml](http://www.truthout.org/issues_06/040907LA.shtml)

— Jan Becket, Unit 11-12

## Viewpoints

KSFA makes these pages available to encourage free, open sharing of ideas and viewpoints among its members. Items on these pages do not represent official positions taken by KSFA

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### Reality show contestant

## How to live (barely) on a teacher's salary

I am a teacher at Kamehameha Schools. I am a Native Hawaiian and relatively new to the teaching profession. For seven years, I have served in the best ways possible on weekends, vacations, and summers to provide opportunities for our students to grow in the areas of leadership and service to the Hawaiian community. I have a B.A. in my content area, and a Masters degree in education. I have been working with Native Hawaiian children and their families for well over a decade. I have no kids but I want to start a family soon. I don't own a home and I can't afford one in today's market. I would like to share with you my story.

It has been reflected in a recent teacher survey that a majority of teachers feel unappreciated at Kamehameha. Personally, I do feel appreciated-by my students. Students make coming to work a joy for me. They are the reason I wake up every morning.

I wake up in a tiny apartment next to a busy road. The windows can't open because of the black soot and unknown pollution that is deposited every day from thousands of cars and buses. I had to sign a waiver form when I rented the place that I would not sue the landowner for possible lead content in the paint on my wall. The roof of the bathroom has a mysterious mold that needs to be removed by a professional company. The property manager promised to have it removed. The cleaner came, took one look and said that it was a serious health risk. The cleaner advised me not to try to remove it myself. He walked out of the door and I have not heard from him, the property manager, or the landowner ever since. The property manager has not returned repeated calls. In four months my rent has raised \$250.00. The property owner refuses to grant a long-term lease. We are currently month-to-month and could be out at anytime soon. Why is this relevant? The landowner of my property is Kamehameha Schools.

I can't afford the sky-high rents, or the median price of a home. Even if I designated every cent I made before taxes to a mortgage, I would not be able to eat, drive a car, or have kids and raise a family. I have roughly \$600 in my savings account. I live month to month - one paycheck away from being homeless. I can't move in with my parents for they were recently divorced and were unable to hold on to their house. So now they live in the same situation as I. I don't have cable TV. Next month the Internet, and the phone line will be cancelled. This means I will not be able to work effectively from home. I don't have fancy clothes or live a lavish lifestyle. I applied for Kamehameha housing but was turned down.

Kamehameha Schools describes itself as an 'ohana. Does Kamehameha care about me as a teacher?

Three years ago when we started negotiations our team was offered nothing for three years. There were twenty-seven straight meetings with no movement until an impasse was declared. What has come out of that negotiation is our current contract, which has not kept up with the rate of inflation, housing costs and fuel costs. This year's inflation is projected to be 5.8 percent-the highest rate in the Nation. It is rumored that teachers will not be allowed raises because no one else in the "'ohana" has had substantial pay increases.

In the end, young teachers like others and myself will need to leave this profession because we simply can't make a decent living. Administration responds that we are replaceable and dispensable. That a new crop of teachers stands ready to take our places if we don't like it. How will their lives be different than mine? How long will they stay?

What happens to Kamehameha and what happens to young Hawaiians when a Hawaiian school teacher can't afford to live in Hawai'i anymore? That is already the case. It is already happening.  
*(anonymous)*