

# Kamehameha Schools Faculty Association

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## Forward to Adequacy

For many reasons, we love teaching at Kamehameha. The tradition. The students. The mission. We were told when we came on board that Kamehameha would be second to none. Second to none in our educational pursuits, second to none in the expectations we place upon our students, and second to none in our recruitment and retention of faculty. That's a very motivating challenge.

We came to understand over the years, of course, that this actually meant second to Punahou, but that was okay, because, you know, Punahou is Punahou, and "Second to None" sounded a whole lot better than "Second to Punahou." It makes for a better t-shirt. And we were still in the running; I sincerely believe we were trying to combine the best teachers and best students into a vibrant educational community.

These past few weeks, I've been attending the negotiating sessions between Management and KSFA, and I've heard some pretty disheartening statements. When discussing compensating our teachers, the Management team said we should no longer look to Punahou and Iolani as comparable schools. We should aim for the middle. The Management team has told me that I'm well paid com-

pared to the rest of the market, the rest of the market being the western region of the National Association of Independent Schools, and I'm sure that's true. Forget for a moment the cost of living differential. Forget the almost volunteer-like nature of many private school jobs. That I'm 17% better off than some guy working for a parochial school in Elko, Nevada isn't really the point. I'm more into language than graphs, and "We're Second to Slightly Fewer Than Half of the Private Schools in the West" or "Kamehameha— We're a Little Above Average" isn't much of a battle cry to rally around.

Certainly a good salary does not necessarily correlate with good teaching, and to be honest, it's really not so much the money that saddens me. I appreciate the generous compensation package the school has extended to me these past few years, and had I been told that because of the difficult financial times, everyone in the institution, from the trustees on down, would be taking a pay freeze for a year, I

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would have willingly jumped on board. But that's not what I heard. Management told me it's not industry practice ("industry practice" is a phrase I haven't heard since the days Trustee Lindsey told

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me I was putting out a faulty “product”; I had forgotten education was an industry) to match the pay at the upper end; rather, we try to stay slightly above the mean. We are not Punahou, Management said. We are not Iolani. But we are above the DOE. And we're above average.

This signals to me a fairly serious philosophical

shift. It sounds to me like we're shooting for something considerably lower than the stars. If we no longer look to be in the higher ranks of schools in Hawaii, a good place to start the lowering of our expectations is with the teachers. I am by no means the best teacher on this campus, but I'm pretty good. I know the difference between a great teacher and an above average teacher. An above average teacher knows his subject and shares his knowledge with his students. A great teacher bonds with her kids, pinning up their published accomplishments on the bulletin board and keeping scrapbooks full of prom pictures. A great teacher buys \$40 worth of candy he'll never eat from a student trying to fund a trip to the mainland. A great teacher spends her Saturdays on campus with a handful of motivated students, piecing together the school paper. A great teacher takes his kids on weekend hikes to photograph heiau around the island. A

great teacher stays up half the night rewriting a lesson on volumes of revolution because the calculus book doesn't say it quite clearly enough for her students. I'm looking at a great teacher as I type this. I'll bump into many more tomorrow when I get to school.

Management told me that these teachers are expendable, that a hundred teachers are lined up for each of their jobs. Okay. Perhaps that's true. There are probably fewer than a half dozen institutions in Hawaii with teaching environments as good or better than ours, and there are certainly many, many less desirable. Management is right; we love Kamehameha, and we'll keep on doing the best we can, although the more skeptical of us might wonder what a teacher 17% above average would do with an ungraded stack of papers at 10:30 pm.

Earlier this week I was told by a member of the Management team, a man I have to assume isn't grading a stack of essays in a few minutes, that prudent fiscal policy tells us to aim for the middle, aim for the center.

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“Kamehameha Schools— We aim for the middle.” Anyone want to buy that t-shirt?

— Jim Slagel, Unit 11-12

# KES Faculty to become attuned

What would you do if you were required to attend mandatory, eight-hour staff development training on Saturdays? Should you be compensated? If so, how much? Can Administration require that you work beyond your current 185-day employment contract?

More than half of the KES faculty and staff have already been trained in Schools Attuned. Schools Attuned is a comprehensive professional development and service program developed by Dr. Mel Levine (featured on Oprah) that provides educators with a set of tools and methods for recognizing, understanding, and managing students K-12 with differences in learning. The program equips teachers to make the best instructional decisions to ensure that each student can find academic and social success. It involves a focused study of eight neurodevelopmental constructs that affect learning: attention, language, memory, neuromotor function, spatial ordering, temporal-sequential ordering, higher order cognition, and social cognition. This program enables educators to understand the role of these constructs in building the foundation for learning. When implemented within schools, the Schools Attuned program enriches the education of all students.

It was announced at our Teacher In-Service Day on Friday, January 16, 2004 that the remaining 25 KES teachers and staff will be trained in Schools Attuned before the end of the school year. Our next Teacher In-Service Day, originally scheduled for Monday, April 12, 2004, will be moved to Friday, April 16, 2004 and will be dedicated to Schools Attuned training. Teachers would also need to attend training sessions on Saturday, April 13 and Saturday, May 8.

The KES KSFA representatives sent a memo on January 21, 2004 to the KES Administration asking for clarity on various issues. We then met with Kahele and Holoua on Friday, February 6 to discuss our concerns. Here is what we learned.

The Schools Attuned training is mandatory for the remaining KES untrained staff. Why? The currently trained faculty and staff need support from the rest of us. It is important that everyone receive this training for the sake of continuity and consistency to provide a common language for

working with our students, and what we will gain from this training is something we should all know for the benefit of the students we serve.

Because some staff have made prior commitments, the original dates given at the In-Service Day were flexible and alternative dates were discussed. In an e-mail dated February 13, 2004,

Holoua informed the KES staff that votes were collected from individuals and the grade level chairs for the Spring Schools Attuned training dates, which are now set for April 12, 16, 17 (Saturday) and May 1 (Saturday) and 3.

The hours involved for each day of training are 8:00 a.m.- 4:00 p.m. for a total of 40 hours. Faculty will take the school bus at 7:30 a.m. on weekday training dates and provide their own transportation on Saturday dates to Kawaiaha'o Plaza where training will be held. (No space was avail-

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*(continued on page 5)*



## Attuned (continued from page 3)

able on campus.) Lunch will be provided. In addition, there is nightly “homework” involving readings from books and articles by Dr. Levine and others as well as logging online to <http://www.schoolsattuned.org/> to enter data. Our trainer will be Darlene Robertson (ASSETS) and assisting will be Wanette Tanaka (KES).

Training needs to occur before the end of this school year in order to utilize the money in this year’s budget. Cost is \$1000 per staff member, totaling \$25,000 for KES.

There are additional time (and other) commitments required beyond the workshop training program. During the following school year (2004-2005), there will be a total of 3 1/2 days of practicum experiences to help support implementation of Schools Attuned. These will involve a combination of in-service days, after school meetings, etc. as well as online follow-up experiences involving actual student case studies identified by each teacher.

Additionally, the KES reps brought to the attention of the Administration that while requiring faculty to receive additional training on weekends is within their rights, employees would need to be paid for the two additional days of work.

This is not just because we’re unionized. Our pay is based upon each teacher working 185 days during the school term. Each day that a teacher takes as leave without pay, a full rate of pay per day is deducted at the rate of 1/ 185 of our salary. If the Administration is requiring teachers to work two additional days, totaling 187 days by attending mandatory weekend training, then we believe teachers should be compensated at the full rate of pay, 1/185 of our salary for the additional 186<sup>th</sup> and 187<sup>th</sup> days of work.

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to 190 days?**

Volunteering for Admissions testing on weekends is different. Mandatory training on weekends requires full pay. The good news for the remaining faculty is that there is money available this school year to pay us our full rate of pay. The dilemma is what to do with those who voluntarily gave of their weekends and summers in the past to be trained with no pay? Legally, those who volunteered need not be paid.

However, what is the pono thing to do? Is it the employees’ responsibility to ask for what they’re entitled to? If they don’t, is the employer then not required to pay them what they’re entitled to? Even if that were the case, shouldn’t the employer just do the right thing anyway?

Finally, please read your KSFA contract with Kamehameha Schools (July 1, 2001 – June 30, 2004) and if you don’t understand anything, seek clarification from your KSFA reps. Are you aware, for example, that KS can extend our work year up to 190 days? Refer to Section 12.3 “The work year shall not exceed 190 days and shall consist of a combination of student instruction days (minimum of 170 days) and instruction-related days (e.g., teacher work days, preparation days, parent conference days, in-service days). Any additional time spent by teachers on school related activities approved by the Employer shall be treated for pay purposes in accordance with current policies and procedures.”

The decision now lies with KS. Sadly, there may not be enough money to pay retroactively and it may also open up other instances in which faculty, staff, and even administration were required to attend training (such as TRIBES and ITIP) and were not paid. If you are mandated to attend training on your weekend, Christmas Break, Spring Break, or summer vacation, we believe you must be paid your full rate of pay.

— *Ronnie Kopp, Moana Leong, Bette Savini, and Diane Tanner-Cazinha, Unit KES*

## Viewpoints

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

# Do not slander the sky by looking at it through a tube

— from the *Shodoka (Song of Realizing the Way)*, attributed to Yoka Daishi (Yung-chia), c. 665-713 a.d.

A few years ago, OK a few more than a few years ago, I went hiking with a friend on the Pacific Crest Trail along the Cascade Range in Washington State. It was great at first: a variety of trees, little brooks, moss on fallen logs, birds making bird sounds.

Then, after a very few miles we left the fringe of natural forest lining the highway and came to the Weyerhauser forest, a desert of stumps covering peaks and valleys as far as we could see, maybe twenty miles. We continued for a day, on a trail through stumps, occasionally entering a square of five or ten acres of young saplings, all exactly the same species and age. No birds sang and brooks had turned into rivulets of muddy water.

Realizing that we were in a tree farm rather than a forest, depressed and shocked, we ended the hike a week early and headed back to the highway. We may as well have been hiking through an asparagus farm in the California Central Valley, and a recently harvested one at that.

It all looked nice and green on the map, but we had walked into the wilderness version of agribusiness. It must be profitable,

but monoculture is bad for the environment and ultimately for our own survival on Earth. In contrast with the traditional pattern of scattered family farms growing diverse crops, broken by areas of healthy, natural forest, monocul-

**Three blind men examine an elephant for the first time. One feels the trunk and describes it as a snake; one feels a leg and describes it as a large tree; the last feels the ear and describes it as a large, hairy leaf.**

— traditional Hindu tale

**It is impossible to delineate here, in any detail, either the malignant or the unspeakably polluting aspects of heathen superstition. There is a broad mass of beliefs in devil-gods, great and small, and in their demands, their influences, their powers upon men, which ramify into all the incidents of daily life and the relations of society. These beliefs are inwrought into the mental structure of the people. They pervade their lives with polluting and enslaving power. They constitute a religion, diabolized and inverted for corrupting and paralyzing human nature, instead of purifying and elevating it.**

— Rev. S.B. Bishop in *The Friend* (journal of the Hawaiian Mission Board), February, 1889.

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eliminates natural habitats, causes the extinction of species, prevents biodiversity, and leads to heavy use of pesticides. In addition, it's boring.

Perhaps we who transmit the arts, languages, literature and sciences of the West need to start thinking of our own need for cultural, intellectual and spiritual biodiversity. Even if they were not aware of it, those three blind men need to compare notes.

Surely this school, of all places, repudiates the dark side of its own founding religion, expressed by the Reverend Bishop, along with the ethnocentric tendency of Western culture to believe itself superior to all others. The United Church of Christ, after all, has formally apologized for its role in the assaults on Hawaiian culture and sovereignty in the 19th century. In that same spirit, let's throw away the tube and acknowledge the rest of the sky. Let's celebrate diversity. Let's all support the Student Interfaith Corps.

— Jan Becket, Unit 11-12

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# We marched, but now what?

In a remarkable and perhaps first-time-ever show of togetherness, the petition drive and the march found the Kamehameha community — students, teachers, staff and alumni — shoulder to shoulder in shared resolve. As never before, we were the community that many have longed for, united passionately around deeply-held beliefs. However, the admissions issue has subsided for the moment and all of us have refocused on assignments, students and grades.

Aside from good memories of the march, what remains is the ominous feeling that nothing has been resolved and that the school remains vulnerable to legal challenges, either due to Kamehameha Schools, currently making its way through the appeals process or others looming darkly and indistinctly on our horizon. Our unease intensifies when we remember that our nation's legal system developed in the context of a westward expansion that extracted land and resources from indigenous people and then marginalized them. Ours is a legal system that might split hairs over the definition of the traditional practice of *hanai*, but is all too often blind to the rights and grievances of America's indigenous first nations.

Our unease further intensifies with the realization that a right-wing president and a Republican Congress have been busy appointing a judiciary that is not likely to be sympathetic to the rights of any of our nation's indigenous people, Hawaiians included. KS may win the current legal case, but in the long run, in five or ten or twenty years, Hawaiians could easily become a minority at KS, just as they are in Hawai'i.

The school administration and its Legal and Communications Divisions reacted strongly to the admissions suits, but just in case the will and its admissions policy, like Liliuokalani, are overthrown, we need a backup plan, a defensive

strategy to preserve Pauahi's intent and to strengthen Kamehameha against further attacks, attacks which are sure to come. Too much is at stake: KS is not just an institution serving Hawaiians, but is also the last great reservoir of Hawaiian land and economic power. A non-Hawaiian KS is unthinkable. Kamehameha must consider reconfiguring itself and its policies in a number of ways.

### Sovereignty

Pauahi's will is based on the assumption that the trustees will be appointed not by the Supreme Court of the State of Hawaii, but by the Supreme Court of an independent Hawaiian nation. Once that nation exists, KS, like indigenous schools elsewhere in the United States, falls under an indigenous jurisdiction and cannot be forced to accept non-Hawaiians, no more than the Indian School in Santa Fe can be forced to accept non-Indians. Clearly, it is in our interest to become far less neutral in the sovereignty discussions, and to devote resources to help make sovereignty happen, whatever its ultimate form. If the admissions policy

*In keeping with the new open spirit at Kamehameha, the Faculty Forum at the end of each newsletter is open to those who wish to communicate with the rest of the faculty. Please feel welcome to submit a piece. Viewpoints expressed here do not represent official positions taken by KSFA.*

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### Now what? (continued)

is overthrown before sovereignty becomes a reality and if the school is forced to admit non-Hawaiians in significant numbers, it may be impossible to move the institution back under Hawaiian legal jurisdiction, even if a Hawaiian nation exists at that point. The loss would be catastrophic not just for KS but for any future sovereign entity.

#### Resource Allocation

The school has channeled vast amounts of money into the creation of two new campuses, to the extent that we have gone \$25 million into debt, and to the extent that department budgets at the Kapālama campus are shrinking each year. Decisions to build both campuses were made before the completion of the Strategic Plan, which mentions nothing of more buildings or more administrative overhead. It does, however, mandate partnerships with community organizations and extending the reach of the trust to more Hawaiians. Although more campuses devour resources and create targets for more admissions lawsuits by non-Hawaiians on Maui and Hawai'i Island, they are already built and staffed through the elementary and intermediate grades.

At Kapālama, it costs approximately \$6 million to fund the elementary school, \$11 million to fund the intermediate grades and \$20 million to fund the high school. High school programs cost more, far more. Once the high school programs are in place on the other islands, from \$25 - 35 million will become permanently unavailable, money that could be used to reach more Hawaiians, in partnership with Hawaiian organizations in Hawaiian communities. The number of Hawaiians served by the trust will be far fewer, the reach of the trust far shorter.

Let's consider capping the two new campuses at ninth or even the sixth grade and channeling tens of millions of dollars more into Hawaiian communities through partnerships with the DOE,

with Hawaiian immersion schools and with other Hawaiian organizations. We are already doing this, but hardly to the extent that we could do it if were to cap those campuses at the intermediate grades.

What if KS adopted as a goal the quadrupling of Hawaiian immersion schools and preschools in Hawaiian communities? What if it began to envision itself as a trust that lives through the partnerships it creates rather than through the buildings it constructs? Resources committed in these ways cannot be altered by changes to the admissions policy. Even if the unthinkable takes place and non-Hawaiians come to make up a majority of the KS student body, let us take the window of opportunity we have now to make sure that the bulk of the estate's resources still flow to Hawaiian communities all over the state, just as the Strategic Plan mandates. The old trustees tried to argue that the beneficiaries of the trust are the buildings. Let us not make a similar error.

#### A Hawaiian School

Imagine the unthinkable: a KS with a sizeable percentage of non-Hawaiian students. Now imagine a curriculum similar to that of a Hawaiian immersion school, with mandatory Hawaiian language each year, with courses taught in Hawaiian throughout the curriculum, and with an emphasis on Hawaiian history, culture and on the natural environment of Hawai'i. Students from Hawaiian immersion schools still go to mainstream colleges, but they arrive grounded in Hawaiian language and culture. Let's consider creating students like these here at Kamehameha, whether they enter as Hawaiians or non-Hawaiians. Even if the admissions policy is altered, only those most interested in Hawaiian culture would apply, and many of those would be Hawaiians. The others would leave with KS diplomas, but would also leave ready to become citizens of a future Hawaiian nation.

— Jan Becket, Unit 11-12