

# IMUUA

FEBRUARY 2015

PUBLISHED FOR THE KAMEHAMEHA SCHOOLS 'OHANA



## GROWING OUR KEIKI AND COMMUNITY TOGETHER

Eleven different early learning providers are operating out of  
The Community Learning Center at Mā'ili



by Livingston "Jack" Wong  
Chief Executive Officer

## COMMUNITY COLLABORATIONS KEY TO INCREASING EDUCATIONAL IMPACT

There is an 'ōlelo no'ēau that says "A'ōhe hana nui ke alu 'ia. No task is too big when done together by all."

Community collaborations are key to helping Kamehameha Schools increase its educational impact on generations of Native Hawaiians. In this annual issue of I Mua magazine, we celebrate the opening of our newest collaborative effort, the Early Learning Complex at our Community Learning Center at Mā'ili.

The complex serves the keiki and families of O'ahu's Wai'anae Coast, which is home to the largest concentration of Native Hawaiians in the world. A total of 245 preschoolers and 32 infants and toddlers are currently enrolled in its programs.

In addition to being the home of our newest KS preschool, the complex also houses 10 early education providers, including 'Aha Pūnana Leo, Keiki o ka 'Āina Family Learning Center, and Parents and Children Together's Early Head Start program.

By working within Hawaiian communities to strengthen educational providers, Kamehameha Schools not only serves Hawaiian families but lifts the level of education and well-being for the entire community.

The Early Learning Complex is a project of our Ka Pua Initiative, whose vision is: "To see all children on the Wai'anae Coast connected to place, supported in their learning, and succeeding as tomorrow's local and global leaders."

Mahalo to Community Programs Director **Kalei Ka'ilihewa KSK'93** and her Ka Pua Initiative team who have shepherded this project from start to finish and who will continue to support it in the future.

When partners join together, their collective impact is far greater than what they can accomplish alone. This is why community collaborations are such an important aspect of the Kamehameha Schools Strategic Plan 2020. (See page 11.)

Guided by our plan we will continue to build a firm foundation of learning for our keiki, which will lead to strong Native Hawaiian identity, culture, and language, and a thriving Lāhui.

'O wau iho nō me ka ha'aha'a.

Humbly yours,

Jack Wong



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I Mua is published annually by the Kamehameha Schools Community Relations and Communications Group, 567 S. King St., 4th floor, Honolulu, HI 96813.

I Mua exists to inform alumni, parents, students, staff and friends of Kamehameha Schools of current educational and endowment programs, to generate interest in and support for those programs and to help alumni maintain close ties to the institution and to each other.

## ON THE COVER

KS Mā'ili Preschool teacher Lisa Holt and students Daniela Salcedo and Ocean La'a enjoy a day at the new Community Learning Center at Mā'ili.



From left: Jay Tschillard, Sherman Thompson KSK'74, Paulene Marcello and Dani Houghtailing Gardner KSK'61 are honored for their service to Kamehameha Schools.

# SERVING THE MISSION

Kamehameha Schools alaka'i are helping to fulfill the mission of Kamehameha Schools and the wishes of Ke Ali'i Bernice Pauahi Bishop

**W**hile the hiring of Chief Executive Officer Jack Wong to replace the retiring **Dee Jay Beatty Mailer KSK'70** was certainly the highlight of recent KS leadership changes, more than a dozen executives assumed new positions for Kamehameha Schools over the past 18 months.

Here is a listing of some of the major leadership appointments for the organization since the beginning of fiscal year 2014 on July 1, 2013.



Shawna Medeiros

■ In July 2013, Shawna Medeiros was selected as director of the Kamehameha Schools Literacy Instruction and Support (LIS) division.

Medeiros began her career in education as a teacher in Hawai'i's public school system before joining Kamehameha in its Research and Evaluation division. Medeiros soon moved on to LIS, where she was a regional manager, managing multiple sites and teams across the state.

LIS works in a collaborative effort with the state Department of Education to support the learning of students in grades K-3 in select public and charter schools in the area of literacy. LIS currently offers services at 36 public, Hawaiian immersion or Hawaiian-focused charter schools.

Medeiros has a bachelor's in English, a master's in English with a focus on cultural studies of the Pacific and a post-baccalaureate certificate in secondary education – all from the University of Hawai'i.



Esther Kanehailua

■ In July 2013, Esther Kanehailua began work at the new elementary school principal at KS Hawai'i. Kanehailua is a former principal at Hilo Intermediate School and Ha'aheo Elementary School. A Hilo native,

Kanehailua has a bachelor's in psychology from the University of Hawai'i at Hilo and a master's degree in educational administration from the University of Hawai'i at Mānoa.



Debbie Lindsey

■ In January 2014, **Debbie Lindsey KSK'74** was named the assistant head of school for Kamehameha Schools Kapālama, filling a new position that works closely with KS Kapālama Head of School Earl Kim and the campus' faculty and staff.

Lindsey oversees K-12 curricular and co-curricular programming ensuring high quality (i.e., properly sequenced, rigorous, culturally based, innovative and benchmarked) programs that meet the needs and interests of the diverse student body, while addressing the campus' strategic priorities.

Lindsey is a graduate of Willamette University and has a master's in education from Oregon State. She also has a certificate in school administration from Portland State.



Winona White

■ In February 2014, human resources executive Winona White began her new position as vice president of Human Resources at Kamehameha Schools.

In her role, White leads the KS executive team and her HR team in designing a work environment that inspires and rewards the best of performance by the people who fulfill the mission of the organization.

White holds a master of business administration degree from the University of Hawai'i's Shidler School of Business. She is also a graduate of the advanced leadership program at the University of North Carolina's Kenan-Flager Business School, and a graduate of the advanced human resources executive program at the University of Michigan's Ross School of Business.



Randie Fong KSK'78

■ In May 2014, **Randie Fong's KSK'78** position at Kamehameha Schools was elevated from director of Hawaiian Cultural Development to vice president of Hawaiian Cultural Affairs in recognition of the crucial role that culture plays in education.

In his organization-wide capacity, Fong – and his Ho'okahua Cultural Vibrancy team – are responsible for leading and supporting the integration of Hawaiian culture, language and its practice into Kamehameha's daily learning and working environments to create educational excellence, lifelong success and well-being for Pauahi's beneficiaries.

Fong established the Ho'okahua Hawaiian Cultural Development division at KS in 2005. The group is tasked with promoting Nohona Hawai'i and cultural vibrancy throughout the KS system.

Fong carries a bachelor's in music from Whitworth College, a master's in Pacific islands studies from the University of Hawai'i at Mānoa and a doctorate in educational leadership from the University of Southern California.

■ In July 2014, Kao Duarte was named the West Hawai'i senior director. Duarte is charged with implementing an ambitious



Kaeo Duarte

new regional management system that will optimize the impact of KS education and endowment activities among Hawai'i island communities from North Kohala to South Kona.

The new system consists of three hale – Hale Na'auao (education), Hale Ho'owaiwai 'Aina (asset management) and Hale Kōkua (support services). Leaders of each hale now report to Duarte and at the same time are still guided by their respective group leadership.

Duarte joined KS in 2004 as a water resources manager, and then became the regional asset manager of the Hawai'i Island Agriculture and Water Resources team in 2009. Duarte holds a degree in civil engineering from Princeton University and a doctorate in environmental engineering from the Massachusetts Institute of Technology.



Jamee Miller

■ In July 2014, Jamee Miller accepted the position of West Hawai'i director of education initiatives. As the head of Hale Na'auao her duties encompass the alignment and integration

of Kamehameha's educational activities in West Hawai'i, including KS' Kahalu'u Manowai Educational Plan

Miller has two bachelor's degrees from the University of Hawai'i, one in Hawaiian studies and another in secondary education. She also has a master's degree in social work from UH-Mānoa and a doctorate in education from the University of Southern California.



Kaleo Pahukula  
KSK'89

■ **Kaleo Pahukula KSK'89** began work as the Kamehameha Schools Maui Elementary School Principal in July 2014. He came to Kamehameha from Paul L. Patterson Elementary School

in Hillsboro, Ore., where he served for four years as the school's principal. He carries a bachelor's in biology from Pacific University and a master's degree in education from Texas Christian University. He

also has a license in school administration from George Fox University.



Maile Bellosi

■ Maile Bellosi joined the Kamehameha Schools Kapālama Elementary School in August 2014 in a new vice principal position, serving as the administrator for student needs

in grades K-3. She is also responsible for overseeing daily operations in collaboration with fellow vice principal Dr. Sandi Tuitele, and observing and mentoring 20 teachers in various grade levels and departments. Bellosi graduated from Seattle University with a bachelor's degree in sociology and she carries a master's in education from Pepperdine University.



Stacy Carroll

■ In August 2014, **Stacey Carroll** joined Kamehameha Schools as director of compensation and benefits. In her role, she oversees compensation, benefits, workplace wellness, and rewards

and recognition.

Carroll had been working with KS as a human resources consultant since November 2013. She said her experience with KS deepened her interest in serving

Pauahi's mission. A highly regarded speaker on various human resources topics, Carroll is respected by organizations for her technical skills, collaborative approach and visionary thinking, especially when it comes to implementing compensation programs.

She attended Western Washington University where she earned a bachelor's in communications and a master's in business administration.



Clifford Jamile

■ In August 2014, Cliff Jamile joined Kamehameha Schools as senior director of human resources. His kuleana includes overseeing employee and labor relations, client services, recruitment and staffing, and HR compliance.

Prior to joining KS, he served as director of employee and labor relations at Hawaii Pacific Health where he was responsible for planning, developing and executing labor relations strategy for the organization.

Jamile holds a bachelor of science degree in organizational management from the University of Colorado at Boulder and a master of arts degree in human resource management from Hawai'i Pacific University.



Outgoing KS CEO Dee Jay Mailer is presented her 10-year Kamehameha Schools Service Award by new KS CEO Jack Wong at her farewell pā'ina on March 28, 2014.

## EXECUTIVE LEADERSHIP



Erin Regua

■ In August 2014, **Erin Morita Regua KSK'97** was named a vice principal at KS Kapālama High School. She joins Scott Parker, Randie-Ann Tang and **Hailama Farden KSK'89** as vice principals – one vice principal for each of the four high school class years.

Regua is the vice principal for the class of 2018 and will continue with the class through graduation. She has spent the past 14 years serving as the director of the Kamehameha Dance Company and the last nine years as the head of the KS Kapālama Performing Arts Department.

Regua has a bachelor's in dance from the University of Hawai'i and a master's degree in educational leadership from Concordia University.



Scott Parker

■ In August 2014, Scott Parker joined Kamehameha Schools as a vice principal for KS Kapālama High School. He is assigned to the class of 2015 and next school year he will work with students from the class of 2019.

Parker previously worked as principal at Jefferson Elementary School in Waikīkī, managing the full scope of their educational programs. Under his leadership, the school garnered the Department of Education's Strive HI Award for sustained growth in math and reading.

He is a native of Maui and earned his bachelor's and master's degrees in education from the University of Hawai'i. He also has a doctorate in educational leadership from the University of Southern California.



Karen Ernst

■ In September 2014, Karen Ernst was named the new director of the Compliance Division. In her role, she manages the day-to-day operations of the division, which include Records Management; the Compliance and Ethics Programs; and the Governance, Risk and

Compliance management process.

Kamehameha's Compliance Division is housed in its Legal Group, which also includes divisions in Education, Endowment and Trust and Tax Administration.

Ernst previously worked at Hawaiian Electric Company as a corporate compliance analyst managing many aspects of its Compliance Program and serving as a member on both its Utility Compliance Committee and Compliance Ethics Partnership Committee.



Eric Sonnenberg

■ In November 2014, attorney Eric Sonnenberg was named the new vice president of Legal Services and General Counsel for Kamehameha Schools. He succeeds Jack Wong,

who became the new KS CEO.

Sonnenberg has served Pauahi's legacy for more than 14 years. For the past decade, he has been director of the Trust and Tax Administration Division overseeing tax, compliance and fiduciary services.

Kamehameha's Legal Group includes five divisions: Education, Endowment, Trust and Tax Administration, Compliance and the Office of the VP of Legal, which includes Litigation. The group is comprised of 27 staff members.

The Legal Group's key contribution is their work in protecting and defending the purposes and integrity of Princess Pauahi's will and legacy to advance the mission of Kamehameha Schools.

Sonnenberg earned a degree in economics from Stanford University and his juris doctorate and legal master's degrees from the University of the Pacific's McGeorge School of Law.



## The Doctors Are In

In July 2014, seven Kamehameha Schools' staff members were among the first cohort to graduate from the University of Hawai'i's new Doctorate of Education Professional Education Practice program. The three-year program is aimed at preparing professionals for leadership roles in education.

From left, former KS Vice President of Administration Sylvia Hussey, KSK Middle School Curriculum and Assessment Coordinator Erika Cravalho, KSK Middle School Principal Pua Ka'ai, KSK Middle School Vice Principal Kyle Atabay, KSH Middle School Information Technology Resource Teacher Cathy Ikeda, Office of Educator Growth and Development Design Specialist **Laurie Murakami Seto KSK'77**, and KSK High School Assistant Principal Kapua Akiu-Wilcox.

# KAMEHAMEHA SCHOOLS

## PROGRAMS AND SERVICES



Kamehameha Schools offers a variety of educational programs and services for learners of all ages across the state. Refer to the list to find the program that is right for you and your 'ohana.

PROGRAM NAME	PROGRAM DESCRIPTION	APPROXIMATE APPLICATION WINDOW
K-12 campus program	Traditional K-12 program at campuses located on O'ahu, Maui and Hawai'i Island	August-September
Preschools	30 preschools located statewide offering classes for 3- and 4-year olds	November-January
Kāpili 'Oihana Internship Program	Assistance to connect college students with summer internship opportunities across Hawai'i	February
Explorations Series - Ho'omāka'ika'i - Ho'olauna - Kūlia I Ka Pono	One-week summer boarding programs offered to non-KS students entering grades 6-9 which introduce keiki to foundational Hawaiian values and practices through hands-on activities	January - mid-February
Summer School	Summer courses offered to students entering grades K-12 at our Hawai'i campus and grades 1-12 at our Kapālama campus	January - mid-February
Kipona Scholarship	Need-based scholarships for kindergarten-aged children attending or enrolling in participating private schools	January - February
Kamehameha Scholars	Year-long complementary college and career guidance program offered to non-KS students	March
Post-High Scholarships	Need- and merit-based scholarships for college students	January - April
Pauahi Keiki Scholars	Need-based scholarships for children attending approved, non-KS preschools	January - April
Pauahi Foundation	Privately-funded scholarships for college students	February - March
First Nations' Futures Program	Year-long fellowship that develops indigenous leaders in the fields of natural and cultural land stewardship	April - May
Hi'ilani	Family education program promoting school readiness and early childhood development for children 0 to 3 years of age	Ongoing (year-round)
A'o Makua Distance Learning	Online courses in Hawaiian culture and language for parents, caregivers and other adult learners	Ongoing (year-round)

For more information about our programs and services, please visit us at [ksbe.edu/communityeducation](https://ksbe.edu/communityeducation)

*Kamehameha Schools' policy on admissions is to give preference to applicants of Hawaiian ancestry to the extent permitted by law.*



KAMEHAMEHA SCHOOLS®

# MEET JACK WONG

Kamehameha's new chief executive officer is a longtime staff member and an attorney with a passion for Kamehameha Schools and a work ethic to match

**O**n Sept. 30, 2014, Livingston "Jack" Wong was named chief executive officer of Kamehameha Schools, replacing the retiring **Dee Jay Beatty Mailer KSK'70**.

Nearly ten months earlier, in January 2014, trustees prepared for that change by naming Wong interim CEO, so that he could transition alongside Mailer until her retirement on April 1, 2014.

Although there were no plans in April to name Wong as the official replacement for Mailer, Kamehameha trustees came to admire the qualities they saw in Wong.

"We came to know and trust his judgment and instinct in the CEO position," said KS Board of Trustees Chair **Lance Wilhelm KSK'83**. "Most of all, we valued and appreciated his passion for our educational mission. His leadership and commitment will serve us well."

Trustee **Micah Kāne KSK'87** agreed.

"We interviewed a lot of qualified candidates," Kāne said. "But as we went

through the process we also had a lot more time to work with Jack. Even before he became interim CEO, he was spending Saturdays with us and our working relationship was developing really nicely."

By September, Wong had done so well in his interim capacity that trustees offered him the opportunity to become the chief executive officer of Kamehameha Schools.

Wong has forged a solid reputation at KS.

He joined KS' legal team in 1997 as senior counsel specializing in commercial real estate and finance. He was promoted to director of the Endowment Legal Division in 2000, and subsequently helped lead Kamehameha's defense of its Hawaiian preference admission policy.

In 2013, Wong was named the KS vice president of Legal Services and General Counsel.

A Punahou School and UCLA graduate with degrees in economics and law,

Wong is well respected by staff for having worked his way through the organization to earn his position as the top executive at Kamehameha Schools.

He has been described as practical, logical, perceptive and more than anything else, smart.

In a recent poll asking what they most admired about Wong, staff members chose his intellect and heart, his leadership skills, and his experience at KS as his most admirable qualities.

Wong has a friend and admirer in Mailer.

“Jack Wong will be a warrior for Kamehameha Schools,” Mailer said. “He is smart, insightful and a man of high integrity. I applaud the trustees for choosing Jack. He stands on very high principles. It was a long search and a very good outcome.”

Much of Wong’s time as CEO has been spent planning for KS’ Vision 2040 and its Strategic Plan 2020 titled “Kūhanauna.” (See sidebar on page 11.)

KS Strategic Planning Director Lauren Nahme has worked side-by-side with

“Jack thrives on change as he loves the challenge of finding ways of making things work, and then striving to make those things work even better,” Sonnenberg said.

“Right now, with the new strategic initiatives that KS is planning to undertake and all the change that our new plan will bring, Jack is right in his element.”

## Kamehameha’s new CEO recently sat down with I Mua to offer his thoughts on a variety of subjects.

**I Mua:** Why did you apply to KS 17 years ago? What appealed to you about working for Kamehameha?

**Jack Wong:** Then and today, there are few organizations in the state like KS, with its history, mission, reach, complexity and scope. The opportunity of representing KS as a staff attorney and being part of this mission-driven organization was very attractive to me – professionally and personally. I was enthusiastic to be here not only because of the legal work,

but also because I wanted to contribute, in whatever small ways I could, to our educational mission.

**I Mua:** Did you ever think you’d be the CEO someday?

**Jack Wong:** No, it’s hard to imagine when I started 17 years ago that this was to be my path. I’ve been fortunate to be part of our Kamehameha legal team for many years and have really enjoyed protecting and advocating for our legal interests.

I am 100 percent committed to our mission and to those we serve.  
For me, this is both a professional commitment and a personal one.

– Kamehameha Schools CEO Jack Wong

Wong to engage Kamehameha’s various audiences in the highlights of the vision and plan and to help motivate staff in preparing for the changes the new plan will bring.

“Jack is one of the most efficient and clear thinkers that I’ve worked with,” Nahme said. “His ability to move quickly while being so thorough is unmatched. His humility and work ethic give us a model that commands respect immediately.”

KS Vice President of Legal Services and General Counsel Eric Sonnenberg has worked alongside Wong for more than a decade and a half.



Wong addresses employees at Kawai’ahao Plaza after his selection as chief executive officer.

The legal work has always been challenging and fulfilling.

But in the last decade, I've gained a much broader understanding of the organization as a whole. I've been very lucky to have had the guidance of our trustees, our executive leadership and staff and my longtime mentor and friend **Colleen Wong KSK'75**, who served as chief of our Legal Department from 2000-2013.

They helped me to develop a clearer sense of our mission, those we serve, and the importance of the work of every person, within and outside of Kamehameha, who contributes to our efforts.

I'm confident that I'm prepared for this new role, but I also know that this is a team job, requiring the collective work of a community. I'm looking forward to working with and leading our team as we move ahead.

**I Mua:** How did you go from being asked to serve as interim CEO to becoming the trustee's choice for CEO?

**Jack Wong:** During the interim period, my role was both to provide continuity of operations as

the organization prepared for our next CEO and to move ahead with our Strategic Plan 2020. We could have chosen to wait for our next CEO to finish our strategic plan, but our trustees encouraged us to move forward, with a solid vision and path, which was informed by a long process that included stakeholder engagement.

We shared a commitment to our new vision and a sense of urgency to move ahead. With that in mind, we completed our strategic plan draft, which trustees approved in July 2014, and began preparing the organization for the new direction.

When the trustees approached me about the CEO position in August 2014, we discussed the vision we shared, the strategic plan we were adopting, and the continuity I could provide by working with them as the CEO.

I had not applied for the position, and I didn't have the intention of serving beyond an interim period, but I shared the trustees' passion for our mission and our new plan and direction we were setting. I felt that we were well-aligned and that I could serve the organization effectively as the CEO.



KS Kapālama Middle School social studies teacher Joy Aiwohi chats with Wong at a strategic planning staff meeting.

**I Mua:** What are your major goals as you take on the role of CEO?

**Jack Wong:** Our primary focus will be to put our new strategic plan into place. The plan lays the foundation for a 25-year vision for a thriving Lāhui where all Native Hawaiian learners in our state, grounded in Native Hawaiian and Christian values, are achieving post-secondary educational success.

To reach this vision, we know we cannot do it alone – we must work collectively with our community collaborators toward shared goals.

Our goals for the next five years include continuing to build our K-12 campuses and preschools as a world-class school system; working with Native Hawaiian charter and immersion schools to develop a network of Native Hawaiian schools; contributing to our communities' collective efforts to improve the education system statewide; cultivating Native Hawaiian identity through our educational programs, stewardship of our lands, improving the operation of our organization; and finally, executing as a high-performing, mission-driven Native Hawaiian organization



“Our immediate task will be organizing, aligning, and empowering our leadership, faculty, and staff so that we work as one organization, following one strategic plan.”

under a disciplined impact-driven resource management model.

Our immediate task will be organizing, aligning, and empowering our leadership, faculty, and staff so that we work as one organization, following one strategic plan. This means transforming how we approach our work and strengthening our communications and relationships, internally and externally.

Our staff is our most important resource – and KS leaders need to be sure they are supported, aligned and appreciated. Our teachers, in particular, are in the classroom with our haumāna every day and will need appropriate resources and support to continue their good work.

**I Mua:** The strategic plan is set to help bring to reality the 25-year vision for the Lāhui set by KS trustees based on community input. What is your take on that vision?

**Jack Wong:** I fully embrace and believe in our vision. The vision is compelling – we believe that educational success is part of the foundation we need for a thriving Lāhui. Yes, the vision will require a lot of hard work, creativity, risk-taking, and togetherness with our communities, but it is well within our reach in a generation. There are so many wonderful examples of educational successes and collaborations taking place today in our communities – there is so much to build on and grow from.

**I Mua:** Much of your time as interim CEO was spent educating staff on Vision 2040 and the goals of Strategic Plan 2020. You completed more than 60 presentations to staff located across the islands. Why was that important to you and what was your personal takeaway from those meetings?

## AT A GLANCE:

# Vision 2040 and the KS Strategic Plan 2020

## 1. WHAT IS OUR VISION FOR ALL NATIVE HAWAIIAN LEARNERS?

Within a generation of 25 years, we see a thriving Lāhui where our learners achieve post-secondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

## 2. HOW WILL WE ACCOMPLISH OUR VISION FOR A THRIVING LĀHUI?

Kamehameha Schools has developed a five-year strategic plan that includes five key goals that will guide the organization's work from 2015 to 2020.

### ■ GOAL 1. Network of Native Hawaiian Schools

Deliver world-class, culture-based education through a network of Native Hawaiian schools, inclusive of our KS schools and Native Hawaiian charter and immersion schools.

### ■ GOAL 2. Improved Educational System

Contribute to communities' collective efforts to improve our education systems for Native Hawaiian learners to achieve key Educational Pathway Milestones.

### ■ GOAL 3. Native Hawaiian Identity

Cultivate a strong Native Hawaiian identity to instill confidence and resiliency in our learners and to inform decision making and actions within our organization, for the improvement of the well-being of the Lāhui.

### ■ GOAL 4. High-Performing Native Hawaiian Organization

Execute as a high-performing, mission-driven, Native Hawaiian organization with strong leadership, efficient processes and systems, and successful strategic partnerships.

### ■ GOAL 5. Impact-Driven Resource Management

Prudently optimize the strength, breadth, and strategic alignment of our resources with an organization-wide focus.

## 3. WHAT MEASURES WILL HELP US ACHIEVE OUR VISION?

Drawing on a broad research base and expertise from multiple campuses and divisions, Kamehameha Schools has chosen six Educational Pathway Milestones that can serve as a catalyst for success in college, career and leadership. Ultimately, our success as an organization hinges on our ability to help all Hawaiian learners reach these milestones:

1. Ready for kindergarten
2. Reading at grade level or higher in Grade 3
3. Academically prepared in Grade 8
4. Graduated from high school on time and prepared for the next step
5. Completed postsecondary education/training
6. Engaged in local and global servant leadership and culturally committed

Kamehameha's Strategic Plan 2020 is expected to be available in early 2015. For more information, please visit [www.ksbe.edu/progressandpromise](http://www.ksbe.edu/progressandpromise).

“For those who have worked with me, they know that I welcome direct, tough conversations because that is how we learn and get better as an organization.”



**Jack Wong:** I feel very strongly that leadership needs to personally deliver and discuss our vision and strategic plan. Large group meetings or videos don't allow that personal connection.

In these small group meetings, we fielded great questions which helped me to understand the perceptions and issues that are out there. We often seek input from our staff, but don't follow through with discussions and conclusions. My hope is that these meetings will be the start of ongoing, regular dialogue between staff and leadership.

I know I can do better at this and will keep trying, because it's important that we have full transparency in all our work and communications, and can be comfortable enough with each other to be open and forthright in our interactions. For those who have worked with me, they know that I welcome direct, tough conversations because that is

how we learn and get better as an organization.

**I Mua:** What would you say is the most important thing for people to know about Strategic Plan 2020?

**Jack Wong:** The most important thing to understand is that we are committed to helping all Native Hawaiian learners in the state, whether on our campuses, preschools, or elsewhere, to achieve greater post-secondary educational success. The second most important fact to remember is that KS will work to achieve this collectively with others in our communities toward improved educational outcomes for all Native Hawaiian learners in our state.

**I Mua:** What do you think will be the most challenging aspect to accomplishing the goals and milestones set forth in the strategic plan?

**Jack Wong:** The most challenging part for us will be sustaining our focus on a defined set of

strategies that best achieve our vision. With a broad vision, it can be easy to lose focus and try to pursue every great idea we have.

There will be room for new opportunities and innovations – we need these. But, we also need to stay within our strategic framework and on track with our key priorities, budgets and measured outcomes. Our strategic plan gives us a great framework. We must have the discipline and patience to stay within that framework.

**I Mua:** What is the most important thing for people to know about you?

**Jack Wong:** That I am 100 percent committed to our mission and to those we serve. For me, this is both a professional commitment and a personal one. I have been serving our organization for the last 17 years, and I believe I can bring the drive and focus we need to deliver on the promises we are making. Our work is

urgent and important, and I know our trustees, faculty and staff, students, and alumni, and many in our communities share this commitment and are likewise driven by a vision for the Lāhui.

**I Mua:** What is your greatest strength?

**Jack Wong:** I think I can see a big, complex vision; understand all of the moving parts; and execute on strategies to make it happen. This not only means working hard, but it also means leading and working with teams, utilizing the many talents and strengths of those around us, developing relationships, engaging with our communities, and achieving results that are timely, measurable and inspired.

**I Mua:** Did Dee Jay Mailer have any advice for you about serving in the role of CEO?

**Jack Wong:** Dee Jay has been wonderful. For as long as I've known her, she has always been a great mentor and role model. She

had so many incredible qualities and accomplished so much during her time with us. I'm only now beginning to truly understand the strength of her commitment and her impact.

Dee Jay gave me advice on everything - from practical advice on meeting deadlines to ensuring that we work within our communities. But most importantly, she reminded me of the importance of leading with our values and never compromising them, a belief Dee Jay and I definitely share.

She also emphasized the importance of people and relationships - whether it's our staff, alumni, collaborators, or our communities - she helped me understand how much of our work depends on building and nurturing relationships.

**I Mua:** What did your wife Kimi say when you told her you were offered the job as CEO?

**Jack Wong:** I don't think it came as a surprise because it didn't happen overnight. For the last 17 years, I sought and was involved in very challenging work – legal cases, complex transactions, and interim positions. Oftentimes the work was all-encompassing and

at the expense of our family time.

Kimi has always embraced and been a tremendous partner in our work and mission. Her reaction, unsurprisingly, was one of full support. She knows this position is both a personal and family commitment, but she also reminded me that, in many ways, this is just a continuation of a commitment we both made several years ago.

I cannot find enough ways to thank her for the sacrifices she continues to make to allow me to do the work about which we both feel so strongly.

**I Mua:** What did your children say about you becoming Kamehameha's CEO?

**Jack Wong:** They didn't say much, but they know I have been immersed in and passionate about my work and willing to serve in any capacity to advance the Kamehameha mission. I think they understand, from years of our parenting, that it's important to be passionate about the work we do, that we cannot shy away from working hard, in any capacity, and that meaningful work involves many sacrifices.

**I Mua:** What is your message to KS alumni?



**Jack Wong:** I would like our alumni to know that they are a vital part of our 'ohana and that, in so many ways, our future success lies with them. We need to have an interactive, continuing relationship with our alumni – one of singular focus, and mutual support and collaboration.

The opportunities for meaningful engagement are endless because I know we have the most committed and passionate alumni in the state. I also know they can share their life experiences and successes to help future KS graduates realize their own post-secondary educational success.

And their involvement will be invaluable to better sustain our lands and to build a thriving Lāhui with strength in Native Hawaiian identity, health, jobs and family and community involvement. This engagement is already ongoing – our focus must be on how we build on it and work together to advance the next generations.

**I Mua:** When you complete your term as CEO and look back on all you've accomplished, how will you measure your success?

**Jack Wong:** I will measure our success by the educational success of our Native Hawaiian learners – more and more of them will achieve post-secondary education, will be grounded in their Hawaiian and Christian values, and will be civically engaged and contributing leaders of a thriving Lāhui.

Our families and communities will be deeply involved in the education of their keiki as active and committed partners with both KS and other private and public organizations throughout the state.

And, lastly, Kamehameha Schools will be valued as an operator of world-class K-12 campuses and preschools, and an integral and indispensable educational partner and community resource in our state.





# GROWING OUR KEIKI AND COMMUNITY TOGETHER

Eleven different early learning  
service providers are operating  
out of The Community  
Learning Center at Mā’ili

**O**n Aug. 4, 2014, Kamehameha Schools open the doors to its \$33 million Early Learning Complex at the Community Learning Center at Mā’ili (CLC-M), a new, collaborative space for early learning organizations on the Wai’anae Coast.

Located between Kaukama Road and St. John’s Road at 87-790 Kulauku St., the CLC-M was developed in collaboration with the Department of Hawaiian Home Lands.

In June 2012, the Hawaiian Homes Commission approved a 65-year general lease to Kamehameha Schools for 40 acres on the former Voice of America site to build the learning center.

KS has served the Wai’anae Coast with kupuna computer classes, family-child interaction, early literacy and other educational programs for more than four decades through its Community Learning Center at Nānākuli.

CLCN, which has supported the community at its Farrington Highway location for the past 10 years, will continue to serve the community as an educational space and resource center for assistance with KS programs and applications.

The CLC-M builds on these successes.

Through Kamehameha’s Ka Pua Initiative (see sidebar on page 19), the



organization remains committed to supporting the community’s educational efforts. One of the ways that KS is accomplishing that goal is through the establishment of community learning centers.

“Our approach to developing this center is perhaps the most exciting aspect of the project. We are literally standing shoulder-to-shoulder with other early learning partners and families of young children to achieve the biggest possible impact on the babies who come here,” said **Kalei Ka’ilihiwa KSK ‘93**, who serves as director of Ka Pua.

“CLC-M will provide spaces for students and families to learn and grow as well as community programs to model innovative, collaborative and impactful services.

“This is a place of learning and a place for families to come together. A place



that will allow innovation in education to grow. This center will also provide a nexus for the KS presence here on the Wai’anae Coast.”

The Early Learning Complex, which is Phase I of the overall center, has a

20 percent the number of preschool seats on the Wai’anae Coast, provide learning opportunities and resources to families with young children and create a hub where early childhood organizations can work in close proximity to better serve

**This center is a physical representation of what community planning and organizations working together toward a common goal can achieve.**

*– Kalei Ka’ilihiwa, Director, KS Ka Pua Program*

10-acre footprint on the site. The complex is comprised of three buildings – a Preschool Complex, an Infant and Toddler Center and an Early Learning Kauhale. The complex was designed to increase by

Wai’anae Coast keiki and families

The Preschool Complex and Infant and Toddler Center feature a unique learning environment in which eight organizations are co-located in the same facility.

At home in Mā’ili: from left, Hau’oli Puailihau and Kēhau Vida of Pūnana Leo o Wai’anae; Kava Matautia and Roxanne Bell of Honolulu Community Action Program – Head Start; Ocean La’a and Lisa Holt of Kamehameha Preschools; Arley Kahawai and Dayna Begonia of Partners in Development – Ka Pa’alana program; Elema Ho’opai and Napua’ala Correa of Keiki o ka ’Āina; and Milkea Utleg and Leona Watson of Keiki Steps.

EARLY LEARNING  
COLLABORATIONS



PACT – Early Head Start is one of three providers located at the Infant and Toddler Center, which supports learning for keiki from ages 6 weeks to 36 months.

The set up provides an opportunity for collaboration and the chance to develop a professional learning community amongst teachers and staff at the facility.

The organizations offering preschool or infant-toddler programs at the center include:

- Kamehameha Schools
  - ‘Aha Pūnana Leo
  - Honolulu Community Action Program (HCAP) – Head Start
  - Keiki o ka ‘Āina Family Learning Centers
  - Keiki Steps by INPEACE (The Institute for Native Pacific Education and Culture)
  - PACT (Parents and Children Together) – Early Head Start
  - Partners in Development – Ka Pa‘alana
  - Wai‘anae Coast Early Education Center
- Kalehua Caceres, director of Pūnana

Leo o Wai‘anae, said she sees the value of the collaboration aspect of the center, saying that collaborators can find common ground in shared values.

Pūnana Leo operates a preschool and an infant center at the complex.

Caceres said she could see the potential for the center to have a real impact on the community where she is from and now serves.

“Being a small program, having a site to call home is imperative. For us to be able to focus more on our curriculum and strengthening our families, it’s critical that we have that place to call home. We’re really thankful for the opportunity that Kamehameha is providing us,” Caceres said.

“We’re excited to start this journey with other service providers and collaborators in this community so we can impact the area on a larger scale. This could be a

We’re excited to start this journey with other service providers and collaborators in this community so we can impact the area on a larger scale.

– Kalehua Caceres, Director, Pūnana Leo o Wai‘anae

game changer for Wai‘anae and having this opportunity will inevitably change the fabric of this coast and help ensure success for our Wai‘anae population on all different levels from keiki to kūpuna.”

Kamehameha Schools has two preschool classrooms at the center which can hold 20 students each.

KS preschool teacher **Janeen Ralar KSK ‘93** shared her excitement about working in a new space with her new neighbors.

“It’s been inspiring to observe the other classrooms and see how they set up their environments,” Ralar said. “It’s nice to share ideas and gain a new perspective on things that I have been doing for years.

“We’ve all been very mindful of one another and flexible with our many





Above: Kamehameha Preschool kumu Cindi Pila shows her students what happens when you mix primary colors to create new colors. Left: The Community Learning Center at Mā'ili is located at the end of Kulauku St.



## EARLY LEARNING COLLABORATIONS

different schedules and needs. I look forward to getting to know our neighbors better and learning new ways to enhance our classrooms.”

The Preschool Complex is made up of 12 classrooms, while the Infant and Toddler Center has four classrooms. Programs range from center-based preschool experiences to family-child interactive learning.

A total of 245 preschool seats for 3- and 4-year-olds and 32 infant-toddler seats are available through the center’s programs.

“Being a part of this space allows us an opportunity to serve more families and meet the needs of those kids,” said Jennifer Timpe, vice president of Human Resources and Operations for INPEACE.

“It’s so powerful to be a part of this and to be able to partner with the other organizations and have a place for all of the children and families to come.”

The complex’s Early Learning

Kauhale is a space where the community can gain access to a wide range of services and educational opportunities. The kauhale provides operational, office and meeting spaces for early learning organizations that have long served the Wai’anae Coast and are now centrally located in the learning center.

In addition to many of the providers with classroom space in the complex, the kauhale provides office space for organizations such as ASSETS School, the Parent Child Development Corporation (through the Wai’anae Coast Early Childhood Services), Learning Disabilities of Hawai’i and Read to Me International.

Those organizations provide valuable early learning screening and assessments which help families identify strategies to build upon strengths and address learning weaknesses for their children.

Organizations also provide family workshops. Kamehameha Schools’ Hi’ilani program, which conducts early

Pūnana Leo o Wai’anae is one of seven preschool options for families, located at the 12 classroom Preschool Complex.





child family education classes, also hosts its array of developmental programs at the kauhale.

**Nicole Souza KSK'89**, director of early childhood strategies for Ka Pua, said she's excited about developing the professional learning community and the opportunity for programs to build off of one another's strengths.

"Being right next door to one another, we're learning from each other. We're neighbors, just like in a community," she said.

Regular update meetings are held

"A little over a year ago, this space was just a dusty track of land," KS' Ka'ilihiwa said. "But this community took a step of faith and they said, 'Okay, I think I believe, I think I can see hundreds of children playing and learning in this spot.'"

"All we had to say to the leaders in this community was 'it's for the kids' and that was more than enough to get their help with this project. When these 245 babies leave these programs and go on to educational opportunities beyond this place, we know that they will be better prepared for the learning to come and

*It's so powerful to be a part of this and to be able to partner with the other organizations and have a place for all of the children and families to come.*

*– Jennifer Timpe, VP of Human Resources and Operations for INPEACE.*

among the center's providers and, on occasion, providers host workshops and collaborative learning opportunities, both formal and informal, with one another.

In addition to constructing a center now serving as a one-stop shop for early education needs, Kamehameha Schools is moving some of its services previously provided at its Nānākuli learning center to the new Mā'ili facility.

At the kauhale in the new center, Wai'anae Coast 'ohana will find a range of programming and services, including adult computer classes, the Huliko'a Kaiāulu scholar speaker series and the Community Learning Exchange (CLE) 'Ohana series.

can go on to become tomorrow's global leaders."

Ka'ilihiwa said when collaborators join together, their collective impact is far greater than what they can accomplish alone.

"The biggest accomplishment is that this center is a physical representation of what community planning and organizations working together toward a common goal can achieve.

"These organizations have made our children a priority. It's eleven providers, co-located in a single space, in support of these children and making early learning opportunities more available for these keiki."

## The Ka Pua Initiative

Kamehameha Schools' Ka Pua Initiative was officially launched in 2009.

The Wai'anae Coast region was chosen as the focus of Ka Pua because the region includes six of the ten most densely Native Hawaiian-populated census tracts in the state.

With the launch of the Ka Pua initiative, KS made a long-term commitment to the people in the region to continue and expand its collaborative role in the community-based and community-driven movement to improve educational outcomes on the Wai'anae Coast.

The vision of the Ka Pua Initiative is all children on the Wai'anae Coast are connected to place, supported in their learning, and are succeeding as tomorrow's local and global leaders.

In order to support that vision, KS has identified three strategies for Ka Pua:

1. Intensively support needle-moving collaborations focused on key impact areas for student success which includes building capacity among targeted service providers on the Coast.
2. Ensure schools are centers of the community, providing effective learning opportunities, integrated supports for students, and, most importantly, an unshakeable commitment to student success.
3. Build new community learning centers that provide excellent programming and anchor collaborative, capacity building strategies.

**To learn more about the Ka Pua Initiative, visit [www.ksbe.edu/kapua](http://www.ksbe.edu/kapua).**

# KS-SUPPORTED SCHOOLS EARN ACCREDITATION

**A**ha Pūnana Leo Hawaiian language immersion schools recently made history by becoming the world's first early education program to earn accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC).

In addition to this milestone, with the assistance of Kamehameha Schools over the last two years, seven Hawaiian-focused public charter schools have earned the coveted six-year term of accreditation by the Western Association of Schools and Colleges (WASC).

These achievements bring the number of accredited Hawaiian-focused public charter schools and programs supported by KS through its Ho'olako Like Department to 12 out of a total of 18 supported by the trust statewide.

Ho'olako Like serves over 4,100 students and provides nearly \$4 million in per-pupil funding. KS also provides over \$1.1 million annually for WINHEC and WASC accreditation support and preparation.

"The WINHEC accreditation has

literally opened doors and opportunities for other indigenous programs to think of accreditation from a culturally grounded point of view," said Ho'olako Like Director Wai'ale'ale Sarsona, who is currently serving as Kamehameha's interim vice president for Strategic Planning and Implementation.

"Nothing like WINHEC exists now for our culturally focused schools. Pūnana Leo, being the first in the world to receive this accreditation, will pave the way for indigenous schools to one day add this to their list of accomplishments."

The public charter school accreditation process requires schools to conduct rigorous self-studies of curriculum, operational standards, learner outcomes and more.

"KS was able to identify the successes and challenges of each of the schools who participated through the self-study process," Sarsona said. "Processes like these help to underscore the value of continuous self-improvement for each of these

continued from page 35



Representatives from seven Hawaiian-focused public charter schools and 'Aha Pūnana Leo preschools were honored at a recent celebration at Kawaiaha'o Plaza. Each school received a gift of a small kähili crafted by KS' Ho'olako Like staff.



## NEWLY ACCREDITED SCHOOLS

Eight KS-supported schools recently earned accreditation. All of these schools emphasize Hawaiian culture, language, values, practices and traditions.

### WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

Ka 'Umeke Kā'eo Hawaiian Immersion Public Charter School  
*Hilo, Hawai'i*

Kawaikini New Century Public Charter School  
*Lihu'e, Kaua'i*

Ke Kula Ni'ihau O Kekaha Learning Center Public Charter School  
*Kekaha, Kaua'i*

Hālau Kū Māna Public Charter School  
*Makiki, O'ahu*

Kamaile Academy Public Conversion Charter School  
*Wai'anae, O'ahu*

Waimea Middle Public Conversion Charter School  
*Kamuela, Hawai'i*

Kualapu'u Elementary New Century Public Charter School  
*Kualapu'u, Moloka'i*

### WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC)

'Aha Pūnana Leo  
*11 Hawaiian immersion preschools statewide*



## KS PRESCHOOLS



by Terry Kelly  
*Director, Community-  
Based Early Childhood  
Education*

# KAMEHAMEHA PRESCHOOLS EMPHASIZE IMPORTANCE OF EARLY LEARNING

**A**loha kākou e ka ‘ohana Kamehameha. I am excited to be sharing with you highlights of the events and activities that have been happening in our Community-Based Early Childhood Education Division (CBECE).

We have successfully enrolled a total of 1,577 keiki for this 2014-15 school year.

The numbers include 586 3-year-olds and 991 4-year-olds including 441 keiki who returned for one more year with us in order to accommodate our ‘ohana whose keiki were impacted by the recent changes in the Hawai‘i State Department of Education kindergarten entry age requirement.

All reports indicate that everyone is doing well and that many of our returning keiki are serving as positive role models for their “younger” friends within the program.

This fall we launched our new and improved CBECE website at [preschool.ksbe.edu](http://preschool.ksbe.edu). In the first two weeks the site went “live” we received more than 1,000 visitors. Please check us out and we, of course, welcome your feedback.

We are continuing with the implementation of a full-day or modified schedule at more than half of our 30 preschools statewide.

These changes are based on expressed needs to better serve our working and/or going to school ‘ohana by providing both early drop off and late pick-up times to accommodate everyone’s busy schedules.

An added benefit is that our preschool program will be able to deepen and extend learning experiences for all of our keiki.

Our plan is to be completely full day in school year 2016-17.

There have also been some challenges

this fall as well.

Because of the lava flow in Pāhoa, in September 2014 we relocated our Pāhoa Preschool’s 31 keiki and seven kumu to our Kamehameha Schools Hawai‘i campus for the rest of the 2014-2015 school year. Even though the move disrupted the school year for several weeks, our kumu resumed classes in mid-November and

we greatly appreciate the warm welcome from the KS Hawai‘i leadership, kumu and haumāna.

Lastly, I would like to share a highlight from our Kahuku Preschool on the island of O‘ahu.

We were selected to participate in the Mālama Honua Wa‘a Connection with the Polynesian Voyaging Society (PVS) for the leg of their worldwide voyage from Sāmoa to Tonga.

The online wa‘a to classroom connection allowed kumu and keiki to interact with PVS crew members as they sailed around the world to promote values and practices that can sustain our planet.

In their classroom, kumu created indoor and outdoor learning environments around the theme of the Hōkūle‘a and the Hikianalia that were engaging, interactive and limitless in opportunities.

The motto in our division is, “Pauahi’s Vision, Our Mission,” and on behalf of all of us in CBECE, it remains an honor to serve the legacy of Ke Ali‘i Pauahi, the keiki and ‘ohana of Hawai‘i nei.



## At Home in Hale‘iwa

In a collective effort with the Hale‘iwa Jodo Mission and O‘ahu’s North Shore community, Kamehameha Schools was able to keep the doors open at its Hale‘iwa Preschool after structural damage was discovered and ultimately repaired during the summer of 2014. A blessing, above, celebrating the completion of the repair work was held in September 2014 for students, staff and parents. The preschool serves 3- and 4- year-old keiki from Mililani, Waialua, Hale‘iwa and Wahiawā.





## LITERACY INSTRUCTION AND SUPPORT



by Shawna Medeiros  
*Director, KS Literacy  
Instruction and Support*



# IMPROVING EARLY LITERACY OUTCOMES ENSURES LATER EDUCATIONAL SUCCESS

Research shows that the level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life.

Children who are not reading proficiently by the end of third grade are four times more likely than proficient readers to not graduate from high school on time.

We also know that high-quality instruction in early education greatly impacts early literacy achievement.

Kamehameha Schools is committed to improving early literacy outcomes to ensure that our keiki have a strong foundation for later educational success.

The mission of Literacy Instruction and Support is "Creating preferred futures for our Hawaiian keiki through literacy." A total of 81 percent of our Native Hawaiian keiki are in the public schools and KS must meet the needs of these keiki

where they are located.

In order to reach our keiki, LIS has developed strong partnerships with the Hawai'i State Department of Education (DOE) and Hawaiian-focused charter schools.

Serving mostly K-3 students and teachers in 36 public schools and six complex areas across four islands, LIS operates primarily out of DOE and charter school facilities and works side-by-side with public school administrators and teachers.

This gift of access to our Native Hawaiian students has resulted in powerful collaborations with our public schools and meaningful educational impact to students beyond our campuses.

LIS resource teachers and support specialists are committed to providing best and next practices in literacy instruction.

As community educators and change leaders, they continuously innovate their

practices to best engage and support student's literacy achievement.

As a result of this work, we have seen powerful results.

In LIS serviced schools, over a five-year period, Native Hawaiian third-graders have experienced a 15 percent increase in reading proficiency compared to a 7 percent increase for this same group in non-LIS serviced schools.

In some areas where LIS strategically partners across entire complex zones, we see even greater results.

LIS serves every school in the Kea'au, Ka'u and Pāhoia school complex area (KKP) on Hawai'i island providing science literacy to K-3 students and instructional coaching to their teachers. In this complex area, we have seen a 16 percent increase in reading proficiency. Growth for Native Hawaiian students is even greater at 18 percent.



More than 75 staff members make up the Literacy Instruction and Support division at Kamehameha Schools.



At left: Students in the Leeward region practice their presentation skills. Presentation skills are part of the Common Core State Standards. Below: Kumu Leimomi Cummings works with Kapa'a Elementary School students.

Overall, schools that have committed to five years of K-3 science literacy instruction have experienced an average science proficiency rate that is 11 percentage points greater than the state average. Native Hawaiians in these schools achieve at rates that are 6 percentage points higher than state and 17 percentage points better than the overall average for Native Hawaiians in the state.

The gains represented by these data are most notable because they illustrate growth for KKP students that has largely

for all students who live in Hawai'i. All students will benefit from rigorous curriculum that sparks inquiry and curiosity about Hawai'i's cultural and natural environment.

This rich content naturally inspires our keiki to love reading, writing, speaking and critical thinking and creates a firm foundation that supports their development as learners

LIS employs a statewide strategy that is systemic in its approach in not only impacting learners, but also supports

In LIS serviced schools, over a five-year period, Native Hawaiian third-graders have experienced a 15 percent increase in reading proficiency compared to a 7 percent increase for this same group in non-LIS serviced schools.

outpaced historical growth for not only this complex area but also for the state.

As a partner with public schools, LIS serves all students in the classroom.

Native Hawaiians with the most need remain the focus as schools are selected to partner based on a 50 percent or more Native Hawaiian population, high poverty areas and historically low reading proficiency.

Despite being in especially challenging school contexts, Native Hawaiian third graders in LIS-serviced schools have closed the achievement gap (9 percent) and are now performing on par with other Native Hawaiians in non-LIS serviced schools.

We believe that best practices for Hawaiian students are best practices

professional development for teachers.

To build capacity for sustainable improvement and establish effective systems for literacy, LIS provides job-embedded professional development for classroom teachers in all of its direct service classrooms.

The division also collaboratively plans with complex area and school leadership to develop collective goals and build systems of teacher development and support for literacy and overall instructional quality.

Support is customized to meet the needs of the complex area or schools and includes professional learning experiences, coaching, consultation, and/or resource development.



‘EPESO

MOKUNA 1

Ua wae ‘ia mai ka po‘e haipule, a ua lilo i po‘e keiki ho‘okama na ke Akua, i mea e ho‘omaika‘i ‘ia ai ‘o ia.

‘O Paulo, he luna‘olelo a Iesū Kristo ma ka makemake o ke Akua, na ka po‘e haipule e noho ana ma ‘Epeso, a ka po‘e mana‘o‘i‘o i loko o Iesū Kristo: e maluhia ho‘i iā ‘oukou, e maluhia ho‘i iā ‘oukou.

EPHESIANS

EPHESIANS 1

*The Blessings of Redemption*  
**P**aul, an apostle of Christ Jesus by the will of God,  
 To the saints who are at Ephesus and who are faithful in Christ Jesus:  
 2 Grace to you and peace from God our Father and the Lord Jesus Christ.

# HAWAIIAN-ENGLISH BIBLES ENABLE A DEEPER UNDERSTANDING OF SCRIPTURE

All three K-12 Kamehameha campuses are using the bilingual Bibles in classroom study

**I**t’s a perfect learning tool for a school system that preaches Christian and Hawaiian values.

The newly released Hawaiian-English Bible “*Ke Kauoha Hou me Ka Buke o Nā Halelū a me Nā ‘Ōlelo Akamai a Solomona – The New Testament with Psalms and Proverbs*” is the result of a partnership between Kamehameha Schools and Partners in Development Foundation.

The bilingual Bible with parallel text offers readers in both languages a better understanding of scripture and allows for comparative study. It includes Hawaiian diacriticals, biblical maps, The New American Standard Concordance, a 19th-century timeline for Hawai‘i, Psalms, The Ten Commandments and Proverbs.

The Bible includes introductory material relating to the life and faith of Princess Bernice Pauahi Bishop and

features a blue bonded leather cover with silver foil stamping on the front and spine.

While each KS campus rolled out this new instructional tool in different ways –the Bibles debuted in time for the beginning of the 2014-15 school year – both students and staff have benefitted from its various components.

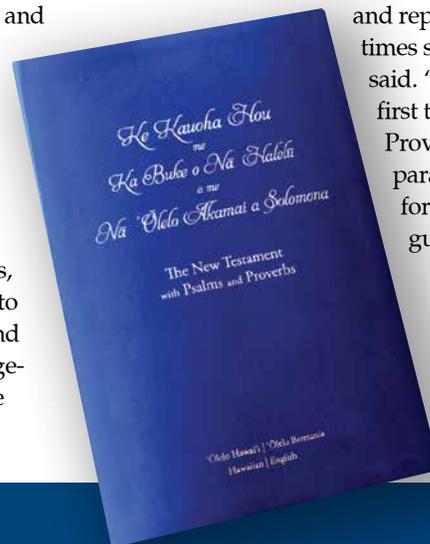
“The desire of nā kahu (the chaplains) – myself, **Kordell Kekoa KSK’80** at Kapālama, and Ruth Farrell at KS Hawai‘i – was to get the students into the word of God,” said KS Maui Kahu **Kalani Wong KSK’74**. “Through the study of scriptures, our students are able to develop their faith, find support and encouragement and to know the

promise of life eternal through Jesus Christ.”

According to Partners in Development Foundation Project Director **Helen Kaupu Kaowili KSK’79**, this is not the first time a Hawaiian-English bilingual Bible has been produced.

“The first Baibala (Bible) to include both Hawaiian and English was a New Testament printed in 1857 and reprinted a number of times since then,” Kaowili said. “This, however, is the first time the Psalms and Proverbs has appeared in parallel Hawaiian-English form and the first bilingual edition to include

The bilingual Bible includes the story of Princess Pauahi’s life and faith.



the modern Hawaiian text.”

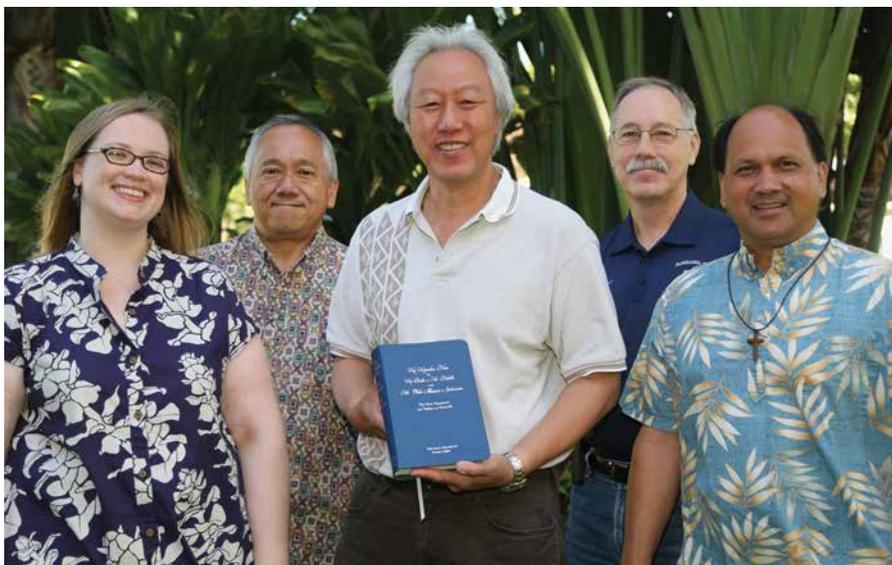
Kaowili, the daughter of former KS Chaplain **David Kaupu KSK’51**, said the Hawaiian Bible project was originally begun in 2002.

“The Hawaiian Bible project began in 2002 to preserve the Bible and make it available online, free of charge, for anyone interested in reading and studying scripture in Hawaiian. At the time, the American Bible Society, the publisher of record since the early 1800s, had decided to discontinue printing the ‘Baibala Hemolele’ (Holy Bible). Ten years later, in 2012, the project printed the first Hawaiian Bible in the modern Hawaiian orthography. The publication we just completed marks the second printed work of the project,” she said.

Kaowili said Kamehameha Schools was a supporter of the Hawaiian Bible project prior to this current phase.

“**Keola Wong KSK’83** worked with the Baibala Hemolele project during the 2009-10 school year while he was on sabbatical and again the following year, 2010-11, on special assignment from his duties as Hawaiian language teacher at KS Kapālama High School,” she said.

“During the current phase of the project, which began in the spring of 2013 and culminated in the printing



From left, former KS Hawai’i Kahu Ruth Farrell, KS Vice President of Hawaiian Cultural Affairs Dr. Randie Fong, KS Maui Kahu Kalani Wong, Vice President for Campus Education Dr. Rod Chamberlain and KS Kapālama Kahu Kordell Kekoa celebrate the arrival of the new bilingual Baibala Hemolele (Holy Bible) which were distributed to KS students in school year 2014-15.

Kaniaupio-Crozier, and Kahu Wong; for Partners in Development Foundation the committee members included **Jan Dill KSK’61**, Laura Dang and Kaowili.

“From my initial conversation with nā kahu and Jan Dill three years ago, this has been a wonderful journey from concept to reality,” Chamberlain said.

a second printing a month later was necessary to keep up with demand,” she said. “In addition, our website at [baibala.org](http://baibala.org), which includes complete text and images of the 1839 ‘Ka Palapala Hemolele,’ the 1868 revision ‘Ka Baibala Hemolele,’ and the 1994 ‘Ka Baibala Hemolele,’ along with the full text of the recently completed 2012 ‘Ka Baibala Hemolele,’ is regularly accessed over 10,000 times a month by users around the world.”

Mutual Publishing is making these Bibles available to anyone interested in reading the scriptures in Hawaiian and/or English. They can be ordered online at [www.mutualpublishing.com](http://www.mutualpublishing.com).

“With the Baibala Hemolele, our students are able to read God’s word in the Hawaiian language,” Kahu Wong added. “Kamehameha’s goal is to have our students proficient in the Hawaiian language upon graduation. While some are, others are not quite there.

“The bilingual Baibala Hemolele will help our students see scripture in both English and Hawaiian. This will hopefully provide them with a deeper understanding of the rich lessons that the Bible offers.”

*“Through the study of scriptures, our students are able to develop their faith, find support and encouragement and to know the promise of life eternal through Jesus Christ.”*

– Kahu Kalani Wong, KS Maui Chaplain

and distribution of the bilingual New Testament and Psalms and Proverbs, Kamehameha supported the undertaking with Keola’s full-time work on the project on special assignment during the 2013-14 school year, and by placing staff on the advisory committee.”

The advisory committee for Kamehameha Schools included: Campus Education VP Dr. Rod Chamberlain, Keola Wong, KS Maui Hawaiian Protocol Facilitator Ekela

“This New Testament is a marker of what we hold dear as an organization – and I am hopeful it will be one more way that we nurture the ‘good and industrious men and women’ envisioned by our founder.”

Kaowili said the best thing about the project is that the Hawaiian Bible is once again in wide use in the Hawaiian community.

“Soon after the release of ‘Ka Baibala Hemolele’ in October 2012,

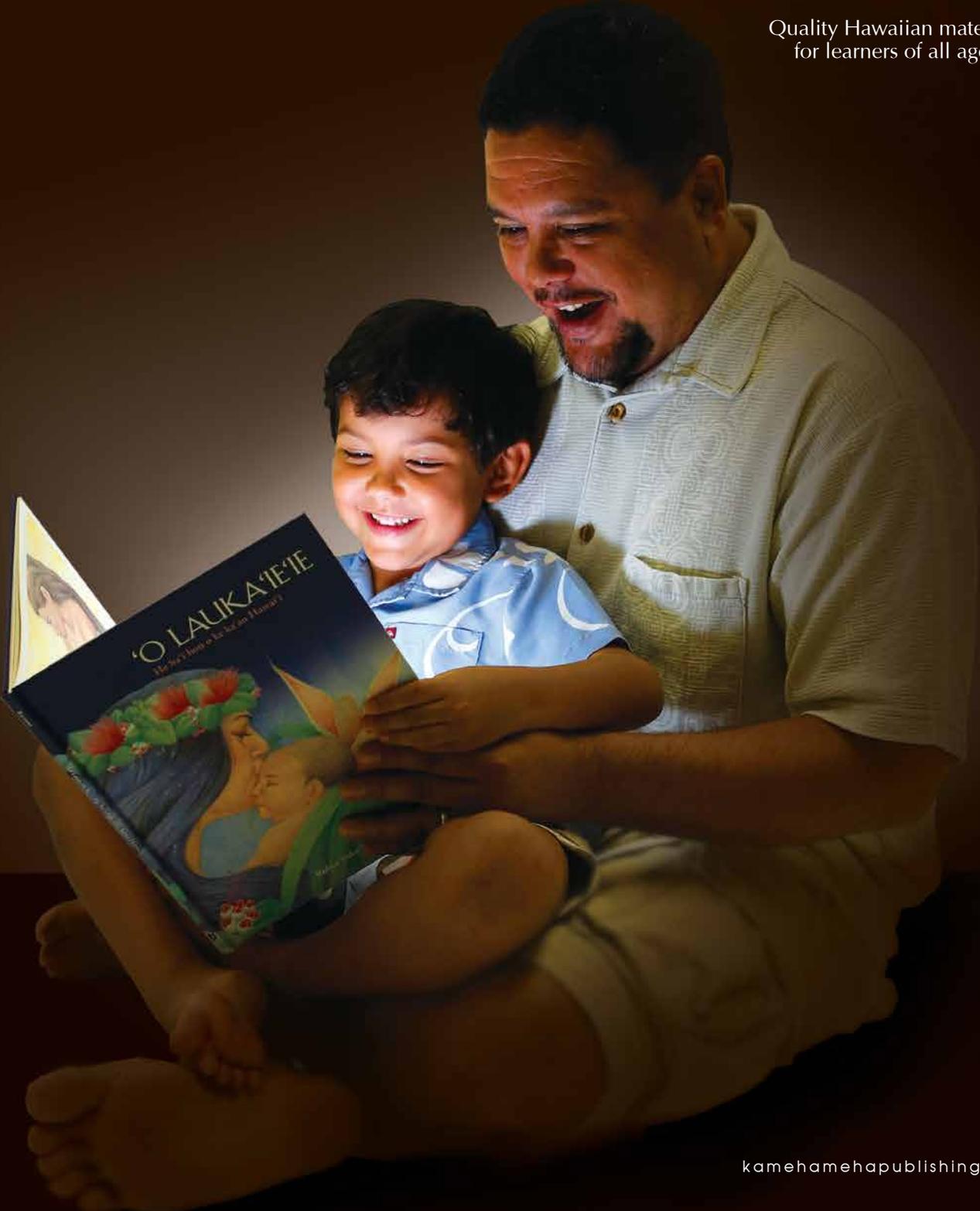
Inspire aku, inspire mai.



KAMEHAMEHA  
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Quality Hawaiian materials  
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Dr. Rod Chamberlain  
Vice President for  
Campus Education

## PROVIDING A FOUNDATION FOR GOOD AND INDUSTRIOUS MEN AND WOMEN

Last year, as we looked to the future with our overall Kamehameha Schools strategic planning, we identified key themes that are common across all our campuses.

And although these common themes may be expressed a little differently across our KS educational programs, they are clear and consistent at all. Those key themes are: *kūlia* (strive); *loina* (values); and *ho'omau* (perseverance).

As you read the individual campus reports that follow, you will hear these themes in multiple ways, starting with *kūlia* (strive).

At KS Hawai'i, you will read about the increase in dual credit courses for high school students who are getting a head start on their college work.

At KS Kapālama, you can see the efforts at curriculum renewal, using worldwide standards of excellence.

And at KS Maui, you will learn about the positive trend in college enrollment, including an increasing percentage of

*"Of course, at the core of all Kamehameha Schools education are the loina (values) that we develop within our students."*

students continuing to compete in their sport of choice.

Of course, at the core of all Kamehameha Schools education are the *loina* (values) that we develop within our students.

As noted in the opening of the KS Hawai'i report, students are provided a Hawaiian culture-based curricula which



are "global, 21st century, and are rooted in Christian values."

This same foundation is reflected in the conclusion of the KS Kapālama

report as it prepares students to "become globally minded, good and industrious, servant leaders . . ."

This theme of *loina* is also reflected through the many examples in the KS Maui report with students serving others at all grade levels.

Yet, one more theme is needed for the successful life: *ho'omau* (perseverance).

The KS Hawai'i report reflects this in its "Kaunaloa" program connecting high school with college success.

The need for "persevering at a task" is how the KS Kapālama report begins, an approach reflected in its work to improve the learning experiences for all *haumāna*.

The repeated activities to serve others in the KS Maui report is another example that service is not just a one-time event, but a way of living one's life, a way that is on-going and pervasive.

In each report, you will hear the voice of that campus leader, and yet underlying that context are these three themes: *kūlia*, *loina* a me *ho'omau*.

Together, they provide the foundation in our preparation of "good and industrious men and women."



by Holoua Stender, Ed. D.  
Po'o Kula (Head of School)  
Kamehameha Schools Hawai'i



## KS HAWAI'I STUDENTS ENCOURAGED TO SEEK KNOWLEDGE

**H**e mau mana'o o ke Po'okula o ko Kamehameha Hawai'i. The Kamehameha Schools tri-campus Working Exit Outcomes (WEO) provide a strong foundation for 21st century and Hawaiian culture-based education on the KS campuses.

One of the WEO, "Nānā i ke kumu (Look to the Source)" encourages students and staff to "utilize various sources to foster inquiry and seek knowledge."

In keeping with this WEO, KS campuses are developing Hawaiian culture-based curricula which are global, 21st century, rooted in Christian values and aligned with national standards.

Also in keeping with the WEO, Kamehameha Schools Hawai'i (KSH) is working toward building a dual credit campus program called "Kaunaloa" (perseverance).

Through the Kaunaloa program,

qualified high school students may register for a variety of university courses (e.g., Biology 104, English 100 and Hawaiian Studies 100) and receive dual, high school and university credit.

Kaunaloa began at KS Hawai'i in August 2014, with a biology course pilot accredited by St. Louis University. Two more courses accredited by the University of Hawai'i system will be added during the spring of 2015.

KS Hawai'i's 2015 Summer Program will include other dual credit choices as part of its regular summer school course offerings. The campus will make these courses available to high school students from KSH, the state Department of Education (DOE) and charter schools.

Students will be able to register and receive university credits on campus next summer.

The goal of Kaunaloa is to provide

high school students with college course experiences in a "supportive learning environment" so that they will be better prepared for the rigors of college after graduation.

It is hoped that these experiences will provide students with both college credit and more importantly, the impetus for them to kaunaloa (persevere) and complete their post high school work which culminates in a college degree or certificate.

In addition to the Kaunaloa dual credit program, KS Hawai'i, in partnership with The Queen Lili'uokalani Children's Center, developed and piloted a marine science course at Kionakapahu Fishpond (adjacent to Keaukaha Hawaiian Homestead) during the summer of 2014.

The four-week summer school course, which enrolled 30 campus, DOE and charter school students, was taught by teachers





**Trisha Soares KSK'04** of KSH and David Urakami of Waiākea High School.

Students studied wahi pana, Hawaiian aquaculture systems and collected baseline scientific data in several Hawaiian fishponds in Honohonou and surrounding areas. These data will aid in providing baseline information for fishpond and marine science studies in the coming years.

The marine science course will be offered again during the summer of 2015.

The vision of the KSH po'okula states, "Kamehameha Schools Hawai'i is a dynamic and nurturing, K-12 educational environment where haumāna learn about Hawaiian worldviews, other global perspectives and 21st century skills which prepare them to thrive, lead successful and fulfilling lives, and engage and compete



In all aspects of our kula, academics, athletics and the performing arts, 'āina, project and culture-based education, as well as character and Christian education, KS Hawai'i strives to Nānā i ke kumu, "utilize various sources to foster inquiry and seek knowledge."

An important feature of this course included the mo'olelo, history and fishing methods presented by Hawaiian kūpuna of Keaukaha.

Uncle Patrick Kahawaiola'a and Auntie **Luana Kawelu KSK'58** were among the esteemed kūpuna who shared stories about Honohonou, Hilo Bay and Keaukaha where they grew up in the 1930s through the 1960s.

As their culminating project, students created presentations which included their own mo'olelo, power points and posters that were featured in three presentations to the Keaukaha and campus communities, and to KS leaders.

in ways that contribute to and enrich humankind."

In all aspects of our kula, academics, athletics and the performing arts, 'āina, project and culture-based education, as well as character and Christian education, KS Hawai'i strives to nānā i ke kumu, "utilize various sources to foster inquiry and seek knowledge."

Kumu at all levels nurture the whole child, forming relationships which lead to the love of life-long learning.

Our KS staff is dedicated to providing the very best in educational experiences and opportunities to accomplish this vision and the mission of Ke Ali'i Pauahi.



by Lee Ann Delima  
*Po'o Kula (Head of School)*  
*Kamehameha Schools Maui*



## SERVICE LEARNING A KEY INGREDIENT AT KAMEHAMEHA SCHOOLS MAUI

At Kamehameha Schools Maui, the school community embraces Iolani, Christian and Hawaiian values deeply rooted in the heart of our beloved founder, Ke Ali'i Pauahi.

Personal sacrifices for the welfare of others prepare students to enter the global community as the good and industrious citizens and leaders Pauahi envisioned 127 years ago.

The high school exemplified the importance of service during the October 2014 Pō'alima 'Ula'Ula (Red Friday). The meaning behind our Pō'alima 'Ula'Ula is to foster cultural pride and unity among Hawaiians, while raising awareness about current Hawaiian issues.

Students and staff planned five service-learning projects throughout our community.

The ninth grade worked on the KS agricultural fields in Ku'ia.

The sophomore class worked in the lo'i with leaders and students from "Teens



on Call" in Maliko Gulch.

Juniors and seniors in the Arts & Communication Academy provided cleaning, painting and yard maintenance service at the Bailey House Museum.

Science & Natural Resources Academy students travelled to Hale Maha'olu, providing services and fellowship to those there.

The Business & Information Technology Academy hosted kūpuna from the Kaunoa Center on campus. This was a choice opportunity for juniors and seniors to serve as kumu for the day, offering instruction in hana no'eau, hula and mele.

There was heartfelt fellowship and memorable moments as the intergenerational group laughed and hugged each other at the end of the day.

Our middle school faculty guide service learning by helping students identify worthy causes or groups that are in need of kōkua and develop projects throughout the year.

Sixth-graders spent time learning about the Maui Humane Society and the important services they provide. As a culminating learning activity, students conducted a drive to collect food, toys, towels and pillowcases to support the Humane Society.

Each year, the seventh-grade students partner up with their parents and head out to Kīhei to work on the Ko'ie'ie loko i'a (fishpond) restoration. These volunteers-for-the-day give "sweat-equity" and build up areas of the fishpond walls that have been destroyed by storms and tides.



While building, the group also learns about the kinds of plant and animal life that are affected by the fishpond and surrounding water sources.

In addition to this major restoration project, all seventh graders are required to formally research a community need and implement a project to increase student and community awareness.

For the last several years, the Grade 8 team has collaborated with the Maui Coastal Land Trust, which maintains the Waihe'e Coastal Dunes and Wetlands in a service project entitled "Ola Ka Honua."

This project is designed to help the coastal community prevent erosion by restoring native flora. Students remove

Under student leadership and direction, annual Thanksgiving Canned Good and Christmas Toy drives provide robust donations to the homeless shelter.

Friendly class Penny Wars are used as a fun way collect funds for worthy efforts. Recent recipients of the Penny Wars funds include Kapi'olani Children's Hospital and the Wounded Warrior collection fund.

Kamehameha Schools Maui deputation students also provide much needed service to Maui island churches by offering sermons, leading devotionals, or offering prayers.

Pauahi's personal commitment to live her life in service to others is the inspiration behind the schools' vitality



Across the campus, students in all grades participate in benevolent causes that offer relief or cheer for those in urgent need.

invasive plants and learn about the native plants of the area and the importance of maintaining a balance.

Not to be outpaced by their older brothers and sisters, the fifth-grade students provide annual services to repair lo'i in Hāna.

Across the campus, students in all grades participate in benevolent causes that offer relief or cheer for those in urgent need.

and emphasis on service. Through service to others, students learn responsibility, humility and respect.



## KS Maui Students Enrolling in College

Kamehameha Maui students are maintaining positive trends in college enrollment. Over 90 percent of the students in the graduating class of 2014 are currently enrolled in college.

Athletics Counselor **Michelle Arnold KSK'89** has had a huge impact on the college-bound haumāna.

Twenty-one student-athletes of the class of 2014 signed a letter of intent to play intercollegiate athletics. That translates to 27 percent of the 77 senior class athletes committed to pursue a post-secondary degree and continue to play their sport of choice.

This is impressive when compared to the national average of about 7.5 percent for high school athletes.

27%

The percent of the 77 senior class athletes committed to pursue a post-secondary degree and continue to play the sport of their choice.



by Earl T. Kim  
*Po'o Kula (Head of School)*  
*Kamehameha Schools Kapālama*

# CURRICULUM RENEWAL AND ENHANCING PROFESSIONAL PRACTICE KEY INITIATIVES AT KS KAPĀLAMA

**A**loha mai kākou. He ikaika nō nā 'ehu kakahiaka no nā 'ōpio. As an institution, our kūpuna remind us of the importance of persevering at a task. When schools begin new or monumental efforts – like overhauling curriculum or enhancing professional practice – many welcome the challenge.

What few realize at the outset is that these are not merely simple or even complicated endeavors like replacing a transmission; rather, they are complex and systemic efforts that require a high level of community commitment, expertise and engagement to achieve.

Moreover, sustaining continuous growth requires a normed human system, surrounded by the right conditions, which can perpetuate.

Here, at KS Kapālama, we have been pulling hard to build on the excellent work of our predecessors – students, families and staff – to re-orient the systems and to



provide staff with the time, resources and space to advance the work of our Princess in service to our haumāna and Lāhui.

Curriculum renewal is one of two major continuing efforts on campus:

- Benchmarking curriculum standards against worldwide standards of excellence
- Balancing standardized testing with more instructive, embedded, standards-based assessments
- Integrating culturally based exit outcomes (Working Exit Outcomes) across curricular and co-curricular spaces

- Encouraging interdisciplinary program and curriculum development
- Balancing direct instruction with student-initiated learning and collaborative problem-solving (e.g., student-directed plays, robotics, science research...)
- Differentiating learning opportunities so that all have opportunities to meet standards and rise to their level of challenge
- Creating opportunities for students to earn up to 30 college credits from Hawai'i Pacific University and other higher education institutions while at KS Kapālama
- Taking advantage of learning opportunities as they arise like Mālama Honua (The Polynesian Voyaging Society's Worldwide Voyage) through the use

of interactive technologies (e.g., Google Hangouts) and student-directed efforts (e.g., Fifth Grade Play, Song Contest...) and personal connections (e.g., Brad Cooper of our middle school and **Kehau Enos KSK'91** of our elementary school who are former and current crew members)

Our belief is that the right process for continuous curriculum renewal, together with dedicated time and resources for teachers to engage in this work, will result in scaling of alignment between a rigorous and relevant written curriculum and the "taught" curriculum.



Enhancing the professional practice of teachers and school leaders is a second continuing effort:

- Establishing communities of practice through which teachers and leaders can engage in knowledge-sharing and professional feedback through the lens of student and staff work
- Promoting the development of standards of practice as they apply to varying developmental levels and content areas

Our belief is that if one wishes to improve outcomes for students, then a systems-based approach to continually enhancing professional practice is one of the critical school-based levers that we might use.

With a vision for schooling and attendant three- to five-year, school-based roadmaps to realize that vision in place, KS Kapālama began a process of re-imagining the facilities (i.e., building and continued on page 59

## Teacher interactions furthering student growth

by Ryan Oishi, KS Kapālama English teacher

When I think about my growth as a teacher, the greatest learning has always occurred from interactions with my fellow teachers.

This happens on a daily basis, through informal and organic conversations over the course of the day. I am constantly inspired by the passion and creativity of my colleagues.

Much of what I do, and how I do it, can be traced directly to things I have learned from my brilliant colleagues (I do not use this word superfluously).

In recent years, there have been more frequent opportunities and formal spaces created to allow for teacher-to-teacher conversations.

The most helpful for me has been the conversations around the Standards Based Kula Hawai'i (SBKH) work. This sustained conversation, now in its fifth year, has allowed me the opportunity to build meaningful relationships with my English colleagues across the three Kamehameha Schools campuses.

"Sustained" is the key word here – upon this foundation of friendship and collegiality, we have explored and imagined some of the exciting possibilities of a 21st century "Kula Hawai'i," and how

it relates to our specific content area.

Together we have birthed common benchmarks and a shared vision for our students: one that embraces high standards without soulless standardization; one that values critical and creative thinking as equal parts of the whole student; one that strives to always "look

**"the greatest learning has always occurred from interactions with my fellow teachers"**

to the source" by embracing Hawaiian and Western sources of knowledge as the birthright and guiding stars of our gifted and unique students.

Together, we have tested and refined our ideas through the rigor of rubrics, best practices and student work. But always it circles back to the conversations, the relationships.

It is the current of these conversations that gives life to rubrics, benchmarks, Working Exit Outcomes. Without these teacher-to-teacher conversations, a well-worded rubric is a beautiful, empty shell.

I cherish each opportunity to meet and work with my colleagues. It is an opportunity to feed my imagination, to laugh and struggle together, to expand what is possible.

I bring this energy back to my classroom to feed my students. These conversations have helped me to become a better teacher. I have grown by growing with my peers.

A teacher's time is precious. This is a valuable use of my time.



## KS ENDOWMENT



by Elizabeth Hokada  
*Vice President for Endowment*

# STRONG MARKETS BOLSTER ENDOWMENT RETURNS

During the 2014 fiscal year (July 1, 2013 to June 30, 2014), Kamehameha Schools invested \$378 million from its endowment on education for Native Hawaiians. This represented over 96 percent of the financial support for Kamehameha's educational programs.

To sustain the endowment's productivity in perpetuity and to promote intergenerational equity between today's learners and those to come, Kamehameha must exercise spending discipline.

KS targets about 4 percent of the endowment's value, averaged over five years, to determine the proportion of the endowment that can be spent each year.

The remaining investment returns are reinvested to ensure that educational spending keeps up with inflation over time.

For the ten years ended June 30, 2014, the endowment produced an annualized return of 9.7 percent, exceeding KS' long-term investment goal of inflation

plus 5 percent, which was 7.3 percent for the period.

This means that the endowment was able to provide for current beneficiaries while maintaining its integrity for future generations.

In FY 2014, strong markets bolstered endowment returns.

The endowment's 13.3 percent return for the year slightly exceeded the fund's

To sustain the endowment's productivity in perpetuity and to promote intergenerational equity between today's learners and those to come, Kamehameha must exercise spending discipline.

13.0 percent policy benchmark, a composite of representative market benchmarks.

The global, diversified Financial Assets portfolio returned 15.2 percent, while Hawaii Commercial Real Estate returned 10.7 percent.

During the year, Kamehameha sold

the improvements at the Royal Hawaiian Center, while retaining the lands. The sale strengthened the endowment by improving the diversification of its assets.

At the same time, Kamehameha maintained ownership of lands of immeasurable significance. This place called Helumoa had been treasured by the ali'i for centuries, and it was here that Princess Pauahi spent some of her last days writing the will that established Kamehameha Schools.

This place was also special from an investment perspective.

Kamehameha Schools built the Royal Hawaiian Center in 1979 in a bold effort to improve endowment returns. Then a decade ago, KS revitalized the center with a major renovation and repositioning. We enriched cultural programming, bringing back the story of Pauahi and Helumoa.

Thus, the recent sales transaction brought to fruition decades of dedicated effort.

Also during the year, we completed the renovation of Kapālama Shopping

Center and began the renovation of the Hale'iwa Store Lots and the renovation of the Kolo Village Apartments near the University of Hawai'i at Mānoa.

As we bring to life the neighborhood in Our Kaka'ako, we opened Kaka'ako Agora, an innovative indoor park, and began construction of SALT, its retail hub.

Innovation extended to agricultural and conservation efforts.

This year saw the first Mahi'ai Match-Up agricultural business plan competition, an initiative to foster growth of new farmers with start-up funds and leases.

Kamehameha also sponsored Hawaii Investment Ready to help entrepreneurs make their social impact investments more financially sustainable.

Looking beyond Kamehameha's Hawai'i lands, FY 2014 was a year of robust returns for financial markets.

For Kamehameha, the strongest returns came from Developed Markets Equity and Private Equity, which returned 25.6 percent and 25.0 percent for the year, respectively.



Royal Hawaiian Center in Waikiki.



Kolo Village Apartments blessing

Real Assets, which are a hedge against commodity inflation, rose 15.7 percent. Fixed Income assets, which are included in the portfolio as a hedge against adverse conditions, produced low-single-digit returns.

And Absolute Return strategies, which diversify and stabilize the portfolio, returned 10.1 percent. Growth assets continued their multi-year ascent, pushing equity and credit pricing above long-term average levels.

With volatility approaching historical lows, we remain cautious about financial markets, positioning the portfolio to capture much of the market upside while providing downside protection.

He 'a'ali'i kū makani mai au – 'a'ohe

## CHARTER SCHOOL SUPPORT

### KS-Supported Schools Earn Accreditation

continued from page 20

schools. I'm so pleased that each school took this opportunity to go through a rigorous process that would normally take three years – most completed the process in two."

WINHEC and WASC accreditation will help these schools – and those receiving accreditation in the future – leverage support by reiterating their relevance and credibility in the community, both from an academic and cultural foundation.

In September 2014, KS hosted a pā'ina at Kawaihae Plaza to celebrate the school accreditations. Each school was honored with the sharing of praise

from accreditation team members and a gift of a small kāhili crafted by the Ho'olako Like staff.

"Kamehameha Schools is proud to have played a part in your success through its Ho'olako Like program," said then KS Interim CEO Jack Wong to the educators and administrators at the event.

"And as I look around tonight, I can see that our program has lived up to its name. Ho'olako Like – to enrich together – is what we are doing for culture-based education today, to ensure a vibrant future for all Hawaiians for generations to come."

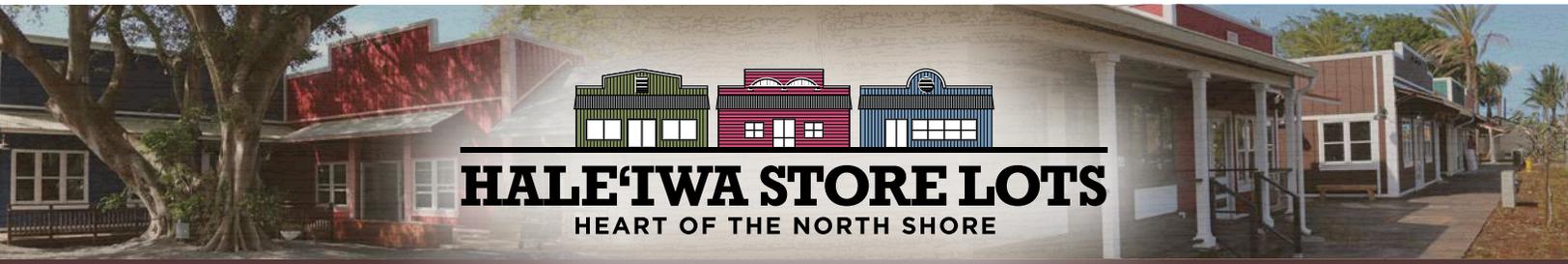
makani nāna e kula'i.

I am a wind-resisting 'a'ali'i – no gale can push me over.

We strive to structure the endowment portfolio to withstand the gale, whether it be the natural forces that

buffet our lands or the storms that sweep through world financial markets.

Our kuleana is to maintain an endowment that will allow Kamehameha Schools to forever serve our keiki and Lāhui.



## New experience. Same spirit.

Hale'iwa Store Lots will host its Grand Opening this May. The newly renovated gathering place features premiere local shops and restaurants and honors the rich culture and past of historic Hale'iwa.

- Clark Little Gallery
- Fatboy's
- Global Creations
- Greenroom Hawaii
- Guava Shop
- Island Vintage Coffee

- Kahala
- Mā'ilikukahi Hale: Kamehameha Schools' North Shore Office & Information Center
- Mahina

- Malibu Shirts
- Matsumoto Shave Ice
- Rajanee Thai Cuisine
- Splash! Hawaii
- Teddy's Bigger Burgers
- T&C Surf

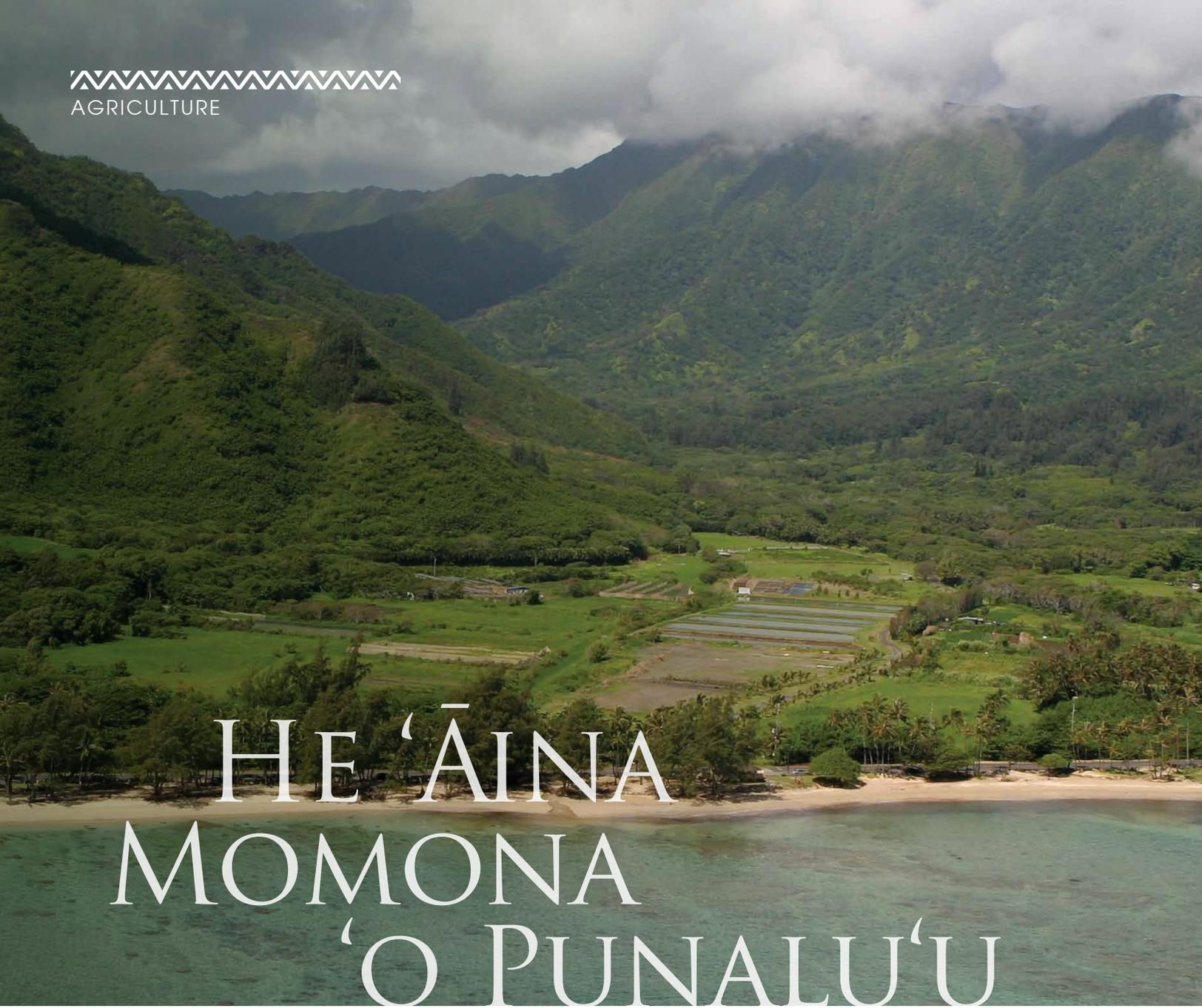
- Uncle Bo's Pupu Bar & Grill
- Whalers General Store and Hale'iwa Fruit Stand

Outdoor seating • Public restrooms • Ample parking

Stay in the loop! Sign up at [ksbe.edu/land](http://ksbe.edu/land) to receive email updates.



KAMEHAMEHA SCHOOLS®



# HE 'ĀINA MOMONA 'O PUNALU'U

Punalu'u Ahupua'a Farms is helping to grow food for the local market

**P**unalu'u Ahupua'a Farms is a lush 300-acre agricultural park located in Windward Oahu.

The park opened in August 2011, a result of Kamehameha's Punalu'u Ahupua'a Plan, which was created in 2010 with the help of community partners, farmers and area residents.

A total of 30 farmers are currently growing various crops on 187 acres of land freshly prepared for farming. The crops range from 'ulu, kalo, 'awa and māmaki to orchards, organic lettuce, cacao and aquacultured tilapia.



Kamehameha Schools has roughly 3,600 acres of land in Punalu'u. While some of that land is also used for farming, the majority of Kamehameha's land holdings in Punalu'u are in conservation use.

"The vision for Kamehameha Schools' kuleana in Punalu'u is to connect people to the 'āina and perpetuate Hawaiian values by sustaining the traditional nature of the ahupua'a," said Joey Char, Kamehameha's Punalu'u land asset manager.

"This inspires us to create learning opportunities, nurture a healthy community and preserve Punalu'u's rural character. A key part of making this happen is putting farmers on the land who grow food for the local market."

Kamehameha Schools continues to seek out experienced farmers who have a desire to increase food production for the local market and make Hawai'i more food self-sufficient.

The ag park includes a mix of farming operations. Here's a look at some of the organic farmers who have set up shop in Punalu'u.

### Māmaki Native Hawaiian Herbal Tea

**Kekaulike Arquette KSK'98** and business partner Roberta Taira have been operating Māmaki Native Hawaiian Herbal Tea (MNHHT) at the park since the summer of 2013.

After meeting through their lua (Hawaiian martial arts) class, they decided to open a business together that would allow them to share their love for lā'au lapa'au (traditional Hawaiian medicinal herbs) with the people of Hawai'i.

"We've been blessed with sharing our organic herbal teas," Arquette said. "We had the opportunity to introduce seventh- and eighth-graders from Kamehameha's Ho'olauna extension education

program to the intense labor of farming. Keiki were also introduced to the end result of their hard work. They had the opportunity to taste Māmaki Iced Tea and Kīnehe and Wāpine iced tea as well, which they enjoyed."

Since opening at the park, MNHHT has been certified by the federal Department of Agriculture as 100 percent organic and they have been approved to sell lā'au in Japan and Canada.

They have branched out to farming other medicinal plants known to Hawai'i, like 'uhaloa, kīnehe, wāpine, 'awa and 'ōlena. But their heart and marketing is for ka po'e Hawai'i (people of Hawai'i).

"Nā kūpuna are our best customers. They remember the plants, and they're buying because they're looking for alternatives to modern day

prescriptions. We're so happy to bring these traditional plants to our kūpuna," Taira said.

You can find MNHHT products at the Mililani farmers market and in restaurants like Alan Wong's and the Pineapple Room, and in Nā Mea Hawai'i in Ward Warehouse.

Arquette and Taira are currently in discussions with a major supermarket chain store that specializes in natural and organic foods and are hoping to sell their teas in the organic supermarket in the near future.

To learn more, visit [www.mamakiteahawaii.com](http://www.mamakiteahawaii.com).

Kamehameha Schools manages an estimated 800 agricultural land agreements throughout the Hawaiian Islands – more than any other private landowner in Hawai'i.

### Mahina Organics

Since starting his operation at Punalu'u Ahupua'a Farms in 2012, certified organic farmer Dan Rudoy has specialized in growing high quality, organic vegetables.

"Our approach is grounded on a no-till farming methodology with a strong focus on cover-cropping and holistic, organic techniques and bio-dynamic methods," Rudoy said.

His farming expertise has expanded into feed crops, biomass fuel and cover crops directly associated with soil regenerative practices. Rudoy is growing soybeans, daikon, sweet corn, sunflower and alfalfa.

In an interesting twist, Rudoy also has set up an internship program for aspiring farmers, with classes on holistic farming.

Mahina Organics offers many workshops, volunteer opportunities and community outreach programs to the surrounding communities throughout the year.

To learn more, visit [www.Mahinaorganics.com](http://www.Mahinaorganics.com).

continued on page 50



KS Land Asset Manager Joey Char, left, and Roberta Taira check out the latest crop.

# ‘ĀINA KAUMAHA

## – DUTY TO AN ANCESTRAL LAND

Kamehameha’s Mālama ‘Āina program  
is caring for native ecosystems across the state

Kua ana nō i ka lā`au o ke ali`i, a no`ono`o aku ana nō i nā lā`au  
`ōpio no ke ali`i `ōpio, `oiāi, a hala aku ho`i kākou, a laila, `a`ole ho`i  
lākou e lilo i po`e ali`i `ilihune, ma muli o ko kākou ho`omaopopo `ole i  
kēia kumu waiwai e pono ai nā ali`i `ōpio no ka manawa e hiki mai ana.”  
(Desha, 1924)

*When cutting the wood for the ali`i, be thinking of the young trees for the  
young ali`i. After we have gone, they will not be poor because we did  
not understand that this source of wealth will benefit the young ali`i in the  
future.” (Translation by Frazier, 2000)*

– Kamehameha I

**T**his famous quote from Kamehameha reminds all of the importance of stewardship, conservation and managing natural resources for future generations.

Although the king’s words may be hundreds of years old, they still resonate with his people today.

Created in 2003, the Mālama ‘Āina program – Kamehameha Schools’ natural resources stewardship initiative – is managed to care for native ecosystems across Kamehameha’s landholdings throughout Hawai‘i.

The program’s mandate is to

identify, protect and preserve eco-cultural landscapes to enhance and sustain the resource base for traditional practices and Hawaiian well-being.

“The genealogies of our people recognize a shared ancestry with the land and all the native life that exist upon them - plants, birds, fish, insects, aquifers, weather systems and land forms. Just as these elements evolved over many years to create the unique native ecosystems and landscapes of Hawai‘i, so too have those ecosystems shaped the cultural identity, traditions and practices of Hawaiians as a people,” said **Nāmaka Whitehead**



Lauren Dement, of Three Mountain Alliance, speaks to students on Hawai'i island about outplanting native seedlings in Kēauhou-Ka'ū. Through Mālama 'Āina, KS has planted 21,300 native seedlings throughout Kamehameha's lands.

**KSK'97**, an ecologist who is responsible of overseeing the management of natural resources on Kamehameha Schools' lands.

I Hawai'i nō nā Hawai'i i ka 'āina – Hawaiians are Hawaiians because of this land.

This adage serves as a passionate reminder of the reason Hawai'i's natural environment is so important to po'e Hawai'i (Hawai'i's people), and is the core principle that drives the work of the Mālama 'Āina program.

Since its inception, the program has increased Kamehameha's active management of conservation lands from about 3,000 acres to more than 138,000 acres in 2014.

These areas of kuleana are considered the landscapes and resources – the summits, headwaters, vantage peaks, birthing stones and burial grounds – that serve as Hawai'i's source of ancestral identity and subsistence.

With 20 percent of Hawai'i's watershed forests on Kamehameha Schools'

lands, and more than half of Hawai'i's endangered species depending on remnant habitats within the schools' landholdings, the kuleana is not taken lightly, rather the Mālama 'Āina team says it views its work as a kaumaha – a duty.

"When you compare the words kaumaha and kuleana, kuleana is the type of responsibility that you have a choice – if you do nothing, nothing is impacted and no one gets hurt.

"Kaumaha, however, is a type of responsibility that you have no choice over whether to do it, or not. You must do it, or you impact everyone and everything around you. That's the kind of responsibility Kamehameha Schools has for our lands, our ecosystems. It's a duty," Whitehead said.

Over the past year, the team has made significant strides toward the goals of Kamehameha's Natural Resources Management Plan (NRMP). Drafted in

continued on page 58

## Mālama 'Āina Accomplishments in Fiscal Year 2013-2014

- Increased ecosystems stewardship footprint by 550 acres
- Suppressed populations of habitat-modifying invasive weeds across Kamehameha's 136,000-acre footprint of land stewardship
- Fenced 6,200 new acres of forest lands to protect native habitats from invasive plants, feral pigs and goats
- Obtained baseline knowledge for more than 2,000 acres within five ahupua'a
- Planted over 21,300 native plant seedlings
- Provided 26 natural resources management internship opportunities to learn from and develop skills on Kamehameha Schools lands
- Removed ungulate (hooved animal) populations from 110 acres
- Increased fire response infrastructure by creating more reservoirs, water tanks, fire breaks and access roads for effective management of potential brushfire outbreaks
- Recently discovered three additional rare plant species on Kamehameha's lands
- Provided opportunities for over 4,000 learners to engage in meaningful interactions with cultural habitats
- Nurtured cooperative relationships with three new environmental organizations

The program's mandate is to identify, protect and preserve eco-cultural landscapes





Kamehameha Schools Trustees

Chief Executive Officer



Kamehameha Schools trustees, from left, Robert Nobriga, Lance Wilhelm, Corbett Kalama, Janeen-Ann Olds, Micah Kāne.



Livingston "Jack" Wong

leader to enact the transformative change envisioned by the trustees.

The future we envision represents our aspirations and commitment to help all Native Hawaiian learners achieve greater success. As trustees acting in our fiduciary and strategic capacities, our collective mana'ō has informed the following vision statement:

"Within a generation of 25 years, we see a thriving Lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally."

This vision forms the basis of our organization's efforts for one generation, from 2015 to 2040. Postsecondary success is a major theme of this vision, because jobs in Hawai'i will increasingly require postsecondary training, and employment is key in achieving a thriving Lāhui.

Collaborations are also central in this vision, as Kamehameha Schools cannot do the work alone. Our new strategic plan outlines our priorities to work toward this long-term vision over the next five years.

***The future we envision represents our aspirations and commitment to help all Native Hawaiian learners achieve greater success.***

The strategic planning process has allowed us to collaborate with our executive team and community stakeholders to provide direction and to encourage new and innovative ways to achieve the mission of Kamehameha Schools.

We look forward to the upcoming months and years as our entire

Kamehameha Schools 'ohana and community collaborators work together to achieve greater collective impact so that success in strengthening our Lāhui within a generation of 25 years will be a shared success.

With a new strategic plan in place and a new CEO to execute on the plan, our organization is set to move forward with even greater focus and effectiveness.

As the fiscal year comes to a close, we extend our gratitude to all who have contributed to a successful year at Kamehameha Schools.

We recognize the great talents, contributions, and potential of all Native Hawaiian learners, from our youngest kamali'i to our most elderly alumni.

The board of trustees is honored to be a part of improving the capacity and well-being of Native Hawaiians.

Me ka ha'aha'a,

- Lance Keawe Wilhelm KSK'83
- Robert K.W.H. Nobriga KSK'91
- Corbett A.K. Kalama
- Micah A. Kāne KSK'87
- Janeen-Ann Ahulani Olds



# FISCAL YEAR 2014 HIGHLIGHTS

*Kamehameha Schools invests \$378 million in its campus- and community-based educational programs.*

Fiscal year 2014 (July 1, 2013 – June 30, 2014) was the ninth year of the 10-year Kamehameha Schools Education Strategic Plan, adopted in 2005 and based on the Kamehameha Schools Strategic Plan 2000-2015.

The number of children and families served by Kamehameha Schools’ campus and community programs was 48,417 learners, including a total of 12,317 parents and caregivers in the prenatal to grade 12 community who received training to support their children.

As of June 30, 2014, the overall fair market value of the Kamehameha Schools endowment, which includes Hawai’i real estate and global financial assets, was \$11.0 billion with the endowment achieving a return of 13 percent.

For fiscal year 2014, Kamehameha Schools invested \$378 million in its campus- and community-based educational programs.

The schools’ trust spending rate was 4.4 percent based on the five-year average value.

Kamehameha Schools spent \$165 million on campus-based programs and \$112 million on community-focused programs.

These resources enabled the organization to accomplish the following highlights:



In fiscal year 2014, Kamehameha Schools served 1,544 students at 30 preschool sites across the state. Below left, Kamehameha’s Explorations Series extension education program served more than 4,000 learners in the fiscal year.

- Kamehameha Schools three K-12 campuses on Hawai’i, on Maui and at Kapālama enrolled 5,421 learners – 1,147 at KS Hawai’i, 1,073 at KS Maui and 3,201 at KS Kapālama, graduating 697 seniors. Orphan and indigent children comprised about 31 percent of the 2014-2015 invited students. Another 2,264 non-campus learners enrolled in campus-based summer school.

- At 30 preschool sites across the state, Kamehameha Schools served 1,544 students.

- Kamehameha’s Hi’ilani program served 484 learners ages 0-3 and 554 parents and caregivers.

- KS awarded 2,272 Pauahi Keiki Scholarships totaling \$15.6 million.

- A total of 575 Kipona scholarships to non-KS students in K-12 private schools was awarded totaling \$3.1 million.

- KS served 3,067 learners and their caregivers through its Literacy Instruction and Support program. The In-School Literacy program served 3,002 learners and the After School Literacy program served 65 learners.

**Kamehameha Schools spent \$165 million on campus-based programs and \$112 million on community-focused programs.**

- KS served 4,495 learners through support of programs such as Imagination Library (1,953), Tūtū and Me (432 children and 432 caregivers), ‘Aha Pūnana Leo (200 children), Pūlama I Nā Keiki (273 learners and 227 caregivers), Keiki Steps to Kindergarten (562 incoming students) and Ka Pa’alana Programs (416 learners).



■ The Explorations Series served 4,086 learners.

■ The Kamehameha Scholars program served 1,187 learners.

■ More than \$15 million was awarded in post-high scholarships to 2,325 learners.

■ Career and Post-High Counseling and Guidance services were provided to 1,906 learners.

■ The Instructional Services Center served 325 learners via the Hawai'i Learning Network.

### Kamehameha Schools' three K-12 campuses on Hawai'i, on Maui and at Kapālama enrolled 5,421 learners

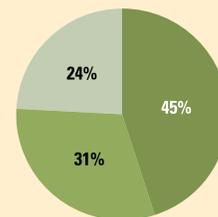
■ A total of \$20.3 million in collaboration efforts was awarded to more than 50 community organizations, including 'Aha Pūnana Leo, Alu Like, the state Department of Education, Institute for Native Pacific Education and Culture (INPEACE), Kanu o ka 'Āina Learning 'Ohana (KALO), Partners in Development Foundation and University of Hawai'i systems.

■ A total of \$27.5 million, up 9 percent over the previous year, was spent on Hawai'i State Department of Education funding and collaborations including: \$8.4 million for on-site literacy instruction by Kamehameha Schools staff in 20 DOE schools (K-3) statewide; \$7.1 million in funding support for a variety of programs for students in DOE schools; \$7.5 million in per-pupil funding and support for 17 Hawaiian-focused start up and conversion public charter schools serving 4,100 students and their families; and \$4.4 million in educator training and support, including funding for Teach for America participants serving predominantly Hawaiian public schools.

## Kamehameha Schools Trust Spending

Fiscal Year 2014

CATEGORY	AMOUNT
● Campus-based Programs	\$165 million
● Community Education & Scholarships	\$112 million
● Major Repairs, Capital, IT Projects & Other	\$90 million
<b>TOTAL EDUCATIONAL SPENDING</b>	<b>\$367 million</b>
Debt Financing & Other	\$11 million
<b>TOTAL TRUST SPENDING</b>	<b>\$378 million</b>



## Kamehameha Schools Investment Returns

Periods Ending June 30, 2014

	ONE YEAR	THREE YEAR	FIVE YEAR	TEN YEAR	SINCE JULY 1, 1999
Endowment Fund	13.5%	10.5%	13.1%	9.9%	9.2%
Composite Benchmark	13.0%	8.4%	10.0%	6.4%	5.9%
Total Endowment Fund Long-Term Objective (CPI+5%)	7.1%	6.8%	7.0%	7.3%	7.4%

## Kamehameha Schools Executive Leadership Team Fiscal Year 2014

(as of June 30, 2014)

**Livingston "Jack" Wong**  
Interim Chief Executive Officer

**Marsha Bolson KSK'70**  
Vice President for Community Relations and Communications

**D. Rodney Chamberlain, D.Ed.**  
Vice President of Campus Education

**Lee Ann DeLima KSK'77**  
Head of School (Po'ō Kula), KS Maui

**Randie Fong, Ed.D. KSK'78**  
Vice President of Hawaiian Cultural Affairs

**Elizabeth Hokada**  
Vice President for Endowment

**Darrel Hoke**  
Director, Internal Audit

**Sylvia Hussey**  
Vice President for Administration

**Earl T. Kim**  
Head of School (Po'ō Kula), KS Kapālama

**Chris Pating**  
Vice President for Strategic Planning and Implementation

**Benjamin Salazar**  
Vice President and Chief Financial Officer

**Holoua Stender, Ed.D.**  
Head of School (Po'ō Kula), KS Hawai'i

**Walter Thoemmes KSK'84**  
Chief of Staff

**Winona White**  
Vice President of Human Resources

**Livingston "Jack" Wong**  
Vice President of Legal Services and General Counsel



# REPORT ON FINANCIAL ACTIVITIES

JULY 1, 2013 – JUNE 30, 2014

Kamehameha Schools' mission is to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.



*Kamehameha Schools is a private charitable educational trust endowed by the will of Hawaiian Princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.*

*During her lifetime, Princess Pauahi witnessed the rapid decline of the Hawaiian population. The princess knew that education would be key to*

*the survival of her people, so in an enduring act of aloha, she left them a precious gift upon her passing – 375,000 acres of ancestral land.*

*She instructed the trustees of her estate to use the land to educate her people. Today, her endowment supports an educational system that serves thousands of Hawaiian learners.*

For the fiscal year ending June 30, 2014, Kamehameha Schools invested \$378 million in its campus- and community-based educational programs. The school's trust spending rate was 4.4 percent based on the five-year average value.

Kamehameha Schools spent \$165 million on campus-based programs and \$112 million on community-focused programs.

Spending highlights include \$15.6 million in Pauahi Keiki Scholarships to 2,272 preschool students and \$3.1 million in Kipona scholarships to 575 students at other K-12 private schools.

More than \$15 million in post-high scholarships was awarded to 2,325 students attending college. A total of \$20.3 million was spent on collaboration efforts with more than 50 community organizations statewide.

In addition, Kamehameha Schools provided \$27.5 million, a 9 percent increase over the previous year, in support of public schools in largely Hawaiian communities, including \$7.5 million in per-pupil funding and support to 4,100 students in 17 Hawaiian-focused start up and conversion public charter schools, \$8.4 million for on-site literacy instruction by Kamehameha Schools' staff in 20 Department of Education schools (K-3 classrooms) statewide, and \$7.1 million in funding for a variety of programs for students in DOE schools, including tutoring, summer enrichment programs, homework centers, place-based learning, distance learning and the Kamehameha Scholars program.

As of June 30, 2014, the overall fair market value of the Kamehameha Schools endowment, which includes Hawai'i real estate and global financial assets, was \$11.0 billion.

The endowment achieved a return of 13 percent during the fiscal year.

The Consolidated Balance Sheet that follows shows total assets to be \$9.0 billion; it records real estate at cost rather than fair market value, and includes endowment, educational, agricultural and conservation assets.

Fiscal year 2014 was the ninth year of the 10-year Kamehameha Schools Education Strategic Plan, adopted in 2005 and based on the Kamehameha Schools Strategic Plan 2000-2015.

The number of children and families served by Kamehameha Schools campus and community programs in fiscal year 2014 was 48,417 learners, including a total of 12,317 parents and caregivers in the prenatal to grade 12 community who received training to support their children.

In direct service to Pauahi's mission of educating her beneficiaries, Kamehameha Schools saw the following service results in education.

## PRENATAL TO 8 YEARS OF AGE

Kamehameha Schools served 9,422 keiki ages 0-8 and their parents and caregivers through 30 KS-center-based preschools, preschool scholarships, literacy instruction and various educational collaborations.

## GRADES 4 THROUGH POST-HIGH

Kamehameha Schools served 21,257 learners through its enrichment, campus outreach, collaborations, distance learning and summer school programs such as the Explorations Series, Kamehameha Scholars and Career Post-High Counseling and Guidance.

## CAMPUS PROGRAMS

Kamehameha Schools educated 5,421 students, including graduating 697 seniors, at campus programs on Hawai'i, on Maui and at Kapālama. More than 95 percent of these seniors committed to attend college.

Orphan and indigent children comprised approximately 31 percent of the 2014-2015 invited students.

**For more, including a copy of Kamehameha Schools audited "Consolidated Financial Statements and Supplemental Schedules" for fiscal year 2014, please visit [www.ksbe.edu/annual-reports](http://www.ksbe.edu/annual-reports).**



## CONSOLIDATED BALANCE SHEET

June 30, 2014  
(in thousands)

### Assets

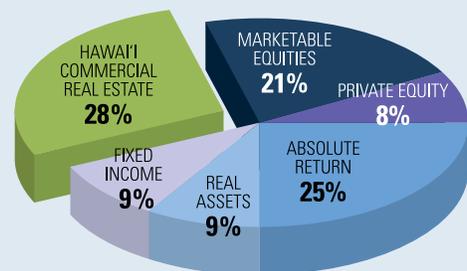
Current assets			
Cash and cash equivalents	\$ 69,187		
Receivables, net	5,284		
Other	3,549		
<b>Total current assets</b>			<b>78,020</b>
Trust investments			
Financial investments	7,774,648		
Amounts receivable for securities sold	147,725		
Interest receivables	13,333		
Real estate investments, net	204,588	8,140,294	
<b>Other investments</b>			<b>40,124</b>
<b>Property and equipment, net</b>			<b>705,931</b>
<b>Deferred charges and other</b>			<b>108,269</b>
<b>Total assets</b>			<b>\$ 9,072,638</b>

### Liabilities and Net Assets

Current liabilities			
Accounts payable and accrued expenses	\$ 69,969		
Current portion of notes payable	10,786		
Deferred income and other	26,196		
<b>Total current liabilities</b>		106,951	
<b>Notes payable</b>		233,762	
<b>Accrued pension liability</b>		44,937	
<b>Accrued postretirement benefits</b>		47,305	
<b>Amounts payable for securities purchased</b>		44,981	
<b>Deferred income and other</b>		132,380	
<b>Total liabilities</b>		610,316	
<b>Commitments and contingencies</b>			
<b>Net assets – unrestricted</b>		8,462,322	
<b>Total liabilities and net assets</b>			<b>\$ 9,072,638</b>

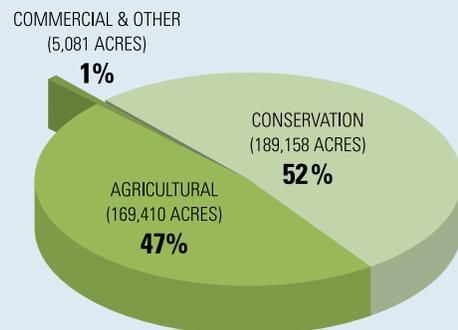
## KAMEHAMEHA SCHOOLS ENDOWMENT

Kamehameha Schools' mission is fully supported by its endowment. The endowment was valued at \$11.0 billion as of June 30, 2014. A globally diversified financial assets portfolio of \$7.9 billion, and Hawai'i commercial real estate representing \$3.1 billion at fair market value.



## KAMEHAMEHA SCHOOLS' LANDS

Commercially zoned lands make up 1 percent of total acreage (363,649) belonging to Kamehameha Schools. Agricultural and conservation lands comprise 99 percent and are primarily considered sustainability assets, not included in the endowment fund. During the fiscal year 2014, Kamehameha Schools spent \$11 million (net of agricultural rents) to steward agricultural and conservation lands and natural resources.



KAMEHAMEHA SCHOOLS®

# THE SPIRIT OF KAHIAU

Total gifts to the Pauahi Foundation are up more than 30 percent

**K**ahiau means to give generously without the expectation of return. Members of the Kamehameha Schools 'ohana seem to be taking that message to heart.

The Pauahi Foundation ended the 2014 fiscal year with major increases in a number of areas.

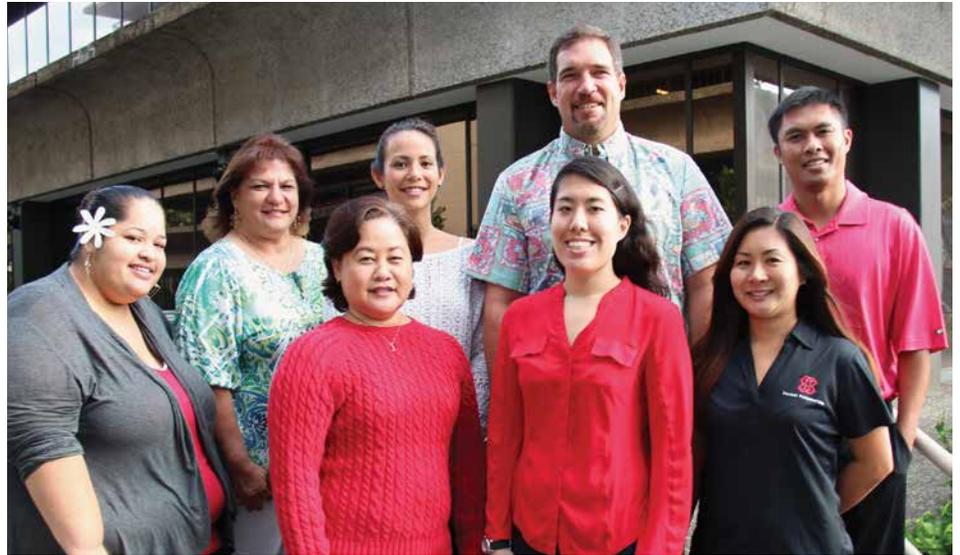
Total gifts received were up 35 percent over the previous year with more than \$777,000 raised. Kamehameha Schools' alumni accounted for more than \$260,000 of total gifts, an increase of 26 percent from last year.

"Our talented staff played a large role in our success, and importantly, their passion for our mission and willingness to put in extra work ensured successful program development," said Keawe Liu, executive director at the Foundation since 2012.



Keawe Liu  
Executive Director

"The other big difference at the Foundation is that we are working hard to get our message out and to help people know all of the ways they can be involved with us for the betterment of the



Foundation staff include: front row (from left), Foundation Specialist Shannon Silva, Scholarships Services Manager Mavis Shiraishi-Nagao, Administrative Assistant Kelli Okamoto, and Public Relations and Events Specialist Kellsie Sasaki. Second row, KS Kapālama Alumni Coordinator Denise Ka'a'a KSK'84, Annual Giving Specialist Kanoe Vierra, Executive Director Keawe Liu, and Communications Specialist Ben Balberdi. Missing from picture include Director of Finance Myron Mitsuyasu, Director of Alumni Relations Dancine Baker Takahashi KSK'79, Development Manager Bran-Dee Torres KSK'93, Scholarship Services Specialist Scott Watanabe, and Executive Assistant Melissa Ibrao.

Hawaiian community."

The increased awareness resulted in 943 new donors, an increase of 63 percent over the previous year. Both Kamehameha

Schools staff and alumni participation rates were up 65 and 50 percent, respectively.

A push toward perpetual giving resulted in 259 new donors to the Foundation's



Scholarship recipients and donors gather for a June 2014 Ko'olua Reception. The Foundation awarded nearly \$300,000 in scholarships in fiscal year 2014.

“recurring giving hui,” a whopping 682 percent increase from the prior year.

“It’s hard to name the most significant achievement because there are so many ways to categorize the growth of our movement,” Liu said. “At the base level, increasing knowledge about what we do and why we exist has been a message that has seen us take positive strides.

“Participation across the key constituent groups has increased dramatically, and we’ve been most excited about how that helps us further our mission.”

With the gains in participation and gifts, the Foundation is now better positioned to create a positive impact within the Hawaiian community with new opportunities and programs.

At the end of the fiscal year, the Foundation provided nearly \$570,000 in assistance to those in need. More than \$298,000 of the assistance was given out in scholarships to students in preschool, K-12 and those pursuing a post-high education. An area of support that has increased over the years for the Foundation has been grants, which totaled roughly \$166,000.

Another key component to the Foundation’s success is the partnerships, both existing and new, it has maintained and established that have created new opportunities to support the Hawaiian community.

The new partnerships fall under the “Paka Ua Community Partners” giving group, and include companies like Sig Zane, Chef Mark Noguchi, Holoholo General Store and Honolulu Beerworks. The giving group features a “Become a Raindrop” slogan.

“With a new focus on leveraging community strengths in alignment with the overall Kamehameha Schools’ strategic plan, creating new partnerships and strengthening historical ones was essential,” Liu said.

“Some of these entities will become funding partners while others will lend time and/or talent to our mission. Creating these mutually beneficial partnerships is a critical new role that the Foundation can play.”

The new community partnerships add to the Foundation’s larger group of donors, which comprises mainly of Kamehameha Schools alumni and staff members. The alumni group in particular has been a growing group as of late, and

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PAUHI FOUNDATION

## Ke Ali’i Pauahi Foundation Reintroduced as Pauahi Foundation

In September 2014, and with unanimous approval from its board of directors, Ke Ali’i Pauahi Foundation was reintroduced as the Pauahi Foundation.

“The name ‘Ke Ali’i Pauahi Foundation’ was chosen to honor our Princess and to recognize her gift to countless Hawaiian learners. But over the years, both internally and externally, that name had changed into the acronym, ‘KAPF’,” said Pauahi Foundation Executive Director Keawe Liu.

“The combination of those four letters does little-to-nothing to honor the name of Pauahi or help those new to our efforts to understand our true beginnings or our history.”

Despite the name change, the foundation remains focused on its mission. Established in 1995 by the trustees of Kamehameha Schools as its philanthropic arm, the Foundation mission is to create new sources of support to further Kamehameha Schools’ mission.

“We are focused on uplifting our Hawaiian community through the creation of educational opportunities, and we are dedicated to the success of our Lāhui,” Liu said. “We accomplish this by awarding more than 100 donor-funded scholarships and grants annually.”

The name change coincided with the redevelopment of the Foundation’s website and the release of a Pauahi app for smartphones.

“We look forward to transforming more lives in the Hawaiian community with the positive changes we’ve made to redesign and revitalize the Pauahi Foundation,” Liu added.

To learn more about other happenings at the Foundation, visit [www.pauahi.org](http://www.pauahi.org).

## PAUAHI FOUNDATION

continued from page 47

remains its core constituent group.

“Last year we grew alumni participation in giving by nearly 50 percent. The overall participation for all alumni stands at 6 percent out of the more than 21,000 alumni, which leaves room for improvement, but compares well with peer institutions.”

Beyond alumni donation numbers, the Foundation’s Alumni Relations office has increased its activities and programs that bring alumni together to celebrate the shared experience of attending one of the three Kamehameha Schools campuses.

In the last fiscal year alone, the Foundation hosted more than 690 alumni at 28 alumni events across the islands and the continent.

“At this point, it’s simple. We want alumni to know who we are. We want alumni to learn about us through our efforts and what we accomplish rather than from a historical perspective or perception,” Liu said.

“We find that when we have the



More than 200 golfers hit the fairways in an Alumni Week 2014 fundraiser for the Foundation.

ability to discuss our goals and projects, and to articulate the needs we seek to address in our Lāhui, we receive significantly positive feedback to our message. It’s an important process, but one that takes time and can’t be forced.”

The future looks bright for the Foundation with existing activities and new programs on horizon, including a

volunteer network and an internship program.

“We had a solid year, but we can’t be content with the results when there are still people that need help,” Liu added. “The past year is proof that when we all choose to come together to make an impact, we can be a force for positive change.”



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LEARN AND SHARE  
TOGETHER!**

KAMEHAMEHA  
SCHOOLS

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KAMEHAMEHA SCHOOLS®

## DESHA TRUST BEQUEATHS \$500,000 TO KAMEHAMEHA SCHOOLS

**K**amehameha Schools is the beneficiary of a \$500,000 bequest from the David and Julia Desha Trust.

Kamehameha announced the receipt of the gift in August 2014.

KS will use the donation to create an endowment fund with Pauahi Foundation in the name of the Desha 'ohana. The foundation will manage the endowment and distribute approximately \$20,000 per year to help create educational opportunities for Native Hawaiians.

**David Lester Desha** (1887-1966) was a Kamehameha School for Boys 1905 graduate and the younger brother of celebrated Hawaiian music composer **Helen Desha** Beamer, who graduated from the Kamehameha School for Girls in 1900. David Desha's wife, Julia Smythe Desha, lived from 1893-1979.

"Kamehameha Schools is truly grateful for the Deshas' aloha and generosity," said KS Chief Executive Officer **Jack Wong**. "Pauahi's legacy lives on through such life-changing contributions, and these funds will continue to make an impact in the lives of young Hawaiian haumāna, just as Mr. and Mrs. Desha did throughout their lives."

After graduating from Kamehameha, David Desha attended O'ahu College and later worked for the Kamehameha Finance Company.

David Desha was one of seven Kamehameha School for Boys graduates who in 1922 petitioned the treasurer of the Territory of Hawai'i to charter the Kamehameha Alumni Association.

The group's objective was to "Unite into closer association the graduates and former students of the Kamehameha School for Boys; to further the interests of Kamehameha Schools; (and) to keep alive the best traditions and influences of



David Desha, back row, second from left, was a member of the KS baseball team during his high school days.

Hawaiian life and thought..."

"Aunty and uncle were private people," said their niece **Harriett Desha KSK'64**. "Uncle David had a financial business, and Aunty Julia was a social worker. He was always the kind gentleman, always listening, and smiling and laughing. Aunty was more serious, but very kind and giving.

"Uncle David always had a special place in his heart for the Hawaiian community. He sponsored children to attend Kamehameha who otherwise couldn't have gone there. I really would just like people to know how much they cared about others. They were just 'behind the scenes' folks who were more than willing to help out, without needing to have the glory."

Pauahi Foundation Executive Director Keawe Liu praised the couple's generosity.

"During their lives, David and Julia Desha made countless contributions to the advancement of the Hawaiian culture and people," Liu said. "By creating an endowment in the name of the 'ohana, their legacy of giving will live on and continue to impact Hawaiian learners in perpetuity."

Pauahi Foundation was established in 2001 by the trustees of Kamehameha Schools to be the fundraising arm of the organization. The foundation's purpose is to seek community partnerships and create educational opportunities that transform lives within the Hawaiian community.

The Desha 'ohana endowment is just one example of how the foundation fulfills its mission by partnering with individuals and groups to create lasting impact for the Hawaiian people.

## AGRICULTURE

**He 'Āina Momona 'o Punalu'u**  
continued from page 37

### Keanuenue Farms

Owners of Keanuenue Farms started planting the first huli (the top section of a taro's corm used for replanting) at Punalu'u in the summer of 2012.

Ikaika Bishop, the son of well-known kalo farmer Danny Bishop, was raised with a love for farming and traditional crops. Today, on his 55-acre farm, Ikaika's main crop is kalo.

"From the earliest age, both my parents taught me about caring for plants. Later on, helping dad on the farm gave me a profound respect for the land and its bounty," Ikaika Bishop said.

His family is very much involved with the success of Keanuenue Farms.

Ikaika's wife, Tara, helps coordinate educational groups and community work days. Brother Hanale buys almost all the taro Ikaika grows to manufacture into poi, while his father Danny tends to his quickly maturing awa grove.

Since starting his farming enterprise in Punalu'u, Ikaika expanded into growing vegetables and fruits including banana, cacao and awa using only organic farming practices.

"I have adopted a no-spray application system, which relies on insects to aid in farming. This approach discourages the use of hazardous chemicals like fertilizers,

"From the earliest age, both my parents taught me about caring for plants ... helping dad on the farm gave me a profound respect for the land and its bounty,"

— Ikaika Bishop



pesticides and herbicides," Bishop added.

To learn more about Keanuenue Farms, visit their Facebook page.

"Entrepreneurs like Dan, Kekaulike and Ikaika are redefining what it means to be a farmer in Hawai'i," Char said. Putting knowledgeable folks like them onto the land helps meet the growing demand for sustainable local agriculture."

Kamehameha Schools manages an estimated 800 agricultural land agreements throughout the Hawaiian Islands – more than any other private landowner in Hawai'i.

The management of these lands is mapped out in the organization's 2009 Strategic Agricultural Plan, which was developed by the KS Land Assets Division.

The plan positions Kamehameha Schools as an agricultural leader migrating from passive land management to active agricultural engagement and stewardship.

The plan also outlines the division's vision to cultivate "Thriving Lands and Thriving Communities" through the development of renewable energy, water resources, forestry and fiber resources, and sustainable food systems.

Community-guided initiatives, such as the Punalu'u Ahupua'a Plan, are driven by the plan.

For more information about Kamehameha Schools Strategic Agricultural Plan and how the plan supports the local agricultural industry, please visit [www.ksbe.edu/land](http://www.ksbe.edu/land).



Dan Rudy of Mahina Organics at his Punalu'u farm site.

## KAMEHAMEHA PUBLISHING RELEASES KAMANAMA BEAMER'S "NO MĀKOU KA MANA"

**N**o Mākou Ka Mana: *Liberating the Nation*, a book that presents a bold new historical perspective on the motivations, methods and accomplishments of Hawaiian leaders, is now available in print and for e-readers from Kamehameha Publishing.

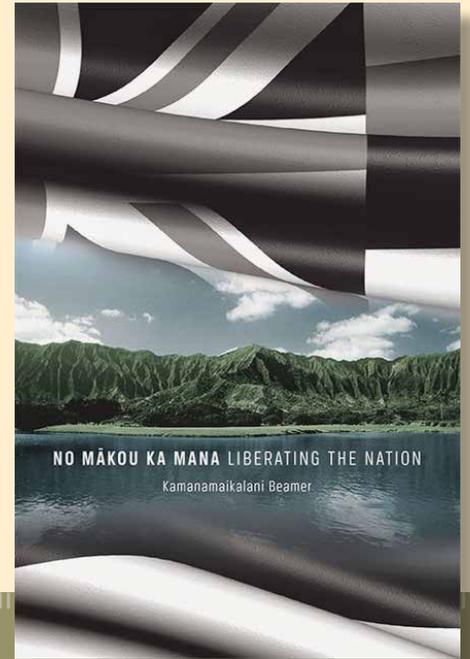
The book, written by University of Hawai'i Assistant Professor of Hawaiian Studies Dr. **Kamana Beamer KSK'96**, discusses the complex ways in which the ruling ali'i of the Hawaiian kingdom engaged with foreign powers, crafting a sophisticated blend of traditional

Hawaiian governance with ideas from the west.

"As I started to find letters from the chiefs, and I looked at how organized our chiefly society was, I started to realize that there was a story that wasn't told yet," Beamer said.

"So that's how we came to this concept of 'ōiwi optics, to see how do we get into the state to see how our kūpuna were engaging with the outside world, and what steps they took to do that."

"No Mākou Ka Mana is exhaustively researched, carefully written and



*No Mākou Ka Mana* is exhaustively researched, carefully written and powerfully argued - a major contribution to Hawaiian history and Hawaiian studies.

— Noenoe Silva, Hawaiian scholar



Dr. Kamana Beamer, a former 'Āina-Based Education director at Kamehameha Schools, is an assistant professor of Hawaiian studies at the University of Hawai'i.

powerfully argued - a major contribution to Hawaiian history and Hawaiian studies," said Hawaiian scholar Noenoe Silva.

"Beamer demonstrates that the ali'i and their advisers created their constitutions, laws, and styles of government themselves, keeping the Hawaiian customs that worked and importing European and American practices that they wanted.

The clear analysis, engaging narrative, and original voice will serve as inspiration to other small nations and indigenous peoples the world over."

"Beamer's study highlights native agency in the face of Western imperialism," adds University of Hawai'i Professor **Jonathan Osorio KSK'69**. "This is a dicey political trade-off for Kānaka Maoli, who must sacrifice the role of victim - and its political potential for reparation - in order to explore the nature of native cooperation

and engagement with Europeans and Americans and their nineteenth-century imperialist agendas.

"No Mākou Ka Mana does this extremely well by citing archival evidence of deliberate attempts by the ali'i to understand and incorporate modernity as it came ashore. Coming to grips with modernity and needing to mediate its changes with our own values and aspirations was a trial not only for our nineteenth-century ali'i, it is still our challenge today.

"Ultimately, if we are to have a clearer sense of what colonialism really is in the modern age - not just about conquest, but more about influence and hegemony - we need this book."

The book can also be purchased at booksellers statewide. For more please view "A New Source - Liberating the Nation" on 'Ōiwi TV.



KS ALUMNI

# EMULATING PAUAHI

Kamehameha Schools' alumni are helping to fulfill the wishes of Princess Bernice Pauahi Bishop



## Joy Victorino Motta KSK'87

*Program Coordinator  
Kamehameha Schools Hawai'i*

### What are your duties at Kamehameha Schools?

I joined KS Hawai'i in January 2014. My work is focused on planning and administration of our newly launched Hālau Kupukupu Innovations Academy, which offers year-round academic enrichment opportunities for our community of learners here in East Hawai'i.

Kupukupu means "to sprout or grow" as in leaves, blossoms, knowledge, and ideas. With the 'āina as the center of dynamic learning, we offer vital learning experiences that blend rigorous and authentic culture-based science, technology, engineering, the arts, math, literacy pieces and creative exploration, which allows our keiki and 'ōpio to grow their skills as innovators and stewards of today and tomorrow.

### Why did you choose to work at your alma mater?

Returning to Kamehameha Schools as a staff member has brought my journey full circle. I believe in the transforming power of a high quality education, and I'm grateful for the opportunity to be of service to Ke Ali'i Pauahi's mission and our Lāhui Hawai'i.

### What do you like the most about your job?

My kuleana with Hālau Kupukupu has allowed me the privilege of working with visionary and transformative leaders

continued on page 54



## Renee "Kanani" Kepani Franco KSK'91

*Christian Education Instructor  
Kamehameha Schools Maui Campus*

### What are your duties at Kamehameha Schools?

I teach the entire middle school at the KS Maui campus, as well as the 10th grade. I also sit on the middle school leadership team and work closely with the extension education programs. Beyond the classroom, I coach middle school cross country and track, and have also coached the high school team in the past.

### Why did you choose to work at your alma mater?

My years at Kamehameha Schools have taught me to strive to meet my responsibilities and to progress to the best of my abilities. Leaders and educators such as **Randie Fong KSK'78**, Renee Martin, and even my dorm advisors from Kapi'olani Nui – Valerie Diamond and Mary Jane – provided guidance, encouragement, and opportunities for growth. I hope to give my students those same genuine experiences.

### What do you like the most about your job?

I love my job! My content area allows me to combine my first passion, Christian education, and our Hawaiian culture. I love my classroom and the resources that I am afforded. However, what I absolutely love about my job are the relationships.

I am both humbled and blessed to work along side such talented, intelligent, funny and caring colleagues. From the

continued on page 54

Graduates of Kamehameha Schools can be found everywhere in every walk of life. They are doctors, lawyers, business executives, engineers, cultural experts, tradesmen and journalists – every profession imaginable. Many are involved in education as teachers and educational administrators. And more than a few are giving back to their alma mater, working for Kamehameha Schools and serving Hawaiian children. Here’s a look at four graduates who are helping to fulfill the wishes of Princess Bernice Pauahi Bishop.



**Mervlyn Swain Kitashima KSK’73**  
*Parents & Alumni Relations Administrator*  
*KS Kapālama*

**What are your duties at Kamehameha Schools?**

I supervise a staff of five and am responsible for programs and events that support and connect parents and alumni to the KS Kapālama campus. We plan and implement two of the largest events held on campus, Ho’olaule’ā and Alumni Week.

Our team also trains and supports parent leaders who engage their parents at all grade levels (K-12). In addition, we plan and implement parent education workshops designed to help parents and families be successful while they are at Kapālama and as students matriculate into college and post high choices.

**Why did you choose to work at your alma mater?**

I choose to work for Kamehameha Schools because I love this place, the people I work with, and the people we serve – Hawaiian children and families. I owe much of what I am and have to the education I was given as a student here.

I also met my husband here (**Dan Kitashima KSK’71**), and all of my seven children attended KS Kapālama, as well as four of my 15 grandchildren. I have often said, “If I worked 24/7 for the rest of my life, I could never fully repay what I was given by our beloved Princess Bernice Pauahi.”

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**Williet “Poni” Cockett Medeiros KSK’68**  
*Education Coordinator*  
*Community-Based Early Childhood Education*

**What are your duties at Kamehameha Schools?**

I manage three preschools in the Maui-Moloka’i Region – ‘A’apueo Preschool at the Kamehameha Schools Maui campus, Hāna, and Kalama’ula, Moloka’i. We serve a total of 90 keiki and families.

**Why did you choose to work at your alma mater?**

Prior to the preschools and campus programs opening on Maui, it was always a dream to work for Kamehameha Schools but I always thought I would have to move to O’ahu to do that. For the past 12 years, it has been a privilege to be serving my alma mater right here on Maui.

**What do you like the most about your job?**

The best part of my job are the interactions I get to have with our 3- and 4-year-old keiki, and to see their progress and development from the beginning of the year to the end of the year. Their excitement and enjoyment of our program, as well as their laughter and smiles, brings me the greatest joy.

I also work with the best people in the field who I have learned so much from. They have so much passion about educating and nurturing our young Hawaiian children as do I!

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## Emulating Pauahi

### Joy Victorino Motta KSK'87

continued from page 52

on campus and across various divisions within the organization.

Our campus outreach programs and initiatives are strengthened by the extraordinary and diverse talents in Literacy Instruction and Support, Kauhale Kīpaipai, Hawaiian Culture-Based Education, 'Āina-Based Education, and the Office of Educator Growth and Development.

We're all focused on serving the same mission and are finding opportunities to bring our expertise together to produce even higher quality products. It's a special time of innovation and collaboration for the benefit and pono of our Lāhui. It feels like something bigger. It feels like a movement.

#### What has been your most memorable moment as an employee?

Seeing the work we do positively impact the lives of our keiki and 'ohana is the most wonderful part of my job. That really is the soul of our work.

### Renee "Kanani" Kepani Franco KSK'91

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Keanolani Learning Center gang to our high school athletic trainers, I am a better teacher because of the support and smiles of those I work with.

#### What has been your most memorable moment as an employee?

My most memorable moment as a KS employee was definitely my first Founder's Day as a teacher. I sang each mele, recited the Statement of Appreciation and Bible verses, and really understood what it meant to be "forever indebted to her."

I can remember watching and wondering if our students understood the extent of Pauahi's gift. It was then that I knew that part of my kuleana was to aid our students in finding their place and giving back to our Lāhui.

### Mervlyn Swain Kitashima KSK'73

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#### What do you like the most about your job?

I love KS Kapālama, and driving to campus every morning; I love the children we serve, their parents, our boarders and their families. I believe and embrace the values upon which we are founded and work diligently to exemplify those values in my work and interactions.

#### What has been your most memorable moment as an employee?

Dr. Michael Chun's KSK'61 farewell celebration was a memorable occasion for me. It was held under the Alumni Week tent on Konia field on the Kamehameha Day Holiday, June 11, 2012.

As part of the planning committee, I saw a celebration come together befitting Dr. Chun and Auntie Bina Mossman Chun KSK'63 for their many years of service to Kamehameha Schools. Over 700 people attended the event.

KS staff members provided all the manpower and were very happy to be a part of this once in a lifetime event. The music was provided by alumni who were honored to share their music and aloha for the Chun family. The outpouring of love and gratitude was overwhelming and wonderful.

Ke Akua truly blessed the day and we were blessed to give back to a true servant leader, Dr. Michael Chun. It was a day I will never forget.

### Williet "Poni" Cockett Medeiros KSK'68

continued from page 53

#### What has been your most memorable moment as an employee?

I have many memorable moments, but I do cherish most of my years of working

#### Change of Address

Kamehameha Schools alumni who have a change of address, please notify the Alumni Relations office at 567 South King St., Ste. 160, Honolulu, Hawai'i, 96813, email: [ksalumni@pauahi.org](mailto:ksalumni@pauahi.org), fax 1-808-841-5293 or call 1-808-842-8560.

#### Submissions

If you have a story idea or a comment for us, please write to: I Mua Editor, Kamehameha Schools, 567 S. King St., Suite 400, Honolulu, Hawai'i, 96813 or email: [imua@ksbe.edu](mailto:imua@ksbe.edu).

For more information on Kamehameha Schools, please visit the I Mua Newsroom at [www.ksbe.edu](http://www.ksbe.edu).

#### Join Alumni Relations Email List

To stay in touch with the latest news from Kamehameha Schools by email, please send your name (first, last and maiden name for wahine), mailing address, Kamehameha graduation year and current email address to [ksalumni@pauahi.org](mailto:ksalumni@pauahi.org). Please put "Join Email List" in the subject line. Mahalo!

with my dear classmate, Suzie Benham Aki KSK'68, who retired a few years ago. Her father, Howard Benham KSK'44, and Uncle, Clay Benham KSK'40, were longtime Kamehameha Schools employees also at the KS Kapālama campus. Suzie and I worked together for about five years and she was the best possible role model for anyone to emulate as a manager working with preschool staff, families and keiki.



**ASK THE SEEDLING  
WHAT ONE RAINDROP  
DOES FOR ITS FUTURE.**

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for our keiki.

Join the **Paka Ua**  
movement and register  
to make a recurring  
monthly gift at  
[www.pauahi.org](http://www.pauahi.org).



**PAUahi FOUNDATION**



# IN MEMORIAM

*It is with sincere regret we note the passing of the following graduates.  
(Obituary postings between July 1, 2013 – June 30, 2014)*

1934

**Daisy Wong Lung**

1935

**Mary Duvauchelle Petersen**

1939

**Renan Mahikoa**

1940

**Flora Salm Soren-Butt**

1941

**Ethel Chang Au  
Ellen Miller Bloede**

1942

**Margaret Ng Kaialau**

1944

**Harold Aiona  
George Baker**

1949

**Melvin Mokiao  
Annette Majit Newhouse  
Donald Yamada**

1950

**James Lawrence**

1951

**Gaylord Williams**

1952

**Franklin Chang**

1953

**Mary Koanui McKeague**

1954

**Frances Nagai Kama  
Howard Kaohi  
Halford Matthews  
Francis Wing-Hong**

1955

**Frederic Browning  
Abraham Keliinui**

1956

**Douglas Kunukau  
Edward Lang**

1957

**Emmeleen Keyes Contrades  
Winston Sam Fong**

1958

**Margaret Freitas Greig  
Allan Pauole  
Tyrone Reinhardt**

1959

**Elizabeth Ahana Kikuchi**

1960

**Rodney Burgess  
Geraldine Vinta Johansen  
Henry Miyamoto  
Beverly Oka  
Frances Espinda Mahoe**

1962

**Alexander Puaa**

1963

**Panana Widemann Alden  
Allen Koenig**

1964

**Gail Kukea Kimura  
Sharon Frasco McClure**

1965

**Theodore Lemson  
Anthony Tavares**

1968

**Karl Lorch  
Bruce Coleman**

1969

**Edward Ah Sam**

1971

**Westley Teves**

1976

**Mark Gilliland**

1978

**Miles Takaki**

1979

**Mikaele Grube**

1980

**Albert Iokepa**

1983

**Patrick Cullen  
Cherie Logan**

1993

**John Edward Dill**

1994

**Jerri-Linn Chun Fraser**

2006

**Christian Williams**

2007

**Keylan Sato**

2008

**Ernest Espinosa**

# Mahalo a Nui Loa

to the following Kamehameha Schools employees for their years of dedicated service toward fulfilling the vision of Ke Ali'i Bernice Pauahi Bishop.

## 50 YEARS OF SERVICE



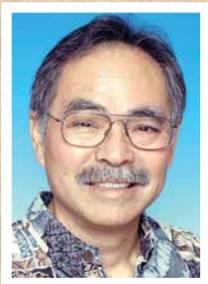
Dani Houghtailing Gardner KS'61

## 45 YEARS OF SERVICE



Paulene Marcello

## 40 YEARS OF SERVICE



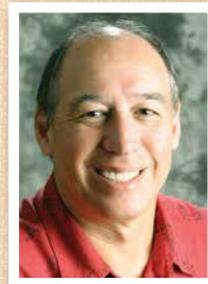
David Tome



Jay Tschillard



Mele Ah Ho



Neil Hannahs KS'69



Sherman Thompson  
KS'74

## 35 YEARS OF SERVICE



Alika Neves



Alyssa Brown  
Braffith KS'70



Holoua Stender



Judy Cramer



Kaiponohea  
Hale KS'68



Kelcey Reeves  
Cambra KS'78



Noel Baker  
KS'73



Randy Kanno  
Lake KS'73

## 30 YEARS OF SERVICE



Gail Fujimoto



Grace Omura



Les Gusman  
KS'78



Lili Evensen



Miki Maeshiro



Randie Fong  
KS'78



Robin Racoma



Sandy Mauhili  
Nolan KS'77



Nani Enoka  
Pai KS'68



Patricia Holmes

### THIRTY-FIVE YEARS

*photo not available*

Rose Mae Reeves

### THIRTY YEARS

*photo not available*

**Cyr Pakele KS'70**

Gwendolyn Oshiro

Leilani Yee Poong

Leslie Yamashita

### TWENTY-FIVE YEARS

**Blane Gaison KS'76**

Cara Woo

Dawn Dvonch

Dayna Fukunaga

Douglas Kingsley

Evelyn Bugarin

Gayla Traylor

**Jay Kauka KS'76**

Monica Kaiwi Kahumoku

Kathi Shelby

Keola Wong

Keoni Kaneakua

Lance Tachino

Matthew Kekumu

Melanie Nakamoto

Michael Young

Renae Holt

Renee Martin

Roy Nakamura

**Stacy Plunkett Rezentes**

**KS'77**

Tammy Thømmes

**Wallie Kimura-Nobriga KS'77**

Wilma-Joyce Nauka

### TWENTY YEARS

Aris Santa Cruz

Barbara Tampon

Corinne Tanabe

Georgette Halemano

Hilda Ishizaki

**Julia Hisaye Young KS'64**

Julie Kawakami

Karen Gill

Lorita Seamster

Maile Au

Margaret Johnson

Mark Kamemoto

Maryalice Woody

Nancy Naki

Noella Inn

**Patricia Kenoi-Chin KS'83**

Sallie Yoza

Shane Hedani

**Shawn Forsythe KS'84**

Sonny Lapenia

Stacey Eaton

Virginia Rosa

### FIFTEEN YEARS

Amber Rivera

**Barbara Perry KS'63**

**Benny Nary KS'71**

Bernie Leialoha

Betty Osserman

Bradley Koanui KS'86

Carole Tanoue

**Cindi Pila KS'90**

**Darice Etoll Apo KS'94**

Darlene Pang

Earl Higa

Gary Suehisa

Joe-Juan Silva

**Kaleo Trinidad KS'93**

**Kapua Akiu-Wilcox KS'91**

Kathy Chock

Lance Cagasan

Lena Casimano

**Lyla Eldredge KS'79**

**Melissa Duque Maeda KS'90**

**Michael Peloso KS'94**

**Moses Crabbe KS'77**

Neil Nihei

Robert Medeiros

**Roy Alameida KS'63**

Shane Arquette

Stacey Raymond

Sterling Pedro

Sylvie Fields

Thomas Kaaiai

### TEN YEARS

Alyson Silverstein

**Bernie Perriera Wong KS'81**

Brandon Ramaila

Bret Marsh

Britany Edwards

**Buffy Compoc Ofisa KS'91**

Camille Romero

Cavan Scanlan

CeCe Kahooilihala

Charlene Hewett

Charlene Kaniho

**Charles Koakanu Lum KS'93**

Cheryl Wicklund

Cindy Debus

Clint Anderson

Corrine Kanno

Cory Villamil-Gomes

Crys Kauka

Cyndi Bartels

Dane Nelson

Dawn Romero

Debbie Kato

**Dee Jay Beatty Mailer KS'70**

DeeDee Ohashi

Ena Medeiros

Eric Stack

Glenn Yogi

Gloria Tagalidud

Jan Ching

**Jan Tung-Loong Gapero KS'93**

Jay Paa

**Jeannette Teo Sunn KS'98**

Jeff Canion

Jeffrey Mau

**Joelle Ahuna Lee KS'87**

John Aguiar

John Custodio

John Robello

Jonah Kelekolio

Joy McCollum

**Julie Ah Sam Dircks KS'76**

**Kāhealani Naeole-Wong**

**KS'87**

Kalani Soller

**Kalei Kailihiwa KS'93**

Kalena Laepaa

Kaleo Gapero

**Kanani Baz Franco KS'91**

Kaniau Meyer

Kapulani Antonio

Kathi Takakuwa

Kathleen Frampton

Kathleen Yonaoshi

**Kaylia Kahele Iona KS'74**

Kehau Mahelona

Kevin O'Brien

**Kilohana Hirano KS'94**

Kim Enanoria

**Kim Terai KS'88**

Koren Ishibashi

**Layne Richards KS'95**

Lea Arce

LeaDan Yee

**Leinette Soares KS'97**

Leslie Ahuna

Lisa Correa

Lorna Nishimura-Yamaguchi

Lynn Kaopuiki

Mabel Ho

Mai Rutherford

**Maile Mundon KS'89**

Mandy Sensano

Margaret Kua

Mary Jane Rapoza

Megan Cieslak

**Mele Mahoe Spencer KS'57**

Melissa Kaapuni

Melveena Mills

Michael Oliver

**Michael Puleloa KS'91**

**Michel Chow Kila KS'98**

Mihae Kim

**Monica Arthur Ahana KS'88**

Nani Ho

Napua Rosehill

Noriko Otani

Norman Balason

Peggy Harbottle

Piilani Kaawaloa

Pomaikalani Kalahiki

Rama Camarillo

**Raynette Yokoyama Andrade**

**KS'74**

Rob Siarot

**Robert Oda KS'65**

Robert Okuhara

Roberta Bennett

Ronald Snow

Ronnelle Suda

Ryan Lee

Ryan Okutani

Samantha Gould

Sharolyn Pali

Sheri Iha

Shonnie Calina

Sunny Ferreira-Kim

Theresa Reelitz

**Tiare Robinson Ahu KS'94**

**Tiare Sanchez KS'99**

Troy Ritte

**Valerie Amby-Kamakeeaina**

**KS'94**

Wally Ogata

### FIVE YEARS

**Alana Nakahara KS'03**

Andreas Arvman

Ann Nuuhiwa

Aubrey Schumann

Bert Nakasone

Bill Speck

Bob Shiroma

**Bobbie Kukaua Tom KS'79**

Carrie Shoda-Sutherland

Casey Ching

Chandra Rice

Chantelle Castillo

Chelsie Omo

**Christian Mosher KS'00**

Chyn Yu

Coral Balubar

Crystal Makaena

**Curt Ai KS'76**

Daniel Loo

David Flores

**Day Villalon Mau KS'91**

Debi Vierra

Deena I-Betonio

Derick Lono

Donna Hoskins

Donna Tully

Elissa Tamura

Elsie Domingo

Erin Kinney

Fedor Chuberko

Gary Nishioku

**Glennie Adams KS'78**

**Hanale Vincent KS'98**

Haulani Kaleoaloha

Holly Lee

Imiola Lindsey

**Jacqueline Ng-Osorio KS'94**

**Jasmine Stein Akiona KS'01**

Jayson Iwanaga

Jeffery O'Brien

Jennifer Yurong

Jill Higa

John Matsunaga

Jolene Imada

Judy Yamane

Kalani Flores

Kaleialoha Medeiros

Kaleo Chang

**Kamele Bento KS'03**

Kapua Ferrer

Kapua Renaud

Kawika Mahelona

Keala Kaopuiki-Santos

Kealakai Kanakaole

Keawe Kalama

Keith Matsushima

**Kimo Chun KS'92**

**Kirra Downing KS'01**

Kristofferson Manglallan

Kulani Calina

Larry Racoma

Laura Kelson

Lauren Supnet

**Leesa Keawe-Kahuli KS'82**

Lenny Garcia

Lisa Holt

Lori Yoshioka

Lovina Moevao

Lynette Lukela

Lynne Horiuchi

Mae Enfield

**Mahealani Brown Alvarez**

**KS'91**

Marie Kubo

**Mary Aki Pittman KS'82**

**Meredith Desha Enos KS'94**

**Mia-Amor Evaimalo Porreca**

**KS'01**

Mike Hiraoka

Moana Tolentino

**Momi Kea Kao KS'85**

Naomi Ravelo

**Nicholas Francisco KS'00**

Nikki Iwata

Pat Wallerich

Patricia Yulo

Paul Kahlbaum

Pomai Apana

**Raelen Self Bajet KS'00**

Ray Parker

**Robert Hutchison KS'87**

Sandy Lighter-Jones

Sava James Agpoon

**Shannon Morey KS'86**

Shawnalyn Mahelona

**Sheleen Quisquirin KS'95**

Sheri Kaee

Sheri Lee

Sherry Kalua

Sonya Aiona

Tammy Lynn Isagawa

Tanya Suapaia

Terri Lyn Saragosa

**Tiana Heen Miguel KS'00**

Toby Holt

Tootsie Namuo

Trazaara Pea

Uilani Chai

Valerie Weitz

Wilene Turner

## CAMPUS EDUCATION

Curriculum Renewal and Enhancing Professional Practice Key Initiatives at KS Kapālama  
continued from page 32

grounds) necessary to support 21st century teaching and learning.

Design Partners Incorporated (DPI) was retained to develop a Campus Master Plan to accomplish that aim.

Throughout the year, DPI will be meeting with stakeholder groups to better understand and incorporate the education

and cultural requirements of our education plan into future renovation, construction and grounds work.

The mission of our campus, as a Kula Hawai'i, is "to prepare our students to become globally minded, good and industrious, servant leaders equipped with 21st century skills and grounded in a personal worldview that integrates Hawaiian, Western and other cultural perspectives."

As a campus, we do this primarily through the people who interact with our students daily – our teachers, our support staff, our coaches and club advisors – but we cannot be successful without high

levels of engagement by our families and alumni.

We mahalo the many who have joined in this labor of love and are advancing the mission of our beloved Kamehameha Schools Kapālama.

We humbly entreat those who have not yet engaged or taken a needed respite, to re-engage with the our Kula Hawai'i in order to promote the Vision 2040 goals of postsecondary educational success for all Native Hawaiian keiki, to advance the mission of our kula and to help to shape the future of our Princess' legacy.

I mua!

## NATURAL RESOURCES

ʻĀina Kaumaha –  
Duty to an ancestral land  
continued from page 39

2011, the plan serves as an overarching guide for natural resource stewardship across Kamehameha's landholdings.

Each goal of the plan falls within one of four strategies that are specified using Hawaiian terms. The four strategies are:

- Ho'olono - to be attentive. Assess natural resources integrity and threats
- Ho'oma'ema'e - to cleanse. Manage priority threats to natural regeneration of native species
- Ho'ōla – to heal. Restore ecosystem complexity, structure and function
- Ho'oulu – to cause growth. Integrate and enable sustainable use by Hawai'i's people

Last year, as part of the plan's first strategy, the Mālama 'Āina team collaborated with the Kohala Watershed Partnership and the Mauna Kea

Watershed Alliance to conduct biological surveys to gather baseline information on the current integrity of remote forested ecosystems on Kamehameha Schools' conservation properties in Hilo, Hāmākua, and Kohala.

The baselines collected have yielded critical information on forest composition and intactness, along with identification of threats posed by invasive plants and animals.

Invasive plants and animal species can detrimentally alter Native Hawaiian ecosystems, and over time can destroy them.

Through the Mālama 'Āina program, Kamehameha Schools completed over 6,200 new acres of conservation management fencing on its legacy lands located in Kona, Puna and O'ahu in partnership with

To learn more about the Kamehameha Schools Natural Resources Management Plan, please visit the "Managing Resources" tab at [www.ksbe.edu/land](http://www.ksbe.edu/land).

As a result of many years of effort, in 2013, work with Forest Solutions proved successful in suppressing populations of these weeds to low levels, freeing space for native species to naturally regenerate.

Forest Solutions is an ecosystem monitoring group that, with financial support from Kamehameha Schools, offers

### Over the past year, the team has made significant strides toward the goals of Kamehameha's Natural Resources Management Plan (NRMP).

the Three Mountain Alliance, Pono Pacific, and First Wind.

Fences are designed to exclude feral browsing animals from areas containing high quality native ecosystems, protecting both native plants and animals within.

In addition, the Himalayan yellow raspberry, fountain grass and miconia – all habitat modifying invasive weeds – have long been identified as significant threats to native ecosystems in Hawai'i.

Over recent years, KS has targeted populations of these weeds in Keauhou and Ka'ū (Himalayan yellow raspberry), Hualālai (fountain grass), Kahalu'u and Hōnaunau (miconia).

up to six paid, full-time intern positions in vegetation monitoring and forest restoration.

Kamehameha Schools' Mālama 'Āina team will continue to manage regrowth of these weed threats using periodic retreatments every two to five years.





# A HISTORY OF CHARITABLE GIVING

As far back as World War I, KS teachers and students have assisted the less fortunate

by Stacy Naiyo KSK'82  
KS Archivist

The Battle of Verdun in Verdun, France, in 1916 was World War I's longest battle and resulted in almost one million deaths.

Consequently, thousands of French children became fatherless. What does this have to do with Hawai'i, you ask?

As it happens, "The Fatherless Children of France," a joint effort of American philanthropists and French dignitaries, has much to do with Hawai'i, and more specifically, the Kamehameha School for Girls.

In remembrance of France's assistance during the Revolutionary War, Americans pledged thousands of dollars in the war relief effort. By this time, Ida May Pope's charitable spirit thoroughly imbued the girls of Kamehameha even past her death in 1914, and the students joined the cause.

They adopted both a Belgian Soldier and a young French boy named Andre Couillarde. Andre's grateful, short letters to "his little godmothers" are in the Kamehameha Schools Archives and stand as a testament to the Christian, charitable training provided by early schoolteachers at Kamehameha.

All of Honolulu joined the effort, as evidenced by an article in the Honolulu Star Bulletin dated May 26, 1917. Many tea and dinner parties were held to generate funds as the elite of Hawaiian



society pitched in to help the families in France whose fathers were killed in battle.

The students of the girl's school also fundraised for the war relief effort.

In July of 1919, the Garden Island newspaper ran a notification of a concert and dance to be held by Kamehameha Girls School pupils who were on vacation and are from Waimea. Funds raised from the event are to go "for the maintenance of a Belgian godson and a French orphan who were adopted by the school last year."

Thanks to our friend, Dominique Meyer-Gere, a native French speaker, we know that Andre and his family were from Granville, France, which is a seaside town that borders the Mont Saint Michel bay. We also know that his father died very early on in the war, from a bullet to the head, and is memorialized in a chapel in the town, dedicated to the war's casualties.

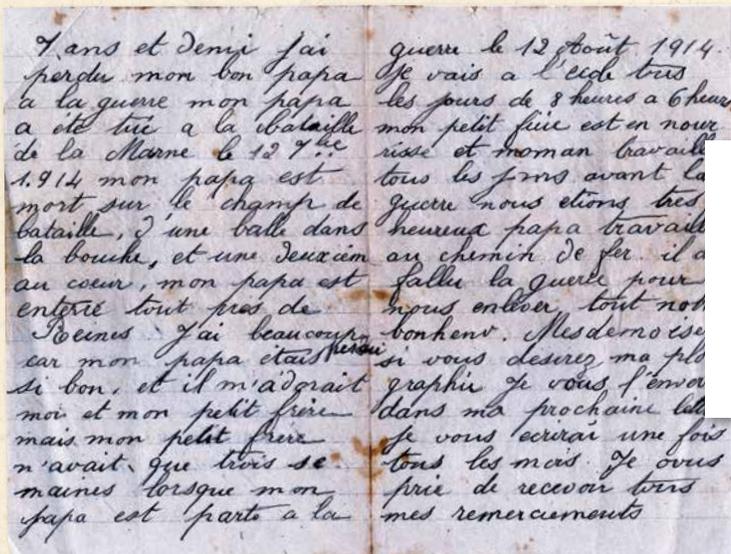
The history of charitable works at Kamehameha is as long as the school's. With students receiving so much from Pauahi's legacy, teachers and staff have always reminded us to be grateful and help the less fortunate.

We keep Pauahi's generous heart in mind.

To the ties which already unite your country and ours you have added this touching tie of brotherly tenderness. The orphans of France who are and who will be helped by you, thank you.

(Signed) L. LIARD  
Rector of the University of Paris.

Top: Andre Couillarde. Above: An excerpt from a letter from the Rector of the University of Paris. Left: A letter that Andre wrote to his "little godmothers" at Kamehameha Schools.



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