

HANA ADVISORY COMMITTEE TO THE
MAUI PLANNING COMMISSION
REGULAR MEETING
NOVEMBER 18, 2004

A. CALL TO ORDER

The regular meeting of the Hana Advisory Committee (Committee) was called to order by Chairperson Nalani Shamblin at 4:10 p.m., Thursday, November 18, 2004, Old Hana School Cafeteria, Hana, Maui.

A quorum of the Commission was present. (See Record of Attendance.)

Ms. Nalani Shamblin: Call to order the meeting of November 18, 2004. The items on the first agenda is to approve the minutes of May 27, 2004. Do we have a motion to approve the minutes?

Ms. Mavis Oliveira-Medeiros: I make a motion to approve the minutes.

Mr. John Romain: I second the motion.

Ms. Shamblin: Okay, motion approved.

Mr. James Giroux: Well, yeah, now we're open for discussion. Is there any matters ...(inaudible)...

Ms. Shamblin: Okay, yeah, we're open for discussion.

Mr. Giroux: If any members have any concerns regarding the minutes.

Ms. Shamblin: Members have any concerns regarding the minutes?

Ms. Fawn Sherie Helekahi-Burns: On one portion of the minutes, I don't know whether or not it had got clarified or finished and that was the request of the Chairperson Ms. Shamblin requesting for John -- who was it? Where's my minutes? No, it was right on the first page -- second page actually. She had requested that she would step down from the chairperson position and recommended John Romain, Chair. I don't know whether or not this discussion seems like it was just moved on to proceed with the -- we had deferred and whether or not this meeting would be able to clarify whether or not the chairperson will remain the chairperson or -- it's on the first page where the line and the second page, but it was deferred to another meeting, but whether or not this could be clarified as of now so we would be able to not have to come back to this same discussion again. And, yeah --

he declined for that day because, according to this, it was -- it has been moved, if not, the vote has to be unanimous because the quorum is four, we only have four members here. There were no discussion, the motion will be put to vote that just for that day, Nalani would chair the May 27, 2004 meeting, so that's what was voted upon on that or is Aunt Nalani really going to hold the chairperson position from now on or that needs to be, I think, voted for the duration of the whole advisory committee. I mean, how much did we have that day ...(inaudible)...

Mr. Clayton Yoshida: Madam Chair, members of the board, I believe at the last meeting that was held in May, we just had a bare quorum of four members here and given the history that in the year 2003-2004, when we elected a chairperson, we only had one meeting of the Advisory Committee during that time period. I believe the board felt that, at that time, Board Member Shamblin would chair the meeting and so we could proceed with the business of the Committee.

Ms. Helekahi-Burns: That was just agreed upon for that one meeting, right, in May? So as of now, that can be brought up to discussion, according to my understanding.

Mr. Yoshida: I guess if that's the wish of the board.

Mr. Giroux: Yeah, I believe before we proceed, maybe we should take care of that. What we should probably do is, again, do the same procedure, take a vote and just -- but have it just for today. I think something of this importance, as far as choosing a chairperson who will be the chair for the rest of the year, I think it should be put on the agenda according to the Sunshine Law, but in order to have just a quorum and order for today, we should take a vote just to start off and make sure the board members are all, I guess, in agreement with how we're going to begin this meeting. So you can propose a motion if somebody wants to propose a motion to have somebody and state it as the chairperson for today and then we'll need a second and then go to discussion.

Mr. John Romain: I'd like to make a motion and just clarify, I'm the one that suggested that we just let it ride last time, basically, because we did only have four and also since Nalani only had one meeting prior to, and so I make a motion that we continue in this with Nalani as our chair through today and for another term if that's what we all want.

Mr. Giroux: And somebody can second that motion.

Ms. Helekahi-Burns: Before we come to a second because I remember that -- the meeting that where she was nominated, she wasn't here to be able to accept it or deny the position, so, as of now, I just would like to clarify whether or not she would accept the position cause as -- if she accepts the position, then I'll second.

Mr. Giroux: Well, see if you second it, that opens up the floor for that discussion. So the seconding doesn't mean that you have to vote for it, but it just means that it opens up for the body to discuss it.

Ms. Helekahi-Burns: Alright, I second the motion to open this up for discussion.

Ms. Shamblin: Any -- okay, open for discussion.

Ms. Helekahi-Burns: Okay, Aunty, I would nominate you if you accept it, you know, cause you weren't there to accept it the last time so if you accept the chairperson, I nominate Nalani Shamblin as chairperson.

Mr. Giroux: You can go around and ask everybody to maybe say couple words on that subject so we can see if we can get a consensus.

Ms. Oliveira-Medeiros: I'm happy with Nalani so do I need to second that?

Mr. Giroux: No, it's just discussion.

Ms. Kauai Kanakaole: I'm also happy with Aunty Nalani being the chairperson; that will be fine.

Mr. Romain: I'm happy with Nalani as the chairperson.

Mr. Daniel Omer: Well, I can't say anything. I think we should vote.

Ms. Shamblin: Okay, we'll call for a vote for myself being the chairperson.

There being no further discussion, the motion was put to a vote.

It has been moved by Mr. Romain, seconded by Ms. Helekahi-Burns, then unanimously

VOTED: that Nalani Shamblin continue as the chairperson through today and for another term.

Ms. Shamblin: I guess I'm the chairperson. Next on the item so we'll -- we're going to approve the minutes.

Mr. Giroux: So, technically, we didn't do it but it was tabled so we can renew that motion for discussion on approving the minutes ...(inaudible)...

Ms. Shamblin: Okay, we're open for discussions on approving the minutes of May 27, 2004.

Mr. Giroux: No further discussion?

Ms. Oliveira-Medeiros: There was a section that I was mentioning something and it says, "inaudible," on here. I think we were talking about the bridge and doing a survey about what kind of impact there would be on the surrounding taro patches and fishing grounds and stuff down there by the Heleo's grave. I don't know what page. Anyway, I just wanted to make a comment that I wasn't aware that there was already a survey done so what was promised to Mrs. Cashman was that they were gonna get together with the family regarding that survey. Do you know if that ever happened?

Mr. Yoshida: I'm not sure if that -- I mean, I'm not sure if that happened but we could check and we could report back to the board in writing whether Mrs. Cashman was contacted.

Ms. Oliveira-Medeiros: I think they said they were going to contact her and any other property owners in the surrounding area.

Mr. Yoshida: We'll send the board a confirmation of that.

Ms. Oliveira-Medeiros: Okay, thanks. Thank you.

Mr. Giroux: I think the section she's referring to is on Page 20, in the middle of the page, where it says, "Ms. Oliveira-Medeiros," and then it says, "inaudible." Do you want to augment the record by stating what, as best to your knowledge, what you remember saying at that point?

Ms. Oliveira-Medeiros: I just said it.

Mr. Giroux: You just said that, okay, so that's clear.

Ms. Shamblin: Any other discussions? Seeing none, we pose a motion to the body to accept the minutes of May 27, 2004.

There being no further discussion, the motion was put to a vote.

It has been moved by Ms. Oliveira-Medeiros, seconded by Mr. Romain, then unanimously

VOTED: to accept the minutes of May 27, 2004.

Ms. Shamblin: Motion carried. Next on the agenda is the public hearing and we're going to ask Wayne to read the State Department of Accounting and General Services.

Mr. Yoshida: Thank you, Madam Chair. For the record, my name is Clayton Yoshida. I'm the Administrator with the Current Planning Division, Maui Planning Department, and with me from the County is your Secretary to Boards and Commissions, Suzette Esmeralda; Staff Planner, Paul Fasi; and your Deputy Corporation Counsel, James Giroux; and earlier, she was here and she'll be returning, was the Hana member on the Maui Planning Commission, Patricia Eason; and we also have our partner from the Maui Economic Development Board, Chief -- oh, CEO, Jeanne Skog, who will be conducting the workshop later on the Focus Maui Nui survey results.

The item before is a request by the State Department of Accounting and General Services for a Special Management Area Use Permit for the Hana High and Elementary School improvements project consisting of the development of a two-story, six-classroom building and related improvements, playground and ballfield improvements, and expansion of the existing parking lot at 4111 Hana Highway, TMK 1-3-006:008, on the island of Maui. The staff report will be presented by Staff Planner, Paul Fasi.

C. PUBLIC HEARING (Action to be taken after public hearing)

- 1. STATE DEPARTMENT OF ACCOUNTING AND GENERAL SERVICES requesting a Special Management Area Use Permit for the Hana High and Elementary School Improvements project consisting of the development of a 2-story, 6-classroom building and related improvements, playground and ballfield improvements, and expansion of the existing parking lot at 4111 Hana Highway, TMK: 1-3-006:008, Hana, Island of Maui (SM1 2004/0016) (P. Fasi)**

Mr. Paul Fasi: Good afternoon.

Mr. Giroux: Paul, before we get started, can I -- I need to just address one issue about possible conflicts of interest just before we start. Oftentimes when board members sit on boards, there comes a time when sometimes people have financial interest in what's going on and I think in this situation we have a State, you know, we're building a school and I

believe, it was brought to my attention, that some people may be employees of the school, so what I want to do is, just for the record, I'm going to read a little bit out of our Charter just so everybody kind of is clear of what we're doing. I'm reading out the Maui Charter Code of Ethics and, basically, Section 10 to the Board of Ethics, well actually, 10-4 in that section, it goes to Prohibitions, and, basically, I'm going to Section E, and it says, "No officer or employee of the County shall," and Section E says, "fail to disclose a financial interest in any matter which may be affected by an action of a County agency or vote on any matter affected by such interest." So, at this point, we just need to have the disclosure of, you know, of what your employment is and how you're related to the project. You're going to be allowed to participate in what we have is an SMA project or what they're going to be doing is presenting a plan and then we have certain standards that you need to, you know, question the applicants and things like that. You're going to be free to do that. We just need to get the disclosure on the record and when it is time to take action, we're not going to be allowed or the members who do have that conflict, if it is a really, you know, strong conflict, aren't going to be allowed to vote. What that's going to do, effectively, is we're not going to have a quorum, at that point, but we are going to be able to do the public hearing, get evidence into the record as far the quality of this project, and then we will be forwarding it to the Maui Planning Commission for further action as far as because this is an agency that, basically, gives review and recommendations to that body, so they're actually the ultimate authority, they're going to have to make that decision anyway, but what you're going to help them do is since we're going to be in the community, just really give the chance for the community to put a lot of input into this project. So we can start with the disclosures, I guess, you know, just state your name and what possible connections you have with the project.

Ms. Kanakaole: My name is Kauai Kanakaole and I am an employee of the State of Hawaii, Department of Education. I'm a teacher at Hana High and Elementary School, high school, 9 through 12.

Ms. Helekahi-Burns: I don't know whether or not I do have a conflict of interest. I don't work at the school but my husband does. My husband is a third grade teacher at Hana Elementary School.

Ms. Oliveira-Medeiros: I'm not sure if I might be a conflict of interest either because I work at the school but I'm employed by the Department of Health.

Ms. Shamblin: I'm an employee with the DOE. I'm a SPED EA there at the school.

Mr. Giroux: You would be employed by the State?

Mr. Romain: I have no conflict with the school.

Mr. Omer: Neither do I.

Mr. Giroux: Yeah, that was helpful because I think merely because your husband works there, I don't think that would be a conflict. You're not getting direct financial gain from this project even though your husband will be taking home money from working there, but I don't think that that's going to really be a, like I said, a strong conflict, so I don't think that would prevent you from voting. But the fact that you're a teacher there, I think would be a stronger argument for a conflict. And you said you worked there but you're --

Ms. Oliveira-Medeiros: Employed by the Department of Health.

Mr. Giroux: Yeah, so that's, you know, I don't want to make the call, but I would say that's a weak --

Ms. Oliveira-Medeiros: I'm not in the DOE.

Mr. Giroux: Yeah, it's a weaker -- I think it would be hard to -- harder to make the argument that there's an actual conflict so that might help us out. I think we might be able to get a vote on it. We'll take up that issue at the end though, so I think we can continue.

Mr. Fasi: Good afternoon. My name is Paul Fasi. I'm a Staff Planner with the city and county of -- oops, excuse me, the County of Maui, and I'll be presenting this project. Good afternoon everyone. The matter arises from an application for an SMA Special Use Permit filed on May 21, 2004. The application was filed on behalf of the State Department of Accounting and General Services by Mr. Mich Hirano, who is here, on behalf of Munekiyo and Hiraga, the applicant, and it is in pursuant to the SMA Rules of the Maui Planning Commission and Title 19, on 37.8 acres of land in the Urban District in Hana, Island and County of Maui, identified as Maui Tax Map Key No. 1-3-006:008, hereinafter called "property."

The purpose of the application is an SMA permit application for construction of a two-story, six-classroom building with improvements to the playground and ballfield, and expansion to the parking lot. The land use designation for the property are as follows: The State land use is designated Urban; the Hana Community Plan is designated Public/Quasi-Public; and County zoning is P-1 Public and Quasi-Public.

The State of Hawaii Department of Accounting and General Services, DAGS, proposes the facility improvements to the Hana High and Elementary School. The approximate 37.8 acre site identified by TMK 1-3-06:008 is located on the Hana Highway, approximately two miles northeast of Hana, Maui, Hawaii.

Hana High and Elementary School, built in 1977, is a Grade K through 12 school. The total design enrollment is 500 students. Total school enrollment for Grades K through 12 in 2003-2004 school year was 398 students. The proposed six-classroom building will be for Grades 6 through 8 of the middle school. The middle school presently occupies classroom space within the high school portion of the campus. The middle school lacks the specialty classroom facilities required for delivery of the middle school curriculum and subject areas of arts and science. The proposed six-classroom building will provide facilities to address the arts and science space requirements as well as provide a distinct area of the school campus to help foster an identity for the middle school. Relocation of the middle school from the high school area will also provide more classroom space for Grades 9 through 12.

The playground equipment improvements are required to correct the safety deficiencies and to comply with the American with Disabilities Act Accessibility Guidelines as noted in an evaluation report carried out by the DOE.

The proposed improvements to the school facilities include a new two-story building located to the south of the gymnasium and housing six classrooms for the middle school, Grades 6 through 8. The first floor will house an arts and crafts classroom, a special education classroom, a special education itinerant room, a faculty center and office, washrooms, and mechanical rooms. The second floor will house two general classrooms, a chemistry room, a general science room, two teachers prep rooms and washrooms. Access between the floors will be provided by an elevator as well as three stairwells.

Related improvements to support the classroom building include grading, walkway, water system drainage, expansion to the main parking lot, and an individual wastewater disposal system including leach field, paved fire lanes, as well as landscaping.

Proposed improvements to the elementary school facilities include installation of the new playground equipment and two play centers. Proposed improvements to the existing softball field include two dugouts, a storage building, a scorer's booth, related water lines, I'm sorry, let me back up, a scorer's booth, fencing, batting cage, bleachers, irrigation system, hose bibs, drinking fountain, and related waterlines, walkways, grading, placement of topsoil, grassing, and skinning of the infield, related water system upgrades. A portable scoreboard and outfield fence will also be provided.

The proposed project is intended to accommodate the educational requirements for the delivery of the middle school curriculum, Gender Equity in Education, Title IX, and ADA compliance for elementary school playground facilities.

The estimated construction cost for the proposed improvements is going to be approximately 5 million dollars. Construction of the proposed improvements will commence upon the receipt of all necessary regulatory permits and approvals and upon project funding. The proposed improvements will be constructed in two phases. The first phase will include the ballfield and playground improvements. The six-classroom building will be constructed in the second phase.

The Department Analysis. The proposed project is in conformance with the goals, objectives, and policies of the Hawaii State Plan. The subject property is in the State Urban District. The proposed uses are consistent with the P-1 designation of the property. And according to the Hana Community Plan, the property is designated as a Public/Quasi-Public and the proposed use is consistent with the land use map of the community plan.

Very briefly, impacts on the infrastructure are going to be very minimal. I can go over water, wastewater, drainage, solid waste, and all those will -- have been addressed in the proposal to the department's satisfaction. Impacts on public services and facilities, such as the recreational facilities, police and fire, medical, very minimal impact to no impact at all.

As of November 15, 2004, the Planning Department has not received any letters of testimony in support or opposition to this project. And that concludes my report on this project.

Ms. Helekahi-Burns: Mr. Fasi, I have a question. What would be the time line for the -- for Phase 1 and Phase 2 from the beginning to the end?

Mr. Fasi: I believe they have five years to complete the project. It has to be started before 2006, I believe, and I think the time line can be more adequately addressed by the applicant because funding is involved and they have to meet certain time lines in order to get their funding in place.

Ms. Shamblin: Is there any other questions?

Ms. Oliveira-Medeiros: Is this the only time we're going to get to comment on the project or will there be more later?

Mr. Fasi: I believe this is the public hearing portion for this project.

Ms. Oliveira-Medeiros: I was just curious. I was reading the whole thing and it looked like the water usage was going up by 50 percent because of that, not that I think it's a lot,

compared to other developments. I was just curious, was that just for the ballfield, to water the grass or something? The six classrooms wouldn't take up that much water, yeah?

Mr. Fasi: The average water use for the school last year was 1,715 gallons a day during 2003. The water usages is going to have a small impact, but not a real big impact, it's not going to double.

Ms. Oliveira-Medeiros: I think it said here on, what page is this, 13, 1190 gallons a day, 2500 gallons, oh, I guess it is for irrigation, okay.

Mr. Fasi: Yeah, because of the ballfield improvements.

Ms. Oliveira-Medeiros: Okay.

Ms. Helekahi-Burns: I have a question. I'm trying to look for the kine -- I know that there was a concern that was sent by OHA in here and it was saying that if there was any kind of Hawaiian archeological sites that was discovered during this construction of this new building whether or not the project will be stopped and the proper agencies will be contacted to be able to do further archeological finds in this.

Mr. Fasi: I believe that the State department on preservation requires them to have an archeological monitor on site in the event that they do come across some cultural remains that the project will be stopped and then the State has to be notified right away.

Ms. Helekahi-Burns: Will we be able to disclose this archeological person who'll be working on this project?

Mr. Fasi: Yes.

Ms. Helekahi-Burns: And his or her references and all of those?

Mr. Fasi: It will be a licensed archeologist.

Ms. Helekahi-Burns: I just wanted to know the different projects of which this person had worked upon, you know, just to see whether or not, you know, background -- just a background check to see, you know, some projects where this person probably had said, "Oh, no, there's nothing here that is significant," you know, just to make sure because, for a fact, I was, what is that, one of the first classes that had started here at Hana School, in Kindergarten, and graduated from Hana School, but I do know that there is a whole lot of Hawaiian spiritual things there on campus, you know, and I've known that even people who were doing agricultural work back there, you know, the agriculture class that was the kine --

they discovered some archeological bones at least, you know. But just to be able to make sure that, I mean I know that this place is quite significant when it comes to historic, Hawaiian historical remnants that just the person who will be working on this project has, I don't want to say a tarnished background, but just a background where his -- he or her will be, you know, not bias by what the find is. I'm not an archeological person, but I just do want to find the -- a more detailed background on the person who will be working on this because I, you know, I'm pretty close to sure that you'll find something, you know, because of the area of which you guys will constructing the building and the fields so --

Mr. Fasi: Well, this being a State funded project and the fact that the State of Hawaii Preservation Division is a State agency, I'm sure they'll find someone that has the sensitivity, you know, and the respect to make those decisions on site and stop the project and notify the correct people, and I believe the applicant can let you know who that person will be when they do select the archeologist.

Ms. Helekahi-Burns. Mahalo. Thank you. One more question. If the project is not finished in the time line that it was accounted for or it was given, will the project cease after that and you would have to come back to the advisory counsel and/or the Planning Commission to be able to get a renewal time line or an extension?

Mr. Fasi: The normal procedure is to file an extension and, hopefully, we've given them ample time to complete the project that which I believe is five years and, hopefully, the people out in Hana and the kids won't have to wait longer than five years to complete this project.

Ms. Helekahi-Burns: Thank you.

Mr. Fasi: I -- go ahead.

Mr. Giroux: I think most SMA's do have a time limit as a condition usually is that --

Mr. Fasi: There's a condition in the recommendation here that I will be reading after the presentation, and there are mechanisms in the Rules for the Maui Planning Commission which allows for the applicant to file for an extension to extend it and not have to go before the Planning Commission again in order to recreate the wheel, so we don't want to see that either. If there are no more questions, I'm going to turn this over to Mich Hirano of Munekiyo and Hiraga who is --

Ms. Shamblin: We have a member of the public who has a question.

Mr. Giroux: I think we're going to hold off to have public testimony after Mich presents his part and then we'll have the public testimonies.

Ms. Shamblin: Okay, we're going to hold off public testimony until he, yeah, okay.

Mr. Mich Hirano: Good afternoon, Chairperson Shamblin and Committee members. My name is Mich Hirano and I'm with Munekiyo and Hiraga. Our firm is assisting the applicant, which is the Department of Education and the Department of Accounting and General Services with the SMA application. Because the project involves State funds and State lands, there was an Environmental Assessment carried out for the project and our company performed the Environmental Assessment for the project.

I'd like to, first of all, just thank Paul Fasi for his presentation and for and probably going over pretty familiar ground for people and especially for the employees of the school, but I would like to just give a bit of an orientation to the Committee members about the project and the location of the particular improvements that will be carried out at the school.

This is Hana Highway; the main driveway into the campus. The first project that will be implemented would be the play field improvements and that would be, as was mentioned, the dugout, irrigation into the field, scorer's booth, and this was for the Gender Equity Requirements, which is a Federal requirement, and this particular project is carried out to be in compliance for gender equity for the school facilities.

The second project will be the classroom, six-classroom building, which is next to the gymnasium. This is the site of the classroom project and, as you can see, it is kind of a fairly level area and it's right now grassed. There will be the six-classroom building. There'll be a fire lane access to the building. Because there's no community sewage facility, there'll be an individual wastewater treatment facility for this particular building and the leach field will be in the playground, sorry, in the playground area.

This is the upper field in this particular picture. This is the field on the diagram. The other, I guess, development for -- that will be proposed are two class, or, sorry, two play areas, playground equipment for the elementary school in these two locations and that was for the American with Disabilities Act compliance and have these playground equipment being able to be available for persons with disabilities.

The final project that's related to the school development is the expansion of the parking facilities and this is -- there are two locations that were studied. One was next to the public library, the public school library expansion in this particular area, and during the project planning phase, another expansion area was also identified, which is access from the southern parking -- southern driveway into the school campus.

To answer the question with respect to archeology, during the Environmental Assessment, we did have an archeological assessment carried out. It was by Xamanex Researchers and the archeologist was Erik Fredericksen. I'm not sure who the archeologist will be for the -- during the construction but it probably will be someone like Erik Fredericksen since he is very familiar with the area and a well-known archeologist on Maui. In terms of his report, he felt that, and he discussed this with the Maui archeologist, Dr. Melissa Kirkendall, and, basically, because this area was heavily impacted previously by ground altering activities during the original construction of the school campus, they felt that -- that there will probably be minimal impact to cultural resources. They do recommend and he did recommend in his report that precautionary monitoring be undertaken during earth-moving activities associated with this construction of the parking lot expansion, and the future classroom building, and the installation of the leach field. So, in this particular area, during ground altering activities, there will be precautionary monitoring on site available by the archeologist, and if any cultural resources are uncovered at that time, there are protocols that will be followed with State Historic Preservation Division so that cultural resources won't be impacted by the development.

As well, because we heard that there may be cultural resources in the area, I did make a phone call to a local person who had worked on the original sort of grading of this site and asked him, and at this point I don't recall his name, I'm sorry, but, you know, in the files I could get it, asked him if there were evidence of cultural resources being uncovered during the construction period and he mentioned to me that there weren't at that time. But that was just a follow-up in terms of some of those comments that we heard. But, needless to say, there will be archeological monitoring carried out during the development of the project.

In terms of phasing, the -- upon approval of the SMA application, the phasing will be the play field improvements will be the first to be developed, and then, in the second phase, as mentioned, the classroom. The play field contract has been -- the contractor has been selected for the play field improvements. They're waiting for approval of the project in order to proceed. And, with the classroom building, the funds have been secured, identified, and funds are available for the project.

As mentioned, we carried out the Environmental Assessment on the project and our final conclusion was that the development will not have a significant impact on a finding of no significant impact, which is called a FONSI, that was published in September 9, there were no challenges to that finding, so I think the Environmental Assessment was completed and was successfully completed.

I would like to, at this point, just call upon Nick Nichols, from the Department of Education, to just give the Committee a brief background on the planning process and site selection

process that went into the development, and then Rodney Lee, from Mitsunaga and Associates, the project architect, would give just the Committee members just the details of the building development and classroom information, and then we will be available at the end of this presentation to answer any questions you may have. Thank you.

Mr. Nick Nichols: Yeah, my name is Nick Nichols. I'm with the Department of Education, the Facilities Branch in charge of the design section. As Paul had stated, initially when we began the design, we brought a team out of myself from our -- the architects, and we walked with the school and we looked at several potential sites based on where the school thought it would be best to locate the six-classroom building. And at the end of that day, we came up with about two or three sites and then we recommended that the consultants, Mitsunaga and Associates, once they were onboard, they would actually, you know, look at them in depth to do a, you know, have their civil people look at it and make a final determination. So, yes, we did give the school a lot of input and tried to be sensitive to their needs.

One of the things that came out, as Paul had also mentioned, that focus of this building is to be for middle school so the school, at that time, had suggested this current location would be the best because they felt that with the six classrooms, it can sort of be like a school within a school that all the middle school, basically, could be down there. They have, I guess, some cottages and some other, I think, temporary buildings, portables already in that area that they were currently being used by the middle school so they felt that if the building could be there, that that would be the best possible location and then they could, once it's built, they can vacate what's currently -- I guess they're more up with the high school and then the high school would have those rooms, you know, then it would be all just high school. So, as you're aware of, then they would be sort of within the whole campus, three distinct areas, yet still under the overall K-12 Hana arrangement, but the elementary would be at the upper portion, and then I guess sort of in the middle portion would be the high school and it also comes down one side, and then the middle school then would be focused right adjacent to the gym and behind the current PE locker shower.

The other thing that we wanted to stress was that really this is not for growth in enrollment, but more better to meet the program needs. The specialty rooms that we are providing will really allow, I think, the curriculum and, you know, the educational portion to just be better presented, you know, the rooms will be sort of state of the art, you know, nice functioning rooms and, certainly, that would enhance they're instructional delivery and, basically, it's in the arts and crafts area, and the special ed area. The special ed room is a self-contained room so they will have like restrooms and showers, it has a cooking nook and an arts and crafts nook within it. We also have the itinerant room for the IUP meetings and say the servicing by an OT or a PT and other related services for the students. And then we have a room for the SSC that does much of the coordinating. We have a general

science room, and then we have three other general classrooms. We originally were going to put in a chemistry room but, recently, we've been said -- we've been told by the principal that they would really, to keep it more a middle school focus, that we can -- they can meet their high school chemistry needs in another manner and that this building would just focus on the middle school needs so that's where we're going with it.

Mr. Rodney Lee: Good afternoon everyone. My name is Rodney Lee. I'm with Mitsunaga and Associates. I'm the project architect for this project, and what I'll be going through is, basically, some of the same things that Paul and Mich talked about but I'll just kinda run through them so that you can get a better feel for it graphically. What you're seeing here is an overall site plan of the campus and, as Paul and Mich talked about, the improvements on the upper campus involve the softball field and we have also some playground equipment improvements also in the upper campus near the elementary school area. And then the bigger portion of the project would include the new two-story six-classroom building on the lower campus next to the gym and the existing Building G, which is the PE locker shower room, okay.

This is also an overall landscape concept plan that you're seeing and what we're proposing are, basically, native plants. The landscape scheme will be overall be pretty simple and straightforward for low maintenance and just to blend in with the rest of the campus, so we're thinking of using plants like hibiscus, loulou palms, and trees that will really fit into the campus or already there on the campus.

And this is here the possible parking expansion area for the school. As far as parking, according to the Maui Zoning Code, the new classroom building will require eight stalls. According to our count and estimates, there are about 153 stalls on campus right now and about 125 is actually required for all the different buildings so we have, you know, adequate parking.

Circulation wise, there is going to be a fire lane that comes between the new building and the PE locker shower building, and I'll show you a bigger plan that illustrates that better. This is a site plan right around the new building. The gym is here. The PE building is right here, and the new classroom building is right in front of this PE building. As you can see, we have a new fire lane between the two buildings. The fire lane will also serve as an accessible route, you know, kids or anybody in wheelchair can get to the building, but during an emergency, you know, fire trucks will be able to access this area to, not just service building, but also the PE building and also the gym.

At the end of this fire lane, which we're treating like a mall or, you know, nice walkway for -- that's open as a play area, we're proposing an outdoor assembly area that overlooks the play fields. We think this will be a nice feature and also give this middle school portion of

the campus a stronger identity. And, as mentioned, we have a new leach field that's further down here too to service the school.

Here you see the plans, two-story with an elevator core in the center, stair cores on the ends along with restrooms. First floor we have an arts and crafts classroom on one end; in the middle, special ed classroom; and on the end, a faculty center and SSC and itinerant services offices. On the second floor, we have, as Nick mentioned, now we're going to have three general classrooms, and then a middle school general science classroom and lab.

And this is to give you an idea of what the architectural character of the building will be. It's going to be a two-story building, which is, you know, very different for the campus. Also the character and the flavor of the building we're proposing is to be more residential with sloped roofs and the palette and materials would include concrete block, asphalt shingle roofing, vinyl jealousy windows, metal grills and gates. What else. And metal louvers. So, again, this is kinda giving you a sense of what the building is going to look like. And two-story lanai on the mauka side of the building, and this is the ocean side, and two ends of the building look fairly similar.

And just one final board just to give you -- just to recap on the softball field improvements. These are fairly minor structures. We have a batting cage, which is basically an open structure with corrugated metal roof; scorer's booth, which is a small structure again with the metal roof, and then storage and dugout structures. The dugout structures are, basically, open again. So that's basically a recap of all the improvements that we're proposing for the campus. Yes?

Ms. Patricia Eason: I have a question. You know the play field that you're going to improve is the one by the elementary side right?

Mr. Lee: Right.

Ms. Eason: Why did you decide to improve that instead of the one on the bottom ...(inaudible)...

Mr. Nichols: Well, we, in working with the school at that time, we worked with Keith, I think, the athletic director, and the major improvements, the bulk of it is earmarked for, you know, gender equity and it's that upper play field that's earmarked for the softball and the lower one eventually -- we did sort of a quick master plan, hopefully, we -- we did lay out a baseball field on the lower portion and so it was hoped that that would be the distinction. And then also the playground improvements, of course, were up right by the elementary.

Ms. Eason: ...(inaudible)...

Mr. Nichols: The, basically, that's where softball, we were told, was being played and so, basically, we're just enhancing it.

Ms. Eason: Well, the reason I ask is that the elementary students really wouldn't be playing baseball.

Mr. Nichols: No, but --

Ms. Eason: The middle school, they'd have to walk all the way up there to use the field and so it would make more sense, in my mind, that they fix the bottom field first.

Mr. Nichols: Well, I think actually the softball is actually I think, you know, high school, from the gender equity aspect, so that's, basically, after school anyway. And then I think, during the day, I know the elementary uses that play field and I think they felt, yeah, that the middle school, ultimately, it will go down below or --

Ms. Eason: Well, I guess Kiki had his reasons.

Mr. Nichols: Yeah, we were just sort of following and the direction of the school it said.

Ms. Eason: Thank you.

Ms. Helekahi-Burns: I have a question on the architecture of the building. I've noticed that there's no back doors to the bottom, the ground floor classrooms. Is that true?

Mr. Lee: Back doors to --

Ms. Helekahi-Burns: Yeah, like ocean side doors, mauka doors. I mean according to your design there.

Mr. Lee: Right. Right. You're right.

Ms. Helekahi-Burns: And is this a finalized architecture the kine drawing right now?

Mr. Lee: It's --

Ms. Helekahi-Burns: I mean because I find it quite, just for fire reasons, that they should at least have a back door, an ocean side door to the -- to the ground floor building, I mean the ground floor rooms also. And also it adds, I mean, an easier access to the back of the

building also so if, for any reason, the teachers have to go in the back of the building, they don't have to go all the way in the front, run all the way in the back to be able to the kine -- I see there's one hallway. Is that a hallway door?

Mr. Lee: Right. Right.

Ms. Helekahi-Burns: One hallway door. So would it be too much of a complication for you to include back doors to the classrooms just for security reasons are one, another one is fire access depending on where a fire might be in the front or in the back of the building, and especially for management of the kids being that they're so, you know, they're way down there, I mean for the teachers, and that's just a recommendation and see if whether or not that would be included in that -- in the architectural design.

Mr. Lee: That's a good point. It's well taken. We have been and are working on the design and it's still evolving. We, you know, are very concerned with the code issues, and what we're doing here with the two stairs on either ends of the buildings does comply with all the code requirements for exiting, especially for the second floor. Now as far as exits on the back side or the ocean side of the building, that can easily be accommodated if that is a requirement for some of the rooms, but it was thought, for security, to, you know, to minimize the doors on that side because that is the back side of the building and to locate the doors on the front side, which is the -- where you see the lanai and the walkway. But, again, you know, if there is a particular requirement to have doors, you know, on the ocean side, that can be accommodated.

Ms. Helekahi-Burns: Thank you. I think that would be just better for student management so if the teachers have to get back there in a second that they don't have to run out the front door to go to the back of the building, although I'm sure that they'll have their students under control, but I just see that as being, you know, a need, just on the ground floor just to help out the teachers.

Mr. Lee: Yeah, I think we could consider that. We've been, in fact just today, we spent time talking with some of the teachers and that didn't come up but we can, you know, look into that further. In designing it, it was thought that it might be a security problem, first of all, and then a control problem, you know, it was to prevent the kids from, you know, leaving, you know, going out the backdoor when the teacher's not around, so -- but, again, you know, if it's a need or a strong desire of the school, you know, that can be accommodated.

Ms. Eason: And I think ...(inaudible)... when I -- when you were in the fourth grade and I was your teacher, they had two doors on one side and that's on the makai side and, as a

teacher, I thought that was easier for me instead of me trying to figure out who went out the back door and not the front door, so there's two ways of thinking about it, you know.

Mr. Nichols: Yeah, I think just like Pat said, there's two perspectives. I'm a former teacher and principal but that is something we could take back to the school and let the teachers sort of make the final decision. But, as a rule, we would encourage probably to have it more on one side just because we found that we can get greater security if all the doors are on one side, for example, we'll have security grates on the bottom of the stairs that are, you know, after hours you can secure that off. At one point, we were considering a security grill all the way across the ground floor but in talking with Rick Paul, he suggested, he said your vandalism and your graffiti is very minimal here and he suggested we spend the money other places, enhancing the building rather than, you know, grilling the front so I think in many ways, because of your unique location, we can do things here that maybe we couldn't normally do in other areas where vandalism and after-hour things happen more frequently perhaps.

Mr. Lee: Although we are planning to provide security grills on all the first floor windows because those are the windows that would be susceptible to break ins and because we have the gates at the stairways to the second floor, the second floor windows will be okay so --

Mr. Fasi: During the building permit review process, the Fire Department will look at the plans one more time and then they'll clarify that because there are things that are not in here yet that they still have to put in there for fire protection, like a fire hydrant, and they'll look at the ingress and egress for, you know, for fire emergencies and that, at that point, it'll be addressed at that point.

Ms. Oliveira-Medeiros: I was just curious, part of the big reason why they wanted to build a middle school was to separate them from the high school and in that picture it looks like they're directly facing the high school area, but what was the thinking there?

Mr. Nichols: Well, when we were working with the school, they felt that I guess if you look at that big sort of courtyard that's sort of in the middle of the campus, they felt that then if the middle school could be say, basically, you know, to the lower portion, I think within that PE building, I think you have one or two classrooms, possibly, right, and I think they were saying they could earmark those to support -- could possibly support the middle school and they felt that then that would be a fairly cohesive group, you know, that they would all be basically in that one area except for going out still for like music to the main band room or something and so they looked at it as that, yeah, you couldn't get a totally isolated campus and they didn't want to do that but then within the existing campus, basically, all the middle school kids would be in that one area, and then that would free up the high school, and

then the elementary is like -- is already -- so I think they looked at it that it did meet, you know, the need within the parameters that we had, yeah.

Mr. Gary Davidson: We just have one high school class in that building that it fronts all and so we would move -- if the middle school moved into a new building, we would put high school classes in the middle school building now so that way that would consolidate them and also consolidate the middle school, yeah.

Ms. Eason: Incidentally, this is Gary Davidson, he's the vice-principal for the middle school and elementary, and Mr. Anthony Jones, the high school principal.

Ms. Shamblin: Do we have anymore questions?

Ms. Helekahi-Burns: Is there any walkways to the bottom field when eventually it'll be used? The baseball field behind this building. I'm going to the -- according to the plan here. This baseball field. No. Yeah, it's not -- yeah, the building part is pau.

Mr. Lee: Someone mentioned that there was going to be a baseball field, which is shown right here, in relation to the proposed building, and eventually a football field also. Right now, this is just part of the campus master plan and as we get closer to looking at those facilities, there will be additional walkways, accessible walkways that will be provided for those areas, but, right now, it's very conceptual.

Ms. Helekahi-Burns: So these two fields, at this point, is not a part of the plan that's within that five-year time line?

Mr. Lee: No.

Ms. Helekahi-Burns: No. Okay, thank you.

Ms. Shamblin: Any other questions? We're open up for the public. Joanne? Can you state your name just for the record?

Ms. Joanne Ahuna: Hi, my name is Joanne Ahuna, and I had a few questions about the ADA requirements. I was reading the plan but before I got to this plan, there was a two-story building built at Baldwin High School that had an ADA bathroom, the only ADA bathroom in Baldwin High School but there was no elevator to get to that bathroom on the second floor, but I see that you have an elevator; that was a question, and also how is this building connected to the rest of the campus as far as sidewalks and approaching the building?

The other things that if you could clarify would be helpful is the school, as it exist now, the plan was built for enrollment of 500 and it never reached that number since its opening, my understanding, so the wastewater and the parking was all built according to that number of spaces and everything and there's been at least four new buildings built on the campus since the planning of this school, this new middle school, so there's some questions as to -- wait, I wrote all kinds of stuffs down.

I don't see no input that when you first came to Hana School, and it wasn't you folks, it was some other people that came to Hana School, and it was just when Mrs. Eason was still yet Administrator on a part-time basis, but I don't see no input as far as an amphitheater, as far as options whether it would be single buildings versus a two-story building, and how high is this two-story building? Is it according to the Hana Community Plan which is not more than 35 feet high? And was it considered, and I don't know, I'll just pose it to the Advisory, is that somewhere in the Hana Community Plan or in the making of the Hana Community Plan, there was survey taken of the most ugliest building in Hana and that building was the Hana School Gym, and now we're going to build a two-story building right next to this gym, and it seems to me that maybe the public was not really heard the first time around, and I know that you're taking action tonight but there might be consideration as to the plans that is made to be more -- more leaning towards how the buildings are now being built on the campus by the students because they're building -- you're building a two-story six-classroom building, but yet there's more then six rooms, right? There's office buildings, there's building space for other people, so that might be way more then six rooms or am I being misunderstood. I know there's two science classes and the arts and crafts and the special ed classrooms, but there's also something for the SCC, there's also something for, you know, so there's little nooks here and there, so my thing is -- my question then is the planning, although I know that it's evolving and still working, it's so far and in between that it's reaching our community to give input and then they have to decide on an action tonight and what other options were considered as far as the design.

And also there was the parking structure having eight more stalls needed because of the amount of buildings, but yet when there's one building at a time coming up, there's not a need for another bathroom, there's not a need for another parking stall, and the school, I think, Rick's program built maybe four classes already, or five maybe counting the pavilion, I don't know how much, but they built four, okay, so four of the classrooms has been already built which is two less than what is being proposed tonight. There's been no infrastructure as far as impacting with the grading. There's no bathrooms that's been added. There's no parking, you know, that's been added, yet it's moving along. And then you have five years to do this but maybe another year or so before it even gets into play when the school already have a program going where they can be having five classrooms guaranteed within the five years that you have, so is there thought or consideration as to looking at that route with your plans?

Another thing is the grills that you wanna put up on the windows. How does that match the rest of the school design? It's like suddenly a new two-story building goes up and you have to secure it so that you need these metal grills on the windows. What happened to the rest of the school campus? You know, so we cannot look at a building just by itself, but we have to look at it that the whole school itself and how it measures up in that, and it just seems to me that a two-story building, although it's needed, the -- I know back in 1991, the movement to middle school was actually because the elementary students coming into middle school, I mean seventh, eighth graders were getting pregnant from the high school kids, and that's all kind of in the records of the formation of the SCBM, but so this middle school is separate but then it's not inclusive totally as how it's been presented because there's more classes then arts and craft and science for middle school, so just some thoughts on that.

And as far as the request for a back door, the elementary school has back doors. The teachers can always have the choice to lock it but at least it's there if they need to use it.

Yeah, and then you have a lanai on the second floor was it? So on -- in this new proposed building, you have a lanai but yet there's two classrooms in that building that is set aside for special ed.

Mr. Nichols: One classroom ...(inaudible)...

Ms. Ahuna: Yeah, that's going to be utilized by special ed students and I don't know if that's something that you wanna have but I think it needs to be considered also. And then the -- you mentioned Erik Fredericksen for the archeologist. I think he's really good. He's done a lot of work for the -- so if the funds is already built, I don't know who to pose this question to, but is it already spent or promised to somebody or is there room for consideration as far as recommendation to the Planning Commission whether there's other options of who can build it and to really look at the size of the rooms that is being built and even state of the art, state of the art is a matter of technology. That's all. Thank you.

Ms. Shamblin: Do we have anymore -- any other questions from the public?

Ms. Helekahi-Burns: I just would like to refer to her question about how does the new building fit within the school, you know, and that's a good concern, you know, how does this nice new building fit within the school, you know? And just looking at the designs along, you know, I'm getting excited, it looks beautiful, and that's what our kids really deserve; however, you know, it can eventually stick out like a sore thumb, you know, because of the fact it's two-story, that's one; another one is being surrounded by the rest of the school and how the school buildings are at this point, you know. It's some -- you know, that is a concern to the kine -- it is a beautiful design. I like the fact that we try to work with the

greenery, the surroundings, having green roof, you know, and all of these and the landscaping, you know, and the walkways and things, but I hope it doesn't stop there. I hope that eventually all the other buildings will look the same, you know, just for the Department of Education to the kine because, at this point, you know, it looks beautiful to the surroundings, you know, especially the fact that it is the mauka section of the whole school, but it does somehow stick out, you know, because of the fact that it doesn't look like the rest of the school, you know, and that can -- that's a concern because I'd feel jealous if I was in the elementary or the high school, you know, I would -- I mean being, you know, being a parent or a teacher, you know, middle school they get the nice part of the whole school; they have a nice design, but, yeah, just eventually I'm hoping that the Department of Education will consider maybe making the rest of the school look the same, you know, which it was probably time line within a hundred years, but, however, you know, that's something to consider is that it will stick out because it's nicer, it doesn't fit within the whole look of the school at this point, you know, but I do commend the architecture is not, because of the architecture or the people who had, you know, design the building, it's just upon the fact of how it fits within the school and that's a good concern from the public, you know, that's something that maybe the architecture could see how can it, you know, how they can -- I don't want to tone it down, maybe we should tone the rest of the buildings up, you know, but that's something to consider for the Department of Education, you know, with a nice building like that, hopefully, when it comes to reconstruction of the buildings that we do have at this point, you know, that it would eventually fit into that, you know, cause the gym, I was thankful when we had a gym cause I was one of the first people playing in -- playing in the gym when it opened for interscholastic sports but, you know, the whole outside of it, you know, needed work, it needs work, and I can see how the survey was being the most ugliest gym although needed it, you know, but I'm glad, you know, that the future buildings didn't follow the gym, but that's a good concern that eventually we'll be able to make the rest of the school fit into the design of this new building that's coming up, but mahalo, Auntie, for bringing that up because that is a good concern.

Unidentified Speaker: Very quickly, this is the -- I'm going to present to you. This is the athletic director over, Richard Young. Can we give him a snap shot of the setup of the athletic complex so that he can ...(inaudible)...

Unidentified Speaker: It's the same as the original plan of the school.

Ms. Shamblin: Is there any other questions? Mr. Davidson?

Mr. Davidson: I agree that we need to tone up the other buildings. They are not the most beautiful buildings every built at a school so we need to tone them up. There is a renovation project that will come in starting in March, I think, that will renovate all of our classrooms, all of our existing buildings, so they should -- they should look much nicer. We

can't change the design of the buildings but we can -- we can spruce them up, so that'll happen before this happens, so maybe --

Ms. Helekahi-Burns: So that would be better.

Mr. Davidson: Yeah, maybe they'll feel a little bit -- a little better about it.

Ms. Eason: And may I just mention the buildings that Ms. Ahuna is talking about are the projects that the building and construction class did with one of the community members and so it was to have a place for like the counselors to have meetings, it was a place for the kids to play out of the way, and now one building houses some computers, so it was built as a project but a certainly useful project, and that's what they were. Thank you.

Mr. Giroux: It could be helpful to have testimony either in support or any comments too from the people from the school, the principal and the athletic director, who could just give it because we're kind of like, at this point, taking public testimony and it becomes evidence of the record so if you wanna just state your name and then make a statement about, you know, your feelings about either plans or any other concerns regarding the school or even just a mention of support.

Unidentified Speaker: Right, I think there was a question concerning the funds being available and, from my understanding, the way that the DOE works and operate is that a proposal would go before the State Legislature and they will, from my understanding in talking to Rick Paul, the head principal, and they will either accept the bid or reject the bid, from my understanding on that, and if I'm incorrect on that, I would like someone to speak concerning that and we're going to move forward just to make sure we get that question answered.

Mr. Nichols: Well, it's my understanding that the funds are available. We had initially started the design and then we had the architect run their first pass at the funding and, initially, we did not have enough money so we, under the concurrence with the school, we went back to the Legislature, or the community did, and they were able to get additional funding out of this past session, so we now have the funds available to go in to complete the design and to go into construction and they're very substantial, I think it -- I understand what you're saying about, you know, it's nice to have the community and the input and I think your smaller structures that have been built with the students and the community are wonderful structures. I like some of the koa, and the pavilion, I walked through that today. I think it would be very ambitious to try to build a project of this size with just community and student input or whatever. Anyway, the money is there. Our time frame is that we hope to finish the design early next year and then we'd go into the bid process so, ideally, we'd like to start the construction next summer, and once the

construction starts, it'll take about 12 months typically for a project of this size. So if all goes well, our goal would be to hopefully have it available by the start of the school year 2006-2007.

The reason we did add the itinerant and the SSC rooms, this is one opportunity, you know, opportunities like this don't come around very often. The legislation was for six class rooms but we can also typically add small rooms like the itinerant and the SSC room, and this is an opportunity to get it. If you weren't to include it now, typically we never come back and just build small rooms, so I would encourage you to take these rooms because they not only support, in this case they are earmarked primarily for special ed, but the school is really free to use them; however, once the building's built, you folks have the final say on how those rooms are being used, and the concern that I see Statewide is you already have the SSC positions, you already have the need for rooms for occupational therapists, OT's, for IUP's, all that is really needed now and most schools, probably like you, you're putting those people in whatever cockroach spaces you can do, you know, often they're in restrooms that are closed or working out of closets. This will give you the opportunity to really work out of, you know, first class facilities. So I would encourage you not to downsize the building. We've already downsized it a bit to stay within the given funding, but yet we didn't -- we wanted to not delete those -- those rooms right away so, hopefully, we can still build it and it'll still meet your need very, very well.

We did very much look at the idea of a one-story structure, initially, when we walked it. If you can image though, a one-story structure really takes up, well, it takes twice the square footage out of your site and as we walked the whole campus and begin to put the scale of it down, it's an overwhelming one-story structure. It's huge. And we went to two-story because we didn't wanna take as much space because also you folks were saying you liked, for example, one alternative was just to put it in your nice open courtyard, but the school, right away, said -- because that would have been the easiest to construct, it would have been a no-brainer, but they said, "No, we don't want to do that. We don't want to take these big pockets that we have of open space, we want to maintain those," and so that's why, in most cases, not only your site, but much of our newer schools are two-story because we are trying to focus more on providing open space, especially in middle school and whatever, there's a need for these outdoor gathering places and having your special programs like May Day or whatever. So it wasn't just an arbitrary decision to go to a two-story structure.

We initially looked at a pasture ag and we were going to sort of step it down or terrace it down but when we really looked at that in more detail, we would have had a very, very costly and difficult time of meeting the accessibility for the handicap and it would have had probably to have say two elevators versus one because it wasn't -- it was going to be stepped maybe three times and, for a whole lot of reasons, that didn't seem to be a good

location and also the fact that the middle school would have been -- we'd had to probably build a bridge over that sort of drainage water that goes through your current ag area and that bridge alone, you know, would have been very, very costly, and so we moved it more to the middle of the campus where we wouldn't have to incorporate or challenge -- have those kinds of challenges on your project. So I appreciate what you've said, and a lot of the things we have thought about that and interacted with the school on that. Your concerns are very good and it wasn't just arbitrarily, you know, done.

Ms. Eason: I would like to also add that I just did the classroom utilization report and many of our personnel are in partitioned portables so this additional space would be really, really helpful to alleviate that. Thank you.

Ms. Ahuna: I wasn't in disagreement ...(inaudible)...

Ms. Eason: Yeah, but just to explain to you.

Mr. Davidson: ...(inaudible)... as administrators, we're thrilled that we're -- we can look in the future and see more space for the school. This year, we don't have a single classroom space that's not being used. Every square inch of space is being used and we've doubled people up, as Ms. Eason said, so we're looking forward to the day when we can spread out again and make better use of the spaces that's already there.

Ms. Oliveira-Medeiros: I think that the Hana Community Plan that you were talking about two-story buildings, that is the maximum, right, for Hana, two-story buildings?

Mr. Lee: There was a question about the height of the structure?

Ms. Oliveira-Medeiros: She was asking earlier.

Mr. Lee: You're right, 35 feet is the limit, and our roof, the highest point of our roof is at 32 feet so we're below that. We are conscience of the height limits and the setbacks.

Ms. Oliveira-Medeiros: And then for me, personally, I like -- I like this new building. I think it's more conducive to Hana than the school, the present school, so I really like the new building. I think it's more Hana like. And I was one of the first graduates at that school, in 19-something, '78 we graduated from there and even though the school is the same now, there's been a lot more, maybe not more students, but a lot more employees. There wasn't counselors when I was there; now there's two or three. There wasn't an athletic director. We had one principal and one vice-principal; now there's three. The teachers could eat in the cafeteria. Now, in the cafeteria, there was a section where the teachers could eat and now it's taken over by the mental health division, so I think it's necessary. If I could vote.

Ms. Shamblin: Okay, we'll close the public testimony and --

Mr. Giroux: At this point, the public testimony is closed and the members are free to delve into any of the standards that's laid out in the SMA Rules. If you look at the report from the commissioner -- I mean from the department, on the second page, there's a litany of things that this body has to take into account when looking at a project and come to a finding that none of those standards are being violated by this project, and if they are, you have to look at any mitigating conditions that you can put on, you know. So, at this point, we -- there's been a lot of discussion, I think it's a little more free formed than we're used to, but so if all of the issues have been taken up or people want to bring up certain specific things that they're concerned about, now is your time to actually, as the commissioners, to, you know, give it to the applicant and have them, you know, clarify if there's an impact, if that impact if anyway can be minimized, but I don't know if there is, so that's where the commissioners decide.

Ms. Shamblin: I have a question for the applicant. This is regarding the water. On Page 6, the Hana School is served by a one-inch water meter. Does that mean that the entire school is served by a one-inch waterline from the highway?

Mr. Hirano: That is the information that we received on the engineering report and I believe that as well from -- it was from the engineering report where we got that information, I think. It's a one-inch meter instead of a one-inch waterline, yeah, one-inch meter.

Ms. Shamblin: Okay, so if you can clarify this for me, my understanding is the one-inch water meter, so from that water meter into the school, is that another one-inch line?

Mr. Hirano: I don't -- I'm not sure of the exact sort of infrastructure of the school on that --

Ms. Shamblin: The reason why I'm asking that is because is that sufficient enough with the history of the water in the Waikiu area always having problems, the housing and down at the airport area, and Waikiu, and Honokolani, they're constantly running into water problems and when I saw that one-inch water meter, it raised a red flag in my head.

Mr. Hirano: What will happen during the design phase is all the water requirements will be tested and there will be an engineering report, a final engineering report that will be submitted during the building permit processing stage and all those quantities will be verified in terms of sufficiency of infrastructure, sufficiency of water meter, and sufficiency of water supply, not only for domestic purposes, but as well for fire fighting purposes. So if there is a requirement for upgrading, it will be carried out at that time.

Ms. Shamblin: My second question on that same page would be the wastewater, seeing that you have this school is by cesspool system, so the new building will also be under that same cesspool system?

Mr.Hirano: No, the new building, as you see it in the plans, will have an individual wastewater treatment system with a leach field, so it won't be a cesspool, it will be a secondary treatment, basically, I think on, septic tank and leach field, and that meets health, Department of Health requirements.

Ms. Shamblin: Okay, thank you. Any other questions? Seeing none, we'll go to the recommendation.

Mr. Fasi: Pursuant to the Special Management Area Rules of the Maui Planning Commission, a determination has been made that the development will not have any substantial adverse environmental or ecological effect. The development is consistent with the objectives, policies and Special Management Area guidelines. The development is consistent with the County General Plan and zoning.

Pursuant to the foregoing, the Maui Planning Department recommends approval of the applicant's request for a Special Management Area Use Permit subject to the following conditions, and in the SMA guidelines, there is standard -- 14 standard conditions, which I will not read, but they are here in the documentation. But, most notably, that construction of the proposed project shall be initiated by December 31, 2006. Initiation of construction shall be determined as construction of off-site improvements, issuance of a foundation permit, and initiation of construction of the foundation or issuance of a building permit and initiation of building construction, whichever occurs first. That the construction of the project shall be completed within five years after the date of initiation. Failure to complete the construction of this project will automatically terminate the subject Special Management Area Use Permit; however, unless a time extension is requested no later than 60 days prior to the expiration, it will -- can be extended. That full compliance with all applicable governmental requirements shall be rendered. And what I'm reading to you are just the standard, one of the standard 14 conditions that are attached to all SMA applications.

The project specific conditions, most notably, that the applicant shall be responsible for all required infrastructural improvements including, but not limited to, water source and system improvements for both domestic use and fire protection, drainage improvements, traffic related improvements, wastewater system improvements, and utility upgrades. Said improvements shall be constructed concurrently with the development and shall be completed prior to issuance of a certificate of occupancy or final subdivision approval. That best management practices shall be designed and implemented to minimize infiltration and runoff from construction, and we listed our various pollution prevention guidelines. That the

water conservation and pollution prevention measures shall be incorporated into the project's design and construction.

In consideration of the foregoing, the Planning Department recommends that the Hana Advisory Committee for the Maui Planning Commission adopt the Planning Department's report and recommendation report prepared for the November 18, 2004 meeting as its findings of fact, conclusions of law, decision and order, and authorize the Director of Planning to transmit said recommendation to the Planning Commission. And that concludes my recommendation.

Mr. Giroux: At this time, we should probably clear up what we're going to do for voting. I've been thinking about this the whole time. Like I said, the fact that your husband works at the school, I don't think that it's going to disqualify you from voting on this. You know, the fact that tangentially you're gonna, you know, benefit, but the fact that it's a building, he's not really benefitting financially from the building of the building, I think would be a fair argument to say, you know, that if you really feel strongly to voting, you know, I think you would have defensible argument. I'm not the Ethics Commission. I think in the future, you should probably if you know a school project's coming up, probably, you know, check in with the Ethics Commission and go through a formal process cause really my opinion is not the final word but I'm just kinda giving you an analysis to, you know, if you are comfortable going forward with voting, I'm just telling you that's kind of the analysis that you have to go through when making these kinds of choices.

The fact that you work at the school but you're not being paid by the DOE or the project, you know, I'm really not so familiar with the schematics of, you know, how that works, but I think it would be safe for you to make that choice, you know, if you really feel strongly about voting, you know, I think, you know, you're not directly, you know, benefitting from the development like as if you were a developer or a contractor who is actually going to benefit, financially, from the building of that. If you both choose to vote, Ms. Kaopuiki who directly is being employed by the school -- oh it's --

Ms. Kanakaole: Kanakaole.

Mr. Giroux: Kanakaole, I'm sorry. I hate reading these transcripts. If there's enough -- a majority of people or members who vote and they're not excluded from voting, say if there's a challenge and then it's later that they weren't supposed to vote, and your vote, if you choose to vote, doesn't turn the tide, let's say, the vote -- I pulled up a case, it's Waikiki Resort Hotel versus City and County of Honolulu where this situation came up where somebody was -- there was a conflict, it wasn't, you know, in cement, but there was conflict, it was later challenged, and the person who voted was found to have a conflict. The fact that the other members, there was enough without that person's vote to carry the

action, that action stood. So, just to give you that background, if, again, you feel strongly that you need to vote or your want to vote on this, just to let you know that there is a case law out there where, you know, but I think the -- we can put a motion on and kind of see where we're going with this, and then, you know, the main thing is that this gets to the next level of evaluation, which is going to be the Planning Commission, so I think we can see how it goes and then the parties can make decisions based on, you know, the legal evaluation that I kinda just gave you to see where we're going, okay.

So, right now, you've gotten the recommendation and as far as what you can do is to take a motion at this time. What is usually done is if the motion is to adopt the recommendations and then to send those recommendations to the Planning Commission. You can pose that motion in that sense, and then do a second, and then for discussion and in the discussion we can kind of see or get a consensus of where the panel is going and then the other members can kind of make that decision in their mind if they're actually going to vote on the motion. So we can propose -- one of the members can propose a motion to adopt the recommendations of the department with -- along with conditions.

Ms. Helekahi-Burns: I make a motion to adopt the recommendation.

Mr. Giroux: And we'll then need a second.

Mr. Fasi: Are we going to authorize the transmission.

Mr. Giroux: Yes. You want to make that a part of motion to authorize the transmission to the Planning Commission?

Ms. Helekahi-Burns: And also authorize the transmission to the Maui Planning Department.

Mr. Romain: Can we add conditions to this ourselves or do we have to vote on it straight as it is?

Mr. Giroux: Well, what you can do is you can have -- the motion right now is a motion to -- the motion would be the motion to adopt the recommendation with the conditions that are them now. Now it can be seconded but Robert's Rules of Order also allows, before final action on that motion, to do a motion to amend, and what happens is, you know, if -- we've got nine people and if everybody's got a condition that they want, each motion to amend has to be acted on in order to add that condition to the main motion. So, hypothetically, okay, she made a motion, somebody seconds it, before any action is taken on it, a motion to amend, I want to add another condition, if it's seconded, it goes into discussion, it either carries or fails. If it carries, it is added on to the conditions and then we have to go back

to vote on that, but somebody can also make another motion to amend, and then that has to be dealt with, it has to be seconded to get to discussion. If it's voted on and it fails, merely what happens is that condition doesn't get onto the motion. So that can carry on. When making -- when wanting conditions, those conditions have to be tailored to the fact that you have found a problem with -- environmentally and the condition is to remedy that violation of the standards so then that can be brought up in the discussion of the amendment.

Mr. Romain: Maybe for simplicity, may I just voice what the two conditions that I was thinking of? They may not even really apply.

Mr. Giroux: Okay, yeah, well you can, you know what, motion, second it --

Mr. Romain: I'll second.

Mr. Giroux: Then in the discussion, you can bring up your two conditions and then if somebody or you want to do a motion to amend in order to get it in, you can do it at that time.

Mr. Romain: I second the motion that we vote for this.

Mr. Giroux: So now we're on discussion about the recommendations from staff and if other conditions come up, we can then talk about that ...(inaudible)...

Ms. Shamblin: So he seconded it.

Mr. Giroux: Okay, so we'll just go into discussion about that.

Ms. Shamblin: Okay, it was seconded and we'll go into discussion.

Mr. Romain: The only two points that I'd like to see considered is that one of the things in Hana, we really are outside the rest of the world and I think we all pride ourselves that we have a little difference in our community and like the idea of those grates or whatever it was on the windows that Joanne brought up, I would say unless we really have cause, let's not look like we have cause when we happen to be in a kind of a community that really doesn't need that, the ones for protecting against vandalism or such, you know, I mean we have the good fortune of being the kind of community and I'd like to see that, you know, many of us live with -- without locking our doors and that's -- you can't do that in all world but where we can, I think it's our responsibility to do it. So I don't know if that's even a motion or that goes into the final details.

And the other thing is that what is the possibility when the contracts go out that we have some of at least Hana subcontractors or maybe a preference for that. We have a lot of fine carpenters here and what Rick ...(inaudible)... has done in building these existing units with some of the kids maybe that could be part of it too. I don't know if that's appropriate to add into this, but it's a concern.

Mr. Giroux: I'm not sure about the bars, but it sounds like where you're going is if there's a socio-economic impact to the community?

Mr. Romain: No, just the appearance.

Mr. Giroux: Yeah.

Mr. Romain: I mean we don't need them so why do we look like we're fearful or --

Mr. Giroux: No, not the bars, but the getting local contractors.

Mr. Romain: I just think that makes common sense, for one thing. Having people drive out here and we have a lot of very fine carpenters and some licensed contractors here, at least maybe not on the main contract, but certainly a lot of the subcontracting. I would think if there's a way that it could be priority if -- or at least that they're consulted with.

Mr. Giroux: The only problem I have is because we really didn't have evidence on the record, you know, regarding employment or lack of employment even though it's probably something that we know. It wasn't presented as evidence and I would have a hard time just giving you, on the legal point, legal perspective, just giving you the thumbs up on putting that condition on. I'm just a little hesitant just because of the lack of evidence.

Mr. Romain: ...(inaudible)...

Mr. Giroux: Yeah, I think it could be but also they have to abide by their own constitutional strictures about, you know, I mean there's a lot of procurement law that goes into when the government does go and get contracts and stuff like that and I think that we've gotta let them abide by that because then we're creating I think more problems than we're solving. But I think it's a valid point to bring up, but it's just that, as far as implementing that as part of the SMA conditions, I think we'd just have a hard time.

Ms. Shamblin: So do we want to make an amendment at this time or -- no?

Mr. Romain: No. I think if it's -- it's going to be in the minutes anyway and as long as it's brought to somebody's --

Mr. Giroux: There might be a comment, I don't know if it's proper, but I think if it's -- it clears this matter up, it might be useful to have a comment from --

Mr. Nichols: Yeah, I wanted to respond to or just get a clarification, let's say the school though feels like, at least on selected rooms, they would like to have the security grill, I guess I'm asking, can we leave it up to the school, the final decision maker? I guess I feel they're closer to it. I would hate to see a stipulation and then we go back and we talk to Rick Paul because there's been mention, I think, the push is to really bring a lot of computers into all the classes. I know that's one of Rick Paul's or the school's desire is to really bring a lot of technology and, well, anyway, I would rather have the school make that final decision. If they say that even with that technology they would still feel comfortable with not having any security grills, then I would go along with supporting a school level decision, but for us to have a mandate that -- let's say they say, "Well, we would like it," and if this passes, can they not have it? I guess I wouldn't want to see them trapped, but I understand your point and I think it's great that your community is that, you know, vandal free.

Mr. Romain: I think deferring to the school would be sufficient, yes.

Ms. Oliveira-Medeiros: I don't want to make a condition but I would like to stress that what Fawn was saying earlier about the archeological sites that somebody do a really good job because my ancestors are from that area too, and down in Waianapanapa and Honokalani area, there's like 51 sites, so the school is right next to that area so there's a strong chance that there could be sites over there too and, you know, I don't think anybody would want their kids trampling over the ancestor's graves or, you know, bones or whatever might be there -- just a recommendation.

Mr. Giroux: So if there's no conditions that wanna be added, I think you can take it to a vote on the original motion.

Ms. Shamblin: So we'll go ahead and adopt the conditions as stated --

Mr. Giroux: And to transmit this to the Maui Planning Commission.

Ms. Shamblin: You have a question?

Mr. Fasi: Yeah, if I may, in the SMA, to have the permit, it is a condition based on this Exhibit No. 3 from the State of Hawaii and this is their historic preservation review, and they are requiring qualified monitors so that will be one of the requirements and a condition in the SMA permit.

Ms. Shamblin: So we'll take this to a vote.

There being no further discussion, the motion was put to a vote.

It has been moved by Ms. Helekahi-Burns, seconded by Mr. Romain, then

**VOTED: to adopt the Planning Department's Recommendation and authorize the transmission to the Maui Planning Commission.
(Assenting: D. Omer; J. Romain; M. Oliveira-Medeiros; F. Helekahi-Burns)
(Abstain: K. Kanakaole)**

Ms. Shamblin: Motion carried. Okay, we'll continue on our next item which is a workshop on Focus Maui Nui survey results.

Mr. Yoshida: Yes, Madam Chair, members of the board, we -- I guess this is pertinent to our, the Planning Department's work because we'll be starting on our, well, the public portion of our General Plan update next year once the General Plan Advisory Committee is formed, and we'd like to introduce, again, the CEO, I guess, for Maui Economic Development Board, Jeanne Skog. You may have seen her on Akaku either doing the Focus Maui Nui public presentation or the presentation to the Council Committee Chaired by Councilmember Tavares.

Ms. Jeanne Skog: Oh, I don't need forty minutes so don't worry. Okay, well, thank you very much for including me on your agenda, and I know it's called a workshop and it sounds like I'm going to impart some knowledge or something, but really what I'm going to be doing is sharing some information which we gathered by a process we did last year, which was called Focus Maui Nui, and we called it Maui Nui because it was meant to encompass all the islands in our County, including Kahoolawe, which is very, very important to all of us even though it's not populated, so we wanted the sense of the consciousness to be about all of our islands in our community. So I would have had a powerpoint for you but, anyway, I got to look out the window instead, so that's great, so sorry it's not very colorful, but I'm going to just kind of go through the powerpoint in hard copy, which you have in front of you. You have some other documents too, and I've got some extra books if anyone else wants some.

So Focus Maui Nui was a project we did last year. The public process, well, I'm sorry, the second page is about all of the organizations and entities that supported this project, and it was a massive project, it required a lot of support, and we were very, very pleased to get so many private foundations supporting this and the County of Maui, as was stated earlier.

So, basically, the public process of this occurred over a 14-week period last summer. We did 165 sessions from Hana to Maunaloa, and I did a lot of those sessions myself, on purpose, I knew it was going to be a great opportunity to hear from a very grassroots level, and it was. It was completely exhilarating. And the next few slides are really talking about the demographics that we reached, and I'm not going to go through each one elaborately because you have them right in front of you. The point is that, on page, I guess we have different page numbers, but, anyway, that we really matched up really well with the census numbers, for one thing, and that was really important for us. In terms of the age distribution, again, you can see a gray cross-section. By the way, we arrived at all of these numbers because we were collecting demographic information all the way through this 14-week process, so about halfway through, we could tell how we were hitting all of the key points. And actually halfway through, not surprisingly, we were short on Hana, Molokai, Lanai, and the under 20 age group, so we could tell what to do in the second half which was to target those very strongly. So in the under 20 age group, for example, at the halfway point, we were at 20; by the end of the 14-week period, we were at 120 because of the targeting. Length of permanent residency, again, we were really happy with the cross-section, particularly with the numbers that were 20 years and more, which often is reputed to be more apathetic about public hearings and getting involved in public process. The ratio in ethnic affiliations, again, we were happy to get all of that. The Asian population there, you can see, we were happy to get almost 30 percent because, again, reputedly that tends to be a less vocal group, supposedly. Population distribution by planning districts, again, was really great. And we, purposefully, in Hana, Molokai, and Lanai made an added effort to get a cross-section and that meant that we didn't come in and do one meeting and say, okay, we called it a day; we did Hana. We actually, in Hana's case, I think we met with over a hundred people in the community in these small group sessions and I want to emphasize small group; they were all about ten or so people. In fact, John Romain was kind enough to pull a group together at his home. And we did go into where people were. In other words, we didn't call a meeting at a community center and say, okay, this is the date, this is the time; if you show up, fine; if you don't, fine. We actually worked with the schedules of the people who hosted the sessions, went into homes, went into garages, went into picnic tables, we did them on the beach even, offices, wherever they wanted to host it, we went out. So it was kind of a blur of a summer, I'll tell you. And so that allowed us to get the cross-section.

And on that one slide where it says public meeting attendance in past year, we were particularly happy about that because, again, we were trying to target people who don't normally -- who don't normally participate in these public meetings, to get their sense of where they'd like to see the County go, what were the priorities in our County, and almost 40 percent of the participants had never participated in a public meeting in the past year. And if you combine that with someone who participated one to three times, almost 75 percent. So we were very, very happy to get those numbers.

So what happened is all the information culminated in an expression, first of all, of a vision for Maui County. And in the slide that you got on that, I've highlighted some of the key thoughts and themes that came out of that, and those themes are also captured in the list of core values that are expressed here. The vision reflects the core values and, again, a lot of these core values are not new to any of us but it did reaffirm it, it did restate and say these are important to us, so the concepts like stewardship and civic engagement and self-sufficiency, compassion, innovation, and balance all came through very loud and clear, interestingly, all across the County. We were not sure how these were going to come out. We thought, okay, one possibility was one region of the County would say, okay, these are the priorities; another region would say, no, these are the priorities. What was surprising is it was very uniform across the board, which was a nice thing, but that was very surprising.

The other thing it culminated in is -- was an expression of the key strategies. In other words, how do we get, how did the 1700 people say how we should get to that vision and the use of the values. And so that culminated in an expression of five key strategies, and before I go into each one of them, I do want to make the point that the message was it wasn't like one was the first -- the most important, the second most -- etcetera, etcetera; the point was these were a package that you couldn't like pick one strategy and damage another one; that wasn't the point. The point was that they all worked together.

So one of the strategies was improving education, and under that came building more schools, for instance, which was very interesting cause that's exactly what you're doing; increasing teacher's pay; more community involvement; more internships and apprenticeships; incorporating cultural and environmental curriculum into the education, and then a public university or higher ed opportunities in our communities.

The second one is preserving natural environment and addressing water needs. There was an understanding in the recognition of the natural beauty in our community being our greatest asset and that we really needed to protect it and educate everyone, both residents and visitors, about how important this was and the role they play in it. And it even went to the point of saying perhaps the County should provide incentives for companies, for instance, or developers who would help to support this kind of value. Under that also fell the expansion and diversification of agriculture, not just because agriculture was, you know, a part of self-sufficiency and small business development, but also because agriculture was connected with preserving the open space and the vistas that we've become accustomed to.

Then there was improving infrastructure, particularly housing and transportation, and housing has just really erupted over just the past few months even, so none of this is surprising. But some of the solutions were really interesting and it included planning for

more people-friendly communities, and they put an emphasis on, you know, continuing to look at public transportation, recycling came up very, very high as a priority, and then working with developers to achieve desired ends, meaning balancing the needs of the economy and the environment together in making it possible for those things to work in concert.

And then adopting what we call targeted economic development strategies, meaning the economic development strategies that were compatible with the values for culture and education and all of those other things I just mentioned. The sense of sustainable living under that came up and, therefore, there was a lot of interest in supporting small business because that was self-sufficiency versus bringing in business, focusing on just bringing in business. Aquiculture came up; high tech; eco-tourism; alternative and renewable energy, very, very high emphasis on those, and then, last but not least, preserving local culture and traditions and addressing human needs. Again, that balancing value. The importance of community and cultural heritage and, you know, I mean I grew up in Haiku, on a pineapple farm, and I know the culture I grew up in was that our culture was about caring for each other that, you know, aside from the ethnic practices that I had as a Japanese person growing up, caring for your neighbor or your, you know, calabash this or calabash that, that was part of our culture and there was an emphasis on continuing that as a value and infusing that into the schools or work places and so forth. Substance abuse was a major concern across the board and continues to be today. And they saw education and more recreational opportunities for our youth as being part of the solution for that. And then, certainly, increase community involvement.

So, where are we after all of that? We've -- what you have before you is the executive summary. The full report is about 400 pages long, and it sounds worse than it is. The first half of the 400 pages is the full analysis and, by the way, it is available online if you ever want to go check it out. But the second part of it is the appendix and in the appendix is all of the primary data from each of the 165 groups and it is very rich reading. We didn't edit it at all; it is verbatim. I mean it's exactly as people -- the only thing we might have done is we might have corrected spelling, that's all, but, otherwise, it's verbatim and it is -- it's really worth reading. It's very, very touching in a lot of cases.

So we've produced the report, we're all about now getting the word out about what came out about this, which is part of the reason I'm here today, because how can we expect a community to live by these principles and values if they don't know about them. So if we're going to have a shot at it at all, we need to get the word out, and that's what we've been doing for the past year and just building connections to get things to happen, trying to get people to take action and incorporate these principles in what they're already doing, just like what you are doing today, and definitely secure commitment.

So we've been getting the word out through everything, you mentioned Akaku. In your packet, you can see there's a series of these profiles. These have been running in the Maui News every Tuesday for the past 20 or so weeks. Then the visual version of this has appeared on Akaku, which is what he was referring to, and then the audio has appeared on radio, on Pacific Radio Group from time to time, so that's just one way. We're also looking at translating this into Spanish and Ilocano because those are groups that tend to be marginalized just by virtue of language, so we want to get it to them, and we're just about through with the Spanish one. We're going to the County Fair, the senior fairs, and everything else just to, again, get the word out and keep branding this, and a ton of meetings.

So there have been a lot of people taking action as this is really just a sampling of that and some of the most important ways that this will sustain itself is if it's incorporated into the planning of organizations because then you know it will have a lasting effect, so I don't care if you're Girl Scouts, you're a school, a business, or whatever, everybody plans, and so the more we can get this into planning processes and the thinking, as people do strategic planning, the better shot we'll have.

The other profiles we've listed here are just to give you a real quick snapshot of some other efforts that are going on. The Environmental Fair one is kind of fun. The Grand Wailea, there's someone there, an employee there who started up an Environmental Fair for employees so that the employees at the Grand Wailea, which is massive, can be conscience about what they can do to support the environment as employees of their hotel. So it just takes on a lot of different faces. And there's a sample of the ad again. The two blanks, if I had run the focus -- the powerpoint, you would have seen two of the Focus Maui Nui minutes that we did on Akaku, so I'm sorry about that.

So when it gets to the County, the Mayor has been very, very supportive of this from the get-go, and he has actually been living with it and encouraging it, and these are just some examples of some efforts that he made: one was, as soon the results came out, he allowed us to incorporate it into the framework of the Mayor's Economic Summit, which was held in July -- sorry, January of this year, and then the summit outcomes ended up feeding into the community economic development strategy process, which we just got through, and that process helped to identify projects that the EDA, Economic Development Administration, could consider, or, I'm sorry, that we, our community, could consider to put forward to the EDA for funding; that didn't mean that all those projects did get funded, but any projects that went into the list had a chance at it even, you know, it all was about whether, you know, who in the community would take it forward from that point, but at least it got on the list. And Bob Felipe helped to put a Hana group together to help us get the feeling of some of the Hana community on what those projects might be and some of them that came up have implications for a group like this because they brought up a Hana

community tech center, a Hana Highway plan, and Hana growth plan, Hana Hawaiian cultural college, Hana pier improvements, so all of these things, if they ever go forward, would end up having being -- would end up being something you would reflect on in your process.

So it comes down to what this all means for you, and I hope you can kind of see that, you know, we really need to be a values driven community no matter what we're doing and what we're planning, so, hopefully, by our capturing the values and vision that came out of the community through this process, it gives you something to consider as you look through your decisions as the Advisory Commission. It's just a really natural tie because you're thinking at all times how -- what are we going to create and how we're creating what comes about that makes it a better place to live and interact with each other, I mean that's at the very, very core of it. I know like when you're looking at the school, it's really easy to get caught up in the technical aspects, you know, what kind of materials or whatever, whatever, whatever, but what really is driving it, from what I even heard today, were your values, if you think about it, and this, by being an expression of the values that came out of last year, hopefully, will help you think about it as you make decisions about the school. It was interesting in the discussion that you just had, you touched on culture, water, education, protecting the land, human needs in terms of separating middle from high school, and civic engagement, so you brought all of those pieces in to your discussion. So, again, I hope you can see how this can relate and, hopefully, help you in what you do as commissioners.

So the other piece in your packet is really kind of an action kit because I came to you today as with respect to your membership on this commission but you're all people and residents too, so, on a very personal level, I hope that this might trigger thoughts from you on what you might do either in your home, or in your community life, or your job, or whatever the case may be; that's what this was all about is to get you to kind of do an audit of what's going on in your life and how you can incorporate what came out of here into your life beyond the commission so that's what that's all about.

Okay, that was very fast so I hope -- do you have any questions?

Ms. Shamblin: Oh my, thank you very much. Where were you 30 years ago? But this is very good, and I just scanned through it, and it just brought back some things that when I was young, questions as to how to get involved with community meetings, how do I know when there's a public meeting, and when I come, what do I do, what role do I play, so, yeah, these are very helpful, especially for the young adults of today.

Ms. Skog: Absolutely.

Mr. Romain: I think this is a wonderful program, I mean that's why I got in touch with you as soon as I heard about it. This really is a powerful study that has put the planning back in the hands of the individuals, and it's the reference that we haven't had in the past when we've had other interests that are determining it because there wasn't any other voice, so I just commend you so much for putting this together and I'm glad that we have this document to work with.

Ms. Skog: Well, you know, if it weren't for people like you who put the people together, we wouldn't have a document, so I have to put the kudos back to you as well. And, frankly, I hope that in terms of future members of commissions like these that they become oriented because this was never meant to be a document that just last for two years, you know, it was meant on a ten-year process, and so we're looking at ways that it sustains itself, and certainly being oriented at your level, you know, whoever your successors are, would continue to be important to have that happen, so any other questions? Thank you very much.

Ms. Shamblin: Just for the record, is there any public testimony? Seeing none, we'll move on. We'll close that part and move on to the Director's Report.

E. DIRECTOR'S REPORT

1. Selection of the public hearing date on the following application:

OHANA HOTEL COMPANY, LLC requesting a Special Management Area Use Permit for the proposed Hana Ranch Store and related improvements to include the development of a new Hana Ranch Store, re-roof the existing store building and related improvements on Mill Road and Hana Highway at TMK: 1-4-003:056 (por.), Hana, Island of Maui. (SM1 2004/0020) (T. Abbott)

Mr. Yoshida: Yes, thank you, Madam Chair, members of the board. We have an SMA application which we'd like to schedule for public hearing with this Committee for the new Hana Ranch Store, and we have to notify the applicant at least 45 days prior to the hearing, so that probably takes us to after the new year starts. We would propose possibly a date of the second Thursday in January, which I believe is January 13; rather than having Suzie call all of you individually since we have six of the seven members here today, we're wondering if we could solidify that date, January 13, at 4 p.m. Yes?

Ms. Helekahi-Burns: Can I ask a question now? I was wondering whether or not these two projects, this looks like this is two projects piled up into one: the development of the new

Hana store, and the re-roofing of the existing Hana store, whether or not it needs to be on the same SMA application? If whether or not the re-roofing will be a separate application and just because it seems like if you okay the re-roofing, then you also probably will be okaying the new Hana Ranch Store, so I was just wondering whether or not we would be able to put that as two separate projects instead of as one.

Mr. Yoshida: I believe that, in looking at the proposed actions, that it does include the re-roofing of the existing Hana store as well as the construction of a new Hana Ranch Store and related improvements; that's all part of this SMA application.

Ms Helekahi-Burns: So to approve the re-roofing of the existing store, and having that approved, will also approve the construction of the new Hana store?

Mr. Yoshida: Yes, that's all part of this SMA application.

Ms. Helekahi-Burns: So wouldn't there be any way that we can separate those two projects cause I feel that that's two different projects? I mean I do see the existing Hana store having a need to be re-roofed, however, I don't see how that will be, the re-roofing of an old store be the same thing as a new, construction of a new store, you know, because to tell you the truth, I am somewhat concerned about the new store being constructed, but I will approve the re-roofing kind of thing --

Mr. Giroux: Wait, let's not get into decision making at this point. We can bring, you know, that can be part of the discussion at the time of the application. You can make that distinction but, right now, you know, we're kind of sitting as a almost like a quasi-judicial body so we need to not be making any decisions without first getting the presentation of the evidence from the applicant, but you can bring that up as part of the discussion of, you know, if you see there's impacts that are different within the application, so, I mean, that can be saved for the hearing.

Ms. Helekahi-Burns: Thank you. I just wanted to know when was a good time to ...(inaudible)...

Mr. Giroux: Yeah, we're just trying to get a hearing date. And, by looking at the possible agenda item too, I encourage the members if you feel that there may be any conflicts or possible ethics questions that it would be a good time to, you know, look at the agenda item and then try to get clarification through the Ethics Commission instead of putting your attorney on the spot, but, yeah, this would be a good time to look at that but it does not have to be solved, you can just, you know, bring that up if there's any questions about that.

Ms. Oliveira-Medeiros: I have two sons who work for the hotel so I don't think that makes it a conflict of interest, does it?

Mr. Giroux: Possibly not, but if it is a concern, I think it'd be safer just to run it through the Ethics Commission, through that process. If you wanna just ask me how you do that, you can -- I'll give you my number and, you know, we -- I can just make sure you can get that question answered before we even come to the meeting so it's just clear, and they can give you like an official opinion.

Ms. Oliveira-Medeiros: It's hard in Hana cause everybody's related to everybody, or everybody knows everybody so --

Ms. Shamblin: Okay, at this point, Clayton, we're approving the date of the hearing?

Mr. Yoshida: We just want an agreement on the date and time for this public hearing with this Committee..

Ms. Oliveira-Medeiros: I make a motion that we approve the date for the public hearing on January 13 at 4:00?

Mr. Yoshida: Yes.

Mr. Romain: I second the motion.

Ms. Shamblin: Discussion?

There being no further discussion, the motion was put to a vote.

It has been moved by Ms. Oliveira-Medeiros, seconded by Mr. Romain, then unanimously

VOTED: to approve the date and time of the public hearing to be January 15, 2005, at 4:00 p.m.

Ms. Shamblin: Carried.

Mr. Yoshida: Okay, thank you. Other than that, we'd like to, and probably this would be our last meeting for this year, so we'd like to wish all of you a Happy Thanksgiving and Happy Holiday Season --

Ms. Shamblin: Same to you.

Mr. Yoshida: And we thank you for your time in attending the meeting.

Ms. Shamblin: Same to you. Seeing that there is nothing more on the agenda, this meeting is now adjourned.

F. ADJOURNMENT

There being no other business brought before the Committee, the meeting was adjourned at 6:35 p.m.

Respectfully submitted by,

SUZETTE L. ESMERALDA
Secretary to Boards and Commissions I

RECORD OF ATTENDANCE

Present

B. Nalani Shamblin
Kauai Kanakaole
Daniel Omer
John Romain
Fawn Sherie Helekahi-Burns
Mavis Oliveira-Medeiros

Excused

Francine Tolentino

Others

Clayton Yoshida, Planning Staff
Paul Fasi, Planning Staff
James Giroux, Deputy Corporation Counsel
Jeanne Skog, Maui Economic Development Board