

Application for Special Use Permit

Olomana School/Olomana Youth Center Development Plan

Kailua, Oahu, Hawai'i
Tax Map Key: 4-2-006:002

Submitted to:
City and County of Honolulu
Department of Planning and Permitting
650 South King Street
Honolulu, Hawaii 96813

Recorded Fee Owner
State of Hawai'i
Honolulu, Hawai'i 96813

Applicant:
State of Hawai'i
Department of Education
3633 Waialae Avenue
Honolulu, Hawai'i 96816

Agent:
Wilson Okamoto Corporation
1907 South Beretania Street, Suite 400
Honolulu, Hawai'i 96826

July 2020

City and County of Honolulu
DEPARTMENT OF PLANNING AND PERMITTING
650 South King Street, 7th Floor
Honolulu, Hawaii 96813

PLANNING DIVISION MASTER APPLICATION FORM

Additional data, drawings/plans, and fee requirements are listed on a separate sheet title "Instructions for Filing". **PLEASE ASK FOR THESE INSTRUCTIONS.**

All specified materials described in the "Instructions for Filing" and required fees must accompany this form; incomplete applications will delay processing. You are encouraged to consult with Planning Division staff in completing the application. Please call appropriate phone number given in the "Instructions for Filing".

Please print legibly or type the required information.

SUBMITTED FEE: \$ _____

PERMIT/APPROVAL REQUESTED (Check one or more as appropriate):

<input type="checkbox"/> GENERAL PLAN AMENDMENT	<input checked="" type="checkbox"/> SPECIAL USE PERMIT <u> x </u> New <u> </u> Modify Existing
<input type="checkbox"/> STATE LAND USE BOUNDARY AMENDMENT (<15 acres) From _____ (District) To _____ (District)	<input type="checkbox"/> ZONING DISTRICT BOUNDARY ADJUSTMENT, ADMINISTRATIVE
<input type="checkbox"/> DEVELOPMENT PLAN (DP)/SUSTAINABLE COMMUNITIES PLAN (SCP) AMENDMENT Indicate DP/SCP area _____	<input type="checkbox"/> ZONE CHANGE From _____ (District) To _____ (District) <input type="checkbox"/> AMEND UNILATERAL AGREEMENT TO ORDINANCE NO. _____
<input type="checkbox"/> PUBLIC INFRASTRUCTURE MAP REVISION (Indicate Map Symbol Request): <input type="checkbox"/> CY (Corporation Yard) <input type="checkbox"/> DSP (Desalination Plant) <input type="checkbox"/> D (Drainage Way (Open Channel)) <input type="checkbox"/> TS (Transit Station) <input type="checkbox"/> FS (Fire Station) <input type="checkbox"/> GB (Government Building) <input type="checkbox"/> GC (Golf Course) <input type="checkbox"/> P (Parks) <input type="checkbox"/> PS (Police Station) <input type="checkbox"/> PKG (Parking Facility/Transit Center) <input type="checkbox"/> RES (Water Reservoir) <input type="checkbox"/> SPS (Sewage Pump Station) <input type="checkbox"/> STP (Sewage Treatment Plant) <input type="checkbox"/> SW (Solid Waste Facility) <input type="checkbox"/> RTC (Rapid Transit Corridor) <input type="checkbox"/> R (Arterial & Collector Roadway) <input type="checkbox"/> W (Potable Well)	

(Project/Parcel specific information should be provided for General Plan and Development Plan amendments only if appropriate.)

TAX MAP KEY(S): 4-2-006:002
 STREET ADDRESS/LOCATION OF PROPERTY: 42-522 Kalaniana'ole Hwy, Kailua, Hawaii 96734* School (**)
 APPLICATION/SUBJECT AREA (Acres/sq.ft.): 2.516-ac. incl 2.206 ac campus and 0.310 ac overflow parking
 THE PROPOSED PROJECT IS LOCATED INSIDE OUTSIDE THE: (**) Parcel: 42-470 Kalaniana'ole Hwy
 Urban Growth Boundary Community Growth Boundary
 Urban Community Boundary Rural Community Boundary

OF THE Koolau Poko
 ZONING DISTRICT(S): AG-2

DEVELOPMENT PLAN/SUSTAINABLE COMMUNITY PLAN
 STATE LAND USE DISTRICT: AG

RECORDED FEE OWNER:
 Name (& title, if any) State of Hawaii, BLNR
 Organization _____
 Mailing Address P.O. Box 621
Honolulu, Hawaii 96809
 Phone Number 587-0433
 Signature Suzanne D. Case, Chairperson

APPLICANT:
 Name State of Hawaii
 Organization Department of Education
 Mailing Address 3633 Waialae Avenue
Honolulu, Hawaii 96816
 Phone Number 808.784.5116
 Signature [Signature]
Public Works Administrator

PRESENT USE(S) OF PROPERTY/BUILDING:
School campus with 13 portable/modular facilities and 3
cast-in-place buildings and related improvements.

AUTHORIZED AGENT/CONTACT PERSON:
 Name Wilson Okamoto/Earl Matsukawa
 Mailing Address 1907 S. Beretania Str. Ste 400, Honolulu,
Hawaii 96826
 Phone Number 808.946.2277
 Signature [Signature]

PROJECT NAME (if any): Olomana School/Olomana Youth Ctr
Development Plan

REQUEST/PROPOSAL (Briefly describe the nature of the request, proposed activity or project): Special Permit (SUP) to permit Olomana School as a permitted use in State AG district and allow interior alterations to existing classroom buildings; relocation of a modular trailer; and construction of 3 future portable/modular classroom facilities, a restroom facility and various relocations and related improvements.

DPP/ELOG NO. _____

DPP/POSSE NO. _____
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APPLICATION FOR SPECIAL USE PERMIT

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DPP Master Application

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State Special Use Permit (SUP) Application Instructions

This document is intended only as a guide to preparing an application. Please refer to the State Land Use Law, Chapter 205 Hawai'i Revised Statutes, and the Rules of the Planning Commission of the City and County of Honolulu for more information. You may view the above documents and additional information at:

<http://www.honoluluodpp.org/Portals/0/AboutDPP/administrativerules/DppRules11PlanningC.pdf>; www.capitol.hawaii.gov/hrscurrent/vol04_Ch0201-0257/HRS0205/ and <http://www.honoluluodpp.org/Planning/StateSpecialUsePermit.aspx>.

This Special Use Permit for Olomana School/Olomana Youth Center is submitted to address the requirements of the following: 1) City and County of Honolulu Department of Planning and Permitting, State Special Use Permit (SUP) Application Instructions; 2) City and County of Honolulu Rules of the Planning Commission, effective January 16, 1995; 3) Hawaii Revised Statutes (HRS), Chapter 205, Land Use Commission; and 4) Hawaii Administrative Rules (HAR) Title 15 Department of Business, Economic Development and Tourism, Chapter 15 Land Use Commission Rules, October 8, 2019.

The Olomana School/Olomana Youth Center project site and surrounding lands have historically been associated as a site for a school. In 1924, Governor's Executive Order No. ("EO") 172 was issued to the Board of Industrial Schools for the purpose of a Girls' Industrial School. EO No. 172 covered the entire 437.0-acre area shown for TMK: 4-2-006:002. In 1937, EO 784 covering the spring reserve and the associated pipeline easement was issued to the same agency, which served as the water supply to the facility under EO 172. Currently, the Office of Youth Services ("OYS") under the Department of Human Services is the agency pursuant to Chapter 352, HRS, responsible for the administration of the Hawaii Youth Correctional Center facility.

Given the long history of the use of the entire parcel, records show Olomana School/Olomana Youth Center was established in the early 1950s at its current location. HRS, Chapter 205, Land Use Commission was adopted in 1961 and the Land Use Commission Rules of Practice and Procedures, the predecessor to HAR Title 15 Chapter 15, was adopted in 1962. Thus, the Olomana School was established and operating for about 10 years prior to the adoption of HRS Chapter 205, which among other provisions established the four land use districts, and HAR Title 15 Chapter 15. Notwithstanding this information, the Department of Education intends that this Special Use Permit (SUP) will bring the School in compliance with current applicable regulations and rules.

I. Overview

A. Planning Commission and the State Land Use Commission.

Processing of this application by the Department of Planning and Permitting (DPP) and preparation of the Director's Report is the first step in obtaining a State Special Use Permit (SUP). The Director's Report and Recommendation must be considered by the City Planning Commission. Special Use Permits for land area which is greater than 15 acres or for lands designated as Important

Agricultural Lands will require State Land Use Commission review and decision-making, if approved by the Planning Commission. Denial of an SUP application by the City Planning Commission is final and no State Land Use Commission review is required. With respect to the Rules of the Planning Commission and the Land Use Commission, please call 768-8007 and 587-3822 respectively.

B. Time frame.

The time frame for processing a State SUP application by the DPP from acceptance to public hearing by the Planning Commission is 90 days. From acceptance to a decision by the Planning Commission for a non-controversial project is approximately 150 days. If Land Use Commission action is required, upon receipt of the complete record from the Planning Commission, the Land Use Commission has 45 days to act on the SUP request. The Planning Commission time frame may be extended under certain circumstances.

II. Pre-Application Procedures

A. Pre-Application Meeting

You are encouraged to review this guide and schedule a preliminary meeting with the DPP staff to discuss the application and processing requirements. Please call 768-8049 to schedule a meeting.

On March 27, 2019, the pre-application meeting was held with DPP and DOE.

B. Presentation to Neighborhood Board

You are encouraged to make an informational presentation to the neighborhood board in whose district the proposed project is to be located. For information regarding the appropriate neighborhood board to contact, please call the Neighborhood Commission at 768-3710.

The SUP improvements would be located within the boundaries of the existing campus including three modular/portable classrooms, a toilet/restroom facility, replacement trailer and related handicap access ramps, plus rehabilitation to facilities for Culinary Arts program. An informational presentation has not been made to Kailua Neighborhood Board.

C. Environmental Assessment (EA)/Environmental Impact Statement (EIS)

If an EIS for project was previously accepted, the applicant must submit to the department prior to submittal of an SUP application, justification as to why a supplemental EA/EIS is not required. In accordance with the State Supreme Court Decision of April, 2010, the DPP must determine whether or not conditions on which the EIS were based are still timely. An SUP application cannot be accepted for processing until requirements of Chapter 343, HRS, are met. Please consult with Chapter 343, HRS, regarding compliance with environmental disclosure requirements before submitting your SUP application.

The Director may determine that an EA or EIS may be required before a SUP application can be processed.

1. When an EA or EIS must be prepared as a prerequisite to a SUP application, where the DPP is the accepting agency, there shall be a processing fee of \$600.00 for an EA and \$1,200.00 for an EIS.
2. Make checks payable to the City and County of Honolulu.
3. The EA or EIS must be accepted before the SUP application can be accepted for processing.
4. Once the EA or EIS has been accepted by the Department for processing, the fee is not refundable

EXEMPTION

The Department of Education (DOE) has determined the proposed improvements are exempt from the requirement to prepare and environmental assessment as set forth in Chapter 343, Hawaii Revised Statutes (HRS), as amended, Environmental Impact Statements, and Hawaii Administrative Rules (HAR) Title 11, State of Hawaii Department of Health, Chapter 200.1, Environmental Impact Statement Rules. The exemptions are set forth in the Exemption List for the Office of Business Services of the Department of Education, State of Hawaii Reviewed and Concurred Upon by the Environmental Council on November 8, 2006. Appendix A shows the DOE Exemption List.

HAR §11-200.1-2 Definitions, states: Exemption list" means a list prepared by an agency pursuant to subchapter 8. The list may contain in part one the types of routine activities and ordinary functions within the jurisdiction or expertise of the agency that by their nature do not have the potential to individually or cumulatively adversely affect the environment more than negligibly and that the agency considers to not rise to the level of requiring further Chapter 343, HRS, environmental review.

There are 3 separate and distinct proposed improvements related to the SUP. Each project will be funded separately and will be constructed with its own schedule. The 3 projects are: 1) 3 modular/portable classrooms, toilet facility and related access improvements; 2) modular trailer reconstruction/relocation; and 3) P-1/P-2 Culinary Arts interior alterations/renovations project.

The 3 modular/portable classrooms, toilet facility and related improvements/relocation are required to accommodate the increased enrollment of 90 students. (Appendix A-1 shows Declaration of Exemption). The project is exempt as follows.

EXEMPTION CLASS 3

Construction and location of single, new, small facilities or structures, and the alteration and modification of same; and installation of new, small equipment and facilities and the alteration and modification of same including but not limited to:

Item 5

H. Any structure, facility, equipment, or utility required to meet governmental requirements given under the Occupational Safety and Health Act, county building and fire codes, Americans with Disabilities Act, and State Department of Health (DOH) regulations.

Item V. Any buildings or structures that are part of a planned development within an existing State facility used by the DOE that does not require any off-site infrastructure improvements, including but not limited to:

1. Classroom building.
2. Cafeteria.
3. Multipurpose room.
4. Gymnasium, stadium, bleachers, weight room.
5. Locker/shower facility.
6. Playfield, playground, playcourt.
7. Administration building.
8. Library.
9. Parking lot, bus loading, and book drop.
10. Chain link fence, gate.
11. Irrigation system.
12. Wheelchair ramps.
13. Saran houses or hothouses having gravel floors, wood frames, and plastic covering.
14. Offices.

The modular trailer reconstruction/relocation includes new accessible ramp and deck and civil work to provide a new AC pavement for a fire truck turn around and new fire hydrant. . (Appendix A-1 shows Declaration of Exemption). The project is exempt as follows.

EXEMPTION CLASS 2

Replacement or reconstruction of existing structures and facilities where the new structure will be located generally on the same site and will have substantially the same purpose, capacity, density, height and dimensions as the structure replaced [§ 11-200-8 (A) (2) HAR].

Item 10 Existing school buildings provided the facilities are listed in the DOE's "Educational Specification and Standards for School Facilities" (EDSPECS) which lists required or sanctioned DOE programs and facilities. The types of buildings that may hereunder be replaced or reconstructed include classrooms, administration offices, libraries, auditoriums, cafeterias, kitchens, industrial shops, locker/shower rooms, gymnasiums, stadiums, and other buildings that house or facilitate educational functions

EXEMPTION CLASS 3

Construction and location of single, new, small facilities or structures, and the alteration and modification of same; and installation of new, small equipment and facilities and the alteration and modification of same including but not limited to:

Item 5

- H. Any structure, facility, equipment, or utility required to meet governmental requirements given under the Occupational Safety and Health Act, county building and fire codes, Americans with Disabilities Act, and State Department of Health (DOH) regulations.

The P-1/P-2 Culinary Arts project includes interior alterations/renovations to the P-1 and P-2 modular/portable classroom buildings and the addition of an accessible ramp. The interior alterations/renovations are intended to provide a facility for the School's Culinary Arts program, one of the School's most popular programs. (Appendix A-1 shows Declaration of Exemption). The project is exempt as follows.

EXEMPTION CLASS 3

Construction and location of single, new, small facilities or structures, and the alteration and modification of same; and installation of new, small equipment and facilities and the alteration and modification of same including but not limited to:

Item 5

- H. Any structure, facility, equipment, or utility required to meet governmental requirements given under the Occupational Safety and Health Act, county building and fire codes, Americans with Disabilities Act, and State Department of Health (DOH) regulations.

EXEMPTION CLASS 7

Interior alterations involving things such as partitions, plumbing, and electrical conveyances (HAR 11-200.1-8 (A)(7)). Items:

1. Roof system.
2. Ceiling system.
4. Column/beam/foundation system.
5. Wall system.
6. Electrical system.
7. Communication system.
8. Plumbing system.
9. Heating, ventilation and air conditioning system.
12. Built-in furnishing.
13. Built-in equipment.
14. Removal, disposal or containment of hazardous or regulated materials such as asbestos, mold, and lead paint done in compliance with best management practices and applicable State, Federal, and County health and safety laws,

III. Application Requirements

A. DPP Master Application

Complete and submit the DPP Planning Division Master Application Form. Provide all requested information.

Included.

B. Fees

Submit the appropriate fee calculated as follows:

1. \$700.00 base fee, plus an additional \$300.00 per acre, or major fraction thereof (0.5 or greater) of the project site, up to a maximum of \$15,000.00. In the event of a joint application (e.g. Conditional Use Permit and State SUP), only one fee shall apply. Public agencies shall be exempt from the fees.
2. Once the application has been accepted by the Department for processing, the application fee is not refundable.
3. Make checks payable to the City and County of Honolulu.

Main

The Department of Education (DOE) is a State of Hawai'i public agency.

C. Written Statement

Your application package must include two hardcopies and 1 CD of the following material. Please bind the written statement and supporting materials to insure that all the submitted materials are kept together.

The written statement must address the following issues:

Introduction

Note, for clarification Olomana School consists four locations: (1) Kapolei; (2) Alder Street near the intersection of South King and Piikoi Streets in Honolulu; (3) within the grounds of the Hawaii Youth Correctional Facility; and (4) Olomana Youth Center, the current project site which will be called Olomana School/Olomana Youth Center. The Hawaii Youth Correctional Facility and Olomana School/Olomana Youth Center are located in the Agricultural District. This Special Use Permit applies only to the Olomana School/Olomana Youth Center. Olomana School conducts classes in facilities owned by the Hawai'i Youth Correctional Facility. The Hawai'i Youth Correctional Facility is a separate facility not part of the Special Use Permit.

Olomana School/Olomana Youth Center is located within TMK: 4-2-006:002, a 437-acre parcel owned by the State of Hawaii. The parcel is currently used by the State of Hawaii Department Human Services under Executive Order 172 and 784. The access to parcel is located on the south side of Kalaniana'ole Highway about 4,000 feet (0.75 miles) west of Kailua Road/Pali Highway intersection. Olomana School/Olomana Youth Center site

occupies two areas within TMK: 4-2-006:002, separated by a road used to access other parts of the 437-acre parcel. The School occupies an area of approximately 2.516 acres including the campus of 2.206 acres and an overflow parking area of about 0.310 acres (13,500 square feet) south of the campus. The areas used by the School have not been subdivided into a separate parcel and, as such, does not have a metes and bounds description.

The SUP petition area is approximately 2.516 acres, including the 2.206-acre campus and the 0.310-acre overflow parking area. Areas outside of 2.516 acres, including the areas used by the Department of Human Services (DHS), are not part of the SUP petition area. The access road from Kalaniana'ole Highway is jointly used by the DHS to reach their main facilities located west of the School and other facilities located throughout the 437-acre parcel. The access road is not solely used to reach the School.

1. Land Use Commission Guidelines

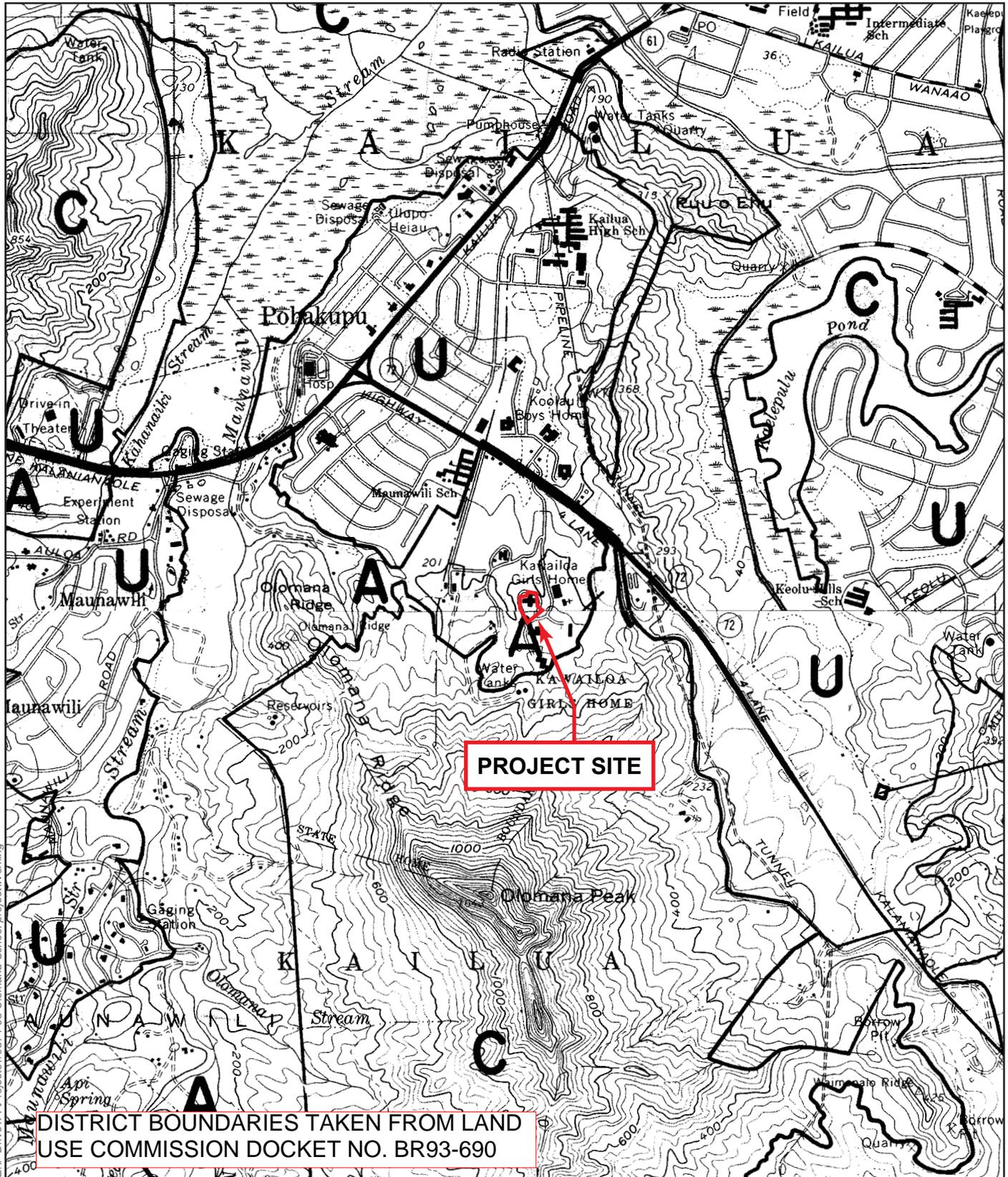
Describe how the proposed use will meet the following State Land Use Commission "guidelines" for granting an SUP:

- a. Such use shall not be contrary to the objectives sought to be accomplished by the (State) Land Use Law and Regulations.

Hawaii Revised Statutes, Chapter §205-1 (a) established the Land Use Commission and §205-2 sets forth the classification of lands into four major land use districts in which all lands in the State shall be placed: urban, rural, agricultural, and conservation. The Land Use Commission shall set standards for determining the boundaries of each district, provided that: (3), in the establishment of the boundaries of agricultural districts the greatest possible protection shall be given to those lands with a high capacity for intensive cultivation.

The Olomana School/Olomana Youth Center project site is designated as "Agricultural" by the Land Use Commission. Figure 1 shows the State Land Use District map. According to HRS, Chapter §205-4.5, permissible uses within the agricultural districts are the following:

- (a) Within the agricultural district, all lands with soil classified by the Land Study Bureau's detailed land classification as overall (master) productivity rating class A or B shall be restricted to the following permitted uses:
 - (1) Cultivation of crops, including crops for bioenergy, flowers, vegetables, foliage, fruits, forage, and timber;
 - (2) Game and fish propagation;
 - (3) Raising of livestock, including poultry, bees, fish, or other animal or aquatic life that are propagated for economic or personal use;
 - (4) Farm dwellings, employee housing, farm buildings, or activities or uses related to farming and animal husbandry;
 - (5) Public institutions and buildings that are necessary for agricultural practices;
 - (6) Public and private open area types of recreational uses, including day camps, picnic grounds, parks, and riding stables, but not including dragstrips, airports, drive-in theaters, golf courses, golf driving ranges, country clubs, and overnight camps;



E:\P Drive\IT\Projects\10374-03 Olomana School project\Working



Source: City and County of Honolulu

FIGURE 1
STATE LAND USE DISTRICTS

OLOMANA SCHOOL SPECIAL USE PERMIT

- (7) Public, private, and quasi-public utility lines and roadways, transformer stations, communications equipment buildings, solid waste transfer stations, major water storage tanks, and appurtenant small buildings such as booster pumping stations, but not including offices or yards for equipment, material, vehicle storage, repair or maintenance, treatment plants, corporation yards, or other similar structures.

As discussed below, the Land Study Bureau (LSB), overall productivity rating is D for the Olomana School/Olomana Youth Center project site and surrounding lands.

However, HRS Chapter §205-4.5 states:

- (b) Uses not expressly permitted in subsection (a) shall be prohibited, except the uses permitted as provided in Sections 205-6 and 205-8.

HRS Chapter §205-6 (Special permit) states the following:

- (a) The county planning commission may permit certain unusual uses within agricultural and rural districts other than those for which the district is classified. Any person who desires to use the person's land within an agricultural or rural district other than for an agricultural or rural use, as the case may be, may petition the planning commission of the county within which the person's land is located for permission to use the person's land in the manner desired. Each county may establish the appropriate fee for processing the special permit petition.

As previously discussed, the 437-acre parcel in which the School is located has been used for educational purposes since 1924, or about 37 years prior to the parcel's designation as Agriculture by the 1961 adoption of HRS Chapter 205. Also, since the Olomana School was established in the 1950's, the School's use of the parcel predates the HRS Chapter 205 designation by 10 years.

Moreover, Olomana School/Olomana Youth Center has long been part of the Ko'olau Poko community. Since it was established the School has remained in its current location without expansion of its boundaries.

The School's enrollment is comprised of students who have voluntarily selected to attend (typically a joint decision of the family and the School for a variety of reasons including the need for remedial classes); those who have chosen to attend to access the various programs offered at the School (the culinary arts, wood working and automotive programs offered at Olomana School/Olomana Youth Center are unique within the DOE and not offered at other schools); and those who have been assigned to attend for disciplinary reasons. Thus, there is a need by a variety of students which is met by the classes offered at Olomana School/Olomana Youth Center.

Further, although other high schools have culinary programs, most of those have facilities specifically designed as "Food Labs" or learning kitchens. Olomana School is unique as, when complete, the interior alterations/renovations to the existing modular/portable facilities (P-1/P-2) will also act as the school's serving kitchen and dining room. Thus, the interior

alterations/renovations are specific to this School's Culinary Arts program. The alterations/renovations to the existing facilities will allow the students to learn from guest chefs on their own campus. Also, the alterations will allow students to use items grown in the School's existing Agriculture/Greenhouse area to support the DOE's State-wide Aina Pono farm-to-table program

Lastly, based on the above and the LSB overall productivity rating of D, this Special Use Permit (SUP) is being submitted to address the requirements of the guidelines related to uses within Olomana School/Olomana Youth Center not related to agricultural uses within the SUP area.

Olomana School is an appropriate use in the Agriculture designated land as follows:

- The parcel has been set aside for educational uses since 1924 or for 96 years;
- Olomana School has been using its campus since the 1950s or for 70 years;
- These uses had been place for 10 years prior to adoption n HRS Chapter 205;
- Olomana School provides educational opportunities for a variety of student needs;
- The School's Culinary Arts program, which is located in two of the existing facilities P-1/P-2, supports the DOE-wide farm-to-table program;
- The School uses will remain within the current 2.516-acre SUP/Petition area.

b. That the desired use would not adversely affect surrounding property.

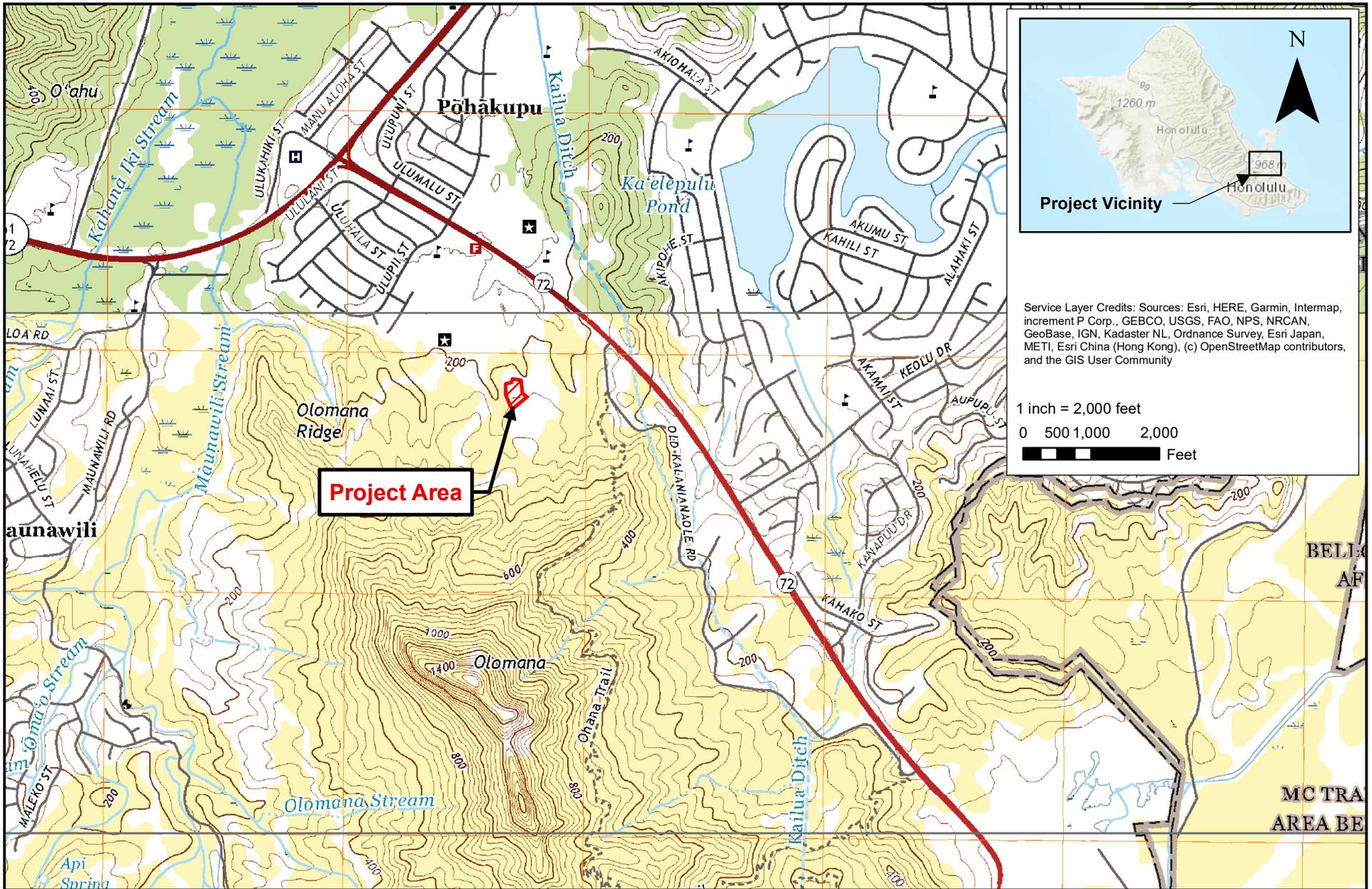
The Olomana School/Olomana Youth Center project site is located about 1,250 feet (0.23 miles) south of Kalaniana'ole Highway. The Olomana residential area and Manawili School lie about 1,350 feet (0.25 miles) west of the School and are separated from the School by an open field and facilities of the Hawaii Youth Correctional Center Facility. Figure 2 shows the Project Location Map. Figure 3 shows the Project Site Map.

The surrounding uses for the Hawaii Youth Correctional Center Facility are located in facilities throughout the parcel, their gymnasium the closest facility, lies about 700 feet east of the of the School. Noise and airborne dust from construction activities could adversely affect nearby uses during the short-term construction period. Once construction is complete, these adverse effects would no longer occur. Figure 4 shows the Project Site Aerial map.

c. Such use would not unreasonably burden public agencies to provide roads and streets, sewers, water, drainage and school improvements, and police and fire protection.

Access to Olomana School/Olomana Youth Center is via access driveway and unsignalized intersection on Kalaniana'ole Highway which also provides access to the Women's Community Correction facility (WCCC) located mauka of the highway. Analysis shows this intersection currently operates satisfactorily and is expected to remain so in the future with proposed improvements at the School and additional usage at the WCCC. Improvements at this intersection are not anticipated.

Wastewater service for the School is provided by a gravity line and force main system between the various facilities which is connected to the City wastewater line located along



OLOMANA SCHOOL SPECIAL USE PERMIT

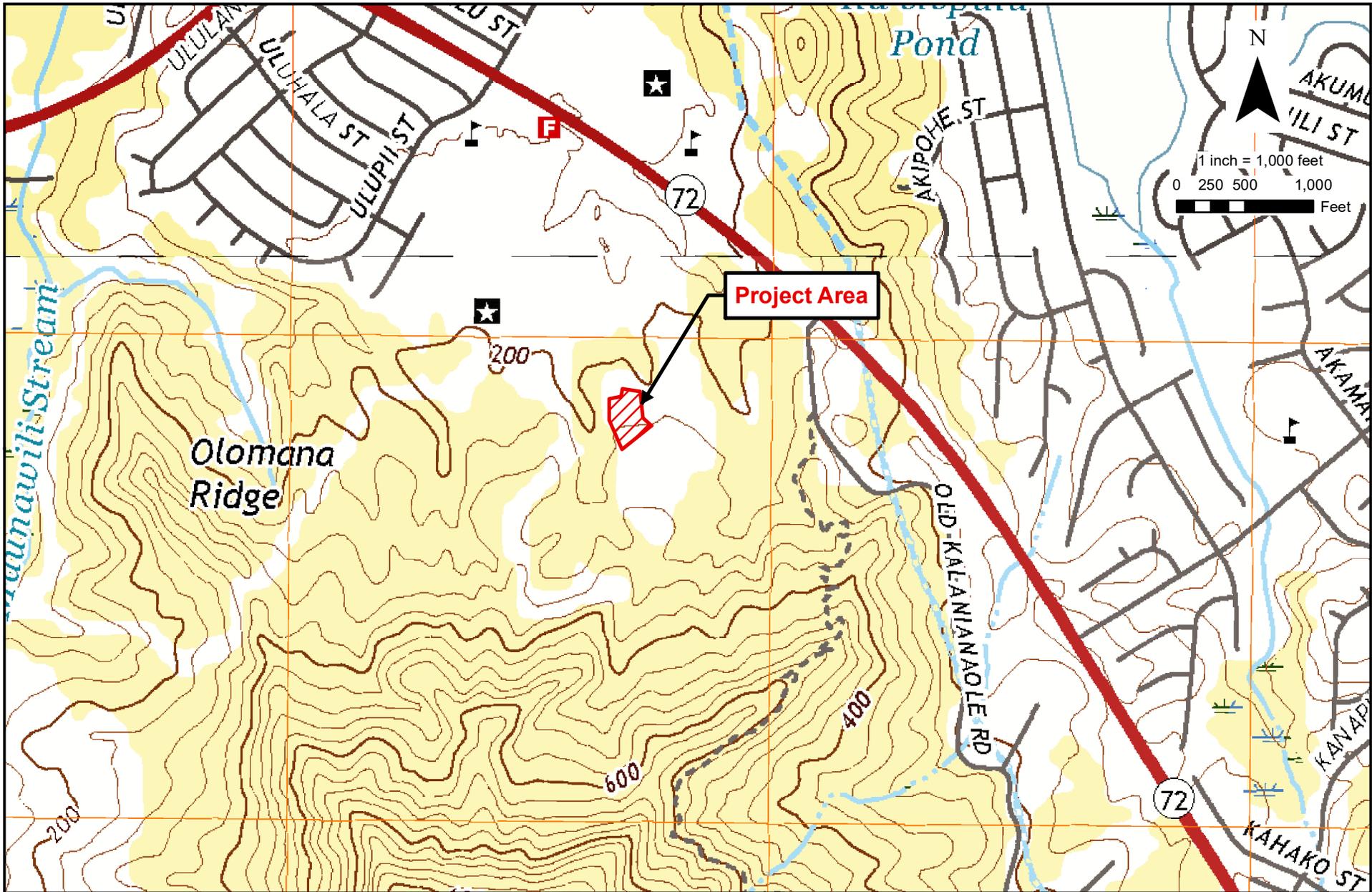
LOCATION MAP

Figure No.

2



WILSON OKAMOTO CORPORATION



WILSON OKAMOTO CORPORATION
ARCHITECT PLANNING CONSULTANTS

OLOMANA SCHOOL SPECIAL USE PERMIT

PROJECT SITE MAP

Figure No.

3

Kalaniana'ole Highway. The City wastewater line connects to the Kailua Wastewater Treatment Plant where the flows are treated and then disposed through an existing deep ocean outfall. There is an existing gravity sewer collection system that serves various buildings including Buildings P-1/P-2, various other classrooms and the toilet/restroom facility. The collection system gravity flows to a sewer pump station located north of the School, from there a force main conveys the flows to a connection to the City system along the highway. The School does not have a facility which falls under the requirements of Hawai'i Administrative Rules Title 11, Department of Health Chapter 62 Wastewater System.

The proposed new toilet/restroom facility and Buildings P-1/P-2, the Culinary Arts facility will be tied into the existing on-campus wastewater collection system. The 3 modular/portable classrooms will have a connection to the on-site collection system for one future sink. The proposed modular trailer relocation will not have a sewer connection to the collection system. (The fixture count for the new restroom facility is discussed below.)

Olomana School/Olomana Youth Center and the Hawaii Youth Correctional Center Facility water service is provided by an existing 4-inch waterline and 3-inch meter located on Kalaniana'ole Highway. The 4-inch waterline connects to a 12-inch line which is connected to existing reservoirs, one with a 100,000-gallon capacity owned by the Department of Land and Natural Resources and another with 300,000-gallon capacity owned by the Board of Water Supply, both located within the 437-acre parcel TMK: 4-2-006:002. The 12-inch line creates a loop system for a combined domestic and fire protection system. The existing water demand for the School is estimated to be about 3,800 gallons per day (GPD).

Water demand was determined for the future enrollment of an additional 200 students and the number of plumbing fixtures in the new restroom facility and new portable/modular classroom buildings. Based on the State Department of Health requirements, the restroom facility would add 5 water closets (WC), 1 urinal and 4 lavatories (LAV) and the portable/modular classroom buildings will add 7 hose bibbs, 1 mop sink and 1 sink for the future buildings. Based on these factors, the total estimated water demand for the proposed restroom facility for the 3 new classroom buildings and the Culinary Arts alterations would be about 860 gallons per day, GPD, calculated as for : the Culinary Arts: 18.2 FU (fixture units) at 34 gallons per minute, or 230 GPD; and the restroom/toilet facility. 31.7 FU at 42 GPM, or 630 GPD for total 860 GPD.

The wastewater generated by the 200 additional students and the Culinary Arts alterations would also be about 860 GPD. This would not result in a burden to the City's wastewater collection and treatment and disposal systems. Wastewater flow calculated of the Culinary Arts: 18.2 FU (fixture units) at 34 gallons per minute, or 230 GPD; and the restroom/toilet facility. 31.7 FU at 42 GPM, or 630 GPD for total 860 GPD.

The additional water and wastewater demands would not result in a burden to the City's water and wastewater services.

Storm water runoff at the Olomana School/Olomana Youth Center 2.516-acre project site is handled by surface drainage, sloped toward an undeveloped area on the northern edge of the campus. The topographic survey shows the project site slopes from south to north with elevations on southern end at about 252-258 feet mean sea level (MSL) and on the northern end at about 226-230 feet MSL.

The 2.516-acre project site does not include drainage facilities owned by the City and County of Honolulu. The proposed improvements will not increase storm water runoff leaving the project site and continue use of the existing surface drainage patterns.

The 2.561 project site does not include any facilities related to Hawaii Youth Correctional Center. However, facilities of the Hawaii Youth Correctional Center Facility are located throughout the 437-acre parcel. Their gymnasium, the closest facility, lies about 700 feet east of the School. Noise and airborne dust from construction activities could adversely affect nearby uses during the short-term construction period. Once construction is complete, these adverse effects would no longer occur. See Figure 4.

The Development Plan shows the area to be used for the 3 classrooms, the toilet facility, and related improvements occupy about 0.196 acres (8,540 SF) which currently consists of planted grass material or unimproved lands. The planted grass material is not a candidate or listed threatened or endangered species under 16 U.S.C. §1531 et seq. (1973) or Hawaii Revised Statutes Chapter 195D.

The 0.196-acre planted grass area could attract various species of birds for foraging. The general level of human activities in the area means it is unlikely that is used a habitat by a candidate or listed threatened or endangered species under 16 U.S.C. §1531 et seq. (1973) or Hawaii Revised Statutes Chapter 195D.

The open waters of Kaelepulu Pond, located about 0.75 miles north of Olomana School, could be used as habitat for various waterbird species. However, the 0.196-acre area to be developed for the 3 classrooms, the toilet facility and related improvements does not include an open water area which could attract waterbirds.

The School currently holds no night classes. The gate into the School is locked at night and not unlocked until the following morning. The existing classroom buildings and other buildings have lights mounted under the roof overhang at each entry door. The lights are downcast to provide safety and security for the classrooms. There are no other lights on the School campus. The entry lights are turned on during the nighttime hours. Thus, the School does not include lighting that could attract candidate or listed threatened or endangered species of seabirds overflying the School.

Based on the above, construction and use of the 3 classrooms, the toilet facility and related improvements would result in no adverse impacts to various avifauna or botanical species in this the area of Oahu.

Construction of the 3 classrooms, the toilet facility and related improvements would include grading and excavation for the footings used under the modular/portable facilities. Typically, these excavations would be about 3 to 5 feet below the existing surrounding grade. Excavations to this depth would not extend such that they would affect groundwater below the School which lies at elevation of approximately 226 MSL. Thus, the 3 classrooms, the toilet facility and related improvements would not affect groundwater resources of this area of Oahu.

Since the 0.196-acre area to be used for the improvements is less than 1.0-acre, a National Pollutant Discharge Elimination (NPDES) permit should not be required. However, the DOE contracts generally specify use of silt fences or geofabric filter socks to control surface runoff from the construction area.

The 3 classrooms and the toilet/restroom facility will be single-story structures and will be similar in appearance to the existing modular/portable structures which comprise the majority of the School campus. The School is located about 0.25 miles from the Olomana residential area and, most likely, would not be readily visible to those residents. Also, the School is located about 2.0 miles from the coast so that the 3 classrooms and the toilet/restroom facility will not obstruct views of the coast. Lastly, the School is about 1,250 feet (0.23 miles) south of Kalaniana'ole Highway and the single story structures will not obstruct views to Olomana Ridge.

The existing area used for parking on the lower campus is not stripped to designate the parking stalls. However, based on the LUO dimensions for a standard stall, the area can accommodate approximately 18 stalls. Similarly, the adjacent grass area can accommodate vehicle parking. Typically, both areas are used. In addition, the open area south of the campus is available for overflow parking. No improvements are planned for the overflow parking area.

The proposed improvements will not require additional police or fire protection services over current levels. (See Section 7, Infrastructure, for further discussion of the fire protection system).

- d. Unusual conditions, trends and needs have arisen since the district boundaries and regulations were established.

Notwithstanding the Agriculture District designation of the Olomana School/Olomana Youth Center project site and surrounding area, historical records documenting are not available showing use of the of these lands for agricultural purposes. US Geological Survey topographic maps show a pipeline and tunnel in the area makai of the highway, within the lands between the current location of the Women's Correctional Facility and Kailua High School. These lands may, at one time, have been used for agricultural purposes. See Figures 2 and 3.

The Olomana School/Olomana Youth Center project site and surrounding lands have historically been associated as a site for a school. In 1924, Governor's Executive Order No. ("EO") 172 was issued to the Board of Industrial Schools for Girls' Industrial School purpose. EO No. 172 covered the entire 437.0-acre area shown for TMK: 4-2-006:002. In 1937, EO 784 covering the spring reserve and the associated pipeline easement was issued to the same agency, which served as the water supply to the facility under EO 172.

Currently, the Office of Youth Services ("OYS") under the Department of Human Services is the agency, pursuant to Chapter 352, HRS, responsible for the administration of the lands covered by EO 172 and EO 784.

The State Historic District document prepared by the State Historic Preservation Division notes, in 1929, the facilities of the Maunawili Training School were opened for use on the slopes of Olomana. Located on an "isolated hillside outside Kailua", the new school not only was able to train young women in such domestic skills as rug weaving, lace making, lauhala weaving, dress making and cooking, but also expanded its works to include agriculture. In 1931, the institution was renamed Kawailoa Training School for Girls.

Given the documented use of the Olomana School/Olomana Youth Center project site and surrounding lands for educational purposes, continued use of the site for school purposes is appropriate.

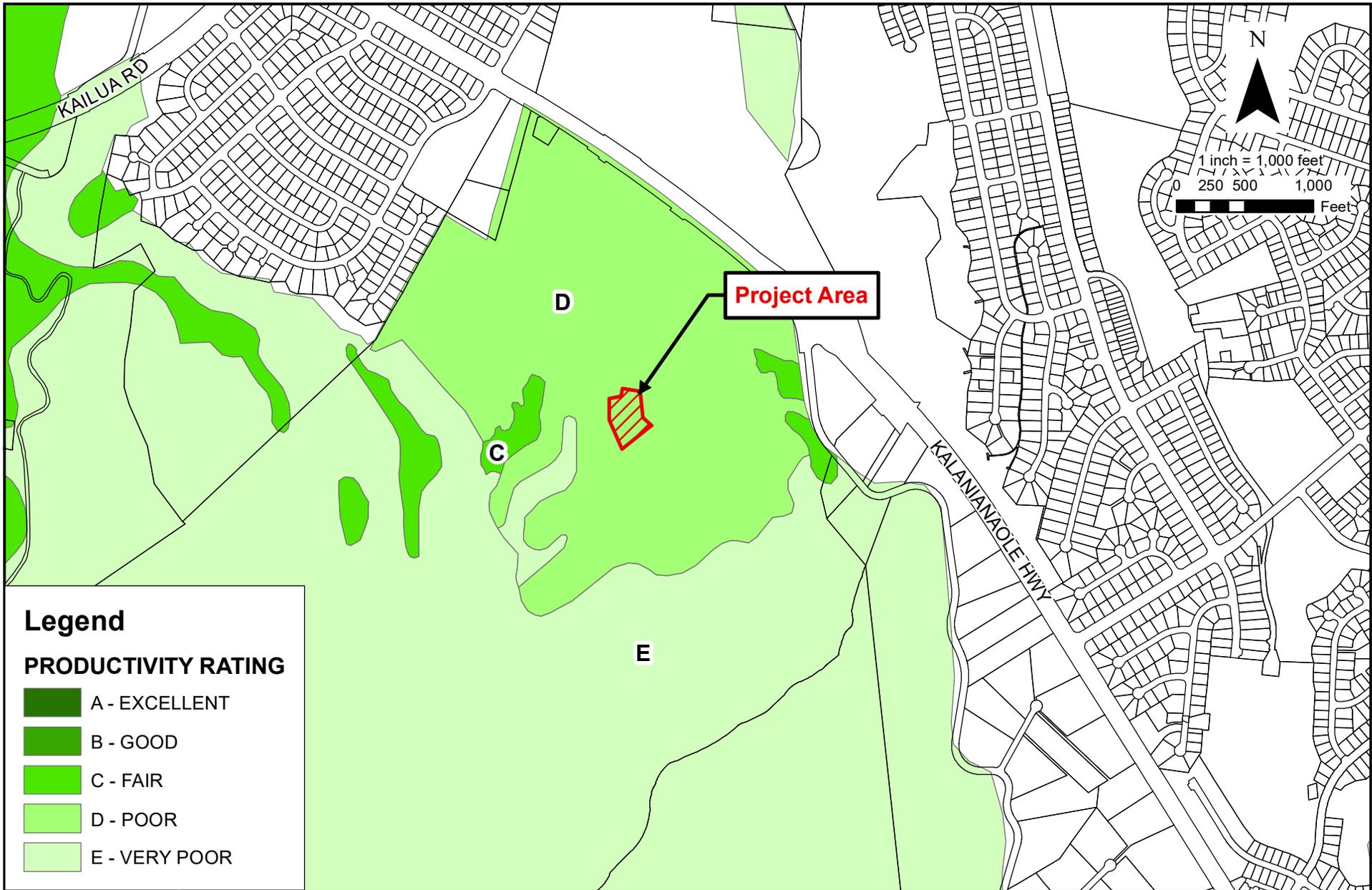
- e. That the land upon which the proposed use is sought is unsuited for the uses permitted within the District.

As detailed below, the Land Study Bureau (LSB), overall productivity rating is "D" for the Olomana School/Olomana Youth Center project site and surrounding lands. Also, according to the Agricultural Lands of Importance to the State of Hawai'i (ALISH) Classification System, the Olomana School/Olomana Youth Center project site and surrounding lands are not designated as Prime, Unique, or Other. The ALISH map shows the Olomana School/Olomana Youth Center project site as "not classified". The National Resources Conservation Service (NRCS) shows the Olomana School/Olomana Youth Center and surrounding lands as soil capability classification is 2e (irrigated) and 2e (nonirrigated). The capability grouping shows, in a general way the suitability of soils for most kinds of crops. The groups are made according to the limitations of the soils when used for crops, the risk of damage when they are used, and the way they respond to treatment. Figure 5 shows the Land Study Bureau map. Figure 6 shows the ALISH map. Figure 7 shows the Soils map.

The DPP Important Agricultural Land (IAL) report shows the Olomana School/Olomana Youth Center and surrounding lands as a parcel owned by the State of Hawaii and as public lands pending State screening for IAL designation. Figure 8 shows the Important Agricultural Lands map.

Lastly, the Ko'olau Poko SCP, land use map shows the Olomana School/Olomana Youth Center and surrounding lands as "Institutional".

The two Waimanalo Forest Reserve parcels, which total about 611 acres, are located to the east and designated as Conservation. Although the Manawili residential area is designated

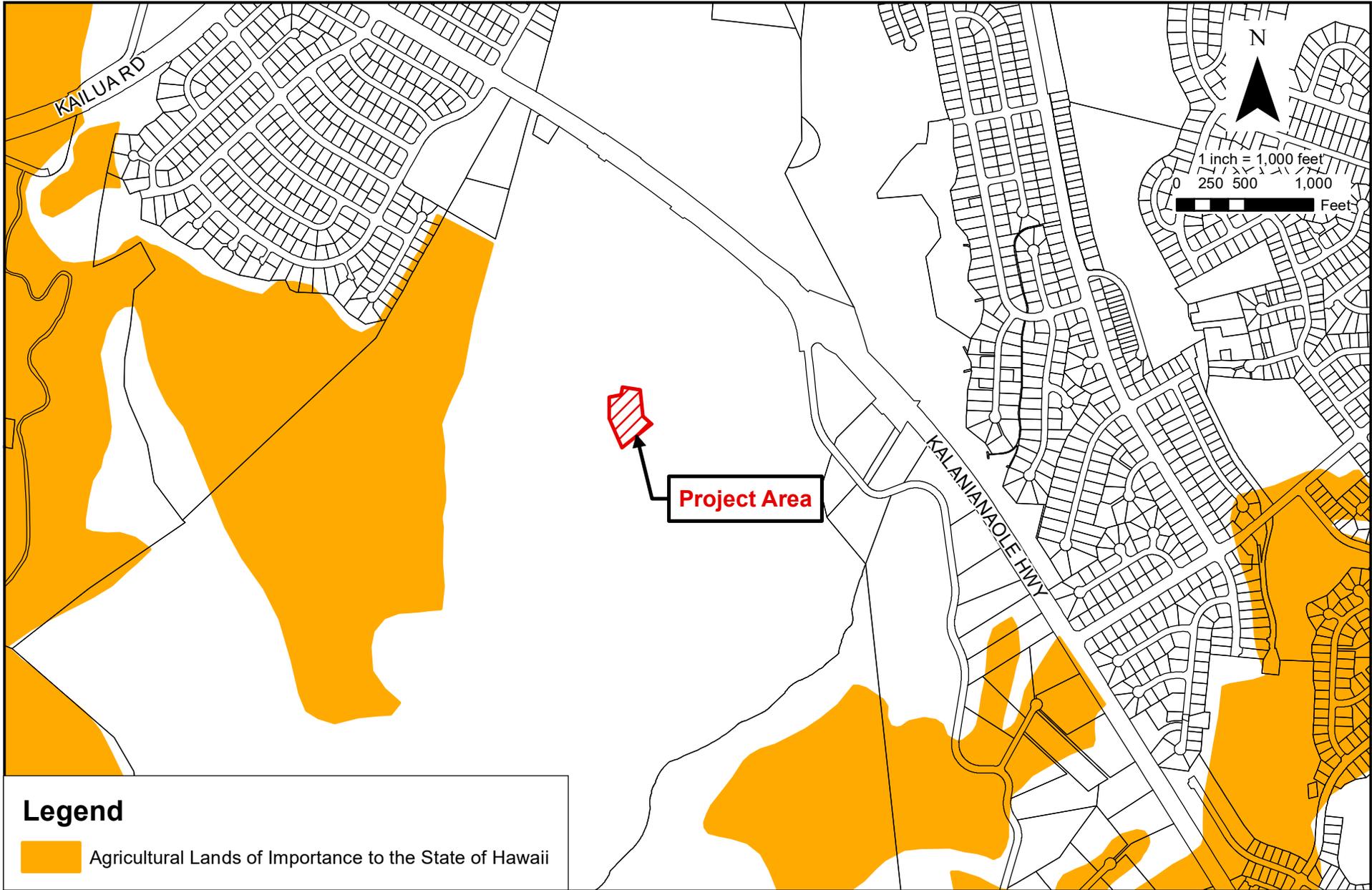


OLOMANA SCHOOL SPECIAL USE PERMIT

Figure No.

LAND STUDY BUREAU SOILS MAP

5



Legend

 Agricultural Lands of Importance to the State of Hawaii

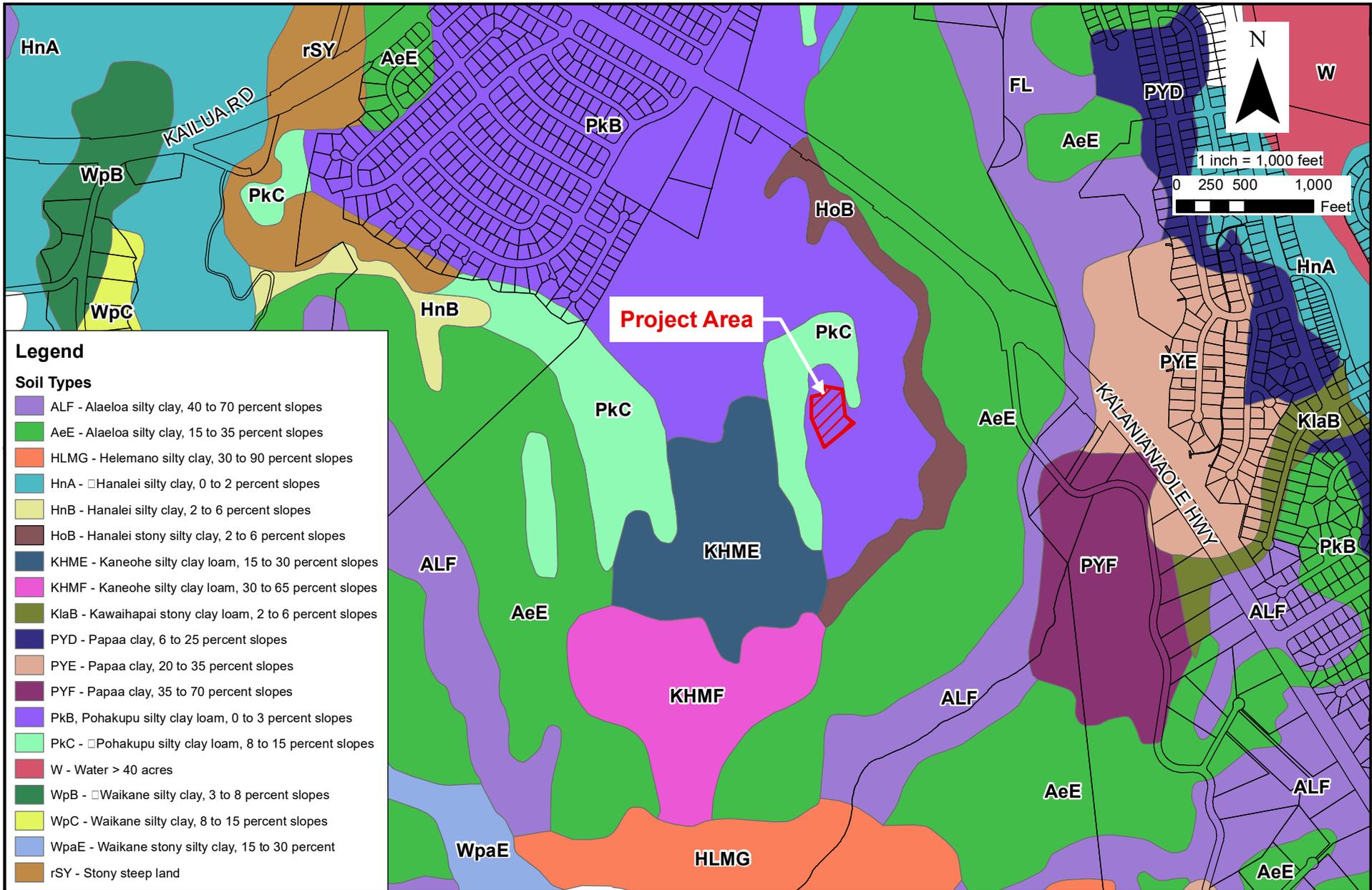
OLOMANA SCHOOL SPECIAL USE PERMIT

Figure No.



MAP OF AGRICULTURAL LANDS OF IMPORTANCE TO THE STATE OF HAWAII

6



OLOMANA SCHOOL SPECIAL USE PERMIT

Figure No.

SOILS MAP

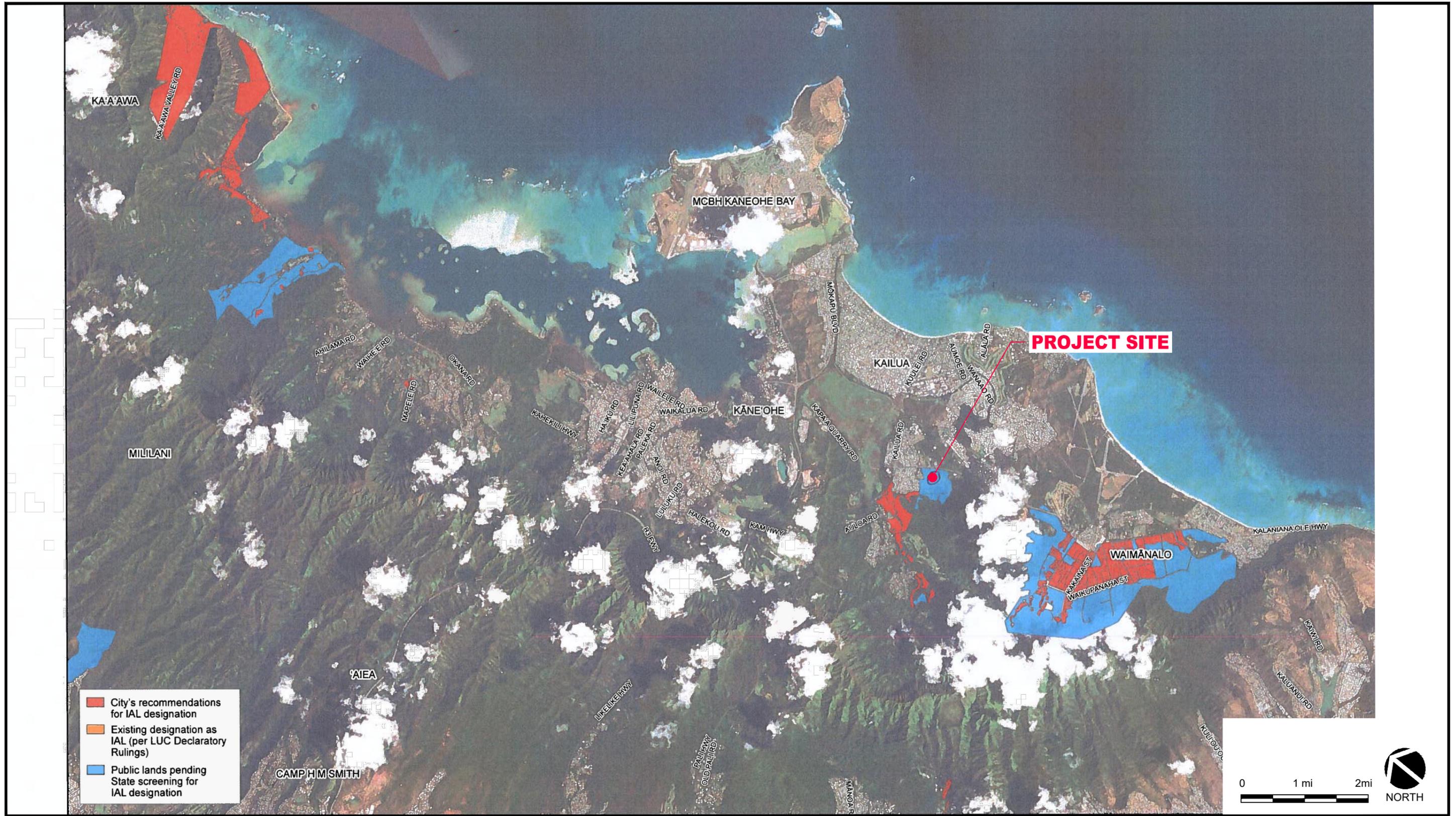


FIGURE 8
OAHU LANDS RECOMMENDED FOR IAL DESIGNATION



Urban, a district boundary amendment to Urban for the School would result a spot zone of 2.561 acres within the over 1,000-acre surrounding Agriculture and Conservation districts.

2. Consistency with State and County Plans and Programs

Indicate how the proposal is consistent with the State's Coastal Zone Management policies and objective, Chapter 205A, HRS, and the Hawaii State Plan, Chapter 226, HRS. Describe how the proposal is consistent with the City's General Plan and the applicable Development Plan or Sustainable Communities Plan.

HRS, Chapter 205 A, Coastal Zone Management

Part I. Coastal Zone Management

HRS §205A-1 Defines, "Coastal zone management area" means all lands of the State and the area extending seaward from the shoreline to the limit of the State's police power and management authority, including the United States territorial sea.

HRS, §205A-2 Coastal zone management program; objectives and policies, states.

- (a) The objectives and policies in this section shall apply to all parts of this chapter.
- (b) Objectives.

(2) *Historic resources;*

- (A) *Protect, preserve, and, where desirable, restore those natural and manmade historic and prehistoric resources in the coastal zone management area that are significant in Hawaiian and American history and culture.*

On February 12, 1986, five (5) buildings within the 437.0-acre parcel were placed on the State Register of Historic Places. The 5 buildings are located throughout the parcel. Of those 5 buildings, the closest building is the partially collapsed remnant of the two-story Moana Cottage located south of the open, overflow parking area used by Olomana School/Olomana Youth Center. This cottage is the closest building of the 5 historic building identified in the State Register of Historic Places.

The proposed improvements are sited within the 2.206-acre School campus. Thus, the improvements would not affect the historic buildings or its setting. See further discussion below and Figure 12.

(3) *Scenic and open space resources;*

- (A) *Protect, preserve, and, where desirable, restore or improve the quality of coastal scenic and open space resources.*

The proposed improvements are located within 2.206-acre School campus. Further, the Olomana School/Olomana Youth Center project site is located about 1,250 feet (0.23 miles)

south of Kalaniana'ole Highway. This places the Olomana School/Olomana Youth Center project site about 2.0 miles (10,500 feet) from Kailua Bay. Thus, the improvements would not affect the quality of coastal and open space resources.

- (5) *Economic uses;*
 - (A) *Provide public or private facilities and improvements important to the State's economy in suitable locations.*

The proposed improvements are located within the 2.206-acre School campus, which has been used as the Olomana School/Olomana Youth Center project site since the early 1950's. Moreover, since 1929, the entire 437.0-acre parcel has been used for educational purposes. The proposed improvements are sited within the 2.206-acre School campus. Thus, the improvements would not affect the historic building or its setting. See further discussion below and Figure 12.

- (3) *Scenic and open space resources;*
 - (A) *Protect, preserve, and, where desirable, restore or improve the quality of coastal scenic and open space resources.*

The proposed improvements are located within 2.206-acre School campus. Further, the Olomana School/Olomana Youth Center project site is located about 1,250 feet (0.23 miles) south of Kalaniana'ole Highway. This places the Olomana School/Olomana Youth Center project site about 2.0 miles (10,500 feet) from Kailua Bay. Thus, the improvements would not affect the quality of coastal and open space resources.

- (5) *Economic uses;*
 - (A) *Provide public or private facilities and improvements important to the State's economy in suitable locations.*

The proposed improvements are located within the 2.206-acre School campus, which has been used as the Olomana School/Olomana Youth Center project site since the early 1950's. Moreover, since 1929, the entire 437.0-acre parcel has been used for educational purposes.

Part II. Special Management Areas

The Olomana School/Olomana Youth Center project site is located about 1,250 feet (0.23 miles) south of Kalaniana'ole Highway. This places the Olomana School/Olomana Youth Center project site about 2.0 miles (10,500 feet) from Kailua Bay. Thus, the Olomana School/Olomana Youth Center project site outside of the Special Management area.

Part III. Shoreline Setbacks

The Olomana School/Olomana Youth Center project site about 2.0 miles (10,500 feet) from Kailua Bay. The Olomana School/Olomana Youth Center project site will not affect the shoreline setback along Kailua Bay.

Part IV. Marine and Coastal Affairs

The Olomana School/Olomana Youth Center project site about 2.0 miles (10,500 feet) from Kailua Bay. The Olomana School/Olomana Youth Center project site will not affect marine and coastal affairs.

HRS Chapter 226, Hawai'i State Plan

The Hawai'i State Plan, Chapter 226, HRS, as amended, provides goals, objectives, policies, and priorities for the State. The purpose of the Hawai'i State Plan is to set forth a plan that shall serve as a guide for the future long-range development of the State; identify the goals, objectives, policies, and priorities for the State; provide a basis for determining priorities and allocating limited resources, such as public funds, services, human resources, land, energy, water, and other resources; improve coordination of federal, state, and county plans, policies, programs, projects, and regulatory activities; and to establish a system for plan formulation and program coordination to provide for an integration of all major state, and county activities. The proposed project's consistency with applicable objectives and policies are in the following table with following letter code: S = Supportive, NS = Not Supportive, N/A = Not Applicable. Table 1 is a discussion of Hawai'i State Plan.

Table 1
 Hawai'i State Plan

PART I. OVERALL THEME, GOALS, OBJECTIVES AND POLICIES

The Hawai'i State Plan	S	NS	N/A
§226-4 State goals. In order to ensure, for present and future generations, those elements of choice and mobility that ensure that individuals and groups may approach their desired levels of self-reliance and self-determination, it shall be the goal of the State to achieve:			
(1) A strong, viable economy, characterized by stability, diversity, and growth, that enables the fulfillment of the needs and expectations of Hawai'i's present and future generations.	X		
(2) A desired physical environment, characterized by beauty, cleanliness, quiet, stable natural systems, and uniqueness, that enhances the mental and physical well-being of the people.	X		
(3) Physical, social, and economic well-being, for individuals and families in Hawai'i, that nourishes a sense of community responsibility, of caring, and of participation in community life.	X		
Discussion: The proposed action will support the physical, social and economic well-being, for individuals and families by providing middle and high school students' educational opportunities, which might not be otherwise available to them in another academic setting.			
§226-5 Objective and policies for population.			
(a) It shall be the objective in planning for the State's population to guide population growth to be consistent with the achievement of physical, economic, and social objectives contained in this chapter.			
To achieve the population objective, it shall be the policy of this State to:			
(1) Manage population growth statewide in a manner that provides increased opportunities for Hawai'i's people to pursue their physical, social, and economic			X

The Hawai'i State Plan	S	NS	N/A
aspirations while recognizing the unique needs of each county.			
(2) Encourage an increase in economic activities and employment opportunities on the Neighbor Islands consistent with community needs and desires.			X
(3) Promote increased opportunities for Hawai'i's people to pursue their socio-economic aspirations throughout the islands.	X		
(4) Encourage research activities and public awareness programs to foster an understanding of Hawai'i's limited capacity to accommodate population needs and to address concerns resulting from an increase in Hawai'i's population.			X
(5) Encourage federal actions that will promote a more balanced distribution of immigrants among the states, provided that such actions do not prevent the reunion of immediate family members.			X
(6) Pursue an increase in federal assistance for states with a greater proportion of foreign immigrants relative to their state's population.			X
(7) Plan the development and availability of land and water resources in a coordinated manner so as to provide for the desired levels of growth in each geographic area.			X
Discussion: The proposed action will support the increased opportunities by providing the necessary facilities for students to pursue their socio-economic goals.			
.			
§226-6 Objectives and policies for the economy--in general.			
(a) Planning for the State's economy in general shall be directed toward achievement of the following objectives:			
(1) Increased and diversified employment opportunities to achieve full employment, increased income and job choice, and improved living standards for Hawai'i's people.			
(2) A steady growing and diversified economic base that is not overly dependent on a few industries, and includes the development and expansion of industries on the neighbor islands.			
(b) To achieve the general economic objectives, it shall be the policy of this State to:			
(1) Expand Hawai'i's national and international marketing, communication, and organizational ties, to increase the State's capacity to adjust to and capitalize upon economic changes and opportunities occurring outside the State.			X
(2) Promote Hawai'i as an attractive market for environmentally and socially sound investment activities that benefit Hawai'i's people.			X
(3) Seek broader outlets for new or expanded Hawai'i business investments.			X
(4) Expand existing markets and penetrate new markets for Hawai'i's products and services.			X
(5) Assure that the basic economic needs of Hawai'i's people are maintained in the event of disruptions in overseas transportation.			X
(6) Strive to achieve a level of construction activity responsive to, and consistent with, state growth objectives.			X
(7) Encourage the formation of cooperatives and other favorable marketing arrangements at the local or regional level to assist Hawai'i's small scale producers, manufacturers, and distributors.			X
(8) Encourage labor-intensive activities that are economically satisfying and which offer opportunities for upward mobility.			X
(9) Foster greater cooperation and coordination between the public and private sectors in developing Hawai'i's employment and economic growth opportunities.			X
(10) Stimulate the development and expansion of economic activities which will benefit areas with substantial or expected employment problems.			X
(11) Maintain acceptable working conditions and standards for Hawai'i's workers.			X

The Hawai'i State Plan	S	NS	N/A
(12) Provide equal employment opportunities for all segments of Hawai'i's population through affirmative action and non-discrimination measures.			X
(13) Encourage businesses that have favorable financial multiplier effects within Hawai'i's economy.			X
(14) Promote and protect intangible resources in Hawai'i, such as scenic beauty and the aloha spirit, which are vital to a healthy economy.	X		
(15) Increase effective communication between the educational community and the private sector to develop relevant curricula and training programs to meet future employment needs in general, and requirements of new, potential growth industries in particular.	X		
(16) Foster a business climate in Hawai'i- including attitudes, tax and regulatory policies, and financial and technical assistance programs-that is conducive to the expansion of existing enterprises and the creation and attraction of new business and industry.			X
<p>Discussion: The proposed action will be single-story modular/portable buildings similar to those already existing on the campus which will protect the scenic beauty of the area.</p> <p>The proposed action will allow Olomana School/Olomana Youth Center to add and revise their curricula so that the students will have the necessary education to fulfill the requirements of various industries in the State.</p>			
<p>§226-7 Objectives and policies for the economy--agriculture.</p>			
<p>(a) Planning for the State's economy with regard to agriculture shall be directed towards achievement of the following objectives:</p> <p>(2) Growth and development of diversified agriculture throughout the State</p> <p>To achieve the agriculture objectives, it shall be the policy of this State to:</p>			
(1) Foster increased public awareness and understanding of the contributions and benefits of agriculture as a major sector of Hawai'i's economy.	X		
(2) Seek the enactment and retention of federal and state legislation that benefits Hawai'i's agricultural industries.			X
(3) Strengthen diversified agriculture by developing an effective promotion, marketing, and distribution system between Hawai'i's producers and consumer markets locally, on the continental United States, and internationally.			X
(4) Support research and development activities that provide greater efficiency and economic productivity in agriculture.			X
(5) Enhance agricultural growth by providing public incentives and encouraging private initiatives.			X
(6) Assure the availability of agriculturally suitable lands with adequate water to accommodate present and future needs.			X
(7) Increase the attractiveness and opportunities for an agricultural education and livelihood.			X
(8) Expand Hawai'i's agricultural base by promoting growth and development of flowers, tropical fruits and plants, livestock, feed grains, forestry, food crops, aquaculture, and other potential enterprises.			X
(9) Promote economically competitive activities that increase Hawai'i's agricultural self-sufficiency.			X
(10) Promote and assist in the establishment of sound financial programs for diversified agriculture			X

The Hawai'i State Plan	S	NS	N/A
(11) Institute and support programs and activities to assist the entry of displaced agricultural workers into alternative agricultural or other employment.			X
(12) Facilitate the transition of agricultural lands in economically non-feasible agricultural production to economically viable agricultural uses.			X
Discussion: The proposed action includes facilities to be used by the School's culinary program which supports a "farm to table" concept. This will support the objective of increasing public awareness of the contributions of the agricultures to the economy of the State.			
226-8 Objective and policies for the economy--visitor industry. Planning for the State's economy with regard to the visitor industry shall be directed towards the achievement of the objective of a visitor industry that constitutes a major component of steady growth for Hawai'i's economy. (b) To achieve the visitor industry objective, it shall be the policy of this State to:			
(1) Support and assist in the promotion of Hawai'i's visitor attractions and facilities.			X
(2) Ensure that visitor industry activities are in keeping with the social, economic, and physical needs and aspirations of Hawai'i's people.			X
(3) Improve the quality of existing visitor destination areas.			X
(4) Encourage cooperation between the public and private sectors in developing and maintaining well-designed, adequately serviced visitor industry and related developments which are sensitive to neighboring communities and activities.			X
(5) Develop the industry in a manner that will continue to provide new job opportunities and steady employment for Hawai'i's people.			X
(6) Provide opportunities for Hawai'i's people to obtain job training and education that will allow for upward mobility within the visitor industry.			X
(7) Foster a recognition of the contribution of the visitor industry to Hawai'i's economy and the need to perpetuate the aloha spirit.			X
(8) Foster an understanding by visitors of the aloha spirit and of the unique and sensitive character of Hawai'i's cultures and values.			X
Discussion: The proposed action does not include facilities or improvements that would affect the visitor industry.			
§226-9 Objective and policies for the economy--federal expenditures. (a) Planning for the State's economy with regard to federal expenditures shall be directed towards achievement of the objective of a stable federal investment base as an integral component of Hawai'i's economy (b) To achieve the federal expenditures objective, it shall be the policy of this State to:			
(1) Encourage the sustained flow of federal expenditures in Hawai'i that generates long-term government civilian employment.			X
(2) Promote Hawai'i's supportive role in national defense.			X
(3) Promote the development of federally supported activities in Hawai'i that respect state-wide economic concerns, are sensitive to community needs, and minimize adverse impacts on Hawai'i's environment.			X
(4) Increase opportunities for entry and advancement of Hawai'i's people into federal government service.			X
(5) Promote federal use of local commodities, services, and facilities available in Hawai'i.			X
(6) Strengthen federal-state-county communication and coordination in all federal activities that affect Hawai'i.			X
(7) Pursue the return of federally controlled lands in Hawai'i that are not required for either the defense of the nation or for other purposes of national importance,			X

The Hawai'i State Plan	S	NS	N/A
and promote the mutually beneficial exchanges of land between federal agencies, the State, and the counties.			
Discussion: The proposed action does not involve use of federal expenditures.			
<p>§226-10 Objective and policies for the economy--potential growth and innovative activities.</p> <p>(a) Planning for the State's economy with regard to potential growth and innovative activities shall be directed towards achievement of the objective of development and expansion of potential growth and innovative activities that serve to increase and diversify Hawai'i's economic base.</p> <p>(b) To achieve the potential growth activity objective, it shall be the policy of this State to:</p>			
(1) Facilitate investment and employment in economic activities that have the potential for growth such as diversified agriculture, aquaculture, apparel and textile manufacturing, film and television production, and energy and marine-related industries.			X
(2) Expand Hawai'i's capacity to attract and service international programs and activities that generate employment for Hawai'i's people.			X
(3) Enhance and promote Hawai'i's role as a center for international relations, trade, finance, services, technology, education, culture, and the arts.			X
(4) Accelerate research and development of new energy-related industries based on wind, solar, ocean, and underground resources and solid waste.			X
(5) Promote Hawai'i's geographic, environmental, social, and technological advantages to attract new economic activities into the State.			X
(6) Provide public incentives and encourage private initiative to attract new industries that best support Hawai'i's social, economic, physical, and environmental objectives.			X
(7) Increase research and the development of ocean related economic activities such as mining, food production, and scientific research.			X
(8) Develop, promote, and support research and educational and training programs that will enhance Hawai'i's ability to attract and develop economic activities of benefit to Hawai'i.	X		
(9) Foster a broader public recognition and understanding of the potential benefits of new, growth oriented industry in Hawai'i.			X
Discussion: The proposed action will support the objectives and policies of the State for the economy by providing educational opportunities for students which will enhance the State's economic activities.			
<p>§226-11 Objectives and policies for the physical environment--land-based, shoreline, and marine resources.</p> <p>(a) To achieve the land-based, shoreline, and marine resources objectives, it shall be the policy of this State to:</p> <p>(1) Prudent use of Hawai'i's land-based, shoreline, and marine resources.</p> <p>(2) Effective protection of Hawai'i's unique and fragile environmental resources.</p> <p>(b) To achieve the land-based, shoreline, and marine resources objectives, it shall be the policy of this State to:</p>			
(1) Exercise an overall conservation ethic in the use of Hawai'i's natural resources.	X		
(2) Ensure compatibility between land-based and water-based activities and natural resources and ecological systems.			X
(3) Take into account the physical attributes of areas when planning and designing activities and facilities.	X		
(4) Manage natural resources and environs to encourage their beneficial and multiple			X

The Hawai'i State Plan	S	NS	N/A
use without generating costly or irreparable environmental damage.			
(5) Consider multiple uses in watershed areas, provided such uses do not detrimentally affect water quality and recharge functions.			X
(6) Encourage the protection of rare or endangered plant and animal species and habitats native to Hawai'i.			X
(7) Provide public incentives that encourage private actions to protect significant natural resources from degradation or unnecessary depletion.			X
(8) Pursue compatible relationships among activities, facilities, and natural resources.			X
(9) Promote increased accessibility and prudent use of inland and shoreline areas for public recreational, educational, and scientific purposes.			X
<p>Discussion: The proposed action will support the objective and policies for the conservation of natural resources as the facilities set forth for development are sited within the 2.516-acre area assigned to the School. Thus, the proposed action will preserve the natural resources of the area of the School campus. Further, the proposed improvements will be similar to the existing single level low rise modular/portable buildings.</p>			
<p>§226-12 Objective and policies for the physical environment--scenic, natural beauty, and historic resources.</p> <p>(a) Planning for the State's physical environment shall be directed towards achievement of the objective of enhancement of Hawai'i's scenic assets, natural beauty, and multicultural/historical resources</p> <p>(b) To achieve the scenic, natural beauty, and historic resources objective, it shall be the policy of this State to:</p>			
(1) Promote the preservation and restoration of significant natural and historic resources.	X		
(2) Provide incentives to maintain and enhance historic, cultural, and scenic amenities.	X		
(3) Promote the preservation of views and vistas to enhance the visual and aesthetic enjoyment of mountains, ocean, scenic landscapes, and other natural features.	X		
(4) Protect those special areas, structures, and elements that are an integral and functional part of Hawai'i's ethnic and cultural heritage.	X		
(5) Encourage the design of developments and activities that complement the natural beauty of the islands.	X		
<p>Discussion: The proposed action will support the objectives and policies for preservation of historic resources which still remain within the 437-acre parcel. The closest historic resource is the remnant of the partially collapsed Moana Cottage which lies to the south of the at grade overflow parking area located near the entrance to the School campus. The proposed improvements are sited within the 2.206-acre campus site and will not extend to the area of the overflow parking area.</p> <p>The scenic, natural beauty of the area will be maintained as the proposed improvements will be similar to the existing single level low rise modular/portable buildings.</p> <p>The proposed improvements will be designed to be similar to the existing modular/portable buildings in terms of roof lines, exterior appearance and color. This will ensure the proposed improvements complement the surrounding natural setting of the area.</p>			
<p>§226-13 Objectives and policies for the physical environment--land, air, and water quality.</p> <p>(a) Planning for the State's physical environment with regard to land, air, and water quality shall be directed towards achievement of the following objectives:</p> <p>(1) Maintenance and pursuit of improved quality in Hawai'i's land, air, and water resources.</p> <p>(2) Greater public awareness and appreciation of Hawai'i's environmental resources.</p> <p>(b) To achieve the land, air, and water quality objectives, it shall be the policy of this State to:</p>			

The Hawai'i State Plan	S	NS	N/A
(1) Foster educational activities that promote a better understanding of Hawai'i's limited environmental resources.			X
(2) Promote the proper management of Hawai'i's land and water resources.			X
(3) Promote effective measures to achieve desired quality in Hawai'i's surface, ground, and coastal waters.			X
(4) Encourage actions to maintain or improve aural and air quality levels to enhance the health and well-being of Hawai'i's people.			X
(5) Reduce the threat to life and property from erosion, flooding, tsunamis, hurricanes, earthquakes, volcanic eruptions, and other natural or man-induced hazards and disasters.			X
(6) Encourage design and construction practices that enhance the physical qualities of Hawai'i's communities.	X		
(7) Encourage urban developments in close proximity to existing services and facilities.			X
(8) Foster recognition of the importance and value of the land, air, and water resources to Hawai'i's people, their cultures and visitors.			X
Discussion: The proposed improvements are sited within the 2.206-acre campus site and will be similar to the existing single level low rise modular/portable buildings. This will enhance the setting of the campus and surrounding area.			
§226-14 Objective and policies for facility systems--in general.			
(a) Planning for the State's facility systems in general shall be directed towards achievement of the objective of water, transportation, waste disposal, and energy and telecommunication systems that support statewide social, economic, and physical objectives.			
(b) To achieve the general facility systems objective, it shall be the policy of this State to :			
(1) Accommodate the needs of Hawai'i's people through coordination of facility systems and capital improvement priorities in consonance with state and county plans.			X
(2) Encourage flexibility in the design and development of facility systems to promote prudent use of resources and accommodate changing public demands and priorities.	X		
(3) Ensure that required facility systems can be supported within resource capacities and at reasonable cost to the user.	X		
(4) Pursue alternative methods of financing programs and projects and cost-saving techniques in the planning, construction, and maintenance of facility systems.			X
Discussion: The proposed action will allow Olomana School/Olomana Youth Center the flexibility to meet the changing educational requirements of students to meet public demands and priorities. Olomana School/Olomana Youth Center is part of the DOE system of public schools. The DOE supports the School in terms cost of the Improvements.			
§226-15 Objectives and policies for facility systems--solid and liquid wastes.			
(a) Planning for the State's facility systems with regard to solid and liquid wastes shall be directed towards the achievement of the following objectives:			
(1) Maintenance of basic public health and sanitation standards relating to treatment and disposal of solid and liquid wastes.			
(2) Provision of adequate sewerage facilities of physical and economic activities that alleviate problems in housing, employment, mobility, and other areas.			
(b) To achieve solid and liquid waste objectives, it shall be the policy of this State to:			
(1) Encourage the adequate development of sewerage facilities that complement planned growth.			X

The Hawai'i State Plan	S	NS	N/A
(2) Promote re-use and recycling to reduce solid and liquid wastes and employ a conservation ethic.			X
(3) Promote research to develop more efficient and economical treatment and disposals of solid and liquid wastes.			X
Discussion: The proposed action will not involve facility systems related to solid and liquid wastes			
§226-16 Objective and policies for facility systems--water.			
(a) Planning for the State's facility systems with regard to water shall be directed towards achievement of the objective of the provision of water to adequately accommodate domestic, agricultural, commercial, industrial, recreational, and other needs within resource capacities.			
(b) To achieve the facility systems water objective, it shall be the policy of the State to:			
(1) Coordinate development of land use activities with existing and potential water supply.			X
(2) Support research and development of alternative methods to meet future water requirements well in advance of anticipated needs.			X
(3) Reclaim and encourage the productive use of runoff water and waste water discharges.			X
(4) Assist in improving the quality, efficiency, service, and storage capabilities of water systems for domestic and agricultural use.			X
(5) Support water supply services to areas experiencing critical water problems.			X
(6) Promote water conservation programs and practices in government, private industry, and the general public to help ensure adequate water to meet long-term needs.			X
Discussion: The proposed action will not involve facility systems related to water systems.			
§226-17 Objectives and policies for facility systems--transportation.			
(a) Planning for the State's facility systems with regard to transportation shall be directed towards the achievement of the following objectives:			
(1) An integrated multi-modal transportation system that services statewide needs and promotes the efficient, economical, safe, and convenient movement of people and goods.			
(2) A statewide transportation system consistent with planned growth objectives throughout the State.			
(b) To achieve the transportation objectives, it shall be the policy of this State to:			
(1) Design, program, and develop a multi-modal system in conformance with desired growth and physical development as stated in this chapter.			X
(2) Coordinate state, county, federal, and private transportation activities and programs toward the achievement of statewide objectives.			X
(3) Encourage a reasonable distribution of financial responsibilities for transportation among participating governmental and private parties.			X
(4) Provide for improved accessibility to shipping, docking, and storage facilities.			X
(5) Promote a reasonable level and variety of mass transportation services that adequately meet statewide and community needs.			X
(6) Encourage transportation systems that serve to accommodate present and future development needs of communities.			X
(7) Encourage a variety of carriers to offer increased opportunities and advantages to inter-island movement of people and goods.			X
(8) Increase the capacities of airport and harbor systems and support facilities to effectively accommodate transshipment and storage needs.			X

The Hawai'i State Plan	S	NS	N/A
(9) Encourage the development of transportation, systems and programs which would assist statewide economic growth and diversification.			X
(10) Encourage the design and development of transportation systems sensitive to the needs of affected communities and the quality of Hawai'i's natural environment.			X
(11) Encourage safe and convenient uses of low-cost, energy-efficient, non-polluting means of transportation.			X
Discussion: The proposed action will not involve facility systems related to transportation.			
§226-18 Objectives and policies for facility systems—energy/telecommunications.			
(a) Planning for the State's facility systems with regard to energy shall be directed toward the achievement of the following objectives, giving due consideration to all:			
(1) Dependable, efficient, and economical statewide energy and telecommunication systems capable of supporting the needs of the people.			
(2) Increased energy self-sufficiency.			
(b) To achieve the energy/telecommunication objectives, it shall be the policy of this State to ensure the provision of adequate, reasonably priced, and dependable power and telecommunication services to accommodate demand			
(c) To further achieve the energy objectives, it shall be the policy of this State to:			
(1) Support research and development as well as promote the use of renewable energy sources.			X
(2) Ensure a sufficient supply of energy to enable power systems to support the demands of growth.			X
(3) Promote prudent use of power and fuel supplies through conservation measures including education and energy-efficient practices and technologies.			X
(4) Ensure that the development or expansion of power systems and sources adequately consider environmental, public health, and safety concerns, and resource limitations.			X
(d) To further achieve the telecommunication objective, it shall be the policy of this State to:			
(1) Facilitate research and development of telecommunication systems and resources.			X
(2) Encourage public and private sector efforts to develop means for adequate, ongoing telecommunication planning.			X
(3) Promote efficient management and use of existing telecommunication systems and services.			X
(4) Facilitate the development of education and training of telecommunication personnel.			X
Discussion: The proposed action will not involve facility systems related to energy/telecommunications.			
§226-19 Objectives and policies for socio-cultural advancement--housing.			
(a) Planning for the State's socio-cultural advancement with regard to housing shall be directed toward the achievement of the following objectives:			
(1) Greater opportunities for Hawai'i's people to secure reasonably priced, safe, sanitary, livable homes located in suitable environments that satisfactorily accommodate the needs and desires of families and individuals.			
(2) The orderly development of residential areas sensitive to community needs and other land uses.			
(b) To achieve the housing objectives, it shall be the policy of this State to:			
(1) Effectively accommodate the housing needs of Hawai'i's people.			X
(2) Stimulate and promote feasible approaches that increase housing choices for low-income, moderate-income, and gap-group households			X

The Hawai'i State Plan	S	NS	N/A
(3) Increase homeownership and rental opportunities and choices in terms of quality, location, cost, densities, style, and size of housing.			X
(4) Promote appropriate improvement, rehabilitation, and maintenance of existing housing units and residential areas.			X
(5) Promote design and location of housing developments taking into account the physical setting, accessibility to public facilities and services, and other concerns of existing communities and surrounding areas.			X
(6) Facilitate the use of available vacant, developable, and underutilized urban lands for housing.			X
(7) Foster a variety of lifestyles traditional to Hawai'i through the design and maintenance of neighborhoods that reflect the cultures and values of the community.			X
(8) Promote research and development of methods to reduce the cost of housing construction in Hawai'i.			X
Discussion: The proposed action will not affect the objectives and policies for socio-cultural advancement related to housing.			
§226-20 Objectives and policies for socio-cultural advancement--health.			
(a) Planning for the State's socio-cultural advancement with regard to health shall be directed towards achievement of the following objectives:			
(1) Fulfillment of basic individual health needs of the general public.			
(2) Maintenance of sanitary and environmentally healthful conditions in Hawai'i's communities.			
(b) To achieve the health objectives, it shall be the policy of this State to:			
(1) Provide adequate and accessible services and facilities for prevention and treatment of physical and mental health problems, including substance abuse.			X
(2) Encourage improved cooperation among public and private sectors in the provision of health care to accommodate the total health needs of individuals throughout the State.			X
(3) Encourage public and private efforts to develop and promote statewide and local strategies to reduce health care and related insurance costs.			X
(4) Foster an awareness of the need for personal health maintenance and preventive health care through education and other measures.			X
(5) Provide programs, services, and activities that ensure environmentally healthful and sanitary conditions.			X
(6) Improve the State's capabilities in preventing contamination by pesticides and other potentially hazardous substances through increased coordination, education, monitoring, and enforcement			X
Discussion: The proposed action will not affect the objectives and policies for socio-cultural advancement related to health.			
§226-22 Objective and policies for socio-cultural advancement--social services.			
(a) Planning for the State's socio-cultural advancement with regard to social services shall be directed towards the achievement of the objective of improved public and private social services and activities that enable individuals, families, and groups to become more self-reliant and confident to improve their well-being.			
(b) To achieve the education objective, it shall be the policy of this State to:			
(1) Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups.	X		
(2) Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs.	X		

The Hawai'i State Plan	S	NS	N/A
(3) Provide appropriate educational opportunities for groups with special needs.	X		
(4) Promote educational programs which enhance understanding of Hawai'i's cultural heritage.			X
(5) Provide higher educational opportunities that enable Hawai'i's people to adapt to changing employment demands.	X		
(6) Assist individuals, especially those experiencing critical employment problems or barriers, or undergoing employment transitions, by providing appropriate employment training programs and other related educational opportunities.	X		
(7) Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning.	X		
(8) Emphasize quality educational programs in Hawai'i's institutions to promote academic excellence.	X		
(9) Support research programs and activities that enhance the education programs of the State.	X		
Discussion: The proposed improvements will provide facilities required to meet the basic educational needs of students in grade 7 to 12. The proposed improvements will also provide the School facilities to meet the needs of the community in terms of automotive services, carpentry/wood working skills and various culinary fields. The proposed improvements are needed so the students in all of these fields will have the necessary education and skills so that may fulfill the needs of the community. The facilities are needed so the School can teach the basic skills needed by students including reading, writing, computing, listening, speaking and reasoning. Students need these basic skills to achieve their goals in any place in the community.			
§226-23 Objective and policies for socio-cultural advancement--leisure.			
(a) Planning for the State's socio-cultural advancement with regard to leisure shall be directed towards the achievement of the objective of the adequate provision of resources to accommodate diverse cultural, artistic, and recreational needs for present and future generations.			
(b) To achieve the leisure objective, it shall be the policy of this State to:			
(1) Foster and preserve Hawai'i's multi-cultural heritage through supportive cultural, artistic, recreational, and humanities-oriented programs and activities.			X
(2) Provide a wide range of activities and facilities to fulfill the cultural, artistic, and recreational needs of all diverse and special groups effectively and efficiently.			X
(3) Enhance the enjoyment of recreational experiences through safety and security measures, educational opportunities, and improved facility design and maintenance.			X
(4) Promote the recreational and educational potential of natural resources having scenic, open space, cultural, historical, geological, or biological values while ensuring that their inherent values are preserved			X
(5) Ensure opportunities for everyone to use and enjoy Hawai'i's recreational resources.			X
(6) Assure the availability of sufficient resources to provide for future cultural, artistic, and recreational needs			X
(7) Provide adequate and accessible physical fitness programs to promote the physical and mental well-being of Hawai'i's people.			X
(8) Increase opportunities for appreciation and participation in the creative arts, including the literary, theatrical, visual, musical, folk, and traditional art forms.			X
(9) Encourage the development of creative expression in the artistic disciplines to enable all segments of Hawai'i's population to participate in the creative arts.			X
(10) Assure adequate access to significant natural and cultural resources in public ownership.	X		
Discussion: The proposed action will does not involve the objectives and policies for socio-cultural advancement related to leisure.			

The Hawai'i State Plan	S	NS	N/A
<p>§226-24 Objective and policies for socio-cultural advancement –individual rights and personal well-being.</p> <p>(a) Planning for the State's socio-cultural advancement with regard to individual rights and personal well-being shall be directed towards achievement of the objective of increased opportunities and protection of individual rights to enable individuals to fulfill their socio-economic needs and aspirations.</p> <p>(b) To achieve the individual rights and personal well-being objective, it shall be the policy of the State to:</p>			
(1) Provide effective services and activities that protect individuals from criminal acts and unfair practices and that alleviate the consequences of criminal acts in order to foster a safe and secure environment.			X
(2) Uphold and protect the national and state constitutional rights of every individual.			X
(3) Assure access to, and availability of, legal assistance, consumer protection, and other public services which strive to attain social justice.			X
(4) Ensure equal opportunities for individual participation in society.			X
<p>Discussion: The proposed action will not affect the objectives and policies for socio-cultural advancement related to individual rights and personal well-being.</p>			
<p>§226-25 Objective and policies for socio-cultural advancement--culture.</p> <p>(a) Planning for the State's socio-cultural advancement with regard to culture shall be directed toward the achievement of the objective of enhancement of cultural identities, traditions, values, customs, and arts of Hawai'i's people.</p> <p>(b) To achieve the culture objective, it shall be the policy of this State to:</p>			
(1) Foster increased knowledge and understanding of Hawai'i's ethnic and cultural heritages and the history of Hawai'i.			X
(2) Support activities and conditions that promote cultural values, customs, and arts that enrich the life styles of Hawai'i's people and which are sensitive and responsive to family and community needs.			X
(3) Encourage increased awareness of the effects of proposed public and private actions on the integrity and quality of cultural and community life styles in Hawai'i.			X
(4) Encourage the essence of the aloha spirit in people's daily- activities to promote harmonious relationships among Hawai'i's people and visitors.			X
<p>Discussion: The proposed action will not affect the objectives and policies for socio-cultural advancement related to culture.</p>			
<p>§226-26 Objectives and policies for socio-cultural advancement--public safety.</p> <p>(a) Planning for the State's socio-cultural advancement with regard to public safety shall be directed towards the achievement of the following objectives:</p> <p>(1) Assurance of public safety and adequate protection of life and property for all people.</p> <p>(2) Optimum organizational readiness and capability in all phases of emergency management to maintain the strength, resources, and social and economic well-being of the community in the event of civil disruptions, wars, natural disasters, and other major disturbances.</p> <p>(3) Promotion of a sense of community responsibility for the welfare and safety of Hawai'i's</p> <p>(b) To achieve the public safety programs objectives, it shall be the policy of this State to:</p>			
(1) Ensure that public safety programs are effective and responsive to community needs.			X
(2) Encourage increased community awareness and participation in public safety programs.			X
<p>(c) To achieve the public safety programs objectives, it shall be the policy of this State to:</p>			
(1) Support criminal justice programs aimed at preventing and curtailing criminal			X

The Hawai'i State Plan	S	NS	N/A
activities.			
(2) Develop a coordinated, systematic approach to criminal justice administration among all criminal justice agencies.			X
(3) Provide a range of correctional resources which may include facilities and alternatives to traditional incarceration in order to address the varied security needs of the community and successfully reintegrate offenders into the community.			X
(d) To further achieve public safety objectives related to emergency management, it shall be the policy of this State to:			
(1) Ensure that responsible organizations are in a proper state of readiness to respond to major war related, natural, or technological disasters and civil disturbances at all times.			X
(2) Enhance the coordination between emergency management programs throughout the State.			X
Discussion: The proposed action will not affect the objectives and policies related to public safety.			
§226-27 Objectives and policies for socio-cultural advancement--government.			
(a) Planning the State's socio-cultural advancement with regard to government shall be directed towards the achievement of the following objectives:			
(1) Efficient, effective, and responsive government services at all levels in the State.			
(2) Fiscal integrity, responsibility and efficiency in the state government and county governments.			
(b) To achieve the government objectives, it shall be the policy of this State to:			
(1) Provide for necessary public goods and services not assumed by the private sector.			X
(2) Pursue an openness and responsiveness in government that permits the flow of public information, interaction, and response.			X
(3) Minimize the size of government to that necessary to be effective.			X
(4) Stimulate the responsibility in citizens to productively participate in government for a better Hawai'i.			X
(5) Assure that government attitudes, actions, and services are sensitive to community needs and concerns.			X
(6) Provide for a balanced fiscal budget.			X
(7) Improve the fiscal budgeting and management system of the State.			X
(8) Promote the consolidation of state and county governmental functions to increase the effective and efficient delivery of government programs and services and to eliminate duplicative services wherever feasible.			X
Discussion: The proposed action will not affect the objectives and policies related to government.			

Ko'olau Poko Sustainable Communities Plan (SCP).

Ordinance 17-42~Bill 57 (2016), CD2, FD1, was introduced on September 15, 2016, passed by the Council on August 9, 2017 and signed August 24, 2017 to adopt the Ko'olau Poko Sustainable Communities Plan (SCP). It is one of eight community-oriented plans intended to help guide public policy, investment, and decision-making through the 2035 planning horizon. Each of these eight plans addresses one of eight geographic planning regions on O'ahu, responding to the specific conditions and community values of each region.

The following presents relevant portions of the Ko'olau Poko SCP.

2.1.2 Preserve and Promote Open Space and Agricultural Uses

The preservation, continuation, and potential expansion of agricultural land use provides jobs and economic activity; promotes food security; offers the choice of a rural lifestyle proximate to a major metropolitan area; and maintains open space and a rural ambience in a section of the island that is famed for its natural beauty. In Ko'olau Poko, agricultural use is sustained by both commercially successful operations and subsistence or culturally-based farming. There is a good understanding of the region's strengths, future opportunities and challenges for commercially viable agriculture.

2.1.6 Define and Enhance Existing Commercial and Civic Districts

General Plan policy discourages major new employment growth in this region. Any significant retail and office expansion in this region would be inconsistent with the General Plan policy to direct job growth to the Primary Urban Center and Secondary Urban Center.

Ko'olau Poko maintains six major institutional campuses, including two colleges, two hospitals and two correctional facilities. No new institutional campuses are envisioned for Ko'olau Poko. However, minor expansion and redevelopment within the existing grounds of the region's major institutions are expected to continue to occur.

The two correctional facilities include:

- 1) Hawai'i Youth Correctional Center Facility – Ko'olau - Makai of Kalaniana'ole Highway at edge of Kailua, and
- 2) Hawai'i Youth Correctional Center Facility – Kawailoa - Mauka of Kalaniana'ole Highway at edge of Kailua.

Figure 9 shows the Sustainable Communities Plan Land Use Map.

Discussion of Consistency

The Olomana School/Olomana Youth Center improvements will be sited within the existing 2.206-acre campus. Since it was established in the 1950's, Olomana School/Olomana Youth Center has been part of the Ko'olau Poko community. The School has remained in its current location without expansion of its boundaries. The Olomana School/Olomana Youth Center improvements will not expand the areas of use within the entire parcel which will be consistent with the intent of the Ko'olau Poko SCP of development/expansion within its existing grounds.

2.1.7 Maintain the Community Growth Boundary to Protect Agricultural, Open Space, and Natural Resources

The Community Growth Boundary was established to define and contain the intended extent of urbanized or "built-up" areas within those districts designated as "urban fringe" and "rural" by the General Plan. The purpose is to accommodate modest increases in population, to provide adequate lands for facilities or other groupings of built uses needed to support established communities while protecting lands outside the Community Growth Boundary.

**KO'OLAU POKO
SUSTAINABLE COMMUNITIES PLAN**

Map A-2: Land Use



Department of Planning and Permitting
City & County of Honolulu

- Preservation Areas
- Agricultural Areas
- Parks
- Medium Density Residential
- Low Density Residential
- Industrial
- Institutional
- Military
- Rural Commercial Center (RC)
Suburban Commercial Center (SC),
Community Commercial Center (CC), and
Regional Town Center (TC)
- Freeways, Highways, and Major Roads
- Community Growth Boundary
- Golf Courses and Cemeteries

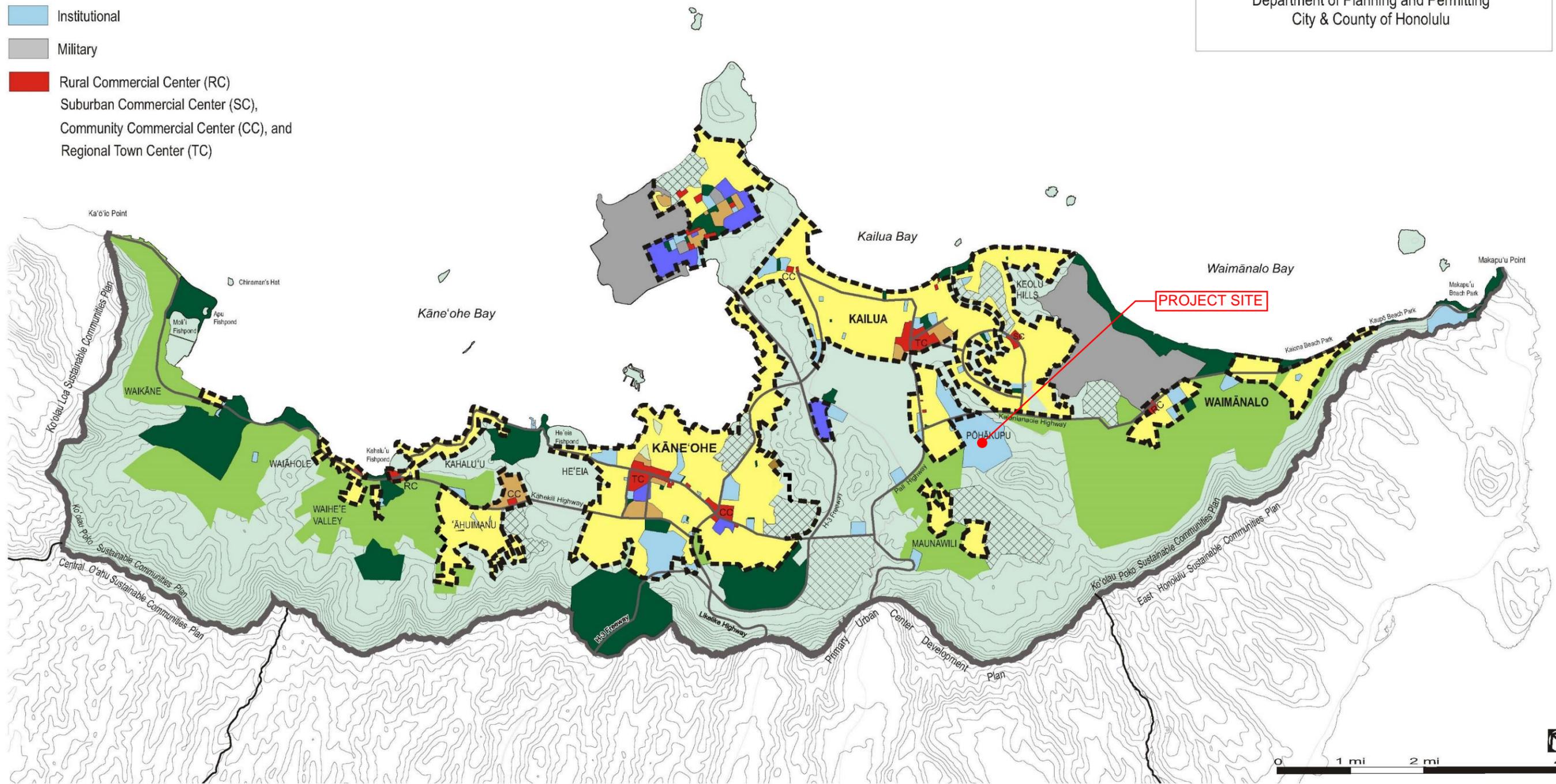


FIGURE 9

The “urban fringe” areas are located outside of the Community Growth Boundary, include:

- Undeveloped parcels on the slopes of Ka'iwa Ridge, Oneawa Hills and Pu'u o 'Ehu;
- Undeveloped lands within and directly adjacent to Kawainui Marsh, and the wetlands of He'eia and Ka'elepulu;
- Most of He'eia Kea valley;
- The slopes of Mount Olomana.

Discussion of Consistency

The Olomana School/Olomana Youth Center improvements will be sited within the existing 2.206-acre campus which will contain the intended extent of urbanized or “built-up” areas within the parcel. This will allow for an increase in the student population which will provide adequate lands for facilities or other groupings of built uses needed to support established communities while protecting “urban fringe” lands outside the Community Growth Boundary.

3.7 Institutional Uses

Ko'olau Poko is home to several public and private institutional campuses.

3.7.1 Policies

The following policies are applicable to institutional campuses:

- **New Campuses.** The decrease in population forecast for 2035 for Ko'olau Poko does not warrant major new schools, hospitals, or similar institutions to serve these communities. No new institutional campuses are proposed in this Plan, although they may be appropriate if they respond to or advance the vision for the region.

Existing Campuses. Existing institutions may expand facilities and programs within the campuses they presently occupy; however, because the major institutions are located adjacent to significant scenic resources, ensure that the campuses retain an open space character. Design and site buildings and facilities on the campus to respect the scenic context. Ensure that the architectural character of institutional buildings and structures respect the surrounding urban and natural features, located adjacent to significant scenic resources, ensure that the campuses retain an open space character. Design and site buildings and facilities on the campus to respect the scenic context. Ensure that the architectural character of institutional buildings and structures respect the surrounding urban and natural features, particularly when located adjacent to a residential area or significant natural or historic feature.

- **Environmental Compatibility.** Encourage energy efficient features, such as the use of solar panels for heating water, and passive solar design, such as the use of window recesses and overhangs and orientation of openings to allow natural cross-ventilation. Also, incorporate resource conservation measures, such as water flow constrictors and facilities for the sorting of waste materials for recycling, in the design of new development.

Existing institutions may expand facilities and programs within the campuses they presently occupy; however, because the major institutions are located adjacent to significant scenic resources, ensure that the campuses retain an open space character. Design and site buildings and facilities on the campus to respect the scenic context.

Discussion of Consistency

The Olomana School/Olomana Youth Center improvements will be sited within the existing 2.206-acre campus presently occupied by the School. This will ensure that the open space character of the 437-acre parcel will be retained.

The improvements will be similar in appearance to the existing modular/portable facilities on the campus which has developed since the 1950s. This design will ensure that the School campus retains the open space character of this area of the Ko'olau Poko SCP. As design proceeds, the various resources conservation measures can be used as a design feature which will be consistent with the Ko'olau Poko SCP.

Figure 10 shows the Sustainable Communities Plan Public Facilities Map.

3.7.2 Guidelines

Architectural Character and Building Massing

- Reflect in the site plan a campus-like environment with a relatively low building coverage ratio and low profile, emphasize open space and landscaping.
- Vary the architectural character, depending on theme and purpose of the use. Design portions of buildings that are adjacent to or readily visible from residential areas to reflect that residential character or be screened from view from such areas by landscaping.
- Limit building heights to two to three stories or 40 feet, including the roof form. Provide height setback transitions from street frontages, the shoreline, and adjacent residential areas.

Discussion of Consistency

The Olomana School/Olomana Youth Center improvements will be single story structures which will be similar in appearance to the existing facilities which have been used since the 1970s. During the design phase, other designs of the improvements can be considered. The Olomana School/Olomana Youth Center project site is located about 0.25 miles from the Olomana residential area such that the improvements would not be readily visible to those residents. The improvements would be consistent with the Architectural Character and Building Massing Guidelines.

KO' OLAU POKO SUSTAINABLE COMMUNITIES PLAN

Map A-3: Public Facilities



Department of Planning and Permitting
City & County of Honolulu

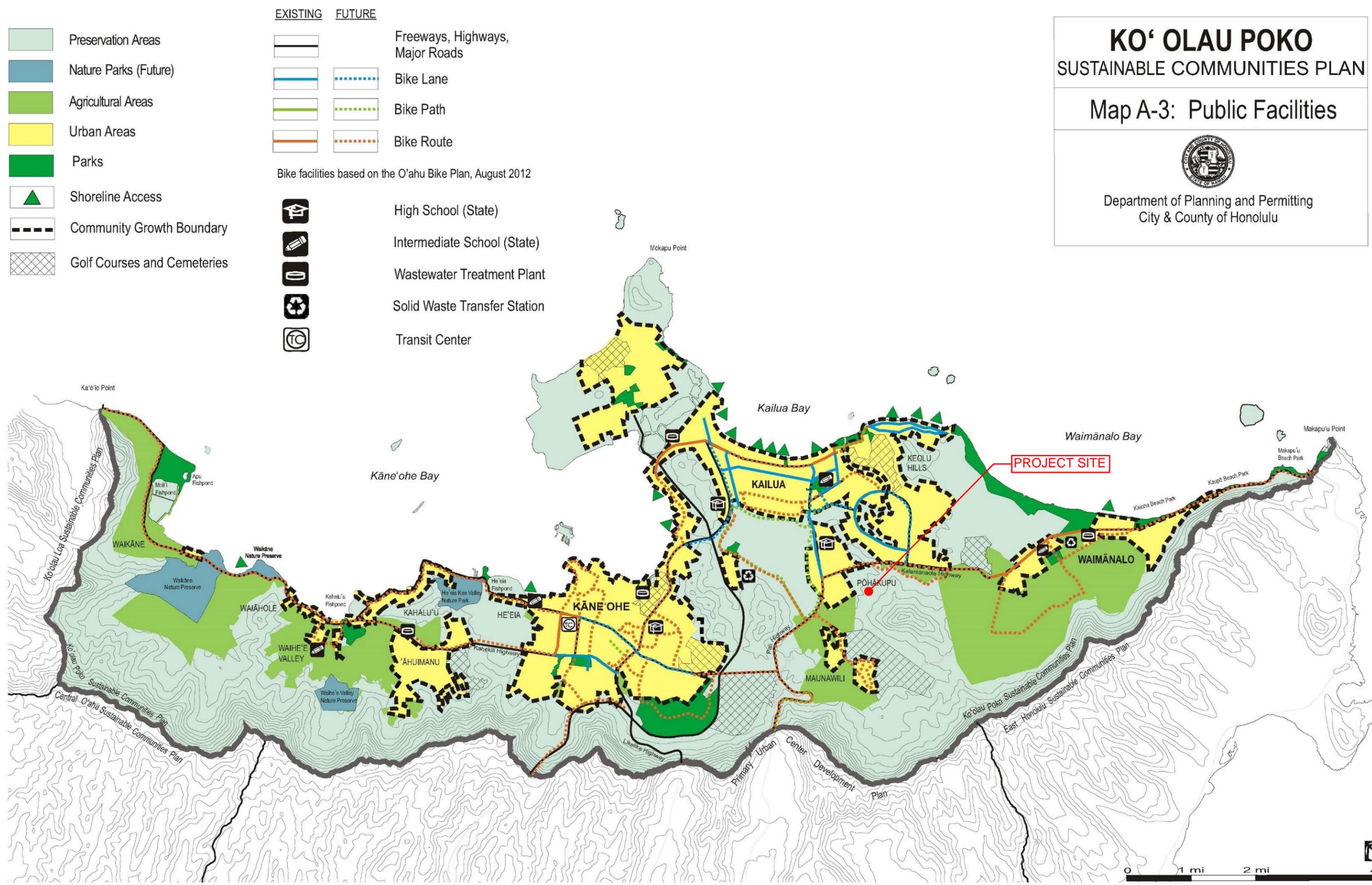


FIGURE 10

3. Compliance with LUO

Indicate how the proposed use complies with the purpose and intent, uses, and development standards of the applicable zoning district, as set forth in Article 3 of the Land Use Ordinance.

Zoning

Notwithstanding the 95-year old designation of the entire parcel for educational-school use, the Olomana School/Olomana Youth Center project site and surrounding area are zoned A-2. Figure 11 shows the zoning map.

Olomana School/Olomana Youth Center is a public school under the jurisdiction of the State of Hawaii Department of Education. According to the City and County of Honolulu Land Use Ordinance (LUO) Master Use Table 21-3, Olomana School/Olomana Youth Center would be considered public uses and structures. As such, public uses and structures are a permitted use in the AG-2 General Agriculture District.

The Olomana School/Olomana Youth Center project complies with the Development Standards for the entire parcel 437-acre shown as TMK: 4-2-006:002. The project compliance with the Development Standards shown in LUO Table 21-3.1 can be seen in the Table 2 taken from the LUO.

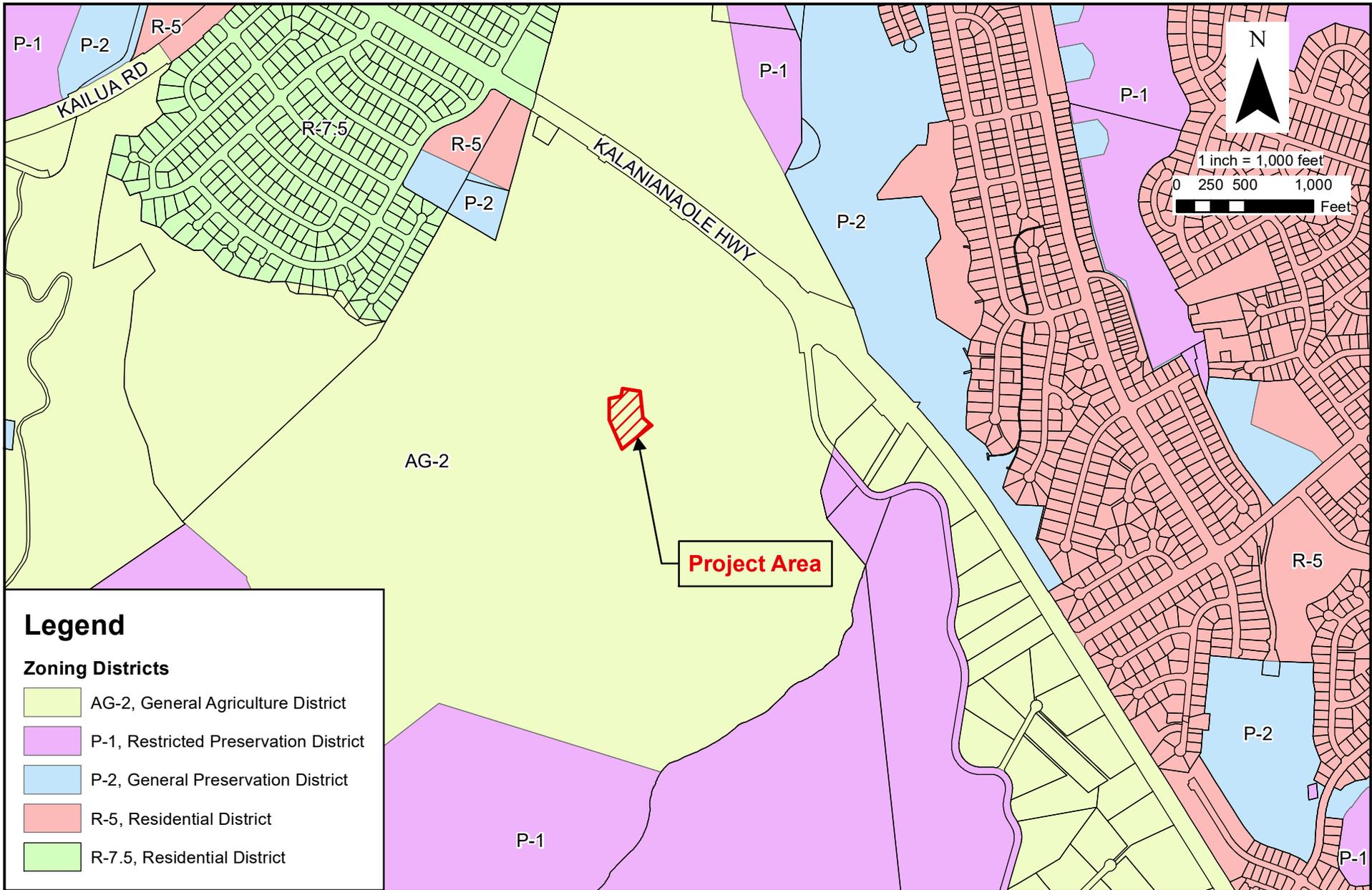
Table 2
 LUO Table

Table 21-3.1
 AG-2, Agricultural & Country Districts
 Development Standards

Development Standard		District	Conformance
		AG-2	
Minimum lot area (acres)		2	Yes
Minimum lot width and depth (feet)		150	Yes
Yards (feet)	Front	15	Yes
	Side and rear	10	Yes
Maximum building area (percent of building area)		10 ⁽²⁾	Yes
Maximum height (feet)		15-25 ⁽³⁾	Yes
Height Setbacks		Per Sec 21-3 40-1(c)	Yes

(2) For nonagricultural uses.

(3) 15 feet for nonagricultural structures.



Legend

Zoning Districts

- AG-2, General Agriculture District
- P-1, Restricted Preservation District
- P-2, General Preservation District
- R-5, Residential District
- R-7.5, Residential District

OLOMANA SCHOOL SPECIAL USE PERMIT

Figure No.

CITY AND COUNTY OF HONOLULU ZONING MAP

11



Request for DPP Determination

On March 5, 2019, a request for determination was made to and Permitting (DPP) regarding HRS Chapter 205 permitting requirements applicable to the various additional classroom buildings, upgrades, modifications and conversion projects at Olomana School/Olomana Youth Center. DPP made the following determination by letter dated April 4, 2019 (2019/ELOG-439 [FH]):

Except for the necessary health and safety improvements, such as the upgrade to the electrical systems, a Special Use Permit (SUP) is required for the modification of the existing portable classroom to support a new farm-to-table program. The addition of the farm-to-table program and the conversion of an existing mobile trailer into additional classrooms constitutes an expansion of the unauthorized school and is subject to an approved SUP pursuant to Section 205-6, HRS.

See Section 6.d. for information on the farm-to-table program.

Based on this determination, DOE seeking approval of this SUP for the facilities in the entire School including proposed future improvements shown in the Development Plan for the 2.206-acre area assigned to Olomana School/Olomana Youth Center. Since the proposed action will involve less than 15.0 acres, the SUP will be processed and issued by DPP. (See Figure 14)

4. Compliance with Chapter 205, Part III, HRS

SUP applications that involve land designated Important Agricultural Lands should address the objectives of Chapter 205, Part III.

HRS Chapter 205, Part III Important Agricultural Lands sets forth the following in §205-41, Declaration of policy, it is declared that the people of Hawaii have a substantial interest in the health and sustainability of agriculture as an industry in the State. There is a compelling state interest in conserving the State's agricultural land resource base and assuring the long-term availability of agricultural lands for agricultural use to achieve the purposes of:

- (1) Conserving and protecting agricultural lands;
- (2) Promoting diversified agriculture;
- (3) Increasing agricultural self-sufficiency; and
- (4) Assuring the availability of agriculturally suitable lands, pursuant to article XI, section 3, of the Hawaii State Constitution.

HRS, 205, Part III, provides for the following:

- a formal definition of Important Agricultural Lands (IAL);
- policy guidance to assure the long-term agricultural use of IAL;
- standards and criteria to be used in identifying IAL and assigning land to an IAL designation;

- separate processes and responsibilities for landowners, the counties, and the State to identify lands with potential for IAL;
- the establishment of a State IAL designation process that encourages landowners to volunteer their lands for IAL designation; and
- incentives for landowners to petition for important agricultural land designation.

In August 2018, the City and County of Honolulu Department of Planning and Permitting (DPP) issued the *Oahu Important Agricultural Land Mapping Project* report which provided DPP recommendations for the lands on Oahu that meet the statutory requirements for consideration as Important Agricultural Land (IAL) designation. The recommendations presented by DPP was adopted by Resolution 18-253 in June 2019 by the City Council.

The DPP report states, HRS Chapter §205-44.5, identifies a separate process under which public lands, as defined under HRS Chapter §171-2, are to be identified for IAL designation. The law states that the State Department of Agriculture (HDOA) and the State Department of Land and Natural Resources (DLNR) are to conduct a collaborative mapping effort before December 31, 2009. Unlike both the voluntary landowner designation process and the county-mandated process which are subject to LUC's procedures for district boundary amendments and declaratory orders, public lands recommended for IAL designation are not subject to the LUC's determination reviews.

Upon receiving the maps identifying the State agencies' recommendations for IAL, the LUC is to adopt the maps that designate IAL on public lands (i.e., without a formal LUC evaluation). Management responsibility for the public lands designated as IAL is to transfer to the HDOA after the maps are adopted. According to the DPP report, as of July 2018, this process had not been completed. More recently, this process has still to be completed.

The DPP report indicates county authority to consider land for the IAL designation is limited to certain lands that meet the conditions of ownership and land use classifications set forth in the law. Chapter 205-47(a), HRS states: "Each county shall identify and map potential important agricultural lands within its jurisdiction based on the standards and criteria in section 205-44 and the intent of this part, except lands that have been designated, through the state land use, zoning, or county planning process, for urban use by the State or county."

The DPP report states, according to the statute, certain categories of land are automatically removed from the county's IAL screening. These exclusions include:

- lands outside the county's jurisdictional responsibilities, including land owned by the U.S. Government, land owned by autonomous State agencies (i.e., Department of Hawaiian Home Lands, Office of Hawaiian Affairs, Hawai'i Community Development Authority), and land classified in the State Conservation District;
- land within the State Urban District; and
- land designated by county land use plans and zoning for urban use.

Included as being eligible for IAL consideration are lands that are classified as State Land Use Agricultural District but inside the City's growth boundary but designated for agriculture. Additional categories of land are removed from the county's screening process if they fall under the State's designation of public lands or are owned by a landowner who successfully designated more than 50% of their landholdings as IAL under the voluntary designation process.

The DPP report provided a map showing lands recommended for IAL designation for the Koolua Poko area. Since the parcel is owned by the State of Hawaii, the DPP IAL map identifies entire 437-acre parcel which contains the Olomana School/Olomana Youth Center project site as public lands pending State screening for IAL designation. See Figure 5.

5. Site Description

Various soil analysis of the Olomana School/Olomana Youth Center project site have been conducted by the US Department of Agriculture National Resources Conservation Service (NRCS formerly called the Soil Conservation Service); the LSB and in the Agricultural Lands of Importance to the State of Hawaii (ALISH).

- a. Soil type(s) and classifications under current ratings systems, including:
 - (1) Land Capability Groupings by the Soil Conservation Service (SCS) of the U.S. Department of Agriculture.

National Resources Conservation Service (NRCS)

According to the NRCS, the Olomana School/Olomana Youth Center project site soil is classifies as:

Pohakupu Series (PkB) silty clay loam, 0 to 3 percent slope. This series consists of well-drained soils on terraces and alluvial fans on the islands of Oahu and Kauai. These soils formed in old alluvium derived from basic igneous material. They are nearly level to moderately sloping with elevations that range from 50 to 250 feet. These soils are used for sugarcane, pineapple, truck crop, pasture, and home sites. This soil is used for pasture, truck crops, and home- sites on Oahu.

The soil capability classification is 2e (irrigated) and 2e (nonirrigated). The capability grouping shows, in a general way the suitability of soils for most kinds of crops. The groups are made according to the limitations of the soils when used for crops, the risk of damage when they are used, and the way they respond to treatment.

- (2) Agricultural Lands of Importance in the State of Hawaii (ALISH) by SCS, University of Hawaii (UH) College of Tropical Agricultural and Human Resources, and the State of Hawaii Department of Agriculture.

Agricultural Lands of Importance to the State of Hawaii (ALISH).

The State of Hawaii has developed the Agricultural Lands of Importance to the State of Hawai'i (ALISH) Classification System. This system was developed and compiled in 1977 by the State Department of Agriculture with assistance from the NCRS, and the College of Tropical Agriculture at the University of Hawaii as part of a national effort to inventory important farmlands. Lands not considered for classification within this system are developed urban lands (over 10 acres), natural or artificial bodies of water (over 10 acres), public use lands, forest reserves, lands with slopes in excess of 35 percent, and military installations (except undeveloped areas over 10 acres).

The ALISH Classification System identifies the following three categories of land (equivalent NRCS categories in parentheses):

- Prime Agricultural Lands (Prime Farmlands) – Land that has the soil quality, growing season, and moisture supply needed to produce sustained high yields of crops economically when treated and managed according to modern farming methods.
- Unique Agricultural Lands (Unique Farmlands) – Land that has a special combination of soil quality, location, growing season, and moisture supply, and is used to produce sustained high-quality yields of a specific crop when treated and managed according to modern farming methods.
- Other Important Agricultural Land (Additional Farmland of Statewide and Local Importance) – Land other than Prime or Unique Agricultural Land that is also of statewide or local importance to agricultural use.

All other soils are considered “not classified”.

The ALISH map shows the Olomana School/Olomana Youth Center project site as not classified.

- (3). Overall Productivity Rating by the UH Land Study Bureau.

Land Study Bureau (LSB)

The Land Study Bureau of the University of Hawaii prepared an inventory and evaluation of the State's land resources during the 1960's and 1970's. The Bureau grouped all lands in the State, except those in the urban district (defined as lands that were observed to have been "built areas" in the aerial photographs), into homogeneous units of land types; described their condition and environment; rated the land on its over-all quality in terms of agricultural productivity; appraised its performance for selected alternative crops; and delineated the various land types and groupings based on soil properties and productive capabilities.

The interaction of particular soil properties, topography and climate served to differentiate land types and provided a basis for correlating and establishing productivity ratings. A five-class productivity rating system was developed with "A" representing the class of highest productivity and "E" the lowest." The over-all productivity rating evaluates each land type in its over-all or general productive capacity and not for any specific crop.

As previously stated, the Land Study Bureau (LSB), overall productivity rating is D for the Olomana School project site and surrounding lands.

- b. Topography, abutting uses and chronological history of the use of the land including the present use of the property.

The 2.206-acre campus project site slopes from south to north with elevations on southern end at about 252-258 feet mean sea level (MSL) and on the northern end at about 226-230 MSL.

The nearest occupied building is the Hawaii Youth Correctional Facility gymnasium located about 700 feet east of the School. Other surrounding uses owned by the Hawaii Youth Correctional Facility are located in facilities throughout the parcel. The unoccupied partially collapsed remnant of the two-story Moana Cottage is located south of the open, overflow parking area used by Olomana School/Olomana Youth Center.

History of the Site

The Olomana School/Olomana Youth Center project site and surrounding lands have historically been associated as a site for a school. In 1924, Governor's Executive Order No. ("EO") 172 was issued to the Board of Industrial Schools for the purpose of a Girls' Industrial School. EO No. 172 covered the entire 437.0-acre area shown for TMK: 4-2-006:002. In 1937, EO 784 covering the spring reserve and the associated pipeline easement was issued to the same agency, which served as the water supply to the facility under EO 172. Currently, the Office of Youth Services ("OYS") under the Department of Human Services is the agency, pursuant to Chapter 352, HRS, responsible for the administration of the Hawaii Youth Correctional Center facility.

The State Historic District document prepared by the State Historic Preservation Division notes, in 1929, the facilities on the slopes of Olomana, were opened for use. Located on an "isolated hillside outside Kailua", the new school not only was able to train young women in such domestic skills as rug weaving, lace making, lauhala weaving, dress making and cooking, but also expanded its work to include agriculture. A large portion of the grounds were cleared by the female inmates for farm purposes, and Superintendent Sadie Sterritt hoped the new location would "inspire in our wards a desire for the beautiful in home surroundings and right living. It is to be hoped they will learn to love the land to know its creative value." See additional information below.

Originally called the Maunawili Training School, in 1931, the institution was renamed the Kawailoa Training School for Girls. (Note, tax map still shows this designation for the entire 437.0-acre parcel.) It retained this name until 1951 when it was renamed the Kawailoa Girls Home. In 1962, this institution and the Boys School were reunited as the Hawaii Youth Correctional Center Facility.

Hawaii Register of Historic Places.

On February 12, 1986, five (5) buildings within the 437-acre parcel were placed on the State Register of Historic Places. The 5 buildings are located throughout the parcel. Of those 5

buildings, the closest building is the partially collapsed remnant of the two-story Moana Cottage located south of the open, overflow parking area used by Olomana School/Olomana Youth Center. This cottage is the closest building of the 5 historic buildings identified in the State Register of Historic Places. Appendix B shows the State Register Nomination form.

The State Register Nomination form states, the Girls ' Industrial School at Maunawili in Koolaupoko includes 5 major buildings sited on approximately 430 acres on the slopes of Olomana peak. The district is distinguished by its large areas of pasture land, vegetated open space, and its Hawaiian style buildings with their red, double-pitched hipped roofs, sitting on various knolls on the lower elevations at the base of Olomana. The State Register Nomination form states district does not encompass the entire 430 acres of land under the corrections division 's administration, but only those areas delineated on the enclosed map, which is entitled "Girls Industrial School (#80-11-1364). However, the lands surrounding the district contribute to the green, open character of the district, and Olomana peak provides a dramatic backdrop for the school. See Appendix B map.

The State Register Nomination form indicates all of the five buildings in the district are of one or two stories. They are designed in a Hawaiian style of architecture, and are distinguished by their prominent roofs. Of the five buildings, four are of masonry construction, while the former superintendent's cottage (5) is of frame construction. Two garages are also of masonry construction and have double-pitched hipped roofs. All the buildings were constructed between 1927 and the opening of the school in February 1929, with the exception of the gymnasium which was built in 1938. The State Register Nomination form also states these buildings represent the major structures erected on the property, although one dormitory building (the Lanakila Cottage) has been destroyed, the result of a fire. Since the SHPD documented Lanikila Cottage had been destroyed, it was not included in the State Register Nomination form.

The buildings contributing to the district are shown in Figure 12 the Historic Buildings Map.

1. Cottage Number 1, or Hill Top Cottage, which is distinguished by its U-shape and prominent Hawaiian style roof.
2. Cottage Number 2, or Moana cottage, which is a two-story concrete block building with a plaster finish and Hawaiian style roof. This building was constructed by Ralph E. Wooley in 1928, following plans prepared by C.W. Dickey in 1926.
3. The gymnasium was built in 1938, following plans prepared by Territorial Public Works architect Harry K. Stewart. This one story, rectangular shaped building sits on a raised foundation, and like the other buildings at the school has a Hawaiian style roof.
4. The Hookipa Cottage (Hospital) was also designed by C.W. Dickey in 1926. This single story building has an H-shaped plan, an inset entry lanai and a red Hawaiian style roof. A circular drive is in front of this building.
5. The Superintendent's House is a single story frame residence with an outset front porch made of lava rock. It too, has a Hawaiian style roof, and was designed by C.W. Dickey in 1926.

Based on the above information and as shown in Figure 12, the Olomana School/Olomana Youth Center project site occupies the area that was, at one time, Lanakila Cottage. Also, the partially collapsed remnant of the two-story Moana Cottage is located south of the open, overflow parking area used by Olomana School/Olomana Youth Center. This cottage is the closest building of the 5 historic buildings identified in the State Register of Historic Places.

It should be noted, Olomana School/Olomana Youth Center had been established and operating for about 25 years when the Historic District was designated in February 1986. The nomination documents do not mention the School and its effect on character or setting of the Historic District.

To meet the requirements of HRS Chapter 6E-8, State agencies are required to advise the State Historic Preservation Division (SHPD) and allow SHPD an opportunity for review of the effect of the proposed project on historic properties before the State agency commences any project that may affect the historic property.

As defined in HRS Chapter 6E-2, a “project” means *any activity directly undertaken by the State or its political subdivisions or supported in whole or in part through appropriations, contracts, grants, subsidies, loans, or other forms of funding assistance from the State or its political subdivisions or involving any lease, permit, license, certificate, land use change, or other entitlement for use issued by the State or its political subdivisions.*

The DOE will submit a Form 6E to SHPD so that the project can be reviewed and tracked within their internal system. DOE will also request SHPD’s concurrence that “no historic properties affected” by the Development Plan/SUP project. The Form 6E will confirm that the improvements related to the Development Plan/SUP will not involve use of federal funds.

History of Olomana School

Given the long history of the use of the entire parcel, the historical data suggests Olomana School/Olomana Youth Center dates to about 1950 as its start as there is a list of principals starting in 1951.

- 1924 Governor’s Executive Order No. 172 was issued to the Board of Industrial Schools for Girls’ Industrial School purpose. Currently, Department of Human Services Office of Youth Services is the agency responsible for the administration of the uses within the parcel.
- 1929 Construction of Kawaihoa Training School for Girls (Girls’ Industrial School).
- 1950 Olomana School begins at the current location.
- 1961 State Land Use Law (HRS, Chapter 205) adopted by State Legislature.
- 1962 Girls’ Industrial School and the boys’ school were reunited as the Hawaii Youth Correctional Center Facility.
- 1976 Relocation of six Portable Classroom Buildings Project. Six portable buildings were donated from various schools and sited at Olomana School next to the existing Lanakila Cottage. Includes the current P-1, P-2, P-3, P-4, P-5, P-6, and PT (Toilets).

- 1977 Relocation of Portables Statewide Project. Three (3) portable buildings were donated from Kailua High School. Includes current P-7, P-8 and P-9.
- 1984 Five (5) buildings with the parcel were nominated to the Hawaii Register of Historic Places. The nomination did not include Lanakila Cottage (current location of Olomana School) that was destroyed as a result of a fire.
- 1990 (July) DAGS and Department of Corrections submitted a SUP for replacement and expansion of the Women's Community Correctional Center (WCCC).
- 1990 (August) SUP Request Supplemental Information submitted to the City. Determined in a meeting with DLU that the SUP application should include all existing uses associated with the WCCC in addition to the uses which will be developed in the 14-acre project site. Land area in the SUP request now totals 41 acres ("Petition Area").
- 1991 Act 151 exempts department of public safety and office of youth services from state and county requirements relating to planning, land use, and construction for the renovation or expansion of existing facilities or construction of new facilities on their property for three years July 1, 1994.
- 1993 Act 61 amended Act 151.
- 1995 Act 112 extended the sunset date in Section 7 to 1998.
- 1997 Temporary Facilities at Various Schools Project. Includes current P-10.
- 1998 Act 292 revised some language to provide exemption to office of youth services (not department of public safety) from planning, land use classification, and construction requirements, either state or county. Also extended the sunset date in Section 7 to 1999.
- 1999 Olomana School Relocation of Temporary Facilities Project. Two (2) portable buildings, one of which came from the Women's Correctional Facility. Includes current P-11 and P-12.
- 2007 Whole School Renovation project. Includes all existing portables.
- 2012 Building permit issued for P-13.

6. Project Description.

- a. Details on existing and proposed uses and activities, such as hours of operation, number of persons (clients and staff) on the site, and use and number of structures.

Existing Uses

Olomana School/Olomana Youth Center is a DOE public school which operates under the traditional school calendar, with classes from August to May and a summer session. Olomana School/Olomana Youth Center has grades 7 to 12 - middle to high school - with an enrollment of about 110 students and a mix of approximately 70 percent boys and 30 percent girls. Attendance averages approximately 80 percent on a daily basis. The School staff is about 30 personnel, including teachers, counselors, administrators and other staff.

The enrollment at the School is comprised of students who have voluntarily selected to attend (typically a joint decision of the family and school for a variety of reasons including the need for remedial classes); those who have chosen to attend to access the various programs offered at the School (the culinary arts, wood working and automotive programs offered at Olomana

School/Olomana Youth Center are unique within the DOE and not offered at other schools); and those who have been assigned to attend for disciplinary reasons.

The programs at the School include remedial curriculum related classes, those related to trades (carpentry, automotive, arts/graphics) and culinary classes. Recently, the School has submitted a building permit to alter Buildings P-1 and P-2 to conduct a Farm-to-Table Culinary Arts program. (See below for further discussion.)

Classes are held from 8:00 am to 1:50 pm with after school programs starting at 3:00 pm Monday to Friday. Typically, staff personnel arrive at the campus between about 7:15 to 7:45 am. The School currently holds no night classes. The gate into the School is locked at night and not unlocked until the following morning. After school activities include primarily tutoring sessions and student meetings. A 21st Century Grant program provides additional support to students beyond the classroom, including opportunities for community service and field trips. The School does not have sport teams as an after school activity

Approximately 80 percent of the students use the City bus system to commute to the School. The remainder are dropped off/picked up by parents or others. Very few students drive to School. Most of the teachers drive to School and park within the designated parking areas within the 2.206-acre campus.

The City bus service is along Kalaniana'ole Highway with bus stops located on east and west sides of the highway near the designated pedestrian cross walk at the access driveway to Olomana School/Olomana Youth Center and the Hawaii Youth Correction Center. The School does not provide bus service.

- b. Site plan showing all structures (proposed and existing), easements and driveways, uses (proposed and existing), and setbacks.

Existing Campus Plan:

The School divides the existing campus into upper campus and lower campus with the designated parking lot as the dividing line. The upper campus contains most of the facilities, Buildings P-1/P-2 (Culinary Arts and Cafeteria), P-3 to P-11 (Classrooms), P-12 (Administration), P-13 (Library), Student Toilet, and Counselor's Building. There are three uses in the Counselor's building, counselors, the registrar function, and a multi-purpose meeting room used by and students and teachers for meetings and a lunch room.

The lower or back portion of the campus contains the parking area, Wood Shop, Technology Center, Automotive Shop, Work Shop, Teen Care Trailer, Modular Trailer, Agriculture/Greenhouse, and Storage Containers. A large open grass yard located south of the 2.206-acre campus is used for overflow parking. The Greenhouse/Agricultural facility is part of the DOE's Career Educational Technology (CTE) program, which is not a farm. The Greenhouse/Agricultural facility uses hydroponics systems to grow various vegetables and herbs used in the Culinary Arts facility. The Greenhouse/Agricultural facility also grows

landscaping plant materials and Native Hawai'ian plants. Since the facility is not considered a farm, there is no farm plan.

The lower campus contains 3 permanent buildings, the Counselor's Building, Wood Shop, and Technology Center. For the most part, the modular/portable buildings are placed on post and pier foundations to account for the slope of the project site. The facilities are connected by cast-in-place concrete walkways with various ramps to provide necessary handicap access. Landscape/plant material is located between the stairs and ramps and the walkways. Wooden stairs located at each entry into the portable/modular buildings provide ingress and egress from the buildings. The first (bottom) step onto the wooden stairs have been cast-in-place as part of the concrete walkways, which are uncovered.

Figure 13 shows the existing facilities map.

The School campus is fully occupied by classrooms, other support facilities for students and administrative functions. As such, since there are no facilities, no students live on campus. See Figure 13 and Table 4 below.

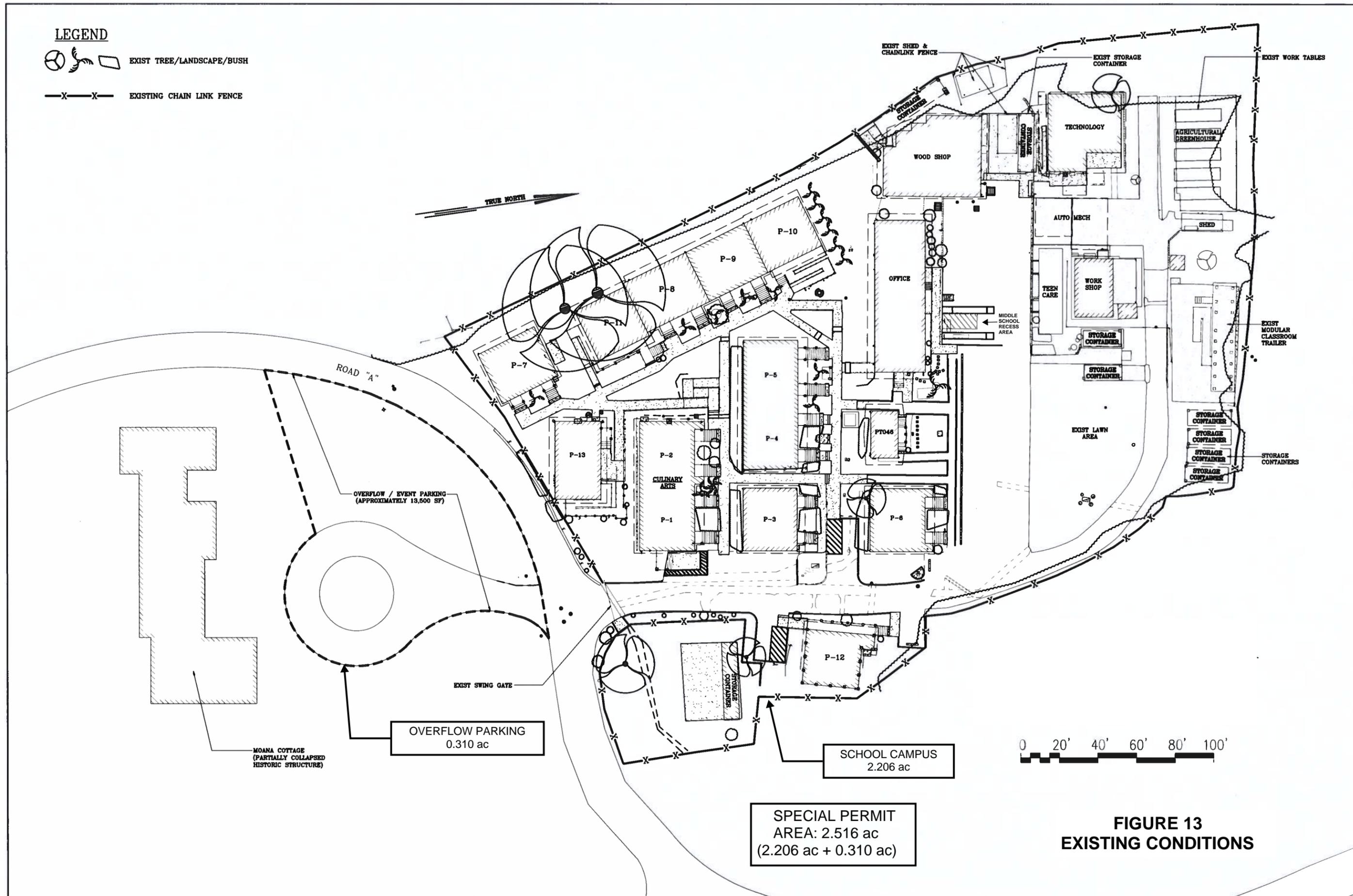
A search of the DPP building permit files shows that, beginning in July 1976, various building permits have been recorded for the portable/modular buildings, the built-in-place buildings and other improvements within the 2.206-acre Olomana School/Olomana Youth Center site. The file shows records for portable/modular buildings P-1 to P-13 and 3 built-in-place buildings and the toilet/restroom portable/modular building. Table 3 shows the DPP building permits.

Table 3
 DPP Building Permits

Permit Ref.	Date	Permit	Permitted Use
1915	7/1/1976	Application for Relocation Permit	Portable Toilets PT 046
1916	7/1/1976	Application for Relocation Permit	Classroom Building P-6
1917	7/1/1976	Application for Relocation Permit	Classroom Building P-4
1918	7/1/1976	Application for Relocation Permit	Classroom Building P-5
1919	7/1/1976	Application for Relocation Permit	Classroom Building P-1
1920	7/1/1976	Application for Relocation Permit	Classroom Building P-2
1921	7/1/1976	Application for Relocation Permit	Classroom Building P-3
2040	7/1/1977	Application for Relocation Permit	Classroom Building P-7
2041	7/1/1977	Application for Relocation Permit	Classroom Building P-8
2042	7/1/1977	Application for Relocation Permit	Classroom Building P-9
118704	4/4/1979	New built-up roofing , classroom building	Classroom Building
118705	4/4/1979	New built-up roofing , classroom building	Classroom Building
118706	4/4/1979	Remove roofing and install new composition shingles	Counselor's Building

LEGEND

-  EXIST TREE/LANDSCAPE/BUSH
-  EXISTING CHAIN LINK FENCE



**FIGURE 13
EXISTING CONDITIONS**

OVERFLOW PARKING
0.310 ac

SCHOOL CAMPUS
2.206 ac

SPECIAL PERMIT
AREA: 2.516 ac
(2.206 ac + 0.310 ac)

Table 3 (continued)
 DPP Building Permits

Permit Ref.	Date	Permit	Permitted Use
118707	4/4/1979	Remove roofing , repair deck install new built-up roofing	Classroom Building
170246	7/22/1982	Install fire alarm system	Olomana School
270589	6/13/1989	P1/P2 - RP	Classroom Building P-1 and P-2
270590	6/13/1989	P-3 - RP	Classroom Building P-3
270591	6/13/1989	P4/P5 - RP	Classroom Building P-4 and P-5
	7/6/1994		
354318	7/12/1994	Building 2 - RP	Office
354641	7/12/1994	P6 - AL	Classroom Building P-6
354642	8/16/2005	ADA Transition Plan Improvements in Parking Area, Walkways, BLD C & New ADA Bathroom in Portable -12	Classroom Office and P-12
584448	11/30/2012	New Portable Classroom	Classroom Building P-13

Table 4 shows the existing facilities uses and areas.

Table 4
 Existing Facilities Uses and Areas

Facility	Use	Area (SF)	Facility	Use	Area (SF)
P-1	Class-Dining Room	896	P-10	Science	812
P-2	Class-Dining Room	924	P-11	English	812
P-3	Graphics-Math	896	P-12	Administration Office	896
P-4	Art	896	P-13	Library	960
P-5	Science	896	PT 046	Toilet/Restroom	336
P-6	Middle School	924		Wood Shop	1,910
P-7	Physical Education	896		Technology	1,340
P-8	English-Math	896		Auto Mechanics	334
P-9	Social Sciences-Math	896		Counselor Offices	2,040

The existing area used for parking on the lower campus is not stripped to designate the parking stalls. However, based on the LUO dimensions for a standard stall, the area can accommodate approximately 18 stalls. Similarly, the adjacent grass area can accommodate vehicle parking. Typically, both areas are fully used. In addition, the open area south of the campus is used for overflow parking.

- c. Landscape plan showing disposition of an existing landscaping and proposed landscaping.

Existing facilities, structures and walkways almost fully occupy the entire 2.206-acre campus site. As a result, existing landscape/plant material is limited to the areas between the stairs and ramps and the walkways. See Figure 13

Landscape Plan

The Development Plan landscape plan intends to follow the existing concept for landscape/plant material plantings. This concept will be further developed during design of the lower campus area. The species and size of trees for the designated parking area will be determined in the design phase and would meet LUO requirements.

- d. Details on existing and proposed structures, building heights, building and site alterations, including parking areas, grading, setbacks, and buffering from adjoining parcels.

Development Plan Concept:

The Development Plan focused on re-development of the lower campus to accommodate future growth of enrollment projected to 200 students from the existing level of 110 students. The Development Plan would use existing open spaces in the lower campus for new facilities, relocation, replacement and reconfiguration of spaces, with minimal impact to existing uses and facilities. Figure 14 shows the Development Plan.

The additional facilities required to accommodate the increased enrollment of 90 students would be provided with the use of 3 modular/portable classrooms which can hold 30 students each. The modular/portable classrooms would about provide about 900 square feet of space each, which is similar to the existing units. Figure 14 shows the Development Plan.

Two of the modular/portable classrooms would be sited on the east side and one on the west side of the existing open grass area in the lower campus. A new student toilet facility would also be added between the classrooms to accommodate the increased enrollment. The DOE intends that these classrooms be modular/portable units which would follow the concept used to develop the existing upper campus.

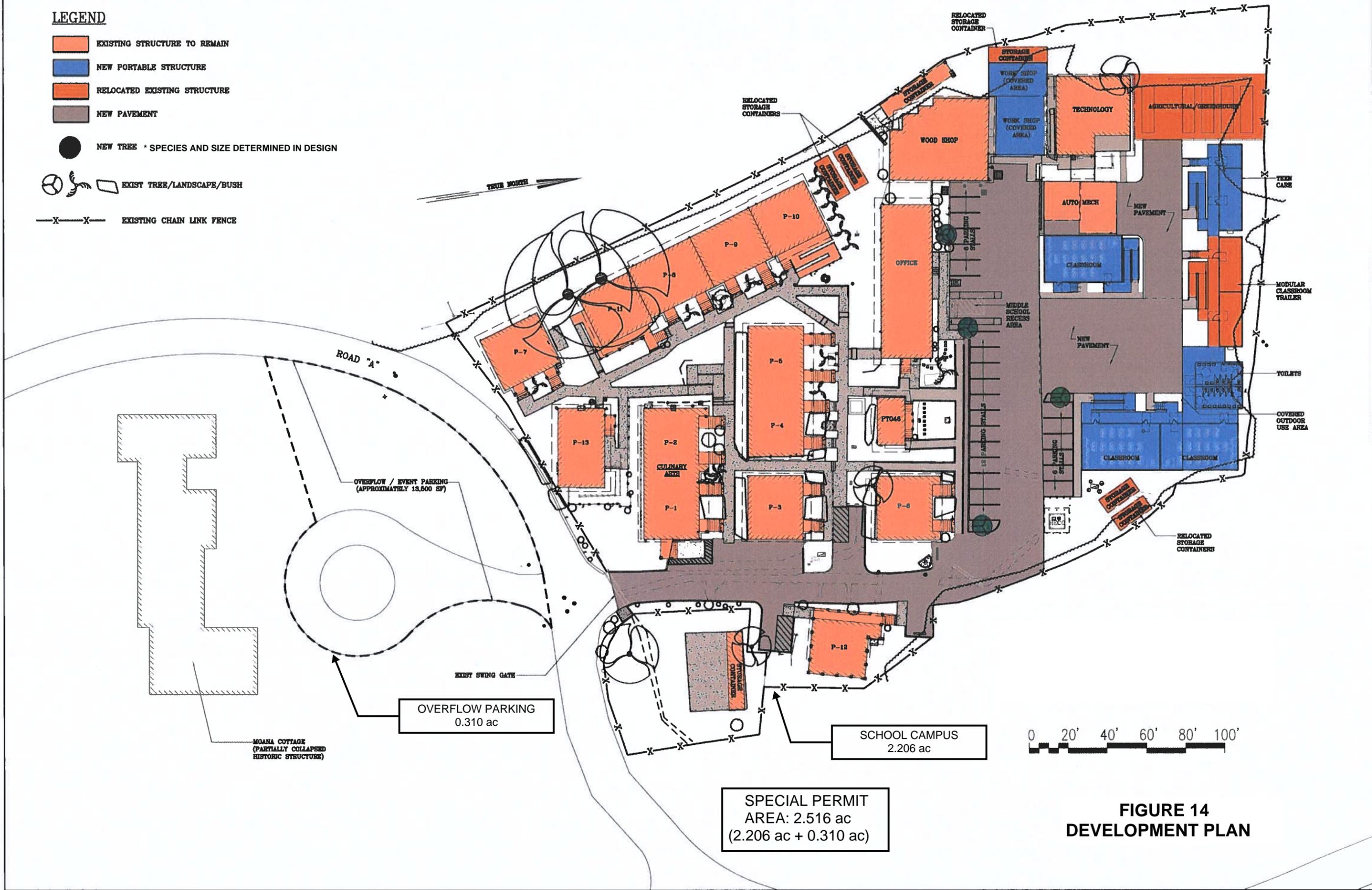
Trailers would also be used to meet the need for facilities, including replacement of the existing Teen Care trailer at a relocated site along the northern border and re-locating and re-siting the Modular trailer which is used to support the nearby Auto Work Shop and Agriculture programs. These two trailers would be sited along the northern border of the campus.

The two classrooms, the toilet facility and the two trailers would be connected with a raised walkway accessed with a combination of stairs and accessible ramps. This area would form a complex along the eastern and northern borders of the campus.

The existing Auto work shop area located east of the Technology building would remain with no changes. The area between the existing Auto work shop and the relocated Teen Care trailer would be paved and, in the future, could be used for outdoor classes or large gathering events. The area could be covered with a fabric structure to provide shade and protection from rain.

LEGEND

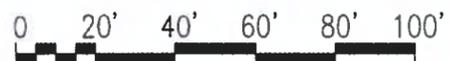
- EXISTING STRUCTURE TO REMAIN
- NEW PORTABLE STRUCTURE
- RELOCATED EXISTING STRUCTURE
- NEW PAVEMENT
- NEW TREE * SPECIES AND SIZE DETERMINED IN DESIGN
- EXIST TREE/LANDSCAPE/BUSH
- EXISTING CHAIN LINK FENCE



OVERFLOW PARKING
0.310 ac

SCHOOL CAMPUS
2.206 ac

SPECIAL PERMIT
AREA: 2.516 ac
(2.206 ac + 0.310 ac)



**FIGURE 14
DEVELOPMENT PLAN**

The existing grass area would be covered with an asphaltic concrete surface to form an open courtyard between the two classrooms on the east and the one on the west. The paved area would serve as a required fire vehicle turn around. The fire lane access would be along the designated parking lot on the lower campus. The fire lane would provide fire access to the Wood Shop and Technology buildings, Auto Work Shop and Agriculture/Greenhouse facility.

The Development Plan would also include a covered work area between the existing Wood Shop and Technology buildings. This space currently contains a small shed and storage container. The shed is deteriorated and the location does not function well. The Development Plan would relocate the storage container to the west, remove the deteriorated shed and create a covered work shop area between the Wood Shop and Technology buildings.

The existing Agriculture/Greenhouse work tables are located at the northwest corner of the campus and oriented approximately north-south. The Development Plan would re-configure the tables to an east-west orientation in the same area. The re-configuration would provide space to locate the replacement Teen Care and Modular trailers along the northern edge of the campus.

The new and replacement facilities and related improvement to existing areas are shown on Table 5.

Table 5
Development Plan New and Replacement Improvements

Use	Area (SF)
Classroom	900
Classroom	900
Classroom	900
Toilet Facility	575

Use	Area (SF)
Replacement Teen Care Trailer	530
Covered Areas	1,230
P-1; P-2 Culinary Arts Rehab	1,896

In addition to the 3 modular/portable classrooms, the lower campus also includes the Modular Trailer project which is to reconstruct/relocate an existing 12' x 56' trailer currently sited on an existing concrete pad and to provide new accessible ramp and deck. The relocation would shift the trailer about 15' to the east, reconstruction of a portion of the concrete pad, which was built for other purposes, and construction of concrete footings to provide a level floor in the trailer. There will be no reconstruction/alterations related to the interior spaces. The Modular Trailer project includes civil work that will provide a new AC pavement for a fire truck turn around and new fire hydrant. New power will be connected to the trailer in the "campus electrical upgrades" project.

As discussed above, the Modular Trailer project will allow for relocation of the replacement Teen Care trailer and reconfiguration of the Greenhouse/Agricultural facility work tables located at the northwest corner of the School campus

The Development Plan retains the existing driveway and row of parking spaces that divides the upper and lower campus. The parking would be stripped using the dimensions of a

standard stall shown in the LUO. Based on these dimensions, about 18 stalls would be provided between the existing toilet facility and the Counselor's building. An additional 6 stalls would be provided on the south side of the 2 new classrooms. Thus, a total of 24 designated parking stalls would be available in the lower campus area.

The Development Plan would continue to rely on containers to provide storage facilities. To accommodate the new classrooms and the relocated trailers, the 5 of the existing 7 storage containers will be relocated. Two of the containers would be sited along the western border of the campus between P-10 and the covered work shop, one to the west of the covered work shop area, and 2 would be relocated to east of the 2 new classrooms. The existing container west of the Wood shop would remain and 2 of the containers removed from the School.

Although not located in the lower campus, the Development Plan also includes interior alterations/renovations to the P-1 and P-2 modular/portable classroom buildings. The interior alterations/renovations are intended to provide a facility for the School's Culinary Arts program, one of the School's most popular programs. This project would not increase the combined 1,820-square-foot area of the two modular/portable structures (P-1; 896 square feet and P-2; 924 square feet).

The interior alterations/renovations include removal of existing equipment and installation of new equipment including stoves, ovens, refrigerators, sinks and related work to provide ventilation and exhaust for the new cooking equipment. The interior work also includes a fire protection system to accommodate the new equipment. The work also includes installation of the ventilation and exhaust equipment on the roof of the structures.

The interior alterations for Culinary Arts program would support the DOE's State-wide Aina Pono farm to table program which is intended increase local food in student meals as well as connecting students with the 'āina (land) through their food, using products from the local agricultural community. The Aina Pono farm to table program also involves support from Office of the Lieutenant Governor, the Hawaii Department of Agriculture (HDOA), the Hawaii State Department of Health (DOH).

The exterior renovations to the site include addition of an accessible ramp and a loading dock adjacent to the building. Also, the work includes installation of an above grade 500-gallon propane tank and related piping to service the new kitchen equipment.

The Culinary Arts project is consistent with the AG-2 designation of the project as it will also use products grown in the School's Agricultural/Greenhouse facility.

The DOE has submitted for the necessary building permit for the Culinary Arts project. On April 10, 2019, as part of the building permit (A2091-02-1083) review, there was a review comment stating the existing facility is a nonconforming use and any improvements that are not related to health and safety requirements would constitute an expansion of nonconformity which requires a Special Use Permit.

On May 7, 2019, a review comment stated, OK to continue processing the building permit which will modernize its Farm-to-Table education program. DOE will submit a SUP for Olomana School. Appendix C shows the DPP comments.

Lighting Plan

As previously discussed, the existing classroom buildings and other buildings have lights mounted under the roof overhang at each entry door. The lights are downcast to provide safety and security for the classrooms. There are no other lights on the School campus. These entry lights are turned on during the nighttime hours.

The three modular/portable classroom buildings and the toilet facility will have similar lights and hours as the existing facilities. The Culinary Arts project involves rehabilitation/renovations to the interior of the buildings. There will be no changes to the existing lighting.

The School holds only three night events within the campus during the school year, one at the beginning of school year, one around the winter holidays, and one at the end of the school year. During these events, the School provides portable lights and generators to light the parking areas. These portable lights are similar to those used at other DOE events and would be turned off when the event is over. These lights are not the large and bright lights typically used at night time construction sites. The existing classroom lights provide sufficient lighting for other areas of the campus. There are no other night events. The School does not have sufficient facilities for outside organizations to conduct night events. Also, the School does not have sports teams for night events. Lastly, since the School is located within the parcel occupied by the Hawai'i Youth Community Correctional facility, there are security concerns related to use of the School for night events.

7. Infrastructure Requirements

Describe infrastructure requirements for the project, including the following if applicable (preliminary checks with the appropriate agency are encouraged):

a. Wastewater system.

Contact DPP, Wastewater Branch (768-8199) and/or State Department of Health (586-4294).

As previously stated, the wastewater generated by the 200 additional students and the Culinary Arts alterations would also be about 860 GPD, calculated as for : the Culinary Arts: 18.2 FU (fixture units) at 34 gallons per minute, or 230 GPD; and the restroom/toilet facility. 31.7 FU at 42 GPM, or 630 GPD for total 860 GPD.

There is an existing gravity sewer collection system that serves various buildings including the P-1 and P-2, various classrooms and the toilet/restroom facility. The collection system gravity flows to a sewer pump station located north of the School, from there a force main conveys the flows to a connection to the City system along the highway. The School does not

have a facility which falls under the requirements of Hawai'i Administrative Rules Title 11, Department of Health Chapter 62 Wastewater System.

The wastewater generated by the 200 additional students and the Culinary Arts alterations would also be about 860 GPD. This would not result in a burden to the City's wastewater collection and treatment and disposal systems. Wastewater flow calculated of the Culinary Arts: 18.2 FU (fixture units) at 34 gallons per minute, or 230 GPD; and the restroom/toilet facility. 31.7 FU at 42 GPM, or 630 GPD for total 860 GPD. This would not result in a burden to the City's wastewater collection and treatment and disposal systems.

b. Water.

Contact Board of Water Supply (748-5443).

Based on the DOH factors, the total estimated water demand for the proposed restroom facility for the 3 new classroom buildings and the Culinary Arts alterations would be about 860 GPD, calculated as for : the Culinary Arts: 18.2 FU (fixture units) at 34 gallons per minute, or 230 GPD; and the restroom/toilet facility. 31.7 FU at 42 GPM, or 630 GPD for total 860 GPD.

On August 22, 2019, the BWS replied to a request for water availability letter stating, the existing water system is adequate to accommodate the proposed improvements. However, the BWS reserves the right to change any position until the final approval of the building permit application. Appendix D shows the BWS letters.

Fire protection to the School is provided by an existing 8-inch located along the access road to the lower campus. This 8-inch line connects to a manhole located on the access road just outside of the School gate. A fire hydrant will be constructed near the new toilet facility as part of the Modular Trailer project. Since the 8-inch line is the minimum size line needed for fire protection, it is expected the line will be sufficient to service the 3 classrooms, toilet facility and related improvements.

c. Drainage and flooding. Check flood hazard maps.

As previously stated, storm water runoff at the Olomana School/Olomana Youth Center 2.516-acre project site is handled by surface drainage, sloped toward an undeveloped area on the northern edge of the campus. The topographic survey shows the project site slopes from south to north with elevations on southern end at about 252-258 feet mean sea level (MSL) and on the northern end at about 226-230 feet MSL.

The 2.516-acre project site does not include drainage facilities owned by the City and County of Honolulu. The proposed improvements will not increase storm water runoff leaving the project site and continue use of the existing surface drainage patterns.

Contact DPP, Civil Engineering Branch (768-8102).

d. Streets and Transportation.

- (1) A traffic impact analysis may be required.
- (2) Contact DPP, Traffic Review Branch (768-8078) and/or the State Department of Transportation (587-1830) for details.
- (3) Address transportation issues; i.e. road improvements, park and ride facilities.

The Olomana School/Olomana Youth Center project site is located about 1,250 feet (0.23 miles) south of Kalaniana'ole Highway. In the vicinity of the Olomana School/Olomana Youth Center project site, Kalaniana'ole Highway is a predominantly four-lane, two-way roadway generally oriented in the east-west direction. Access to the Olomana School/Olomana Youth Center project site from Kalaniana'ole Highway is via an unsignalized intersection with southbound leg leading to the School and the northbound leg to the Women's Community Correctional Center (WCCC).

At this unsignalized intersection, the eastbound approach of Kalaniana'ole Highway has an exclusive left-turn lane, two through lanes, and an exclusive right-turn lane while the westbound approach has an exclusive left-turn lane, one through lane, and a shared through and right-turn lane. The south leg of the intersection is comprised of the driveway to the School which has one lane that serves all traffic movements. The north leg is comprised of a driveway for the WCCC which has one lane that serves all traffic movements. It should be noted, that although a refuge lane is not provided at this intersection, west bound vehicles were observed to utilize the wide median to cross the highway in two-stages.

In June 2018, the State of Hawaii Department of Accounting and General Services issued the *Final Environmental Impact Statement (FEIS) for the Replacement of the Oahu Community Correctional Center, Expansion of Women's Community Correctional Center, and New Department of Agriculture Animal Quarantine Station* project. As part of the FEIS, a traffic study was issued to address traffic impacts at the various sites, including the WCCC site.

The following provides a summary of the traffic report which was based on traffic counts to determine existing conditions and modelling to determine future conditions with expansion of the WCCC.

At the intersection with the driveways for the School and the WCCC facility, Kalaniana'ole Highway carries 815 vehicles eastbound and 1,284 vehicles westbound during the AM peak period. During the PM peak period, the overall traffic volume is higher with Kalaniana'ole Highway carrying 1,427 vehicles eastbound and 841 vehicles westbound. The eastbound left-turn traffic movement operates at Level of Service (LOS) "B" during the AM peak period and LOS "A" during the PM peak period. The westbound left-turn traffic movement operates at LOS "A" during both peak periods.

The south leg of the intersection to the School carries a minimal volume of traffic during the AM and PM peak periods. A total of 17 northbound vehicles were observed on the

approach during the AM peak period and 2 vehicles were observed on the approach during the PM peak period. This approach operates at LOS "C" during both peak periods. The north leg of the intersection to the WCCC carries 11 vehicles southbound during the AM peak period and 2 vehicles during the PM peak period. This approach operates at LOS "B" during both peak periods.

Although operating sufficiently based on vehicular traffic demands, turning maneuvers entering and exiting the project site driveway may be a safety hazard as result of the physical layout and configuration of the intersection at the vehicular conflict zones.

In the future, primary access to the School and the WCCC will continue to be provided via the existing driveway off Kalaniana'ole Highway. The directional distribution at the intersection is expected to remain similar to existing conditions with 80 percent traveling to/from the west via Kalaniana'ole Highway and 20 percent traveling to/from the east during the AM peak period. During the PM peak period, 86 percent are expected to be traveling to/from the west via Kalaniana'ole Highway and 14 percent traveling to/from the east.

Similarly, in the future, traffic operations to the School and the WCCC are generally expected to remain similar despite the addition of site-generated trips to WCCC. The level of service at the south leg of the intersection to the School will remain LOS "C" in both the AM and PM peak periods.

The improvements related to the development plan include the addition of 3 new classrooms which could accommodate up to total of 90 students and an additional 3 to 4 teachers. As previously discussed, the approximately 80 percent of the students use the City bus system to commute to the School. The remainder are dropped off/picked up by parents or others. Very few students drive to School. These conditions are expected to remain unchanged with the new classrooms. Thus, traffic conditions at the unsignalized intersection to the School and WCCC can be expected to remain similar to existing LOS.

8. Mitigative Measures

Identify major concerns raised during preliminary agency review and community input, and indicate proposed mitigative measures to address these concerns.

None.

9. Photos

Submit photos of the project site showing the following:

- a. Street access (ingress and egress) to the project site;
- b. Uses on adjoining properties; and

- c. Existing building setbacks from property lines, existing building structures and improvements, distances to neighboring buildings, parking areas, and other uses, on the site.

(Note: All photos should be labeled and keyed to a general site map.)

Figure 15 and Figure 16 show the site photos key. Figures 17-1 to 17-6 show the site photos.

- D. Number of Copies. Upon completion of the DPP's initial review of your submittal, you will be notified of the number of ADDITIONAL copies required for distribution to agencies and the community for their review and comment. Electronic files of the application material on CD may be substituted for hardcopies. The number of hardcopies and CD's will be determined by DPP.
 - E. Additional Information. Additional information may be required to evaluate and process your application.
- Modular Classroom project: Awaiting permit approvals, anticipated completion June 2020.
 - P-1/P-2 Culinary Arts project: Awaiting permit approvals, anticipated completion August 2020.
 - 3 Modular/Portable Classrooms and Site improvements project: awaiting design funding, anticipated completion subject to availability of funding.

FIGURE 15
SITE PHOTOS KEY-1



Google Earth

© 2018 Google

1000 ft

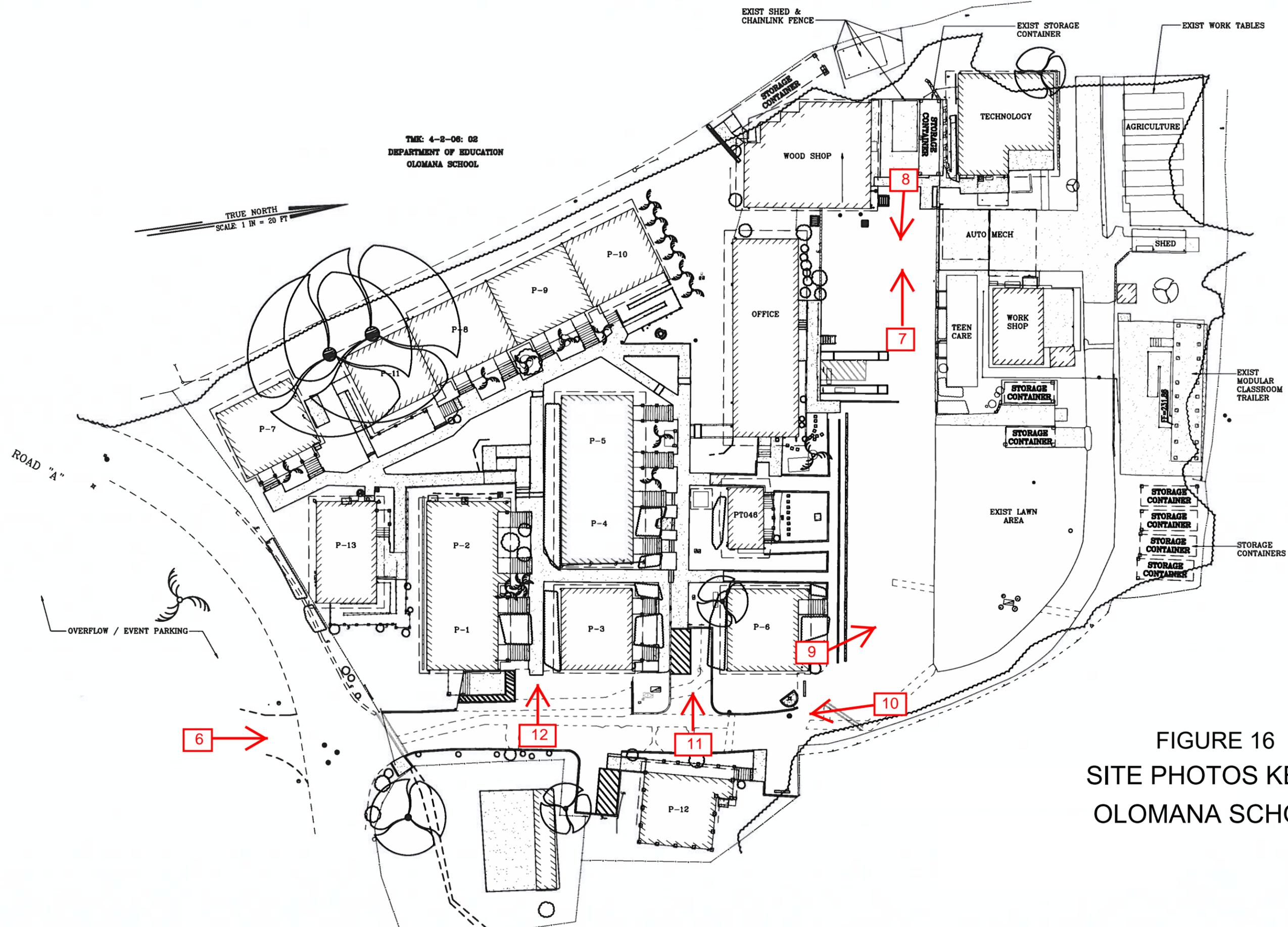


FIGURE 16
 SITE PHOTOS KEY-2
 OLOMANA SCHOOL



Photo 1. Eastbound entry to access driveway looking west.



Photo 2. Westbound entry to access driveway looking east at pedestrian crossing.



FIGURE 17-1
PROJECT SITE PHOTOS



Photo 3. Access driveway looking north – access to Youth Correction facility on left.



Photo 4. Access driveway looking east – Youth Correction facility gym on right.



FIGURE 17-2
PROJECT SITE PHOTOS



Photo 5. Overflow parking area looking south at partially collapsed Manoa Cottage.



Photo 6. Entry to School looking north.



FIGURE17-3
PROJECT SITE PHOTOS



Photo 7. Lower campus unstripped parking area looking east – Teen Care trailer on left.



Photo 8. Lower campus parking area looking west at container to be removed. Teen Care trailer on right.



FIGURE 17-4
PROJECT SITE PHOTOS



Photo 9. Lower campus grass parking area looking north – storage containers to be relocated.



Photo 10. Access driveway to lower campus looking south – toilet facility on right,



FIGURE 17-5
PROJECT SITE PHOTOS



Photo 11. Portable units P-3, P-4 and P-5 on left – toilet facility on right looking west.

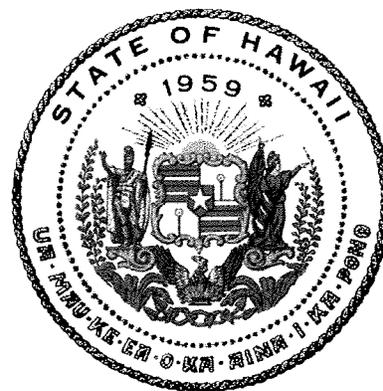


Photo 12. Portable units P-1 and P-2 on left- P-3 on right looking west.



FIGURE 17-6
PROJECT SITE PHOTOS

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APPENDIX A

EXEMPTION LIST FOR THE
OFFICE OF BUSINESS SERVICES
OF THE
DEPARTMENT OF EDUCATION
STATE OF HAWAII

REVIEWED AND CONCURRED UPON
BY THE ENVIRONMENTAL COUNCIL ON
NOVEMBER 8, 2006

GENERAL NOTES

This is the original exemption list for the Office of Business Services (OBS) of the Department of Education (DOE), which was reviewed and concurred upon by the Environmental Council. The list applies to those projects undertaken by the Facilities Development Branch for public schools (including conversion charter schools) and support facilities that are the responsibility of the Branch.

FACILITIES DEVELOPMENT BRANCH EXEMPTION LIST

Section 343, (HRS) authorizes the Environmental Council to establish procedures to exempt specific types of action from the need to prepare an environmental assessment because the action will have minimal or no significant effect on the environment.

The following types of projects will not be exempt:

1. Projects requiring detailed analyses as provided in an environmental assessment under HRS §343-5. These include, but are not limited to places listed on the Federal or State registers of historic places.
2. Projects in statutorily defined areas, including, but not limited to: critical habitats, special management areas, special design districts, registered viewplanes or scenic corridors, wet lands, sanctuaries, special habitats, shoreline areas, tsunami inundation areas, or other designations; except where the work is eligible for exemption and there is no negative impact on the conditions that define these areas.
3. Major projects without an Environmental Impact Statement (EIS); an Environmental Assessment with a Finding of No Significant Impact (EA/FONSI); or major projects that were never presented at a public meeting concerning site selection, master plan report, or any phase of incremental construction.
4. Major projects without a program to encourage public input into the design or siting of the project.

Pursuant to HAR § 11-200-8 (B), all exemptions under the classes in this section are inapplicable when the cumulative impact of planned successive actions of the same type, in the same place, over time, is significant; or when an action that is normally insignificant in its impact on the environment may be significant in a particularly sensitive environment, as expressed in #2 above.

Pursuant to the administrative rules promulgated under authority of section 343-6(7), HRS, specifically section 11-200-8; the DOE has determined that the following types of actions, where

DOE Exemption List

they fall within the given classes of action, shall generally be exempt from the preparation of an environmental assessment.

EXEMPTION CLASS 1

Operations, repairs or maintenance of existing structures, facilities, equipment or topographical features involving negligible or no expansion or change of use beyond that previously existing [§ 11-200-8 (A) (1) HAR].

1. All building features, including
 - A. Building.
 - B. Structure.
 - C. Furniture.
 - D. Equipment.
 - E. Electrical system.
 - F. Communication system.
 - G. Plumbing system.
 - H. Heating, ventilation, and air conditioning system.
 - I. Fire protection system.
 - J. Drainage system.
 - K. Waste treatment facility.

2. All outside campus features, including:
 - A. Wall and fence.
 - B. Walkways and bike path/covered walkways.
 - C. Roadways.
 - D. Parking lots/covered bus loading areas or shelters.
 - E. Paved courts, covered playcourts.
 - F. Signs
 - G. Athletic fields.
 - H. Landscaping.
 - I. Vehicle.

This includes improvements such as re-striping, new signage, redirecting traffic flow, altering the number of parking slots, and complying with Americans with Disabilities Act requirements.

3. Fuel systems: Operation, repair or maintenance of on-site propane and methane gas systems used for preparing food and other associated kitchen purposes; heating water for locker/shower buildings; conducting experiments in science laboratories; and cooking in homemaking classrooms in schools. Operation, repair or maintenance of gasoline and diesel tank and pump systems for refueling cars, buses and trucks in automotive servicing areas and maintenance baseyards.

4. Vector and pest control: Fumigation and treatment of building for termites, cockroaches, ants, vermin and other pests using pesticides registered by the State Department of Agriculture (DOA) and the U.S. Environmental Protection Agency.

DOE Exemption List

5. On-site infrastructure improvements (walkway, roadway, parking, water, irrigation, sewer, drainage, power, telephone, data and communication systems).
6. Removal or treatment of hazardous substances: Removal, mitigation, stabilization or containment of mold, asbestos, radon, lead paint, or other controlled substances.

EXEMPTION CLASS 2

Replacement or reconstruction of existing structures and facilities where the new structure will be located generally on the same site and will have substantially the same purpose, capacity, density, height and dimensions as the structure replaced [§ 11-200-8 (A) (2) HAR].

1. Furniture.
2. Equipment.
3. Electrical system.
4. Communications system.
5. Plumbing system.
6. Heating, ventilation, and air conditioning system.
7. Wall and fence.
8. Sign.
9. Athletic field.
10. Existing school buildings provided the facilities are listed in the DOE's "Educational Specification and Standards for School Facilities" (EDSPECS) which lists required or sanctioned DOE programs and facilities. The types of buildings that may hereunder be replaced or reconstructed include classrooms, administration offices, libraries, auditoriums, cafeterias, kitchens, industrial shops, locker/shower rooms, gymnasiums, stadiums, and other buildings that house or facilitate educational functions.
11. Existing on-site school structures such as covered walkways, covered playcourts, flag poles, bus shelters, swimming pools, bleachers, ramps, and elevators.
12. On-site propane and methane gas systems used for preparing food and other associated kitchen purposes; heating water for locker/shower buildings; conducting experiments in science laboratories; and cooking in homemaking classrooms in schools. Replacement or reconstruction of gasoline and diesel tank and pump systems for refueling cars, buses and trucks in automotive servicing areas and maintenance baseyards.

DOE Exemption List

13. Existing lined and unlined drainage swales and ditches that collect and divert rainfall runoff on-site, existing conduits connecting the intake structures and existing conduits connecting on-site systems to off-site drainage systems approved by the County.
14. Existing waste treatment facility where the County does not have any off-site sewerage system available; does not have the system capacity to permit any additional sewage loading; or requires some treatment before discharge into their system. The new waste treatment facility will have substantially the same capacity as the original facility.
15. Existing walkways that connect buildings and facilities on a site or provide pedestrian access onto the site from the public roadway or walkway.
16. Existing roadways that provide vehicular and fire/emergency access across a site or onto a site from a public roadway. In the case of high schools, these are roadways that connect with such points as vehicular loading areas, parking lots, cafeterias, gymnasiums, swimming pools, athletic fields, industrial shops, and agricultural areas. Work under this item includes repaving and striping.
17. Existing parking lots required by the County zoning code or specified in the DOE's EDSPECS. Work under this item includes repaving and striping
18. Existing paved courts specified by the DOE's EDSPECS. Work under this item includes repaving and striping.

EXEMPTION CLASS 3

Construction and location of single, new, small facilities or structures, and the alteration and modification of same; and installation of new, small equipment and facilities and the alteration and modification of same including but not limited to:

1. Single-family residences not in conjunction with the building of two or more such units;
2. Multi-unit structures designed for not more than four dwelling units and not in conjunction with the building of two or more such structures;
3. Stores, offices and restaurants designed for total occupant load of 20 persons or less, not in conjunction with the building of two or more such structures;
4. Water, sewage, electrical, gas, telephone, and other essential public utility services extensions to serve such structures or facilities; and
5. Accessory or appurtenant structures including garages, carports, patios, swimming pools, and fences [§ 11-200-8 (A) (3) HAR].
 - A. Garage areas for up to 10 vehicles.
 - B. Patio areas up to 2,000 square feet.

DOE Exemption List

- C. Covered walkway.
- D. Bus stops or covered bus loading areas up to 2,000 square feet.
- E. Elevator/conveyor system.
- F. Stairway.
- G. Ramp.
- H. Any structure, facility, equipment, or utility required to meet governmental requirements given under the Occupational Safety and Health Act, county building and fire codes, Americans with Disabilities Act, and State Department of Health (DOH) regulations.
- I. Window modification.
- J. Door modification.
- K. Exterior modification.
- L. Furniture.
- M. Equipment.
- N. Electrical system.
- O. Communications system.
- P. Plumbing system.
- Q. Heating, ventilation and air conditioning system.
- R. Sign.
- S. Athletic field.
- T. Bleachers.
- U. Swimming pool.
- V. Any buildings or structures that are part of a planned development within an existing State facility used by the DOE that does not require any off-site infrastructure improvements, including but not limited to:
 - 1. Classroom building.
 - 2. Cafeteria.

DOE Exemption List

3. Multipurpose room.
4. Gymnasium, stadium, bleachers, weight room.
5. Locker/shower facility.
6. Playfield, playground, playcourt.
7. Administration building.
8. Library.
9. Parking lot, bus loading, and book drop.
10. Chain link fence, gate.
11. Irrigation system.
12. Wheelchair ramps.
13. Saran houses or hothouses having gravel floors, wood frames, and plastic covering.
14. Offices.

EXEMPTION CLASS 4

Minor alteration in the condition of land, water or vegetation [§ 11-200-8 (A) (4) HAR].

1. Clearing and grubbing or grading in accordance with DOH and county standards; all work done under Exemption Class 4, Number 1, will also be limited to projects that:
 - A. Comply with setback requirements for applicable Federal, State and County laws, regulations, ordinances, codes, rules; and
 - B. Impact less than 15 acres (non-contiguous) of an existing State facility site.
2. Planter boxes/landscaping, including laying topsoil; planting trees, shrubs and ground cover; and relocating or removing trees that are not considered historical or significant
3. Installation of sprinkler or irrigation system to water trees, shrubs, and grass.
4. Land subdivision and consolidation: Where no FONSI or EIS has been filed for an existing school or facility site:
 - A. Acquisition, subdivision and/or consolidation of minor amounts of land for rounding corners of existing roadways.

DOE Exemption List

- B. Subdivision and/or consolidation of roadway remnant with school or facility site; all work for exemption Class 4, Numbers 4a and 4b, will also be limited to projects that:
 - a) Involve less than 5.0 acres (total); or
 - b) Have published a public notice for the roadway remnant declaration process.
- C. Subdivision and/or consolidation of parcel(s) dedicated to the State by a County agency for State facility site.
- D. Easements in favor of the County or a public utility company for on-site infrastructure improvements (walkway, roadway, parking, water, irrigation, drainage, sewer, power, telephone, data and communication systems).

EXEMPTION CLASS 5

Basic data collection, research, experimental management, and resource evaluation activities which do not result in a serious or major disturbance to an environmental resource [§ 11-200-8 (A) (5) HAR].

1. Topographic survey.
2. Soil borings/foundation survey.
3. Traffic survey.
4. Grave survey.
5. Air/water/noise/hazardous materials assessment and/or monitoring survey.
6. Drainage study.
7. Tenant relocation/inventory survey.
8. Site/building assessment and/or monitoring, including assessment and/or monitoring for ADAAG compliance.
9. Economic analysis.
10. Long range development plans.
11. Environmental impact research.
12. Survey conducted by an archaeologist from the DLNR, University of Hawaii, Bishop Museum, or private company to satisfy certain requirements in preparing an EIS to make a preliminary determination on condition at, or surrounding, a State facility site.

DOE Exemption List

13. Site appraisal by DLNR or an independent appraisal company for the State to determine the purchase price for real property (including land, buildings, features, plants, crops, severance issues) being considered under an acquisition, exchange, easement or lease agreement for a State facility.
14. "Right-of-Entry" for site investigation/study.

EXEMPTION CLASS 6

Construction or placement of minor structures accessory to existing facilities [§ 11-200-8 (A) (6) HAR].

1. Portable classroom/administration/library/serving, conventional, or preparation kitchen/toilet buildings.
2. Tool shed.
3. Storage shed.
4. Bath house.
5. Trash bin area.
6. Play equipment.
7. Flagpole.
8. Memorial structure.
9. Scoreboard.
10. Portable bleachers.
11. Pump house.
12. Transformer building.
13. Air conditioning enclosure.
14. Accessories such as fencing, gates, irrigation systems, and wheelchair ramps and lift devices.
15. Masonry or wood planter boxes at existing facilities.
16. Any appurtenant buildings, structures, or improvements that do not increase the on-site population or design capacity of an existing State facility used by the DOE (e.g. signage; flag pole; activity or program building such as a classroom, multipurpose, or agricultural/horticultural facility building; auditorium, stadium, gymnasium, cafeteria or other assembly building; meeting, hearing or court room; correctional program building

DOE Exemption List

office; playfield or exercise equipment; restrooms; machine or equipment room; storage shed; trash bin area; and bus shelter).

EXEMPTION CLASS 7

Interior alterations involving things such as partitions, plumbing, and electrical conveyances [HAR § 11-200-8 (A) (7)].

1. Roof system.
2. Ceiling system.
3. Floor system.
4. Column/beam/foundation system.
5. Wall system.
6. Electrical system.
7. Communication system.
8. Plumbing system.
9. Heating, ventilation, and air conditioning system.
10. Elevator/conveyor system.
11. Stairway.
12. Built-in furnishing.
13. Built-in equipment.
14. Removal, disposal or containment of hazardous or regulated materials such as asbestos, mold, and lead paint done in compliance with best management practices and applicable State, Federal, and County health and safety laws, regulations, codes and ordinances.

EXEMPTION CLASS 8

Demolition of structures, except those structures located on any historic site as designated in the National Register or Hawaii Register as provided for in the National Historic Preservation Act of 1966, Public Law 89-665, or Chapter 6E, HRS § 11-200-8 (A) (8) HAR; all work done under exemption Class 8, Numbers 2, 4, and 5, will also be limited to projects that were required: by the master plan report for construction of new or replacement buildings, structures, or improvements at the State facility; or for repair and maintenance work; or for health and

DOE Exemption List

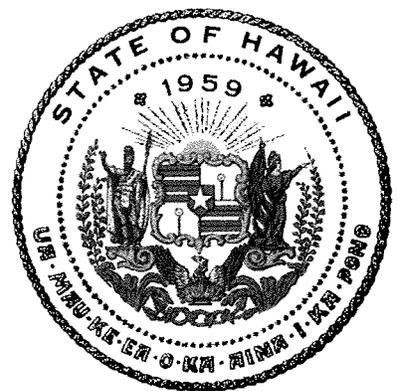
safety reasons; or for compliance with applicable Federal, State and County laws, regulations, ordinances, codes and rules).

1. Building.
2. Infrastructure systems such as utilities, (e.g. water, drainage, sewer, power, telephone, data and communication systems).
3. Structures such as covered walkways, covered playcourts, bus shelters, swimming pools, bleachers, scoreboards, stairs, ramps, elevators, flag poles, walls, fences, planter boxes, signs, garages, patios, tool sheds, storage sheds, saran houses, bath houses, portable buildings, pump houses, transformer buildings, and air conditioning enclosures.
4. Structures or facilities such as roads, parking lots, bus shelters, walls, fences, signs, flag poles, paved courts, walkways, equipment and furniture.
5. Any related improvement or work that is limited to the State facility site.

EXEMPTION CLASS 9

Zoning variances except: use, density, height, parking requirements and shoreline setback variances [HAR § 11-200-8 (A) (9)].

1. Building set-back.



APPENDIX A-1



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

DECLARATION OF EXEMPTION

From the preparation of an environmental assessment under the authority of Chapter 343, HRS, and Chapter 11-200.1-8, HAR

Project Title: Olomana School, Oahu, 3 Modular Classrooms, Restrooms & Site Improvements

Address: 42-522 Kalaniana'ole Hwy., Kailua, HI, 96734
TMK: 4-2-006: por. 002

Project Number: C0005161

Project Description:

This project involves the design and construction for three modular trailer classrooms and a restroom facility to accommodate up to 90 additional students at the school.

Request Submitted By: Brenda Lowrey

Consulted Parties: Hawaii State Department of Education (HIDOE)

The Exemption Notice for the actions described below is based on the Exemption List for the HIDOE, reviewed and concurred to by the Environmental Council on November 8, 2006 (see attachment).

Exemption Class No.: 3
Exempt Item Nos.: 5.H. & V.

The above exemption best relates to Exemption Type 11-200.1-15 (c) HAR: (3)

Comments/summary of impact analysis:

Olomana School is located on 2.206 acres within a 437 acre lot owned by the State of Hawaii and under the control of the Department of Human Services, Office of Youth Services. The school facilities include 13 portable/modular facilities and 3 permanent concrete buildings. This project will allow the school to accommodate up to an additional 90 students.

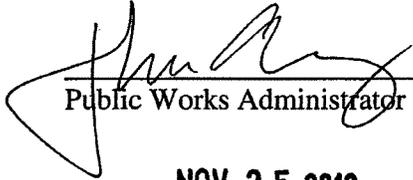
I have considered the potential effect of the above listed project as provided by Chapter 343, HRS, and Chapter 11-200, HAR. I declare that this project will probably have minimal or no

Declaration of Exemption

Olomana School, Oahu, 3 Modular Classrooms, Restrooms & Site Improvements

Page 2

significant effect on the environment and is therefore exempt from the preparation of an environmental assessment.



Public Works Administrator

NOV 25 2019

Date



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

DECLARATION OF EXEMPTION

From the preparation of an environmental assessment under the authority of Chapter 343, HRS, and Chapter 11-200.1-8, HAR

Project Title: Olomana School, Oahu, Modular Classroom

Address: 42-522 Kalaniana'ole Hwy., Kailua, HI, 96734
TMK: 4-2-006: por. 002

Project Number: Q93001-17

Project Description:

This project involves the design and construction for the reconstruction/relocation of a modular classroom trailer (12 ft. x 56 ft.) and provision of a new accessible ramp and deck. The project includes civil work that will provide a new AC pavement for a fire truck turn around and new fire hydrant.

Request Submitted By: Brenda Lowrey

Consulted Parties: Hawaii State Department of Education (HIDOE)

The Exemption Notice for the actions described below is based on the Exemption List for the HIDOE, reviewed and concurred to by the Environmental Council on November 8, 2006 (see attachment).

Exemption Class No.: 2
Exempt Item No.: 10.

Exemption Class No.: 3
Exempt Item No.: 5.H.

The above exemption best relates to Exemption Types 11-200.1-15 (c) HAR: (2) and (3).

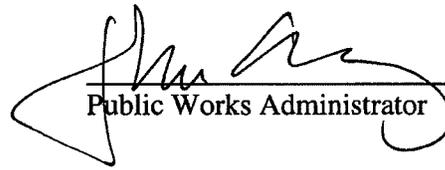
Comments/summary of impact analysis:

Olomana School is located on 2.206 acres within a 437 acre lot owned by the State of Hawaii and under the control of the Department of Human Services, Office of Youth Services. The school facilities include 13 portable/modular facilities and 3 permanent concrete buildings. This

Declaration of Exemption
Olomana School, Oahu, Modular Classroom
Page 2

project will relocate one of the existing modular facilities which will allow for reconfiguration of agricultural work tables located at the northwest corner of the campus.

I have considered the potential effect of the above listed project as provided by Chapter 343, HRS, and Chapter 11-200, HAR. I declare that this project will probably have minimal or no significant effect on the environment and is therefore exempt from the preparation of an environmental assessment.



Public Works Administrator

NOV - 6 2019

Date



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

DECLARATION OF EXEMPTION

From the preparation of an environmental assessment under the authority of Chapter 343, HRS, and Chapter 11-200.1-8, HAR

Project Title: Olomana School, Oahu, P1-P2 Culinary Arts

Address: 42-522 Kalaniana'ole Hwy., Kailua, HI, 96734
TMK: 4-2-006: por. 002

Project Number: Q93000-17

Project Description:

This project involves the design and construction for interior alterations to combined portables P1-P2 for a training kitchen including cabinetry, kitchen equipment, electrical capacity, structural improvements, roofing, waterproofing, and flooring.

Request Submitted By: Brenda Lowrey

Consulted Parties: Hawaii State Department of Education (HIDOE)

The Exemption Notice for the actions described below is based on the Exemption List for the HIDOE, reviewed and concurred to by the Environmental Council on November 8, 2006 (see attachment).

Exemption Class No.: 7
Exempt Item No.: 1 thru 14.

Exemption Class No.: 3
Exempt Item No.: 5.H.

The above exemption best relates to Exemption Type 11-200.1-15 (c) HAR: (3)

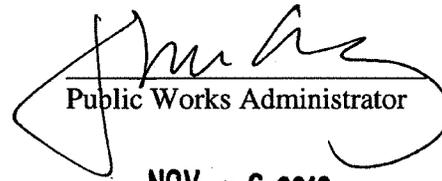
Comments/summary of impact analysis:

Olomana School is located on 2.206 acres within a 437 acre lot owned by the State of Hawaii and under the control of the Department of Human Services, Office of Youth Services. The school facilities include 13 portable/modular facilities and 3 permanent concrete buildings. This

Declaration of Exemption
Olomana School, Oahu, P1-P2 Culinary Arts
Page 2

project will allow the school to improve its culinary arts program which is a popular part of its Career and Technical Education curriculum.

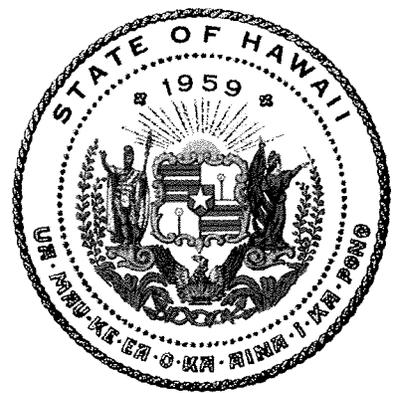
I have considered the potential effect of the above listed project as provided by Chapter 343, HRS, and Chapter 11-200, HAR. I declare that this project will probably have minimal or no significant effect on the environment and is therefore exempt from the preparation of an environmental assessment.



Public Works Administrator

NOV - 6 2019

Date



APPENDIX B

10374-02
GGI SCHOOL
WTRN

United States Department of the Interior
National Park Service

For NPS use only

National Register of Historic Places
Inventory—Nomination Form

received

date entered

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic KAWAILOA TRAINING SCHOOL FOR GIRLS

and or common GIRLS' INDUSTRIAL SCHOOL

2. Location

street & number KALANIANAOLE HIGHWAY not for publication

city, town KAILUA vicinity of

state HAWAII code 15 county HONOLULU code 03

3. Classification

Category	Ownership	Status	Present Use
<input checked="" type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture
<input type="checkbox"/> building(s)	<input type="checkbox"/> private	<input checked="" type="checkbox"/> unoccupied	<input type="checkbox"/> commercial
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input checked="" type="checkbox"/> yes: restricted	<input type="checkbox"/> government
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial
	NA	<input type="checkbox"/> no	<input type="checkbox"/> military
			<input type="checkbox"/> museum
			<input type="checkbox"/> park
			<input type="checkbox"/> private residence
			<input type="checkbox"/> religious
			<input type="checkbox"/> scientific
			<input type="checkbox"/> transportation
			<input type="checkbox"/> other:

4. Owner of Property

name STATE OF HAWAII: DEPARTMENT OF SOCIAL SERVICES AND HOUSING

street & number LILIUOKALANI BUILDING

city, town HONOLULU vicinity of state HAWAII

5. Location of Legal Description

courthouse, registry of deeds, etc. BUREAU OF CONVEYANCES

street & number 1151 PUNCHBOWL STREET

city, town HONOLULU state HAWAII

6. Representation in Existing Surveys

title HI INVENTORY #80-11-1364 has this property been determined eligible? yes no

date 1984 federal state county local

depository for survey records DEPARTMENT OF LAND AND NATURAL RESOURCES

city, town HONOLULU state HAWAII

7. Description

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input checked="" type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input type="checkbox"/> good	<input type="checkbox"/> ruins	<input type="checkbox"/> altered	<input type="checkbox"/> moved date _____
<input checked="" type="checkbox"/> fair	<input type="checkbox"/> unexposed		

Describe the present and original (if known) physical appearance

The Girls' Industrial School at Maunawili in Koolaupoko includes five major buildings sited on approximately 430 acres on the slopes of Olomana peak. The district is distinguished by its large areas of pasture land, vegetated open space, and its Hawaiian style buildings with their red, double-pitched hipped roofs, sitting on various knolls on the lower elevations at the base of Olomana. The district does not encompass the entire 430 acres of land under the corrections division's administration, but only those areas delineated on the enclosed map, which is entitled "Girls Industrial School (#80-11-1364)". However, the lands surrounding the district contribute to the green, open character of the district, and Olomana peak provides a dramatic backdrop for the school.

All the buildings in the district are of one or two stories. They are designed in a Hawaiian style of architecture, and are distinguished by their prominent roofs. Of the five buildings, four are of masonry construction, while the former superintendant's cottage (5) is of frame construction. Two garages are also of masonry construction and have double-pitched hipped roofs. All the buildings were constructed between 1927 and the opening of the school in February 1929, with the exception of the gymnasium which was built in 1938. These buildings represent the major structures erected on the property, although one dormitory building (the Lanakila Cottage) has been destroyed, the result of a fire. The buildings contributing to the district are:

1. Cottage Number 1, or Hill Top Cottage, which is distinguished by its U-shape and prominent Hawaiian style roof. The rear wing of this concrete block building with a plaster finish is two stories and the front wing is one story and features a corner entry porch. It was designed by C.W. Dickey in 1926 and built by Ralph E. Wooley in 1928. The front wing is currently occupied as office space, but the rear wing is in deteriorated condition and unoccupied. A garage with a Hawaiian style roof is to the side.
2. Cottage Number 2, or Moana Cottage, which is a two-story concrete block building with a plaster finish and Hawaiian style roof. This pavilion shaped building has a main body with an inset lanai and wings of varying lengths on either side. The longer, left, wing steps down from two to one story. A utility room is attached to the building on the right side and a garage is located to the rear. This building was constructed by Ralph E. Wooley in 1928, following plans prepared by C.W. Dickey in 1926. This building is no longer in use and its interior is in deteriorated condition.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Inventory—Nomination Form**

For NPS use only
received
date entered

Continuation sheet

DESCRIPTION

Item number 7

Page 2

- ✓ 3. The gymnasium was built in 1938, following plans prepared by Territorial Public Works architect Harry K. Stewart. This one story, rectangular shaped building sits on a raised foundation, and like the other buildings at the school has a Hawaiian style roof. The entry to the gymnasium is embellished with some modest relief decorations about the frame. This building is still used by the school.
- ✓ 4. The Hospital, or Hookipa Cottage, was also designed by C.W. Dickey in 1926. This single story building has an H-shaped plan, an inset entry lanai and a red Hawaiian style roof. A circular drive is in front of this building. This structure continues to be used by the school.
- ✓ 5. The Superintendent's Cottage is a single story frame residence with an outset front porch made of lava rock. It too, has a Hawaiian style roof, and was designed by C.W. Dickey in 1926. The school currently uses this building as a ward for female inmates.

None of the buildings have been seriously altered, although some of them no longer contain their original windows.

This nomination represents five properties.

United States Department of the Interior
National Park Service

National Register of Historic Places
Inventory—Nomination Form

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received
date entered

Continuation sheet

SIGNIFICANCE

Item number

8

Page

2

The Girls' Industrial School District is significant for its architectural design and layout, and its associations with the evolution of industrial schools in Hawaii.

Architecturally the district is significant as an example of C.W. Dickey's translation of his emerging ideas on an appropriate and distinctive architecture for Hawaii into public buildings. The plans for the school buildings were produced by Dickey in 1926, the same year that he designed his own residence (NR) and the cottages at the Halekulani (no longer extant). Thus these masonry buildings were among the initial designs of Dickey's to incorporate the double-pitched hipped, or "Hawaiian" roof. Along with their distinctive rooflines, the buildings also employ lanai and courtyards and are sensitive to the requirements of good ventilation.

Architect Dickey also laid out the general plan for the school, siting the buildings on prominent knolls, which provided the inhabitants with "a view as beautiful as one may see from the lanai of the richest Oahu estate." According to the Honolulu Star-Bulletin "the buildings are scattered about over the hillside, each different from the other in architectural detail. The effect is pleasing; there is no air of the reform school about the place." A humane, non-institutional character permeates the Girls' Industrial School design. This characteristic greatly contributes to both the architectural and historical significance of the district.

At the time of the construction of these buildings, C.W. Dickey was one of the foremost architects in Hawaii, and one of the primary proponents to advocate a Hawaiian style of architecture. The Girls' Industrial School well reflects his work for this period, and was one of his major early commissions.

The district is also significant for its pastoral setting on the slopes of Olomana, the prominent geographical feature in Maunawili. With its conspicuous and dramatic setting in the shadow of the peak, the school is a local landmark on the windward side of Oahu, easily viewed from the highway. The Girls' Industrial School, the Kaneohe Ranch Building, and Kaneohe Insane Asylum are the major architectural statements for the period 1925-1940 to be found in this once rural, now suburban, area.

8. Significance

Period	Areas of Significance—Check and justify below		
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government
		<input type="checkbox"/> invention	<input checked="" type="checkbox"/> social/ humanitarian
			<input type="checkbox"/> religion science sculpture theater transportation other (specify)

Specific dates 1929

Builder/Architect

C. W. DICKEY

Statement of Significance (in one paragraph)

The district is also significant for its associations with the history of the Girls' Industrial School. In 1865 the Kingdom of Hawaii established an industrial and reformatory school for both boys and girls in Kapalama. In 1870 the girls division was closed due to a lack of funds. In June 1903, the territorial school for the training of juvenile and delinquent girls was reestablished in the Kapalama buildings, and the Boys' Industrial School was moved to Waialeale.

In 1912 the girls' school moved into cottages in Moiliili, but by the early 1920s this area was considered inappropriate, as Honolulu was growing to such an extent that the school was within the heart of the city. Plans were formulated to move the school to a more suitable location, and in 1929 the facilities on the slopes of Olomana, were opened for use. Originally called the Maunawili Training School, the institution was renamed the Kawaihoa Training School for Girls in 1931. It retained this name until 1951 when it was renamed the Kawaihoa Girls' Home. In 1962 this institution and the Boys School were reunited as the Hawaii Youth Correctional Facility.

Located on an "isolated hillside outside Kailua", the new school not only was able to train young women in such domestic skills as rug weaving, lace making, lauhala weaving, dress making and cooking, but also expanded its work to include agriculture. A large portion of the grounds were cleared by the female inmates for farm purposes, and Superintendent Sadie C. Sterritt hoped the new location would "inspire in our wards a desire for the beautiful in home surroundings and right living. It is to be hoped they will learn to love the land to know its creative value."

9. Major Bibliographical References

ORIGINAL BLUEPRINTS.

DEPARTMENT OF INSTITUTIONS, THE FIRST TEN YEARS 1939-49 (HONOLULU, 1949)

STAR-BULLETIN FEBRUARY 5, 1929; DECEMBER 12, 1929; FEBRUARY, 1929.

REPORT OF THE SUPERINTENDANT OF PUBLIC INSTRUCTION TO GOVERNOR (HONOLULU, 1913).

DEPARTMENT OF PUBLIC WORKS REPORT OF GOVERNOR (HONOLULU, 1929).

10. Geographical Data

Acreeage of nominated property 24

Quadrangle name MAKAPU, KOKO HEAD

Quadrangle scale 1:24,000

UTM References

A

0	4	6	2	8	2	7	0	2	3	6	4	4	8	0
Zone		Easting				Northing								

B

0	4	6	2	8	6	3	0	2	3	6	4	3	5	0
Zone		Easting				Northing								

C

0	4	6	2	9	5	5	0	2	3	6	3	9	2	0
Zone		Easting				Northing								

D

0	4	6	2	9	2	0	0	2	3	6	4	1	0	5
Zone		Easting				Northing								

E

Zone		Easting				Northing								

F

Zone		Easting				Northing								

G

Zone		Easting				Northing								

H

Zone		Easting				Northing								

Verbal boundary description and justification THIS NOMINATION INCLUDES THE BUILDINGS AND GROUNDS ON THE MAUKA SIDE OF KALANIANAOLE HIGHWAY ADMINISTERED BY THE STATE DEPARTMENT OF HOUSING AND SOCIAL SERVICES, LOCATED WITHIN TAX MAP KEY 4-2-06:2, AND DEFINED BY ENCLOSED SITE MAP.

List all states and counties for properties overlapping state or county boundaries

state code county code

state code county code

11. Form Prepared By

name/title DON HIBBARD AND NATHAN NAPOKA - ARCHITECTURAL HISTORIAN AND HISTORIAN

organization STATE HISTORIC PRESERVATION OFFICE date JULY 2, 1984

street & number 1151 PUNCHBOWL STREET telephone 548-6408

city or town HONOLULU state HAWAII

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature

title STATE HISTORIC PRESERVATION OFFICER date JULY 18, 1986

For NPS use only

I hereby certify that this property is included in the National Register

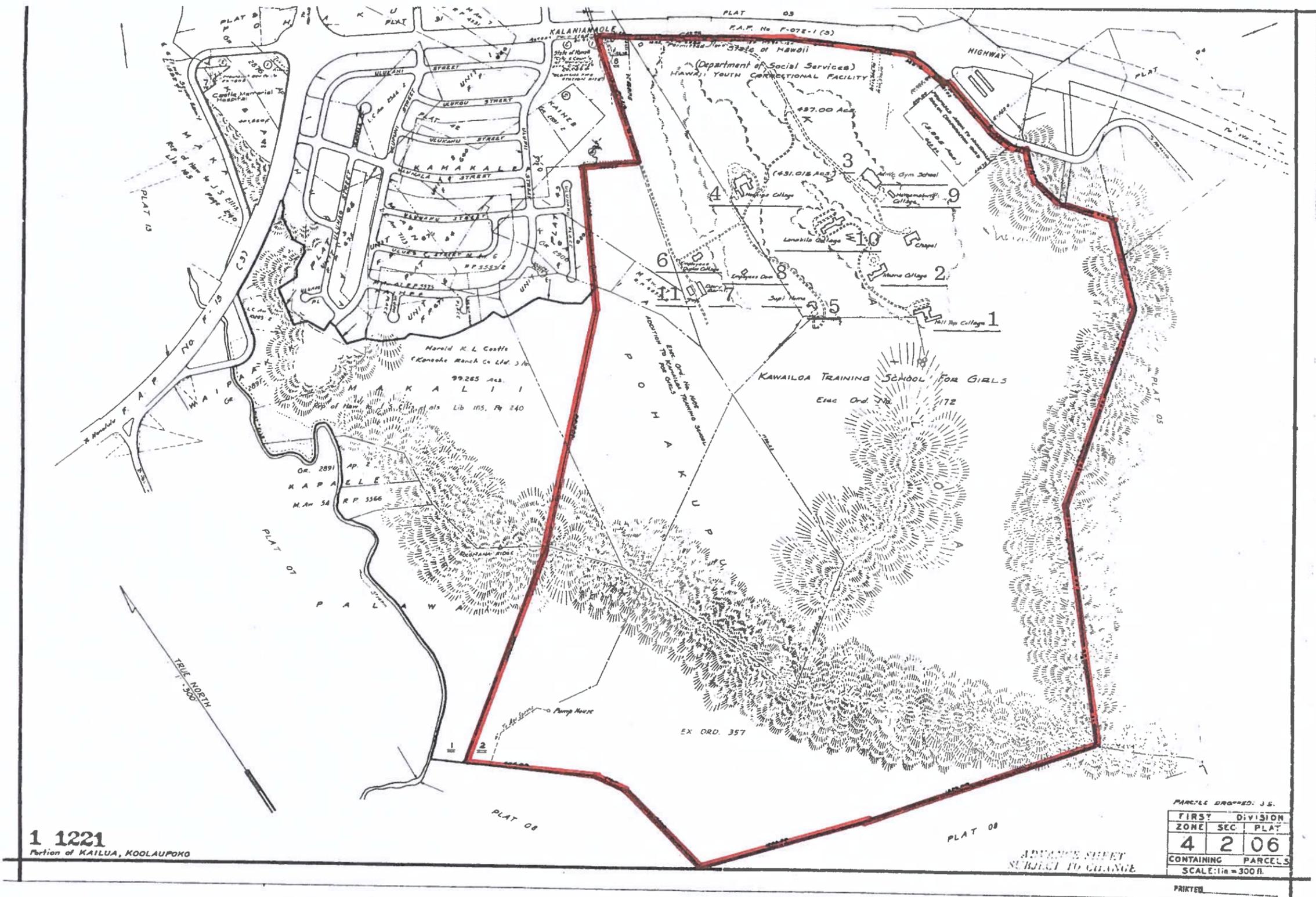
date

Keeper of the National Register

Attest:

date

Chief of Registration



1 1221
 Portion of KAILUA, KOOLAUPOKO

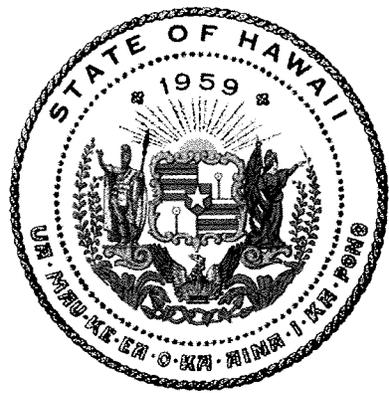
PARCEL DROPPED: J.S.

FIRST	DIVISION	
ZONE	SEC	PLAT
4	2	06
CONTAINING		PARCELS
SCALE: 1 in = 300 ft.		

PRINTED

ADVANCE SHEET
 SUBJECT TO CHANGE

GIRLS' INDUSTRIAL SCHOOL



APPENDIX C

Process Edit
w/Completed

10374-03

Planning Div (CPB) Review and Comment
Job 064724017-002 (A2019-02-1083)

9/20/19

cc: DOE
ERIC

Updated Planning Division comments.

Assigned To	Status	Outcome	Scheduled		Actual	
			Start	Completed	Start	Completed
EUGENE TAKAHASHI	Complete	Comments Recorded	May 06, 2019			May 07, 2019 08:30:0

Details

Branch Comments

OK to Continue Processing BP for the project which is modernize its Farm-to-Table education program. Applicant DOE, will submit SUP for Olomana School, a school which provides education to children with special needs. Note that the Certificate of Occupancy (CO), will be subject to the applicant obtaining a Special Use Permit. Please route CO to me for compliance sign-off.

7May2019/ET

Date Received

May 6, 2019

Reviewed by

Eugene Takahashi

Notes

Department of Planning and Permitting
Building Division
REVIEW OF PLANS AND SPECIFICATIONS
Zoning Code Comment Sheet

File No.: **A2019-02-1083**

Date: **April 10, 2019**

Plans Examiner: **LORI-ANN GAUER**

Phone: **7688248**

Job Description: **[TMK: 42006002] 2/29 Olomana School P1/P2 - Alteration to Existing Portables; Kitchen Improvements & Access (Multi-App: A2019-02-1083, 1084) (DOE Job No. Q93000-17)**

TMK: **4-2-006: 002**

Plans By: **NAKAMURA WARREN T
OKAMOTO, ALAN
ITOZAKI BRIAN T
YOSHIOKA GARREN S**

Zoning District: **P-1 Restricted Preservation
AG-2 General Agricultural District**

Flood District: **Beyond 500 Year Flood Plain
Undetermined Flood Hazard**

Occupancy Group: **A-3 Cafetorium, school <300**

Type of Construction: Minimum: Actual:

Story Height:

Floor Area:

Auto.Spr. Syst.:

Comments

Follow Up

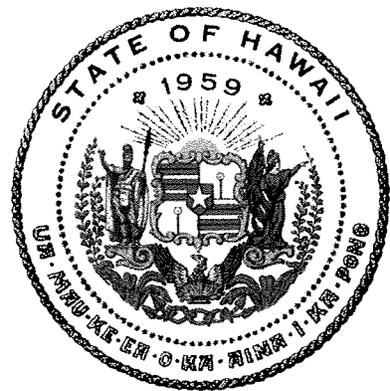
The existing facility is a nonconforming use and any improvements that are not related to health and safety requirements would constitute an expansion of nonconformity which requires a Special Use Permit (SUP) or a State Land Use District Boundary amendment to Urban District.

If there are any questions or need assistance in preparing an SUP application, please contact Frank Hall of our staff at (808)768-8862 or write to frank.hall@honolulu.gov.

Once the requirement has been met, resubmit for building permit review.

Office Use: Ref. 2019/ELOG-439 dtd 4/4/2019.

Project:	Zoning ID:	Sheet 1 of 1 Sheet(s)
Review No.: 1		
Processid: 67703245	Jobid: 64727144	Externalid: 064724017-002
		File No.: A2019-02-1083



APPENDIX D

BOARD OF WATER SUPPLY

CITY AND COUNTY OF HONOLULU
630 SOUTH BERETANIA STREET
HONOLULU, HI 96843
www.boardofwatersupply.com



August 22, 2019

10374-03

8/27/19

KIRK CALDWELL, MAYOR

BRYAN P. ANDAYA, Chair
KAPUA SPROAT, Vice Chair
KAY C. MATSUI
RAY C. SOON
MAX J. SWORD

cc: DOE

ERIC

ROSS S. SASAMURA, Ex-Officio
JADE T. BUTAY, Ex-Officio

ERNEST Y. W. LAU, P.E.
Manager and Chief Engineer

ELLEN E. KITAMURA, P.E.
Deputy Manager and Chief Engineer *llw*

RECEIVED
AUG 26 2019
WILSON OKAMOTO CORPORATION

Mr. Earl Matsukawa
Wilson Okamoto Corporation
1907 South Beretania Street, Suite 400
Honolulu, Hawaii 96826

Dear Mr. Matsukawa:

Subject: Your Letter Dated August 5, 2019 Regarding Availability of Water for State of Hawaii Department of Education's Olomana School and Youth Center Development Plan off Kalaniana'ole Highway – Tax Map Key: 4-2-006: 002

Thank you for your letter regarding the proposed three portable/modular classroom and toilet facility project.

The existing water system is adequate to accommodate the proposed school improvement development. However, please be advised that this information is based upon current data, and therefore, the Board of Water Supply reserves the right to change any position or information stated herein up until the final approval of the building permit application. The final decision on the availability of water will be confirmed when the building permit application is submitted for approval.

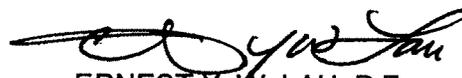
When water is made available, the applicant will be required to pay our Water System Facilities Charges for resource development, transmission and daily storage.

Water conservation measures are recommended for all proposed developments. These measures include utilization of nonpotable water for irrigation using rain catchment, drought tolerant plants, xeriscape landscaping, efficient irrigation systems, such as a drip system and moisture sensors, and the use of Water Sense labeled ultra-low flow water fixtures and toilets.

The on-site fire protection requirements should be coordinated with the Fire Prevention Bureau of the Honolulu Fire Department.

If you have any questions, please contact Robert Chun, Project Review Branch of our Water Resources Division at 748-5443.

Very truly yours,


ERNEST Y. W. LAU, P.E.
Manager and Chief Engineer



WILSON OKAMOTO
CORPORATION
INNOVATORS • PLANNERS • ENGINEERS

10374-03
August 5, 2019

Mr. Robert Chun
Project Review Branch
Water Resources Division
City and County of Honolulu
Board of Water Supply
630 South Beretania Street
Honolulu, HI 96813

Subject: State of Hawaii Department of Education Olomana School/Olomana Youth Center
Development Plan; Tax Map Key: 4-2-006:002
Kailua, Oahu, Hawaii
Request for Determination of Adequacy

Dear Mr. Chun:

Wilson Okamoto Corporation is the planning consultant for the State of Hawaii Department of Education (DOE) for the Olomana School/Olomana Youth Center Development Plan project. Olomana School/Olomana Youth Center is located at 42-470 Kalaniana'ole Highway, Kailua within Tax Map Key: 4-2-006. The School occupies an area of 2.03 acres within the 437-acre parcel which is mainly occupied by the Hawaii Youth Correctional Center. The enclosed project site aerial shows the location of the 2.03-acre campus.

At this time we would like to get your assistance in determining the adequacy of the existing BWS storage and water distribution system in the vicinity of the project site to support the Development Plan for the School which includes construction of 3 new portable/modular classrooms and a single toilet facility within a portion of the existing campus. There will be no changes to the existing facilities. The DOE estimates the 3 portable/modular classrooms will accommodate a total of 90 students. Based on *Water System Standards, 2002*, Table 100-18, the projected additional average daily water demand would be 5,400 gallons per day for these facilities.

Please call John Sakaguchi at 946-2277 should you have any questions or require additional information.

Sincerely,

Earl Matsukawa, AICP
Vice President, Director of Planning

Enclosure

cc: M. Tamayori, DOE

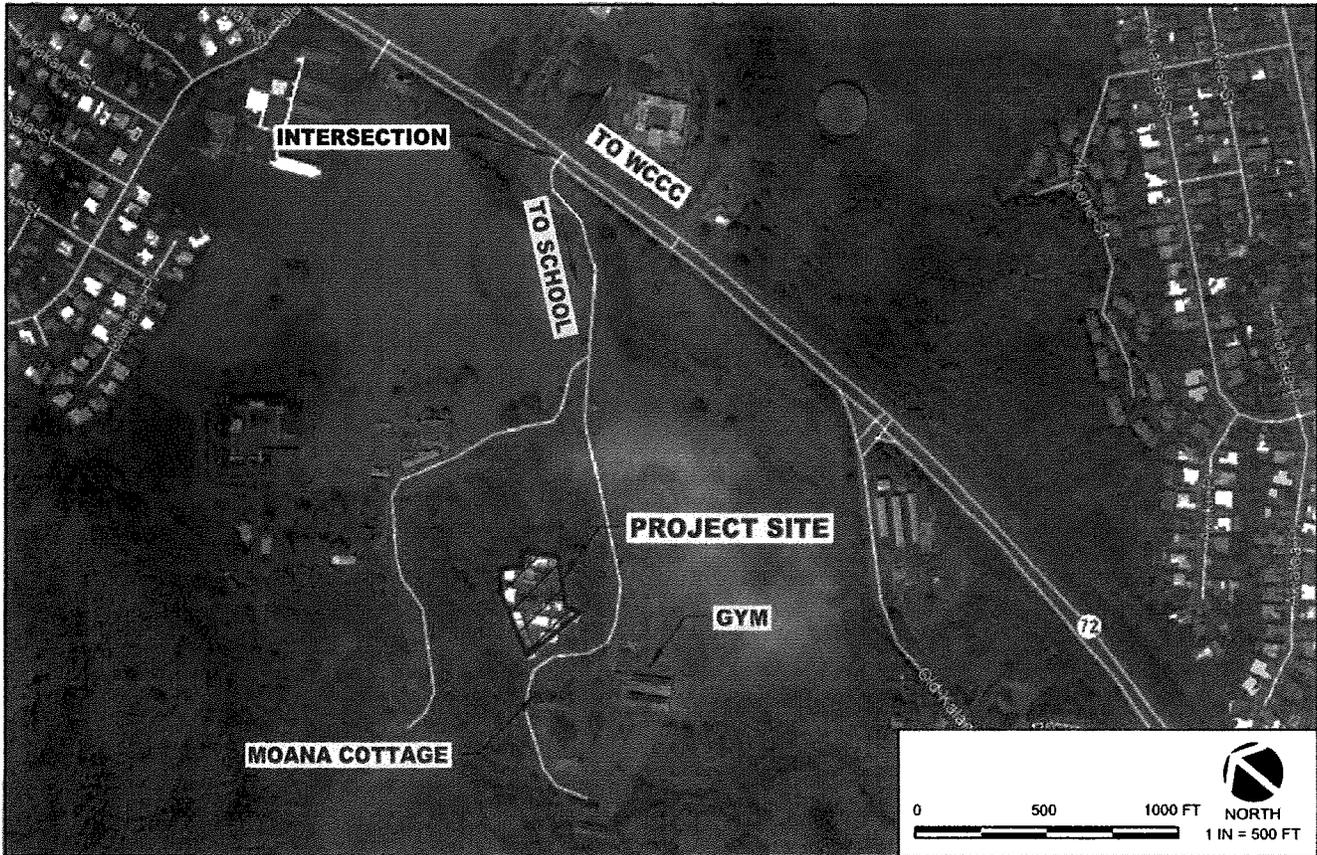


FIGURE 4
PROJECT SITE AERIAL
OLOMANA SCHOOL SPECIAL USE PERMIT
KAILUA, OAHU, HAWAII