

To: Kamehameha Schools Teachers and Administrators  
 From: <sup>glo</sup>Gary Obrecht, <sup>K. Eyr</sup>Charlene Hoe, <sup>K. Abad</sup>Kāwikh Eyre, Kēhau Abad  
 Nā Kumu o Kamehameha Interim Representatives  
 Re: **Continuing communication and cooperation**  
 Date: November 17, 1997

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On Friday, November 14, trustee-retained advisors Buddy McGuire and Bob Katz spoke with administrators and department heads within the education group regarding the role of management at KSBE. It is our understanding that their presentation encouraged those they addressed to create a separation between themselves and other teachers.

Our school is currently facing a crisis that, in complexity and severity, is unprecedented. As teachers and administrators at Kamehameha, we must be involved in designing solutions to this crisis. Because we are a school, such solutions must be defined by those who work most closely with students and who are intimately in touch with the values and traditions of our community and the vision that was Pauahi's. Such a process calls for trust and a cooperative spirit by all.

Consequently, we are resolute in our belief that the following are crucial components to any genuine process of healing in our school:

- As teachers and administrators, we must define who we are and how we relate to each other.
- We, teachers and administrators, must cooperatively create solutions to our shared concerns, and these solutions must arise from within our group.
- Respectful and thoughtful communication is a key to our solutions.
- Trustee-retained outside advisers (Buddy McGuire and Bob Katz) who emphasize divisiveness have no role to play in our current efforts.
- We must focus on the real problems that we share as a school community, and not newly perceived "problems" that McGuire and Katz have identified which will distract us from our primary efforts.

The imposition of processes or the dictation of solutions by people from outside our community, whom the faculty has not helped to select and who emphasize boundaries and separation, could polarize the campus and professional staff. Such an atmosphere of antagonism and division is in direct contradiction to current efforts to initiate collaborative administrator-faculty solutions to shared concerns. The recent forced entry of Buddy McGuire and Bob Katz into our crisis will reinforce the resentment that is now so deeply felt. Their involvement at this point is a symptom of the problem not a cure.

Let no one dissuade us from our shared vision of the good school and the steps that we, administrators and teachers, must take together in order to get there.