

Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 / www.ksfaculty.org

(please) BE THERE

KSFA

Fall General Meeting

November 18
KMS Learning Center
4:00 p.m.

You already do too much (see page 2), but ...

Yes, we know. More and more is being heaped on our plates. However, some of your colleagues are doing you huge favors by donating their time and energy to KSFA — in addition to that big pile on the plate. Thanks to them, you have

- Lots more \$\$ in your paycheck every month and a 401k matching contribution plan.
- A solid grievance procedure and sensible procedures for non-random drug testing (unlike the DOE).
- Protection against at-will termination (This is a big one).
- A way to make your opinions heard, among many, many other benefits too numerous to mention.

In return, you are asked for these three things:

- Sign up for auto dues deduction (see page 4).
- Attend the fall and spring general meetings - to show some appreciation — in person. Proxys will be distributed, but a piece of paper isn't quite the same as a warm body and a friendly smile.
- Take your turn on the Rep. Assembly. People burn out, need breaks. KSFA needs reps at each unit. Please volunteer. Remember what teachers like Moana taught you in elementary school: many hands make light work.

— Jan Becket, Unit 11/12

Moana Leong retires

Aloha Kamehameha

Those close to me at KES are still having a hard time with my decision to retire from teaching. It was by no means an easy decision but by October 2007, I knew that as much as I loved teaching, I no longer loved being a teacher. How did it get to this point?

In February 2007, I needed major surgery followed by eight weeks of medical leave to rest and get stronger. Or so I thought! Ha! I should've known better. There is just no rest for teachers. You all know exactly what I'm talking about. I actually found it frustrating trying to rest and NOT do school work. It was impossible! First there was the added time and stress it took in the month before I took my leave to put together the 2" binder for my sub that was full of procedures and lesson plans for every subject (reading, writing, spelling, Wordly Wise vocabulary, Math, Social Studies, and Science). Then when I was out on leave, I still had to submit

my report cards, which included 33 grades and narratives for each of my 24 students, though I had been granted an extension on the due date. There were school, parent and student e-mails to keep up with, weekly communication with my long-term sub including discussions on student discipline problems and challenging parents, research papers to grade (since my sub was not comfortable assessing the students' writing), SBCP (Standards-Based

Change Process) writing curriculum updates to keep up with in my grade level, etc. A teacher's responsibility just doesn't end when school "ends." It was at this time that I began to reassess my life as a teacher.

We all know the countless hours we spend beyond our 7:30 a.m.-3:30 p.m. work day. When you start adding on committee meetings (and the work that goes along with them) and the numer-

ous initiatives our school has, the time spent on teaching and school-related work can easily reach 60+ hours by the end of the week. I was also Grade Level Chair (GLC) for my fourth grade teachers, making my meetings and e-mail triple. Besides organizing and running grade level meetings once a 6-day cycle, there were GLC meetings and 'Aha Alaka'i meetings every cycle as well. We took turns facilitating these meetings, and taking and distributing minutes before the next meeting. Even though Holo was able to more than double our GLC stipend so that it was now the same as that of the high school department

heads, it was not enough to keep me. Unlike department heads, all GLCs have a regular, full load of teaching and we were still expected to attend all the extra meetings GLCs had to attend and be part of the leadership team with all the decision-making and responsibilities that went along with the job.

I knew that as much as I loved teaching, I no longer loved being a teacher. How did it get to this point?

Continued on page 3

Aloha (continued from page 2)

I had no time or energy to work on my own staff development and my grade level teachers were so stressed and pressed for time, even though we needed to align our Social Studies curriculum and also update our Science curriculum with our new 4-6 Science specialist, we decided we needed the instructional time with our students more than we needed a retreat to work on curriculum.

Now there's a dilemma. As teachers, our first responsibility is to teach our students. Yet other aspects of teaching like curriculum development and alignment, mapping, work on standards and benchmarks, teacher mentoring, WASC, etc. are also part of our job. But how can teachers do all of this while teaching full time, which by itself takes more than 40 hours a week to accomplish well? We teachers always do whatever we need to do when the outcome of what we do will ultimately better our students. And so year after year, we do more and more until our plates overflow.

I am an experienced, competent, organized, efficient, and hard-working teacher. And STILL, I could not keep up with the workload this past school year. I was at work from 6 a.m. to 6:30 p.m. most weekdays (later on days I had meetings and on Fridays). I usually got home at 7:30 p.m., and from 8:30-10 p.m. (sometimes later) it was more schoolwork. Of course, there were the weekends, but they just meant more time for me to do schoolwork. I was EXHAUSTED. And guess what? It was only October. How would I ever make it through the rest of the year if I was already burning out in the first quarter of school? This had NEVER happened to me before in all my years of teaching. I found I was tired all the time, and it was all I could do to rest and catch up with my work on the weekends. I was frustrated with not having enough time to do my job. "Do less," Holo once suggested to me at a GLC meeting. Do less? How? I had already reassessed everything I taught and the systems I had in my classroom, and there was nothing left to streamline without sacrificing quality of teaching. Then I began to notice something no teacher ever

wants to see happen. My stress and exhaustion began affecting my teaching. I started making uncharacteristic mistakes and I was impatient with my students.

To make things worse, I realized it was no longer fun being a teacher. Do you know what a tragedy this is? I never thought the day would come when I would ever say such a thing. It is a sad thing for teachers to no longer have the energy, passion, and love for what they do. As Virginia Woolf once said, "Teaching without zest is a crime." It is just not fair to the students. How can teachers inspire and motivate their students when they are tired and overworked? It was so discouraging for me to return to my class after meetings for committees or with colleagues that ended at 4 or 5 p.m. to then face the mountain of student journals, workbooks, paperwork, e-mail, etc. that needed to be tackled before the next day. Day after day, week after week, there just didn't seem to be an end in sight. As soon as one thing was accomplished, three more were waiting to be addressed.

That is how I came to an extremely sad conclusion: I could not and did not want to teach any more. I decided to retire from teaching on June 30, 2008. I was 52 years old and it was my 28th year of teaching, which qualified me for early retirement by making the "Rule of 80." But what in the world would I do if I wasn't a teacher?

I LOVED teaching! I had always believed that this was my calling and my purpose in life. There was nothing else I ever wanted to do. Teaching was my passion and I was good at it. It was my life and it became part of my identity. I was a teacher. But now, I had come to the point where I didn't want to teach any more - not at Kamehameha nor anywhere else. I did not want to sub, mentor student teachers, work on curriculum or do anything else in education. I was done with the teaching profession.

Continued on page 6

AUTHORIZATION FORM FOR DEDUCTION OF UNION DUES/SERVICE FEE OUT OF WAGES

I, _____, an employee of Kamehameha Schools (“KS”) voluntarily agree to have KS take out of my wages regular monthly dues as established by the Kamehameha Schools Faculty Association (“KSFA”) in accordance with its Constitution and Bylaws, or a regular monthly Service Fee not to exceed KSFA’s regular monthly dues for its members as certified to you in writing by KSFA, and to turn over to KSFA any and all such monies on the following conditions:

1. This authorization shall become effective upon the date set forth below and cannot be cancelled for a period of one year from this date or until the termination of the existing collective bargaining agreement between KS and KSFA, whichever occurs sooner, unless cancelled sooner as provided in Section 2 below.

2. I agree and direct that this authorization shall be irrevocable for successive periods of one year each, or for the period of each succeeding applicable collective bargaining agreement between KS and KSFA, whichever shall be shorter unless:

(a) I cancel this authorization by written notice to KS at any time or within ten days after the expiration of any such one year period; or

(b) In the case of the expiration of any applicable collective bargaining agreement between KS and KSFA during any such one year period, I cancel this authorization by written notice to KS at any time during the period following the expiration of the applicable collective bargaining agreement and ten days after the effective date of any new agreement.

3. This authorization is subject to sufficient wages being available to comply with all other required deductions and existing federal and state laws. This authorization shall be suspended during any period in which there is no collective bargaining agreement in effect between KS and KSFA. This authorization shall end if my employment with KS ends. This authorization is made pursuant to the provisions of Section 302(c) of the Labor Management Relations Act of 1947.

Employee Signature

Receipt of the foregoing authorization is acknowledged:

Date

Employer

Mailing Address:

SS#

<p>Your KSFA Representative Assembly</p> <p>UNIT KES Winona Farias Chelsea Keehne, Bette Savini, Lynn Tagami</p> <p>UNIT KMS Mike Ching, Don Kroessig, Grace Omura</p> <p>UNIT 9/10 Mark Ewald, Tom Gardapee, Rick Heyd, Warren Takata</p> <p>UNIT 11/12 Jan Becket, Joyce Neilson, Melelani Pang, Darrell Schuetz, John White</p> <p>EXECUTIVE BOARD MEMBERS — OUR NEGOTIATING TEAM—</p> <table> <tr> <td>President</td> <td>Don Kroessig</td> </tr> <tr> <td>Vice President</td> <td>Tom Gardipee</td> </tr> <tr> <td>Treasurer</td> <td>Don Kroessig</td> </tr> <tr> <td>Secretary</td> <td>Grace Omura</td> </tr> </table>		President	Don Kroessig	Vice President	Tom Gardipee	Treasurer	Don Kroessig	Secretary	Grace Omura
President	Don Kroessig								
Vice President	Tom Gardipee								
Treasurer	Don Kroessig								
Secretary	Grace Omura								

Your Weingarten Rights

I believe this discussion could lead to my being disciplined. I therefore request that a union representative be present to assist me at this meeting. I further request reasonable time to consult with my union representative regarding the subject and purpose of the meeting. Please consider this a continuing request. Without proper representation, any discussion you require me to participate in from this point on and any statements you may derive therefrom I shall regard as coerced in willful disregard of my rights as set forth by the Supreme Court of the United States. Nor do I consent to any searches or tests affecting my person, property, or effects without first consulting with my union representative.

The following is taken from the current KSFA constitution and best summarizes our core beliefs.

ARTICLE II

PURPOSES AND OBJECTIVES

As educators, we strive to live the values in the Kamehameha Schools Bishop Estate mission statement: Pono, 'Imi 'Ike, Laulima, Lokomaika'i, Na'au Pono, Mālama, and Ha'aha'a, with the foundation value of Aloha, a sense of warmth and respect for others. Respect for these values leads to:

- An institutional focus on the primacy of the teacher-student relationship.
- A sense of community, mutual respect and trust.
- A tolerance for free and serious debate, with a regular re-evaluation of policies, procedures, and strategic goals at all levels of the institution.
- A respect for the excellence and professionalism of the teaching staff, with a corresponding respect for professional autonomy within the classroom.
- Institutional structures and procedures that allow for the free expression of opinions, and genuine participation by teachers in all decisions that affect the education of students.

Kamehameha Schools Faculty Association exists to articulate the professional concerns of Kamehameha teachers, and to express their strength and pride. In partnership with trustees, administrators and parents, and guided by the spirit of Pauahi's will, it places the educational needs of students above all other considerations. In addition, KSFA exists to:

- Represent the members in accordance with the National Labor Relations Act and negotiate a collective bargaining agreement.
- Represent the members in matters of professional concern that may lie outside the scope of the National Labor Relations Act.
- Act as a voice to articulate the professional concerns of members, seek clarification of policies that may affect members and take proactive stands to seek solutions .
- Inform members of matters of professional concern.
- Bring the faculty of Kamehameha Schools into relations of mutual assistance and cooperation.
- Raise the standards of education by advancing the professional and economic interests of its members.
- Promote and support educational policies that help maintain high and rigorous professional standards.

The membership of KSFA may choose to engage in other beneficial activities as allowed by law.

Aloha (continued from page 2)

I would receive a pension that would be less than half of what I was making in my last year of teaching. Still, this afforded me the opportunity to really consider doing anything I wanted to do next in my life! So long story short, I decided to become a veterinary assistant. Why? Because I love animals--always have! I was just hired by the Mililani Mauka Vet Clinic and will begin working in September on a part time basis. There is no money in this field, but with my pension and whatever pay I get as a vet assistant, I know I will be very content and happy working with animals. As you can probably tell, it's quality of life that's now more important to me.

As a GLC and KSFA rep for KES, I met with the KES Administration (Holo, Ronnie, and Brandy) in late April to share from my heart exactly what the teacher workload and stress was doing to me and other teachers. This meeting was

immediately followed by your KSFA Negotiation Team's consultation meeting with Dr. Chun and Elaine Nu'uhiwa in which we discussed benefits/retirement issues of concern to our membership, teacher workload and teacher morale. What remains to be seen is whether or not Administration will take responsive steps to reduce school initiatives, meetings, teacher workload and stress so that teachers can continue to do what they do best - teach! Creativity in teacher positions and scheduling are needed in order to involve teachers in teacher-related work such as curriculum, school initiatives, WASC, teacher mentoring, etc. without overloading teachers' full plates. Ka Pi'ina's recommendations may also help to retain our most experienced teachers. It was just not soon enough for me. My fondest aloha to you all.

— Moana Leong, retired
KES-Grade 4

It's 7:30 a.m. to 3:30 p.m.

Reps at the October KSFA meeting discussed the duty day for teachers and then agreed to pass on a warning / concern that some teachers may not be honoring our obligation to remain at school for the full duty day. Late arrivals and early departures have been observed by some administrators.

A concern was expressed that KSFA not get into the business of helping police teachers, of passing on various policies. Basically, the Assembly agreed that administrators are the ones who need to do that task. It's their job, not ours.

However, the duty day falls under the category of "hours and conditions of employment," which is a mandatory subject of bargaining. In other words, we agreed as a collective body to the duty period, which is now in our contract with KS - the collec-

tive bargaining agreement.

This means that KSFA will find it difficult to defend teachers who are disciplined for arriving late or for leaving early. It also means that there could be, at some point, more control exercised over the exact time of teacher arrival and departure, such as sign-in and sign-out lists at unit offices, God forbid.

The other concern expressed at the meeting is that teachers ducking out early make all of the rest of us appear that much less professional. This perception, of course, has repercussions at the bargaining table.

— Jan Becket, Unit 11/12