

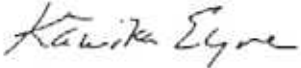



To: Kamehameha Schools Bishop Estate Trustees

From: Gary Obrecht 
Charlene Hoe 
Kāwika Eyre 
Kēhau Abad 

On behalf of Kamehameha Schools Faculty Members

Date: May 15, 1997
Subject: Presentation of statements of concern

Over 200 faculty members of the Kamehameha Schools Kapālama campus, pre-school through grade 12, have met, discussed, and joined together to voice their concerns in the two documents we present to you for your review and action. We offer these to you on their behalf and ask that you accept them in the spirit of caring and *aloha* for our school and founder that guided their development.

These documents are not signed by the more than 200 individuals who met to develop them. These faculty members and professional staff did not feel safe enough from reprisal to sign the documents.

We are anxious to work toward positive solutions to the concerns addressed in the documents. To move forward toward that end, the faculty requests a meeting with all of you present. The most immediate time that is available for faculty and professional staff to meet is Tuesday, May 20 at 3:30 pm. If this is possible, we suggest meeting in the Performing Arts Band Room.

We have been designated to act as the initial contact individuals in this process. At your earliest convenience, please contact any one of us at the following numbers:

	Phone number	Fax number
Gary Obrecht	x8530	842-3927
Charlene Hoe	x8383	842-8556
Kāwika Eyre	x8448	845-5470
Kēhau Abad	x8490	842-3927

Statement of Concern

To the Trustees of Kamehameha Schools Bernice Pauahi Bishop Estate

The undersigned members of the faculty and professional staff of the Kamehameha Schools are greatly concerned about the present state of the campus and join to make this statement:

As a school, Kamehameha enjoys a precious heritage. Princess Pauahi's selfless gift to Hawaiian children exacts a special respect and sense of responsibility. Faculty and staff are keenly mindful of this.

The notion of school is closely tied to the idea of community. A good school is a learning community. In 1885 Kamehameha trustees wrote: "It is intended that the school shall have as much as possible the character of a home..."

A school is not a business, though many of its activities are conducted in a business-like way. A school is not a church, though many of its practices are deeply spiritual.

School is about providing a space for preparing young people for the world. School is about practicing habits that tend to promote the success of young people entering the world.

The essential components of a school community are the student and the teacher. All other individuals in the learning community are there to support and nurture the work of the student and the teacher. Anything that does not enhance the well-being of the student-teacher relationship is detrimental to the life of a good school.

A paramount obligation of all adults in a school community is to serve as positive role models. Any attitudes, words, or behaviors which disillusion, confuse, or harm students or which force other adults to lie or tell half-truths to students are severely detrimental. We believe that teachers, trustees, administrators and all staff members must act daily as admirable role models.

✓ We feel strongly that certain policies and management styles at Kamehameha do not presently support and nurture student-teacher relationships. As professional educators, we are deeply offended and we grieve.

✓ We are offended by a policy of micromanagement which paralyzes middle level administrators, cramps the democratic process and cripples initiative at the lower levels of the decision-making pyramid where students and teachers do their work.

✓ We are offended by an abusive, unethical managerial style which characterizes the way many matters and people are handled.

We are offended by the use of the precious ancestral values of our school's cultural past by people who do not practice them in exercising their own professional duties. These values: *Pono*, *'Imi 'Ike*, *Laulima*, *Lokomaika'i*, *Na'au Pono*, *Mālama* and *Ha'aha'a* are, according to trustee directives, to be instilled "throughout the organization."

And we grieve...

We grieve to see our students perplexed and in pain, to see some who grow cynical and disrespectful. We grieve on behalf of our students and for ourselves that colleagues are leaving or are considering leaving.

We grieve that our workplace is no longer a bold and joyous space of thoughtful work, but has become a place of fear and apology and indifference.

At present, a sternly literal interpretation and projection of Pauahi's will is crushing the beloved sense of that document. We are losing the spirit of Pauahi's dream for the hearts and minds of her Hawaiian children, the very dream that has nourished this learning community for generations.

Our community must come together in a spirit of *Ho'oponopono*, end the tearing apart, and "make right" the wrongs that have occurred. We look to you for your leadership in committing unconditionally to a process of healing, and, if need be, to promote structural changes in our community to help set our "home" right.

In 1888, on the occasion of the first Founder's Day celebration, Charles Reed Bishop recalled Pauahi and spoke of the solemn responsibilities of our school. He quietly closed his remarks with these words: "So long as we are in the right, we may reasonably trust in God for his help; let us always try to be in the right."

KAMEHAMEHA SCHOOLS FACULTY STATEMENT OF CONCERN

To: Kamehameha Schools Bishop Estate Trustees
From: Kamehameha Schools Faculty and Professional Staff Members
Date: May 15, 1997
Subject: School Management

Over 200 faculty members, pre-school through grade 12, of the Kamehameha Schools Kapālama campus have met, discussed, and joined together to voice concern regarding the management of our school. We take this step motivated by these principles:

1. *Ke Ali'i Pauahi's* legacy of providing the highest quality education to Kamehameha students must be perpetuated.
2. Faculty members play a central role in successful educational endeavors and therefore must be meaningfully involved in shaping the directions of a school.
3. A successful school must reflect in its operations the ideals that are espoused in the teaching that occurs within it.

We believe that several pervasive problems exist which hinder the fulfillment of these principles. They have occurred under the direction of, or with the tacit approval of, trustees and we request that they be evaluated by the trustees. These problems negatively affect the quality of education that we strive to provide our students:

1. The micromanagement of our school
2. The removal of faculty involvement in the planning and development process
3. The imposition of a climate of fear throughout our school

Micromangement has paralyzed certain school operations and stymied others resulting in diminished educational opportunities for students.

The top-down management of our school creates situations that fail to utilize our faculty's skills, experience, and insight. Faculty members are expected to abstain from critical thinking and problem solving – skills that are essential for our students to practice and to see modeled. The unilateral decision-making process further ignores values embraced in the KSBE mission statement and is contrary to the practices of responsible and participatory citizenship that we teach our students.

The climate of fear in our institution has exacerbated these difficulties and allowed them to persist. Faculty members have identified detrimental policies and practices in our institution but have not felt safe enough from reprisal to address them. Therefore, faculty morale has plummeted and the ability of our school has eroded.

A vast untapped wealth of faculty ideas and energy stands ready to improve our institution. We ask the trustees to consider these actions to facilitate this improvement:

1. Delegate responsibility for implementing the school's educational mission to the administrators, faculty, and staff of the school.
2. Adopt decision-making processes that include consultation with administrators, faculty, and staff who would be most affected by potential decisions.
3. Institute management practices at all levels of Kamehameha Schools Bishop Estate that reflect the values adopted in our mission statement and adding the value of *aloha* – a sense of warmth and respect for others.
4. Recognize a professional faculty association that will have a significant role in shaping the directions of our school.

We support these measures in an effort to maintain the highest quality of education for our Kamehameha students. We await your response to our concerns and look forward to working with you within the next two months to achieve a better direction for our school.

cc: Michael Chun, Ph.D., President
Rockne Freitas, E.Ed., Vice-President
Anthony Ramos, Principal, Kamehameha Secondary School
Kahele Kukea, Principal, Kamehameha Elementary School
Barbara Robertson, Principal, Kamehameha Schools-East Hawai'i
Cordy MacLaughlin, Principal, Kamehameha Schools-Maui
Suzanne Ramos, Director, Kamehameha Preschools

Faculty Statement

FYI - This Statement
was read on behalf of
the Kamehameha Faculty
and Professional Staff at
at Kawaiahao Plaza on the march
of 5/15/97.

Faculty members wished to be here with you today to share our
statement of concern and our dedication to working toward
solutions. We were prohibited from attending. Today's paper
reports that "the trustees are very much interested in finding
solutions, and committed to starting a healing process for the
Kamehameha Schools family." At the same time, we have this
morning, once again, been denied our request to send even a
small delegation to represent our voice. Actions speak. Let our
absence here today speak louder than words ever could.