

**CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL/CBESS
SPECIAL PERMIT APPLICATION NO. 12-000138 (SPP 12-000138)
REVISED CONDITIONS**

1. The applicant, successors or assigns shall be responsible for complying with all stated conditions of approval.
2. The proposed use shall be conducted in a manner that is substantially representative of plans and operational details contained within the Application for Special Permit (Planning Department Exhibit 1) including the amount of students and hours of operation, and representations made before the Windward Planning Commission.
3. Prior to the issuance of a water commitment by the Department of Water Supply, the applicant(s) shall submit the anticipated maximum daily water usage calculations as prepared by a professional engineer licensed in the State of Hawai'i and a water commitment deposit in accordance with the "Water Commitment Guidelines Policy" to the Department of Water Supply within 180 days from the effective date of this permit. The calculations must include the estimated peak flow in gallons per minute and total estimated maximum daily potable water demand in gallons per day. Should the applicant utilize more than the maximum average daily usage of potable water (4,200 gpd) from the existing County 8-inch water line, the applicant will be required to secure or construct an additional source of potable water or limit the amount of students to the amount of potable water available.
4. The applicants shall install a reduced pressure type backflow prevention assembly within five (5) feet of the existing water meter and any additional water meters on private property, which must be inspected and approved by the Department of Water Supply.
5. Construction of the high school phase shall be completed within ten (10) years from the effective date of this permit. Prior to the start of construction for each separate school phase (high, intermediate, elementary), the applicant(s), successor(s) or assign(s) shall secure Final Plan Approval for the development of each proposed phase from the Planning Director in accordance with Section 25-2-

70, Chapter 25 (Zoning Code), Hawai'i County Code. Plans shall identify all existing and/or proposed structure(s), paved driveway access and parking stalls associated with the proposed development. Landscaping along the perimeter of the entire 70-acre project site shall also be indicated on the plans in accordance with the Planning Department's Rule No. 17 (Landscaping Requirements) buffer yard requirements for the Village Commercial (CV) zone adjoining a Single-Family Residential (RS) zone.

6. On plans submitted for Plan Approval review or any land alteration permit(s), the applicant shall identify the location of Kaūmana Cave within the subject property and to ensure its protection, also identify a 100-foot wide preservation buffer along its entire perimeter. No use, structures or land alteration activities shall be permitted within this Kaūmana Cave preservation buffer area.
7. The applicant shall conduct an updated traffic report prior to the submittal of plans for Plan Approval for the intermediate and the elementary school phases, in a manner meeting with the approval of the Department of Public Works. If the updated traffic reports determine that additional traffic mitigation measures are required, these required improvements shall be constructed by the applicant at no cost to the County prior to the issuance of a Certificate of Occupancy for the respective school phases.
8. All driveway connections to Edita Street shall conform to Chapter 22, County Streets, of the Hawai'i County Code.
9. The applicant shall construct a separate turn lane for left turns from eastbound Edita Street into the Lower Campus at Road A meeting with the approval of the Department of Public Works prior to the issuance of Certificate of Occupancy for any portion of the project.
10. The applicant shall construct an 8-foot paved shoulder along the northeastern (makai) side of Edita Street from the south end of the subject property to the intersection of Edita Street and Kaūmana Drive (Standard Detail R-34) meeting

with the approval of the Department of Public Works prior to the issuance of Certificate of Occupancy for any portion of the project.

11. The applicant shall submit a Traffic Management Plan to be reviewed and approved by the Department of Public Works-Traffic Division in consultation with the Police Department prior to the receipt of Final Plan Approval for any portion of the project. The comprehensive plan shall be implemented and provide traffic management strategies that reduce traffic congestion on surrounding County roads during special events and student pick-up/drop-off activities for the entire school campus. The applicant shall provide active traffic management of all student pick-up/drop-off areas so that drop-off and pick-up activity does not result in queuing of vehicles on any County Road. The applicant shall incorporate carpooling, bus and van services, and staggering school pick-up and drop-off times.
12. The applicant shall design project driveways/roads, parking and loading areas so all school traffic and congestion is confined to the project site and does not overflow onto County roads. Should adjoining lands be developed in a manner that would provide a reasonable opportunity to provide an alternate means of access to the proposed school site from the Puainako Street extension, the applicant shall provide necessary improvements within its own property to facilitate access to the Puainako Street extension across adjoining lands when directed by the Planning Director.
13. All development-generated runoff shall be disposed of onsite and shall not be directed toward any adjacent properties. A drainage plan may be required by the Plan Approval process in accordance with Section 25-2-72(3) of the Hawai'i County Code.
14. All earthwork activity, including grading and grubbing, shall conform to Chapter 10, Erosion and Sedimentation Control, of the Hawai'i County Code.
15. The method of sewage disposal shall meet with the requirements of the Department of Health.

16. Prior to any ground altering activities the applicant shall submit a monitoring plan in accordance with HAR 13-279 to the DLNR-SHPD for review and approval. A copy of the approved monitoring plan shall be provided to the Planning Department prior to issuance of Final Plan Approval.
17. All ground altering activities associated with the proposed development shall be monitored by a qualified archaeologist in a manner meeting with the approval of the DLNR-SHPD.
18. Should any remains of historic sites, such as rock walls, terraces, platforms, marine shell concentrations or human burials be encountered, work in the immediate area shall cease and the Department of Land and Natural Resources-Historic Preservation Division (DLNR-HPD) shall be immediately notified. Subsequent work shall proceed upon an archaeological clearance from the DLNR-SHPD when it finds that sufficient mitigative measures have been taken.
19. The applicant shall comply with all applicable County, State and Federal laws, rules, regulations and requirements.
20. An annual progress report shall be submitted to the Planning Director prior to the anniversary date of the approval of this Special Permit. The report shall include, but not be limited to, the status of the development and the extent to which the conditions of approval are being satisfied. This condition shall remain in effect until all of the conditions of approval have been satisfied and the Planning Director acknowledges that further reports are not required.
21. An initial extension of time for the performance of conditions within the permit may be granted by the Planning Director upon the following circumstances:
 - A. The non-performance is the result of conditions that could not have been foreseen or are beyond the control of the applicant, successors or assigns, and that are not the result of their fault or negligence.
 - B. Granting of the time extension would not be contrary to the General Plan or Zoning Code.

- C. Granting of the time extension would not be contrary to the original reasons for granting of the permit.
 - D. The time extension granted shall be for a period not to exceed the period originally granted for performance (i.e., a condition to be performed within one year may be extended for up to one additional year).
 - E. If the applicant should require an additional extension of time, the Planning Department shall submit the applicant's request to the Planning Commission for appropriate action.
22. Should any of these conditions not be met or substantially complied with in a timely fashion, the Director may initiate procedures to revoke this Special Permit.

Rowan A. Kelly
November 2, 2012

Dear Planning Commission,

I have been in Connections Public Charter School since third grade. Ever since my first day at Connections, I have been treated with kindness by both staff and my peers. Every teacher I have been with and taught by have been the best teachers I have ever been with. The education is some of the best I ever experienced in Hawaii. In Connections, my hand writing has improved, my reading skills have improved, my spelling has improved, and my math, L.A, soical studies, and science has improved. I really appreciate it if you would help us build the Connections PCS in Kaumana.

Sincerely,

Rowan A. Kelly

Rec'd at 11/9 AM by Mrs
Field

Maelona ~~★~~

Dear Planning Commission

11-2-12

I hope we get the property. Our whole school has been waiting a long time and all of us want it. I have been here since 2nd grade, and I am in 5th now. Everything we are learning feels like the same level but it really has gone up a lot. I like the teachers here because they take everything seriously enough to get things done. Kids are treated the same here. Not any of us are more special than others. There's no bullies or any bullying going on. We would all like a playground and horses and pigs and goats and just animals. We are so excited. The kids here don't break anything or wreck anything except meanness.

Sincerely,

Maelona ~~★~~

Alora

NOV. 2, 2012

Dear Planning Commission,

I've been at connection for three years. When I got here I had no friend I didn't know how to do things, but the Staff and teachers really helped me out. I started understanding, making friends learn rules and stuff like that. I am learning math and L.A, Science Reading. Everything that I need help with. Thier not just there to fank and waste time, thier willing to take time in order to teach. Even the Staff Stags after School to teach extra to people who need help in school. I am glad I am here because It's a nice School they really care and if we get a new school in kauman we can have fresh air at recess and refresh our minds. Also if we have wild life we can learn to take responsibilitys like feeding them, caring for them. Thats why I like Connections public charter school.

Ben skope Nov. 2, 2012

Dear planning Commission,
I have been at Connections ever since kindergarten. I like all of the staff and teachers. The teachers are kind and so are the staff. I am learning how to change fractions to decimals and percents. In history we were learning about the 13 colonies. I like connections because every one here has been kind to me.

Riku

NOV. 2, 2012

Dear Planning Commission

I've been at connections for 6 years.

The thing that I like about staffs are that they are helpful.
And the teachers are joyful.

I am learning Linking verbs,
Active/passive, our body, the travelers,
etc.

I like connections because its
fun and has cool things and lots
of funny and friendly friends.

Nov. 2, 2012 KAISHALET

Dear Planning Commission

My Name is Kaishalei I've been in conditions for Half a Year, there a little bit of 'kids in each class, and there's a little bit of Bullying but not much as I expected. My favorit teachers

and staff are Mr. Shutei, Mr Manly, Mrs Wines,

Mrs. thacher, Mrs tempany, Here are the staff I

like Mr. Van, Mr Mark, Mr. Danny Mrs Diane.

I've been learning Math languag Arts, Social Studies,

Scienc. I like connections because there

alot of kids, and fun stuff to do, I am the

most speicials girl that could be in connections

right now that why I like connection school

Bridgette

NOV. 2, 2012

Dear Planning Commission,

I like Connections because they have no bullying that's what I love about this school.

What we learn about is math, journal, language arts, and U.S. History.

I love this school because it's so big and I been here for only 5th grade.

I might be here for 6th grade 7th grade, and 8th grade.

I like all the teachers in this school because they know mostly everything and the best teacher in the hole wide world is Mr. Shute because he takes us on excurzines and to the park.

I'm so glad that my mom picked me to be in this school and I would love it if they make the new school because I would love to feed animals so much.

Kainaku

Nov. 2, 2012

11/2/2012

Dear Planning Commission

1 I have ben at connections Sens
4 grad and i have like it a lot.

What i like about are teacher
is that thay will take their time

2 to teach ovs. and thay would come to
our base ball game or golf game that why.

We are learning a lot in connections

3 and some time we get to have fun some
times.

i am glad that i am her because

it is a good school to learn about a

lot. I like connections because we
have good teachers.

Danny 11-2-12

I like connection because there are no bully
and what we do in connection, is Math
and L.A and Journal and US History and
one thing that I like it is Big. And we
have cool stuff. and I bend connection Buy four
years. And I heard that we are going to
have a new school and they said it going
to be Big and cool and they said we
are going to have everything. And if I am
in eight grad that is the time the school is
build. But we have to vote for it.

Kai
1-2-12

Dear Planning Commission,

I have been at Connections for 4 months. I really like the teachers at my school. My favorite teacher is Mr. Shute, he is a very nice teacher and he is very nice to kids my age. My name is Kai and I really want our old school to move up to your property. I am learning a lot of new stuff I've never learned before.

I really like Connections because it has a lot of nice kids and nice teachers. I am glad and happy I am learning at this school. I am really looking forward to going to the new school up in Kauriana if we even start a school up there.

Sincerely Kai

NOV. 2, 2012

Ron

Dear Planning Commission, I've been here 4 years. I like this school cause its fun. I'm learning my reading skills and learning math. I really like Connections. I'm glad that I came here in Connections. I'm glad cause ~~at~~ Connections get nice teachers.

NOV. 2, 2012

Joshua

Dear Planning Commission,

I have been at connections for

3 years, and I really like connections

because the teachers are really nice.

to everyone and make sure you

understand the lesson. And I

also like connections, because I'm learning

something new every day, in math L.A.

and in every other lesson

Gail Ogawa
1495 Mele Manu Street
Hilo, HI 96720

November 1, 2012

Dear Members of the Planning Commission:

My name is Gail Ogawa and I am a resident of the Pacific Plantation Subdivision in Kaumana, Hilo. I am writing to you to express my concern regarding the proposed Connections Charter School plans and respectfully ask that you deny this project.

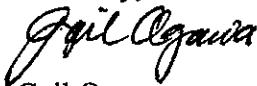
My family and I have lived in this subdivision for over 15 years now and enjoy the friendly community and peaceful setting we have here. My husband and I chose this community as our home to raise our children because it is a safe and quiet environment with very little traffic. It is a community where our children could freely walk, play, and visit with their neighborhood friends and not have to worry about being in danger. It is a place where we can take afternoon walks with our fellow neighbors without fear or intimidation by outside strangers loitering about the area. Although my children are grown now, I am concerned that the building of this school will bring these kinds of activities in our neighborhood to an end for children of the next generation, our fellow neighbors, and for my husband and I as we move into retirement.

According to the Police Department, building a school in a residential area will affect the quality of life for its residents by increasing noise, crime, and traffic. It would be very disappointing to see the safe, peaceful, low traffic community that my family and I we moved here for, disappear. I strongly feel that a residential community is not the right place to build a school of this magnitude and believe that there are many other promising and practical land options for this project that should be explored and considered.

Additionally, the roads on Edita Street and Kaumana Drive are not designed to accommodate the kind of traffic and congestion a school would generate. This traffic would include parents of the students, high school seniors who will most likely be driving their own cars, buses, and all of the school's faculty and staff. Although the 2009 traffic study, suggests minimal effects on normal traffic with the establishment of a school, this study is outdated and invalid. In 2009, the Saddle Road Improvements were just in its infancy. With these improvements, the amount of cars now traveling on Kaumana Drive has certainly increased (and I am a witness to that), being that it is a faster way to get to the other side of the island. Adding the school's traffic to this, it will surely have an impact on our commuting schedules and overall quality of life.

Therefore, I humbly ask you, members of the Commission, to deny this application.

Sincerely,



Gail Ogawa

11/9 mc

Rachel Taylor
Kindergarten Teacher
Connections Public Charter School
174 Kamehameha Ave.
Hilo, Hawaii 96720

Winward Planning Commission
25 Aupuni St.
Hilo, HI 96720

November 7, 2012

Dear Windward Planning Commission,

My name is Rachel Taylor and I am the Kindergarten teacher at Connections Public Charter School (CPCS). I am writing this letter in support of CPCS and our plan to build our new school community on the property in Kaumana.

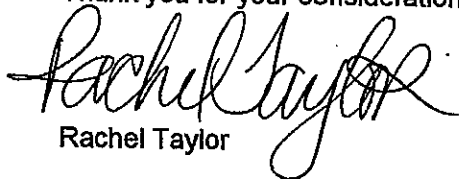
I feel proud to be a part of the CPCS family and knowing that we strive to have sustainable and alternative energy sources at our new campus is a wonderful feeling. Our new campus will also support some of the new things we have incorporated the past year; for example our Makery Program, Farm-to-School technologies and sustainable agriculture programs. These types of programs engage our students in the STEM fields (Science, Technology, Engineering, and Mathematics), as well as help prepare our students for college and the work force. CPCS students get enrichment based curriculum and can participate in directed studies. We also have a relationship with the College of Education at UH Manoa and collaborate together with them on curriculum development and educational research. All of these things combined makes for a wonderful school atmosphere, where students and staff support each other and work hard to reach our dreams.

This is my second year teaching at Connections PCS. Although I have not been at Connections for very long, I feel more welcomed at CPCS than I have felt at any of the other schools I previously worked at. I enjoy coming to work every day! The staff at CPCS works very hard to support our students and give them the best learning environment possible. However, due to our current locations this can be difficult. Both the Kress building and the Nani Mau are in dire need of repair. Building a new campus on the Kaumana property will fix this. Currently my room has two large windows. However, the windows are so high up the wall the children cannot see out them. It would be wonderful to have windows for my kindergarteners to look out during the school day. Especially when we discuss things like the weather. During recess our students must spend their time in the hallways. While we make do with what we have, being inside constantly is not always the best choice. Having a field to run around and a playground to use would be a wonderful addition and something we all look forward to when our new campus is built. At the Kress building we also have an issue with sound. My students do not have the luxury of walls that go from the floor to the ceiling. During break times such as recess or lunch,

our room can be very noisy and it can be difficult to teach and learn. While we make do with what we are given, we look forward to being able to have our own room, separate from the main hallway where we do not have to fight against the noise levels. Our new campus will provide this small luxury. It will also be wonderful to have both campuses connected together. Many of the CPCS families have children on both campuses, making transportation difficult. We also have to plan and organize our field trips so that the buses are available when needed to transport students between campuses. This can cause some confusion, however having a unified campus would solve this problem.

As a teacher it is my responsibility to provide the best education I can for my students. I ask wholeheartedly for your support of our school and allow us to continue with our plans to build our new campus on the Kaumana property.

Thank you for your consideration in this matter,

A handwritten signature in black ink that reads "Rachel Taylor". The signature is written in a cursive style with a large, looping "R" and "T".

Rachel Taylor

Dear planning Commission,

Hi my name is mamoe sera I've been at connections for a week and two days I love it over here I just transferred from an imeston school called ~~Okabaniopuru~~ Okabaniopuru. I would really like to conform you about letting my school to move up to Kaumana. What I really love about connections is they get to work with you one by one if you need help and I also like it because I'm learning english. And the teachers and staff are very nice and caring. I am so glad that I'm here I like it because every ones welcoming and what I am learning right now is verbs and many other thing I hope you can make my school up there and.

Thank
You

Sincerely

Mamoe Sera

Planning Commision

Nov. 2, 2016

Dear Planning Commision,
Hi my name is Gabrielle Loui and I'm in fith grade. I've been here for eighty weeks now but I like it a lot. The teachers here are really helpful. In my opinion, I think Mr. Shute is the best teacher ever. The staff are really nice. They play music for us during lunch. There fantastic! We are learning alot of new stuff in math. It will be awesome to make Connections bigger.

Thank
You!

Sincerely,
Gabrielle
Loui



'A'ole pau ka 'ike i ka hualau ka'okati

Connections Public Charter School

A Community, Business & Education Learning 'Ohana

Friday, November 2, 2012

Windward Planning Commission
25 Aupuni Street
Hilo, HI 96720

Dear Windward Planning Commission:

I have been a teacher at Connections Public Charter School since its inception as a school-within-a-school in the fall of 1995. Even with seventeen years tenure in the Hawaii State Department of Education and a total of thirty years as a public school teacher in Hawaii, I remain as invigorated and excited about teaching as I was when I began all those years ago. This continued energy is fueled by my students, colleagues, and the families that I serve.

In Connections, we believe in educating the whole child. The vision, mission, and goals of Connections play a vital role in the teaching and learning that occur in our school.

Our vision represents the head, or brain. Our *Detailed Implementation Plan* states that "...inquiry and project-based curricula will stress independent thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawaii..."

At the heart, or body, of our school is the mission statement in which "...Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking... Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world."

Goals, carried out with arms and legs, hands and feet, include these:

- "Caring, Responsible Community Members: Students shall develop their abilities to become responsible members of a family, work group, or local/global community within the framework of democracy.
- Stewards of Hawaii's Unique Environment: Students will understand a variety of eco-systems, natural energy flows and the natural environment in order to preserve and design systems to renew natural resources and habitats."

My colleagues and I work diligently, collaborating to maintain these beliefs. It has not been easy with our school located in downtown Hilo. Our innovative, research-based science curricula from the University of Hawaii at Manoa's Curriculum Research and Development Group include many environmental and agricultural topics. It has been impossible to complete some of these project-based units which require daily monitoring, data collection, and analysis.

For nearly five years now, we have been planning a new campus where we will have many more opportunities to fully implement our curricula. We have done the research and carefully gone through the proper steps in this planning process. It is painful for us, adults and children alike, to see signs around town in protest of our plan. We are a close-knit school, and in the words of my sixth-grade students, "It is like seeing signs about our family." One of my students said, "I have never felt like an outcast until now." Five years into the planning, all we want is a place where we can expand the possibilities for teaching and learning.

As a 30-year, veteran public school teacher, I humbly ask for your support in our quest for a more appropriate campus. Please approve the special use permit so we can continue our plan to build in Kaumana.

Sincerely,

Pamela Thatcher

Pamela Thatcher

11/9
mm
1249

Sarah Ann Stevenson Rādl

Connections Public Charter School • Hilo, HI 96720 • Phone: (808) 959-6099 •
E-Mail: sarah_stevenson@connectionspcs.org Web: connectionscharterschool.org

November 7, 2012

Windward Planning Commission
25 Aupuni Street * Hilo, HI 96720

Dear Windward Planning Commission:

Aloha and mahalo for this opportunity to support Connections Public Charter School. I am coming to you not only as a teacher, but also as a youth mentor, social advocate, and as an educational visionary. Altogether, I am having trouble writing this letter, as I believe in Connections in Kaumana so fully, that I do not know where to begin. I could start with all sorts of educational theory and the benefits of personal experience in seating academics into the mind; I could continue with the profound effect community involvement has on schools and the profound effect schools involvement has on their community; I could further the argument with the importance of diversifying coursework to ensure the success of an individual, and conclude the argument all in regards to the self worth and self esteem which all of these factors have on our children, unified together: themselves, their neighborhoods, and their global environment.

Yet, this is not a collegiate essay after all, but validation for a legal argument. I am confident that all of the above will come across naturally as I address the list of offenses made against Connections Public Charter School and within the discretization of each argument individually.

1) Destruction of Native Flora and the Destruction of Boundaries

The dozing of the ohia trees in question were an accident on behalf of the fencing company hired by Connections PCS. The fault was noted by Connections and reported by Connections themselves; it has also been noted that whomever destroyed the native trees without permission has also removed them from the Kaumana grounds without permission and are still, as of yet, unaccounted for.

There has also been complaint of Connections destroying boundary growth and complaint about the quality of fence that was erected in its place. The fence is a quality fence for agriculture and horticulture and serves its intended purpose for our school or any purpose beyond mere aesthetics. As for the result of what happens when borders are established, the responsibilities are left on those that keep their grounds.

2) Traffic

Connections High School is currently based in a rural, residential area. Traffic remains minimal due to our cohesive bus system. Our students do not drive themselves to school. They arrive by bus: One bus; the same bus that attends to the elementary and middle school downtown. We have a small enough school population that this is possible. Connections owns two busses, but we lend out our second school bus currently to another charter school who needs it more than we do.

3) Safety on School Grounds

11/9 TWD
1250

I read recently of the opposition there was some concern of the safety of the school grounds due to the Kaumana Cave system and uneven ground, in general. This should go without saying that if this terrain is deemed unsafe for a school, a ground monitored by many adults and with a liability for safety, that the same would go for the safety of anyone's children that reside in the area. However, this is silly. This is not a danger, but a natural park. The cave system is a gift of location, a place for direct learning about the very lessons we teach, about the direct experience of the earth systems we Hawaiians are so blessed to have in our literal back yard.

4) Noise and Smell

If the learning and laughter of children is a noise complaint then I have nothing to say. As for the smell of livestock, this island is based on our animals and the struggle to sustain. I grew up next to major farms, and the only time their livestock provide any sort of scent pollution, it was when they moved their factory farm pigs to slaughter. The Big Island itself is based on our ability to self sustain with all of our little farms. Little farms are good; little farms that teach kids how to grow and love are even better.

5) Any Other Location But My Neighborhood

The general argument is that no one wants any change to their neighborhood. Most of the arguments faced to our school are not fundamentally negative; we have a great foundation. Yet, no one wants change in their backyard. However, to create change locally-- it will be local. Connections is driven by its rural necessity, as well as incorporating as many regions as possible in order to not isolate a certain group or alienate another. Our school is stretched by demand from Volcano to Laupahoehoe. We are struggling to accommodate the need based on demand. Many do not feel satisfied by the public school option, but do not have viable private school options between Kona and Waimea. Connections is struggling to fill that void.

6) Stress on the Sewer and Power Systems

This is accommodated by creation. You build it, it will come.

7) Not part of Our Community

We live on an island. A big one. We are all part of our own community. This is ALOHA. This is an OHANA. Any progress to our children is progress for us all. The larger argument is that "60 % of the Connections students are from Puna, and this is not Puna." Connections School is currently in Hilo: the Bayfront and Nani Mau Botanical Gardens, both in Hilo. Our school is not in Puna; we are not a Puna public school. We accept many students from the Puna District. And Ka'u. And Hilo. And the Hamakua School District. We accommodate any student from whoever is willing to attend. If we built our school in Puna, as vehemently requested, we would deny 1/3 of the islands need for an appropriate education deemed by the rest of our student population. We need to be as central and yet as rural as we can to accommodate our current student population. Also, Connections can accommodate the Kaumana public, as goes without saying. We are an excellent school with diverse, professional, highly qualified staff with distinct passion and vision for a brighter educational future and facility.

8) Trust and Open Communication

Our school is called "Connections" for a very intentional and distinct reason, as linking with and communicating with our community is what we are all about! Please contact:

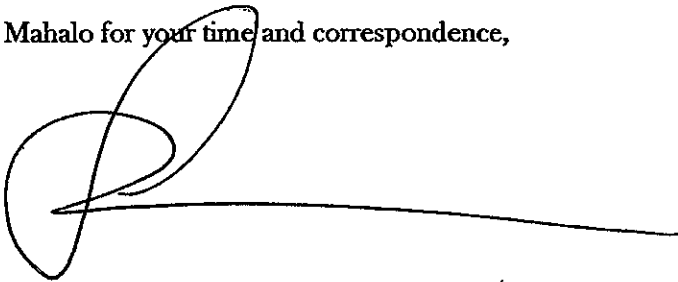
Connections PCS, 174 Kamehameha Ave Hilo, HI 96720

9) Puna Kids and the Insinuation of our Children as Criminals

The biggest argument laid out in front of us, Connections, is the most ugly. It is the idea, that with having our school in a residential area, that our students "cannot be monitored 24/7," and will, by the nature of their very nature, rob and derelict their school neighborhood. Could you say that to our student's faces?

I will state, for good measure, that our high school is already in a relatively affluent neighborhood and that these fears are proven unfounded. Our students are not criminals. They are children, all attending our school in order to educate and better themselves. Our student population is made up of students that choose to be here, or their parents have chose Connections for valid reasons: none because of a background of criminal activity. Our students are at Connections based on the fact that our school is an ohana, and that all are valued individuals that have escaped bullying or general disbelief in their success. Our school is small. Our kids know each other personally and hold each other accountable for both their failures and their successes. If a student of ours makes a bad choice, there are no secrets amongst us. Further, we do not support ourselves going astray and hold each other to a high echelon of credibility for the sake of us all.

Mahalo for your time and correspondence,



Sarah Ann Stevenson RädI

Subject: I'm Against Connections Charter School in Kaumana

From: KIMO MILLER (rabbit4273@yahoo.com)

To: planning@co.hawaii.hi.us;

Date: Wednesday, November 7, 2012 3:32 PM

Aloha, to who this may concern:

I live on Kaumana Drive across Edita Street. I have only recently found out about the proposal for Connections Charter School to build on 70+ acres off of Edita Street.

To me, I am appalled at the lack of courtesy given to the residents in the immediate area to be given notice of the permits DLNR issued as well as the Planning Commission approving these plans.

Of all people who should be notified first, it should be us. The school Principle who I understand lives in our area didn't have the guts to come and talk to us because he knows it wouldn't be accepted. So now he's hiding behind YOUR system.

I am against the school being in our area because:

1. It doesn't fit the character of Kaumana.
2. Most of the students come from outer areas like Mountain View and HPP - they will have NO respect for our neighborhood.
3. Kaumana Drive will be endangered by the additional traffic caused by high school student drivers and extra traffic during early morning and afternoon. Buses are not a permanent solution.
4. There is one store nearby (Crivello's) which will attract kids walking on non-sidewalk areas to/from the campus and will be a dangerous pedestrian situation.

I propose the Planning Commission rethink this area as not being the best possible choice for Connections.

Why not put them on UHH property where the zoning and infrastructure is already in place?

Why not put them closer to where most of them live???

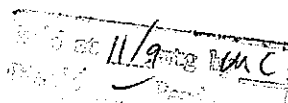
What about Kaumana Elementary? You guys gonna put them out of business?

And lastly, how come the entrance is off Edita St. and NOT the Puainako bypass?

They have the money to build the school - they should have the money to relocate to somewhere other than Kaumana.

Mahalo for reading this. I cannot attend the Public hearing Friday due to my work.

Newton Miller
Kaumana resident





University of Hawai'i at Mānoa

Curriculum Research & Development Group

Castle Memorial Hall 132 • 1776 University Avenue • Honolulu, Hawai'i 96822

Telephone: (808) 956-6216 • Facsimile: (808) 956-4984

November 8, 2012

To Whom It May Concern:

Over the past ten years it has been my pleasure to have worked with the teachers at Connections Public Charter School. As a mathematics educator at the University of Hawai'i at Manoa, I have worked with the school to deliver professional development sessions to the Connections teachers as well as to teachers from the neighboring Hilo community. In 2002 I conducted a week-long course, held at Connections, and taught approximately 24 teachers from the upper elementary through junior high school. A core group of Connections teachers participated in and sponsored the course by supplying the group with mathematical tools and manipulatives and the occasional unexpected office and classroom materials. This support made it possible for me to deliver the course as I would have had it been at my university campus. Furthermore, the generous support from the Connections teachers and administrators had impressed upon me the genuine hospitality of the people of Hilo.

In 2005, as the lead investigator on a Title IIB, No Child Left Behind Act, Improving Teacher Quality project, I had worked with Connections to establish a similar professional development institute. This project was yearlong and involved a three-way partnership between my College of Education, a University of Hawai'i at Hilo mathematician, and the Hilo-Waiakea-Laupahoehoe school complex. Connections had participated in and hosted the professional development with the same enthusiastic support as I had experienced in my prior interaction. Furthermore, the Connections teachers agreed to classroom observations by about 18 other teachers participating in the project. The observation was a critical feature of the project experience as it showcased the mathematics and instructional practices that served as the basis for the teacher training. All teachers in the project visited the Connections classes at least once and several teachers requested follow-up visits. This required additional coordination from the Connections teachers and staff, beyond our initial arrangement. As a result of the observations, the participating teachers had developed a richer understanding of the relationship between the teaching and learning of mathematics. Connections played a critical role in making this professional development opportunity possible, for Hilo area teachers.

These activities are highlights of my work with Connections. I express my sincere support for Connections. I have come to know Connections as a model school for embracing the professional development needs of its teachers and networking with the larger community of educators. Connections extends its education mission beyond the walls of its buildings and serves the teachers, and subsequently their students, of the local Hilo schools. Research has shown that teachers with stronger mathematics knowledge for teaching are more effective. Connections continues to make this a priority for the education system by committing to the development of teachers.

Sincerely,

Linda Venenciano, PhD
Assistant Professor, Mathematics Education

An Equal Opportunity Employer

11/9 me

11/8/12

Statement to the Hawaii State Windward Planning Commission

Good morning chairman, and members of the commission. It's an honor to meet all of you. My name is Dakota Helfrich, I am a senior at Connections Public Charter School, and I've been a student there since third grade. This school has provided me with opportunities and experiences that have been nothing short of transformational and enlightening. One could ask me why I bother getting involved in this query, when I graduate in June; I'll be long gone if and when the campus is constructed.

Well, when we were shown the signs that had gone up around Kaumana, we were stunned by their bold letters and blunt words... *No Connections in Kaumana*, because to those opposing the construction of the campus, a school in the community means more traffic, or harm to the environment, or worse; it means a crowd of teenagers in the immediate vicinity. First of all, the campus itself is going to be made of green materials, not to mention the plan to teach students about sustainable methods of living, and cultural appreciation for the land. This shows an obvious consciousness about the surrounding environment, but I will go no further with this subject, because you will hear from supportive professionals and those managing the Kaumana project regarding raised issues such as the effect on traffic and the ecosystem. Leaving it to myself and the large portion of Connections' student body present today to represent ourselves, through testimony or simply watching the proceedings.

The new campus is important to us, and so is assuring the community that we are not who they think we are; we are going to be constructive and valuable members of society one day, too. My mother sent my siblings and I to Connections instead of one of the big public schools because she never wanted us to have to protect ourselves the way she had to when she was our age. Students come to Connections because it's *not* occupied by a bunch of juvenile delinquents, and there aren't fifty other students in every class that they'll never get to know, competing for assistance from the instructor.

I spent one week at Keaau High School at the beginning of my freshman year. In that week, I made fewer friends than enemies, and I felt smaller and more insignificant than I ever had; that's not the kind of person I am. It was my personal experience, and I had seen all I needed to; I went back to Connections. When I was a freshman new to the Nani Mau campus, I was invited to join the very small high school community with open arms, and that is why this cause is important to me. What I love about Connections high school is the attitude that the students perpetuate in one another. Someone who is treated with kindness, respect, and tolerance will feel inclined to pay it forward, and that's what has been happening at Connections. We bring out the best in one another, we make it alright for all to express their individuality without criticism, and that open-mindedness is a model for the future.

I've met life-long friends at Connections, and have had the privilege of studying under the wisest and most inspiring teachers, and I'm here to disprove, to defeat the sweeping generalization that my peers and I are untrustworthy or undeserving of improved facilities.

The team assembled to advocate for the Kaumana campus is working hard to amend the community's concerns. I've previously attended a hearing and a meeting in which I heard Mr. Thatcher and Mr. Hong, in all sincerity searching for reasonable resolutions to foreseen problems. This is not a dispute between parties; we want to build a relationship with the community and address these issues. Today we reach out to Kaumana, asking them to give us a chance, tell us what we can do to change their minds. Every effort is being put into addressing the issues that divide us, and we can only hope that the community will put every effort into communicating and cooperating back, just as we can only hope that you will support us in building an even better Connections in Kaumana. Thank you very much for your time.

11/9/12 1255

November 8, 2012

WINDWARD PLANNING COMMISSION
Aloha County Council Members,

My name is Larry Kimura a current resident of Ka'ūmana within proximity to the proposed Connections Charter School site. I am in opposition to plans and request submitted for the Connections School in Ka'ūmana.

I carefully selected Ka'ūmana over 20 years ago as an ideal residential community to live in, being somewhat near to my work in Hilo town, but most importantly recognizing a community of closeness with neighbors. I know of some old time families from the sugar plantation days and the start of the Ka'ūmana Elementary School that still live and go to school in Ka'ūmana and I believe they have contributed greatly to the neighborly life style of Ka'ūmana. I find it difficult to acknowledge a whole new set of people, outside of Ka'ūmana, who propose to implant their philosophical charter of education in this setting.

Schools should be a common part of their home communities. As far as I know most of the families of Connections are not from Ka'ūmana. I would think the place the families of Connections are most connected to should be the natural place for their school to be. A charter of education, administration and money should not be the deciding factors.

Respectfully submitted.



Larry Kimura

Ka'ūmana Resident

11/9
mc



Larry Kimura



Assistant Professor of Hawaiian Language and Culture

Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language

University of Hawai'i at Hilo

Hilo, Hawai'i

Ethnolinguistic work: Twenty years, from 1969 to 1989 recording among Hawai'i's last native Hawaiian language speakers born in the late 19th century to the early 20th century, representing a very significant and voluminous collection under the name of *Ka Leo Hawai'i*, of over 700 hours. It is the largest collection of audio documentation of native Hawaiian language and represents the last of native Hawaiian speech from the turn of the 19th century. The only remaining fluent native speakers of Hawaiian are among some 250 people from the privately owned island of Ni'ihau. The *Ka Leo Hawai'i* collection is currently being programmed into an electronic database for preservation and as a resource for the Hawaiian language revitalization movement.

Co-Founder of Hawai'i's Pūnana Leo Hawaiian Language Immersion Schools, the first Native American language immersion school in the United States. This work spearheaded the first US indigenous language immersion education program with the Hawaiian language as a medium of instruction for the State Department of Education in 1987.

Chairman of the Hawaiian Lexicon Committee to create new Hawaiian words under the publication title of *Māmaka Karao*. The first edition was published in 1989 and subsequent editions followed in 1996, 1998 and 2003. Professor Kimura is active in the Hawaiian language and culture revitalization efforts continuing as a member of the Board of Directors of the 'Aha Pūnana Leo. He also serves as the Secretary General of Te Waka Reo, The Polynesian Languages Forum, whose membership represents fourteen different Polynesian countries and whose goal is indigenous language maintenance and revitalization.

Imiloa Center, a bilingual, Hawaiian and English, education center featuring both Hawaiian culture and the latest discoveries of astronomy from the summit of the Pacific's tallest mountain, Maunakea.

The Hawaiian Language, Native Hawaiians Study Commission Report, U.S. Department of Interior, June 1983. Authored and submitted to the House of Representative Committees on Interior and Insular Affairs, and Energy and Natural Resources. U.S. Congress, appraising the Congress of the culture, needs and concerns of Native Hawaiians.

November 8, 2011

Dear Planning Commission,

This letter is written in support of Connections PCS and their plan to build a new campus in Kaumana. I have been a teacher at Connections for one and a half years. I have 13 years teaching experience. I hold a Bachelor's degree in Elementary Education, a Master's degree in Teaching English as a Second Language, and a Ph.D in Sociology of Education.

In the time I have spent teaching at Connections, I have been extremely impressed with a number of things:

1. Philosophy. The philosophy of Connections is one of learning. This is to say that deep, conceptual learning takes precedence over rote memorization of meaningless facts. Connections learning is also experiential learning through projects and hands on activities. Being part of a charter school that has the vision of this kind of learning is a great experience.
2. Academics. The curriculum at Connections not only follows the Hawaii State Standards, but also the Common Core Standards. Our curriculum is rigorous and demanding. The administration at Connections has put every effort possible into teacher and professional development, as well as curriculum development. Relative to other schools where I have taught, I have not been in a more academically sound environment. I have been extremely impressed with Connections, especially considering the cultural diversity and wide range of proficiency levels of the students attending our school.
3. Teachers and Administration. I have had a chance to be part of a great team. I have found all of the teachers I work with to be very professional, extremely qualified and knowledgeable in their areas of teaching. They are very dedicated to the students of this school. The administration is also dedicated to the students of this school. All they do is for the benefit and learning of our students.
4. Students. The students at Connections are, for the most part, very good youth. All schools have problems with students. However, at Connections I have been associated with great youth with solid character, a love and excitement for learning, and students who have parents that are dedicated to helping their children and us, as teachers. Currently, our students in K-12 are spread out over two campuses in different location. The need to consolidate our campuses is great, not only for the daily operation of our school but also for the peer mentoring and other valuable opportunities we would have with our older students helping their younger peers.

The project of building a new campus has received opposition. I believe this opposition is selfish, uncaring toward children, and in some cases harassment. Connections PCS is a wonderful school. The agricultural and forestry programs, environment awareness programs, land sustainability programs, as well as the Math, Language Arts, and other academic programs we offer our students would be, as you can imagine, greatly enhanced in such a beautiful, peaceful area as Kaumana, which is an agricultural, rural area. As I mentioned, our students would not be a threat to the people and homes in the area any more than the homes that are currently near any other school.

I sincerely hope the Planning Commission will support our school and its students and families in this positive, exciting, and uplifting, effort to benefit our youth by allowing us to build our new school.

Aloha,
Jonathan Shute, Ph.D 5th Grade Teacher, Connections PCS.



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11259

I am a resident in the Hilo area and care very much to see connections school build their desired facility. I recently heard that the residents of the area are worried about students harming their area. These students are not the crowd or type that will cause trouble, and it has recently come to my attention that Connections school was the victim of vandalism from residents that are trying to keep them out!!! The irony of this cannot be overstated. I firmly believe that the school will only increase the value of the neighborhood and that those fighting it are only being resistant to change and development for frivolous purposes. They are likely fighting the same principles that they profess to defend.

I strongly support the motion to build the school and believe it will have great benefits to the area, even benefiting the residents that are fighting it.

Mahalo and thank you,

Bridger Jensen, APC, CTRS, TRS

cell: 808.203.0102

NOV 8, 2012

Planning Commission Meeting,

My name is Candace M. Lagasca. I am a single parent of four children; two of which attended and attend CPCC. Over the past six years my experience with the teachers and students has always been pleasant. My son who is in the sixth grade now (Aukoa) has had a challenge with his interest in academics, ~~and~~ The teachers (Mrs. Thatcher, Mrs. Cabral) and counselor Ms. Devonshire and other faculty members too numerous to name, have been such a supportive part of his (Aukoa) positive growth in academics, it's not just the teaching, but the ongoing love and encouragement they give my son. CPCC is not just any public charter school, it's a school that promotes education, love and respect for one another, (something I person-
→
and self

11/8/12

ally believe) that public schools are getting further and away from. CPSS, small classes where the students are not just another number; they are someone; they are cared for and what they think and learn is of value. What we teach our children (the future) academically and socially will have long lasting effects not just on our children, but also, the community we live in. What are we trying to teach our children? That every child is deserving of a safe place to learn or it's acceptable to ~~be~~^{assume} stereo-type, judge, be hateful, ignorant, and deprive (our future) children that they are undeserving of safe place to learn and grow in.

Mahalo,

Candace M. Lagasca

~~Candace M. Lagasca~~

November 8, 2012

Windward Planning Commission
County of Hawai'i
Hilo State Office Building
75 Aupuni St.
Hilo, HI 96720

Chairman Kern and members of the Windward Planning Commission:

My name is Dr. Jason Turner, and I am a resident and homeowner at 1209C Kaumana Drive. My property runs up against the proposed area for development; specifically a portion of the Ohia forest area that was already illegally cleared and fenced by Connections School. First let me say that I am adamantly opposed to the proposed development by Connections School at this location in the Kaumana Community, and I will do my best to fully articulate the specifics of my objections.

- 1) There are already 4 schools serving the Kaumana Community – we do not need another and this proposed development will not serve our children.**

As an educator, I believe that I know the value of a good education and the importance of good schools, and I am very happy to report that we already have several serving the Kaumana Community - There are two existing elementary schools (Kaumana Elementary and Desilva Elementary) School, one intermediate school (Hilo Intermediate), and one High School (Hilo High) all located between one and three miles from the proposed Connections development. So as a parent of two, I ask you – who will this proposed development serve? What community is in place to support it? We, the citizens of this Kaumana Community are not asking for another school, and do not believe this school will serve the children of our community. Therefore, we ask that the Windward Planning Commission recommend that the proposed development be move elsewhere; ideally into a community where schools are lacking, and that would better serve the students already attending the Connections School.

- 2) The Connections administrators have misled the Kaumana Community with regards to the facts of the proposed development**

We first learned about this proposed development on June 18th, 2012, the day that contractors hired by Connections School entered my property carry machetes and explaining to my wife and I that a bulldozer would be coming through to clear the property behind our house so that a fence could be put up. When we asked why we were not notified regarding this project, we were contacted by Mr. Eric Boyd, who identified himself as an administrator and a spokesman for the school. Mr. Boyd told me that a fence was being put up for our protection and to let the Kaumana Community know that the project "was going to happen". The next day on June 19th, a D-9 Bulldozer (Fig. 1) drove through the property, clearing a 45ft-wide path (Figs 2-4) through the proposed area. When I approached the operator and asked whether he had a permit to clear land, he called Connections School and I spoke with Mr. Boyd on site. He explained to me that they did not want to clear the land, but had to in order to erect the fence. I asked to see their permit to clear land, and was told that his lawyer (Attorney Ted Hong) assured him that

| |
|--|
| Rc'd at 11/9 mtg by MC |
| Dist'd <input checked="" type="checkbox"/> Read <input type="checkbox"/> |
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they did not require a permit to clear land and erect a fence. Later Connections administrators (Thatcher) and Mr. Hong denied that they knew anything about the land clearing and plan to seek reimbursements from their contractors. Said Hong in a Hawaii Tribune Article dated October 23, "We were the victims of a crime," he said. "We didn't know what they were doing." Apparently Connections School will do anything to get this proposed development completed, whether that means illegally clearing land, misrepresenting their intentions to neighbors and community members, or misrepresenting the truth to the general public.

3) The Ohia forest proposed for development is an important habitat for the endangered Hawaiian Hawk and Hawaiian Hoary bat, and Connections School has neglected USFWS recommendations

The Hawaiian Hawk and Hawaiian Hoary bat are both listed on the Endangered Species Act of 1973, are endemic to the Hawaiian Islands, and represent the only Hawaiian representative of their species. As endanger species, both require special consideration when developing areas throughout their range. For example, he U.S. Department of Fish and Wildlife Service (USFWS) recommends that clearing and grubbing not be undertaken during the Hawaiian Hoary Bat birthing and pup rearing season (May – August) and if clearing is absolutely unavoidable, it is recommended that a survey be conducted to verify if bats are present. Similarly, clearing and grubbing should also be avoided from March – September, to avoid disturbance to nesting Hawaiian Hawks and their young. Further, if tree clearing must be conducted during this period, it is recommended that a survey be conducted by a qualified ornithologist to verify if any Hawaiian Hawks are present. By clearing land without a permit with a D9 bulldozer on June 19, 2012, which was during both the Hoary Bat breeding season and Hawaiian Hark nesting season, Connections School violated the recommendations of the U.S. Department of Fish and Wildlife Service which follows the language of recovery plans required by the U.S. Endangered Species Act of 1973. In addition, Connections School did not follow the guidelines of their own Environmental Impact Statement (pages 56-57) by not following Mitigation Measures they outline to reduce impacts to these Endangered Endemic Species, but not conducting surveys before land clearing by a qualified mammalogist, and ornithologist, respectively.

Therefore, I strongly recommend that the Windward Planning Commission deny the permit requested by Connections School to develop the proposed Ohia forest in the Kaumana Community. Further, I recommend that the Planning Commission recommend that Connections School identify a location more appropriate for an academic setting, in an area that is underrepresented by local schools, and with a community that supports the measure. Finally, I hope that in the future, when Connections School administrators propose to develop another area in Hawaii, that they do so as good neighbors; utilizing a great amount of communication, following the rules of law, and by always telling the truth.

Sincerely,

Jason Turner, Resident and Homeowner, 1209C Kaumana Dr., Hilo, HI 96720



Figure 1. Photograph of the D9 Bulldozer clearing Ohia forest on June 19, 2012 (Photo – J. Turner)

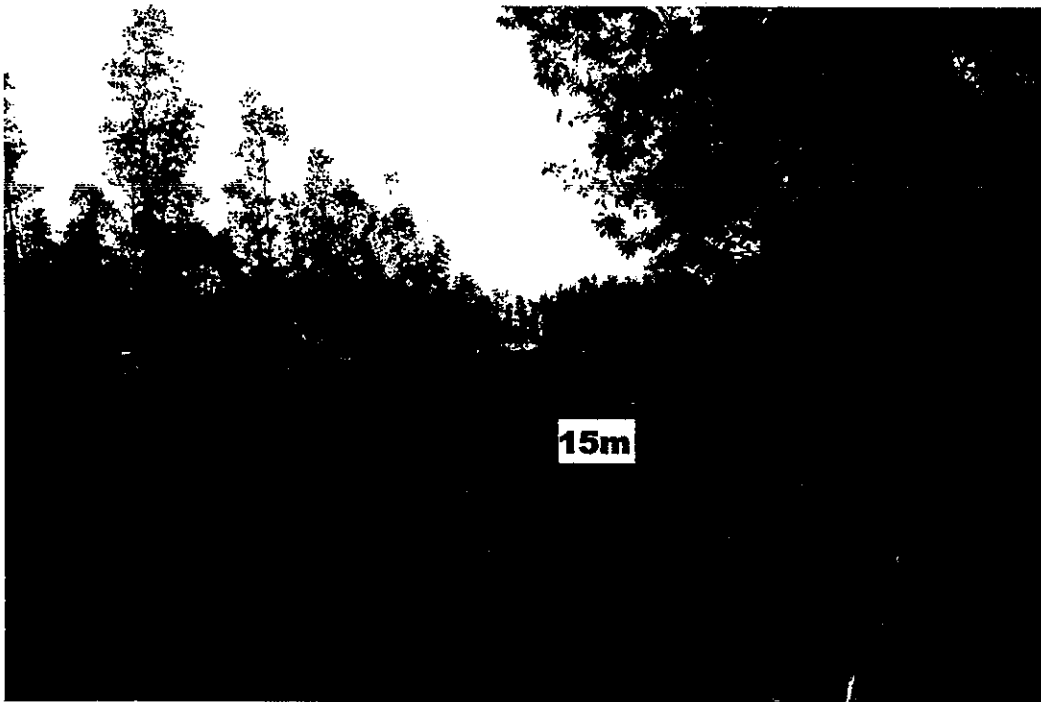


Figure 2. Cleared Ohia forest on June 20, 2012. Line represents a 15m wide path of cleared land around the perimeter of the property. Ohia trees can be seen among the rubble. (Photo - J. Turner)

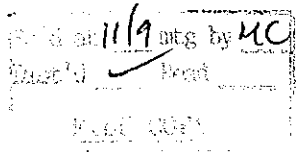


Figure 3. Additional view of cleared Ohia forest on June 20, 2012 with Ohia trees found among the rubble. (Photo – J. Turner)



Figure 4. Second additional view of cleared Ohia forest on June 20, 2012 with Ohia trees found among the rubble. (Photo – J. Turner)

Nov 8, 2012



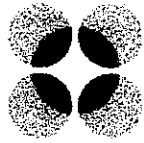
RE: Charter School Kaumana

My name is Loretta Trivello, owner of Crivello's Place, 1073 Kaumana Dr. Hilo, HI

Proposed Charter School is across a stream by our home. The bulldozing and clearing of the land will affect the infrastructure of the terrain and the stream behind my house, hence, when there is a deluge of rain, would overflow into that area and soak into a natural underground cave. Blocking the land will interrupt this natural flow. Any interruption in this natural terrain will cause flooding not only to my property, but to the other properties as well. Also the forest holds the land together and prevent erosion.

Stop the clearing of the land - Sincerely,
Loretta A. Trivello 1267

BE



THE MATCH®

**Ke'ala Pauline
Kealoha Lee Loy**



**You have the power to save a life.
Join. Give. Volunteer.**

Join the registry.

Date: Saturday, October 6, 2012

Time: 10:00 am to 1:00 pm

Location: University of Hawaii at Hilo
UCB 127 "The Fishbowl"
200 W. Kawili St.
Hilo, Hawaii 96720

To join, you only need to be between the ages of 18-~~44~~, be willing to donate to **any patient in need** and meet the health guidelines.

**To join, give or volunteer with
Be The Match, contact:**

Roy Yonashiro
roy.yonashiro@hbmldr.org
877-443-6667 (toll-free)



11/9
1268

From: **Keala Lee Loy** keleeloy@ksbe.edu
Subject: My name is Pauline Keala Kealoha Lee Loy. I regret I am not able to testify in person as I remain in isolation at the Queens medical center while undergoing chemotherapy for acute leukemia. I have been an educator for the past 33 years. I commend them ...
Date: November 8, 2012 2:23 PM
To: leeloyh002@hawaii.rr.com

My name is Pauline Keala Kealoha Lee Loy. I regret I am not able to testify in person as I remain in isolation at the Queens medical center while undergoing chemotherapy for acute leukemia. I have been an educator for the past 33 years. I commend them for their dedication. I feel that they deserve a new academic campus, however I feel that this is not a good location for the connections public charter school. Kaumana elementary school is located just 3/10 of a mile from this proposed project and has been servicing the community for over 100 years.

The County of Hawaii planning department says "from a planning perspective, the request has proven to be difficult in arriving at a position we are comfortable with. The greatest difficulty we encountered was determining whether or not this is an appropriate location for a public charter school whose student body largely consists of students who do not live in this particular section of Hilo. Currently there are approximately 50% of the student body coming from the Puna district and approximately 50% coming from different locations in South Hilo... In reviewing this land use request for a new K – 12 school we considered several factors. One factor is that a K – 12 school should be located in close proximity to where people live and near the center of probable student population for the proposed school... A school should not be located in an area where the students live a far distance from the school and require students to be transported via buses or vehicles. "

I believe contrary to the County planning Department's perspective the location of the school would NOT create a better neighborhood and a more livable community as the students will be transported a far distance via buses and vehicles increasing traffic congestion in our neighborhood that is already well served with existing public schools.

Again, as an individual dedicated to education in both public and private schools for the last thirty-three years. I applaud the efforts of charter schools for their diligence in meeting the needs of diverse learners. Indeed 21st Century Learning has gone beyond the traditional classrooms with innovation unimagined a trite decade ago.

What I oppose is the proposed location of the school. From personal experience, we teach our students to develop a "sense of place" for the community in which you live. That would suggest to me that the school should be located in alignment with pre-dominant demographics of the current student population.

Respectfully,

Pauline Ke'ala Kealoha Lee Loy
Resident of Mele Manu St.

Ke'ala Lee Loy on iPad 2

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STATE OF HAWAII
DEPARTMENT OF EDUCATION

**KAUANA
ELEMENTARY
SCHOOL**

**1/2 MILE FROM
EDITA ST.**



**1.9 MILES
FROM EDITA ST.**

November 9, 2012

2012 NOV -9 PM 3: 00

Re: Connections Public Charter School

Dear Planning Commissioners,

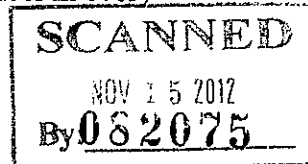
I am writing you today on behalf of myself, my family, and our son, Kanen and his school, Connections Public Charter School.

We are relatively new to the Big Island but I have been looking for a school since we got here. We came in January of 2012 to take care of my in-laws and once we arrived we decided it would be best for us to call Hilo our hometown for a while. My son was four and previously enrolled in preschool back in New Jersey where we have lived his entire life. Schools are different in NJ, not necessarily in a worse or better way but there are noticeable differences that I became aware of quickly after deciding to make this our new home.

I am an educator and have been planning my sons' education since before he was born. I taught kindergarten and have always been a big fan of the public school systems, that is, until we moved here. The testing scores were awful, the dropout rates were horrendous, and there was most likely going to be problems with other students. I thought, we can't move here, there is no where I can send him. This was on my mind constantly for months. I needed a private school but without the expensive price tag. I enrolled my son into gymnastics so that he could have a great workout and I could begin my networking with other parents to see where they were sending their children.

Almost instantly I became a gymnastics mom with other moms that had already given me a few schools they recommended with Connections Public Charter School being at the top of the list. I thought what, I hadn't heard of this school, and I started to wonder what all the hype was about. That same week, I decided to pay an impromptu visit to Connections to see what everyone was talking about. Upon my arrival, I was welcomed with smiles, and a friendly tour of the building. Everyone seemed so nice and tight knit. I was shocked. How could I have almost missed this school? I had to get my son in right away! Unfortunately, when I asked to sign him in, there was a waiting list, a very long waiting list.

In the meantime, I started weighing the pros and cons on this school. Con- there would be safety concerns such as the busy street out front, and the hundreds of cars flying through the parking lot in front of the Kress building. Con- It's a public building open during school hours with a restaurant in the front, really a restaurant? Con-It's in a Tsunami evacuation zone, this one really bothered me and lastly the fact that the children have to walk through busy streets and the town just to get to the nearest park so that they can have physical education. Pro- The curriculum they were using, such as Measure Up for math. Pro-Small hands on classrooms where you child is not just a name or a number, they are unique talented individuals that are guided not pushed through school. Pro-They are a huge O'hana that looks out for your child and helps them excel in every way possible.



I was so upset, I decided to fill out the papers, and hand them in and hope for the best. In July, I returned back to New Jersey for the fear of not having a good school to send him to. I called Connections everyday to see if he had moved up the list at all and everyday it was the same answer, no. I kept thinking there must be a reason this school has a waiting list. Everyone had the same thought as I did, close knit community with the private school feel but the DOE support.

I had decided that we were not coming back to Hilo, and we would stay in NJ, that is until I received the call on July 28th. It was a phone call saying Kanen got into Kindergarten and would start next week! My husband was still in Hilo working so when he got the phone call, he immediately booked us a flight back. We made it back just in time for his first day of school. Kanen took his first day of school better than I did, I cried, he did not. He had a wonderful first day; he loved his classroom, his teacher and all of his classmates. Being a kindergarten teacher I knew this first week would be crucial, they cry, they want their mommy and daddy; they want to be anywhere but there with you. I was beyond elated when my son said he loved his school!! I thought, I won, I chose a school where he would fit in, where he would flourish every day, and where he was special!

The Kaumana project has not only made these children excited for their future but it has given these students hope to have their own school and not a rented building in the middle of town. Finally, a school where they can learn and play safely without the concerns of danger. A home for their educational family to grow for years upon years. These children aren't asking for a new playground or a new piece of grass to play on, these children are looking for a SCHOOL where their talents can be harvested and grown so that they can be respectful, honorable citizens of society when they grow older. I sure know my son will be and with the right chance and opportunity all of his classmates will be able to too.

I know that many people don't like change and I know that our project is not a small one, but I am certain that these families can look within themselves and see an amazing thing they would be doing for our children by allowing this project to move forward. I thought about bringing my son in to testify here today, but then I thought, he is 5 years old and honestly doesn't need to know any of this is going on. He needs to go to school and stay focused on the positive not all the negative surrounding his educational institution.

I am certain this project is heading in a positive direction and I hope that you do too. On behalf of my son, a kindergartener, and my family we ask you to strongly think about the pros and cons and help our school move forward to bigger and brighter days! We all deserve a positive educational experience in a facility that is a safe and learning friendly, especially our future leaders.

I appreciate your time,

Mahalo,

Lauren Keating Wear



BE THE MATCH[®]

Ke'ala Pauline Kealoha Lee Loy

Employed at Kamehameha Schools and a former teacher with the DOE, Ke'ala was recently diagnosed with acute myeloid leukemia and needs a bone marrow transplant.

Thousands of patients depend on the Be The Match Registry[®] to find a donor who can give them the chance for a cure.
Join us. Save lives.



You have the power to save a life. Join. Give. Volunteer.

Join the registry.

Date: Saturday, October 6, 2012

Time: 10:00 am to 1:00 pm

Location: University of Hawaii at Hilo
UCB 127 "The Fishbowl"
200 W. Kawili St.
Hilo, Hawaii 96720

To join, you only need to be between the ages of 18-~~44~~, be willing to donate to **any patient in need** and meet the health guidelines.

Please give what you can.

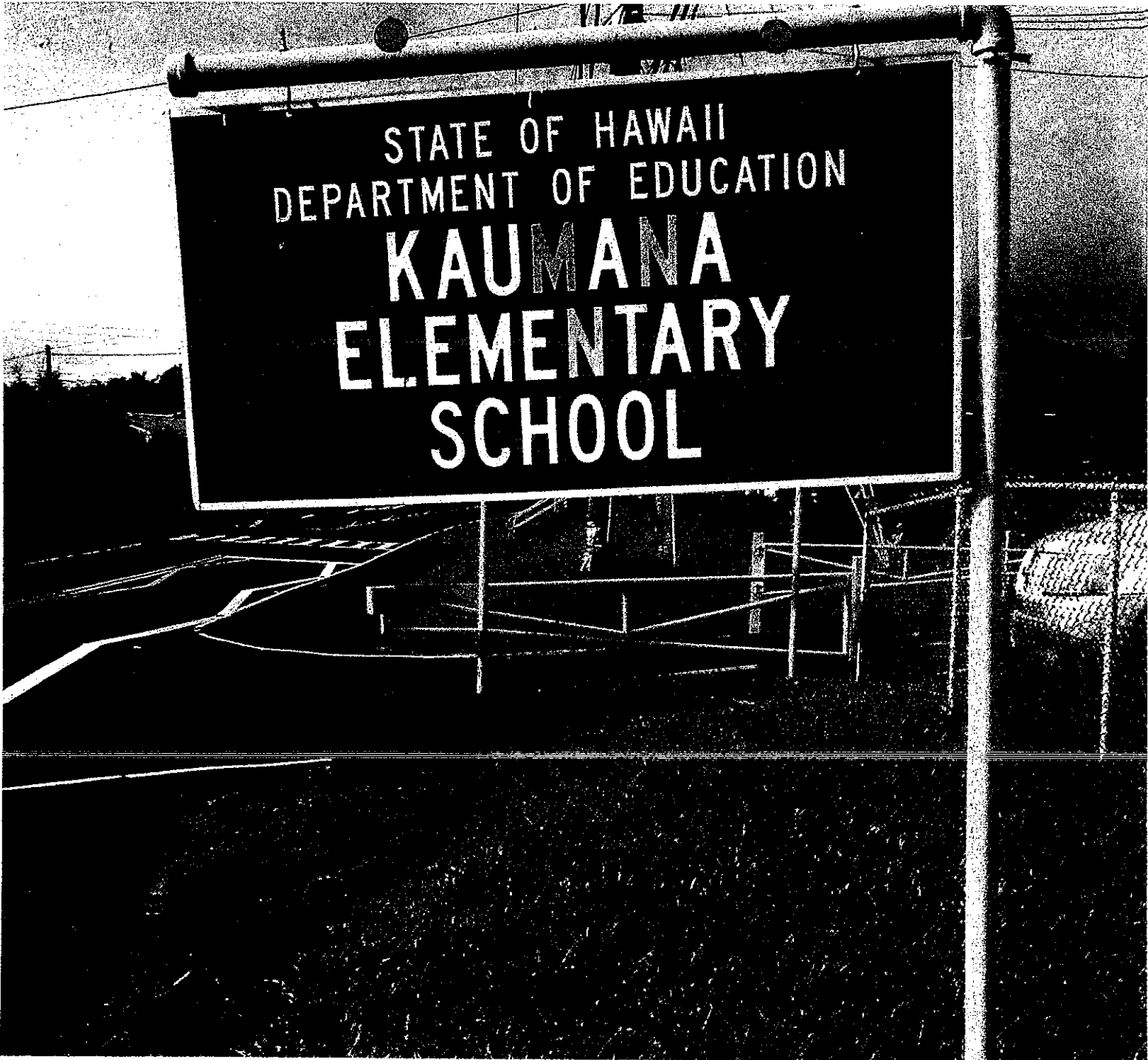
Every \$100 raised helps us add another member to the registry.

VISIT: www.bethematch.org

To join, give or volunteer with Be The Match, contact:

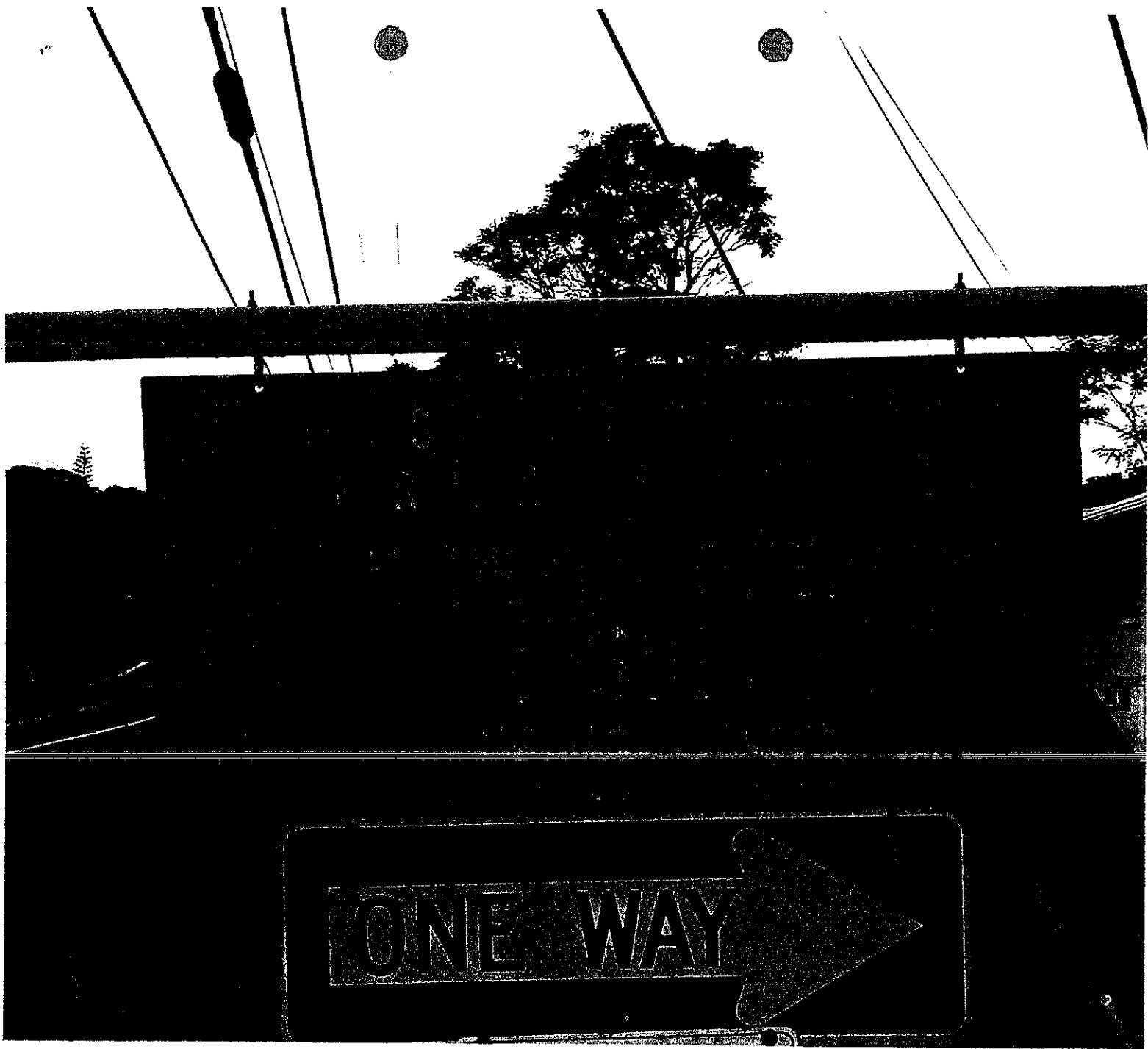
Roy Yonashiro
roy.yonashiro@hbmdr.org
877-443-6667 (toll-free)





STATE OF HAWAII
DEPARTMENT OF EDUCATION
**KAUMANA
ELEMENTARY
SCHOOL**

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EDITA ST.**



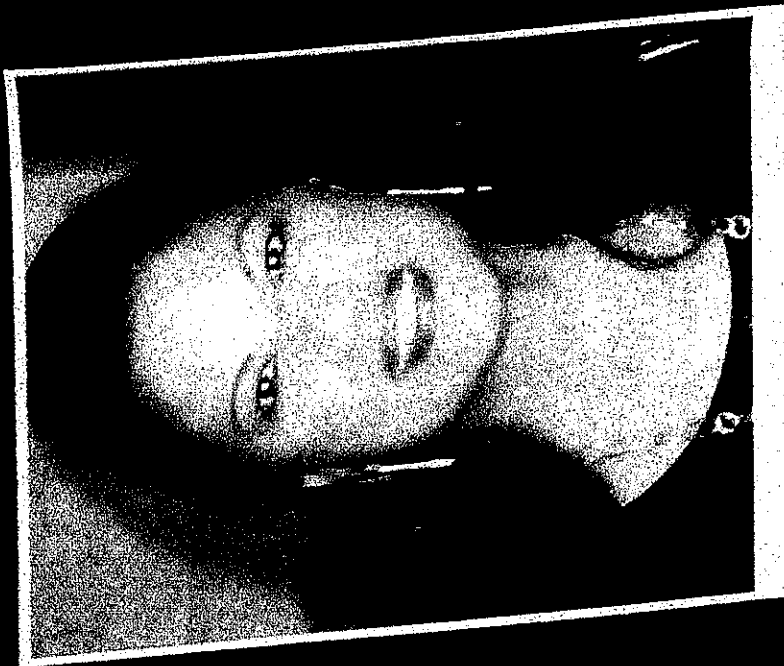
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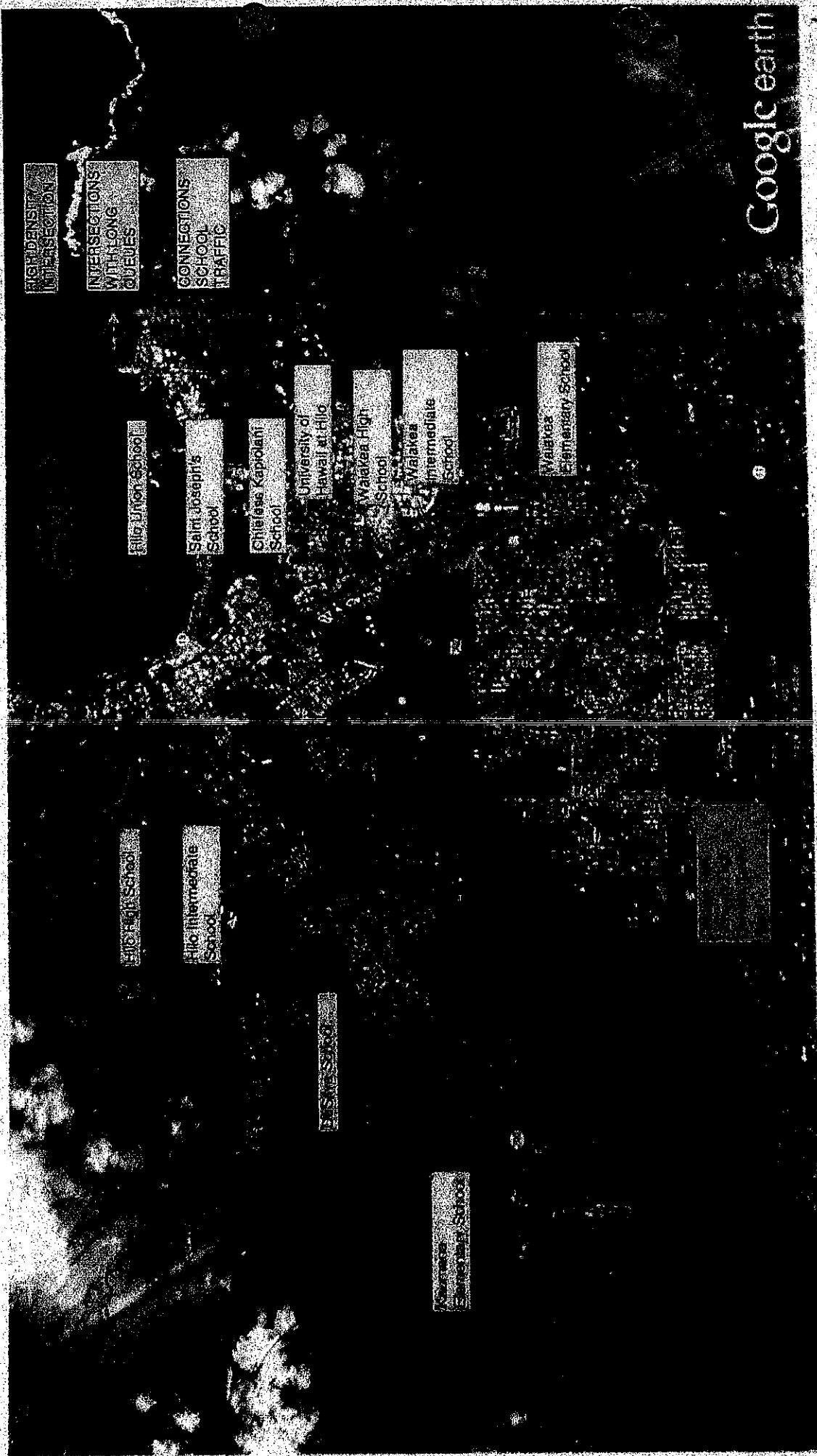
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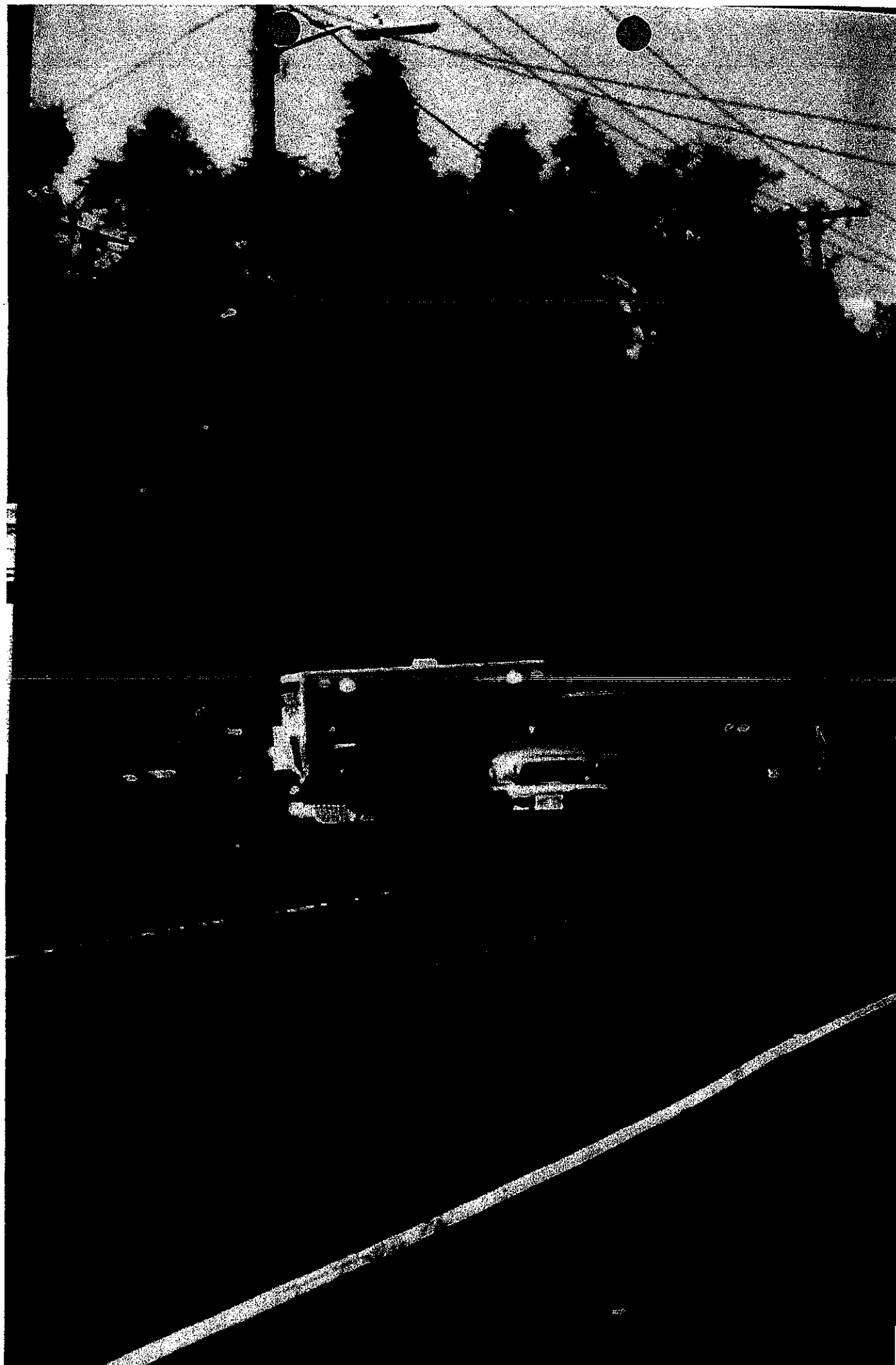


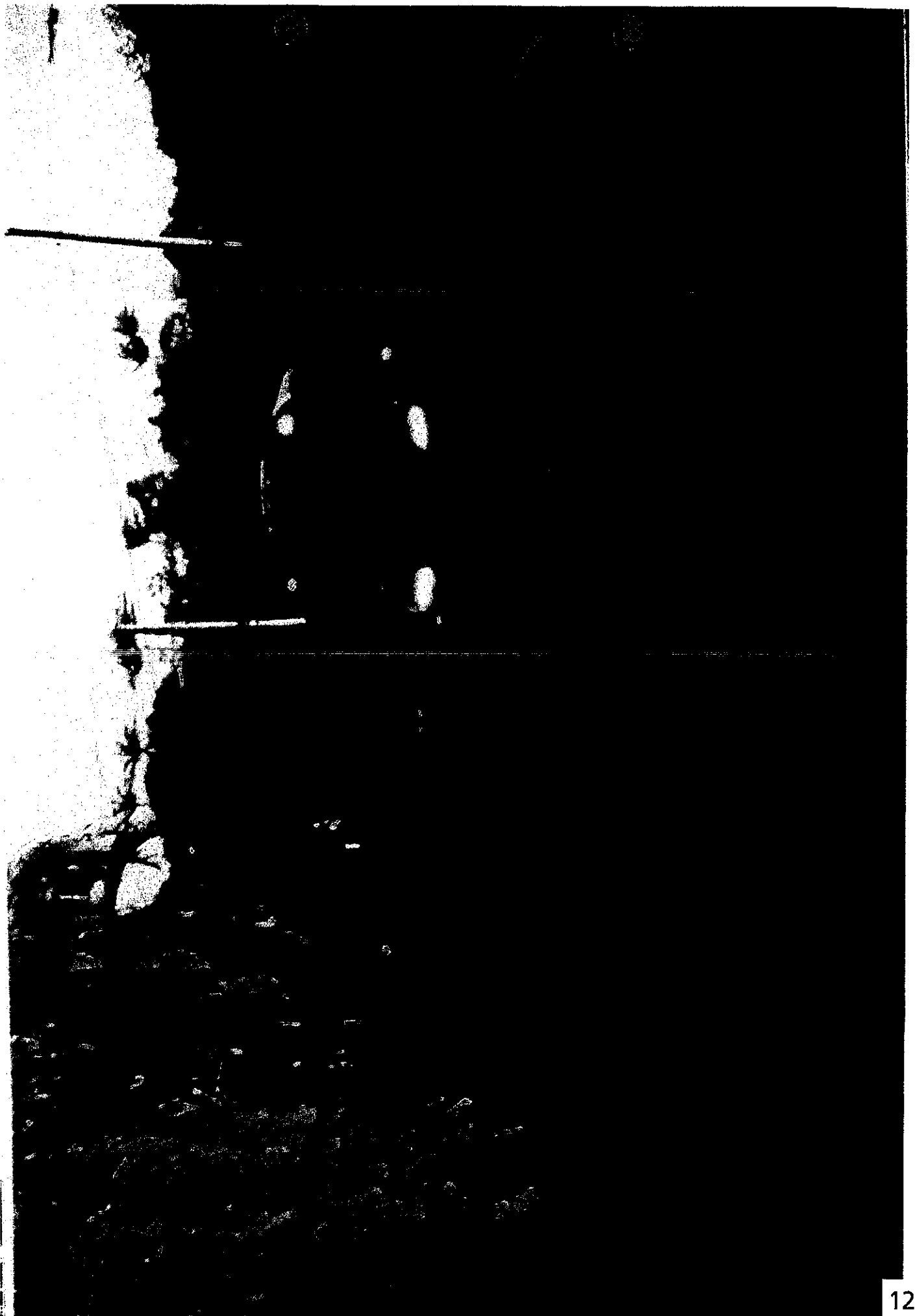
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of subm
taken by 1277



Google earth

CONNECTIONS SCHOOL TRAFFIC IMPACT MAP







Larry Kimura

Assistant Professor of Hawaiian Language and Culture
East Hialeah, FL 33127-6000, College of Hawaiian Language
University of Hawaii, Hilo, Hawaii

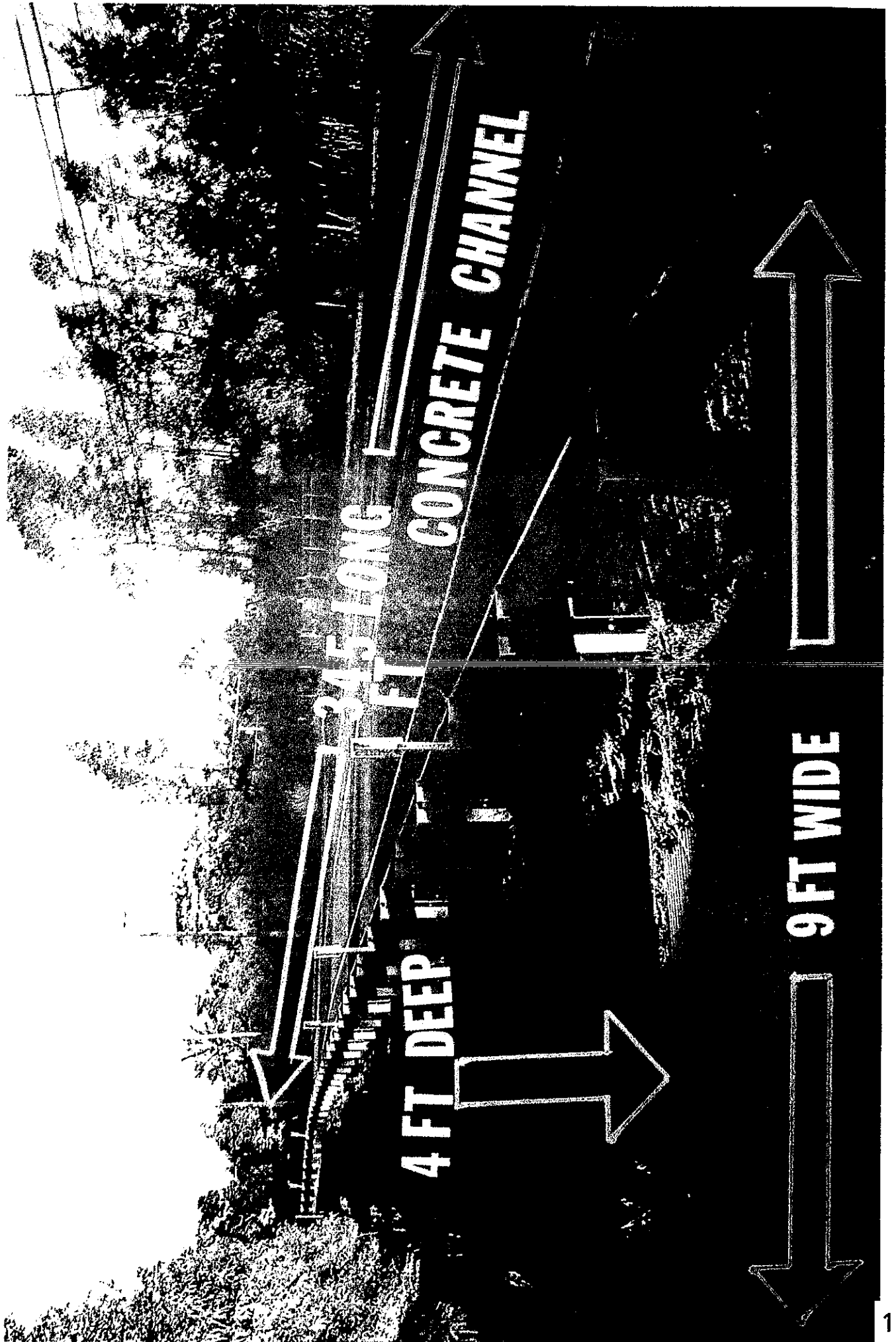
Biographical note: Twenty years, from 1968 to 1988, spent in Hawaii studying local native Hawaiian language speakers. In the late 1980s, he returned to the mainland, representing a very significant, almost voluntary, collection of the names of 60,000 Hawaiians, of over 700 families, for the impact collaborative organization of native Hawaiian language and re-pressing the state of native Hawaiian speech from the turn of the 19th century. This only Hawaiian, born native speakers of Hawaiian are among those who people from the Hawaiian Islands of Ni'ihau. The 2000 edition of the collection is currently being archived into an electronic database for preservation and as a resource for the Hawaiian language revitalization movement.

Co-Founder of Hawaii's Punahele Language Institute: Punahele Language Institute, the first Native American language institute school in the United States. This work also led to the first US indigenous language immersion education program with the Hawaiian language as a medium of instruction for the State Department of Education in 1987.

Chairman of the Hawaiian Lexicon Committee to create new Hawaiian words: Under the publication title of *Mahealani Kamae*. The first edition was published in 1989 and subsequent editions followed in 1998, 2001 and 2003. Professor Kimura is active in the Hawaiian language and culture revitalization efforts, including as a member of the Board of Directors of the *Mahealani Kamae*. He also served as the Secretary General of *Te Wahi Aloha*. The *Mahealani Language Revitalization* membership includes fourteen different Hawaiian counties and all Hawaiian language revitalization and re-pressing efforts.

Hawaiian Cultural Interpreter and Interpreter for the University of Hawaii at Hilo:



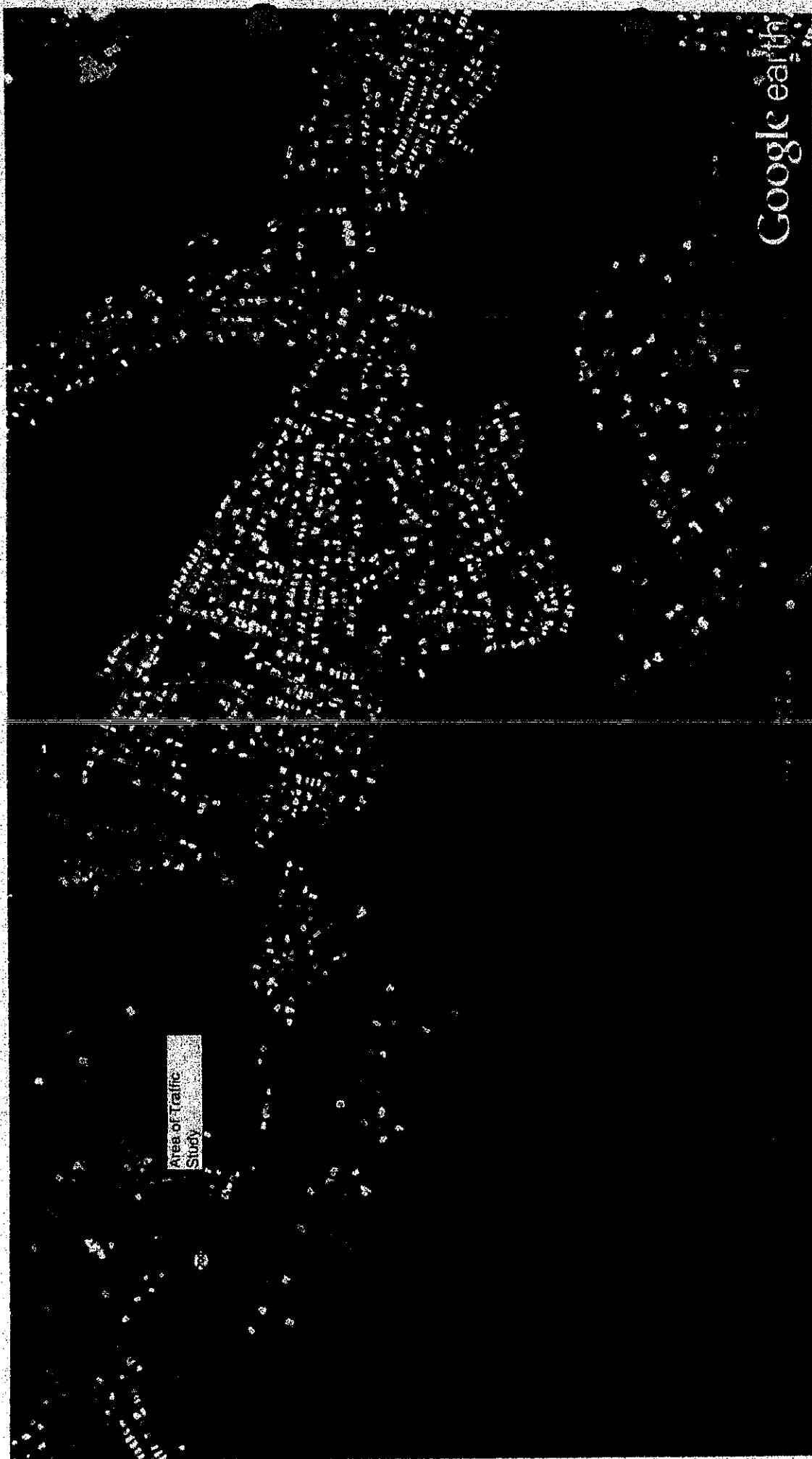


4 FT DEEP

345 LONG

CONCRETE CHANNEL

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Google earth

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KAUMANA TRAFFIC STUDY AREA



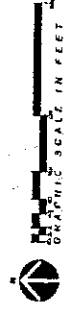
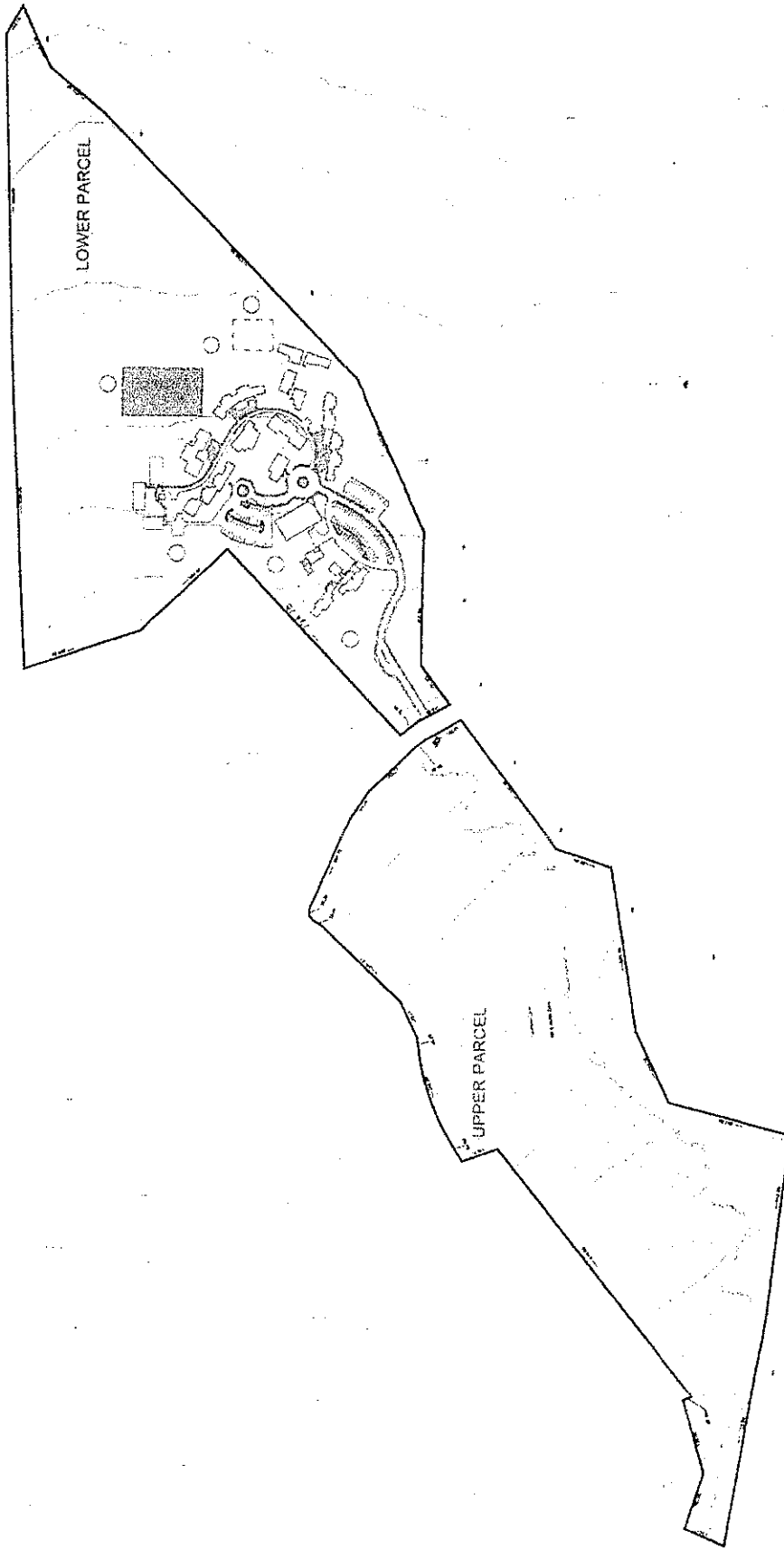
3-D SITE RENDERING

Final EA - Connections Public Charter School

FIGURE 2-9

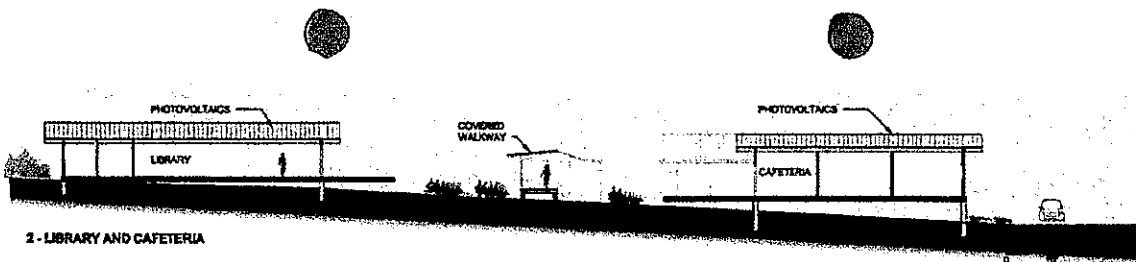
Kaumana, South Hills, Missouri

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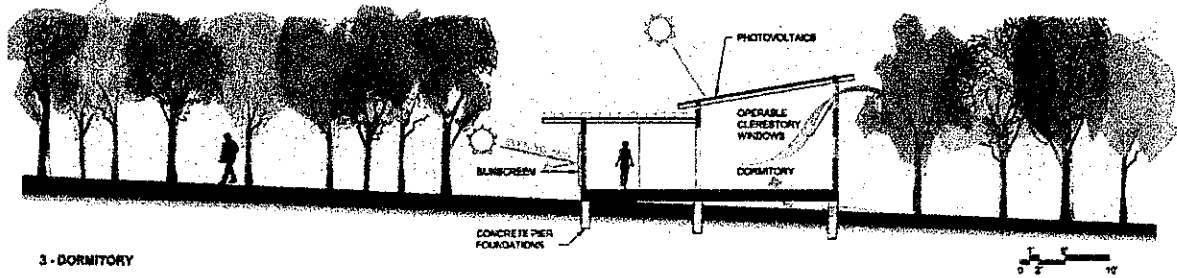


CONNECTIONS PUBLIC CHARTER SCHOOL

OVERVIEW SITE PLAN

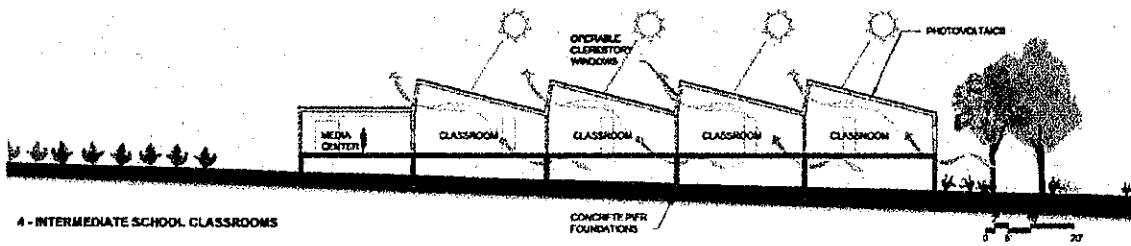


2 - LIBRARY AND CAFETERIA

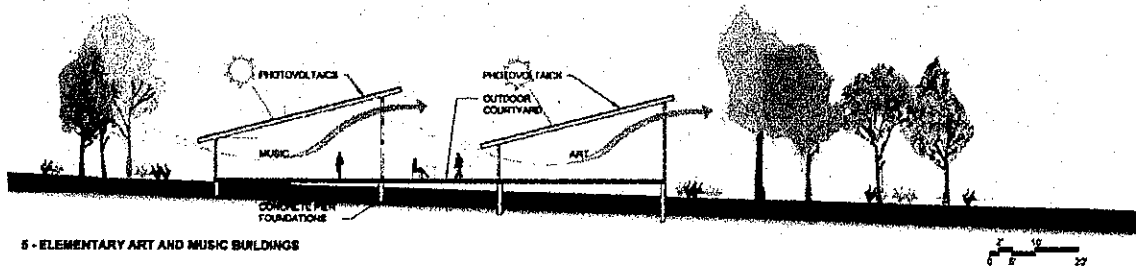


3 - DORMITORY

CONNECTIONS NEW CENTURY
PUBLIC CHARTER SCHOOL
BUILDING SECTIONS



4 - INTERMEDIATE SCHOOL CLASSROOMS



5 - ELEMENTARY ART AND MUSIC BUILDINGS

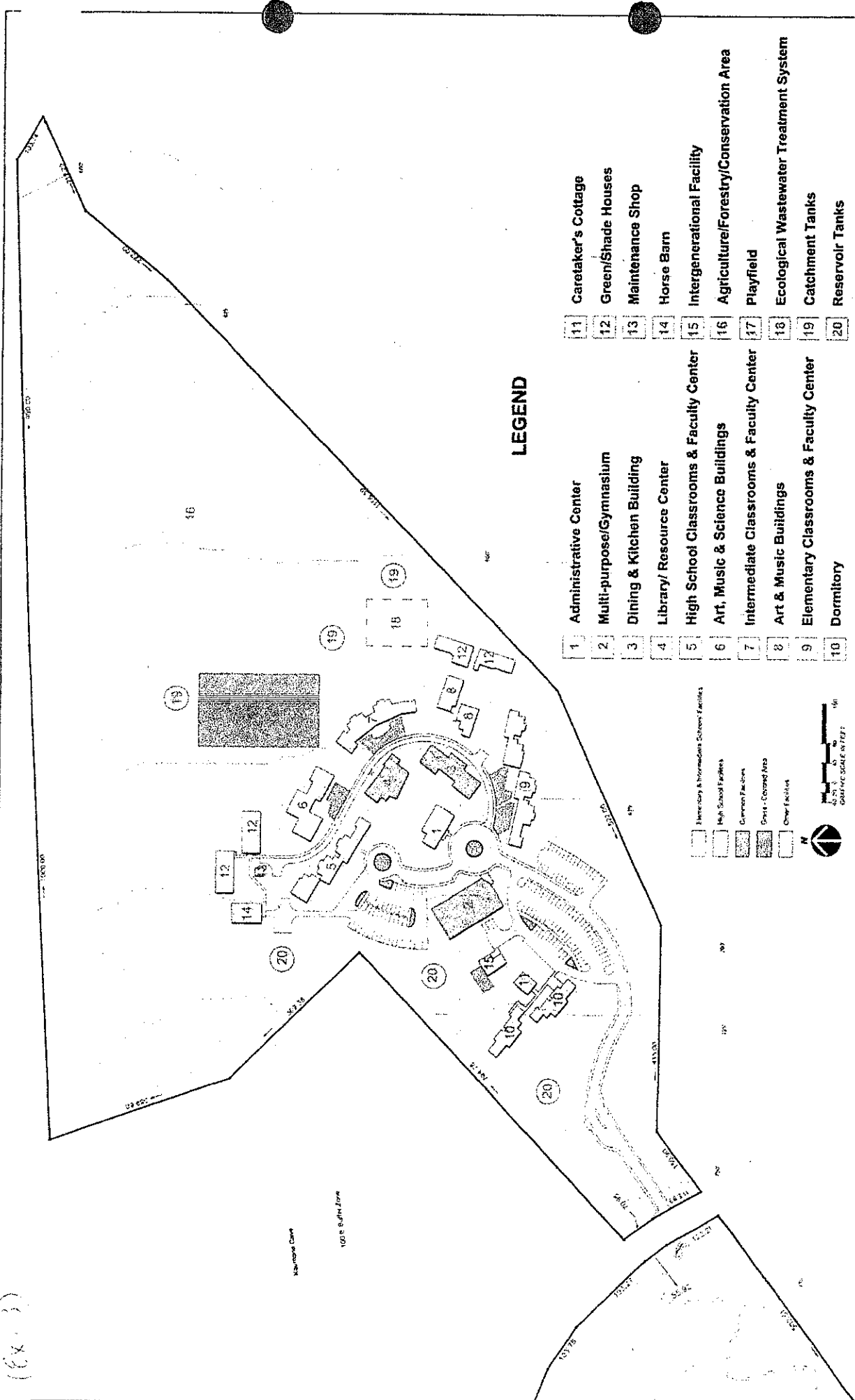
CONNECTIONS NEW CENTURY
PUBLIC CHARTER SCHOOL
BUILDING SECTIONS



6 - UPPER PARCEL SITE SECTION

(EX. 2)

(Ex. 3)



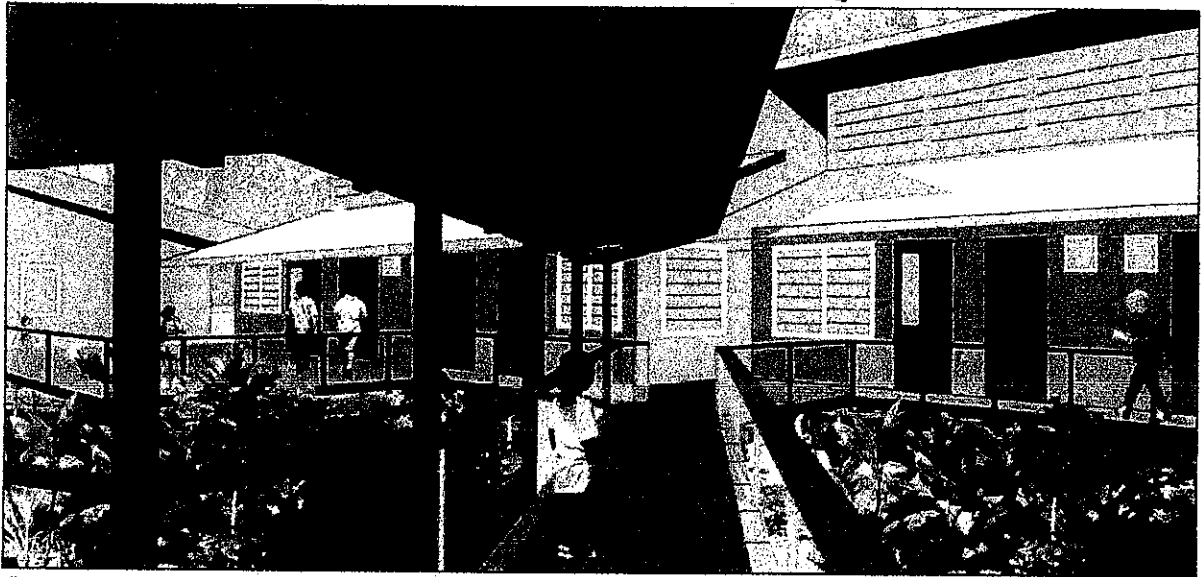
LEGEND

- | | | | |
|----|--|----|--|
| 1 | Administrative Center | 11 | Caretaker's Cottage |
| 2 | Multi-purpose/Gymnasium | 12 | Green/Shade Houses |
| 3 | Dining & Kitchen Building | 13 | Maintenance Shop |
| 4 | Library/ Resource Center | 14 | Horse Barn |
| 5 | High School Classrooms & Faculty Center | 15 | Intergenerational Facility |
| 6 | Art, Music & Science Buildings | 16 | Agriculture/Forestry/Conservation Area |
| 7 | Intermediate Classrooms & Faculty Center | 17 | Playfield |
| 8 | Art & Music Buildings | 18 | Ecological Wastewater Treatment System |
| 9 | Elementary Classrooms & Faculty Center | 19 | Catchment Tanks |
| 10 | Dormitory | 20 | Reservoir Tanks |

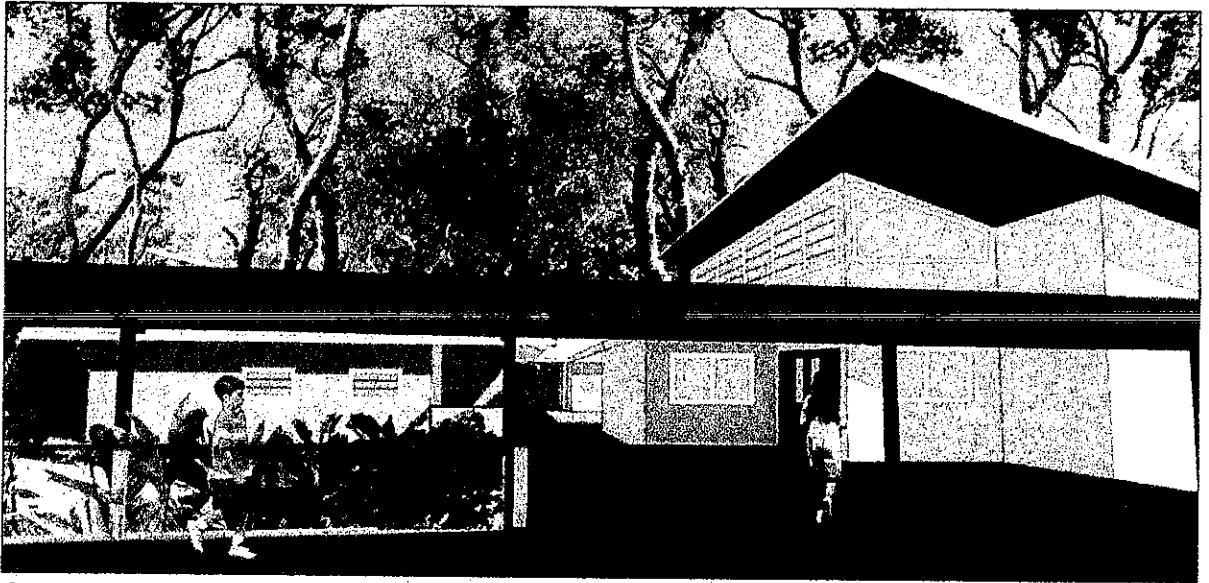
GRAPHIC SCALE IN FEET

LOWER PARCEL SITE PLAN

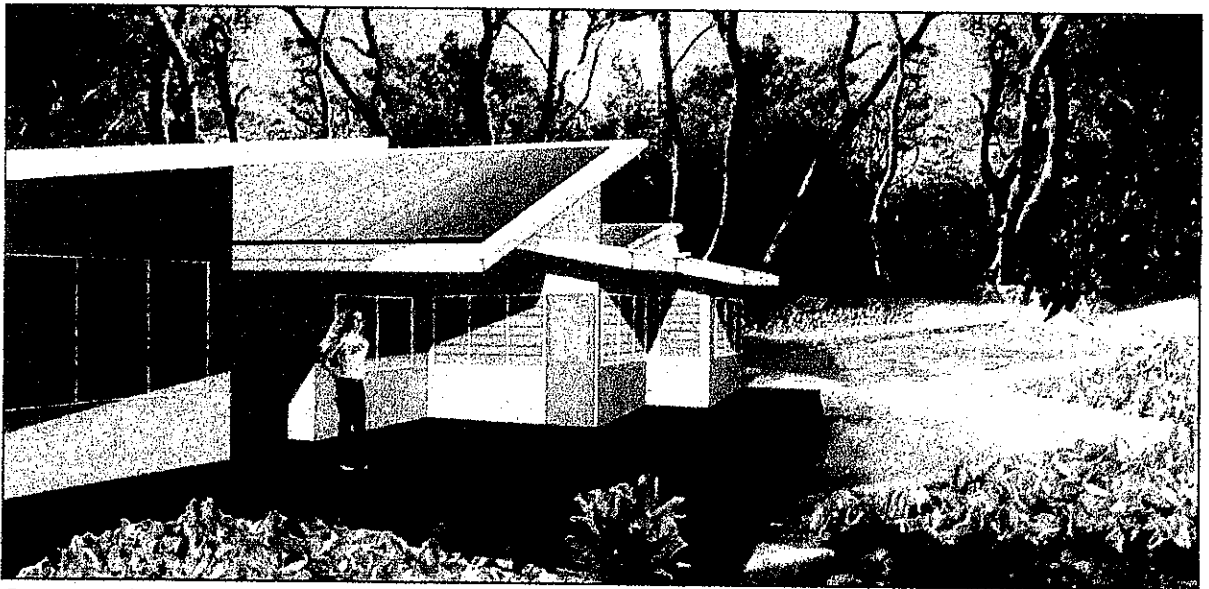
CONNECTIONS PUBLIC CHARTER SCHOOL



Conceptual Rendering - Elementary Classroom Building



Conceptual Rendering - Elementary/Intermediate Art and Music Buildings



Conceptual Rendering - Intermediate Classroom Building and Agriculture

(EX 1)

Aloha,

My name is Brenda Watanabe and I am a parent of two children at Connections Public Charter School.

I am in the professional of early childhood education where I hold graduate and undergraduate degrees in education. I currently work as a manager with an agency that provides training and scholarship to teachers working with young children as well as manage the state registry mandated for all staff who work in licensed child care centers.

First all, I'd like to thank everyone present for the opportunity speak not only on behalf of Connections, but also for my children. I appreciate everyone's shared desire to do the best for their family, whether it's supporting your children, or maintaining a lifestyle or neighborhood, or just looking forward to a better future. Whatever our differences, we share a common wish—for our families to succeed. Because when families are successful, communities thrive.

With that in mind, I'd like to share my families' story. I have 6 children, of which my older 3 are adults. One has his master's in psychology and is a school counselor, another shall be graduating next month with his master's in engineering, and another served his country in the military and has since ended his service and shall be starting college next fall. All went to a private school where they did well.

So when the opportunity came for my 4th son to attend the same private school, I thought it was a great way to continue the family tradition. My son has been at Connections for 6 years where he was articulate, confident, caring, and thoughtful. However, when he went to this new school, it wasn't a good fit. He struggled to adapt. And it took a heavy toll on him and ultimately our family. By the end of the year, my caring son had turned into this monster. He was stressed, frustrated, he was yelling at us, threatening to kill himself. For the first time, I experienced the fear that my child was heading to a delinquent—that he would be a liability to the community.

At the end of the school year, I approached Mr. Thatcher at Connections and asked if my son could return to Connections. He was welcomed back and told he was missed. He thrived again. He once again was in a supportive environment. He learned new skills and found a passion: Music. He combined his love of history and music and is working on a documentary of the steel guitar for his senior project. He reflected upon his experiences and struggles and matured in his perspective. He now preaches on the virtues of early childhood education and good parenting. We have our caring, confident and thoughtful son back.

So this school year, his senior year, the private school invited him back. Last Spring, as he was seriously considering the invitation, he attended the Connections' graduation ceremonies for his friends. And it suddenly hit him...he felt "connected" to this school and he wanted to graduate from here. The school really lived up to its name. In the Spring, he shall be graduating. This is just one story of a family striving to succeed.

I ask you take this into consideration when developing your attitudes and ultimately making decisions. We are not just "those people" or "that school" ...we are families with stories of challenges and accomplishments. We have the same hopes and dreams for our children and for a better future. My wish is for the school and community to work together so both sides benefits. Please consider working together.

6/19
Just
98.

Dear Chairman Kerns and Members of the Windward Planning Commission,

My name is Brenda Camacho and I am a resident and homeowner within 1000 feet of the proposed school. As a pediatrician, I know the importance of an education and the educational opportunities offered at the Connections Charter School are not being questioned here today. However, I agree with the many concerns over the adverse traffic, adverse environmental, and safety impacts that will occur with this project in Kaumana. This proposed school campus is too large for the infrastructure of this community and should not be built.

Many will speak about the traffic and safety concerns, yet, there is even more concern for the lack of adequate water for the school and its students. Based on the information contained in the application, the project will require over 26,000 gallons of water per day. The existing County water system will be able to supply 4200 gallons per day to the school which is less than 20% of the required amount. How are they going to acquire the remaining 22,000 gallons they need per day? The applicant proposes to implement a water catchment system to obtain the remaining 22,000 gallons per day. That is an incredible amount of water. Hilo receives 130 inches of rain per year. At one third of an inch of rain per day, the school would need 102,000 square feet of roof surface to collect this amount of water. And they must collect every drop. Another option would be to build a new water system. If the County Council approved an "Improvement District," the majority of the neighbors would have to agree to help fund a larger water system and pay for it. A new well with a sizeable holding tank and a sophisticated pumping system to deliver the water would cost in excess of 2.5 million dollars. At this time, there is no community support for the school and I'm sure no support for increasing our water bill to fund this.

Connections Charter School deserves to have a facility; however, the Kaumana infrastructure is grossly inadequate in terms of roadways and water supply to support such a campus. I humbly ask for your consideration of these issues and to deny this application.

Thank you for your time and attention.

Sincerely,


Brenda Camacho, M.D.

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Support for the Connections Public Charter School Kaumana Campus

I have been closely associated with the staff and students at Connections Public Charter School for the past four years through two programs specifically designed to help students prepare for twenty-first century jobs. These programs have grown from a research project called the Makery Cloud that was funded by the National Science Foundation with the purpose of showing that the Internet and distance teaching could be used effectively to deliver high-tech training to teachers in rural and outlying areas. Three charter schools on the Island of Hawai`i participated in this project. Each school received a Classroom Makery consisting of computers, software, hand tools, manually operated machines and computer controlled machines. Teacher training occurred through an mixture of day-long face-to-face meetings, week-long seminars and weekly half-day on-line distance learning sessions. The principal and staff of Connections PCS eagerly embraced the concept of the Makery and has become the poster child for this program. They have integrated the Makery into their regular class schedule and are providing their middle school and high school students with a world-class introduction to the tools of what is rapidly becoming known as the third industrial revolution.

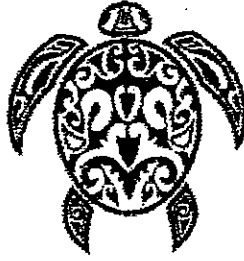
Apart from the excellent technical grounding the students receive from the Makery experience, there has been a dramatic side effect that is changing the lives of many young people. Students become more self-confident and independent as they discover hidden talents for problem solving, original design, independent thinking and the ability to master new manual and intellectual skills. Even more exciting than this, however, is that these personal changes are impacting the sense of self-worth of some of the rebellious and trouble-making students, often from low income or dysfunctional families, and transforming them into pleasant, caring, thoughtful young people who now have a purpose in life.

Most of the current activities in the Makery revolve around the design and fabrication of high-quality wooden and plastic products for the tourist and souvenir markets. The longer term goal is to train participants to create products that will support existing industries such as agriculture and forestry, and new industries that will lead to import substitution and the export of high value Hawai`ian-made products. The Kaumana Campus is critical component for achieving this long-term strategy. It will provide space for expanding the range of equipment and activities in the Makery and it will bring the students closer to the natural world and help them understand the importance of interacting with nature in ways that enhance industries such as agriculture and forestry without causing damage.

The four years I have spent interacting with Connection staff and students have been inspiring to me as I see young people transforming into caring and responsible young adults. Some of the rumors I have heard about how the Connections school will increase crime in the area are absolutely unfounded and utter nonsense.

Connections students are receiving the education, guidance and inspiration to become responsible workers and leaders in Hilo. The increased facilities and inspiring environment that the Kaumana site will provide can only enhance this.

Dr. Neil G. Scott
Director, Archimedes Hawaii Project, and Director of the Technology for Untapped Talent (TUT) Program
College of Education, University of Hawai'i at Manoa



Connections Public Charter School Parents-Teachers-Students 'Ohana (PTSO)

Mission:

"To create a school for the community by setting a firm foundation and learning environment where students voice their own opinions to help further their own education."

The PTSO is a collaboration of Parents, Teachers and Students working together as ONE unit for Connections Public Charter School (CPCS). Our main objective for this petition is to present the Planning Commission Committee supporters to approve our educational building project in Kaumana. We are trying to build a permanent foundation for future CPCS students and we need your support.

We are trying to get 25,000 signatures to show support of our school. (25,000 signatures is equivalent to about 1/4 of the population of the Big Island).

We hope that obtaining 25,000 signatures will increase our chances at the Planning Commission Committee.

Please support us by signing our petition and showing your support.

Mahalo nui loa,


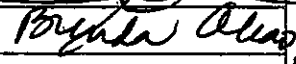
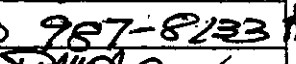







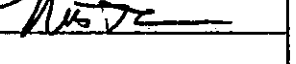
Connections Public Charter School
Parents Teachers Students 'Ohana

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| Re'd at <u>11/9mtg</u> by <u>Julie</u> |
| Dist'd _____ Read _____ |
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Please Support Connections Public Charter School!

| Name | Address | Phone/email | signature |
|--------------------|---------------------------------------|-----------------------------|------------------|
| 1) Amado Caliboso | 286 Kenbrook Cir San Jose CA | amadoc@yahoo.com | A. Caliboso |
| 2) Ida Claramo | 91-1032 Kamehale Ewa Beach | ida.claramo@claramo.com | Ida Claramo |
| 3) DAVID CLARAMO | " " | dclaramo@hawaii.net | David Claramo |
| 4) NOEL CALIBOSO | 1103 MUNICH TER SUNNYVALE CA 94089 | sfo2hilo@hotmail.com | Noel A. Caliboso |
| 5) Phyllis Cabra | PO Box 11325 | phylliscabra@comcast.net | Phyllis Cabra |
| 6) Santiago Patino | PO Box 10677 Hilo 96721 | santiago.c.patino@gmail.com | Santiago Patino |
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Please Support Connections Public Charter School!

| | Name | Address | Phone/email | signature |
|-----|-------------------|---------------------------------|-------------|---|
| 1) | DMaria Kanakamaka | Po Box 5511 | 939 8934 |  |
| 2) | Brenda Akao | RR2 Bx 4020 Palan | 937 0994 |  |
| 3) | Seang Jan Kao | 1270 Hubbard St. Hilo, HI 96720 | 957-8133 |  |
| 4) | Rodolfo Akoni | PO BOX 1766 Hilo | 310-2144 |  |
| 5) | Catherine Kamau | 2270 Annada Dr. Hilo | 7562850 |  |
| 6) | SARAH ANIBAN | HC-2 Bx5746 Kona | 982-9449 |  |
| 7) | CYD L. HOFFELD | 62 POKALANA ST. | 935-2449 |  |
| 8) | Ms Maie Suvu | 921 Hailani Hilo | 9577766 |  |
| 9) | Melina Green | 13-3508 Keolu St. Hilo HI 96720 | 88965-7451 |  |
| 10) | Rachel Francisco | 13-873 Makani St | 9904243 |  |
| 11) | NICK FRANCISCO | P.O. BOX 1550 PANOA | 965-2121 |  |
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Please Support Connections Public Charter School!

| | Name | Address | Phone/email | signature |
|-----|----------------------|------------------------------|----------------------------------|----------------------|
| 1. | Kapuanani A. Nālimu | 802-A U'ilani Pl. Hilo | 936-0866 / anela62@hawaii-rt.com | Kapuanani Nālimu |
| 2. | WENDY LEE NĀLIMU | 802-A UILANI PL | 959-1998 | Wendy Nālimu |
| 3. | CHAD K. Kawenani | 1032 Komohana | 960 2110 | Chad K. |
| 4. | SEELYN P.K. KAWENANI | 1032 KOMOHANA ST | 217-6970 | Seelyn P.K. Kawenani |
| 5. | GORDON K. Kawenani | 1032 KOMOHANA ST | 960-1642 | Gordon K. Kawenani |
| 6. | Charisse Kawenani | 1032 Komohana St. | 217-6960 | Charisse Kawenani |
| 7. | CHANEL L. KAWENANI | 1032 Komohana St. | 854-0051 | Chanel L. Kawenani |
| 8. | Bender Pule | 1594 Kaunala Pl. | 640-3148 | Bender Pule |
| 9. | RODNEY OFISA. | 1808 KINOE ST | 769-8129 | Rodney Ofisa |
| 10. | BRYSON ANQUITA | 201 ST | 990-2932 | Bryson Anquita |
| 11. | Elizabeth Loukapu | 2947 Pukanala St. | 895-7384 | Elizabeth Loukapu |
| 12. | Laimana Manga | 1470 Waiamemue Av. | 895-1348 | Laimana Manga |
| 13. | Jessica Snell | 2221 Kaimuki Rd | 805 458 3559 | Jessica Snell |
| 14. | JOANNA FANNAS | RR2 BOX 4033 Pahoa | 709-1335 | Joanna Fannas |
| 15. | BEALITA PUNGEN | P.O. BOX 1706 KEAUA | 982-3658 | Bealita Pungen |
| 16. | Christopher Kankale | 2417 Kilwea Ave | 989-2445 | Christopher Kankale |
| 17. | WILBERT L. MANUA | 16778 WAUKE, KEAUA | 966-8905 | Wilbert L. Manua |
| 18. | JESSICA ROOPERS | 298 FT KUKUNU CT | 908 756-0727 | Jessica Roopers |
| 19. | JOHN LAFALE | RR3, BOX 1263, PAHOA | 854-7395 | John LaFale |
| 20. | KAWENA KUALI | P.O. Box 980, Kurtistown, HI | 90760 315-6243 | Kawena Kuali |
| 21. | Nicole Carvalho | 876 Raina St. | 641-0536 | Nicole Carvalho |
| 22. | Van Loukotubo | 1079 Peattie St | 959-2208 | Van Loukotubo |
| 23. | GT. SULLIVAN | PO BOX 6134 | 345-1430 | GT. Sullivan |
| 24. | Mahe Balado | 904 Iolani St. | 933-1770 | Mahe Balado |
| 25. | Lorie Siludari | P.O. BOX 6264 Hilo | 348 7170 | Lorie Siludari |
| 26. | Jenny Mathan | 355 Haui Hilo HI | 560-419-0252 | Jenny Mathan |
| 27. | Joel DeMascellis | 103 Maile Lanii Place | 214-707-3333 | Joel DeMascellis |
| 28. | Jenna Comier | Ke-2003 Hapai Dr | 833-7773 | Jenna Comier |
| 29. | Daniel Roberge | 48 Hilo HI | 501-827-0518 | Daniel Roberge |
| 30. | JAMES GABALA | 980 WAINUENE. | 854-0181 | James Gabala |
| 31. | Loma Gordillo | P.O. BOX 6114 Hilo | 769. 3205 | Loma Gordillo |
| 32. | Colleen Yamoto | 56 Makani Circle Hilo | 907-6021 | Colleen Yamoto |
| 33. | LESLIE MECKROS | 818 KUPUNU ST. | 747-0960 | Leslie Meckros |
| 34. | Shirley W. Lumb | 570 KAWAOLA LN | 959-8704 | Shirley W. Lumb |

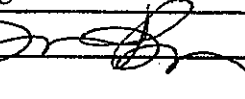

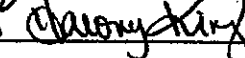
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| 5) | Lanakila Hoewala | Fontanilla | 633-5245 | Lanakila |
| 6) | La'anui Hoewala | Fontanilla | 463-0610 | La'anui HOEWALA-Fontanilla |
| 7) | Lamaka Hoewala | Fontanilla | 463-0610 | LAMAKA HOEWALA-FONTANILLA |
| 8) | Lauke'a Hoewala | Fontanilla ↓ | 463-0610 | Lauke'a Ft. F |
| 9) | Lakalai'upu Hoewala | Fontanilla | 463-0610 | Lakalai'upu Ft. F |
| 10) | Lunakane Hoewala | Fontanilla | 463-0610 | Lunakane Ft. F |
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WRITTEN STATEMENT OF TERENCE T. YOSHIOKA

My name is Terence T. Yoshioka and I am a 14 year resident of Pacific Plantations Subdivision. I retired 5 years ago after a nearly 40 year career in law.

Because my time is short, I have prepared a written argument in opposition to the Special Permit, copies of which have been made available to the Commission and the Applicant. I ask that the written argument be made a part of the records of this proceeding.

For the remainder of my time, allow me to summarize what I have set forth in my argument. Essentially, my point is that Applicant has not, in any way, or by any recognized standard of proof, established a sufficient basis for the granting of the Special Permit because all, or most, of its contentions are based upon unsupported facts and suppositions, incomplete information, or misleading, inaccurate or false information.

For example, Applicant represents that it requires all of the 70 acres for its agricultural program; that the 70 acres was uniquely suitable for its agricultural program; that the school is not anticipated to have adverse impacts upon surrounding areas; and that there are no other available properties suitable for Applicant's needs.

My written arguments rebut all of these representations and I urge you to review them carefully. I hope that you will be struck by the contradictions and unsupported conclusions I have pointed out.

As for example, there are no studies or data to support the need for an agricultural program. This is a fatal deficiency in Applicant's Petition because the agricultural program is the essential foundation of the Petition. Yet, we are given no basis to believe that there is a need for such a program, nor how many students are interested in, or would benefit by such a program, nor how much land is required for said program.

Unless such fundamental information is provided by way of credible evidence, we cannot presume that the program will be created and we would be precluded from drawing any conclusions that rely upon the existence of the program. In short, the Petition should be viewed as if Applicant has no agricultural program (which it does not) to determine if the subject property is the "only" site available to Applicant and if another site would be more appropriate and suitable for its school.

I urge the Commission to take the time to critically assess all of the statements made by Applicant by asking yourselves "How did Applicant arrive at the conclusion?" or "How are we to assess the credibility of Applicant's statement?" If you do, then you, too, will be puzzled by Applicant's assertions on page 26 of its Petition that the land is "unsuited" for the agricultural uses permitted within the district but is "uniquely suited to support both an agricultural program and a conservation/forestry program."

✓ 19 MC

Thank you for giving me this opportunity to address you today. Although I have limited my comments to the technical aspect of the Petition, I ask that you not forget the human impact which your decision will have upon the many residents of Kaumana and especially Pacific Plantations' residents. And I, also, point out that a win-win scenario can be realized if the school is place elsewhere on property that is, in fact, suited for the school.

Terence T
Yoshioka

REASONS FOR DENIAL

The test or criteria for a Special Permit are outlined in Chapter 205, Hawai'i Revised Statutes, State Land Use Commission Rules (HAR, Title 15, Chapter 15), and more specifically, County Planning Commission Rule No. 6. Specifically, Rule 6-7 states that the Planning Commission shall not approve a Special Permit unless it is found that the proposed use (a) the proposed use would promote the effectiveness and objectives of Chapter 205, Hawai'i Revised Statutes, as amended, **and** (b) is an unusual and reasonable use of land situated within the Agricultural District.

On the matter of the Special Permit application by Connections New Century Public Charter School/CBESS (SPP 12-000138), the Windward Planning Commission finds that it does not meet the required test for a Special Permit and hereby denies the application. This conclusion is based on the following findings.

A. Relationship to Land Use Law and Objectives

The primary purposes of the Chapter 205 (Land Use Law), Hawaii Revised Statutes, as amended, are to:

1. preserve, protect and encourage the development of lands in the State for their best uses in the interest of the public welfare; and
2. protect, conserve, and rationally develop the State's urban, agricultural, and conservation lands using a coordinated and balanced approach.

In that regard, there are several considerations that do not lend support to the applicant's consistency with these stated purposes. These include a) the applicant's unsubstantiated agricultural program used to rationalize the necessity of the subject location for its proposed school, and b) even, if substantiated, the overall adverse impacts the proposed use would have on the immediate community.

The reasons advanced by Applicant to support its Petition for a Special Permit is based upon (1) unsupported facts and suppositions; (2) incomplete information; and (3) misleading, inaccurate or false information which fail to establish by any standard of proof that the grounds for granting a Special Permit have been met.

1. Applicant's Petition is based upon the presumption that the subject property is "uniquely suited" for the development of an agricultural program. It is this reliance upon an agricultural program which it justifies placing its school squarely in the midst of an existing subdivision and far from the residences of its students, the majority or at least plurality of whom live in the Puna District.

Further, the Applicant does so without presenting any evidence in the way of studies or research that would even indicate that its proposed agricultural program is needed, or wanted, by its students. Without such evidence, there

is no basis for believing that Applicant will ever incorporate an agricultural curriculum into its academic program or that any part of the 70 acres will ever be utilized for farming, conservation or forestry.

Therefore, acting in reliance upon any assumption that the agricultural program will, in fact, come into being is totally without any foundation. And any conclusion or argument made in reliance upon the existence of the agricultural program is totally without merit.

2. The lack of evidence about the need for Applicant's agricultural program precludes the Commission from determining what portion, if any, of the 70 acres is needed for such a program and how many students will actually be involved in the program. For example, if only one or two students enroll in the program then obviously, committing 20 acres to the program would be far beyond the needs or capabilities of the students, and a plot of 10,000 square feet may be more than enough.

Despite not knowing anything about what the needs for its agricultural program may be, Applicant has "guesstimated" that it will require 20 acres because that is the size of the University of Hawaii at Hilo demonstration farm. [Section 2.3.1, p. 15, Final Environmental Assessment] Without knowing how many crops were grown on the University demonstration farm, or any other pertinent information about the farm, Applicant relies solely upon this meager information as the basis for its requirement of 20 acres for its own agricultural program. Logically speaking, without substantially more comparative information, one cannot equate the needs of the University with the needs of Applicant. Thus it is pure speculation to state that Applicant must have 20 acres for its agricultural program.

3. Without first establishing just how large an area is required for its agricultural program, Applicant's statement that the subject 70 acres is "the only acceptable site within the school service area that satisfied its selection criteria" [Section 2.3.2, p. 15, Final Environmental Assessment] is totally unsupported.

The selection criteria referred by Applicant includes, among other things, a 20 acre area for its agricultural program and a 20 acre area for its school facilities. [Supra] As previously pointed out, there is no basis for projecting the amount of land needed for Applicant's agricultural program; hence, it is impossible to conclude that the subject property is the "only acceptable site within the school service area." Properties significantly smaller in size may, yet, be sufficient once all relevant and material information is obtained about the agricultural program. Until then, it is premature to conclude that the subject property is "the only acceptable site."

4. Applicant has failed to show that the property has unique qualities which make it the only property available to the Applicant. Other potential sites were not reasonably explored, especially those in the Puna District where at least half of its students reside, and where the soils – depending on the applicant's unsubstantiated agricultural program – may be much more suitable for agricultural uses.

Looking at Applicant's list of properties it has considered as alternate sites for its school [Table 2.1, Final Environmental Assessment], it is apparent that all of the properties are situated in the South Hilo District. Without admitting that all of the properties are unsuitable for Applicant's needs, let us assume, for the sake of argument, that they are unsuitable. Does this mean that there are no alternate sites outside of the South Hilo District – whether private or public lands – that cannot meet Applicant's needs? This is an issue that requires to be explored before this application can be favorably considered, because half of Applicant's students reside in the Puna District, and it stands to reason that if Applicant had the best interests of its students at heart, it would attempt to locate its school closer to their residences rather than to bus or have them commute to another totally different community. The benefits of reduced travel time and the risks of travel are too obvious to be repeated here.

Also of substantial importance, given the heavy reliance upon Applicant's agricultural program, is the suitability, or lack thereof, of other properties for said program. It is well known that the Puna District is where most of the commercial papaya and crop farmers practice their trade because of the soil condition there. Accordingly, the Puna District may be much more suitable for the cultivation of crops and to practice conservation and forestry techniques.

Substantial private landowners such as W. H. Shipman are also situated in the Puna District and could be approached to carve out a 20 or more acre piece of property for lease by, or sale to, Applicant. Between private landowners and the State of Hawaii, Applicant could have much greater choices of lands more suited for its purposes.

It is also worth noting that Applicant identifies other properties in South Hilo that it found to be "too large" for its school. It offered no further comment or explanation. But however large the property, depending upon the zoning, the parcels can be subdivided into smaller parcels for re-leasing to others, or conversion to other uses. As such, being larger than Applicant's current needs is not, by itself, a quality that makes a large parcel unsuitable for Applicant's use. In fact, this will be the case for the subject property as over the next sixteen to 25 years. Based upon Applicant's timetable, only the lower 37 acre parcel will be developed. The upper 33 acres are intended to be left undeveloped as a nature preserve. As such, does it matter whether 33 acres or 82 acres is left undeveloped? If not, then why would a 109 acre or

152 acre parcel be "too large" for Applicant's school? We conclude that it is not.

Further, Applicant there is no discussion of whether a private land, in spite of its potentially higher land acquisition cost, may, in the long run, be more cost effective when compared to the required on and off-site infrastructure needed to support its school at the proposed site.

5. Schools can have significant adverse infrastructural and community impacts. Thus, they are not permitted in the State Land Use Agricultural District and within the County residential and agricultural zones, a Use Permit is required. This is to enable the community to weigh in on the request and to have a full public disclosure of the project and its impacts. In that regard, it should be noted that the last few schools of this size or larger built on this island have been on the outskirts of a community. These include Kea'au High School, Kamehameha School, and Kealakehe High School. All required approvals can occur only after having the community weigh in on the request.

Applicant's statement that "[t]he Property is not anticipated to have adverse impacts upon surrounding areas and is planned to mirror much of the surrounding land uses with modest single story structures, agricultural uses, and open, undeveloped areas for agricultural educational programs and forest restoration" [Section 16.2, P. 23, Petition for a Special Permit] is unsupported by facts, and is totally misleading and inaccurate.

It is incredulous to conclude that a 20 acre school with 503 students, faculty and staff, when embedded into a low density residential neighborhood will not have a negative impact upon the lives of its surrounding area. The hundreds of cars, trucks and buses that will be streaming to and from the school will disrupt the subdivision's lifestyle. It matters not what the traffic flow designation will be with the additional cars, etc. because now it takes but a couple of seconds to stop and enter Kaumana Drive from Edita Street whereas after the school is constructed, the time it would take to turn on to Kaumana Drive will be increased to 10 to 15 seconds. While this may seem like a minor inconvenience, the traffic flow study [Section 3.12, Page 69, Final Environmental Assessment] offered by Applicant does not measure the stress generated by the extra vigilance that residents must exercise to travel their roads due to the increased vehicular and pedestrian traffic. Neither does the study measure the stress generated by the increased noise of the extra traffic.

What might be minor and frequent irritants experienced daily in an urban environment, become major disturbances when injected into what has up to now, been a tranquil, peaceful rural-like environment. People who live here do so to avoid traffic and noise. They want a peaceful, slow paced lifestyle and the distinctly rural feel offered by this area, with its periodic visits by black

goats, feral pigs, and Hawaiian hawks and the sounds of native and endemic birds that fly among the ohia trees.

As evidenced by the numerous written and verbal testimonies of residents, this lifestyle will be threatened by the estimated 621 vehicle trips generated during each weekday [See Section 3.12.1, Page 20, Final Environmental Assessment]. Add to that the noise and stress generated by the traffic, this lifestyle will be lost.

Aside from disrupting the community's lifestyle, the extra traffic will pose a danger to their as well as the student's safety and lives. This is an inevitable result of more traffic i.e. more risks traveling along the tortuous and narrow Kaumana Drive.

In short, to conclude that the "Property is not anticipated to have adverse impacts upon surrounding areas" is not supportable. The increased traffic alone will bring devastating results. Add to this the increased noise generated by the traffic and the construction and daily activities of the school, and Applicant's statement becomes more disingenuous.

It is also very misleading to state that Applicant's 20 acres of school buildings, roads and parking areas will "mirror much of the surrounding land uses." Such improvements do not in any way "mirror" the single-family residential dwellings in this area. The improvements to be constructed by Applicant will be different in appearance, design and use and could not be compared with existing residences in the neighboring community. It is visually clear that there are no residence in this area that is equal or come close to the size of a 10,500 square foot gymnasium [See Section 2.1.2, Page 8, Final Environmental Assessment] , or having a 52 stall parking area. [Supra].

6. Applicant's statement that "[t]he mirrored use will not substantially alter or change the essential character of the land and the present use" is a gross distortion of the truth. Clearly, the 20 acre portion of the lower 37 acre parcel will be substantially altered by the construction of school buildings, gymnasium, a dormitory, roads and parking lots. These improvements will require that existing plants be removed and replaced with concrete, asphalt, glass, steel and wood. It cannot be disputed that the "essential character of the land" will forever be changed.

Applicant rationalizes, however, that because "[t]he school plans to implement a forestry/conservation program, which would use the upper parcel for reforestation projects" [Section 16.6, p. 27, Petition for Special Permit] and "an elevated walkway through the `ōhi`a forest" [Supra] therefore "[n]either of these proposals would substantially alter nor change the existing use or character of this portion of the property." [Supra] But this is just avoiding the

issue. The real question is not whether the character of the upper 33 acres will be substantially altered or changed, but what is the impact of the improvements to the lower 37 acres? Applicant has avoided addressing this issue for obvious reasons – i.e. because the essential character of the lower 37 acres will, in fact, be changed.

7. Applicant states that “[t]he land upon which the proposed use is sought is unsuited for the uses permitted within the district” [Section 16.5, p. 26, Petition for Special Permit] and yet goes on to state that the property is “uniquely suited to support both an agricultural program and a conservation/forestry program” [Supra]. If the property is “unsuited” for agricultural uses, how can it be “uniquely suited” to support an agricultural/conservation/forestry program?

Applicant never explained why or sufficiently justified how the property is “uniquely suited” for its school or how other sites are different from the subject property. Without such justification or elaboration, the Commission cannot find that the subject property as being “uniquely suited” for its school.

In summary:

Applicant’s Petition for a Special Permit relies heavily, if not entirely, upon its planned use of approximately 20 acres of the subject property for the development of an agricultural/forestry/conservation program. Such a program does not currently exist and Applicant has not provided any research or studies to establish: (1) that there is a need for the program; (2) that their students are interested in the program; (3) that the program requires 20 acres of land; (4) that the property, with its “poor” quality soil, is suitable for the program; and (5) that the property is the only land suitable for Applicant’s program.

Applicant’s failure to address this issue renders a substantial portion of the Petition unsupportable because much of Applicant’s arguments in support of the Petition are dependent upon the actual implementation of the agricultural program. As noted earlier, without providing a basis for determining how many acres are required for cultivation, it is impossible to conclude that 20 acres are needed for the program. And without knowing how much acreage its program requires, Applicant cannot conclude that the property is the “only acceptable site” for its school. It is entirely possible that several parcels of smaller size may be “acceptable” to Applicant.

Notwithstanding the above and not dismissing the concept of the value of an educational facility like this, the impact of the school of this size at this location would create an adverse impact to the community it will not primarily serve. Collectively, allowing the school at this location would not be in the best overall interest of the public and not result in the development of this land and this area in a balanced and coordinated manner.

B. Unusual and Reasonable Use of Land

In determining whether the request is an "unusual and reasonable use", certain guidelines are used. These guidelines and their relationship to the requested use follow.

1. Such use shall not be contrary to the objectives sought to be accomplished by the Land Use Law and Regulations.

The use does not fulfill the Land Use Law objectives as discussed above. It should also be noted that the impact of the proposed school would have the effect of urbanizing this area. Most if not all schools of this scale are within the State Land Use Urban and not Agricultural District. Even the Kamehameha School campus in Kea`au, although originally approved via the Special Permit process, was eventually reclassified into the Urban District. As such, a more appropriate procedural vehicle for uses of this nature is the reclassification or boundary amendment process.

2. The desired use would not adversely affect surrounding properties.

As noted above and as painfully made evident by the number of verbal and written testimonies against this project, the project would have an adverse impact to surrounding properties. These concerns relate to possible adverse real property tax implications as well as diminished quality of life associated with the traffic, noise, and visual impacts resulting from this project. This diminution of quality of life is further supported by the Police Department who concluded that *"This proposed school is being place in a residential area that will likely effect (sic) the quality of life for residents that border this proposed site. There will be an increase in noise, crime and traffic."*

As noted above, the project will result in the removal of substantial amount of ohia trees, particularly on the lower portion of Edita Street. The trees will be replaced with a number of large structures, structures that cannot assume a residential flavor. These structures would thus not be visually compatible with the surrounding residential area.

The applicant maintains that the project is *"not expected to generate large increases in traffic volumes and would not result in adverse impacts to traffic and circulation pattern in the project area."* It also notes that *"the findings of the TIAR (Traffic Impact Analysis Report) are conservative and lively overestimates total trip generation for the project"* as it does not take into account that *"approximately 30 percent of Connections' students are bused to school...."*

It should be noted that that percentage relates to the school's existing operation, not projected. Relative to this school, the Applicant has commented

that it will have 2 buses. At an average of 30 students per bus, that amounts of 60 students out of its projected estimate of 400 students. That amounts to a 15% and not 30% percent.

Equally important is the TIAR itself. The survey was done after the seniors at Hilo High School were already out of school. Thus, the numbers for the AM peak hours do not accurately reflect school traffic. Further, the study only looked at the intersection of Kaumana Drive and Edita Street. It did not examine other potentially heavily used intersections such as Wilder Road (where presumably there will be an increase due to the Puna-based students) or other precarious intersections such as Chong Street and Terrace Drive to account for now more mauka bound traffic in the morning.

It should also be noted that current rezoning review requirements mandate that a TIAR be conducted within 6 months of the date an application is filed. While not a mandate for Special Permit, taken together the deficiencies noted above, the "no adverse impact" conclusion of the TIAR is questionable and less reliant.

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

The Department of Water Supply will require submittal of detailed calculations to determine water requirements before issuing a water commitment. The maximum number of eligible commitments is seven which translates to a maximum of 4,200 gpd.

The Applicant has represented that at least 60 gallons per day ("gpd")/student is needed for a total of 26,100 gpd. The amount available, however, is 4,200 gpd, which represents no more than 16% of the project's total. The Applicant represents that it intends to supplement the remaining 84% with a catchment system, a sub-standard system.

While the catchment system has been used in areas where there is no public water system, it is generally not acceptable for public facilities, particularly those geared to students. A new public school would not be built if there is inadequate water; this proposed use is no different. In times of periodic drought, there would not be enough water to support the enrollment. Such a situation would create a public burden, as government would be obligated to assist.

As noted earlier, the Police Department has already commented that a school in this area will create an increase in noise, traffic, and crime. While noise may not necessarily directly relate to a Police function, traffic and crime do.

The proposed use would invariably create additional demand for police service.

Given the honeycomb of caves in this area, drainage and wastewater systems need to be carefully planned so as to mitigate potential impacts to surrounding properties, particularly those situated below the subject site. The applicant has not sufficiently demonstrated how these would be addressed except to say that it would comply with prevailing regulations. However, there is insufficient information at this time on this matter to conclude that there will be no drainage or wastewater impacts.

4. Unusual conditions, trends, and needs have arisen since district boundaries and regulations were established.

While the concept of charter schools was given birth to after the district boundaries were established, they are not necessarily immune or exempt from the land use objectives. In that regard, while the filing of this application suggests a need for a new educational facility, the question is whether the proposed site is appropriate.

As noted earlier, given that at least 50% of the projected student population will come from the Puna District and the adverse impacts the proposed use would have to the immediate community, insufficient analysis or thought was given to other properties, be they private or publicly-owned. The State lands identified in the EA for the South Hilo District did not take into account their ability to be subdivided. Relatedly, the size was driven by an agricultural component that was not clearly identified. Further, a cursory examination of other State lands in this area suggests that properties fronting the well-accessed Puainako Extension were not given careful consideration. In addition to looking at only State lands in the South Hilo District, the applicant did not examine other State lands in the Puna District or any private lands. Potentially, some private lands – although with a higher initial acquisition cost – could be less costly to develop given the needed off-site infrastructure costs and the cost of new buildings and site improvement.

Thus, it is difficult to conclude that there are unusual conditions, trends, and needs that justify the proposed use at this location.

5. The land upon which the proposed use is sought is unsuited for the uses permitted within the district.

Forestry and conservation uses are permitted in the Agricultural District. The subject site has a considerable stand of Ohia trees and veins of the Kaumana Caves extend throughout the site. The Hawaiian Hawk and Hawaiian hoary bats are known to roost in this area. As such, it is difficult to conclude that the site is "unsuited" for these permitted uses.

6. The use will not substantially alter or change the essential character of the land and the present use.

To minimize redundancy, we would like to reference the findings noted in the section on Land Use Law and Objectives. In sum, the proposed school will result in the removal of a significant portion of the existing vegetation; further, the urbanized structures will alter the pristine forested character of the area.

7. The request will not be contrary to the General Plan and official Community Development Plan and other documents such as Design Plans.

The General Plan Land Use Pattern Allocation Guide Map designates the area for low density residential use. However, a school use is not necessarily a "low density" type of use. The school will have nearly 400 students with direct and indirect support resulting in nearly 500 persons per day at the site.

The County Zoning Code allows schools in the commercial zones, for there is recognition of their commercial-level type of impacts. However, within the Single family residential or Agriculture (as in the case with lots surrounding and/or proximate to this site), a Use Permit is required because of its potential adverse impacts. The Use Permit process and criteria are generally similar to the Special Permit. The criteria for a Use Permit read that a proposed use:

Shall not be materially detrimental to the public welfare nor cause substantial, adverse impact to the community's character, to surrounding properties; and

Shall not unreasonably burden public agencies to provide roads, and streets, sewer, water, drainage, schools, police and fire protection and other related infrastructure.

As discussed above, the proposed request would also not meet those two criteria.

In the area of the General Plan policies, there are a number of pertinent elements that cannot support the proposed use. These are as follow:

Economic Element

Provide an economic environment that allows new, expanded, or improved economic opportunities that are compatible with the County's cultural, natural, and social environment. (emphasis added.)

Provide residents with opportunities to improve their quality of life through economic development that enhances the County's natural and social environments.

Again, while the concept of a school may have some economic benefits, it would not be compatible with the surrounding residential uses. Further, directly impacted residents would have their quality of life diminished, not enhanced.

Public Facilities Element

Goal: Encourage the provision of public facilities that effectively service the community and visitor needs and seek ways of improving public service through better and more functional facilities in keeping with the environmental and aesthetic concerns of the community. (emphasis added.)

Policy: Coordinate with appropriate State agencies for the provision of public facilities to serve the needs of the community.

While not questioning the proposed use, the question is whether at this location whether it would be effectively serving the community in a manner that would be in keeping with the environmental and aesthetic concerns of the community. It is concluded that this goal and policy would not be achieved at this location. The student community for the most part is from areas outside of the immediate community. The immediate community, which is going to have to bear the effects of this proposed use, has expressed environmental, social, and aesthetic concerns. The applicant has not demonstrated that it has seriously investigated other properties that could better service its student population at a location where community and infrastructural issues would be less.

Public Facilities – Education Element

In the "South Hilo Course of Action", it asks decision-makers to "*Encourage the establishment of additional schools as the need arises.*"

The issue is whether that need has risen. It is difficult to conclude "yes", given declining enrollments at different public schools in the district.

Land Use Element

Policy: Encourage the development and maintenance of communities meeting the needs of its residents in balance with the physical and social environments.

As stated throughout this document, approval of this request at this location would disrupt the existing community. It would not enable communities to

maintain themselves, while not serving the needs of its residents. Its development would not be in balance with the physical and social environments of this area.

DECISION

For the above reasons, the Windward Planning Commission finds that the requested use is not consistent with the criteria for a Special Permit and hereby denies the Special Permit Application No. 12-000138, the application of Connections New Century Public Charter School (CBESS).

The Commission also wishes to emphasize that denial of the Special Permit does not spell an end to Applicant's project. It is a setback, resulting in the Applicant having to search for other sites, sites that will have less adverse impacts upon the surrounding properties and hopefully more proximate to the school community it intends to serve.

Melvin H. Yokota (Testifying as an individual on behalf of the residents of Greater Hilo)
1358-A Mele Manu Street
Hilo, Hawaii

I am Mel Yokota, a consulting engineer and a resident of Hilo.

The Connections Special Permit Application states that Kaumana Street can accommodate Connections School. That puzzled me until I realized that the only way that conclusion can be reached is by assuming that the students live in the vicinity of the school.

I have thought hard about what the real traffic impacts will be and prepared an **Abbreviated Study of The Traffic Impact on Greater Hilo Resulting From Siting of Connections School in Kaumana**. Copies accompany my testimony.

The majority of the students and staff will come from beyond the neighborhood and outside of Greater Hilo. Between 7 am and 8 am, around 350+ inbound and 190 town bound vehicles will join the existing traffic in the area bound by Haihai, Komohana, Waianuenue and Kilauea/Keawe streets, impacting the morning commute for residents of Greater Hilo.

Of the three potential routes from Komohana to the campus site (Puainako Extension, Kukuau, and Kaumana Drive), the oldest, lowest capacity and most deteriorated route was selected.

There will be increased town bound delays at Kaumana/Ainako and Mohouli/Komohana intersections, accelerated deterioration of Kaumana Drive and increased response time for emergency services. Such delays will force residents to leave home 20 to 30 minutes earlier.

Parents who drop off and pick up their children will endure five hours of additional drive time per week, with increased annual fuel costs of \$600, enough to buy a new laptop every year.

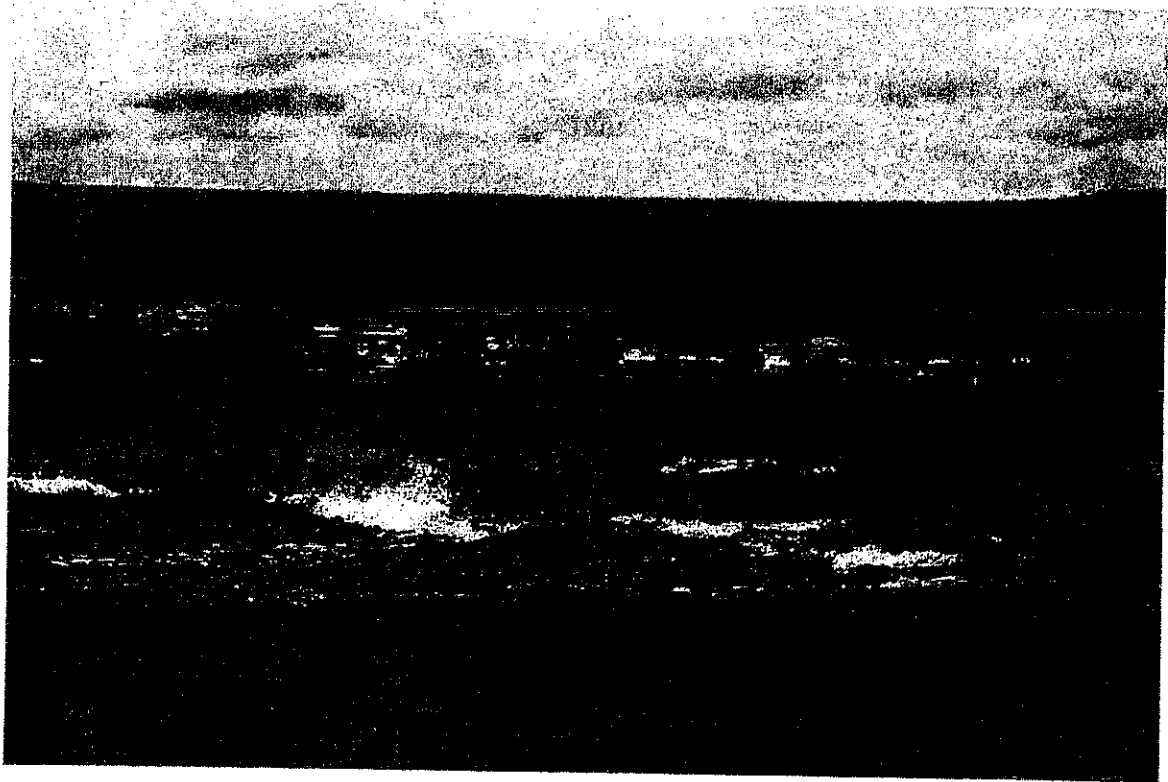
Good planning should locate a school as close as possible to the center of the student population, minimizing travel distance and time. Definitely not mauka of Komohana Street.

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|-------------------------|
| Rec'd at 10/9 mtg by MC |
| Dist'g |
| |

Melvin H. Yokota (Testifying an an individual on behalf of the residents of Greater Hilo)
1358-A Mele Manu Street
Hilo, Hawaii

It is my professional opinion that the Special Permit Application is deficient and must not be approved. Approval in its present form would set a bad precedent and compromise the integrity of the permit process.

**AN ABBREVIATED STUDY OF
THE TRAFFIC IMPACT ON GREATER HILO
RESULTING FROM
SITING OF CONNECTIONS SCHOOL IN KAUMANA**



Melvin H. Yokota, P.E.
1358-A Mele Manu Street
Hilo, Hawaii

THE TRAFFIC IMPACT ON GREATER HILO RESULTING FROM SITING OF CONNECTIONS SCHOOL IN KAUMANA

EXECUTIVE SUMMARY

The traffic study segment of the Special Permit Application is inadequate. It included performance of a one day traffic survey for the Kaumana Drive and Edita Street intersection. This is acceptable for a school which services the local community. However, the majority of the students and staff will come from beyond the local community and outside of Greater Hilo. Each morning between 7 am and 8 am, as many as 550 (350+ inbound and about 190 town bound) vehicles will be added to the existing traffic in the area bound by Haihai, Komohana, Waianuenu and Kilauea/Keawe streets. From a community planning and traffic considerations standpoint, siting of Connections School in Kaumana is not justifiable. It benefits neither the local neighborhood, the residents of Greater Hilo, or parents of students that must commute to the campus. Students (or parents) and faculty must travel through congested Greater Hilo school corridors and heavily burdened intersections to get to the proposed campus. The net impact is increased traffic in all existing school zones, increased town bound traffic delays at Kaumana/Ainako and Mohouli/Komohana intersections, accelerated deterioration of Kaumana Drive, and increased commute time and costs for students, parents and school staff. Prudent planning and engineering principles would lead to the conclusion that the school should not be located mauka of Komohana Street.

Since the Special Permit Application does not explore the impacts of the increased traffic and propose remedies, the Application should not be approved at this time.

A. CONNECTIONS SCHOOL

- According to the Connections School Website, the present enrollment is 370 students.

- Projected student count is at least 380 students plus faculty and staff.
- Two busloads of students will accommodate about 80 students.
- Estimated staff of 50
- Planned parking for 180 vehicles. Assume up to 50 faculty and staff vehicles and 110 student vehicles. Assume 20 stalls reserved for visitors.
- Based on the preceding assumptions, it is estimated that parents must drop off and pick up 190 students daily

B. THE NATURE OF THE MORNING TRAFFIC INCREASES

- Two buses and approximately 350 automobiles must pass through the already congested existing greater Hilo school belt between 7 am and 8 am to reach Connections Campus
- Assume 190 parents vehicles must travel from the campus to go home or to their workplace

C. IMPACT OF INBOUND TRAFFIC ON EXISTING SCHOOL CORRIDORS IN GREATER HILO

- Inbound traffic from Puna and Mountain View must pass through Haihai, Kawaiiani, or Puainako corridors to reach Komohana. This will add to traffic and delays for the residents of Hilo who have to go to work or to drop off students at their local schools.
- Inbound traffic from Hamakua must traverse the Hilo High School one way pattern on Waianuenue/Haili Streets

D. IMPACT OF TOWN BOUND CONNECTIONS TRAFFIC ON KAUMANA DRIVE

- After dropping students off at school, as many as 190 automobiles must come down through the Kaumana Drive/Ainako intersection. At 25 vehicles per one-minute maximum green, this will require an additional 8 green light cycles or as much as 16 minutes for maximum green in all directions in order to accommodate the increased traffic.

- The resulting increase of the queue backing up above the Kaumana Drive/Ainako intersection will make it very difficult for vehicles to make left turns from streets and driveways on the Hamakua side of Kaumana Drive onto Kaumana Drive when traffic is backed up.

E. IMPACT OF TOWN BOUND CONNECTIONS TRAFFIC ON MOHOULI EXTENSION

- Assuming 2/3 of the town bound automobiles will go through the Mohouli/Komohana intersection, at 12 to 16 vehicles per 30-second maximum green, an additional 8 to 10 green cycles will be required to accommodate the additional traffic.
- Turns onto Mohouli extension are easier because of the limited number and separation of entry points.

F. CONDITION OF KAUMANA ROADWAYS

- Three possible routes are available to reach the campus site from Komohana. 1) Puainako Extension, 2) Kukuau Street (Sunrise Ridge Subdivision) and 3) Kaumana Drive. Of these three, Kaumana Drive is the oldest, does not meet modern standards, and is in poor condition. This is the access that Connections School is relying on.
- Following replacement of water lines on Kaumana Drive a few years ago, the pavement was repaired by patching instead of complete repavement. This has led to significant fracturing of the roadways. Increased traffic resulting from the school, and construction vehicle traffic will accelerate deterioration of the roadway, requiring roadway repairs sooner than later. This will burden the County.
- The condition of the roadways is such that potholes will start to develop.
- The roadway is substandard, without wide shoulders. There is no space for pedestrians or cyclists, and pullover areas for stalled vehicles.
- Kaumana drive is a winding roadway with frequent turns, leading to lower speeds than the posted speed limits in the townbound direction.

- Lack of shoulders results in impediments to the ability of emergency vehicles to respond to emergencies
- Lack of alternate routes results in complete blockages in the event of an accident.

G. ADVERSE IMPACTS ON STUDENTS, FACULTY AND STAFF, AND PARENTS

- 30 minutes per day of additional driving, to and from campus, 60 minutes for parents who drop off in the morning and pick up after school.
- This translates to an additional 72 gallons per year of gas per vehicle for one round trip to campus per day and an additional 144 gallons per year of gas per vehicle for two round trips to campus per day. This is equivalent to \$300 per year and \$600 per year in additional gasoline costs.
- Siting the campus in a better location would make this kind of money available for parents to purchase a new laptop computer for their children every one or two years.

CONCLUSIONS

- *The Special Permit Application has not addressed the impacts of this site beyond the Kaumana Drive/Edita Street intersection. It must address the impacts of all roadways in Greater Hilo that will be used for reaching the campus, as well as impacts on all already backlogged intersections. It must address impacts on the ability of emergency services to provide timely response to residents of Hilo and particularly Kaumana under heavy traffic conditions. It must take into account the expected growth of Greater Hilo and accompanying increases in traffic. Growth considerations should include new subdivisions and traffic increases from the pending completion of the Saddle Road.*
- *Omission of traffic considerations from the Special Permit Application contradict the goals of the Connections School Detailed Implementation Plan:*

Goal 1 – Caring, Responsible Community Members: Students shall develop their abilities to become responsible members of a family, work group, or local/global community within the framework of democracy. ***Location of the campus in Kaumana will burden the worst road in the Greater Hilo Area and inconvenience the residents of Greater Hilo. This is not teaching students to be responsible members of a community within the framework of democracy.***

Goal 2 - Creative, Critical Thinkers: Students will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals in their academic, personal and social lives, in and out of school. ***There has been no demonstration of creative, critical, strategic thinking in the attempt to place the campus in Kaumana. It will create, not solve problems.***

Goal 3 - Effective Communicators: Students will write, speak and listen effectively in a variety of situations for a variety of audiences and purposes. ***There has been no attempt to inform the residents of Greater Hilo, to initiate dialogue, and to invite a collaborative approach to solving the traffic problems. The school has not engaged community planners to discuss traffic impacts.***

Goal 4 - Users and Producers of Technology: Student will understand, use, and evaluate technologies as well as produce new innovative uses and applications in a variety of contexts for a variety of audiences and purposes including academic, personal and social. ***Connections has not adequately engaged technical professionals to assess the global impact of the Kaumana site upon the neighborhood, Greater Hilo, students and staff. No solutions to the anticipated problems have been proposed for the residents of Greater Hilo.***

Goal 5 - Stewards of Hawaii's Unique Environment: Students will understand a variety of eco-systems, natural energy flows and the natural environment in order to preserve and design systems to renew natural resources and habitats. ***The siting of Connections***

School in Kaumana will result in significant increases in the consumption of fossil fuels for transportation, increased travel time or shifts in the lifestyle of residents, students, parents and staff to adjust for increased traffic, and adversely impact their family finances. It will result in adverse impacts to the ecosystems, natural energy flows, and waste limited fossil fuel resources.

- ***The omission of a comprehensive traffic impact study that addresses the effects of traffic generated from student residences to the campus must be performed before the Special Permit Application can be given proper consideration. It would be a grave injustice to the residents of Greater Hilo if this Special Permit Application is approved without requiring a comprehensive traffic impact study. Such a study should consider not only present day traffic, but must also take into consideration known County Planning growth projections.***

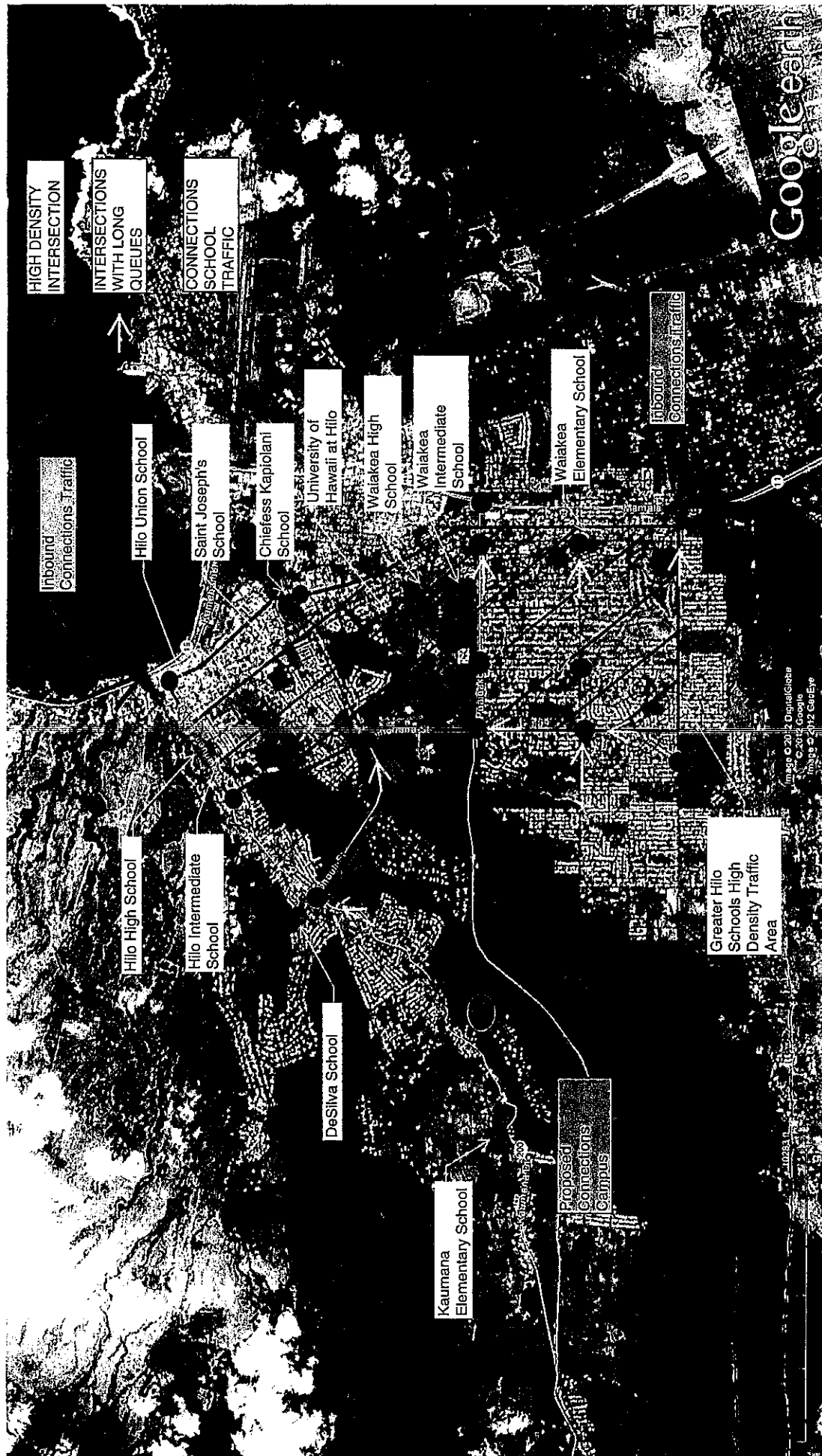


Google earth miles 2
km 3

KAUIMANA TRAFFIC STUDY AREA

© 2012 Google
Images © 2012 DigitalGlobe

2038 ft



Google earth

miles
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CONNECTIONS SCHOOL TRAFFIC IMPACT MAP

Good morning my name is Dr. Henry Lee Loy

I am a physician . I live on Mele Manu street. As a physician I know the value of a good education. As born and raised in Hilo, I am a proud graduate of Hilo High School and Hilo College. I champion public schools . I have no diatribe with Connections Public Charter School students. My concern is safety of the neighborhood and students. Permitting this large institution to be built with only one entrance and exit is dangerous. Fires, Health emergencies , earthquakes, acts of terrorism could trap students and faculty.

This intersection is hazardous. It is almost a "limited site distance" . In the morning people are rushing down Kaumana drive to get to work and get children to school. School children are waiting right on Kaumana drive and Edita street to catch their school bus to Kaumana Elementary school . Connections Charter School will have 350 students, 50 faculty and I would guess maintenance workers, groundskeepers, security, dormitory residents, numerous trucks for the agricultural, farming, forestry and livestock programs. Traffic will back up and down Kaumana drive as these people try to enter into Edita street . Traffic rushing down hill will not have time to stop as they come around the curve resulting in deadly rear end accidents. Kaumana Drive cannot be widened and placing traffic signals would also cause traffic to back up. The planning department recommends an 8 foot wide sidewalk and the left-hand turning lane into the school. There is a concrete channel for storm water running parallel to Edita Street . Private property will need to be condemned to widen this area .

Teen age drivers are one of the highest risk categories. They tend to overestimate their driving skills. Upper Kaumana rains a lot. Kaumana Drive is tortuous and unforgiving. The risk of road crashes will be immediate, substantial and sustained.

Connections Charter School will bus in some of the students. Public school buses presently have difficulty getting in and out of Edita street, more buses will exacerbate this hazardous intersection turning it into a dangerous and life-threatening one.

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Developer William Brilhante Sr. has opened up 12 more lots at the top of Mele Manu Street. 1340

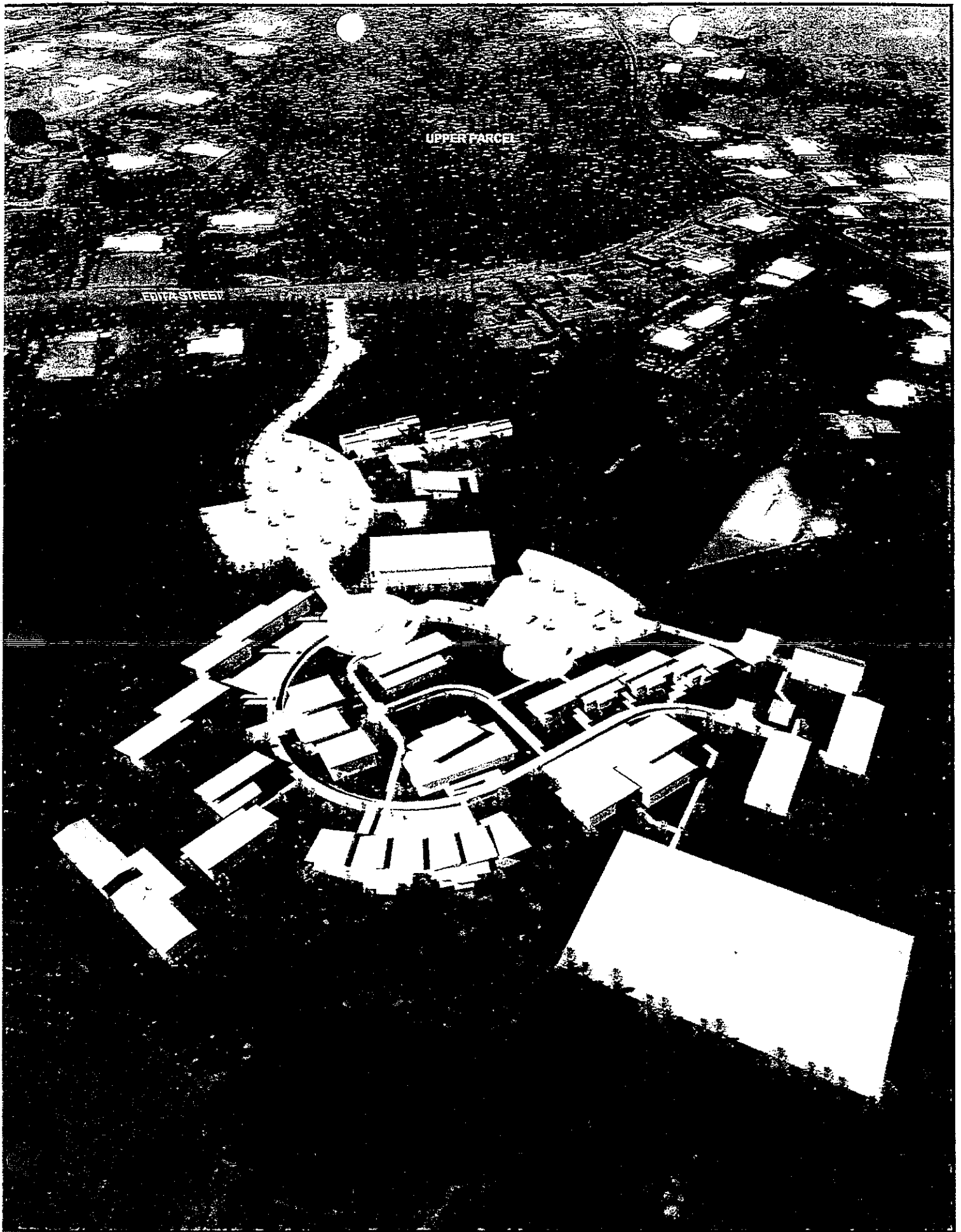
has 40 more lots at the end of Edita Street which are already approved and plans to open up 104 more residential cars entering and exiting Edita Street. He has no plans to extend Edita Street to the Puainako Extension. The Traffic Impact Assessment Report was done over 3 1/2 years ago and since then the Hawaiian Homes subdivision in Kaumana opened up and added 25 more homes, the report did not take into account any of these developments.

The traffic "study" was done only on one week day: Thursday May 28, 2009. That was toward the end of the school year when your traffic was less as the high school seniors were all done with school, Hilo college and HCC were pau for the year. Recently Saddle Road improvements have increased traffic going up and down Kaumana Drive and will substantially increase with the completion of the Waikii to Waikoloa bypass cutting driving time from Hilo to Kona by 15 to 20 minutes. Assistant police chief Henry Tavares said "There will be an increase in noise, crime and traffic."

Through out the morning you will hear testimony from students, faculty and supporters. But please keep in mind, safety takes priority. I took a Hippocratic oath to do no harm caring for my patients. Ask yourself am I putting the public in harms way if I allow this project. If you have questions, doubts or share my concern for more accidents, injuries, death, and lawsuits then you must do the right thing. No doubt your decision will disappoint many but would prevent unnecessary injury and save lives. It could be one of these fine young students standing before you.

Lastly, I leave you with this image of an accident that I photographed at the very intersection of Kaumana Drive and Edita Street just 7 weeks ago at 8 am on a sunny school day. I invite you to come back to this image after each testimony and at the end of this hearing. Something this ambitious needs the support of the whole community but as you will hear from my neighbors they clearly do not. I leave it in your hands. Thank you for your time.

Very truly yours

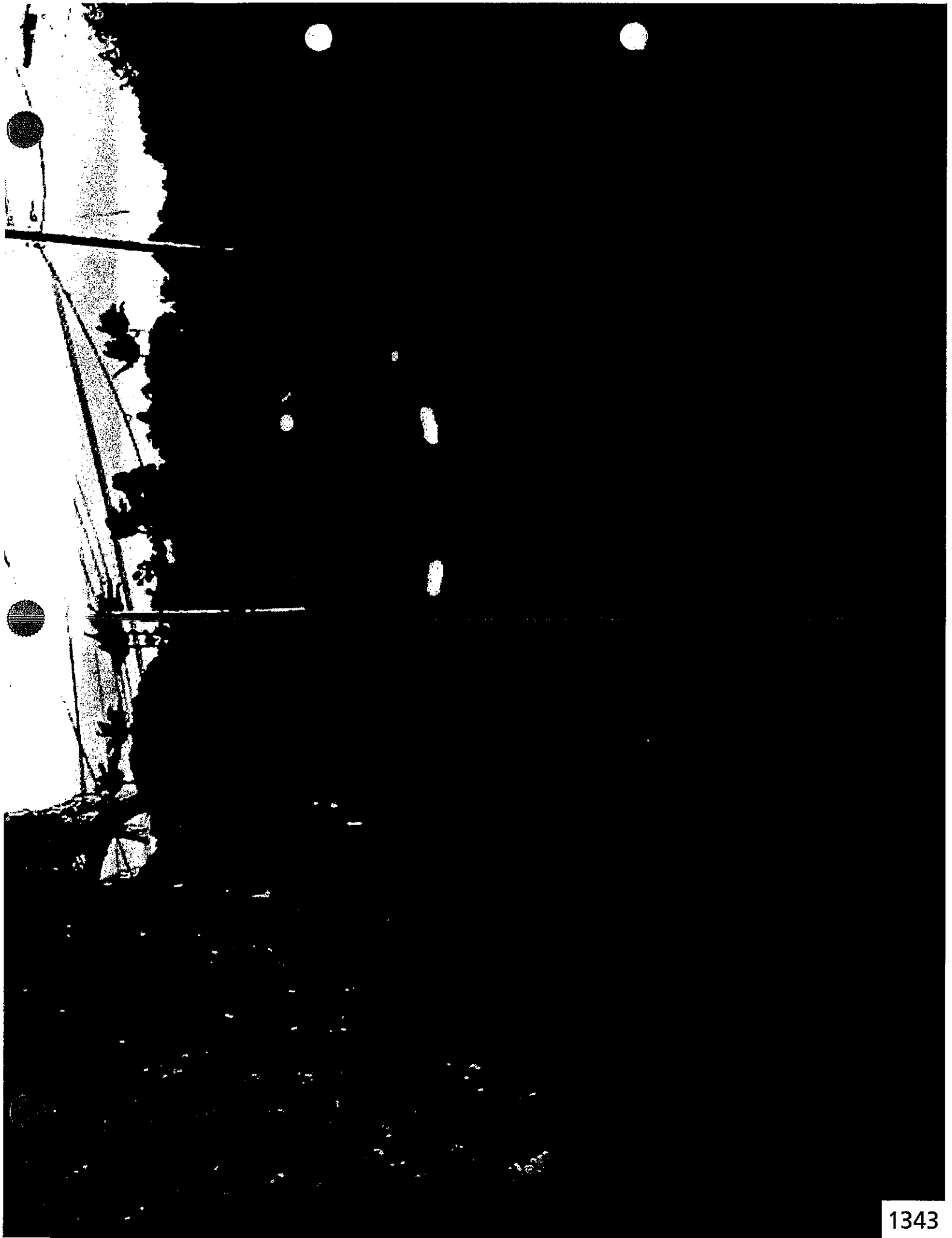



3-D SITE RENDERING

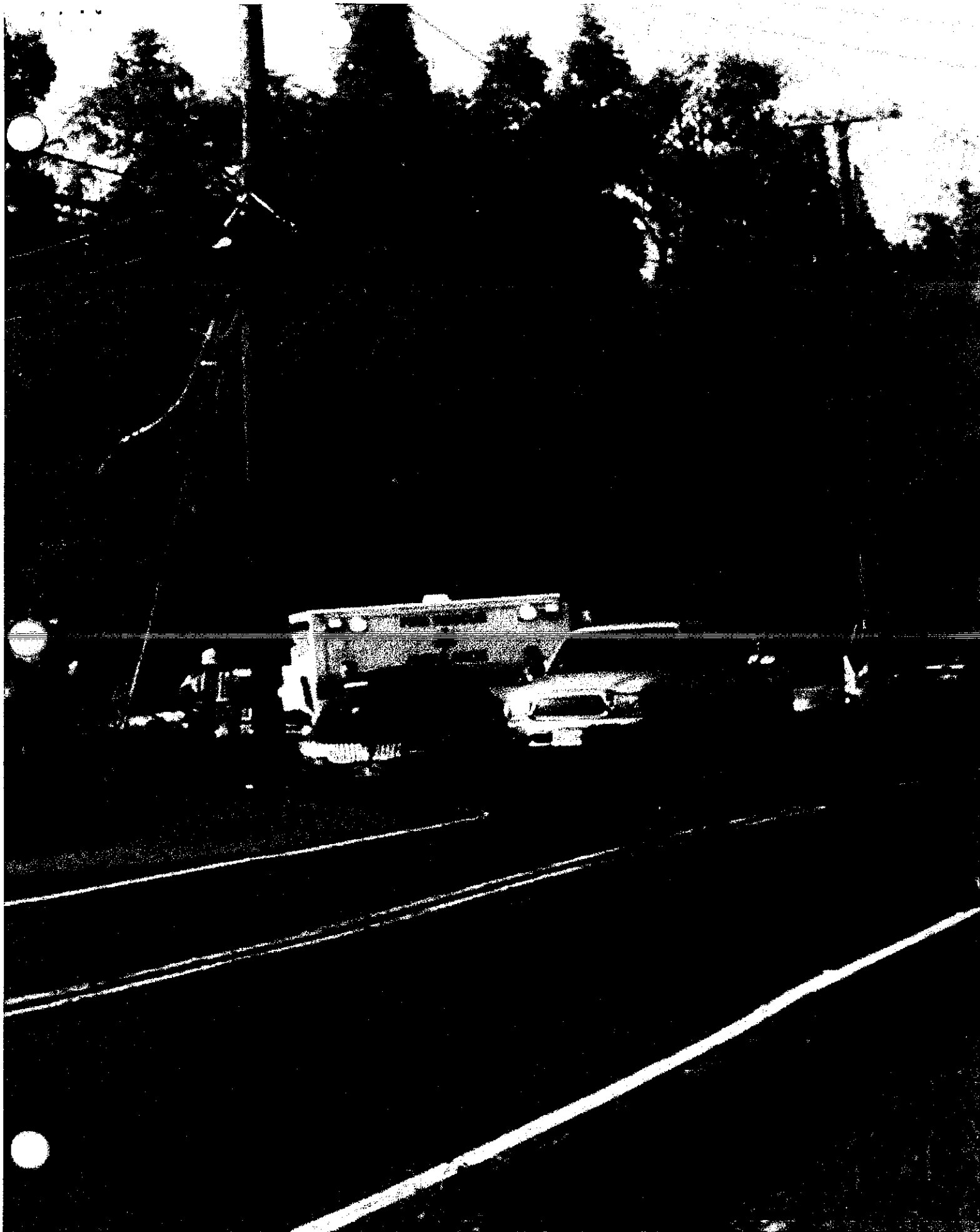
Final EA – Connections Public Charter School

FIGURE 2 – 9

Kaumana, South Hilo, Hawai'i







Planning Commission:

As a resident of Pacific Plantations subdivision, I wish to voice my staunch opposition to the proposed development of Connections Public Charter School on Edita Street. I have lived here for 9 years.

1. The proposed construction is planned on Edita street which is the only ingress and egress of the Pacific Plantations Subdivision, which will increase traffic demands, along our street and along Kaumana. Their own EIS on traffic was performed over 3 years ago on only one day, May 28, 2009. This is only one data point performed when schools were on summer break on one street. Furthermore, according to their own flyer, this large facility is planned to have a 500 student population and house students and faculty which will increase noise, traffic, and crime in our quiet neighborhood. This has been confirmed Henry Tavares, Assistant Police Chief, in his memo dated August 13, 2012.
2. Ever since this project began, there is increasing unquantifiable levels physical and psychological stress among the neighbors because of this school.
3. According to their own EIS (page 11), the project is expected to be completed optimistically by 2022. The County of Hawaii Planning Department document dated Sept 28, 2012, states more realistically "the entire project is projected to be completed within 16 to 25 years" (page 2). The surrounding community along Kaumana would be expected to endure increasing noise, traffic, utilization of resources (water, power) and levels of stress for the next 10 to 16 to 25 years from construction and the school. This project will no doubt degrade quality of life to the surrounding Kaumana area.

Alternatives that have not but should be explored:

4. 50% of the students come from Puna. Mr. Thatcher stated publically in his press conference Oct 23 (<http://www.bigislandvideonews.com/2012/10/23/video-connection-charter-school-fights-campaign-of-intimidation/>) that the Edita location provides land his students can learn on that is very similar to land in Puna. Yet according to Connections own EIS (page 15-16), NONE of the TMKs considered for the New Campus Location were in Puna. This should be explored. Having their campus in

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Puna would ease the commuting burden on those families and students who live in Puna, and they would be able to learn on land that is similar to Puna...because it would be Puna. Mr Thatcher also stated in the same press conference that the location in Kaumana is in close proximity to UH Hilo. Proximity to the University should not preclude exploring other viable locales.

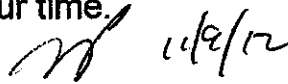
There are many emotional and heartfelt arguments. No one is denying the students are good children. However, this is about the construction of Institution X into an area where there is overwhelming opposition from the majority of residents who will be most impacted. The facts do not support such institution in Kaumana, especially in an area that already has several outstanding schools clustered along Kaumana within a 4 mile radius: Kaumana elementary school, DeSilva Elementary, and the Hilo schools.

The Institution (Connections) seems to have acted on the presumption that this Commission will authorize their project: boundaries have been cleared, a surrounding fence installed, and articles written in the Hilo-Tribune Herald. We are just a community trying to advocate for our neighborhood against a larger institution. We do not have representation of hired attorneys. You, the Land Commission, are our equalizer. Please deny this project.

By denying the Edita Street special permit, you are not stopping Connections from building a school; Rather, you are letting them consider other more favorable locations for their school, while preserving quality of life in the Kaumana area.

Thank you for your time.

Ming Peng, MD
1547 Mele Manu St.



To The Windward Planning Commission:

I am a resident in the Pacific Plantations Subdivision in Kaumana on Mele Manu Street. I have lived here for almost 9 years. The proposed Connections Public Charter School site is at the entrance to my subdivision. This is not a good site for the school for many reasons. (This list is just the few that I can think of.)

-Traffic- with over 500 students (200 High school, 100 Middle school, 200 Elementary, Pre-school, Dorm) and staff- I do not need an Environmental Impact Study to tell me it will be very difficult and frustrating getting in and out of my neighborhood. The study done by Connections is not useful as it was done in 2009 on one day when school was not in full session (the senior high school students were already done with classes).

-Lack of access to school- only entrance from Edita- what will happen when there is an accident? With more traffic, there will be accidents.

-Lava Tubes- having a large number of young people around lava tube openings is begging for trouble.

-Inadequate water supply for the school. The application states the school would need 26,100 gallons per day. The County Dept. of water can only provide 4,200 gpd- only 16% of the water needed. This would be unacceptable if the state were building the school, why should it be acceptable for a Charter school? The lack of water is also a safety issue. In the event of a fire, I would be concerned about delays in controlling & extinguishing the fire due lack of water and water pressure. That not only puts the students at risk, but the surrounding area as well. I understand there is a plan to use a catchment system, but that may not be adequate if the tanks are not full. Fires are more likely when there is less rain.

-Rain run off to that area may put the students at risk

Unfortunately, so far my encounters with the Administration of Connections have NOT been positive. The Administration of Connection has not conducted business in an honest and honorable manner.

-The first community meeting I attended (Fall 2011) with the Connections staff told me the school would be built there despite community opposition and that it was set. Not only was that not true, but the Connections Staff did the minimum notification about the meeting (I found out from my neighbors).

- A Connections Staff member took pictures of all the houses with "No Connections in Kaumana" signs.

-The fence around the lower lot was put up illegally, which is just the most visible evidence of being a bad neighbor and untrustworthy.

- In a video report Mr. Thatcher claims he thought he could put the fence up because the check for the lease had been cashed even though he was fully aware of the Planning Commission meeting was still pending. Claiming ignorance that this was wrong is also unacceptable as he is an educator and 'should do his homework'. It seems he would rather ask for forgiveness than permission as he may not get permission.

- Mr. Thatcher and Mr. Hong claim the Connections project are the victims in this Fencing Fiasco. Mr. Thatcher lives within walking distance of the proposed building site. The bull dozing did not occur overnight. There were NO claims of being a 'victim' when the fence was being installed. Connections Administration did NOT claim to be a

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"victim" when they put their lock across the gate after the fencing was done. It was only after the community reported the activity that they became 'victims'.

- Mr. Thatcher said he put up the fence over concerns marijuana was being grown on county land. That is pretty far fetched and a thinly veiled excuse. Given the populated area and how often helicopters from HELCO, tour companies and medical transportation services fly over, a farm of any sort would be noticed. Given how much land has already been cleared, I did not hear any reports of a large pot farm being uncovered in our area.

- Even *if* the Connections Administration had permission to do anything on the lot, it should not have been done during hawk breeding season. According to their plan, page 4 section 1.6 under Fauna: "To avoid disturbance to nesting Hawaiian Hawks, tree clearing should be avoided during the breeding season from March to September. If tree clearing must be conducted during this period, it is recommended that a survey be conducted to verify if any Hawaiian Hawks are present."

I do not feel the Connections Administration has been open and honest with the Kaumana community. The Connections Administration has not been a good neighbor so far. The fence being put up is just the most visible evidence and leaves me very suspicious and concerned and not able to trust the whole project. I am privileged to have neighbors I like and can trust. I would very much like to keep it that way and I do not trust the administration of Connections. Please stop this project now.

Building a huge commercial project in my small, quiet, residential community will destroy it. Currently, I have an excellent idea as to what cars 'belong' in the area and which ones I may need to keep an eye on. I love seeing familiar faces when I go for walks. I love the peace and quiet. I like that most people do not even know our subdivision is nestled up here. With the school here that will all go away. People will move out and people will not want to move in so property values will plummet. So many cars and people coming and going. So much exposure. Less sense of security and community. More fences and walls. Any big commercial project will cause this problem. Please do not destroy my neighborhood and community.

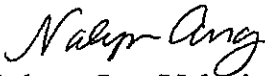
If you look at the school that have been built recently (Kamehameha, Keaau, Kealakehe), you will note that they were built in less densely developed areas. You need to plan a school in a community or build one on the edge of the community and let the community grow towards it. This is so that there can be adequate roads, water and minimal negative impact to an established community. This allows the school to thrive because it has the support of the community. The community thrives because it welcomes and supports the school. That is not the situation here. There is lack of community support for the reasons stated above, as the school is too big of an entity for this well populated community.

Please do not think that I am against the Connections Public Charter School itself. I am sure the students are wonderful people. They definitely need a campus, but Kaumana is NOT the appropriate site for a large campus. There are other sites they can build their campus. Mr. Thatcher claims the school should be at the Kaumana site to be near UH Hilo, but the 110 acre UH Hilo Agricultural Farm Laboratory is in Panaewa. Land in Puna was not even considered even though half of the students reside in Puna. Mr.

Thatcher says the land at the Kaumana site is like Puna. What is even more like land in Puna is actual land in Puna. The climate would be different at the Kaumana as the Kaumana site is at about 1000 feet above sea level. Sites that were deemed too big could be subdivided. There are other options for school sites. There are not other options for maintaining the Kaumana community. I know no one wants to be the 'bad guy' and stop the school building project. By denying the special permit, you are not stopping Connections from building a school, you are letting them consider other site that will likely work out for the better in the long run. I feel bad that so much money has been spent on Environmental Impact Study, lease payments, attorney fees, illegal fencing & fines, but if the administration of Connections had done their homework and truly asked for community input and looked at it from a practical point of view it would have saved them time, money, I would not be writing you.

Please stop the Connections Public Charter School in Kaumana now! Please save my neighborhood, my community, my home.

Yours truly,



Nadezna Lyn 'Nalyn' Ang, MD

Mother

Kaumana Resident

Internist & Pediatrician

Dear planning director,

This is my own voice. I'm a 10 year old girl that's is confused, scared and upset. I find out one day your school hired criminals to come work across my house! Then they illegally cut and sold the trees! I just hate that! So then right, I heard no one was even supposed to be on the land yet. Do you understand my position and what I'm trying to explain!? I have nightmares about the school being built. I pray at night your school will stop harming us! If this goes on everyday I'll be sneezing because I'm allergic to farm animals and my Dad. If you stoped building the school my life would be easier. You have caused alot of people to ha stress, fear and being angry! I'm asking you to stop. This letter would've been way longer if I didn't have to eat so please S-t-o-p, stop!

Love,
Kyra

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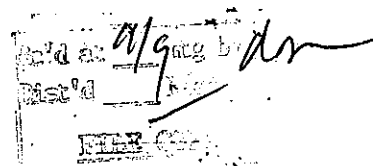
Mr. Chairman and members of the Planning Commission:

I am sorry for not being able to personally testify on this matter due to another commitment on Oahu. Although I am one of many impacted neighbors, as a planning consultant and one who makes frequent appearances before this body, I was hesitant in publicly sharing my thoughts with you. However, as the relationship between the applicant and many of the neighboring residents deteriorated to a very low and ugly point, I felt compelled to offer a few thoughts for your consideration.

You have or will hear testimony regarding the adverse impacts this project will have on the surrounding area. These are testimonies NOT directed against the concept of education or this school per se, but – because of its adverse impacts - the appropriateness of this site.

Some of these concerns, in sum, are:

1. Traffic: The validity of the study is being questioned, as it was done over 2 years from the date the application was filed. Further, the counts were taken when the high school seniors were already out of school. Thus, the conclusion of “no adverse traffic impact” has been questioned. Additionally, others point out to whether the winding and narrow Kaumana Drive – and not necessarily Edita Street – can safely accommodate traffic for nearly 400 students plus the countless number of teachers and staff.
2. Water: The project requires 26,100 gallons per day (gpd). However, only 4,200 gallons per day are available, representing only about 16% of the requirement. The rest will be provided by catchment system. While appropriate for certain private projects, catchment is still a sub-standard system. It’s a system that would normally not be



acceptable by the Department of Education for any of its existing or newer school facilities.

3. Wastewater: The project will use septic system. The concern is more an environmental one, not knowing what is below the property and whether it would leach to the possible caves in the area and create some environmental harm.

4. Good Use, Wrong Location: There is community consensus that, in concept, schools are good. The overarching question, however, has been whether this is the appropriate location. The consensus is that the requested use is too big. It is trying to squeeze its way into an existing built up residential community and creating adverse infrastructure and social impacts along the way. The petition against a school at this site is clearly evident of the community loudly saying that this is not an appropriate site. Even a use that the community would like to have, such as a KTA market, would be met with similar level of objection at this location because of its adverse impacts.

If it has not been pointed out, please note that the recently constructed schools on Hawai'i Island (not counting the smaller charter schools) have been two public schools - Kea'au in Puna and Kealakehe in Kona - and one private - Kamehameha, also in Kea'au. Their locations are all on the outskirts and not in the heart of their respective communities with good vehicular access. The communities there can then eventually choose to build around it and not the reverse, as it would be here.

5. Quality of Life: With the loss of the forest and its potential native plant and animal species; noise, traffic, and real property impacts; and loss of potential sense of security as pointed out by the Police Department, the quality of life would be adversely affected.

6. Alternatives: The report examined only State lands in Hilo. It did not look at lands in the Puna District. Even at that, it dismissed many State properties as being too large without even considering their

potential of being subdivided. Some of these were off of the Puainako Extension and in the Waiakea area, areas that water could be readily available; serviced with better roads; and more readily accessible to the 50% or so students coming from Puna.

Other areas not considered were private lands where the possible lower on- and off-site infrastructure cost could have outweighed the initial land acquisition cost of a State leased land. Developing the Kaumana site will be costly because of the extensive off-site infrastructure cost and the need to start from ground zero. Further, when a State lease expires, all improvements thereon would belong to the State. Thus, in the event of an earlier than desired termination of the school use, a private land gives the option of recouping some of the value whereas a leased State land would not.

In conclusion, if approved, I sense that the required support from the community that help makes a neighboring school successful would be absent.

If denied, the applicant will have to continue its search for another site. And should that be the situation, I would be willing to volunteer some of my professional time to help them evaluate the appropriateness of a potential site, one that would avoid or at least minimize infrastructure and community problems it faced here. Thank you.

Testimony Regarding Connections Charter School

Thank you for allowing me to provide a few comments on the applicant's request for a special use permit.

- 1) No one can deny that education is a fundamental need
- 2) No one can deny that a school that serves the needs of non-traditional and/or special needs students is a good thing
- 3) But also, no one can argue that any entity entering into an established community should tread carefully and make a whole-hearted and **HONEST** effort to be a good neighbor. This means a school, a business, or even another resident. When you come into a community, you must remember that you are the new guy and show respect for those who are there before you. Connections Charter School and its representatives have failed this miserably. If this was a test, the school officials and representatives would have **D's and F's**.
- 4) I would ask that this commission listen very closely to the concerns of the surrounding community and to listen to their statements regarding the actions, misrepresentations, and other un-neighborly acts by the school, its officials, and its representatives.
- 5) I would further ask that this commission take time to read the applicant's petition very carefully and if you have not already done so, take the time to research and confirm each of the carefully worded assertions made by the school officials and representatives. This carefully crafted document is full of half-truths and unfulfilled promises.
- 6) I would like to suggest that the school and its representatives be held accountable on a regular and frequent basis if they are allowed to proceed. I would further suggest that unless proof can be made of fulfillment of the promises and assertions set forth by the school and its representatives, no progress be allowed until the promises and assertions are fulfilled.



from Amy Miwa
Ikeda
to
V200 1355

- 7) By and large, the community is opposed to the project, and with good reason. I won't take up too much more of your time, as I am aware that there are many more people here to provide testimony on this matter.
- 8) I would just like to highlight a few concerns that would cause me to rethink allowing the school to go forward without imposing strict conditions upon the school and its officials and representatives.

My concerns are:

- A) Water credits. No guarantees that catchment water will be used and if used, that there will be a sufficient supply for the 50 employees, 17 par-time employees, 360 students, visiting students, faculty and other guests and those staying in the dormitories. Water usage by the school will severely restrict the flow to all of the upper areas that are serviced by the same wells.
- B) Traffic mitigation – a left turn lane at Edita will not mitigate the traffic on Kaumana and the streets that feed into Kaumana. The traffic study was done in 2010, and was conducted in late May, when the bulk of student traffic had already graduated. At the very least, a new study must be conducted and at peak times during the regular school year when the local schools, high schools, colleges and the university is in session. **Furthermore**, John Thatcher promised the community that he would purchase an easement from the adjoining landowner so that traffic would use Puainako Extension as the ingress and egress point, and Edita would be used only for emergency exit purposes. To the best of my knowledge, this was just an empty promise, since the school has not abandoned its plan to use Edita.
- C) The dormitory was first explained to the community to be used only occasionally, so the occasional visiting foreign student or student groups would have a place to stay for a few days. This expanded into occasional use also by visiting faculty and other guests of the school. The dormitory usage is now further expanding into longer stays, by multiple groups. It is easy to understand that the school intends to use the dormitory on a regular if not full-time basis.

- D) The school and its representatives have stated that it will not use a septic system to dispose of its wastewater (human and animal waste), but instead will create a 12,000 square foot holding area to collect all the wastewater products and treat them environmentally. In the meantime, the residents in the surrounding areas will be exposed to vermin, bugs, contamination, disease, and odor. These unacceptable conditions will be increased when the planned livestock raising takes place.
- E) Please keep in mind that the school admits that only 30 percent of its students will be bussed in. That means that over 200 students will be arriving at the school in cars, vans, trucks, and other vehicles. In addition to the 200 students that will arrive in various vehicles, there will be the 50-plus employees and other staff and guests. That is way too much traffic on Kaumana during peak traffic times.
- F) There are new residential projects that are being planned for the area, but the school and its representatives are not addressing the impact the school will have on the growing residential population if the school's planned expansion is allowed to occur.

In closing I would ask that this commission listen to the community, do your research, and ask the hard questions. There are other State parcels that could be more suitable for the operations of the school.

Thank you

File 001

Dear Planning Commission Members,

My name is Marianne Takamiya and I live on Edita St. Our home on Edita St. is our sole life investment. Had we known the plans of Connections to build such a campus next doors, we would not have moved here.

Any school that serves students who ^{must commute} ~~come~~ 20 miles each way made sense in the 80s when oil prices were low and Peak Oil had never been heard of. Given the reality in Hawai'i where oil is shipped, this project should be moved to a location closer to the students it currently serves so as to decrease unnecessary costs to the State by saving on gas oil which is also a vital resource to the economy of our state.

Although I have searched in my heart, I can not think of a positive impact to our neighborhood. When I asked the school principal if keikis from our neighborhood would ~~have any~~ be granted any preference to enroll in the school, he said, without hesitation: No. Why build here, then?

If the school grows, traffic undoubtedly 1358

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reed

will increase.

If, for some unfortunate reason, the school shrinks, the buildings will not be kept up and if funding is not realized or disappears, we will be left with an albizia ridden, half-built abandoned property next doors.

I walk with my dogs early mornings and I can see and hear a variety of birds on Mele Manu St, which stands for Bird Song St. Many of these birds must live on the upper parcel connections will acquire. The school authorities say they won't develop that parcel but given the unprofessional and conniving way they have handled the clearing and fencing of the lower parcel and their aggressive attitude toward their future neighbors, I would not be surprised if in 10-20 yrs from now they develop the upper lot, destroying integral parts of the caves and bringing down even more of the fragile bird population of Hawaii.

Regarding the campus itself, keeping up a farm is a 24-hour, 7-days-a-week job. What will happen to the animals over breaks, long weekends, and summer vacation? Even when taken care of on a regular basis, the stentch of

annual
~~swine~~ manure to the surrounding neighbors is nothing to look forward. Who can guarantee that the excrement and smells from their educational farm will not ruin our gardens? Nobody, because there is no agency under which this unusual land use will be ~~res~~ have to respond to. The neighbors will have to close their windows, stop talking walks and grow distrustful toward our leaders who did not think this project through.

Thank you,

Marianne Takamiya



File copy

Chris Brilhante Realty, LLC
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280 Ponahawai Street Suite 100
Hilo, HI 96720
Office: (808) 935-1007 Fax: (808) 935-1313
Cell: (808) 989-4955 E-Mail: chris@brilhantereadty.com

November 9, 2012

To: Planning Commission

RE: Pacific Plantation Subdivision

Hello Ladies and gentlemen of the Planning Commission. Thank you so much for taking the time to listen to the community's concerns and deciding what is best for our community.

My name is Chris Brilhante. I am a realtor, son of William and Kathleen Brilhante. My father developed Pacific Plantation Subdivision in the late 80's early 90's. I am not here to speak for him, however I do know he is extremely proud of the community that has developed that is Pacific Plantations. Pacific Plantation is truly a unique and special place with many owners being here from the very start of the subdivision so long ago. Many have chosen to live here for the rest of their lives. My mom owns a lot that she has kept in the anticipation that someday she will move to Pacific Plantations to live out her days. Pacific Plantations is the type of community that makes Hilo so special...safe, quiet, secure, a throw back to the communities and subdivision of the past when neighbors knew and interacted with each other, a real sense of Aloha that has been lost in so many other places. Pacific Plantation has been a hidden and well protected gem that the residents really hope that you will protect.

Many residents now live in fear that their peaceful community and way of life will forever be altered and diminished. The police department itself stated, "This proposed school is being placed in a residential area that will likely affect the quality of life for residents that border this proposed site. There will be an increase in noise, crime, and traffic." As realtor, I can also speculate that due to the increase in traffic and decrease in privacy and a sense of security, this school will also have a negative impact on property values as many people including my mother have already stated that if this

11/9/12

school is built, I am not moving to Pacific Plantation Subdivision. That is truly not fair to the people of this area.

Another factor in determining whether or not this is an appropriate location for a Charter School is that the student body largely consists of students who do not live in this area. Currently, approximately half of the student body comes from the Puna District and the other in various parts of South Hilo. Shouldn't a school be located in close proximity to where people live and near the center of the probable student population for the proposed school? This will enhance integration of the school into the community and thus create a better neighborhood and a more livable community. A school should not be located in an area where the students live a far distance from the school and require students to be transported via buses or vehicles. A new school should create a sense of community and develop strong connections with the surrounding neighborhood. Shouldn't this be developed closer to the center of the probable student population? Why would you put a school where it does not have a community that is willing to provide the needed support of the students?

Additionally, there is the matter of traffic along the winding and dangerous Kaumana Drive. Because Connection serves half of its student body from Puna, shouldn't the primary access be from Puainako Extension? This has been discussed, but nothing has ever materialized. I know the argument to be made is that all these factors can be mitigated. That is just another way of saying the residents can manage and tolerate the changes in their way of life. Remember what makes Hilo different is our people and our communities. We don't want to be like other areas, we don't want to have to tolerate things that people from outside our community say that we should be able to tolerate. We love what we have. We are unique and we are different than most other areas. That's what makes Hilo, Hilo.

In conclusion, absent substantial community support, absent at least a plurality of students living within the area, and most importantly the community's sense that there will be a decline in their way of life. I respectfully request that you deny this application. I believe it is a good idea, just not in this location.

Sincerely,



Chris Brillhante
Principal Broker

File copy

Mark Chun
250 Edita Street
Hilo, HI 96720

RE: Connections School Application for a permit to build School on Edita Street.

9 November 2012

Dear Planning Commission:

My name is Mark Chun. I am an astronomer and professor at the University of Hawaii. My wife and I are parents of two wonderful kids - 9 and 11 years old.

We live on Edita Street in The Pacific Plantations subdivision. We feel fortunate to live there. It is a special neighborhood. It is quiet. It is safe. Its a neighborhood of well respected members of the Hilo community. We are retirees and hard working families.

My family and I strongly oppose siting the Connections school here. We believe that the proposed Connections Charter School will have a strong negative impact on our community with its safety issues and water supply problems. Putting the school here does not make sense.

Kaumana Road Safety

As long term residents of Hilo we know that the intersection of Edita and Kaumana and the road just mauka of this intersection has a long history of traffic accidents. Do you remember what it was like before they repaved that section of the road and before they put the extension in? Let me remind you. Those were the days when the neighbors along Kaumana put up the signs by the side of the road counting the days since the last accident (4 days, 2 days, 1 day) and the number of accidents each month (12,13,14 accidents this month). We need only think back a few years to remind us that this road can not safely handle additional traffic. Why would we willingly go back to this? Why risk the safety of the residents? Why risk the safety of the children and families going to/from the school? The location of this project is at best badly conceived and at worst *a traffic hazard for all.*

Kaumana Cave Safety

Just yesterday at lunch time the County Emergency/Fire crews were called out to our street to help a person trapped in the Kaumana caves. The person was taken away in an ambulance. It is worrisome that the School actively seeks to site a school on top of the caves and to plan activities that take place right next to and above the caves. We know people get into trouble in the caves. Why would we willing risk the safety of the children by siting the school here? The location of this project is at best badly conceived and at worst *a safety hazard for the kids.*

11/9/12
[Signature]
1363

Who benefits from siting the school at this location? The community does not. We have two excellent public schools in the area and we live along an already dangerous section of the road.

Who benefits from siting the school at this location? The Connection's school kids do not. The school administration has stated that half their student body comes from Puna. Are we teaching our children to commute?

Who benefits from siting the school at this location? I have heard that the Principal of Connections lives within walking distance of this site. Certainly this can not be the reason they seek to place the school here. The principals that I know at Kaumana El and E.B. de Silva Elementary have always put the community ahead of themselves. Certainly this can not be the reason why they did not consider a site that better serves the children of the school by bringing the school closer to where they live. Siting the school in Kaumana/Edita is truly a missed opportunity.

But its not too late. You are the County Planning Commission. You consider the safety and good of the community in the near term and in the long term. This is precisely the view you should take now. Is this good for this area or is the County better served by siting the school where expansion and long-term growth is occurring and is possible. The Kaumana/Edita area does not have room to grow and we already have two excellent public schools serving our community. This is like bringing in Gol airlines to compete with Aloha and Hawaiian. Three schools in a small market. We all know what happened. While the merits of competition in the airline market are not the topic, why set up such a situation here with three schools in a small established community when other communities want/need schools and the kids are already from those areas? Hilo is growing in other areas. The location of this project is not good planning.

We are not debating the merits or type of education that the Connections Charter School can provide. As two teachers at the University of Hawaii my wife and I value the education of all of our children. As long-term residents of Hilo that are going to be severely impacted by this project, we simply do not believe that this is the right place. It will adversely affect the quality of our life, does not serve the needs of our community, and unnecessarily puts the community/ students at risk.

For the good of the community, deny this permit

For the safety of the keiki, deny this project.

Thank you,

Mark Chun and Marianne Takamiya
250 Edita Street
Hilo, HI 96720

11/9

Good Morning Commissioners:

November 9, 2012

Oral
Testimony
11/12/12

pt
read
by
Paiva

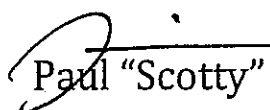
We've heard a lot about the school and the great work that they have done with the kids. But this is not why I am here today. I am here today to ask that the school not be granted their request to build their campus in the middle of our neighborhood in upper Kaumana.

Instead of working with the neighborhood in a positive fashion they have attacked us with name-calling and media attacks. I feel offended that I have been accused of harassing the students because I have a yard sign saying "No Connections in Kaumana".

I have dedicated over 27 years in public safety working as a police officer, firefighter, paramedic, and an officer in the Coast Guard Reserve and don't appreciate these accusations against my family and me. This has left a bitter taste in my mouth and this is one of the many reasons why I don't support this project in my neighborhood. Others reasons include, but not limited to:

- Inadequate roads
- Increase traffic
- Social anxieties
- Inadequate water supply
- Drainage and runoff

Thank you for your time today and your continued service to our community.


Paul "Scotty" Paiva
1169 Kaumana Drive
Hilo, HI 96720

TESTIMONY BEFORE THE WINDWARD PLANNING COMMISSION

I support this project, but not at this location. I know that the commission received many letters from parents of students currently attending Connections however they do NOT live in our neighborhood. The people that live in the neighborhood do oppose the project.

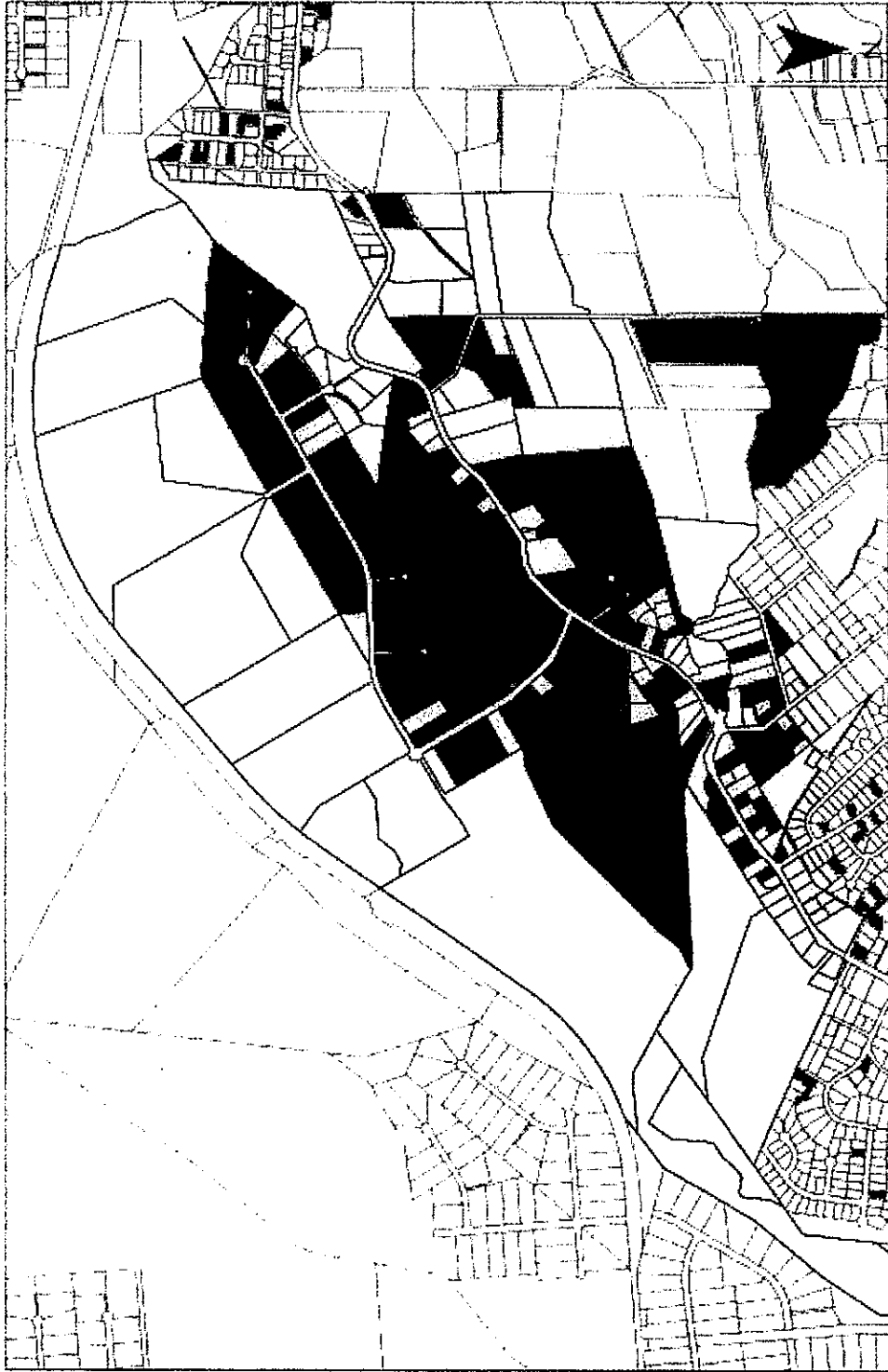
The proposed project is not appropriate for this particular location. In this case, many people that live in this community feel that it is not appropriate. We have gathered over 500 signatures testifying to this opposition. This map shows those that are against having this large facility in our community because there are environmental, infrastructural, and social impact issues that cannot be easily mitigated or overcome.

We have been unfairly accused of being NIMBYs (NOT IN MY BACKYARD). However, that is not what we are saying. For the most part, the testifiers are not saying that the land should be kept as is. They are saying that the proposed use will create too much of a negative impact to this area. They are many other uses that would blend into and not extensively disrupt the community, such as a day care facility.


There are other places that are appropriate for schools or commercial uses like a KTA Superstore or a Costco. We disagree that place is here because of the level of negative impacts those uses would create. We ask that you put yourselves and families in our shoes or slippers and deny this request.

Sincerely,
Jayne Novak

11/19
MC



WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES WITHIN A 1,000 FEET OF THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------|--|----------------------|--------|
| STEVE WILHELM |  | 1410C MELE MANU ST | 2/4/12 |
| WYNNE KATSUMOTO | W. Katsumoto | 1358 Mele Manu St | 8/8/12 |
| TARA RILEY | TARA M RILEY | 282 Edita St | 8/8/12 |
| Mel Yokota | Melvin Yokota | 1358A Mele Manu St | 8/8/12 |
| LESTER SAKAMOTO | Lester Sakamoto | 1439 MELE MANU ST. | 8/8/12 |
| JUNE SAKAMOTO | June Sakamoto | " | 8/8/12 |
| SHAWN SEGAWA | Shawn Segawa | 1415 D KAMAMANA DR | 8/8/12 |
| MARK CHUN | Mark Chun | 250 Edita St. | 8/8/12 |
| MAN IWASAKI | Man Iwasaki | 232 Edita St | 8-8-12 |
| Brenda Cumacho | Brenda Cumacho | 1414 A Mele Manu St | 8/8/12 |
| MING PENG | Ming Peng | 1547 MELE MANU ST | 8/8/12 |
| Nadezda Lynting | N. Lynting | 1547 Mele Manu St | 8/8/12 |
| Fly Sakata | Fly Sakata | 1617 Mele Manu St | 8/8/12 |
| Pati Nishimoto | Pati Nishimoto | 1414 B Mele Manu St. | 8.8.12 |
| Steven Sakata | Steven Sakata | 1617 Mele Manu St. | 8/8/12 |
| Aileen Fuke | Aileen Fuke | 1358C Mele Manu St. | 8/8/12 |
| Pat Wilhelm | Pat Wilhelm | 1416C Mele Manu St. | 8/8/12 |
| Karyn Tada | Karyn Tada | 259 Edita St | 8/8/12 |
| Glen Tada | Glen Tada | 259 Edita St | 8/8/12 |

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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------------|------------------------|---------------------------|-----------|
| DR HENRY LEE LOY | Henry Lee Loy | 1579 MELE MANU ST HILO | 9-23-2012 |
| Robert F. Wagner | R. Wagner | 1590 Mele Manu St Hilo | 9-23-2012 |
| Shelley Cudapaw | Shelley Cudapaw | 1590 Mele Manu St. | 9-23-2012 |
| LAYNE NOVAK | Layne Novak | 1414C Mele Manu St. | 10-25-12 |
| BRYAN SUZUKI | Bryan Suzuki | 1620 MELE MANU ST | 9-23-12 |
| MICARDO RIVERA | Micardo Rivera | 1600 Mele Manu St. | 9/23/12 |
| Elizabeth Truesdell | Elizabeth Truesdell | 250 Kristiano St, Hilo | 9/23/12 |
| Joel Truesdell | Joel Truesdell | 250 Kvistuno St, Hilo | 9/23/12 |
| Valene Kanahelo | Valene Kanahelo | 1520 Mele Manu St, Hilo | 9/23/12 |
| Kip Kanahelo | Kip Kanahelo | 1520 Mele Manu St Hilo | 9/23/12 |
| Clary Murai | Clary Murai | 1510 Mele Manu St | 5/23/12 |
| Tony Ferreira | Tony Ferreira | 243 Mikala St. | 9/23/12 |
| Rafael Nisuvora | Rafael Nisuvora | 244 MIKALA ST | 9/23/12 |
| Virginia Veriato | Virginia Veriato | 1500 Mele Manu St, Hilo | 9/23/12 |
| Dada Hukak | Dada Hukak | 1488 Mele Manu St, Hilo | 9/23/12 |
| CHRISTYN HUDAK | Christyn Hudak | 1488 MELE MANU ST, HILO | 9/23/12 |
| RAYMOND YAMANE | Raymond Yamane | 1473 Mele Manu St, Hilo | 9/23/12 |
| Noemi & Rudy Arzaga | Noemi & Rudy Arzaga | 1468 Mele Manu St Hilo HI | 9/23/12 |
| GARY & ROCHELLE YAMANE | Gary & Rochelle Yamane | 1457 Mele Manu St. Hilo | 9/23/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES WITHIN A 1,000 FEET OF THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------------|------------------------------|-------------------------|----------|
| Doris Watanabe | <i>Doris Watanabe</i> | 1610 Mele Manu St. | 9-06-12 |
| John Watanabe | <i>John Watanabe</i> | " " " | " " |
| Cassie Kunimoto | <i>Cassie Kunimoto</i> | 1625 MUKUMU ST. | 9/8/12 |
| Randy Kunimoto | <i>Randy Kunimoto</i> | 1625 Mele Manu St. | 10/06/12 |
| Bertram Carvalho | <i>Bertram Carvalho</i> | 1627 Mele Manu St. | 10/6/12 |
| Kristin Kong-Carvalho | <i>Kristin Kong Carvalho</i> | 1627 Mele Manu St. | 10/6/12 |
| Neva Tsana | <i>Neva Tsana</i> | 1628 Mele Manu St. | 10-6-12 |
| Lee Potelbo | <i>Lee Potelbo</i> | 1485 Mele Manu St. | 10-06-12 |
| Sam Zak | <i>Sam Zak</i> | 1485 MELE MANU ST | 10-06-12 |
| Joe Potelbo | <i>Joe Potelbo</i> | 1485 MELE MANU ST | 10-6-12 |
| Paul Kimura | <i>Paul Kimura</i> | 1300 Mele Manu St | 10-6-12 |
| Judith C. Bevington | <i>Judith C. Bevington</i> | " " " | " " |
| Barbara L. Shozman | <i>Barbara L. Shozman</i> | 1360 B Mele Manu St | 10/6/12 |
| Eric M. Shozman | <i>Eric M. Shozman</i> | 1380 Mele Manu St. Hilo | 10-6-12 |
| Jon Tikiak | <i>Jon Tikiak</i> | 1380 Mele Manu St. Hilo | 10-6-12 |
| Path Taira-Tokunabe | <i>Path Taira-Tokunabe</i> | " " " | " " |
| MARLUS HERCULES | <i>MARLUS HERCULES</i> | 14167 MELE MANU ST | 10-7-12 |
| Allen Novak | <i>Allen Novak</i> | 1414 - c Mele Manu | 10-24-12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------------|----------------------------|--------------------|---------|
| Ryan Hauario | <i>Ryan Hauario</i> | 1265 E Kaumana Dr. | 10/6/12 |
| Shalom Motonaga | <i>Shalom Motonaga</i> | 1265 E Kaumana Dr. | 10/6/12 |
| KAZIA MOTONAGA | <i>Kazia Motonaga</i> | 1265 E Kaumana Dr. | 10/6/12 |
| Knute Rasmussen | <i>Knute Rasmussen</i> | 1205 A Kaumana Dr | 10/6/12 |
| Nisreen Rasmussen | <i>Nisreen Rasmussen</i> | 1265-A Kaumana Dr. | 10-6-12 |
| CECILA MURAI | <i>Cecila Murai</i> | 1230 A KAUMANA DR. | 10-6-12 |
| Derrin Tsudya | <i>Derrin Tsudya</i> | 1265 G Kaumana Dr | 10/6/12 |
| Elise Yamamoto | <i>Elise Yamamoto</i> | 1245B Kaumana Dr | 10/6/12 |
| PAULETTE A. ROBLERO | <i>Paulette A. Roblero</i> | 1260 Kaumana Dr | 10/6/12 |
| John G. Carvalho | <i>John G. Carvalho</i> | 1131 Kaumana Dr | 10/6/12 |
| Eli Slavey | <i>Eli Slavey</i> | 1131 Kaumana Dr | 10/6 |
| Lyle Kodama | <i>Lyle Kodama</i> | 1131 Kaumana Dr | 10/6 |
| Jordan Ferreira | <i>Jordan Ferreira</i> | 1131 Kaumana Dr | 10/6 |
| Jaycen Ferreira | <i>Jaycen Ferreira</i> | 1131 Kaumana Dr | 10/6/12 |
| ARTHUR WALL | <i>Arthur Wall</i> | 264 EDITA ST. | 10/6/12 |
| Marisa Wall | <i>Marisa Wall</i> | 264 Edita St. | 10/6/12 |
| Wendy Gomes | <i>Wendy Gomes</i> | 281 Edita St. | 10/9/12 |
| Kyra Gomes | <i>Kyra Gomes</i> | 281 Edita St. | 10/9/12 |
| Jeff Gomes | <i>Jeff Gomes</i> | 281 Edita St. | 10/9/12 |

Kathy [unclear]

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------------|---------------------------------|----------------------------|------------|
| SANDRA SAYAMA - ENOKI | <i>Sandra Sayama - Enoki</i> | 1381 Kaumana Dr | 10/6/12 |
| TADA YUKI | <i>Tadayuki Takayuki Kojima</i> | 1475 KAUMANA P | 10/6/12 |
| <i>Otaru Fuji</i> | <i>Otaru Fuji</i> | 1489 Kaumana P. | 10.6.12 |
| NORIHIKO DOKAN | <i>Norihiro Dokan</i> | " " | 10.6.12 |
| Yoshika Manes | <i>Yoshika Manes</i> | 1256 Esque Place | 10.13.12 |
| FRANCIS KEKULA | <i>Francis Kekula</i> | 1244 Baesque Place | 10-13-12 |
| Morgan N. Carogdon | <i>Morgan N. Carogdon</i> | 1244 Kaumana Drive | 10.13.12 |
| STACY TRINIDAD | <i>Stacy Trinidad</i> | 102 WEST NAALOO ST. | 10/13/2012 |
| CYRUS JOHN TRINIDAD | <i>Cyrus John Trinidad</i> | 62 West Naaloo St. | 10/13/12 |
| SFO V. TRINIDAD, JR. | <i>Sfo V. Trinidad, Jr.</i> | 62 WEST NAALOO ST. | 10/13/12 |
| EVANNA P. TRINIDAD | <i>Evanne P. Trinidad</i> | " " | " " |
| THERESE MALLON | <i>Therese K Mallon</i> | 53 W. NA'AMOA ST HIW 96720 | 10-13-12 |
| Janice Tanaka | <i>Janice Tanaka</i> | 45 Hokulani Street | 10/20/12. |
| KATHY TAN AKIHI | <i>Kathy Tan Akihi</i> | 45 HOKULANI ST. | 10/20/12 |
| Stephen F Mallon | <i>Stephen F Mallon</i> | 66 Hokulani St | 10/20/12 |
| | | | |
| | | | |
| | | | |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------------|-----------|-------------------|------------|
| Justin N | | 6 A Chong St | 10/6/2012 |
| Alicia Hui | | 16 D Chong St | 10/6/2012 |
| Charli Polido | | 60C Chong Street | 10/06/2012 |
| Mrs. Krieger | | 30 A Chong St. | 10/06/2012 |
| J. Derron | | 10 A Chong | 10/6/12 |
| Darrell Rodrigues | | 34 Chong St | 10/6/12 |
| Karen Pacheco | | 10 Mopua Pl | 10/6/12 |
| Judy Rivera | | 21 Mopua Pl | 10-6-12 |
| Kate Navarone | | 22 Mopua Pl | 10-10-12 |
| Cristina A. Campbell | | 5 Mopua St | 10-6-12 |
| Dawn Silva | | 14 Mopua St | 10-6-12 |
| Amanda Toassin | | 22 Mopua St | 10-10-12 |
| Lori Anne Richards | | 21 Mopua St | 10-6-12 |
| Shondin Richards | | 21 Mopua Street | 10/6/12 |
| Tiana Aring-Shimabuku | | 21 Mopua St. | 10/6/12 |
| Snedon Richards | | 21 Mopua St. | 10/6/12 |
| Paul A. Ogawa | | 1495 Mele Moku St | 10/11/12 |
| Steven H. Derron | | 1495 Mele Moku St | 10/11/12 |
| R. Bentleyman | | 1840 Kaimama Dr | 10/11/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES WITHIN A 1,000 FEET OF THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------------|-----------|-------------------------|-----------|
| Pauline Kerala Lee Loy | | 1579 Milk Manu St. | 9-25-2016 |
| Knute K Rasmussen | | 1245 A Kaumana Dr | 9-25-12 |
| RICHARD C. PEREIRA | | 1266 KAUMANA DR | 9/25/2012 |
| Aileen C Shinjo | | 1272 Kaumana Dr | 9/25/12 |
| Deana K. Ushijima | | 1215 C Kaumana Dr | 10/4/12 |
| TED SASAMURA | | 1023 KAUMANA DR | 10/4/12 |
| Janet Sasamura | | 1023 Kaumana dr. | 10/4/12 |
| Kristine Takata | | 1416-B Mele Manu street | 10/4/12 |
| Brice Takata | | 1416 B Mele Manu st. | 10/4/12 |
| JANICE GARAUAKA | | 1253 Kaumana Dr | 10/5/12 |
| Frank Camacho | | 1253 Kaumana Dr | 10/5/12 |
| RYAN KONIYU | | 1294 Kaumana Dr. | 10/5/12 |
| Stanley F. Wisawa | | 1294 Kaumana Dr. | 10/5/12 |
| Carlos Abayta | | 1599 Mele Manu St. | 10/5/12 |
| Jon Yokoyama | | 1300 Kaumana Dr. | 10/6/12 |
| Calvin Enoki | | 1381 Kaumana Dr. | 10/6/12 |
| JACOB SMITH | | 1433 KAUMANA DR. | 10/6/12 |
| ROBERTA YONER | | 1503 KAUMANA DR | 10/6/12 |











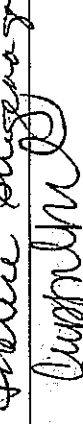
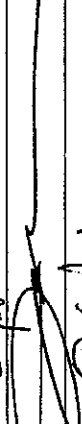
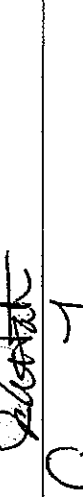



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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------------------|---------------|------------------------------------|--------------------|
| Ruth Perreira | | 1266 Kaunana Dr. | 10-9-12 |
| Tara M. Riley | | 282 Edita St. | 10.9.12 |
| RANDALL A. BERRY | | 1881 EDITA ST. | 10.9.12 |
| VENUS MONGA Eric Mingshi | | 1460 E KAUMANA DR. 56 KUKULA ST | 10-10-12 |
| Floyd Molina | | 201 Haili St Apt B2 | 10/10/2012 |
| DINA KENNEDY | | 1300A MELE MAU ST | 10/11/2012 |
| JASON TURNER | | 1209C KAUMANA DR. | 10/13/2012 |
| Jennifer Turner | | 1209C Kaumana Dr | 10/13/2012 |
| Edelyn Casuso | E. C. | Nahi, Kamuela. | 10/13/2012 |
| Erin Casoit | E. C. | Nahi, Kamuela. | 10/13/12 |
| Elba Tabajanda | E. C. | Nahi, Kamuela. | 10/13/12 |
| Richard Waitai | B. Tai | Nahi, Kamuela. | 10/13/12 |
| Robert Grillo | Robert Grillo | 1073 Kaunana Dr | 10/13/12 |
| Joy McLeod | Joy McLeod | 104 HOKULANI ST | 10/13/12 |
| Kahielani Papalini | | 1053 Kaunana Dr | 10/13/12 |
| N. J. Kanaehole | | 1053 Kaunana dr. | 10/13/12 |
| MAYANI FOMCETOLO | | 653 FANMANGO DR | 10/13/12 |
| Leidiana Perry | | 1050 KAUMANA DR | 10/13/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------|----------------------|-------------------------|----------|
| Jessie A. Cirvello | Jessie Cirvello | 25-161 Hana St. #16 H | 10-22-12 |
| Wendell Vincent Jr. | Wendell Vincent Jr. | Lyman Springs Rd. | 10-22-12 |
| TEAN L. ZAI | Tea Zai | 9. West Ulukouai St | 10-23-12 |
| Cyany Uyugua | Cyany Uyugua | 18787 Fwalemi H Mt View | 10-23-12 |
| Randy Sakoda | Randy Sakoda | 1918 Kawana Dr. | 10/23/12 |
| Albert Sanyas | Albert Sanyas | 215-B Kukulani Ak | 10/23/12 |
| Sean W Oblero | Sean W Oblero | 1367 Kaimana Dr | 10/23/12 |
| KNOBLERISM Oblero | KNOBLERISM Oblero | 1367 Kaimana Dr | 10/23/12 |
| Jacob Oblero | Jacob Oblero | 1367 Kaimana dr. | 10/23/12 |
| Bryson Toma | Bryson Toma | 1374 KAUMANA DR | 10/23/12 |
| Corey Matthews | Corey Matthews | 582 KAUMANA DR | 10/23/12 |
| Dennis Sanyas Sr | Dennis Sanyas Sr | 103 S WILDER RD | 10-23-12 |
| CHAIKA GANIRON | Chaika Ganiron | 198 S. WILDER RD. | 10/23/12 |
| TERESITA ICARI | Teresita Icari | 105 S. WILDER RD. | 10/23/12 |
| Sharon Saniatan | Sharon Saniatan | 103 S. Wilder Rd | 10/23/12 |
| Darryl Nakano | Darryl Nakano | 2316 B Amikahale St | 11 |
| Jessie Sanyas | Jessie Sanyas | 103 S. Wilder Rd | 10/23/12 |
| Maria Lani Bateilho | Maria Lani Bateilho | 1608-A Kuumana Hwa | 10/23/12 |
| Nathaniel D. Pacheco | Nathaniel D. Pacheco | 168 Kuaakahi Place | 10/25/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|---|--------------------------------|------------|
| Rocela Hora |  | 173 Iiwipolena Rd. | 10/11/12 |
| Joanne Pocsidio |  | 1410 WAILUKU DR. | 10/17/12 |
| GINA CATAMAN |  | 713 KUKUA ST | 10/17/12 |
| Hallie Adolf |  | 1209 HONUA ST. | 10/17/12 |
| Julie Lam-ticka |  | 1449 Mele Manu St. | 10/17/12 |
| ERLIN LIDT |  | 1449 MELE MANU ST. | 10/17/2012 |
| Don DeMatis |  | 3 Rakana Pl. | 10/17/2012 |
| Charity Demattos |  | 8 Pakalana R. | 10/17/12 |
| Greg Hora |  | 173 Iiwipolena Rd | 10/17/12 |
| Grace Patterson |  | 400 Akala Rd. | 10/18/12 |
| Yvette DePonte |  | 954 Ahasia Dr | 10/18/12 |
| Joy Fujii |  | 992 Kukua St. | 10/18/12 |
| Hannah Anchetta |  | 16 Lani Place | 10/18/12 |
| Therese Shigenaga |  | 144 miki miki Pl. | 10/18/12 |
| Crystal Nakakai |  | 57A Kaunana Dr. | 10/18/12 |
| James K Corcus |  | 57 A Kaunana Dr. | 10/18/12 |
| Iris Hatakenaka | | 17 Pihaloa St. Hilo, HI 96720 | 10/18/2012 |
| Amy Lyman | | 123 Terrace Hilo, HI 96720 | 10/19/12 |
| Janet Cooper | | 138 Terrace Circle, Hilo 96720 | 10/19/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------------|--------------------|---------------------|------------|
| <i>[Signature]</i> | <i>[Signature]</i> | 79 Iiwipolena Rd. | 10/13/2012 |
| Misae Aiyasak | <i>[Signature]</i> | 15 Iiwipolena Rd. | 10/17/2012 |
| Arnella Ithubashi | <i>[Signature]</i> | 117 Iiwipolena Rd. | 10-17-2012 |
| Amy U. Nelson | <i>[Signature]</i> | 125 Iiwipolena Rd. | 10-17-2012 |
| Clement A. Soares | <i>[Signature]</i> | 125 Iiwipolena Rd. | 10-17-2012 |
| JUDITH A. SOARES | <i>[Signature]</i> | 177 Iiwipolena Rd. | 10-17-2012 |
| RODNEY J. SOARES | <i>[Signature]</i> | 177 Iiwipolena ROAD | 10-17-2012 |
| Deora A. Fundai | <i>[Signature]</i> | 69 Iiwipolena Rd. | 10/20/12 |
| Troy H. Fundai | <i>[Signature]</i> | 69 Iiwipolena Rd. | 10/20/12 |
| Anna M. Lucas | <i>[Signature]</i> | 49 Iiwipolena Rd. | 10/20/12 |
| Roland Raposa | <i>[Signature]</i> | 35 Iiwipolena Rd. | 10/20/12 |
| Donna Djano | <i>[Signature]</i> | 10 Iiwipolena Rd. | 10-20-12 |
| George Raposa | <i>[Signature]</i> | 40 Iiwipolena Rd. | 10 20-12 |
| Kainoa Lyman | <i>[Signature]</i> | 18 Piliatoha St. | 10-21-12 |
| Albert Lyman | <i>[Signature]</i> | 18 Piliatoha St. | 10-21-12 |
| NORANI HAGI | <i>[Signature]</i> | 18 Piliatoha St. | 10/20/2012 |
| Albert H. Padeco | <i>[Signature]</i> | 49 Iiwipolena Rd. | 10/22/2012 |
| Kathleen ARAKI | <i>[Signature]</i> | 107 Kei Kuoro St. | 10/22/2012 |
| Eugene K. Lyman | <i>[Signature]</i> | 76 Iiwipolena Rd. | 10/22/12 |



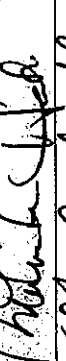









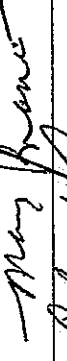
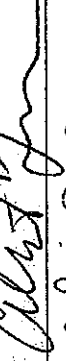
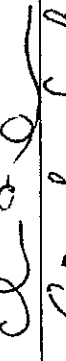
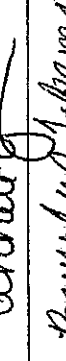


WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------------|-------------------------------|-----------------------------|------------|
| Terence Yoshioka | <i>Terence Yoshioka</i> | 1572 Mele Manu St | 10/07/12 |
| Dorothy Naole | <i>Dorothy Naole</i> | 1590 Mele Manu St. | 10/07/12 |
| Nancy K Lyman | <i>Nancy K Lyman</i> | 74 Iiwiipolea Rd | 10-8-12 |
| Pamela A Lyman | <i>Pamela A Lyman</i> | 76 Iiwiipolea Rd | 10-8-12 |
| Nancy Nakamura | <i>Nancy Nakamura</i> | 499 Kaunama Dr | 10/10/12 |
| Joyce Nakamura | <i>Joyce Nakamura</i> | 499 Kaunama Dr. | 10/10/12 |
| KALAPANI HEALANI HOSEA | <i>Kalapani Healani Hosea</i> | 499 KAUMANA DR | 10-10-12 |
| YOKICO TANAKA | <i>Yokico Tanaka</i> | 45 HOKUKAANI ST | 10-15-12 |
| Randy Molina | <i>Randy Molina</i> | 15 Aiea St Hilo, HI | 10/16-12 |
| Ronette Shimaoka | <i>Ronette Shimaoka</i> | 200 HOKULANI ST. HILO HI | 10/16/12 |
| EHIN SONTOS | <i>Ehin Sontos</i> | 190 LUANI WAY | 10/16/12 |
| Jean Otani | <i>Jean Otani</i> | 1215B KAUMANA DR. HILO, HI | 10/17/12 |
| Erik Mahoney | <i>Erik Mahoney</i> | 743 KAUMANA DR HILO, HI | 10/18/12 |
| John Edwards | <i>John Edwards</i> | 1565 Mele Manu St, Hilo, HI | 10/20/2012 |
| Hugh Tomori | <i>Hugh Tomori</i> | 1668 KAUMANA DRIVE | 10/20/2012 |
| Mei Tomori | <i>Mei Tomori</i> | 1668 KAUMANA DRIVE | 10/20/2012 |
| GAYLE SWADIEK | <i>Gayle Swadiek</i> | 1688 KAUMANA DRIVE | 10/20/2012 |
| Josephine Ladomus | <i>Josephine Ladomus</i> | 1688A KAUMANA DR. | 10-20/2012 |
| Christina Oyama | <i>Christina Oyama</i> | 1783 KAUMANA DR. | 10-20-2012 |













WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------|-----------|--------------------------------|------------|
| MAILE JARUESKI | | 1144 HOKULANI ST HILO | 10/17/12 |
| Evalou Yamabe | | 157 S. Wilder Rd Hilo | 10-14-12 |
| KAREN TONGREN | | 25-38 PUKUNA LA HILO | 10/14/12 |
| KARLIE LEWIS | | 25-38 PUKUNA LA ST HILO | 10-14-12 |
| KALEI HOLT-MIZUGUCHI | | 118 ALAHEKEMI ST. HILO, HI | 10-14-12 |
| Elizabeth A Umetake | | 1105 HOKULANI ST HILO HI 96720 | 10/20/12 |
| ALFON UMETAKE | | 1165 HOKULANI ST HILO, HI | 10/20/12 |
| Sandra Uemura | | 54 HOKULANI ST HILO, HI | 10/23/12 |
| Garet Uemura | | 54 HOKULANI ST HILO, HI | 10/23/2012 |
| Kenneth Uemura | | 54 HOKULANI ST. HILO HI | 10/23/2012 |
| Patrick Tanihira | | 183 HOKULANI HILO HI | 10/24/12 |
| Doreen Tanihira | | " | 10/24/12 |
| Charlene Mashiba | | 165-B HOKULANI ST., HILO HI | 10/24/12 |
| Calvin Mashiba | | 165-B HOKULANI ST, HILO HI | 10/24/12 |
| KONRARD KAPPO | | 8 KAAPUNE WAY HILO 96720 | 10/29/12 |
| JOHN RUSHLOW | | 1129, KAUPANA DR HILO HI 96720 | 10.30.12 |
| Armand C. Muller | | 2045 KAUPANA DR HILO HI 96720 | |
| JACKIE A. YOSHIDA | | 993 KAUPANA DRIVE HILO | 10.30.12 |
| | | 105 HOKULANI PL HILO | 11-1-12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|--------------------|---|---------------------------------|----------|
| Louise Smith |  | 1056 Kaunama Dr. Hilo, HI 96720 | 10/13/12 |
| David Hira |  | 1056 Kaunama Dr. Hilo, HI | 10/13/12 |
| Blanchette HADEI |  | 1056 Kaunama Dr. Hilo, HI | 10/13/12 |
| Herbert Alvarez |  | 1926 Kaunama Dr. Hilo, HI | 10/13/12 |
| Sima Chan |  | 1030 Kaunama Dr. Hilo, HI | 10/17/12 |
| Leslie Sears |  | 1013 Kaunama Dr. Hilo | 10-20-12 |
| Angie Harsdenbrook |  | 1013 Kaunama Dr. Hilo | 10/20/12 |
| John Centurian |  | 112 Haili St #200 " | " |
| Shelba Nelson |  | 993 Kaunama Dr | 10/20/12 |
| Norman Keamo |  | 4 Kaapuni Ln, Hilo | 10-20-12 |
| Dawn Wiestly |  | 29 Hahaione St. | 10.20.12 |
| ESQ. + YOKO DUNHAM |  | 46 HOKUKAHI ST. HILO | 10/20/12 |
| Allen Branco |  | 65 Hahaione St. | 10/20/12 |
| Mary Branco |  | 11 " | 12/1 |
| Albert Somerville |  | 75 HOKUKAHI ST HILO | 10/20/12 |
| Charles Lockhart |  | 97 Uhaloa Pl Hilo | 10/21/12 |
| Eri Lockhart |  | 97 Uhaloa Pl. Hilo | 10/21/12 |
| Annelte Leung |  | 89 ULUNAI ST Hilo | 10/21/12 |
| Beverly Takemoto |  | 98 Uhaloa Pl. Hilo | 10/21/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES WITHIN A 1,000 FEET OF THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------------|---|-------------------------|----------|
| Michael Ignrow |  | 1411 Mele Manu St | 9/23/12 |
| Micah Rossmussen |  | 1265A Edita St | 9/23/12 |
| TERENCE C. ROSSMUSSEN |  | 1265A Edita St | 9-23-12 |
| Bonnie M. Leslie |  | 1210 Kaumana Dr. Hilo | 9/23/12 |
| Andrew Jones |  | 1210 Kaumana Dr. Hilo | 9/23/12 |
| LEANDRO QUICHO |  | 1222A KAUMANA DR. HILO | 9-23-12 |
| Wanda Quicho |  | 1222 A Kaumana Dr. Hilo | 9-23-12 |
| Emily Malate |  | 1222 KAUMANA DR. HILO | 9-23-12 |
| Jeff Malate |  | 1222-C Kaumana Dr. Hilo | 10/5/12 |
| Carole April |  | 1222B Kaumana Dr. Hilo | 10-8-12 |
| Mark A April |  | 1222B Kaumana Dr. Hilo | 10-8-12 |
| Blaine Oyama |  | 1878 Kaumana Dr. Hilo | 10-12-12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|--------------------|-----------------------|---------------------|---------|
| John Smeraglia | <i>John Smeraglia</i> | 2024 Kaumana Dr. | 11-3-12 |
| TERRA THIRHEE | <i>[Signature]</i> | 2041 Kaumana DR | 11-3-12 |
| Rodney Sinaoka | <i>[Signature]</i> | 215 C. Hokulani St. | 11-3-12 |
| Stephen F. Martini | <i>[Signature]</i> | 66 Hokulani St | 11-3-12 |
| Donald I. Kieha | <i>[Signature]</i> | 966 Kaumana Dr | 11-3-12 |
| KARYL ANN ANTHEC | <i>[Signature]</i> | 246 HOKULANI ST | 11/3/12 |
| Dean Hiraki | <i>[Signature]</i> | 109 Hokulani Pl. | 11/3/12 |
| Dale Furuya | <i>[Signature]</i> | 110 Hokulani Pl | 11/3/12 |
| Kawachi Stevens | <i>[Signature]</i> | 110 Hokulani Pl. | 11/3/12 |
| Janetesta | <i>[Signature]</i> | 24 Kaapuni Tp | 11/3/12 |
| Clayton Ah Hee | <i>[Signature]</i> | 246 Hokulani St. | 11/3/12 |
| Marcia Tavarés | <i>[Signature]</i> | 111 Hokulani Pl | 11/3/12 |
| Dut H. Chan | <i>[Signature]</i> | 41 Hokulani St | 11/3/12 |
| Patricia G. Branco | <i>[Signature]</i> | 50 Hokulani St. | 11/3/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|---------------------|-----------|------------------------|------------|
| Moana K Lyman | | 712 Kaumana Dr. | 10/30/12 |
| Harvey Lyman III | | 712 Kaumana Dr. | 11/01/2012 |
| Alec T.K. Lebel | | 66B Apoke St. | 11/2/12 |
| MILTON WAINABE | | 2051 KAUMANA DR. | 11/2/12 |
| Carl Horie | | 2071 Kaumana Dr. | 11.3.2012 |
| GLENN FUSA | | 2081-A KAUMANA DR. | 11-3-12 |
| Karla Yamamoto | | 2080A KAUMANA PL | 11-3-12 |
| Linda Desilva | | 2114 KAUMANA DR. Apt B | 11.3.12 |
| Nohela Pua | | 2110 KAUMANA DR. | 11/7/12 |
| Angelina Montgomery | | 2166 KAUMANA DR. | 11/3/12 |
| CAYTON NORTON | | 2166 KAUMANA DR. | 11/8/12 |
| Rosalind M. Lopez | | 2162 Kaumana Dr. | 11/3/12 |
| Joseph M. Lopez | | 2162 Kaumana Dr. | 11/3/12 |
| Justin W. Absos | | 2164 Kaumana Dr. | 11/3/12 |
| | | 2088 WAHALOA RD | 11/3/12 |
| Julia M. Ke | | 2085 WAHALOA RD | 11/3/12 |
| WILLIAM K. LIBR | | 2077 WAHALOA RD | 11/3/12 |
| Barton K. Casanova | | 2073 WAHALOA RD | 11/2/12 |
| SARIE S. HOEVER | | 2030 Kaumana Drive | 11/3/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|---------------------|---------------------|---------------------------------|---------------|
| Kristi K. Kapahua | | 300 Aipuni St. | 11/6/2012 |
| David L. Bennett | | 360 AIPUNI ST, HILO 96720 | 11/6/2012 |
| Helene Skelton | HELENE IKEDA | 392 AIPUNI ST HILO | 11/6/12 |
| William K. Lyman | | 383 Aipuni St Hilo HI 96720 | 11-6-12 |
| Eileen Tredegar | Eileen Tredegar | 383 Aipuni St. Hilo, HI 96720 | 11/6/12 |
| Betty Ann Yoshimura | Betty Ann Yoshimura | 369 B Aipuni St. Hilo, HI 96720 | 11/6/12 |
| WALTER R. LUCAS | WALTER R. LUCAS | 361-A Aipuni st. Hilo, HI | 96720 11/6/12 |
| Chris C. Law Ford | Chris C. Law Ford | 361 A Aipuni st. Hilo, HI | 96720 11/6/12 |
| Kenneth K. Kameoka | Kenneth K. Kameoka | 328 Aipuni St. Hilo, HI | 96720 11-6-12 |
| Keri Kameoka | Keri Kameoka | 328 AIPUNI ST. HILO, HI 96720 | 11/6/12 |
| Elena Kawazoe | Elena Kawazoe | 1240 Makani Pl. Hilo HI 96720 | 11/6/12 |
| Vicki Narimatsu | Vicki Narimatsu | 1222 Kihonua Pl. Hilo HI 96720 | 11/6/12 |
| Lloyd Narimatsu | Lloyd Narimatsu | " | 11/6/12 |
| Aida E. Hayashi | Aida E. Hayashi | 220 Kipa St., Hilo, HI 96720 | 11/6/12 |
| Kevin Hayashi | Kevin Hayashi | " | 11/6/12 |
| Michael Kushi | | 220 KIPA ST HILO HI. | 11/7/12 |
| Kevin-Bren Inouye | Kevin-Bren Inouye | 61 AIONGIANI DR HILO, HI 96720 | 11/7/12 |
| Gay Minkai | Gay Minkai | 218 Wilder Rd Hilo, HI 96720 | 11-7-12 |


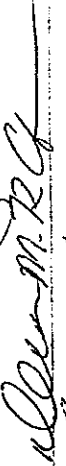
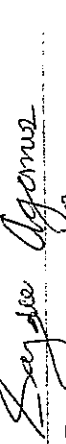





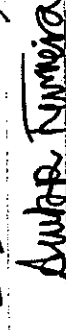


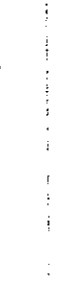
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|-----------|-----------------------------|---------|
| Ryan Villavuel | | P.O. Box 951 Hilo, HI 96720 | 11/4/12 |
| Mae Oshimura | | 26 Malama Pl Hilo, HI | 11/4/12 |
| Ramon Oshimura | | 26 Malama Pl Hilo, HI | 11/4/12 |
| Jadee Takayesu | | 44 Malama Pl Hilo | 11/4/12 |
| Luaine Shigenaga | | 44 Malama Pl Hilo | 11/4/12 |
| Roy Shigenaga | | 44 Malama Pl Hilo | 11/4/12 |
| Leif Shigenaga | | 44 Malama Pl Hilo | 11/4/12 |
| KENNETH WONG | | 66 Malama Pl Hilo | 11/4/12 |
| Olga Hoyaishi | | 75 Malama Place | 11/4/12 |
| JIMMY KUDAHARA | | 105 Malama Pl | 11/4/12 |
| Lulu Montibon | | 115 MALAMA PLACE | 11/4/12 |
| Donald Yoshina | | 118 C Malama Place | 11-4/12 |
| SAM LEONG | | 86 Malama Pl | 11/4/12 |
| Dolores Arurang | | 277 Terrace Dr. Hilo, HI | 11/5/12 |
| Ramona C Wong | | 77 Uhaloa Place | 11/5/12 |
| Travis Santiago | | 75 Malama Pl 96720 | 11/7/12 |
| Polly Arurang Jr | | 1785 Uhaloa Rd 96720 | 11/7/12 |
| Ramon Pereira | | 77 Uhaloa Pl. Hilo HI 96720 | 11/7/12 |
| Bonnie Lee | | 1746 Uhaloa Rd Hilo 96720 | 11/7/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------|-----------|----------------|----------|
| MaeDyne Molina | | 15 Aina St | 10/28/12 |
| Randy Molina | | 15 Aina St. | 10/28/12 |
| Robert Molina | | 15 Aina St. | 10/28/12 |
| Byron Molina | | 15 Aina St. | 10/28/12 |
| Loretta Pante | | 19 Aina St. | 11/4/12 |
| Edmund Donte | | 19 Aina St | 11/4/12 |
| Elston Wale | | 21 MANU | 11/4/12 |
| APRIL HARRIS | | 17 Piliho St | 11-6-12 |
| Glean Irie | | 1796 Uhaloa Rd | 11-7-12 |
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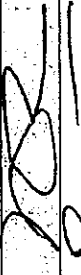


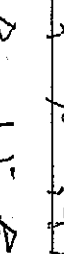
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|---------------------|---|--------------------------------|----------|
| Phil Aganus |  | 19B Aina St. Hilo | 11/04/12 |
| Desiree Aganus |  | 19B Aina St. Hilo | 11/4/12 |
| Saydee Aganus |  | 19B Aina St. Hilo | 11/09/12 |
| Phil K Aganus |  | 19B Aina St. Hilo | 11/09/12 |
| Tammy Lafita |  | 43 Olena St. Hilo | 11/6/12 |
| Mark Lafita |  | 43 Olena St. Hilo | 11/6/12 |
| Vanessa Stueber |  | 14 Olena St HI 96720 | 11-6-12 |
| Sean Stueber |  | 16 Olena St. Hilo, HI 96720 | 11/6/12 |
| Taylor-Reese Lafita |  | 43 Olena St. Hilo, HI 96720 | 11/6/12 |
| Aubur Fureira |  | 63 Alahelenui st Hilo HI 96720 | 11/6/12 |
| Jesse Lafita |  | 43 Olena St. Hilo | 11/6/12 |
| Simon Lafita |  | 43 Olena St. Hilo | 11/6/12 |

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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|--------------------|-----------------------|----------|
| MARIANNE TAKAMIYA | <i>[Signature]</i> | 250 EDITA ST. HILO HI | 10/06/12 |
| Shinoe Hirano | <i>[Signature]</i> | 235 Edita St. Hilo HI | 10/6/12 |
| RELLY LEON | <i>[Signature]</i> | 1290 MORE MAWUKE HILO | 10/8/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|---|--------------------------|---------|
| Normie M. Okunari |  | 1209 B Kawamena Dr. | |
| Shawn Paiva |  | 1169 Kawamena Dr Hilo HI | 8/8/12 |
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| Aimee Kameko | Aimee Kameko | 1294 Kawamena Dr. | 10/6/12 |
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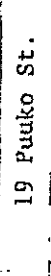
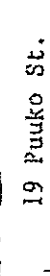
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------------|----------------|--------------------------------|----------------|
| <i>Jacqueline Murai</i> | <i>J Murai</i> | <i>1570 Mele Manu St. Hilo</i> | <i>9/27/12</i> |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|---------------------|----------------------------|-----------------------|------------|
| MARGARET M. HOSHINO | <i>Margaret M. Hoshino</i> | 1280 Kamehameha Drive | 12/15/2012 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------|---|----------------|----------|
| Wesley Segawa |  | 19 Puuko St. | 10/23/12 |
| Phyllis Segawa |  | 19 Puuko St. | 10/23/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|---|----------------|----------|
| Wendy Chaves |  | MSD Kaunama Dr | 10/24/12 |
| Debbie Delima |  | 1150 Kaunama | 10/24/12 |
| Kristian Ortigas |  | 1150 Kaunama | 10/24/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|--------------------|---------------------------|-------------------------|----------|
| FRANK MOCHTIA | <i>Frank Mochtia</i> | EDITA STREET | 10/8/12 |
| Stephanie Lu | <i>Stephanie Lu</i> | " " | 10/10/12 |
| Thomas Sandomana | <i>Thomas Sandomana</i> | 60 EKaha St | 10/8/12 |
| Penifer Estrada | <i>Penifer Estrada</i> | 1155 KAUMANA DR. | 10/8/12 |
| Estelita Puromanah | <i>Estelita Puromanah</i> | 199 Hokulani St. / Lilo | 10/22/12 |
| Wallace Puromanah | <i>Wallace Puromanah</i> | 199 Hokulani St. | 10/22/12 |
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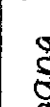


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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|--------------------------|--------------------|----------|
| RONALD A. CIVELLO | <i>Ronald A. Civello</i> | 1073 Kaunama Dr. | 10/29/12 |
| Rona Matco | <i>Rona Matco</i> | 662 Iwalani St | 10/30/12 |
| LAWME TAKIAT | <i>LAWME TAKIAT</i> | 1265 B KAUNAMA DR | 10/01/12 |
| Derrin Tsuda | <i>Derrin Tsuda</i> | 1265 G Kaunama Dr | 10/31/12 |
| Robert Wilby | <i>Robert Wilby</i> | 1265 L Kaunama Pt. | 10/3/12 |
| Brenda Wright | <i>Brenda Wright</i> | 1265 K KAUNAMA DR. | 10/31/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|--------------------|---|-----------------------|----------|
| Alvin Y. Kobayashi |  | 1621 Mele Manu Street | 10/30/12 |
| Sharon M. Sakamoto | <i>Sharon M. Sakamoto</i> | 1621 Mele Manu Street | 10/30/12 |
| Fumiko Yokota | <i>Fumiko Yokota</i> | 1439 Mele Manu | 10/30/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------|---|-----------------------------|----------|
| Elise S Yamamoto |  | 1245 Kaunama Dr | 10/6/12 |
| Tina Yamashiro |  | 1240 Kaunama Dr | 10/6/12 |
| Flora Nuñez |  | 1240 Kaunama Dr | 10/6/12 |
| Melinda Keelme |  | 69 'Ahaloa Place, H. I., HI | 10-21-12 |
| William Jim Phillips |  | 1036 KAUMANA | 11/1/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------|------------------------|------------------|----------|
| Richard HERRERA | <i>Richard Herrera</i> | 187 HOKUKAHU ST | 11/1/12 |
| Carroll D'Kling | <i>Carroll D'Kling</i> | 1098 KAHANAHU DR | 11/1/12 |
| Donnie King | <i>Donnie King</i> | 1045 KAHANAHU DR | 11/01/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|--------------------|-----------|----------------------|-----------|
| George Matsa | | 1352 Kaunama St. | 10/13/12 |
| Georgette Karioku | | 1375 KAUMANA DR. | 10/13/12 |
| MIREVA TUJISAWA | | 1296 Kaumana Dr. | 10/13/12 |
| Akrip Yamamoto | | 3 Hekulani St Hilo | 10/20/12 |
| Marc Britz | | 55 Akaka Rd Hilo | 10/3/12 |
| Ceslee Boreano | | 78 Akaka rd | 10/3/12 |
| Betty Jean Botelho | | 78 Akala Rd Hilo | 10/3/12 |
| MANUWA O. RABILLAO | | 50 Akaka Rd, Hilo | 10/2/12 |
| Manuwa O. Rabillao | | ' | 10/13/12 |
| Kea Kedannui | | 800 Kaumana Dr | 10/3/12 |
| Hob-fu. Tsunohira | | 823 Kaumana Dr. | 10/8/12 |
| Valerie Lum | | 825 Kaumana Dr. | 11/8/12 |
| Lance Res | | 825 Kaumana Dr | 11/8/12 |
| Mari J. DeReis | | 70 Uhaloa Place | 11/08/12 |
| Samu De Reis | | 70 UHALOA PLACE | 11-8-12 |
| BEN LAURENCE | | 84 UHALOA R. 96720 | 11-8-2012 |
| Vanessa Correia | | 111 Uhaloa Pl. 96720 | 11-8-2012 |
| Nesley Correia | | 111 Uhaloa Pl | 11-7-2012 |


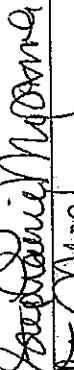

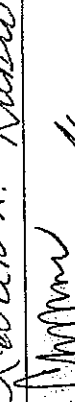
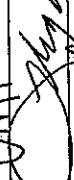

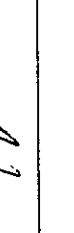
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|---|------------------|----------|
| Paul Paiva |  | 1169 KAUNAMA DR | 8-7-12 |
| KARL Tsuchiya |  | 1175 KAUNAMA DR | " " " |
| GARRET KOMATSU |  | 1155 KAUNAMA DR | " |
| Gary K. Yoshimura |  | 1441 Kaunama Dr. | 10/29/12 |
| ALEX YACAI |  | 27 DUANA ST | 10/30/12 |
| Kristen Omoto |  | 102 HOKULANI ST | 10/31/12 |
| LYUE OMOTO |  | 102 HOKULANI ST | 10/31/12 |
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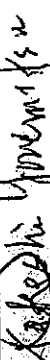
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|------------------------|-------------------------------|----------|
| NELSON NISHIMOTO | <i>N. Nishimoto</i> | 1414 B MELE MAUNA ST. | 8-9-12 |
| Kiyomi Omoto | <i>Kiyomi Omoto</i> | 20 N. Wilder Rd. | 10.14.12 |
| Andrea Macanas | <i>Andrea Macanas</i> | 80 Hokenani St. | 10/27/12 |
| Jerry Quist | <i>Jerry Quist</i> | 10 Kaupuni Pl. Hilo, HI 96720 | 10/28/12 |
| Kenneth Horio | <i>Kenneth Horio</i> | 7 Kaupuni Pl. Hilo, HI | 10/28/12 |
| Glenn Nishimoto | <i>Glenn Nishimoto</i> | 1885 Umaloa Rd | 10/29/12 |
| Edward Nagai | <i>Edward Nagai</i> | 1931 Kaunama Dr | 10/29/12 |
| Georg Kawach | <i>Georg Kawach</i> | 1916 Kaunama Rd | 10/29/12 |
| David Komatsu | <i>David Komatsu</i> | 1963 Kaunama Dr | 10/29/12 |
| Akihiro Horio | <i>Akihiro Horio</i> | 7 Kaupuni Pl. Hilo, HI | 11/2/12 |
| Helen Nagai | <i>Helen Nagai</i> | 1931 Kaunama Dr Hilo | 11/4/12 |
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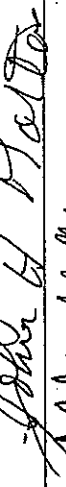
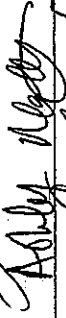
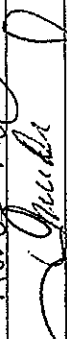
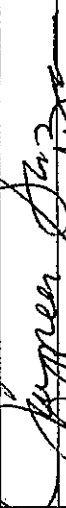


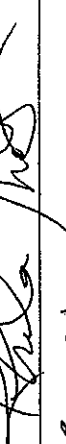
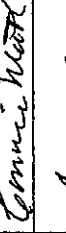

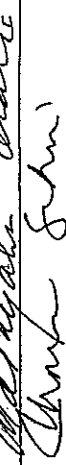

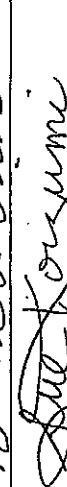




WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TMK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|---|-----------------------|----------|
| Cheryl Franklin |  | 18 S. Winder Rd Hilo | 10/27/12 |
| Stephanie Moskwa |  | 143 S. Winder Rd Hilo | 10/24/12 |
| C Y Moskwa |  | | 11/1/12 |
| Karen Rubio |  | 220 Akala Rd. | 11/2/12 |
| ONICE MOSKWA |  | 1400 KAIMANA DR. HILO | 11/2/12 |
| LLOYD RUBIO |  | 1400 KAIMANA DR. HILO | 11/6/12 |
| Amy Rubio |  | 221 Akala Rd | 11/6/12 |
| Maureen | | | |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|---------------------|---|--------------------|---------|
| Emilia Joy Sumibean |  | 1468 Mele Mann st. | 10/7/12 |
| Rudy Arzaga |  | 1468 Mele-mann st | 10/7/12 |
| Merita Arzaga |  | 1468 Mele Mann St | 10/7/12 |
| Noemi Arzaga |  | 1468 Mele Mann St | 10/7/12 |
| Takashi Yokemitsu |  | 1468 Mele Mann St. | 10/9/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|----------------------|---|--------------------|------------|
| Barbara Bliss |  | 65 Iiwipolena Rd. | 10/24/2012 |
| JOHN H. MATTOS |  | 16 Iiwipolena Rd. | 10-24-12 |
| ASHLEY MATTOS |  | 16 Iiwipolena Rd. | 10-24-12 |
| Julie Dicks |  | 32 Collins St | 10-31-12 |
| Kebaca Souza |  | 308 Chong st | 11-7-12 |
| Aileen Mattos |  | 579 Kaimana St. | 11-7-12 |
| Albert Mattos |  | 579 Kaimana St. | 11-7-12 |
| Rhonda Mattos |  | 16- Iiwipolena St | 11-7-12 |
| Connie Mattos |  | - - - | - - - |
| Concepcion M. Savage |  | 91 Iiwipolena Rd. | 11-7-12 |
| Maryash Akali |  | 107 Kaimano St. | 11-7-12 |
| Marvin Sakai |  | 101 Iiwipolena Rd | 11-7-12 |
| Bonnie Petersen |  | 105 Iiwipolena Rd | 11-7-12 |
| Sue Koizumi |  | 147 Iiwipolena Rd. | 11-7-12 |
| Mark Koizumi |  | 147 Iiwipolena Rd | 11-7-12 |
| Linda Osaku |  | 191 Iiwipolena Rd | 11-8-12 |
| Corbett Osato |  | 191 Iiwipolena Rd. | 11-8-2012 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|-------------------------|-------------------------|---------|
| Nolan Yamaki | <i>Nolan Yamaki</i> | 148 Terrace Dr. | 11/5/12 |
| EARL Kaku | <i>Earl Kaku</i> | 165 Terrace Drive | 11/5/12 |
| Gail Kaku | <i>Gail Kaku</i> | 165 Terrace Drive Hilo | 11/5/12 |
| Lori Shikuma | <i>Lori Shikuma</i> | 145 Terrace Drive, Hilo | 11-7-12 |
| Amy Urasaki | <i>Amy Urasaki</i> | 34 Terrace Ennis Hilo | 11-7-12 |
| Aileen Urasaki | <i>Aileen Urasaki</i> | 34 Terrace Circle, Hilo | 11-7-12 |
| ELAINE HAMASAKI | <i>Elaine Hamasaki</i> | 257 Kanihara Hilo | 11-7-12 |
| Herbert Segawa | <i>Herbert Segawa</i> | 56 Kanihara St. Hilo | 11/7/12 |
| Kay Segawa | <i>Kay Segawa</i> | 56 Kanihara St. Hilo | 11/7/12 |
| Pauline Leong | <i>Pauline Leong</i> | 277 Terrace Dr. Hilo | 11/7/12 |
| AKIRA WATANABE | <i>Akira Watanabe</i> | 146 Terrace Circle Hilo | 11/7/12 |
| EMIKO WATANABE | <i>Emiko Watanabe</i> | 146 Terrace Circle Hilo | 11/7/12 |
| Tsuyako M. Ohama | <i>Tsuyako M. Ohama</i> | 219 Terrace Dr. Hilo | 11/7/12 |
| Jane M. Ohama | <i>Jane M. Ohama</i> | 219 Terrace Dr. Hilo | 11/7/12 |
| Jane M. Hayashi | <i>Jane M. Hayashi</i> | 85 Park Mo. Place Hilo | 11/7/12 |
| Kurt Inaba | <i>Kurt Inaba</i> | 28 Kiele Pl. Hilo, HI | 11/7/12 |
| Shan Inaba | <i>Shan Inaba</i> | 28 Kiele Pl. Hilo, HI | 11/7/12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------|--------------------------|--------------------------|---------|
| SHOZO NAGAO | <i>Shozo Nagao</i> | 50 Aspen | 11/5/12 |
| Betty Nagao | <i>Betty Nagao</i> | " " | 11/5/12 |
| Elaine H. Shikuma | <i>Elaine H. Shikuma</i> | 145 Terrace Drive, Aloha | 11/5/12 |
| Leatrice Uchida | <i>Leatrice Uchida</i> | 151 Terrace Dr, Aloha | 11/5/12 |
| NAMAKI UCHIDA | <i>Namaki Uchida</i> | " " | 11/5/12 |
| TAKEO OSHIRO | <i>Takeo Oshiro</i> | 77 Pakalana St " | 11-5-12 |
| Jane Oshiro | <i>Jane Oshiro</i> | 77 Pakalana St " | 11/5/12 |
| Margaret Tongoe | <i>Margaret Tongoe</i> | 3 Pikea Place " | 11/5/12 |
| Edgar Oshiro | <i>Edgar Oshiro</i> | 3 Pikea Place " | 11/5/12 |
| RICHARD OKANO | <i>Richard Okano</i> | 19 PIKAKE PL. " | 11/5/12 |
| Ellen Okano | <i>Ellen Okano</i> | " " | 11/5/12 |
| Takeo Shikuma | <i>Takeo Shikuma</i> | 145 Terrace Dr. | 11/5/12 |
| Akiho Miyabara | <i>Akiho Miyabara</i> | 165 Terrace Dr. | 11/5/12 |
| Jane Shikuma | <i>JANE SHIKUMA</i> | 110 Terrace Drive | 11/5/12 |
| RICHARD FURUKAWA | <i>Richard Furukawa</i> | " " | 11/5/12 |
| GEORGE R. UEDA | <i>George R. Ueda</i> | 12 Ilima Pl. | 11/5/12 |
| Jeanne Matsuzaki | <i>Jeanne Matsuzaki</i> | 22 Ilima Pl. | 11/5/12 |
| Cherise Matsuzaki | <i>Cherise Matsuzaki</i> | " " | 11/5/12 |

WE, THE UNDERSIGNED, LIVE AND/OR OWN HOMES OR PROPERTIES NEAR THE PROPOSED CONNECTIONS PUBLIC CHARTER SCHOOL PLANNED ON STATE LAND IDENTIFIED BY TWK: 2-5-06: 141. WE OBJECT TO HAVING THE SCHOOL BEING LOCATED AT THE PROPOSED SITE BECAUSE OF ITS NEGATIVE SOCIAL AND INFRASTRUCTURAL IMPACTS TO OUR NEIGHBORHOOD.

| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-------------------------|--------------------|---------------------------|------------|
| JACKLYN SPENCER | <i>[Signature]</i> | 649 DANANUE AVE | 11/5/2012 |
| MUNE SPENCER | <i>[Signature]</i> | 130 LUANA WAY | 11/5/2012 |
| WILLIAM D. ALICEBER | <i>[Signature]</i> | 130 Luana Way | 11/5/2012 |
| MUMMEL B. ATKINS | <i>[Signature]</i> | 130 Luana Way | 11/5/2012 |
| CHRISTOPHER B.N. SANCOS | <i>[Signature]</i> | 111 LANUNA PL HILLO 96720 | 11/06/2012 |
| RUDOLPH P. SPENCER | <i>[Signature]</i> | 649 DANANUE AVE | 11-7-2012 |
| Bonnie Honda | <i>[Signature]</i> | 229 Luana St | 11-7-12 |
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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|------------------|--------------------|--------------------------|----------|
| Robbie Delima | <i>[Signature]</i> | 1150 Kaumana | 10/24/12 |
| Douglas T. Shiro | <i>[Signature]</i> | 1360-c Melemane St. W-10 | 10/01/12 |
| Margaret Chung | <i>[Signature]</i> | Same ↑ | 11/6/12 |
| Janet Sakamoto | <i>[Signature]</i> | 1456 Pua Aie A Haha | 10/23/12 |
| Emeret Sakamoto | <i>[Signature]</i> | 11 " " " | 10/23/12 |

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| NAME (PRINT) | SIGNATURE | STREET ADDRESS | DATE |
|-----------------|--------------------|---------------------|----------|
| Janet Sakamoto | <i>[Signature]</i> | 1456 Pua Aie A Haha | 10/23/12 |
| Emeret Sakamoto | <i>[Signature]</i> | 11 " " " | 10/23/12 |

October 9, 2012

TO: Windward Planning Commission

FROM: Wayne Kanemoto

SUBJECT: Connections Charter Schools, Kaumana

I oppose the building of the Connections Charter School in Kaumana. Schools are usually built in a location to serve those in their community. They play a major role in the life of the community, serving as a place to gather, focus of support thru advocacy and finance, a safe haven for our children as well as a source of pride. Students in this community are not the priority of this school. The majority of the students of Connections Charter School do not live in this community. In my view, Connections has not met or addressed these things.

As a school administrator and teacher, on Oahu to this island school, support from the community was a critical component for success. I would solicit and consider input from the community when making decisions ranging from finance priorities to curriculum directions. I have not seen Connections take effective means to engage the community.

Meetings were held by Connection to provide information and solicit questions. I did not experience contacts that addressed how Connection would benefit me and the community as a whole. "As a good neighbor" Connections has not gathered community support and this may be an indicator on how they may behave in the future.

Connections has not been recognized as a school of excellence, from what I have researched. Charter schools that succeed, as with any other school, must demonstrate the ability to improve academic achievement. Connections has not met the Annual Yearly Progress and is in restructuring.

Another concern is the sustainability of any school without a reliable financial commitment for construction and school operations. Public schools have faced a struggle for existence which has been further compounded by the economy. As an administrator at several schools, I have experienced challenges that Connections will face. Unless there is sound financial commitment, the probability of survival and prosperity is slim to none.

In summary, Connections does not have my support because they are not focused on students in our community, have not taken effective measures to gain support of our community, not demonstrated the ability to meet the academic standards for excellence and the financial commitment to construct and operate a school. They should not be permitted to construct their campus here.


Wayne Kanemoto

11/9 mc

TESTIMONY – CONNECTIONS CHARTER SCHOOL

My name is Ivan Mochida and I am building my home on Edita Street near the proposed school. I am a small contractor and have been involved in building on properties that also require approvals by the Commission and Council. Thus, I am familiar with the importance of working with the neighboring community.

If I had known that the school was going to be built there, I would not build my home. I was hoping to live and retire in a peaceful residential community. With the school, however, all of this would be lost. The noise impact would be great. The traffic impact would be huge.

The quality of life that I sought would be gone forever. In turn, this diminished quality would reflect in the reduced value of our properties. It is certainly not fair to ram a land use with such a huge impact into this small residential community.

Don't get me wrong, I am not against anything happening on the property. I believe that there are many uses that require Planning Commission approval that I would be supportive of. Some of these uses include a nursing home, small medical facility, or even a childcare facility. The impacts of those kinds of use would be benign.

Like my neighbors, we believe that schools are needed. We just believe that because of its huge impact, the site would be in the wrong location. It would be no different than having a Costco or KTA Supermarket at this site. Good use, wrong location.

Please help us by asking the applicant to find another location and by denying this request. Thank you.

Ivan Mochida 11/9/12
IVAN MOCHIDA (Date)
c/o Mochida Contracting
77 Kukila Street
Hilo, HI 96720

Dist' 11/9 MC

My name is Aileen Fuke, and I taught in the public schools for nearly 20 years. Our residence is less than a stone's throw away from the proposed school. Initially, I was not going to testify because I am not comfortable speaking in public and it would have also been redundant of the testimonies of our neighbors. However, there was an incident which happened between my husband and the applicant a few months ago; and then more recently, having the community accused of bullying and harassment because of its opposition to the project, I can no longer remain quiet.

My husband, Sidney, is a planning consultant. He could not be here today, as he had to attend a State Land Board meeting in Honolulu. He appeared before you on behalf of Regency South's planned skilled nursing facility in Kaumana, which you approved a few months ago after all issues were addressed and members of the neighboring community expressed their support.

He coordinated a May 14 community meeting on that project before the application was filed. After the meeting, he was approached by the principal of Connections. Let me read you excerpts of a string of email - a full copy of which is attached to this testimony - that describes this encounter.

May 14, 2012: After the community meeting, Sid emailed his client, Greg Pyle of Regency South, the following:

"Greg: Could you please share with me what exactly did the fellow from Connections charter school told you about me and their project? He made a lot of personal accusations then and I wondered what he told you. Thanks."

Greg replied:

"Hi, Sid: He didn't say much about you other than that you were 'stirring up trouble' against his project. He more threatened me that he has a number of people who will cause problems for our project if you do not change your tune about this. For what it's worth, I told him that I hoped he would judge our project

on its merits and that we would not be held hostage...It is unfortunate that he is resorting to such tactics... .”

May 15, 2012: Via email, Sid informed the Planning Department of the community meeting and of this encounter. This was shared only as a pre-emptive measure to alert the Department of possible extraneous reasons that may surface against the Regency project.

He then emailed his client, “If you want me to step away from the (Regency) project...in light of the ‘threat’, I do understand and have no problems with it.”

His client responded by asking him to stay on.

Also attached is a subsequent email between another member of Connections and Sid, apologizing for the behavior of the principal and requesting the name of the person who had concerns about their project. This email only further confirmed the incident.

As an educator, I strongly believe in the value of education, be it derived from a charter, private, public or even home school. I also know what bullying is. We have always watched out for and tried to address bullying among students.

In my opinion, Sid and his client were clearly the victims of bullying, bullied to the point where he was willing to end his role with Regency to save the project. He is a very forgiving person and told me that “life will go on, so don’t worry about it.” True, but let me close by saying that this bullying is very shameful and sets a very bad example for the school.

Aileen Fuke 1358C Mele Manu Street

From: Greg Pyle [mailto:greg@regency-south.com]

Sent: Tuesday, May 15, 2012 8:05 AM

To: <sidfuke@hawaiiantel.net>

Cc: David Stroud

Subject: Re: Community Meeting - Regency's Skilled Nursing project

Hi Sid

Thanks, I don't think there is any reason for you to step back or reduce your involvement.

Thanks,

Greg

Sent from my iPhone

On May 15, 2012, at 7:39 AM, "Sid Fuke" <sidfuke@hawaiiantel.net> wrote:

Hi, Greg:

The reason for my asking you the question was PRECISELY for this purpose. I wanted the Planning staff (who will be handling your application) to understand where – if anything – any possible extraneous opposition may come from.

At the same time, I was using this to provide them with an update of last night's meeting, which I had promised them earlier, as well as to let them know of our filing plans.

Will call you upon completion of my 9:30am meeting.

Sid

p.s. If you want me to step away from the project or assume a more incognito role in light of the "threat", I do understand and have no problem with it.

From: Sid Fuke [mailto:sidfuke@hawaiiantel.net]

Sent: Tuesday, May 15, 2012 7:30 AM

To: 'Fujimoto, Phyllis'; 'Daryn Arai'

Subject: Community Meeting - Regency's Skilled Nursing project

Good morning PKF and DA:

The meeting re: Regency's skilled nursing project last night was – all in all – as best as could be expected. The concerns appeared not so much against the project per se but existing traffic safety issues along Kaumana Drive and how this project can either help or exacerbate the issue. Many offered some constructive suggestions, suggestions that are doable, provided that the County is all right with them. While other points were brought up by Don Pakele of the neighboring Luana Way Association, they, too, appear to be quite mitigatable. The meeting ended with our assurance of getting back to the community with proposed mitigations after further discussions with the County.

Regency intends to file its UP application this week. Between now and the possible August 2nd hearing date, we will try to address most if not all of the community's concerns. We certainly don't want to go through a contested case hearing, and equally so, Regency doesn't want to locate in a place where it is unwanted. We will try our best.

At any rate and FYI only, below is a string of emails b/w Greg Pyle of Regency and I recounting the "threat" from the leader of the "Connections" project near our home at the end of the meeting. Interesting, and please take it for what it's worth.

Sid

From: Greg Pyle [<mailto:greg@regency-south.com>]

Sent: Monday, May 14, 2012 7:51 PM

To: <sidfuke@hawaiiantel.net>

Subject: Re: Community Meeting

Hi Sid

He didn't say much about you other than that you were "stirring up trouble" against his project. He more threatened me that he has a number of people who will cause problems for our project if you do not change your tune about his. For what it's worth I told him that I hoped he would judge our project on its merits and that we would not be held hostage.

I think I understand the situation, and it's unfortunate that he's resorting to such tactics, but it does not bother me.

Thanks again for everything, I really appreciate your guidance and support.

Greg

Sent from my iPhone

On May 14, 2012, at 7:40 PM, "Sid Fuke" <sidfuke@hawaiiantel.net> wrote:

Greg:

Could you please share with me what exactly did the fellow from the "Connections" charter school told you about me and their project. He made a lot of personal accusations then, and I wondered what he told you. Thanks!

Sid

Sid Fuke

From: Sid Fuke [sidfuke@hawaiiantel.net]
Sent: Tuesday, May 15, 2012 6:28 PM
To: 'William Boyd'
Subject: RE: Senior Care Project

Hi,

Thank you for your comments. However, there is no need for you to apologize for someone else. It is what it is. Regarding your request, I do not feel comfortable in sharing her contact information with you, as I may be mischaracterizing her concerns or position. As such, I will contact, note your request, and provide her with your contact information then both of you can take it from there. Thank you.

Sid

From: William Boyd [mailto:e_boyd@yahoo.com]
Sent: Tuesday, May 15, 2012 9:25 AM
To: sidfuke@hawaiiantel.net
Subject: Senior Care Project

My name is Eric Boyd and I am from Connections Charter School. I want to apologize for Mr. Thatcher's comments last night. I understand that he was a little blunt. I want to say that we support your project and believe that a Senior Care is what Hilo needs. It sound like a great project and a lot of thought went into the planning. As you know there are a lot of things that goes into a project like your project (and ours) and I think some times people get so passionate about it that it comes off as being negative when in fact there are just concerns or miscommunication that needs to be cleared up. Thank you for the meeting last night and all of the information.

Mr. Thatcher told me that there was someone else that you mentioned, who had some major concerns about our project. He could not remember the name of the woman you mentioned. I would like to contact her and answer any questions that she may have about the project. Can you please give me her name and contact information so that I can help facilitate good communication between Connections and the community. Have a nice day.

Dear Planning Commission:

I am requesting that you deny the application of Connections New Century Public Charter School (CNCPCS).

I was born and raised in Kaumana, watching it slowly grow into the community that it is today. My husband and I chose to build our home and raise our family here because it is peaceful, safe, and serene.

My fear is that this will be no more should CNCPCS be allowed to build their proposed campus off of Edita Street – a single entrance residential community. I am very concerned about the noise, odors from the livestock, students on campus 24/7 living in dormitories, and increased traffic that the school will bring.

I am a public school educator and place high value in the public school system. However, a school should serve the community it is located in. Principal Thatcher stated that at least 50% of his student body comes from the Puna district. Therefore, why would you want the majority of your student population to travel to another district to attend school? Recommendations from the Planning Department (page 4) states, "A school should not be located in an area where the students live a far distance from the school and require students to be transported via buses or vehicles."

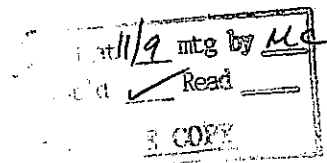
The Planning Department also stated that the School "should not attempt to isolate itself from the community" and "create a sense of community" (page 4). How can I trust that CNCPCS will do these things when they have already accused us, the community, of bullying and intimidating them? I am very concerned that CNCPCS will do minimal mitigation on the concerns of the community.

Please deny this project.

Thank you very much,



Shawn Paiva
1169 Kaumana Drive
Hilo, HI 96720



Mr. Zendo Kern, Chairman and members of the Planning Commission:

I am a resident and homeowner within 1,000 feet of the proposed school. I wholeheartedly agree with many of our neighbors who have expressed concerns over the adverse traffic, environmental, and quality of life impact that will occur with this project.

Given those concerns and the applicant's desire to situate its school here, one of the more telling testimony came from Mr. Wayne Kanemoto, a former educator and principal. He noted that a school's success is largely related to the community it serves, which, in turn, engenders community support. In this situation, will the school serve the immediate community? No! Is there the needed community support? No! Thus, it is clear that this important criterion for the success of a school cannot be met at this location.

The applicant has not provided any figures as far as the number of projected students coming from this immediate area. Personally, I don't think many, since most who live in this area are either retired or close to retirement. At any rate, we are led to understand that the applicant at different times has represented that at least 50% of the projected students will come from the Puna District and another smaller percentage from outside of Hilo.

Knowing that, why couldn't the applicant seek areas where at least the majority or even a **plurality** of its students would be coming from? In looking at the Environmental Assessment, it evaluated only the South Hilo District. There was **no** examination of State lands in the Puna or Hamakua Districts. And even within the South Hilo District, according to the Assessment, many were quickly dismissed only because they were too large. Yet, they could have been subdivided to suit their size needs. And some of these areas could be even closer to the students the school intends to serve. I attach the evaluated sites for your information. For your information, none of those alternative sites were as close to the principal's residence as this one.

I think we can all agree that a facility educating our youth is good. However, absent substantial community support; absent at least a plurality of students living within the area; and all the other adverse impacts raised by the

community relating to traffic, infrastructure, and quality of life, I respectfully request you to deny this application. It is a good use and concept but given all of the above, it is in the wrong place.

Table 2-1. TMKs Considered for New Campus Location

| TMK | Land Area | Reason for elimination |
|-------------|-----------|--|
| 2-4-012:009 | 14.37 | Too small; limited access |
| 2-4-012:010 | 3.99 | Too small; limited access |
| 2-5-003:020 | 16.29 | Too small; shape of parcel not conducive for school |
| 2-5-003:021 | 23.96 | Too small; shape of parcel not conducive for school |
| 2-5-006:003 | 28.24 | Limited access; powerline easement running through property |
| 2-5-006:142 | 5.76 | Too small, shape of parcel not conducive for school, powerline easement running through property |
| 2-4-001:010 | 13.58 | Too small; fronts onto a major, high-speed road |
| 2-4-001:011 | 6.19 | Too small; fronts onto a major, high-speed road |
| 2-4-003:012 | 159.12 | Too large |
| 2-4-003:026 | 102.00 | Too large |
| 2-4-003:027 | 6.8 | Too small; no access |
| 2-4-003:050 | 8.88 | Too small |
| 2-4-006:034 | 319.60 | Too large |
| 2-4-006:035 | 45.77 | No access |
| 2-4-076:036 | 41.2 | Too far from bus route (\approx 1.3 miles) |

2.3.3 Deferred Action

This alternative would delay the process of identifying, securing, and developing a site for the construction of a new campus. This would delay the lease agreement process and in turn, delay the transfer of the proposed project site to the Applicant. In addition, there would likely be an increase in planning, design, and construction costs in the future that would be financially burdensome for the applicant and could potentially preclude development of a new campus altogether.

11/9/12, Connections school campus project on Edita Street.

My name is Robert Wyman and I have lived on Kaumana Drive with my family for 9 years, the last six years above Kaumana Cave. I ride my bike to and from work via Kaumana Drive two to three times a week. Kaumana Drive is a very dangerous road on which to walk or ride a bike and I fear for every pedestrian I see moving along this road, especially my 7 year old daughter. The condition of the road is poor in many areas and there is essentially no curbside on which to walk or ride safely.

The traffic on this road is excessive in the morning and I am greatly concerned about the introduction of a large number of additional vehicles trying to access Edita Street by Kaumana Drive from above and below. What I have understood from the traffic study indicates to me that it was not done properly. Consider the steep approach of Kaumana Drive from above Edita Street. And consider the cars turning left off of Kaumana across their path. Consider the vehicles headed to Saddle road backing up behind them. And finally consider the vehicles travelling to Edita by way of Puainako Extension.

If you live on Kaumana Drive above the cave you know that it is a 'drag strip'. Someone is going to die there by a vehicle accident. The 35 mph speed limit means nothing and it is an outlaw traffic condition. I have never seen a car pulled over for speeding and I am disgusted by the use of this section of road. But over and above this is the safety risk it poses to the elementary school and pedestrians walking in the vicinity. Adding more vehicle traffic on this road I believe will negatively impact this community. Is the data correct, 232 accidents on Kaumana Drive last year and 191 this year. A statement from the Police that "There will be an increase in noise, crime and traffic." in this vicinity should give pause and serious consideration to the project. I respect the work of the Connection School and their commitment to the students but I want to know when will this road get safer, slower, wider? I am very concerned that there is gross misunderstanding of the nature of the traffic on this road by persons who do not live there and that efforts to mitigate it will not be effective. I respectfully request that the project be denied. Thank you.

Robert Wyman
1840 Kaumana Drive
wymarrt@yahoo.com

11/9
~~Read~~
Read

mc

1 copy only

Joel Truesdell
250 Kristiano St
Hilo, HI 96720

The focus of my testimony is centered on the Edita/Mele Manu community that would be impacted by the granting of the request by Connections Charter School. The Edita/Mele Manu community is composed primarily of people of age 40 and older. I could only identify 4 families with young school age children that would have the potential to attend the proposed school living on the 0.8 miles stretch of Edita through the end of Mele Manu and including the side streets. From page 2 of the County of Hawai'i Planning Department Recommendation document dated July 28, 2012, the following is noted: The greatest difficulty we encountered was determining whether or not this is an appropriate location for a public charter school whose student body largely consists of students who do not live in this particular section of Hilo. Currently, there are approximately 50% of the student body coming from the Puna district and approximately 50% coming from different locations in the South Hilo district. The fact remains that as the school is developed and the student body evolves, the school could mature into an institution that more directly serves the residents of this area. Given that the bulk of our community are either mature beyond a child bearing age or retired, I cannot ever see the community establishing a positive relationship with the school. To insert a school into a community that will not have a natural connection and already has a strong opposition to is forced integration. There is NO evidence that this will translate into the hoped for assimilation that was described above. The instruction of 381 students and the accompanying staff members will drastically change sleepy little Edita Street into a traffic nightmare. Pulling out of Edita Street onto Kaumana Drive can already be dangerous. When people coming down Kaumana Drive are exceeding the speed limit, they come around the blind turn to quickly to react. The accident rate on Kaumana Drive is already very high. I think that we average about 4 traffic accidents per week. Inserting the school with the accompanying traffic in this location will increase this rate and almost certainly increase the number of people who are injured or killed.

11/9 MC

On the environmental note, I have been teaching students how to grow Hawaiian plants and how to restore our native forests for over 20 years. Granting access to a native `ohia and uluhe forest for the purpose of teaching reforestation or conservation is very risky at best. Anything that they do in a native forest is going to have a negative impact. The better course of action is to have them reforest an area that been developed. To damage a native forest in order to study how to save it is like releasing CFCs to study the ozone layer or releasing CO₂ or H₂O to study global warming. I see absolutely no valid reason to grant access to the `ohia forest parcel.

Having read the 19 recommendations stated County of Hawai'i Planning Department, I am distressed to see that none addressed assimilation into the community. Granting this application would allow the Connections Charter school to not only disrupt an existing sense of community, but also not be accountable.

After searching and evaluating, I cannot find any advantage for the existing community to have this school in this location. Therefore, I ask to deny this application for the reasons stated above.

Joel W. Sull

Karyn N. Tada
259 Edita Street
Hilo, HI 96720
Karyntada@hotmail.com

Testimony for the Windward Planning Commission:

The first time we heard of Connections plan to build a school in Kaumana was in the news paper. We were quite shocked that a project of this magnitude could be shoved into our neighborhood without any notification. When my husband and I moved to Edita Street over 20 years ago, it was because it is a quiet area with conscientious and caring neighbors. While diverse in various lifestyles, occupations and interests, the common thread for us all is the sense of community. I have grown to truly appreciate the lifestyle and those living in this area. By permitting Connections Charter to build a large facility, it will change the climate of my neighborhood. As concurred by our police department, crime, traffic and noise will increase as a result of this school in our area.

As a teacher serving over 20 years at Hilo High School, I am well aware of all the activities that running a school entails, along with the traffic, noise and weekend activities. Our area is not adequate to sustain a facility of that size and student count. I strongly feel that allowing the Connections Charter School to be built will severely disrupt the dynamics of Kaumana and Edita Street. I would be like building 2 Prince Kuhio Shopping Malls that area. (1 PKM = 510,381 sq ft = 11 ac)

I have served in many school advisorships and mentored many students. I am also aware of the wide spectrum of students the Hilo High School Complex serves. I wholeheartedly know that the Hilo High School Complex provides all to all from every socio-economic and ethnic backgrounds. My three children have all attended Kaumana Elementary School, Hilo Intermediate School and Hilo High School. All have learned the value of what it means to be part of a community as well as being a community contributor.

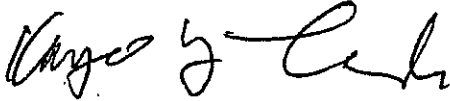
The Connections Charter School's student body consists of students primarily outside the Kaumana area. I am not debating the merits or type of education that the Connections Charter School can provide. As residents that are going to be severely impacted by this project, I do not believe that this is the right place. It is too big, does not serve the needs of our community, and is not close to many of the students it intends to service. Both De Silva Elementary and Kaumana Elementary Schools are less than 3 miles apart from each other and less than 2 miles from the Connections

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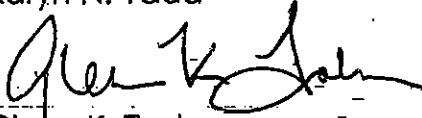
proposed site. I feel there were other options that were not considered that would be closer to serve the Connections students that would not have a negative environmental impact and offer more efficient use of their money spent for infrastructure and operational costs.

Please deny the advancement of this project.

Sincerely Yours,



Karyn N. Tada



Glenn K. Tada

My name is Patti Nishimoto and I live in the Pacific Plantations subdivision. I have lived there for four years, but I have lived in Kaumana for over 40 years. My family has lived in Kaumana for over 90 years. Four generations of my family continue to live in Kaumana. Over the years, Kaumana has experienced its fair share of growth. I am not opposed to further growth and development but whatever growth that is imposed upon this community needs to be of the right kind, should meet the needs of and benefit the community.

Being an educator, I am very aware of the excellent area schools that serve our Kaumana community. Many are, according to the No Child Left Behind Act, "In Good Standing". To have an additional school in such close proximity would be somewhat excessive and is unwarranted.

Though I understand that a charter school is not obligated to serve a particular geographic area, there is concern that the large majority of the Connections student body, do not reside in the Kaumana community. The daily influx poses many concerns. How will such a school grow into an already well-established and aging community? Would it be reasonable and fair to ask the Kaumana community to bear the environmental, infrastructural, and social impact issues not to mention other deleterious effects yet unknown or undetermined?

Growth must be planned thoughtfully, with deep consideration for those closest to the change. Careful consideration must be given, even more so, when those close to the change feel so strongly that the detriments outweigh the benefits. Thank you for considering my testimony as you decide the fate of our Kaumana.

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To the Windward Planning Commission:

I'm Les Sakamoto. Thank you for this opportunity to present my testimony:

Location! Location! Location! No doubt you've already heard this from a realtor. After all, it's their mantra. And for good reason!

- Right house, but wrong location, and the resale value suffers.
- Right business, but wrong location, and the enterprise fails.
- Right school, but wrong location...well, you get the picture.

Case in point...the new Connections School: Great concept, BUT WRONG LOCATION!!!

So just what constitutes the RIGHT location? The Hawaii County Planning Director states:

"A school should be located in close proximity to where people live and near the center of probable student population. A school should not be located in an area where the students live a far distance and require to be transported via buses or vehicles."

Although the Director issued a favorable recommendation for the school, I must remind the Commissioners that it was done WITH RESERVATIONS, and subject to change based on the testimonies presented at this hearing. In the Director's *Background Report*, it is stated that

"The Planning Department has not received any objections...from the general public or adjacent landowners..."

Well, today we are here, representing those adjacent landowners and hundreds of others who could not be present, to express our overwhelming opposition toward locating the school in Kaumana. We are NOT against schools, and we are certainly NOT against the students of Connections. We truly want the best education for the children of this and future generations, including those at Connections.

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What we ARE against is the LOCATION of the proposed school.

Ask yourself: Will the school be located in close proximity to its probable student population? The answer, of course, is NO. Already, half of the school's student population comes from the Puna District, the fastest growing on this island. Who knows, in five years, perhaps three-fourths of the students might come from Puna. Wouldn't it make sense that the school be built in or near that community?

Ask yourself: Will the school serve the Kaumana community's needs? Highly doubtful, and certainly, the numerous detriments far, far outweigh any perceived benefits. Besides, we already have many well-established schools serving our area, including Kaumana Elementary, E.B. deSilva, Hilo Union, Hilo Intermediate, and Hilo High School.

Ask yourself: Will the school create a sense of community with its surrounding neighborhood? Again, no! Over 400 people signed a petition opposing the school's location in Kaumana, because its adverse impacts on the residents of our neighborhood—and beyond—CANNOT be satisfactorily mitigated.

We believe there are alternative sites better suited for the school, some of which may have been summarily dismissed by its administrators as being "too large" or "too small", and other sites that were not even considered or fully explored.

We ask that you, the Windward Planning Commission, DENY the Special Permit, and in so doing, compel the leaders of Connections to seek an alternative, but appropriate location for their new campus. Only then will the school be able to advance quickly—and harmoniously—to achieve its stated goals. The students, their parents, and the faculty deserve no less.

Thank you.

Les Sakamoto
1439 Mele Manu St.
Hilo, HI 96720

To: Members of the Planning Commission

From: Oarlene Wingate PO Box 1427 Keaau, 96749

Oarlene Wingate

Date: November 9, 2011

My daughter Shelly is twelve years old and in the 7th grade this year at Connections Public Charter School. My husband and I chose Connections after researching the school of our district as well as other private and charter schools. Shelly has been at Connections since kindergarten.

As parents, we appreciate the teachers and staff at Connections who are dedicated to providing a well rounded curriculum. All students are treated with respect and there are no special education classes. The school has always emphasized respect for the land, respect for knowledge, respect for each other, and respect for one's self. The school promotes independent thinking along with the idea that we are all inter-connected and must care for our land and each other. We have been inspired with the schools cultural programs: exchange students from Korea, Peru; involvement with the Inter-tribal Powwow; a kupuna teaching Hawaiiiana, a kupuna teaching ukulele; a horticulturists working on community gardens with the students, Mandarin offered at the high school, anti bullying programs for all grade levels. We have been impressed with the fact that whenever we have been at the school 1)every teacher knows the names of every student. 2)student and teachers have good relationships and 3) students are happy

The elementary and intermediate students have been housed in the Kress Building in downtown Hilo and the high school campus has used a building at the Nani Mau Gardens. They have utilized Mooheau Park and Kalakaua Park for their outdoor activities.

The parcel of land off Edita Street will help Connections to provide a school campus that can meet its goals of teaching students that knowledge comes from many sources: to care for one another; to care for the land and learn to agricultural practices for our sustainability; to embrace our kupuna and people of other cultures; and explore educational opportunities that inspire independence and make our world a better place.

11/9 1433

November 9, 2012

Windward Planning Commission,

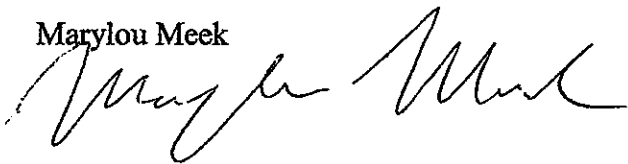
My name is Marylou Meek and I am the new kindergarten teacher at Connections Charter School. I am blessed to have the opportunity to work at one of the premier schools in Hilo. My position as teacher is choice in the Hilo community and sought after by students in the Teacher's Education Program at UH Hilo. I am very lucky to be part of something great.

There is resistance in the Kaumana area in regards to the new facility for Connections Charter School. I can testify that Connections Public Charter School (CPCS) is an institution of the utmost professionalism, respect, and rapport in the community. We are goal and future oriented as we look to constructing the new facility. CPCS is a choice school where families from all over the district bring children and youth to receive a better education than schools closer to their home. We are dedicated to a small classroom size compared to other DOE schools in Hilo. I currently have a classroom of thirteen students. Not only is the teacher and student ratio smaller but there is an assistant teacher in most of the lower elementary classrooms. The assistant teacher works in the classroom for the entire school day and the setting resembles a co-teacher atmosphere. We are a nurturing community where students maintain a relationship with his or her teacher and move through multiple grade levels with the same teacher. We are connected on many levels.

I feel strongly that expanding and developing Connections will be an asset to our community. Please help to preserve our student's future by looking at the new school from their perspective.

Sincerely,

Marylou Meek

A handwritten signature in cursive script, appearing to read 'Marylou Meek', written in black ink.



Brian Hopper graduated from Connections Charter School in the first graduating class in 2008. He applied to the US Air Force and was accepted in a 6 year program. He has since served his country both in Afghanistan and Iraq. He is currently stationed in Pensacola, Fl.

This young man had a difficult time in the public school system. He was falling behind and despite our efforts to motivate him, he just couldn't seem to connect with his teachers or the school. In desperation we were able to obtain a transfer to Connections in mid year of his 8th grade. This change made all the difference in the world. We were able to work together with the teachers. Whenever he would start to slide back his teachers and staff would get together with him and his mom and grandparents and find a way to get him back on tract. The school became a part of his family. These people genuinely cared about Brian and his future.

Had Connections Charter School not taken Brian as a student you would not see the picture above. We are very proud of him and very grateful to Connections.

Brian's two younger brothers are currently attending Connections and doing very well. We are proud of them and look forward to their graduation.

Connections Charter School saves kids and families. They deserve community support. They are an asset to this island.

*Jennifer Hopkins
Brian's Mom*

Joshua Whisler

Connections to a New Campus

Connections should have the right to build a new school. A better school with better facilities will give us better opportunities for a better education than what we will probably get from this building. This new school will improve the children's learning. I would like a legitimate reason why we should not build a school for learning. We are being judged on our class. We are not bad people, and we come from the same community as them.

We are being stereotyped by a vocal minority but we deserve a better school. Those people in that minority have judged us for things we are not, with vandalism. Students and families should not be judged on their class when we all live in the same community. The people that do judge us do not even know us. We are kind people that help our community and a nicer campus with better learning experiences is not unreasonable.

If we get a better campus it will give students better opportunities when we get older. We need better educational chances for our future generation. The children should get as much knowledge as they can, because they will be the people that controlling the economy. If we want the place we live in to prosper we need a good foundation for the kids. They will be older ones soon enough with power, give them the knowledge of what to do with that power.

Connections should be able to build a new school in Kaumana. Better facilities will help the children learn more and better. We shouldn't be vandalized on our campus, and have to listen to claims that we are criminals. We are being judged on our class and thats unreasonable. Our children need as much productive opportunities as they can get. The future generation's need this new school.

11/9 JMW

Nainoa Campbell

Connections in Kaumana

Give us, the people of the Connections Public Charter School, a reason why we can't have or shouldn't be able to build a real school located in the Kaumana district. We are being stereotyped as bad, and horrible people when we don't come from a different communities, but we come from the same community as they do. It will give us students, teachers, and parents an opportunity for an education. Also believe it or not it will benefit the community of Kaumana too.

We are being stereotyped by, not all of the community in Kaumana, but just a big vocal minority of people that don't understand that we need this new campus. We are being vandalized at night by some of these people, and for what reason are they doing this? Is it to hurt us? Is it to scare us away? They could just scare our little elementary students. These are the kids that need this type of education, they are going to need our help for a better school, and a campus with more opportunities to have a better education. But, worst of all these people barely if even know us out there. How can you judge us without knowing us. If we were, for example Kamehameha schools, would you guys care then? We are the kind of people that would help out our community, not destroy it, and a nicer campus to learn on should not be unreasonable at this point.

Don't you want the students of this and later generations to succeed and have better opportunities in life. We shouldn't be judged on what you think of us and definitely not vandalized about it either. You should get to know us and judge us on what you know of us, I bet you'll like us, We have as much of a right to be their as you guys do. How would you be able to protest about these things when the generations to come needs this. This is the reason why we need a new campus, for all of these opportunities. "We the people of the Connections PCS have the right for a new campus in Kaumana."

11/9

THO

1437

Aloha members of the Windward Planning Commission.

My name is Jeff Gomes, I live on Edita Street.

This is only one of the many reasons the Kaumana site is a **WRONG** choice for the Connections expansion. John Thatcher's obsession with his horse barn has led him to become disconnected with his students and staff. Despite having lived on Kaumana Drive within walking distance to the proposed site for years, he ignores the fact that one or more of his students will get injured or die at the intersection of Kaumana and Edita Street. (handouts) Less than a month ago one of my neighbors got hit at this intersection. Look at the innocent faces in front of you and remember when you first drove. These kids will be driving soon and they will fail to negotiate that left hand turn onto and off of Edita Street, try to beat the car heading down the hill with the right of way and BAM! DEAD. There are many alternative sites that would be much safer for the children and the environment.

Dr. Fred Stone has repeatedly asked and advised John Thatcher not to raise any type of animals on either the mauka or makai parcels because the sewage from the animals will drain into the cave system and kill the living organisms. John refuses to budge and continues to ignore the existence of cave life, but still claims to lead an environmental school. His actions have been anything but environmental. By sneaking the E A past the residents he now berates at every public opportunity, he did not allow us the right to inform those concerned that there were endangered hoary bats living on that property. Instead he had his son Justin lead the survey team around the roost and eventually kill the bats by bulldozing.

At community meetings Thatcher made it crystal clear that hand clearing of the site would be done for fencing and buildings to lessen the environmental impact. He was even quoted in the Hawaii Tribune Herald 11/9/10. June 4, 2012 Connections LSB voted to do exactly the opposite. (handouts) This is who they hired to bulldoze the property for \$70,000.00 and put up fencing. As soon as the job was completed in accordance with the contract these men were fired without being paid. The contractor was set up and the parents of the children should be concerned about lockdown procedures.

August 2012 DLNR sites CPCS for illegal actions on the proposed site. Instead of apologizing for the misunderstanding, John Thatcher and Ted Hong conspire to lie and tell the public, "We didn't know what they were doing" but, they forgot every resident in Pacific Plantations drove past Eric Boyd's double parked truck daily as we went to and from our jobs. We saw Boyd on the site. We saw Thatcher on the site.

October 8 2012, while the men are at work, John Thatcher sends Eric Boyd to walk through our neighborhood alongside his white pick up truck with a driver and the passenger door open for his quick get away as he attempts to harass our women and children in the neighborhood by taking pictures of them and sending a clear

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message of, "We know where you live." I call the police and the responding officer tells me Eric Boyd claims he is taking pictures of our signs to use at todays hearing. Please ask him to produce these to prove me wrong. No one from the school apologizes. (Hand out) Boyd by the way is up on 26 counts of ethics charges.

The administration has severed all chances of any type of community support or approval with their grossly negligent behavior and continued false accusations of bullying, hate, intimidation and harassment when no one from Kaumana except the Thatchers and the Hongs have contact with the children of Connections.

To approve this school's request will be a travesty of environmental justice, which will lead to injury or death of those beautiful children and failure for the school. Let's help them build somewhere else safer.

Ryan K...
Ryan K...

The traffic situation on Kaumana Dr/Edita streets, should Connections school be built according to the plans that were sent to us, have not been thought out very well. The backlog of 100 plus cars (or more) waiting to gain access to the school via a one lane entry/exit roadway (both morning and afternoon) has nowhere to go except along a short stretch of Edita St. and up and down Kaumana Dr. The result points to total gridlock on Kaumana Dr. Add to this 1-2 busses that would need large turning radiuses and things get even worse.

Even with the improvements done to Kaumana Dr. just mauka of Edita St. the roadway is still dangerous. Vehicles speeding down hill (or even at the speed limit) on Kaumana Dr. have a short sight distance to Edita St. after the last turn in the road. Add in a wet road and high traffic volume trying to access or exit Edita St. and you create a serious accident hazard.

Having the school locate elsewhere (closer to the majority of the students homes) or at least have an entry/exit going to the Puainako extension will, in my opinion, help prevent traffic gridlock and the potential for unnecessary accidents, injuries and deaths. This situation becomes even more critical with planned increases in residential development in our area. Please consider carefully the implications the school will have. The school is fine but I think the location is an error in judgement. Thank you for your time and consideration.

11/9
MC
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November 9, 2012

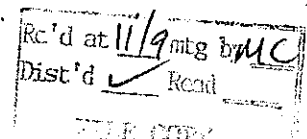
To The Windward Planning Commission:

I'm June Sakamoto. I live near the site of the proposed school. I am not against the school or its students but **I am opposed to the school being built on Edita St.** It needs a more suitable location.

A supporter of the school commented that we who oppose the building of schools may not understand the impact education has on our future. On the contrary, our neighborhood includes many professionals in the fields of education, medicine, science and technology, law, and so on, and they wouldn't have gotten to where they are without good educations. And, they have made significant contributions toward the present and future of our community. We value good education, but we won't agree to having a school built where it makes no sense and where it will have a negative impact on the quality of life and safety of the surrounding community.

If you put the school on Edita Street, you will end up with a traffic hell for the neighborhood and the people up and down Kaumana Drive. There are safety and emergency response issues to think about as well. Kaumana Drive is a winding, narrow road with short sight distances and no shoulders in most areas. Imagine trying to get emergency services through heavy school traffic on such a road! I have experienced the frustration of school traffic in other areas of Hilo. I don't want the same thing for the people of Kaumana Drive!

In 2002, when the Mohouli extension was officially opened, the Star Bulletin quoted Bobby Jean Leithead-Todd as saying the \$10 million cost was money well spent. She said the "narrow, winding Kaumana Drive...has the highest accident rate of any two-lane road on the island." When the Puainako Extension project was being worked on, it



was stated that "County officials were faced with high accident rates on...Kaumana Drive." A 2004 Star Bulletin article about the opening of the Puainako Street extension referred to Kaumana Drive as "narrow and winding with drop-offs into open drainage ditches along much of its length." The Puainako Street extension was to relieve congestion and improve safety on Kaumana drive. My mail carrier confirmed that it made a huge difference. But if Connections is allowed to build on Edita Street, we (and the County) will once again have to deal with increased traffic congestion and safety issues on Kaumana Drive. Our quality of life will be affected as well.

The school administration and their attorney would like us—and you—to believe that the impact on the area will be minimal. I think they need to put on their glasses and hearing aids and drink a cup of reality. Their project will negatively impact more people than they care to acknowledge.

Please deny this special permit. Thank you.

Wendy Gomes

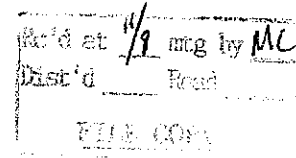
I live on Edita Street adjacent to the proposed mauka portion of the campus. Every summer during the evening hours, a family past time was watching the endangered Hawaiian Hoary Bats forage for food. I have video footage of the bats taken in 2010 and several other residents on Kaumana Drive, Edita Street and Mele Manu Street have also witnessed bats in the area. I am a public school teacher and always proudly share with my students my experiences with bats and hawks whenever we study endangered animals. Sadly, extensive bulldozing and felling of trees occurred in June and July. The bat pupping season runs from May 15 – August 15 and Hawaiian Hawk breeding season runs from March to September. This is the first summer in years that we haven't seen any bats.

In the Environmental Assessment, it states, "The principal impact to the Hoary Bat posed from clearing and grubbing the vegetated portions of the project site is disturbance to roosting females during the pupping season. Females tending their young are less able to rapidly vacate a roost tree or brush as it is being felled or cleared." It also states, "To avoid disturbance to nesting Hawaiian Hawks, tree clearing should be avoided during the breeding season." The recommendations of the Environmental Assessment were clearly not followed. The plans mention a Forestry/Conservation Program, but the extensive clearing of Ohia trees and bulldozing contradict their goals. Fence lines have been erected in numerous other locations using hand clearing to lessen the environmental impact.

When it rains heavily, water gushes through our property and drains into what we believe is an entrance to the lower portion of the Kaumana Caves. Judging by the flow of the water, it seems to run directly under the proposed school. Sometimes the volume of water is terrifying. We fear that the extensive construction planned will damage the cave system, adversely affect the drainage in the area and potentially cause flooding.

I am pleading with you to deny this project because I have witnessed the environmental damage illegally done in a time period of less than two months. I can only imagine what else will happen if this project is allowed to continue. Please help us protect the 'aina, the cave system and endangered animals.

Being a teacher, I am not anti-school. I believe you have wonderful teachers and I know a few of them. However with the overwhelming opposition from the residents up and down Kaumana Drive and concerns about traffic, this is not the ideal location for this project. Your leaders have taken many missteps, which have lead to distrust and disbelief within the community. This is not a recipe for success. Schools and its surrounding community should be a partnership. Please consider one of your alternative sites for consolidating your school.



2012 NOV -7 PM 3: 37



November 9, 2012

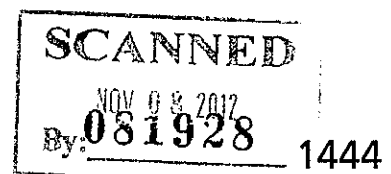
Dear Windward Planning Commissioners,

Today is a very special day. It is my son, Santiago Patino's Birthday and it's been an incredible eight years watching my son grow from birth until now. I am a proud Connections PCS parent to two beautiful sons, Santiago and Joaquin. Santiago is currently in Mr. Manley's 2nd grade and Joaquin is 5 years old and in Mrs. Taylor's Kindergarten class.

My name is Eden Patiño and I am a stay home mom who is currently active in the Connections PTSO and a volunteer member for the Downtown Improvement Association. I am affiliated with the March of Dimes - Hawaii Chapter and an advocate for education for our students. I used to work at Kamehameha Middle School - Hawai'i campus who decided to make a sacrifice to stay at home to raise her children and give them the best quality of life possible.

I remember 8 years ago that we needed to think about what school should Santiago attend? I'm an event planner by nature and so, even before Santiago could talk, my husband, Mario Patino, and I both started to visit schools in the local area. We wanted to find the best school for Santiago. And, as new parents, we knew that ideally, we would have loved to send them to a private school but this was not feasible for us financially. We did not like what we were hearing about Kaumana Elementary with their class sizes being so large. Then, we heard about Connections PCS at the Kress Building and decided to check things out to find out that there was a waitlist already. I remember visiting the office and Santiago was still in Keiki Steps. He was only 2 years old. It was only 2006 and the office already had a waiting list for the Kindergarten class entering 2010. We decided to take the application since it gave our family options for his education.

Why was there a waitlist we wondered? Santiago's only 2 we asked. You would have thought that we would be the first one in his class. It turns out that the current students already attending had siblings and those siblings already had their enrollment paperwork on file. Another good reason was that Connections was teaching different methods than regular DOE schools and with Mario being an educator himself at Kamehameha Schools, he liked the innovative teaching methods (i.e. DASH, Measure Up and STEAM) that Connections was providing. We had visited the school and liked the teachers and the small classroom sizes. We knew that it was a public school with a private school setting. Individual attention would be provided and quality teaching would occur.



LOCATION CONCERNS:

One of the things that we were concerned about was the location of the school. It is located in a tsunami zone. What would happen if a natural disaster would occur? That is always in the back of my mind every time I drop my sons off to school. Connections is a wonderful school but it isn't really a safe haven when it comes to a natural disaster.

Another question we had asked was, "What about Physical Education?" Where do the children go to get exercise during recess? The answer was, "in the building or they walk to Kalakaua Park." All I remember saying to myself was "why can't we have our own school with grounds for the kids to run around in?"

One day, I was dropping off the kids to school and there was a homeless guy sleeping in one of the store fronts by the school. It was pretty unnerving to see this and I had to explain to the boys that the person didn't have a home and that was where his bed was. It is the fact of life and I didn't want to ignore the scene but as a parent, I didn't want any homeless stranger to approach my sons for anything.

These concerns were outnumbered by the knowledge of having a quality education at Connections. As a UCLA graduate in Psychology, I know how important it is to have a great foundation in education. I hope and pray to be able to provide the BEST education possible for my children as my parents did. They sacrificed a lot to send my brother and sister to college. I know the importance of being a leader in the community and I know that I'd like to always be the "world" in my boys' eyes.

When there is conflict somewhere (whether it's fighting over a toy or fighting over building a school), I will always be there for my sons. Other than being a wife, mother, sister, friend and colleague, I can also be a referee. I'm the one to find a compromise and happy medium in times of conflict. I always believe that there's a solution to any challenge. And, from my concerns as a parent, I know that the solution for Connections is to have a new school built where there is safety and an unified place for our children to attend.

With that said, I humbly ask that you consider our school to be built in Kaumana. We have many talented students at Connections and I know of at least two of them who would be wonderful future leaders to our community. Let today be a HAPPY BIRTHDAY gift for an 8 year old.

Mahalo nui loa,



Eden C. Patiño

Connections Public Charter School - PTSO President

October 16, 2012

Windward Land Use Commission
District 2
25 Aupuni Street
Hilo, HI 96720

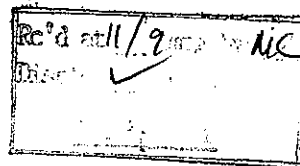
Dear Windward Land Use Commission members,

As a faculty member with the Communication and English departments at the University of Hawaii at Hilo, I truly believe in the transforming power of education. My enthusiasm for teaching and working with the culturally, socially and economically diverse student population at UHH inspires me to constantly look for ways to improve my teaching pedagogy to make learning interesting, meaningful and academically rigorous, while incorporating practical applications and real life connections.

So I whole heartedly support and applaud Connections Public Charter School for pursuing an innovative, community based learning experience for its students. I understand their desire to consolidate the elementary, middle and high schools on one campus to build a unified faculty, staff and students.

However, I am writing to you because I am opposed to the building of the Connections Charter School campus on 70 acres off Edita Street in Kaumana. Like others in our close knit neighborhood, my family and I are very responsible, community minded, active participants of our island home. My family and I are most directly impacted by these plans because we live on Edita Street and we would be bearing the burden of the physical, environmental and social consequences of this project which includes:

- Danger - Kaumana Drive is a very dangerous, narrow two lane road. I have seen numerous accidents driving up and down the curving road. Increased traffic from the school would increase danger to those in vehicles, pedestrians and homeowners. The road is in disrepair and cannot withstand increased traffic.
- Traffic – Even now I have to leave my house very early on Edita Street to take my children to school because of the large amount of traffic along Kaumana Drive that backs from the Mohouli intersection. Traffic congestion and accidents would increase with the increased number of cars making a left turn into Edita and those leaving Edita onto Kaumana because of the Connections Charter School. There will be increased traffic from people going to work via Saddle Road and an additional 40 house lots will be built at the end of Edita by Bill Brillhante Sr. Busses need to take entire lane to make turns. Another major addition to the traffic and safety issue: due to funding cuts, Connections Charter School may have fewer busses and more people driving their children to and from school; an NTSB study noted that 42% of students who have their drivers' license will drive to school.



- Landscape/Environment – The landscape is hazardous with numerous caverns, caves and flooding caused by water sources. A survey and documentation of the caves in the Connections property needs to be completed.
- Student Safety – An important concern is the safety of students in this hazardous environment.
- Neighborhood Safety – No student can be supervised 24/7 and I am concerned about the safety and well-being of residents
- Water, Sewer – The increased student, staff and faculty use from the school would not be met with existing water and sewer systems
- Not serving the community – It is a fact that over 60% of the students attending Connections are not from the Hilo district, but from the Puna district. Unlike other schools in districts all around the Big Island, Connections would not be servicing the educational needs of the Kaumana community. The school should be building a permanent campus in the community it services.
- Property Values – Increased traffic, accidents, traffic jams, safety, water, sewer, landscape/environmental issues and the school not servicing the educational needs of the community – all would significantly decrease property values.
- Connections Charter School – significant concerns about the integrity, ethics and credibility of how Connections has handled this entire situation from the very beginning, including a door-to door survey regarding the location of the school that I was unaware of, surveying, removal of pins and bulldozing of the area.
- Quality of life - Increased traffic, accidents, traffic jams, safety of students, and safety of residents, water, sewer, landscape /environmental issues and the school not servicing the educational needs of the community – all would significantly decrease quality of life of residents in the area.

My family and I are actively involved in numerous organizations in the Hilo community and we believe in the transformative power of education. My heart is with my neighborhood, my community and my island.

We live on Edita Street and my family and I and our neighbors would be most directly impacted from the above list of consequences and others that have not yet even surfaced. Based on the consequences, I am opposed to the plans to build Connections Charter School on 70 acres off Edita Street and kindly suggest that the school modify their plans to seek out property and build its campus in the community it services.

Thank you very much for your time and attention to this very important issue facing me, my family and my neighbors. If you have questions, need more information or would like to meet with me, please call me at (808) 640-0683 (cel) or email me at piwasaki@hawaii.edu. I look forward to hearing from you.

Sincerely yours,
 Patsy Y. Iwasaki
 232 Edita Street
 Hilo, HI 96720
 (808) 640-0683 cell; email: apkilove@hotmail.com

HAWAII STATE ETHICS COMMISSION

STATE OF HAWAII

HAWAII STATE ETHICS COMMISSION,) CHARGE NO. 10-Cg-4
Complainant,) CHARGE; EXHIBITS 1-27
vs.)
WILLIAM ERIC BOYD,)
Respondent.)

CHARGE

Under the authority of Hawaii Revised Statutes ("HRS") sections 84-31(a) and 84-31(b), and Hawaii State Ethics Commission Rules, section 21-5-2, the Hawaii State Ethics Commission issues this Charge against William Eric Boyd based on the following:

COUNT ONE

1. William Eric Boyd ("Eric Boyd") was, at all times relevant herein, an employee of Connections New Century Public Charter School ("Connections School"), located in Hilo, Hawaii.
2. Connections School, located at 174 Kamehameha Avenue, Hilo, Hawaii, is a public charter school operating within and under the authority of the Board of Education of the State of Hawaii.

JEFF GOMES

| |
|-------------------------------------|
| Re'd at 11/9 mtg by <i>JG</i> |
| Dist'd <i>yes</i> Recd <i>_____</i> |

3. In accordance with HRS section 84-3, the Board of Education is a state agency for purposes of the State Ethics Code, chapter 84, HRS.

4. At all times relevant herein, Eric Boyd was a state employee and was subject to the provisions set forth in the State Ethics Code, chapter 84, HRS, that are applicable to state employees.

5. At all times relevant herein, Erika Boyd was the spouse of Eric Boyd.

6. At all times relevant herein, Eric Boyd and Erika Boyd owned and operated a sole proprietorship called "Boyd Enterprises," a "business," as defined in HRS section 84-3 and for the purposes of the State Ethics Code.

7. At all times relevant herein, Boyd Enterprises operated under various trade names or "doing business as (dba)" names, including, without limitation, "Tropical Dreams," "Tropical Dreams Ice Cream," and "Just Fabuloso."

8. At all times relevant herein, Boyd Enterprises operated various lines of business, including, but not limited to, the following:

a. Preparing and delivering food, including school lunches, to Connections School and other public charter schools;

b. Catering events at or involving Connections School; and

c. Operating snack shops on the campus of Connections School or on nearby premises.

9. At all times relevant herein, Eric Boyd and Erika Boyd had a distributorship agreement with Amway Corporation ("Amway") to sell and distribute Amway-branded products and other products that could be purchased through Amway.

10. As a seller and distributor of Amway products ("Amway distributor"), Eric Boyd and Erika Boyd purchased Amway-branded products and other products that could be purchased through Amway, and supplied them to Connections School. Products purchased and supplied by Eric Boyd and Erika Boyd as an Amway distributor included, but were not limited to, sundry products, janitorial supplies, and electronic equipment.

11. As an Amway distributor, Eric Boyd and Erika Boyd had the latitude to charge customers for a product at a price above the cost (or wholesale) price of the product and could retain the difference between the cost price and the selling price for themselves. As an Amway distributor, Eric Boyd and Erika Boyd could also earn financial bonuses from Amway based on sales volume.

12. On or about January 25, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$453.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 1.

13. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT TWO

14. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

15. On or about February 1, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$450.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 2.

16. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document

to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT THREE

17. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

18. On or about February 9, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$468.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 3.

19. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT FOUR

20. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

21. On or about February 16, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and

submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$468.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 4.

22. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT FIVE

23. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

24. On or about March 1, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$432.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 5.

25. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT SIX

26. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

27. On or about March 9, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$447.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 6.

28. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT SEVEN

29. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

30. On or about April 5, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$456.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 7.

31. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT EIGHT

32. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

33. On or about April 19, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$909.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 8.

34. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT NINE

35. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

36. On or about May 10, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$306.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 9.

37. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT TEN

38. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

39. On or about May 31, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$975.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 10.

40. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby

assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT ELEVEN

41. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

42. On or about June 21, 2007, on behalf of Boyd Enterprises, Eric Boyd signed as "Food service Manager" and submitted to Connections School, a "Food Service Certificate" billing document in the amount of \$165.00, for lunch services provided to Connections School, a copy of which document is attached hereto as Exhibit 11.

43. Eric Boyd violated HRS section 84-14(d) by signing and submitting the Food Service Certificate billing document to Connections School on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT TWELVE

44. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

45. On or about March 15, 2005, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2101 in the amount of \$113.75, for payment of Purchase Order No: 5-3-5617-0314 to "Tropical Dreams," as

indicated by Eric Boyd's signature on the purchase order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 12.

46. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT THIRTEEN

47. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

48. On or about October 31, 2005, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2419 in the amount of \$258.00, for payment of Purchase Order No: 6-1-52110-0202 to "Erika Boyd DBA Tropical Dreams," as indicated by Eric Boyd's signature on the purchase order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 13.

49. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT FOURTEEN

50. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

51. On or about late November or early December of 2005, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2483 in the amount of \$378.00, for payment of Purchase Order No: 6-1-52110-0237 to "Erika Boyd dba Tropical Dreams," as indicated by Eric Boyd's signature on the purchase order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 14.

52. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT FIFTEEN

53. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

54. On or about December 21, 2005, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2517 in the amount of \$522.00, for payment of Purchase Order No: 6-1-52110-0267 to "Erika Boyd dba Tropical Dreams," as indicated by Eric Boyd's signature on the purchase

order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 15.

55. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT SIXTEEN

56. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

57. On or about February 8, 2006, or shortly thereafter, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2573 in the amount of \$264.00, for payment of Purchase Order No: 6-1-52110-0323 to "Erika Boyd dba Tropical Dreams," as indicated by Eric Boyd's signature on the purchase order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 16.

58. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT SEVENTEEN

59. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

60. On or about February 17, 2006, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2588 in the amount of \$282.00, for payment of Purchase Order No: 6-1-5210-0332 to "Erika Boyd dba Tropical Dreams," as indicated by Eric Boyd's signature on the purchase order to acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 17.

61. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT EIGHTEEN

62. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

63. On or about March 21, 2006, on behalf of Boyd Enterprises, Eric Boyd physically received from Connections School check number 2641 in the amount of \$246.00, for payment of Purchase Order No: 6-1-52110-0373 to "Tropical Dreams," as indicated by Eric Boyd's signature on the purchase order to

acknowledge receipt of the check. A copy of the purchase order document is attached hereto as Exhibit 18.

64. Eric Boyd violated HRS section 84-14(d) by receiving the check and by signing the purchase order to acknowledge receipt of the check on behalf of Boyd Enterprises, thereby assisting or representing Boyd Enterprises in a business transaction before Connections School.

COUNT NINETEEN

65. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

66. On or about September 12, 2006, Eric Boyd, in his official capacity for Connections School, signed as the "Requestor" of a purchase order in the amount of \$264.45, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 19. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

67. Eric Boyd violated HRS section 84-14(a) by signing and requesting the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY

68. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

69. On or about February 9, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$778.61, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 20. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

70. Eric Boyd violated HRS section 84-14(a) by signing and approving the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-ONE

71. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

72. On or about February 9, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Requestor" of a purchase order in the amount of \$2,495.97, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 21. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

73. Eric Boyd violated HRS section 84-14(a) by signing and requesting the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-TWO

74. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

75. On or about April 2, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$142.47, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 22. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

76. Eric Boyd violated HRS section 84-14(a) by signing and approving the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-THREE

77. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

78. On or about May 8, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$956.73, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 23. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

79. Eric Boyd violated HRS section 84-14(a) by signing and approving the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-FOUR

80. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

81. On or about June 29, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$503.14, payable to Erika Boyd, a copy of which document is attached hereto as Exhibit 24. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

82. Eric Boyd violated HRS section 84-14(a) by signing and approving the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-FIVE

83. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

84. On or about June 29, 2007, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$781.90, payable to Erika Boyd,

a copy of which document is attached hereto as Exhibit 25. The purchase order involved a purchase made through Eric Boyd and Erika Boyd's Amway distributorship.

85. Eric Boyd violated HRS section 84-14(a) by signing and approving the purchase order, thereby taking official action directly affecting a business in which he had a financial interest.

COUNT TWENTY-SIX

86. The Hawaii State Ethics Commission realleges paragraphs 1-11 of this Charge.

87. On or about August 25, 2008, Eric Boyd signed a "Food Booth Agreement," on behalf of Boyd Enterprises, as the "Operator" of food booth space "Hb" for the Hilo County Fair, which event was sponsored by The Hilo Jaycees, and scheduled to be held from September 18, 2008, through September 21, 2008. A copy of the Food Booth Agreement, dated August 25, 2008, by and between The Hilo Jaycees, as "Jaycees," and Boyd Enterprises, Eric and Erica [sic] Boyd, as "Operator," is attached hereto as Exhibit 26. The Food Booth Agreement provided for a booth rental price of \$700 payable by the Operator to The Hilo Jaycees. "Exhibit B" to the Food Booth Agreement, which indicates the items to be sold at the booth, included "ice cream."

88. On or about August 28, 2008, Eric Boyd, in his official capacity for Connections School, signed as the "Approver" of a purchase order in the amount of \$700, payable to "Hilo Jaycees," for "Booth space at County Fair," a copy of which document is attached hereto as Exhibit 27.

89. On or about August 28, 2008, Connections School paid the Hilo Jaycees \$700 for the use of food booth space Hb at the Hilo County Fair.

90. Connections School used food booth space Hb at the Hilo County Fair to sell nachos for a fund raiser for the senior class of Connections School.

91. During the time period of the Hilo County Fair, Boyd Enterprises conducted business activities from food booth space Hb, including the sale of ice cream products to the general public.

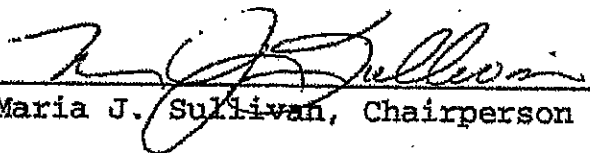
92. Boyd Enterprises did not pay for the use of booth space Hb.

93. Eric Boyd violated HRS section 84-13 by using his official position as a Connections School employee to secure or obtain unwarranted privileges, advantages or treatment for himself and/or Boyd Enterprises, by arranging for Connections School to pay for food booth space at the Hilo County Fair that

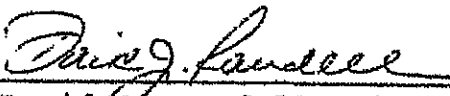
was used by Boyd Enterprises for private business purposes at no cost to Boyd Enterprises.

Dated: Honolulu, Hawaii, October 20, 2010.

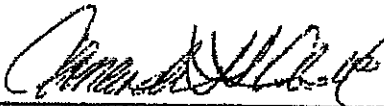
HAWAII STATE ETHICS COMMISSION



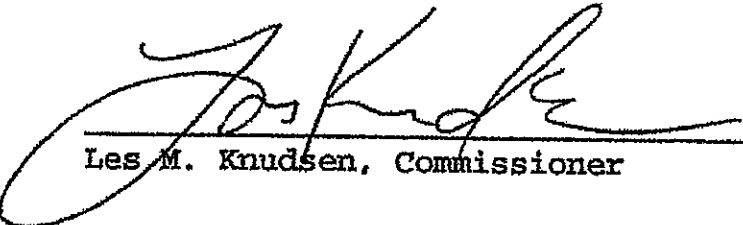
Maria J. Sullivan, Chairperson



David J. Randell, Vice Chairperson



Cassandra J. Leolani Abdul, Commissioner



Les M. Knudsen, Commissioner



ENTERED
1/27/07

PAID
JAN 26 2007

HS Lunches

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School under the ^{Temporary SLP} ~~ISBP~~ during the period from 1/22/2007 To 1/25/2007

| | | |
|-------------------------------|----------------------|-----------|
| _____ student breakfast | @ \$1.35 each.....\$ | _____ |
| _____ adult breakfast | @ \$1.35 each.....\$ | _____ |
| _____ total breakfast | | |
| 151 student lunches | @ \$3.00 each.....\$ | 453.00 |
| _____ adult lunches | @ \$3.00 each.....\$ | _____ |
| 151 total lunches | | |
| _____ milk | @ \$.50 each.....\$ | _____ |
| Total claims receivable | | \$ 453.00 |

We certify the above is true and correct.

William F. Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment

1/25/07
Date

Sandra Kelley
School Official

Connections Charter School
Sponsoring Agency

1/26/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

EXHIBIT 1

5-80



FEB 6 2007

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to **Connections Charter School** during the period from **1/29/2007 To 2/1/2007**

| | | |
|-------------------------|--------------------|-----------|
| _____ student breakfast | @ \$1.35 each..... | \$ _____ |
| _____ adult breakfast | @ \$1.35 each..... | \$ _____ |
| _____ total breakfast | | |
| 148 student lunches | @ \$3.00 each..... | \$ 444.00 |
| 2 adult lunches | @ \$3.00 each..... | \$ 6.00 |
| 150 total lunches | | |
| _____ milk | @ \$.50 each..... | \$ _____ |
| Total receivable | | \$ 450.00 |

We certify the above is true and correct.

Erika Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment 2/1/07
Date

London A. Kelley
School Official

Connections Charter School
Sponsoring Agency 2/2/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 2

5-79
103
1470



Entered
2/9/07 Ecg

Paid 2/9/07 Ecg

RECEIVED
2/10/07
w/pt.
2/10/07

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 2/5/2007 To 2/8/2007

| | | |
|-------------------------|--------------------|-----------|
| _____ student breakfast | @ \$1.35 each..... | \$ _____ |
| _____ adult breakfast | @ \$1.35 each..... | \$ _____ |
| _____ total breakfast | | |
| 156 student lunches | @ \$3.00 each..... | \$ 468.00 |
| _____ adult lunches | @ \$3.00 each..... | \$ _____ |
| 156 total lunches | | |
| _____ milk | @ \$.50 each..... | \$ _____ |
| Total receivable | | \$ 468.00 |

We certify the above is true and correct.

Erika Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment 2/9/07
Date

S. Kelley
School Official

Connections Charter School
Sponsoring Agency 2/9/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for their records.

***Please make check payable to Erika Boyd

EXHIBIT 3

105



PAID
FEB 23 2007
[Signature]

ENTERED
2/20/07
J.T.
2/20/07

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to

Connections Charter School during the period from

2/12/07 To 2/15/07

| | | |
|----------------------------|--------------------|------------------|
| _____ student breakfast | @ \$1.35 each..... | \$ _____ |
| _____ adult breakfast | @ \$1.35 each..... | \$ _____ |
| _____ total breakfast | | |
| <u>155</u> student lunches | @ \$3.00 each..... | \$ <u>465.00</u> |
| <u>1</u> adult lunches | @ \$3.00 each..... | \$ <u>3.00</u> |
| <u>156</u> total lunches | | |
| _____ milk | @ \$.50 each..... | \$ _____ |
| Total receivable | | \$ <u>468.00</u> |

We certify the above is true and correct.

William E. Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment

2/16/07
Date

Andrea E. Kelley
School Official

Connections Charter School
Sponsoring Agency

2/22/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for their records.

***Please make check payable to Erika Boyd

EXHIBIT 4

5-125

96-2
1472



ENTERED
3/2/07 *ju*

RECEIVED
3/10/07

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 2/26/2007 To 3/1/2007

EXHIBIT
MAR 02 2007
ju

| | | |
|-------------------------|----------------------|-----------|
| _____ student breakfast | @ \$1.35 each.....\$ | _____ |
| _____ adult breakfast | @ \$1.35 each.....\$ | _____ |
| _____ total breakfast | | |
| 138 student lunches | @ \$3.00 each.....\$ | 414.00 |
| 6 adult lunches | @ \$3.00 each.....\$ | 18.00 |
| 144 total lunches | | |
| _____ milk | @ \$.50 each.....\$ | _____ |
| Total receivable | | \$ 432.00 |

We certify the above is true and correct.

W. E. Boyd
Food service Manager

Boyd Enterprises dba T.D. 3/1/2007
Establishment Date

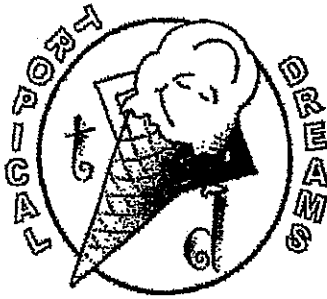
S. Kelley
School Official

Connections Charter School 3/2/07
Sponsoring Agency Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 5



ENTERED
3/9/07

PAID
MAR 09 2007
Ch

FOOD SERVICE CERTIFICATE

Bovd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 3/5/2007 To 3/9/2007

_____ student breakfast @ \$1.35 each.....\$ _____
_____ adult breakfast @ \$1.35 each.....\$ _____

_____ total breakfast

147 student lunches @ \$3.00 each.....\$ 441.00
2 adult lunches @ \$3.00 each.....\$ 6.00
149 total lunches

_____ milk @ \$.50 each.....\$ _____

Total receivable\$ 447.00

We certify the above is true and correct.

M.E. Boyd
Food service Manager

Bovd Enterprises dba T.D. 3/9/2007
Establishment Date

Skellern
School Official

Connections Charter School 3/9/07
Sponsoring Agency Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 6

9-91 80



PAID
4/5/07

PAID
APR 05 2007
km

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to

Connections Charter School during the period from
4/2/2007 To 4/5/2007

| | | |
|-------------------------|--------------------|-----------|
| _____ student breakfast | @ \$1.35 each..... | \$ _____ |
| _____ adult breakfast | @ \$1.35 each..... | \$ _____ |
| _____ total breakfast | | |
| 148 student lunches | @ \$3.00 each..... | \$ 444.00 |
| 4 adult lunches | @ \$3.00 each..... | \$ 12.00 |
| 152 total lunches | | |
| _____ milk | @ \$.50 each..... | \$ _____ |
| Total receivable | | \$ 456.00 |

We certify the above is true and correct.

M.S. Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment

4/5/2007
Date

Andrew L. Kelley
School Official

Connections Charter School
Sponsoring Agency

4/5/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 7

5-96



ENTERED
4/20/07

PAID
APR 20 2007
g

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 4/9/2007 To 4/19/2007

| | |
|-------------------------|---------------------------------|
| _____ student breakfast | @ \$1.35 each.....\$ _____ |
| _____ adult breakfast | @ \$1.35 each.....\$ _____ |
| _____ total breakfast | |
| 294 student lunches | @ \$3.00 each.....\$ 882.00 |
| 9 adult lunches | @ \$3.00 each.....\$ 27.00 |
| 303 total lunches | |
| _____ milk | @ \$.50 each.....\$ _____ |
| | Total receivable\$ 909.00 |

We certify the above is true and correct.

Erika Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment

4/19/2007
Date

Andrea Kelley
School Official

Connections Charter School
Sponsoring Agency

4/20/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 8

S-121

93



5-11-07

MAY 11 2007

FOOD SERVICE CERTIFICATE

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 5/8/2007 To 5/10/2007

| | | |
|-------------------------|----------------------|-----------|
| _____ student breakfast | @ \$1.35 each.....\$ | _____ |
| _____ adult breakfast | @ \$1.35 each.....\$ | _____ |
| _____ total breakfast | | |
| 97 student lunches | @ \$3.00 each.....\$ | 291.00 |
| 5 adult lunches | @ \$3.00 each.....\$ | 15.00 |
| 102 total lunches | | |
| _____ milk | @ \$.50 each.....\$ | _____ |
| Total receivable | | \$ 306.00 |

We certify the above is true and correct.

[Signature]
Food service Manager

Boyd Enterprises dba T.D.
Establishment

5/10/2007
Date

[Signature]
School Official

Connections Charter School
Sponsoring Agency

5/10/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT

9. -

S-92

76

FOOD SERVICE CERTIFICATE

ENTERED
6/1/07

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 5/11/2007 To 5/31/2007

PAID
JUN 01 2007

_____ student breakfast @ \$1.35 each.....\$ _____
_____ adult breakfast @ \$1.35 each.....\$ _____

_____ total breakfast

313 student lunches @ \$3.00 each.....\$ 939.00
12 adult lunches @ \$3.00 each.....\$ 36.00
325 total lunches

_____ milk @ \$.50 each.....\$ _____

Total receivable\$ 975.00

We certify the above is true and correct.

William S. Boyd
Food service Manager

Boyd Enterprises dba T.D. 5/31/2007
Establishment Date

Andrea Kelleef
School Official

Connections Charter School 5/31/07
Sponsoring Agency Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for their records.

*****Please make check payable to Erika Boyd**

EXHIBIT 10

S-91 75
1478

FOOD SERVICE CERTIFICATE

ENTERED
6/22/07 JW

Boyd Enterprises dba Tropical Dreams Ice Cream provided the following lunch services to Connections Charter School during the period from 6/1/2007 To 6/7/2007

PAID
JUN 22 2007
fu

| | | |
|-------------------------|--------------------|-----------|
| _____ student breakfast | @ \$1.35 each..... | \$ _____ |
| _____ adult breakfast | @ \$1.35 each..... | \$ _____ |
| _____ total breakfast | | |
| 55 student lunches | @ \$3.00 each..... | \$ 165.00 |
| adult lunches | @ \$3.00 each..... | \$ _____ |
| total lunches | | |
| _____ milk | @ \$.50 each..... | \$ _____ |
| Total receivable | | \$ 165.00 |

We certify the above is true and correct.

W.E. Boyd
Food service Manager

Boyd Enterprises dba T.D.
Establishment

6/21/2007
Date

Sandra E. Kelley
School Official

Connections Charter School
Sponsoring Agency

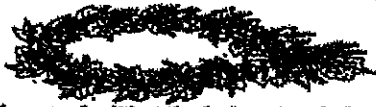
6/22/07
Date

This certificate is binding under the contract agreement between both parties listed above. Both parties should retain one copy for there records.

***Please make check payable to Erika Boyd

EXHIBIT 11

914



'O'alo pane ke 'Ole i ka hula no'ohale

Connections Public Charter School

*Food
CHS
week*

05-06

Purchase Order No: 6-1-52110-0202

Date: 10/28/05

Vendor: ERIKIA Boyd DBA Tropical Dreams

Address: _____

Phone: () _____

Bill / Ship To: **Connections PCS**
174 Kamehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|------------------------------|--------------------|------|------|--------------------|-----------------|
| | <i>wk of 24-27</i> | | | | |
| | <i>HS lunches</i> | | | | <i>258.00</i> |
| | <i>W. I. P. G.</i> | | | | |
| | <i>Provision</i> | | | | |
| | <i>10/23/05</i> | | | | |
| | <i>Oct 31 2005</i> | | | | |
| | <i>JWA</i> | | | | |
| Title I Justification | | | | | |
| | | | | Total | |
| | | | | Tax | |
| | | | | Shipping | |
| | CHECK# 2419 | | | Order Total | <i>258.00</i> |

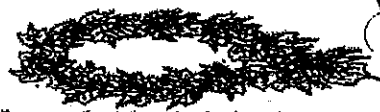
Special Instructions: _____

Requestor: *S. Kelley*
Title: *Asst*

Approved: *John T. ...*
Title: *CEO*

EXHIBIT 13

5-30 24'



Wāhine meke koe 'Oka e Aunā hōkū meke 'Okaēhi

Connections Public Charter School

Food Expenses

05-06

Purchase Order No: 6-1-52110-0237

Date: 11/23/05

Vendor: ERIKA Boyd dba Tropical Dreams

Address: _____

Phone: () _____

Bill / Ship To: **Connections PCS**
174 Kamehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|-----------------------|--------------------------|------|------|--------------------|-----------------|
| | HS lunches 11/21-23/05 | | 51 | 3.00 | 153.00 |
| | HS lunches 11/28-12/1/05 | | 75 | 3.00 | 225.00 |
| <i>WAFW</i> | | | | | |
| Title I Justification | | | | | |
| | | | | Total | 378.00 |
| | | | | Tax | |
| | | | | Shipping | |
| | CHECK# 2483 | | | Order Total | 378.00 |

Special Instructions:

Requestor: skelley

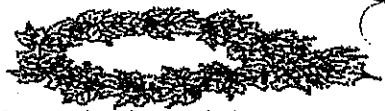
Approved: John Hakken

Title: Asst

Title: CEO

EXHIBIT 14

5-38 26



'Olelo pa'ae loa 'Olelo 'Olelo 'Olelo 'Olelo 'Olelo

Connections Public Charter School

Food
Meals
for HS
05-06

Purchase Order No: 6-1-52110-0267

Date: 12/20/05

Vendor: Erica Boyd DBA Tropical Dreams

Address: _____

Phone: () _____

Bill / Ship To: Connections PCS
174 Kamehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|--|---------------------|------|------|-------------|-----------------|
| | HS lunches 12/12-15 | | 90 | 3.00 | 270.00 |
| | HS lunches 12/5-8 | | 84 | 3.00 | 252.00 |
| W. S. Boyd | | | | | |
| PAID DEC 21 2005 <u>See</u> | | | | | |
| Title I Justification | | | | Total | |
| | | | | Tax | |
| | | | | Shipping | |
| CHECK# 2517 | | | | Order Total | 522.00 |

Special Instructions:

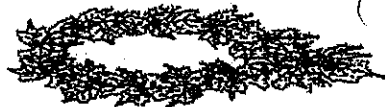
Requestor: S. Kelley
Title: Spec

Approved: John Thaler
Title: CEO

EXHIBIT 15

5-40

F-001



'Olelo pono ke 'Olelo he pono ke 'Olelo

Connections Public Charter School

05-06

Purchase Order No: 6-1-52110-0323 Date: 2/8/06

Vendor: Erika Boyd - DBA - Tropical Dreams

Address: 174 Kamehameha Avenue

Phone: (808) 935-9109

Bill / Ship To: **Connections PCS**
174 Kamehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|-----------------------|------------------|------|------|-------------|-----------------|
| | High School | | 88 | 3.00 | 264.00 |
| | Lunches FOR | | | | |
| | The Week OF | | | | |
| | 2/6 - 2/8/06 | | | | |
| | <i>W.S. Boyd</i> | | | | |
| Title I Justification | | | | | |
| | | | | Total | |
| | | | | Tax | |
| | | | | Shipping | |
| | CHECK# 2573 | | | Order Total | 264.00 |

Special Instructions:

Requestor: S. Kelley

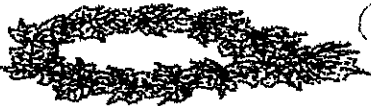
Approved: *[Signature]*

Title: Sasa

Title: ASB Secretary

EXHIBIT 16-

S-42 29



Wāhine ʻōia e hōʻāʻa i ka hōʻāʻa e hōʻāʻa i ka hōʻāʻa

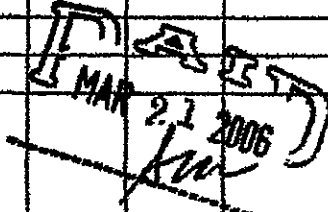
Connections Public Charter School

Meals

05-06

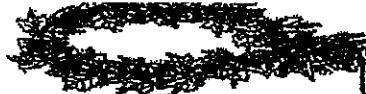
Purchase Order No: 61-52110-0373 Date: 3/16/06
 Vendor: Tropical Dreams
 Address: 174 Kamehameha Ave
 Phone: 808, 935-9109

Bill / Ship To: **Connections PCS** Phone: 1-808-961-3664
 174 Kamehameha Ave. Fax: 1-808-961-2665
 Hilo, HI 96720

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|--|--|------|------|-------------|-----------------|
| 82 | High School Lunches for The Week of: March 13 - 16, 2006 | | | | 246.00 |
| Title I Justification | | | | | |
| <i>W. S. Boyd signature</i> | | | | | |
|  | | | | | |
| | | | | Total | 246.00 |
| | | | | Tax | 246.00 |
| | | | | Shipping | |
| CHECK# 2641 | | | | Order Total | |

Special Instructions:

Requestor: Sandy Kelley Approved: John Tucker
 Title: SASA Title: CEO



APR 03 2007

Connections Public Charter School

06-07

4/2/07

Purchase Order No: _____

Date: 4/2/07

Payable to: ERIKA Boyd

Address: _____

Phone: () _____

Bill / Ship To: Connections PCS
174 Kanehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

| | | | | | |
|--|----------------------|--|---|--------------------|----------|
| E0951 | Soft cleaner | | 3 | | 19.20 |
| E3879 | Disinfectant cleaner | | 1 | | 37.80 |
| 70599156 | Lotion Soap Refills | | 1 | | 79.99 |
| | | | | | |
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| | | | | | |
| Justification | | | | | |
| Title I requires Ms. Miyazono's Approval | | | | | |
| | | | | Total | \$136.99 |
| | | | | Tax | 5.48 |
| | | | | Shipping | . |
| | | | | Order Total | \$142.47 |

Special Instructions: i.e.: order date, how ordered (phone, fax, internet), shipping method, date expected etc.

Requestor: ERIKA Boyd

Approved: [Signature]

Title: _____

Title: Admin. Assist.

Date: 4/2/07

Date: 4/2/07

EXHIBIT 22

5-143 107-2

ENTERED
5/8/07 JMW

Connections Public Charter School

06-07

Purchase Order No: _____

Date: 5/8/07

Payable to: Erika Boyd

Address: 590 Makalika Street

Phone: 808 981-2693

Bill / Ship To: **Connections PCS**
174 Kanehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
Fax: 1-808-961-2665

PAID
MAY 09 2007
JMW

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|---------------|---|------|------|-------------|-----------------|
| | Reimbursement for Food, Drinks and Snacks for House in Indiana | | | | 950.73 |
| Justification | | | | | |
| | | | | Total | |
| | | | | Tax | |
| | | | | Shipping | |
| | | | | Order Total | 950.73 |

Special Instructions:

Requestor: Erika Boyd

Title: Parent Coordinator

Date: 5/8/07

Approved: John Thatche

Title: Admin. Asst. CEO

Date: 5/8/07 5/9/07

EXHIBIT 23

5-100 83

Connections Public Charter School

Supply
 Prepaid
 06-07
 Date: 6/29/07

Purchase Order No: _____

Payable to: Erika Boyd

Address: 590 Makalika Street Hilo 96720

Phone: () 981-2693

Bill / Ship To: Connections PCS
174 Kamehameha Ave.
Hilo, HI 96720

Phone: 1-808-961-3664
 Fax: 1-808-961-2665
 JUN 29 2007

ENTERED
 6/29/07
 J.T.
 6/29/07

| Item No. | Description | Unit | Qty. | Unit Price | Extended Amount |
|---------------|--------------------|------|------|-------------|-----------------|
| | Classroom Supplies | | | | 483.79 |
| Justification | | | | | |
| | | | | Total | |
| | | | | Tax | 19.35 |
| | | | | Shipping | |
| | | | | Order Total | 503.14 |
| | CHECK# | | | | |

Special Instructions:

Requestor: Sonya Carvalho

Approved: [Signature]

Title: Teacher

Title: Admin. E.A.

Date: 6/29/07

Date: 6/29/07

EXHIBIT 24

S-104 85-6

FOOD BOOTH AGREEMENT

THIS AGREEMENT, dated the 25th day of August, 2008, by and between THE HILO JAYCEES (hereinafter referred to as "JAYCEES"), and Boyd Enterprises, Eric & Erica Boyd whose principal place of business is Tropical Dreams, Hawaii, and whose mailing address is 174 Kamehameha Ave. Hilo, Hawaii, 96720 (hereinafter referred to as "OPERATOR").

WITNESSETH:

That for and in consideration for the mutual promises and covenants set forth below, JAYCEES and OPERATOR do hereby covenant, promise and agree as follows:

1. OPERATOR states that it is a bona-fide non-profit organization or club, and will submit proof of such non-profit status (i.e. letter from the Internal Revenue Service) to the JAYCEES prior to the start of the Hawaii County Fair (hereinafter referred to as "FAIR") which will be held from September 18, 2008 through September 21, 2008, in Hilo, Hawaii, subject and according to the terms and conditions hereinafter set forth.
2. JAYCEES shall rent and make available to OPERATOR during the running of the FAIR:
 - a. FOOD BOOTH space which shall be approximately 16' X 16' in size, labeled as Hb on the map attached hereto as "EXHIBIT A"
 - b. The booth will be provided with one (1) electrical outlet. Additional outlets may be installed at an extra cost.
 - c. OPERATOR shall have access to a secured refrigeration unit, running water, and a wash basin (NOT FOR CLEANING OF UTENSILS). Access to the refrigeration unit will be limited to only those persons whose names have been provided in advance to the JAYCEES.
 - d. OPERATOR shall be provided with one (1) designated parking stall. Any unauthorized parking in reserved areas will result in vehicles being towed away and / or by forfeiture of the Security Deposit described in paragraph 3.d. below.
 - e. OPERATOR shall be provided with one (1) bathroom pass to be surrendered to gates 3 & 4 upon entry and picked up upon exit.

3. OPERATOR shall pay JAYCEES for the rental of the booth space the bid price of \$ 700.00 (Seven hundred DOLLARS) as follows:
- a. One-third (1/3) \$ 233.00 of said bid price upon the signing of this AGREEMENT.
 - b. The balance of said bid price on or before 12:00 noon, Sunday, September 21, 2008.
 - c. Payment shall be by CASH or CASHIER'S CHECK payable to the HAWAII COUNTY FAIR.
 - d. In addition to the bid price, OPERATOR agrees to pay a SECURITY DEPOSIT of \$100.00 for any damages which may be caused to the booth space and / or for any violation by OPERATOR of the terms and conditions stated herein. The security deposit shall be refunded to OPERATOR within two (2) weeks after the close of the FAIR if there are no damages or violations. The security deposit shall not limit or preclude JAYCEES from seeking any additional damages or costs incurred in excess of the deposit. The security deposit shall be made by a separate CASHIER'S CHECK payable to THE HAWAII COUNTY FAIR in order to facilitate the REFUND.
4. OPERATOR shall use the booth exclusively for the purposes stated in the bid made by the OPERATOR, and for no other purpose. The bid made by OPERATOR is made part of this AGREEMENT. A true and correct copy of the bid is attached hereto as "EXHIBIT B".
5. OPERATOR shall maintain food and / or drink sales during all hours that the FAIR is open to the public. The schedule is as follows:
- | | | |
|-----------|--------------------|--------------------|
| Thursday, | September 18, 2008 | 5:30 pm – Midnight |
| Friday, | September 19, 2008 | 5:30 pm - Midnight |
| Saturday, | September 20, 2008 | 10 am - Midnight |
| Sunday, | September 21, 2008 | 10 am – 11 pm |
6. OPERATOR shall obtain all licenses or permits as required by the relevant governmental agencies, and shall comply with all laws, rules and regulations, ordinances, and directives of the relevant governmental authorities during the running of the FAIR.

7. OPERATOR agrees to abide by the following operational rules:
- a. OPERATOR shall sell only on a cash basis and shall maintain their own cash and deposits.
 - b. Signs publicizing the name of the organization operating the booth may be erected at the expense of OPERATOR.
 - c. Each booth must have a fire extinguisher available during all FAIR hours. The operator of each booth is responsible for securing their own fire extinguisher. Recommend fire extinguisher is A,B,C model or call Hilo Fire Extinguisher at phone: 966-6697
 - d. Each booth must have a plastic lined garbage pail for disposal of food stuffs.
 - e. The wash basin is for HAND WASHING ONLY. Cleaning, washing and sanitation of utensils must be done where food is prepared...NOT IN WASH BASINS.
 - f. All trash must be CRUSHED and BAGGED. (No disposal of empty boxes in the trash bins.)
 - g. Booth operators are responsible for headwear (caps are required) for all workers in the booth.
 - h. Children under the age of 10 years are not allowed in the food booths. Only those who are working in the food booths are permitted in the food booth area.
 - i. All food booths will be constructed by the JAYCEES to the maximum size allowed, and OPERATOR shall make NO FURTHER EXTENSIONS. OPERATOR shall provide own flooring material (approximately 20 skips per 16x16 foot booth space) and shall be responsible for installation which includes placing ply-wood over skips. JAYCEES no longer responsible for providing flooring.
 - j. A three (3) feet wide walkway shall be maintained behind the food booths for access to the reefer and for general ingress and egress to the booths. This walkway must remain unobstructed at all times.
 - k. The rear of the food booths will be enclosed with chain link fencing, except for designated gate areas, which must remain open and unobstructed at all times. No alterations or tampering of the chain link fencing shall be made and any OPERATOR in violation of this provision will be assessed for any damages and / or forfeiture of the security deposit.

- n. If OPERATOR violates or is in violation of any of the terms and conditions herein, JAYCEES shall have the right to take all steps necessary to correct or to prevent such further violation, including shutting down the booth and/or deducting monies from OPERATOR'S security deposit. JAYCEES decision on this matter shall be binding and final.
8. OPERATOR agrees that JAYCEES and / or its members shall not be liable to OPERATOR for the loss of goods, equipment, or other items of OPERATOR and shall not be responsible for any personal injuries suffered by OPERATOR or its officers, agents, employees or representatives.
 9. OPERATOR agrees to indemnify and hold harmless JAYCEES and / or its members from any and all liability, loss or damages JAYCEES and / or its members may suffer as a result of claims, demands, cost, or judgments against JAYCEES and / or its members arising out of the provision of goods or services by the OPERATOR or as a result of a defect or deficiency in such goods or services sold or provided.
 10. OPERATOR agrees to indemnify and hold harmless JAYCEES and / or its members from any and all liability resulting from the negligence or other tortuous or wrongful conduct on the part of OPERATOR, its officers, agents, employees, or representatives, and shall reimburse JAYCEES and / or its members for any loss or damages incurred by reason of such negligence or other tortuous or wrongful conduct.
 11. OPERATOR shall submit to JAYCEES no later than September 29, 2008, a financial report on the form attached hereto as "EXHIBIT C". The failure by the OPERATOR to submit a timely financial report shall be grounds for the rejection of bids made by OPERATOR in the future.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be duly executed on the day and year first above written.

HILO JAYCEES

BY: *Tracy S Kim*
 Tracy S Kim - Keith Mawrak
 58th Hawaii County Fair Chairman

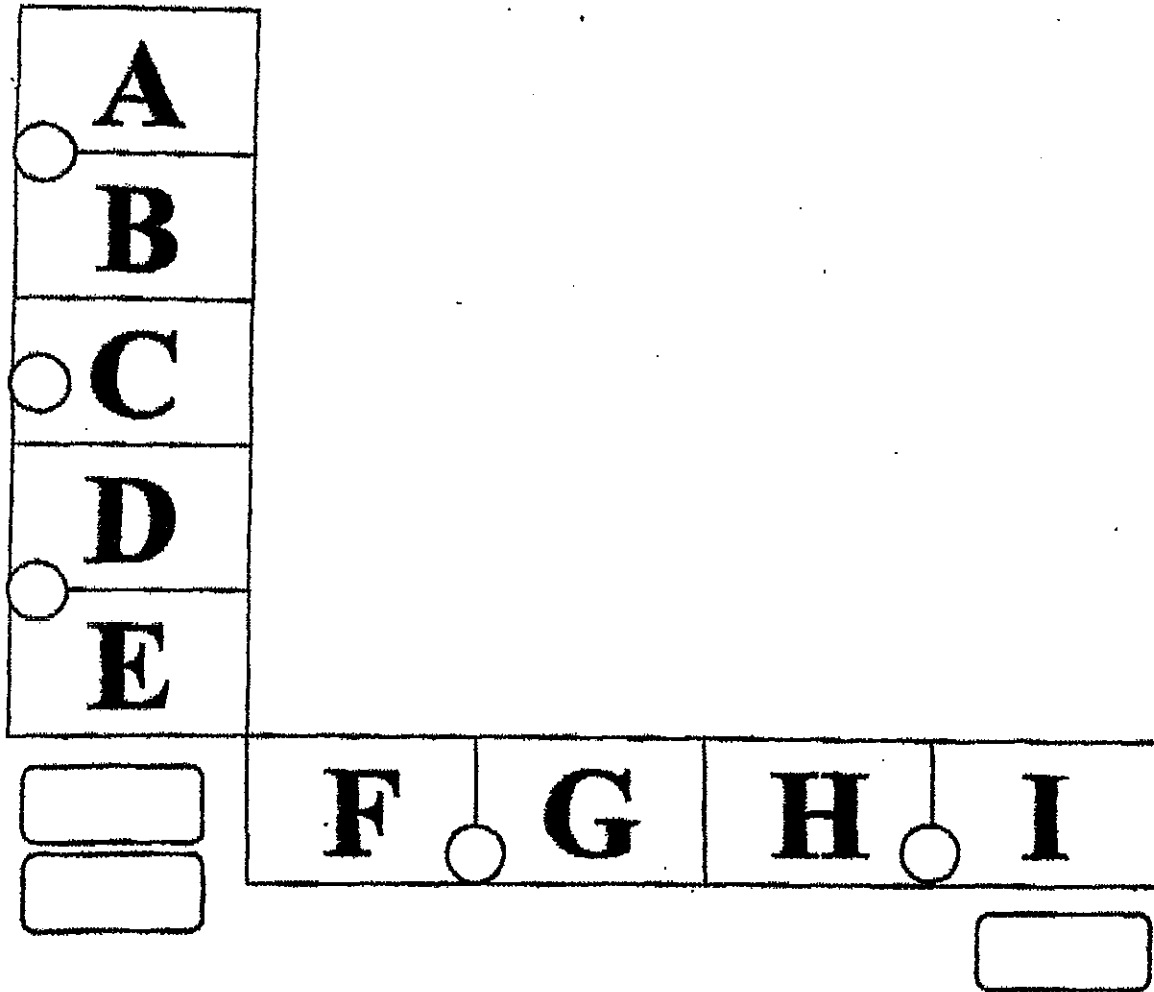
OPERATOR

BY: (signature) *W. E. Boyd*
 Its Official Representative

PRINT: *W. E. Boyd*
 VENDOR

EXHIBIT A
FOOD BOOTH LAYOUT

MANONO STREET



Booths (All Booths are approximately 16' x 16' in size)

Sumps

Reefers

EXHIBIT B

FOOD BOOTH BID FORM

DATE: 8/21/08

ORGANIZATION: Connections charter school / Tropical Dreams Ice cream

BID PRICE: \$ 700.00

| MENU ITEM | ITEM SIZE | PRICE TO PUBLIC | PRICE TO JAYCEES |
|---------------------------|-----------|-----------------|------------------|
| Ice Cream | | \$ 3.00 | \$ 3.00 |
| Nachos w/cheese & chicken | | \$ 7.00 | \$ 5.00 |
| Soy beans | | \$ 2.00 | \$ 2.00 |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |

LOCATION DESIRED (SEE EXHIBIT A): H

NAME OF BIDDER:

W.F. Boyd
PRINT

W.F. Boyd
SIGNATURE

PHONE NUMBER:

981-2693
RESIDENCE

895-6857 / 756-1026
BUSINESS

VERIFICATION OF NON-PROFIT STATUS ENCLOSED

'A'aha pūkele hō 'āina 'āna hō'āina hō'āina

Connections Public Charter School

~~Extra Errata~~

H.S. 2009
Fund 2008-09
Exp
08-09

Purchase Order No: _____

Date: 8/28/08

Payable to: Hilo Jaycees

Address: _____

Phone: () _____

Bill / Ship To: **Connections PCS**
174 Kamehameha Ave.
Hilo, HI 96720

INTEREST
AUG 28 2008

J.F. 8/29/08
[CAIT]
AUG 28 2008

BY: _____

Phone: 1-808-961-3664
Fax: 1-808-961-2665
Contact: Sandy Kelley, Bus. Mgr, 808-935-6015

| | | | | | |
|--|-------------------------------------|--|--|--|----------------------|
| Booth space at county fair | | | | | \$700.00 |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Justification For all PO's | Senior Fundraiser selling Nachos | | | | |
| Title I requires Ms. Miyazono's Approval | | | | | |
| | | | | | Sub Total |
| | | | | | Tax |
| | | | | | Shipping |
| | | | | | Order Total \$700.00 |

Special Instructions: i.e.: order date, how ordered (phone, fax, internet), shipping method, date expected etc.

Requestor: S. Miyazono
Title: Clerk
Date: 8/28/08

Approved: N.S. Perry
Title: Admin. Assistant
Date: 8/28/08

EXHIBIT 27





Be a Safe Teenage Driver

**INSURANCE INSTITUTE
FOR HIGHWAY SAFETY**

www.iihs.org

www.nhtsa.gov

NHTSA

Beginning Drivers' Crashes Differ

Teen drivers have the highest crash risk of any age group. Per mile traveled, they have the highest involvement rates in crashes, from crashes involving property damage only to those that are fatal. The problem is worst among 16-year-olds, who have the most limited driving experience and an immaturity that often results in risk-taking behind the wheel. The characteristics of 16-year-olds' fatal crashes shed light on the problem:

Percentage of fatal crashes by characteristic, 2004

| | Driver Age: 16 | 17-19 | 20-49 |
|------------------------------|----------------|-------|-------|
| Driver error | 78 | 69 | 55 |
| Speeding | 39 | 33 | 23 |
| Single vehicle | 52 | 45 | 39 |
| 3+ occupants | 29 | 24 | 18 |
| Drivers killed with .08+ BAC | 13 | 25 | 44 |

Source: FARS/NHTSA 2004

Driver error: Compared with crashes of older drivers, those of 16-year-olds more often involve driver error.

Speeding: 16-year-old drivers have a higher rate of crashes in which excessive speed is a factor.

Single-vehicle crashes: More of 16-year-olds' fatal crashes involve only the teen's vehicle. Typically these are high-speed crashes in which the driver lost control.

Passengers: 16 year-olds' fatal crashes are more likely to occur when other teenagers are in the car. The risk increases with every additional passenger.

Alcohol: Although this is a problem among drivers of all ages, it's actually less of a problem for 16-year-olds. Typically, less than 15 percent of fatally injured 16-year-old drivers have blood alcohol concentrations of .08 grams per deciliter or greater. However, alcohol quickly becomes a problem in the later teen years.

Night driving: This is a high-risk activity for beginners. Per mile driven, the nighttime fatal crash rate for 16-year-olds is about twice as high as during the day.

Low belt use: Teenagers generally are less likely than adults to use safety belts.

- Aggressive Driving
- Bicycles
- Child Safety
- Distracted Driving
- Driver Education
 - Teen Drivers
 - Senior Drivers
- Enforcement & Justice Services
- Impaired Driving
- Motorcycles
- Occupant Protection
- Pedestrians
- Research & Evaluation
- School Buses

- Print | Share | RSS Feed | Email

Teen Drivers - Additional Resources



Priority Program Areas

NHTSA is focusing its effort in three priority areas to prevent motor-vehicle-related fatalities and injuries for teens:

Access to Alcohol • Graduated Driver Licensing (GDL) • Seat Belt Use

Access to Alcohol

Teens are at far greater risk of death in an alcohol-related crash than the overall population, despite the fact that they are below the minimum drinking age in every State. Among 15- to 20-year-old drivers involved in fatal crashes in 2006, 31 percent of the drivers who were killed had been drinking and 77 percent of these drivers were unrestrained. High-visibility enforcement of underage purchase, possession, and provision laws can create a significant deterrent for violation of youth access laws, reduce consumption, and decrease alcohol-related crash involvement.

NHTSA's core strategies for reducing youth access to alcohol include:

- Actions directed at adults, such as media messages on parent and other adult responsibility, keg registration laws, and enforcement of laws against purchasing alcohol for youth;
- Actions directed at youth, such as tamper-proof licenses, "use-and-lose" laws that confiscate the drivers license of underage drinkers, law enforcement party patrols, and peer education;
- Actions directed at alcohol vendors (e.g., point-of-sale training and compliance checks); and
- Comprehensive community programs that bring together community groups and agencies.

Graduated Driver Licensing (GDL)

Young, novice drivers are significantly over represented in fatal crashes, particularly 16- and 17-year-old drivers. Immaturity and inexperience are primary factors contributing to fatal crashes by young drivers. Three-stage GDL laws address these factors by reducing high-risk exposure for novice drivers. Evaluations clearly show the benefits of adopting GDL laws, generally indicating 20- to 50-percent reductions in crashes of young novice drivers.

NHTSA's core strategies for strengthening GDL laws include:

- Enactment of three-stage GDL legislation containing NHTSA -recommended components;
- Highly publicized enforcement of GDL laws; and
- Increasing parental responsibility in monitoring novice driver compliance with GDL laws.

Seat Belt Use

Teens have lower seat belt use rates than adults. Despite efforts aimed at increasing belt use in this age group, observed use among teens and young adults (16 to 24 years old) in 2008 was the lowest of any age group at 80 percent. In fatal motor-vehicle crashes, the

Parents and Teens

- Set the Standards
- Parental Responsibility Toolkit
- Additional Resources

Seat Belt Use

- Earned media materials
- Creative materials
- TV / radio spots

Graduated Driver Licencing

- The GDL System
- Teen Driver Education

Youth Access to Alcohol

- Earned media materials
- Creative materials
- TV / radio spots

Additional Resources

- Priority program areas
- Teen safety statistics
- Studies & reports
- Glossary
- Campaign Materials For Safety Partners and Advocates

majority of teens (16 to 20 years old) continue to be unbuckled (56% in 2009).

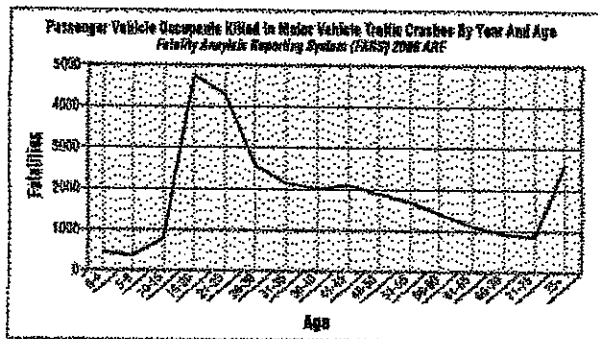
NHTSA's core strategies for increasing seat belt use among teens include:

- Primary enforcement seat belt laws;
- Highly publicized enforcement of seat belt laws; and
- Educational programs that complement seat belt laws and enforcement.

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Youth Traffic Safety Statistics

Motor vehicle crashes are the leading cause of death for teens in the U.S. Each year, more than 5,000 teens (ages 16-20) are killed in passenger vehicle crashes. During 2006, a teen died in a traffic crash an average of once every hour on weekends and nearly once every two hours during the week.



Nationally in 2006, 25 percent of the young drivers ages 15-20 who were killed in crashes had Blood alcohol concentration (BAC) levels of .08 or higher at the time of the crash.

Nationally in 2009, 3,349 teen passenger vehicle occupants, ages 16 to 20, were killed in motor vehicle crashes, and 56 percent (1,880) were unrestrained at the time of the fatal crash.

According to NHTSA, teenage drivers and passengers are among those least likely to wear their seat belts.

While all teens are at a high-risk of experiencing a fatal crash, according to NHTSA, young males, pickup truck drivers and passengers, as well as people living in rural areas are also among those least likely to buckle up.

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Studies & Reports

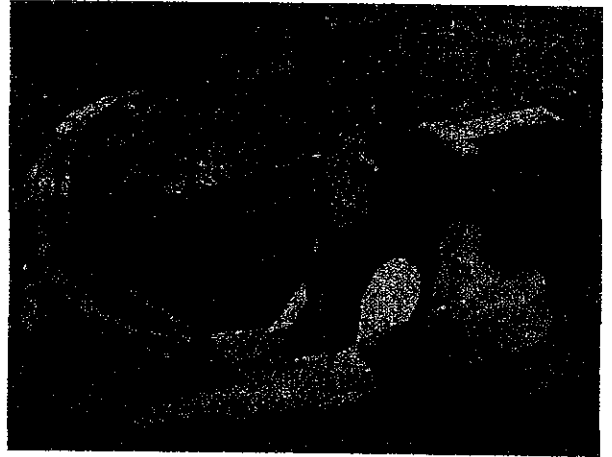
- Traffic Safety Facts - Young Drivers
- Graduated Driver Licensing System
- Graduated Driver Licensing
- Beginning Teenage Drivers
- Development and Evaluation of a PC-based Attention Maintenance Training Program
- National Evaluation of Graduated Driver Licensing Programs
- Parent-Taught Driver Education in Texas: A Comparative Evaluation
- Teen Unsafe Driving Behaviors: Focus Group Final Report
- Graduated Driver Licensing Reduces Fatal Crashes by 11 Percent for 16-Year-Old Drivers, Study Shows
- Safety Belts and Older Teens - 2005 Report
- 2008 Motor Vehicle Occupant Protection Facts
- NHTSA / ADTSEA -- National Driver Development Program
- Increasing Teen Safety Belt Use: A Program and Literature Review
- Determine Why There are Fewer Young Alcohol-Impaired Drivers
- Teen Driver Crashes: A Report to Congress

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Glossary

Alcohol Involvement

NHTSA defines a fatal crash as alcohol-related or alcohol-involved if at least one driver or



TEEN DRIVER CRASHES

**A Report to Congress
July 2008**



★★★★★
NHTSA
www.nhtsa.gov

| | | | | | |
|--|--|---|---|---|--|
| 1. Report No. DOT HS 811 005 | | 2. Government Accession No. | | 3. Recipient's Catalog No. | |
| 4. Title and Subtitle Teen Driver Crashes: A Report to Congress | | | | 5. Report Date July 2008 | |
| | | | | 6. Performing Organization Code NTL-130 | |
| 7. Author(s) Richard P. Compton and Patricia Ellison-Potter | | | | 8. Performing Organization Report No. | |
| 9. Performing Organization Name and Address Office of Behavioral Safety Research National Highway Traffic Safety Administration | | | | 10. Work Unit No. (TRAIS) | |
| | | | | 11. Contract or Grant No. | |
| 12. Sponsoring Agency Name and Address National Highway Traffic Safety Administration U.S. Department of Transportation 1200 New Jersey Avenue SE. Washington, DC 20590 | | | | 13. Type of Report and Period Covered Report to Congress | |
| | | | | 14. Sponsoring Agency Code | |
| 15. Supplementary Notes | | | | | |
| 16. Abstract <p>This report summarizes what is known about the teen driver crash problem and reviews the research on the major contributing factors to the high teen crash rate. Dispositional factors, such as immaturity, inexperience, faulty judgment, and a higher propensity for risk-taking all contribute to the teen driver crash problem. Additionally, younger drivers are not experienced in hazard recognition. They do not generally acknowledge inherently dangerous situations on the road, and therefore do not react appropriately. A brief review is included on a variety of programs designed to decrease teen driver crashes, such as educational programs, laws and sanctions, and licensing programs. Scientific evaluations of these programs are discussed in terms of reducing the teen driver crash problem, thereby making America's roads safer for our youth.</p> <p>The study and report conclude with recommendations based on research for developing and implementing interventions for this important traffic safety issue. Strong evidence supports the strengthening of graduated driver licensing (GDL) laws in the States and incorporating driver education into the GDL system.</p> | | | | | |
| 17. Key Words Teen driver crashes, driver education, graduated driver licensing, risk-taking, hazard recognition. | | | 18. Distribution Statement Document is available through the National Technical Information Service Springfield, VA 22161 and free of charge at www.nhtsa.dot.gov . | | |
| 19. Security Classif.(of this report) Unclassified | | 20. Security Classif.(of this page) Unclassified | | 21. No. of Pages 12 | |
| 22. Price | | | | | |

TEEN DRIVER CRASHES

The House Report (109-12 Section 2012) accompanying H.R. 3, *Transportation Equity Act: A Legacy for Users*, requested the Secretary to conduct a Teen Driver Study on the major causes of traffic crashes involving teen drivers and evaluate existing teen driver programs. It went on to request that the Secretary “transmit a report to the Committee on the results of the study and recommendations to reduce the number of traffic crashes involving teenagers, including recommendations for model driving school curriculum and graduated licensing requirements.” This report documents the study’s findings and recommendations.

Teen Driver Crashes

Motor vehicle crashes are the leading cause of death for 15- to 20-year-olds. In 2006, 3,490 15- to 20-year-old drivers died and an additional 272,000 were injured in motor vehicle crashes. In 2006, 12.9 percent of all the drivers involved in fatal crashes were between 15 and 20 years old. In comparison, these young drivers represent 6.3 percent of all licensed drivers. Overall, driver fatalities for this age group increased by 3 percent between 1996 and 2006. For young males, driver fatalities rose by 5 percent, compared with a 3 percent decrease for young females (NHTSA Traffic Safety Facts – Young Drivers, DOT HS 810 817, 2006).

Figure 1 shows that in 2006 young drivers between 15 and 20 years old had the highest fatal crash involvement rate of any age group with 59.5 fatal crashes per 100,000 licensed drivers. This rate is significantly higher than any other age group and more than double the rate for any age group 35 and older.

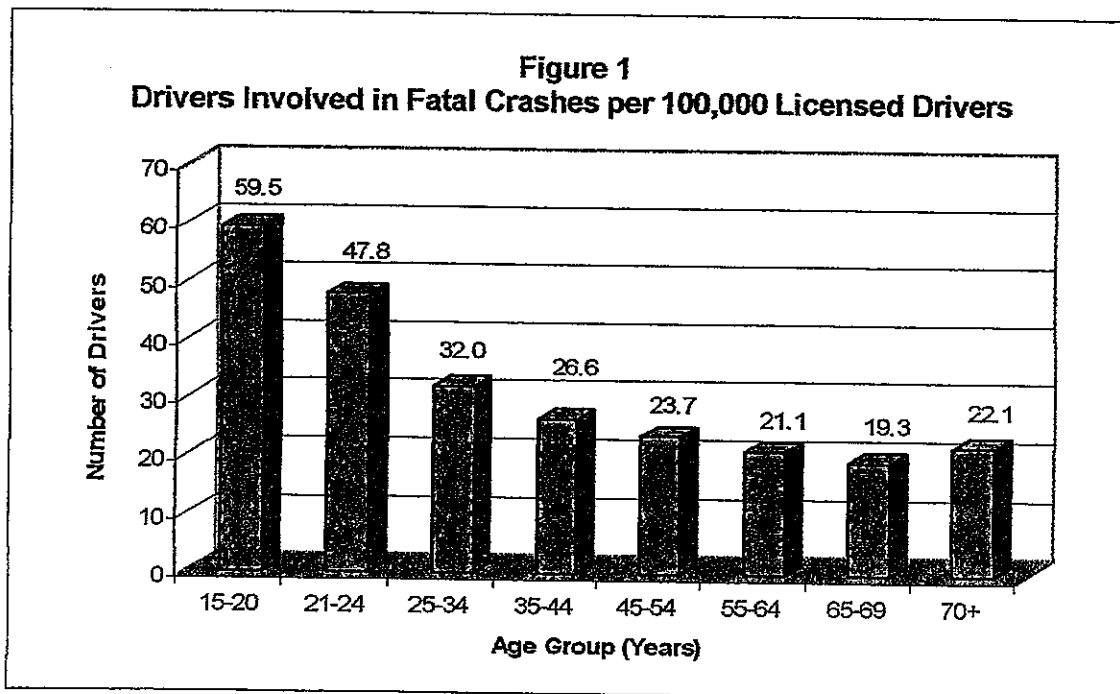
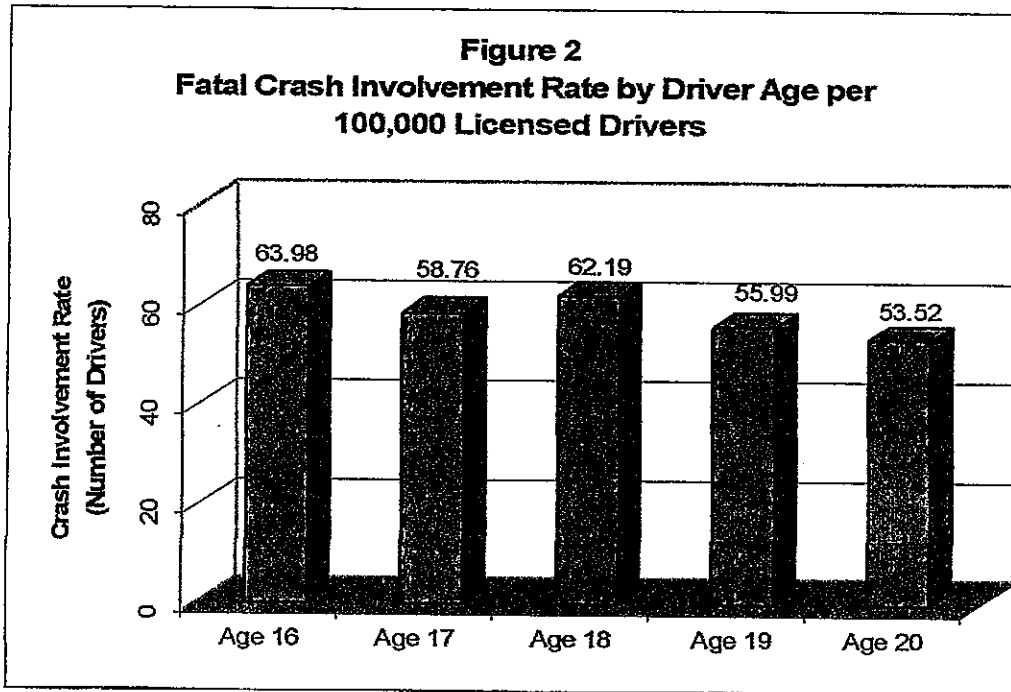


Figure 2 shows that in 2005 the involvement rate per 100,000 licensed drivers was highest (63.98) for 16-year-old drivers and lowest (53.52) for 20-year-old drivers (53.52). Rates for 17- and 18-year-old drivers are close to each other but are lower than the rate for 16-year-olds.



Contributing Factors to Teen Driver Crash Rates

Highway safety literature has documented that teen drivers, due to a combination of immaturity and inexperience, have a higher propensity for risk-taking behaviors than do older and more experienced drivers. Research and crash data tell us that teen drivers are less likely to buckle up, and more likely to speed or drive too fast for prevailing conditions (Hedlund, Shults, & Compton, 2003). Other factors shown to place teen novice drivers at greater risk of crash involvement include driving late at night (Lin & Fearn, 2003), driving while impaired by alcohol (Williams, 2003), and driving in the presence of teenage passengers (Lin & Fearn, 2003; Williams, 2003). In fact, in-depth studies of novice-driver crashes suggest that contributing factors to teen crashes are much the same as for adult experienced driver crashes.

Teenagers appear to use new technology at a greater rate than older people do. The latest survey of driver cell phone use found younger drivers ages 16-24 using hand-held cell phones at a higher rate than older drivers (Traffic Safety Facts – Driver Cell Phone Use in 2006 – Overall Results, DOT HS 810 790, 2007). While younger drivers may not be more likely to use their Personal Digital Assistants (PDAs), iPods, and other portable entertainment devices while driving than older drivers, younger drivers are less experienced at multitasking while driving and are therefore more easily distracted than their older counterparts (Stutts et al., 2001). In fact, preliminary research has identified different visual scanning patterns between younger novice drivers and older, more experienced drivers, providing support for teen drivers' apparent inability to detect high-risk situations (Pradhan et al., 2005).

Younger drivers are frequently inexperienced in hazard recognition and often take unnecessary risks due to a combination of poor decision making and an illusion of invulnerability (Williams, 2006). Younger drivers do not always consider the consequences of their actions. Recent research in adolescent development supports the contention that younger people are often developmentally less capable of making sound judgments and decisions regarding potentially risky behavior. Areas of the brain involved in rendering judgments and making decisions are not fully developed until around age 25 (Keating, 2007).

Young drivers are particularly vulnerable to certain high-risk driving situations, such as driving at night (Lin & Fearn, 2003; Williams, 2003), after drinking alcohol (Williams, 2003), with other teenage passengers (Lin & Fearn, 2003; Williams, 2003), and when unbelted (Ferguson, 2003).

Programs to Reduce Teen Driver Crashes

A variety of approaches have been taken to reduce teen driver crashes. These include laws and sanctions, licensing programs, and educational programs. These will be discussed briefly in turn.

Laws and Sanctions – A number of laws that restrict teenage drinking and driving have been shown to reduce teen crashes. Studies about raising the drinking age to 21 years old and enacting zero tolerance laws have been shown to reduce teen crash rates. Zero-tolerance laws make it unlawful for drivers under age 21 to operate vehicles with any detectable amount of alcohol in their systems. All 50 States and the District of Columbia now have 21-year-old minimum drinking age and zero-tolerance laws. NHTSA estimates that these laws have reduced traffic fatalities involving drivers 18 to 20 years old by 13 percent and have saved an estimated 25,509 lives since 1975. In 2006, minimum drinking age laws (NHTSA, 2006) saved an estimated 890 lives.

In addition, States with primary seat belt laws (where a motorist can be stopped and ticketed for not using a seat belt) have a 14-percentage-point higher use rate than States with weaker enforcement laws. This difference in use rate extends to teen drivers and passengers. Thus, the adoption of primary seat belt laws by all States would save many teen driver and passenger lives (NHTSA, 2007).

Graduated Driver Licensing – Given the inexperience of novice drivers and evidence that with experience novice driver crash rates decline fairly dramatically, people have sought ways to provide novice drivers an opportunity to gain driving experience under less risky circumstances. This approach is known as graduated driver licensing (GDL), and has been shown by numerous studies to be a highly effective method of reducing novice driver crash rates. NHTSA recommends a GDL program that involves a three-stage licensing system for beginning drivers (stage 1 = learner's permit; stage 2 = provisional license; and stage 3 = full license) that slowly introduces the young, novice driver to the driving task by controlling exposure to high-risk driving situations (e.g., nighttime driving, driving with passengers, and driving after drinking any amount of alcohol).

The three stages of the GDL system include specific components and restrictions to introduce driving privileges gradually to beginning drivers. Novice drivers are required to demonstrate responsible driving behavior during each stage of licensing before advancing to the next level.

Each stage includes recommended components and restrictions for States to consider when implementing a GDL system. NHTSA currently recommends the following components and restrictions for each stage:

Stage 1: Learner's Permit

- State sets minimum age for a learner's permit at no younger than 16 years old;
- Pass vision and knowledge tests, including rules of the road, signs, and signals;
- Completion of basic driver training;
- Licensed adult (who is at least 21 years old) required in the vehicle at all times;
- All occupants must wear seat belts;
- Teenage passenger restrictions— not more than one teenage passenger for the first 12 months of Intermediate License. Afterward, limit the number of teenage passengers to two until age 18;
- Zero alcohol while driving;
- Learners permit is visually distinctive from other driver licenses;
- Must remain crash- and conviction-free, including violations of the seat belt, zero-tolerance, speed, and other GDL provisions, for at least 6 consecutive months to advance to the next level;
- Parental certification of 30 to 50 practice hours; and
- No use of portable electronic communication and entertainment devices while driving.

Stage 2: Intermediate (Provisional) License

- Completion of Stage 1;
- State sets minimum age of 16.5 years old;
- Completion of intermediate driver education training (e.g., safe driving decision-making, risk education, etc.);
- All occupants must wear seat belts;
- Licensed adult required in the vehicle from 10 p.m. until 5 a.m. (e.g., night-time driving restriction) with limited exceptions (i.e., religious-, school-, medical-, or employment-related driving);
- Zero alcohol while driving;
- Driver improvement actions are initiated at lower point level than for regular drivers;
- Provisional license is visually distinctive from a regular license;
- Teenage passenger restrictions – not more than one teenage passenger for the first 12 months of Intermediate License. Afterward, limit the number of teenage passengers to two until age 18;
- Must remain crash- and conviction-free, including violations of the seat belt, zero-tolerance, speed, and other GDL provisions, for at least 6 consecutive months to advance to the next level; and
- No use of portable electronic communication and entertainment devices while driving.

Stage 3: Full Licensure

- Completion of Stage 2;
- State sets minimum age of 18 for lifting of passenger and nighttime restrictions;
- Zero alcohol while driving; and
- Visually distinctive license for drivers under the age of 21.

Evaluations clearly show the benefits of adopting GDL laws and GDL components. Florida's GDL law resulted in a 9-percent reduction in crashes for drivers who were 16 and 17 years old (Ulmer et al., 2000).

Ongoing research in Michigan (Shope et al., 2001) and North Carolina (Foss et al., 2001) has shown a 26-percent and 25-percent reduction, respectively, in crashes involving 16-year-old drivers. Maryland (Freidlander et al., under review), Texas (Willis, 2006), and Pennsylvania (Coben & McKay, 2003) GDL programs have shown similar success.

Nova Scotia, Canada, reported a 29-percent reduction in crashes involving 16-year-old drivers (Mayhew et al., 2003), while a preliminary report from Ontario, Canada, cites a 31-percent reduction in crashes for all drivers 15 to 19 years old (Mayhew et al., 2002).

Recently, NHTSA completed an evaluation of Georgia's GDL (Teen and Adult Driver Responsibility Act, TADRA), and more recently of Oregon's modified GDL program. Both evaluations show unequivocal success in decreasing the teen crash rates in those jurisdictions. NHTSA also recently completed a study that compared States with passenger restriction laws for novice teen drivers to States that do not have such passenger restrictions. The specific selected States include California, Massachusetts, and Virginia, and the results showed reduced teen crash rates in the targeted States due, at least in part, to the enactment of the passenger restriction laws.

A NHTSA-supported study by Johns Hopkins University, released in June 2006, found that States that have comprehensive GDL programs had a 20-percent reduction in fatal crashes involving 16-year-old drivers. A comprehensive GDL program included at least five of the following components:

- A minimum age of 15½ for obtaining a learner permit;
- A waiting period after obtaining a learner permit of at least 3 months before applying for an intermediate license;
- A minimum of 30 hours of supervised driving;
- Minimum age of at least 16 for obtaining an intermediate state license;
- Minimum age of at least 17 years for full licensing;
- A nighttime driving restriction; and
- A restriction on carrying passengers.

As of September 2007, 46 States and the District of Columbia have enacted a 3-stage graduated licensing system for young novice drivers.¹ Arkansas, Kansas, Minnesota and North Dakota do not yet have a 3-stage GDL program in place. NHTSA will continue to evaluate GDL on a State-by-State basis, and will assess the relative contribution of specific components within GDL (e.g., passenger restrictions, supervised driving).

¹ As of June 2008, Minnesota has joined the States that have enacted a 3-stage GDL, totaling 47 States plus the District of Columbia with a 3-stage GDL.

Driver Education – It was once thought that effective driver education and training would reduce high crash rates of young, novice drivers. Historically, driver education in the United States has taught basic driving skills and safe driving practices. Many carefully conducted studies of driver education in the United States and abroad have failed to provide evidence for decreased crash rates among teen drivers who have participated in driver education programs (e.g., Jones, 1993; Mayhew & Simpson, 1996; Vernick et. al., 1999; Williams & Ferguson, 2004; Wynne-Jones & Hurst, 1985). Driver education remains a standard for acquiring driving skills and 24 States require the completion of a driver education program before a person under the age of 18 can apply for a license (IIHS, 2007).

Traditional prelicensing driver education for novice drivers typically entails 30 hours of classroom instruction (theory, rules of the road, safe/defensive driving techniques, risk assessment), and 6 to 10 hours of in-vehicle training (vehicle control). While this may prove adequate for teaching basic vehicle control, it does not appear to result in long-term reduction in crash rates for novice drivers. Teens do not get into crashes because they are uninformed about the basic rules of the road or safe driving practices; rather, studies show they are involved in crashes as a result of inexperience and risk-taking. Given this history of mixed results on the ability of driver education to positively affect crash performance, it is unlikely that an educational program alone, no matter how well designed and implemented, would result in dramatic reductions in teen crash rates.

In 2000, under a cooperative agreement, NHTSA contracted with the American Driver and Traffic Safety Education Association (ADTSEA) to produce driver education program standards on curricula, delivery, and outcomes. These standards were developed based on the best thinking of 35 driver education experts assembled to consider what and how driver education should be taught. Based on these standards, ADTSEA also developed a detailed driver education curriculum. Seven States have adopted the ADTSEA standards, four States have adopted the ADTSEA curriculum, and a many individual programs in other States have adopted or use parts of the ADTSEA curriculum (ADTSEA, 2007).

In 2005, ADTSEA updated the standards and its accompanying curriculum, under a NHTSA cooperative agreement, to ensure the content kept pace with automotive technical advances. ADTSEA provides technical assistance to States and jurisdictions planning to implement or expand driver education programs and graduated driver licensing requirements. (See the Appendix for details.)

NHTSA is in the process of reviewing the current state of driver education in the United States. The U.S. Department of Education has joined with NHTSA in a review of current knowledge and state-of-the-art instructional tools, training methods, and curricula consistent with identified best teaching methodologies for teenagers. One component of this project will convene an expert panel to determine the optimal sequencing and timing of the components of driver education training (classroom, in-vehicle, supervised driving). Given the lack of definitive research and evaluation on many of these issues, it is possible the panel will not be able to clearly identify one “best” approach. In this case, NHTSA will assess the feasibility of moving forward with research to test alternative approaches to driver education to see if one approach produces safer novice drivers.

NHTSA also is exploring the development of consensus national guidelines for driver education program content, delivery, and quality control. As part of the process to develop these guidelines driver education administrators and specialists from every State will be invited to a national conference in late 2008. The development of these guidelines will help to ensure that quality driver education is delivered and monitored uniformly throughout the country.

CONCLUSIONS AND RECOMMENDATIONS

The available evidence shows that:

- Twenty-one-year-old minimum drinking age laws and zero-tolerance laws have been effective in reducing teen alcohol-related crashes.
- GDL programs have been shown to reduce teen crashes by approximately 20 percent.
- Primary seat belt laws lead to higher seat belt use among drivers and passengers of all ages.
- Driver education is effective at ensuring that novice drivers know the rules of the road, learn basic vehicle control skills, and have been introduced to safe driving information.

Near-term efforts to reduce teen crashes should focus on encouraging States to strengthen their GDL laws to include provisions demonstrated to be effective in reducing teen crash rates. This includes adopting a three-stage GDL system that incorporates a learner's stage, a provisional license, and finally an unrestricted license. A strong GDL system should provide the novice driver the opportunity to gain experience driving with a fully licensed adult driver under all conditions, including daytime and nighttime, adverse weather, high-speed roads, and congested traffic. The provisional license should contain the following restrictions, which have been shown to reduce teen crashes:

- Restricted nighttime driving;
- Limiting the number of teenage passengers;
- Mandatory seat belt use;
- Zero tolerance for alcohol and drugs; and
- Delayed transition to an unrestricted license until the driver meets a minimum 1-year period of violation-free driving.

NHTSA's Vehicle and Behavioral Safety Research Office has several ongoing projects examining the feasibility and potential of monitoring systems to encourage safer driving behavior by teens. One project is currently determining the specific driving behaviors that should be monitored to reduce risky driving by teens, including using data from naturalistic driving to learn how novice teen driving behavior changes over the first 18 months of driving. Another study is looking at commercially available monitoring systems, coupled with weekly feedback to parents of teen drivers to reduce risky driving behavior and crashes. These projects are still in formative stages, but may eventually result in systems for voluntary use by parents who want to enhance the safety of their children as they learn to drive.

In addition, NHTSA is examining a closer integration of driver education with graduated driver licensing programs for novice drivers that would involve a multistage driver education program. For example, the first stage of such an integrated system might involve teaching novice drivers the rules of the road and basic vehicle control skills. Later, when the novice drivers progress to the provisional license phase, they would be required to take a course that focuses on safe driving. Whether this approach would prove beneficial in reducing teen driver crashes remains to be seen.

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APPENDIX

Traffic Safety Education Life Long Learning Process Driver Education Standards

<http://adtsea.iup.edu/adtsea/pdf/ADTSEA%20Standards.pdf>

The “Driver Education and In-Car Curriculum” was developed to provide current information and techniques on teaching novice drivers the basics of motor vehicle operation. It was developed specifically to reference four textbooks:

- Drive Right, 10th edition*, published by Prentice Hall
- Today's Handbook Plus, 1999 edition*, published by NTSA International
- How to Drive, 9th edition*, published by the American Automobile Association
- Responsible Driving, 2006 edition*, published by Glencoe/McGraw-Hill

If a driver education program is using a textbook not listed above, the program will need to match the appropriate reading material of the text it is using in the “Resources” column of the curriculum. **It is recommended that each classroom instructor receive and use a copy of the teacher’s edition of one of the textbooks and that each student receive and use a copy of the textbook while in the driver education program.** The choice of text is left to the discretion of each individual school. Any of the four textbooks listed above will meet the requirements of a quality driver education program. Also, instructors and students should have a copy of their State’s “Driver’s Handbook” for use in the program. The “Driver Education Classroom and In-Car Curriculum” guide is divided into 10 units. These units will assist in the coordination of 45 hours of classroom instruction. Also included are a Skills Log and an In-Car Guide. Eight hours of in-car instruction are grouped into the In-Car guide and alternate forms of the final exam are provided along with unit exams.

Package content:

DVD Disc 1 - ADTSEA DVD Curriculum (includes over 1 hour of video)

DVD Content (Audio/Video format)

- Unit 1 - Introduction to Novice Driver Responsibilities and the Licensing System
- Unit 2 - Introducing Operator and Vehicle Control Tasks in a Controlled Environment
- Unit 3 - Space Management System
- Unit 4 - Basic Maneuvering Tasks
- Unit 5 - Risk Reducing Strategies for High-Speed Multi-lane Expressways
- Unit 6 - Personal Factors Influencing Operator Performance
- Unit 7 - Environmental Conditions That Affect Safe Vehicle Operation
- Unit 8 - Vehicle Functions and Malfunctions, and Collision Reporting
- Unit 9 - Sharing the Road With Commercial Motor Vehicles
- Unit 10 - Reducing the Influence of Distractions on the Driving Task

PC Content (PDF format, printable)

- Unit 1 - Introduction to Novice Driver Responsibilities and the Licensing System
- Unit 2 - Introducing Operator and Vehicle Control Tasks in a Controlled Environment

Unit 3 - Space Management System
Unit 4 - Basic Maneuvering Tasks
Unit 5 - Risk Reducing Strategies for High-Speed Multi-lane Expressways
Unit 6 - Personal Factors Influencing Operator Performance
Unit 7 - Environmental Conditions That Affect Safe Vehicle Operation
Unit 8 - Vehicle Functions and Malfunctions, and Collision Reporting
Unit 9 - Sharing the Road With Commercial Motor Vehicles
Unit 10 - Reducing the Influence of Distractions on the Driving Task
Unit Tests (1-10)
Final Exam Form A
Final Exam Form B
In-car, Behind the Wheel Lessons
Parent Mentor Home Practice Guide

DVD Disc 2 - AAA Foundation for Traffic Safety Videos (total video time: about 1 hour)

"Using Your Eyes Effectively"
"Managing Space and Time"
"Freeway Driving"
"Sharing the Road"

DVD Disc 3 - American Automobile Association (total video time: over ½ hour)

"Teaching Your Teens to Drive"
Lesson 1 - Developing Basic Vehicle Control
Lesson 2 - Moving, Turning, Stopping and Securing the Vehicle
Lesson 3 - Maneuvering in Light Traffic
Lesson 4 - Maneuvering in Moderate Traffic
Lesson 5 - Backing and Turning Maneuvers
Lesson 6 - Assessing Highway Conditions
Lesson 7 - Identifying Traffic Control Devices
Lesson 8 - Searching for Clues to Motor Vehicle Conflicts
Lesson 9 - Searching for Clues From Non-Motorized Road Users
Lesson 10 - Positioning and Timing at Intersections
Lesson 11 - Positioning and Timing When Following and Meeting Other Vehicles
Lesson 12 - Critical Time/Space Decisions
Lesson 13 - Adverse Driving Conditions
Appendix - Parent-Teen Contract

DVD Disc 4 - AAA Foundation for Traffic Safety (total video time: about 17 minutes)

"Signs, Signals, and Marking, Understanding the Language of the Road"

DOT HS 811 005
July 2008



U.S. Department
of Transportation



**National Highway
Traffic Safety
Administration**



Connections Public Charter School
LSB Minutes, June 4, 2012 DRAFT
Kress Building, 3rd Floor, 3:30 pm

Call to Order: Mrs. McDaniel called the meeting to order at 3:44 pm.

Members Present: John Thatcher, Heather McDaniel, Sandy Kelley, Eric Boyd, Pam Thatcher, Shelly Ebersole and Libby Oshiyama

Members Absent: Alan Iwasaki, Damien DeMello Jr. and Mario Patiño

Approval of Agenda:

A motion was made by Mr. Boyd to approve the agenda as amended. The motion was seconded by Ms. Gray and approved with consensus.

Members reviewed the Draft Minutes from May 7, 2012 meeting.

A motion was made by Mr. Boyd to approve the May 7, 2012 minutes with corrections. The motion was seconded by Ms Gray and approved with consensus.

Public Input: none

Board Development and Training:

Podcast #4 Preventing Board Schizophrenia

A principle in governance theory that all board experts agree is that the board should speak with one voice. It can only express the will of the board with a majority vote

3 reasons why it should do so:

1. Speak with one voice so its actions and decisions are lawfully established. Legally speaking the board has not spoken unless it has voted.
2. When the board observes one voice then management is clear about the boards will.
3. Observe the one voice principle so that its express well that is whatever its vote is on any given issue carries with the authority of the board as a whole.

Be sure all board votes are recorded in the minutes. If it is not recorded it didn't happen.

Correspondence and Communication: None

Operations Report:

Finance Report:

The May 2012 Financial Statements were reviewed:

A motion was made by Mr. Boyd to approve the May 2012 Financial Statement. The motion was seconded by Mrs. Thatcher and approved with consensus.

Business Manager's Report:

•LSB Board Insurance – more information is needed by the insurance company

•Finance Committee Report- The committee met on May 18, 2012

After the recommendations by the Finance Committee and because of time constraints the administrative decision to move on the recommendations was made by Eric Boyd the Administrative Assistant on behalf of Director John Thatcher.

A motion was made by Ms. Gray to ratify the acceptance of the bid from DJ3 for \$8500 to hand clear the borders of the Kaumana Property. The motion was seconded by Mrs. Ebersole and passed with consensus

A motion was made by Mrs. Ebersole to ratify the acceptance of the bid from On The Line Fencing for \$70,000 to fence of the perimeter of the Kaumana Property. The motion was seconded by Ms. Gray and passed with consensus

A motion was made by Ms. Gray to ratify the acceptance of the bid from Atlas Engineering for \$98,125 to do the topography survey of the Kaumana Property. The motion was seconded by Mrs. Ebersole and passed with consensus

Administrator's Report:

- Enrollment is 343 – A letter from a parent, who had students on the wait list, was received. It was stated that the family moved to the mainland because they could not find a suitable school for their child - they could not get their child in last year at Connections
- Student Achievement - We graduated our 5th class of seniors- our largest class
- Electronics policy - policy is unclear and needs work

Old Business:

- Discussed the Charter School Governor's Task Force Proposed LSB Changes - As of today the Governor has not signed the New Charter School Bill.
- Discussed Graduation Requirement Revision

New Business:

- Annual Administrative Performance Review

A motion was made by Mr. Boyd to have the chair, parent and community representatives do the administrative performance review. The motion was seconded by Mrs. Ebersole and passed with consensus.

- LSB Selections Process Review- New members will be seated at the next meeting
- Approval of Substitutes- none to approve

Next Meetings: July 2, 2012, August 6, 2012 and September 10, 2012

Adjournment: 5:56 pm

Respectfully submitted by *Sandra Kelley*, Connections LSB Secretary

Maui News & Information Hub



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Maui Deals

Total 783 Pot Plants Recovered in Separate Big Island Raids



August 4th, 2011 · [2 Comments](#) · [Maui News](#)

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By Wendy Osher

Big Island Police recovered a total of 783 marijuana plants and charged two people in separate, unrelated cases this week.

The first search warrant was served on Monday, August 1, at a property in the Hawaiian Paradise Park subdivision of Puna; the second was served on Tuesday, August 2, at a home in Honoka'a.

In the Paradise Park incident, officers recovered 188 marijuana plants, most of which were located on adjacent properties. Authorities also recovered seven unregistered firearms and 252 prescription pills consisting of methadone, Diazepam, Hydrocodone and other pharmaceutical drugs.



Shonna Soares. Courtesy photo.

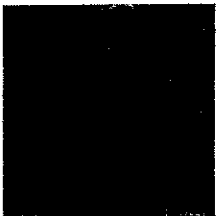
Officers arrested Shonna Soares, 35, who lives at that address. She was charged with multiple drug offenses including promotion of a dangerous drug, and possession of marijuana. Soares was being held at the Hilo police cellblock pending her initial court appearance, with bail set at \$49,000.



Chad A. Soares Sr. Courtesy photo.

Police are also seeking Chad A. Soares Sr., 44, in connection with the investigation. He is described as 5-foot-9, weighing 200 pounds with brown eyes and black balding hair.

Anyone with information is asked to call the Police Department's non-emergency line at (808) 935-3311. Tipsters who prefer to remain anonymous can call Crime Stoppers at 961-8300 in Hilo or 329-8181 in Kona and may be eligible for a reward of up to \$1,000.



Thomas Sullivan. Courtesy Photo.

In the Honoka'a investigation, police served a search warrant at a home on Kahana Drive. During the search, authorities arrested Thomas Sullivan,

61, on various drug offenses. Sullivan was being held at the Hilo police cellblock pending his initial court appearance, with bail set at \$39,000.

In the Honoka'a incident, officers discovered an indoor-outdoor marijuana operation, and recovered 595 marijuana plants, as well as approximately 10 pounds of dry processed marijuana, 25.5 grams of marijuana hashish, two unregistered firearms, a digital scale and indoor growing equipment.

Both search warrants were the result of aerial observation and information and tips from the public.

Big Island police have Vice-Drug Tip hotlines set up in which the public can report suspected drug operations. The phone numbers to call are 934-8423 in Hilo or 329-0423 in Kona.

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- [Five Arrested in Ka'u Cockfight](#)
- [Police Raid Suspected Hilo Gambling Operations](#)

Tags: [chad a soares sr](#) [chad soares](#) [hawaiian paradise park marijuana](#) [honokaa marijuana](#) [marijuana big island](#) [marijuana hawaii](#) [shonna soares](#) [thomas sullivan](#)

***Editor's Note:** Maui Now is an open forum and we welcome any views. However, please apply your sense of aloha when posting comments - remarks that are unnecessarily offensive will be blocked.*

By publishing a comment, you are acknowledging that you are personally responsible for its contents.

eCrim Record

Data Generated: 11/08/2012

Validation Code: MY7bvX64IN

<https://ecrim.ehawaii.gov/ahewa/validate.do>

Search Criteria: Last Name = SOARES (Sounds Like) , First Name = CHAD (First Initial) , Sex = Male

You have selected a record belonging to:

SOARES, CHAD ALLEN SR

Age: 46, Weight: 200 LBS, Height: 5'9"

Total Charges: 11

Record Information

Also Known As:

SOARES, CHAD A
SOARES, CHAD ALAN
SOARES, CHAD ALLAN
SOARES, CHAD ALLEN SR
SOARES, CHAD ALLEN
SOARES, CHAD SR

Summary of Charges

| | Arrest Date | Arrest Agency | Final Charge | Disposition | Date |
|-----|-------------|---------------|------------------------------------|-------------|------------|
| 1. | 12/08/2000 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 06/22/2001 |
| 2. | 12/08/2000 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 05/11/2001 |
| 3. | 09/06/2000 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 05/11/2001 |
| 4. | 09/06/2000 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 06/22/2001 |
| 5. | 03/07/2000 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 06/22/2001 |
| 6. | 09/03/1998 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 12/07/1998 |
| 7. | 08/27/1997 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 04/15/1998 |
| 8. | 05/01/1996 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 06/18/1996 |
| 9. | 03/02/1992 | HAWAII PD | USE/PL TO KEEP - FELONY CLASS C | GUILTY | 02/26/1992 |
| 10. | 02/07/1991 | HAWAII PD | CRIM CONTMP CRT - MISDEMEANOR | GUILTY | 02/08/1991 |
| 11. | 03/05/1987 | HAWAII PD | BURGLARY 1 - FELONY CLASS B | GUILTY | 04/20/1987 |

CHARGE 1 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 06/22/2001, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/22/2001, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: G-50685

[Summary of Charges | Top](#)

CHARGE 2 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 05/11/2001, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/22/2001, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT and 6 MONTH(S) SUSPENDED SENTENCE.
Case No: TRAFFIC (HILO DISTRICT COURT)
Arrest Report No: G-50686

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CHARGE 3 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 05/11/2001, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/22/2001, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT.
Case No: TRAFFIC (HILO DISTRICT COURT)
Arrest Report No: G-40774

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CHARGE 4 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 06/22/2001, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/22/2001, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: G-40772

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CHARGE 5 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.

Disposition: On 06/22/2001, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/22/2001, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT, 6 MONTH(S) SUSPENDED SENTENCE, and 30 DAY(S) CONFINEMENT TIME SUSPENDED.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: G-22267

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CHARGE 6 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 12/07/1998, SUBJECT WAS FOUND GUILTY.
Sentence: On 12/07/1998, SUBJECT WAS SENTENCED TO \$50 FINE.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: E-71095

Summary of Charges | Top

CHARGE 7 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 04/15/1998, SUBJECT WAS FOUND GUILTY.
Sentence: On 04/15/1998, SUBJECT WAS SENTENCED TO \$150 FINE.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: F-36845

Summary of Charges | Top

CHARGE 8 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 06/18/1996, SUBJECT WAS FOUND GUILTY.
Sentence: On 06/18/1996, SUBJECT WAS SENTENCED TO \$50 FINE.
Case No: (no case #) (HILO DISTRICT COURT)
Arrest Report No: E-94956

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CHARGE 9 OF 11 TOTAL CHARGES

Charge: The charge was POSSESSION OR USE OF FIREARM IN THE COMMISSION OF A FELONY; PLACE TO KEEP FIREARMS; LOADED FIREARMS; PENALTY (HRS 134-0006) which is coded as being a FELONY CLASS C.
Disposition: On 02/26/1992, SUBJECT WAS FOUND GUILTY.

Sentence: On 08/04/1992, SUBJECT WAS SENTENCED TO 1 YEAR(S) CONFINEMENT and 5 YEAR(S) PROBATION.
Case No: CR92-0044 (HAWAII CIRCUIT COURT)
Arrest Report No: D-27828

Summary of Charges | Top

CHARGE 10 OF 11 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.
Disposition: On 02/08/1991, SUBJECT WAS FOUND GUILTY.
Sentence: On 03/11/1991, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT, to run CONCURRENTLY, 1 YEAR(S) PROBATION, to run CONCURRENTLY, \$157 RESTITUTION, 1 YEAR(S) SUSPENDED SENTENCE, and 25 DAY(S) CONFINEMENT TIME SUSPENDED.
Case No: (no case #) (KONA DISTRICT COURT)
Arrest Report No: D-50987

Summary of Charges | Top

CHARGE 11 OF 11 TOTAL CHARGES

Charge: [REDACTED]
Disposition: On 04/20/1987, SUBJECT WAS FOUND GUILTY.
Sentence: On 05/26/1987, SUBJECT WAS SENTENCED TO 1 YEAR(S) CONFINEMENT and 5 YEAR(S) PROBATION.
Case No: CR87-0082 (HAWAII CIRCUIT COURT)
Arrest Report No: C-43471

Summary of Charges | Top

* IMPORTANT: The information furnished is based upon the descriptive information you have provided. Therefore it is your responsibility to carefully verify the information returned and match it against your search criteria. Furthermore, the search is limited to conviction data and data relating to cases in which the defendant is acquitted, or charges are dismissed, by reason of physical or mental disease, disorder or defect, under chapter 704, HRS, as maintained by the Hawaii Criminal Justice Data Center and does not include data maintained by the FBI or other states.

Because the criminal history records are constantly being updated, a new criminal history record check should be obtained for each subsequent use. Every effort is made to insure the accuracy of this information. Any disputes should be addressed separately with the Hawaii Criminal Justice Data Center. This eCrim record has a unique validation number located on the top of the report. Records can be validated for up to sixty days from the date of purchase by visiting (free of charge) the validation service (<https://ecrim.ehawaii.gov/ahewa/validate.do>) and enter the validation number in the appropriate box.

Operation's Report

• Administrator's Report

- Current enrollment: 348
- Weighted Student Formula: **Action Taken:** Ms. Wines made a motion to not participate in the weighted school formula. Mr. Summers seconded the motion and it was approved with consensus.
- Substance Abuse Policy for our employees: **Action Taken:** Ms. Antilla made a motion to accept the Drug Free Workplace Act 1988 with amendments. Ms. Wines seconded the motion and it was approved with consensus

✕ Further discussion: a criminal history record, employment history, and background checks should be conducted; any one in close proximity of children shall be of responsible and reputable character; **Action Taken:** Ms. Cantu made a motion to include the above items for employees. Mr. Summers seconded the motion and it was approved with consensus

- Teacher Evaluations through their professional portfolio: Mr. Thatcher will be bringing the teacher evaluations to the board. Those teachers with unacceptable scores will be put on probation during the next school year.
- Mr. Thatcher received a letter from Erika Boyd of our food service program – asking for an extension of the loan. CPCS gave an advance since they were starting their first year of food service for Connections.

• Business Manager's Report

- **Financial Statement:** over expended in Instructional Supplies;
- Ms. Kelley and Ms. Antilla will be working on a proposed for next school year. Categories to be added include: Property Management, Graduation, Senior Projects, and Post-secondary Instructional Expense. **Action Taken:** Ms. Wines made a motion to approve the financial statements. Mr. Summers seconded the motion and it was approved with consensus.

HAWAII COUNTY POLICE DEPARTMENT
2012 BURGLARY REPORT FOR KAUMANA AREA

| | |
|-----|---|
| MAR | 5 |
| APR | 3 |
| MAY | 3 |
| JUN | 8 |
| JUL | 3 |
| AUG | 8 |
| SEP | 3 |
| OCT | 1 |



Lost minutes

Wednesday, June 9, 1999

The suspects

Frank Pauline

'Walking crime wave' implicates himself in attack

By Crystal Kua
Star-Bulletin



Prison inmate Frank Pauline Jr. told police in 1994 that he was there when two brothers fatally attacked Dana Ireland.

Pauline also told police he hit Ireland over the head with a tire iron.

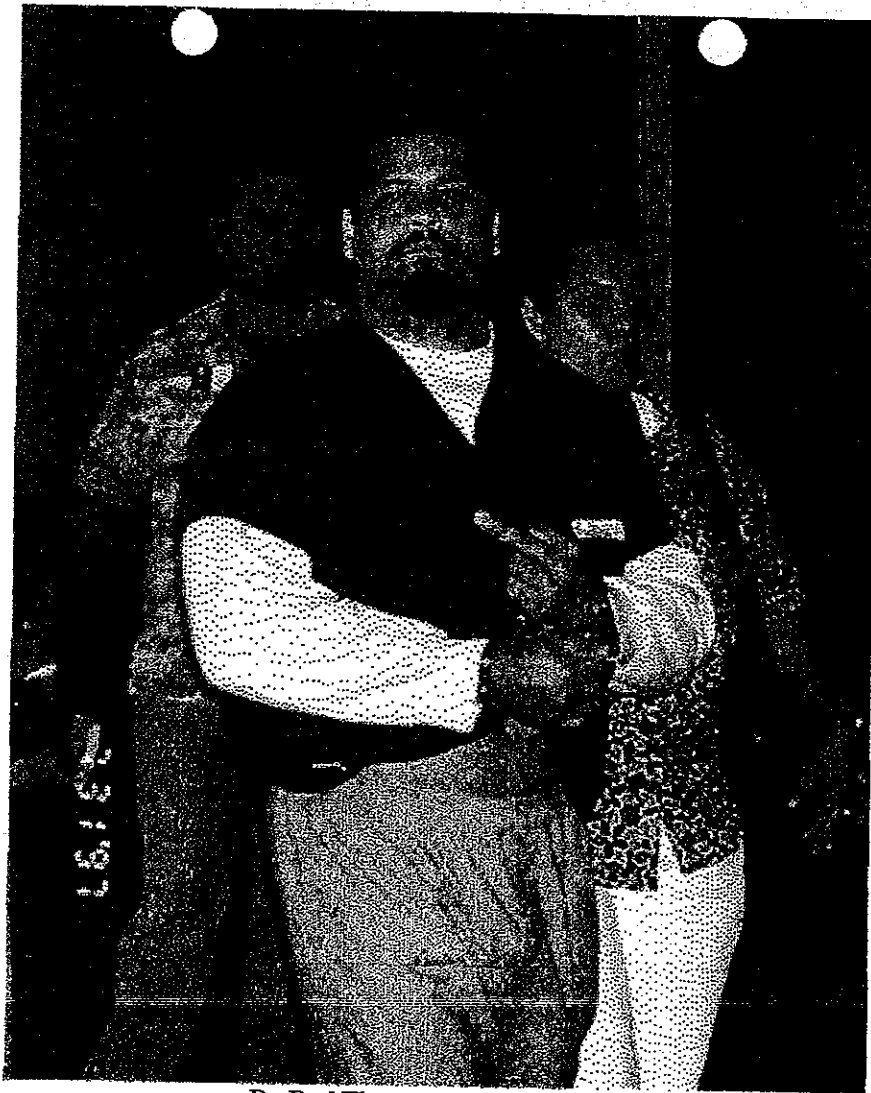
Two years later, Pauline said he wasn't there after all.

Pauline is charged with second-degree murder, kidnapping and sexual assault in the Dec. 24, 1991, attack on the 23-year-old bicyclist.

Ireland was run down by a vehicle on the road leading to Vacationland in Kapoho. She was abducted from that spot, beaten, raped and then left for dead in the Puna subdivision of Waawaa.

Prosecutors are expected to try to show that Pauline was telling the truth the first time, when he said he was there and participated in the attack on Ireland.

The defense says Pauline didn't do it, and will try to show that prosecutors were under public pressure to charge someone, especially given that the statute of limitations on the sexual assault and kidnapping charges was about to run out in the case.



By Rod Thompson, Star-Bulletin
Pauline leaves court on July 31, 1997, after
pleading not guilty to killing Ireland.

Frank Raymond Pauline Jr. was born April 27, 1973, in Fremont, Calif., the son of Frank Sr. and Patricia, who now live in Mountain View, Hawaii. At the time Ireland was killed, the Paulines lived in a Puna subdivision a few miles from where she was dumped.

Pauline has three young sons, two of whom are twins, and several brothers and sisters.

Pauline's credibility has been a problem before. In 1993 he was behind bars unable to post bail.

A Circuit Court judge released him to attend a funeral on Oct. 27 of that year. But the funeral had been held the day before, and Pauline didn't return to jail when he was supposed to.

In February 1994 he was sentenced to 10 years in prison for sexual assault, robbery and criminal trespass. The sexual assault conviction stemmed from a 1993 rape involving a woman acquaintance.

Because of the multitude of crimes on which he was sentenced, prosecutors dubbed him a "walking crime wave" at that sentencing hearing.

After the hearing, Pauline lived up to his new nickname -- he walked out of the courtroom before he was taken into custody to start his prison term. Classified as a fugitive, he was recaptured in Honolulu a few days later.

Court documents filed at the time painted him as a man with a drug problem who was so stoned that he couldn't always remember committing crimes.

Pauline admitted to using cocaine every other day, drinking cases of beer and smoking marijuana, according to court documents. "Coke is more of a problem than weed is," Pauline told a social worker writing a bail study on him.

Pauline's prison term began at the Halawa Correctional Facility.

*Three months after Pauline was sentenced, his brother John Gonsalves went to authorities and told them Pauline had information on the Ireland case. Gonsalves, who at the time was awaiting trial on drug charges, would make a deal with prosecutors to testify against his brother. *



NBC Hawaii News 8
Pauline in court recently.

Big Island police on June 1, 1994, traveled to Honolulu to meet with Pauline, but he told them he wanted to wait a few days before deciding whether to talk. The meeting lasted 20 minutes.

Big Island police flew back to Oahu on June 18 and interviewed Pauline for 90 minutes. They took him back to the Big Island, where he led them on a reconstruction of the crime, taking detectives to the places he talked about.

Pauline told Detective Steven Guillermo that brothers Albert Ian and Shawn Schweitzer picked him up in a purple Volkswagen at his house on Dec. 24, 1991. Ian Schweitzer was driving, Pauline told police.

The trio stopped to smoke cocaine before they saw a woman standing on the side of the road, Pauline said in his statement. The driver accelerated, hit the woman then stopped, got out and put her in the trunk. They drove to a place with a lot of junk cars, raped her, and hit her with a tire

iron, he told police.

She was dumped in some bushes on the side of the road in Waawaa.

After Pauline began talking to police, he was transferred to Maui Community Correctional Center for his protection.

Later in 1994, in apparent frustration and suspicion that police might point the finger at him in the Ireland case, Pauline went to the media with his story.

Prison officials transferred Pauline from Maui back to Halawa in May 1995 because he was a "management problem" and because of threats from other inmates, prison officials said at the time.

While at Halawa, Pauline said prison guards there beat and sexually assaulted him.

His allegations came at a time when other prisoners were making similar statements.

In a 1995 interview, Pauline's mother said he had a tendency to lie or exaggerate, but she believed her son's allegations about the guards were true. Prison officials said they could not substantiate his abuse claims.

After making accusations against Halawa guards, Pauline was transferred to the Oahu Community Correctional Center. He later filed a lawsuit against the state, alleging civil rights violations in connection with the abuse allegations.

In 1996, Pauline recanted his statement about the Ireland murder. He said he wasn't there during the attack, but had information on who was responsible. He said he told police he was present because "that's the only way they were going to listen to me."

In the meantime, Pauline has been indicted on new sexual assault charges unrelated to the Ireland case. Trial is scheduled for November.

A Circuit Court judge in October 1996 called Pauline "unreliable" in denying his request to commute his 10-year prison term into probation. Pauline told the judge he was a changed man.

"The time I have spent in prison has truly impacted my life as well as my (family's). I realize now how important and beautiful life can be being a good, law-abiding citizen, and a good father to my three sons," Pauline said in a letter to the judge.

The Pauline confession

Excerpts from the June 19, 1994, statement of Frank Raymond Pauline Jr. in the murder investigation of Dana Ireland. The interview was held at the Hawaii County Police Department in Hilo, Hawaii. Pauline has changed his story several times and has since recanted his confession:

Pauline said he was with Albert Ian and Shay Schweitzer in a Volkswagen Beetle. "We came out by an intersection going towards Kapoho and that's where we saw a girl standing up. As we were going past, my friend Ian looked towards the side and he said, 'Ho, look at that girl.' Then we continued to go forward down the road."

Pauline said they turned around because Ian wanted to talk to the woman.

"Then we headed back and he was going faster and I was telling him for slow down. About 40-45 miles per hour because I looked at the speedometer. And then he just kept on going towards the girl. The next thing I knew I felt like going over a speed bump real fast. How many times we went over? About I would say roughly two times ... going forward and reversing."

He said they stopped and the Schweitzers got out and loaded the woman into the trunk, located in front of the vehicle. They starting driving again, but stopped several times after that, once in an area with a lot of junk cars. "Then we carried the body out. We laid um down and she was still alive. She neva say nothing. Neva really act like she had been hurt. Then Ian Schweitzer wen' end up having sex with her ... it lasted for a short while. Maybe like couple seconds. Four-five seconds."

Pauline said he refused to have sex with the woman.

"Told him I neva like. And at the same time when he was having sex I was just kinda enjoying watching. I guess was cause of the drugs."

Pauline said "she had blood coming out of her eyes, her mouth and her nose." He said at Ian's urging he found a tire iron and struck the woman "to make sure I killed her."

"So I wen' swing all the way back and I wen' hit her on the head ... then I dropped the bar and I went towards the bug on the driver side. I remained outside it. I was feeling sick and I told Ian I cannot do this so he wen' head back to her and I guess he wen' do um."

Pauline said the brothers returned to the car, closed the trunk and the three men drove away. "We headed back towards Hawaiian Beaches through the back roads. Then we made several stops to smoke cocaine again. And as we stopped Ian Schweitzer kept going back towards the front of the bug to make sure the body was dead. Just to check

on the box "

Pauline said he made the statement of his own free will; he was not coerced or promised anything and he was not under the influence of drugs or alcohol. He signed the statement at 7:51 a.m.

Read the full transcript of his confession

Frank Pauline's criminal record

Frank Raymond Pauline Jr. has a record dating back to when he was 9 years old:

- Age: 26
- Date of birth: April 27, 1973
- Residence: Incarcerated at Oahu Criminal Correction Center.
- Home district: Puna

PENDING CHARGES

- Second-degree murder, second-degree sexual assault and kidnapping in the Dana Ireland case. Trial scheduled to start July 19.
- First- and second-degree sexual assault in an unrelated case. Trial scheduled for Nov. 15.

JUVENILE RECORD

| Offense | Date | Resolution | Date resolved |
|---------------------------------------|----------------|---------------------------------|----------------|
| First-degree burglary | Feb. 8, 1983 | Protective supervision | April 11, 1984 |
| First-degree criminal trespass | Nov. 22, 1983 | Counseling | Jan. 27, 1984 |
| Second-degree assault | Nov. 16, 1990 | Probation | March 5, 1991 |
| Second-degree terroristic threatening | | | |
| Third-degree assault | March 18, 1991 | Probation, 30 days, Youth Corr. | Sept. 25, 1991 |
| Third-degree assault | April 24, 1991 | Probation, 30 days, Youth Corr. | Sept. 25, 1991 |
| No no-fault insurance | May 28, 1991 | Not available | |
| Third-degree assault | Sept. 25, 1991 | Not available | |
| No no-fault insurance | Nov. 17, 1991 | Not available | |

- Juvenile status terminated Sept. 30, 1992

ADULT CONVICTIONS

| Offense | Sentence | Conviction Date |
|---------------------------------|------------------------------------|-----------------|
| Accident involving death/injury | Year on probation, one day in jail | Jan. 12, 1993 |
| Driving without a license | \$75 fine | Jan. 12, 1993 |
| No motorcycle insurance | \$100 fine | Jan. 12, 1993 |
| Criminal contempt of court | Year on probation, one day in jail | Feb. 18, 1993 |

Criminal contempt of court
and driving without a license 10 days in jail
Second-degree sexual assault 10 years in prison
Second-degree theft 5 years in prison
Second-degree criminal trespass 1 year in prison

July 16, 1993
Feb. 8, 1994

All three terms run concurrently



Courtesy of John and Louise Ireland
3-year-old Dana on the patio of the
Irelands' home in Springfield, Va.

SPECIAL REPORT

Tuesday, June 8

► Blurred through the years is the real Dana. She lives on, though – beautiful, shy, kind – in the memories of those who knew her. The innocent. The indicted. Anatomy of a murder. The what and where of the attack. Who's who in the Dana Ireland tragedy.

Wednesday, June 9

► Help came too late for Dana Ireland. From the moment she was hit by her attackers' car until the time an ambulance reached her, more than two hours passed. Here's how minutes – and a life – were lost.

Thursday, June 10

► Life has gone on since the Dec. 24, 1991, attack. Memories have faded. Witnesses have scattered. But each twist and turn in the seven-year bid to bring to justice those responsible means fresh injury, not only to Dana's family but to witnesses whose lives have been put on hold by this on-again, off-again case.

No Frames: Tuesday, June 8 | Wednesday, June 9 | Thursday, June 10

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eCrim Record

Data Generated: 11/01/2012

Validation Code: AF5PzDvR2RLg.Z

https://ecrim.ehawaii.gov/ahewa/validate.do

Search Criteria: Last Name = REIS (Sounds Like) , First Name = NICK (First Initial) , Sex = Male

You have selected a record belonging to:

REIS,NICK A

Age: 47, Weight: 180 LBS., Height: 6'1"

Total Charges: 2

Record Information

Also Known As

Summary of Charges

| Arrest Date | Arrest Agency | Final Charge | Disposition | Date |
|---------------|---------------|---------------------------------|-------------|------------|
| 1. 12/03/2006 | HAWAII PD | ASSAULT 3 - PETTY MISD | GUILTY | 05/02/2007 |
| 2. 06/19/1987 | HAWAII PD | CRIM CONTEMPT - GRT MISDEMEANOR | GUILTY | 07/01/1987 |

CHARGE 1 OF 2 TOTAL CHARGES

Charge: The charge was ASSAULT 3 (HRS 707-0712) which is coded as being a PETTY MISD.

Disposition: On 05/02/2007, SUBJECT WAS FOUND GUILTY.

Sentence: On 05/02/2007, SUBJECT WAS SENTENCED TO \$70 FINE.

Case No: FC06-1-0499 (HAWAII FAMILY COURT)

Arrest Report No: C06037731

[Summary of Charges | Top](#)

CHARGE 2 OF 2 TOTAL CHARGES

Charge: The charge was CRIMINAL CONTEMPT OF COURT (HRS 710-1077) which is coded as being a MISDEMEANOR.

Disposition: On 07/01/1987, SUBJECT WAS FOUND GUILTY.

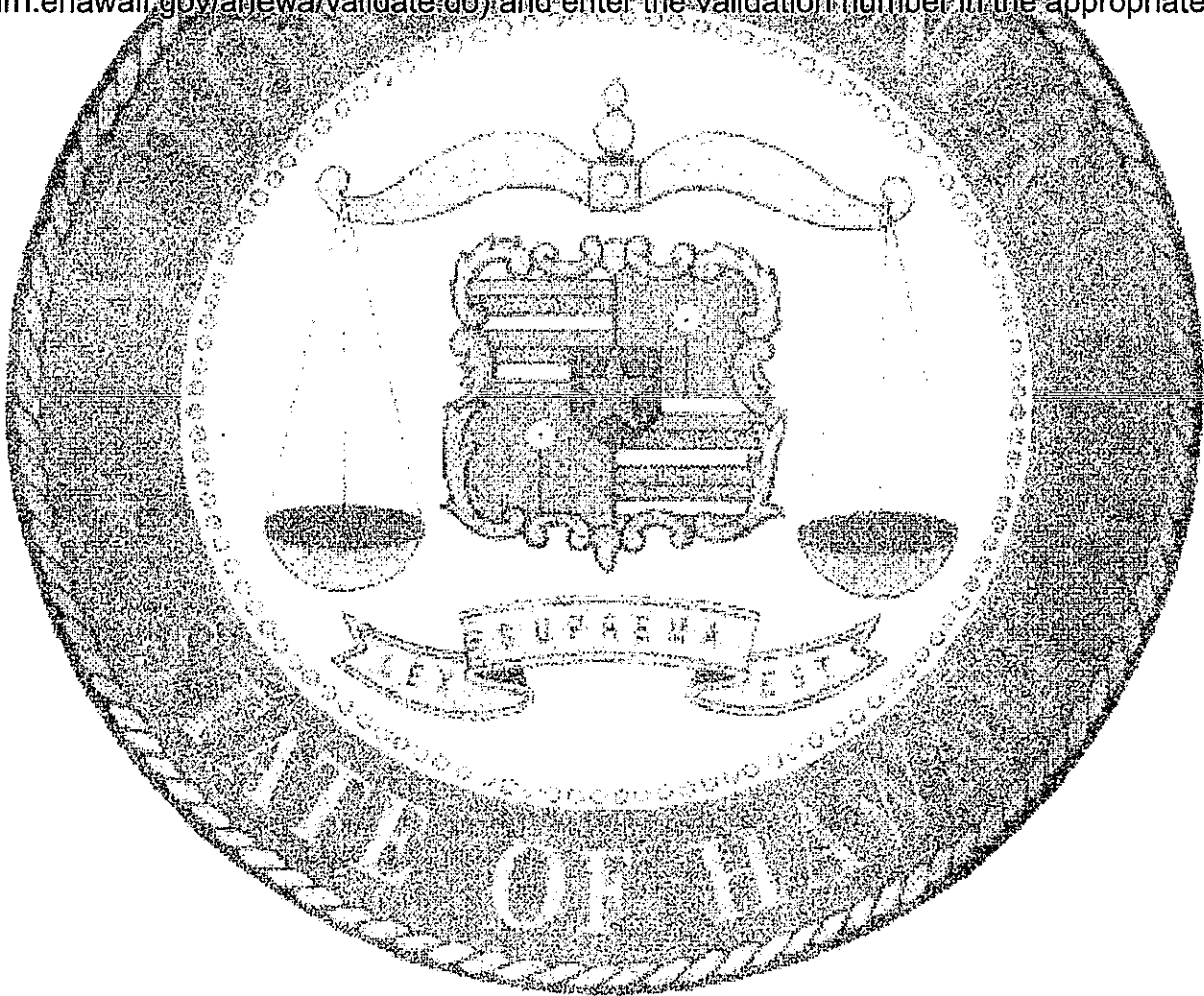
Sentence: On 07/01/1987, SUBJECT WAS SENTENCED TO \$25 FINE SUSPENDED and 6 MONTH(S) SUSPENDED SENTENCE.

Case No: C-62807 (HILO DISTRICT COURT)

IMPORTANT: The information furnished is based upon the descriptive information you have provided. Therefore it is your responsibility to carefully verify the information returned and match it against your search criteria. Furthermore, the search is limited to conviction data and data relating to cases in which the defendant is acquitted, or charges are dismissed, by reason of physical or mental disease, disorder or defect, under chapter 704, HRS, as maintained by the Hawaii Criminal Justice Data Center and does not include data maintained by the FBI or other states.

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eCrim Record

Data Generated: 11/01/2012

Validation Code: DBJ-zW-R2RLg.W

<https://ecrim.ehawaii.gov/ahewa/validate.do>

Search Criteria: Last Name = THATCHER (Sounds Like) , First Name = JUSTIN (First Initial) , Sex = Male

You have selected a record belonging to:
THATCHER,JUSTIN W
Age: 33, Weight: 170 LBS., Height: 5'11"
Total Charges: 6

Record Information

Also Known As:

THATCHER,JUSTIN,WILLIAM

Summary of Charges

| Arrest Date | Arrest Agency | Final Charge | Disposition | Date |
|---------------|---------------|------------------------------|--------------------|------------|
| 1. 02/15/2009 | HAWAII PD | OP VEH INF INTX - PETTY MISD | GUILTY | 02/11/2009 |
| 2. 02/15/2009 | HAWAII PD | DWOL LICENSING - MISDEMEANOR | GUILTY | 02/11/2009 |
| 3. 02/15/2009 | HAWAII PD | MV NO-FAULT INS - VIOLATION | GUILTY | 02/11/2009 |
| 4. 10/26/2007 | HAWAII PD | VIOLATE RBL/SR | PROB REV/RE-SEN | 11/07/2007 |
| 5. 12/27/2006 | HAWAII PD | ABUSE FAMILY - MISDEMEANOR | GUILTY | 02/20/2008 |
| 6. 12/27/2006 | HAWAII PD | TERR THREAT 2 - MISDEMEANOR | GUILTY | 02/20/2008 |

CHARGE 1 OF 6 TOTAL CHARGES

Charge: The charge was OPERATING A VEHICLE UNDER THE INFLUENCE OF AN INTOXICANT (HRS 291E-006.1) which is coded as being a PETTY MISD.

Disposition: On 02/11/2009, SUBJECT WAS FOUND GUILTY.

Sentence: On 02/11/2009, SUBJECT WAS SENTENCED TO \$30 CRIM INJ COMP FEE, 72 HOUR(S) COMMUNITY SERVICE, 6 MONTH(S) DRIVER'S LICENSE SUSPENDED, and \$500 FINE.

Case No: 3DTA-08-02439 (HILO DISTRICT COURT)

Arrest Report No: C08012802

[Summary of Charges | Top](#)

CHARGE 2 OF 6 TOTAL CHARGES

Charge: The charge was DWOL-LICENSING (HRS 286-0102) which is coded as being a MISDEMEANOR.

Disposition: On 02/11/2009, SUBJECT WAS FOUND GUILTY.

Sentence: On 02/11/2009, SUBJECT WAS SENTENCED TO \$30 CRIM INJ COMP FEE and 11 HOUR(S) COMMUNITY SERVICE.

Case No: 3DTA-08-02439 (HILO DISTRICT COURT)

Arrest Report No: C08012804

[Summary of Charges | Top](#)

CHARGE 3 OF 6 TOTAL CHARGES

Charge: The charge was OPERATION/REGISTRATION OF MOTOR VEH: NO-FAULT INS (HRS 431:10C104) which is coded as being a VIOLATION.

Disposition: On 02/11/2009, SUBJECT WAS FOUND GUILTY.

Sentence: On 02/11/2009, SUBJECT WAS SENTENCED TO 75 HOUR(S) COMMUNITY SERVICE, \$40 COURT COST, and 90 DAY(S) DRIVER'S LICENSE SUSPENDED.

Case No: 3DTA-08-02439 (HILO DISTRICT COURT)

Arrest Report No: C08012805

[Summary of Charges | Top](#)

CHARGE 4 OF 6 TOTAL CHARGES

Charge: The charge was VIOLATE CONDITIONS OF REL ON BAIL (HRS 804-0007.2) (SEVERITY UNRECOGNIZED).

Disposition: On 11/07/2007, SUBJECT WAS RE-SENTENCED.

Case No: FC06-1-0527 (HAWAII FAMILY COURT)

Arrest Report No: C07034701

[Summary of Charges | Top](#)

CHARGE 5 OF 6 TOTAL CHARGES

Charge: The charge was ABUSE OF FAMILY/HOUSEHOLD MEMBER (HRS 709-0906) which is coded as being a MISDEMEANOR.

Disposition: On 02/20/2008, SUBJECT WAS FOUND GUILTY.

Sentence: On 02/20/2008, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT, to run CONCURRENTLY, 2 YEAR(S) PROBATION, to run CONCURRENTLY, and 15 DAY(S) SUSPENDED SENTENCE.

Case No: FC06-1-0527 (HAWAII FAMILY COURT)

Arrest Report No: C06040480

[Summary of Charges | Top](#)

CHARGE 6 OF 6 TOTAL CHARGES

Charge: The charge was TERRORISTIC THREATENING 2 (HRS 707-0717) which is coded as being a MISDEMEANOR.

Disposition: On 02/20/2008, SUBJECT WAS FOUND GUILTY.

Sentence: On 02/20/2008, SUBJECT WAS SENTENCED TO 30 DAY(S) CONFINEMENT, to run CONCURRENTLY, 1 YEAR(S) PROBATION, to run CONCURRENTLY, and 15 DAY(S) SUSPENDED SENTENCE.

Case No: FC06-1-0527 (HAWAII FAMILY COURT)

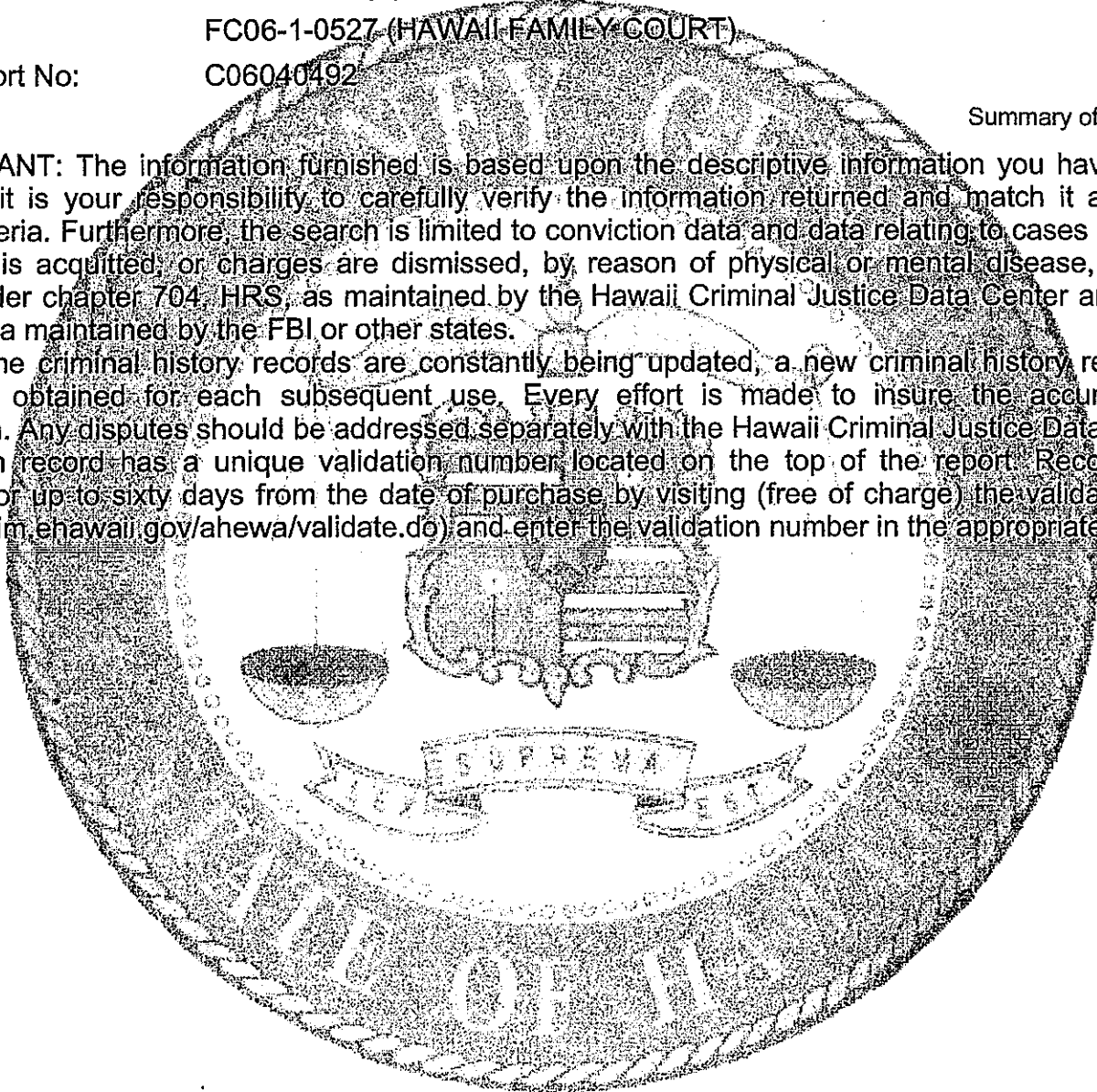
Arrest Report No: C06040492

Summary of Charges | Top

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RECORD OF VOTING
WINDWARD PLANNING COMMISSION
COUNTY OF HAWAII

DATE: November 9, 2012

APPLICANT: Connections/CBESS SPP 12-000138

ACTION: MOVED AU SECOND GONZALES

*Motion
Withdrawn*

- APPROVE AS RECOMMENDED BY PLANNING DIRECTOR
- APPROVE WITH AMENDMENTS *Limiting the amount of students to 4,200 apd*
- DENY
- CONTINUE/DEFER _____
- OTHER/REMARKS _____

COMMISSIONERS: AYE NO EXCUSED ABSTAIN ABSENT

| | | | | | | |
|---------------------|-----|--|--|---|--|--|
| AU, Dean | (1) | | | | | |
| GONZALES, Ronald | (2) | | | | | |
| ISHIBASHI, Wallace | | | | ✓ | | |
| MOSES, Raylene | | | | | | |
| ONO, Stephen | | | | | | |
| KERN, Zendo (Chair) | | | | | | |

RECORD OF VOTING

**WINDWARD PLANNING COMMISSION
COUNTY OF HAWAII**

DATE: 11/9/12

APPLICANT: Connections/CBESS SPP 12-000138

ACTION: MOVED AU SECOND ONO

*Motion
Passed
5-0*

- APPROVE AS RECOMMENDED BY PLANNING DIRECTOR
- APPROVE WITH AMENDMENTS
- DENY
- CONTINUE/DEFER until next Windward PC (12/6/12)
- OTHER/REMARKS ① For Applicant to submit WATER CALCULATIONS to Address WATER ISSUES AND ② For Applicant to have meeting w/ Mr. Beilhardt regarding an extension to Puainaka Street.

COMMISSIONERS: AYE NO EXCUSED ABSTAIN ABSENT

| | | | | | |
|---------------------|---|--|---|--|--|
| AU, Dean | ✓ | | | | |
| GONZALES, Ronald | ✓ | | | | |
| ISHIBASHI, Wallace | | | ✓ | | |
| MOSES, Raylene | ✓ | | | | |
| ONO, Stephen | ✓ | | | | |
| KERN, Zendo (Chair) | ✓ | | | | |

PLANNING COMMISSION
COUNTY OF HAWAI'I

HEARING TRANSCRIPT
NOVEMBER 9, 2012

A regularly advertised hearing on the application of **CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL/CBESS (SPP 12-138)** was called to order at 9:45 a.m. in the County of Hawai'i Aupuni Center Conference Room, 101 Pauahi Street, Hilo, Hawai'i, with Chairman Zendo Kern presiding.

COMMISSIONERS PRESENT: Zendo Kern, Dean Au, Ronald Gonzales, Raylene Moses and Stephen Ono

STAFF PRESENT: Ivan Torigoe (Deputy Corporation Counsel), B. J. Leithead Todd (Planning Director), Daryn Arai (Planning Program Manager), Phyllis Fujimoto (Staff Planner), Maija Cottle (Staff Planner), Jeff Darrow (Staff Planner), Sarah Hata-Finley (Staff -left at 11:45 a.m.) and Sharon Nomura (Secretary)

ABSENT AND EXCUSED: Wallace Ishibashi

And approximate 180 people from the public in attendance.

APPLICANT: CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL /CBESS (SPP 12-138)

Application for a Special Permit to develop a K to 12 charter school campus with dorm facilities and related uses on approximately 70 acres of land situated in the State Land Use Agricultural District. The property is located on both the southwest and northeast sides of Edita Street near its intersection with Kaūmana Drive and adjoining the Pacific Plantation Subdivision in Kaūmana, South Hilo, Hawai'i, TMK: 2-5-006:141.

KERN: Next is applicant Connections New Century Public Charter School. Application for a Special Permit to develop a K to 12 charter school campus with dorm facilities and related uses on approximately 70 acres of land located on TMK: 2-5-006:141. With that we will go to staff presentation. Jeff, good morning.

DARROW: Thank you, Mr. Chairman. If I can direct your attention to our presentation, our next applicant is Connections New Century Public Charter School/CBESS. The area of this application is within the South Hilo District. More specifically we're looking in the Kaūmana area. The subject property is identified with a black outline. It actually consists of two separate parcels being split by Edita Street. For reference, this white line running through the middle of the map is Puainako Street Extension. This line running in a northeast/southwest direction is Kaūmana Drive. The subject property accesses from Kaūmana Drive onto Edita Street. For access, we'll come in on a closer view here so we can have a closer reference. Again, we have Kaūmana Drive on the upper portion of the map, Puainako Street Extension on the lower portion of the map. The subject property is identified with a black outline. The colors on the map,

again, represent the different zonings of the area. The green shaded area is Agricultural 1 acre, which encompasses the subject property. You'll see different other colors. The dark blue represents Agricultural 10 acres, dark green Agricultural 20 acres. The light and darker shaded yellow represents Single Family Residential zoning.

For reference again, we also have the Pacific Plantation Subdivision in this general location, the access through Edita Steet onto Mele Manu Street. This is the State Land Use Boundary Map which identifies the different State Land Use Designations. There are two identified on this map. The green represents Agricultural zoning and the pink represents Urban State Land Use Designation.

This is the General Plan land Use Pattern Allocation Guide Map for the area. The yellow represents Low Density Urban. The orange shaded area represents Rural and the lighter green represents Important Agricultural Land. The subject property is located within the Low Density Urban General Plan designation.

This is an aerial photo. Again, we have Kaūmana Drive on the upper portion of the map. We have Puainako Extension on the lower portion. We have Pacific Plantation Subdivision identified in this general area, and the subject property identified with the black line, black outline. Currently it's vacant, undeveloped, except for fencing that has been recently placed in. You'll also notice that along Kaūmana Drive and Edita Street you do have single family residential uses occurring.

The applicant is requesting a Special Permit to develop a K to 12 charter school campus, with dorm facilities and related uses on approximately 70 acres of land situated in the State Land Use Agricultural District. The request is for a new academic campus which will accommodate an elementary, intermediate, and high school and common facilities that would support these programs. The subject property is divided by Edita Street and includes what is referred to as the "lower parcel" and the "upper parcel". All major school facilities will be located on the lower parcel.

The applicant is proposing to design and construct the project in nine phases. The entire project is projected to be completed within 16 to 25 years.

The reason for the request is to consolidate their academic programs at a single location and provide facilities, and support the goals and visions of the school.

The lower parcel will consist of the major school facilities. And these will include the elementary, intermediate and high school classroom buildings, the administrative center, the library and resource center, the kitchen and dining facility, a gymnasium and multi-purpose building, green/shade houses, a 6-horse barn, a maintenance building, a 30-person dormitory, a caretaker's residence, and a small facility to house the intergenerational program. These facilities would support a projected 167 elementary students, 107 intermediate students, 107 high school students, for a total of 381 K through 12 students, as well as 25 intergenerational clients. The dormitory would serve a maximum of 30 students. These buildings will be single story in height. There will be two parking lots (main and secondary) with a total of 140 parking stalls.

This is the lower parcel site plan submitted by the applicant. Just for reference, everything that is proposed to be constructed is going to be on this lower parcel. The only thing on the upper parcel that will be constructed is a walkway for viewing. So the intermediate, elementary and high school facilities, the gymnasium, the administrative center, the parking areas, everything, will be located on the lower parcel. So this would be, as you're coming in off Edita Street, it would be on the left side on the lower parcel.

This is a rendering of the lower parcel that was submitted with the application. So this kind of gives you an idea again. All facilities are proposed to be one story in height.

These are some elevations that were submitted. You have the library and cafeteria, again, just showing the different elevations, again one story. I won't go into great detail on these. These are the intermediate school classrooms, some of the different buildings, elementary buildings.

The upper parcel will consist of, no major school facilities constructed on the upper parcel. A walkway is the only structure being proposed, which will provide access and viewing opportunities within the 'ōh'ia forest. The walkway would be elevated on posts roughly 4 to 5 feet above grade. Connections intends to use this land area to support a future forestry/conservation program, which focuses on forest resource management and conservation, and forest ecosystem restoration.

This is a site plan of the upper parcel. You'll also notice this light gray shaded area, that is the Kaūmana Cave that is located under the lower parcel. There is a 100-foot buffer proposed for Kaūmana Cave. The walkway is identified in this general location. The lower parcel would be over in this area. You can see Kaūmana Cave extending across Edita Street; and it touches the lower portion of the lower parcel, but not where any of the facilities are planned. And, again, even on the lower parcel there is a 100-foot buffer.

This is an elevation of the walkways so you can see what it is. You can see it on the bottom portion of the map as well.

Days and hours of operation: Weekday hours for the school and administration are from 7:00 a.m. to 5:30 p.m. More specifically, the elementary and intermediate instructional hours are from 7:30 a.m. to 2:00 p.m., Monday through Thursday, and from 7:30 a.m. to 1:00 p.m. on Friday. The high school's instructional hours are from 7:45 a.m. to 2:15 p.m., Monday through Thursday, and from 7:45 a.m. to 1:15 p.m. on Friday. There may be some limited extra-curricular activities; however, events such as dances and graduation would occur off-site. Weekend activities connected to the agricultural program may be conducted.

Again, this kind of shows you the Kaūmana Cave under the upper parcel, as well as touching a portion of the lower parcel, and a 100-foot buffer that is proposed to be there. These are some site photos. This is on Kaūmana Drive looking mauka. Edita Street would be on your left. This is on Kaūmana Drive looking makai, oh, I'm sorry, Edita would be on your right side. This is on Edita looking towards your east, yeah, towards Kaūmana Drive. And you can see that there is a designated left-turn lane and right-turn lane off Edita onto Kaūmana. This is on Edita Street,

again looking towards Kaūmana, although you cannot see it. The subject property is on the right side of the map and you have a drainage ditch that's in place on the left side. And this is the upper parcel and the lower parcel identified. You can also observe the wide shoulders in this particular area.

Again, this is a little further towards Kaūmana so that we could show you how the shoulders have changed on Edita. So when the Police were commenting in regards to the unsafe shoulders, this was the area that they were referring to. It gets muddy and that sort of thing. This is the subject property looking straight on from Edita Street. This is looking toward Mele Manu Street on Edita. Again, the subject property would be on the left side and the right side. And you can get a pretty good picture of what the drainage ditch looks like on the right side.

The Planning Director is recommending that the Planning Commission send a favorable recommendation to the State Land Use Commission. The Planning Commission is not the final say in this particular application. Because it's over 15 acres it proceeds on to the State Land Use Commission.

I do have a few more items to share. Since this application was submitted to the Planning Commission with the background and recommendation, you'll notice that on the background we had said that the Planning Department had not received any letters of support or opposition at that time. Since that time we've received quite a number of letters of both support and opposition for the project. I'd like to bring to your attention three items that are different than letters of support or opposition. One is submitted from the applicant's representative dated November 2nd; and this is a document that goes in great detail regarding the lease. And the applicant's representative will speak in regards to this. Additionally the applicant's representative had submitted a press release. I don't have the, I'm not sure what happened to that, it was right here. But that was in regards to some activities that were occurring, so that was submitted. There were some, my understanding, like stickers placed on the school property and stuff.

Lastly we had been called to the property in regards to the drywell that's fronting, that's near the subject property. And there was a concern that maybe Kaūmana Cave was also going under this particular area where the drywell was and then coming under Edita towards the lower campus, which would place it pretty close near where these facilities would be. This letter that's from Pacific Basin Hawai'i Island, I don't see a date but it was received November 7th. So you should have it pretty close to the top. And it's titled "The Kaūmana Lava Tube Complex," and it goes into detail in regards to his investigation in regards to that cave that they investigated within the drywell.

We do have several representatives here today. We have a representative from the Department of Water Supply, we have several representatives from the Department of Public Works regarding any traffic concern, as well as a possible representative from the Department of Land and Natural Resources - State Historic Preservation Division. She had mentioned that she might be a little late because of a previous engagement for a meeting.

Lastly, the Planning Department has submitted a revised recommendation which is in yellow and also a revised set of conditions which is in green; and those have been handed out to the Commission. With that, that concludes our presentation. Are there any questions?

KERN: Thank you, Jeff. Any questions for staff? Madam Director.

LEITHEAD TODD: I did want to add a couple of things just for purposes of information. The way this works, because it is more than 15 acres, is the County Planning Commission either makes a favorable or unfavorable recommendation. If it is an unfavorable recommendation, then it does not proceed and go to the State Land Use Commission. If it is a favorable recommendation, it is then sent forward to the State Land Use Commission, which then makes a determination as to whether to approve the special permit or not. So the role of the Planning Commission is basically to make a recommendation. And depending on the nature of the recommendation either in favor or against the application, then this either terminates at the County level or it proceeds to the State level, which is why some of you may have discovered that there is no contested case process at the County level for this application; and that's because the role of the Planning Commission is just to make a recommendation to the State.

KERN: Thank you, Madam Director. Commissioner Au?

AU: Can I ask staff a question?

KERN: Yes.

AU: Can you go back to the first map, I just want to see the very first map. Okay, can you let us know where Regency is. We just passed Regency. Where exactly is it located in regards to this proposed development?

DARROW: Let me go back to that. It may take me a minute here. I was trying to prepare for that, but you caught me off guard. I put the more, the closer up view. Okay, so, let's see, Maija you might be able to help me out better here.

KERN: Down there is a pie shaped, yeah, pie-shaped lot.

AU: Okay. And we have several schools in that area as well. So can you show me where -?

KERN: De Silva School?

AU: De Silva School and that other school up above?

DARROW: De Silva, I'm not, De Silva School should be just in this general location.

LEITHEAD TODD: No, no, no. That's Kaūmana.

DARROW: Oh, that's Kaūmana.

LEITHEAD TODD: De Silva is off of Ainako.

DARROW: Okay, okay. De Silva School is on Ainako Street; and that's in that location right near the intersection of Mohouli and Ainako.

AU: Okay, and then there's also another school as well, right?

LEITHEAD TODD: Kaūmana is above there.

DARROW: Yes. So that's just above Kaūmana Cave on the mauka portion of the road.

AU: Okay, thank you.

KERN: Any other questions for staff? Seeing none, thank you, Jeff.

DARROW: Thank you.

KERN: Could the applicant or their representative please come forward. Good morning.

HELFRICH: Good morning. My name is Dakota Helfrich.

KERN: Very good. Can I get you to raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

HELFRICH: Yes.

KERN: Very good. And so you just give me your name and area in which you live. You're the representative?

HELFRICH: Yes. I'm a student representative.

KERN: Okay, very good. And you have received the background report and recommendation and conditions?

HELFRICH: Yes, yes.

KERN: Any comments you'd like to make at this time?

HELFRICH: Yes. May I?

KERN: Okay.

HELFRICH: I'm a senior at Connections Public Charter School, and I've been a student there since third grade. This school has provided me with opportunities and experiences that have been nothing short of transformational and enlightening. One could ask me why I bother getting

involved in this query, when I graduate in June; I'll be long gone if and when the campus is constructed.

When we were shown the signs that had gone up around Kaūmana, we were stunned by their bold letters and blunt words...No Connections in Kaūmana, because to those opposing the construction of the campus, a school in the community means more traffic, or harm to the environment, or worse, it means a crowd of teenagers in the immediate vicinity. First of all, the campus itself is going to be made of green materials, not to mention the plan to teach students about, I'm sorry, I'm really nervous, sustainable methods of living, and cultural appreciation for the land. This shows an obvious consciousness about the surrounding environment, but I will go no further with this subject because you will hear from supportive professionals and those managing the Kaūmana project regarding raised issues such as the effect of traffic and on the ecosystem as well - Leaving it to myself and the large portion of Connections's student body present today to represent ourselves, through testimony or simply watching the proceedings.

The new campus is important to us, and so is ensuring that the community, ensuring, assuring the community that we are not who they think we are; we are going to be constructive and valuable members of society, too. My mother sent my siblings and I to Connections instead of one of the big public charter schools, public schools, excuse me, because she never wanted us to have to protect ourselves the way she had to when she attended a public school. Students come to Connections because it's not occupied by a bunch of juvenile delinquents, and there aren't fifty other students in every class that they'll never know, competing for assistance from the instructor.

I spent one week at Connect, I'm sorry, Keaau High School at the beginning of my freshman year. In that week, I made fewer friends than enemies, and I felt smaller and more insignificant than I ever had; that's not the kind of person I am. It was my personal experience, and I had seen all I needed to; and I went back to Connections. When I was a freshman new to the Nani Mau campus, I was invited to join the very small high school community with open arms, and that is why this issue is important to me. What I love about Connections High School is the attitude that the students perpetuate in one another. Someone who is treated with kindness, respect, and tolerance will feel inclined to pay it forward, and that's what has been happening at Connections. We bring out the best in one another, we make it alright for all to express their individuality without criticism, and that open-mindedness is a model for the future. I've met lifelong friends at Connections and I had the privilege of studying under the wisest and most inspiring teachers. And I'm here to disprove, to defeat the sweeping generalization that my peers and I are untrustworthy and undeserving of improved facilities.

The team assembled to advocate for the Kaūmana campus is working hard to amend the community's concerns. I've previously attended a hearing and a meeting in which I heard Mr. Thatcher and Mr. Hong, in all sincerity searching for reasonable resolutions to the foreseen problems. This is not a dispute between parties; we want to build a relationship with the community and address these issues. Today we reach out to Kaūmana, asking them to give us a chance, tell us what we can do to change their minds. Every effort is being put into addressing the issues that divide us, and we can only hope that the community will put their best effort into

communicating and cooperating back, just as we can only hope that you will support us in building an even better Connections in Kaūmana. And that's all I have to say.

KERN: Thank you. Any questions for their representative? Commissioner Au.

AU: How many meetings have you had with the community going into this project? And I'd like to get the dates and, you know, we don't have any records of what meetings occurred, how many people went, how much notification did you give to the public?

KERN: Before you begin, Ted, I'll get you to raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

HONG: Yes, as best as a lawyer can. Actually -.

KERN: What am I supposed to do with that?

HONG: Mr. Chairman, good morning, Members of the Planning Commission. Mr. Au, that's a great question. Part of our presentation this morning was how Ms. Helfrich was going to introduce the team that's going to be testifying and answer that specific question. I'd like to answer that question a little bit later with your permission. I think Ms. Helfrich wanted to introduce a DVD that was put together by the school. And then the plan was to introduce the rest of our team of professionals, and that's one of the questions that we intend to answer this morning, with the Chairman's permission and the Commissioners's permission.

KERN: Yeah, no problem on the DVD, no problem bringing up the professionals. I would like to make sure that you respect the public testimony part of it and not try to slip that in further -. You know what I mean? The professionals that are up there, let's stick to the point of the applicant, and not what could be deemed as public testimony to it.

HONG: Absolutely.

HELFRICH: Okay, well, this DVD was made by -.

ONO: Hold on. Before you continue that, I have a question -.

KERN: Oh, Commissioner Ono.

ONO: Yes. Where is the present campus located?

HELFRICH: We have the elementary and middle school at the old Kress building and our high school is at Nani Mau Gardens.

ONO: Thank you.

HELFRICH: So the DVD was made by the students with the help of Mr. Kris Kua and one of our really dedicated parents. Have him show it.

(The DVD was played at this time where students spoke favorably of Connections and in support of the application, and expressing their sadness in seeing No Connections signs posted around Hilo. The Connections staff asked the Commission's help in helping the students).

KERN: Any questions, Commissioners? Seeing none, you may continue.

HELFRICH: Okay. Well, from here I would introduce the rest of the presenters. We have Mr. John Thatcher our principal, Mr. Eric Boyd, the administrative assistance, Mr. Dennis Hirota, Civil Engineer with Sam O. Hirota Inc., Mr. Ted Hong, our dedicated attorney, Ms. Sandy Kelley, Mr. David Miranda, Botanist, Mr. Paul Nash, Civil Engineer at Atlas Engineering LLC, Mr. Rowland Reeve, Archaeologist, Mr. Phillip Rowel, Traffic Engineer of Phillip Rowel and Associates.

KERN: Can I pause you right there. Is everybody going to speak? We don't have many chairs here.

HONG: These individuals are here to answer any questions that the Commissioners may have -.

KERN: Okay.

HONG: They can answer the technical aspects of the project.

KERN: Okay. So maybe what we could do is if you could let us know who they are cause obviously there's too many for the amount of seats that we have.

HONG: We have nameplates for them so the Commissioners can identify who's speaking.

KERN: So maybe what we'll do is bring up the people that will be adding to this now; and then if we need to -. Or we can rotate as you see fit. So you have four that are going to speak now?

HONG: They're just here to answer any questions the Commissioners have.

KERN: So, yes, continue.

HELFRICH: Okay, last two people are Ms. Celia Shen, senior planner with Will Chee Planning and Dr. Fred Stone from UH Hilo.

HONG: Actually, Ms. Shen is going to be speaking right after this about the project.

NOMURA: Microphone.

HONG: Ms. Shen will be speaking after a few remarks from me and then she'll be giving the overview of the project.

KERN: Begin.

HONG: So, good morning, Mr. Chairman and Members of the Commission.

KERN: Good morning.

HONG: We're here today to ask for the Commission's approval of the Planning Director's favorable recommendation to the State Land Use Commission. The determination whether this project can go through will be made by the State Land Use Commission in the next few weeks. We agree with the amended recommendations from the Planning Director as circulated. As an administrative matter, as the Planning Director pointed out, there is no contested case hearing with respect to this project.

On October 12th we sent a letter to surrounding property owners informing them of the right to file a contested case hearing under the Planning Commission's Rules of Procedure. We discovered there was an error on October 29, 2012 within the required deadline for notification. We sent an amended and revised second notice to surrounding property owners informing them that they can intervene at the State Land Use Commission pursuant to Section 205-6(d) of the Hawai'i Revised Statutes and Section 15, 15-53 of the Hawai'i Administrative Rules. Surrounding property owners who wish to stop the project can intervene at the State Land Use Commission level; and we apologize for any misunderstanding. We would note in terms of the land that we're asking the Commission's favorable recommendation for this. It's a State Land Use District designated for Agriculture. The County zoning in the area is for Agriculture; and I'd also note that the status of the lease is that it has been approved by the Land Board. We're waiting for the Attorney General's Office to give us the paperwork.

We are proposing a school dedicated to conservation, sustainable agriculture in the area; and that it is designed and zoned for Agriculture. The goals of our project are to promote and instill on the Connections ohana responsible stewardship of the land, treat the land a part of a community trust, education, sustainable agriculture and to be a good neighbor.

To highlight some of the questions that were brought up, Mr. Au's question that was brought up, we amended our, with respect to the community's concerns in the several meetings that we had, we amended our plan to only develop the lower half of the property. We're limiting the student population. We had four community meetings. Those were on April 16, 2009, June 3, 2011, August 22, 2011, April 27, 2011. And I along with some of the Connections students and staff personally walked door to door along the houses on Mele Manu Street and Edita Street, handing them out information concerning the project, the proposed conception plan; and a comment card that if they had any comments they could submit it to us.

We have reported any abuses and criminal acts on the property, including vandalism where the Connections School's locks have been glued and had to be cut. We've reported to the police marijuana growing on the property in questions. And most recently we've reported the harassment of elementary and intermediate school children at their Kress building. We have taken responsibility where our trust and a contract with the develop -, contractor has been criminally abused. We've invited members of the community to participate as project manager and part of a design committee with respect to the building. We've engaged people of substance

and standing in the community, like David Miranda, like Dr. Fred Stone, to essentially show individuals like you on the Commission that we're walking it like we talk it. This is not, and I'm certainly not, and my client is not, some big bucks developer telling locals one thing and then doing another. We are trying to promote good local jobs for local working families, from construction to electrical, with respect to all aspects of this campus. And we're asking the Commission to agree that we've complied with all procedural requirements that any other developer has had to comply with and to allow us to go on to the State Land Use Commission for approval of our new campus. I'd like to introduce Celia She, a senior planner with Will Chee and Associates, who will discuss some of the conceptual aspects of this campus. Celia?

KERN: Before we begin, can I swear you in? Is it Shen?

SHEN: Shen.

KERN: Shen. Can I get you to, could you use the microphone, please. And raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

SHEN: Yes.

KERN: Very good, thank you.

(Mr. Hong conferred with the staff off the record at this time.)

LEITHEAD TODD: For the members of the public that are wondering what all the little conferring is, we're discussing procedural issues as to what has to be made part of the record, if this is part of the presentation to the Planning Commission, so how we're going to number it, what's going to be included. So that's what's going on in the background as people go up and have discussions.

KERN: Thank you for that, Madam Director. Are you, as far as yours -?

SHEN: Good morning. Again, my name is Celia Shen. I'm with Will Chee Planning. Our firm along with Urban Works, which is an architectural firm, have been assisting Connections with developing sort of the planning and architectural concepts for the new campus up in Kaūmana. Jeff gave you a brief overview of the campus. And I'd just like to go into a little bit more detail and kind of show you some of the concepts that are being developed for this new school. So if you look here, this will be Exhibit 4, is that correct?

DARROW: Sure.

SHEN: Again, this is kind of an overview of the property. This is the upper parcel and this is the lower parcel. And, again, all of the major school facilities are being planned for the lower parcel. And this is Exhibit 3, and this is a blowup of the lower parcel. So, again, at this stage, we're in the very early stages of designing this campus. This is just a conceptual plan. And I'll just kind of give you a quick tour of how this campus is laid out. This group of buildings here are the elementary school classroom buildings. This building here, No.7, would be the

intermediate school classroom buildings. Between the two are shared specialized classrooms, like an art classroom and music classroom, as well a shade and green houses that would be shared between the elementary and intermediate programs. These buildings here in blue, this would be the new high school. Again, the high school classroom buildings. This building here, No. 6, would be sort of the specialized classroom buildings for STEM program, art, music. These two up here, again, would be the shade and green houses. And in this center portion of the campus would be the shared facilities, so we'd have the administrative building, a library resource center, and the dining and cafeteria facility. This edge of the campus here we have the proposed barn. This facility here would be the gymnasium multipurpose building which would serve as the school's great room. And so this would be for school-wide, you know, events, where all the student body could gather in one place as well as serving as an indoor play area for when it rains. This small facility here would be the intergenerational program, and then up here would be the caretaker's residence and the dorm facilities. So this is, this campus is being envisioned as very small scaled single story buildings. You know, we realize this is in a residential area and so we want the design of the campus to fit in with that and complement the sort of residential feel. And so this wouldn't be like your typical institutional school buildings. So these sort of design concepts were developed by Urban Works.

And then this Exhibit 2 shows sections of selected buildings. You can see they're all fairly small scaled, one story in height. And they would be designed to be elevated off the ground to minimize the site work that would be needed on the property. These conceptual renderings, showing Exhibit 1, kind of gives you a flavor, the architectural flavor, that's being thought of for the school. And, again, it's very small scaled, one story buildings, you know, to work with the existing landscaping and to sort of fit in.

And as, you know, Dakota has mentioned, one of the main visions for the school is that it be a model of sustainability. And so what's being planned to be incorporated is, you know, a lot of sustainable features. The buildings are oriented to maximize natural lighting, natural ventilation, minimizing heat gain, as well as, you know, use of photovoltaics to reduce energy demand. And, you know, the other feature that we're looking at is, is maximizing the use of nonpotable water. So using rain catchment, using recycled water, to minimize the demands on, you know, precious natural resources, which is potable water.

So, again, that kind of gives you a little bit more information of what's being proposed for this campus. And, you know, I'd like to stress that right now, like I said, this is in the very early planning stages; and so this is a conceptual plan. You know, what you see here is not fixed in stone. This plan really sort of represents sort of the ultimate vision for the school. And, you know, like Jeff had mentioned the timetable for this is, you know, perhaps 16 to 25 years. So it's, this whole thing is not going to appear on the property at one time. It's going to be developed slowly. But at most this is what it's going to be. I mean it's not going to be any bigger than this. This is the ultimate vision. And, again, it's at a concept level right now. As we get into the next phase of design when, you know, the engineering details are worked out and the architectural details, you know, this may be modified somewhat. So there's room, there's room to adjust the plan, not only to, to address, you know, site specific information that comes up during, you know, the engineering design and architectural design, but as well to address

community concerns and issues as far as, you know, what they see here. So there is opportunity to, you know, to address those, those concerns. So this is not fixed in stone.

And with that, and as Ted has mentioned, you know, we invite the community to help, you know, develop the ideas for this school, you know, whether it's being part of the design committee or design review board. We certainly welcome the community's input to help make this vision into reality. Ted, is there anything else you'd like to add to that?

HONG: No. Thank you. And if the Commissioners have any other questions. I'd be happy to answer them.

KERN: Yeah, Madam Director, a comment to make, and then Commissioner Au.

LEITHEAD TODD: If I were to suggest that the access to the school should come across the neighboring property and connect to Puainako Extension, can you reorient the campus to accommodate that?

KERN: Please use the mike.

SHEN: Yes, that is possible to -. You know, we could, you know, dress things down or reorient the parking lot so that it's closer to, you know, a secondary access, if that were the case.

LEITHEAD TODD: That's because we do have a subdivision application in the office that we're in the process of reviewing. It hasn't been, you know, approved yet. But there is a subdivision application which would connect the land immediately next to the property with Puainako Extension and provide an access for the school off of Puainako. So you can easily reorient the school.

SHEN: Yes. And, like I said, right now it's at an early conceptual design phase so, you know, it can be modified.

HONG: And we have met with Mr. Brillhante; and Mr. Brillhante has allowed us to represent that we're still in negotiations and discussions. My understanding is that some of the people opposed to the project have also talked to Mr. Brillhante and encouraged him not to allow us to go through his subdivision to foreclose any possibility of, or make life more difficult for us. And certainly that's their right, but I think Mr. Brillhante is keeping an open mind about that.

KERN: Commissioner Au?

AU: Thank you, Mr. Chair. I understand this is just a conceptual design. It's a guesstimate, right? So, you know, I don't know if you can provide that for me. But what is your guesstimate on the dollar value of the project at 100 percent buildout?

CHING: It's a little hard to say right now. I mean our early estimates were about \$30,000,000; and that was based on a comparable dollar per square foot on a similar sustainable building. But,

you know, this project is going to require a lot more infrastructure. So, I think, you know, when we get into the next design phase, costs, a more detailed cost evaluation will be done as well.

KERN: Thank you. Are there any questions for Ms. Shen? Seeing none, thank you. Mr. Hong?

HONG: Well, I think that actually concludes our presentation of the project. I understand we have a lot of public testimony. I just note that, I just note that I live in Kaūmana. My students, my two children went to Kaūmana Elementary School, just like John Thatcher who lives in Kaūmana. So when we talk about neighborhoods and neighbors, I live there too.

KERN: Are there any questions for Mr. Hong. Mr. Hong, hang on for one second. I've got a question for you. Any questions from any of the Commissioners?

ONO: I do have a question of Mr. Thatcher.

KERN: Okay. Hold on, Commissioner Ono, please use your microphone and let me swear Mr. Thatcher in. Could you please raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

THATCHER: Yes, I do.

KERN: Very good. And, Commissioner Ono, you may go ahead.

ONO: Yes. I'm not familiar with the concept of the charter school. But what would make your program, your curriculum, unique as compared to other schools?

THATCHER: Okay. I think one of the things that would make our program unique is that we are very committed. From the beginning of our school, we were a school within a school for five years. We've been a charter school for 13 years now. We were the first charter school authorized in the State of Hawai'i. We believe very strongly in sustainable education and an education that will enable our graduates to be able to find meaningful employment on this island. And so it's important to us to have an opportunity for the students to be exposed to sustainable agriculture, forestry, conservation, ecotourism. These are some of the areas that were in our original charter, but the concepts were in there and we still believe in this today.

ONO: Your present location that you're seeing approval on -?

THATCHER: Yes.

ONO: I'm not, well, in my driving through that area, I don't see that as a location suitable for an agricultural curriculum. Am I wrong in that?

THATCHER: Well, we're not planning a traditional agricultural curriculum. What we're talking about is hydroponics, greenhouses, future, future-oriented agriculture. So while the land is not great land for traditional agriculture, the land is very similar to a lot of areas on this island where it is possible to develop sustainable agriculture using systems like hydroponic systems.

ONO: So that's your option, there are no alternative experiences for the students, for example, a normal agriculture program? You're just going to be introducing an alternative agriculture program? Am I to understand that correctly?

THATCHER: Well, that would be a part of it. And so having a facility right there on campus makes it much easier for the students to have access to the program.

ONO: The other question that I have is the long term, why the dormitory?

THATCHER: The dormitory idea comes about because we have been, had the pleasure of hosting a number of different groups from other countries and from other states, and from Oahu. So we have had for the last, this will be the eighth year, we've had groups of visiting students from Korea. They like to come to Hawai'i, and they like to come to our school because they get a, the kids get a chance to practice their English, to be exposed to American culture. We've had visiting teachers from Indonesia. One of our letters of support is from President Obama's sister, Maya, and she has actually worked with us on projects through the East-West Center that were State Department funded projects; and she wrote a letter in support for this. Because when the visiting teachers were here from Indonesia, it was very difficult to find places for them to stay where they would be able to visit the school as much as they wanted to. So we've also had visitors, a group of kids from Peru last year, who want to come back again this year; and these are kids that are descendents of the Incas. And they are also very interested in sharing with us their sustainable agricultural practices. So, you know, I'm not sure if you're familiar with what's going on in Korea. There's a lot of great sustainable agriculture in Korea, and in a lot of other places, forestry also. And so many of these visitors have said we really like to come to visit you but we can't afford places to stay. We just returned, I brought a group of kids to St. Paul, Minnesota where we were visiting a school, the high school of recording arts which is another poverty level school like ours, 90 percent African American. These kids are coming to school because they're doing something they feel is meaningful. They're learning how to do recording studio production, video production. And to raise enough money to come here and to be able to staying in hotels is beyond their means also.

ONO: I've got a question. Why a horse barn? I don't understand that.

THATCHER: Well, -.

KERN: Commissioner Ono, could you repeat that.

ONO: Oh, I'm sorry. Why the horse barn? I don't quite understand that in relation to your program.

THATCHER: Well, you know, that's part of the concept of the sustainable agriculture, is horse manure is some of the best fertilizer that you can get for using in Hawaiian soils. And so that would be part of it. I think that our elementary and our intermediate school science programs also have a component where the teachers will teach the kids about reproduction, which eventually leads to human reproduction, through the use of animals so that they can see, like any

kid that lives on a farm, they understand what the process is, they understand how life is carried on.

ONO: So other than horses no other live animals?

THATCHER: Well, the vision would be for, you know, probably chickens, some other fowl, maybe a few goats. But these would all be, these would not be free ranging. They would be, you know, in areas where they are contained.

ONO: How would you, I'm sorry, if I may?

KERN: Commissioner Ono.

ONO: How would you compare yourself with that Maui Lahainaluna program?

THATCHER: I think the difference, well, I haven't visited that. But from what I understand of it, that's a program where kids are actually living in the dormitories. So we had a student from here that was attending our school that went there and was living in the dormitories. We would not have our own students living in the dormitories. The dormitories only would be used for visitors. And I think that, the other difference is they are more focused on traditional agriculture, from what I know of them. But I do not know a lot about Lahainaluna's program.

ONO: Thank you.

KERN: Thank you. And I would like to just make a friendly reminder to Commissioners that are here that there's a distinction between land use, and curriculum, and what the school is actually going to do. And we are sitting here relating to land use. Good questions, nothing to do with you. I just think it's important that sometimes, you know, a motion, curriculum, everything else overlaps on land use. I think it's important that we maintain the land use side of it to the best of our ability. Any other questions for any representatives? Commissioner Au?

AU: Thank you, Mr. Chair. How long has Connections owned this property, and when did they purchase it, this property?

THATCHER: We have secured a 65-year lease on the property through the Board of Land and Natural Resources.

AU: Okay. When did you start the process?

THATCHER: We started the process in 2006 actually. In 2006 there was a Charter School task force that met and came up with recommendations for helping to develop charter schools. And one of the recommendations is that the Board of Land and Natural Resources make lands available to charter schools. So in 2007 we asked, requested the Department of Land and Natural Resources to give us some properties that we could look at that would be potential sites for the school. So we've been working on this since 2007. The actual lease was approved on, I believe it was January 13, 2011.

AU: So when you say we, do you have like a Board of Trustees, or what -?

THATCHER: We're working with our non-profit, a non-profit entity. That's the CBESS part (Community Based Education Support Services), and this is the non-profit that supports our school in areas that we need support, for instance, paying for any legal counsel to represent CBESS interest.

KERN: Any other questions?

GONZALES: I have a question.

KERN: Commissioner Gonzales.

GONZALES: So you're leasing the land from whom, from the State?

THATCHER: From the State of Hawai'i.

GONZALES: Okay, thank you.

KERN: I have a couple of questions. Did you guys look at any alternate locations?

THATCHER: Yes. We looked at, at least seven I believe, was it Celia? I think it was seven at least that we looked at.

KERN: And what was it that ultimately led to this location?

THATCHER: Some were too big, some were too small, the access was difficult in some areas and this -. You know, being, being close to support organizations for an agricultural program is important to us. And so having both CTAHR and the University of Hawai'i's agriculture programs very close is an opportunity for our students to be exposed to these programs and to potential careers.

KERN: Okay. And your student population as far as where they're coming from? Geographically I know it's a mixture. Can you break that down closely.

THATCHER: It's approximately 50 percent are coming from Puna, being based in mostly; and the other 50 percent would be from the Hilo area. But we have had students as far away as Honokaa. We've had students, we still have students from Naalehu, Volcano, all the way out to Paho.

KERN: Okay. I think that's it for me. Any other questions? Seeing none, you folks may have a seat. Thank you. We will be, the next portion, segment, what we're going to go through is the public testimony portion. Before that we're going to take a 10-minute recess, and then we'll get into public testimony. We have about 65 people signed up to testify, so should be good. Thank you.

RECESSED – The Chair called a short recess at 10:47 a.m.

RECONVENED – The Chair reconvened the meeting at 11:03 a.m.

KERN: We'll reconvene at this time. So couple of things, public testimony is limited to three minutes. If there's anybody here signed up to testify for either geothermal issues, that's probably not going to happen for at least a few hours. We have six -, it might not even happen today. We do have about 65 people signed up to testify so that's over three hours of testimony. We would encourage that if you are just going to read your letter that you just, you know, summarize it, let us know that you've submitted it, support or opposition. But it is your choice to use the three minutes, how you'd like to -. And with that, we will get started. I will be calling up four people at a time. I'll swear all four in, and then we'll begin in the order in which they're called. So I'll call up Donald Ikeda, Ming Peng, Robert Wyman and Dr. Henry Lee Loy. Yes, Madam Director?

LEITHEAD TODD: While you have the right to read aloud your written testimony, if you have submitted written testimony, in the interest of trying to get through all the people who have signed up who have perhaps not submitted written, if you've submitted written testimony, perhaps you could reference it and try to shorten it rather than taking the whole three minutes. Because as I calculate this, if everybody goes three minutes, then we're at 3 ¼ hours; and if there's time in between moving people in and out, then you're pushing to four or five. Thank you.

KERN: Thank you, Madam Director. Okay, can I get all of you to raise your right hands. Do you all swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Very good. And so what you'll have is, give me your name, area in which you live, and then your three minutes will begin. So we'll start with Donald Ikeda.

IKEDA: My name is Donald Ikeda. I live at 966 Kaūmana Drive, about maybe 1/3 mile from the development. Okay, thank you, Commissioners, for allowing me to give a few comments. You know, I'm not against education. And I don't, I'm not against the non-traditional and the special students, special needs students.

But I believe that any entity that's going into a community should make an honest effort to be a good neighbor. You know, when you are the new guy coming into a community, like Connections School, they should get together with the neighborhood; and I think Connections Charter School has failed to do this.

I would like to ask the Commissioners to listen closely to all the concerns that the community members want to tell you. And there's a lot of misrepresentations and unfriendly acts by the school and its officials and its representatives.

I would further ask that this Commission take time to read the applicants petition very carefully. And if you have not already done so, take the time to research and confirm each of the carefully worded assertions made by the school officials and representatives. This carefully crafted document is full of half truths and unfulfilled promises.

I would like to suggest that the school and its representatives be held accountable on a regular and fundamental basis if they are allowed to proceed. I would further suggest that unless proof can be made of a fulfillment of the promises and assertions set forth by the school and its representatives no progress be allowed until the promises and assertions are fulfilled.

By and large, the community is opposed to the project, and with good reason. I won't take any more of time, but you will hear it from the community. I would like to highlight a few concerns that I have.

DARROW: One minute.

KERN: One minute.

IKEDA: My first concern is water credits. You can check with the Board of Water Supply. They have seven water credits. It's insufficient for their 360 students, 15 employees and 7 part-time employees.

Also the traffic mitigations, right now they only have a left-turn lane into Edita, which is a two-lane street. What happened is John Thatcher had promised that he was going to look into an easement coming in from Puainako, but right now all he's talking about is coming in through Edita.

And dormitory, when first explained was occasionally foreign students, then it became foreign students and teachers, and now it's foreign students and other people, and full-time employees. Also, the school representatives stated that -.

KERN: Time.

IKEDA: Okay, thank you.

KERN: Thank you, Mr. Ikeda. Any questions for the testifier? Seeing none, thank you. Ming Peng.

PENG: My name is Ming Peng. I live at 1547 Mele Manu Street. I've lived in Mele Manu for 9 years. The proposed construction is planned on Edita Street which is the only ingress and egress of the Pacific Plantations Subdivision, which will increase traffic demands along our street and along Kaūmana. In the interest of time I have referenced that in my written testimony. We have heard the entire project is projected to be completed within 16 to 25 years. The surrounding community along Kaūmana would be condemned to endure increasing traffic, noise, utilization of resources and levels of stress for the next 16 to 25 years from construction and the school. This project will no doubt degrade the quality of life to the surrounding Kaūmana area.

I'd like to offer alternatives. About 50 percent, as we have heard, of the students come from Puna. Mr. Thatcher also stated publicly in his press conference on Oct. 23rd that the Edita location provides land his students to learn on that is very similar to land in Puna. Yet according to their own EIS on Pages 15 to 16, none of the TMKs considered for the new campus locations were considered in Puna. This should be explored.

You will hear many emotional and heartfelt arguments. However, this is about the construction of an institution into an area where there is overwhelming opposition from the majority of residents who will be most impacted. This is especially in an area where there are already schools along Kaūmana on a 4-mile drive, including Kaūmana Elementary, De Silva Elementary, and the Hilo schools.

The institution seems to have acted on the presumption that this Commission will authorize their project: Boundaries have been cleared, fence installed, articles written in the Hilo-Tribune and plans have been made as we have already seen. We are just a community trying to advocate for our neighborhood against a larger institution. We do not have the benefit of hired representatives, professionals, or attorneys. You, the land commission are our equalizer.

DARROW: One minute.

PENG: Please deny this project.

I'd like to add that by denying the special permit you are not stopping the building of the school, but allowing the school to search for more appropriate locations. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you very much. Robert Wyman.

WYMAN: Good morning.

KERN: Good morning.

WYMAN: Thank you for this opportunity.

KERN: Name and area in which you live, and then your three minutes begins.

WYMAN: My name is Robert Wyman. I live at 1840 Kaūmana Drive, just above the Kaūmana Elementary School. I've lived there for the last six years. And I've also lived on Kaūmana Drive for the last 9 years actually, just down by the 76 Station. I ride my bike to and from work via Kaūmana Drive two to three times a week. Kaūmana Drive is a very dangerous road on which to walk or ride a bike. And I fear for every pedestrian I see moving along this road, especially my 7-year old daughter who I walk to school at Kaūmana. The condition of the road is poor in many areas and there is essentially no curbside on which to walk or ride safely. I wish Donald Ikeda best of luck in getting the sidewalks put in.

The traffic on this road is excessive in the morning and I am greatly concerned about the introduction of a large number of additional vehicles trying to access Edita Road or Street by Kaūmana Drive from above and below. What I have understood from the traffic study indicates to me that it was not done properly. Consider the steep approach of Kaūmana Drive from above Edita Street and the typical speed that cars move along there. And consider the cars turning left off of Kaūmana across their path. Consider the vehicles headed to Saddle Road backing up behind them. And finally consider the vehicles travelling to Edita by way of Puainako Extension.

If you live on Kaūmana Drive above the cave you know that it is a "drag strip." Someone is going to die there by a vehicle accident. The 35 mile per hour speed limit means nothing and it is an outlaw traffic condition. This is my opinion. I have never seen a car pulled over for speeding and I am disgusted by the use of this section of road. But over and above this is the safety risk it poses to the elementary school and pedestrians walking in the vicinity, and now, of course, students related to this school.

DARROW: One minute.

WYMAN: Adding more vehicles, traffic to this road, I believe will negatively impact this community. Is the data correct, 232 accidents on Kaūmana Drive last year and 191 so far this year? A statement from the Police that "There will be an increase in noise, crime and traffic," well, I'm concerned about the traffic primarily in this vicinity. There should be a pause and serious consideration to the project. I respect the work of the Connections School and their commitment to the students, but I want to know when this road will get safer, slower and wider. I am very concerned that there is a gross misunderstanding of the nature of the traffic in this area on this road by persons who do not live there and that the efforts to mitigate it will not be effective. I respectfully request that the project be denied on that basis only.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you very much. Dr. Henry Lee Loy, give me your name, and area in which you live, and then your three minutes will begin, your three minutes beginning now.

H. LEE LOY: Good morning, my name is Dr. Henry Lee Loy. I'm a physician. I live on Mele Manu Street. As a physician I know the value of a good education. I was born and raised in Hilo, I am a proud graduate of Hilo High and Hilo College. I champion public schools. Let's see, how many of you students attend Charter, Connections? Raise your hands, let's see it. Awesome. How many of you live in Kaūmana, raise your hands. I have no diatribe with the Connections Public Charter School students. My concern is safety of the neighborhood and students. Permitting this large institution to be built with only one entrance and exit is extremely dangerous. Fires, health emergencies, earthquakes, acts of terrorism could trap students, faculty and residents.

The intersection is hazardous. In the morning people are rushing down Kaūmana Drive to get to work and get children to school. School children are waiting right on Kaūmana Drive to catch their bus. Connections Charter School will have 350, 380 students, 50 faculty and I would guess maintenance workers, groundskeepers, security, dorm residents, trucks for agriculture, farming,

forestry and livestock programs. Traffic will back up and down Kaūmana Drive as these people try to enter Edita Street. Traffic rushing downhill will not have time to stop as they come around the curve resulting in deadly rear-end accidents. Kaumana Drive cannot be widened; and placing traffic signals would cause traffic to back up. The Planning Department recommends an 8-foot wide sidewalk and left-turn lane into the school. There is a concrete channel for water parallel to Edita Street. Private property will have to be condemned to widen this area.

Teenage drivers are one of the highest risk categories. They tend to overestimate their driving skills. Upper Kaūmana rains a lot. Kaūmana Drive is tortuous and unforgiving. The risk of road crashes will be immediate, substantial and sustained.

Connections Charter School will bus in some students. Public school buses presently have difficulty getting in and out of Edita Street.

DARROW: One minute.

H. LEE LOY: Developer William Brillhante has already opened up 40 more lots. He has no plans to extend Edita Street.

Throughout the morning you will hear testimony from students, faculty and supporters. But please keep in mind safety takes priority. I took a Hippocratic oath to do no harm caring for my patients. Ask yourself am I putting the public in harm's way if I allow this project? If you have questions, doubt or share my concern for more accidents, injuries, and death and lawsuits then you must do the right thing. No doubt your decision will disappoint many but would prevent unnecessary injury and save lives. It could be one of these fine young students standing before you.

Lastly, I leave you with this image of an accident that occurred just 7 weeks ago. I invite you to come back to this image after each testimony and at the end of this hearing. Something this ambitious needs the support of the whole community, but as you will hear from my neighbors they clearly do not. I leave it in your hands. Thank you for your time.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you very much. So there are a few folks signed up to testify on behalf of somebody else. I'm going to permit that, but what I'd like those people to do is really stick with what the person that they representing, what their testimony is, and not a continuation of your own. So with that I will call up four more – Dr. Henry Lee Loy on behalf of Pauline and Larry Kimura, Dana Kenny, Terence Yoshioka and Jan Yokuama, Yokoama, Yokoyama, sorry. And I will wait till everybody gets here, and I will swear them in. So we have Jan?

YOKOYAMA: Yes.

KERN: Okay, hi. Terence, Terence?

YOSHIOKA: Yes.

KERN: Dana Kenny? Speak up if you're here.

PUBLIC: No.

KERN: Okay. And Jeff Gomes? Very good.

Can I have you three raise your right hands, please. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Very good. Dr. Lee Loy on behalf of Pauline. What's her last name? Could you use your microphone.

H. LEE LOY: Pauline Kealoha Lee Loy.

KERN: Okay. Go ahead.

H. LEE LOY: My name is Pauline Keala Kealoha Lee Loy. I regret that I am not able to testify in person as I remain in isolation at the Queens Medical Center while undergoing chemotherapy for acute leukemia. I have been an educator for the past 33 years. I commend them for their dedication. I feel that they deserve a new academic campus, however I feel that this is not a good location for the Connections Public Charter School. Kaūmana Elementary School is located just 3/10 of a mile from the proposed project and has been serving the community for over 100 years.

The County of Hawai'i Planning Department says "From a planning perspective, the request has proven to be difficult in arriving at a position we are comfortable with. The greatest difficulty we encountered was determining whether or not this is an appropriate location for a public charter school whose student body largely consists of students who do not live in this particular section of Hilo. Currently there are approximately 50% of the student body coming from the Puna district and approximately 50% coming from different locations in South Hilo. In reviewing this land use request for a new K-12 school we considered several factors. One factor is that a K-12 school should be located in close proximity to where people live and near the center of probable student population for the proposed school. A school should not be located in an area where the students live a far distance from the school and requires students to be transported via buses or vehicles.

I believe contrary to the County Planning Department's perspective the location of the school would not create a better neighborhood and a more livable community, as the students will be transported a far distance via buses and vehicles, increasing traffic congestion in our neighborhood that is already well served with existing public schools.

Again, as an individual dedicated to education in both public -

DARROW: One minute.

H. LEE LOY: And private schools for the last 33 years, I applaud the efforts of charter schools for their diligence in meeting the needs of diverse learners. Indeed 21st-century learning has gone beyond the traditional classrooms with innovation unimagined a trite decade ago.

What I oppose is the proposed location of the school. From personal experience, we teach our students to develop a "sense of place" for the community in which you live. That would suggest to me that the school should be located in alignment with predominant demographics of the current student population. Respectfully, Pauline Kealoha Lee Loy, resident of Mele Manu Street.

KERN: Thank you. Now, Dr. Lee Loy on behalf of Larry Kimura. Just give you name again and who you're representing, and you may begin.

H. LEE LOY: Dr. Henry Lee Loy, I'm representing Professor Larry Kimura. Aloha, Windward Planning Commission. My name is Larry Kimura, a current resident of Kaūmana, within proximity to the proposed Connections Charter School site. I am in opposition to plans and requests submitted for the Connections School in Kaūmana.

I carefully selected Kaūmana over 20 years ago as an ideal residential community to live in, being somewhat near to my home in Hilo town, but most importantly recognizing a community of closeness with neighbors. I know some of the old families from the sugar plantation days and the start of Kaūmana Elementary School that still live and go to school in Kaūmana. And I believe they have contributed greatly to the neighborly lifestyle of Kaūmana. I find it difficult to acknowledge a whole new set of people, outside of Kaūmana, who propose to implant their philosophical charter of education in this setting.

School should be a common part of their home communities. As far as I know most of the families of Connections are not from Kaūmana. I would think the place the families of Connections are most connected to should be the natural place for their school to be. A charter of education, administration and money should not be the deciding factors. Respectfully submitted, Larry Kimura, Kaūmana Resident. Thank you.

KERN: Thank you. Thank you very much. Terence Yoshioka. Very good, so give me your name and area in which you live, and then your three minutes will begin.

YOSHIOKA: My name is Terence Yoshioka. I'm a resident of Pacific Plantations Subdivision. I live on -.

PUBLIC: Mele Manu.

YOSHIOKA: Mele Manu Street. Thank you. I have already provided to the Commission Members a written argument in opposition to the petition. It is entitled "Reasons for Denial", 12 page document. I also have provided a written statement of myself which we have been entitled "Oral statement" of what I was going to say here today. It's a summary of the arguments I had made.

And for the sake of further brevity and to save time, I'm just going to allow these documents to speak for itself, and I ask that they be made a part of the record of the proceedings. I just want to add to what is already stated in these documents, assurance to the students of Connections Charter School. Okay, nobody that I know is opposed to you. Nobody has said anything negative about the students. Basically I want you to understand that this is in opposition to the location of the school, that there are many, many other places where the school would not be so intrusive, so it would not be so problematic for the residents; and nothing that I know of is in opposition to you as to your curriculum or to your character. And that is the essence of it that I wanted, the message I wanted to communicate.

So I am going to leave the rest of my time open to the Commissioners for questions if they have any about me. But basically what I wanted to say was that there was no basis for the establishment of an agricultural program, nothing. There was no research, no study to indicate that an agricultural program is necessary or that one will actually be implemented. And without an agricultural program everything must fail, because everything is based upon that. The size of the lot, they say that this is the only site available, not so. If you eliminated 20 acres set aside for the agricultural program then the lot, there are many other lots that would be suitable for this program. And I don't know what is unique about this particular piece of property which makes it the only site available to them.

DARROW: One minute.

YOSHIOKA: So with that I'll leave the rest open for questions.

KERN: Thank you. Are there any questions for testifier? Seeing none, thank you. Jan Yokoyama.

YOKOYAMA: Good morning, Members of the Commission. My name is Jan Yokoyama and I live at 1300 Kaūmana Drive, close to the Connections Charter School, to the proposed Connections Charter School. I have lived in Kaūmana all my life, like the Otanis, the Fujisawas, the Hoshides, the Kitamuras, the Okutsus and Yamamotos. I am also the block coordinator of the Kaūmana Cave Neighborhood Watch. And we object to this project as the roads leading to the project, not only Edita Street but Kaūmana Drive, are not adequate for the increase in traffic. I am also concerned about the proposed dormitory to be built. It scares me and my neighbors that strangers to the community will be able to wander around our neighborhood day and night. This proposed school will adversely affect the quality of our life and not serve the needs of our community. Thank you for giving me the opportunity to express my concerns.

KERN: Thank you. Any questions for the testifier? Seeing none you all may have a seat. One second. Jeffrey Gomes, good morning.

JEFF GOMES: Before I start, I left a package of information.

KERN: Okay. Are you going to be speaking on this?

JEFF GOMES: Yes.

KERN: Okay. The proper protocol is for you to make 15 copies of this and submit it to us.

JEFF GOMES: Can I be right back?

KERN: We can have the staff make copies of that and then when that's done I can have you come back in. If that's okay, that way actually all the Commissioners have something to look at.

JEFF GOMES: Great.

KERN: That'd be great. Okay, thank you, Mr. Gomes. So once they do that, I'll bring you back.

JEFF GOMES: Shall I do the other two that I'm representing? I'm representing Loretta Crivello and Kimo Miller.

KERN: Did you sign up -?

JEFF GOMES: I did. I signed up for them.

KERN: Oh, yes, here you are. Please do. So this would be on behalf of Kimo Miller. Just give me your name and area in which you live as the representative.

JEFF GOMES: I'm Jeff Gomes. I live on Edita Street, and Kimo Miller lives on the Kaūmana Drive

KERN: Okay. Your three minutes begins now. And his main concern -.

NOMURA: Wait a -.

LEITHEAD TODD: Have Sharon check the equipment.

KERN: Okay, one second.

JEFF GOMES: Reset the clock.

KERN: Are we good, Sharon?

NOMURA: Yes.

KERN: We're good on time, ready to go. Three minutes begins now.

JEFF GOMES: I'm Jeff Gomes. I'm speaking for Kimo Miller who lives on Kaūmana Drive. And Kimo is concerned with the traffic. And he's upset that he was not notified about any of this by his neighbor John Thatcher who lives two doors down, and he doesn't know why. In his statement he says "Of all the people who should be notified first, it should be us. The school

principal who I understand lives in our area didn't have the guts to come out and talk to us because he knows it wouldn't be accepted. So now he's hiding behind your system." And I understand how Kimo feels. And so that's what Kimo wants to really put out there and that there are alternative sites; and he also believes that the alternative sites are feasible and there's nothing wrong with the alternative sites. Too big doesn't sound like a good reason not use the alternative site. You don't have to use the entire property; and that's what Kimo wants.

KERN: Very good. Now you'll be speaking on behalf of Loretta Crivello.

JEFF GOMES: Loretta Crivello is the owner of Crivello's on Kaūmana Drive. And her concern is the caves empty out into the river behind her home and her store. And she saw the bulldozing going on, the illegal bulldozing that went on behind her property; and she's concerned that the caves will get damaged, because she knows from living there for years that massive water comes out from that cave when the river flows. And she's concerned that if they keep bulldozing and doing illegal work like they had been doing that it could damage the caves and damage her property and everybody else down below. And she also is concerned that it seems like they don't care that there are organisms living in the cave. So that's her, that's her testimony.

KERN: Okay, very good. Thank you very much. And I will call you back up when we get the paperwork for all this. Thank you. Okay, Ryan Kaneko, Robin Gomez, Shinae Hirano and Jason Turner, all come forward please. Thank you. Okay, can I get you all to raise your right hands. Do you all swear to tell the truth today before the Windward Planning Commission?

TESTIFIER: I do.

KERN: Okay, very good. And so I need your name, area in which you live, and then your three minutes will begin. And we'll start with Ryan Kaneko.

KANEKO: Good morning.

KERN: Good morning.

KANEKO: My name is Ryan Kaneko. I live at 1294 Kaūmana Drive. And, should I start?

KERN: Yes, three minutes starts now.

KANEKO: Okay. My main concern is with the traffic situation that will probably arise from having a school at the location as planned. According to the site map that was sent to us by Mr. Hong, the road leading into the campus is a one-lane road. Now in the morning, assuming buses, you know, because of the vehicles, students being dropped off, the cars can only go down, they have to be stopped, and let those cars come back up. When that's happening, the traffic has to go somewhere which seems to be the short little section of Edita Street between the proposed campus and Kaūmana Drive. And in fact that's, the only place is to go up and down Kaūmana Drive. Now as it has already been stated by several people the roadway is not the best road and it's only going to take a little bit of rain, somebody not paying attention, not seeing the cars are stopped and, you know, you're looking at possibly very serious accidents. With the road right

above Edita Street several years ago it helped but now people go faster. So it's a really big concern with myself anyway. And I just wanted to bring that up. And I'll give you a copy of what I was going to talk about. So that is basically what I wanted to come across with. Thank you for your time.

KERN: Thank you very much. Are there any questions for the testifier? Seeing none, thank you. Robin Gomez.

ROBIN GOMES: Gomes.

KERN: Just give me your name and area in which you live. If you don't feel comfortable giving your address, that's fine. You can just say, Kaūmana, Hilo, Puna, that's fine. And name and where you live, and your three minutes will begin.

ROBIN GOMES: Sure. Robin Gomes, 281 Edita Street. Basically I have testimony here. I believe everyone has a copy of this. It's from Kyra Gomes. And I'm just going to be very brief about it. And basically she's 10-years old and she explains about her concerns about having this school being built directly across of her. But basically how it's being conducted right now, she's very worried and concerned, how things are being done. And she's also worried about the facilities that they're proposed to be built there with her allergies. She's afraid of that as well. But, and that's, if you have a chance go ahead and read it. It's in there.

But basically I also wanted to add about what I've been hearing about what, the testimonies that have been coming up here. I, you had brought it up earlier about keeping everything with the land planning. And I think there's a misconception by all of the kids that are here that the people of Kaūmana don't want them or don't want the school basically not being built there and that's all. As to the school itself I haven't heard anybody that is against the school and what they stand for, but basically having it being built there is not a good thing. And if you look at some of the testimonials that have been coming up previously about the school's communication with the community, it has been lacking. And it's only fairly recently they've been trying to communicate and share. One of the engineers described that they're more than willing to work with the community with the decision to be made in saying that it's going to be built now today. That's not really working with the community. We should be exploring other alternatives. And that, we need, you know, as a community if they're willing to work with us -.

DARROW: One minute.

ROBIN GOMES: They should be able to propose that with us as well, and we could work with other alternatives. And that's what a lot of the community is looking for. And you'll hear more testimony about that as well.

KERN: Thank you very much. Any questions for the testifier? Seeing none, thank you. Shinae, is it Shinae Hirano?

HIRANO: Yes.

KERN: Name and area in which you live, and then your three minutes will begin.

HIRANO: My name is Shinae Hirano. I live on Edita Street. My husband and I moved there 19 years ago, so we saw a lot of changes. It's not, I want the students to know that we're not against you. It's just the location of this school because we heard that 50 percent of the students are from the Puna area. Doesn't it make better sense to have a school that's closer to Puna instead of the parents and students coming up the winding roadway up to Kaūmana? It makes better sense to have it closer to Panaewa. And especially the seniors, when you come up Kaūmana, especially on a rainy day, it can be hazardous. It's very narrow, hardly any place where you can park on the side. And so I think that it would be wiser to find a better location. Hilo is a big town. There are many alternatives. They can find better locations than building a school way up Kaūmana with a narrow winding road. And it's not the ideal location for a school. So I strongly oppose building a school up Kaūmana. There are many other better locations, more convenient for the parents and more convenient for the students. Thank you very much.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Jason Turner, name and area in which you live, and you may begin.

TURNER: Thank you. Dr. Jason Turner. I'm a resident of 1209C Kaūmana Drive. My property runs up against the proposed area for development; and, specifically, the back of the property runs right up against the area that was already illegally cleared and fenced. First let me say that I am adamantly opposed to this proposed development by Connection Schools at this location in the Kaūmana Community; and I'll do my best to fully articulate those objections. I provided those in writing so I'll just try to touch on some of the high points.

First, as we've heard before they are already several schools serving the Kaūmana Community, two elementary schools within two miles of the proposed site, and then Hilo Inter and Hilo High. And I think it should be noted that this community is not asking for another school. Another school is being imposed on this community. Therefore, we ask that the Commission recommend that the proposed development be moved elsewhere; ideally to a community where schools are lacking and that would better serve the students already attending Connections School.

Second, as you've heard and probably will hear from my neighbors, Connections administrators have misled the Kaūmana Community, and I think that's a polite word, "misled," with regards to the fact of the proposed development. My wife and I first learned about this development, and again it runs right up against our property, the first we heard of it was June 18th when contractors carrying machetes entered our property to tell us that a bulldozer would be coming through the next day to clear the land and a fence would be put up. When we called Connections we were put in touch with Mr. Eric Boyd who came to our property and spoke about the project and said, at that time, that they would be clearing by hand a 5-foot wide path to erect a fence. We asked why a fence was going up and he said two reason – for our protection and, second, so the community would know, and I quote, that this project "was going to happen." The next day a D-9 bulldozer came through, and I've provided pictures of all of that, the illegal dozing and illegal clearing.

DARROW: One minute.

TURNER: For the fence to go up. And when I asked the contractor for his permit he put me in touch with Eric Boyd again who came out on site. I asked Eric for the permit. He assured me that he was on the phone with his attorney who assured him that all permits were in place. And as we all read in the paper that is being characterized completely differently to the community and to the general public.

I go on in my statement about reading through their EIS, specifically pages 56 and 57, about how they're supposed to do environmental surveys for the endangered species on the property; and that they were supposed to work around the breeding and nesting dates of these species; and they have not, nor conducted surveys pre-illegal clearing and fencing.

The bottom line is that I honestly say to Connections School administrators -.

KERN: Time, thank you. Any questions for the testifier? Thank you, you may have a seat. Calling up Wendy Gomes, Jeffrey Meek, Les Sakamoto and June Sakamoto. Wendy Gomes, Jeffrey Meek, Les Sakamoto and June Sakamoto? Looks like Jeffrey Meek, Jeffrey? I think he's leaving. Let's see if he comes back. So if I can get three of you to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: I do.

KERN: Very good. We'll start with Wendy Gomes. Name, area in which you live, and your three minutes will begin.

W. GOMES: Hi, I'm Wendy Hoshide Gome, Gomes. I live on Edita Street, adjacent to the proposed mauka portion of the campus. Every summer during the evening hours, a family past time was watching the endangered Hawaiian Hoary Bats forage for food. I have video footage of the bats, and many other residents have also seen these bats. I am a public school teacher and always proudly share with my students my experiences with these endangered animals. Sadly, extensive bulldozing and felling of trees occurred in June and July. The bat pupping season runs from May 15-August 15 and Hawaiian Hawk breeding season runs from March to September. This is the first summer in years that we haven't seen any bats.

So I go on to talk about the portions in the EIS, I'm sorry, the EA. And the recommendations of the Environmental Assessment were clearly not followed. The plans mention a Forestry/Conservation Program, but the extensive clearing of 'ōhi'a trees and bulldozing contradict their goals. Fence lines have been erected in numerous other locations using hand clearing to lessen the environmental impact.

When it rains heavily, water gushes through our property and drains into what we believe is an entrance to the lower portion of the Kaūmana Caves. Judging by the flow of the water, it seems to run directly under the proposed school. Sometimes the volume of water is terrifying. We fear that the extensive construction planned will damage the cave system, adversely affect the drainage in the area and potentially cause flooding.

I am pleading with you to deny this project because I have witnessed the environmental damage illegally done in a time period of less than two months. I can only imagine what else will happen if this project is allowed to continue. Please help us protect the aina, the cave system and endangered animals.

Being a teacher, I am not anti-school. I believe you have wonderful teachers, and I know a few of them. However with the overwhelming opposition from the residents up and down Kaūmana Drive -.

DARROW: One minute.

W. GOMES: And concerns about traffic, this is not the ideal location for this project. Your leaders have taken many missteps, which have lead to distrust and disbelief within the community. This is not a recipe for success. Schools and its surrounding community should be a partnership. Please consider one of your alternative sites for consolidating your school. Please be pono. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Jeffrey Meek, before you begin I need to get to you to raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

J. MEEK: Yes.

KERN: Okay, very good. Use your microphone. Give me your name and area in which you live, and then your three minutes.

J. MEEK: If you don't mind since little Miss Meek isn't going to testify I'll stand up so it's easier. My name is Jeffrey Meek. I'm a contactor in Hilo. I live in Puna. I'm also with the, member of the Order of Eastern Star Service Group that offers scholarships and hope to one day award some of these people a scholarship, these young people. And I'm really glad to see the residents here voicing their opinion; and I think this is a great forum to build more trust that's going to be needed if this does move forward.

One note I'd like to make is I am a contractor for some of the Charter Schools and it's really amazing the amount of personal ownership that the parents have and the students have in these schools. And I see that there's very little vandalism. The schools are well-maintained for their budgets. And our contractors really work with them to make sure those facilities are maintained.

My wife is a teacher at Connections. This is her first year. She did a co-hort at Kaūmana Elementary. And now I'm just terrified and seeing how dangerous Kaūmana is, we drove that road every morning to drop her over at the Co-hort. I mean 100 years people going back and forth there -. I didn't know how dangerous it was, but we didn't seem to have too much trouble.

As far as addressing going from Puna into town, we do, we do that every morning. James, I and Mary, and we drop off Mary off at the School; and it's nice, it's nice. Sometimes the urge to keep Puna people in Puna doesn't always work out when Puna people work in Hilo. And Puna

people work in Hilo, bring their kids to school, pick their kids up and return to Puna. We know that because we see what the road looks like to and from Puna. I can see that, you know, there's an urge to say, well, we're not opposed to the school, we're just opposed to the location. Well, I can guarantee you in Puna if we went to build the school there, we'd have some residents that had some concerns too. I think it's a great location, I think it's a great opportunity for the students. And I know if we're involved in this, myself or other contractors, we'll make sure that what we do, we do it in a fashion that we keep the community involved. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Les Sakamoto, name and area you live, and you may begin.

SAKAMOTO: Les Sakamoto, I've lived on Mele Manu Street for the last 20 years. Location! Location! Location! No doubt you've already heard this from a realtor. After all, it's their mantra. And for good reasons! Right house, wrong location and the resale value suffers. Right business, wrong location, and the enterprise fails. Right school, wrong location...well, you get the picture.

Case in point...the new Connections School: Great concept, but wrong location!!!

So just what constitutes a right location? The Hawai'i County Planning Director states: "A school should be located in close proximity to where people live and near the center of probable student population. A school should not be located in an area where the students live a far distance and require to be transported via buses or vehicles."

Although the Director issued a favorable recommendation for the school, I must remind the Commissioners this was done "with reservations, subject to change based on the testimonies presented today." In the Director's background report it stated "The Planning Department has not received any objections...from the general public or adjacent landowners..." Well, today we are here representing those adjacent landowners and hundreds of others who could not be present, to express our overwhelming opposition toward locating that school in Kaūmana. We are not against schools, and we are certainly not against the students of Connections School. We truly want the best education for our children, for this and future generations, including those at Connections. What we are against is the location of the proposed school.

Ask yourself, will the school be located in close proximity to this probable student population? The answer is no. Already half the student population comes from Puna, the fastest growing on this island. Who knows, in five years perhaps three-fourths or more of the students might come from Puna.

DARROW: One minute.

SAKAMOTO: Wouldn't it make sense that the school be built in or near that community? Ask yourself, will the school serve the Kaūmana community needs? Highly doubtful. And certainly the numerous detriments far, far outweigh any perceived benefits. Besides, we already have many well established schools – Kaūmana Elementary, E. B. De Silva, Hilo Union, Hilo Intermediate, Hilo High School. Ask yourself, will the school create a sense of community with

its surrounding neighborhood? Again, no. Over 400 people signed the petition opposing the school's location in Kaūmana because its adverse effects on our residents and our neighborhood and beyond cannot be satisfactorily mitigated. We believe there are alternative sites better suited for the school, some of which may have been summarily dismissed by its administrators as being too large or too small and other sites that were not even considered or fully explored. We ask you, the Windward Planning Commission to deny this special permit. And in so doing compel the leaders of Connections to seek that alternative but appropriate location for the new campus. Only then will the school be able to advance quickly and harmoniously to achieve its stated goals.

KERN: Time, sorry, time, time. Thank you. Any questions for the testifier?

ONO: Question.

KERN: Yes, Commissioner Ono.

ONO: You did mention that there were, I'm sorry. You did mention in your presentation that there was a petition with 400 signatures.

J. MEEK: Yes. I believe that would be presented sometime today.

ONO: Okay, thank you.

MOSES: We have it.

KERN: It's in here. Thank you. Any other questions? Seeing none, thank you. June Sakamoto, name and area in which you live, and you may begin. Please use your microphone..

SAKAMOTO: June Sakamoto. I live on Mele Manu Street.

KERN: Okay, your three minutes begins.

SAKAMOTO: I'm June Sakamoto. I live near the site of the proposed school. I am not against the school or its students but I am opposed to the school being built on Edita Street. It needs a more suitable location.

A supporter of the school commented that we who oppose the building of schools may not understand the impact education has on our future. On the contrary, our neighborhood includes many professionals in the fields of education, medicine, science and technology, law and so on, and they wouldn't have gotten to where they are without good educations. And, they have made significant contributions toward the present and future of our community. We value good education but we won't agree to having a school built where it makes no sense and where it will have a negative impact on the quality of life and safety of the surrounding community.

If you put the school on Edita Street, you will end up with a traffic hell for the neighborhood and the people up and down Kaūmana Drive. Sorry. I'm so nervous. There are safety and

emergency response issues to think about as well. Kaūmana Drive is a winding, narrow road with short sight distances and no shoulders in most areas. Imagine trying to get emergency services through heavy school traffic on such a road! I have experienced the frustration of school traffic in other areas of Hilo. I don't want the same thing for the people of Kaūmana Drive.

KERN: You may be brief. It helps.

SAKAMOTO: In 2002, when the Mohouli extension was officially opened, the Star Bulletin quoted Bobby Jean Leithead Todd as saying "the \$10 million cost was money well spent." She said the "narrow, winding Kaūmana Drive...has the highest accident rate of any two-lane road on the island."

DARROW: One minute.

SAKAMOTO: When the Puainako Extension project was being worked on it was stated the "County officials were faced with high accident rates on... Kaūmana Drive." A 2004 Star Bulletin article about the opening of the Puainako Street extension referred to Kaūmana Drive as "narrow and winding with drop-offs into open drainage ditches along much of its length." The Puainako Street extension was to relieve congestion and improve safety on Kaūmana Drive. My mail carrier confirmed that it made a huge difference. But if Connections is allowed to build on Edita Street, we (and the County) will once again have to deal with increased traffic congestion and safety issues on Kaūmana Drive. Our quality of life will be affected as well.

The school administration and their attorney would like us, and you, to believe that the impact on the area will be minimal. I think they need to put on their glasses.

KERN: Time, time. thank you. Are there any questions for the testifier? Seeing none, you all may have a seat. Thank you. Calling up Melvin Yoko, Yokota, Patsy Iwasaki, Marianne Takamiya and Mark Chun.

CHUN: My wife had to leave so I was going to testify, just read her testimony.

KERN: Okay. Dakota Helfrich?

HELFRICH: I'm -.

KERN: It's good for you?

HELFRICH: Yes.

KERN: Okay, thank you. Karen Tada, Tada. Okay, so we'll start with Melvin Yokota. Give me your name and area in which you live, and then your three minutes will begin.

TORIGOE: They need to be sworn -.

KERN: Oh, thank you. Can I get you all to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission

TESTIFIERS: Yes.

KERN: Very good. Thanks for that. Name and area in which you live, and you may begin.

YOKOTA: My name is Mel Yokota, I'm a 40-year resident of Hilo and have endured all of the traffic problems in Hilo for that whole time. You have my written testimony so I'll just focus on three areas.

I believe there's going to be quite a few parents that drop their students off in the morning and then have to go back in the afternoon to pick them up. My concern is for the parents that drop off and are coming down back into Hilo to go to work. They're going to encounter a long backup at the Ainako/ Kaūmana intersection. And those that go right from there will also encounter another long backup at the Mohouli and Komohana intersection. My experiences over there is each green light allows only about 12 to 16 cars to pass each time at best. So that will increase traffic delays, I would say, on the order of 20 to 30 minutes at each intersection.

The other area, there hasn't been any discussion about the impacts of the school in greater Hilo. If you look at this area bound by Haihai, Waiānuenue, Kilauea, Keawe Street and Komohana, this is a heavily travelled school area and has high traffic each morning. I believe the bulk of the school population will be coming in makai of the school area; and right now it's not a problem for them to get to school. But once they start coming mauka of Komohana Street, all of the traffic is going to be added to the present heavy traffic in the metro Hilo area. So this will have a severe impact on the residents of Hilo as a whole.

The last observation I have is that for the parents that already come into Hilo, those that go up and down twice to drop off and pick up their students will experience an additional hour a day of driving and increased fuel costs. By my estimate it will cost them \$600 in extra fuel a year, enough to buy each student a new laptop each year.

DARROW: One minute.

YOKOTA: I'm done. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you very much. Patsy Iwasaki.

IWASAKI: Yes. My name is Patsy Iwasaki, and I live on Edita Street, very close to where the proposed Connections Charter School will be built. Mr. Chairman and Windward Land Use Commission Members, as a faculty member with the Communication Department at the University of Hawaii at Hilo, I truly believe in the transforming power of education for myself and everyone in our community. My enthusiasm for teaching and working with the culturally, socially, and economically diverse student population at UHH inspires me to constantly look for

ways to improve my teaching, to make learning interesting, meaningful and academically rigorous, while incorporating practical applications and real life connections.

So I whole heartedly support and applaud Connections Public Charter School for pursuing sustainable community based learning experience for its students. I understand their desire to consolidate the elementary, middle and high schools on one campus to build a unified faculty, staff and students. I even wrote an article, interviewing a number of faculty from Connections Charter School, promoting and increasing Connections Charter School, for the Hawaii Herald, Hawai'i Herald, the publication on Oahu many years ago.

However, I'm writing to you because I'm opposed to the building of the Connections Charter School campus on Edita, off of Edita Street in Kaūmana. Like others in our close-knit neighborhood, my family and I are very responsible community minded, active participants of our island home. My family and I are most directly impacted by these plans because we live on Edita Street and we would be bearing the burden of the physical, environmental and social consequences of this project which includes, and it has been repeated so I'll just go over it.

Kaūmana Drive is a very dangerous, narrow two-lane road. I've seen and experienced myself with, you know, waiting for a half an hour or more because of accidents day and night. Traffic, even now I have to leave my house very early on Edita Street to take my children to school -.

DARROW: One minute.

IWASAKI: Because of the large amount of traffic along Kaūmana Drive that backs up. Landscape/Environment, Student Safety, Neighborhood Safety, Water, Sewer concerns, not serving the community. A large percentage of the students attending Connections are not from the Kaūmana area. The school should be building a permanent campus in the community it services. Quality of life – increased traffic, accidents, traffic jams, safety of students, and safety of residents, all these concerns would significantly decrease the quality of life of residents in the area.

We live on Edita Street and my family and I and our neighbors would be most directly impacted from the above list of consequences. I would kindly suggest that the school modify their plans to seek out property and build its campus in the community it services and find another site for the school.

Please know that I'm not opposed to the purpose and mission of Connections Public Charter School.

KERN: Time. Thank you. Any questions for the testifier? Seeing none, thank you. So Mr. Chun since Marianne Takamiya signed up first, you're going to speak for her?

CHUN: I'll read her, yes.

KERN: Okay, you may begin. Give me your name though, and -.

CHUN: My name is Mark Chun. I live at 258 Edita Street.

KERN: Okay. And you're speaking for -?

CHUN: For Marianne Takamiya.

KERN: Okay, very good.

CHUN: Dear Planning Commission Members. My name is Marianne Takamiya. I live on Edita Street. Our home on Edita Street is our life investment. Had we known the plans of Connections to build such a campus next doors, we would not have moved here.

Any school that serves students who must commute 20 miles each way made sense in the 80's when oil prices were low. But given the reality in Hawai'i where oil is shipped in, this project should be moved to a location closer to the students it currently serves so as to decrease unnecessary costs to the State by saving on oil and gas.

Although I have searched in my heart, I cannot think of a positive impact on our neighborhood. When I asked the school principal if keikis from our neighborhood would be granted any preference to enroll in the school, he said without hesitation, "No." Why build here, then?

If the school grows, traffic undoubtedly will increase.

If for some unfortunate reason the school shrinks, the buildings will not be kept up; and if funding is not realized or disappears, we will be left with an albizia ridden, half-built abandoned property next door.

Unlike the senior center project just approved, this project did not grow out of the immediate community. It's being imposed upon us.

I walk with my dogs early mornings and I can see and hear the variety of birds on Mele Manu Street, which stands for Bird Song Street. Many of these birds must live on the upper parcel Connections will acquire. The school authorities say they won't develop that parcel; but given the unprofessional and conniving way they have handled the clearing and fencing of the lower parcel and their aggressive attitude towards their future neighbors, I would not be surprised if in 10 to 20 years from now they develop the upper lot, destroying an integral part of the caves and bringing down even more of the fragile bird population of Hawai'i.

Regarding the campus itself, keeping up a farm is a 24-hour, 7-day a week job. What will happen to the animals over breaks, long weekends, and summer vacations? Even when taken care of on a regular basis, the stench of animal manure in the surrounding neighborhood is nothing to look forward to. Who can guarantee that the excrement and smells from their educational farm will not ruin our gardens?

Nobody, because there is no agency under which this unusual land use will have to respond to. The neighbors will have to close their windows, stop taking walks and grow distrustful towards our leaders who did not think this project through. Thank you. Marianne Takamiya.

KERN: Thank you. So then you can begin your testimony. Give me your name and you may begin.

CHUN: My name is Mark Chun.

KERN: Okay.

CHUN: I am an astronomer and teacher at the University of Hawaii. And my wife and I are parents of two wonderful kids – 9 and 11 years old.

My family and I strongly oppose siting the Connections School here. We believe that the proposed Connections Charter School will have a strong negative impact on our community and will impact the quality of our lives. Putting a school here does not make sense.

And I'll highlight two reasons which have been, one which has been addressed previously. It's Kaūmana Road Safety. As long term residents of Hilo we know that the intersection of Kaūmana and Edita and the road just mauka of this intersection has a long history of traffic accidents. Do you remember what it was like before they put the extension in? Let me remind you those were the days when the neighbors along Kaūmana Drive put up signs along the road, counting the days since the last accident (4 days, 2 days, 1 day) and the number of accidents each month (12 accidents, 13 accidents, 14 accidents a month). We need only think back a few years to remind us that this road cannot safely handle the additional traffic. Why would we willingly go back to this? Why risk the safety of residents? Why risk the safety of the children and the families going to and from the school? The location of this project is at best badly conceived and at worst a traffic hazard to all.

Another safety issue that I wanted to bring up was the Kaūmana Cave safety. Just yesterday at lunch the county emergency and fire crews were called to our street to help a person trapped in the Kaūmana caves. This person was taken away in an ambulance. It is worrisome that the School plans activities, seeks out to site a school on top of caves and plan activities that take place right next to and above the caves. We know people get in trouble in the caves. Why would we willingly risk the safety of the children by siting the school here? The location of this project is at best badly conceived, and at worst a safety hazard for the children. Who benefits from siting the school at this location?

DARROW: One minute.

CHUN: A community does not. We have two excellent public schools in the area and we live along an already dangerous section of the road. Siting the school in Kaūmana and Edita is truly a missed opportunity for the children of the school. It's not too late. You are the Windward Planning Commission and you can effect a positive change. Don't leave the state, you consider the safety and good of the community in the near-term and the long-term. This is precisely the

view you should take now. Is this good for the community or is it better served by siting the school in a location where expansion and long-term growth can occur? Hilo is growing in other areas. The location of this project is not good planning

We're not debating the merits or the types of education that the Connections Charter School can provide. As two teachers at the University of Hawaii my wife and I value the education of all of our children. As long-term residents of Hilo that are going to be severely impacted by this project, we simply do not believe that this is the right place.

For the good of the community, deny this project.

For the safety of the keiki, deny this project. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Karyn Tada.

TADA: Yes, thank you.

KERN: Name and area in which you live, and then you may begin.

TADA: Hi. I'm Karyn Tada. I live at 259 Edita Street. And I also submitted a letter. So as a teacher at, serving at Hilo High School for over 20 years I'm well aware of activities that run, to run a school. Along with the traffic, noise, and weekend activities, our area is not adequate to sustain a facility of that size and student count. I strong feel that allowing the Connections Charter School to be built will severely disrupt the dynamics of Kaūmana and Edita Street. And I'm a big supporter of education; otherwise I still wouldn't be in it. I feel that having such a facility there, as my prior neighbors and colleagues have noted that, you know, it is a safety hazard. And, you know, putting a dorm there also allows for a transient community.

I have served in many school advisorships and mentored many studies. I am aware of the wide spectrum of students at Hilo High Complex serves. I wholeheartedly believe that the Hilo High School Complex provides all, to all from every socio-economic and ethnic backgrounds. My three children all have attended Kaūmana Elementary, Hilo Intermediate, and Hilo High School. All have learned the value of what it means to be a part of the community, as well as being a community contributor. The Connections School has a student body that consists of at least half of students that are outside the community, outside of the Kaūmana area. I'm not debating the merits of this type of education or what, what the Connections Charter School can provide. However, as resid -, as resid -, sorry, as residents I think we're going to be severely impacted by this project. I don't believe that it's in the right place. It's too big and does not serve the needs of our community. It's not close to many of the community it tends to serve. Both Kaūmana and De Silva Elementary Schools are less than three miles apart from each other 0.

DARROW: One more minute.

TADA: And two miles from the proposed site. I feel that there were other options that were not considered that would be closer to serve the Connections students that would not have a negative environmental impact and offer more efficient use of their money spent for infrastructure and

operational costs. So I do not support this venture. So I request that you deny their request. Thank you.

KERN: Thank you. Any questions for the testifier? Thank you. You all may have a seat. Calling up Patti Nishimoto, Paul Paiva, Robert Gomes and Allen Novak. Can I get you four to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: I do. Yes.

KERN: Okay, very good. We'll start with Patti Nishimoto, give me your name and area in which you live, and then your three minutes will begin.

NISHIMOTO: Good morning, Mr. Kern. Good morning, Ms. Moses, Mr. Au. Good morning, Mr. Torigoe and Ms. Leithead Todd, Mr. Gonzales and Mr. Ono, and Friends. My name is Patti Nishimoto and I live in the Pacific Plantation Subdivision. I have lived there for four years, but I have lived in Kaūmana for over 40 years. My family has lived in Kaūmana for over 90 years. Four generations of my family continue to live in Kaūmana. Over the years, Kaūmana has experienced its fair share of growth. I am not opposed to further growth and development. But whatever growth that is imposed upon this community needs to be of the right kind, should meet the needs of and benefit the community.

Being an educator, I am very aware of the excellent area schools that already serve our Kaūmana Community. Many are, according to the No Child Left Behind Act, "In Good Standing". To have an additional school in such close proximity would be excessive and is unwarranted.

Though I understand that a charter school is not obligated to serve a particular geographic area, there is concern that the large majority of the student body do not reside in the Kaūmana Community. The daily influx poses many concerns. How will such a school grow into an already well-established and aging community? Would it be reasonable and fair to ask the Kaūmana Community to bear the environmental, infrastructural, and social impact issues, not to mention other deleterious effects yet unknown or undetermined given the construction timetable of 16 to 25 years?

Growth must be planned thoughtfully, with deep consideration for those closest to the change. Careful consideration must be given, even more so, when those closest to the change feel so strongly that the detriments outweigh the benefits. Thank you for considering my testimony as you decide the fate of our Kaumana.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. And Paul Paiva, name and area in which you live, and then you may begin.

PAIVA: Hi, good morning, afternoon. My name is Paul Scotty Paiva. I live at 1169 Kaūmana Drive, which is about 100 yards makai of Edita Street. Good Morning, Commissioners: We've heard a lot about the school and the great work that they have done with the kids. But this is not

why I am here today. I am here today to ask that the school not be granted their request to build their campus in the middle of our neighborhood in upper Kaūmana.

Instead of working with the neighborhood in a positive fashion they have attacked us with name-calling and media attacks. I feel offended that I have been accused of harassing the students because I have a yard sign saying "No Connections in Kaūmana".

I have dedicated over 27 years in public service working as a police officer, firefighter, paramedic, and an officer in the Coast Guard Reserve and don't appreciate these accusations against my family and me. This has left a bitter taste in my mouth; and this is one of the many reasons why I don't support his project in my neighborhood. Other reasons include, but not limited to: Inadequate roads, increased traffic, social anxieties, inadequate water supply, drainage and runoff. I thank you for your time today and for your continued service to our community. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Robert Gomes, name and area in which you live, and then your three minutes will begin.

ROBERT GOMES: Good afternoon. Thank you to the Commission for hearing testimony today. My name is Robert Gomes. I'm a lifetime resident of Hilo, the Big Island. I'm a licensed pastor here in Hawai'i. And the reason I say that is because I have a lot of friends and family that live up in the Kaūmana area, and this whole situation has created a lot of stress and anxiety with a lot of the unknown that they still live with.

I ask the Commission to expedite your decision to disapprove this area. I'm also a fulltime worker for the County of Hawai'i; and I want to make it clear that I don't speak for the County. I'm the low tech level guy. I'm the guy that goes out there and does the scrapping and the cleaning, and we take care of the streets. And I can confirm and tell you that this area or road on Kaūmana Drive is already a traffic hazard. Any improvements that can be done will only help that problem that they have existing right now. This enormous facility that they plan to put here will have a dramatic impact on the traffic. Funny thing is I reside in Keaukaha and we've learned to live where you can't make any more changes. You just have to live with it. The school is not there yet and there's a lot of things that can be done to avoid things later on down the road. Where once it's there there's nothing you can do about it.

The other issue at hand is it rains a lot in Hilo. And, I guess I can attest to that. And when it really rains it really rains. And in his particular area water moves in such a volume. We've been there where we've set up road blocks and we've manned barricades. And with this amount of development you're going to either direct or try to redirect a lot of water. And we've learned throughout history when the water wants to move it will go where it wants to go.

DARROW: One minute.

ROBERT GOMES: And I can't speak for the people there in the area but I know the people downstream will be the ones directly affected by this enormous amount of water that is being redirected because of that development of the land. As it is right now the land itself absorbs

most of the volume of the water that does move through there. So between the water and the traffic and the inability of the area, if anybody has driven up in that area, it's really hard to do any type of improvements on the roads because there's, the shoulders are narrow. We have flood control ditches in the way in people's property and stuff. So you can say that the improvements and stuff will be done or the easements from Puainako into the area, it's just a bad decision and a bad location. And I thank you for the time.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Allen Novak, name and area in which you live, and you may begin.

A. NOVAK: Allen Novak. I've been a resident of Mele Manu Street for over 18 years. I'd like to preface my written testimony which I believe you all have copies of, I'd like to preface that by saying that, sharing my personal opinion, having been the co-founder of any organization called Therapeutic Horsemanship for the Handicapped in which I not only help to establish the organization but participated in the daily maintenance of our equestrian livestock -. And I want to, I'm also an animal lover. I have a master's degree in animal behavior. I want to share with you that horses are grazing animals. There are no trails on which to exercise the horses, the terrain is unsuitable for horses, it will damage their hoofs. In the horse community there's a saying no hoof no horse. A lame horse doesn't have much of a future. And I believe it would be inhumane to stable horses without daily exercise.

Getting to my written testimony, I wish to address the credibility of Connections Public Charter School's administration. In Mr. Ted Hong's letter of Oct. 10, 2012, he represents that Connections was the victim of a heinous crime on the part of On The Line Fencing when the fencing company brought bulldozers to clear within the subject property. The letter states that Connections did not know what was being done on the property and stopped the work as soon as they found out. At first I didn't give this much thought. But then it occurred to me, after a while I began to realize that it just didn't make sense.

I live on Mele Manu Street and I must drive by the subject property to get to and from work each day, because Edita Street is the only entrance and exit from my home. I observed the bulldozer on the property daily while it was there and recall it being on the property for at least 3 minutes(sic). Also the work didn't stop until the clearing was completed and the fence around the lower 37 acres was finished. It seemed odd to me that such a large project could go on for such a long time without anyone from Connections being aware of what was happening, especially since the School Principal lives near the property and running of the bulldozer could have been heard from his home.

I called On The Line Fencing and spoke to a Mr. John Gonsalves. He assured me that prior to the work, a contract had been signed by Connections which specified that a bulldozer would be used on the property, that the work was inspected by Eric Boyd of Connections while it was in progress, and John Thatcher was aware of the bulldozing. He told me the bulldozer had been on the property at least three weeks clearing, and clearing had completed prior to them being told to stop and the fencing was completed.

KERN: Thank you. Questions?

AU: Mr. Chair?

KERN: Yes, Commissioner Au.

AU: Thank you, Mr. Chair. I have a couple of questions for you. One question is Mr. Turner lives adjacent to the property and he shares your same concern about a bulldozer and a fence. Where do you live?

A. NOVAK: I live on Mele Manu Street about half way up Mele Manu Street from Edita.

AU: Okay. Second question is do you know if the fence is six feet, over six feet?

A. NOVAK: No, it is not.

AU: Would you say five feet?

A. NOVAK: Four feet.

KERN: Thank you. Any other questions for the testifier? Seeing none, you all may have a seat. Thank you. Calling up Norine Okuhara, Joy McLeod, McLeod, sorry, M. Bishop, and Rowan Kelly. Can I get you all to raise your right hands, please. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Okay, very good. We'll start with Norine Okuhara. Your name, area in which you live, and then you may begin.

OKUHARA: Okay. My name is Norine Okuhara. And my husband, Henry and I, have lived at 1209-B Kaūmana Drive for over 40 years. And so I live right next door to Jason Turner. And Jason was working in Kona that weekend and his wife came up to my property and was, you know, naturally over excited with three men approaching her carrying machetes. That is when we found out about Connections. Okay? Prior to this I had never received any notification, none, none of the meetings, nothing. Okay, we are not against the students. We're not against the School. We're against the principle of the matter. And my main concern is their water rights. You've heard Councilman Ikeda. He talked about not having sufficient water rights. So what's going to happen? They'll use up all the water and I can't use my water because they'll be tapping into my water? Because I live right below Edita. And so I've gone up, I even looked at it. And, you know, the property right above me, they had bulldozed right next to the person's chainlink fence. And, you know, I looked at it and personally I don't scare. Because what's to stop them from doing other underhanded things? Excuse my language but, you know, it doesn't sit well with us, with the community. And, you know, don't get me wrong, kids, we're not against you folks. We're against the way things were developed.

DARROW: One minute.

OKUHARA: And, you know, I worked at Connections one year. I enjoyed the students there. But I don't like the way things have been proceeding. So please consider our feelings and, you know, please vote against this project. Thank you.

KERN: Thank you.

AU: Mr. Chair?

KERN: Yes, Commissioner Au.

AU: Quick question. Would you classify the bulldozing work as grubbing or were they actually altering the landscape? Or were they clearing the land or they were just grubbing?

OKUHARA: They were actually clearing the land. And -.

AU: Like were they moving rocks and stones and turning things over, making it flat?

OKUHARA: It's totally flat. It's totally flat. And it looks over one acre.

AU: So you wouldn't consider it grubbing?

OKUHARA: No, no.

AU: You would consider it -?

OKUHARA: And I should know because my husband retired from construction.

KERN: Thank you. Any other questions for the testifier? Seeing none, thank you. We'll go to Joy McLoud (phonetic).

MCLEOD: McLeod.

KERN: McLeod, sorry, your name and area in which you live, and you may begin.

MCLEOD: My name is Joy McLeod. I live on Hokulani Street. I am a lifelong resident of Kaūmana, a proud graduate of Kaūmana Baptist Keikiland, Ernest B. De Silva School and Hilo High. I am a true Kaūmana girl, homeowner and resident. And I believe that our community will be negatively impacted by the traffic this school intends to force onto Kaūmana Drive at least twice a day. The outdated and invalid traffic study completed in May of 2009 concluded this project will have little or no impact on traffic that cannot be mitigated. The individual who did this study doesn't live in Kaūmana. Whereas I have driven on Kaūmana Drive for 34 years and I know the dangers this road can impose.

A recently completed residential development off Hokulani offering 39 units sold 14 units in one day on November 3, 2012, and will add more cars and construction vehicles to Kaūmana Drive

and Hokulani. According to the Hawai'i County Police Department, Kaūmana Drive alone has had 232 vehicular accidents in 2011 and up until October of 2012, 191. Over recent years I have learned to practice defensive driving as mostly mauka-bound drivers have been hugging the center line of Kaūmana Drive to avoid having to slow down while driving through the many bends and curves of Kaūmana Drive. I am keenly aware of driving habits as my son was hit by a car, although not on Kaūmana Drive, while crossing the street suffering critical injuries. The police determined the vehicle was speeding as my son was thrown 25 feet of the impact. This happened 22 years ago that it stays with me today. I'm concerned for all pedestrians, not just for those reside in my neighborhood.

I conclude by adding that this is my first time participating in this process and I'm stepping out of my comfort zone mainly because the school has taken to use the media and other means to gain sympathy and support for this project. The issue is of safety, traffic for all residents. And I ask that the school consider an alternate site and that the Planning Commission vote against this project. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. M. Bishop, name and area in which you live, and your three minutes will begin.

BISHOP: M. Bishop, a homeowner in the Kaūmana area. Board, neighbors, students, aloha.

KERN: Aloha.

BISHOP: I want to bring up the water issue again, 4200 gallons per day. I know you're going to have some testimony from authorities here so they're going to give you a better recap. The alternative for that lack of or less than one quarter of your daily requirement for the facilities and people of this school, it's 42,000 gallons a day, that's it, the alternative is drilling. They're going to drill for a well. This has a cave, natural preserve, it's indigenous lands. There are a lot of flaws with the alternative. How can we approve a facility and the operation of facilities on a daily basis, let alone projected basis for 65 years, with that short of necessary needs as water? That's my comment. Along with that I would like to say that OHA who is a party in this process, being that DLNR and OHA are synonymous, they responded with the letter to the EA to the school, to the principal, I don't know what his name is, that -.

KERN: Mr. Thatcher,

BISHOP: Mr. Thatcher, thank you, that they were pleased to see that the environment, the indigenous plants, process were, cultivation were all ongoing with the aspect of native community and propagation of indigenous service. Now Mr. Thatcher has already crossed the line of not being pono, the way the land was bulldozed, the way the fence went up, the way that people that have the operations worked out. It wasn't good. It's wasn't very good. So thank you for my time.

KERN: Thank you. Commissioners, any questions for the testifier? Seeing none, thank you. Rowan Kelly, give me your name and area in which you live, and you may begin.

KELLY: My name is Rowan Kelly. And I don't live in Kaūmana but I live on up Kawiki Homesteads Road in Hakalau. And I'm in the fifth grade. And ever since my first day at Connections Charter School, I've been here since third grade going now, I've been treated by kindness from the students and the staff and the teachers, of course. And the one I have right now is one of the best teachers I've ever had in my life. And my skills in language arts, math, spelling, handwriting, science and social studies have all improved ever since I've come to Connections. And I just want you to help us build the new Connections in Kaumana, even though I'll be long gone by the time you finish it. But, anyway, I just want you to help us build it. And thank you very much.

KERN: Thank you. Any questions for the testifier? Seeing none, you all may have a seat. Thank you. Let me call back -.

ONO: Mr. Chair? Mr. Chair?

KERN: Oh, yes, Commissioner Ono.

ONO: Can I ask for a three-minute recess.

KERN: Yeah, five?

ONO: Five.

KERN: Five minutes?

ONO: Yeah.

KERN: Okay, five-minute recess.

RECESSED – The Chair called a short recess at 12:40 P.m.

RECONVENED – The Chair reconvened the meeting at 12:47 p.m.

KERN: Okay, now we're calling the Windward Planning Commission meeting back to order, continuing on with public testimony. I'm going to call up Jeff Gomes, again, we have the paperwork here. Jon Shute who had signed up said that he had to leave. Leyane Novak?

L. NOVAK: Layne.

KERN: Layne. Please come forward, Layne Novak. Naomi Lemieux, sorry. Okay, and Arcturus Kainalu, Yrondi, apologize for that one too. Okay, is Arcturus here?

PUBLIC: He left.

KERN: Okay. Gabriel Quander, Gabriel Quander, no? Seneca Helfrich?

PUBLIC: She had to go back.

KERN: Aukoa Marsh?

PUBLIC: Gone.

KERN: Jordan Niro?

PUBLIC: Jordan is gone.

KERN: Tedd Selden?

SELDEN: Right here.

KERN: Okay, can I get you all to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Okay, very good. We will start with Layne Novak.

L. NOVAK: Oh, that's me, Layne.

KERN: Layne.

L. NOVAK: Yes. My name is Layne Novak. I live on Mele Manu Street. I have a map here. We had been going door to door these past few months getting signatures and talking to people about this Connections School project. If you look at the map, and you have my testimony, you'll see that the majority of the map is red. And I'd like to show you a big map. The dark green is the school. The red shows all the people that are opposed to that school, to the location of the school. I would have had more red but there wasn't enough map. I ran out of map. We have over 500 signatures of which you have copies of. And I just wanted to let you know that -, you know, when Connections said that they went door to door, I didn't get anybody coming to our house. I didn't get anything left behind saying that said we tried to reach you. And I find it a little disconcerting that, you know, they're making these, they're saying these things.

I'm going to deviate from my testimony. I want, I believe it was Mr. Au that asked Mr. Hong how many meetings, what were the dates of the meetings, and how many people were in attendance. And Mr. Hong did not answer that question. And I want Mr. Hong to answer that question just to make sure that you know when those meetings were and how many people attended.

No. 2, I walk my dogs in the neighborhood. My husband and I, we have five dogs. They're large dogs. We know, so we got to know the entire neighborhood. When I see a suspicious vehicle or when I see suspicious activity I call the police. The fastest the police ever came up was 15 minutes. Most of the times they take half an hour, sometimes they don't even show up.

And when I called, when I asked them to call me back to let me know the status, majority of the time they don't.

DARROW: One minute.

L. NOVAK: Thank you, Mr. Darrow. So with concerns of security, my security, I'm really concerned that the police aren't going to have time to come up to my neighborhood, to my house, because they have better things to do or they have other things to do. That's all I have to say. Thank you very much.

KERN: Thank you. Any questions for the testifier? Seeing none -. You are signed up to speak on behalf of a few other individuals.

L. NOVAK: Yes.

KERN: Would you like to -? Can I have you pause on that to speak on behalf of them? I want to give the others an opportunity, and we'll come back to that.

L. NOVAK: I signed up for more people but they have already testified.

NOMURA: Microphone, please.

L. NOVAK: I'm sorry. I had signed up for way more people but they had already testified themselves.

KERN: Okay, right.

L. NOVAK: So I only have Jessica and Gail Ogawa and Shelly Cravalho-Wagner.

KERN: Okay. So, in that case, why don't you go ahead, and we'll let you do those right now. We'll finish this out. After this group of testifiers, we're going to take a brief lunch break. So this is for Gail and Jessica Ogawa. Please give me your name and who you represent, or who you're speaking for, and then you may begin.

L. NOVAK: My name is Layne Novak. I am representing Jessica and Gail Ogawa who were not able to attend because they were out of state. Both of them are pretty much the same, the letters that I submitted to you. So I'm just going to read mom's letter, Gail.

My name is Gail Ogawa and I am a resident of the Pacific Plantation Subdivision in Kaūmana, Hilo. I am writing to you to express my concern regarding the proposed Charter School's plans and respectfully ask that you done, excuse me, deny this project.

My family and I have lived in this subdivision for over 15 years now and enjoy the friendly community and peaceful setting we have here. My husband and I chose this community as our home to raise our children because it is a safe and quiet environment with very little traffic. It is a community where our children could walk freely, play, and visit with their neighborhood

friends and not have to worry about being in danger. It is a place where we can take afternoon walks with our fellow neighbors without fear or intimidation by outside strangers loitering around, about the area. Although my children are grown now, I am concerned that the building of this school will bring these kinds of activities in our neighborhood to an end for children of the next generation, our fellow neighbors, and for my husband and I as we move into retirement.

According to the Police Department, building a school in a residential area will affect the quality of life for its residents by increasing noise, crime and traffic. It would be very disappointing to see the safe, peaceful, low traffic community that my family and I moved here for disappear. I strongly feel that a residential community is not the right place to build a school of this magnitude. I believe that there are many other promising and practical land options for this project that should be explored and considered.

Additionally, the roads on Edita and Kaūmana Drive are not designed to accommodate the kind of traffic and congestion a school would generate. The traffic would include parents of the students, high school seniors who will most likely be driving their own cars, buses, and all of the school's faculty and staff.

DARROW: One minute.

L. NOVAK: Although the 2009 traffic study suggests minimal effects on normal traffic with the establishment of a school, this study is outdated and invalid. In 2009, the Saddle Road Improvements were just in its infancy. With these improvements, the amount of cars now traveling on Kaūmana Drive has certainly increased (and I am a witness to that), being that it is a faster way to get to the other side of the island. Adding the school's traffic to this, it will surely have an impact on our commuting schedules and overall quality of life.

Therefore, I humbly ask you, Members of the Commission, to deny this application. Sincerely,
Gail Ogawa.

KERN: Thank you. So one more. that's for Shelly Cravalho-Wagner. Give me your name and who you're representing again.

L. NOVAK: Yeah, I apologize. This is one testimony I didn't make ten copies of, so I'll get it to you.

KERN: Okay.

L. NOVAK: I was in such a rush this morning. My name is Layne Novak and I am reading Mrs. Shelly Carvalho-Wagner's testimony. She states that "Although I am unable to be present in person this week, I humbly ask that my written testimony be considered when determining if the Connections Charter School is a good fit off of Edita Street in Kaūmana. What I request that you consider is the safety and impact, not just to our Pacific Plantation Subdivision but the impact to Kaūmana Drive as a whole.

I lived in Kahului "dream city" growing up. In our subdivision we had approximately 80 homes with two entrances. As our community grew, there was a need for an additional public middle school. My parents were told that it would boost their property value, and because school was Monday through Friday, while everyone was at work, we would probably not see the impact. Well the school was built, roadways were expanded and Maui County even installed a traffic light to what was previously a four-way stop. Aesthetically the facility was beautiful. Our quiet neighborhood however changed forever. What increased was not property value; it was the daily traffic in and out of our neighborhood. A bunch of neighbors including my dad was out on the perimeter of our neighborhood on a daily basis painting over graffiti and cleaning up lots of litter." You guy are going to be like that, right, with kids? No, of course not. It was personal time and money on paint and graffiti cleaners to keep their property from depreciating. We even built like our neighbors a higher wall to block students from walking on our fence and getting hurt.

I ask you to ponder, what reasons did you have to purchase the property you currently reside in? You may all come up with similar answers - quiet, safe, neighborhood, close to town, value, etc. I'm sure you realize that residents in our neighborhood are hard-working and have invested their life's salaries to live where we do. We would never have purchased a property that would have been a risk to our safety or impact our family negatively in any manner. I am not against the school being built, I am concerned about the "after the fact" planning or proposing of such a school. The impact it will have on Kaūmana Drive and impact it will have on Edita Street on our daily lives will be significant. Bottom line, I ask you to consider, is this proposal a good fit for our current infrastructure in Kaūmana?

Now if you were living in our neighborhood would you feel the same way as us or would you approve this project? You need to think about being in our shoes. Thank you very much.

KERN: Thank you. Jeff Gomes.

JEFF GOMES: He'd like to switch with me if it's possible because he has to leave and I can stay. If that's okay.

KERN: That's fine. Okay. I'm going to put you further down the list then.

BRILHANTE: Sorry about that. I've got to take my boy to Kona this afternoon.

KERN: Name, area in which you live, and then your three minutes begin.

BRILHANTE: Sure. My name is Chris Brilhante. I live at 60 Hoohoaloha Street in Hilo. And I'm a former resident of Pacific Plantations. I'm a realtor. I'm a son of William and Kathleen Brilhante. My father developed Pacific Plantations in the late 80's and 90's. I'm not here to speak for him, however I do know that he is extremely proud of the community that has developed that is Pacific Plantations. Pacific Plantations is a truly unique and special place with many owners being here from the very start of the subdivision so long ago. Many have chosen to live here for the rest of their lives. My mom owns a lot that she has kept in anticipation that some day she will move to Pacific Plantations and live out her days. Pacific Plantations is the

type of community that makes Hilo so special, safe, quiet, secure. It's a throwback to the communities and subdivisions of the past when neighbors knew and interacted with each other, a real sense of aloha that has been lost in many other places. Pacific Plantations is a hidden and well protected gem that the residents really hope that you guys will protect.

The only reason that I'm getting emotional is because I've been a realtor for 23 years. My dad has, you know, done a lot of developments in East Hawai'i for over the course of over 30 years. He is very, very proud of his developments, and this is one of them. And I've been Chairman of the GAC Committee for the Hawai'i Island Board of Realtors for many, many years and I've gone through a lot of testimonies. And most of the times you have a lot of people in favor or opposed to something, and then you have several, a few people that come and testify, you know, on the other side. To have this many people, this quality of people, an overwhelming area, saying that this is not the right fit, they want Connections, it's a great thing, but not in this location, please listen to the voice of the people that live in this area. Please, please, please, okay, and preserve their way of life. That's what they're telling you. They want to preserve their way of life, and you guys have the ability to do that. And please listen to their concerns. Okay? That's all.

KERN: Thank you. Any questions for the testifier?

ONO: Yes.

KERN: Commissioner Ono.

ONO: Mr. Brillhante, earlier there was testimony that there were inquiries made on the possible development further down by your, I guess, your company, that they would be seeking access, use of your subdivision road so that they could have another access/exit to your subdivision development should it pass. Did any of the representatives of Connections come and see you about that?

BRILHANTE: You have to get clarification on the lands surrounding Pacific Plantations. That's actually owned by my father. Okay? I've been involved in the first two increments of Pacific Plantations. I'm not involved in that particular development. And so I can't speak on that.

ONO: Okay. Thank you.

KERN: Thank you. Any other questions? Seeing none, thank you.

BRILHANTE: Thank you.

KERN: Naomi Lemieux?

RUSHLOW: John Rushlow?

KERN: Did I call that name? John Shute?

RUSHLOW: Rushlow.

KERN: You're on here but you're No. 67. Sorry, no, I called John Shute, but she said he had to leave. I could see how maybe that got confused. I apologize. I've got to call them as they're signed up. So have a seat and we'll get you back up here. Is there a Naomi Lemieux?

PUBLIC: She left.

KERN: This is Jordan Niro?

SELDEN: Tedd, Tedd Selden.

KERN: Tedd Selden, okay, you're back, Selden, Tedd Selden. Very good, you're up. Give me your name, area in which you live, and then testimony, three minutes.

SELDEN: I am Tedd Selden and I live in Waiakea Heights, Hoolaulea Street, 905. Well, good afternoon. My name Tedd Selden. I'm a 14-year old and in the 8th grade at Connections Public Charter School. I'm here to support my school for a chance to have a better education. Please let me tell you a short story about my family. Last summer my sister was diagnosed with Ewing's Sarcoma, bone cancer. To get the best treatment, our family had to leave Hawai'i. We were gone for a year in Seattle where she got chemotherapy and had many surgeries. While we were away Connections teachers worked with my sister at the hospital school so that she could continue her education through her fight through life. The school also did fundraising to help with medical-related stuff. When our family came back to Hilo Connections opened its arms, their arms to us, and gave us a family welcome.

But this is not the only time Connections has helped my family. I'm proud to say I have autism. Long ago when I was ready for kindergarten my mother -

DARROW: One minute.

SELDEN: Went to the neighborhood grade school to talk to the people there. After a counselor from the school told my mother that there didn't seem anything, there didn't seem to be anything wrong with me, even though my mother had all the papers from the Oregon Early Intervention School and letters from several doctors on the mainland who diagnosed my autism, the school didn't care. My mother went to another school, and another one. These regular schools rejected to give me the special support that I needed at the time to get an education. But then we found Connections. Instead of a school counselor they sent me to a local psychologist who confirmed the diagnosis. I was able to get help at that school. For years I had to have a social aide with me and each one of them has taught me lessons I'll never forget, like how to talk to people or interact with others. What I learned help me be here today.

This is one of the reasons why I'm upset about the things some people in Kaumana are saying about our school. Maybe the few neighbors who say those untrusting things think that some of

the kids in our school come from poor families, they should be in the nice neighborhood. This gives me sadness to think that people who think bad things about my friends -.

KERN: Time's up. Thank you very much. Any questions for this testifier? Madam Director.

LEITHEAD TODD: I just wanted to make a comment, and I want you and your classmates to understand this, so I'm hoping that you can go back and tell them since most of them left. Ultimately any decision that's made here will be based on land use issues, traffic issues, environmental issues, water availability issues. It is not based on the program or the quality of the education that Connections or the students that attend Connections. It's going to be based on is this an appropriate site, does it have the necessary infrastructure to support a school here? And it's not at all going to be based on the curriculum or the students. I really want you to understand that that's really what is coming from the neighbors. It's not that they think this is a bad school. It's not that they think that it's bad students. It's that they're primarily concerned about traffic and whether this is the appropriate place to put it. And if you were going to put it there what would you need in order to mitigate the concerns of the community. It's not about the school and the curriculum and the students and the teachers. I really want you and your fellow classmates to understand that. Because I think everybody agrees that it is a wonderful program.

I'm familiar with Connections when it was up in Mt. View and my best friend's kids were going to school and she taught at, she was a teacher's aide up at Mt. View. I'm familiar with its program elsewhere as it moved. We've worked on other permits for it. But I really want to make that point because I don't want the students to feel that this is a community against the students and that it is about rich versus poor or prosperous.

This really is about traffic. I grew up on Kaumana Drive and I'm familiar that, the traffic has improved greatly with the Puainako Extension. And I think what you're hearing from the community is a concern that with the Connections campus there that it will return back to what it was like before and that it will exacerbate existing problems on it. And so I really want you to understand that. Because it's a good school, it's a good program, and I know that there are good students there. So I want you to be able to communicate that to your classmates. And thank you very much for signing up and testifying. You can see that there were adults that were shaking and nervous, and so I thought you did a wonderful presentation; and you're a good representative of your school.

KERN: We are going to now take a lunch break, a short lunch break. It should be about 30 minutes. So we'll reconvene in about 30 minutes. Thank you all.

RECESSED – The Chair called a lunch recess at 1:10 p.m.

RECONVENED – The Chair reconvened the meeting at 1:40 p.m.

KERN: Will the meeting come back to order. Let's continue on with our public testimony portion of the meeting. I'll call up Kangi, Eden Patino, Alexandre Wilhelm and Flo Kubota. Kangi? Eden Patino, Alexandre Wilhelm, Flo Kubota, Aileen Fuke, Ivan Mochida, Karen Maedo, Tom Raffipiy, Carius Kalvaitis, Brando Lorusso. Okay, we've got four. I'll get all four of you

to please raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Yes. Okay, very good. So before you begin, I need your name, area in which you live, and then you may begin. We'll start with Flo Kubota.

KUBOTA: Good afternoon, Mr. Chairman -.

KERN: Good afternoon.

KUBOTA: And Members of the Planning Commission. My name is Flo Kubota and I live in the Kaūmana area. I'm here to testify on behalf of my friend Wayne Kanemoto who is unable to be here today. He's off island. And with your permission, if I may, I'm also like he is, a retired educator from the Department of Education. And I have experience both in the classroom as well as in administration; and I generally agree with his analysis. And with your permission, I'd like to read his testimony.

To the Windward Planning Commission from Wayne Kanemoto. Subject: Connections Charter School, Kaūmana. I oppose the building of the Connections Charter School in Kaūmana. Schools are usually built in a location to serve those in their community. They play a major role in the life of a community, serving as a place to gather, a focus of support thru advocacy and finance, a safe haven for our children as well as a source of pride. Students in this community are not the priority of the school. The majority of the students of the Connections Charter School do not live in this community. And, in my view, Connections has not met or addressed these things.

As a school administrator and teacher, on Oahu and to this island, school support from the community was a critical component for success. I would solicit and consider input from the community when making decisions ranging from financial priorities to curriculum directions. I have not seen Connections take effective means to engage the community.

Meetings were held by the Connections to provide information and solicit questions. I did not experience contacts that addressed how Connections would benefit me and the community as a whole. As a good neighbor Connections has not gathered community support, and this may be an indicator on how they may behave in the future.

DARROW: One minute.

KUBOTA: Connections has not been recognized as a school of excellence, from what I have researched. Charter Schools that succeed, as with any other school, must demonstrate the ability to improve academic achievement. Connections has not met the Annual Yearly Progress and is in restructuring.

Another concern is the sustainability of any school without a reliable financial commitment for construction and school operations. Public schools have faced a struggle for existence which has been further compounded by the economy. As an administrator at several schools, I have experienced challenges that Connections will face. Unless there is sound financial commitment the possibility of survival and prosperity is slim to none.

In summary, Connections does not have my support because they are not focused on students in our community, they have not taken effective measures to gain support of our community, they have not -.

KERN: Sorry, your time is up. I'm sorry.

KUBOTA: Oh, thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Aileen Fuke, give me your name and area in which you live, and you may begin.

FUKE: Hello -.

KERN: Hi.

FUKE: Mr. Chairman and the rest of the Commissioners. My name is Aileen Fuke, and I live on Mele Manu Street, a stone's throw away from the proposed Charter School. I taught in the public schools for nearly 20 years and our residence, as I said, is only, is less than a stone's throw away from the proposed school. Initially, I was not going to testify because I am not comfortable speaking in public and it would have also been redundant of the testimonies of our neighbors. However, there was an incident which happened between my husband and the applicant a few months ago; and then more recently, having the community accused of bullying and harassment because of its opposition to the project, I can no longer remain quiet.

My husband, Sidney, is a planning consultant. He could not be here today, as he had to attend a State Land Board meeting in Honolulu. He appeared before you on behalf of the Regency South's planned skilled nursing facility in Kaumana, which you approved a few months after all issues were addressed and members of the neighboring community expressed their support.

He coordinated a May 14th community meeting on that project before the application was filed. After the meeting, he was approached by the principal of Connections. Let me read you excerpts of a string of email – a full copy of which attached to this testimony – that describes this encounter.

May 14, 2012: After the community meeting, Sid emailed his client, Greg Pyle of Regency South, the following: "Greg: Could you please share with me what exactly did the fellow from Connections Charter School tell you about me and their project? He made a lot of personal accusations then and I wondered what he told you. Thanks."

Greg replied: "Hi, Sid: He didn't say much about you other than you were 'stirring up trouble' against his project. He more threatened me that he has a number of people who will cause problems for our project if you do not change your tune about this. For what it's worth, I told him that I hoped he would judge our project on its merits and that we would not be held hostage....It is unfortunate that he is resorting to such tactics...."

DARROW: One minute.

FUKE: May 15TH, via email, Sid informed the Planning Department of the community meeting and of this encounter. This was shared only as a pre-emptive measure to alert the Department of possible extraneous reasons that may surface against the Regency project.

He then emailed his client, "If you want me to step away from the (Regency) project...in light of the 'threat', I do understand and have no problems with it."

And his client responded by asking him to stay on.

Okay, also attached is a subsequent email between another member of Connections and Sid, apologizing for the behavior of the principal and requesting the name of the person who had concerns about their project. This email only further confirmed the incident.

In my opinion, Sid and his client were clearly the victims of bullying, bullied to the point where they were willing to end his role with Regency to save the project. He is a very forgiving person and told me that "life will go on, so don't worry about it." True, as it may be, let me close by saying that this bullying is very shameful on the part of Connections and its principal and sets a very bad example for the school. I hope you consider denying this project. Thank you very much.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Ivan Mochida, name and -.

MOCHIDA: Mr. Chairman and Fellow Commissioners, my name is Ivan Mochida and I am building my home on Edita Street near the proposed school. I am a small contractor and have been involved in building on properties that also require approvals by the Commission and Council. Thus, I am familiar with the importance of working with the neighboring community.

If I had known that the school was going to be built there, I would not build my home. I was hoping to live and retire in a peaceful residential community. With the school, however, all of this would be lost. The noise impact would be great. The traffic impact would be huge.

The quality of life that I sought would be gone forever. In turn, this diminished quality would reflect in the reduced value of our properties. It is certainly not fair to ram a land use with such a huge impact into a small residential community.

Don't get me wrong. I am not against anything happening on this property. I believe that there are many uses that require Planning Commission approval that I would be supportive of. Some

of these uses include a nursing home, small medical facilities, or even childcare facility. The impacts of those kinds of use would be benign.

Like my neighbors, we believe that schools are needed. We just believe that because of its huge impact, the site would be in the wrong location. It would be no different than having a Costco or KTA supermarket at this site. Good use, wrong location.

Please help us by asking the applicant to find another location and by denying this request. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Brandon Lorusso?

LORUSSO: Yes.

KERN: Give me your name and area in which you live, and you may begin.

LORUSSO: My name is Brandon Lorusso and I live in Pāpa'aloa, which is a great distance from here; and I attend Connections Public Charter School. And I go to the High School at Nani Mau Gardens and also employed by the School. I, from Pāpa'aloa to the center of downtown is roughly 23 miles, and from there the trip through downtown and across Railroad Road up to Nani Mau Gardens is about maybe another 5, 6 miles. So I travel close to 30 miles a day to get to the school, because I believe it's a great school. It offers me and my classmates great opportunities not only academically but they've also employed me so I could own my own car; and for that I'm very grateful.

I, it might sound like I come from a far distance from the other direction, also being that I live about a one and a half miles from Laupāhoehoe High School which also turned Charter. But there are people who travel farther from me in that direction as well – my sister's best friends travel from Honokaa to go to this school. Now travelling that distance is very dangerous. Just being, living on an island is dangerous. Whenever it's raining our roads flood all throughout the entire island, and there are rockfall hazards, especially where I'm going through cause there's a gulch. And I can't tell you how many times I've been driving home at night after working for many hours and with my highlights touching a rock and then I'd have to slow down greatly and pull around it to get out of the way.

Now the arguments against traffic, if there is an easement, wouldn't it reduce traffic? And, also traffic increasing, this traffic is going to be increasing all over the island. We have a greatly increasing population in many areas, also Puna, so traffic will be heavy everywhere. So either we can address it or we complain about it. That's all I have to say. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. You all may have a seat. Eden Patino, Jeff Gomes, Brenda Camacho, and Kimberly Meyers. I'll get you all to raise your right hands. Do you all swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Okay, very good. And we'll start with Eden Patnio. Give me your name and area in which you live, and you may begin.

PATINO: Good afternoon. My name is Eden Patinio and I'm from the Kaūmana area. I actually live on Chong Street. Let me read my letter. Dear Windward Planning Commissioners. Today is a very special day. It is my son, Santiago Patinio's birthday and it has been an incredible eight years watching my son grow from birth until now. I am a proud Connections Public Charter School parent to two beautiful boys, Santiago and Joaquín. Santiago is currently in Mr. Manley's second grade class and Joaquín is five years old and in Mrs. Taylor's kindergarten class.

I am a stay-at-home mom who is currently active in the Connections Parent/Teachers/Student ohana and a volunteer member for the Down town Improvement Association. I am affiliated with the March of Dimes, Hawaii Chapter, and an advocate for education for our students. I used to work at Kamehameha Middle School, Hawai'i campus, and decided to make a sacrifice to stay at home to raise my children and to give them the best quality of life possible.

I remember eight years ago that we needed to think about what school should Santiago attend. I'm an event planner by nature and so, even before Santiago could talk, my husband, Mario Patino, and I both started to visit schools in the local area. We wanted to find the best school for Santiago. And, as new parents, we knew that ideally we would have loved to send him to a private school; but this was not feasible for us financially. We did not like what we were hearing about the elementary schools and their class sizes being large. Then, we heard about Connections at the Kress Building and decided to check things out to find out that there was a wait list already. I remember visiting the office and Santiago was still at Keiki Steps. He was two years old. It was only 2006 and the office already had a waiting list for the kindergarten class of 2010. We decided to take the application since it gave our family options for his education.

Why was there a waiting list? Santiago was only two. You would have thought that he would be the first one in his class to be in. It turns out that the current students already attending had siblings -.

DARROW: One minute.

PATINO: And those siblings already had their enrollment paperwork. Another reason, Connections has different teaching methods. My husband being an educator at Kamehameha Schools, he's a National Board Certified Teacher and he liked the innovative teaching methods (DASH, Measure Up and STEAM.). STEAM is now the science technology, engineering, arts and music. Connections was providing this to our students. We had visited the school and liked the teachers and the small classroom sizes. So we knew that in this private setting they would be individual attention.

Our concerns with the location, one of the things was it's a tsunami zoned area. What would happen if a natural disaster would occur? That is always in the back of my mind every time I

drop my sons off to school. Connections is a wonderful school but it really isn't a safe haven, especially during natural disasters. Another we had question we had was what about physical education -.

DARROW: Time.

KERN: Time, thank you.

PATINO: Okay, thank you.

KERN: Any questions for the testifier? Seeing none, thank you. Jeff Gomes, name and area in which you live, and you may begin.

JEFF GOMES: My name is Jeff Gomes. I live on Edita Street. You know, the only reason we can figure that John Thatcher wants the school where it is is because it's across the street from his house and he wants his horse barn on his property so he can have his horses nearby. Nothing wrong with loving horses, but it's not the place for it. He has been asked repeatedly by Dr. Fred Stone not to have any animals on the upper end or, parcels on the property because the sewage from the animals will kill the organisms that live inside the cave; and John knows this. And he's claiming to be environmental but he's not. He still wants to have his horse barn, he wants to have goats, chickens, pigs, cows, he wants to have all these animals on there; and he's not concerned about what goes on inside the cave. And he knows that the sewage is going to kill the organisms inside the cave.

At the community meetings that I attended, John Thatcher told us that they're going to hand clear, they're only going to hand clear, they're environmental. They're going to hand clear for the fencing, they're going to hand clear for the buildings, the kids are going to come up and help. First thing they do is they bring up a bulldozer. And they hire, you know, look at what they hired? I handed you the handouts. They hired drug dealers and they hired burglars, you know. And I cannot believe that the families involved with Connections would allow this behavior. How they, how would they be okay with that? Look at the local school board minutes. I handed it to you, it's in there. They're supposed to do background checks. So they hired these guys. And I felt like they did that to intimidate us and just to bully us. Cause what we're going to do, right? They're not breaking the law. They're just bulldozing, fencing. But then he fired the guys after they complete the job. They complete the entire job, they bulldozed, they put in the fence, they fired them.

DARROW: One minute.

JEFF GOMES: October 8th, while men are at work, John Thatcher sends Eric Boyd to walk through our neighborhood alongside his white pickup truck with a driver and the passenger door open for his quick get away as he attempts to harass our women and children in our neighborhood by taking pictures of them to send a clear message to me and my family "We know where you live." I called the police and the responding officer tells me Eric Boyd claims he's taking pictures of our signs to use at today's hearing. Please ask him to produce these signs.

I want to see the pictures to prove that that's what he was doing. Because I believe he came to our neighborhood to terrorize us. That was a cowardly move, and by an administrator.

Please, please, don't let them do it. Don't let them do it. He has got a pattern of lying and making up things that didn't happen. Don't let them do this. They're going to get carried away and they're not going to follow rules.

KERN: Thank you. Thank you. Any questions for the testifier?

GOZALES: I have a question.

KERN: Commissioner Gonzales.

GONZALES: You made a reference to a Dr. Stone?

JEFF GOMES: Dr. Fred Stone.

GONZALES: Yes, Dr. Fred Stone. Is he here today, by chance?

JEFF GOMES: No, he's not.

GONZALES: Okay, what kind of a doctor is Dr. Stone?

JEFF GOMES: He is a, he works at the University of Hawai'i at Hilo and he is a speleologist, the guys who study caves.

GONZALES: Very good. All right, thank you.

KERN: Any other questions? Seeing none, thank you. Brenda Camacho?

CAMACHO: Hi.

KERN: Name and area in which you live, and you may begin.

CAMACHO: Good afternoon, Chairman Kern and Members of the Windward Planning Commission. My name is Brenda Camacho and I live on Mele Manu Street. As a pediatrician, I know the importance of an education, and the educational opportunities offered at the Connections Charter School are not being questioned here today. However, I do agree with the many concerns over the adverse traffic, adverse environmental, and safety impacts that will occur with this project in Kaumana. In my opinion this proposed school campus is too large for the infrastructure of this community.

As many have already spoken about the traffic and safety concerns, there is another large concern which really hasn't been looked at yet or tapped upon, and that's the lack of adequate water for the students, for their school, for their staff. Based on the information contained in the application, the project will require 26,000 gallons of water per day. The existing County water

system will be able to supply about 4200 gallons per day; and this is roughly about 16 percent of what's actually required for the school. So how are they going to obtain the 22,000 gallons that they need per day? Well, what they propose is that Connections will implement a water catchment system to obtain the 22,000 gallons per day. Well, that's an incredible amount of water. Now Hilo does receive a lot of rain. We get about 130 inches of rain per year. And at an average, which is about a third of an inch per day, the school would need to have, roughly calculating, about 102,000 square feet of roof surface in order to collect this water. And they have to collect every single drop, every single day.

Now another option to this would be to build a new water system, and going through the steps a County Council approved improvement district where the majority of the neighbors would have to agree to help fund a larger water system and actually end up paying for it also.

DARROW: One minute.

CAMACHO: A new well with a sizeable holding tank, a sophisticated pumping system to deliver the water would cost in excess of about 2.5 million dollars. And at this time, there is no community support for the school and I'm sure no support for increasing our own water bills to fund this project.

Connections Charter School does deserve to have a facility and we all agree upon that; however, Kaūmana, the infrastructure of Kaūmana is grossly inadequate in terms of its roadways and water supply to support such a campus. I humbly ask for your consideration of these issues and to deny this application. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Kimberly Meyers, name and area in which you live, and you may begin.

MEYERS: My name is Kimberly Meyers. I live on Kamana Street. I am born and raised from Hilo, 5th generation. I graduated from the University of Alaska. Half of that time I spent in Europe. Growth is imminent. And it's really surprising that I remember growing up that there was a proposal for Hilo streets to be fixed, to be bigger, to support our growth. Hilo people do not want growth. They do not want Hilo to become like Honolulu. Growth is imminent. People move in Hilo all the time. I'm not from Puna, I've never lived in Puna. I am from Hilo. My children started out at St. Joseph School. There is a reason why they go to Connections. I am very familiar with the public school system, and there is a reason why Connections has a wait list. My father is Dr. Joseph Bratton, a very well respected psychologist that has worked within the school systems. My uncle is Dr. Carvalho. And I take it personally when the people at Kaūmana are bullying my children and tell me that my children and their friends that I have known for over four years are delinquents. And my son is also a green belt in Mr. Canda's Tae Kwon Do. He is a very well respected in the community and he lives in upper Kaūmana. I am also, have experience with horses for 20 years. You cannot get a greener animal than a horse or the manure. And they do not smell. So this is personally taken whether they mean it or not.

And as far as traffic, they had years, years, if not decades, to fix upper Kaūmana. And I know Mr. Thatcher, I know Mr. Boyd, they're not bullies, they're not criminals. They work very hard

with the children to give them opportunities. And let me tell you, I know a lot of these kids. I also teach dance there and I teach dance at De Silva as well; and the children at Connections are not delinquents, they work very hard. None of them are bullied; and all of them are given the opportunity to grow. And these are our children, the children of Hawai'i. These are your future. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. You all may have a seat. Let me call up Piper Selden, Patrick Kaawa'aloa.

KAHAWAIOLA'A: Kahawaiola'a.

KERN: Kahawaiola'a. Desiree Hoewaa-Fontanilla and John Rushlow. I apologize, Patrick. Your name is still challenging for me. I'm working on it.

KAHAWAIOLA'A: Kahawaiola'a.

KERN: Kahawaiola'a. Okay, so we'll start by having you all raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Okay, very good. We'll start with Piper Selden. Give me your name, area in which you live, and then you may begin.

SELDEN: My name is Piper Seldon, I live in Waikaea Uka here in Hilo. My friend Tedd testified earlier.

KERN: Go ahead.

SELDEN: I would like to advocate for a campus for Connections. Many of the testimonies have been silenced because the kids and their families had to go back to school and work. Not all Kaūmana area residents are against Connections. I'm the mother of two children who attend the school and were here. But I'm not merely a parent, I'm also a doctoral student and teacher at UH. In addition, for the past 8 years I have taught conservation and waste reduction classes for the County of Hawai'i. P.S., animal waste is not sewage, it is manure and can be composted. It's an important distinction.

I mention these things to you today because I have a deep respect for the important work that happens at Connections Public Charter School. The faculty and staff are progressive and their teaching methods, with a focus on sound academic and environmental stewardship. It surprised me to hear that some had portrayed the administration of Connections as being disrespectful to the land. I'm also shocked to hear testimony of heresy storing of emails that our principal, a kind of man of integrity, would bully anyone. He was instrumental in bringing an anti-bullying program to the school, as a matter of fact. Please know that this is not an accurate representation of the school, it's faculty or the vision of the school that it inspires or lives up to.

Man does not grow like population does, despite the efforts of our island's volcanic activity. And I can't think of many roads anywhere in Hilo or Puna for that matter with terrific road access. Traffic problems are pervasive everywhere. The new school will be in someone's back yard. Yes, a portion of the students come from Puna, but a good portion live here in Hilo. So many of, you know, many of us, others have testified that school services should be near where the students are located. Well, I live here in Hilo area near Kaūmana. We are your neighbors and your community, so I'm not sure what the presenter meant earlier when she was talking about the right kind of students. What do we do? Continue to crowd our students into already crowded schools?

Nine years ago when my husband and I hoped for something else, my son was denied services for special needs at the two public schools that feed into Waiakea in Hilo. That's why we found Connections, because a fair and appropriate education for some students is not being met by existing public schools. My husband and I drove to the new kind school, progressive school, with focus on the environmental issues, where our kids would receive education to inspire critical thinking, to mix with children from other cultures and ways of living, and eventually to become productive members of society for our island, for all communities. In this new century we need innovation, but not at the expense of heart. Connections fosters both. Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Patrick, name and area in which you live, and then your three minutes will begin.

KAHAWAIOLA'A: My name is Patrick Kahawaiola'a. I'm a native Hawaiian as defined under the Act. I live in Panaewa on the Hawaiian Home Farm Lots. I have ohana on Mele Manu. That's the reason I'm being here. But I think the subject matter here today before this Planning Commission is land use. So it has nothing to do with people. It's about land use. And I just needed to find out to be sure, because if there is an argument later on what the decision of this Commission is, I just needed to get clarification in my mind that this Commission meeting is held under the rules of Chapter 91. So if it is under Chapter 91 I don't have a problem because I can always contest it at a later date. So I just need that clarification, if this body right now, what we're constituting based on having it recorded is under Chapter 91.

KERN: Why don't we get that answered after. Looks, the Planning Director will do that. But continue on so that you can use your three minutes.

KAHAWAIOLA'A: Sure, okay. And so this has to be because the mandatory rule making procedures of Chapter 91 makes for public input. The document that I'm looking at is the County of Hawai'i's Planning Department Revised Recommendations. In the first paragraph, and there's no signature on the end but I'm going to assume because it's from the Director that it's from our Director Ms. Leithead Todd, that in the first paragraph it says "Since this recommendation is made without the benefit of public testimony the Director reserves the right to modify and/or alter this recommendation based upon additional information presented at a public hearing," which we are today. So this, this is where, the fundamental thing I see is wrong is that there is a conflict in if and when there was public testimony. Has this Commission seen that testimony? Because I think Mr. Au asked that earlier. Were there committee meetings, who

attended, names? So if those things are presented then I think it's proper for this body to move on what's being asked for a special permit.

DARROW: One minute.

KAHAWAIOLA'A: So with that said, it's the DOE's processing that right now charter schools are under. I have two charter schools in the community I represent, Ke Ana La'ahana and Kanu O Ka 'Aina. My grandson attends another charter school, just probably for the reasons that parents mentioned. Under the DOE process it's, it's pretty dismal. So charter schools have a little bit more flexibility. However, charter schools are still governed under the DOE so it is still about district exemptions, who can attend it, how far you've got to go. So those things need to also be made aware. But today I just wanted to be clear, as far as my ohana is concerned they're on Mele Manu, it's not about the children, it's not about the people that expressed that. There are people that, who should have been following processes. And that process is going to be followed. So I think this body needs to look at -.

KERN: Thank you, Patrick. Madam Director, you want to address the question?

LEITHEAD TODD: Patrick, because this is an application for a special permit of land greater than 15 acres, the process is, is that the Planning Commission either makes a denial, or recommendation for denial and then the application dies here. Or if they recommend approval it goes to the State Land Use Commission. And the State Land Use Commission is where there's an opportunity for the contested case. Because it's a two-step process. The Planning Commission can basically kill an application through a denial of it but, and which can be appealed to the Circuit Court. Or they can make a recommendation for approval, which will then go up to State Land Use Commission, at which point then you have an opportunity for contested case. And, obviously, depending on the outcome, there's an opportunity to appeal from that decision to the court system.

As for the specific language that talks about public hearing, it's usually this public hearing where I have an opportunity to hear input, additional information; and then at the conclusion of that public testimony, if I feel it's appropriate then I can make additional recommendations or additional comments on the application to the Planning Commission.

KAHAWAIOLA'A: Very good. Thank you for that clarification.

KERN: And I have one question or you, Patrick. Could you pass the mike back over. I've wanted to clarify - are you for or against?

KAHAWAIOLA'A: I would probably be against based on the language that is in here. Because if the proper process was not followed then we have a problem, because knowing that the Director has reservations. And that is, and I guess the key would be reservations without public testimony.

KERN: Okay, thank you. Desiree Fontanilla, name and area in which you live, and your three minutes will begin.

HOEWAA-FONTANILLA: Aloha, my name is Desiree Hoewaa-Fontanilla and I live in Volcano. I have four children that attend Connections and two children that attend Ka Umeke Kaeo, so I'm in the Charter School districts. I believe in charter schools, especially Connections. I'm from the island of Maui. And coming here I did my homework before I came here on what schools are best for my children; and no public school had done any justice for me. I have ten children altogether, six that go to school at this time, two more coming up to Ka Umeke next year.

Now when we were talking here, I've been here all day, just like everybody else, and I noticed there's a lot of stuff going on about we're not here about the children. True, this is about land, and I understand that. So why can't we come to a compromise to where the school and the community can find a different way that we can work hand in hand together, instead of everyone fighting each other here. Cause it seems like a really big issue that everybody is talking about all kinds of stuff that has already -- If anybody that have come up here has ever researched anything about Connections School, they don't have any problems with criminal acts and all these kids that you're talking about doing all these things. People are shaken up here and crying about their 100 years that they've been living in Kaūmana, and it seems like they're really scared that these kids are going to move into here and these criminals -. I don't understand that. I don't know what's going on here. But bullying and everything, can people just stop and just look around? It's about education, not just for Connections children but maybe one day Kaūmana kids would want to go to that school also.

DARROW: One minute.

HOEWAA-FONTANILLA: But all this land came from somewhere and it obviously came from the State. And if the State gave the land to Connections, they knew Connections is one charter school; and this is what they're going to use their land for, to teach the kids. So why would the State give the land to Connections if they knew that this was going to happen? Obviously no matter where you go there's going to be someone who has questions and is going to say I oppose, I oppose. That's life. Traffic, everything is going to happen, no matter what part of this island you're going to be in.

But bottom line, we all live on the Big Island and it's an awesome place to live. I thank you every day for being here, and I'm very thankful for that. But can we just stop and look around and put our heads together and say hey, can we find a better way that these kids can be part of this, that we can work together, can we find an easement, can we find a different way?

KERN: Thank you very much. Any questions for the testifier? Seeing none, thank you. John Rushlow, Rushlow?

RUSHLOW: Rushlow.

KERN: Rushlow, name and area in, area you live and then your three minutes will begin.

RUSHLOW: John Rushlow. I live on Kaūmana Drive. My property is just adjoining to the proposal site of the school. I'm here today to oppose the school. And for the matter is not because of the school or the children itself but by the way things have been brought out from the beginning up until now. I'm a landowner. I've lived there for 50 years. Like a few other people I was not made aware at any time about the school being built, about the fencing coming in, about the bulldozing going in. I sat and waited and watched the bulldozer come in, I watched the bulldozer pour out hydraulic oil into the stream. I was told that there's nothing I can do; if anything call the Connections School. I called there, I left messages, never got any phone call, nothing back. I seen trees, 'ōhi'a trees. I was told by the fencing people that the trees was to be bulldozed one blade wide. If you go up there and look now you'll see that it's about three bulldozers wide. The trees, I seen trucks come in and out, trees being harvested to be sold.

And, you know, that makes me think the representatives that set this up, who are they, where were they to look over this, what was going on? Why wasn't the community, you know, talked to and asked what was their input, how do they feel about it? I was not asked. Only time I heard anything about this school or anything being done was in the newspaper after the fact when they say, oh, the lawyers, you know, contact the lawyer if you have any questions. And I think that is all wrong, you know. So that leaves a funny taste in my mouth, you know, make me think they cannot be trusted. The representatives of the school cannot be trusted, that's how I feel about it. So that's why I'm here today to oppose the school being built. And that's my say.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. You all may have a seat. Calling up Kerri Marks, Carol Gray, and I'm going through the list of people that I called prior that were not here. This will be the last call – Kangi, Alexandre Wilhelm, Karen Madeo?

MAEDO: Maedo.

KERN: Maedo. Thank you. Okay, can I get you all to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

TESTIFIERS: Yes.

KERN: Okay, very good. We will start, let me go back up. Alexandre Wilhelm?

WILHELM: Yes, sir.

KERN: Will you take the microphone and give me your name, area in which you live, and then your three minutes will begin.

WILHELM: My name is Alexander Wilhelm. I live on Kamana Street here in Hilo. I'm just here to touch on some of the facts that are, well, obviously, very incorrect about the school and the sites. For one, the little design that you saw of the school, I can't really show you but the one that you saw with the one drive, it is obviously a prototype. They're still early in the developments. So there always are going to be changes to that. Like they'll probably add a back entrance and more parking lot, for instance.

Also, I'd like to touch on the fact that the caves – Hawai'i is basically the number one tsunami place, and tsunamis come from earthquakes, and we are basically on a very active volcano. So there's always earthquakes. You can't feel now, but if you're underground you can definitely feel. If you would think that this cave stood there for hundreds of years with all these powerful earthquakes, it would still be there after the bulldozing, which is definitely as powerful as even the minor earthquake. And what organism would be in the, this is my question, would be in the cave? Moss, centipedes? I'm not aware that there would be any bats in the cave. So -. And as you know it is getting to winter and most aerial mammals will not be coming out as often as you would see since there are not many birds out. There are building up their nests to sleep longer and have a very slight hibernation.

And also I'd like to say that Mr. Thatcher and Mr. Boyd tried their best to go door to door and tell everyone. You can never get to everyone every single person. It's basically impossible. So I'd like to say that. And when some people said that Mr. Boyd would, thank you, would go and take pictures harassing their families, that would be incorrect. As you saw in the video there, he took pictures of the signs only to prove and just show in this hearing. That's all I have to say. Thank you for your time.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Karen Maedo, and I apologize I called too, first, starting from the top of my list again so maybe we'll all -, name, area in which you live and then you may begin.

MAEDO: My name is Karen Maedo and I am testifying for Sidney, Sidney Fuke, who is unable to be here today. I am sorry for not being able to personally testify on this matter due to another commitment on Oahu. Although I am one of many impacted neighbors, as a planning consultant and one who makes frequent appearances before this body, I was hesitant to publicly share my thoughts with you. However as the relationship between the applicant and many of the neighboring residents deteriorated to a very low and ugly point, I felt compelled to offer a few thoughts for your consideration.

You have or will hear testimony regarding the adverse impacts this project will have on the surrounding area. These are testimonies not directed against the concept of education or this school per se or its students but - because of its adverse impacts - the appropriateness of this site.

Some of these concerns, and I will just reiterate: The traffic, the water, the waste water, the quality of life issues. Permit me to kind of concentrate on Sid's "Good Use, Wrong Location": This is community consensus. There is community consensus; and you've heard all day that in concept schools are good. The overarching question, however, has been whether this is the appropriate location. The consensus is that the requested use is too big. It's trying to squeeze its way into an existing built up residential community and creating adverse infrastructure and social impacts along the way. The petition against the school at this site is clearly evident that the community is loudly saying all day that this is not an appropriate site. It has not been point out, if it has not been point out, however please note that the recently constructed schools on Hawai'i Island (not counting the smaller charter schools) have been two public schools – Kea'au in Puna and Kealakehe in Kona – and one private – Kamehameha, also in Kea'au - their locations are all on the outskirts and not in the heart of their respective communities with good

vehicular access. The communities there can even eventually choose to build around it and not the reverse, as it would be here.

The report examined only State lands in Hilo. It did not look at lands in the Puna District. And even at that, it dismissed many State properties as being too large, without even considering their potential for being subdivided.

In conclusion, if approved, I sense that the required support from the community that help make a neighboring school successful would be absent.

If denied, the applicant will have to continue its search for another site. And should that be the situation, I would be willing to volunteer some of my professional time to help them to evaluate the appropriateness of a potential site -.

KERN: Thank you.

MAEDO: Thank you.

KERN: Any questions for, any questions for the testifier? Seeing none, thank you very much. Kerri Marks, name, area in which you live, and you may begin.

MARKS: Good afternoon everyone. I'm Kerri Marks. I live at, on Pakalana Street in Kaūmana city. I only found out about this whole thing because as I drive up and down the hill to my home and I saw signs in the yard. So I started looking for it, and I saw the press release that Mr. Hong was going to be speaking down at the Kress. So I went to that to try and get more information. And, and when it was over Mr. Hong asked me who I was and I said I live, I'm a neighbor, I live up the hill. And he says, "Oh, you're the opposition." So I know I'm going to focus on land use in a minute but I just think it's really stunning from the stories that I've heard today. And that's my only, I only, I've got to say I've only known about this for a week. That's my only interaction with them, but it was negative. And to his credit the principal came over and tried to rectify it. Cause I said, you know, I'm not the opposition, I'm a neighbor, I'm a neighbor. Wouldn't they want -?

I have here children at Kaūmana Elementary School. I graduated a Valedictorian from Hilo High School. These are good schools in this area. E.B. De Silva School and Kaūmana Elementary School are probably the two best schools we have in Hilo town. Okay? So that's why you don't see a lot of neighbors here testifying about how this would be an awesome addition to our neighborhood. That's all we see, is negative impacts so far.

Okay. And so on to the land use which is another serious consideration. If you could divert the entrance to the Puainako Extension, I think that would alleviate a lot of people's major concerns about the traffic situation.

That being said, I travel a lot between Kaūmana City and the Puna area. I attend a lot of meetings down there, I have friends down there. And the way I get there, the way to go is the

Puainako Extension to Waiakea Uka. That's where you go. Puainako Street itself is a nightmare and I know -.

DARROW: One minute.

MARKS: One minute. I know they're working on fixing that but that's a few years out. In the meantime, we drive over, over. That's where people go, up and down between Kaūmana and there. So you do need to consider those traffic considerations at Waiakea Uka and how they're going to get through town and to there.

Other than that, horses produce the manure, and that would be the hard part to gather up. If it's a hydroponic sustainable system, what do they need manure for? Thank you.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. Carol Gray, name, area in which you live, and you may begin.

GRAY: My name is Carol Gary, and I'm one of those dreaded Puna people. I'm also a teacher at Connections; and over half of our students actually do come from the Hilo area. And I had not planned to testify today but we had many children who patiently waited while people who couldn't be bothered to come had third parties deliver their testimony. And our children stayed in. And their parents need them to go home, so we had to leave, have them leave.

Charter Schools in Hawai'i have not been well served by Hawai'i Land Use Law. Siting has been a huge issue. The first school I worked at was at Waters of Life where it was in a tent because of the difficulty in finding locations. Many of the charter schools draw their children from all over, and that is the nature of it. And so I ask you when you think about that community that you need to think beyond the neighborhood of Kaūmana. They keep saying the community is against us, the community is against us. You are not the Kaūmana Planning Commission. You are the Windward Planning Commission. You serve the needs of East Hawai'i. The children of East Hawai'i need locations for charter schools. We exist.

I teach in a classroom with walls that only go up six feet tall because of it's a repurposed department store building. Our other, our high school location is in a former hair salon and spa with very tiny rooms. We have been patiently getting through this process so we can have a real school. It will, it will serve a wide community. And I'm sorry the people, that there were mistakes made and the process of communication with the community was maybe not handled the way it should have been. And I apologize for that from the depths of my heart. But the reality is we're educators, not project planners. When this project is okayed, we will have professionals to deal with that kind of thing and, hopefully, will no longer make the kind of mistakes that maybe were made in the past. But I ask you to think about the needs of the wider community that you serve, because you are the Windward Planning Commission, and think about the future of the children of East Hawai'i. Thank you.

KERN: Thank you. Any questions for the testifier?

PUBLIC: I have.

KERN: Commissioners, questions? That does happen from time to time. Okay seeing none, you all may have a seat. Thank you very much. Is there a Tom Raffiyy? And is there anybody else out there that would like to testify that has not testified so far? This is the last call. You've already -?

RAFFIYY: I submitted.

KERN: It has been submitted. Anybody else that's here to testify? Okay, seeing none -. Hi. Thank you. Do you swear to tell the truth today before the Windward Planning Commission?

RAFFIYY: Yes, sir.

KERN: Very good. Please use the microphone. And give me your name, area in which you live, and you may begin.

RAFFIYY: Tom Raffiyy, I live in Puna. Puna people are not that bad. We're good people. We like to live with people in peace and be friends with everybody. I've heard this morning about, you know, social problems that we're going to bring, that we're going to be loitering around, graffiti. And I think that one young man over here that was, that sat over here, I think he spoke probably against that kind of stuff where, in accusations that they do graffiti and stuff. You go down to Connections, you never see graffiti outside. They're good kids. I've been here so many times. And I have two daughters going to that school. We live in Puna and we commute, wake up 5 o'clock every morning, Monday through Friday, to get down to the school. We just gotta adjust our lives. All right?

The concept plan at this time, still it can be changed. And I invite the Kaūmana Community to be part of this process so that we can figure out how we can live together and work together to educate these kids. Not too long ago we had the tsunami over here and, you know, it scared my kids about this. I think it's just like Russian Roulette we're playing with. You know, we're lucky that we have advance warning. But you may have one that we don't have advance warning, like the one in Samoa in 2009. I was part of the rescue. Although I was not directly, I was in the co-ed, the central disaster area where we direct the people in the field. But the emotion right now for trying to deal with my soldiers, right now the emotional damage is, you know, when they have to rescue young people and old people that they were not aware because it was during school time, they were taking kids to school -. Just like here, even in Samoa, that's how it is, right around the coastline.

DARROW: One minute.

RAFFIYY: Thank you. And right now, so we're still dealing with the, with all the emotions. I've been to every corner of this globe. Here we are trying to get a place to go to school. I've seen kids where they get, they stay in thatched roof, they stay in cardboard, they stay just to get education. Our kids like to get educated in a better facility than the constricted building down there where they cannot do anything but just stay in that building, do recess in the building, you know.

So please vote to build that school up there in Kaumana. That's the only place at this time that we can find to have our kids to be educated. Thank you very much for your time.

KERN: Thank you. Any questions for the testifier? Seeing none, thank you. You may have a seat. That concludes the public testimony portion of the meeting. Ted, you want to come up?

HONG: Well, I would assume that the Commissioners have some questions and we wanted to rebut some of the misconceptions - . .

NOMURA: Microphone, please.

HONG: Oh, I'm sorry. I assume that the Commissioners had questions and we wanted to ~~certainly~~ fill in the blanks regarding -.

KERN: Have a seat, and we'll see if there are any questions. Do, yes?

HONG: I just, in case the Commissioners want to know, I mean, we have our professionals here and they're willing to enlighten or dispel some of the misconceptions regarding traffic, the water issue. I certainly want to address the illegal bulldozing, the cave issues, communication and the location issues. We can briefly touch on that to, I think, give the Commissioners a better perspective or at least a fuller perspective of what's going on.

KERN: Madam Director?

LEITHEAD TODD: Well, I did have one question that kind of looked up at me. In the packet that you provided you have a listing of surrounding properties by TMK and mailing address.

HONG: That's correct.

LEITHEAD TODD: So I'm referring that that, I couldn't quickly locate it, but I'm assuming that you did a mass mailout?

HONG: That's correct.

LEITHEAD TODD: And I saw a number of the people who testified who said that they had no notice; and yet I saw their names on the mass mailout. When was this mailed out?

HONG: Every time we had a meeting we used that list to mail out notices of that meeting. For example the June 3rd meeting, the September 2nd meeting, 2011, the April 27th meeting of 2011, excuse me, 2012. We used that mailing list. Every mailing that we made, and I don't have a list of them, because we mailed the notification of this meeting, and an amended notification of this meeting. We used that list. And I don't have them all handy because the person who would know that from my Office, Sue Lee Loy, is right now at the happiest place on earth with her family, Disney Land.

Anyway, I just wanted to touch on the June 3, 2011 meeting, there were 15 people. Ms. Yokoyama, Mr. Chun, the Iwasakis, the Sakamotos were there. September 2, 2011 which was my mistake in terms of a, when I answered Mr. Au's question earlier, it was meeting of September 2, 2011, there were 35 people there, a number of which testified today. April 27, 2012, 22 people were there, a number of which who testified today, I think including Mr. Fuke and his wife.

The other thing I wanted to say is that we did walk door to door. The instructions were in walking door to door, if it said No Trespassing, No Solicitation, if there was a gate up, if there was a dog, because we're talking about students they were instructed not to go in. But we did go to every house that was on Mele Manu and Edita that we could that was open and available. So, and I know that personally cause I was there. That's the communication issue.

We also note that there's a petition of 306 names that we'd like to submit to the Planning Commission in support of our petition.

Let me also quickly, there's an October 29, 2012 letter to the Planning Director regarding the list of property owner that we sent all our notices to.

And I just want to address the bulldozing. You know, we apologize for the bulldozing. It was illegal, we agree with that. We hired a contractor to do a job. We were notified by somebody in the community that these guys were bulldozing much greater than we anticipated or contracted for. They hired a sub. And I have Mr. Eric Boyd here who is willing to testify. He got out in front of the bulldozer and stopped these guys; and we did stop these guys. We filed a criminal complaint which is in the materials that we submitted. We filed a complaint against the contractor with the DCCA to show that we were responsible. We admitted that this is what happened, but we didn't know about it. They were stealing 'ōhi'a logs from the property, which they shouldn't, that we filed a police report about. We were the victim of a crime. Was it illegal? Yes.

When we started it the Department of Public Works said we didn't need a grubbing permit because of the amount of land that we were going to be covering. Based on the scar that was left upon this land, they now cited us for not having a grubbing permit. And at no point in time, even when we were before the Board, the Land Board a couple of week ago, we freely admitted – these guys did it, they didn't have permission. We're not here to make any excuse. We're here to take the responsibility for that. They fined us about \$500 something dollars, plus the administrative fees. And we're going to pay it out of the operational budget of the school. So was this bulldozing illegal? Yes, it was. Did we know about it? No, we didn't. And when we found out about it, we stopped it. And the suggestion that we stopped it only after the project was done is misleading at best. We were actually engaged in litigation as Mr. Torigoe sitting there, he, we're sending stink lawyer letters back to their lawyers. I mean it's going back and forth. We haven't even paid them the full amount of the contract because of this dispute.

I just want to touch on quickly the location issue. When we're talking about the land use issues, one of the concerns I have, and I think the Commission needs to address this, is because the Office of State Planning has found that our proposed use is appropriate on this land, the

Department of Land and Natural Resources has found that our proposed use is appropriate for this property and this area, the Board of Land and Natural Resources has agreed that this is an appropriate use on this property, with an East Hawai'i representative.

Regarding the location, people were concerned about school, about bringing students from other areas in. The question I have is what about Kamehameha Schools out in Keaau? They service students from Waimea, all the way to Kau. They bring their students in to the campus. You want to bring up a location issue where schools should be only limited to a geographical area or certain district? I challenge that. I don't think that's appropriate here in the 21st Century. I think it already happens in a different way. And that's what Connections and charter schools are all about; and that's why we represent them.

One of the major issues that came up today was traffic. I'd like to, because his flight, call on Phil Rowell to address that particular issue.

KERN: Before you begin, can I get you to raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

ROWELL: Yes.

KERN: Okay, very good.

ROWELL: To start up my name is Phillip Rowell and I'm the principal of Phillip Rowell & Associates; and I prepared the traffic impact study. Just for the record, I've been doing traffic for 40 years, not a novice. For the last 30 years I've been practicing in Hawai'i. And I am a professional registered engineer in California and Hawai'i, specializing in traffic. And for the last 28, 30 years, this is all I have done, is traffic impact studies. So, just so you know.

I prepared the traffic impact analysis report. And the final version of the report is dated June 28, 2010. And I say that because someone kept referencing the traffic study done in 2009. So I don't know if they had the latest version or not. Okay. The general approach to a traffic impact study, for everyone's information, is first of all we establish conditions, existing conditions. We go out, we do traffic counts, we get a lot information, we look at all the roadways. Then we make an estimate of how much traffic the proposed project is going to generate, and then we superimpose that on the background, and then we do a level of service analysis. The level of service analysis grades how an intersection is going to operate, A through F. A obviously is the top. It's various roadways, short delays, short queues, traffic flows well. Level of Service F is the opposite end. You can expect long delays, long queues. And the accepted level of service is Level of Service D. Everywhere I have worked that has been the minimum acceptable level of service.

Based on the trip generation analysis, yes, we're going to increase the traffic along Edita, no question about that. The trip generation analysis that I used is based on the ITE Standards, it's based on the number of students that are going to be at the school, it's based on the square footage, and you factor all these things in. Unfortunately this ITE Standard does not consider carpools, vanpools, busing. It's based on traffic data on the mainland. And my experience in

Hawai'i is that Hawai'i we generally get lower trip estimates. In other words, if I take the ITE Data and I go out later on and do an actual count I will probably get something slightly less, yeah. I mention that because even if, when we added on all the project traffic that we estimate that is going to use Edita Street, we still get the intersection to operate with an acceptable level; and I'm talking about Level of Service B, not D, which is the accepted standard. Even with that, we made some what I felt was some pretty good, strong recommendations.

One that even though we are having a Level of Service A and B along Edita Street, I recommended that we put in the left turn pocket into the project so that we, the people going through would not have to stop. Otherwise, if we don't put the left turn pocket in there, they would have to stop. We also recommended, or I recommended that we do an interim traffic study at three points during the project before it is completed, at the end of Phases 3, 4 and 6. The purpose of those interim assessments was to confirm the trip generation, confirm the trip assignments at the intersections, to make, consider interchanges in the traffic conditions that, background. So I mention that because I've done another study about, toward town on Kaūmana; and over the last five years the morning peak hour traffic has dropped 7 percent. So these statements about traffic is increasing, increasing, increasing, that's not, I can't confirm that. And I've been doing a lot of traffic counts lately.

We also recommended the traffic management plan which I think is very important because it gives us a chance to monitor the traffic at intervals every school year, to confirm that things are still operating right, make adjustments as needed and insure that we meet some of the conditions that one of the Departments put on the report, project is to make sure we have no backups onto Edita Street, that we do not have any long backups at Edita/Kaūmana, make sure we address those issues before they become a problem. The fact that this project is going to be spread out over 25 years give us that much chance to make those interim improvements periodically. And it also gives us a chance to, you know, if we get any negative feedbacks, interaction with the community, the police department, I'm sure the community is going to let us know if there are any problems. We can do our best to try to attempt to address them and make changes that we need.

I want to mention one other thing about the issue of this number of accidents. I do not have access to accident records from the Police Department. I cannot get them. We usually respond to those comments from the police department over their comment letter. And in those cases, we do in some community school, we set up a preconsultation meeting with the police department so we can get their -. So this issue of the accidents kind of surprised me because we didn't hear anything about that before. But I will say that typically if an intersection operates at a high level of service or a roadway operates at a high level of service, it's a safe road because it means people are not being delayed or they're driving kind of the way they want to, they don't have to pass. But has, that level of service goes down, the volumes go up, we can expect accidents to be increased. But since we have Level of Service A and B, the impact analysis would imply that it's relatively safe. But that's certainly something that if we go through; and when we review these updates, we'll certainly reassess that again.

KERN: Thank you. I just want to make a quick point here that we have this room, we have to vacate this room by 4 o'clock. We're creeping into that. So what I'd like to do, if it's

acceptable, is if any of the Commissioners have any questions specific for that that we'll do that, and then we can -. I think what you did there was great there, that we could pause that; and then if there's any direct questions we can address that. If not, we can move forward. Do any of the Commissioners have any questions for the consultant at this point? Okay. Seeing none, thank you. Do you want to summarize Ted or you're good?

HONG: Well, actually Dakota is going to come and summarize for us. But the other point I wanted to make is that the, before the Board of Land and Natural Resources, Chairman Aila said that, you know, in terms of our project and the community there seems to be a divide; and he was very concerned about that. And we agree to the point that we've asked Sidney Fuke in a letter to be the project manager on this project cause we want to reassure the community that what we're doing is correct, especially with that. And if he wasn't willing to do that then we asked him in our letter to consider being part of the design committee from the community, if we're fortunate enough to get to that point. So we're trying at all points to reach out to the community. And we're not going to stop those efforts. And I know this, I do want to publicly apologize for my maybe bad sense of humor. I did say that to that woman about oh, you're from the opposition or scouting the opposition team or something like that. That was a joke and I apologize. And I should realize that my sense of humor is not really appreciated by everybody. But that was me, so I apologize then.

HELFRICH: This is really short. I know everybody wants to go home. Many of the students who wish to give testimony had to go back t school, leaving us at a bit of disadvantage. To clarify, not all the students were here because they feel that people oppose them or bully them. We're not so naive. We're kept informed about this project and we are here to help to assure that the campus is approved. Students from charter schools come from all over. If we say that if you don't belong to the community you shouldn't be there, we won't belong anywhere. Connections is a diverse community in itself. But, again, that's not a reason to be condemned. The accusations to the applicant are sounding more and more personal. Mr. Jeffrey Gomes's statement today got seriously out of hand, in my opinion. If the On the Line Fencing Company is nothing but drug dealers and burglars, why are they even a company? And all the community members that say they were unaware of this, do they not watch or read the news?

Also, Connections has followed through with all the proper procedures. They have established that there have been multiple attempts to connect with the community. So where was the opposition when this project began years go? Also, not to mention, I was under the impression that the land was Ag land, so why is there a denial that there have been agricultural studies on land?

On top of that, this land will eventually be developed by some organization or another, so why not allow that organization to be a school? How is rejecting our proposal and seeking an alternative location working with us? It sounds as though no matter what compromises we make they just don't want us there at all. I've heard very legitimate reasons for opposing the Kaūmana campus today but, again, all the reasons I heard can be resolved with further collaboration between both parties. And all this being said, thank for listening to me. It's an honor to meet all of you. And I congratulate you to making, what was it called?

KERN: Council, thank you. Any questions for Dakota or Mr. Hong, Commissioners? Seeing none, you may have a seat. Thank you.

HELFRICH: Thank you.

KERN: I'd like to get a -. Oh, Madam Director.

LEITHEAD TODD: Mr. Hong, as the representative of the applicant, would you be opposed to further community meetings to try and address the traffic and look at whether there's an alternative and a possibility of a connection to Puainako Extension and try to see whether that could be worked out?

HONG: We're still doing that; and I know Mr. Ono had asked the question whether I talked to Chris Brilhante about that, and I did not. I spoke to his father. I spoke to his father twice - in person once in my office, once in his office. His position is that in terms of connecting through the Puainako Extension he's willing to discuss it further. He hasn't said no, he hasn't said yes; but he says he wants to discuss it further, cause I think his granddaughter or niece or something like that went to Connections and appreciates what Connections had provided her. So are we willing to reach out to the community? I think we have to; and we want to do that. I live in that community, you live in that community. So do we want to have future meetings? Absolutely. I don't think any of us want to continue this kind of hostility where we see bumper stickers posted on the doorways of Connections School down at the Kress Building.

AU: Mr. Chair?

KERN: Commissioner Au.

AU: Thank you, Mr. Chair. My question to you as a representative of the applicant, are you willing to accept a condition by having a primary access to Puainako?

HONG: Well, our legal access right now is through Edita. If you place that condition on us that would essentially doom the project, I don't know, I mean it really depends on our relationship and what Mr. Brilhante is willing to do. If you, so, you know, in terms of what we're trying to do, this is where our legal access is, on Edita. But we want to continue given the concerns of the community. And I said this at the April 2012 meeting to the community members, we will continue to try and negotiate with Mr. Brilhante about opening that up.

LEITHEAD TODD: Mr. Brilhante has a subdivision application in my office for that property and the preliminary plans that he submitted show an access to Puainako Extension. So I suggest that perhaps what's appropriate is to get you and Mr. Brilhante together in my office to look at his future plans for his property and discuss the viability of an access off of Puainako Extension. That does not address some of the concerns over water and some of the concerns that have, you know, additionally been raised, which would still have to be addressed. But at least we could pursue that and that might give a better picture of what is or is not possible, and then have that discussion with the community, rather than basing a decision on what's in front of us today and see whether -. Because I really feel like without the possibility of an access off of Puainako that

it's very difficult to proceed with the project, even if you're talking about a, you know, 16 to 25 years buildout. And the reason is that you also have to assume over that 16 to 25 years that you have additional infill, that you have additional houses that come up off of Kaūmana Drive. And so you've got to address, you know, some of that.

My other concern is I want to clarify on the traffic impact analysis, was that conducted during the period of time when school was in session at Hilo High and Hilo Intermediate and Kaūmana and Ernest B. De Silva. Because if it was not conducted during the period of time when schools were in session then that could seriously impact -. And I'm trying to recall, and I had the impression that it might not have been.

HONG: It was.

LEITHEAD TODD: It was during the school year?

HONG: Yes. Because that's a question that always comes up, if the school is in session.

LEITHEAD TODD: Okay.

KERN: Any other questions from Fellow Commissioners? Commissioner Ono.

ONO: Yes. I'm just wondering, with the direction of the discussion with Mr. Hong, would you be acceptable to a deferment of the decision or recommendation by this committee? Because the questions that were asked about Brillhante, for example, may have an influence upon our recommendation. But right now I'm very uncomfortable with the, with the question marks over the presentation.

HONG: Well, one of the swords that's hanging over Connections had, is that the lease at Nani Mau Gardens is going to expire, and that's why, not like next year but in the future, and we want to get this project moving along. I think that we've gone beyond what is required in terms of reaching out to the community. I think these issues are pretty well known. Do I want a decision now? I don't know that if we discuss this with Mr. Brillhante, if things will change. So what if Mr. Brillhante says no? I'm just looking at things off the top of my head. If he says no, then what does that mean to the Planning Commission? Does that mean that you guys are going to deny our application? Just for a favorable recommendation to the Land Board -? I think there are appropriate checks and balances in the process currently that should we get a favorable recommendation here would alleviate, hopefully, some of those concerns in the future regarding traffic issues. I think that the recommendations, the amended recommendations, from the Planning Director are appropriate. I think they have appropriate checks and balances. But if, you know, you feel that you need additional time to try and hold this negotiation and maybe act as a mediator or certainly as a catalyst to getting a firmer commitment from Mr. Brillhante, we welcome that. I don't know necessarily that we need to delay this vote. And the reason why I say that is because certainly we would like to move forward. And if Mr. Brillhante at any point in time tells us that, yeah, we'll give you an access or an easement through Puainako, we're going to jump at that.

KERN: Thank you. Commissioner Gonzales.

GONZALES: You know, I just want to say, too, I have to, I'm kind of leaning with what Commissioner Ono is saying here. If you're forcing us to vote today, you might want to think about maybe postponing this and then, you know -. I'm not going to vote on maybe Mr. Brilhante will or will not give us permission, you know. So I guess if we don't vote today or if we do vote today and we vote no, it's dead, right, it's over? So -.

KERN: Yeah, and we should be handling this most during our discussion on how we're feeling and what I understand, because coming from the -.

GONZALES: But, yeah, I'm in agreement with Commissioner Ono that we may want to think about this.

HONG: I just checked with my client and he has no, he agrees that, oh, my client would be Mr. Thatcher. But Mr. Thatcher says they don't have a problem with postponing this to the next meeting. The only concern I have is now you're going to have actually a different Planning Commission, only in the sense that Mr. Kern will be gone; and so we're basically going to have to come back to you at square one. I'm hoping we don't, but -.

LEITHEAD TODD: Under our rules, what we do is we provide a transcript and all the materials to the new Commissioner. And as we have done in the past when we've had a change in Commissioners, they read all the materials and they have been able to do their jobs well.

HONG: Okay. So with that being said then I don't, I think that we don't object to postponing this to the next Planning Commission meeting, so we can have a meeting as the Planning Director suggested with Mr. Brilhante.

KERN: Thank you. Can I get a motion for executive session to get some legal advice?

AU: Mr. Chair, I move to go into executive session.

KERN: Any second?

GONZALES: Second.

KERN: All those in favor aye?

TORIGOE: For the purpose of legal advice?

KERN: Just for the record, it's for the purpose of legal advice. Aye?

COMMISSIONERS: Aye.

KERN: Any opposed? Okay, thank you. Everyone has got to leave the room for a minute, sorry. And then we'll call you back in. We're just going to consult with our attorney here for a second. It shouldn't take very long. Thank you.

EXECUTIVE SESSION – The Commission went into executive session at 3:21 p.m. and came out of executive session at 3:36 p.m. by a motion made by Commissioner Au, seconded by Commissioner Moses, and unanimously carried by a voice vote of all Commissioners in attendance.

KERN: Okay, call the Windward Planning Commission meeting back to order. Thank you. Can I get the representative from Department of Water Supply to please come forward if they're in the room, as well as the representative from Traffic. And can I get you both to raise your right hands. Do you swear to tell the truth today before the Windward Planning Commission?

THIEL: Yes, I do.

MCCALL: Yes.

KERN: Good, very good. Let's start with Traffic. Could you please your microphone. Commissioner Au?

AU: Okay, my question to you is based off of the applicant's traffic analysis, what is your opinion on what their findings are?

THIEL: My name is Ron Thiel, Chief of the Traffic Division. I've had experience in traffic since 1994 and have done similar TIA's that you are looking at here. So I understand where they're coming from, I understand what he has done. He's used all the same techniques that I would and procedures that I would to come up with recommendations and conclusions. The result I would say represent what's actually out there. A lot of the problems that a lot of people have with traffic -. People like to see a Level of Service A where you have less than 10 seconds of waiting at any point, at any time. And we design roads to be as efficient as possible and will go up to a minute delay before we say that road shouldn't be, should be mitigated for better traffic. And this report here shows that we're well in the higher levels of service; and it represents what I would say would be an accurate representation of the conditions.

KERN: So you're saying that there will not be a major traffic impact on those two roads?

THIEL: To put it in perspective, this report says that there's approximately 3500 cars per day on that road, taken back in 2009. The information I got in 2010 the volume was 2500 cars a day, doesn't mean that it necessarily went, goes down. You know, every time you take a count it comes up a little bit different. But we're looking at somewhere between 2,000 to 4,000 cars per day. You're adding 100, 150 cars a day. So in perspective you're not really adding a lot more cars. You're adding at the peak hour, which is a different way of looking at it but still same representation as far as presenting the scope. So it always, any development has an impact on the community; and it is generally perceived as being, going to be worse than what it actually is. And when the development starts the first month or two you'll see a higher impact than you will

with going, when the project smooths out afterwards and the traffic smooths out and things get down to normal. So the impact always seems to be worst right at the beginning. But we're looking at a whole, you know, overall basis.

And one of the comments I heard or, I think I heard anyway, was but there's going to be more development in the area, there's going to be more traffic. My pursuit in this area is to try to get as many connectors roads from Kaūmana to Puainako as possible to start reducing the through traffic in the area. We're looking at this over in the Kona side of the Palani Street and that's the same thing here. All these older roads, we need to get the through traffic off of -. So there's a move afoot to try to reduce the overall traffic in the future, rather than seeing it increase in roads like this.

KERN: Any more questions? Commissioner Ono?

ONO: I'm not sure about my calculation over here. But whenever we talk about road improvements as developing a whole new road system like the Pauinako Extension and Mohouli Extension it's a number of years before the time we would hear about it until the time of its development. When you're referring to connecting, having roads on Kaūmana Drive onto -, what's your projection in terms of your completion?

THEIL: Probably similar to the buildout of this project. The project I think is a 26-year buildout.

ONO: That's right.

THEIL: I would say 10 to 20 years before you would see a lot. But, you know, there's a subdivision right now that it looks like we may get a connection through, very, very soon, which means three to five years or something.

ONO: Maybe by -?

THEIL: Well, I don't know what the project is. It's hard to second guess the developer but I would say maybe within five years you're going to see a connection or earlier.

ONO: Thank you.

KERN: Thank you. Any other questions for Mr. Theil?

GONZALES: Question.

KERN: Commissioner Gonzales.

GONZALES: When we're talking about 2500 to 3500 cars a day and you said probably going to add another 150, is that on Kaūmana Drive? Is that what we're talking about? Cause, you know, there's not 3500 cars a day on Edita Street. So when we're talking about -?

THIEL: Kaūmana.

GONZALES: Kaūmana Drive?

THEIL: Yeah, that's the main concern I heard today, was the roadway traffic on Kaūmana.

GONZALES: Okay. So with the school we're projecting to add another 150 cars?

THEIL: Well, this says 100, I think it's 108 cars, the first page -.

GONZALES: All right, we can even call it 100. So that's, the way it exists now that's 100 cars cars more on Edita Street too, right?

THIEL: That's the first hour, that's the peak hour. We can only look at the peak hours as being that day in the morning as being the worst conditions, that's during, during the peak hour. So the overall is probably 200, maybe 200 cars a day compared to the 2500. So it would be 1 percent.

GONZALES: Okay, and all these numbers are Kaūmana Drive we're talking about?

THEIL: Yes.

GONZALES: Thank you.

KERN: And any other questions for Mr. Thiel?

TORIGOE: Yes.

KERN: Ivan?

TORIGOE: Thank you, Mr. Chairman. Mr. Thiel, I just wanted to ask a couple of questions about, I guess, whether you've looked at the conditions that were proposed regarding traffic and whether those were sufficient to meet any concerns that you have?

THIEL: From what I gather, you're talking about the green sheet?

TORIGOE: Yeah, correct.

THIEL: It looks like they've covered everything that we asked for. My, my thing that I'm trying to ask for now, that hasn't been there in past, is asking for a traffic management plan. And in this report the traffic engineer added that to his recommendation of doing a traffic management plan, because he and I talked about this before. And I said I really want to encourage this. And what this does is it gives us the ability to come in and talk to the developer at any time, basically kind of like an annual basis, but we still can talk to him at any time if we start seeing problems out on the road. Cause we don't want traffic backing up on the main road; and that happens a lot with the apparent pickup and drop off facilities. And that one, a side of No. 11, that's what I think is most important; and it's in there, and everything else. I think there

are four different items and they're all apparently what we had asked for originally, meaning the Traffic Division asking for.

TORIGOE: And do you feel that those conditions are going to be enforceable?

THIEL: I put in a traffic management plan with the Parker School up in Waimea, the first one in the state, and I've been working with them and they've been cooperating. So I have only the track record of one; but it's a good track record.

TORIGOE: Okay. And I have not looked at the study in detail but does it consider safety issues that go beyond the immediate intersection of Edita and Kaūmana Drive?

THIEL: I don't believe so. I think it looks at the intersections of the road, you know, Edita and Kaūmana, it looks at that intersection. You're talking about up and down Kaūmana?

TORIGOE: Correct. I'm just wondering if from the Public Works's standpoint that would be, it would be wise beyond that intersection.

THIEL: It doesn't address that. And you're asking it if we want to require it?

TORIGOE: Well, if you think that would be appropriate or wise to do that? I'm just asking because I don't know.

THIEL: I'm thinking the old road, my mind is going up and down that road right now to try to figure out what we would ask for. You know, it's pretty much a standard road all the way through. I mean it's an existing road, it's a very old road. It's pretty, it's pretty uniformed, you know, winding road.

KERN: Thank you. Commissioner Au.

AU: I think Commissioner Ono was first.

KERN: Oh, Commissioner Ono.

ONO: I'm sorry. I have another question on Edita, on the road itself. The way it's constructed today, would you say that the increase of traffic between 200 and 250, because I'm assuming that the school will be asking for services as well, to the residents of that street, would you say that their quality of life, it will be impacted somewhat, but negatively to a point because of the traffic increase?

THIEL: Well, that portion is a newer built road, you know, in front of this facility; and we have certain standards that we require that the developer build to that is for the ultimate use of the road. I would say that it would handle any impact that they would place on it.

ONO: I'm sorry, I didn't quite hear that. Did you say it's already developed or will need to be developed?

THIEL: No. It has been built to current standards which addresses full development of the area. Our road standards are for the full development of the area, as far as it, the asphalt and the backfill and the substructure and things like that. And it has already been built to that when I gathered, when I looked at it.

(The Chair at this time informed the public that the items regarding the Geothermal Asset Fund and Rule 12 on today's agenda will be deferred to the next Windward Planning Commission meeting on December 6th.)

KERN: Commissioner Au.

AU: Thank you, Mr. Chair. What are your thoughts about a stoplight? Just try make it brief and just, you know -. What's your thought about a stoplight? .

THIEL: My thoughts about what?

AU: About putting a stoplight there and if it's appropriate, and what is the procedures and just kind of discuss about possibly putting a stoplight on Edita Steet.

THIEL: You're talking about a signal?

AU: Yes.

THIEL: Signalized intersection?

AU: Yes.

THIEL: At Edita and Kaumana, that intersection?

AU: Yes.

THIEL: We have certain requirements that we address called warrants. And we look at the amount of traffic in all the directions, peak hour, period of 4-hour period and 8-hour period of the day. And these volumes that see here now aren't meeting any of those requirements. And if you put a signal in that doesn't meet those requirements, a lot of times it causes an adverse condition and it increases, actually increases accidents if you're trying to reduce the accidents, or increases the frustrations. So we wouldn't be putting in a signal at this time.

AU: Okay. Thank you

KERN: Any other questions for Mr. Thiel? Seeing none at this time, why won't you hang out there for a minute if you would; and we'll move on to talk about water. Any questions?
Commissioner Au.

AU: Yes. You know through a lot of different testimony, you know, we keep hearing about water. But, you know, I'd like to hear from a professional. You know, what their usage is, what their estimated usage is going to be. I understand based off of the revised conditions that we can provide them 4200 gallons. Can you just tell me a little about, you know, what's going on and, you know, I guess -. It would trigger a second question - is, you know, they're going to have water catchment? And some testifiers said that, you know, based off of water catchment and the uses of what they need they probably won't get that.

MCCALL: Okay, I'm Tim McCall, and a civil engineer with the Department of Water Supply. And, yeah, you are correct. The amount of water available to that parcel is 4,200 gallons a day. We have been in discussions about what their proposed water uses are going to be that they're proposing to use, have a hybrid sort of system utilizing catchment and potable water. We haven't actually received -. What we asked for was a detailed water usage calculations from a licensed engineer showing, you know, what their actual proposed water uses are, particularly between potable water and nonpotable water.

Basically what we've said is, you know, we've told them that there is this 4200 gallons per day maximum limit that will also require a backflow prevention device put on the actual water meter to prevent any backflow to our system. And then also that the plumbing system between the potable water and nonpotable water are not interconnected. And so that's basically what our requirements for them today. But so far we haven't received those detailed water usage calculations so I can't comment as to whether, you know, estimated demand is beyond that 4,200 gallons a day.

KERN: So you wouldn't be able to accurately say if there's, that there would be enough water based on having catchment and with the availability of that County water there because you don't have the information?

MCCALL: Yeah, we haven't, we haven't gotten that calculation yet. Our water system standards, you know, cause the guidelines say, you know, for school you should estimate, you know, 60 gallons a day per student. But that's based on your, a much broader range of water uses where basically everything on the campus is used for water, including like baseball, you know, sports deals and things like that which can use a lot of water. So that's why when we said, you know, we're willing to take a look at more detailed water usage calculations, you know, separating, you know, what the actual potable water demands can be for like drinking water faucets and, you know, any kind of cafeteria or anything like that, yeah.

KERN: Commissioner Au?

AU: So this was requested of the applicant?

MCCALL: Yes.

AU: And applicant hadn't come back. And could I bring the applicant to the table and find out what's going on with that?

KERN: Please answer. Mr. Hong, come forward, please.

AU: Thank you, Mr. Hong.

HONG: The two people that, well, Dennis Hirota is our engineer who's handling the water issue, he had to leave because of the plane. And Ceilia Shen who is our planner, senior planner, who had talked to Mr. Hirota about that and had the information left also because she had to catch a plane. So we have those calculations. We've done that. And the point that we need to -

KERN: How come, how come we don't have them? Or do we and I just hadn't seen them?

HONG: I don't know that we, I don't know, I don't know the answer to that. I don't know if they submitted it or not submitted it. I guess we didn't submit it and I'll follow up with that. But the point I wanted to make is this is a phased in school and we're not talking about putting 400 students the week after next on the property. So in terms of the revised recommendations, paragraph 3, oh, number 3, it does set that limit of 4,200 gallons per day and that if we need to use more then we have to come back to the Water Department regarding what our plan is going to be. So, again, we're looking at this as a phased-in type of construction instead of, you know, just building it out completely and then everybody being on the property and not having enough water.

KERN: Madam Director?

LEITHEAD TODD: Yeah, basically I'm not sure if members of the public have that condition in front of them. And basically the condition as amended says that "Should the applicant utilize more than the maximum daily usage of potable water, the 4200, from the existing County 8-inch waterline, they will be required to secure or construct an additional source of potable water or limit the amount of students to the amount of potable water available." So in, and the Commission has the opportunity to amend that. So the Commission, if they were, you know, for the sake of argument, let's say the Commission was going to recommend a favorable approval of this, they could put a condition in there that says it has to limit the amount of students to the amount of potable water, which would put a cap of 70 students, until such time as they were able to get more water from Water Supply or provide other water. The Commission has that type of latitude.

KERN: Any other questions for Mr. McCall? Commissioner Ono.

ONO: Assuming that the student enrollment will be maximum that they're anticipating and should the use of water exceed whatever they're hoping to project, what -? I'm sure you have to install a whole new piping system. Am I correct on that?

MCMCALL: Yes, that's correct.

ONO: The system that's in place now, that's with the projection that there are other homes that are going to be built in the area, too?

MCCALL: Yeah. The water availability of the 4,200 gallons a day is for that whole service area.

ONO: Whole area

MCCALL: Yeah, it's based on the capacity of our well that serves that area and how much it'd be able to produce.

ONO: So should the water usage exceed the capacity of the well, does it mean we have to build, dig another one?

MCCALL: If their usage were to exceed what they're estimating on, you know, we do have provisions in our rules and regulations that we can put in, the reducing devices on their service connection. And we'd also had, you know, past experiences where, you know, the project has used more water than their calculations showed. And we have worked with those types of projects with the owners that operate through the system to come up with means to reduce their usage.

KERN: Okay, maybe I'm mis -. What, I guess, I'm concerned about is that we're not going to, well, more for me, I'm not only looking at the school development, I'm also looking at the other area, people that want to build their homes. So that I'm not sure that the well, I mean the water capacity or all requests is considering the possible development of residential areas around the use of the water.

MCCALL: Uh huh, and we do look at that when we determine what the water availability is in the area. We take a look at what the current water usage is, what the safe capacity of the well is and produces, and we allocate that based on the zoning of the area for development, yeah.

KERN: And I could ask, when there's a drought, how do you deal with that? Do you guys have a policy of reducing usage?

MCCALL: In, especially in areas where our sources are dependent on extreme water sources like in Waimea, we have had times where we had to issue water conservation notices.

KERN: I guess is this an area of concern of drought? Has there ever been?

MCCALL: No. Up there it's from a deep well source so it's generally not affected by any kind of drought conditions.

KERN: Thank you. Any other questions from any of our fellow members here? No? Okay, seeing none, gentlemen, you may have a -. Oh, Commissioner Au.

AU: Is there anybody here from Waste Management? Madam Director?

LEITHEAD TODD: The question?

AU: Well, some of the things that we have here, some of the documents show caves and waste and I saw a lot of like pollution and, you know, stuff in the caves. I don't know, I just was thinking maybe Waste Management would have something to say.

LEITHEAD TODD: For items like cave management, that would not be the County's Waste Water Division. That would be the State Department of Health. Waste Management, Waste Water would only address if there was a sewage treatment line that was going to hook up to the County system; and the Solid Waste Division would only address rubbish and where the rubbish is taken to. But as to pollution in caves or, you know, things in the caves, that's more a Department of Health or DLNR. Mr. Nash I see is coming up.

KERN: Mr. Nash, could you please raise your right hand. Do you swear to tell the truth today before the Windward Planning Commission?

NASH: Yes.

KERN: Very good. Say what your name is and who you represent.

NASH: My name is Paul Nash. I'm with Atlas Engineering. You all were talking about waste water from the school development, that's right?

KERN: That's Commissioner Au. Yes?

AU: Yes. And, well -.

NASH: Okay, I just wanted to make sure because I was -. I heard the word and I thought, oh, wait.

AU: My specific question is, you know, I was reading there's going to be, it's a septic system. Is that true or are we going to have cesspools there?

NASH: You would have the septic systems as opposed to cesspools. Now there are, they're also looking into other eco treatments that -. I know they built one over in Kona. There's a company that has started trying to implement some of these. And it's sort of a, in conjunction with their philosophy of sustainability. But a traditional way that would be allowed in Hawai'i would be using septic systems.

KERN: Thank you. Any other questions? Commissioner Ono.

ONO: I need your help on this. My understanding is that with certain acreage you don't need a septic tank. You could go ahead with a cesspool. Would this be also in effect with this program?

NASH: No, that would not be in effect. It's, you know, it's not quite as simple as --. You have certain acres and you can use a cesspool. If you have more than 20 people who have access to it, you cannot use a cesspool.

KERN: Madam Director.

LEITHEAD TODD: I just wanted to clarify -. You maybe remember that they're frequently called gang cesspools. And so all of our County Parks used to have what were gang cesspools, which is a large cesspool and the bathrooms went into a cesspool. The EPA changed the rules and gang cesspools were no longer allowed. So if you have two houses served by one cesspool, that's a gang cesspool. If you have more than 20 people flushing the toilet that becomes a gang cesspool. So all schools can no longer have a cesspool. So every school on the island that was previously served by a cesspool had to convert. Anything new, whether it's commercial, educational, if you want to build a house and an ohana unit, you have to have either a septic system or separate cesspools. You could not have one. But in the case of something like a school, it would have to be some type of septic system, packaged treatment system. It would have to be something that would be acceptable to the Department of Health for the treatment of the volume of waste generated by the facility.

KERN: Commissioner Au, did you have another question?

AU: Ready to make a motion.

KERN: Okay. Any other questions? Seeing one, you gentlemen may have a seat. Thank you very much. Commissioner Au.

AU: Thank you, Mr. Chair. I move to send a favorable recommendation to the State Land Use Commission regarding applicant Connections New Century Public Charter School (SPP 12-138).

KERN: Is there a second? Seeing none, motion fails. Anybody else would like to make a motion?

AU: Actually could I, I forgot to add in to my motion, to add in the condition to limit the number of students, for the allowed 4,200 gallons, to add in that condition is what I meant.

KERN: Does that not exist?

AU: So it would an additional condition to limit it until they, to limit it until they can, just so what our, what Madam Director was saying.

KERN: Okay. Is there a second?

GONZALES: Second. For the sake of discussion I'll second the motion.

KERN: Okay. Discussion?

AU: Thank you. Yeah, I just wanted to put a motion on the floor so us as Commissioners we could discuss it. Okay, I know we all have mixed feelings. But one thing I do want to point out is, you know, through all this testimony it seems to me there's some kind of miscommunication

here. You know, and I understand that our job, this body, we need to vote on land issues. Okay, so let's keep that in mind as we move on. You know, I made this motion because I wanted to start off the discussion.

Aside from the land use thing, you know, I have to say something about the applicant. You know, somewhere across the line they haven't been communicating well with the community. And, you know, leaders, you know, I've said it before, every organization is only as strong as their leaders. And I'm not saying that Mr. Thatcher is not a good leader. I'm just saying that maybe he didn't cross his t's or dot his i's. Okay, so, you know, there's somehow, there is some kind of miscommunication here. So I shall defer into that as we start a discussion.

KERN: Thank you. Any other discussion? Commissioner Moses, you're -? No?

MOSES: Well, I'll wait to hear what Commissioner Ono and Commissioner Gonzales have to say.

KERN: Okay.

ONO: In line with that, Mr. Hong did mention that there's a report from his water specialist or whatever. But basically what I wanted to do was think about deferring our recommendation until after the report is formalized with this committee, and then take action thereafter. Right now I'm not very comfortable with any recommendation of, recommending approval.

KERN: Commissioner Gonzales?

GONZALES: Yes. I also have some very serious reservations about the water issue, for one. Right off the bat, there's not enough water. And I guess we're all waiting for a report or there should be a report somewhere to tell us where you're going to get this water and how much you think you're going to use. That's one of my reservations.

And, also, with the traffic, and I understand all these numbers and everything for Kaūmana Drive. But 200 cars in and out of Edita Street every day, that's a lot of traffic. I mean to me that's, there's your safety hazard, there's your, you know, there's your traffic problem. Sure Kaūmana Drive can take another 150 cars, but, you know, what about Edita Street? Those are my concerns.

KERN: Commissioner Moses?

MOSES: Okay, with that said after listening to the testimony presentation that has been given today, which I appreciate those who took the time to spend all day here, I want to commend the students who came and spoke from their hearts about their school and how much they value it. But personally I believe that it is a critical component for any development to have its community support of it. And clearly we have listened to the consensus of the community being in opposition currently as it stands. Although the proper use of this land is being deemed yes from the Office of State Land Use and the Land of Natural Resources, my concern would still be the impact that it has on the community, the benefits that the community directly receives from

this development and, of course, again, it's the support given by this community for this particular development.

I would, again, like to hear, and I know that I've seen it in my readings of the letters that we have received is that has an alternate location been sought after that is more conducive to this proposed development? These are my concerns; and I have reservations. And if we were to take the vote today as it stands, I will not be in favor of this special permit application based upon my feelings.

KERN: Commissioner Au?

AU: Commissioner Moses, I feel the same way as you do. Again, you know, I made the motion cause I wanted to hear what my Fellow Commissioners had to say. You know, the public has a big, big impact of what this project is going to end up being. Okay, whether the school is built or whether it's not, if something else is built there, the community has to want it. And the community is going to be driving by it every day. So if the community is not happy then it's not a good thing.

You know, but from a Land Use Commission, I mean, sorry, from a land use standpoint it's very appropriate. It's very appropriate. They go, they went through the proper channels, they did what they needed to do, what they're required of doing; and, you know, so they have a right to get what they want. So, you know, we're in a dilemma. But we, there's a lot of different things that we're looking at. Okay, community is a big thing and so is the applicant. The applicant has a right to do that.

KERN: Madam Director.

LEITHEAD TODD: I think what I'm hearing is that Commission is concerned that the community's concerns over traffic and water use have not adequately been addressed, which are components of whether this is an appropriate land use on the property. If I'm hearing the discussion correctly.

KERN: That's what it looks like to me too. And that's basically the same concerns that I have. I think Charter Schools are great. I think Connections is a great charter school. I've heard nothing but good things about it. But the location is perplexing. Honestly, it's Kaūmana. It's not -. I mean like where you guys are at in Panaewa, its more central. It seems to make more sense. It's challenging up there. I mean you guys have really done your work to try to get your ducks in the row, but it's Kaūmana Drive. I used to live up there and that road is so small and winding; and it just doesn't seem to have that feel to me. But that doesn't mean that -. You know, potentially having the road connect up to Puainako, that begins to maybe change the conversation a little bit. So I'm not comfortable on it right now either. So, Commissioner Au.

AU: Mr. Chair, I'd like to withdraw my motion.

KERN: You okay with that? Second?

GONAZALES: Yeah. I seconded that.

KERN: Is there any objection from any of the Commissioners? Seeing none. Okay, Commissioner Au?

AU: I'm prepared to make another motion.

KERN: Go ahead.

AU: Thank you, Mr. Chair. I move to defer this application and require the applicant to have the answers that were, that are required, and I'll go over them right now, by next meeting, December 6th so we can make a decision. I want them to address the water issue from what they're required to, of the Water Department. And that's it?

KERN: And, I'll wait till there's a second on that. Is there a second?

ONO: Yeah, I -.

KERN: Are you seconding? Yes?

ONO: No, yes, I'll second. I wanted to amend it.

KERN: So you seconded it? Yes?

ONO: Okay, I'll second it.

KERN: Okay. Go ahead.

ONO: I also wanted to have at least one neighborhood meeting with the people on Edita Street so that there can be some form of communication between where you're at and what the residents of that area would be willing to concede, compromise on.

AU: In order for me to agree to that, what would be the proper procedure for a public hearing?

KERN: So, it's not, no. I think what Commissioner Ono is asking for is the applicant to meet, have a community meeting with them to talk about it, not to do with us.

AU: And have -?

KERN: Try to work things out, not for us.

AU: Okay, well, I'd like to add to that and have some representatives from the Planning Department be there, maybe to help out with that? Or if I request that will that trigger a like 30-day notice or-?

DARROW: We're going to check on that, Commissioner Au.

AU: Well, you know, my point is if we're requesting a meeting, they've already had these meetings. You know, it would just be a pissing match. So we would want our -.

KERN: I think it should be incumbent upon the applicant. If they want to have a meeting and try to get further consensus among the community that should be on them, I mean, in my opinion. I feel that there should be an amendment to the motion that says that they should talk to, look at the possibility of extending to Puainako Extension. That to me is a lot more potentially mitigating.

GONZALES: Mr. Chairman?

KERN: Yes, Commissioner Gonzales.

GONZALES: Is that something Commission Ono can add to his, I mean, to his list, besides just the water? Can we have that discussion with Mr. Brilhante before we get back together? Is that -?

KERN: I don't know if we can but they could. And we could request him to come but he doesn't have to show up.

GONZALES: Okay, well, at least for me if there's another access in and out of there, at least it's something we can, we can build on.

KERN: Commissioner Ono?

ONO: Just out of curiosity, what's the amended motion now?

KERN: Right now, well, you know, Commissioner Au has to agree to it. But right now the motion is to defer with the Water Department calculations potentially if it's accepted, with the conversation about the extension to Puainako Extension. And yours for a community meeting is still floating.

ONO: But you are suggesting that mine is just a suggestion and not an amended motion?

KERN: And that's up to you -.

ONO: No, that's fine.

KERN: I mean if that's what you want to go for.

ONO: I just wanted the opportunity so that the two parties can get together, at least try to iron out things. Because I've heard where the applicant was not communicated enough, that he didn't go around the neighborhood. And I heard the applicant said, no, we did; and if the door, if the gate was closed and if there's a dog there we're not going to go in. So these may have been the

individuals that were not contacted and saying they were never contacted. So I just wanted to develop some kind of a means of communication again, try again kind of an attitude or approach.

KERN: So you want to make that in the motion? Do you want to make that suggestion?

ONO: It was just a suggestion, just a suggestion.

KERN: And so if it's acceptable to the motion that's being made, would you amend it to request that there's further discussion about the extension or connection to Puainako?

AU: Yes, yes. So three, there would be three items.

KERN: Two.

AU: Two items.

KERN: No community meeting required. They can do it on their own.

AU: Okay.

KERN: Water calculations, connection to Puainako.

AU: So a discussion with Mr. Brilhante. So, Number 1, a discussion with Mr. Brilhante regarding the possible connector road to Puainako and second, water calculations that the applicant is required to give to the Water, the Department of Water.

KERN: Right.

AU: And all by our next meeting, December 7th, 6th?

KERN: Correct.

AU: So we can come to a decision on this.

KERN: And that's acceptable to Commissioner Ono who seconded it?

ONO: Yes.

KERN: Okay. Any other discussion?

AU: Discussion would be to encourage the applicant to definitely have a meeting with the community; and I hope that goes well, community; and, you know, come see us December 6th.

KERN: Commissioner Ono?

ONO: Also, reminder that, please, the water report has to be formalized. Thank you.

KERN: Any other discussion? Seeing none, let's take the vote.

DARROW: Thank you, Mr. Chairman. The motion before us is to defer this until our next Windward Planning Commission meeting which will be held December 6, 2012 and that the applicant formalize water calculations to address water issues and have a meeting with the applicant and the owner of the adjacent property, Mr. Brillhante, regarding the possibility of a Puainako Street Extension. Does that sound correct?

KERN: Yes.

DARROW: With that we'll take the roll call. Commissioner -.

KERN: Madam Director?

LEITHEAD TODD: Not a Puainako Street Extension, extension to.

DARROW: Okay.

LEITHEAD TODD: You know, Puainako.

DARROW: So a connector.

LEITHEAD TODD: Yeah, connector to Puainako.

DARROW: Thank you. With that I'll take the roll call. Commissioner Au?

AU: Aye

DARROW: Commissioner Ono?

ONO: Aye.

DARROW: Commissioner Gonzales?

GONZALES: Aye.

DARROW: Commissioner Moses?

MOSES: Aye.

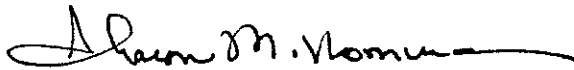
DARROW: And Mr. Chairman?

KERN: Aye.

DARROW: The motion passes five to zero.

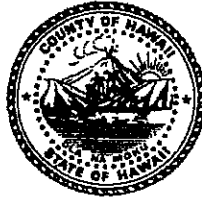
The discussion ended at 4:22 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sharon M. Nomura", with a long horizontal flourish extending to the right.

Sharon M. Nomura, Secretary

William P. Kenoi
Mayor



BJ Leithead Todd
Director

Margaret K. Masunaga
Deputy

West Hawai'i Office
74-5044 Ane Keohokalole Hwy
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County of Hawai'i
PLANNING DEPARTMENT

East Hawai'i Office
101 Pauahi Street, Suite 3
Hilo, Hawai'i 96720
Phone (808) 961-8288
Fax (808) 961-8742

November 13, 2012

Ted H. S. Hong, Esq.
P.O. Box 4217
Hilo, HI 96720

Dear Mr. Hong:

Special Permit Application (SPP 12-000138)

Applicant: Connections New Century Public Charter School and Community
Based Education Support Services

Request: To Develop a K to 12 Charter School Campus with Dorm Facilities,
Intergenerational Programs, a Sustainable Agriculture Program and a
Forestry/Conservation Program


Tax Map Key: 2-5-006:141

The Planning Commission at its November 9, 2012 meeting voted to continue the hearing on the above matter to allow you an opportunity to pursue an alternate access route from Puainako Street and, also, to submit a water consumption estimate, addressing the concern of an adequate water supply by its next meeting. The next meeting is scheduled for Thursday, December 6, 2012 at 12:00 p.m. in the County of Hawai'i Aupuni Center Conference Room, 101 Pauahi Street, Hilo, Hawai'i. Your presence or the presence of an authorized representative will be appreciated in order that all questions relative to the request may be clarified. A copy of the public notice is attached for your information.

The Planning Department will be notifying the surrounding property owners of the hearing.

Should you have any questions regarding the above, please do not hesitate to contact Jeff Darrow of this department at 961-8288, ext. 8158.

Sincerely,


BJ LEITHEAD TODD
Planning Director
Att.

cc: Connections New Century Public Charter School & CBESS

NOTICE OF PUBLIC MEETING AND HEARINGS

**WINDWARD PLANNING COMMISSION
COUNTY OF HAWAI'I**

NOTICE IS HEREBY GIVEN of the following matters to be considered by the Windward Planning Commission of the County of Hawai'i in accordance with the provisions of Chapters 91 and 92, Hawai'i Revised Statutes, Section 6-7.5(a) of the Charter of the County of Hawai'i, and the Planning Commission's Rules of Practice and Procedure.

DATE: Thursday, December 6, 2012

TIME: 9:00 a.m.

PLACE: County of Hawai'i Aupuni Center Conference Room
101 Pauahi Street, Hilo, HI 96720

STATEMENTS FROM THE PUBLIC – Note that statements from the public regarding any particular item on this agenda will be taken at the time the particular item is called to order.

NEW BUSINESS – 9:00 a.m.

1. APPLICANT: MILE MARKER 12, LLC (SPP 12-140)

Application for a Special Permit to allow the establishment of a center for well-being, overnight accommodations and related uses situated on an 11.33-acre portion of a 43.57-acre parcel of land within the State Land Use Agricultural District. The property is located approximately 65 feet south from the 12 mile marker on the west (mauka) side of the Pahoa-Kalapana Road (Highway 130), Keahiala, Puna, Hawai'i, TMK: 1-3-009:018

2. APPLICANT: SUZANNE BENNETT & JEAN MCKEAGUE (SPP 12-141)

Application for a Special Permit to allow the establishment of satellite learning and education center (school) on one acre of land situated within the State Land Use Agricultural District. The property is located on 5th Avenue approximately 1,000 feet northwest of the intersection of 5th Avenue and Kaloli Drive, Hawaiian Paradise Park Subdivision, Puna, Hawai'i, TMK: 1-5-053:142.

3. APPLICANT: EDWIN L. LILLEY (SPP 12-142)

Application for a Special Permit to allow the use of a portion of an existing dwelling as a real estate office that resides on approximately 1.27 acres of land situated within the State Land Use Agricultural District. The subject property is located on the east side of Kaluiiki Road, east of the Hilo Hongwanji Mission Cemetery, and approximately 250 feet north of the Kaluiiki Road – Kaūmana Drive intersection, Kaūmana Homesteads, South Hilo, Hawai'i, TMK: 2-5-064:008.

UNFINISHED BUSINESS – 10:00 a.m.

4. APPLICANT: PLANNING DIRECTOR INITIATED

Continued hearing regarding Non-Compliance with conditions of approval of Special Permit No. 1122 (SPP 1122) and special permit revocation proceedings pursuant to Condition No. 8 of SPP 1122. SPP 1122 was issued to Hawaii's Volcano Circus to allow the establishment of a performing arts educational center on 2.5 acres of land within a larger 10-acre site situated within the State Land Use Agricultural District. The properties are located within and adjacent to the west side of Kalapana Sea View Estates subdivision near the intersection of West Pohakupele Loop and Kehauopuna Street, Puna, Hawai'i, TMK: 1-2-009: 034 and 1-2-038: 050.

UNFINISHED BUSINESS – 12:00 p.m.

5. APPLICANT: CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL /CBESS (SPP 12-138)

Continued hearing on an application for a Special Permit to develop a K to 12 charter school campus with dorm facilities and related uses on approximately 70 acres of land situated in the State Land Use Agricultural District. The property is located on both the southwest and northeast sides of Edita Street near its intersection with Kaūmana Drive and adjoining the Pacific Plantation Subdivision in Kaūmana, South Hilo, Hawai'i, TMK: 2-5-006:141.

UNFINISHED BUSINESS – 1:30 p.m.

6. INITIATOR: PLANNING DIRECTOR

Discussion of possible amendments to Planning Commission Rule No. 12 regarding the Geothermal Asset Fund relating to procedures and guidelines for the processing of proposed community approved geothermal impact mitigation projects within the District of Puna.

MINUTES

Approval of Minutes of the November 9, 2012 meeting

ADMINISTRATIVE MATTERS

1. Discussion regarding letter dated August 2, 2012 from Council Chairperson Dominic Yagong to Windward Planning Commission Chairperson Zendo Kern requesting information on the process for requesting use of the Geothermal Asset Fund to fund a health study as a community approved mitigation project for the Puna community to address the alleviation or attenuation of direct detrimental effects of geothermal operations permitted under Geothermal Resources Permit No. 2.
2. Discussion regarding letter dated August 8, 2012 from Councilperson Fred Blas to Windward Planning Commission Chairperson Zendo Kern requesting information on procedures for requesting use of the Geothermal Asset Fund to fund a health study for Puna to determine the possible negative impacts of geothermal power producing activities at the Puna Geothermal Venture Plant.
3. Election of Officers for 2013

4. Status of applications heard by Windward Planning Commission that are pending before County Council.

ANNOUNCEMENTS

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Submitting Testimony: According to Rule 1 (General Rules) of the Planning Commission, a person desiring to submit oral or written testimony shall indicate her/his name; residence address; and whether the testimony is on her/his behalf or as a representative of an organization or individual. If testimony is being submitted on behalf of an organization, documentation showing membership ratification should accompany the testimony. Written testimony shall be submitted with an original and nine copies prior to testifying. The Commission would appreciate timely submittal to the Planning Department at least one week prior to the hearing date to allow for mailing and thorough Commission review. Testimony that is irrelevant or unduly repetitious may be limited by the Chairperson pursuant to Rule 1.

Pursuant to Rule 4, Contested Case Procedure, of the County of Hawai'i Planning Commission Rules of Practice and Procedure, any person seeking to intervene as a party to a contested case hearing on Agenda Item Nos. 1, 2 & 3 above is required to file a written request which must be received in the office of the Planning Department no later than seven (7) calendar days prior to the Planning Commission's first public meeting on the matter. Such written request shall be in conformity with Rule 4, in a form as provided by the Planning Department entitled "Petition for Standing in a Contested Case Hearing." The written petition/request shall be filed with the Planning Commission at Aupuni Center, 101 Pauahi Street, Suite 3, Hilo, Hawai'i 96720, and accompanied by a filing fee of \$200 payable to the Director of Finance. Any party may retain counsel if that person so desires. Rule 4 may be inspected or purchased (\$2.50) at the above-cited location. Rule 4 may also be viewed at the County of Hawai'i website (<http://www.co.Hawaii.hi.us>).

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Copies of the applications and maps showing the general locations and boundaries of the areas under consideration and/or plans of the proposed developments are on file and open to inspection during office hours at the Planning Department, Aupuni Center, 101 Pauahi Street, Suite 3, Hilo, Hawai'i and at the Planning Department-West Hawai'i Office, West Hawai'i Civic Center, 74-5044 Ane Keohokālole Highway, Kailua-Kona, Hawai'i.

Anyone who requires an auxiliary aid or service, other reasonable modification, or language interpretation to access this meeting please contact Sharon Nomura (961-8155) or Daryn Arai (961-8142) of the Planning Department as soon as possible, but no later than five days prior to the meeting date, to arrange for accommodations. "Other reasonable modification" refers to communication methods or devices for people with disabilities who are mentally and/or physically challenged.

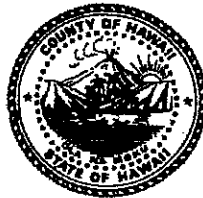
Hawai'i County is an Equal Opportunity Provider and Employer.

WINDWARD PLANNING COMMISSION
DEAN AU, Chairperson Pro-Tem

(Hawaii Tribune Herald: Saturday, November 17, 2012)

(West Hawaii Today: Saturday, November 17, 2012)

William P. Kenoi
Mayor



BJ Leithead Todd
Director

Margaret K. Masunaga
Deputy

West Hawai'i Office
74-5044 Ane Keohokalole Hwy
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County of Hawai'i
PLANNING DEPARTMENT

East Hawai'i Office
101 Pauahi Street, Suite 3
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November 13, 2012

Dear Surrounding Property Owner:

Special Permit Application (SPP 12-000138)

Applicant: Connections New Century Public Charter School and Community
Based Education Support Services

Request: To Develop a K to 12 Charter School Campus with Dorm Facilities,
Intergenerational Programs, a Sustainable Agriculture Program and a
Forestry/Conservation Program

Tax Map Key: 2-5-006:141

This is to inform you that the above Special Permit is scheduled for a continued public hearing by the Planning Commission. Said hearing, among others, will be held beginning at 12:00 p.m. on Thursday, December 6, 2012, in the County of Hawai'i Aupuni Center Conference Room, 101 Pauahi Street, Hilo, Hawai'i. A copy of the public notice is attached for your information.

You are invited to comment on the application at the hearing or submit written comments prior to the hearing. Written comments (original and nine copies) will be appreciated at least one week prior to the hearing date in the Planning Department.

Should you have any questions, please feel free to contact Jeff Darrow at 961-8158.

Sincerely,

BJ LEITHEAD TODD
Planning Director

Att.

cc: Connections New Century Public Charter School
Ted Hong, Esq.

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COUNTY OF HAWAI'I**

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WINDWARD PLANNING COMMISSION
DEAN AU, Chairperson Pro-Tem

(Hawaii Tribune Herald: Saturday, November 17, 2012)

(West Hawaii Today: Saturday, November 17, 2012)

| TMK | Owner(s) | Owner's Mailing Address |
|-------------|---|---|
| 2-5-006:003 | State of Hawaii | N/A |
| 2-5-006:052 | Segawa, Wesley R Segawa, Phyllis E | 19 Puuko Street Hilo, Hawaii 96720 |
| 2-5-006:061 | Kidd's Development c/o James Pappas, Treasurer | 616 Moaniala Street Honolulu, Hawaii 96821 |
| 2-5-006:160 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-006:151 | Pappas, Marilyn J. Trust | 616 Moaniala Street Honolulu, Hawaii 96821 |
| 2-5-061:033 | Riley, Randell A | 282 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:032 | Batalla, Roxanne-Joy Cano | 272 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:031 | Yamashiro, Lorna Y Yamashiro, Neil | 50 Manulele Street Hilo, Hawaii 96720 |
| 2-5-061:029 | Iwasaki, Alan Iwasaki, Patsy | 232 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:028 | Mochida, Ivan S. Trust | 77 Kukila Street Hilo, Hawaii 96720 |
| 2-5-061:001 | Gomes, Jeffrey, Kalani Gomes, Wendy Keiko | 281 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:002 | Tada, Glenn K Tada, Karyn N Y | 259 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:003 | Sakamoto, Ernest A Trust | 1416 Pu'u Ale Place Hilo, Hawaii 96720 |
| 2-5-061:012 | Akamine, Chun Y Trust | 1360-D Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:011 | Araujo, Lorrin T Araujo, Margareta | 1358-D Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:010 | Fuke, Aileen S Fuke, Sidney M | 1358 Mele Manu Street, Apt. C Hilo, Hawaii 96720 |
| 2-5-061:013 | Shiro, Douglas T | 1360 C Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:014 | Bevington Family Trust | 1360 Mele Manu Street #B Hilo, Hawaii 96720 |
| 2-5-061:017 | Camacho, Brenda M K Camacho, david W Jr. | 1414-A Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:018 | Nishimoto, Nelson N Omoto, Patty Kiyoko | 1414 Mele Manu Street, Apt. B Hilo, Hawaii 96720 |
| 2-5-061:019 | Novak, Allen L Novak, Layne Y M | 1414 C Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:020 | Ludoff, Elaine L H Wilhelm, Steve K Wilhelm, Patricia J | 1416 C Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:021 | Takata, Brice Hiroshi Takata, Christine Leiko | c/o 777 Ainako Avenue Hilo, Hawaii 96720 |
| 2-5-061:030 | Chun, Mark Richard Takamiya, Marianne Yasuko | 250 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:022 | Herzog, Markus 2010 Trust | P.O. Box 5915 Hilo, Hawaii 96720 |

| | | |
|-------------|--|---|
| 2-5-061:041 | Mok, TR | 1464 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:042 | Arzaga, Noemi L Arzaga, Rudy D | 1468 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:043 | Hudak, Daniel Robert | 1488 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:044 | Veriato, Franklin D Veriato, Virginia L | 1500 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:045 | Murai, Gary Murai, Jacqueline K | 299 A. Alu Road Wailuku, Hawaii 96793 |
| 2-5-061:046 | Kanahele, Kip Masao Kanahele, Valerie-Ann Leiko | 1520 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:106 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:105 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:104 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:103 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:102 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:107 | Brilhante-Hawaii, Inc. | 1342 Kilauea Avenue Hilo, Hawaii 96720 |
| 2-5-061:049 | Truesdell, Joel W Truesdell, Elizabeth French | 250 Kristiano Street Hilo, Hawaii 96720 |
| 2-5-061:048 | Santos, Robert J Tr Santos, Celeste G Tr | 1540 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:047 | Wilson, Lee Michael Morita Wilson, Adriann Misae Morita | 1536 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:068 | Kimura, Larry L | 243 Mikala Street Hilo, Hawaii 96720 |
| 2-5-061:069 | Ogawa, Glenn Kouchi-Ogawa, Gail H | 1495 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:070 | Bishop, Michael K/zak, Pamela V Trust Botelho, Lee Uilani | 1485 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:071 | Yamane, Raymond Iwao Trust | 1473 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:072 | Yamashita, Gary M Yamashita, Rochelle A | 1457 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:073 | Iida, Erwin Y Lam-Iida, Julie C Y | 1449 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:026 | Sakamoto, Lester S Trust | 1439 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:025 | Ignacio, Michael L Ignacio, Claudia D | 1411 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:024 | Tokuuke, Jon P Taira-Tokuuke, Patti H | 1395 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:016 | Shozuya, Eric M Shozuya, Barbara L | 1380 Mele Manu Street Hilo, Hawaii 96720 |

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|-------------|---|--|
| 2-5-061:015 | HIHL Melemanu LLC | c/o Dana Kenny Hawaiian Island Homes Ltd 162 Kinoole Street, Ste 201 Hilo, Hawaii 96720 |
| 2-5-061:008 | Yokota, Melvin H Yokota, Jan | 1358-A Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:009 | Kanemoto, Wayne K Trust Kanemoto, Amy Emiko Trust | 1358B Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:007 | Sugiyama, Bryan Hiroaki Family Trust | 72 Palua Loop Hilo, Hawaii 96720 |
| 2-5-061:006 | Kimura, John T TTEE Kimura, Gail K Trust | 1300 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:005 | Leong, Kelly / Alyson Y Kakugawa Trust | 1290 Mele Manu Street Hilo, Hawaii 96720 |
| 2-5-061:004 | Hirano, Wataru Sano, Phyllis Anne Hirano-Omizo, Naomi Y Trust Hirano, Shinae | 235 Edita Street Hilo, Hawaii 96720 |
| 2-5-061:038 | various | |
| 2-5-061:039 | various | |
| 2-5-061:080 | County of Hawaii | 25 Aupuni Street Hilo, Hawaii 96720 |
| 2-5-011:011 | Nagai, Masaru/Nancy Trust Nagai, Nancy | 1035 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:012 | Cling, Carroll D Cling, Donnie Faye | 1045 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:013 | Papalimu, Joseph Kaimi Papalimu, Kahiolani Juanita | 1053 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:014 | Fegerstrom, Norma R Fegerstrom, Arnold TR | 1065 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:015 | Crivello, Ronald Anthony Crivello, Loretta Alejandro | 1073 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:016 | Sato, Mark M Sato, Melissa A | P.O. Box 529 Kaneohe, Hawaii 96744 |
| 2-5-011:017 | Fegerstrom, Arnold TR | 20 Wawai Loop Hilo, Hawaii 96720 |
| 2-5-011:018 | Rushlow, John Howard | 1147 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:019 | Spencer, Thomas S Trust Spencer, New Tan Dec'd | 1110 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:020 | Wilson, Aiko T Wilson, Cyrus H | 1090-A Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:038 | Carvalho, John G | 1131 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:039 | Carvalho, John G | 1131 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:043 | Correa Family Trust | c/o Barbara Brickwood-Correa 1068 B Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:009 | Hardenbrook, Christopher Graves Sears, Leslie Elizabeth | 1013 Kaumana Drive Hilo, Hawaii 96720 |

| | | |
|-------------|--|--|
| 2-5-011:010 | Sasamura, Theodore Hajime Sasamura, Janet Reiko Leong, Sandra H. Sasamura, Craig T. | 1023 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:021 | Correa Family Trust | c/o Barbara Brickwood-Correa 1068-B Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:022 | Correa Family Trust | c/o Barbara Brickwood-Correa 1068-B Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:023 | Zane, Clifford K S Zane, Linda K O | 553 Hillside Place Wailuku, Hawaii 96793 |
| 2-5-011:024 | Kusch, Matthias Walfrid | P.O. Box 166 Pepeekeo, Hawaii 96783 |
| 2-5-011:025 | Phillips, William J Jr Sweet, Phillips, Drenna M | 1036 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:044 | Nakano, Sharon Matsuyo Nakano, Owen Tadashi | 1005 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-011:048 | Hinck, Steven James Hinck, Krysin Lee | 4646 Fort Davis Street Simi Valley, California 93063 |
| 2-5-011:050 | Arruda, Jo Ann R Trust | 993-C Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:021 | Carvalho Family Trust | P.O. Box 2463 Kailua-Kona, Hawaii 96740 |
| 2-5-027:001 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:002 | Yamamoto, Fujie F Trust | c/o Yamamoto, Elise CO-TTEE 1245 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:003 | Okutsu, Randal S Trust | 1876 Hale O Kea Street Hilo, Hawaii 96720 |
| 2-5-027:058 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:059 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:060 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:061 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:062 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:063 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:064 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:065 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:066 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |
| 2-5-027:067 | Mitsunaga, Edith S Trust | 3572 Nipo Street Honolulu, Hawaii 96822 |

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| 2-5-027:024 | Otani, Katsuko Trust | 1215 Kaumana Drive Hilo, Hawaii 96822 |
| 2-5-027:025 | Otani, Jean S Otani, Jean S Trust | 1215-B Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:026 | Ushijima, Dean K Ushijima, Else H | 1215 Kaumana Drive Apt. C Hilo, Hawaii 96720 |
| 2-5-027:027 | Segawa, Rodney Macy F Segawa, Susan Marie | 1215 D Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:068 | Ebesu, Royce T Jr Ebesu, Jane L A | 1215 G Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:069 | Ebesu, Janey L A Trust | 1215 G Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:070 | Segawa, Rodney M F Segawa, Susan Marie | 1215 D Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:005 | Sato, Sandra | 1213 A Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:046 | Hasegawa, Edward K Hasegawa, Caroline G C | 250 N Judd Street Honolulu, Hawaii 96817 |
| 2-5-027:043 | Perez, Catalina A | 1209 A Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:044 | Okuhara, Henry S Okuhara, Norine N | P.O. Box 945 Hilo, Hawaii 96721 |
| 2-5-027:045 | Turner, Jason Phillip Turner, Jennifer Sims | 1209C Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:053 | Tsuchiya, Karl K | 823 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:054 | Paiva, Paul P Paiva, Shawn M | 1169 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:055 | Komatsu, Garret T | 1155 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:056 | Inouye, Tatsuo Trust Inouye, June Trust | 2230 Apoepoe Street Pearl City, Hawaii 96782 |
| 2-5-027:047 | Goya, Melvin H Trust Goya, Kiyono Trust | 1170 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:057 | Kuwahara, Bryson T Kuwahara, Lorna T | 1142 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:007 | Kuwahara, Bryson T Kuwahara, Lorna T | 1142 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:008 | Oliveira, Mary Jane Oliveira, Manuel III Oliveira, Manual Jr | 1150 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:009 | Yahata, Michiko | 98-459 Hono Street Pearl City, Hawaii 96782 |
| 2-5-027:042 | Mattos, David J Mattos, Lauri M | P.O. Box 5599 Hilo, Hawaii 96721 |
| 2-5-027:052 | Lutz, Ezekiel Harvey Trust Lutz, Noreen Mai Lutz Trust | P.O. Box 116 Pepeekeo, Hawaii 96783 |
| 2-5-027:034 | Nakamura, Bryce H Nakamura, Sharyl S | P.O. Box 294 Captain Cook, Hawaii 96704 |
| 2-5-027:035 | Robledo, Paulette A Trust | 1260 Kaumana Drive Hilo, Hawaii 96720 |

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|-------------|---|---|
| 2-5-027:036 | Perreira Family 2008 Trust | 1266 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:014 | Hoshide, Miyoko M | 1280 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:040 | Shinjo, Hajime Shinjo, Aileen C | 1272 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:037 | Kaneko, Ryan T Kaneko, Aimee A | 1294 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:038 | Yokoyama, Jan K | 1300 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:039 | Fujisawa, Stanley K Fujisawa, Tammy L Fujisawa, Curtis S Fujisawa, Minerva S | 1296 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:015 | State of Hawaii | |
| 2-5-027:023 | Nakamoto, Tsuruyo Trust | 1348 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:016 | Otani, James M | 1360 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:041 | Matsu, Russell Matsu, Lorraine H | 1352 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:020 | Ota, Hiroshi/Shizoho Trust | 6 Pokole Way Hilo, Hawaii 96720 |
| 2-5-027:013 | Site Engineering, Inc. | c/o Masutani, M K 545 Kaahiki Street Honolulu, Hawaii 96817 |
| 2-5-027:032 | Quijcho, Leandro Jr Quijcho, Wanda A | 1222 E Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:076 | Chock, Kyle Trust | 1100 Launa Street Hilo, Hawaii 96720 |
| 2-5-027:012 | Chock, Laura Y. Trust | 555 Naniakaa Street Hilo, Hawaii 96720 |
| 2-5-027:072 | Chock, Laura Y. Trust | 555 Naniakaa Street Hilo, Hawaii 96720 |
| 2-5-027:073 | Chock, Theone Keam Yung | 1051 Hoomaikai Street Honolulu, Hawaii 96817 |
| 2-5-027:079 | Chock, Theone Keam Yung | 1051 Hoomaikai Street Honolulu, Hawaii 96817 |
| 2-5-027:030 | Takai, Wesley T Takai, Sandra Y | 1222 E Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:010 | Long, Kerry Keith | P.O. Box 1481 Hilo, Hawaii 96720 |
| 2-5-027:011 | Takai, Wesley T Takai, Sandra Y | 1222 E Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:028 | Thatcher, John L II Thatcher, Pamela R | 1188 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:022 | Thatcher, John L II Thatcher, Pamela R | 1188 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:071 | Segawa, Herbert A Segawa, Kay K | |
| 2-5-027:004 | various | |

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|-------------|--|---|
| 2-5-027:074 | Chock, Lorrin S K Trust Takemoto-Chock, Naomi Trust | 1978 Komohana Ext Hilo, Hawaii 96720 |
| 2-5-027:080 | Chock, Lorrin S K Trust Takemoto-Chock, Naomi Trust | 1978 Komohana Ext Hilo, Hawaii 96720 |
| 2-5-027:081 | Chock, Kyle Trust | 1100 Launa Street Hilo, Hawaii 96720 |
| 2-5-027:077 | Chock, Laura Y Trust | |
| 2-5-027:078 | Chock, Laura Y Trust | |
| 2-5-027:033 | Abril, Carole Y Abril, Mark A | 1222 B Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-027:019 | Ahia, Lily Auld Ahia, William Kalaemakani | |
| 2-5-040:011 | Leao, Tara Kalelehuakaleilani Lee, Doreen Kanani | 1503 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:010 | Tomota, Kelli Jennifer Leihua | 98 Kulaloa Road Hilo, Hawaii 96720 |
| 2-5-040:009 | Otani, Noriaki Otani, Fujie Otani, Brad Hiro Otani, Max Norio Paiva, Shawn Morie | 1489 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:008 | Hirayama, Ellen Etsuko Hirayama, Ellen Setsuko Kitamura, Kimiko Kitamura, Susan Setsuko Kitamura, Tadayuki Kitamura, Wayne Kazuyuki | 1479 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:007 | Oldfield, Frances Oldfield, Richard | 1473 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:006 | Almeida, Jewels Anvenue Almeida, Mark Kaipou | 561 Alihi Place Kailua, Hawaii 96734 |
| 2-5-040:036 | Hennessey, Brendan J Johnson, Melissa Ann | 1447 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:005 | Yoshimura, Chiseko Yoshimura, Gary K | 1441 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:035 | Hasegawa, David A C Trust | 250 N Judd Street Honolulu, Hawaii 96817 |
| 2-5-040:004 | Tiogangco, Anne A Tiogangco, Jordan L | 1391 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:003 | Enoki, Calvin H Trust Sayama-Enoki, Sandra H Trust | 1381 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:002 | Kaitoku, George M Kaitoku, Joyce H | 1375 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:040 | Hinez, Matthew F | P. O. Box 4305 Hilo, Hawaii 96720 |
| 2-5-040:001 | Oblero, Dain M Oblero, Sean W Rezentes, Henry J Rezentes, Raquel K | 1367 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:039 | Toma, Bryson | 1374 Kaumana Drive Hilo, Hawaii 96720 |

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|-------------|---|---|
| 2-5-040:041 | Shaver, James R | 1027 Kagawa Street Pacific Palisades, California 90272 |
| 2-5-040:015 | Lee-Ching, Richard Trust | 1468 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-040:014 | Fujimoto, Byron S Iwase, Shirley T | 142 Puhili Street Hilo, Hawaii 96720 |
| 2-5-040:018 | Rodillas, Francis Herbert Rodillas, Martha Ann | 50 Akala Road Hilo, Hawaii 96720 |
| 2-5-040:042 | Rodillas, Francis Herbert Rodillas, Martha Ann | 50 Akala Road Hilo, Hawaii 96720 |
| 2-5-040:013 | Rubio, Karen Leiko Rubio, Lloyd J | 226 Akala Road Hilo, Hawaii 96720 |
| 2-5-040:012 | State of Hawaii | Kaumana Cave Park |
| 2-5-040:019 | Butz, Marc Giangregorio, Desiree | 55 Akala Road Hilo, Hawaii 96720 |
| 2-5-040:020 | Flood, Jeanie L Flood, Shawn G | 1600 Kaumana Drive Hilo, Hawaii 96720 |
| 2-5-014:001 | Chong, Wallace F Trust | 788 Haihai Street Hilo, Hawaii 96720 |
| 2-5-014:005 | Kearns, Glenn E Trust Kearns, Virginia V Trust | 33 W Naauao Street Hilo, Hawaii 96720 |
| 2-5-027:048 | Chong, Albert W Chong, Sharon Ann | 1476 Kikaha Street Hilo, Hawaii 96720 |

| Street Address of TMK |
|-------------------------|
| |
| N/A |
| N/A |
| Puainako Street Ext. |
| N/A |
| 282 Edita Street |
| 272 Edita Street |
| 264 Edita Street |
| 232 Edita Street |
| 224 Edita Street |
| 281 Edita Street |
| 259 Edita Street |
| N/A |
| 1360 D Mele Manu Street |
| 1358 D Mele Manu Street |
| 1358 C Mele Manu Street |
| 1360 C Mele Manu Street |
| 1360 B Mele Manu Street |
| 1414 A Mele Manu Street |
| 1414 B Mele Manu Street |
| 1414 C Mele Manu Street |
| 1416 C Mele Manu Street |
| 1416 B Mele Manu Street |
| 250 Edita Street |
| 1416 A Mele Manu Street |

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| 1464 Mele Manu Street |
| 1468 Mele Manu Street |
| 1488 Mele Manu Street |
| 1500 Mele Manu Street |
| 1510 Mele Manu Street |
| 1520 Mele Manu Street |
| Kristiano Street |
| Kristiano Street |
| Kristiano Street |
| Kristiano Street |
| Kristiano Street |
| Kristiano Street |
| 250 Kristiano Street |
| 1540 Mele Manu Street |
| 1536 Mele Manu Street |
| 243 Mikala Street |
| 1495 Mele Manu Street |
| 1485 Mele Manu Street |
| 1473 Mele Manu Street |
| 1457 Mele Manu Street |
| 1449 Mele Manu Street |
| 1439 Mele Manu Street |
| 1411 Mele Manu Street |
| 1395 Mele Manu Street |
| 1380 Mele Manu Street |

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| 1360 A Mele Manu Street |
| 1358 A Mele Manu Street |
| 1358 B Mele Manu Street |
| N/A |
| 1300 Mele Manu Street |
| 1290 Mele Manu Street |
| |
| 235 Edita Street |
| Road |
| Road |
| Road |
| 1035 Kaumana Drive |
| 1045 Kaumana Drive |
| 1053 Kaumana Drive |
| 1065 Kaumana Drive |
| 1073 Kaumana Drive |
| N/A |
| 1139 Kaumana Drive |
| 1147 Kaumana Drive |
| 1110 Kaumana Drive |
| 1090 Kaumana Drive |
| N/A (flume R/W) |
| 1131 Kaumana Drive |
| |
| 1074 Kaumana Drive |
| 1013 Kaumana Drive |

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| 1023 Kaumana Drive |
| 1068 Kaumana Drive |
| 1064 Kaumana Drive |
| 1056 Kaumana Drive |
| 1040 Kaumana Drive |
| 1036 Kaumana Drive |
| 1005 Kaumana Drive |
| 1058 Kaumana Drive |
| 993 C Kaumana Drive |
| 1253 Kaumana Drive |
| 1265 A Kaumana Drive |
| 1245 Kaumana Drive |
| 1223 Kaumana Drive |
| 1265 B Kaumana Drive |
| 1265 C Kaumana Drive |
| 1265 E Kaumana Drive |
| 1265 D Kaumana Drive |
| 1265 F Kaumana Drive |
| 1265 G Kaumana Drive |
| 1265 H Kaumana Drive |
| 1265 M Kaumana Drive |
| 1265 L Kaumana Drive |
| 1265 K Kaumana Drive |

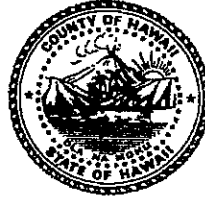
| |
|----------------------|
| 1215 Kaumana Drive |
| 1215 B Kaumana Drive |
| 1215 C Kaumana Drive |
| 1215 D Kaumana Drive |
| 1215 G Kaumana Drive |
| N/A (road??) |
| N/A (road??) |
| 1213 A Kaumana Drive |
| 1211 Kaumana Drive |
| 1209 A Kaumana Drive |
| 1209 B Kaumana Drive |
| 1209 C Kaumana Drive |
| 1175 Kaumana Drive |
| 1169 Kaumana Drive |
| 1155 Kaumana Drive |
| N/A |
| 1170 Kaumana Drive |
| 1142 Kaumana Drive |
| N/A |
| 1150 Kaumana Drive |
| 1162 Kaumana Drive |
| 1209 Kaumana Drive |
| 1193 Kaumana Drive |
| 1240 Kaumana Drive |
| 1260 Kaumana Drive |

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| 1266 Kaumana Drive |
| 1280 Kaumana Drive |
| 1272 Kaumana Drive |
| 1294 Kaumana Drive |
| 1300 Kaumana Drive |
| |
| 1296 Kaumana Drive |
| Kaumana Drive |
| |
| 1348 Kaumana Drive |
| |
| 1360 Kaumana Drive |
| |
| 1352 Kaumana Drive |
| |
| N/A |
| 1230 Kaumana Drive |
| 1222 A Kaumana Drive |
| 1242 Kaumana Drive |
| 1258 Kaumana Drive |
| 1256 Kaumana Drive |
| 1254 Kaumana Drive |
| 1252 Kaumana Drive |
| 1194 Kaumana Drive |
| 1188 Kaumana Drive |
| 1190 Kaumana Drive |
| 1178 Kaumana Drive |
| N/A |
| N/A roadway roadway |

| |
|----------------------|
| 1250 Kaumana Drive |
| 1248 Kaumana Drive |
| 1246 Kaumana Drive |
| N/A roadway |
| N/A roadway |
| 1222 B Kaumana Drive |
| N/A roadway |
| 1503 Kaumana Drive |
| 1493 Kaumana Drive |
| 1489 Kaumana Drive |
| 1479 Kaumana Drive |
| 1473 Kaumana Drive |
| 1461 Kaumana Drive |
| 1447 Kaumana Drive |
| 1441 Kaumana Drive |
| 1433 Kaumana Drive |
| 1391 Kaumana Drive |
| 1381 Kaumana Drive |
| 1375 Kaumana Drive |
| 1369 Kaumana Drive |
| 1367 Kaumana Drive |
| 1374 Kaumana Drive |

| |
|----------------------|
| 1394 Kaumana Drive |
| 1468 Kaumana Drive |
| 1486 Kaumana Drive |
| 1486 A Kaumana Drive |
| 50 Akala Road |
| 1496 Kaumana Drive |
| 1568 Kaumana Drive |
| 55 Akala Road |
| 1600 Kaumana Drive |
| N/A |
| 33 W Naauao Street |
| o Chong Street |

William P. Kenoi
Mayor



BJ Leithead Todd
Director

Margaret K. Masunaga
Deputy

West Hawai'i Office
74-5044 Ane Keohokalole Hwy
Kailua-Kona, Hawai'i 96740
Phone (808) 323-4770
Fax (808) 327-3563

County of Hawai'i
PLANNING DEPARTMENT

East Hawai'i Office
101 Pauahi Street, Suite 3
Hilo, Hawai'i 96720
Phone (808) 961-8288
Fax (808) 961-8742

November 13, 2012

Dear Surrounding Property Owner:

Special Permit Application (SPP 12-000138)

Applicant: Connections New Century Public Charter School and Community
Based Education Support Services

Request: To Develop a K to 12 Charter School Campus with Dorm Facilities,
Intergenerational Programs, a Sustainable Agriculture Program and a
Forestry/Conservation Program


Tax Map Key: 2-5-006:141

This is to inform you that the above Special Permit is scheduled for a continued public hearing by the Planning Commission. Said hearing, among others, will be held beginning at 12:00 p.m. on Thursday, December 6, 2012, in the County of Hawai'i Aupuni Center Conference Room, 101 Pauahi Street, Hilo, Hawai'i. A copy of the public notice is attached for your information.

You are invited to comment on the application at the hearing or submit written comments prior to the hearing. Written comments (original and nine copies) will be appreciated at least one week prior to the hearing date in the Planning Department.

Should you have any questions, please feel free to contact Jeff Darrow at 961-8158.

Sincerely,


BJ LEITHEAD TODD
Planning Director

Att.

cc: Connections New Century Public Charter School
Ted Hong, Esq.

NOTICE OF PUBLIC MEETING AND HEARINGS

**WINDWARD PLANNING COMMISSION
COUNTY OF HAWAI'I**

NOTICE IS HEREBY GIVEN of the following matters to be considered by the Windward Planning Commission of the County of Hawai'i in accordance with the provisions of Chapters 91 and 92, Hawai'i Revised Statutes, Section 6-7.5(a) of the Charter of the County of Hawai'i, and the Planning Commission's Rules of Practice and Procedure.

DATE: Thursday, December 6, 2012

TIME: 9:00 a.m.

PLACE: County of Hawai'i Aupuni Center Conference Room
101 Pauahi Street, Hilo, HI 96720

STATEMENTS FROM THE PUBLIC – Note that statements from the public regarding any particular item on this agenda will be taken at the time the particular item is called to order.

NEW BUSINESS – 9:00 a.m.

1. **APPLICANT: MILE MARKER 12, LLC (SPP 12-140)**
Application for a Special Permit to allow the establishment of a center for well-being, overnight accommodations and related uses situated on an 11.33-acre portion of a 43.57-acre parcel of land within the State Land Use Agricultural District. The property is located approximately 65 feet south from the 12 mile marker on the west (mauka) side of the Pahoia-Kalapana Road (Highway 130), Keahiala, Puna, Hawai'i, TMK: 1-3-009:018
2. **APPLICANT: SUZANNE BENNETT & JEAN MCKEAGUE (SPP 12-141)**
Application for a Special Permit to allow the establishment of satellite learning and education center (school) on one acre of land situated within the State Land Use Agricultural District. The property is located on 5th Avenue approximately 1,000 feet northwest of the intersection of 5th Avenue and Kaloli Drive, Hawaiian Paradise Park Subdivision, Puna, Hawai'i, TMK: 1-5-053:142.
3. **APPLICANT: EDWIN L. LILLEY (SPP 12-142)**
Application for a Special Permit to allow the use of a portion of an existing dwelling as a real estate office that resides on approximately 1.27 acres of land situated within the State Land Use Agricultural District. The subject property is located on the east side of Kaluiiki Road, east of the Hilo Hongwanji Mission Cemetery, and approximately 250 feet north of the Kaluiiki Road – Kaūmana Drive intersection, Kaūmana Homesteads, South Hilo, Hawai'i, TMK: 2-5-064:008.

UNFINISHED BUSINESS – 10:00 a.m.

4. APPLICANT: PLANNING DIRECTOR INITIATED

Continued hearing regarding Non-Compliance with conditions of approval of Special Permit No. 1122 (SPP 1122) and special permit revocation proceedings pursuant to Condition No. 8 of SPP 1122. SPP 1122 was issued to Hawaii's Volcano Circus to allow the establishment of a performing arts educational center on 2.5 acres of land within a larger 10-acre site situated within the State Land Use Agricultural District. The properties are located within and adjacent to the west side of Kalapana Sea View Estates subdivision near the intersection of West Pohakupele Loop and Kehauopuna Street, Puna, Hawai'i, TMK: 1-2-009: 034 and 1-2-038: 050.

UNFINISHED BUSINESS – 12:00 p.m.

5. APPLICANT: CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL /CBESS (SPP 12-138)

Continued hearing on an application for a Special Permit to develop a K to 12 charter school campus with dorm facilities and related uses on approximately 70 acres of land situated in the State Land Use Agricultural District. The property is located on both the southwest and northeast sides of Edita Street near its intersection with Kaūmana Drive and adjoining the Pacific Plantation Subdivision in Kaūmana, South Hilo, Hawai'i, TMK: 2-5-006:141.

UNFINISHED BUSINESS – 1:30 p.m.

6. INITIATOR: PLANNING DIRECTOR

Discussion of possible amendments to Planning Commission Rule No. 12 regarding the Geothermal Asset Fund relating to procedures and guidelines for the processing of proposed community approved geothermal impact mitigation projects within the District of Puna.

MINUTES

Approval of Minutes of the November 9, 2012 meeting

ADMINISTRATIVE MATTERS

1. Discussion regarding letter dated August 2, 2012 from Council Chairperson Dominic Yagong to Windward Planning Commission Chairperson Zendo Kern requesting information on the process for requesting use of the Geothermal Asset Fund to fund a health study as a community approved mitigation project for the Puna community to address the alleviation or attenuation of direct detrimental effects of geothermal operations permitted under Geothermal Resources Permit No. 2.
2. Discussion regarding letter dated August 8, 2012 from Councilperson Fred Blas to Windward Planning Commission Chairperson Zendo Kern requesting information on procedures for requesting use of the Geothermal Asset Fund to fund a health study for Puna to determine the possible negative impacts of geothermal power producing activities at the Puna Geothermal Venture Plant.
3. Election of Officers for 2013

4. Status of applications heard by Windward Planning Commission that are pending before County Council.

ANNOUNCEMENTS

ADJOURNMENT

The purpose of the public hearings is to afford all interested persons a reasonable opportunity to be heard on the above matters.

Submitting Testimony: According to Rule 1 (General Rules) of the Planning Commission, a person desiring to submit oral or written testimony shall indicate her/his name; residence address; and whether the testimony is on her/his behalf or as a representative of an organization or individual. If testimony is being submitted on behalf of an organization, documentation showing membership ratification should accompany the testimony. Written testimony shall be submitted with an original and nine copies prior to testifying. The Commission would appreciate timely submittal to the Planning Department at least one week prior to the hearing date to allow for mailing and thorough Commission review. Testimony that is irrelevant or unduly repetitious may be limited by the Chairperson pursuant to Rule 1.

Pursuant to Rule 4, Contested Case Procedure, of the County of Hawai'i Planning Commission Rules of Practice and Procedure, any person seeking to intervene as a party to a contested case hearing on Agenda Item Nos. 1, 2 & 3 above is required to file a written request which must be received in the office of the Planning Department no later than seven (7) calendar days prior to the Planning Commission's first public meeting on the matter. Such written request shall be in conformity with Rule 4, in a form as provided by the Planning Department entitled "Petition for Standing in a Contested Case Hearing." The written petition/request shall be filed with the Planning Commission at Aupuni Center, 101 Pauahi Street, Suite 3, Hilo, Hawai'i 96720, and accompanied by a filing fee of \$200 payable to the Director of Finance. Any party may retain counsel if that person so desires. Rule 4 may be inspected or purchased (\$2.50) at the above-cited location. Rule 4 may also be viewed at the County of Hawai'i website (<http://www.co.Hawaii.hi.us>).

Notice to Lobbyists: If you are a lobbyist, you must register with the Hawai'i County Clerk within five days of becoming a lobbyist {Article 15, Section 2-91.3(b), Hawai'i County Code}. A lobbyist means "any individual engaged for pay or other consideration who spends more than five hours in any month or \$275 in any six-month period for the purpose of attempting to influence legislative or administrative action by communicating or urging others to communicate with public officials." {Article 15, Section 2-91.3(a)(6), Hawai'i County Code} Registration forms and expenditure report documents are available at the Office of the County Clerk, 25 Aupuni Street, Room 1402, Hilo, Hawai'i 96720.

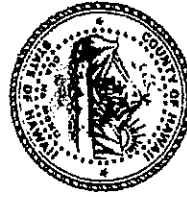
Copies of the applications and maps showing the general locations and boundaries of the areas under consideration and/or plans of the proposed developments are on file and open to inspection during office hours at the Planning Department, Aupuni Center, 101 Pauahi Street, Suite 3, Hilo, Hawai'i and at the Planning Department—West Hawai'i Office, West Hawai'i Civic Center, 74-5044 Ane Keohokālole Highway, Kailua-Kona, Hawai'i.

Anyone who requires an auxiliary aid or service, other reasonable modification, or language interpretation to access this meeting please contact Sharon Nomura (961-8155) or Daryn Arai (961-8142) of the Planning Department as soon as possible, but no later than five days prior to the meeting date, to arrange for accommodations. "Other reasonable modification" refers to communication methods or devices for people with disabilities who are mentally and/or physically challenged.

Hawai'i County is an Equal Opportunity Provider and Employer.

WINDWARD PLANNING COMMISSION
DEAN AU, Chairperson Pro-Tem

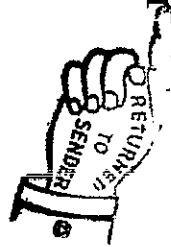
(Hawaii Tribune Herald: Saturday, November 17, 2012)
(West Hawaii Today: Saturday, November 17, 2012)



County of Hawaii
 PLANNING DEPARTMENT
 101 Panahi Street, Suite 3
 Hilo, Hawaii 96720-4224

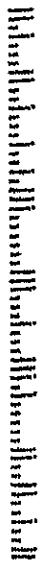
PLANNING DEPARTMENT
 COUNTY OF HAWAII

2012 DEC -4 AM 7:10



SANDRA SATO
 1213 A KAUMANA DRIVE
 HILO HI 96720

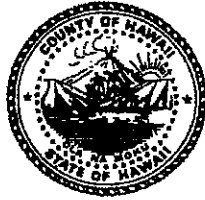
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RELEASED
 REFUSED
 VACANT
 NO MAIL RECEIPTABLE
 TEMPORARILY AWAY

William P. Kenoi
Mayor



BJ Leithead Todd
Director

Margaret K. Masunaga
Deputy

West Hawai'i Office
74-5044 Ane Keohokalole Hwy
Kailua-Kona, Hawai'i 96740
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County of Hawai'i
PLANNING DEPARTMENT

East Hawai'i Office
101 Pauahi Street, Suite 3
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Fax (808) 961-8742

November 16, 2012

Ted H. S. Hong, Esq.
P.O. Box 4217
Hilo, HI 96720

Dear Mr. Hong:

Special Permit Application (SPP 12-000138)

Applicant: Connections New Century Public Charter School and Community
Based Education Support Services

Request: To Develop a K to 12 Charter School Campus with Dorm Facilities,
Intergenerational Programs; a Sustainable Agriculture Program and a
Forestry/Conservation Program

Tax Map Key: 2-5-006:141

To supplement our previous letter to you and your client dated November 13, 2012, we also wanted to inform you that the Planning Commission, at its November 9, 2012 meeting and as part of its action to continue the hearing on the above matter, encouraged the Applicant to meet with the adjoining and surrounding community in the hopes of addressing the concerns that were expressed. We look forward to the Applicant providing an update of this effort at the Commission's next meeting scheduled for Thursday, December 6, 2012 at 12:00 p.m. in the County of Hawai'i Aupuni Center Conference Room, 101 Pauahi Street, Hilo, Hawai'i. Your presence or the presence of an authorized representative will be appreciated in order that all questions relative to the request may be clarified.

Should you have any questions regarding the above, please do not hesitate to contact Jeff Darrow of this department at 961-8288, ext. 8158.

Sincerely,

BJ LEITHEAD TODD
Planning Director

Att.

cc: Connections New Century Public Charter School & CBESS

NOV 16 2012

Ted H.S. Hong
Attorney at Law

Employment, Workplace Law & Litigation

Sue Lee Loy
Planner and Legal Assistant

PLANNING DEPARTMENT
NOV 16 2012

2012 NOV 26 PM 3:18

November 16, 2012

The Honorable BJ Leithead-Todd, Director
The Honorable Chairman of the Windward Planning Commission
and Members of the Windward Planning Commission
101 Pauahi Street, Suite 3
Hilo, Hawaii 96720

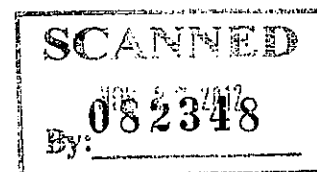
RE: REQUEST FOR CONTINUANCE
CONNECTIONS NEW CENTURY PUBLIC CHARTER SCHOOL/CBESS (SPP 12-138)

Dear Director Leithead-Todd, Chairman and Members of the Windward Planning Commission:

At the November 9, 2012 the Windward Planning Commission, hereinafter "Commission" voted to continue the hearing of an application for a Special Permit (SPP 12-138) for the Applicant, Connections New Century Public Charter School and CBESS to 1) prepare information related to water calculations for the project, 2) discuss alternative access with an adjacent property owner and 3) hold an additional community meetings to discuss the project.

Regarding item 1 of the Commission's decision, the Applicant's consultant's have developed information related to the water calculations and as a matter of record, these water analyses are preliminary and somewhat premature in nature as the calculations are normally developed when more refined architectural designs and detailed engineering studies are completed, however, in an effort to address the concerns of the Commission, preliminary estimated potable water usage will be transmitting to the water department the week of November 19, 2012. It is unknown at this time the water department's ability to evaluate the water calculations in the absence of architectural designs and detailed engineering studies; however our consultants will direct any information that emerges to the Planning Director.

Regarding item 2 of the Commission decision, our office has been coordinating with the adjacent landowner a discussion related to alternative access. Based on various information requested by the adjacent property owner and professional schedules of the landowner, my office and the Planning Director, we hope have a meeting the week of December 3, 2012. We continue to work toward this meeting.



The Honorable BJ Leithead-Todd, Director
The Honorable Chairman of the Windward Planning Commission
and Members of the Windward Planning Commission
RE: REQUEST FOR CONTINUANCE - CONNECTIONS NEW CENTURY PUBLIC CHARTER
SCHOOL/CBESS (SPP 12-138)

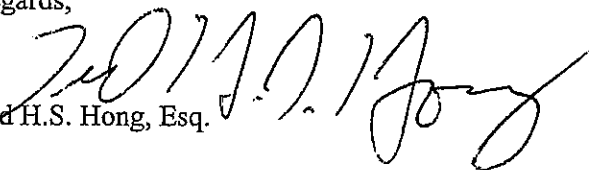
November 16, 2012

Page 2

Regarding item 3 of the Commission decision, the Applicant is currently looking into securing various facilities for a meeting with area residents, with Kaumana Elementary School being the ideal site, however, based on the condensed time line, the holiday and other variables, dates for facilities are available after the scheduled December 6, 2012 Planning Commission hearing.

Based on the above information the Applicant requests a continuance to address the items related to the Commissions requests. Should you have any questions, please feel free to call my office at 933-1919.

Regards,


Ted H.S. Hong, Esq.

c: Client



WIL CHEE - PLANNING & ENVIRONMENTAL

PLANNING DEPARTMENT
COUNTY OF HAWAII

November 21, 2012

2012 NOV 26 AM 8:32

Quirino Antonio, Jr., Manager-Chief Engineer
Department of Water Supply
County of Hawaii
345 Kekuanaoa Street, Suite 20
Hilo, Hawaii 96720

Subject: **Special Permit Application SPP 12-000138**
Connection Public Charter School
TMK (3) 2-5-006:141

Attn: Mr. Finn McCall

Mr. McCall,

In response to a request made at the November 9, 2012 Planning Commission hearing, Wil Chee - Planning & Environmental hereby submits the attached report containing preliminary estimates of potable water consumption for the proposed project. It is important to note that the project is still in the planning stage. Use of non-potable water or waterless fixtures is being considered for the project, and these preliminary estimates do not account for these usage options. During the project's design phase when additional engineering evaluations and analysis are to be undertaken, a determination will be made as to which fixtures would be using the allotted 4,200 gpd of potable water and which fixtures might be served by non-potable water or be waterless. Subsequent to this future analysis, a refined estimate of potable water consumption can be derived.

These detailed calculations, which are required prior to effecting a water commitment for the project, will be submitted to DWS within 180 days of the effective date of the permit. These calculations will include the estimated maximum daily potable water demand for the project, including estimated peak flow in gallons per minute.

If you have any questions, please feel free to contact me at (808) 596-4688 or cshen@wcp-hawaii.com.

Sincerely,

Celia Shen
Planner

c. County of Hawaii Planning Department
Ted H.S. Hong, Esq.
CBESS - Friends of Connections

Providing Services Since 1976
Land Use Planners and Environmental Consultants

082320

Special Permit Application (SPP 12-000138)
Connections Public Charter School
TMK (3) 2-5-006:141

Preliminary Estimate of Potable Water Consumption

The campus plan shown in the Special Permit application is conceptual in nature and represents the ultimate vision for the proposed campus. There currently are no plans to grow the school beyond what is represented in the application. Refined architectural design and detailed engineering studies and analyses are to be undertaken when the necessary land use entitlements are obtained. The Applicant is aware and understands that the DWS-allocation of potable water available to the subject property is limited to a maximum daily usage of 4,200 gpd, which ultimately may constrain the scope of the proposed project; however, this cannot be determined until further engineering analyses have been conducted.

The school envisions this proposed campus to be a model and laboratory of sustainability for instructional curriculum purposes, and will seek all opportunities to reduce water consumption. Due to the limited allocation, one of the objectives of this project is to use DWS-supplied water for those uses that truly require potable water. Non-potable water (e.g., catchment water and recycled wastewater) will be used wherever feasible in lieu of potable water. As part of the engineering analyses, an evaluation and estimate of the project's potable and non-potable water demands will be made.

The proposed campus is planned to be LEED Silver or higher. Water conservation strategies, such as selection of low-flow fixtures and use of non-potable water, will help attain the necessary points for LEED certification. Water closets and urinals comprise a substantial portion of potable water usage that could be replaced by non-potable water. The decision whether to use potable or non-potable water for water closets and urinals (or waterless) will be made during the engineering analysis and design phase.

Subsequent to the engineering analysis, the Applicant intends to submit to DWS, as stipulated in DWS's comment letter dated August 29, 2012, detailed calculations showing the estimated maximum daily potable water demand for the project, which will include the estimated peak flow in gallons per minute and the total estimated maximum daily potable water demand in gallons per day. However, in response to the request made at the November 9, 2012 Planning Commission hearing, the Applicant is providing preliminary consumption estimates for DWS review.

Attachment 1 provides preliminary estimates of anticipated potable water usage prepared by WSP Group, Urban Works' (project architect) mechanical engineer for this project. Based on the typical water usage rates for boarding schools and days schools with a cafeteria, as provided in the American Water Works Association's (AWWA) Water Distribution Systems Handbook, average potable water usage for the entire campus could be expected to range from a low of

approximately 6,858 gpd to a high of 10,828 gpd. With the use of low-flow fixtures, it is expected that water usage would be closer to the lower end of the range.

Note that these are preliminary estimates as it has not yet been determined which fixtures would be using the allotted 4,200 gpd of potable water. As stated, use of waterless fixtures or non-potable water for urinals and water closets will be evaluated during the design phase. If waterless fixtures or non-potable water are used, it can be reasonably expected that total potable water usage could be lower than shown in the preliminary estimate. A revised estimation of potable water usage will be developed during the design phase when the additional engineering analysis is undertaken.

Attachment 2 provides an alternate estimation of water usage for a school without a cafeteria—a facility and use with a high potable water demand. This methodology assumes use of low-flow fixtures and potable water usage for water closets, urinals, lavatories and classroom sinks. Based on this estimation, campus water usage can be estimated to range from 3,625 gpd to 5,215 gpd. Again, note that this preliminary estimate assumes potable water use for urinals and water closets. If non-potable water is used or waterless fixtures are selected, total potable water usage could be lower than shown in the preliminary estimates.

Based on these preliminary estimates the 4,200-gpd of potable water, while possibly not sufficient to support the entire campus (although this will not be known definitively until the additional engineering analysis is undertaken during the project's design phase), can sustain development of several campus components. (For reference, Attachment 3 shows a breakdown of approximate water usage by program. This breakdown is derived from the usage estimates for a day school without a cafeteria provided in Attachment 2).

The project implementation phasing presented in the Special Permit application places the high school program on the subject property first, followed by the intermediate school program, the elementary school program and cafeteria, and lastly the dormitory and intergenerational facilities. Using the estimates provided in Attachments 1, 2, and 3 it can be reasonably expected that the 4,200-gpd-allocation would be reached during Phase 7 when the elementary school program and cafeteria are placed on the site. Therefore, it could take anywhere from 10 to 16 years to reach the point when additional potable water is needed. During the design phase when additional evaluation and analysis of the project's potable water demands are conducted, the Applicant may choose to reprioritize project phasing to ensure that the more critical components of the project are constructed first to ensure provision of potable water by the DWS allocation.

The Applicant understands that if the engineering analysis shows that the entire campus cannot be sustained by the 4,200-gpd allocation, an additional source of potable water would be needed to realize full build-out of the campus. At this time, a definitive solution is not immediately evident. Additional studies and cost analysis would be needed to determine the most feasible option for sourcing additional potable water. Additional sources of potable water could include using rain catchment to supply an on-site potable water system (this would have to meet DOH standards for a regulated public water system), or developing, or contributing to development of a potable water well. Development of a potable water well could be accomplished through a

development agreement with DWS, which could include, among other things, contributing to the cost of system improvements and/or developing a well with dedication to DWS, in exchange for additional water credits. As growth in the Hilo area continues, there may also be opportunity to enter into a joint-development agreement with another developer and DWS to gain additional water credits.

Considering that it could reasonably take between one to two decades before the 4,200-gpd allotment is reached, there is ample time for the Applicant to identify and assess the feasibility of other potential sources of potable water. During this period, the Applicant can engage with DWS and/or others parties to identify potential potable water sources and secure the necessary permits and/or agreements to procure the additional water needed to complete build-out of the campus. If additional potable water cannot be procured, campus development will not exceed that which can be sustained by the 4,200-gpd allotment.

To address the Planning Commission, the Department of Water Supply, and community concerns related to the limited water allotment available to the subject property, the Applicant proposes that the following Condition of Approval be added to the recommended conditions contained in the Planning Department Director's favorable recommendation.

"The number of persons and facilities at the new campus shall be determined by a reasonable and sustainable combination of the DWS-supplied maximum daily potable water allocation of 4,200 gallons, in conjunction with other alternative water resources (e.g., rainwater catchment, recycled water, etc.) and water conservation methods and technology to be proposed. A plan for potable water usage, which shall indicate the number of persons and what facilities are to be supported by the DWS-supplied water, shall be submitted to the Planning Department and DWS for concurrence. This water usage plan shall be submitted prior to or concurrently with the required maximum daily water usage calculations to be submitted to DWS within 180 days from the effective date of this permit.

Applicant shall be allowed to enter into a water commitment with DWS to implement partial development of the campus in accordance with the approved water usage plan. No increase in persons or additional facilities requiring potable water, beyond that covered by the water usage plan and water commitment with DWS, shall be approved until the Applicant can demonstrate how additional potable water demand shall be met. Applicant shall demonstrate through its established record of usage and patterns of use, how additional water usage can be met through securing additional sources of potable water or alternative water resources, and how such additional water resources will make potable water available for use by the student population and facilities."

Water Usage - Hilo School (with cafeteria)

| Establishment Type | Occupancy (People) | GPD | Minimum Usage (Gallons/day) | Maximum Usage (Gallons/day) |
|--|--------------------|-----------|-----------------------------|-----------------------------|
| School - boarding | | | | |
| Students: | 30 | 53 to 106 | 1,590 | 3,180 |
| School - day w/ cafeteria | | | | |
| Elementary: | 167 | 11 to 16 | 1,837 | 2,672 |
| Intermediate: | 107 | 11 to 16 | 1,177 | 1,712 |
| High School: | 107 | 11 to 16 | 1,177 | 1,712 |
| Teachers/staff (full-time): | 50 | 11 to 16 | 550 | 800 |
| Teachers/staff (part-time): | 17 | 11 to 16 | 187 | 272 |
| Intergenerational program clients: | 25 | 11 to 16 | 275 | 400 |
| Intergenerational program staff: | 5 | 11 to 16 | 55 | 80 |
| Total Campus Water Usage (gallons/day): | | | 6,848 | 10,828 |

Campus water usage (gallons/day) is estimated to be within the range of 6,848 to 10,828. It is assumed that water usage will be closer to the lower end of this range due to the use of low flow fixtures on campus.

Notes:

1. Gallons per person per day obtained from the American Water Works Association's Water Distribution Systems Handbook, Table 3.3, Typical Rates of Water Use for Various Establishments (Mays, 2000).

Water Usage - Hilo School (without cafeteria)

Day Enrollment Campus Water Usage

| | |
|------------------------------------|-----|
| Students: | 381 |
| Full-Time Staff: | 50 |
| Part-Time Staff: | 17 |
| Intergenerational Program Clients: | 25 |
| Intergenerational Program Staff: | 5 |

| Fixture Type | Gallons / Use | Uses / Person / Day | | | | Gallons/ Day |
|---------------------------------|---------------|---------------------|------------------|--------------------|--------------------|--------------|
| | | Male (full time) | Male (part time) | Female (full time) | Female (part time) | |
| Low flow water closet | 1.28 | 1 | 0.5 | 3 | 1.5 | 1,202 |
| Urinal | 0.5 | 2 | 1 | 0 | 0 | 235 |
| Conventional lavatory (15 sec.) | 0.125 | 3 | 1.5 | 3 | 1.5 | 176 |
| Classroom sink (15 sec.) | 0.45 | 2 | 1 | 2 | 1 | 423 |
| Total: | | | | | | 2,035 |

Boarding Student Water Usage

| Establishment Type | Occupancy (People) | GPD | Minimum Usage (Gallons/ day) | Maximum Usage (Gallons/day) |
|--------------------|--------------------|-----------|------------------------------|-----------------------------|
| School - boarding | | | | |
| Students: | 30 | 53 to 106 | 1,590 | 3,180 |
| Total: | | | 1,590 | 3,180 |

| | Minimum Usage (Gallons/day) | Maximum Usage (Gallons/day) |
|---------------------------|-----------------------------|-----------------------------|
| Total Campus Water Usage: | 3,625 | 5,215 |

Campus water usage (gallons/day) is estimated to be within the range of 3,625 to 5,215. It is assumed that water usage will be closer to the lower end of this range due to the use of low flow fixtures on campus.

Notes:

- Day enrollment campus water usage calculated under the assumption that there is no cafeteria at the school, and the only plumbing fixtures used are water closets, urinals, lavatories and classroom sinks. All fixtures are low flow. Part-time occupants assumed to consume water at a rate equivalent to half that of full-time occupants. (Adapted from LEED "WE Prerequisite 1: Water Use Reduction" calculations.)
- Boarding student water usage calculated using GPD obtained from the American Water Works Association's Water Distribution Systems Handbook, Table 3.3, Typical Rates of Water Use for Various Establishments (Mays, 2000).

Day Enrollment Campus Preliminary Estimated Water Usage: Breakdown by Program

Attachment 3

| High School students | 107 | | | | | | | | | |
|---------------------------------|----------------|--------------------|-----------------------|--------------------|------------------------|----------------------|-------------------------|----------------------|--------------------------|---------------|
| Full-time staff | 13.32 | | | | | | | | | |
| | 120.32 say 120 | | | | | | | | | |
| Part-time staff | 4.52 say 5 | | | | | | | | | |
| Fixture Type | gal/use | FT Male gal/per | FT Male 60 persons | PT Male gal/per | PT Male 2.5 persons | FT Female gal/per | FT Female 60 persons | PT Female gal/per | PT Female 2.5 persons | gpd |
| Low-flow water closet | 1.28 | 1.28 | 76.80 | 0.64 | 1.60 | 3.84 | 230.40 | 1.92 | 4.80 | 313.60 |
| Urinal | 0.5 | 1.00 | 60.00 | 0.50 | 1.25 | 0.00 | 0.00 | 0.00 | 0.00 | 61.25 |
| Conventional lavatory (15 sec.) | 0.125 | 0.38 | 22.50 | 0.19 | 0.47 | 0.38 | 22.50 | 0.19 | 0.47 | 45.94 |
| Classroom sink (15 sec.) | 0.45 | 0.90 | 54.00 | 0.45 | 1.13 | 0.90 | 54.00 | 0.45 | 1.13 | 110.25 |
| Total | | | | | | | | | | 531.04 |

| Intermediate School students | 107 | | | | | | | | | |
|---------------------------------|----------------|--------------------|-----------------------|--------------------|----------------------|----------------------|-------------------------|----------------------|------------------------|---------------|
| Full-time staff | 13.32 | | | | | | | | | |
| | 120.32 say 120 | | | | | | | | | |
| Part-time staff | 4.52 say 4 | | | | | | | | | |
| Fixture Type | gal/use | FT Male gal/per | FT Male 60 persons | PT Male gal/per | PT Male 2 persons | FT Female gal/per | FT Female 60 persons | PT Female gal/per | PT Female 2 persons | gpd |
| Low-flow water closet | 1.28 | 1.28 | 76.80 | 0.64 | 1.28 | 3.84 | 230.40 | 1.92 | 3.84 | 312.32 |
| Urinal | 0.5 | 1.00 | 60.00 | 0.50 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 61.00 |
| Conventional lavatory (15 sec.) | 0.125 | 0.38 | 22.50 | 0.19 | 0.38 | 0.38 | 22.50 | 0.19 | 0.38 | 45.75 |
| Classroom sink (15 sec.) | 0.45 | 0.90 | 54.00 | 0.45 | 0.90 | 0.90 | 54.00 | 0.45 | 0.90 | 109.80 |
| Total | | | | | | | | | | 528.87 |

| Elementary School students | 167 | | | | | | | | | |
|---------------------------------|----------------|--------------------|-------------------------|--------------------|----------------------|----------------------|---------------------------|----------------------|------------------------|---------------|
| Full-time staff | 23.31 | | | | | | | | | |
| | 190.31 say 191 | | | | | | | | | |
| Part-time staff | 7.91 say 8 | | | | | | | | | |
| Fixture Type | gal/use | FT Male gal/per | FT Male 95.5 persons | PT Male gal/per | PT Male 4 persons | FT Female gal/per | FT Female 95.5 persons | PT Female gal/per | PT Female 4 persons | gpd |
| Low-flow water closet | 1.28 | 1.28 | 122.24 | 0.64 | 2.56 | 3.84 | 366.72 | 1.92 | 7.68 | 499.20 |
| Urinal | 0.5 | 1.00 | 95.50 | 0.50 | 2.00 | 0.00 | 0.00 | 0.00 | 0.00 | 97.50 |
| Conventional lavatory (15 sec.) | 0.125 | 0.38 | 35.81 | 0.19 | 0.75 | 0.38 | 35.81 | 0.19 | 0.75 | 73.13 |
| Classroom sink (15 sec.) | 0.45 | 0.90 | 85.95 | 0.45 | 1.80 | 0.90 | 85.95 | 0.45 | 1.80 | 175.50 |
| Total | | | | | | | | | | 845.33 |

| Intergenerational clients | 25 | | | | | |
|---------------------------------|---------|--------------------|-----------------------|----------------------|-------------------------|---------------|
| Staff | 5 | | | | | |
| | 30 | | | | | |
| Fixture Type | gal/use | FT Male gal/per | FT Male 15 persons | FT Female gal/per | FT Female 15 persons | gpd |
| Low-flow water closet | 1.28 | 1.28 | 19.20 | 3.84 | 57.60 | 76.80 |
| Urinal | 0.5 | 1.00 | 15.00 | 0.00 | 0.00 | 15.00 |
| Conventional lavatory (15 sec.) | 0.125 | 0.38 | 5.63 | 0.38 | 5.63 | 11.25 |
| Classroom sink (15 sec.) | 0.45 | 0.90 | 13.50 | 0.90 | 13.50 | 27.00 |
| Total | | | | | | 130.05 |

High School 531.04
 Intermediate School 528.87
 Elementary School 845.33
 Intergenerational Program 130.05
 2035.28

Dacayanan, Melissa

PLANNING DEPARTMENT
COUNTY OF HAWAII

From: Arai, Daryn
Sent: Monday, November 26, 2012 8:50 AM
To: Dacayanan, Melissa
Subject: Connections Public Charter School. SPP
Attachments: Support for Connections II.doc

2012 NOV 26 AM 9:09

Mel,

Please log in communication from Councilperson Fred Blas re: Connections

SPP-12-000138
TMK: 2-5-006: 141

Thanks
Daryn

From: Lively, Barbara
Sent: Monday, November 26, 2012 8:20 AM
To: Arai, Daryn
Subject:

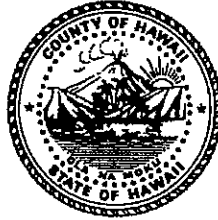
2012 NOV 26 AM 8:20
Barbara Lively
Arai, Daryn
Subject:

Aloha Daryn, please forward this to Dean and the other members of the Windward Planning Commission.
Mahalo, Barbara

SCANNED

NOV 26 2012
By 082309

Fred Blas
Council Member
Council District 5
PLANNING DEPARTMENT
COUNTY OF HAWAII



Phone: (808) 965-2712
Fax: (808) 965-2707
Email: fblas@co.hawaii.hi.us

Mailing Address:
Hawai'i County Building
25 Aupuni Street
Hilo, Hawai'i 96720

NOV 26 AM 9:09

Business Address:
15-2660 Pahoa-Village Road
Pahoa Marketplace, Room 105
Pahoa, Hawai'i 96778

Hawai'i County Council
County of Hawai'i

November 26, 2012

Dean Au, Chair and
All members of the
Windward Planning Commission

Subject: Support for Connections New Century Public Charter School

Aloha Chair Au,

I am writing in strong support of the request for Connections New Century Public Charter School to develop a K-12 Charter School Campus with dormitory facilities and related uses on approximately 70 acres of land in the State Land Use Agriculture District in Kaūmana. The proposed school will be located on land currently managed by the State of Hawai'i for the people of Hawai'i. I can think of no higher or better use of this land than to allow the keiki o ka aina to learn from and provide stewardship for this land and its resources.

Mahalo

082309



County of Hawaii
 PLANNING DEPARTMENT
 101 Pauahi Street, Suite 3
 Hilo, Hawaii 96720-4224

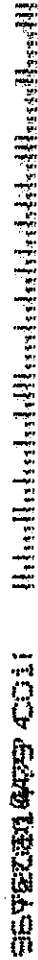


PLANNING DEPARTMENT
 HAWAII
 AM 7:01

Connection

TMK(3)2-5-040:011
 Doreen and Tara Leao
 1503 Kaumana Drive
 Hilo, HI

9588 FEE 1500 11/20/12
 RETURN TO SENDER
 NOT DELIVERABLE AS ADDRESSED
 UNABLE TO FORWARD
 RC: 96/7047403





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- Tax Details 2012
- Tax Details 2011
- Tax Details 2010
- Tax Details 2009
- Tax Details 2008
- Tax Details 2007
- Tax Details 2006
- Tax Details 2005
- Tax Details 2004
- Tax Details 2003

PARID: 250400110000
LEE,DOREEN KANANI

Parcel Data

Site Address
Unit No.
Property Class
Zoning

1503 KAUMANA DRIVE

RESIDENTIAL

Call the Planning Department at (808) 961-8288.

Owner

| | | | | | |
|-------------------------------|-----------------|------|-------|---------|----------|
| Owner | Address | City | State | Country | Zip Code |
| LEE,DOREEN KANANI | 1503 KAUMANA DR | HILO | HI | | 96720 |
| LEAO,TARA KALELEHUAOKALEILANI | 367 AKOLEA RD | HILO | HI | | 96720 |

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County of Hawaii
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 101 Pauahi Street, Suite 3
 Hilo, Hawaii 96720-4224



connecting

TMK(3)2-5-027:044
 Henry and Norine Okuhara
 Post Office Box 945
 Hilo, HAWAII 96720-0945

NOV 26 2012 09:11:17
 DEPARTMENT OF
 HAWAII

RETURN TO SENDER
 ATTEMPTED - NOT KNOWN
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BC: 96720422403 *0372-02708-15-42

55795308057E013

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REAL PROPERTY
TAX OFFICE**

County | State | State Bureau of Conveyances

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- Tax Bill
- Tax Details 2012
- Tax Details 2011
- Tax Details 2010
- Tax Details 2009
- Tax Details 2008
- Tax Details 2007
- Tax Details 2006
- Tax Details 2005
- Tax Details 2004
- Tax Details 2003

**PARID: 250270440000
OKUHARA,HENRY S**

Parcel Data

Site Address 1209 B KAUMANA DRIVE
 Unit No.
 Property Class RESIDENTIAL
 Zoning Call the Planning Department at (808) 961-8288.

Owner

| | | | | | |
|------------------|------------|------|-------|---------|----------|
| Owner | Address | City | State | Country | Zip Code |
| OKUHARA,HENRY S | PO BOX 946 | HILO | HI | | 96721 |
| OKUHARA,NORINE N | | | | | |

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County of Hawaii
 PLANNING DEPARTMENT
 101 Pauahi Street, Suite 3
 Hilo, Hawaii 96720-4224

TMK(3)2-5-027:052

Ezekiel Harvey Luiz Trust

Norson Mai Luiz Trust

Post Office

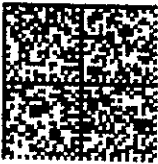
Hilo, Ha

NI XME

968 DE 1

00 11/24/12

Link



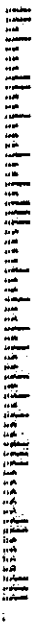
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 0004276258, NOV 15 2012
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 PRIMEY BOWES

NOV 26 PM 2:18
 PLANNING DEPARTMENT
 COUNTY OF HAWAII

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96720422403



Correctly



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- Tax Details 2012
- Tax Details 2011
- Tax Details 2010
- Tax Details 2009
- Tax Details 2008
- Tax Details 2007
- Tax Details 2006
- Tax Details 2005
- Tax Details 2004
- Tax Details 2003

PARID: 250270520000
LUIZ,EZEKIEL HARVEY TR

Parcel Data

Site Address
Unit No.
Property Class
Zoning

1193 KAUMANA DRIVE

RESIDENTIAL

Call the Planning Department at (808) 961-8288.

Owner

Owner
LUIZ,EZEKIEL HARVEY TR
LUIZ,NOREEN MAE LUIZ TR

| Address | City | State | Country | Zip Code |
|------------|----------|-------|---------|----------|
| PO BOX 116 | PEPEEKEO | HI | | 96783 |

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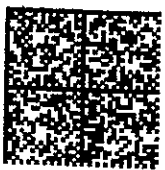
County of Hawaii
PLANNING DEPARTMENT
101 Pauahi Street, Suite 3
Hilo, Hawaii 96720-4224

Handwritten initials

TMK(3)2-5-027:042
David and Lauri Mattos
Post Office Box 5599
Hilo, Haw:

FORWARD TIME EXP 1 811C 00:11/20/12
MATTOS
1209 KAUMANA DR
HILO HI 96720-6757
RETURN TO SENDER

967206757
Hilo, Hawaii 96720-6757



UNITED STATES POSTAGE
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MAILED FROM ZIP CODE 96720

NOV 26 AM 7:01
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COUNTY OF HAWAII



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- Tax Bill
- Tax Details 2012
- Tax Details 2011
- Tax Details 2010
- Tax Details 2009
- Tax Details 2008
- Tax Details 2007
- Tax Details 2006
- Tax Details 2005
- Tax Details 2004
- Tax Details 2003

PARID: 250270420000
MATTOS,DAVID J

Parcel Data

Site Address 1209 KAUMANA DRIVE
 Unit No.
 Property Class RESIDENTIAL
 Zoning Call the Planning Department at (808) 961-8288.

Owner

| Owner | Address | City | State | Country | Zip Code |
|----------------|-----------------|------|-------|---------|----------|
| MATTOS,DAVID J | 1209 KAUMANA DR | HILO | HI | | 96720 |
| MATTOS,LAURI M | | | | | |

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County of Hawaii
 PLANNING DEPARTMENT
 101 Pauahi Street, Suite 3
 Hilo, Hawaii 96720-4224

TMK(3)2-5-027:005

Sandra Sato

1213 A. Kaumana Drive

Hilo, Hav

NIXIE

RC: 96720422403

96720422403

968 DEPT. 1
 RETURN TO SENDER
 NO SUCH NUMBER
 UNABLE TO FORWARD

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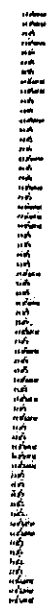
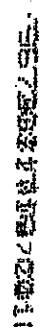


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 0004276258
 MAILED FROM 782
 ZIP CODE 96720



PLANNING DEPARTMENT
 COUNTY OF HAWAII
 NOV 15 2012
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NOV 26 AM 7:01



Comcast

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- Tax Details 2012
- Tax Details 2011
- Tax Details 2010
- Tax Details 2009
- Tax Details 2008
- Tax Details 2007
- Tax Details 2006
- Tax Details 2005
- Tax Details 2004
- Tax Details 2003

PARID: 250270050000
SATO,SANDRA

Parcel Data

Site Address 1213 A KAUMANA DRIVE
 Unit No.
 Property Class RESIDENTIAL
 Zoning Call the Planning Department at (808) 961-8288.

Owner

| | | | | | |
|-------------|-------------------|------|-------|---------|----------|
| Owner | Address | City | State | Country | Zip Code |
| SATO,SANDRA | 1213 A KAUMANA DR | HILO | HI | | 96720 |

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November 27, 2018

2012 DEC 7 5 PM 3:25
Kare Chosen Connections Public Charter

School for my children because when my oldest daughter went to Hilo Elementary School she almost failed the first grade, and the school refused to look into the reason why she almost failed. I transferred my daughter to CPCs in the second grade, where she was tested for learning disabilities upon my concerns. Turns out she is dyslexic and has Attention Deficit Disorder, something Hilo Elementary refused to acknowledge by not looking into her struggles.

In the second grade my daughter was reading at a below kindergarten reading level and was put on an Individual Education Plan where she got much needed help. Her reading, reading comprehension and speech greatly improved. She stayed on her IEP until the eighth grade when we (my daughter, her teachers, school representatives and myself) decided to let her try High School on her own. Thanks to the efforts by CPCs and its staff, my daughter is now a senior in High School on the Nani Mau campus where she has been off her IEP for 4 years and is doing GREAT!

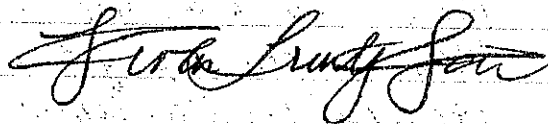
Because the school was and is so wonderful to and for my daughter, I chose to enroll my son there also. He is now in the fifth grade and loves everything about CPCs.

I have one more child at home, and when it is time for her to attend school,

082565

I truly hope that Connections Public Charter School will accept her as one of their students, because I could not think of a better school for her to attend.

Sincerely,
The Mother of 2 Connections
Students
Senior Kai'ea "Yumi" Kaula
and
5th grader Kāpena Kaula



Keola Truly Kaula
phone # 808 938-7144
address 180 Puuoa St. B409
Hilo, HI 96780



PLANNING DEPARTMENT
COUNTY OF HAWAII

2012 DEC -3 AM 7:42

The Senate

STATE CAPITOL

Nov. 28, 2012

Windward Planning Commission
Aupuni Center, 101 Pauahi Street, Suite 3,
Hilo, HI 96720

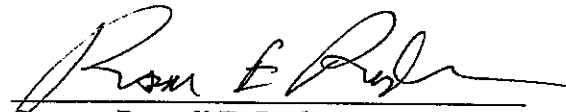
RE: Support for Connections PCS Kaumana Campus

Aloha Windward Planning Commission Chair

I am writing to express my support for the efforts of Connections Charter School to establish a permanent campus in Kaumana. This charter school has done an exemplary job providing quality in education with facilities that were not originally intended to support a learning environment.

It is understood that there are some planning issues that need to be addressed and I feel certain that the Commission will be able to identify appropriated terms and conditions for this permit request to mitigate any concerns expressed by the community. Connections Charter School has an excellent record of working within the communities it impacts to ensure a quality educational experience for its students while promoting goodwill in the community.

Sincerely,



Senator Russell E. Ruderman

11/29/12

Date



PLANNING DEPARTMENT
COUNTY OF HAWAII

2012 NOV 29 PM 3:36

The Senate

STATE CAPITOL

Nov. 28, 2012

Windward Planning Commission
Aupuni Center, 101 Pauahi Street, Suite 3,
Hilo, HI 96720

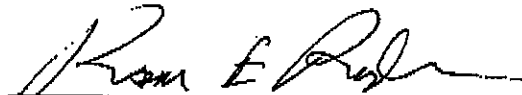
RE: Support for Connections PCS Kaumana Campus

Aloha Windward Planning Commission Chair

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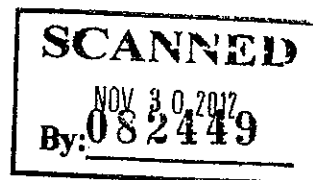
Sincerely,



Senator Russell E. Ruderman

11/29/12

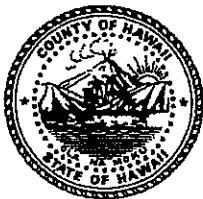
Date



Office of Senator Russell E. Ruderman
415 S. Beretania Street, Suite #217
Honolulu, HI 96813

Phone (808) 586-6890
Fax: (808) 586-6899
senruderman@capitol.hawaii.gov

William P. Kenoi
Mayor



BJ Leithead Todd
Director

Margaret K. Masunaga
Deputy

West Hawai'i Office
74-5044 Ane Keohokalole Hwy
Kailua-Kona, Hawai'i 96740
Phone (808) 323-4770
Fax (808) 327-3563

County of Hawai'i
PLANNING DEPARTMENT

East Hawai'i Office
101 Pauahi Street, Suite 3
Hilo, Hawai'i 96720
Phone (808) 961-8288
Fax (808) 961-8742

November 29, 2012

Ted H. S. Hong, Esq.
P.O. Box 4217
Hilo, HI 96720

Dear Mr. Hong:

Special Permit Application (SPP 12-000138)

Applicant: Connections New Century Public Charter School and Community Based Education Support Services

Request: To Develop a K to 12 Charter School Campus with Dorm Facilities, Intergenerational Programs, a Sustainable Agriculture Program and a Forestry/Conservation Program

Tax Map Key: 2-5-006:141

This is to acknowledge receipt of your letter dated November 16, 2012 and received on November 26, 2012, requesting a continuance of the hearing regarding the subject application that is scheduled on December 6, 2012 before the Windward Planning Commission. We will forward your request to the Windward Planning Commission for its consideration.

For your information, Planning Department Rule 6-6(e) states:

"For each hearing continued at the request of the applicant, the applicant shall serve notice of the hearing on surrounding property owners and lessees of record as provided by Section 6-6(b). An additional two hundred fifty dollar processing fee shall be submitted by the applicant for each hearing continued at the request of the applicant."

Therefore, please be prepared to remit a processing fee of two hundred and fifty dollars (\$250.00) once the Windward Planning Commission has taken formal action to continue the hearing at your request. This additional filing fee must be submitted before we are able to schedule this matter at a subsequent meeting date.

If you have any questions regarding this, please contact Jeff Darrow of this department at (808) 961-8158.

Sincerely,


BJ LEITHEAD TODD
Planning Director

JWD:syhf
P:\wpwin60\Jeff\Letters\Continuance-Defer Letters\LHong-SPP12-138-ReqForCont.doc