



STATE OF HAWAII
Ke Ana La'ahana
Public Charter School



SCHOOL CONTACT INFORMATION:

Office Hours

7:30 A.M. to 4:30 P.M. Monday through Friday except for holidays

Mailing Address

PO Box 4997
Hilo, HI 96720

Physical Address

160 Baker Avenue
Hilo, HI 96720

Email Address

Office@kalpcs.com

Phone

(808) 961-6228

Facsimile

(808) 961-6229

Website

www.kalpcs.com

Administration

Mapuana Waipa
Roberta Souza
Ginger Takeshita

Director
SASA/Registrar
Office Clerk

mwaipa@kalpcs.com
rsouza@kalpcs.com
gtakeshita@kalpcs.com

Contracted Staff

Jolene Wike
Cameron Walter

Accountant
IT Specialist

Nā Kumu

Paula Anthony

Social Studies - Grades 7-10
English Language Arts - Grades 11-12
English Language Arts - Grades 7-10
Social Studies - Grades 11-12

panthony@kalpcs.com

Hau'oli Viritua

Science - Grades 7 - 12
P.E./Health/Math Grades 7 - 12
'Ōlelo Hawai'i

hviritua@kalpcs.com

Jacqueline Ulu Van Blarcom
Josephe Valente
Keaupuni Clarke

Science - Grades 7 - 12
P.E./Health/Math Grades 7 - 12
'Ōlelo Hawai'i

jvanblarcom@kalpcs.com
jvalente@kalpcs.com
keaupuniclarke@gmail.com

Nā Papa Naue Loa Kumu

Wahine'aukai Mercado
Lehua Waipa-AhNee
Kamala Anthony
Keoni Turalde
Harlen Fragas

Papa Hula/Mele
Papa Pa'i Ki'i/Papa Wa'a
Papa Kai
Papa 'Aina
Papa Olakino

Educational Assistant

Kari Kaloi

kkaloi@kalpcs.com

Counselor

Ronda Makua

rmakua@kalpcs.com

Governing Board Members

Patrick Kahawaiola'a, Chair
M. Bea Larson, Vice Chair
Mapuana Waipa
Ginger Takeshita, Secretary
Loke Kamanu
Luana Kawelu
Dr. Lehua Veincent
Dr. Alton Okinaka
Student Council President

Keukaha Community Association
Parent Representative
Director
Classified Representative
Community Representative
Community Representative
Community Representative
Higher Education Representative
Student Representative

gb@kalpcs.com

<u>Table of Contents</u>	<u>Page(s)</u>
About Ke Ana La‘ahana Po‘okumu Message	4
Statement on the Handbook Mission & Vision Guiding Principles	5
Student Learner Outcomes	5-6
Piko Students with Disabilities (ADA) Student Fees Student Vehicles	6
Roles for Academic Success: Teachers, Parents/Guardians, Students, and Principal	6-7
Attendance Policy: Documentation, Consequences of Unexcused Absences, Tardy	7-8
Chapter 19	8-9
Kapu items Cellular phones	10
Dress Standard Grading Policy Academic Responsibility High School Extra Curricular Sports Huaka‘i Lunch and Food Policy	11
CEP	12
Intermediate (Grades 7 & 8) Promotion Requirements High School Graduation Requirements Bell Schedule Technology Use Agreement	13
Nā Papa Naue Loa	14
Nā Mele & ‘Oli	15-19
Mo‘okū‘auhau	20

About Ke Ana La‘ahana



Ke Ana La‘ahana Public Charter School is beginning its 18th year of education after opening its doors in 2001.

Discussion began in 1999 and the plans to create Ke Ana La‘ahana started in 2000 with the efforts from Keaukaha community leaders. They envisioned a school that would be focused on community and culture.

The Keaukaha community members desired greatly for the Keaukaha youth to be able to combine the themes of identity, place, culture, language autonomy, spirituality and multi-generalism into their lives. It was not a simple plan for just the current moment, but an opportunity for the youth to carry and live the learned skills and ‘ike with them wherever they journeyed in life. Over 100 graduates from Ke Ana La‘ahana are now in careers that are based in East Hawai‘i and on neighbor islands throughout our beautiful state as well as on the continental USA. They all have the ability now, to live and practice their Hawaiian culture with pride, knowledge, and can perpetuate the culture by teaching the next generation. This pedagogy is filled in our curriculum and will continue to be our guide to student success.

Po‘okumu Message

Aloha mai e nā ‘ohana o Ke Ana La‘ahana:

Welina mai. Welcome to the 2019-20 School Year!

I am truly honored to continue my role in this capacity. Our mission recognizes the importance of nurturing and fostering our cultural identity. How do we continue to engage our children to think critically, to be responsible for their own learning, and exhibit values of their kupuna, ‘ohana, and environment? We continue on the focus of “*Kū I Ka Māna*”-“*Like the one from whom he received what he learned. Said of a child who behaves like those who reared him.*” (Puku‘i, 1983) Continuity is needed for our existence. There are many influences today that work to misdirect our purpose. Our vision speaks to the commitment and kuleana we have to each other; the haumana, the ‘ohana, the kumu, the po‘e kokua, and our kaiaulu. We are here to work together for the success of each child.

Please e-mail me at mwaipa@kalpcs.com or call me at 808-961-6228 to share your mana‘o.

E ho‘omau kakou e hapai i ka mana‘o o nā kupuna!

Me ka ha‘aha‘a,

W. Mapuana Waipa
Po‘okumu/Director

Statement on the Handbook

This handbook provides parents, students, and staff with information regarding Ke Ana La‘ahana PCS policies and services. This handbook supersedes any prior handbooks. Parents are encouraged to consult with administration if they have any questions about this handbook, need an update, or need further information about a specific policy or rule discussed in this handbook.

KAL Vision

“KŪ I KA MĀNA”

“Like the one from whom he received what he learned.” Said of a child who behaves like those who reared him. (Pukui, 1983)

KAL Mission

“To recognize, nurture, and foster cultural identity and cultural awareness in an environment that has historical connections and lineal linkage to students. Students engage in critical thinking and demonstrate complete mastery of the academia for their future as a result of this educational program that is driven by family, community, and culture.”

KAL Guiding Principles

- ❖ Create a school that is the educational center of our community and thrives in the successes of our students and families.
- ❖ Develop a shared vision of academic excellence and personal development that integrates the strengths of our students, families, community, staff, administration, and culture.
- ❖ Provide a safe learning environment that values a high standard of ethics and conduct from students, families, community, staff, and administration.
- ❖ Develop well-rounded students who are grounded in their own history, culture, and genealogy.
- ❖ Utilize Keaukaha and Hawai‘i as our living learning lab.
- ❖ Collaborate with community resources to build alliances for success and future growth.
- ❖ Support assessment of our curriculum, mission, and goal to ensure effectiveness.
- ❖ Create learning environments that are dynamic, interdisciplinary, experimental, and project based; and integrating technology across curriculum.

KAL Student Learner Outcomes

- ❖ Self-Directed Learner
- ❖ Shows responsibility for one’s own learning
- ❖ Embraces one’s genealogy, ‘ohana, setting, and kuleana
- ❖ Community Contributor
- ❖ Participates meaningfully in one’s community
- ❖ Appreciates and understands the importance of multiple cultures
- ❖ Complex Thinker
- ❖ Recalls and interprets information
- ❖ Analyzes and synthesizes material and concepts
- ❖ Makes judgments about the value of ideas or materials
- ❖ Quality Producer
- ❖ Recognizes, understands, and creates quality products and performances
- ❖ Effective Communicator

- ❖ Reads, writes, listens and speaks effectively to a variety of audiences
- ❖ Effective and Ethical User of Technology
- ❖ Inputs, accesses and interprets information, manages personal information, problem-solves, and collaborates

Piko

At each Piko, oli and mana‘o are shared by staff and students. Attendance is important to aid in practicing values such as malama (care for self and others), ha‘aha‘a (humility) and lokahi (unity). Everyone is to arrive on time to piko. If a student is late, he/she will be required to oli upon arrival. This ensures the continued strengthening and building of KAL’s cultural practices.

The purpose of Piko is for staff and students to:

- ❖ Center, connect and focus in order to achieve peak performance
- ❖ Set the tone for a positive and safe learning environment
- ❖ Prepare oneself to be ready and open to learning with a positive attitude

Piko is held three (3) times a day with the staff and students in attendance:

- ❖ Morning: 10 minutes; opening oli and mana‘o
- ❖ Lunch: 5 minutes; mahalo mea‘ai
- ❖ Afternoon: 10 minutes; mana‘o and closing oli

Students with Disabilities (ADA)

The Americans with Disabilities Act prohibits discrimination against individuals with physical or psychological disabilities. It is the policy of Ke Ana La‘ahana to make its programs, services, and activities accessible to a qualified person with a disability, unless there is a fundamental alteration in the nature of the program or service, undue hardship, or the student poses a direct threat to him or herself, or to others. A “qualified person with a disability” refers to an individual with a disability who is otherwise qualified to participate in a given school, program, or activity.

Student Fees

Mandatory student fees are being implemented at a cost of \$20.00 for the school year, which includes all student related activities. The deadline for payment will be September 13, 2019. Checks should be made payable to Ke Ana La‘ahana PCS. We will charge a \$25.00 service fee should your check get returned. Seniors will not be allowed to receive their diploma and graduate until student fees are paid.

Student Vehicles

Students who have their own vehicles are required to fill out a form and submit a copy of their driver’s license, insurance, and registration. Once the paperwork is received and all submittals are current and confirmed, the student will be assigned to park in the area after the emergency access chain along the fence line of the campus fronting Hualani Park on Todd Avenue.

Roles for Academic Success

Teachers’ Role:

- ❖ Provide high quality curriculum and instruction that is clear and understandable
- ❖ Identify improvements that students can work on
- ❖ Provide an effective and supportive learning environment
- ❖ Look out for the safety of the students
- ❖ Input daily attendance to ensure accuracy

- ❖ Regularly communicate with parents, students, and staff
- ❖ Assign grades at mid quarter, quarter, semester and year
- ❖ Practice protocol, mele, and ‘oli

Parents’/Guardians’ Role:

- ❖ Ensure that your child attends school everyday with the necessary supplies
- ❖ Be actively committed in your child’s education (i.e. check with teachers on your child’s progress, check your child’s homework, designate consistent and appropriate time and space for homework)
- ❖ Seek the extra support for your child’s success (i.e. tutoring)
- ❖ Monitor personal hygiene and health protocol (help your child be well rested and ready to learn)
- ❖ Attend ‘ohana gatherings and school functions
- ❖ When tardy, accompany child to piko and office
- ❖ Call the school if there are questions, concerns, possible solutions

Students’ Role:

- ❖ Come to school prepared and ready to learn with necessary supplies (i.e. pens, pencils, paper, books, proper P.E. wear, etc.)
- ❖ Attend school every day and on time
- ❖ Participate in all activities safely
- ❖ Follow all classroom and school rules
- ❖ Complete all assignments and projects on time (i.e. classwork, homework, etc.)
- ❖ Be respectfully responsible for self and others
- ❖ Monitor personal hygiene and health
- ❖ Practice protocol and ‘oli

Principal’s Role:

- ❖ Provide an effective and supportive learning environment
- ❖ Look out for the safety of all (students, faculty, and staff)
- ❖ Provide an environment of support that allows for communication between students, ‘ohana, and kumu
- ❖ Practice protocol, mele, and ‘oli

ATTENDANCE POLICY

Students are mandated, by the State of Hawai’i Department of Education to attend their classes regularly.

Documentation: All absences require a phone call by 8:30 a.m. All absences are considered unexcused unless a doctor’s note accompanies the student upon his/her return to school.

Valid Excused Absences:

- ❖ Illness or injury (with accompanying doctor’s note)
- ❖ Death in the immediate family (or funeral)

Consequences of Unexcused Absence: The Department of Education is seeking for students to be present at school to lower chronic absenteeism.

- ❖ Five (5) days = parent meeting with the principal
- ❖ Ten (10) days = letter to parent regarding possible referral to Family Court
- ❖ Fifteen (15) days= possible referral to Family Court for Educational Neglect, Non-Attendance

Tardy: Students are required to check in at the office before going to class to pick up a tardy slip and to recite the morning oli.

Parents are encouraged to schedule appointments **AFTER** school hours. Parents are required to submit a note that includes date, time, destination, and a reason for early release. Students will only be released with a signature from an authorized parent or guardian listed on the student’s emergency card.

CHAPTER 19 – STUDENT DISCIPLINE

Ke Ana La’ahana aligns its discipline policy to the Department of Education’s Chapter 19. Student offenses and consequences are defined in Chapter 19 and supported by the governing board.

Chapter 19 is the Department of Education school’s administrative rule to promote and maintain a safe and secure educational environment. The intent is to deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or antisocial.

Chapter 19 identifies offenses by the following classes. The descriptions of what actions are related to the different classes below are general. The Director, through investigation, determines the class of the offense and therefore the application of the consequence.

<p style="text-align: center;">Class A Offenses - Unlawful Conduct (Violations)</p> <ul style="list-style-type: none"> • Assault • Burglary • Dangerous weapons or instruments • Drug paraphernalia • Extortion • Fighting • Firearms • Robbery • Sexual offenses • Terroristic threatening 	<p style="text-align: center;">Class B Offenses - Unlawful Conduct (Violations)</p> <ul style="list-style-type: none"> • Bullying • Cyberbullying • Disorderly conduct • False alarm • Forgery • Gambling • Harassment • Hazing • Inappropriate us of the internet • Theft • Trespassing
<p style="text-align: center;">Class C Offenses - Department-prohibited Conduct (Violations of DOE rules)</p> <ul style="list-style-type: none"> • Abusive language • Class cut • Insubordination • Laser pen/pointer • Leaving campus without permission • Smoking • Swearing 	<p style="text-align: center;">Class D Offenses - School-prohibited Conduct (Violations of school rules)</p> <ul style="list-style-type: none"> • Contraband • Disrespect/noncompliance • Disruption • Vandalism • Dress code violation • Inappropriate language • Cheating • Physical contact • Property misuse • Tardy • Teasing • Minor insubordination

Role of Teacher:

- Talk with the child
- Work with the child
- Apply classroom consequences
- Inform parents of infractions and circumstances surrounding infractions
- Request parent conference where appropriate
- Complete referral
- Make direct referral of Class “A” or Class “B” offenses to director
- Maintain detailed and accurate records of critical incidents/infractions where necessary

Role of Administrator:

- Use administrative discretion and apply consequence according to situation
- Be responsible for making reasonable attempts to inform parents of infractions and consequences after receiving formal referral from teacher, counselor or adult supervisor
- Provide feedback to teacher, counselor, or adult supervisor on action taken
- Keep documentation of infractions and action taken at the administrative level
- Schedule post out-of-school suspension conference with student’s parents before student returns to school
- Notify police department when appropriate

Final Decisions on Disciplinary actions are within the Administrator’s discretion.

Definitions of Disciplinary Consequences-Chapter 19

ZERO TOLERANCE for violence, bullying, harassment, drugs, alcohol, and possession/use of weapons: disciplinary consequences will be administered through the School Discipline Plan, Chapter 19 and/or, Act 90, and/or Police Report.

Crisis Suspension – The immediate exclusion of a student from school in a situation where the student presents a threat to the safety of self/others, or the student is extremely disruptive and removal is necessary to allow other students to pursue their education from disruption.

Regular Suspension – The student is excluded from attending school for a specific time period.

Dismissal (Expulsion) – The student is excluded from attending regular school for a period of time or the remainder of the school year. A student who is suspended, crisis suspended, or dismissed from school is denied privileges of coming on-campus and/or from attending any school-sponsored activity for the duration of the disciplinary action. Violators will be referred to the police.

Parent/School Meeting – As part of the Ke Ana La‘ahana’s school Vision and Mission, the collaboration of family and school members towards the resolution of student’s behavioral and academic issues is necessary. Consistent and constant communication and support, in and out of school between the school and the family is essential of effective disciplinary action.

KAPU

Contraband items are enforced for the wellbeing and safety of the students to ensure they have a positive learning environment. Do not bring following items on school property. It will be confiscated. A parent/guardian must retrieve the item from the school office

❖ Cellular Phones

Cellular phones will be collected and held in the office when your child arrives to school. It can be picked up once school is done. If a student needs to call a family member for assistance during school hours, they must use the office phone. If a cellular phone is seen or heard during school hours, it will be confiscated and turned into the office to be picked up by a legal guardian.

❖ Electronic devices

Including: iPods/MP3 player, earphones, bluetooth speakers, radios, laptops/tablets, eBook readers, or cameras (unless approved by staff/administrator).

❖ Weapon-Free School Zone

Weapons, which including: bombs, knives, firearms (toys or real), or other objects that may cause injury. Absolutely **NO TOLERANCE** for firearms (toys or real) - we are a Weapon-Free School Zone. Any violation of this rule may be grounds for dismissal for one calendar year.

❖ Flammable materials

We are a tobacco and drug free zone.

Include: lighters, matches, fireworks, cigarettes, vapes, ecigarettes, Juuls allowed on campus or surrounding areas. Any violation of this rule may be grounds for suspension.

❖ Miscellaneous

Large sums of money, metal chains, studded wrist bands, candy, sunflower seeds, gum, soda and sport/energy drinks, playing cards, dice, skateboards*, rollerblades, pornographic material and disc fidgets. (*skateboards must **not** be used during the school time & ridden on school sidewalks and premises)

[NOTE: Ke Ana La‘ahana strongly discourages students from bringing contraband items to school and will not be responsible for the loss/damage. Any item will be considered contraband if it, causes classroom or campus disruption. Any contraband items can be confiscated by school personnel and may be returned to the student, or parent/guardian within five days of initial confiscation. Repeated infractions will result in the items being turned in to school administration which will then determine the length of confiscation and/or consequences under a Class C Insubordination infraction(s).]

❖ Off-Limits Area

The following areas are Kapu for all students:

- The gate entrance near KS Pre-school
- The open area between Ke Ana La‘ahana and KS Pre-School
- Kawanakoa Gymnasium (Before school hours, during school hours unless supervised by faculty or staff adult of Ke Ana La‘ahana)

DRESS STANDARDS

Consequences for Dress Standard Non-Compliance: After School detention on the day of the infraction. A call will be placed to parents

- ❖ ***KALPCS uniform T-shirts must be worn every school day during school hours.*** T-shirts can be ordered and purchased through the office.
- ❖ Clothing reflecting sex, drugs, alcohol, violence or any offensive matter is BANNED.
- ❖ When allowed, tank tops must have at least 1-inch straps (no strapless, low cut necklines, or see-through), and no gaping armholes. Tight form fitting clothes or “revealing” clothing will be grounds for staff scrutiny. Males must keep their shirts on during the school day
- ❖ Hats, visors, hoods, bandanas, and sunglasses **are not allowed** to be worn while in the classroom and at piko/protocol.

Grading Policy

Each teacher will supply students with the following items: Syllabus and Class Calendar. The Syllabus will outline the grading policy. Please contact the teacher for more information.

Academic Responsibility

Students who receive two (2) or more D's or any F grades may be placed on academic probation after the first grading period. Once identified, the student, family, and school will implement an individual plan of action.

High School Extra Curricular Sports

According to 302B16 Charter School Law- “students may try out in the service area in which the student resides for BIIF sports”.

Huaka‘i

Students will have an opportunity to extend their learning beyond the classroom on field trips. Information/permission sheets will be circulated prior to the activity. Nā Papa Naue Loa teachers may have students complete a year-long huaka‘i permission form for their classes. They will communicate with parents of upcoming huaka‘i within a timely manner. Please adhere to special instructions. Teachers have the right to refuse permission for a student to participate in a field trip due to behavior and other class related circumstances. If the field trip request is denied, the student must report to regularly scheduled classes. Students are responsible for promptly making up all work missed in other classes.

Lunch and Food Policy

Refrigerator and microwave are off limits for students. If your child brings home lunch, please provide them with their own cooler and utensils. Unless it is a part of a class activity, no eating during instructional time. Only water is acceptable as a class drink. It is highly encouraged for students to participate in the Free Breakfast & Lunch Program offered to all students. Students are expected to order breakfast and lunch each day with office staff by 8:15 am.



8/1/2019

Dear Parent/Guardian:

We are pleased to inform you that Ke Ana La'ahana PCS will continue to participate in the National School Lunch Program and School Breakfast Programs and will be participating in the Community Eligibility Provision.

The Community Eligibility Provision (CEP) provides an alternative approach by offering free school meals to schools in low income areas, instead of collecting individual applications for free and reduced-price meals.

The CEP allows schools that predominantly serve low-income children to offer free, nutritious school meals to all students through the USDA Child Nutrition Programs. The CEP uses information from other programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF) to qualify a school. Traditional paper applications are no longer needed.

This is great news for you and your child(ren)! All enrolled students of Ke Ana La'ahana will be eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2019-2020 school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay for meals or submit a meal application.

Should you have any questions, please contact us at (808) 961-6228.

Sincerely,

Roberta Souza

SASA/Registrar

Ke Ana La'ahana Public Charter School

rsouza@kalpcs.com

This institution is an equal opportunity provider

INTERMEDIATE (GRADES 7 & 8) PROMOTION REQUIREMENTS

Classes	Credits
English – Language Arts	2
Mathematics	2
Social Studies	2
Science	2
Electives in Extended Core Subjects:	4
- Physical Education	
- Health	
- Career & Technical Ed	
- Educational Technology	
- Fine Arts or World Language	
Total	12

HIGH SCHOOL (GRADES 9-12) REQUIREMENTS

Classes	Credits
English – Language Arts	4
Social Studies	4
Mathematics	3
Science	3
One of the following:	2
- World Language (same language)	
- Fine Arts	
- Career and Technical Education	
Physical Education and Health	1
Health	.5
Personal Transition Plan	.5
Electives (To include Senior Project)	6
Total	24

Bell Schedule and School Calendar for SY 2019 - 2020

To be given with the ‘first day packet.’

Technology Use Agreement

A technology use agreement will be sent home with the students in the ‘first day packet.’

All students are required to have signed parental agreement prior to use of school computers and technology.

Nā Papa Naue Loa (Wednesday Elective Classes)

Olakino

This track focuses on developing a healthy lifestyle in aquatics, wilderness, and safety. Ola kino gives students the opportunity to learn skills and information in real life scenarios and outdoor settings. Students learn by opening their senses and using the resources that surround them. Students are in direct contact with the elemental forces of sun, wind, rain, fire, currents, tides, land, rocks, and forest. Students are challenged mentally, physically, and emotionally to improve their life and that of the community around them. The Kumulipo demonstrates the balance, strength, and evolution of a healthy life.

Kai

This track focuses on the utility of kai (ocean) as a source of knowledge and understanding. The ocean, its numerous components, and its relationship to humans and the natural elements are the focuses of the academics that have specific and immediate connection to students learning due to the familiarity within his/her environment. Students use specific academic knowledge in identifying their kuleana (responsibilities) in old and new ocean and coastline conservation efforts. The Kumulipo makes clear the relationship of the ocean to the land and to humans.

‘Aina

This track focuses the utility of the ‘aina (land) and ulula‘au (forest) as a source of knowledge and understanding. Students gain knowledge in maintaining the land and forest area through observation and participation strategies in identifying what currently exists, patterns of cyclical changes, specific land and forest conservation techniques, and appropriate cultural work habits. The Kumulipo brings to light the importance of the ‘aina and ulula‘au as a resource for sustenance and therefore, survival.

Hula/Mele

This track focuses on strengthening the visual and physical skills of individuals in understanding academic applicability. Students are made aware of the physical elements of the environment and apply them in a venue that is connected to the specific individual. The mele oli and mele hula is the sinew which the culture has survived. The relationship of the hula/mele to the natural environment is addressed. The Kumulipo perpetuates the beliefs, practices, philosophy and traditions of our ancestors.

Pa‘i Ki‘i

This track builds upon the individual's students cultural and academic strengths. Students are allowed to make connection with specific vocation and careers using referenced knowledge of their own historical and genealogical linkages. The identification of vocational and career leadership positions is in correlations to their understanding of leadership, interrelationships with the natural environment and humans, interdependency for basic survival, and culture. The Kumulipo provides knowledge of necessity, growth, and uniqueness in differences in meeting the individual needs while at the same time understanding the importance of the individual's status in society and community.

Navigation

Students are introduced to, study, learn and participate in Hawaiian navigation history, protocols and practices. Students will learn the skills early Hawaiians used to voyage across the ocean, including foods grown for voyaging, the Star Compass, Hawai‘i and the history of Polynesian voyaging. They will learn about their kuleana to malama honua and the importance of taking care of our environment and world for sustainability.

Hana No‘eau

Although not a specific track it is included in all the other components of Nā Papa Naue Loa. It is the combining of all physical, spiritual, and cultural aspects to the many art forms. It is also a confirmation of academics in culture.

NA MELE & 'OLI

'Oli A Ke Ana La'ahana

'Ae (4x)

E ho'olono aku I ka leo o nā pulapula ē Mai ka pi'ina a ka lā i ke one o Pāpa'i ē A iho aku la i
Kanukuokamano la ē

Ua liuliu ihola ē

Ka no'ono'o

Ka na'au

Ka 'ike ku'una la ē ie ie ie

E Kū I Ka Mana E

E hea aku e nā pulapula o nei 'āina E komo me ka 'oi a i'o o ka na'au ē Me 'oukou

Nā kūpuna

Nā mākuā

No nā kau ā kau ē ie ie ie

E Kū I Ka Mana E

Ua Ao Hawai'i

Na Larry Kimura, PhD me Kalena Silva, PhD

Kau e ka wena o ke ao i ka lani

He wekeweke i ka pō pilipuka

He 'elele o ka poniponi Hikina

Kau ke kāhe'a wana'ao i ka 'āla'apapa

La'i ana i luna o ke kūkulu o ka lani la

'O ka'u e huli alo nei i ka ulu ē

Ae ae, ua ao ē

Hō mai la kou mālamalama i ka honua nei i ka mauili ola Ua ao Hawai'i ke 'ōlino nei

Mai ka pi'ina ka wela na ka lā

Kāhiko ia i ka 'ike manomano

Ka 'ike kōli'u mai o kikilo mai

'O ka'u nō ia o ka pūlama

A pa'a ma ka ipu o ka 'ike ē

Ae ae, ua ao ē

Hawai‘i Pono‘ī

Na Pai‘ea Kamehameha I

Hawai‘i pono‘ī, Nānā i kou mo‘ī, Kalani ali‘i, Ke ali‘i.

(Hui)

Hawai‘i pono‘ī, Nānā i nā ali‘i, Nā pua muli kou, Nā pōki‘i.

(Hui)

Hawai‘i pono‘ī, E ka lāhui ē, O kāu hana nui, E ui ē

(Hui)

Hui:

Makua lani ē, Kamehameha ē, Na kaua e pale, Me ka ihe.

Hawai‘i’s own true sons, be loyal to your king.

Your country’s liege and Lord the chief.

Hawai‘i’s own true sons, look to your chiefs, the children after you, the young.

Hawai‘i’s own true sons, people of loyal heart, the only duty lies list and abide

Chorus:

Father above us all, Kamehameha e

Who guarded in the war, with his spear.

E Kū I Ka Mana

Kū i ka mana, Kū Kū i ka mana, Mana Kū i ka mana, Kū Kū i ka mana, Kū Kū i ka mana, Mana Kū i ka mana,
Kū Kū i ka mana, Kū Kū i ka mana, Mana Kū i ka mana, Kū

Nā ‘Aumakua

Nā ‘aumakua mai ka lā hiki a ka lā kau

Mai ka ho‘oku‘i a ka halawai

Nā ‘aumakua iā Kahinakua, iā Kahinaalo

Iā ka‘a ‘ākau i ka lani. ‘O kīhā i ka lani. ‘Owē i ka lani. Nūnulu i ka lani. Kāholo i ka lani.

Eia ka pulapula a ‘oukou ‘o Ke Ana La‘ahana

E mālama ‘oukou iā mākou

E ulu i ka lani.

E ulu i ka honua.

E ulu i ka pae ‘āina o Hawai‘i

E hō mai ka ‘ike

E hō mai ka Ikaika

E hō mai ke akamai

E hō mai ka maopopo pono

E hō mai ka ‘ikepāpālua

E hō mai ka mana

‘Amama, Ua noa

E Pa‘a Ka Houpo

Na Lehua M. Veincent

I kani ko ‘aka i ka le‘ale‘a, Aia la he pono
I pu‘u ko nuku i ka huhu, Aia la he mahalo
I le‘a ka nohona i ka ma‘ona, Aia la he aloha
E pū pa‘akai aku a pa‘a ka houpo i ka loa‘a o ka ‘ai, Aia la he ola
‘Amama, Ua noa

Ha‘aheo Keaukaha

Aloha ia Keaukaha ka ‘āina, ‘Āina pōhaku o nā kupuna
‘Āina ho‘opulapula no nā Hawai‘i, Home ulu wehiwehi i ka ulu hala
Kū ha‘aheo Mauna Kea i ka la‘i e Moe ke ahi o Mauna Loa e
Pua‘i maila nā wai a Kāne
Ke kai lawa pono a nā Hawai‘i
Kuhio ke ali‘i kau i ka hano
O ka lani hanohano o Keaukaha
E ola kākou a mau loa, E ola kākou a mau loa
He aloha nō Keaukaha

Nā Kupuna o Ke Ao

Na Lehua M. Veincent

Nā Kupuna o ke Ao
Nā Kupuna o ka Pō
E ho‘omau i ke ola o kā ‘oukou pulapula ē Pale ka pō, Puka i ke ao
Welina mai ho‘i ko mākou leo pule ē
‘Amama, Ua noa

Lei o Hilo

Na Taupouri Tangaro me Kekuhi Kanahale

Lei o Hilo ka ua pe ka uahi
Ha‘eha‘e ku‘u hi‘ikua
Pu‘uohau ku‘u hi‘ialo
A po maila ia ao e, pai a ka hulu konane

Ki‘ina ‘Upolu e ka ‘akau
Hekau e ka hema ia Kalae
Lele kawa me he lele wai pipi‘o lua Hi‘ilawe
Lele kawa me he lele wai pipi‘o lua Hi‘ilawe

Ina kua nauane, nauane
Ke ala e ‘imia nei i ka pono e kau ala

Ina ho‘i kua nauane, nauane
A papahi i ka haliko ‘apapane lei lehua
A papahi i ka haliko ‘apapane lei lehua

Na ka hau o Mauna Kea ku‘u ni‘o
Na ke ahi o Mauna Loa ku‘u mole
Hualalai muli kuahiwi e ‘iewe nei ka moana nui pamamao o ka moku

Ke ala e ‘imia nei i ka pono e kau ala
Ina ho‘i kua nauane, nauane
A papahi i ka haliko ‘apapane lei lehua
A papahi i ka haliko ‘apapane lei lehua

Na ka hau o Mauna Kea ku‘u ni‘o
Na ke ahi o Mauna Loa ku‘u mole
Hualalai muli kuahiwi e ‘iewe nei ka moana nui pamamao o ka moku

Mele Kumu Honua

‘O Wākea noho ia Papahānaumoku
Hānau ‘o Hawai‘i, he moku
Hānau ‘o Maui, he moku
Ho‘i hou ‘o Wākea noho ia Ho‘ohokukalani
Hānau ‘o Moloka‘i, he moku
Hānau ‘o Lana‘i ka ula, he moku
Lili‘opupunalua o Papa ia Ho‘ohokukalani
Ho‘i hou ‘o Papa noho ia Wākea
Hānau ‘o O‘ahu, he moku
Hānau ‘o Kaua‘i, he moku
He ‘ula a‘o Kaho‘olawe

Noho hou o Wākea ia Ho‘ohokukalani
Ua hānau mai ka Wākea keiki mua
He keiki ‘alu‘alu la
Kanu ‘ia ihola ma waho o ke kala o ka hale ilalo
I ka lepo ma hope iho
Ulu mai ua keiki la, Kalo no
‘O ka lau o ua Kalo la
Ua kapa ia ‘o Laukapalili
‘O ka ha o ua Kalo la ‘o Haloa
Hānau mai he keiki hou
Kapa lākou i kona inoa ma ka ha o ua Kalo la ‘o Haloa, Nana mai ko kea o nei a pau
‘O Haloa ho‘i

Ku‘u Home I Keaukaha

Na Albert Nahale-a

‘Ike ‘ia i ka nani ‘o Keaukaha
‘Aina ho‘opulapula no nā Hawai‘i
Home uluwehiwehi i ka ulu hala
Henohea i ka maka o ka lehulehu

He makana keia mai ke ali‘i
Nou e nā kini pua no nā Hawai‘i
Malama pono iho, a he waiwai nui
‘O ke ola no ia, ka pu‘uhonua

Mahalo ia ‘oe e ke ali‘i
‘O Kalaniana‘ole no kou inoa
E hana like kākou me ke aloha
E mau ke ea o ka ‘aina i ka pono

Keaukaha Smiles

Na Albert Nahale-a

Keaukaha smiles so fair and fine
From joyful hearts, they’re genuine,
They make our daily lives worthwhile K-E-A-U-K-A-H-A I love you.
Through every land and sea I roam
You’ll always be my home sweet home
Here I was born, here I belong K-E-A-U-K-A-H-A I love you.
Now with my friends and family
I spend my days contentedly
Without a worry or a care K-E-A-U-K-A-H-A I love you.
Keaukaha smiles so fair and fine
Valley of songs, mountains entwined
We love them all, we love them all K-E-A-U-K-A-H-A I love you.

Mo'okū'auhau (Genealogy)

Hānau 'ia 'o _____ he kāne, no _____.
Noho 'o ia iā _____ he wahine, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo
Hānau 'ia 'o _____, he _____, no _____, ka lua
Hānau 'ia 'o _____, he _____, no _____, ke kolu
Hānau 'ia 'o _____, he _____, no _____, ka muliloa

Noho 'o _____ iā _____, he _____, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo
Hānau 'ia 'o _____, he _____, no _____, ka lua
Hānau 'ia 'o _____, he _____, no _____, ke kolu
Hānau 'ia 'o _____, he _____, no _____, ka muliloa

Noho 'o _____ iā _____, he _____, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo
Hānau 'ia 'o _____, he _____, no _____, ka lua
Hānau 'ia 'o _____, he _____, no _____, ke kolu
Hānau 'ia 'o _____, he _____, no _____, ka muliloa

Noho 'o _____ iā _____, he _____, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo
Hānau 'ia 'o _____, he _____, no _____, ka lua
Hānau 'ia 'o _____, he _____, no _____, ke kolu
Hānau 'ia 'o _____, he _____, no _____, ka muliloa