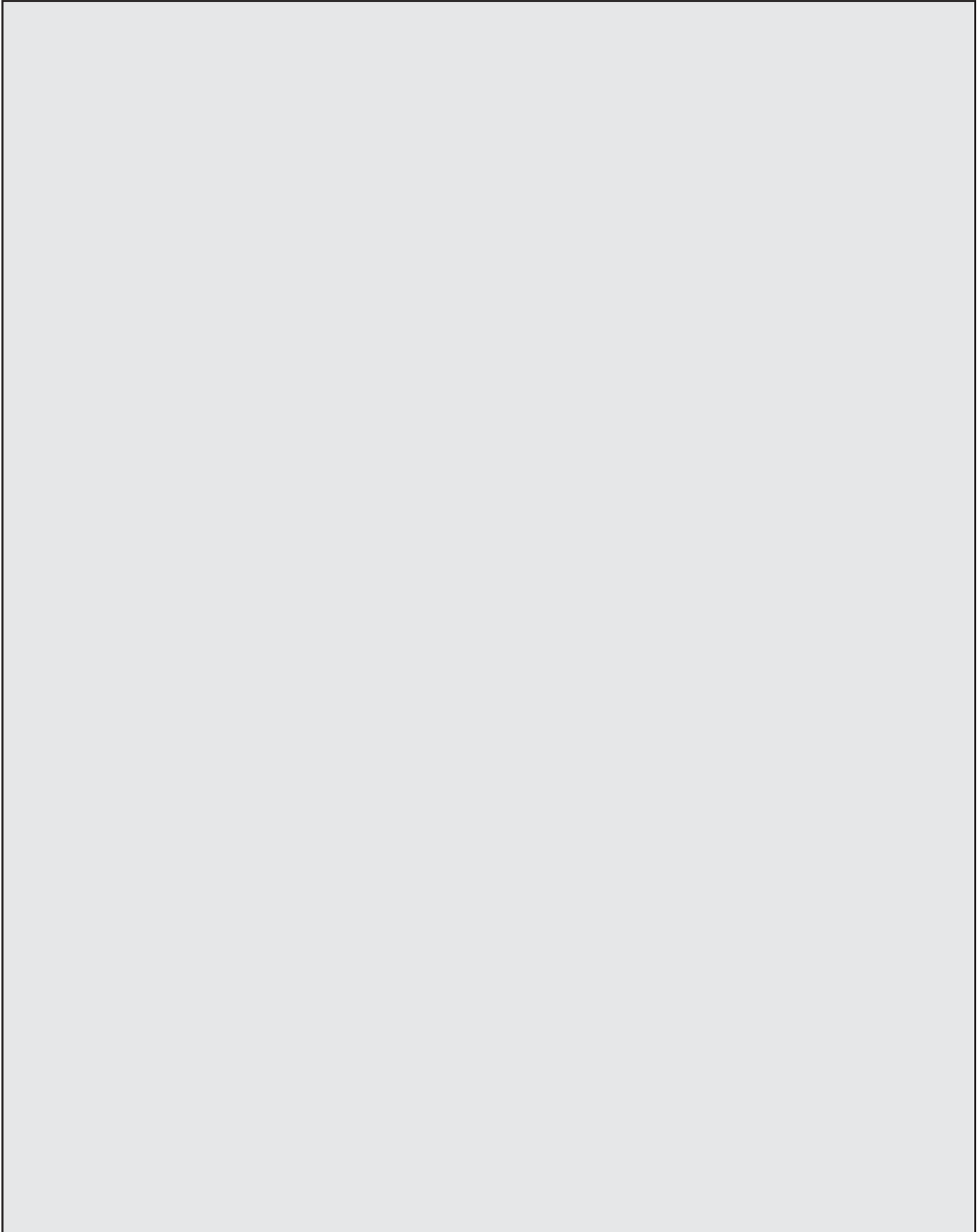


# Kamehameha Schools Faculty Association

*P.O. Box 894163, Mililani HI 96789*

*Hotline Number: 539-2450*



## Much has changed, but much hasn't

In the attempt to educate those new to our community, those unfamiliar with the context in which KSFA was created, we blow the dust off of old news clippings and offer a glimpse into the not too distant past. In so doing, we veterans refresh our memories of a time when uncertainty decayed into fear and fear ultimately evolved into defiance. We remember standing together, students and parents, alumni and concerned outsiders, teachers and administrators, against a corrupt and self-serving regime. We recall with pride the day the Trustees fell and the children won.

Since that day, much has changed for the better. The current Management, an unfortunately cold term for friends and acquaintances we see at Song Contest and the occasional lu'au, worked with us to negotiate a fair and generous salary. We've seen moments of true collaboration between teachers and administrators, inclusive decisions based solely on the perceived benefits for the students. The recent attempt at the high school Song Contest rehearsal season comes to mind.

Yes, much is right, but a few fundamental things are still wrong. As this issue's flashback reminds us, remnants of the Controversy, landmines planted in the

employment agreement by a now deposed regime then under siege, still exist today. The "reputed union buster" and his ilk are both real obstacles and symbols of a lack of trust, and that's unfortunate. That bond should exist by now.

The faculty has learned a great deal in the ensuing five years since Greg Barrett penned his article. We recognize and value our role in the students' growth; we're asking for an official seat at the table where decisions are made, not only for today but into perpetuity. We're asking for a "just cause" clause to be added to our renewal agreements; we believe that educators unfettered with the fear of discipline unfairly applied (again, not necessarily by current administrators) are those best able to teach freely, openly and effectively.

We want the best for our students, and we firmly believe Management wants the best for our students. Two groups of people walking toward the same destination will eventually find themselves together. It would be a fruitful experience for all to share the same path.

— Jim Slagel, unit 11/12

## Do We Need a Union?

Believe it or not, KSFA will begin negotiating our fourth Collective Bargaining Agreement (CBA) about one year from now. It may seem a long time away, but the months tend to fly by so it might be a good time now to start thinking about what you believe to be the most important for the upcoming negotiations. Considering the following questions should help:

### How important to you is it

1. To have a written Collective Bargaining Agreement (CBA) that is periodically negotiated by your representatives and approved by a majority vote of you and other members?
2. That your representatives can negotiate on your behalf a CBA that determines your pay and benefits, and hours and conditions of work?
3. That the organization that represents you has legal standing, cannot be disbanded by any-

one other than its members, and has a lawyer representing your interests?

4. That we have limited legal rights including the right to bargain on mandatory subjects which requires management to negotiate with KSFA before changing your hours or conditions of work or modifying discipline-related work rules?
5. That you have a voice through a Representative Assembly that meets monthly, shares information and views from all four campuses (KES, MS, 9/10, and 11/12), publishes a Newsletter and consults regularly with Dr. Chun and other KS leaders?
6. To know that if you were unfairly treated by KS (in a way that violated our CBA), you could appeal that action to a neutral third party that could overturn it?

*Do we still (continued from page 2)*

**Some other questions you might think about**

7. How would KS operate if there were no union to restrict its flexibility?
8. Why does KS continue to employ one of the most famous “union busters” in the state?
9. Why has KS resisted almost every proposed change to our ambiguously-worded CBA that was authored by Bob Katz and Buddy McGuire under the direction of the majority trustees?
10. How do you rate KS management (below the trustee level) in the area of integrity, inclusiveness and judgement?
11. How important and valued is teacher input in the advisory decision-making process?
12. Why does KS agree to discipline us only for “just cause” but still want the unfettered right to terminate us for discipline (or for no reason) at the end of our one-year employment agreement?
13. Have we solved the governance problems that caused us to form a union?

**Also, please help guide KSFA by considering the following questions:**

1. Do you feel you are getting your money’s worth from your union dues?
2. Do you believe KSFA is unnecessarily restricting management’s flexibility?
3. Do you feel that KSFA is not representing your interest?
4. Do you feel that KSFA is acting unethically or abusing its power?

If you have concerns on any of these questions that need immediate attention, please see your KSFA representative or attend our next Representative Assembly meeting. KSFA will be conducting a survey of members later this year to help determine how we are doing and where our efforts should be focused. These next negotiations will be upon us quickly and we want to be sure we are doing our best to serve you. Mahalo.

— the KSFA Executive Board

**OK, what’s all the fuss about?**

Maybe you are asking yourself what all this “just cause” fuss is about. Here is a summary, in just under 500 words.

When 90% of us voted for a union, two of the main reasons we voted that way were just cause and a grievance process. We didn’t have those before, and once we understood what they were, we wanted them.

Just cause is a fairness criteria that the school has to meet before it can discipline or terminate you. A grievance procedure means that you have a meaningful way to challenge actions that violate your collective bargaining agreement.

In a recent grievance, KS persuaded the arbitrator that our CBA did not require them to apply the “just cause criteria” to non-renewals. Without “just cause for non-renewals,” grieving other disciplinary actions becomes hazardous. If an arbitrator overturns a KS disciplinary decision, KS could still fire an employee at the end of the year for no reason. KSFA maintains that our first contract negotiations included a verbal understanding that just cause applies to non-renewals. In the grievance, KS testified that this conversation never took place during negotiations.

Apparently, they were negotiating with their fingers crossed behind their backs. They were not negotiating with the faculty in good faith.

Twenty words inserted into the current contract would clarify the just cause issue and make administrators accountable to some normal, reasonable, set of external standards when they want to terminate or discipline a teacher. It seems ironic that at the same time the school is adopting standards and benchmarks in its curriculum, the KS administration is insisting on absolute freedom from all accountability in its relations with its own teachers. The plantation era lives on.

— Jan Becket, Unit 11/12



## Viewpoints

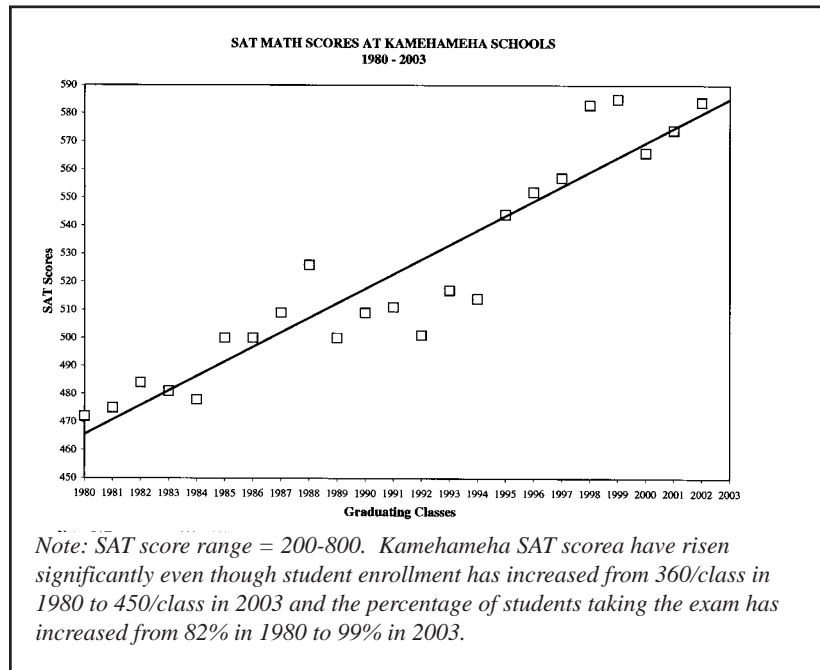
Items on these pages do not represent official positions taken by KSFA

# A TRIBUTE TO STEVE

One of the joys of teaching math at our school is working for a great leader. In spite of Lokelani's

table, irritating, and a pain in the ass.

What makes great leaders like Steve is always intriguing and elusive. I'll spare you and him the embarrassing superlatives that accompany most tributes because the right words have been so overused that they are now meaningless. But, I would like to note a few distinguishing attributes worth applauding. First and foremost, in addition to being our leader, Steve is one of us. That one class has been incredibly important in maintaining a teacher perspective. He is an administrator and a teacher. There is no "us versus them" with Steve, he succeeds in seeing things from both perspectives. He sees the good and bad in all of us and deals with problems in a straightforward manner. Seeing the good and being a col-



criticism of him for teaching "only one" period, we in the Math Department think our boss Steve Maresca is the best. Our opinion is only slightly influenced by the fine job he does with his calculus class, because it is what he does with his "free time" that really impresses us. That "free time" includes other duties that no one wants. One of the most trying is putting up with us. Clearly, the math faculty is a system of inequalities with many odd variables and combinations. On the plus side, we are all driven by values and passionate about math. On the minus side (in spite of there not being a shred of evidence to support it) our wonderful department has a reputation for being irri-

league allows him to comment on our shortcomings without the target for improvement becoming too defensive. We know he appreciates us and we are anxious to please him. Sometimes it takes just a nudge and sometimes it requires repeated encouragement, but Steve does it with understanding, humor, and patience. Another wonderful attribute about Steve is that he is worth talking to.

"While not shy, Steve is reluctant to take his share of the credit for what must be the best kept secret in the state."

## Viewpoints

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No matter how silly or foolish a teacher's or administrator's idea may be, Steve finds a use for it. Over the last thirty years, this kind of inclusiveness has contributed to our outstanding record of continuous improvement in student achievement in math.

No tribute to an outstanding career would be complete without an outstanding achievement to define it. While not shy, Steve is reluctant to take his share of the credit for what must be the best kept secret in the state. The magnitude of the success of our math program is a story that should have been told with great frequency and pride. Whereas articles in the local newspapers about public school math SAT scores invariably consist of discussions about tiny fluctuations in the graph of a depressingly low horizontal line, our results represent an achievement they can only dream about. Like public schools, our Kapalama Campus doesn't accept just highly talented students. But unlike our DOE colleagues,

our average math SAT scores (with 99% of our students tested) have increased over 100 points in the last 20 years. I don't know of another school in the nation that can boast of a similar achievement. But, no other school in the nation has had Steve's leadership. We in the Math Department will never forget him or forgive him for leaving us.

— Bill Follmer, Unit 9/10

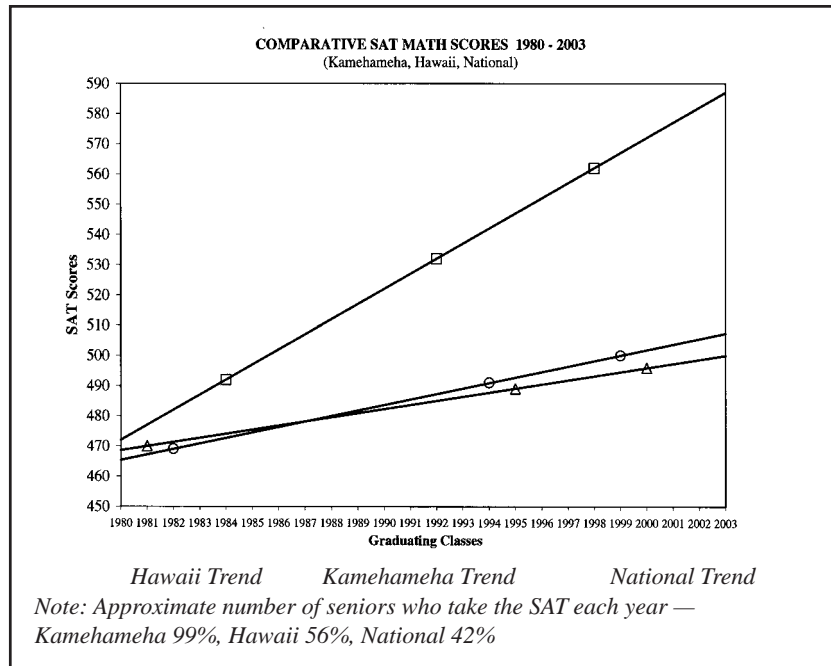
### Posting student grades on the web: not as hard as you might think

We all received a memo asking us not to post grades in the classroom, a result of recent court cases. The legal issues revolve around shifting definitions of students' privacy rights. Fortunately, a work-around exists for those willing to abandon their calculators in favor of a computer grading program.

I own MicroGrade, published by Chariot Software ([www.chariot.com](http://www.chariot.com)). At the beginning of each semester, I import student data from the SASI system, including ID numbers, gender, grade level, home address, home phone and e-mail address. After a test or major assignment, the program allows me to e-mail grades to student KS e-mail accounts. E-mailing current grades is as easy as print-

ing them or viewing them on the screen; sending an entire class takes about 15 seconds. Actually, the program allows me to e-mail in three different ways. One just sends current grades, one allows me to write a note to individual students from within the program and one allows me to configure and send both grades and a message. People familiar with "mail merge" in MSW would appreciate the third option. The point is that there is an easy way and a much more supple and complex way to e-mail grades to students.

An even more interesting feature is the option to post grades on a secure server maintained by Chariot, a process that also takes about 15 seconds per class (and costs me nothing). The KS



## Viewpoints

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*posting grades, continued from page 6*

legal dept. checked the entire process and found that it meets the current legal criteria for protection of student privacy. The program generates a password, which I e-mail to students. That, along with their ID number, allows them to access their current grades on the web. They might not have figured it out yet, but it also allows their counselors and parents to access their grades, effectively making progress reports superfluous. I like being able to give concerned parents the web address and password, so that they can monitor progress week by week.

I also like the fact that the grade posting makes me more accountable to the students. If there is an error in the grading, they let me know right away. At the end of each quarter I encourage them to double check grades to make sure they have received credit for everything they have done. Like every teacher I am careful with grade recording, but every so often they catch an error, especially if I have recorded grades late at night, rushing to get papers back the next day.

Grade posting issues aside, I like MicroGrade. If you know the Mac, it is easy to use but powerful. It allows me to calculate overall grades in four different ways, using separate weighted categories (tests, participation, major projects, etc.) or just individual assignments. I can use either points or percentages. I can designate one category as extra credit, which means that grades entered there cannot lower student averages, and then designate a weight for the category ( I give it 10%, or one full grade). The program allows me to configure a seating chart, and generates statistics and graphs on student performance for each assignment. It has an attendance module which I have never used.

A neat feature is its ability to highlight grades below a certain level. I have my files set to highlight all grades below C-. It displays and prints grades with kahakō and ‘okina.

A few other programs offer some of these features, but I have not seen any that offer them all and are as easy to use.

— Jan Becket, unit 11/12

## A sad time for all of us at KS

*Note: This is the text of a letter sent to the upper administration.*

I was truly heartsick to learn about the terrible fate of the people in the purchasing department. I thought the “reign of terror” of several years ago was over. I can’t begin to tell you how sad I am feeling to know two wonderful people, Auntie Bea Canario and Auntie Liz Arquette, are no longer going to be with us, plus all the other wonderful people who have been told KS no longer needs them. How can this happen? I can’t tell you how many times Auntie Bea and Auntie Liz have gone out of their way to help us get the supplies we needed to make our video program what it is today. They would do anything to help our students.

Is this treatment what the Princess would have wanted? How can I as a teacher stand in front of my class and endorse Hawaiian values when the school I am working at treats its kūpuna in this

way? This is so unbelievably wrong. Something must be done to right this intolerable situation. If nothing is done and this mistake is not corrected, it will eat away at the core of our school. The world is in such a terrible state right now. We are on the brink of war and people are being shot every day. Today the Vice-Principal told me that theft and cheating is at an all time high. We as teachers are wondering what we can do to change this. First, we need to check greed and ego at the door. Secondly, we need the assurance that our administration themselves are upholding honor and goodness of heart.

We are not Macys or Safeway. We are Kamehameha Schools and we stand for all that is good and true, do we not? We must uphold the values of our Princess. We must do the right thing or we will never be able to teach our children to do the right thing. And all will be lost!

— Patricia Gillespie, Unit 11/12

*New faculty members (and a few old ones): please consider filling out and sending this form to Human Resources. Auto dues deduction saves our treasurer time and effort.*

## 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.

Date: \_\_\_\_\_ Employee Signature: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

SS# \_\_\_\_\_

Receipt of the foregoing authorization is acknowledged:

Employer \_\_\_\_\_