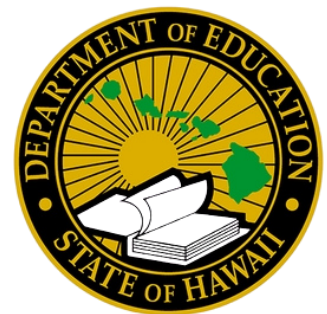




Palapala Ho'olālā Ka'akālai Ho'okō Kaiapuni

Kaiapuni Strategic
Implementation Plan



He oia mau nō ka pono o ka lāhui kanaka
i ka na'auao Hawai'i.

Papa Kuhikuhi

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‘Ōlelo Mua

Foreword

“He hulu ali‘i.”

Royal feathers. Said of the adornment of a chief, or of an elderly chief himself who is one of a few survivors of his generation and therefore precious.

(Pukui 1986, ‘ŌN #599)

In our ancestors’ time, the creation of a mahiole (feather helmet) or ‘ahu ‘ula (feather cloak) was never the work of a single hand, nor was it a task rushed to completion. It began with the *kia manu* (bird catchers) who patiently gathered thousands of individual feathers—precious resources collected with deep intention and prayer. These feathers, or *hulu*, were then entrusted to master craftsmen who would bind them, one by one, onto a foundation of *naepuni* (fine netting) woven from *olonā* (cordage).

The **Kaiapuni Strategic Implementation Plan (KSIP)** you hold before you has been crafted in this same spirit.

Just as the ‘ahu‘ula is composed of countless individual feathers that alone are fragile but together create a garment of spiritual protection and chiefly authority, this plan is made up of many distinct components. Each goal, each strategy, and each voice represented in this document is a single *hulu*—vital, colorful, and significant.

Understanding the Layout

The design of this document reflects the making of these chiefly garments:

- *The Netting (Naepuni)*: The structural layout and strategic framework of this plan serve as the *naepuni*. While often unseen beneath the surface, this netting provides the strength and form necessary to hold our vision together. It is the grid that connects our past, present, and future.
- *The Feathers (Nā Hulu)*: The various sections—strategies, priorities, and action steps—are the *hulu*. You will see them layered throughout the document. Individually, they represent specific needs or targets; overlapped and bound together, they form a cohesive, protective covering for our *haumāna* (students) and *kaiāulu* (community).
- *The Binding (Ka Hilo)*: The logic that flows from page to page is the cord that binds these feathers to the net. It ensures that no part of our strategy stands in isolation, but rather contributes to the strength of the whole.

Much care has gone into the placement of every "feather" in this plan. It is a labor of love, woven with the prayers and aspirations of our Kaiapuni ‘ohana. We invite you to read this document not as a list of separate tasks, but as a unified ‘ahu‘ula—a garment of integrity, protection, and leadership designed to wrap around our future generations.



Ho'olauna

Introduction

Introduction & Purpose

In April 2024, the Office of Hawaiian Education began formulating the Kaiapuni Education Strategic Plan 2025-2029. This initiative addresses Action Item #2 of the 2023-2029 Strategic Plan Phase II (Desired Outcome 1.1.4), which recognizes the Department’s responsibility to students pursuing education through the medium of the Hawaiian language. This Plan aims to fulfill that responsibility, ensuring that current and prospective Kaiapuni students are empowered to make positive impacts both locally and globally.

Strategic Alignment & Historical Context

This Plan does not supplant the Department’s Strategic Plan; rather, it supports it by establishing practices, procedures, and structures specific to Kaiapuni education, ensuring “all students experience rigorous, high-quality learning” (Goal 1.1). It marks a shift from a reactive approach to a comprehensive, intentional strategy for Kaiapuni student success.

Implementing this Plan represents potentially the most significant Departmental action toward the Hawaiian language since the 1896 ban on Hawaiian instruction. Only a year earlier, Board of Education President William Alexander remarked:

The gradual extinction of a Polynesian dialect may be regretted for sentimental reasons, but it is certainly for the interest of the Hawaiians themselves (Republic of Hawai‘i–Biennial Report of the Bureau of Public Instruction 1895).

Today, public education remains the critical setting for the future of ‘Ōlelo Hawai‘i. While there are more Hawaiian speakers than when Kaiapuni was established in 1986, today’s Hawaiian-speaking community is far from enjoying full accessibility of their language in education and society. This Plan signals a renewed commitment to reversing the historical suppression of the language.

Three Strategic Goals

The Planning Team identified three broad, long-term goals to guide the 2025-2029 period:

- Goal 1: Defined Success – Establish and advance a clear vision for Kaiapuni student success.
- Goal 2: Capacity Development – Nurture conditions that attract, retain, and elevate the value and enhance the quality of our personnel.
- Goal 3: System Transformation – Transform the system to support Kaiapuni education (Curriculum, Instruction, Assessment, Mentoring, Professional Development, Teacher Preparation).

Goals Removed from the Strategic Plan

The Planning Team initially considered five goals. Through deliberation, two were removed but remain noteworthy:

- **Collective Responsibility:** This proposed goal highlighted the need for multi-agency collaboration, similar to national strategies in Ireland and Wales. It was removed for being outside the scope of an education-specific plan, though the Team recognizes that collective responsibility is vital for broader language growth.
- **Resourced Kaiapuni:** This goal addressed resource inequities between Kaiapuni and English-medium education. It was removed because funding is a "means" rather than an "end." Necessary resources will be identified as the implementation plans for the three core goals are developed.

The Strategy Development Process

The Department’s 2023-29 Implementation Plan emphasizes that the vision of “Globally Competitive, Locally Committed graduates” will only be accomplished through a kākou effort. Embracing this collective spirit, the Kaiapuni Education Strategic Plan 2025-2029 was developed by a diverse Planning Team that consulted with numerous experts and practitioners in indigenous language education. The original 24 members who dedicated themselves to this process were:

Name	Title
Heidi Armstrong	Deputy Superintendent of Academics
Tammi Oyadomari-Chun	Deputy Superintendent of Strategy and Administration
Kau‘i Sang	Director, OHE
‘Ānela Iwane	Educational Specialist, OHE
Aulia Austin	Educational Specialist, OHE
Teri Ushijima	Assistant Superintendent, OCID
Winston Sakurai	Director, OCID
Chad Nacapuy	Director, Virtual Education, OCID
Troy Takazono	Principal Trainer, OTM
Brian Hallett	Assistant Superintendent, OFS
Beth Higashi	Assistant Superintendent/Director, OSIP
Annie Kalama	Assistant Superintendent, OSSS
Jaelyn Caffrey	Educational Specialist, OSSS
Kamaka‘eu Williams	Kaiapuni Teacher, Pā‘ia Elementary
Chris Sanita	Kaiapuni Principal, Hāna School
Esther Kanehailua	Complex Area Superintendent, Hilo-Waiākea
Kasie Kaleohano	District Educational Specialist, Hilo-Waiākea
Puanani Wilhelm	Complex Academic Officer, Nānākuli-Wai‘anae
‘Alohilani Rogers	Instructional Leader, Kawaikini PCS
Kahele Dukelow	Board Member, Maui
Kananinohea Māka‘imoku	Associate Professor, UH Hilo
Kahunawai Wright	Dean/Associate Professor, UH Mānoa
Joy Bulosan	Executive Assistant to the ED, HGEA
Andrea Eshelman	Deputy Executive Director, HSTA

From April through August 2024, the Planning Team participated in several curated Learning Workshops that included homework readings, presentations, and videos, as well as two days of Site Visits in Hilo and five days of Site Visits in New Zealand to examine Hawaiian and Māori language immersion contexts:

1. Kaiapuni History and Current Situation

- a. What do you lose when you lose a language?, Joshua Fishman
- b. History of Hawaiian Language Immersion, Kahele Dukelow
- c. Current State of Kaiapuni, Office of Hawaiian Education

2. Hilo Site Visits

- a. UH Hilo Ka Haka ‘Ula o Ke‘elikōlani, ‘Imiloa Astronomy Education Center
- b. Nāwahīokalani‘ōpu‘u P-12 Hawaiian Medium site

3. Indigenous Language Immersion Movements

- a. Progress, Challenges, and Trajectories, William Wilson et al.
- b. Focus Group Reports for Kaiapuni Education strategic planning (Kaiapuni Principals and ‘Aha Kaiapuni participants, April-May 2024)

4. Language Learning Models

- a. Reading to Learn (early Hawaiian literacy) vs. Learning to Read (early English)
- b. Benefits of multilingual education
- c. Advantages of Hawaiian Literacy for English Acquisition
- d. HAKALAMA: Pūnana Leo’s Literacy Program
- e. Indigenous Languages: Advocating for Our Nations’ Treasures

5. Current Context of Kaiapuni and Comparison Models

- a. Current Practices in Kaiapuni Education
- b. Current Kaiapuni Landscape
- c. Comparative Systems governing indigenous language immersion (Māori, Irish, Welsh)

6. Equity and Accountability in Kaiapuni Education

- a. Review of *Clarabal v. Department of Education*
- b. Review of KĀ‘EO K-8 Kaiapuni Assessment
- c. Review of the process for opening new Kaiapuni sites

7. New Zealand Site Visits

- a. Ihumātao - Site of Indigenous Resistance
- b. Te Puna Kōhungahunga Mana Motuhake - early education, bilingual
- c. Ngā Puna o Waiōrea - secondary level, shared campus
- d. Te Uru Karaka - primary level, shared campus bilingual and immersion
- e. Te Wharekura o Kirikiriroa - primary and secondary immersion campus
- f. Te Kōhanga Reo ki Puhinui - early education, immersion
- g. Te Puna Wānanga (University of Auckland) - tertiary teacher preparation

After months of building a shared understanding of Kaiapuni education and language revitalization, the Team began strategic planning. From August to November, members collaborated to develop the Goals, Measures, and Strategies.

On November 19, 2024, the Planning Team convened to define strategies for the established Goals. Fifteen (15) strategies were identified; participants prioritized seven (7) and **reserved the remaining strategies for future consideration.**

These components were developed through iterative diverging and converging exercises. Each item moved forward based on group consensus or, for the Priority Strategies, by receiving the highest number of votes.

The Goals, Measures, and Strategies were presented to the following groups. While discussions took place, the groups agreed to move forward with the plan without requiring changes:

- Superintendent’s Leadership Team: December 18, 2024
- ‘Aha Kauleo Hawaiian Language Immersion Advisory Council: February 1, 2025
- Hālāwai Po‘okumu of Kaiapuni Principals: February 7, 2025

The Implementation Planning Process

Implementation plans for the seven (7) Prioritized Strategies are being developed through three distinct channels: teams for three strategies convened on March 27 for a focused workshop; three strategies are being integrated into OHE’s ongoing planning process; and the final strategy will be initiated by an ad hoc committee.

March 27,2025	OHE Delivery Planning	Ad Hoc Initiation
<p>1.1 “Learning Progression” 1.2 “Community Commitment” 3.3 “Kaiapuni Data”</p>	<p>2.1 “Recruitment/Retention” 2.2 “Kaiapuni Overview PD” 3.2 “Communications”</p>	<p>3.1 “Kaiapuni CAS”</p>



Palapala Ho'olālā Ka'akālai Ho'okō Kaiapuni (2025-2029)

2025-2029 Kaiapuni Strategic
Implementation Plan

Goal 1: Defined Success

Establish and advance a clear vision for Kaiapuni student success.

Goal 2: Capacity Development

Nurture conditions that attract, retain, and elevate the value and enhance the quality of our personnel.

Goal 3: System Transformation

Transform the system to support Kaiapuni education (Curriculum, Instruction, Assessment, Mentoring, Professional Development, Teacher Preparation).

Measures:

1. % Kaiapuni graduates at or above “Advanced Low” Hawaiian language proficiency on ACTFL
2. % Students producing evidence of FAFKE Standards
3. % 12th Graders’ Portfolios including documentation of post-secondary Community Commitment

Measures:

1. % of new Kaiapuni teachers who continue to be employed five years after initial hire in a Kaiapuni program/system (School, District, State)
2. % Kaiapuni positions filled by KHQ faculty and principals
3. % DOE employees completed Professional Development on Kaiapuni Education

Measures:

1. % Students wanting access are enrolled
2. % plans across the Tri-Level system (e.g., Academic Plans, Complex Area Plans, State Office Plans, etc.) include a Kaiapuni component or address Kaiapuni education
3. Improved governance with a new Kaiapuni Complex Area Superintendent

Prioritized Strategies:

1. Establish a learning progression in alignment to ACTFL expectations to increase student language proficiency
2. Design a framework to define “community commitment” to post-high school

Prioritized Strategies:

1. Create a recruitment and retention plan for Kaiapuni employees to meet the growth demand of Kaiapuni Education (the plan will include research on salary differentials for Kaiapuni staff; I&M for Kaiapuni teachers; new KHQ licensure of teachers/principals)
2. Design and implement a tiered Kaiapuni Education overview to build an understanding of and increase value for Kaiapuni Education

Prioritized Strategies:

1. Establish a Superintendent Leadership Team (SLT) Kaiapuni Professional Learning Community (PLC) to research, design, and propose a Tri-Level approach for ensuring Kaiapuni student success
2. Deploy a communications strategy that intends to increase awareness and value for Kaiapuni Education and includes (a) messaging to build a qualified teaching pool, (b) advocates for increased resourcing, and (c) promotes the achievement of Kaiapuni student success
3. Provide disaggregated data for decision-making appropriate to Kaiapuni education for planning and accountability

Remaining Strategies:

- Design a program for community engagement to build value and commitment to Kaiapuni Education
- Create an on-boarding program to ensure teachers' common understanding of FAFKE

Remaining Strategies:

- Establish a Professional Development requirement for all new HIDOE teachers to increase knowledge of Hawaiian language, history, and culture (Embed in I&M)

Remaining Strategies:

- Establish a guidance document to open schools with resources
- Design an accessibility checklist to make decisions across programs and offices
- Shift the priority to consider both Kaiapuni & English impact when initiating policies, programs, and processes
- Create and promote stories of successful Kaiapuni graduates who pursue different post-high school pathways to illustrate the value of Kaiapuni Education
- Implement a clearly defined protocol to provide direction on reasonable access to Kaiapuni schools for all complexes; the plan will meet all elements of an accessibility checklist



Papa Kulekele Kaiapuni

Policy Framework
for Kaiapuni Education

State constitution, Article X on education.

HAWAIIAN EDUCATION PROGRAM

Section 4. The State shall promote the study of Hawaiian culture, history and language

The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program. [Add Const Con 1978 and election Nov 7, 1978]

Hawaii Revised Statutes, Section 302-A: Education

§302A-1128 Department powers and duties. The department shall have entire charge and control and be responsible for the conduct of all affairs pertaining to public instruction in the public schools the department establishes and operates, including operating and maintaining the capital improvement and repair and maintenance programs for department and school facilities; provided that all state-funded prekindergarten programs, and private partnership-funded prekindergarten programs in the public schools, except for special education and Title I-funded prekindergarten programs, shall be under the administrative authority of the executive office on early learning; provided further that the department shall continue to provide, and have administrative authority over, services generally provided to the schools excluding those services related to curriculum, instruction, assessment, and professional learning support, but including operating and maintaining capital improvement and repair and maintenance programs for any facility on a department school campus at which the executive office on early learning administers programs, and evaluation of teaching staff. The department may establish and maintain schools for secular instruction at such places and for such terms as in its discretion it may deem advisable and the funds at its disposal may permit. The schools may include high schools, kindergarten schools, schools or classes for special education or Title I-funded prekindergarten, boarding schools, Hawaiian language medium education schools, and evening and day schools. The department may also maintain classes for technical and other instruction in any school where there may not be pupils sufficient in number to justify the establishment of separate schools for these purposes. [L 1996, c 89, pt of §2; am L 1998, c 309, §2; am L 1999, c 190, §1; am L 2000, c 20, §1; am L 2003, c 220, §2; am L 2004, c 133, §4; am L 2005, c 189, §4; am L 2006, c 298, §19; am L 2012, c 133, §16; am L 2015, c 108, §5; am L 2019, c 276, §5]

§302A-1143 Attending school in what service area. A person of school age shall be required to attend the school of the service area, as determined by the department, in which the person resides, unless:

- (1) The person is enrolled in a Hawaiian language medium education program or charter school;
- (2) A geographic exception to attend a school in another service area is requested and granted at the discretion of the department;
- (3) Out-of-service-area attendance is mandated by the department or by federal law; or
- (4) The person is enrolled in a career and technical education program under section 302A-1143.5.

[L 1996, c 89, pt of §2; am L 2004, c 133, §5; am L 2012, c 133, §20; am L 2021, c 157, §4]

Hawaii Revised Statutes, Section 302-H – Hawaiian Language Medium Education

[§302H-1] Hawaiian language medium education program; established. The Hawaiian language medium education program may be established as a complete educational program or schooling experience provided to students in the medium of the Hawaiian language. The educational objectives of this program shall take into consideration how its content integrates with Hawaiian language and culture curricula and Hawaiian language medium curricula offered at the preschool and college levels, may be the same as the English language medium program, and may fulfill unique Hawaiian language medium education program goals. [L 2004, c 133, pt of §2]

[§302H-2] Attendance and eligibility. All children of compulsory school age choosing to enroll in the Hawaiian language medium program in families of fluent Hawaiian-speaking persons may be given preference for admittance. Other persons may enroll at the discretion of individual school sites under the conditions described above and in compliance with applicable state and federal laws. All students and their families shall abide by the special rules of the program with respect to family participation. [L 2004, c 133, pt of §2]

[§302H-3] Office of Hawaiian language medium education; personnel. The department of education may create a separate office of Hawaiian language medium education for the direction and control of the program. The department may employ necessary personnel qualified by training and experience to direct and supervise the types of instruction and special services specified in this chapter. Publicly funded institutions of higher education may create teacher preparation programs to ensure that pre-service training is provided to students interested in teaching elementary and secondary students in the Hawaiian language. [L 2004, c 133, pt of §2]

[§302H-4] Facilities or transportation. When fifteen or more qualified children in any one departmental school district wish to enroll in the Hawaiian language medium education program, the superintendent of education may provide facilities for a Hawaiian language medium education program or provide transportation to the nearest schooling site providing the program, including a charter school site or laboratory school site. [L 2004, c 133, pt of §2]

[§302H-5] Student performance. The department of education may develop and use multiple assessment strategies and instruments to assess student achievement and performance and to evaluate the effectiveness of teaching strategies and methods being used in the Hawaiian language medium education program. [L 2004, c 133, pt of §2]

[§302H-6] Hawaiian language medium state education agency; districts and complex areas. The department of education may establish a Hawaiian language medium state education agency with the capability of operating districts and complex areas on an equal basis with any other districts and complex areas of the department. The Hawaiian language medium state education agency shall encompass the entire State, may administer schools consisting of geographically noncontiguous

classes, boarding schools, charter schools, or cyber schools and may share facilities, administration, programs, resources, and funding with other public, charter, and private schools and colleges as appropriate. All schools and programs taught through the medium of the Hawaiian language shall be included in the Hawaiian language medium state education agency. [L 2004, c 133, pt of §2]

[§302H-7] Collaboration. The department of education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature for the purpose of addressing Hawaiian language medium education, extending to those entities support for inclusion in the special provisions for children and families enrolled in the Hawaiian language medium education program of the department and maximizing the joint use of existing and new resources to meet the goal of revitalizing, maintaining, and strengthening the Hawaiian language. [L 2004, c 133, pt of §2]

Board of Education Policies

POLICY 105-7 HAWAIIAN EDUCATION

Hawaii's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawaii's education standards for all students in grades K-12.

The Board of Education recognizes that appropriate support for and implementation of Hawaiian education will positively impact the educational outcomes of all students in preparation for college, career and community success.

Therefore, the Department of Education ("Department") shall establish in the office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team. The Department will allocate resources including personnel and fiscal to create and implement appropriate, curricula, standards, performance assessment tools, professional development, and strategies for community engagement throughout the Department.

The goals of Hawaiian education shall be to:

- Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian knowledge, practices and perspectives in all content areas.
- Provide educators, staff and administrators with a fundamental knowledge of and appreciation for the indigenous culture, history, places and language of Hawaii.
- Develop and implement an evaluation system that measures student outcomes, teacher effectiveness and administration support of Hawaiian Education. To ensure accountability an annual assessment report to the Board of Education will be required.
- Use community expertise as an essential means in the furtherance of Hawaiian education.

- Ensure that all students in Hawaii’s public schools will graduate with proficiency in and appreciations for the indigenous culture, history, and language of Hawaii.

This policy is applicable to charter schools. A charter school may request a waiver of this policy from the Board of Education.

[Approved: 05/05/2015 (as Board Policy 105.7); amended: 06/21/2016 (renumbered as Board Policy 105-7)] Former policy 2104 history: approved: 04/19/2001; amended: 01/22/2009, 02/18/2014

POLICY 105-8 KA PAPAHAHA KAIAPUNI

Ka Papahana Kaiapuni (“Kaiapuni Educational Program”) provides students with Hawaiian bicultural and bilingual education. Additionally, the program contributes to the continuation of our Hawaiian language and culture. The Kaiapuni Educational Program offers students an education in the medium of the Hawaiian Language. The comprehensive program combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society. The Department of Education (“Department”) shall develop the necessary rules, regulations, guidelines and procedures as well as an updated strategic plan for the program. Every student within the State of Hawaii’s public school system should have reasonable access to the Kaiapuni Educational Program.

The goals of the Kaiapuni Educational Program shall be:

1. To provide parents and student a Hawaiian bicultural and bilingual education based upon a rigorous Hawaiian content and context curriculum. The Kaiapuni Educational Program is offered to students K-12.
2. The curriculum and standards are to be developed by the Department to prepare students for college, career and contributors to community with the assistance of the appropriate stakeholders including the ‘Aha Kauleo, Office of Hawaiian Affairs, University of Hawai‘i system of colleges, ‘Aha Pūnana Leo, the Charter School Commission and any other stakeholders selected by the Department. The development of the Kaiapuni curriculum, content, instruction and assessment should be informed and researched-based utilizing qualitative and quantitative data.
3. The Department shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent’s leadership team which will have oversight of the program's implementation and accountability to ensure effective curricula, performance standards for professional qualifications, organizational structure (e.g. Complex Area, Office), and community engagement. Additionally, this office will provide an annual program performance report to the Board of Education (“BOE”) and community via the Superintendent.
4. The program's success is largely dependent on the capacity, capability and expertise of the program's professional staff. The Department will establish professional qualifications and develop training programs internally and/or in cooperation with stakeholder groups/universities. The goal is for program professionals to be qualified in both English as a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.

5. The program's effectiveness requires the development and proper administration of appropriate formative and summative assessment tools. These program evaluation tools should be in alignment with the State's Kaiapuni curriculum and measure student growth and proficiency with the goal to prepare students for success in college, career and community.
6. The delivery of the program to students within the Department may include one of three organizational structures depending on the number of program students: (a) All students are enrolled in the program; principal and teachers are dual qualified. (b) Majority of students are enrolled in the program; principal and teachers are dual qualified; those students not in the program would be taught in English under supervision of the school's principal; and, (c) Students are offered a Kaiapuni Educational Program in an English medium school. Only the teachers teaching the Kaiapuni classes are required to be dual qualified. This policy shall not apply to teachers currently employed by the Department and/or Charter Schools prior to February 18, 2014, and may be waived on an individual basis by the Superintendent of Education as circumstances warrant.
7. Each Kaiapuni School shall comply with all applicable BOE policies, rules and regulations.

This policy is applicable to Kaiapuni charter schools. A charter school may request a waiver of this policy from the BOE. [Approved: 05/05/2015 (as Board Policy 105.8); amended: 06/21/2016 (renumbered as Board Policy 105-8)] Former policy 2105 history: approved: 01/19/2006; amended: 02/18/2014

Case Law

CLARABAL V. HAWAI'I DEPARTMENT OF EDUCATION (2019)

Summary: Chelsa-Marie Kealohalani Clarabal sued the Hawai'i Department of Education (DOE) and Board of Education (BOE) on behalf of herself and her two daughters. The family lived on Lāna'i, where there was no Hawaiian immersion program (Kaiapuni Educational Program) at the time. Clarabal argued that Article X, Section 4 of the Hawai'i Constitution, which mandates the State "provide for a Hawaiian education program," obligated the State to provide her daughters with access to Hawaiian immersion education.

Lower Court Ruling: The Circuit Court originally ruled in favor of the State, determining that the Constitution did not establish a specific right to an immersion program and that the State's existing general curriculum (which included Hawaiian history and culture classes) was sufficient to meet its constitutional obligations.

Supreme Court Decision: The Supreme Court of Hawai'i vacated the lower court's decision regarding the constitutional claim.

- Interpretation of the Law: The Court held that Article X, Section 4 was intended to require a program "reasonably calculated to revive the Hawaiian language."
- Key Findings: Relying on unrefuted expert testimony, the Court found that providing reasonable access to Hawaiian immersion education is currently essential to reviving the language. Therefore, it is a necessary component of the State's required program.

- The Mandate: The State is constitutionally required to make "all reasonable efforts" to provide access to Hawaiian immersion education.

Outcome: The case was remanded (sent back) to the lower court to determine whether the State had actually taken all reasonable steps to provide Clarabal's daughters with access to an immersion program given the circumstances on Lānaʻi.

