

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

June 10, 2026

TO: Mary Alice Evans
Director, Office of Planning and Sustainable Development

FROM: Jadine Urasaki *Jadine Urasaki*
Jadine Urasaki (Jun 10, 2026 08:18:48 HST)
Public Works Administrator, Facilities Development Branch

SUBJECT: Draft Environmental Assessment and Anticipated Finding of No Significant Impact
Kaaawa Elementary School - Electrical Upgrades, and Long Term Repair and
Maintenance of Existing School Facilities
51-296 Kamehameha Highway, Kaaawa, Oahu, Hawaii 96730
Job No.: Q92100-23
Tax Map Key No.: (1) 5-1-002:018

The Hawaii State Department of Education hereby submits transmits this Draft Environmental Assessment and Anticipated Finding of No Significant Impact (DEA-FONSI) determination for the proposed Kaaawa Elementary School Electrical Upgrades and Long-Term Repair and Maintenance of Existing School. Please publish notice of this DEA-FONSI's in the next edition of *The Environmental Notice*. A copy of the DEA-FONSI along with online submission requirements has been submitted via your online submittal site.

Should you have any questions, please contact Richard Bass, Project Coordinator Consultant of the Facilities Development Branch, Project Management Section, at (808) 784-5135 or via email at rbass@bowersandkubota.com, or our authorized agent of this project, Greg Nakai, PBR HAWAII & ASSOCIATES, INC. (PBRH&AI), at (808) 521-5631 or via email at gnakai@pbrhawaii.com.

JU:rb
Attachment

c: Kraig K. Otani & Associates, LLC
Greg Nakai, PBRH&AI
Facilities Development Branch

From: dbedt.opsd.erp@hawaii.gov
To: [DBEDT OPSD Environmental Review Program](#)
Subject: New online submission for The Environmental Notice
Date: Friday, June 19, 2026 2:48:56 PM

Action Name

Ka'a'awa Elementary School Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities

Type of Document/Determination

Draft environmental assessment and anticipated finding of no significant impact (DEA-AFNSI)

HRS §343-5(a) Trigger(s)

- (1) Propose the use of state or county lands or the use of state or county funds

Judicial district

Ko'olauloa, O'ahu

Tax Map Key(s) (TMK(s))

(1) 5-1-002:018

Action type

Agency

Other required permits and approvals

Special Management Area (SMA) Use Permit – Major; ROH Chapter 25 Compliance; Dust Control Plan; Noise Permit (if necessary); HRS Chapter 6E Historic Preservation Review; Grading, Grubbing, and Stockpiling Permits; Building Permit (electrical, plumbing, civil); Storm Water Quality Strategic Plan; Rules Relating to Water Quality and Storm Drainage Standards Compliance

Proposing/determining agency

Department of Education (HIDOE)

Agency jurisdiction

State of Hawai'i

Agency contact name

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[Map It](#)

Is there a consultant for this action?

Yes

Consultant

PBR HAWAII & Associates, Inc.

Consultant contact name

Greg Nakai

Consultant contact email

gnakai@pbrhawaii.com

Consultant contact phone

(808) 521-5631

Consultant address

1001 Bishop Street, Suite 650
Honolulu, HI 96813
United States
[Map It](#)

Action summary

The existing electrical lines at Ka'a'awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school's proximity to the shoreline and exposure to salt spray, these electrical lines are corroding and in need of upgrades. The school overall needs an upgrade of their electrical distribution (overhead and underground) and electrical equipment. The proposed project involves replacing the distribution to underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment.

In addition to the proposed electrical upgrades, this EA is intended to provide coverage for reasonably foreseeable future improvements to the campus. Future improvements covered under this EA are limited to in-kind replacement or minor upgrades within previously disturbed areas not exceeding 1,500 sf of disturbance. Such improvements may include infrastructure repairs and upgrades to building systems and utilities; ongoing campus maintenance activities necessary to ensure safe and efficient operations; and the replacement, modernization, or expansion of existing facilities such as classroom buildings, administrative offices, and support structures. While detailed plans for other infrastructure repairs, campus maintenance, and replacement facilities are not available, it is reasonable to expect that these may come up in the very near future.

Reasons supporting determination

Refer to Section 7.2 (Significance Criteria) of the DEA.

Attached documents (signed agency letter & EA/EIS)

- [Kaaawa-ES-DEA_June-20261.pdf](#)
- [DraftEA-AFONSI-SIGNED_ADA.pdf](#)

Action location map

- [Project_Area1.zip](#)

Compliance certification (HRS §368-1.5):

The authorized individual listed below certifies that documents submitted are unlocked, searchable, and compliant with the Hawaii Electronic Information Technology Disability Access Standards (including, but not limited to transcripts, captions, and other descriptions accompanying audio/video files). The individual acknowledges that the submitter retains the responsibility for compliance after documents have been published and any compliance queries will be directed back to the agency and/or applicant.

Authorized individual

Greg Nakai

Authorized individual email

gnakai@pbrhawaii.com

Authorized individual phone

(808) 521-5631

Authorization

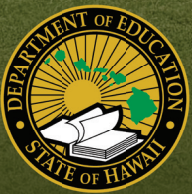
- The above named authorized individual hereby certifies that he/she has the authority to make this submission.

Ka'a'awa Elementary School Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities

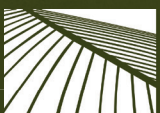
Draft Environmental Assessment/
Anticipated Finding of No Significant Impact



Prepared for:



Prepared by:



PBR HAWAII
& ASSOCIATES, INC.

June 2026

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**KA‘A‘AWA ELEMENTARY SCHOOL
ELECTRICAL UPGRADES AND
LONG-TERM REPAIR AND MAINTENANCE OF
EXISTING SCHOOL FACILITIES**

**DRAFT ENVIRONMENTAL ASSESSMENT/
ANTICIPATED FINDING OF NO SIGNIFICANT IMPACT**

Prepared for:

Pacific Housing Assistance Corporation

Prepared by:



June 2026

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LIST OF ABBREVIATIONS & ACRONYMS

The following is a list of terms, abbreviations, and acronyms used in this document.

A

AIS	Archaeological Inventory Survey
ALISH	Agricultural Lands of Importance to the State of Hawai'i
AMSL	Above Mean Sea Level

B

BFE	Base Flood Elevation
BMPs	Best Management Practices
BWS	City and County of Honolulu, Board of Water Supply

C

CCH	City and County of Honolulu
CIA	Cultural Impact Assessment
CWDA	Critical Wastewater Disposal Area
CZM	Coastal Zone Management

D

DAR	State of Hawai'i, DLNR, Division of Aquatic Resources
DBEDT	State of Hawai'i, Department of Business, Economic Development & Tourism
DFM	City and County of Honolulu, Department of Facility Maintenance
DLNR	State of Hawai'i, Department of Land and Natural Resources
DOCARE	State of Hawai'i, DLNR, Division of Conservation and Resources Enforcement
DPP	City and County of Honolulu, Department of Planning and Permitting

E

EA	Environmental Assessment
ESCP	Erosion and Sediment Control Plan

F

FEMA	Federal Emergency Management Agency
FONSI	Finding of No Significant Impact
Footprint	A building footprint provides the outline of a building drawn along the exterior walls, with a description of the exact size, shape, and location of its foundation.

H

H-POWER	Honolulu Program of Waste Energy Recovery
HAR	Hawai'i Administrative Rules
HECO	Hawaiian Electric Company
HFD	Honolulu Fire Department
HIDOE	State of Hawai'i, Department of Education
HNL	Honolulu International Airport
HPD	Honolulu Police Department
HRS	Hawai'i Revised Statutes

**KA'A'AWA ELEMENTARY SCHOOL ELECTRICAL UPGRADES AND
LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES
DRAFT ENVIRONMENTAL ASSESSMENT/ANTICIPATED FINDING OF NO SIGNIFICANT IMPACT**

K

KES Ka'a'awa Elementary School
KLSCP Ko'olau Loa Sustainable Communities Plan

L

LID Low Impact Development
LSB Land Study Bureau
LUC State of Hawai'i, Land Use Commission
LUO Land Use Ordinance

M

mph Miles Per Hour

N

NFIP National Flood Insurance Program
NHC National Hurricane Center
NOAA National Oceanic and Atmospheric Administration
NPDES National Pollutant Discharge Elimination System Permit

O

OPSD State of Hawai'i, Office of Planning and Sustainable Development

P

ppt parts per thousand
PUC Public Utilities Commission

R

ROH Revised Ordinances of Honolulu

S

SHPD State of Hawai'i, Historic Preservation Division
SIHP State Inventory of Historic Places
SLR Sea Level Rise
SLR-XA Sea Level Rise Exposure Area
SMA Special Management Area

T

TMK Tax Map Key

U

UIC Underground Injection Control
USFWS U.S. Fish and Wildlife Service

**KA'A'AWA ELEMENTARY SCHOOL ELECTRICAL UPGRADES AND
LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES
DRAFT ENVIRONMENTAL ASSESSMENT/ANTICIPATED FINDING OF NO SIGNIFICANT IMPACT**

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1.0 INTRODUCTION

This Environmental Assessment (EA) is prepared in accordance with:

- Hawai'i Revised Statutes (HRS) Chapter 343;
- Hawai'i Administrative Rules (HAR) Chapter 11-200.1;
- Revised Ordinances of Honolulu (ROH) Chapter 25; and
- HRS Chapter 205A,

for the construction of the proposed Ka'a'awa Elementary School Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities ("Project").

1.1 PROJECT SUMMARY

Project Name:	Ka'a'awa Elementary School Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities
Location:	51-296 Kamehameha Highway, Ka'a'awa, Hawai'i 96730 (Figure 1: Location Map)
Judicial District:	Ko'olaupia
Tax Map Key (TMK):	(1) 5-1-002:018 (Figure 2: Tax Map Key)
Proposing Agency:	State of Hawai'i Department of Education (HIDOE)
Landowner:	TMK (1) 5-1-002:018 is owned by the State of Hawai'i
Existing Uses:	Public elementary school (Figure 11: Site Photos)
Proposed Action:	HIDOE proposes to upgrade the existing electrical lines at Ka'a'awa Elementary School, which are currently located above and below ground and are in urgent need of upgrades. The upgrades would involve relocating some of the electrical lines underground where feasible, and replacing most, if not all, of the interior and exterior electrical equipment. Additionally, the proposed action includes future infrastructure repairs, campus maintenance, and replacement facilities (such as classroom buildings).
Project Area:	Approx. 162,377 square feet (3.7277 acres)
Land Use Designations:	<ul style="list-style-type: none">• State Land Use: <i>Urban</i>• Ko'olaupia Sustainable Communities Plan Land Use Map: <i>Rural Communities</i>• County Zoning: <i>Residential (R-5)</i>
Special Management Area (SMA):	The Project is located within the SMA.
Permits/Approvals Required:	<ul style="list-style-type: none">• HRS Chapter 343 Compliance• ROH Chapter 25 Compliance• SMA Use Permit – Major• Dust Control Plan

- Noise Permit (if necessary)
- HRS Section 6E Review
- Grading, Grubbing, and Stockpiling Permits
- Building Permit (electrical, plumbing, civil)
- Storm Water Quality Strategic Plan
- Rules Relating to Water Quality and Storm Drainage Standards Compliance

Determining Agency: State of Hawai'i Department of Education (HIDOE)

Anticipated Determination: Finding of No Significant Impact (FONSI)

1.2 LOCATION

The Project site is located at 51-296 Kamehameha Highway in Ka'a'awa, Ko'olauloa District, O'ahu, Hawai'i (Figure 1: Location Map), and the property is identified as TMK (1) 5-1-002:018 (Figure 2: Tax Map Key). The overall area of the property is 3.7277 acres or 162,377 square feet. The Project site is located mauka of Kamehameha Highway, across from Ka'a'awa Beach Park and the Pacific Ocean (Figure 1: Location Map). The Project site comprises the Ka'a'awa Elementary School campus. As shown on Figure 3: Special Management Area, the Project site is located within the SMA.

1.3 SURROUNDING LAND USES

The Project site is located in Ka'a'awa, which is one of several small rural towns on O'ahu's windward coast. The community of Ka'a'awa is characterized as rural residential, with predominantly single-family homes. The Project site is bounded by single-family homes to the north, west, and south, and by Kamehameha Highway to the east, beyond which is Ka'a'awa Beach Park and the Pacific Ocean (Kaiaka Bay) (Figure 1: Location Map).

1.4 LAND OWNERSHIP

Utilizing the TMK system (Figure 2), the land under the Project site is identified as TMK (1) 5-1-002:018, which is owned by State of Hawai'i.

Contact: Jadine Urasaki
Public Works Administrator
State of Hawai'i Department of Education
P.O. Box 2360
Honolulu, HI 96804
Phone: (808) 784-5040

1.5 IDENTIFICATION OF PROPOSING AGENCY

State of Hawai'i Department of Education (HIDOE) is the Proposing Agency.

Contact: Jadine Urasaki
 Public Works Administrator
 State of Hawai'i Department of Education
 P.O. Box 2360
 Honolulu, HI 96804
 Phone: (808) 784-5040

1.6 IDENTIFICATION OF ENVIRONMENTAL CONSULTANT

The environmental consultant is PBR HAWAII & Associates, Inc. dba PBR HAWAII.

Contact: Greg Nakai
 Senior Associate
 PBR HAWAII
 1001 Bishop Street, Suite 650
 Honolulu, HI 96813
 Phone: (808) 521-5631
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1.7 COMPLIANCE WITH STATE OF HAWAI'I AND CITY AND COUNTY OF HONOLULU ENVIRONMENTAL LAWS

During the pre-Assessment consultation process, the State Office of Planning and Sustainable Development (OPSD) wrote:

“The proposed agency should confirm whether an EA is required for the proposed action and further discuss the triggers of preparation of an EA set forth in Hawai'i Revised Statutes (HRS) Chapter 343 for the proposed electrical upgrades, repairs and maintenance.” (See Appendix A)

Since the proposed Action involves the use of State lands and funds, preparation of this document is in accordance with the procedural steps of HRS Chapter 343 and HAR Title 11, Chapter 200.1 pertaining to Environmental Impact Statements. In addition, within the City and County of Honolulu (CCH), management of lands within the SMA is regulated through ROH Chapter 25. Permit review guidelines (in ROH Chapter 25) used by the Department of Planning and Permitting (DPP) and the City Council, are derived from HRS Section 205A-26 Act 16 (SB2060, SD2, HD2), adopted on September 15, 2020, amended HRS Chapter 205A. The proposed Action requires an SMA Use Permit – Major. Per ROH Section 25-3.3(c)(1), *“Any proposed development within the special management area requiring a special management area use permit shall be subject to an assessment by the agency in accordance with the procedural steps set forth in HRS Chapter 343.”*

1.8 IDENTIFICATION OF AGENCIES AND ORGANIZATIONS CONSULTED

1.8.1 Early Consultation

A Pre-Assessment consultation was conducted from September 9, 2025, to October 9, 2025, prior to the preparation of the Draft Environmental Assessment (Draft EA). The purpose of the Pre-Assessment consultation was to consult with agencies, organizations, and individuals with technical expertise or an interest in, or will be affected by, the Proposed Project. This process is part of the scoping process for the Draft EA. Comments and input received during this period were used to identify environmental issues and concerns to be addressed in the Draft EA.

As part of this early consultation process, the agencies, organizations, and individuals who were sent Pre-Assessment consultation solicitation letters are listed in Table 1 below. Those who provided written comments (either by hard copy or electronically) are indicated in Table 1 with the comment date. Copies of the written comments and responses are reproduced in Appendix A: Pre-Assessment Consultation Comments and Responses.

Table 1: List of Pre-Assessment Consultation Comments

Agencies/Organizations/Individuals	Pre-Assessment Consultation Letter Sent	Pre-Assessment Comment Received (Comment Date)
STATE		
Environmental Review Program	X	
Department of Accounting and General Services	X	
Department of Business, Economic Development & Tourism (DBEDT)	X	
DBEDT – Hawai'i State Energy Office/Strategic Industries Division	X	
DBEDT – Office of Planning and Sustainable Development	X	10/3/25
Department of Defense	X	10/9/25
Department of Health (DOH)	X	
DOH – Environmental Health Administration	X	
DOH – Clean Water Branch	X	
DOH – Wastewater Branch	X	9/12/25
Department of Human Services	X	
Department of Land and Natural Resources (DLNR)	X	
DLNR – Commission on Water Resource Management	X	
DLNR – Division of Aquatic Resources	X	10/8/25
DLNR – Division of Forestry & Wildlife	X	
DLNR – Historic Preservation Division	X	
Department of Transportation	X	
Hawai'i Housing Finance and Development Corporation	X	
Hawai'i Community Development Authority	X	

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Agencies/Organizations/Individuals	Pre-Assessment Consultation Letter Sent	Pre-Assessment Comment Received (Comment Date)
Office of Hawaiian Affairs	X	
University of Hawai'i School of Ocean and Earth Science and Technology		10/9/2025
FEDERAL		
U.S. Army Corps of Engineers, Pacific Ocean Division	X	
U.S. Fish and Wildlife Service	X	
NOAA National Marine Fisheries Service	X	
Federal Emergency Management Agency, Region IX	X	
COUNTY		
Board of Water Supply	X	
Department of Community Services	X	
Department of Design and Construction	X	9/18/25
Department of Environmental Services	X	
Department of Facility Maintenance	X	9/30/25
Department of Planning and Permitting	X	10/6/25
Department of Transportation Services	X	
O'ahu Transit Services	X	
Honolulu Fire Department	X	9/23/25
Honolulu Police Department	X	10/10/25
Office of Climate Change, Sustainability, and Resiliency	X	
Neighborhood Commission Office	X	
ELECTED OFFICIALS		
Governor Josh Green	X	
Mayor Rick Blangiardi	X	
State Senator Brenton Awa (District 23)	X	
State Representative Lisa Kitagawa (District 48)	X	
City Councilmember Matt Weyer (District 2)	X	
Neighborhood Board No. 28 Chair Pane Meatoga III	X	
UTILITIES		
Hawaiian Electric Company, Inc.	X	
Spectrum	X	
Hawaiian Telcom	X	9/9/25
Hawai'i Gas	X	9/26/25
CITIZEN GROUPS/INDIVIDUALS, OTHER CONSULTED PARTIES		
University of Hawai'i - School of Ocean and Earth Science and Technology	X	
University of Hawai'i Sea Grant College Program	X	

**KA'A'AWA ELEMENTARY SCHOOL ELECTRICAL UPGRADES AND
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Agencies/Organizations/Individuals	Pre- Assessment Consultation Letter Sent	Pre- Assessment Comment Received (Comment Date)
Ka'a'awa Community Association	X	
Ko'olauloa Hawaiian Civic Club	X	
LIBRARIES		
Kāne'ōhe Public Library	X	
Hawai'i State Library - Hawai'i Documents Center	X	

2.0 PROJECT DESCRIPTION

This section provides background information and a general description of the proposed Ka‘a‘awa Elementary School Improvements (“Project”).

2.1 BACKGROUND AND NEED FOR THE PROJECT

According to the Ka‘a‘awa Elementary School website (<https://www.kaaawaschool.k12.hi.us/>), the school was established in 1904 on land donated by the Swanzy family. It serves the communities of Kualoa, Ka‘a‘awa, Kahana, and Punalu‘u.

The school campus includes seven smaller square portable buildings of similar sizes (Portables P-1, -2, -4, -5, -6, -10, and -11); two small rectangular buildings (Portable PT-1 and Building F); a medium-sized rectangular building combining three of the smaller square portables (Portables P-7, P-8, -8, and -9) used as the cafeteria; and a large rectangular classroom building (Building A). The campus also includes: 1) a parking area and loading zone for school buses; 2) paved walkways, ramps and wooden stairs to access the various classrooms; and 3) a centrally located undeveloped grassy area with a flagpole, bordered by the administrative portable (P-6), the cafeteria, Portables P-2 and P-1, and Building A. The project area is covered in manicured lawns with a few tree species including kukui (*Aleurites moluccanus*), palm trees, and some native *ti* and hibiscus plants and ferns. Buildings over 50 years old include:

- Building A (1960);
- Building F (1920); and
- Building P-1 (1966).

The existing electrical lines at Ka‘a‘awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school’s proximity to the shoreline and exposure to salt spray, these electrical lines are corroding and in need of upgrades.

2.2 PROJECT OBJECTIVES

HIDOE’s objective is to upgrade Ka‘a‘awa Elementary School’s electrical distribution (overhead and underground) and electrical equipment, and to maintain, repair, replace and school facilities, including classrooms, when necessary.

2.3 DESCRIPTION OF THE PROJECT

During the pre-Assessment consultation period, the DPP wrote: *“The Draft EA should describe any existing or proposed structures, including when the existing structures were built, and identify any associate building permits or other land use approvals.”* (Appendix A)

The existing electrical distribution lines at Ka‘a‘awa Elementary School are currently located both overhead and underground at various points across the campus. Due to the school’s proximity to the shoreline and associated exposure to salt spray, these lines have experienced corrosion and

deterioration, necessitating replacement. The campus as a whole requires an upgrade to its electrical distribution system (overhead and underground) and associated electrical equipment. The proposed Project involves relocating distribution lines underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment.

In addition to the proposed electrical upgrades, this EA is intended to provide coverage for reasonably foreseeable future improvements to the campus. Future improvements covered under this EA are limited to in-kind replacement or minor upgrades within previously disturbed areas not exceeding 1,500 sf of disturbance. Such improvements may include infrastructure repairs and upgrades to building systems and utilities; ongoing campus maintenance activities necessary to ensure safe and efficient operations; and the replacement, modernization, or expansion of existing facilities such as classroom buildings, administrative offices, and support structures. While specific plans for these future improvements have not yet been developed, such projects are anticipated as part of HIDOE's ongoing capital improvement and maintenance programs.

2.4 PROJECT COST AND IMPLEMENTATION TIMEFRAME

The current construction budget estimate is \$1.6 million. Construction of the first phase of the proposed Action (undergrounding overhead electrical lines) is anticipated to start upon receipt of an approved demolition and grading permits and is expected to be completed in 10 months.

3.0 DESCRIPTION OF THE NATURAL ENVIRONMENT, POTENTIAL IMPACTS, AND MITIGATION MEASURES

This section describes the existing conditions of the physical or natural environment, potential impacts of the Project to the environment, and mitigation measures to minimize impacts.

3.1 CLIMATE

Due to the tempering influence of the Pacific Ocean and the low-latitude tropical location of the Hawaiian Islands, the islands experience extremely small diurnal and seasonal variations in ambient temperature. Measured at Honolulu International Airport (HNL), the average temperatures in the coolest months are 72.9° Fahrenheit (F) and in the warmest months 81.4°F.

The prevailing trade winds coming from the northeast to the east-northeast blow almost directly onshore at the project area. The trade winds are typically present for approximately 80 percent of the time annually, mostly during the summer season from April to November, with nominal wind speeds of 10 to 20 mph.

During the winter months, there is a general weakening of the driving meteorological features that power the trade winds, which allows for the intermittent occurrence of southerly to west-northwesterly winds (Kona winds). These sporadic spells of south and west winds are due to local low-pressure systems and their associated frontal boundaries passing near or through the islands.

Potential Impacts and Mitigation Measures of the Proposed Project

Impacts are expected to be minor and temporary during construction, with no significant long-term adverse effects.

3.2 TOPOGRAPHY

The Project site is situated on an approximately 500- to 1,000-foot-wide coastal plain that lies between the steep windswept cliffs of the Ko'olau Mountains and the waters of the Pacific Ocean on O'ahu's northeast windward coastline.

The windward coastline of northeast O'ahu (Ko'olauloa) is generally oriented along an axis that runs from southeast to northwest. However, at the project vicinity in Ka'a'awa, the shoreline veers more to a north-south orientation. The roughly 600-foot wide coastal plain at the project site is populated with a medium-density rural community with a mixture of private homes, farm and ranch land, and Ka'a'awa Elementary School.

The terrain is relatively flat, and approximate elevations range from 5 to 10 feet above mean sea level (AMSL) (refer to Figure 4: Topography).

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Project will be located on mostly graded land where the existing Ka'a'awa Elementary School campus buildings are currently sited. By siting the underground electrical lines

within the campus “footprint”, the proposed Action will have a negligible effect on the topography of the area, and it is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on topography.

3.3 SOILS

Three soil suitability studies prepared for lands in Hawai‘i principally focus on the relative agricultural productivity of different land types. These studies are: 1) the U.S. Department of Agriculture Natural Resources Conservation Service Soil Survey; 2) the University of Hawai‘i Land Study Bureau Detailed Land Classification; and 3) the State Department of Agriculture’s Agricultural Lands of Importance to the State of Hawai‘i.

3.3.1 Natural Resources Conservation Service

As shown on Figure 5, the *Natural Resources Conservation Service, Soil Survey for the Island of O‘ahu* classifies the soil underlying the Project site as Jaucas sand with slopes no greater than 15 percent (labeled as 2w02z) and Mokuleia loam (labeled as hqh7).

3.3.2 Land Study Bureau Detailed Land Classification

The University of Hawai‘i Land Study Bureau (LSB) document, *Detailed Land Classification, Island of O‘ahu*, classifies soils based on a productivity rating. Letters indicate class of productivity with A representing the highest class and E the lowest. The soils of the Project site are classified “U” or “Urban.”

3.3.3 Agricultural Lands of Importance to the State of Hawai‘i

The Agricultural Lands of Importance to the State of Hawai‘i (ALISH) system classifies important agricultural lands as Prime, Unique, or Other Important Agricultural Land. The land underlying the Ka‘a‘awa Elementary School is not classified as either Prime, Unique, or Other Important Agricultural Land.

Potential Impacts and Mitigation Measures of the Proposed Project

Implementation of the proposed Action will not have a deleterious effect on the soil in the Project site. The site has been previously modified to accommodate the existing elementary school campus. The soils underlying the Project site have no capacity to impact the availability of agricultural land for cultivation.

During the pre-Assessment consultation process, the State of Hawai‘i Department of Land and Natural Resources (DLNR) Division of Aquatic Resources (DAR) wrote:

“DAR notes the project may include significant site work, including grading, drainage improvements, utility installation, and the addition of new impervious surfaces. These activities can increase runoff and sedimentation risks that impact downstream aquatic resources. DAR recommends:

Erosion and Sediment Controls: The project incorporate a robust Erosion and Sediment Control Plan (ESCP) in compliance with NPDES requirements, with particular attention to phasing, slope stabilization, and construction stormwater BMPs. A site-specific erosion and sediment control plan must be developed, taking into account the unique topography, soil conditions, and rainfall patterns of Ka'a'awa.” (Appendix A)

In response to DAR’s comment, HIDOE’s civil engineering consultant provided the following. A site-specific erosion and sediment control plan will be prepared in compliance with CCH storm water quality rules. During grading and construction, there is always the potential for soil erosion and runoff, and the generation of fugitive dust. All construction activities will comply with all applicable federal, state, and county regulations and rules for erosion, sedimentation, and dust control. Contractors will use best management practices (BMPs) to minimize erosion during construction and planting, including watering loose soils during construction, and planting groundcover over areas where construction has been completed, silt fences and other erosion control devices. No significant adverse impacts are anticipated with BMPs implemented to minimize impacts of the Project to the area’s hydrology and existing drainage facilities, while maintaining on-site infiltration and preventing polluted runoff from storm events. These measures will address any direct impacts from construction and avoid any secondary or cumulative impacts from erosion or fugitive dust caused by construction. Following construction, exposed soils will have been built over, paved over or landscaped to control erosion. If total disturbed area exceeds one acre, then a general National Pollutant Discharge Elimination System (NPDES) Permit for construction activities will be obtained.

Long-term impacts will be mitigated by the installation of low impact development (LID) measures to manage stormwater at this site before it is returned to the natural system. Such measures will be designed to manage stormwater in a way that better replicates natural systems, thereby slowing the flow of surface water from the site and reducing pollutants in the process, resulting in improved water quality of the downstream water bodies. No impacts to ground water resources or the ocean are anticipated.

Construction and permanent post-construction BMPs and LID measures will be designed, implemented, and maintained in compliance with the Administrative Rules, Title 20, DPP, Chapter 3 – Rules Relating to Water Quality, effective August 16, 2017. Onsite drainage system improvements will be designed in accordance with DPP’s Storm Drainage Standards, dated August 2017. See also the discussion in Section 4.6.3.

3.4 HYDROLOGY

Surface Water

There is no surface water (such as the ocean or streams) that directly abuts the Project site. Immediately makai of the Project site is Kamehameha Highway, which separates the Project site from the Pacific Ocean.

Ground Water

According to the State of Hawai‘i’s Underground Injection Control (UIC) Program, the Project site is located below (makai of) the UIC line, which means the underlying aquifer is not considered

a drinking water source (State of Hawai'i Department of Health, Safe Drinking Water Branch, n.d.).

Wetlands

No wetlands occur directly where the Project is proposed to be located. The U.S. Fish and Wildlife Service (USFWS) National Wetlands Inventory indicates that the nearest wetland is an Estuarine and Marine Wetland habitat (classified as **M2USN**), located makai (south and across Kamehameha Highway and Ka'a'awa Beach Park) from Ka'a'awa Elementary School (U.S. Fish and Wildlife Service, n.d.). Refer to Figure 6: USFWS National Wetlands Inventory.

Classification code **M2USN** stands for:

System **Marine (M)**: The Marine System consists of the open ocean overlying the continental shelf and its associated high-energy coastline. Marine habitats are exposed to the waves and currents of the open ocean, and the Water Regimes are determined primarily by the ebb and flow of oceanic tides. Salinities exceed 30 parts per thousand (ppt), with little or no dilution except outside the mouths of estuaries. Shallow coastal indentations or bays without appreciable freshwater inflow, and coasts with exposed rocky islands that provide the mainland with little or no shelter from wind and waves, are also considered part of the Marine System because they generally support typical marine biota.

Subsystem **Intertidal (2)**: The substrate in these habitats is continuously covered with tidal water (i.e., located below extreme low water).

Class **Unconsolidated Shore (US)**: Includes all wetland habitats having two characteristics: (1) unconsolidated substrates with less than 75 percent areal cover of stones, boulders or bedrock and; (2) less than 30 percent areal cover of vegetation. Landforms such as beaches, bars, and flats are included in the Unconsolidated Shore class.

Water Regime **Regularly Flooded (N)**: Tides alternately flood and expose the substrate at least once daily.

Potential Impacts and Mitigation Measures of the Proposed Project

During the pre-Assessment consultation process, the DLNR DAR wrote:

“Stormwater Management: The Draft EA should specify how post-construction stormwater will be treated before discharge. DAR recommends detention basins, vegetated swales, and infiltration measures to capture first flush runoff. Areas of natural drainage should be identified and buffered to ensure that any water flowing from the site does not carry sediment into sensitive marine environments.

Monitoring: DAR encourages water quality monitoring at stormwater outfalls during and after construction to ensure compliance with Hawai'i Water Quality Standards (HAR 11-54).

Cumulative Considerations: The EA should discuss potential impacts to aquatic systems within the watershed, especially if drainage systems connect to nearby streams or coastal receiving waters.

General Comment

For all projects involving substantial grading, drainage, or proximity to surface waters, DAR stresses the importance of compliance with Hawai'i Water Quality Standards (HAR 11-54) and the Coastal Zone Management Act (HRS 205A). Early and ongoing consultation with DAR is strongly encouraged to ensure protection of Hawai'i's aquatic ecosystems." (Appendix A)

As the anticipated total disturbed area (including sidewalks, utility trenching, fire lane) is 1,430 square feet, the graded area outside of the building footprint is planned to be less than 7,500 square feet, and the proposed undergrounding of overhead electrical lines would be classified as a Category 1B project. Post-construction BMPs will not be required for this project.

Cumulatively, the majority of the Ka'a'awa *Ahupua'a* is owned by Kualoa Ranch, and adding up their lands and comparing it to the Ka'a'awa ES campus property, the school comprises less than 0.2 percent of the *ahupua'a* land area.

The proposed Action is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on hydrological features, such as surface water, marine water or wetlands.

3.5 NATURAL HAZARDS

During the pre-Assessment consultation process, the DPP wrote:

"Coastal Hazards: The Project site is susceptible to coastal hazards associated with sea level rise (SLR), wave action, flooding, tsunamis, and storm surge. Therefore, proposed development activities must be evaluated not only for potential impacts to sensitive SMA resources, but also for current and future susceptibility to these coastal hazards." (Appendix A)

During the pre-Assessment consultation process, the DLNR DAR wrote:

"Hazards such as tsunamis, high wave events, storm surge, and chronic erosion must be evaluated, particularly in light of climate change and sea level rise. The EA should consider both existing and future conditions to assess the project's vulnerability and its potential to exacerbate existing coastal hazards.

Climate Resilience: Given projected sea-level rise and high groundwater levels in the Ka'a'awa region, DAR recommends an evaluation of drainage resilience under future climate conditions, including adaptive stormwater management measures. Kamehameha Highway is identified as vulnerable to sea level rise." (Appendix A)

Natural hazards like flooding, tsunami inundation, hurricanes (and storm surge), earthquakes, climate change, SLR, earthquakes and volcanic eruptions have historically impacted the Hawaiian Islands.

Flooding

During the pre-Assessment consultation process, the DPP wrote: “...the Draft EA should evaluate the proposed Project’s compliance with the City’s Flood Hazard Areas Ordinance (ROH Chapter 21A)...” (Appendix A)

The National Flood Insurance Program (NFIP), administered by FEMA (the Federal Emergency Management Agency), produces maps identifying flood hazards and associated zones of risk, known as Flood Insurance Rate Maps or FIRMs. Figure 7 presents the FEMA flood hazard map for the project site. This map indicates that nearly all of the Project site is rated Zone AE. The Zone AE designation means that a base flood elevation (BFE) has been calculated for these areas; however, without an additional velocity hazard. A BFE value represents the water surface elevation for a one percent annual chance flood (in this case, based on the 100-year tsunami inundation limits). The BFE can also be defined as the elevation—expressed as a height AMSL—that floodwaters are estimated to have a one percent chance of reaching or exceeding in any given year. The BFE value for the eastern and western portions of the Project site ranges from 10 feet to 7 feet AMSL. Per ROH § 21A-1.7:

“(a) A floodway permit must be obtained from the director before approval or issuance of any other permits for all new construction of or substantial improvements to structures within the floodway area...”

“(c) Any temporary or permanent encroachment, including fill, structures, storage of material or equipment, or other development within the floodway, shall not be approved, unless certification and supporting data, including hydrologic and hydraulic analyses performed in accordance with standard engineering practice, are provided by a licensed engineer demonstrating that the proposed encroachment will not cause any increase in base flood elevations during the occurrence of the base flood.”

“(d) Proposed structures in the floodway area shall additionally comply with the general development standards and flood fringe area provisions of this chapter..” (Appendix A)

Roughly 400 to 500 feet inland from the site, the designation turns to Zone X, which is an area that is determined to be outside of the 0.2 percent chance (500-year) flood plain, due to the steeply rising terrain. According to the project civil engineer, Okahara & Associates, Inc., a no impact floodway certification will be submitted.

Tsunami

Tsunamis are long-period solitary waves that typically result from large-scale seafloor displacements. Tsunamis are commonly caused by seismic events such as earthquakes that occur adjacent to or under the ocean and involve significant vertical motions of large areas of the substrate.

It has been reported that 10 of the 26 tsunamis with flood elevations greater than 3.3 feet (1 meter) that have made landfall in the Hawaiian Islands during recorded history have had “significant damaging effects on O‘ahu.” This means that, on average, one damaging tsunami reaches O‘ahu every 19 years. The recent record (1946 to the present) has seen four tsunamis cause damage on

O'ahu, a rate that is very close to the longer-term average. As of this writing, the last Tsunami Warning was issued on July 29, 2025.

Figure 8 shows the extent of the Tsunami Evacuation and Extreme Tsunami Evacuation Zones. The entire Project site is in the Tsunami Evacuation Zone.

Hurricanes

Tropical cyclones originate over warm ocean waters, and they are considered hurricane strength when they generate sustained wind speeds over 64 knots (74 mph). Three hurricanes have passed over or through the Hawaiian Islands in the past 50 years, including: Hurricane Iwa in 1982 passing near the island of Kaua'i, Iniki in 1992 passing over Kaua'i, and Hurricane Iselle in 2014 passing over the island of Hawai'i. These storms caused extremely high surf and wave damage on multiple shores of the islands. Even storms that go around the islands can cause severe weather, such as hurricane Lane in 2018.

According to the National Hurricane Storm Surge Hazard Maps (Figure 9), portions of the Project site may be subject to flooding inundation of less than three feet above ground level during a Category 2, 3 or 4 hurricane event (National Oceanic and Atmospheric Administration (NOAA) National Hurricane Center (NHC), n.d.).

Climate Change & Sea Level Rise

During the pre-Assessment consultation period, the OPSD wrote:

“To assess potential impacts of sea level rise on the property area, the OPSD suggests the EA refer to the projections of the Hawaii Sea Level Rise Vulnerability and Adaptation Report 2017 and its 2022 update, accepted by the Hawaii Climate Change Mitigation and Adaptation Commission. The Report, and Hawaii Sea Level Rise Viewer at <https://www.pacioos.hawaii.edu/shoreline/slr-hawaii/> identifies a 3.2-foot sea level rise exposure area across the main Hawaiian Islands which may occur in the mid to latter half of the 21st century. The EA should provide a map of the 3.2-foot sea level rise exposure area from high wave flooding in relation to the project area, and assess the potential impacts of sea level rise, including inundation of saltwater on the proposed ground and underground infrastructure and facilities.” (Appendix A)

Sea Level Rise (SLR) is one of the many growing concerns associated with global climate change and can be especially taxing on the limited resources of an island ecosystem. While it cannot be known how the Project site will be affected by SLR and climate change in the future, scientific models for potential climate change factors have been considered for redevelopment of the Project site.

Mayor Kirk Caldwell's 2018 directive on climate change and SLR (Directive 18-2) was used as a baseline for the Project Area assessment. Directive 18-2 was created in response to the CCH's Climate Change Commission's *Climate Change Brief and Sea Level Rise Guidance* as well as the State Climate Change Mitigation and Adaptation Commission's *Sea Level Rise Vulnerability and Adaptation Report* and Data Viewer. (PacIOOS, Sea Level Rise: Hawai'i Sea Level Rise Viewer, 2019).

The Climate Change Commission's *Sea Level Rise Guidance* emphasized that the CCH should be planning for high tide flooding associated with 3.2 feet SLR (in mean higher high water, which is equivalent to 4.28 feet msl) by mid-century, and, because of continued high global carbon emissions, take into consideration 6 feet SLR (mean higher high water, equivalent to 7.08 feet msl) in later decades of the century, especially for critical infrastructure with long expected lifespans and low-risk tolerance. Figure 10 shows that primarily Building A (classroom building) will be impacted by 3.2 SLR, and a 6-foot SLR would primarily impact the southern portion of the campus which is open space with no buildings.

Directive 18-2 also strongly encourages independent agencies, City-affiliated entities, and City-related institutions to help advance these efforts and adopt similar initiatives; and requires all city department and agencies under the mayor's jurisdiction to take several actions, including the following.

- View climate change and the need for both climate change mitigation and adaptation as an urgent matter and take a proactive approach in both reducing greenhouse gas emissions and protecting and preparing the city for the physical and economic impacts of climate change.
- Use the *Sea Level Rise Guidance* and *Hawai'i Sea Level Rise Vulnerability and Adaptation Report* in their planning, programming, and capital improvement decisions to mitigate impacts to infrastructure and critical facilities subject to SLR, which may include elevation or relocation of infrastructure and critical facilities; elevation of surfaces, structures, and utilities; and/or incorporation of other adaptation measures.
- Propose revisions to shoreline rules and regulations to incorporate SLR and conserve a natural, unarmored shoreline whenever possible.
- Work cooperatively to develop and implement land use policies, hazard mitigation actions, and design and construction standards to mitigate and adapt to the impacts of climate change and SLR.

Earthquakes & Volcanic Hazards

In Hawai'i, volcanic activity produces most earthquakes in contrast to other areas sitting on tectonic plate margins. Thousands of earthquakes occur in Hawai'i each year, the vast majority of which are undetectable through normal human senses. However, a few historical earthquakes have reached moderate and even disastrous magnitudes.

The last major earthquakes felt statewide had magnitudes of 6.7 and 6.0. These earthquakes occurred at Kīholo Bay along Hawai'i Island's Kona Coast on October 15, 2006. These earthquakes resulted in more than \$100 million in damages to the northwest area of Hawai'i Island and minimal damage on O'ahu. From that same event, O'ahu was also subject to an earthquake induced electrical blackout that paralyzed the city of Honolulu and shut down the HNL for nearly a day. Most recently, on May 23, 2026, a 6.0-magnitude earthquake occurred near Hōnaunau-Nāpo'opo'opo on Hawai'i Island, with shaking felt throughout the state.

Potential Impacts and Mitigation Measures of the Proposed Project

During the pre-Assessment consultation process, the DPP wrote:

“As it is likely that SLR will increase the risk of structure and electrical damage, the Draft EA should discuss how the design of the Project and proposed future renovations will address these impacts.

The analysis in the Draft EA should evaluate the site's existing topographic, geologic, and shoreline environment, and explain how a proposed development can safely be located outside of the 3.2-foot SLR- Exposure Area, and avoid impacts associated with other coastal hazards.” (Appendix A)

Most of the northern portion of the campus (where the campus buildings and overhead electrical lines are sited) is located outside the 3.2-foot SLR exposure area (SLR-XA) (Figure 10: Sea Level Rise).

Since the proposed Action will be located mauka of Kamehameha Highway and the closest shoreline, it will not impact or exacerbate shoreline hazards related to existing open space, nearby beaches, public access to and along the shoreline, public safety, and public resources.

The proposed Project will be designed to minimize impacts from natural hazards such as SLR, flooding, storm surge, or earthquakes. Project design measures have been incorporated to minimize vulnerability to flooding, SLR, storm surge, and coastal corrosion, while improving long-term infrastructure resilience. Critical electrical equipment has been designed above the applicable Base Flood Elevation (BFE), as reflected in the construction drawings and associated design elevations. Exterior electrical panels will consist of 316 stainless steel assemblies, and the primary exterior switchboard enclosure will be specified as NEMA 3R, 316 stainless steel construction, to improve durability and reduce maintenance requirements in the coastal environment. Additional corrosion-resistant materials and protective components will be incorporated, where appropriate, to support long-term operational reliability in the coastal setting. In the event of a tsunami warning, students, teachers, staff and visitors can evacuate to higher elevations in Ka‘a‘awa.

3.6 FLORA & FAUNA

During the pre-Assessment consultation process, the DPP wrote: *“The Draft EA should identify the presence or potential presence of any sensitive habitat, flora, or fauna”* (Appendix A). Botanical and terrestrial surveys were conducted by AECOS in September 2025. AECOS’s Terrestrial Flora & Fauna Assessment is attached to this EA as Appendix B and summarized below.

The majority of the elementary school campus area is an open, grassed field with a variety of trees scattered throughout, including coconut palms, *‘ulu*, *kou*, *milo*, and *kou*. Various weedy species grow throughout the maintained field and along the fenced borders of the Project site. Several native, ornamental, and Early-Polynesian trees and shrubs are planted around the school buildings. A total of 78 (two ornamentals awaiting identification) plant taxa were recorded during the survey (refer to Table 1 of Appendix B). Among them, eight (10 percent of the total) are indigenous species (native, but not unique to the Hawaiian Islands), seven (9 percent of the total) are Early

Polynesian introductions, and 12 (15 percent of the total) are ornamental plants that are not naturalized or well-established outside of cultivation. The remaining 51 taxa (65 percent of the total) are naturalized plants (i.e., grow naturally in the wild) that were introduced to the Hawaiian Islands after 1778. Many naturalized and native plants are used as ornamentals on the campus.

No avian species currently listed or proposed for listing under either the federal or State of Hawai'i endangered species statutes were detected during this survey. Protected seabirds in Hawai'i include Wedge-tailed Shearwater (*Ardenna pacifica*), Hawaiian Petrel (*Pterodroma sandwichensis*), Newell's Shearwater (*Puffinus newelli*), and Band-rumped Storm-Petrel (*Hydrobates castro*). However, one indigenous migratory species—the Pacific Golden-Plover (*Kōlea*)—was observed. Kōlea spend winters in Hawai'i, usually between August and April, before migrating to Alaska to breed.

A total of 10 bird species, representing nine different families, were recorded during the survey as incidental observations. One indigenous migratory species was recorded, while the remaining species observed were non-native introductions that have become naturalized in Hawai'i. The avian fauna detected in the vicinity of the survey area are presented in Table 2 of Appendix B.

No terrestrial mammals were observed during AECOS's survey. However, trees of suitable height for Hawaiian hoary bat roosting are scattered throughout the campus. It is possible that the endangered Hawaiian hoary bat (*Lasiurus semotus*) uses resources in the area. This bat species is solitary and rare but has a widespread distribution in Hawai'i.

Potential Impacts and Mitigation Measures of the Proposed Project

There will be no impacts to plant species. Several indigenous plant species, as well as Early-Polynesian species, are present in the Project area. These species are all common and their respective populations are abundant outside of the Project area. No plants proposed or listed as threatened or endangered species as set forth in the Endangered Species Act of 1973 as amended were seen in the survey area.

The removal of trees can temporarily displace individual bats using those trees for roosting. The Hawaiian hoary bat uses multiple roosts within a home territory, so the potential disturbance resulting from the removal of vegetation is likely to be minimal. An exception might be during the pupping season, when females carrying their pups may be less able to vacate a roost site if the tree is felled. Further, adult female bats sometimes leave their pups in the roost tree while they forage. Very small pups may be unable to flee a tree that is being felled. Potential adverse impacts to the Hawaiian hoary bat can be avoided or minimized by not clearing woody vegetation taller than 15 feet tall between June 1 and September 15 (the bat pupping season), and by avoiding the use of barbed wire for fencing.

During the pre-Assessment consultation process, the DLNR DAR wrote:

“Light Pollution:

Artificial lighting from construction sites can disorient and confuse marine wildlife such as sea turtles, fish, crabs, and birds. The disruption of their natural rhythms can have long-lasting consequences on their survival and population dynamics.

DAR recommends that construction activities occur during the daylight hours to the extent possible. All outdoor lighting should be fully shielded and pointed downward. Outdoor lighting should be turned off when not necessary, and automatic sensors are recommended.

Seabird fledgling season occurs during Sept 15th - Dec 15th, and nighttime activity should be halted during this time. Fledglings become easily confused by artificial lighting, which can cause them to crash or land on the ground. Downed fledglings become easy prey for cats, mongoose, or other predators. If downed or injured fledglings are observed in the construction area, they should be reported for rescue...

Personnel working on-site should be informed of the hazards light pollution may pose to seabirds and other wildlife and be able to recognize native species.

Protected Marine Species:

In the event that protected species such as the Hawaiian monk seal, other marine mammal, or sea-turtle is observed in close proximity to the construction site, and the activities being conducted may be considered as a "negligent or intentional act which results in disturbing or molesting a marine mammal", contractors should take appropriate action to modify activities in order to avoid disturbance to the regular behavior and activities of the animal. Appropriate action would include but is not limited to ceasing construction activity until the animal leaves the area of its own accord. If a pup is observed in the area, particular caution should be taken including creating a larger buffer between construction and the animals.

All staff working on-site will receive training to recognize the Hawaiian monk seal and sea turtles, as well as learn the necessary procedures to follow if these species are observed.

Any interaction between a protected species and the construction and repair activity proposed should be reported to the NOAA Protected Species Division and State of Hawaii DOCARE...

Seabirds may nest near coastal areas. Prior to initiating construction and before restarting construction after a delay, qualified personnel with seabird biology experience conduct surveys of nearby areas for signs of active nesting or brooding. If a nest or brood is found, create a 100 ft buffer around the area until it is no longer active." (Appendix A)

During the pre-Assessment consultation process, the OPSD also wrote:

"In enacting Act 224, Session Laws of Hawai'i 2005, the legislature found that light pollution in Hawai'i's coastal areas and artificial lighting illuminating the shoreline and ocean waters can be disruptive to avian and marine life. Pursuant to HRS §§ 205A-30.5(b)(2) and 205A-71(b), for artificial lighting provided by a government agency or its authorized users for government operations, security, public safety, or navigational needs, a government agency or its authorized users shall make reasonable efforts to properly position or shield lights to minimize adverse impacts of lighting." (Appendix A)

No suitable nesting habitat exists within or close to the Project area for any of the four protected seabird species. Wedge-tailed Shearwater would not nest in the Project area, as suitable habitat is

**KA'A'AWA ELEMENTARY SCHOOL ELECTRICAL UPGRADES AND
LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES
DRAFT ENVIRONMENTAL ASSESSMENT/ANTICIPATED FINDING OF NO SIGNIFICANT IMPACT**

not present. The other night-flying Hawaiian seabird species (Hawaiian Petrel, Newell's Shearwater, and Band-rumped Storm-petrel) nest at high elevations in the mountains, precluding nesting disturbance at the Project site. No sign of any seabird species (e.g., feathers, eggs, scat) were observed at the Project site. The project can minimize or avoid risks to protected night-flying seabirds by not conducting night-time construction.

4.0 DESCRIPTION OF THE HUMAN ENVIRONMENT, POTENTIAL IMPACTS, AND MITIGATION MEASURES

This section describes the existing conditions of the human environment, potential impacts of the proposed Project, and mitigation measures to minimize any impacts.

4.1 ARCHAEOLOGICAL AND CULTURAL RESOURCES

During the pre-Assessment consultation process, the DPP wrote:

“The Draft EA must include a Ka Paakai analysis and a discussion identifying cultural and archaeological resources and historic properties within the Project area. If potential impacts are anticipated as a result of the Project, describe the appropriate mitigation to be implemented. Additionally, the Project should be submitted to the State Historic Preservation Division (SHPD) for review and comment under HRS Chapter 6E-42...”

(Appendix A)

4.1.1 Archaeological Resources

To offer a better understanding of the use and occupation of the project region, Keala Pono provides a brief historical review of Ka‘a‘awa Ahupua‘a in its cultural impact assessment (CIA), which is attached as Appendix C. In the attempt to record and preserve both the tangible (e.g., traditional and historic archaeological sites) and intangible (e.g., *mo‘olelo*, *‘olelo no‘eau*) culture, this research assists in the discussion of anticipated finds. Research was conducted at the Hawai‘i State Library, the University of Hawai‘i at Mānoa libraries, the State Historic Preservation Division (SHPD) library, and online on the Office of Hawaiian Affairs website and the *Waihona Aina*, *Huapala*, and *Ulukau* databases. Archaeological reports and historical reference books were among the materials examined.

Ka‘a‘awa has been translated to “the wrasse fish”, alluding to the importance of the ocean and its sustenance. The project lands were rich in natural resources such as fresh water, agricultural areas, and bountiful fishing grounds, which could support large populations in traditional times. Ka‘a‘awa relied heavily on the ocean for its resources and once supported a fishing village. Ka‘a‘awa was not a good location for wetland *kalo*, although there were some agricultural terraces on either side of the stream. Near the ocean at the valley mouth and in the upper valley are large swampy areas, both also showing evidence of previous terracing.

The Great Māhele resulted in much of the Ka‘a‘awa Ahupua‘a being awarded to an advisor of Kamehameha III, who gave out 24 Land Commission Awards (LCAs). Data for these claims indicate that *lo‘i*, *kula*, and house lots were common uses for the land. Tobacco, *wauke*, bananas, melons, wooded uplands, and a fishery are also noted. These patterns indicate that the area surrounding the present Ka‘a‘awa Elementary School was inhabited and cultivated in the mid-19th century, with an extended history of occupation likely spanning centuries.

After the *Māhele*, lands across Kualoa, Ka‘a‘awa, and Hakipu‘u were sold to the Judd family who were missionaries that later established a large sugarcane plantation known as O‘ahu Plantation.

Ka‘a‘awa Elementary School was established in 1904, on land bequeathed to the State of Hawai‘i by the Swanzy family, heirs of the Judds. Swanzy Beach Park was also founded by Mrs. Julie Judd Swanzy, who donated the property for the park in 1921. The park is still used for recreation today.

Several studies were conducted within the boundaries of the current project area at Ka‘a‘awa Elementary School. In 2005, human remains were inadvertently identified on the school grounds during trenching for a telecommunication conduit (Guerriero and Kennedy 2005). Two burial sites containing a total of three individuals, were preserved in place. Site 1 consisted of an adult female in a flexed position, discovered during excavation for telecommunication lines and preserved in situ. Two additional burials (Burials 2 and 3) had been previously identified and were pointed out by Mr. Maiava, the school groundskeeper, as containing human remains. The three individuals were of Hawaiian ancestry dating to the pre-contact to early historic period. All three burials were later assigned to SIHP 50-80-06-10115. Four years later in 2009, an archaeological inventory survey was completed for wastewater improvements to the school, which did not identify any historic properties (Tulchin and Hammatt 2009). Later archaeological monitoring for the same wastewater improvement project recorded SIHP 50-80-06-07121, a human burial of a young child, estimated to be 1–2 years old based on tooth eruption and bone development (Groza and Hammatt 2010a). The cranium and humerus were first observed within backfill after being disturbed by a backhoe excavation. A burial site component of a preservation plan was completed for SIHP 07121, which recommended the remains be preserved in situ as most of the burial was undisturbed (Groza and Hammatt 2010b). Also identified during the archaeological monitoring was SIHP 50-80-06-07122, a cultural layer with seven pit features, dog remains, midden, and sparse traditional artifacts including a possible hammerstone or slingstone fragment.

In 2019, another burial site within the project area was formally documented and entered into HICRIS under SIHP 50-80-06-08841. The feature, originally designated T-01, consisted of one confirmed burial and a second possible burial accompanied by areas of thermally altered sand (HICRIS 2019). The burial, which was preserved in place, was identified as an adult individual placed in a flexed position on their right side, oriented with the head toward the northeast and facing west-southwest. Adjacent to this burial, an ovoid-shaped soil stain was noted and interpreted as a potential second interment. In 2025, a stacked-rock platform reburial *ahu* was constructed for the reinterment of previously identified skeletal remains SIHP 10115 and SIHP 07121 on the Ka‘a‘awa Elementary School property (Hilo 2025). It is situated directly above SIHP 08841, without disturbing the underlying subsurface features, which remain preserved in place. This *ahu* was assigned SIHP 50-80-06-10116. The structure has overall dimensions of approximately 2.7 meters by 2.7 meters (9 feet by 9 feet) and stands about 1 meter (38 inches) high. Its walls slope slightly inward from the base toward the top. Inside, the platform is lined with ‘ili‘ili, concealing two separate vaults.

Potential Impacts and Mitigation Measures of the Proposed Project

HIDOE initiated the HRS Chapter 6E historic preservation review process for the proposed Project on November 19, 2025 (HICRIS Submission No. 2025PR01312.001). The HIDOE made an effect determination of “Effect, with proposed mitigation commitments”, and proposed the following mitigation commitments:

- *This project will follow the archaeological monitoring program proposed in the Final Archaeological Monitoring Plan for KES dated July 2009.*
- *On-site archaeological monitoring will be performed for all ground disturbing activities to facilitate the identification and treatment of any burials that may be discovered during project construction, and to mitigate the project's effect on non-burial archaeological deposits.*
- *A monitoring report documenting all monitoring results will be prepared and submitted for review and approval by SHPD.*

On December 31, 2025, SHPD wrote that it did not concur with HIDEOE's effect determination and proposed mitigation at this time. In its letter SHPD cited that at least four historic properties, including multiple locations of human burials, are within the school campus. In addition, SHPD requested the following:

1. *An archeological inventory survey (AIS) be conducted in the areas proposed for ground disturbance during this project.*
2. *Prior to submitting an AIS testing strategy, that DOE revise the construction plans to show a 5-ft-wide boundary around the reinternment area and each of the known burial areas, noting clearly that these areas are for avoidance, as well as placing a physical boundary around the site ahead of the start of the project to be maintained during the entirety of the project to protect the remains at the site.*
3. *Following annotation of the construction plans, DOE consult with SHPD on whether re-design is needed to avoid the reinternment area and each of the known burial areas.*
4. *DOE consult with Native Hawaiian Organizations (NHOs) including the Office of Hawaiian Affairs, recognized cultural descendants, and with the geographic representative on the O'ahu Island Burial Council.*
5. *Following consultation with NHOs, consultation with SHPD on an appropriate AIS strategy for the proposed project.*

The AIS shall be conducted by a qualified archaeologist in order to adequately identify and document any archaeological historic properties that may be present, to assess their significance, to determine the potential impacts of this project on any identified archaeological historic properties, and to identify and ensure appropriate mitigation is implemented, if needed.

It should be noted that consultation is ongoing and all mitigation is contingent on SHPD concurrence. The final design will be revised as required based on the AIS findings and SHPD consultation.

4.1.2 Cultural Resources

During the pre-Assessment consultation period, the DPP wrote:

"The Draft EA must include a discussion analyzing the impact of the proposed Project on cultural practices and features associated within the Project area. The content requirements for a CIA are as detailed in Hawaii Administrative Rules Sections 11-200-10 and 16 through 18 ... The Draft EA must include a Ka Pa'akai analysis and a discussion

identifying cultural and archaeological resources and historic properties within the Project area.” (Appendix A)

Keala Pono Archaeological Consulting has prepared a Cultural Impact Assessment (CIA) and *Ka Pa‘akai* Analysis for the proposed Project. The purpose of this study is to assess any potential impacts caused by the proposed Project on cultural practices and beliefs. The CIA included archival research and an ethnographic survey consisting of three in-person interviews (a total of 13 individuals and organizations were contacted), which are included in the CIA report (see Appendix C).

Background Research

The background research synthesized traditional and historic accounts, *mo‘olelo*, and land use histories for Ka‘a‘awa *Ahupua‘a*. The background study revealed that this area is rich in natural resources such as fresh water, coastal flora and fauna, and bountiful fishing grounds in traditional times. Ka‘a‘awa once supported a fishing village, with one of two *ko‘a* remaining in the area. Archaeological work documented several burials and subsurface cultural deposits within the project site and along the coast. A famous *ali‘i* burial cave associated with night marchers is said to have an entrance at Kalae o ka ‘Ō‘io (also Kalae‘ō‘io) Point not far from the Project area. Interviewees corroborated the potential for ground disturbance to impact *iwi kūpuna*.

Hawaiian place names are connected to traditional stories or *mo‘olelo* which preserve their history. One *mo‘olelo* connected to Ka‘a‘awa is the saga of Pele’s sister Hi‘iaka, and her journey across the islands. The *kupua* named Kauhi was one of Pele’s followers who was stationed on the cliffs of Ka‘a‘awa. When Hi‘iaka arrived, he longed to travel with her. When she politely refused, he attempted to rise, but could only get to a crouching position, where he has stayed since, forming the cliff above Kahana bay (known as Crouching Lion today). Further *mo‘olelo* can be found in the full CIA in Appendix C.

Ethnographic Study

Consultations with individuals knowledgeable about Ka‘a‘awa *Ahupua‘a* produced information on its rich cultural history. There was diversity of connections to the project area among interviewees. Most mentioned an *ahu* located on the school grounds, which was established to repatriate *iwi kūpuna* that were previously encountered. They expressed the need to protect and potentially repatriate any *iwi kūpuna* encountered in a *pono* way. Key natural resources noted included the beach used for shore-casting for *ulu*, *‘oama*, *limu*, *he‘e* gathering, *‘ulu*, *‘awa*, *kukui*, and *niu* cultivation, *laukahi* gathering for medicinal use, and *pueo* habitat at Kualoa Ranch. Many interviewees recalled a time when resources were more abundant and cultural practices were better supported by the landscape.

Ka Pa‘akai Analysis

The CIA also included a *Ka Pa‘akai* Analysis, which was established to identify cultural resources or practices that occur in the project area, determine if the proposed project will affect the resources or practices, and offer recommendations to protect Native Hawaiian rights if the Project moves forward. The CIA addressed these topics:

1. *What and where are the valued cultural, historical, or natural resources within the project area and to what extent are traditional and customary Native Hawaiian rights exercised in the project area*

Several cultural resources have been identified within the project area during past archaeological studies that indicate rich histories of use, with a cultural layer, traditional artifacts, and previously recorded human burials documented on the school grounds. An ahu established to repatriate iwi kūpuna is located on the school grounds. There is a high potential for iwi kūpuna to be uncovered during ground disturbance. 'Ulu trees are a natural resource mentioned during the interviews. These are located on the Ka'a'awa Elementary School campus. The ethnographic interviews did not identify any known cultural practices or rights that continue to take place within the proposed project area due to its long use as an elementary school.

2. *The extent to which those resources, including traditional and customary Native Hawaiian rights, will be affected or impaired by the Proposed Action*

Background research and the ethnographic interviews indicate a high likelihood for iwi kūpuna to be encountered during ground disturbance. If iwi kūpuna are identified during the project, then a valued cultural resource (iwi kūpuna) would be affected by the project. In addition, the traditional and customary Native Hawaiian right of caring for (mālama) iwi kūpuna may also be affected.

3. *What feasible action, if any, could be taken to reasonably protect Native Hawaiian rights*

Feasible actions to protect Native Hawaiian rights include routing work through pre-disturbed areas as much as possible, having archaeological and cultural monitors present during ground disturbing activities, and continuing to have open and transparent conversations with community members, the Ka'a'awa Community Association, the Ka'a'awa Elementary principal, and community member Kealoha Domingo throughout the project. In addition, buffer zones of at least 5 feet around known burials and the edges of ahu should be instated during all construction activity associated with the project. Cultural access to the burial locations and the ahu should be maintained during construction to the extent safely possible.

Potential Impacts and Mitigation Measures of the Proposed Project

Interviewees expressed concern around impacts to cultural resources, specifically about the high potential to encounter *iwi kūpuna* and/or cultural deposits or artifacts during ground disturbance. They recommended maintaining a buffer around known burials and minimizing work to already disturbed areas. Interviewees did not feel that the project had the potential to negatively impact cultural practices or beliefs in the area. There was a consensus of support for the school improvements from the interviewees and unanimous desire that Ka'a'awa Elementary School continue to serve the community. There was concern about recent pressures for the school's closure, given that the interviewees felt the elementary school was a key element in keeping the community and families of Ka'a'awa together. One individual stated that the school is "a really important fixture to the health of the community."

Given the presence of a former village site and previous archaeological work that encountered *iwi kūpuna* and a cultural layer, it is recommended that great care be taken during any ground disturbance and an archaeological monitor is present during ground disturbing work. The interviewees recommended the following:

- Have as light a touch as possible during the improvement work— route work through pre-disturbed areas as much as possible.
- Have trustworthy cultural monitors present during ground disturbance activities.
- Continue to have open and transparent conversations with community members, the Ka‘a‘awa Community Association, Ka‘a‘awa Elementary principal, and community member, Kealoha Domingo. (As of this writing, Keala Pono has not been able to receive Mr. Domingo’s consent to be interviewed.)
- Listen to and heed community input.
- Ensure on-site workers are respectful and show care in their work.

4.2 TRANSPORTATION

4.2.1 Roadways and Traffic

Access to Ka‘a‘awa Elementary School is via Kamehameha Highway. Kamehameha Highway extends from Kāne‘ohe near the east end of the island along the northeast (Windward) coast to the North Shore town of Hale‘iwa. It is the only highway connecting the coastal communities of Kāne‘ohe, Kahalu‘u, Ka‘a‘awa, Punalu‘u, Hau‘ula, Lā‘ie, and Kahuku.

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action will not result in an increase of the student count at Ka‘a‘awa Elementary School or increased traffic for transporting students, teachers, or staff. As a result, no impacts to traffic from the proposed Action are anticipated.

4.2.2 Public Transportation

The CCH operates TheBus, a public bus transportation service for the island of O‘ahu. There is only one bus route that serves this community: Route 60 - Honolulu-Kāne‘ohe-Hale‘iwa.

The bus stop for travel in the southbound direction is located on the mauka side of Kamehameha Highway just north of the campus exit. The bus stop for travel in the northbound direction is located on the makai side of a flashing crosswalk across Kamehameha Highway.

Potential Impacts and Mitigation Measures

Since the proposed Action will not generate new residents or bus riders, it is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on public transportation.

4.2.3 Pedestrian and Bicycle Facilities

According to Figure 3 of the O'ahu Bike Plan, Kamehameha Highway fronting the Ka'a'awa Elementary School Campus is characterized as a "Shared Roadway." There are no other facilities, such as a bike lane, shared use path, climbing lane, buffered bike lane, protected bike lane or shoulder bikeway.

A 400-foot-long section of Kamehameha Highway directly seaward of Ka'a'awa Elementary School has become undermined due to shoreline erosion. As a result, there is little room on the makai shoulder for any bicycle facilities.

Potential Impacts and Mitigation Measures of the Proposed Project

The Proposed Project will not increase the number of residents onsite or alter current traffic patterns on site that would impact the pedestrian or bike circulation along public rights-of-way. As the proposed Action will not present any negative long-term impacts to area bicycle and pedestrian facilities, no mitigation measures are required.

4.3 NOISE

Due to the proximity of the Project site near Kamehameha Highway, the Property is subject to vehicular traffic noise. Other typical noise sources such as waves crashing on shore, bird vocalizations, and wind through vegetation are hardly audible in comparison to traffic noise at least on the makai side of the Project site.

Potential Impacts and Mitigation Measures of the Proposed Project

Construction activities for the Project will inevitably create temporary noise impacts. The building contractor may employ mitigation measures to minimize those temporary noise impacts including the use of mufflers and implementing construction curfew periods. Pursuant to HAR Chapter 11-46, all project activities must comply with all community noise controls.

Once in operation, the proposed underground electrical lines will not be audible to students, teachers and staff at the Ka'a'awa Elementary School. No mitigation measures are proposed as the noise generated as a result of the proposed Action represents no substantial change from current noise occurrences.

The proposed Action is not expected to have any long-term, direct, indirect, or cumulative impacts on noise.

4.4 AIR QUALITY

The State's good air quality is largely a function of the predominant trade winds blowing from the northeast. However, during non-trade wind periods, human-caused and volcanic pollutants tend to accumulate on island impacting visibility ("vog").

Potential Impacts and Mitigation Measures of the Proposed Project

There is always a potential for impacts to air quality during construction. This could occur from additional traffic generated by construction vehicles, machinery, and dust generated during demolition and construction.

An effective dust control plan will be implemented, as necessary. All construction activities will comply with the provisions of HAR Title 11, Chapter 59, related to Ambient Air Quality Standards and HAR Section 11-60.1-33, related to Fugitive Dust. Measures to control dust during various phases of construction include:

- Planning the different phases of construction, focusing on minimizing the amount of airborne, visible fugitive dust-generating materials and activities, centralizing on-site vehicular traffic routes, and locating potential dust-generating equipment in areas of the least impact;
- Minimizing airborne, visible fugitive dust from shoulders and access roads;
- Controlling airborne, visible fugitive dust from debris being hauled away from the Project site;
- Providing an adequate water source at the site prior to start-up construction activities;
- Irrigating the construction site during periods of drought or high winds;
- Landscaping and rapid covering of bare areas, starting from the initial grading phase;
- Disturbing only the areas of construction that are in the immediate zone of construction to limit the amount of time that the areas will be subject to erosion;
- Providing adequate dust control measures during weekends, after hours, and before daily start-up of construction activities; and
- Installing silt screening in areas of disturbance.

In the long term, the proposed Action is not anticipated to have a long-term impact on air quality in the immediate vicinity. As the proposed Action will not present any long-term impacts to air quality, no mitigation measures are required. In summary, the proposed Action is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on air quality.

4.5 VISUAL RESOURCES

The coastal highway near the Project site is very scenic, with the ocean view only occasionally obstructed by homes or vegetation. For most travelers along Kamehameha Highway, the “landmarks” are the steep windswept cliffs of the Ko‘olau Mountains and the waters of the Pacific Ocean (Figure 11: Site Photos).

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action includes placing electrical lines underground. After grassing and other landscaping, the proposed Action will not be visible to passersby on Kamehameha Highway. Because no adverse visual impacts are expected to views of the cliffs of the Ko‘olau Mountains

and of the waters of the Pacific Ocean, the proposed Action is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on visual resources.

4.6 INFRASTRUCTURE AND UTILITIES

4.6.1 Water System

The Project site is serviced from an existing Honolulu Board of Water Supply (BWS) water meter for the Ka'a'awa Elementary School, which currently provides water service to the Project site.

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action will not result in an increase of the student count at Ka'a'awa Elementary School or increased demand for potable water for students, teachers, or staff. As a result, no impacts to the existing BWS water system from the proposed Action are anticipated.

4.6.2 Wastewater System

During the pre-Assessment consultation process, the State Department of Health Wastewater Branch (WWB) wrote:

“The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Oahu Wastewater Advisory Committee where no new cesspools will be allowed. It is also located in the Pass Zone...” (Appendix A)

The Project site is serviced from an existing individual wastewater system (septic). The WWB also wrote:

“We do have an Aerobic Treatment Unit, Permit 24078, Approved for Use 2010 07 26 on file.” (Appendix A)

Potential Impacts and Mitigation Measures of the Proposed Project

During the pre-Assessment consultation process, the WWB wrote:

“As the project will be served by the City & County of Honolulu/ County/ Private sewer system, we have no objections to the development...” (Appendix A)

The proposed Action will not result in an increase of the student count at Ka'a'awa Elementary School or an increased supply of wastewater from students, teachers, or staff. As a result, no impacts to the existing wastewater system from the proposed Action are anticipated.

4.6.3 Drainage System

According to the Project civil engineer, there is no drain system on the campus.

Potential Impacts and Mitigation Measures of the Proposed Project

No impacts or mitigation measures are anticipated. After the installation of the proposed underground electrical lines, there will be no changes to existing drainage patterns, and stormwater quality provisions will not be provided for the site restoration.

4.6.4 Electrical and Telecommunications Systems

The Project site is served by the Hawaiian Electric Company (HECO) for electrical service, Hawaiian Telcom for telephone service, and Spectrum (formerly Oceanic Time Warner Cable) for cable TV service.

Potential Impacts and Mitigation Measures of the Proposed Project

During the pre-Assessment consultation process, the CCH Department of Facility Maintenance (DFM) wrote that if the proposed electrical upgrades and future electrical and maintenance facilities infringe on CCH property, DFM would like the opportunity to review and comment on those facilities (see Appendix A).

The proposed Action will not result in an increase of the student count at Ka'a'awa Elementary School or an increased demand for electricity from students, teachers, or staff.

4.6.5 Gas

During the pre-Assessment consultation period, Hawai'i Gas wrote: "...it has been determined that the area is currently clear of gas utility facilities."

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Project will not impact gas utility facilities; therefore, no mitigation measures are required.

4.6.6 Solid Waste

Solid waste is currently collected regularly by a private collection service and disposed at a CCH solid waste facility.

Potential Impacts and Mitigation Measures of the Proposed Project

During the construction phase, solid waste generated at the site is anticipated to increase beyond current conditions. The additional waste is expected to include materials from demolition, grading, construction and landscaping activities. Any demolition or construction waste generated by the Project will be disposed of at a solid waste disposal facility that complies with the applicable provisions (HAR Chapter 11-58.1 "Solid Waste Management Control"). Solid waste that cannot be recycled will be disposed of at landfills, the incinerator, or transfer stations. A waste-to-energy combustor, H-POWER (Honolulu Program of Waste Energy Recovery), is located at the Campbell

Industrial Park and incinerates about 1,800 tons of combustible waste per day. The electricity generated is bought by HECO. Currently, the H-POWER facility receives all residential and commercial packer truck wastes on the island. Waste contractors will be asked to submit disposal receipts and invoices to ensure proper disposal of waste.

The proposed Action will not result in an increase of the student count at Ka‘a‘awa Elementary School or increased supply of solid waste from students, teachers, or staff. As a result, no impacts to the existing CCH solid waste collection and disposal system from the proposed Action are anticipated.

4.7 SOCIAL & ECONOMIC CHARACTERISTICS

According to Census Reporter (<https://censusreporter.org/>), Ka‘a‘awa contains 0.8 square miles with a population of 1,328. The median age in Ka‘a‘awa is 41 years, which is a little higher than the median age in “Urban Honolulu” (39.8) and about the same as the median age in the State (40.9). Sixty-six percent of the residents in Ka‘a‘awa are between the ages of 18 to 64.

There were 524 households in Ka‘a‘awa, with an average household size of 2.5 persons per household. This compares with the average household size of 2.9 persons in “Urban Honolulu” and in the State of Hawai‘i.

The median household income in Ka‘a‘awa is \$131,750 which is higher than the median income of “Urban Honolulu” (\$104,195) and about 1.3 times the median income in the State (\$100,389). On the other hand, 11 percent of Ka‘a‘awa residents have incomes below the poverty line, which is about 1.2 times the rate in “Urban Honolulu” and 1.1 times the rate of all the residents in the State of Hawai‘i (Census Reporter, n.d.). In fact, 18 percent of all children in Ka‘a‘awa live below the poverty line.

Of those Ka‘a‘awa residents that commute to work, the mean travel time to work was 36.8 minutes, as compared to 26.7 minutes for those living in “Urban Honolulu”, and 26.2 minutes for all commuters in the State of Hawai‘i. Of those workers 16 years old and over, only 8 percent worked from home, while 70 percent drove alone.

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action will not generate new students, teachers, or staff, and therefore should have no direct impact on socio-economic conditions of the neighborhood.

4.8 PUBLIC SERVICES AND FACILITIES

4.8.1 Police Protection

The Ka‘a‘awa area is served by the Honolulu Police Department District 4, which covers the area from Waimānalo to Kahuku. The Kāne‘ohe Substation is located approximately 12.6 miles (or approximately 30 minutes) south of the Project site.

Potential Impacts and Mitigation Measures of the Proposed Project

During construction, there is a potential for temporary impacts to traffic such as construction vehicles and machinery, construction supplies and construction workers commuting to the site.

During the pre-Assessment consultation period, the Honolulu Police Department (HPD) wrote:

“Based on the information provided, the Honolulu Police Department (HPD) recommends providing adequate notice to area residents and businesses prior to any road closures, as any impact to pedestrian and/or vehicular traffic could lead to complaints. The HPD also recommends that all necessary lights, signs, barricades, and other safety equipment be installed and maintained by the contractor during the construction phase of the project.”

(Appendix A)

While no road closures are expected, the area Neighborhood Board will be notified with a presentation on the Project well before construction will occur.

The proposed Project is not expected to have a long-term adverse impact on the HPD or their ability to service the community. Although there may be an unavoidable and occasional need for police protection services by students, teachers, or staff residents, the proposed Action is not expected to significantly increase the need for police protection services. No mitigation measures are proposed to address any long-term impacts.

4.8.2 Fire Protection

The Ka'a'awa Fire Station 21 is located 0.8 miles (or approximately 2 minutes) northwest of the Project site, and also provides emergency medical services.

Potential Impacts and Mitigation Measures of the Proposed Project

During the pre-Assessment consultation process, the Honolulu Fire Department (HFD) provided its standard comments regarding fire apparatus access roads, and water supply for fire flow for fire protection (see Appendix A). No new buildings are currently being proposed that would require a fire apparatus access road or additional water supply. HFD also noted its standard requirement to submit civil drawings to HFD for its review and approval, which will be complied with.

The proposed Project is not expected to have a long-term adverse impact on the Honolulu Fire Department or their ability to service the community. Although there may be an unavoidable and occasional need for fire protection services by students, teachers, or staff residents, the proposed Project is not expected to significantly increase the need for fire protection services. No mitigation measures are proposed.

4.8.3 Health Care Services

The nearest emergency rooms are Kahuku Medical Center and Adventist Health Castle. Kahuku Medical Center is located 13.4 miles (or 27 minutes) away to the north. Adventist Health Castle is located approximately 18 miles (or 36 minutes) away in Kailua to the south.

Potential Impacts and Mitigation Measures of the Proposed Project

Although there may be an unavoidable and occasional need for emergency medical services by students, teachers, or staff residents, the proposed Action is not expected to significantly increase the need for emergency medical services. Additionally, the proposed Action is not expected to have a long-term adverse impact on the emergency rooms of either Kahuku Medical Center and Adventist Health Castle or their ability to service the community. No mitigation measures are proposed.

4.8.4 Recreational Facilities

The relatively calm shoreline conditions and narrow sand beach make Ka‘a‘awa Beach Park and the Project vicinity an ideal location for coastal recreation, and the shoreline is heavily utilized by the local community. The broad offshore reef helps dissipate wave energy allowing for year-round use by shoreline anglers, snorkelers, swimmers, paddlers, sailors, surfers, and spearfishers. On weekends, the park and adjacent shoreline are well-utilized.

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action will not displace any existing public recreational facilities or add to the resident population and create any additional demand for public recreational facilities in the vicinity of the Project. No mitigation measures are proposed.

4.8.5 Schools

Ka‘a‘awa Elementary School is in the Kahuku High School Complex, which also includes Kahuku Middle School, along with Hau‘ula, Lā‘ie, and Kahuku Elementary Schools.

Potential Impacts and Mitigation Measures of the Proposed Project

The proposed Action will not result in an increase of the student count at Ka‘a‘awa Elementary School or any impact on the operations of other nearby public or private schools. No mitigation measures are proposed.

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5.0 LAND USE CONFORMANCE

During the pre-Assessment consultation process, the DPP wrote: “*The Draft EA should describe compliance with all of the relevant State of Hawai‘i, and City and County of Honolulu land use regulations...*” (Appendix A). State and County land use plans and policies and required permits and approvals relevant to the Project are described below.

5.1 STATE OF HAWAI‘I

5.1.1 State Land Use Law, Hawai‘i Revised Statutes Chapter 205, Hawai‘i Revised Statutes

The State Land Use Law (HRS Chapter 205) establishes the State Land Use Commission (LUC) and authorizes this body to designate all lands in the State into one of four districts: Urban, Rural, Agricultural, or Conservation. These districts are defined and mapped by the State LUC in order to ensure compatibility with neighboring land uses and protection of public health.

The proposed Action is located within the State Urban District. Urban districts include activities or uses as provided by ordinances or regulations of the county within which the urban district is situated.

5.1.2 Coastal Zone Management Act, Chapter 205A, Hawai‘i Revised Statutes

During the pre-Assessment consultation process, the OPSD wrote:

“The Hawai‘i Coastal Zone Management (CZM) Law, HRS Chapter 205A, requires all state and county agencies to enforce the CZM objectives and policies. The subject EA should include an assessment with mitigation measures as to how the proposed action conforms to each of the CZM objectives and supporting policies set forth in HRS Chapter 205A-2, as amended.” (Appendix A)

The Coastal Zone Management (CZM) Area, as defined in HRS Chapter 205A, includes all the lands of the State. Therefore, the proposed Action lies within the CZM Area.

The CZM Program aims to provide recreational opportunities, protect historic resources, protect scenic and open space resources, protect coastal ecosystems, provide facilities for economic development, reduce hazards, and manage development. Program objectives and applicability to the proposed Action are discussed in Table 2:

**KA'A'AWA ELEMENTARY SCHOOL ELECTRICAL UPGRADES AND
LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES
DRAFT ENVIRONMENTAL ASSESSMENT/ANTICIPATED FINDING OF NO SIGNIFICANT IMPACT**

Table 2: Coastal Zone Management Act, HRS Chapter 205A

COASTAL ZONE MANAGEMENT ACT, HRS CHAPTER 205A (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
Recreational Resources			
<i>Objective: (A) Provide coastal recreational opportunities accessible to the public.</i>			
Policies:			
(A) Improve coordination and funding of coastal recreational planning and management; and			X
(B) Provide adequate, accessible, and diverse recreational opportunities in the coastal zone management area by:			
(i) Protecting coastal resources uniquely suited for recreational activities that cannot be provided in other areas;			X
(ii) Requiring replacement of coastal resources having significant recreational value including, but not limited to, surfing sites, fishponds, and sand beaches, when such resources will be unavoidably damaged by development; or requiring reasonable monetary compensation to the State for recreation when replacement is not feasible or desirable;			X
(iii) Providing and managing adequate public access, consistent with conservation of natural resources, to and along shorelines with recreational value;			X
(iv) Providing an adequate supply of shoreline parks and other recreational facilities suitable for public recreation;			X
(v) Ensuring public recreational uses of county, state, and federally owned or controlled shoreline lands and waters having recreational value consistent with public safety standards and conservation of natural resources;			X
(vi) Adopting water quality standards and regulating point and nonpoint sources of pollution to protect, and where feasible, restore the recreational value of coastal waters;	X		
(vii) Developing new shoreline recreational opportunities, where appropriate, such as artificial lagoons, artificial beaches, and artificial reefs for surfing and fishing; and			X
(viii) Encouraging reasonable dedication of shoreline areas with recreational value for public use as part of discretionary approvals or permits by the land use commission, board of land and natural resources, and county authorities; and crediting such dedication against the requirements of section 46-6.			X
Discussion: The proposed Action is not a coastal development and is not located on the coastline. Therefore, policies regarding shoreline recreation resources and shoreline public access are not applicable to the proposed Action. The water quality standards are discussed under the Coastal Ecosystems objectives and policies.			
Historic Resources			
<i>Objective: (A) Protect, preserve, and, where desirable, restore those natural and manmade historic and prehistoric resources in the coastal zone management area that are significant in Hawaiian and American history and culture.</i>			

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Policies:			
(A) Identify and analyze significant archaeological resources;	X		
(B) Maximize information retention through preservation of remains and artifacts or salvage operations; and			X
(C) Support state goals for protection, restoration, interpretation, and display of historic resources.	X		
<p>Discussion: Although there was extensive disturbance during the development of the campus on the Project site, it is possible that subsurface historic resources may be present. As discussed in Section 4.1.2 above, SHPD has cited that at least four historic properties, including multiple locations of human burials, are within the school campus. In addition, SHPD requested the following:</p> <ol style="list-style-type: none"> 1. <i>An archeological inventory survey (AIS) be conducted in the areas proposed for ground disturbance during this project.</i> 2. <i>Prior to submitting an AIS testing strategy, that DOE revise the construction plans to show a 5-ft-wide boundary around the reinternment area and each of the known burial areas, noting clearly that these areas are for avoidance, as well as placing a physical boundary around the site ahead of the start of the project to be maintained during the entirety of the project to protect the remains at the site.</i> 3. <i>Following annotation of the construction plans, DOE consult with SHPD on whether re-design is needed to avoid the reinternment area and each of the known burial areas.</i> 4. <i>DOE consult with Native Hawaiian Organizations (NHOs) including the Office of Hawaiian Affairs, recognized cultural descendants, and with the geographic representative on the O'ahu Island Burial Council.</i> 5. <i>Following consultation with NHOs, consultation with SHPD on an appropriate AIS strategy for the proposed project.</i> <p>Should any archaeological or cultural remains be encountered during construction, all work in the immediate vicinity of the find will cease and the SHPD will be contacted for establishment of appropriate mitigation in accordance with HRS Chapter 6E.</p>			
Scenic and Open Space Resources			
Objective: (A) <i>Protect, preserve, and, where desirable, restore or improve the quality of coastal scenic and open space resources.</i>			
Policies:			
(A) Identify valued scenic resources in the coastal zone management area;			X
(B) Ensure that new developments are compatible with their visual environment by designing and locating such developments to minimize the alteration of natural landforms and existing public views to and along the shoreline;	X		
(C) Preserve, maintain, and, where desirable, improve and restore shoreline open space and scenic resources; and			X
(D) Encourage those developments that are not coastal dependent to locate in inland areas.			X

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Discussion: The Project is not coastal dependent and is located inland on an already-developed parcel that currently contains classroom buildings (the campus has been a fixture in the community since 1904). The Project is mauka of the public coastal highway (Kamehameha Highway) and will not block views to and along the shoreline. Replacing some of the overhead electrical lines underground, where feasible, may increase views of the mountains from the highway.			
Coastal Ecosystems			
Objective: (A) Protect valuable coastal ecosystems, including reefs, from disruption and minimize adverse impacts on all coastal ecosystems.			
Policies:			
(A) Exercise an overall conservation ethic, and practice stewardship in the protection, use, and development of marine and coastal resources;			X
(B) Improve the technical basis for natural resource management;			X
(C) Preserve valuable coastal ecosystems, including reefs, of significant biological or economic importance;			X
(D) Minimize disruption or degradation of coastal water ecosystems by effective regulation of stream diversions, channelization, and similar land and water uses, recognizing competing water needs; and			X
(E) Promote water quantity and quality planning and management practices that reflect the tolerance of fresh water and marine ecosystems and maintain and enhance water quality through the development and implementation of point and nonpoint source water pollution control measures.	X		
Discussion: The Project will not directly impact coastal ecosystems as it will be setback from the nearest shoreline by the two-lane Kamehameha Highway. BMPs will be implemented during construction to prevent erosion and stormwater runoff during the construction phase.			
Economic Uses			
Objective: (A) Provide public or private facilities and improvements important to the State's economy in suitable locations.			
Policies:			
(A) Concentrate coastal dependent development in appropriate areas;			X
(B) Ensure that coastal dependent development such as harbors and ports, and coastal related development such as visitor industry facilities and energy generating facilities, are located, designed, and constructed to minimize adverse social, visual, and environmental impacts in the coastal zone management area; and			X
(C) Direct the location and expansion of coastal dependent developments to areas presently designated and used for such developments and permit reasonable long-term growth at such areas, and permit coastal dependent development outside of presently designated areas when:			
(i) Use of presently designated locations is not feasible;			X
(ii) Adverse environmental effects are minimized; and			X

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(iii) The development is important to the State's economy.			X
Discussion: The Proposed Project is not a coastal dependent development.			
Coastal Hazards			
Objective: (A) Reduce hazard to life and property from tsunami, storm waves, stream flooding, erosion, subsidence, and pollution.			
Policies:			
(A) Develop and communicate adequate information about storm wave, tsunami, flood, erosion, subsidence, and point and nonpoint source pollution hazards;	X		
(B) Control development in areas subject to storm wave, tsunami, flood, erosion, hurricane, wind, subsidence, and point and nonpoint source pollution hazards;			X
(C) Ensure that developments comply with requirements of the Federal Flood Insurance Program; and	X		
(D) Prevent coastal flooding from inland projects.			X
Discussion: Information regarding flooding, tsunami evacuation zones, hurricane storm surge hazards and SLR are presented in section 3.5 of this EA.			
Managing Development			
Objective: (A) Improve the development review process, communication, and public participation in the management of coastal resources and hazards.			
Policies:			
(A) Use, implement, and enforce existing law effectively to the maximum extent possible in managing present and future coastal zone development;			X
(B) Facilitate timely processing of applications for development permits and resolve overlapping or conflicting permit requirements; and			X
(C) Communicate the potential short and long-term impacts of proposed significant coastal developments early in their life cycle and in terms understandable to the public to facilitate public participation in the planning and review process.	X		
Discussion: Early consultation (scoping) comments were obtained, incorporated into this EA and are reproduced in Appendix A: Pre-Assessment Consultation Comments and Responses In addition, this EA discusses potential impacts and mitigation measures of the proposed Action and will provide further opportunity for input during the Draft EA Public Comment period.			
Public Participation			
Objective: (A) Stimulate public awareness, education, and participation in coastal management.			
Policies:			
(A) Promote public involvement in coastal zone management processes;	X		

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(B) Disseminate information on coastal management issues by means of educational materials, published reports, staff contact, and public workshops for persons and organizations concerned with coastal issues, developments, and government activities; and			X
(C) Organize workshops, policy dialogues, and site-specific mediations to respond to coastal issues and conflicts.			X
Discussion: Early consultation (scoping) comments were obtained, incorporated into this EA and are reproduced in Appendix A. In addition, this EA discusses potential impacts and mitigation measures of the proposed Action and will provide further opportunity for input during the Draft EA Public Comment period.			
Beach Protection			
Objective: (A) <i>Protect beaches for public use and recreation.</i>			
Policies:			
(A) Locate new structures inland from the shoreline setback to conserve open space, minimize interference with natural shoreline processes, and minimize loss of improvements due to erosion;			X
(B) Prohibit construction of private erosion-protection structures seaward of the shoreline, except when they result in improved aesthetic and engineering solutions to erosion at the sites and do not interfere with existing recreational and waterline activities; and			X
(C) Minimize the construction of public erosion-protection structures seaward of the shoreline.			X
(D) Prohibit private property owners from creating a public nuisance by inducing or cultivating the private property owner's vegetation in a beach transit corridor; and			X
(E) Prohibit private property owners from creating a public nuisance by allowing the private property owner's unmaintained vegetation to interfere or encroach upon a beach transit corridor.			X
Discussion: The proposed Action is located mauka of the closest shoreline setback (and mauka of Kamehameha Highway), and does not involve shoreline erosion protection structures, or actions that prohibit transit to the shoreline or lateral shoreline access.			
Marine Resources			
Objective: (A) <i>Promote the protection, use, and development of marine and coastal resources to assure their sustainability.</i>			
Policies:			
(A) Ensure that the use and development of marine and coastal resources are ecologically and environmentally sound and economically beneficial;			X
(B) Coordinate the management of marine and coastal resources and activities to improve effectiveness and efficiency;			X

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(C) Assert and articulate the interests of the State as a partner with federal agencies in the sound management of ocean resources within the United States exclusive economic zone;			X
(D) Promote research, study, and understanding of ocean processes, marine life, and other ocean resources in order to acquire and inventory information necessary to understand how ocean development activities relate to and impact upon ocean and coastal resources; and			X
(E) Encourage research and development of new, innovative technologies for exploring, using, or protecting marine and coastal resources.			X
Discussion: The proposed Action is mauka of Kamehameha Highway and will not impact marine or coastal resources.			

5.1.3 Hawai'i State Planning Act, Hawai'i Revised Statutes, Chapter 226

The Hawai'i State Plan, HRS Chapter 226 (2007) provides guidelines for the future growth of the State of Hawai'i. The Hawai'i State Plan identifies goals, objectives, policies, and priorities for allocating the State's resources, including public funds, services, human resources, land, energy, and water. The Plan was enacted to achieve “a desired physical environment, characterized by beauty, cleanliness, quiet, stable natural systems, and uniqueness, that enhances the mental and physical well-being of the people.”

5.1.3.1 Hawai'i State Plan, Part I: Overall Theme, Goals, Objectives and Policies

Table 3 below outlines the proposed Action's conformance with each theme, goal, objective, and policy of Part I of the Hawai'i State Plan.

Table 3: Hawai'i State Plan, HRS Chapter 226 – Part I

HAWAI'I STATE PLAN, HRS CHAPTER 226 – PART I. OVERALL THEME, GOALS, OBJECTIVES AND POLICIES (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
HRS § 226-1: Findings and Purpose			
HRS § 226-2: Definitions			
HRS § 226-3: Overall Theme.			
<i>Hawai'i's people, as both individuals and groups, generally accept and live by a number of principles or values which are an integral part of society. This concept is the unifying theme of the State Plan. The following principles or values are established as the overall theme of the Hawai'i State Plan:</i>			
(1) Individual and family self-sufficiency refers to the rights of people to maintain as much self-reliance as possible. It is an expression of the value of independence, in other words, being able to freely pursue personal interests and goals. Self-sufficiency means that individuals and families can express and maintain their own self-interest so long as that self-interest does not adversely affect the general welfare. Individual freedom and individual achievement are possible only by reason			

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<p>of other people in society, the institutions, arrangements and customs that they maintain, and the rights and responsibilities that they sanction.</p> <p>(2) Social and economic mobility refers to the right of individuals to choose and to have the opportunities for choice available to them. It is a corollary to self-sufficiency. Social and economic mobility means that opportunities and incentives are available for people to seek out their own levels of social and economic fulfillment.</p> <p>(3) Community or social well-being is a value that encompasses many things. In essence, it refers to healthy social, economic, and physical environments that benefit the community as a whole. A sense of social responsibility, of caring for others and for the well-being of our community and of participating in social and political life, are important aspects of this concept. It further implies the aloha spirit-attitudes of tolerance, respect, cooperation and unselfish giving, within which Hawai'i's society can progress.</p> <p><i>One of the basic functions of our society is to enhance the ability of individuals and groups to pursue their goals freely, to satisfy basic needs and to secure desired socio-economic levels. The elements of choice and mobility within society's legal framework are fundamental rights. Society's role is to encourage conditions within which individuals and groups can approach their desired levels of self-reliance and self-determination. This enables people to gain confidence and self-esteem; citizens contribute more when they possess such qualities in a free and open society.</i></p>			
<p><i>Government promotes citizen freedom, self-reliance, self-determination, social and civic responsibility and goals achievement by keeping order, by increasing cooperation among many diverse individuals and groups, and by fostering social and civic responsibilities that affect the general welfare. The greater the number and activities of individuals and groups, the more complex government's role becomes. The function of government, however, is to assist citizens in attaining their goals. Government provides for meaningful participation by the people in decision-making and for effective access to authority as well as an equitable sharing of benefits. Citizens have a responsibility to work with their government to contribute to society's improvement. They must also conduct their activities within an agreed-upon legal system that protects human rights.</i></p>			
<p>Discussion: The proposed Action is supportive of the overall theme because good schools and education are important to social and economic mobility.</p>			
<p>HRS § 226-4: State Goals.</p>			
<p><i>In order to guarantee, for the present and future generations, those elements of choice and mobility that insure that individuals and groups may approach their desired levels of self-reliance and self-determination, it shall be the goal of the State to achieve:</i></p> <p>(1) A strong, viable economy, characterized by stability, diversity and growth that enables fulfillment of the needs and expectations of Hawai'i's present and future generations.</p>			

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(2) A desired physical environment, characterized by beauty, cleanliness, quiet, stable natural systems, and uniqueness, that enhances the mental and physical well-being of the people.			
(3) Physical, social and economic well-being, for individuals and families in Hawai'i, that nourishes a sense of community responsibility, of caring and of participation in community life.			
Discussion: The proposed Action is supportive of self-reliance because education is important to the economy and economic well-being for individuals and families in Hawai'i.			
HRS § 226-5: Objectives and policies for population.			
(a) Objective: <i>It shall be the objective in planning for the State's population to guide population growth to be consistent with the achievement of physical, economic and social objectives contained in this chapter.</i>			
(b) Policies:			
(1) Manage population growth statewide in a manner that provides increased opportunities for Hawai'i's people to pursue their physical, social and economic aspirations while recognizing the unique needs of each county.			X
(2) Encourage an increase in economic activities and employment opportunities on the neighbor islands consistent with community needs and desires.			X
(3) Promote increased opportunities for Hawai'i's people to pursue their socio-economic aspirations throughout the islands.			X
(4) Encourage research activities and public awareness programs to foster an understanding of Hawai'i's limited capacity to accommodate population needs and to address concerns resulting from an increase in Hawai'i's population.			X
(5) Encourage federal actions and coordination among major governmental agencies to promote a more balanced distribution of immigrants among the states, provided that such actions do not prevent the reunion of immediate family members.			X
(6) Pursue an increase in federal assistance for states with a greater proportion of foreign immigrants relative to their state's population.			X
(7) Plan the development and availability of land and water resources in a coordinated manner so as to provide for the desired levels of growth in each geographic area.	X		
Discussion: The Project is sited in an area where urban development for desired levels of growth was long planned (and since developed), and the Project involves upgrades on a school that has been in use since 1904. Undergoing electrical system upgrades and long-term maintenance/repair is an efficient use of land and existing infrastructure.			
HRS § 226-6: Objectives and policies for the economy in general.			
(a) Objectives: <i>Planning for the State's economy in general shall be directed toward achievement of the following objectives:</i>			

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(1) Increased and diversified employment opportunities to achieve full employment, increased income and job choice, and improved living standards for Hawai'i's people, while at the same time stimulating the development and expansion of economic activities capitalizing on defense, dual-use, and science and technology assets, particularly on the neighbor islands where employment opportunities may be limited.			X
(2) A steadily growing and diversified economic base that is not overly dependent on a few industries, and includes the development and expansion of industries on the neighbor islands.			X
<i>(b) Policies:</i>			
(1) Promote and encourage entrepreneurship within Hawai'i by residents and nonresidents of the State.			X
(2) Expand Hawai'i's national and international marketing, communication, and organizational ties, to increase the State's capacity to adjust to and capitalize upon economic changes and opportunities occurring outside the State.			X
(3) Promote Hawai'i as an attractive market for environmentally and socially sound investment activities that benefit Hawai'i's people.			X
(4) Transform and maintain Hawai'i as a place that welcomes and facilitates innovative activity that may lead to commercial opportunities.			X
(5) Promote innovative activity that may pose initial risks, but ultimately contribute to the economy of Hawai'i.			X
(6) Seek broader outlets for new or expanded Hawai'i business investments.			X
(7) Expand existing markets and penetrate new markets for Hawai'i's products and services.			X
(8) Assure that the basic economic needs of Hawai'i's people are maintained in the event of disruptions in overseas transportation.			X
(9) Strive to achieve a level of construction activity responsive to, and consistent with, state growth objectives.			X
(10) Encourage the formation of cooperatives and other favorable marketing arrangements at the local or regional level to assist Hawai'i's small scale producers, manufacturers, and distributors.			X
(11) Encourage labor-intensive activities that are economically satisfying and which offer opportunities for upward mobility.			X
(12) Encourage innovative activities that may not be labor-intensive, but may otherwise contribute to the economy of Hawai'i.			X
(13) Foster greater cooperation and coordination between the government and private sectors in developing Hawai'i's employment and economic growth opportunities.			X
(14) Stimulate the development and expansion of economic activities which will benefit areas with substantial or expected employment problems.			X

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(15) Maintain acceptable working conditions and standards for Hawai'i's workers.			X
(16) Provide equal employment opportunities for all segments of Hawai'i's population through affirmative action and nondiscrimination measures.			X
(17) Stimulate the development and expansion of economic activities capitalizing on defense, dual-use, and science and technology assets, particularly on the neighbor islands where employment opportunities may be limited.			X
(18) Encourage businesses that have favorable financial multiplier effects within Hawai'i's economy, particularly with respect to emerging industries in science and technology.			X
(19) Promote and protect intangible resources in Hawai'i, such as scenic beauty and the aloha spirit, which are vital to a healthy economy.			X
(20) Increase effective communication between the educational community and the private sector to develop relevant curricula and training programs to meet future employment needs in general, and requirements of new, potential growth industries in particular.			X
(21) Foster a business climate in Hawai'i--including attitudes, tax and regulatory policies, and financial and technical assistance programs--that is conducive to the expansion of existing enterprises and the creation and attraction of new business and industry.			X
Discussion: The proposed Action will not have a significant impact on the overall State's economy. The proposed improvements to Ka'a'awa Elementary School will initially involve the replacement of existing overhead electrical lines with underground lines, and will also involve long-term repairs and maintenance, within the existing campus grounds.			
HRS § 226-7: Objectives and policies for the economy – agriculture			
(a) Objectives: <i>Planning for the State's economy with regard to agriculture shall be directed towards achievement of the following objectives:</i>			
• Viability of Hawai'i's sugar and pineapple industries.			X
• Growth and development of diversified agriculture throughout the State.			X
• An agriculture industry that continues to constitute a dynamic and essential component of Hawai'i's strategic, economic, and social well-being.			X
(b) Policies:			
(1) Establish a clear direction for Hawai'i's agriculture through stakeholder commitment and advocacy.			X
(2) Encourage agriculture by making best use of natural resources.			X
(3) Provide the governor and the legislature with information and options needed for prudent decision making for the development of agriculture.			X
(4) Establish strong relationships between the agricultural and visitor industries for mutual marketing benefits.			X

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(5) Foster increased public awareness and understanding of the contributions and benefits of agriculture as a major sector of Hawai'i's economy.			X
(6) Seek the enactment and retention of federal and state legislation that benefits Hawai'i's agricultural industries.			X
(7) Strengthen diversified agriculture by developing an effective promotion, marketing, and distribution system between Hawai'i's food producers and consumers in the State, nation, and world.			X
(8) Support research and development activities that strengthen economic productivity in agriculture, stimulate greater efficiency, and enhance the development of new products and agricultural by-products.			X
(9) Enhance agricultural growth by providing public incentives and encouraging private initiatives.			X
(10) Assure the availability of agriculturally suitable lands with adequate water to accommodate present and future needs.			X
(11) Increase the attractiveness and opportunities for an agricultural education and livelihood.			X
(12) In addition to the State's priority on food, expand Hawai'i's agricultural base by promoting growth and development of flowers, tropical fruits and plants, livestock, feed grains, forestry, food crops, aquaculture, and other potential enterprises.			X
(13) Promote economically competitive activities that increase Hawai'i's agricultural self-sufficiency, including the increased purchase and use of Hawai'i-grown food and food products by residents, businesses, and governmental bodies as defined under section 103D-104.			X
(14) Promote and assist in the establishment of sound financial programs for diversified agriculture.			X
(15) Institute and support programs and activities to assist the entry of displaced agricultural workers into alternative agricultural or other employment.			X
(16) Facilitate the transition of agricultural lands in economically nonfeasible agricultural production to economically viable agricultural uses.			X
Discussion: The proposed Action will not impact the State's agricultural industry. Initially, the proposed improvement to the school campus will involve the replacement of existing overhead electrical lines with underground lines within the existing campus grounds.			
HRS § 226-8: Objectives and policies for the economy – visitor industry			
<i>(a) Objectives: Planning for the State's economy with regard to the visitor industry shall be directed towards the achievement of the objective of a visitor industry that constitutes a major component of steady growth for Hawai'i's economy.</i>			
(b) Policies:			
(1) Support and assist in the promotion of Hawai'i's visitor attractions and facilities.			X

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(2) Ensure that visitor industry activities are in keeping with the social, economic, and physical needs and aspirations of Hawai'i's people.			X
(3) Improve the quality of existing visitor destination areas by utilizing Hawai'i's strengths in science and technology.			X
(4) Encourage cooperation and coordination between the government and private sectors in developing and maintaining well-designed, adequately serviced visitor industry and related developments which are sensitive to neighboring communities and activities.			X
(5) Develop the industry in a manner that will continue to provide new job opportunities and steady employment for Hawai'i's people.			X
(6) Provide opportunities for Hawai'i's people to obtain job training and education that will allow for upward mobility within the visitor industry.			X
(7) Foster a recognition of the contribution of the visitor industry to Hawai'i's economy and the need to perpetuate the aloha spirit.			X
(8) Foster an understanding by visitors of the aloha spirit and of the unique and sensitive character of Hawai'i's cultures and values.			X
Discussion: The proposed improvements to Ka'a'awa Elementary School will not impact the State's visitor industry. Initial improvement to the school campus will involve the replacement of existing overhead electrical lines with underground lines within the existing campus grounds.			
HRS § 226-9: Objective and policies for the economy – federal expenditures			
<i>(a) Objective: Planning for the State's economy with regard to federal expenditures shall be directed towards achievement of the objective of a stable federal investment base as an integral component of Hawai'i's economy.</i>			
(b) Policies:			
(1) Encourage the sustained flow of federal expenditures in Hawai'i that generates long-term government civilian employment.			X
(2) Promote Hawai'i's supportive role in national defense, in a manner consistent with Hawai'i's social, environmental, and cultural goals by building upon dual-use and defense applications to develop thriving ocean engineering, aerospace research and development, and related dual-use technology sectors in Hawai'i's economy.			X
(3) Promote the development of federally supported activities in Hawai'i that respect state-wide economic concerns, are sensitive to community needs, and minimize adverse impacts on Hawai'i's environment.			X
(4) Increase opportunities for entry and advancement of Hawai'i's people into federal government service.			X
(5) Promote federal use of local commodities, services, and facilities available in Hawai'i.			X

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(6) Strengthen federal-state-county communication and coordination in all federal activities that affect Hawai'i.			X
(7) Pursue the return of federally controlled lands in Hawai'i that are not required for either the defense of the nation or for other purposes of national importance, and promote the mutually beneficial exchanges of land between federal agencies, the State, and the counties.			X
Discussion: The proposed Action has no direct relation to the State's goals on federal expenditures.			
HRS § 226-10: Objectives and policies for the economy – potential growth and innovative activities.			
<i>(a) Objective: Planning for the State's economy with regard to potential growth and innovative activities shall be directed towards achievement of the objective of development and expansion of potential growth and innovative activities that serve to increase and diversify Hawai'i's economic base.</i>			
(b) Policies:			
(1) Facilitate investment and employment in economic activities that have the potential to expand and diversify Hawai'i's economy, including but not limited to diversified agriculture, aquaculture, renewable energy development, creative media, health care, and science and technology-based sectors.			X
(2) Facilitate investment in innovative activity that may pose risks or be less labor-intensive than other traditional business activity, but if successful, will generate revenue in Hawai'i through the export of services or products or substitution of imported services or products.			X
(3) Encourage entrepreneurship in innovative activity by academic researchers and instructors who may not have the background, skill, or initial inclination to commercially exploit their discoveries or achievements.			X
(4) Recognize that innovative activity is not exclusively dependent upon individuals with advanced formal education, but that many self-taught, motivated individuals are able, willing, sufficiently knowledgeable, and equipped with the attitude necessary to undertake innovative activity.			X
(5) Increase the opportunities for investors in innovative activity and talent engaged in innovative activity to personally meet and interact at cultural, art, entertainment, culinary, athletic, or visitor-oriented events without a business focus.			X
(6) Expand Hawai'i's capacity to attract and service international programs and activities that generate employment for Hawai'i's people.			X
(7) Enhance and promote Hawai'i's role as a center for international relations, trade, finance, services, technology, education, culture, and the arts.			X
(8) Accelerate research and development of new energy- related industries based on wind, solar, ocean, and underground resources and solid waste.			X

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(9) Promote Hawai‘i’s geographic, environmental, social, and technological advantages to attract new economic activities into the State.			X
(10) Provide public incentives and encourage private initiative to attract new industries that best support Hawai‘i’s social, economic, physical, and environmental objectives.			X
(11) Increase research and the development of ocean-related economic activities such as mining, food production, and scientific research.			X
(12) Develop, promote, and support research and educational and training programs that will enhance Hawai‘i’s ability to attract and develop economic activities of benefit to Hawai‘i.			X
(13) Foster a broader public recognition and understanding of the potential benefits of new, or innovative growth-oriented industry in Hawai‘i.			X
(14) Encourage the development and implementation of joint federal and state initiatives to attract federal programs and projects that will support Hawai‘i’s social, economic, physical, and environmental objectives.			X
(15) Increase research and development of businesses and services in the telecommunications and information industries.			X
(16) Foster the research and development of nonfossil fuel and energy efficient modes of transportation.			X
(17) Recognize and promote health care and health care information technology as growth industries.			X
Discussion: The proposed improvements to Ka‘a‘awa Elementary School’s electrical system may have indirect positive impact on the State’s goals on potential growth and innovative activities, by providing an up-to-date electrical system for the students and the school.			
HRS § 226-10.5: Objectives and policies for the economy – information industry			
<i>(a) Objective: Planning for the State’s economy with regard to telecommunications and information technology shall be directed toward recognizing that broadband and wireless communication capability and infrastructure are foundations for an innovative economy and positioning Hawai‘i as a leader in broadband and wireless communications and applications in the Pacific Region.</i>			
(b) Policies:			
(1) Promote efforts to attain the highest speeds of electronic and wireless communication within Hawai‘i and between Hawai‘i and the world, and make high speed communication available to all residents and businesses in Hawai‘i.			X
(2) Encourage the continued development and expansion of the telecommunications infrastructure serving Hawai‘i to accommodate future growth and innovation in Hawai‘i’s economy.			X

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(3) Facilitate the development of new or innovative business and service ventures in the information industry which will provide employment opportunities for the people of Hawai‘i.			X
(4) Encourage mainland- and foreign-based companies of all sizes, whether information technology-focused or not, to allow their principals, employees, or contractors to live in and work from Hawai‘i, using technology to communicate with their headquarters, offices, or customers located out-of-state.			X
(5) Encourage greater cooperation between the public and private sectors in developing and maintaining a well-designed information industry.			X
(6) Ensure that the development of new businesses and services in the industry are in keeping with the social, economic, and physical needs and aspirations of Hawai‘i’s people.			X
(7) Provide opportunities for Hawai‘i’s people to obtain job training and education that will allow for upward mobility within the information industry.			X
(8) Foster a recognition of the contribution of the information industry to Hawai‘i’s economy.			X
(9) Assist in the promotion of Hawai‘i as a broker, creator, and processor of information in the Pacific.			X
Discussion: The proposed improvements to Ka‘a‘awa Elementary School’s electrical system may have indirect positive impact on the State’s goals on the information industry, by providing up to date electrical system for the students and the school.			
HRS § 226-11: Objectives and policies for the physical environment – land-based, shoreline, and marine resources.			
<i>(a) Objectives: Planning for the State’s physical environment with regard to land-based, shoreline, and marine resources shall be directed towards achievement of the following objectives:</i>			
(1) Prudent use of Hawai‘i’s land-based, shoreline, and marine resources.	X		
(2) Effective protection of Hawai‘i’s unique and fragile environmental resources.			X
(b) Policies:			
(1) Exercise an overall conservation ethic in the use of Hawai‘i’s natural resources.			X
(2) Ensure compatibility between land-based and water-based activities and natural resources and ecological systems.			X
(3) Take into account the physical attributes of areas when planning and designing activities and facilities.			X
(4) Manage natural resources and environs to encourage their beneficial and multiple use without generating costly or irreparable environmental damage.			X
(5) Consider multiple uses in watershed areas, provided such uses do not detrimentally affect water quality and recharge functions.			X

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(6) Encourage the protection of rare or endangered plant and animal species and habitats native to Hawai'i.			X
(7) Provide public incentives that encourage private actions to protect significant natural resources from degradation or unnecessary depletion.			X
(8) Pursue compatible relationships among activities, facilities, and natural resources.			X
(9) Promote increased accessibility and prudent use of inland and shoreline areas for public recreational, educational, and scientific purposes.			X
Discussion: By replacing the existing overhead electrical lines underground, the proposed Action furthers the State's goal of prudent use of land-based resources.			
HRS § 226-12: Objective and policies for the physical environment – scenic, natural beauty, and historic resources.			
<i>(a) Objective: Planning for the State's physical environment shall be directed towards achievement of the objective of enhancement of Hawai'i's scenic assets, natural beauty, and multi-cultural/historical resources.</i>			
(b) Policies:			
(1) Promote the preservation and restoration of significant natural and historic resources.			X
(2) Provide incentives to maintain and enhance historic, cultural, and scenic amenities.			X
(3) Promote the preservation of views and vistas to enhance the visual and aesthetic enjoyment of mountains, ocean, scenic landscapes, and other natural features.	X		
(4) Protect those special areas, structures, and elements that are an integral and functional part of Hawai'i's ethnic and cultural heritage.			X
(5) Encourage the design of developments and activities that complement the natural beauty of the islands.			X
Discussion: The proposed undergrounding of existing overhead electrical lines will serve to promote the preservation of views towards the Ko'olau Mountains.			
HRS § 226-13: Objectives and policies for the physical environment – land, air, and water quality.			
<i>(a) Objectives: Planning for the State's physical environment with regard to land, air, and water quality shall be directed towards achievement of the following objectives:</i>			
(1) Maintenance and pursuit of improved quality in Hawai'i's land, air, and water resources.			X
(2) Greater public awareness and appreciation of Hawai'i's environmental resources.			X
(b) Policies:			
(1) Foster educational activities that promote a better understanding of Hawai'i's limited environmental resources.			X
(2) Promote the proper management of Hawai'i's land and water resources.	X		

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(3) Promote effective measures to achieve desired quality in Hawai'i's surface, ground, and coastal waters.			X
(4) Encourage actions to maintain or improve aural and air quality levels to enhance the health and well-being of Hawai'i's people.			X
(5) Reduce the threat to life and property from erosion, flooding, tsunamis, hurricanes, earthquakes, volcanic eruptions, and other natural or man-induced hazards and disasters.			X
(6) Encourage design and construction practices that enhance the physical qualities of Hawai'i's communities.			X
(7) Encourage urban developments in close proximity to existing services and facilities.	X		
(8) Foster recognition of the importance and value of the land, air, and water resources to Hawai'i's people, their cultures and visitors.			X
Discussion: Replacing the existing overhead electrical lines underground (as the first phase of planned improvements to the campus) is supportive of the State's goal of encouraging development in proximity to existing services and facilities (the existing campus), while reducing impacts to land and water resources.			
HRS § 226-14: Objective and policies for facility systems – in general.			
<i>(a) Objective: Planning for the State's facility systems in general shall be directed towards achievement of the objective of water, transportation, waste disposal, and energy and telecommunication systems that support statewide social, economic, and physical objectives.</i>			
(b) Policies:			
(1) Accommodate the needs of Hawai'i's people through coordination of facility systems and capital improvement priorities in consonance with state and county plans.	X		
(2) Encourage flexibility in the design and development of facility systems to promote prudent use of resources and accommodate changing public demands and priorities.			X
(3) Ensure that required facility systems can be supported within resource capacities and at reasonable cost to the user.			X
(4) Pursue alternative methods of financing programs and projects and cost-saving techniques in the planning, construction, and maintenance of facility systems.			X
Discussion: The proposed undergrounding of overhead electrical lines portion of the proposed improvements to the Ka'a'awa Elementary School campus has a direct relation to the State's objective and policies for facility systems (energy system).			

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HRS § 226-15: Objectives and policies for facility systems – solid and liquid wastes.			
<i>(a) Objectives: Planning for the State's facility systems with regard to solid and liquid wastes shall be directed towards the achievement of the following objectives:</i>			
(1) Maintenance of basic public health and sanitation standards relating to treatment and disposal of solid and liquid wastes.			X
(2) Provision of adequate sewerage facilities for physical and economic activities that alleviate problems in housing, employment, mobility, and other areas.			X
(b) Policies:			
(1) Encourage the adequate development of sewerage facilities that complement planned growth.			X
(2) Promote re-use and recycling to reduce solid and liquid wastes and employ a conservation ethic.			X
(3) Promote research to develop more efficient and economical treatment and disposal of solid and liquid wastes.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for solid and liquid wastes facility systems.			
HRS § 226-16: Objective and policies for facility systems – water.			
<i>(a) Objective: Planning for the State's facility systems with regard to water shall be directed towards achievement of the objective of the provision of water to adequately accommodate domestic, agricultural, commercial, industrial, recreational, and other needs within resource capacities.</i>			
(b) Policies:			
(1) Coordinate development of land use activities with existing and potential water supply.	X		
(2) Support research and development of alternative methods to meet future water requirements well in advance of anticipated needs.			X
(3) Reclaim and encourage the productive use of runoff water and wastewater discharges.			X
(4) Assist in improving the quality, efficiency, service, and storage capabilities of water systems for domestic and agricultural use.			X
(5) Support water supply services to areas experiencing critical water problems.			X
(6) Promote water conservation programs and practices in government, private industry, and the general public to help ensure adequate water to meet long-term needs.			X
Discussion: The existing campus buildings are connected to BWS facilities. The proposed Action does not require alterations to the secure connection to BWS facilities.			

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HRS § 226-17: Objectives and policies for facility systems – transportation.			
<i>(a) Objective: Planning for the State's facility systems with regard to transportation shall be directed toward the achievement of the following objectives:</i>			
(1) An integrated multi-modal transportation system that services statewide needs and promotes the efficient, economical, safe, and convenient movement of people and goods.			X
(2) A statewide transportation system that is consistent with and will accommodate planned growth objectives throughout the State.			X
(b) Policies:			
(1) Design, program, and develop a multi-modal system in conformance with desired growth and physical development as stated in this chapter;			X
(2) Coordinate state, county, federal, and private transportation activities and programs toward the achievement of statewide objectives;			X
(3) Encourage a reasonable distribution of financial responsibilities for transportation among participating governmental and private parties;			X
(4) Provide for improved accessibility to shipping, docking, and storage facilities;			X
(5) Promote a reasonable level and variety of mass transportation services that adequately meet statewide and community needs;			X
(6) Encourage transportation systems that serve to accommodate present and future development needs of communities;			X
(7) Encourage a variety of carriers to offer increased opportunities and advantages to interisland movement of people and goods;			X
(8) Increase the capacities of airport and harbor systems and support facilities to effectively accommodate transshipment and storage needs;			X
(9) Encourage the development of transportation systems and programs which would assist statewide economic growth and diversification;			X
(10) Encourage the design and development of transportation systems sensitive to the needs of affected communities and the quality of Hawai'i's natural environment;			X
(11) Encourage safe and convenient use of low-cost, energy-efficient, non-polluting means of transportation;			X
(12) Coordinate intergovernmental land use and transportation planning activities to ensure the timely delivery of supporting transportation infrastructure in order to accommodate planned growth objectives; and			X
(13) Encourage diversification of transportation modes and infrastructure to promote alternate fuels and energy efficiency.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for transportation facility systems.			

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HRS § 226-18: Objectives and policies for facility systems – energy.			
<i>(a) Objectives: Planning for the State's facility systems with regard to energy shall be directed toward the achievement of the following objectives, giving due consideration to all:</i>			
(1) Dependable, efficient, and economical statewide energy systems capable of supporting the needs of the people;			X
(2) Increased energy security and self-sufficiency through the reduction and ultimate elimination of Hawai'i's dependence on imported fuels for electrical generation and ground transportation;			X
(3) Greater diversification of energy generation in the face of threats to Hawai'i's energy supplies and systems;			X
(4) Reduction, avoidance, or sequestration of greenhouse gas emissions from energy supply and use; and			X
(5) Utility models that make the social and financial interests of Hawai'i's utility customers a priority.			X
<i>(b) To achieve the energy objectives, it shall be the policy of this State to ensure the short- and long-term provision of adequate, reasonably priced, and dependable energy services to accommodate demand.</i>			
(c) Other Policies:			
(1) Support research and development as well as promote the use of renewable energy sources;			X
(2) Ensure that the combination of energy supplies and energy-saving systems is sufficient to support the demands of growth;			X
(3) Base decisions of least-cost supply-side and demand-side energy resource options on a comparison of their total costs and benefits when a least-cost is determined by a reasonably comprehensive, quantitative, and qualitative accounting of their long-term, direct and indirect economic, environmental, social, cultural, and public health costs and benefits;			X
(4) Promote all cost-effective conservation of power and fuel supplies through measures including:			
(A) Development of cost-effective demand-side management programs;			X
(B) Education;			X
(C) Adoption of energy-efficient practices and technologies; and			X
(D) Increasing energy efficiency and decreasing energy use in public infrastructure;			X
(5) Ensure, to the extent that new supply-side resources are needed, that the development or expansion of energy systems uses the least-cost energy supply option and maximizes efficient technologies;			X

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(6) Support research, development, demonstration, and use of energy efficiency, load management, and other demand-side management programs, practices, and technologies;			X
(7) Promote alternate fuels and transportation energy efficiency;			X
(8) Support actions that reduce, avoid, or sequester greenhouse gases in utility, transportation, and industrial sector applications;			X
(9) Support actions that reduce, avoid, or sequester Hawai‘i’s greenhouse gas emissions through agriculture and forestry initiatives.			X
(10) Provide priority handling and processing for all state and county permits required for renewable energy projects;			X
(11) Ensure that liquefied natural gas is used only as a cost-effective transitional, limited-term replacement of petroleum for electricity generation and does not impede the development and use of other cost-effective renewable energy sources; and			X
(12) Promote the development of indigenous geothermal energy resources that are located on public trust land as an affordable and reliable source of firm power for Hawai‘i.			X
Discussion: The proposed undergrounding of overhead electrical lines on the Ka‘a‘awa Elementary School campus has no direct relation to the State’s objective and policies for energy facility systems, however, it will provide greater reliability during major storm events.			
HRS § 226-18.5: Objectives and policies for facility systems – telecommunications.			
<i>(a) Objective: Planning for the State’s telecommunications facility systems shall be directed towards the achievement of dependable, efficient, and economical statewide telecommunications systems capable of supporting the needs of the people.</i>			
<i>(b) To achieve the telecommunications objective, it shall be the policy of this State to ensure the provision of adequate, reasonably priced, and dependable telecommunications services to accommodate demand.</i>			
(c) Other Policies:			
(1) Facilitate research and development of telecommunications systems and resources;			X
(2) Encourage public and private sector efforts to develop means for adequate, ongoing telecommunications planning;			X
(3) Promote efficient management and use of existing telecommunications systems and services; and			X
(4) Facilitate the development of education and training of telecommunications personnel.			X

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Discussion: The proposed undergrounding of overhead electrical lines on the Ka'a'awa Elementary School campus has no direct relation to the State's objective and policies for telecommunications facility systems.	█	█	█
HRS § 226-19: Objectives and policies for socio-cultural advancement – housing.	█	█	█
(a) Objectives: <i>Planning for the State's socio-cultural advancement with regard to housing shall be directed toward the achievement of the following objectives:</i>	█	█	█
(1) Greater opportunities for Hawai'i's people to secure reasonably priced, safe, sanitary, and livable homes, located in suitable environments that satisfactorily accommodate the needs and desires of families and individuals, through collaboration and cooperation between government and nonprofit and for-profit developers to ensure that more affordable housing is made available to very low-, low- and moderate-income segments of Hawai'i's population.	█	█	X
(2) The orderly development of residential areas sensitive to community needs and other land uses.	█	█	X
(3) The development and provision of affordable rental housing by the State to meet the housing needs of Hawai'i's people.	█	█	X
(b) Policies:	█	█	█
(1) Effectively accommodate the housing needs of Hawai'i's people.	█	█	X
(2) Stimulate and promote feasible approaches that increase housing choices for low-income, moderate-income, and gap-group households.	█	█	X
(3) Increase homeownership and rental opportunities and choices in terms of quality, location, cost, densities, style, and size of housing.	█	█	X
(4) Promote appropriate improvement, rehabilitation, and maintenance of existing housing units and residential areas.	█	█	X
(5) Promote design and location of housing developments taking into account the physical setting, accessibility to public facilities and services, and other concerns of existing communities and surrounding areas.	█	█	X
(6) Facilitate the use of available vacant, developable, and underutilized urban lands for housing.	█	█	X
(7) Foster a variety of lifestyles traditional to Hawai'i through the design and maintenance of neighborhoods that reflect the culture and values of the community.	█	█	X
(8) Promote research and development of methods to reduce the cost of housing construction in Hawai'i.	█	█	X
Discussion: The proposed Action has no relationship to the availability of housing in the State of Hawai'i.	█	█	█

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HRS § 226-20: Objectives and policies for socio-cultural advancement – health			
<i>(a) Objectives: Planning for the State's socio-cultural advancement with regard to health shall be directed towards achievement of the following objectives:</i>			
(1) Fulfillment of basic individual health needs of the general public.			X
(2) Maintenance of sanitary and environmentally healthful conditions in Hawai'i's communities.			X
(3) Elimination of health disparities by identifying and addressing social determinants of health.			X
<i>(b) Policies:</i>			
(1) Provide adequate and accessible services and facilities for prevention and treatment of physical and mental health problems, including substance abuse.			X
(2) Encourage improved cooperation among public and private sectors in the provision of health care to accommodate the total health needs of individuals throughout the State.			X
(3) Encourage public and private efforts to develop and promote statewide and local strategies to reduce health care and related insurance costs.			X
(4) Foster an awareness of the need for personal health maintenance and preventive health care through education and other measures.			X
(5) Provide programs, services, and activities that ensure environmentally healthful and sanitary conditions.			X
(6) Improve the State's capabilities in preventing contamination by pesticides and other potentially hazardous substances through increased coordination, education, monitoring, and enforcement.			X
(7) Prioritize programs, services, interventions, and activities that address identified social determinants of health to improve native Hawaiian health and well-being consistent with the United States Congress' declaration of policy as codified in title 42 United States Code section 11702, and to reduce health disparities of disproportionately affected demographics, including native Hawaiians, other Pacific Islanders, and Filipinos. The prioritization of affected demographic groups other than native Hawaiians may be reviewed every ten years and revised based on the best available epidemiological and public health data.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – health.			
HRS § 226-21: Objective and policies for socio-cultural advancement – education.			
<i>(a) Objectives: Planning for the State's socio-cultural advancement with regard to education shall be directed towards achievement of the objective of the provision of a variety of educational opportunities to enable individuals to fulfill their needs, responsibilities, and aspirations.</i>			

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(b) Policies:			
(1) Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups.			X
(2) Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs.			X
(3) Provide appropriate educational opportunities for groups with special needs.			X
(4) Promote educational programs which enhance understanding of Hawai'i's cultural heritage.			X
(5) Provide higher educational opportunities that enable Hawai'i's people to adapt to changing employment demands.			X
(6) Assist individuals, especially those experiencing critical employment problems or barriers, or undergoing employment transitions, by providing appropriate employment training programs and other related educational opportunities.			X
(7) Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning.			X
(8) Emphasize quality educational programs in Hawai'i's institutions to promote academic excellence.			X
(9) Support research programs and activities that enhance the education programs of the State.			X
Discussion: While the proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – education, the proposed undergrounding of overhead electrical lines on the Ka'a'awa Elementary School campus supports the provision of adequate educational services and facilities.			
HRS § 226-22: Objective and policies for socio-cultural advancement – social services.			
(a) Objective: <i>Planning for the State's socio-cultural advancement with regard to social services shall be directed towards the achievement of the objective of improved public and private social services and activities that enable individuals, families, and groups to become more self-reliant and confident to improve their well-being.</i>			
(b) Policies:			
(1) Assist individuals, especially those in need of attaining a minimally adequate standard of living and those confronted by social and economic hardship conditions, through social services and activities within the State's fiscal capacities.			X
(2) Promote coordination and integrative approaches among public and private agencies and programs to jointly address social problems that will enable individuals, families, and groups to deal effectively with social problems and to enhance their participation in society.			X
(3) Facilitate the adjustment of new residents, especially recently arrived immigrants, into Hawai'i's communities.			X

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(4) Promote alternatives to institutional care in the provision of long-term care for elder and disabled populations.			X
(5) Support public and private efforts to prevent domestic abuse and child molestation, and assist victims of abuse and neglect.			X
(6) Promote programs which assist people in need of family planning services to enable them to meet their needs.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – social services.			
HRS § 226-23: Objective and policies for socio-cultural advancement – leisure.			
<i>(a) Objective: Planning for the State's socio-cultural advancement with regard to leisure shall be directed towards the achievement of the objective of the adequate provision of resources to accommodate diverse cultural, artistic, and recreational needs for present and future generations.</i>			
(b) Policies:			
(1) Foster and preserve Hawai'i's multi-cultural heritage through supportive cultural, artistic, recreational, and humanities-oriented programs and activities.			X
(2) Provide a wide range of activities and facilities to fulfill the cultural, artistic, and recreational needs of all diverse and special groups effectively and efficiently.			X
(3) Enhance the enjoyment of recreational experiences through safety and security measures, educational opportunities, and improved facility design and maintenance.			X
(4) Promote the recreational and educational potential of natural resources having scenic, open space, cultural, historical, geological, or biological values while ensuring that their inherent values are preserved.			X
(5) Ensure opportunities for everyone to use and enjoy Hawai'i's recreational resources.			X
(6) Assure the availability of sufficient resources to provide for future cultural, artistic, and recreational needs.			X
(7) Provide adequate and accessible physical fitness programs to promote the physical and mental well-being of Hawai'i's people.			X
(8) Increase opportunities for appreciation and participation in the creative arts, including the literary, theatrical, visual, musical, folk, and traditional art forms.			X
(9) Encourage the development of creative expression in the artistic disciplines to enable all segments of Hawai'i's population to participate in the creative arts.			X
(10) Assure adequate access to significant natural and cultural resources in public ownership.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – leisure.			

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HRS § 226-24: Objective and policies for socio-cultural advancement – individual rights and personal well-being.			
<i>(a) Objective: Planning for the State's socio-cultural advancement with regard to individual rights and personal well-being shall be directed towards achievement of the objective of increased opportunities and protection of individual rights to enable individuals to fulfill their socio-economic needs and aspirations.</i>			
(b) Policies:			
(1) Provide effective services and activities that protect individuals from criminal acts and unfair practices and that alleviate the consequences of criminal acts in order to foster a safe and secure environment.			X
(2) Uphold and protect the national and state constitutional rights of every individual.			X
(3) Assure access to, and availability of, legal assistance, consumer protection, and other public services which strive to attain social justice.			X
(4) Ensure equal opportunities for individual participation in society.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – individual rights and personal well-being.			
HRS § 226-25: Objective and policies for socio-cultural advancement – culture.			
<i>(a) Objective: Planning for the State's socio-cultural advancement with regard to culture shall be directed toward the achievement of the objective of enhancement of cultural identities, traditions, values, customs, and arts of Hawai'i's people.</i>			
(b) Policies:			
(1) Foster increased knowledge and understanding of Hawai'i's ethnic and cultural heritages and the history of Hawai'i.			X
(2) Support activities and conditions that promote cultural values, customs, and arts that enrich the lifestyles of Hawai'i's people and which are sensitive and responsive to family and community needs.			X
(3) Encourage increased awareness of the effects of proposed public and private actions on the integrity and quality of cultural and community lifestyles in Hawai'i.			X
(4) Encourage the essence of the aloha spirit in people's daily activities to promote harmonious relationships among Hawai'i's people and visitors.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – culture.			
HRS § 226-26: Objectives and policies for socio-cultural advancement – public safety.			
<i>Objectives: Planning for the State's socio-cultural advancement with regard to public safety shall be directed towards the achievement of the following objectives:</i>			
(1) Assurance of public safety and adequate protection of life and property for all people.			X

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(2) Optimum organizational readiness and capability in all phases of emergency management to maintain the strength, resources, and social and economic well-being of the community in the event of civil disruptions, wars, natural disasters, and other major disturbances.			X
(3) Promotion of a sense of community responsibility for the welfare and safety of Hawai'i's people.			X
<i>(b) Policies related to public safety:</i>			
(1) Ensure that public safety programs are effective and responsive to community needs.			X
(2) Encourage increased community awareness and participation in public safety programs.			X
<i>(c) Policies related to criminal justice:</i>			
(1) Support criminal justice programs aimed at preventing and curtailing criminal activities.			X
(2) Develop a coordinated, systematic approach to criminal justice administration among all criminal justice agencies.			X
(3) Provide a range of correctional resources which may include facilities and alternatives to traditional incarceration in order to address the varied security needs of the community and successfully reintegrate offenders into the community.			X
<i>(d) Policies related to emergency management:</i>			
(1) Ensure that responsible organizations are in a proper state of readiness to respond to major war-related, natural, or technological disasters and civil disturbances at all times.			X
(2) Enhance the coordination between emergency management programs throughout the State.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – public safety.			
HRS § 226-27: Objectives and policies for socio-cultural advancement – government.			
<i>(a) Objectives:</i> <i>Planning the State's socio-cultural advancement with regard to government shall be directed towards the achievement of the following objectives:</i>			
(1) Efficient, effective, and responsive government services at all levels in the State.			X
(2) Fiscal integrity, responsibility, and efficiency in the state government and county governments.			X
<i>(b) Policies:</i>			
(1) Provide for necessary public goods and services not assumed by the private sector.			X
(2) Pursue an openness and responsiveness in government that permits the flow of public information, interaction, and response.			X

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(3) Minimize the size of government to that necessary to be effective.			X
(4) Stimulate the responsibility in citizens to productively participate in government for a better Hawai'i.			X
(5) Assure that government attitudes, actions, and services are sensitive to community needs and concerns.			X
(6) Provide for a balanced fiscal budget.			X
(7) Improve the fiscal budgeting and management system of the State.			X
(8) Promote the consolidation of state and county governmental functions to increase the effective and efficient delivery of government programs and services and to eliminate duplicative services wherever feasible.			X
Discussion: The proposed Action has no direct relation to the State's objective and policies for socio-cultural advancement – government.			

5.1.3.2 Hawai'i State Plan, Part II: Planning Coordination and Implementation

Part II of the State Plan establishes a statewide planning system to coordinate and guide all major state and county activities and to implement the overall theme, goals, objectives, policies, and priority guidelines. The system implements the State Plan through the development of functional plans and county general plans. Functional plans, general plans, and the formulation, administration, and implementation of state programs must be in conformance with the State Plan.

State Functional Plans

State Functional Plans (SFPs) set forth the policies, statewide guidelines, and priorities within a specific field of activity, when such activity or program is proposed, administered, or funded by any agency of the state. Functional plans are developed by the state agency primarily responsible for a given functional area, which include: Agriculture, Conservation Lands, Education, Employment, Energy, Health, Higher Education, Historic Preservation, Housing, Human Services, Recreation, Tourism, and Transportation. Functional plans must identify priority issues in the functional area and contain objectives, policies, and implementing actions to address those priority issues. Actions may include organizational or management initiatives, facility or physical infrastructure development initiatives, initiatives for programs and services, or legislative proposals. Functional plans are approved by the governor and serve as guidelines for funding and implementation by state and county agencies. In addition, functional plans shall be used to guide the allocation of resources for the implementation of state policies adopted by the legislature.

Of the State Education Functional Plan, the most relevant policies, goals and implementing actions are related to "A(4): Services and Facilities":

"POLICY: Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs..."

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HIDOE proposes to upgrade the existing electrical lines at Ka‘a‘awa Elementary School, which are currently located aboveground and overhead and are in urgent need of upgrades. The upgrades would involve replacing the electrical lines underground. Additionally, the proposed action includes future infrastructure repairs, campus maintenance, and replacement facilities (such as classroom buildings).

County General Plan

As established in Part II of the State Plan, a statewide planning system implements the State Plan through the development of SFPs and county general plans. The applicable county general plan is the CCH’s O‘ahu General Plan, which is discussed in Section 5.2.1 of this EA below.

5.1.3.3 Hawai‘i State Plan, Part III: Priority Guidelines

Table 4 below outlines the proposed Action’s conformance with each priority guideline of Part III of the Hawai‘i State Plan.

Table 4: Hawai‘i State Plan, HRS Chapter 226 – Part III

HAWAI‘I STATE PLAN, HRS CHAPTER 226 – PART III. PRIORITY GUIDELINES (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
HRS § 226-101: Purpose. <i>The purpose of this part is to establish overall priority guidelines to address areas of statewide concern.</i>			
HRS § 226-102: Overall direction. <i>The State shall strive to improve the quality of life for Hawai‘i’s present and future present and future population through the pursuit of desirable courses of action in five major areas of statewide concern which merit priority attention: economic development, population growth and land resource management, affordable housing, crime and criminal justice, quality education, principles of sustainability, and climate change adaptation.</i>			
HRS § 226-103: Economic priority guidelines.			
(a) Priority guidelines to stimulate economic growth and encourage business expansion and development to provide needed jobs for Hawai‘i’s people and achieve a stable and diversified economy:			
(1) Seek a variety of means to increase the availability of investment capital for new and expanding enterprises.			X
(A) Encourage investments which:			
(i) Reflect long term commitments to the State;			X
(ii) Rely on economic linkages within the local economy;			X
(iii) Diversify the economy;			X
(iv) Reinvest in the local economy;			X
(v) Are sensitive to community needs and priorities; and			X
(vi) Demonstrate a commitment to provide management opportunities to Hawai‘i residents; and			X
(B) Encourage investments in innovative activities that have a nexus to the State, such as:			

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(i) Present or former residents acting as entrepreneurs or principals;			X
(ii) Academic support from an institution of higher education in Hawai'i;			X
(iii) Investment interest from Hawai'i residents;			X
(iv) Resources unique to Hawai'i that are required for innovative activity; and			X
(v) Complementary or supportive industries or government programs or projects.			X
(2) Encourage the expansion of technological research to assist industry development and support the development and commercialization of technological advancements.			X
(3) Improve the quality, accessibility, and range of services provided by government to business, including data and reference services and assistance in complying with governmental regulations.			X
(4) Seek to ensure that state business tax and labor laws and administrative policies are equitable, rational, and predictable.			X
(5) Streamline the processes for building and development permit and review and telecommunication infrastructure installation approval and eliminate or consolidate other burdensome or duplicative governmental requirements imposed on business, where scientific evidence indicates that public health, safety, and welfare would not be adversely affected.			X
(6) Encourage the formation of cooperatives and other favorable marketing or distribution arrangements at the regional or local level to assist Hawai'i's small-scale producers, manufacturers, and distributors.			X
(7) Continue to seek legislation to protect Hawai'i from transportation interruptions between Hawai'i and the continental United States.			X
(8) Provide public incentives and encourage private initiative to develop and attract industries which promise long-term growth potentials and which have the following characteristics:			
(A) An industry that can take advantage of Hawai'i's unique location and available physical and human resources.			X
(B) A clean industry that would have minimal adverse effects on Hawai'i's environment.			X
(C) An industry that is willing to hire and train Hawai'i's people to meet the industry's labor needs at all levels of employment.			X
(D) An industry that would provide reasonable income and steady employment.			X
(9) Support and encourage, through educational and technical assistance programs and other means, expanded opportunities for employee ownership and participation in Hawai'i business.			X

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(10) Enhance the quality of Hawai'i's labor force and develop and maintain career opportunities for Hawai'i's people through the following actions:			
(A) Expand vocational training in diversified agriculture, aquaculture, information industry, and other areas where growth is desired and feasible.			X
(B) Encourage more effective career counseling and guidance in high schools and post-secondary institutions to inform students of present and future career opportunities.			X
(C) Allocate educational resources to career areas where high employment is expected and where growth of new industries is desired.			X
(D) Promote career opportunities in all industries for Hawai'i's people by encouraging firms doing business in the State to hire residents.			X
(E) Promote greater public and private sector cooperation in determining industrial training needs and in developing relevant curricula and on-the-job training opportunities.			X
(F) Provide retraining programs and other support services to assist entry of displaced workers into alternative employment.			X
(b) Priority guidelines to promote the economic health and quality of the visitor industry:			
(1) Promote visitor satisfaction by fostering an environment which enhances the Aloha Spirit and minimizes inconveniences to Hawai'i's residents and visitors.			X
(2) Encourage the development and maintenance of well-designed, adequately serviced hotels and resort destination areas which are sensitive to neighboring communities and activities and which provide for adequate shoreline setbacks and beach access.			X
(3) Support appropriate capital improvements to enhance the quality of existing resort destination areas and provide incentives to encourage investment in upgrading, repair, and maintenance of visitor facilities.			X
(4) Encourage visitor industry practices and activities which respect, preserve, and enhance Hawai'i's significant natural, scenic, historic, and cultural resources.			X
(5) Develop and maintain career opportunities in the visitor industry for Hawai'i's people, with emphasis on managerial positions.			X
(6) Support and coordinate tourism promotion abroad to enhance Hawai'i's share of existing and potential visitor markets.			X
(7) Maintain and encourage a more favorable resort investment climate consistent with the objectives of this chapter.			X
(8) Support law enforcement activities that provide a safer environment for both visitors and residents alike.			X

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(9) Coordinate visitor industry activities and promotions to business visitors through the state network of advanced data communication techniques.			X
(c) Priority guidelines to promote the continued viability of the sugar and pineapple industries:			
(1) Provide adequate agricultural lands to support the economic viability of the sugar and pineapple industries.			X
(2) Continue efforts to maintain federal support to provide stable sugar prices high enough to allow profitable operations in Hawai'i.			X
(3) Support research and development, as appropriate, to improve the quality and production of sugar and pineapple crops.			X
(d) Priority guidelines to promote the growth and development of diversified agriculture and aquaculture:			
(1) Identify, conserve, and protect agricultural and aquacultural lands of importance and initiate affirmative and comprehensive programs to promote economically productive agricultural and aquacultural uses of such lands.			X
(2) Assist in providing adequate, reasonably priced water for agricultural activities.			X
(3) Encourage public and private investment to increase water supply and to improve transmission, storage, and irrigation facilities in support of diversified agriculture and aquaculture.			X
(4) Assist in the formation and operation of production and marketing associations and cooperatives to reduce production and marketing costs.			X
(5) Encourage and assist with the development of a waterborne and airborne freight and cargo system capable of meeting the needs of Hawai'i's agricultural community.			X
(6) Seek favorable freight rates for Hawai'i's agricultural products from interisland and overseas transportation operators.			X
(7) Encourage the development and expansion of agricultural and aquacultural activities which offer long-term economic growth potential and employment opportunities.			X
(8) Continue the development of agricultural parks and other programs to assist small independent farmers in securing agricultural lands and loans.			X
(9) Require agricultural uses in agricultural subdivisions and closely monitor the uses in these subdivisions.			X
(10) Support the continuation of land currently in use for diversified agriculture.			X
(11) Encourage residents and visitors to support Hawai'i's farmers by purchasing locally grown food and food products.			X
(e) Priority guidelines for water use and development:			

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(1) Maintain and improve water conservation programs to reduce the overall water consumption rate.			X
(2) Encourage the improvement of irrigation technology and promote the use of nonpotable water for agricultural and landscaping purposes.			X
(3) Increase the support for research and development of economically feasible alternative water sources.			X
(4) Explore alternative funding sources and approaches to support future water development programs and water system improvements.			X
(f) Priority guidelines for energy use and development:			
(1) Encourage the development, demonstration, and commercialization of renewable energy sources.			X
(2) Initiate, maintain, and improve energy conservation programs aimed at reducing energy waste and increasing public awareness of the need to conserve energy.			X
(3) Provide incentives to encourage the use of energy conserving technology in residential, industrial, and other buildings.			X
(4) Encourage the development and use of energy conserving and cost-efficient transportation systems.			X
(g) Priority guidelines to promote the development of the information industry:			
(1) Establish an information network, with an emphasis on broadband and wireless infrastructure and capability, that will serve as the foundation of and catalyst for overall economic growth and diversification in Hawai'i.			X
(2) Encourage the development of services such as financial data processing, a products and services exchange, foreign language translations, telemarketing, teleconferencing, a twenty-four-hour international stock exchange, international banking, and a Pacific Rim management center.			X
(3) Encourage the development of small businesses in the information field such as software development, the development of new information systems, peripherals, and applications; data conversion and data entry services; and home or cottage services such as computer programming, secretarial, and accounting services.			X
(4) Encourage the development or expansion of educational and training opportunities for residents in the information and telecommunications fields.			X
(5) Encourage research activities, including legal research in the information and telecommunications fields.			X
(6) Support promotional activities to market Hawai'i's information industry services.			X
(7) Encourage the location or co-location of telecommunication or wireless information relay facilities in the community, including public areas, where			X

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scientific evidence indicates that the public health, safety, and welfare would not be adversely affected.			
Discussion: The proposed Action has no direct relation to the State's economic priority guidelines.			
HRS § 226-104: Population growth and land resources priority guidelines.			
(a) Priority guidelines to effect desired statewide growth and distribution:			
(1) Encourage planning and resource management to insure that population growth rates throughout the State are consistent with available and planned resource capacities and reflect the needs and desires of Hawai'i's people.			X
(2) Manage a growth rate for Hawai'i's economy that will parallel future employment needs for Hawai'i's people.			X
(3) Ensure that adequate support services and facilities are provided to accommodate the desired distribution of future growth throughout the State.			X
(4) Encourage major state and federal investments and services to promote economic development and private investment to the neighbor islands, as appropriate.			X
(5) Explore the possibility of making available urban land, low-interest loans, and housing subsidies to encourage the provision of housing to support selective economic and population growth on the neighbor islands.			X
(6) Seek federal funds and other funding sources outside the State for research, program development, and training to provide future employment opportunities on the neighbor islands.			X
(7) Support the development of high technology parks on the neighbor islands.			X
(b) Priority guidelines for regional growth distribution and land resource utilization:			
(1) Encourage urban growth primarily to existing urban areas where adequate public facilities are already available or can be provided with reasonable public expenditures, and away from areas where other important benefits are present, such as protection of important agricultural land or preservation of lifestyles.			X
(2) Make available marginal or nonessential agricultural lands for appropriate urban uses while maintaining agricultural lands of importance in the agricultural district.			X
(3) Restrict development when drafting of water would result in exceeding the sustainable yield or in significantly diminishing the recharge capacity of any groundwater area.			X
(4) Encourage restriction of new urban development in areas where water is insufficient from any source for both agricultural and domestic use.			X
(5) In order to preserve green belts, give priority to state capital-improvement funds which encourage location of urban development within existing urban			X

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areas except where compelling public interest dictates development of a noncontiguous new urban core.			
(6) Seek participation from the private sector for the cost of building infrastructure and utilities, and maintaining open spaces.			X
(7) Pursue rehabilitation of appropriate urban areas.			X
(8) Support the redevelopment of Kaka'ako into a viable residential, industrial, and commercial community.			X
(9) Direct future urban development away from critical environmental areas or impose mitigating measures so that negative impacts on the environment would be minimized.			X
(10) Identify critical environmental areas in Hawai'i to include but not be limited to the following: watershed and recharge areas; wildlife habitats (on land and in the ocean); areas with endangered species of plants and wildlife; natural streams and water bodies; scenic and recreational shoreline resources; open space and natural areas; historic and cultural sites; areas particularly sensitive to reduction in water and air quality; and scenic resources.			X
(11) Identify all areas where priority should be given to preserving rural character and lifestyle.			X
(12) Utilize Hawai'i's limited land resources wisely, providing adequate land to accommodate projected population and economic growth needs while ensuring the protection of the environment and the availability of the shoreline, conservation lands, and other limited resources for future generations.	X		
(13) Protect and enhance Hawai'i's shoreline, open spaces, and scenic resources.			X
Discussion: The proposed Action is located within the State Land Use Urban District and in particular, on a site currently occupied by Ka'a'awa Elementary School. As such, the proposed Action is in line with the State's population growth and land resources priority guidelines.			
HRS § 226-105: Crime and criminal justice.			
<i>Priority guidelines in the area of crime and criminal justice:</i>			
(1) Support law enforcement activities and other criminal justice efforts that are directed to provide a safer environment.			X
(2) Target state and local resources on efforts to reduce the incidence of violent crime and on programs relating to the apprehension and prosecution of repeat offenders.			X
(3) Support community and neighborhood program initiatives that enable residents to assist law enforcement agencies in preventing criminal activities.			X
(4) Reduce overcrowding or substandard conditions in correctional facilities through a comprehensive approach among all criminal justice agencies which may include sentencing law revisions and use of alternative sanctions other than incarceration for persons who pose no danger to their community.			X

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(5) Provide a range of appropriate sanctions for juvenile offenders, including community-based programs and other alternative sanctions.			X
(6) Increase public and private efforts to assist witnesses and victims of crimes and to minimize the costs of victimization.			X
Discussion: The proposed Action has no direct relation to the State's priority guidelines in the area of crime and criminal justice.			
HRS § 226-106: Affordable housing.			
<i>Priority guidelines for the provision of affordable housing:</i>			
(1) Seek to use marginal or nonessential agricultural land and public land to meet housing needs of low- and moderate-income and gap-group households.			X
(2) Encourage the use of alternative construction and development methods as a means of reducing production costs.			X
(3) Improve information and analysis relative to land availability and suitability for housing.			X
(4) Create incentives for development which would increase home ownership and rental opportunities for Hawai'i's low- and moderate-income households, gap-group households, and residents with special needs.			X
(5) Encourage continued support for government or private housing programs that provide low interest mortgages to Hawai'i's people for the purchase of initial owner- occupied housing.			X
(6) Encourage public and private sector cooperation in the development of rental housing alternatives.			X
(7) Encourage improved coordination between various agencies and levels of government to deal with housing policies and regulations.			X
(8) Give higher priority to the provision of quality housing that is affordable for Hawai'i's residents and less priority to development of housing intended primarily for individuals outside of Hawai'i.			X
Discussion: The proposed Action has no direct relation to the State's priority guidelines for the provision of affordable housing.			
HRS § 226-107: Quality education.			
<i>Priority guidelines to promote quality education:</i>			
(1) Pursue effective programs which reflect the varied district, school, and student needs to strengthen basic skills achievement;			X
(2) Continue emphasis on general education "core" requirements to provide common background to students and essential support to other university programs;			X
(3) Initiate efforts to improve the quality of education by improving the capabilities of the education work force;			X
(4) Promote increased opportunities for greater autonomy and flexibility of educational institutions in their decision-making responsibilities;			X

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HAWAI'I STATE PLAN, HRS CHAPTER 226 – PART III. PRIORITY GUIDELINES (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
(5) Increase and improve the use of information technology in education by the availability of telecommunications equipment for:			
(A) The electronic exchange of information;			X
(B) Statewide electronic mail; and			X
(C) Access to the Internet.			X
<i>Encourage programs that increase the public's awareness and understanding of the impact of information technologies on our lives;</i>			X
(6) Pursue the establishment of Hawai'i's public and private universities and colleges as research and training centers of the Pacific;			X
(7) Develop resources and programs for early childhood education;			X
(8) Explore alternatives for funding and delivery of educational services to improve the overall quality of education; and			X
(9) Strengthen and expand educational programs and services for students with special needs.			X
Discussion: The proposed Action has no direct relation to the State's priority guidelines to promote quality education.			
HRS § 226-108: Sustainability.			
<i>Priority guidelines and principles to promote sustainability shall include:</i>			
(1) Encouraging balanced economic, social, community, and environmental priorities;			X
(2) Encouraging planning that respects and promotes living within the natural resources and limits of the State;	X		
(3) Promoting a diversified and dynamic economy;			X
(4) Encouraging respect for the host culture;			X
(5) Promoting decisions based on meeting the needs of the present without compromising the needs of future generations			X
(6) Considering the principles of the ahupua'a system; and			X
(7) Emphasizing that everyone, including individuals, families, communities, businesses, and government, has the responsibility for achieving a sustainable Hawai'i.			X
Discussion: The proposed Action has no direct relation to the State's priority guidelines to promote sustainability.			
HRS § 226-109: Climate change adaptation priority guidelines.			
<i>Priority guidelines to prepare the State to address the impacts of climate change, including impacts to the areas of agriculture; conservation lands; coastal and nearshore marine areas; natural and cultural resources; education; energy; higher education; health; historic preservation; water resources; the built environment, such as housing, recreation, transportation; and the economy shall:</i>			

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HAWAI'I STATE PLAN, HRS CHAPTER 226 – PART III. PRIORITY GUIDELINES (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
(1) Ensure that Hawai'i's people are educated, informed, and aware of the impacts climate change may have on their communities;			X
(2) Encourage community stewardship groups and local stakeholders to participate in planning and implementation of climate change policies;			X
(3) Invest in continued monitoring and research of Hawai'i's climate and the impacts of climate change on the State;			X
(4) Consider native Hawaiian traditional knowledge and practices in planning for the impacts of climate change;			X
(5) Encourage the preservation and restoration of natural landscape features, such as coral reefs, beaches and dunes, forests, streams, floodplains, and wetlands, that have the inherent capacity to avoid, minimize, or mitigate the impacts of climate change;			X
(6) Explore adaptation strategies that moderate harm or exploit beneficial opportunities in response to actual or expected climate change impacts to the natural and built environments;			X
(7) Promote sector resilience in areas such as water, roads, airports, and public health, by encouraging the identification of climate change threats, assessment of potential consequences, and evaluation of adaptation options;			X
(8) Foster cross-jurisdictional collaboration between county, state, and federal agencies and partnerships between government and private entities and other nongovernmental entities, including nonprofit entities;			X
(9) Use management and implementation approaches that encourage the continual collection, evaluation, and integration of new information and strategies into new and existing practices, policies, and plans; and			X
(10) Encourage planning and management of the natural and built environments that effectively integrate climate change policy.			X
Discussion: According to PacIOOS, most of the northern and western portions of the Ka'a'awa Elementary School campus are located outside the 3.2-foot SLR-XA (Figure 10). As such, the proposed undergrounding of overhead electrical lines, as well as the long-term repair and maintenance of existing facilities, are not anticipated to be affected by a 3.2-foot SLR.			

5.1.4 State Environmental Policy, Hawai'i Revised Statutes Chapter 344

The State Environmental Policy, as defined in HRS Chapter 344, establishes the policy of the State of Hawai'i on natural resource conservation and the environment. The Project's consistency with the State Environmental Policy is outlined in Table 5 below:

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Table 5: State Environmental Policy, HRS Chapter 344

State Environmental Policy, Chapter 344, Hawai‘i Revised Statutes (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
State Environmental Policy			
<i>§344-3 Environmental policy. It shall be the policy of the State, through its programs, authorities, and resources to:</i>			
(1) Conserve the natural resources, so that land, water, mineral, visual, air and other natural resources are protected by controlling pollution, by preserving or augmenting natural resources, and by safeguarding the State’s unique natural environmental characteristics in a manner which will foster and promote the general welfare, create and maintain conditions under which humanity and nature can exist in productive harmony, and fulfill the social, economic, and other requirements of the people of Hawai‘i.			X
(2) Enhance the quality of life by:			
(A) Setting population limits so that the interaction between the natural and artificial environments and the population is mutually beneficial;			X
(B) Creating opportunities for the residents of Hawai‘i to improve their quality of life through diverse economic activities which are stable and in balance with the physical and social environments;			X
(C) Establishing communities which provide a sense of identity, wise use of land, efficient transportation, and aesthetic and social satisfaction in harmony with the natural environment which is uniquely Hawaiian; and			X
(D) Establishing a commitment on the part of each person to protect and enhance Hawai‘i’s environment and reduce the drain on nonrenewable resources.			X
Discussion: The Ka‘a‘awa Elementary School is located in an urban area and will not involve State Conservation lands, and the proposed Action will not cause an increase in population.			
Guidelines			
<i>§344-4 Guidelines. In pursuance of the state policy to conserve the natural resources and enhance the quality of life, all agencies, in the development of programs, shall, insofar as practicable, consider the following guidelines:</i>			
(1) Population.			
(A) Recognize population impact as a major factor in environmental degradation and adopt guidelines to alleviate this impact and minimize future degradation;			X
(B) Recognize optimum population levels for counties and districts within the State, keeping in mind that these will change with technology and circumstance, and adopt guidelines to limit population to the levels determined.			X
Discussion: The proposed Action will not cause an increase in population.			
(2) Land, water, mineral, visual, air, and other natural resources.			

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State Environmental Policy, Chapter 344, Hawai‘i Revised Statutes (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
(A) Encourage management practices which conserve and fully utilize all natural resources;			X
(B) Promote irrigation and waste water management practices which conserve and fully utilize vital water resources;			X
(C) Promote the recycling of waste water;			X
(D) Encourage management practices which conserve and protect watersheds and water sources, forest, and open space areas;			X
(E) Establish and maintain natural area preserves, wildlife preserves, forest reserves, marine preserves, and unique ecological preserves;			X
(F) Maintain an integrated system of state land use planning which coordinates the state and county general plans;			X
(G) Promote the optimal use of solid wastes through programs of waste prevention, energy resource recovery, and recycling so that all our wastes become utilized.			X
Discussion: The proposed Action has no direct relationship to the management of land, water, mineral, visual, air, and other natural resources.			
(3) Flora and fauna.			
(A) Protect endangered species of indigenous plants and animals and introduce new plants or animals only upon assurance of negligible ecological hazard;			X
(B) Foster the planting of native as well as other trees, shrubs, and flowering plants compatible to the enhancement of our environment.			X
Discussion: The Project is not in any critical habitat areas and will have no impact on endangered species.			
(4) Parks, recreation, and open space.			
(A) Establish, preserve and maintain scenic, historic, cultural, park and recreation areas, including the shorelines, for public recreational, educational, and scientific uses;			X
(B) Protect the shorelines of the State from encroachment of artificial improvements, structures, and activities;			X
(C) Promote open space in view of its natural beauty not only as a natural resource but as an ennobling, living environment for its people.			X
Discussion: The proposed improvements at Ka‘a‘awa Elementary School will not have any impacts on nearby parks, recreation, and open space.			
(5) Economic development.			
(A) Encourage industries in Hawai‘i which would be in harmony with our environment;			X
(B) Promote and foster the agricultural industry of the State; and preserve and conserve productive agricultural lands;			X

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State Environmental Policy, Chapter 344, Hawai'i Revised Statutes (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
(C) Encourage federal activities in Hawai'i to protect the environment;			X
(D) Encourage all industries including the fishing, aquaculture, oceanography, recreation, and forest products industries to protect the environment;			X
(E) Establish visitor destination areas with planning controls which shall include but not be limited to the number of rooms;			X
(F) Promote and foster the aquaculture industry of the State; and preserve and conserve productive aquacultural lands.			X
Discussion: The proposed Action is not directly related to the State's policies for economic development.			
(6) Transportation.			
(A) Encourage transportation systems in harmony with the lifestyle of the people and environment of the State;			X
(B) Adopt guidelines to alleviate environmental degradation caused by motor vehicles;			X
(C) Encourage public and private vehicles and transportation systems to conserve energy, reduce pollution emission, including noise, and provide safe and convenient accommodations for their users.			X
Discussion: The proposed Action is not directly related to the State's policies for transportation.			
(7) Energy.			
(A) Encourage the efficient use of energy resources.	X		
Discussion: The proposed electrical system upgrades will ensure greater resiliency and efficiency in the use of electrical resources.			
(8) Community life and housing.			
(A) Foster lifestyles compatible with the environment; preserve the variety of lifestyles traditional to Hawai'i through the design and maintenance of neighborhoods which reflect the culture and mores of the community;			X
(B) Develop communities which provide a sense of identity and social satisfaction in harmony with the environment and provide internal opportunities for shopping, employment, education, and recreation;			X
(C) Encourage the reduction of environmental pollution which may degrade a community;			X
(D) Foster safe, sanitary, and decent homes;			X
(E) Recognize community appearances as major economic and aesthetic assets of the counties and the State; encourage green belts, plantings, and landscape plans and designs in urban areas; and preserve and promote mountain-to-ocean vistas.			X

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State Environmental Policy, Chapter 344, Hawai‘i Revised Statutes (Key: S = Supportive, N/S = Not Supportive, N/A = Not Applicable)	S	N/S	N/A
Discussion: The proposed Action is not directly related to the State’s policies on community life and housing.			
(9) Education and culture.			
(A) Foster culture and the arts and promote their linkage to the enhancement of the environment;			X
(B) Encourage both formal and informal environmental education to all age groups.			X
Discussion: The proposed Action is not directly related to the State’s policies on education and culture.			
(10) Citizen participation.			
(A) Encourage all individuals in the State to adopt a moral ethic to respect the natural environment; to reduce waste and excessive consumption; and to fulfill the responsibility as trustees of the environment for the present and succeeding generations; and			X
(B) Provide for expanding citizen participation in the decision making process so it continually embraces more citizens and more issues.	X		
Discussion: This EA discusses potential impacts and mitigation measures of the proposed Action and will provide an opportunity for citizen participation during the Draft EA Public Comment period.			

5.2 CITY AND COUNTY OF HONOLULU

During the pre-Assessment consultation period, the DPP wrote: *“The Draft EA should describe the Project’s consistency with Oahu General Plan and Koolau Loa Sustainable Communities Plan.”* (Appendix A)

5.2.1 O‘ahu General Plan

The O‘ahu General Plan is a comprehensive statement of objectives and policies, and a requirement of the City Charter. It sets forth the long-range aspirations of O‘ahu’s residents and the strategies to achieve them. It lays the foundation for the CCH’s comprehensive planning process that addresses physical, social, cultural, economic, environmental and design objectives to be achieved for the general welfare and prosperity of the people of O‘ahu. It identifies the most desirable population distribution and regional development pattern for the island. In January 2021, the Honolulu City Council approved an updated General Plan (Resolution 21-23, CD1).

The relevant objectives and policies of the General Plan regarding the proposed Action were compared against the O‘ahu General Plan topic “Health and Education”, and the only objective or policy that is relevant to the proposed improvements to Ka‘a‘awa Elementary School is Objective B, Policy 4: *“Encourage the construction of school facilities that are designed for flexibility and high levels of use.”*

5.2.2 Ko'olau Loa Communities Plan

The CCH's eight Development Plans/Sustainable Communities Plans set forth a planning framework to implement and accomplish the objectives and policies of the O'ahu General Plan. Only the plans for the Primary Urban Center and 'Ewa are designated "Development Plans," with the remainder designated "Sustainable Community Plans," reflecting the role of the PUC and 'Ewa DP areas to accommodate the majority of O'ahu's future growth.

In 2020, the CCH adopted the Ko'olau Loa Sustainable Communities Plan (KLSCP) as one of eight community-oriented plans to guide public policy, investment and decision making through the 2040 planning horizon. The Ka'a'awa Elementary School is located within the KLSCP area. The KLSCP presents a vision for the region's future, presenting policies, guidelines and conceptual schemes intended to guide policy for the preparation of more detailed zoning maps, land use regulations, and public and private sector investment decisions. The document serves as a guide to land use, and all development projects should be based on the extent to which the Project supports, conforms to, and conducts the purposes of the vision and respective policies and guidelines of the plan. These policies, principles, and guidelines are then implemented through ordinances such as the LUO (zoning code).

Section 2.1 of the KLSCP states in part:

"The Community Growth Boundary guides development and preserves open space and agricultural areas. It has remained fixed through the 2035 planning horizon, and no new development has occurred outside the Community Growth Boundary. The Community Growth Boundary has served as a valuable tool to guide development, redevelopment, and resource management within existing zoning designations or future zoning designations and other standards or guidelines that may be developed in response to the provisions of this Plan, other established entitlements, or in accordance with pertinent policy and character described in this Plan.

The Community Growth Boundary defines, protects, and contains communities in areas that the General Plan designates "rural" and that exhibit the physical characteristics of rural lifestyles. The boundary provides adequate lands for facilities needed to support established communities, and protects such communities from more intense land uses and patterns of development associated with more urban areas... "

Discussion: As shown on the KLSCP Open Space and Land Use maps, the Ka'a'awa Elementary School site is shown within the "Rural Residential" area and within the "Community Growth Boundary." Also, the KLSCP Open Space Map shows there is shoreline access on the makai side of Kamehameha Highway, as well as panoramic views of the ocean from along the shoreline and from Kamehameha Highway in the vicinity (and makai) of Ka'a'awa Elementary School.

As shown on the KLSCP Public Facilities Map, the Project site is designated as an “Elementary School (State).” The KLSCP Public Facilities Map also shows there is shoreline access on the makai side of Kamehameha Highway in the vicinity (and makai) of Ka‘a‘awa Elementary School.

The proposed Action will not result in altering the current (land) use of Ka‘a‘awa Elementary School, which is one of the five elementary schools in the HIDOE’s Windward District, specifically within the Kahuku Complex.

5.2.3 Special Management Area

The CCH has designated the shoreline and certain inland areas of O‘ahu as being within the Special Management Area (SMA). The SMA areas are designated sensitive environments that are protected in accordance with the State’s CZM policies, as set forth in ROH Chapter 25. As shown on Figure 3, the Project is located entirely in the SMA and is subject to the provisions of ROH Chapter 25.

During the pre-Assessment consultation process, the DPP wrote:

“The proposed Project meets ROH Chapter 25 definition of ‘development,’ which requires an SMA Permit. If the cost valuation is less than \$500,000, an SMA Minor Permit is required. If the cost valuation is or exceeds \$500,000, an SMA Major Permit is required, including an Environmental Assessment, pursuant to ROH Section 25-5.3(a). In this case, it should be noted that the EA is also being prepared pursuant to ROH Chapter 25.” (Appendix A)

During the pre-Assessment consultation process, the OPSD wrote:

“If the subject EA serves as the supporting document for the Special Management Area (SMA) Use Permit application, the OPSD recommends that the EA specifically discuss the compliance with the requirements of SMA use and shoreline setbacks by consulting with the Department of Planning and Permitting, City and County of Honolulu.” (Appendix A)

According to ROH §25-3.1, the objectives, policies, and guidelines of Chapter 25 are those of the CZM Program (HRS §205A-2), which is discussed in Section 5.1.2 of this EA. Discussion of how the proposed Project meets the SMA objectives, policies, and guidelines (as summarized in ROH §25-3.1) is provided in Table 6 below.

Table 6: Special Management Area, ROH Chapter 25, Article 3

SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
<p>(a) Recreational Resources <i>Development within the SMA should provide coastal recreational opportunities to the public. Adequate access, by dedication or other means, to</i></p>	<p>While the proposed improvements are within the SMA, Ka‘a‘awa Elementary School predates the SMA Law. The proposed Action is separated from (and mauka of) Ka‘a‘awa Beach Park by Kamehameha Highway and will not reduce the area used for public recreation.</p>

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SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
<i>beaches, coastal dunes, recreation areas, and natural reserves must be provided to the extent consistent with sound conservation principles. Adequate and properly located public recreation areas and wildlife preserves must be preserved.</i>	
<p>(b) Historic and Cultural Resources</p> <p><i>Development in the SMA should protect, preserve, and restore natural or human-made historical and cultural resources.</i></p>	<p>As requested by SHPD in its letter dated December 31, 2025:</p> <ul style="list-style-type: none"> • An archeological inventory survey (AIS) will be conducted in the areas proposed for ground disturbance during this project. • Prior to submitting an AIS testing strategy to SHPD, HIDOE will revise its construction plans to show a 5-foot-wide boundary around the reinternment area and each of the known burial areas, noting clearly that these areas are for avoidance. HIDOE will establish a physical boundary around each burial ahead of the start of the project to be maintained during the entirety of the project to protect the remains at the site. • Following annotation of the construction plans, HIDOE will consult with SHPD on whether re-design is needed to avoid the reinternment area and each of the known burial areas. • HIDOE's archaeological consultant will consult with Native Hawaiian Organizations (NHOs) including the Office of Hawaiian Affairs, recognized cultural descendants, and with the geographic representative on the O'ahu Island Burial Council. • Following consultation with NHOs, HIDOE will consult with SHPD on an appropriate AIS strategy for the proposed project. • The AIS shall be conducted by a qualified archaeologist in order to adequately identify and document any archaeological historic properties that may be present, to assess their significance, to determine the potential impacts of this project on any identified archaeological historic properties, and to identify and ensure appropriate mitigation is implemented, if needed. <p>During the preparation of the CIA for this Project, interviewees expressed concern around impacts to cultural resources, specifically about the high potential to encounter</p>

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SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
	<p><i>iwi kūpuna</i> and/or cultural deposits or artifacts during ground disturbance. They recommended maintaining a buffer around known burials and minimizing work to already disturbed areas. Interviewees did not feel that the project had the potential to negatively impact cultural practices or beliefs in the area. There was a consensus of support for the school improvements from the interviewees and unanimous desire that Ka‘a‘awa Elementary School continue to serve the community. There was concern about recent pressures for the school’s closure, given that the interviewees felt the elementary school was a key element in keeping the community and families of Ka‘a‘awa together. One individual stated that the school is “a really important fixture to the health of the community.”</p> <p>Given the presence of a former village site and previous archaeological work that encountered <i>iwi kūpuna</i> and a cultural layer, it is recommended that great care be taken during any ground disturbance and an archaeological monitor is present during ground disturbing work. The interviewees recommended the following:</p> <ul style="list-style-type: none"> • Have as light a touch as possible during the improvement work— route work through pre-disturbed areas as much as possible. • Have trustworthy cultural monitors present during ground disturbance activities. • Continue to have open and transparent conversations with community members, the Ka‘a‘awa Community Association, Ka‘a‘awa Elementary principal, and community member, Kealoha Domingo. • Listen to and heed community input. Ensure on-site workers are respectful and show care in their work.
<p><i>(c) Scenic and Open Space Resources</i> <i>Development in the SMA should protect, preserve, and whenever desirable, restore or improve the quality of coastal scenic and open space resources. Alterations to existing land forms and vegetation, other than for the cultivation of coastal dependent crops, must be limited so they result in minimum adverse impacts on water resources, beaches, coastal dunes, and scenic or</i></p>	<p>The proposed improvements are located within the State Land Use Urban District and in particular, on a site currently occupied by existing elementary school buildings. The Project is mauka of the public coastal highway (Kamehameha Highway) and will not block views to and along the shoreline.</p> <p>The Ka‘a‘awa Elementary School is separated from the closest shoreline by Kamehameha Highway. As a result, the proposed improvements are not anticipated to have adverse impacts on water resources, beaches, coastal dunes, and scenic or recreational amenities.</p>

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SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
<i>recreational amenities. Development that is not dependent on the coast is encouraged to locate mauka of the SMA.</i>	
<p>(d) Coastal Ecosystems</p> <p><i>Development in the SMA should protect valuable coastal ecosystems, including reefs, beaches, and coastal dunes from disruption, and minimize adverse impacts on all coastal ecosystems. Solid and liquid waste treatment and disposition must be managed to minimize adverse impacts on SMA resources.</i></p>	<p>Ka‘a‘awa Elementary School has been in operation since 1904. The proposed improvements at the school will not directly impact coastal ecosystems such as reefs and beaches, as the campus is separated from the shoreline by the two-lane Kamehameha Highway. BMPs will be implemented during construction to prevent erosion and stormwater runoff during the construction phase.</p> <p>Solid waste is currently collected regularly by a private collection service and disposed at a CCH solid waste facility.</p> <p>Once the underground electrical lines are in operation, the proposed Project will not generate additional solid waste.</p> <p>Liquid waste generated on-site is treated and disposed of by an existing septic sewer system.</p>
<p>(e) Economic Uses</p> <p><i>Development in the SMA should consist of facilities and improvements important to the State’s economy, and ensure that coastal-dependent development and coastal-related development are located, designed, and constructed to minimize exposure to coastal hazards and adverse social, visual, and environmental impacts within the SMA.</i></p>	<p>The proposed improvements are located within the State Land Use Urban District and in particular, on a site currently occupied by an elementary school campus. The proposed improvements cannot be considered a coastal dependent development.</p>
<p>(f) Coastal Hazards</p> <p><i>Development in the SMA should reduce impacts of coastal hazards on life and property, and must be designed to minimize impacts from landslides, erosion, sea level rise, siltation, or failure in the event of earthquake.</i></p>	<p>The proposed Project will not include residential use, but will be designed to minimize impacts from landslides, erosion, SLR, siltation, or failure in the event of earthquake.</p> <p>In the event of a tsunami warning, students, teachers, staff and visitors can evacuate to higher elevations in Ka‘a‘awa.</p>
<p>(g) Managing Development and Public Participation</p> <p><i>The review process should stimulate public awareness, education, and participation in coastal management.</i></p>	<p>Early consultation (scoping) comments were obtained, incorporated into this EA and are reproduced in Appendix A of this EA. In addition, this EA discusses potential impacts and mitigation measures of the proposed Project, and the public and governmental agencies will be provided an</p>

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SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
	opportunity for input during the Draft EA Public Comment period.
<p>(h) Beach and Dune Protection</p> <p><i>Development in the SMA should facilitate beach management and protection by safeguarding beaches and coastal dunes for public use and recreation, the benefit of ecosystems, and use as natural buffers against coastal hazards. New structures should be located mauka of the shoreline setback line to conserve open space, minimize interference with natural shoreline processes, and minimize the loss of improvements due to erosion.</i></p>	<p>The proposed improvements at Ka‘a‘awa Elementary School are separated from (and mauka of) the Pacific Ocean by Kamehameha Highway. As such, the proposed improvements will not reduce or impose restrictions upon public access to beaches and coastal dunes for public use and recreation, the benefit of coastal ecosystems, or the use as natural buffers against coastal hazards. The proposed Action will be located approximately 90 feet inland from the presumed shoreline, minimizing interference with natural shoreline processes and the loss of improvements due to erosion.</p>
<p>(i) Marine and Coastal Resources</p> <p><i>Development within the SMA should promote the protection, use, and development of marine and coastal resources to ensure that these resources are ecologically and environmentally sound and economically beneficial. Impacts on water resources, beaches, coastal dunes, and scenic or recreational amenities resulting from the construction of structures must be minimized. Development within wetland areas should be limited to activities that are dependent on or enhance wetlands, or are otherwise approved by appropriate State and federal agencies. Examples include traditional Hawaiian agricultural uses such as wetland taro production, aquaculture, and fishpond management, as well as activities that clean and restore traditional wetland areas or create new wetlands in appropriate areas.</i></p>	<p>The proposed improvements at Ka‘a‘awa Elementary School are not anticipated to have impacts on water resources, beaches, coastal dunes, scenic or recreational amenities, and any wetlands.</p>
<p>(j) Cumulative Impact or Significant Effect and Compelling Public Interest</p>	<p>HIDOE proposes to upgrade the existing electrical lines at Ka‘a‘awa Elementary School, which are currently located aboveground and overhead and are in urgent need of upgrades. The upgrades would involve replacing the</p>

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SPECIAL MANAGEMENT AREA, ROH CHAPTER 25, ARTICLE 3	
§ 25-3.1 Objectives, Policies, and Guidelines	Discussion:
<p><i>Development in the SMA should not have any cumulative impact or significant effect, unless minimized to the extent practicable and clearly outweighed by public health, safety, or other compelling public interest.</i></p>	<p>electrical lines underground. Additionally, the proposed action includes future infrastructure repairs, campus maintenance, and replacement facilities (such as classroom buildings).</p> <p>The proposed action will not result in an increase in the number of students, teachers and students. Therefore, the proposed improvements will not significantly contribute to impacts resulting from an increase in resident (or visitor) population, such as increased demand on infrastructure, increased peak-hour traffic, increased demand on public services or facilities, or an increased demand on natural resources in the vicinity of the campus. Socio-economic impacts resulting from the proposed Action are anticipated to be beneficial, especially to students, teachers and staff. Construction will generate excise taxes, employment, income taxes, and indirect economic opportunities.</p>
<p><i>(k) Consistency with Plans and Regulations</i></p> <p><i>Development within the SMA must be consistent with the general plan, development plans and sustainable communities plans, and zoning ordinances; provided that a finding of inconsistency does not preclude concurrent processing of amendments to applicable plans or a zone change.</i></p>	<p>Consistency of the proposed Project with the O'ahu General Plan, Ko'olau Loa Sustainable Communities Plan, and the LUO (zoning ordinance) is addressed in sections 5.2.1, 5.2.2, and 5.2.5 of this EA, respectively.</p>

The permit review guidelines for developments proposed in the SMA, as set forth in Article 4 of ROH Chapter 25 (ROH §25-4.1), are discussed below.

§ 25-4.1 Permit review guidelines.

- (a) No development may be approved unless the agency or the council has first found that the development is consistent with the objectives, policies, and guidelines set forth in this chapter and will not have any significant adverse environmental or ecological effect, except for situations in which the adverse effect is minimized to the extent practicable and clearly outweighed by public health and safety, or a compelling public interest. Adverse effects include, but are not limited to the potential cumulative impact of individual developments, each of which taken by itself may not have a significant adverse effect. Adverse effects may also involve development that would eliminate future planning options.*

Discussion: Refer to Table 6 above.

(b) *The agency or council shall seek to minimize, whenever reasonable:*

(1) *Dredging, filling, or otherwise altering any bay, estuary, salt marsh, wetland, river mouth, slough, or lagoon, except for restoration purposes;*

Discussion: The improvements at Ka'a'awa Elementary School will not require dredging, filling, or otherwise altering any bay, estuary, salt marsh, wetland, river mouth, slough, or lagoon.

(2) *Any development that would reduce the size of any beach, coastal dune, or other area usable for public recreation;*

Discussion: The Project site is separated from (and mauka of) Ka'a'awa Beach Park by Kamehameha Highway and will not reduce the area used for public recreation.

(3) *Any development that would reduce or impose restrictions upon public access to tidal and submerged lands, beaches, coastal dunes, portions of rivers and streams, and the mean high tide line where there is no beach;*

Discussion: The proposed Action is separated from (and mauka of) Ka'a'awa Beach Park by Kamehameha Highway and will not reduce or impose restrictions upon public access to tidal and submerged lands, beaches, coastal dunes, portions of rivers and streams, and the mean high tide line.

(4) *Any development that would substantially interfere with or detract from the line of sight toward the ocean from the State highway nearest the coast;*

Discussion: The proposed improvements at Ka'a'awa Elementary School will be separated from (and mauka of) Ka'a'awa Beach Park by Kamehameha Highway and will not interfere with or detract from the line of sight toward the ocean from the State highway (Kamehameha Highway) nearest the coast.

(5) *Any development that would adversely affect water quality, existing areas of open water free of visible structures, existing and potential fisheries and fishing grounds, coastal ecosystems, wildlife habitats, or potential or existing agricultural uses of land; and*

Discussion: The proposed improvements at Ka'a'awa Elementary School do not: abut existing areas of open water free of visible structures, existing and potential fisheries and fishing grounds, coastal ecosystems, wildlife habitats, or potential or existing agricultural uses of land. The proposed improvements will be located mauka and inland of Kamehameha Highway.

(6) *Risk to development from sea level rise and other coastal hazards, which may be accomplished by siting habitable structures outside of the sea level rise exposure area if feasible, or if not feasible adapting habitable structures within the sea level rise exposure area to accommodate sea level rise.*

Discussion: The proposed Project will not include residential use. In the event of a tsunami warning, students, teachers, staff and visitors can evacuate to higher elevations in Ka'a'awa.

5.2.4 Shoreline Setback Ordinance

During the pre-Assessment consultation process, the DPP wrote:

“The Draft EA should review the proposed Project in reference to ROH Chapter 26 (Shoreline Setbacks) to determine the extent to which this Project is related to and complies with this statute. Based on an average annual erosion rate of 0.13 feet per year, the shoreline setback for the site is 69 feet.” (Appendix A)

Although DPP provided information that the shoreline setback for the site is 69 feet, without a certified shoreline, it is unclear how much of the campus is within the shoreline setback. It is presumed that the only building that may be partially located within a 69-foot shoreline setback is existing Building A (classroom).

5.2.5 Land Use Ordinance

The Land Use Ordinance, or LUO (ROH Chapter 21, is the CCH's zoning ordinance. The LUO regulates land use in accordance with adopted land use policies, including the General Plan and Development/Sustainable Communities Plans. The LUO seeks to encourage orderly development and promote and protect public health, safety and welfare through the establishment of land use regulation and zoning districts. The Project Area is currently zoned R-5 (Residential). The purpose of the residential district is to allow for a range of residential densities. The primary use shall be detached residences. However, according to LUO Table 21-5.1 (“Table of Permitted Uses”), “Public facility” is permitted outright in every zoning district regulated by DPP.

Discussion: During the pre-Assessment consultation process, the DPP wrote: *“The Kaaawa Elementary School is a “public use.” The Draft EA must describe the Project’s consistency with the development standards of the R-5 Residential District and other applicable LUO regulations.”* (Appendix A)

The proposed Action is consistent with the LUO in that Ka'a'awa Elementary School would be characterized as a “Public facility” which is permitted in every zoning district regulated by DPP.

As requested by DPP, a comparison of the Project’s consistency with the development standards of the R-5 Residential Zoning District (per LUO § 21-3.70-1 and LUO Table 21-3.2) is provided in Table 7 below:

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Table 7: Project Consistency with R-5 Zoning District Development Standards

Development Standard	R-5 Residential Zoning District	Ka‘a‘awa Elementary School (Existing and Proposed)
Minimum Lot Area - Single-unit dwelling, and other uses (square feet)	5,000 SF	Approx. 162,377 square feet
Minimum lot width and depth (feet)	50 feet for “other uses”	Approx. 458 feet width and 220 feet depth
Yard – Front (feet)	30 feet for “other uses”	Approx. 33 feet for existing Building A
Yard – Side and Rear (feet)	15 feet for “other uses”	Approx. 15 feet for existing Building A
Maximum building area	50 percent of the zoning lot	Less than 50 percent of the zoning lot (refer to Appendix D, Figure 1: Location Map)
Maximum height (feet)	25 feet – 30 feet	Less than 25 feet
Height Setbacks	<p>Per Sec. 21-3.70-1(c):</p> <ul style="list-style-type: none"> • Any portion of a structure exceeding 15 feet must be set back from every side and rear buildable area boundary line 1 foot for each 2 feet of additional height over 15 feet (see LUO Figure 21-3.10); and • Any portion of a structure exceeding 20 feet must be set back from the front buildable area boundary line 1 foot for every 2 feet of additional height over 20 feet. 	<p>Structures along the side and rear buildable area boundary lines do not exceed 15 feet in height.</p> <p>The structure nearest the front buildable area boundary line (Building A) does not exceed 20 feet in height.</p>

5.3 LIST OF REQUIRED PERMITS AND APPROVALS

Anticipated permits and approvals that may be required are outlined in Table 8 below.

Table 8: Required Permits and Approvals

AGENCY	PERMIT/APPROVAL
State of Hawai'i	
Department of Health	<ul style="list-style-type: none"> • Dust Control Plan • Noise Permit (if necessary)
Department of Land and Natural Resources, Historic Preservation Division	<ul style="list-style-type: none"> • HRS Section 6E Review
City and County of Honolulu	
Department of Planning and Permitting	<ul style="list-style-type: none"> • ROH Chapter 25 Compliance • SMA Use Permit – Major Permit • Floodway Permit • Grading, Grubbing, and Stockpiling Permits • Building Permit (electrical, plumbing, civil) • Storm Water Quality Strategic Plan • Rules Relating to Water Quality and Storm Drainage Standards Compliance
Department of Transportation Services	<ul style="list-style-type: none"> • Street Usage Permit

6.0 ALTERNATIVES

In compliance with the provisions of HAR Section 11-200.1-18(d)(7), relating to Environmental Assessments, an environmental assessment must discuss potential alternatives to the proposed action which could attain the objectives of the action in sufficient detail to explain why they were rejected. During the pre-Assessment consultation process, the DPP wrote:

“The Draft EA should also explore project alternatives, site design (siting and configuring the proposed building as far from the shoreline as possible), project design features (elevated structures, alternative foundations, etc.), Best Management Practices, and appropriate mitigation measures to reduce potential impacts related to coastal hazards to the extent possible.” (Appendix A)

6.1 NO ACTION

The no-action alternative is no change to the existing site. While this alternative could alter adverse impacts, it would not meet the objectives of the Project as stated in Section 2.2 of this EA:

“HIDOE’s objective is to upgrade Ka’a’awa Elementary School’s electrical distribution (overhead and underground) and electrical equipment, and to maintain, repair, replace and school facilities, including classrooms (when necessary).” (Appendix A)

Under this alternative, the existing overhead electrical distribution system will remain overhead. Due to the school’s proximity to the shoreline and exposure to salt spray, these electrical lines will continue to corrode.

6.2 ALTERNATIVE OF REINSTALLING ALL OVERHEAD ELECTRICAL LINES UNDERGROUND

An alternative was considered to replace all of the existing overhead electrical service with an underground service and to mitigate corrosion issues associated with the school’s proximity to the shoreline and exposure to salt spray. While underground electrical lines would reduce maintenance requirements and improve reliability, this alternative presents significant cultural and environmental concerns.

As noted in section 4.1.1 of this EA, given the potential for encountering cultural material and human burials in the general vicinity, as evidenced by the results in the previous monitoring report and historical and archaeological research, monitoring for any future excavations at Ka’a’awa Elementary School is recommended.

During the pre-Assessment consultation process, Dr. Chip Fletcher wrote the following:

“I urge you and your team to be extremely cautious about burying infrastructure due to the threat of corrosive, emergent groundwater projected across the entire Ka’a’awa Elementary School campus and suggest elevating proposed and existing structures above

standard flood requirements because the campus will be impacted by erosion and high wave flooding.” (Appendix A)

Given these constraints, the alternative of replacing all of the overhead electrical service with an underground service was rejected. Retaining the existing overhead electrical service best meets the project’s objectives while preserving the integrity of cultural resources on site, while avoiding the threat of corrosive, emergent groundwater.

6.3 ALTERNATIVE OF REINSTALLING ALL ELECTRICAL LINES OVERHEAD

This alternative is intended to address SLR concerns, i.e., elevating all electrical infrastructure above the projected SLR elevation. Clearly all lines could connect to the eaves of all of the existing buildings, but if all the existing campus buildings are not elevated above the projected SLR elevation, the classrooms and other buildings will not be accessible to students, teachers and staff. If the potential impact of SLR on Kamehameha Highway is not addressed, there may be no way to access Ka‘a‘awa Elementary School campus anyway.

7.0 FINDINGS, SUPPORTING REASONS, AND DETERMINATION

To determine whether the proposed Project may have a significant impact on the physical and human environment, all phases and expected consequences of the proposed Action have been evaluated, including potential primary, secondary, short-range, long-range, and cumulative impacts. Based on this evaluation, the Approving Agency (HIDOE) anticipates issuing a Finding of No Significant Impact (FONSI) for the Project. The supporting rationale for this finding is presented in this chapter.

7.1 PROBABLE IMPACT, INCLUDING CUMULATIVE IMPACTS

Cumulative impacts are impacts on the environment that result from the action when added to other past, present, and foreseeable future actions by other agencies or persons. Examples of possible cumulative impacts of a proposed action could be those related to building a park on the undeveloped portion of the Ka'a'awa Elementary School campus. While it would appear that such land use may be compatible, without adequate policing and maintenance, students arriving on campus on Monday mornings might find litter from park users over the weekend.

The proposed Action involves selective replacement and upgrade of the campus electrical distribution system, including retention of one of the two existing overhead electrical services and retention of overhead feeders between buildings where feasible, while limiting underground electrical infrastructure to areas where it is necessary to support campus operations. Where underground trenching is required, the design incorporates trench alignments adjacent to recently installed duct banks associated with HIDOE Project P92001-16 (2018) to the extent possible in order to minimize new ground disturbance and potential impacts to cultural resources. This approach best meets the Project objectives while minimizing potential impacts to cultural resources and reducing exposure to corrosive conditions. Additionally, the proposed action includes future infrastructure repairs, campus maintenance, and replacement facilities (such as classroom buildings). The proposed Action will not result in an increase in the number of new residents living in the area. Therefore, the Project will not significantly contribute to impacts resulting from an increase in resident (or visitor) population, such as increased demand on infrastructure, increased peak-hour traffic, increased demand on public services or facilities, or an increased demand on natural resources in the vicinity of the Project Site. Socio-economic impacts resulting from the proposed Action are anticipated to be beneficial. Construction will generate excise taxes, employment, income taxes, and indirect economic opportunities.

7.2 SIGNIFICANCE CRITERIA

Based upon the previous information presented in this document, the proposed permitting and construction of the Project will likely have no significant environmental impacts. This determination is based upon the 13 Significance Criteria outlined in HRS Chapter 343, as amended and HAR Title 11 Chapter 200.1-13 1996, discussed below.

(1) Irrevocably commit a natural, cultural, or historic resource;

Since the proposed Action involves the replacement of some of the existing overhead electrical lines with underground lines and future infrastructure repairs, campus maintenance, and replacement facilities within the existing Ka‘a‘awa Elementary School campus footprint, the proposed Action will not irrevocably commit a natural, cultural or historic resource.

(2) Curtail the range of beneficial uses of the environment;

The proposed Action will not curtail the range of beneficial uses of the environment as the Site has long been used as an elementary school.

(3) Conflict with the State’s environmental policies or long-term environmental goals established by law;

The Environmental Policies enumerated in HRS Chapter 344 promote conservation of natural resources, and an enhanced quality of life for all citizens. As detailed in Section 5.1.4 above, the proposed Action does not conflict with the State’s long-term environmental policies, goals, or guidelines as expressed in HRS Chapter 344, and will not significantly impact natural resources due to the fact that the Site is already developed with an elementary school campus and has been subject to intense human utilization since 1904.

(4) Have a substantial adverse effect on the economic welfare, social welfare, or cultural practices of the community and State;

The relatively small scale of the proposed Action should not have a substantial adverse effect on the economic welfare, social welfare, or cultural practices of the community and State.

(5) Have a substantial adverse effect on public health;

The potential temporary impacts related to noise, air or water quality during construction will be addressed through construction management practices in compliance with Federal, State and County requirements. HIDOE’s practice to build sustainably will help to ensure that the proposed Action will not negatively affect public health.

(6) Involve adverse secondary impacts, such as population changes or effects on public facilities;

The proposed Action does not involve residential use and will not generate new permanent population on-site or cause population change, and as a result, the proposed Action will have no effect on public facilities.

(7) Involve a substantial degradation of environmental quality;

No substantial environmental degradation is anticipated. HIDOE has committed itself to a development practice of environmental sustainability, especially in regard to energy use.

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(8) Be individually limited but cumulatively have substantial adverse effect upon the environment, or involves a commitment for larger actions;

The proposed Action is relatively modest and does not involve a commitment for larger actions as it involves upgrading the electrical distribution system, as well as future infrastructure repairs, campus maintenance, and replacement facilities within the existing Ka‘a‘awa Elementary School campus footprint.

(9) Have a substantial adverse effect on a rare, threatened, or endangered species, or its habitat;

The proposed Action is not anticipated to have any impact on endangered flora or faunal species. The site contains no habitat for rare, threatened or endangered plant or animal species or their respective habitats.

(10) Have a substantial adverse effect on air or water quality or ambient noise levels;

Air Quality: It is anticipated that no State or Federal air quality standards will be violated during or after the implementation of the proposed Action.

Water Quality: It is also anticipated that no State or Federal water quality standards should be violated during or after the implementation of the proposed Action.

Ambient Noise Levels: Construction activities for the proposed Action will inevitably create temporary noise impacts. The Project proponent’s contractors may employ mitigation measures to minimize those temporary noise impacts including the use of mufflers and implementing construction curfew periods. Pursuant to HAR Chapter 11-46, construction activities will comply with all community noise controls.

(11) Have a substantial adverse effect on or be likely to suffer damage by being located in an environmentally sensitive area such as a flood plain, tsunami zone, sea level rise exposure area, beach, erosion-prone area, geologically hazardous land, estuary, fresh water, or coastal waters;

The proposed Project is not located on a beach, erosion-prone area, geologically hazardous land, estuary, fresh water, or coastal waters. When Ka‘a‘awa Elementary School was originally established in 1904, flood plain, tsunami zone and SLR-XA were not established constraints.

(12) Have a substantial adverse effect on scenic vistas and viewplanes, during day or night, identified in county or state plans or studies; or,

The proposed Action includes placing electrical lines underground. After grassing and other landscaping, the proposed Action will not be visible to passersby on Kamehameha Highway.

Because no adverse visual impacts are expected to views of the cliffs of the Ko‘olau Mountains and of the waters of the Pacific Ocean, the proposed Action is not expected to have any short-term, long-term, direct, indirect, or cumulative impacts on visual resources.

(13) *Require substantial energy consumption or emit substantial greenhouse gases.*

The proposed Action will not require substantial energy consumption nor produce substantial greenhouse gases.

7.3 ANTICIPATED DETERMINATION

On the basis of impacts and mitigation measures examined in this document and analyzed under the above criteria, it is anticipated that the proposed Action will not have a significant effect on the physical or human environments. Pursuant to HRS Chapter 343, HAR Chapter 11-200.1, ROH Chapter 25, and HRS Chapter 205A it is anticipated that the approving agency, HIDOE, will issue a FONSI.

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Appendix A

Pre-Assessment Consultation Comments and Responses





**STATE OF HAWAII
OFFICE OF PLANNING
& SUSTAINABLE DEVELOPMENT**

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DTS202509111308NA

Coastal Zone
Management
Program

October 3, 2025

Environmental Review
Program

Mr. Greg Nakai
PBR Hawai'i & Associates, Inc.
1001 Bishop Street, Suite 650
Honolulu, HI 96813

Land Use Commission

Land Use Division

Special Plans Branch

Dear Mr. Nakai:

State Transit-Oriented
Development

Subject: Pre-Assessment Consultation for Chapter 25, Revised Ordinances of Honolulu, Environmental Assessment in Support of a Special Management Area Use Permit Application, for Proposed Electrical Upgrades, and Future Infrastructure Repairs, Campus Maintenance, and Replacement Facilities at Ka'a'awa Elementary School, Ka'a'awa, O'ahu; Tax Map Key: (1) 5-1-002: 018

Statewide Geographic
Information System

Statewide
Sustainability Branch

The Office of Planning and Sustainable Development (OPSD) is in receipt of your early consultation request, received September 11, 2025, on the preparation of an Environmental Assessment (EA), for the proposed electrical upgrades, and future infrastructure repairs, campus maintenance, and replacement facilities at Ka'a'awa Elementary School, Ka'a'awa, O'ahu.

According to the request, the existing electrical lines at Ka'a'awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school's proximity to the shoreline and exposure to salt spray, these electrical lines are corroding and in need of upgrades. The school needs an upgrade of electrical distribution and electrical equipment. The proposed project involves replacing the distribution to underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment.

The OPSD has reviewed the EA early consultation request, and has the following comments to offer:

1. The proposed agency should confirm whether an EA is required for the proposed action and further discuss the triggers of preparation of an EA set forth in Hawai'i Revised Statutes (HRS) Chapter 343 for the proposed electrical upgrades, repairs and maintenance.

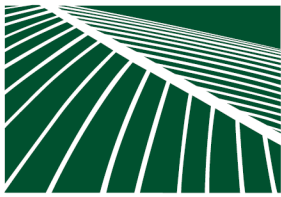
Mr. Greg Nakai
October 3, 2025
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2. The Hawai'i Coastal Zone Management (CZM) Law, HRS Chapter 205A, requires all state and county agencies to enforce the CZM objectives and policies. The subject EA should include an assessment with mitigation measures as to how the proposed action conforms to each of the CZM objectives and supporting policies set forth in HRS Chapter 205A-2, as amended.
3. If the subject EA serves as the supporting document for the Special Management Area (SMA) Use Permit application, the OPSD recommends that the EA specifically discuss the compliance with the requirements of SMA use and shoreline setbacks by consulting with the Department of Planning and Permitting, City and County of Honolulu.
4. To assess potential impacts of sea level rise on the property area, the OPSD suggests the EA refer to the projections of the Hawaii Sea Level Rise Vulnerability and Adaptation Report 2017 and its 2022 update, accepted by the Hawaii Climate Change Mitigation and Adaptation Commission. The Report, and Hawaii Sea Level Rise Viewer at <https://www.pacioos.hawaii.edu/shoreline/slr-hawaii/> identifies a 3.2-foot sea level rise exposure area across the main Hawaiian Islands which may occur in the mid to latter half of the 21st century. The EA should provide a map of the 3.2-foot sea level rise exposure area from high wave flooding in relation to the project area, and assess the potential impacts of sea level rise, including inundation of saltwater on the proposed ground and underground infrastructure and facilities.
5. In enacting Act 224, Session Laws of Hawai'i 2005, the legislature found that light pollution in Hawai'i's coastal areas and artificial lighting illuminating the shoreline and ocean waters can be disruptive to avian and marine life. Pursuant to HRS §§ 205A-30.5(b)(2) and 205A-71(b), for artificial lighting provided by a government agency or its authorized users for government operations, security, public safety, or navigational needs, a government agency or its authorized users shall make reasonable efforts to properly position or shield lights to minimize adverse impacts of lighting.

If you respond to this comment letter, please include DTS202509111308NA in the subject line. For any questions regarding this letter, please contact Shichao Li of our office at (808) 587-2841 or by email at shichao.li@hawaii.gov.

Sincerely,


Mary Alice Evans
Director



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& ASSOCIATES, INC.

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Tel: (808) 521-5631
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E-mail: sysadmin@pbrhawaii.com

printed on recycled paper

June 19, 2026

Ms. Mary Alice Evans
Director
State of Hawai'i
Office of Planning & Sustainable Development
P.O. Box 2359
Honolulu, HI 96804

Attn: Shichao Li

SUBJECT: DTS202509111308NA

PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAII REVISSED STATUTES AND CHAPTER 25, REVISSED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Ms. Evans,

Thank you for your Department's letter dated October 3, 2025 (reference # DTS202509111308NA), regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education (DOE), we have reviewed your agency's letter and offer the following responses.

1. Since the proposed Action involves the use of State lands and funds, preparation of the EA will be in accordance with the procedural steps of HRS Chapter 343 and HAR Title 11, Chapter 200.1 pertaining to Environmental Impact Statements. In addition, the City and County of Honolulu (CCH), management of lands within the SMA is regulated through ROH Chapter 25. Permit review guidelines (in ROH Chapter 25) used by Department of Planning and Permitting (DPP) and the City Council, are derived from HRS Section 205A-26 Act 16 (SB2060, SD2, HD2), adopted on September 15, 2020, amended HRS Chapter 205A. The proposed Action requires an SMA Use Permit – Major. Per ROH Section 25-3.3(c)(1), "Any proposed development within the special management area requiring a special management area use permit shall be subject to an assessment by the agency in accordance with the procedural steps set forth in HRS Chapter 343."
2. As recommended, the forthcoming Draft EA will include an assessment with mitigation measures as to how the proposed action conforms to each of the CZM objectives and supporting policies set forth in HRS Chapter 205A-2, as amended.

Ms. Mary Alice Evans

SUBJECT: DTS202509111308NA, PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAII REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

June 19, 2026

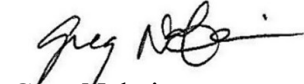
Page 2

3. To OPSD's recommendation that the EA specifically discuss the compliance with the requirements of SMA use, the Draft EA will include a discussion of how the proposed Project meets the SMA objectives, policies, and guidelines (as summarized in ROH §25-3.1).
4. To assess potential impacts of sea level rise on the property area, Draft EA will include a map of the 3.2-foot sea level rise exposure area from high wave flooding in relation to the project area, and assess the potential impacts of sea level rise, including inundation of saltwater on the proposed ground and underground infrastructure and facilities.
5. Pursuant to HRS §§ 205A-30.5(b)(2) and 205A-71(b), the Draft EA will note that DOE will make reasonable efforts to properly position or shield lights to minimize adverse impacts of lighting on avian and marine life.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII



Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKOA
Sey Ito Jr., P.E., KKOA

JOSH GREEN, M.D.
GOVERNOR
KE KIA'ĀINA



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KA 'AKUKANA KENELALA

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KA HOPE 'AKUKANA KENELALA

STATE OF HAWAI'I
KA MOKU'ĀINA O HAWAI'I
DEPARTMENT OF DEFENSE
KA 'OIHANA PILI KAUA
OFFICE OF THE ADJUTANT GENERAL
3949 DIAMOND HEAD ROAD
HONOLULU, HAWAI'I 96816-4495

October 9, 2025

PBR HAWAII & Associates, Inc.
Attn: Greg Nakai
1001 Bishop Street, Suite 650
Honolulu, HI 96813-3484
Email: gnakai@pbrhawaii.com

SUBJECT: Pre-Assessment Consultation for Environmental Assessment for
Proposed Electrical Upgrades, and Future Infrastructure Repairs,
Campus Maintenance, and Replacement Facilities at Ka`a`awa
Elementary School
TMK: (1) 5-1-002:018
Ka`a`awa, Oahu, Hawai'i

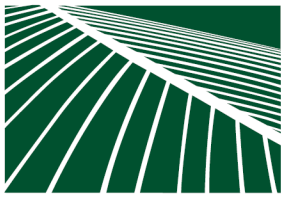
Aloha Mr. Nakai:

Thank you for your letter dated September 9, 2025, regarding the above subject project. The State of Hawai'i, Department of Defense has no comments to offer at this time.

Should there be any questions, please contact Major Randall Duldulao at 808-369-3487 or randall.s.duldulao@hawaii.gov.

Best Wishes,

Shao Yu Lee, R.A.
Major, Hawai'i National Guard
Chief Engineering Officer



PBR HAWAII
& ASSOCIATES, INC.

KIMI MIKAMI YUEN, LEED® AP BD+C
President / Chairperson

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NATHALIE RAZO
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Director of Land Economics & Real Estate

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Cultural Sustainability Planner

ETSUYO KILA
Senior Associate

GREG NAKAI
Senior Associate

BRADLEY FURUYA, AICP
Associate

C.R. 'IMIPONO WICHMAN
Associate

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printed on recycled paper

June 19, 2026

Shao Yu Lee, R.A.
Major, Hawai'i National Guard
Chief Engineering Officer
State of Hawai'i
Department of Defense
3949 Diamond Head Road
Honolulu, HI 96816-4495

Attn: Major Randall Duldulao

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Major Lee,

Thank you for your Department's letter dated October 9, 2025 regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we acknowledge that your agency has no comments to offer at this time.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII

Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKOA
Sey Ito Jr., P.E., KKOA

From: [sysadmin](#)
To: [Greg Nakai](#)
Subject: FW: Pre-Asmnt Cons, EA, SMA, Major Permit Application for Proposed Electrical Upgrades, Kaaawa Elementary School
Date: Friday, September 12, 2025 12:52:42 PM
Attachments: [image001.gif](#)
[LUD-WWB-Standard-Comments-2015.pdf](#)

From: Morikami, Lori <lori.morikami@doh.hawaii.gov>
Sent: Friday, September 12, 2025 10:57 AM
To: sysadmin <sysadmin@pbrhawaii.com>
Subject: Pre-Asmnt Cons, EA, SMA, Major Permit Application for Proposed Electrical Upgrades, Kaaawa Elementary School

Warning: Unusual sender <lori.morikami@doh.hawaii.gov>

You don't usually receive emails from this address. Make sure you trust this sender before taking any actions.

Good morning Greg Nakai,

Please refer to the [Standard Land Use Comments](#) attached in pdf for your review.

Should you have any questions, please email the Planning & Design Supervisor, Mark Tomomitsu at mark.tomomitsu@doh.hawaii.gov

Also, please note, Ms. Sina Pruder has retired, our current Branch Chief is Mr. Jonathan Nagato, P.E.

And our mailing address is:

Mr. Jonathan Nagato, Chief
State of Hawaii
Wastewater Branch
2827 Waimano Home Road #207
Pearl City, Hawaii 96782-1487

Mahalo,

Lori M at WWB on Oahu

P.S. Basically, as this project does not seem to have any wastewater treatment or disposal issues at this time, we have no objections or comments to offer.

We do have an Aerobic Treatment Unit, Permit 24078, Approved for Use 2010 07 26 on file.

Mahalo,

Lori Morikami

Planner | Env. Mgmt. Div. | Wastewater Branch (PD)

Hawaii State Department of Health | Ka 'Oihana Olakino

2827 Waimano Home Road Room 207 | Pearl City | Hawaii 96782-1487

Office (808) 586-4294 | Website: <https://health.hawaii.gov/wastewater/>

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Wastewater Branch Standard Comments

August 24, 2015

1. Oahu:

- The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Oahu Wastewater Advisory Committee where no new cesspools will be allowed. It is also located in the Pass Zone.
- The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Oahu Wastewater Advisory Committee where no new cesspools will be allowed. It is also located in the No Pass Zone where subdivisions are not approved unless connection to the County sewer system is possible.

2. Maui:

- The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Maui County Wastewater Advisory Committee where no new cesspools will be allowed.
- The subject project is located in the Non-Critical Wastewater Disposal Area (CWDA) as determined by the Maui County Wastewater Advisory Committee where new cesspools may be allowed with specific criteria.
- The subject project is located in the One – Acre Lot Exception Critical Wastewater Disposal Area (CWDA) as determined by the Maui County Wastewater Advisory Committee where new cesspools may be allowed, provided there is at least one-acre of land.

3. Kauai:

- The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Kauai County Wastewater Advisory Committee where no new cesspools will be allowed.

4. Hawaii:

- The subject project is located in the Non-Critical Wastewater Disposal Area (CWDA) as determined by the Hawaii County Wastewater Advisory Committee where new cesspools may be allowed with specific criteria.
- The subject project is located in the One – Acre Lot Exception Critical Wastewater Disposal Area (CWDA) as determined by the Hawaii County Wastewater Advisory Committee where new cesspools may be allowed, provided there is at least one-acre of land.
- The subject project is located in the Five – Acre Lot Exception Critical Wastewater Disposal Area (CWDA) as determined by the Hawaii County Wastewater Advisory Committee where new cesspools may be allowed, provided there is at least five-acres of land.
- The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Hawaii County Wastewater Advisory Committee where no new cesspools will be allowed.

5. Statewide:

- As the project will be served by the City & County of Honolulu/ County/ Private sewer system, we have no objections to the development. If available, we highly encourage the developer to work with the City/ County/ Private Wastewater Reuse Facility to utilize recycled water for irrigation and other non-potable water purposes. The use of recycled wastewater should be encouraged and utilized in major common areas such as parks, golf courses and other open spaces or landscaping areas.
- Wastewater treatment and disposal have not been adequately addressed in the subject document; therefore, we can not offer any substantial comments. If a City/County/Private sewer connection is not available, domestic wastewater generated by the project shall be handled by wastewater systems that comply with our chapter 11-62, Hawaii Administrative Rules.
- As connection to a City/County/Private sewer system may not possible, we highly recommend the construction and use of individual wastewater treatment systems (IWSs) for each unit/lot serving no more than five (5) bedrooms or bedroom like rooms.
- At this time, the use of an onsite wastewater system is allowable on this property. However, it should be located outside of 1,000 feet radius from a potable public drinking water well before we shall concur with the subdivision request.
- Based on the information provided in the subject document, a wastewater treatment plant (WWTP) will be provided for the proposed development. We have no objections to the proposal as long as the WWTP is designed and constructed in accordance with applicable provisions of our chapter 11-62, Hawaii Administrative Rules (HAR), “Wastewater Systems”.

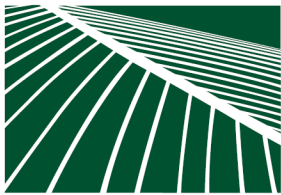
- We have a cesspool survey card for the subject project and have attached a copy. The existing cesspool is considered to be “grandfathered” and approved for use. Should a significant modification to the existing dwelling be proposed in the future, the existing cesspool will be required to be upgraded to an individual wastewater system (IWS) such as a septic tank system.
- We have a cesspool survey card for the subject project and have attached a copy. The existing cesspool is considered to be “grandfathered-in”. The Department currently does not have any complaints or enforcement case that involves the subject cesspool.
- The use of individual wastewater systems is allowed. The type and number of individual wastewater systems to be used on each lot will be determined by the wastewater rules in effect at the time of building permit application.
- Domestic wastewater will not be generated by the subject project; therefore, we have no comments to provide at this time.
- We do not have any records of a treatment system for the subject property; therefore, we cannot offer any substantial comments at this time.

6. Subdivision Requests:

- The Wastewater Branch does not concur with the subdivision request because a minimum lot size of 10,000 square feet is required in order to utilize individual wastewater systems.
- The properties to be subdivided are less than 10,000 square feet; therefore, we will have to deny this subdivision request.
- The subdivision consists of 50 lots/dwelling units or more with lot sizes that are greater than an acre. The use of individual wastewater systems are allowed under the provisions of Hawaii Administrative Rules (HAR), Chapter 11-62.
- The subdivision is located within 1000’ radius of a public drinking water source. The WWB cannot concur with the proposed subdivision unless connection to a public sewer system is available.
- The source of potable water is not shown. Please provide this office with the source of potable water such that we can further review the subdivision request.
- The subdivision consists of less than 50 lots/dwelling units. The use of individual wastewater systems are allowed under the provisions of Hawaii Administrative Rule Chapter 11-62. The type and number of individual wastewater treatment systems to be used on each lot will be determined by the wastewater rules in effect at the time of the building permit.
- The subdivision consists of 50 lots/dwelling units or more. The use of individual wastewater systems are not allowed under the provisions of Hawaii Administrative Rule Chapter 11-62. Please have your engineer submit plans for a wastewater treatment works to the Wastewater Branch.
- Show all proposed existing structures and wastewater disposal systems on the final plot map including setback distances to the newly adjusted property lines and buildings.
- In accordance with Hawaii Revised Statutes 343, an environmental assessment is required for any proposed wastewater treatment unit except for individual wastewater systems or a wastewater treatment system unit serving fewer than fifty single-family dwellings or the equivalent.

7. Other:

- The installation of individual wastewater systems will not be allowed if the design flow for the project exceeds 15,000 gallons per day. Hawaii Administrative Rules (HAR), Chapter 11-62, Wastewater Systems, section 11-62-31.1(2)(B) states that for developments involving buildings other than dwellings, the total wastewater flow of the development shall not exceed 15,000 gallons per day. A wastewater treatment plant will be required to be designed and constructed in accordance with our chapter 11-62, HAR if design flows for the project exceeds 15,000 gallons per day.
- The Wastewater Branch has records for the existing wastewater system(s) that are located on the subject property. Please have your engineer or contractor submit completed cesspool information card(s) identifying the location of all wastewater system(s) and their locations to the existing and proposed adjusted property lines.
- In 1999, EPA promulgated regulations under the Safe Drinking Water Act’s Underground Injection Control (UIC) Program required closure of all existing large capacity cesspools (LCC) by April 5, 2005. Under federal regulations, a large capacity cesspool is a cesspool which serves multiple dwellings, or for nonresidential facilities has the capacity to serve 20 or more persons per day. Operation of a large capacity cesspool after this date is a violation of federal regulations and subject to enforcement and fines. If you have any questions about LCC, please contact Kate Rao of EPA at (415) 972-3538, or by email at rao.kate@epamail.epa.gov.
- All wastewater plans must conform to applicable provisions of the Department of Health's Administrative Rules, Chapter 11-62, "Wastewater Systems." We do reserve the right to review the detailed wastewater plans for conformance to applicable rules. Should you have any questions, please contact the Planning & Design Section of the Wastewater Branch at telephone 586-4294.



**PBR HAWAII
& ASSOCIATES, INC.**

KIMI MIKAMI YUEN, LEED® AP BD+C
President / Chairperson

VINCENT SHIGEKUNI
Executive Vice-President / Principal

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June 19, 2026

Mr. Jonathan Nagato
Branch Chief
State of Hawai'i
Department of Health
Wastewater Branch
2827 Waimano Home Road #207
Pearl City, HI 96782-1487

Attn: Lori Morikami

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Nagato,

Thank you for your Department's email dated September 12, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we acknowledge both the (relevant) Standard Land Use Comments and the comments offered by Ms. Lori Morikawa.

We assume that only a couple of the Wastewater Branch Standard Comments apply to the Project:

- *The subject project is located in the Critical Wastewater Disposal Area (CWDA) as determined by the Oahu Wastewater Advisory Committee where no new cesspools will be allowed. It is also located in the Pass Zone...*
- *As the project will be served by the City & County of Honolulu/ County/ Private sewer system, we have no objections to the development...*

Ms. Morikawa offered additional comments:

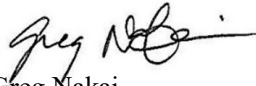
Basically, as this project does not seem to have any wastewater treatment or disposal issues at this time, we have no objections or comments to offer.

We do have an Aerobic Treatment Unit, Permit 24078, Approved for Use 2010 07 26 on file.

We value your participation in the environmental review process. Your Department's email and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

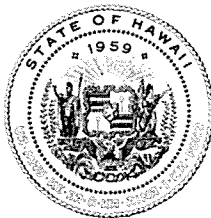
PBR HAWAII


Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO
Sey Ito Jr., P.E., KKO

JOSH GREEN, M.D.
GOVERNOR | KE KIA'ĀINA

SYLVIA LUKE
LIEUTENANT GOVERNOR | KA HOPE KIA'ĀINA

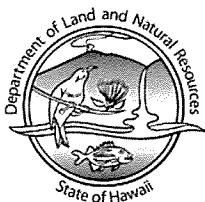


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STATE OF HAWAII | KA MOKU'ĀINA 'O HAWAII'
DEPARTMENT OF LAND AND NATURAL
RESOURCES DIVISION OF AQUATIC RESOURCES
1151 PUNCHBOWL STREET, ROOM 330
HONOLULU, HAWAII 96813

Date: 10/8/2025
DAR # 6969

MEMORANDUM

TO: Brian J. Neilson
DAR Administrator

FROM: Kate Gonzalez, Aquatic Biologist

SUBJECT: Ka'a'awa Elementary School Electrical Upgrades Project - Pre-Assessment
Consultation for ROH Chapter 25 EA

Request Submitted by: PBR HAWAII & Associates, Inc.
KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA,
O'AHU, TMK (1) 5-1-002:018

Location of Project: _____

Brief Description of Project:

PBR HAWAII & Associates, Inc., is assisting the proposing agency, the State of Hawaii Department of Education (HIDOE), by preparing and processing a Chapter 25, Revised Ordinances of Honolulu (ROH) Environmental Assessment (EA) in support of a Special Management Area (SMA) Major Permit application for the proposed electrical upgrades, as well as future infrastructure repairs, campus maintenance, and replacement facilities, such as classroom buildings, at Ka'a'awa Elementary School located in Ka'a'awa, O'ahu.

Comments:

No Comments Comments Attached

Thank you for providing DAR the opportunity to review and comment on the proposed project. Should there be any changes to the project plan, DAR requests the opportunity to review and comment on those changes.

Comments Approved:  Date: 10/09/2025
Brian J. Neilson
DAR Administrator

DAR# 6969

Brief Description of Project

The existing electrical lines at Ka'a'awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school's proximity to the shoreline and exposure to salt spray, these electrical lines are corroding and in need of upgrades.

The school overall needs an upgrade of their electrical distribution (overhead and underground) and electrical equipment. The proposed project involves replacing the distribution to underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment. While detailed plans for other infrastructure repairs, campus maintenance, and replacement facilities are not available, it is reasonable to expect that these may come up in the very near future.

DAR# 6969

Comments

DAR notes the project may include significant site work, including grading, drainage improvements, utility installation, and the addition of new impervious surfaces. These activities can increase runoff and sedimentation risks that impact downstream aquatic resources. DAR recommends:

Erosion and Sediment Controls: The project incorporate a robust Erosion and Sediment Control Plan (ESCP) in compliance with NPDES requirements, with particular attention to phasing, slope stabilization, and construction stormwater BMPs. A site-specific erosion and sediment control plan must be developed, taking into account the unique topography, soil conditions, and rainfall patterns of Ka'a'awa.

Stormwater Management: The Draft EA should specify how post-construction stormwater will be treated before discharge. DAR recommends detention basins, vegetated swales, and infiltration measures to capture first flush runoff. Areas of natural drainage should be identified and buffered to ensure that any water flowing from the site does not carry sediment into sensitive marine environments.

Monitoring: DAR encourages water quality monitoring at stormwater outfalls during and after construction to ensure compliance with Hawai'i Water Quality Standards (HAR 11-54).

Cumulative Considerations: The EA should discuss potential impacts to aquatic systems within the watershed, especially if drainage systems connect to nearby streams or coastal receiving waters.

General Comment

For all projects involving substantial grading, drainage, or proximity to surface waters, DAR stresses the importance of compliance with Hawai'i Water Quality Standards (HAR 11-54) and the Coastal Zone Management Act (HRS 205A). Early and ongoing consultation with DAR is strongly encouraged to ensure protection of Hawai'i's aquatic ecosystems.

DAR# 6969

Comments

Hazards such as tsunamis, high wave events, storm surge, and chronic erosion must be evaluated, particularly in light of climate change and sea level rise. The EA should consider both existing and future conditions to assess the project's vulnerability and its potential to exacerbate existing coastal hazards.

Climate Resilience: Given projected sea-level rise and high groundwater levels in the Ka'a'awa region, DAR recommends an evaluation of drainage resilience under future climate conditions, including adaptive stormwater management measures. Kamehameha Highway is identified as vulnerable to sea level rise.

DAR# 6969

Comments

Light Pollution:

Artificial lighting from construction sites can disorient and confuse marine wildlife such as sea turtles, fish, crabs, and birds. The disruption of their natural rhythms can have long-lasting consequences on their survival and population dynamics.

DAR recommends that construction activities occur during the daylight hours to the extent possible. All outdoor lighting should be fully shielded and pointed downward. Outdoor lighting should be turned off when not necessary, and automatic sensors are recommended.

Seabird fledgling season occurs during Sept 15th - Dec 15th, and nighttime activity should be halted during this time. Fledglings become easily confused by artificial lighting, which can cause them to crash or land on the ground. Downed fledglings become easy prey for cats, mongoose, or other predators. If downed or injured fledglings are observed in the construction area, they should be reported for rescue:

Hawaii Wildlife Center
(808) 884-5000
9:00 am – 5:00 pm, 7 days a week

Hawaii Marine Animal Response
(808) 220-7802
7:00am – 7:00pm, 7 days a week

<https://dlnr.hawaii.gov/wildlife/seabird-fallout-season/#response>

Personnel working on-site should be informed of the hazards light pollution may pose to seabirds and other wildlife and be able to recognize native species.

DAR# 6969

Comments

Protected Marine Species:

In the event that protected species such as the Hawaiian monk seal, other marine mammal, or sea-turtle is observed in close proximity to the construction site, and the activities being conducted may be considered as a "negligent or intentional act which results in disturbing or molesting a marine mammal", contractors should take appropriate action to modify activities in order to avoid disturbance to the regular behavior and activities of the animal. Appropriate action would include but is not limited to ceasing construction activity until the animal leaves the area of its own accord. If a pup is observed in the area, particular caution should be taken including creating a larger buffer between construction and the animals.

All staff working on-site will receive training to recognize the Hawaiian monk seal and sea turtles, as well as learn the necessary procedures to follow if these species are observed.

Any interaction between a protected species and the construction and repair activity proposed should be reported to the NOAA Protected Species Division and State of Hawaii DOCARE:

NOAA Marine Mammal Response Coordinators (Oahu): 808-220-7802

NOAA Sea Turtles (Oahu): Monday-Friday, 7:30am-4pm NOAA National Marine Fisheries Service - PIFSC Marine Turtle Biology and Assessment Program: (808) 725-5730

State of Hawaii Department of Land and Natural Resources (DLNR) Division of Conservation and Resources Enforcement (DOCARE): 808-643-3567

Seabirds may nest near coastal areas. Prior to initiating construction and before restarting construction after a delay, qualified personnel with seabird biology experience conduct surveys of nearby areas for signs of active nesting or brooding. If a nest or brood is found, create a 100ft buffer around the area until it is no longer active.



September 9, 2025

Mr. Brian Neilson
Administrator
State of Hawai'i
DLNR - Division of Aquatic Resources
1151 Punchbowl Street, Room 330
Honolulu HI 96813

VIA EMAIL: brian.j.neilson@hawaii.gov;
ryan.ly.okano@hawaii.gov

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR FUTURE INFRASTRUCTURE REPAIRS, CAMPUS MAINTENANCE, AND REPLACEMENT FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Neilson,

PBR HAWAII & Associates, Inc., is assisting the proposing agency, the State of Hawai'i Department of Education (HIDOE), by preparing and processing a Chapter 25, Revised Ordinances of Honolulu (ROH) Environmental Assessment (EA) in support of a Special Management Area (SMA) Major Permit application for the proposed electrical upgrades, as well as future infrastructure repairs, campus maintenance, and replacement facilities, such as classroom buildings, at Ka'a'awa Elementary School located in Ka'a'awa, O'ahu (see Figure 1 enclosed).

The existing electrical lines at Ka'a'awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school's proximity to the shoreline and exposure to salt spray, these electrical lines are corroding and in need of upgrades. The school overall needs an upgrade of their electrical distribution (overhead and underground) and electrical equipment. The proposed project involves replacing the distribution to underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment. While detailed plans for other infrastructure repairs, campus maintenance, and replacement facilities are not available, it is reasonable to expect that these may come up in the very near future.

With this letter, we seek your input on the project and comments as to whether the proposed improvements at Ka'a'awa Elementary School may have an impact on any of your existing or proposed projects, plans, policies, or programs that we should consider when preparing the ROH Chapter 25 Draft EA. Please send us any comments you may have by October 9, 2025. You may mail your comments to:

PBR HAWAII & Associates, Inc.
Attn: Greg Nakai
1001 Bishop Street, Suite 650
Honolulu, HI 96813-3484
gnakai@pbrhawaii.com

Sincerely,

PBR HAWAII

Greg Nakai
Senior Associate / Planner

Enclosure: Figure 1 - Location Map

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Associate

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W. FRANK BRANDT, FASLA
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Path: \\PBRF\S06\Planning\Oahu\Ka'aawa ES Electrical Upgrades SMA\GIS\Project\Location.aprx

DATE: 3/12/2025

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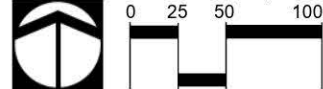
- Project Area
- TMK Parcels



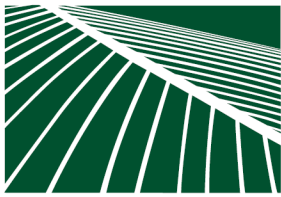
**Figure 1:
Location Map**

**Ka'a'awa Elementary
School Electrical Upgrades**

State of Hawai'i Department of Education Island of O'ahu
North Linear Scale (feet)



Source: City & County of Honolulu, 2024.
Disclaimer: This graphic has been prepared for general planning purposes only.



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& ASSOCIATES, INC.

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June 19, 2026

Mr. Brian J. Neilson
DAR Administrator
State of Hawai'i
Department of Land and Natural Resources
Division of Aquatic Resources
1151 Punchbowl Street, Room 330
Honolulu, HI 96813

Attn: Kate Gonzalez

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAII REVISSED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Neilson,

We are in receipt of a memorandum dated October 8, 2025 (reference # DAR #6969), regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we have reviewed your agency's memorandum and offer the following responses.

Erosion and Sediment Controls: The Draft EA will note that DAR recommends that a site specific Erosion and Sediment Control Plan be prepared in compliance with NPDES requirements.

Stormwater Management: The Draft EA will provide a description of how post-construction stormwater will be treated before discharge. Any areas of natural drainage from the Project site into the ocean will be identified.

Monitoring: The Draft EA will note that DAR encourages water quality monitoring at stormwater outfalls during and after construction to ensure compliance with Hawaii Water Quality Standards (HAR 11-54).

Cumulative Considerations: The Draft EA should discuss potential impacts to aquatic systems within the watershed.

Mr. Brian J. Neilson

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAII REVISÉD STATUTES AND CHAPTER 25, REVISÉD ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

June 16, 2026

Page 2

General Comment: The Draft EA will note that: DAR stresses the importance of compliance with the Hawaii Water Quality Standards (HAR 11-54) and the Coastal Zone Management Act (HRS 205A); and early and ongoing consultation with DAR is strongly recommended.

The Draft EA will address hazards such as tsunamis, high wave events such as from storm surge, and chronic erosion. The Draft EA will consider both existing and future conditions to assess the project's vulnerability and its potential to exacerbate existing coastal hazards.

Climate Resilience: The Draft EA will include an evaluation of drainage resilience given the projected sea level rise in the area.

Light Pollution: The Draft EA will recommend that outdoor construction activities occur during the daylight hours to the extent possible. The Draft EA will also note that DAR recommends that all outdoor lighting should be fully shielded and pointed downward, and outdoor lighting should be turned off when not necessary, and automatic sensors are recommended. In addition, the Draft EA will note that DAR recommends that personnel working on-site should be informed of the hazards light pollution may pose to seabirds and other wildlife, and how to recognize native species.

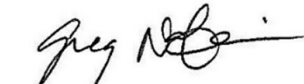
Protected Marine Species: The Draft EA will mention DAR's recommendations and information regarding protected marine species.

Seabirds: The Draft EA will include the results of a terrestrial fauna survey.

We value your participation in the environmental review process. Your Department's memorandum and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII



Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO A
Sey Ito Jr., P.E., KKO A



Dr. Charles “Chip” Fletcher

Director, Climate Resilience Collaborative
Dean, School of Ocean and Earth Science and Technology
University of Hawai‘i at Mānoa
fletcher@soest.hawaii.edu

VIA ELECTRONIC MAIL

Greg Nakai
Senior Associate / Planner
PBR HAWAII & Associates, Inc.
1001 Bishop St., Suite 650
Honolulu, Hawaii 96813-3484

SUBJECT: Dr. Chip Fletcher Comments on Ka‘a‘awa Elementary Pre-Assessment for a Chapter 25 (ROH) Environmental Assessment in Support of a Special Management Area Major Permit Application

October 9, 2025

Aloha, Mr. Nakai,

My comments below are in response to your September 9 letter seeking input on the Hawai‘i Department of Education’s pre-assessment consultation for a Chapter 25, Revised Ordinances of Honolulu Environmental Assessment in support of a Special Management Area Major Permit application for proposed electrical upgrades, infrastructure repairs, campus maintenance, and replacement facilities at Ka‘a‘awa Elementary School in Ko‘olauloa, O‘ahu. This letter was written on behalf of the University of Hawai‘i at Mānoa (“UHM”) Climate Resilience Collaborative (“CRC”)¹ by Dr. Chip Fletcher, Director of CRC and Dean of the School of Ocean and Earth Science and Technology at UHM, with input from other members of CRC’s research team.

In short, I urge you and your team to be extremely cautious about burying infrastructure due to the threat of corrosive, emergent groundwater projected across the entire Ka‘a‘awa Elementary School campus and suggest elevating proposed and existing structures above standard flood requirements because the campus will be impacted by erosion and high wave flooding.

1. Sea Level Rise Projections

In 2022, the National Oceanic and Atmospheric Administration and National Aeronautics and Space Administration published an interagency Sea Level Rise Technical Report which provides five updated scenarios for Honolulu to assist in decision-making based on risk tolerance.² It is important to note that Hawai‘i is projected to experience sea level rise (“SLR”) that is higher than the global average.³ Relative to 2005 sea level and excluding the scenarios that are currently outpaced by observed sea level

¹ CRC is a multi-investigator research group at UHM, primarily funded by extramural grants and contracts, focused on sea level rise adaptation and climate resilience.

² NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION, 2022 SEA LEVEL RISE TECHNICAL REPORT, <https://oceanservice.noaa.gov/hazards/sealevelrise/sealevelrise-tech-report-sections.html>

³ Sweet, W. V., et al. (2022) *Global and Regional Sea Level Rise Scenarios for the United States: Updated Mean Projections and Extreme Water Level Probabilities Along U.S. Coastlines*. NOAA Technical Report NOS 01. National Oceanic and Atmospheric Administration, National Ocean Service, Silver Spring, MD, 111 pp. <https://oceanservice.noaa.gov/hazards/sealevelrise/noaa-nos-techrpt01-global-regional-SLR-scenarios-US.pdf>.

rise, the report suggests that planners near Moku o Lo‘e (Coconut Island) should use **between 3.81 and 7.89 feet of SLR by 2100** as guidance for making development decisions (**Figure 1**).⁴

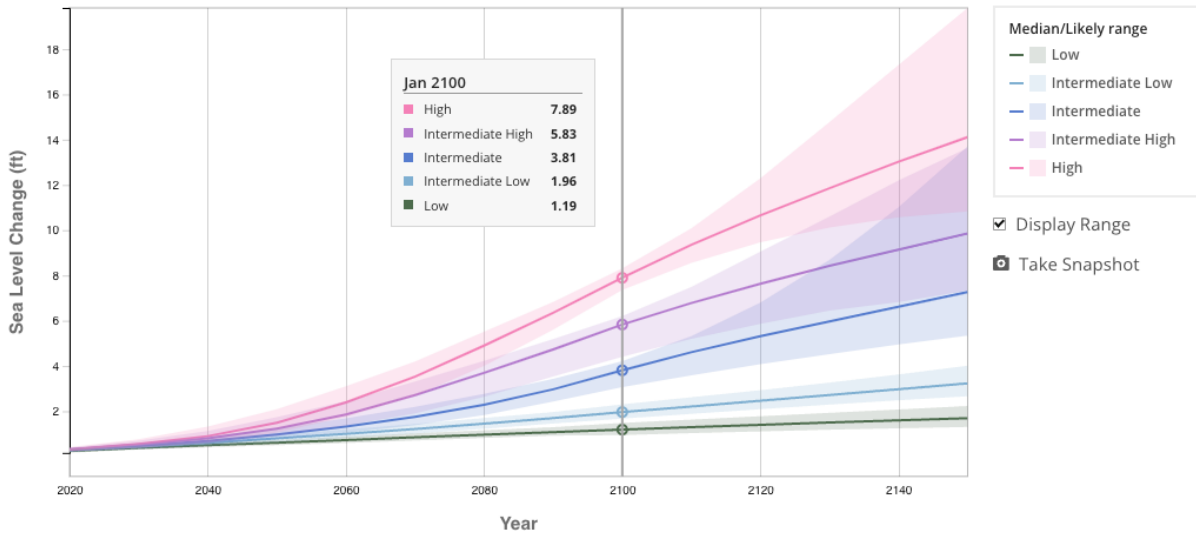


Figure 1. Interagency SLR projections for Moku o Lo‘e (Coconut Island) at the end of the century.⁵

The most recent peer-reviewed research from the Intergovernmental Panel on Climate Change (“IPCC”) states (with high confidence) that “**sea level is committed to rise for centuries to millennia** due to continuing deep-ocean warming and ice-sheet melt and will remain elevated for thousands of years.”⁶ The last time that global temperatures were at current levels, during Pleistocene Last Interglacial 125,000 years ago, sea level was 6.6 to 8 meters (21.6 to 26.2 feet) higher.⁷ Given these facts, we may assume that unless carbon dioxide removal from the atmosphere is implemented rapidly and at scale, the infrastructure for which does not exist, we may assume that sea level will continue to rise to this level over the next few centuries, especially as emissions continue unabated.

2. Proposed Actions at Ka‘a‘awa Elementary School

Your letter states that:

“existing electrical lines at Ka‘a‘awa Elementary School are currently located above and below ground and at various locations located overhead. Due to the school’s proximity to the shoreline and exposure to salt spray, these electrical lines are corroding... The proposed project involves replacing the distribution of underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment.”

Ka‘a‘awa Elementary School should **exercise extreme caution when considering plans to bury electrical or other vital infrastructure**. CRC modeling projects that by 2100, **Ka‘a‘awa Elementary**

⁴ *Id.* The Low and Intermediate Low scenarios can be excluded as they do not match the current rate of sea level rise acceleration. Also, for the first time in its history, the IPCC describes a “low-likelihood outcome” in which icesheet collapse may result in substantially larger sea level rise than the scenarios described above. IPCC, SIXTH ASSESSMENT REPORT, HEADLINE STATEMENTS FROM THE SUMMARY FOR POLICYMAKERS.

⁵ Interagency Sea Level Rise Scenario Tool, Mokuoloe Island, https://sealevel.nasa.gov/task-force-scenario-tool?psmsl_id=823 (last accessed Feb. 11, 2025).

⁶ AR6 WGI SPM p.21 B.5.4 (2021) (emphasis added).

⁷ Kopp, R., Simons, F., Mitrovica, J. et al. *Probabilistic assessment of sea level during the last interglacial stage*. NATURE 462, 863–867 (2009). <https://doi.org/10.1038/nature08686>.

School’s entire campus will have emergent and shallow groundwater (Figure 2),⁸ suggesting that any below-grade infrastructure, electrical or otherwise, could face premature failure, costly repairs, and potential exposure to public health risks. The Hawai‘i Sea Level Rise Exposure Area (“SLR-XA”) viewer similarly projects that erosion and high wave flooding will increasingly impact the Ka‘a‘awa Elementary School area, which is situated immediately across Kamehameha Highway from the ocean (Figure 3).⁹

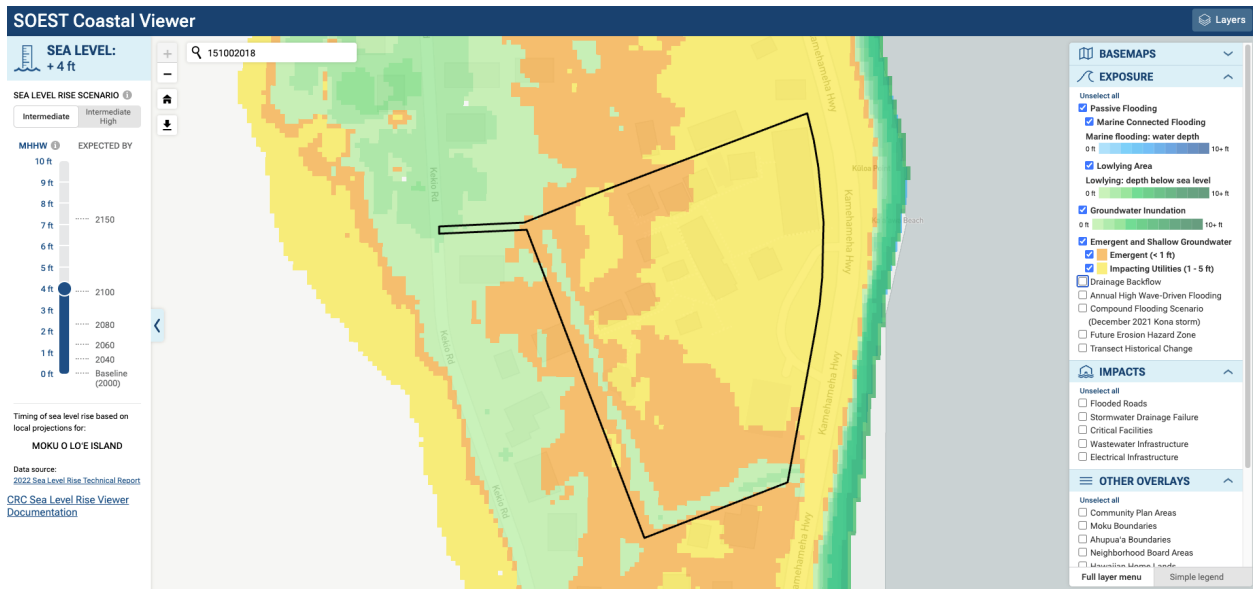


Figure 2. Screenshot of SOEST Coastal Viewer at 4 feet of SLR, projected by around 2100 under the Intermediate Scenario, projecting that Ka‘a‘awa Elementary School will be entirely affected by passive flooding driven by groundwater and shallow and emergent groundwater.

The presence of shallow groundwater in coastal regions poses a significant and often unseen threat to subsurface assets. As sea levels rise, coastal groundwater tables elevate and become more saline, creating an increasingly corrosive environment that attacks low-lying infrastructure and building foundations. This increased salt corrosion leads to foundation deterioration, reduced load-bearing capacity, and structural issues such as spalling, potentially causing the hidden spread of corrosion into a building's superstructure. The longevity and safety of Ka‘a‘awa Elementary School’s structures are fundamentally threatened by multiple coastal hazards exacerbated by climate change and SLR, making resilient planning paramount. SLR is an irreversible, perpetual reality that requires substantial adjustments to policies and planning decisions.

Last, another risk to consider is that wave energy undermining Kamehameha Highway is well-documented, and it not clear that the State Department of Transportation has a long term plan for the thoroughfare. Wave undermining can cause sinkholes and an individual wave event may threaten the foundations of the Ka‘a‘awa Elementary School’s structures.

To mitigate these risks effectively, we urge the you and your team to plan to elevate proposed and existing structures significantly above already required flood elevation requirements. In the case of wave overwash, which is likely to increasignificantly in frequency and intensity over the next decade, elevated infrastructure and buildings would increase the likelihood that a school day could continue uninterrupted. Implementing an anticipatory approach ensures that current development decisions minimize future costs

⁸ Since the adoption of the SLR-XA, CRC has continued to improve our modeling capabilities and has published our updated high wave, groundwater inundation, and passive flooding projections for public use. SOEST Climate Viewer, <https://www.soest.hawaii.edu/crc/slr-viewer/>.

⁹ CRC is responsible for the modeling and projections that underly SLR-XA.

and risks associated with SLR, erosion, and high waves. **Our keiki are the future of our state and we must take every precaution possible to keep them safe and out of harm's way by designing a truly resilient Ka'a'awa Elementary School campus that can withstands the inevitable impacts of SLR.**

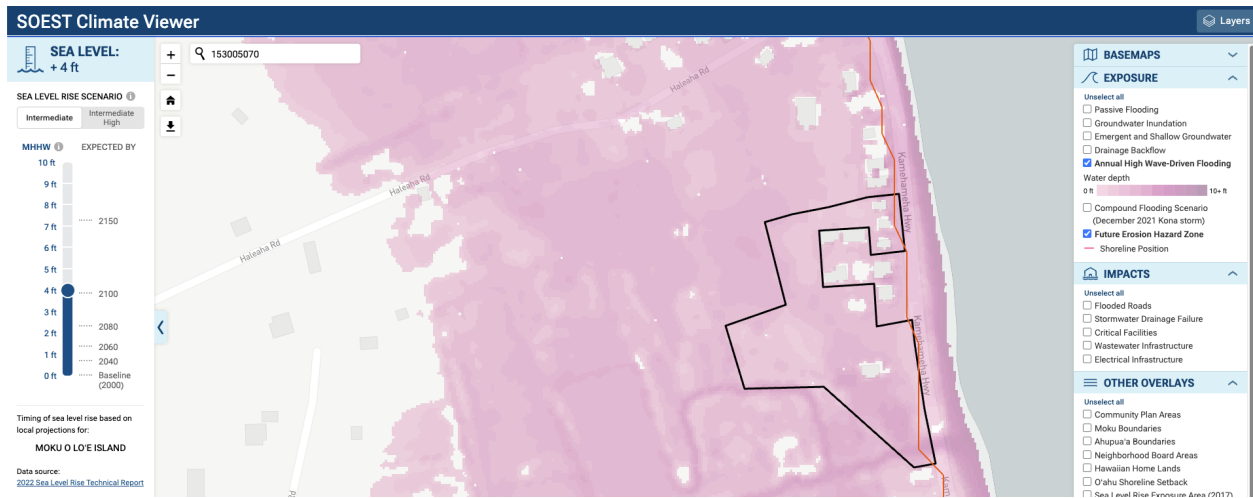


Figure 3. Screenshot of SLR-XA at 3.2 feet of SLR, projected before 2100 under the Intermediate Scenario, projecting that Ka'a'awa Elementary School will face significant impacts annual high wave-driven flooding and coastal erosion.

Considering all of the projected impacts discussed above, I urge you and your team to be extremely cautious about burying infrastructure due to the threat of corrosive, emergent groundwater projected across the entire campus and suggest elevating proposed and existing structures above standard flood requirements because the campus will be impacted by erosion and high wave flooding.

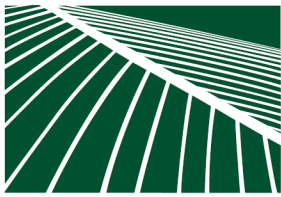
I recognize that because it is early in the planning process for the proposed work at Ka'a'awa Elementary School that there is limited detailed information to go off of at this time. Thus, I appreciate you reaching out and your thoughtful consideration of my comments. Should you and your team be open to it, CRC would be happy to offer a consultation on how our research and modeling projections could inform this or other projects you are working on.

Please feel free to contact me if you have any questions about the substance of my letter or would like to find a time to meet.

Respectfully,

C Fletcher

Dr. Chip Fletcher



PBR HAWAII
& ASSOCIATES, INC.

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printed on recycled paper

June 16, 2026

Dr. Chip Fletcher
Director, Climate Resilience Collaborative
Dean, School of Ocean and Earth Science and Technology
University of Hawai'i at Mānoa
1680 East West Road, POST 802
Honolulu, HI 96822

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Dr. Fletcher,

Thank you for your letter dated October 9, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education (DOE), we greatly appreciate the information provided, and the sentiment behind your comments, and offer the following responses.

There are several reasons to continue with this Project, including your sentiment: "our keiki are the future of our state and we must take every precaution possible to keep them safe and out of harm's way..." DOE, of course, shares this sentiment. The cost of the improvements is relatively modest, and DOE is cognizant that the school may no longer be usable due to sea level rise, or accessible from Kamehameha Highway.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII

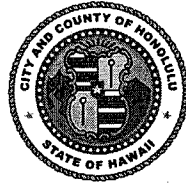
Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO
Sey Ito Jr., P.E., KKO

DEPARTMENT OF DESIGN AND CONSTRUCTION
KA 'OIHANA HAKULAU A ME KE KĀPILI
CITY AND COUNTY OF HONOLULU

650 SOUTH KING STREET, 11TH FLOOR • HONOLULU, HAWAII 96813
PHONE: (808) 768-8480 • FAX: (808) 768-4567 • WEBSITE: honolulu.gov

RICK BLANGIARDI
MAYOR
MEIA



HAKU MILLES, P.E.
DIRECTOR
PO'O

MARK YONAMINE, P.E.
DEPUTY DIRECTOR
HOPE PO'O

September 18, 2025

SENT VIA EMAIL

Mr. Greg Nakai
gnakai@pbrhawaii.com

Dear Mr. Nakai:

Subject: Pre-Assessment Consultation for a HRS Chapter 25, Revised Ordinances of Honolulu Environmental Assessment in Support of a Special Management Area Major Permit Application, for Proposed Electrical Upgrades and for Future Infrastructure Repairs, Campus Maintenance, and Replacement Facilities at Ka'a'awa Elementary School, Ka'a'awa, O'ahu, TMK: 5-1-002:018

Thank you for the opportunity to review and comment. The Department of Design and Construction has no comments to offer at this time.

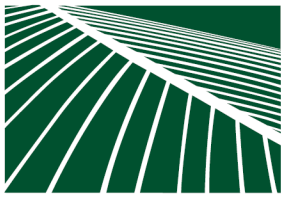
Should you have any questions, please contact me at (808) 768-8480.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Milles".

Haku Milles, P.E., LEED AP
Director

HM:krm (945308)



PBR HAWAII
& ASSOCIATES, INC.

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President / Chairperson

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Associate

C.R. 'IMIPONO WICHMAN
Associate

THERESA DEAN
Associate

R. STAN DUNCAN, PLA, ASLA
Chairman Emeritus

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June 19, 2026

Mr. Haku Milles, P.E., LEED AP
Director
Department of Design and Construction
City and County of Honolulu
650 S. King St. 11th Floor
Honolulu, HI 96813

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Milles,

Thank you for your letter dated September 18, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we acknowledge your Department has no comments to offer at this time.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft Environmental Assessment.

Sincerely,

PBR HAWAII

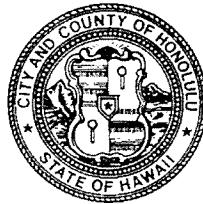
Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKOA
Sey Ito Jr., P.E., KKOA

DEPARTMENT OF FACILITY MAINTENANCE
KA 'OIHANA MĀLAMA HALE
CITY AND COUNTY OF HONOLULU

1000 ULU'ŌHI'A STREET, SUITE 215, KAPOLEI, HAWAII 96707
PHONE: (808) 768-3343 • Fax: (808) 768-3381 • WEBSITE: honolulu.gov

RICK BLANGIARDI
MAYOR
MEIA



GENE C. ALBANO, P.E.
DIRECTOR AND CHIEF ENGINEER
PO'O A ME LUNA NUI 'ENEKINIA

WARREN K. MAMIZUKA
DEPUTY DIRECTOR
HOPE PO'O

IN REPLY REFER TO:
DRM 25-269

September 30, 2025

PBR Hawaii & Associates, Inc.
Attn: Greg Nakai
1001 Bishop Street, Suite 650
Honolulu, Hawai'i 96813-3484

Dear Mr. Nakai:

Subject: Pre-Assessment Consultation for a Chapter 25, Revised Ordinances of Honolulu (ROH), Environmental Assessment (EA) In Support of a Special Management Area (SMA), Major Permit Application, for Proposed Electrical Upgrades, and for Future Infrastructure Repairs, Campus Maintenance, and Replacement Facilities at Ka'a'wa Elementary School, Ka'a'wa, Oahu
TMK: (1) 5-1-002:018

Thank you for the opportunity to review and comment on the subject project.

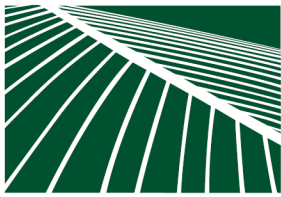
We have no comments at this time, however, if your proposed electrical upgrades and future electrical and maintenance facilities infringe on City and County of Honolulu property, we would like the opportunity to review and comment on those facilities.

If you have any questions, please call Mr. Ray Jyo of the Division of Road Maintenance at (808) 768-3697.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene C. Albano".

Gene C. Albano, P.E.
for Director and Chief Engineer



PBR HAWAII
& ASSOCIATES, INC.

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June 19, 2026

Mr. Gene C. Albano, P.E.
Director and Chief Engineer
Department of Facility Maintenance
City and County of Honolulu
1000 Uluohia Street, Suite 215
Kapolei, HI 96707

Attn: Mr. Ray Jyo, Division of Road Maintenance

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Albano,

Thank you for your letter dated September 30, 2025 (reference #DRM 25-269), regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we acknowledge your Department has no comments at this time, however, it is acknowledged that if the proposed electrical upgrades and future electrical and maintenance facilities infringe on City and County of Honolulu property, your Department would like the opportunity to review and comment on those facilities.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII

Greg Nakai
Senior Associate

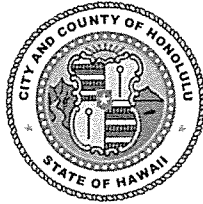
cc: Mr. Kraig K. Otani, KKOA
Mr. Sey Ito, Jr., KKOA

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DEPARTMENT OF PLANNING AND PERMITTING
KA 'OIHANA HO'OLĀLĀ A ME NĀ PALAPALA 'AE
CITY AND COUNTY OF HONOLULU

650 SOUTH KING STREET, 7TH FLOOR • HONOLULU, HAWAII 96813
PHONE: (808) 768-8000 • FAX: (808) 768-6041 • WEBSITE: honolulu.gov/dpp

RICK BLANGIARDI
MAYOR
MEIA



DAWN TAKEUCHI APUNA
DIRECTOR
PO'O

BRYAN GALLAGHER, P.E.
DEPUTY DIRECTOR
HOPE PO'O

REGINA MALEPEAI
2ND DEPUTY DIRECTOR
HOPE PO'O KUALUA

October 6, 2025

GEN-2025-161(MM)

Mr. Greg Nakai
PBR Hawaii & Associates, Inc.
1001 Bishop Street, Suite 650
Honolulu, Hawaii 96813

Dear Mr. Nakai:

SUBJECT: Pre-Assessment Consultation
Electrical Upgrades, and Infrastructure Repairs, Campus
Maintenance, and Replacement Facilities at Kaaawa Elementary
School
51-296 Kamehameha Highway – Kaaawa
Tax Map Key 5-1-002: 018

This is in response to your letter, received September 16, 2025, for early consultation comments on the upcoming Environmental Assessment to be prepared by the State of Hawaii Department of Education for the proposed electrical upgrades, future infrastructure repairs, campus maintenance, and replacement facilities, such as classroom buildings, at Kaaawa Elementary School (Project). The proposed Project includes replacing the distribution to underground where feasible and replacing most, if not all, of the interior and exterior electrical equipment. Due to the school's proximity to the shoreline and exposure to salt spray, the electrical lines are corroding, therefore, the electrical lines at the school needs an upgrade of their electrical distribution (overhead and underground) and electrical equipment.

The Project site is four acres in lot area and located within the R-5 Residential District, and the Special Management Area (SMA). The Department of Planning and Permitting (DPP) has the following early consultation comments. The Draft Environmental Assessment (EA) must address:

1. Compliance with State, and City and County Land Use Regulations: The Draft EA should describe compliance with all of the relevant State of Hawaii, and City and County of Honolulu land use regulations, including

but not limited to: the Revised Ordinances of Honolulu (ROH) Chapter 21 (Land Use Ordinance), Chapter 25 (Special Management Areas), and Chapter 26 (Shoreline Setbacks), as well as Hawaii Revised Statutes (HRS) Chapter 205A (Coastal Zone Management), as applicable. For more information on these matters, please refer to the following:

- ROH Chapter 21 is available online at:

<https://www4.honolulu.gov/docushare/dsweb/Get/Document-353251/Land%20Use%20Ordinance.pdf>
 - ROH Chapter 25 is available online at:

<https://www.honolulu.gov/dpp/wp-content/uploads/sites/56/2024/07/ROH-chapter-25.pdf>
 - ROH Chapter 26 is available online at:

https://www.honolulu.gov/dpp/wp-content/uploads/sites/56/2024/07/ROH_Chapter_26_Revised_08-22-23.pdf
 - HRS Chapter 205A is available online at:

<https://law.justia.com/codes/hawaii/title-13/chapter-205a/>
 - DPP Rules Relating to Shoreline Setbacks and the SMA are available online at:

<https://www.honolulu.gov/dpp/wp-content/uploads/sites/56/2024/12/SMA-Administrative-Rules-7-2024.pdf>
2. Compliance with the Land Use Ordinance: The Kaaawa Elementary School is a “public use.” The Draft EA must describe the Project’s consistency with the development standards of the R-5 Residential District and other applicable LUO regulations.
 3. Compliance with the SMA: The proposed Project meets ROH Chapter 25 definition of “development,” which requires an SMA Permit. If the cost valuation is less than \$500,000, an SMA Minor Permit is required. If the cost valuation is or exceeds \$500,000, an SMA Major Permit is required,

including an Environmental Assessment, pursuant to ROH Section 25-5.3(a). In this case, it should be noted that the EA is also being prepared pursuant to ROH Chapter 25.

4. Planning Policies: The Draft EA should describe the Project's consistency with the Oahu General Plan, and Koolau Loa Sustainable Communities Plan.
5. Cultural Impact Assessment (CIA): The Draft EA must include a discussion analyzing the impact of the proposed Project on cultural practices and features associated within the Project area. The content requirements for a CIA are as detailed in Hawaii Administrative Rules Sections 11-200-10 and 16 through 18.
6. Existing and Proposed Structures: The Draft EA should describe any existing or proposed structures, including when the existing structures were built, and identify any associated building permits or other land use approvals.
7. Flood Hazards: The subject property is located within Flood Zones AE (with a Base Flood Elevation (BFE) of seven to 10 feet), VE (with a BFE of 10 feet), and X, as mapped by the Federal Emergency Management Agency. Flood Zone AE consists of those areas subject to inundation by a one-percent annual chance floodplain. Flood Zone VE is a coastal flood zone with a one percent annual chance of flooding and additional hazards due to storm waves. Therefore, the Draft EA should evaluate the proposed Project's compliance with the City's Flood Hazard Areas Ordinance (ROH Chapter 21A), which is available online at:

<https://www.honolulu.gov/dpp/resources/ordinances/>
8. Coastal Hazards: The Project site is susceptible to coastal hazards associated with sea level rise (SLR), wave action, flooding, tsunamis, and storm surge. Therefore, proposed development activities must be evaluated not only for potential impacts to sensitive SMA resources, but also for current and future susceptibility to these coastal hazards. According to the State of Hawaii Sea Level Rise Viewer, the makai (seaward) portion of the Project site may be affected by 2.0-foot of SLR and annual high wave flooding by 2075. By 2100, the makai and southern portion of the Project site are projected to be impacted under a scenario of 3.2-foot of SLR and annual high wave action. As it is likely that SLR will increase the risk of structure and electrical damage, the Draft EA should

discuss how the design of the Project and proposed future renovations will address these impacts.

The analysis in the Draft EA should evaluate the site's existing topographic, geologic, and shoreline environment, and explain how a proposed development can safely be located outside of the 3.2-foot SLR-Exposure Area, and avoid impacts associated with other coastal hazards. The Draft EA should also explore project alternatives, site design (siting and configuring the proposed building as far from the shoreline as possible), project design features (elevated structures, alternative foundations, etc.), Best Management Practices, and appropriate mitigation measures to reduce potential impacts related to coastal hazards to the extent possible.

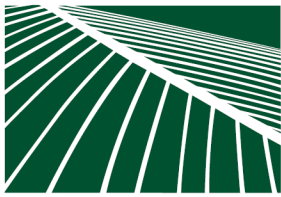
9. Shoreline Setback Ordinance: The Draft EA should review the proposed Project in reference to ROH Chapter 26 (Shoreline Setbacks) to determine the extent to which this Project is related to and complies with this statute. Based on an average annual erosion rate of 0.13 feet per year, the shoreline setback for the site is 69 feet
10. Sensitive Species: The Draft EA should identify the presence or potential presence of any sensitive habitat, flora, or fauna. The DPP recommends reaching out to the U.S. Fish and Wildlife Service to obtain a list of species that are known to occur or may potentially occur in the Project vicinity.
11. Historic and Cultural Resources: The Project site is underlain with Jaucus Sand, which is a soil type in which Native Hawaiian burials (iwi kupuna) are known to exist on Oahu. The Draft EA must include a Kapaa Kai analysis and a discussion identifying cultural and archaeological resources and historic properties within the Project area. If potential impacts are anticipated as a result of the Project, describe the appropriate mitigation to be implemented. Additionally, the Project should be submitted to the State Historic Preservation Division (SHPD) for review and comment under HRS Chapter 6E-42. Please include our request for comment letter when submitting the Project to the SHPD.

Mr. Greg Nakai
October 6, 2025
Page 5

The DPP may have further comments regarding the Draft EA when more detailed plans and information are provided. Should you have any questions, please contact Molly Murai, of our Land Use Approval Branch, at (808) 768-8016 or via email at molly.murai@honolulu.gov.

Very truly yours,


for Dawn Takeuchi Apuna
Director



PBR HAWAII
& ASSOCIATES, INC.

KIMI MIKAMI YUEN, LEED® AP BD+C
President / Chairperson

VINCENT SHIGEKUNI
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E-mail: sysadmin@pbrhawaii.com

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June 19, 2026

Dawn Takeuchi Apuna
Director
Department of Planning and Permitting
City and County of Honolulu
650 S. King St. 7th Floor
Honolulu, HI 96813

Attn: Joyce Shoji & Molly Murai

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Ms. Apana,

Thank you for your letter dated October 6, 2025 (reference # GEN-2025-161[MM]), regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we offer the following responses to your comments:

1. Compliance with State, and City and County Land Use Regulations: The Draft Environmental Assessment (EA) will describe compliance with relevant State of Hawai'i and City and County of Honolulu land use regulations.
2. Compliance with the Land Use Ordinance: The Draft EA will include a description of the Project's consistency with the development standards of the R-5 Residential zoning district.
3. Compliance with the SMA: As suggested, the Draft EA will note that, in the City and County of Honolulu (CCH), management of lands within the SMA is regulated through Chapter 25, ROH. Permit review guidelines (in Chapter 25, ROH) used by the Department of Planning and Permitting (DPP) and the City Council, are derived from HRS Section 205A-26 Act 16 (SB2060, SD2, HD2), adopted on September 15, 2020, amended HRS Chapter 205A. The proposed Action requires an SMA Use Permit – Major. Per ROH Section 25-3.3(c)(1), “Any proposed development within the special management area requiring a special management area use permit shall be subject to an assessment by the agency in accordance with the procedural steps set forth in HRS Chapter 343.”
4. Planning Policies: The Draft EA will describe the Project's consistency with the O'ahu General Plan and the Ko'olau Loa Sustainable Communities Plan.

Dawn Takeuchi Apuna

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

June 19, 2026

Page 2

5. Cultural Impact Assessment (CIA): The Draft EA will include a cultural impact assessment.
6. Existing and Proposed Structures: The proposed Project will not include any new structures, however, the Draft EA will include descriptions of existing buildings.
7. Flood Hazards: The Draft EA will include an evaluation of the Project's compliance with ROH Chapter 21A.
8. Coastal Hazards: The Draft EA will include a discussion of how the design of the Project will address the potential coastal hazards associated with sea level rise, wave action, flooding, tsunamis and storm surge.
9. Shoreline Setback Ordinance: No development is proposed within 69 feet of the shoreline.
10. Sensitive Species: A terrestrial flora and fauna assessment was prepared and the findings include:
 - A) No plants proposed or listed as threatened or endangered species as set forth in the Endangered Species Act of 1973 as amended were seen in the survey area.
 - B) No avian species currently listed or proposed for listing under either the federal or State of Hawai'i endangered species statutes were detected during this survey.
 - C) A Federally delineated Critical Habitat is not present in the Project area.
11. Historic and Cultural Resources: The Hawai'i Department of Education is coordinating with State Historic Preservation Division on HICRIS.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII



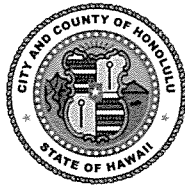
Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO
Sey Ito Jr., P.E., KKO

**HONOLULU FIRE DEPARTMENT
KA 'OIHANA KINAI AHI O HONOLULU
CITY AND COUNTY OF HONOLULU**

636 SOUTH STREET • HONOLULU, HAWAII 96813
PHONE: (808) 723-7139 • FAX: (808) 723-7111 • WEBSITE: honolulu.gov

RICK BLANGIARDI
MAYOR
MEIA



SHELDON K. HAO
FIRE CHIEF
LUNA NUI KINAI AHI

JASON SAMALA
DEPUTY FIRE CHIEF
HOPE LUNA NUI KINAI AHI

September 23, 2025

Mr. Greg Nakai, Senior Associate, Planner
PBR Hawaii & Associates, Inc.
1001 Bishop Street, Suite 650
Honolulu, Hawaii 96813-3484

Dear Mr. Nakai:

Subject: Pre-Assessment Consultation Environmental Assessment
Proposed Electrical Upgrades, Future Infrastructure Repairs,
and Facility Maintenance at Ka'a'awa Elementary School
Tax Map Key: 5-1-002: 018

In response to your letter received on September 11, 2025, regarding the abovementioned subject, the Honolulu Fire Department (HFD) reviewed the submitted information and requires that the following be complied with:

1. Fire apparatus access roads shall be provided such that any portion of the facility or any portion of an exterior wall of the first story of the building is located not more than 150 feet (46 meters) from fire apparatus access roads as measured by an approved route around the exterior of the building or facility. (National Fire Protection Association [NFPA] 1; 2021 Edition, Section 18.2.3.2.2).

A fire apparatus access road shall extend to within 50 feet (15 meters) of at least one exterior door that can be opened from the outside and that provides access to the interior of the building. (NFPA 1; 2021 Edition, Section 18.2.3.2.1).

2. Fire apparatus access roads shall be in accordance with NFPA 1; 2021 Edition, Section 18.2.3.

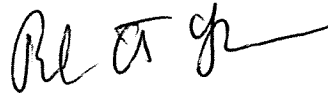
Mr. Greg Nakai, Senior Associate, Planner
Page 2
September 23, 2025

3. An approved water supply capable of supplying the required fire flow for fire protection shall be provided to all premises upon which facilities, buildings, or portions of buildings are hereafter constructed or moved into the jurisdiction. The approved water supply shall be in accordance with NFPA 1; 2021 Edition, Sections 18.3 and 18.4.
4. Civil drawings submitted to your department shall be routed to the HFD for review and approval.

The abovementioned provisions are required by the HFD and may have additional requirements to be met as determined by other agencies.

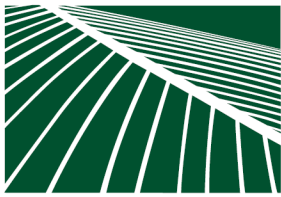
Should you have questions, please contact Battalion Chief Pao-Chi Hwang of our Fire Prevention Bureau at 808-723-7151 or hfdspb1@honolulu.gov.

Sincerely,



REID YOSHIDA
Assistant Chief

RY/MD:sk



PBR HAWAII
& ASSOCIATES, INC.

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June 19, 2026

Mr. Reid Yoshida
Assistant Chief
Honolulu Fire Department
City and County of Honolulu
636 South Street
Honolulu, HI 96813

Attn: Battalion Chief Pao-Chi Hwang

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Assistant Chief Yoshida,

Thank you for your letter dated September 23, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we appreciate the information provided regarding the fire apparatus access roads, water supply capacity for the required fire flow for fire protection, and that civil drawings need to be routed to the HFD for review and approval.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA

Sincerely,

PBR HAWAII

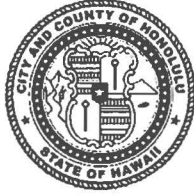
Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKOA
Sey Ito Jr., P.E., KKOA

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HONOLULU POLICE DEPARTMENT
KA 'OIHANA MĀKA'I O HONOLULU
CITY AND COUNTY OF HONOLULU

801 SOUTH BERETANIA STREET • HONOLULU, HAWAII 96813
TELEPHONE: (808) 529-3111 • WEBSITE: www.honolulupd.org



RICK BLANGIARDI
MAYOR
MEIA

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INTERIM CHIEF
KAHU MĀKA'I KŪIKAWĀ

AARON TAKASAKI-YOUNG
RYAN T. NISHIBUN
INTERIM DEPUTY CHIEFS
NĀ HOPE LUNA NUI MĀKA'I KŪIKAWĀ

OUR REFERENCE **EO-SH**

October 10, 2025

SENT VIA EMAIL

Mr. Greg Nakai
gnakai@pbrhawaii.com

Dear Mr. Nakai:

This is in response to your correspondence of September 9, 2025, requesting for comments on the Pre-Assessment Consultation, Environmental Assessment for the Ka'a'awa Elementary School proposed electrical upgrades and future infrastructure repairs project.

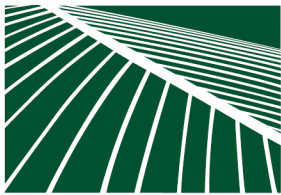
Based on the information provided, the Honolulu Police Department (HPD) recommends providing adequate notice to area residents and businesses prior to any road closures, as any impact to pedestrian and/or vehicular traffic could lead to complaints. The HPD also recommends all necessary lights, signs, barricades, and other safety equipment be installed and maintained by the contractor during the construction phase of the project.

If there are any questions, please call Major Randall Platt of District 4 (Kāne'ohe, Kailua, Kahuku) at (808) 723-8640.

Sincerely,

A handwritten signature in black ink, appearing to read "Carlene Lau", is written over a large, stylized star graphic.

CARLENE LAU
Acting Assistant Chief of Police
Support Services Bureau



PBR HAWAII
& ASSOCIATES, INC.

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printed on recycled paper

June 19, 2026

Ms. Carlene Lau
Acting Assistant Chief of Police
Support Services Bureau
Honolulu Police Department
City and County of Honolulu
801 South Beretania Street
Honolulu, HI 96813

Attn: Major Randall Platt

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Ms. Lau,

Thank you for your letter dated October 10, 2025 (reference # EO-SH), regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we offer the following responses to your comments.

While no road closures are expected, the area Neighborhood Board will be notified with a presentation on the Project well before construction will occur. We also acknowledge that all necessary lights, signs, barricades, and other safety equipment be installed and maintained by the contractor during the construction phase of the project.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII



Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO
Sey Ito Jr., P.E., KKO

From: [HT-Plan Reviews](#)
To: [Greg Nakai](#)
Cc: [HT-Plan Reviews](#); [Justin Medeiros](#)
Subject: RE: Ka'a'awa Elementary School Electrical Upgrades Project - Pre-Assessment Consultation for ROH Chapter 25 EA_HT-PR-25090901NT
Date: Tuesday, September 9, 2025 7:41:46 PM

Warning: Unusual sender <ht-planreviews@hawaiiantel.com>

You don't usually receive emails from this address. Make sure you trust this sender before taking any actions.

Hi Greg ,

Thank you for your email. This has been assigned for review. Please let us know if you have any further questions.

Please refer the HT APP ID# HT-PR-25090901NT any future correspondence or inquiries regarding this plan review.

Thanks and Regards

Nasarudeen T – Drafter

Mob : +91 8086121108,

e-mail – nasarudeen.thennadan@hawaiiantel.com

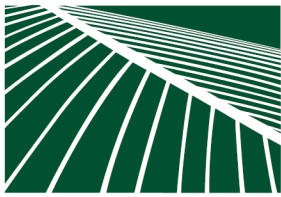
From: Greg Nakai <gnakai@pbrhawaii.com>
Sent: Tuesday, September 9, 2025 3:31 PM
To: HT-Plan Reviews <HT-PlanReviews@hawaiiantel.com>
Subject: Ka'a'awa Elementary School Electrical Upgrades Project - Pre-Assessment Consultation for ROH Chapter 25 EA

Aloha,

PBR HAWAII & Associates, Inc., is assisting the proposing agency, the State of Hawai'i Department of Education (HIDOE), by preparing and processing a Chapter 25, Revised Ordinances of Honolulu (ROH) Environmental Assessment (EA) in support of a Special Management Area (SMA) Major Permit application for the proposed electrical upgrades, as well as future infrastructure repairs, campus maintenance, and replacement facilities, such as classroom buildings, at Ka'a'awa Elementary School located in Ka'a'awa, O'ahu.

Please send us any comments you may have by **October 9, 2025**.

Mahalo,
PBR HAWAII Team



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& ASSOCIATES, INC.

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June 19, 2026

Mr. Nasarudeen Thennadan
Drafter
Hawaiian Telcom
nasarudeen.thennadan@hawaiiantel.com

**SUBJECT: HT APP ID# HT-PR-25090901NT
PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343,
HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED
ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL
ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT
AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED
ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND
MAINTENANCE OF EXISTING SCHOOL FACILITIES AT
KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK
(1) 5-1-002:018**

Dear Mr. Thennadan,

Thank you for your email dated September 9, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we appreciate Hawaiian Telcom's comment that this project had been assigned for review.

We value your participation in the environmental review process. Your email and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII

Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKOA
Sey Ito Jr., P.E., KKOA



September 26, 2025

Mr. Greg Nakai
Senior Associate
PBR HAWAII & Associates, Inc.
1001 Bishop Street, Suite 650
Honolulu, Hawaii 96813-3484

Dear Mr. Nakai:

Subject: Pre-Assessment Consultation for a Chapter 25, Revised Ordinance of Honolulu (ROH) Environmental Assessment (EA) in Support of a Special Management Area (SMA) Major Permit Application, for Proposed Electrical Upgrades, and for Future Infrastructure Repairs, Campus Maintenance, and Replacement Facilities at Ka'a'awa Elementary School, Ka'a'awa, O'ahu, TMK (1) 5-1-002:018
Plan Review and Comment

In response to your letter dated September 9, 2025, it has been determined that the area is currently clear of gas utility facilities.

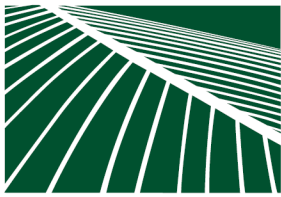
Should there be any questions, or if additional information is desired, please feel free to call Christian Feria at (808) 596-1269.

Sincerely,

Hawaii Gas

Keith K. Yamamoto
Manager, Engineering

KKY:krs



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Tel: (808) 521-5631
Fax: (808) 523-1402
E-mail: sysadmin@pbrhawaii.com

June 19, 2026

Mr. Keith K. Yamamoto
Manager, Engineering
Hawai'i Gas
P.O. Box 3000
Honolulu, HI 96802-3000

SUBJECT: PRE-ASSESSMENT CONSULTATION FOR A CHAPTER 343, HAWAI'I REVISED STATUTES AND CHAPTER 25, REVISED ORDINANCES OF HONOLULU (ROH) ENVIRONMENTAL ASSESSMENT (EA) IN SUPPORT OF A SPECIAL MANAGEMENT AREA (SMA) MAJOR PERMIT APPLICATION, FOR PROPOSED ELECTRICAL UPGRADES, AND FOR LONG-TERM REPAIR AND MAINTENANCE OF EXISTING SCHOOL FACILITIES AT KA'A'AWA ELEMENTARY SCHOOL, KA'A'AWA, O'AHU, TMK (1) 5-1-002:018

Dear Mr. Yamamoto,

Thank you for your letter dated September 26, 2025, regarding the subject Project. As the planning subconsultant for the Hawai'i Department of Education, we appreciate the information that the Project area is currently clear of gas utility facilities.

We value your participation in the environmental review process. Your letter and our response will be reproduced in the forthcoming Draft EA.

Sincerely,

PBR HAWAII

Greg Nakai
Senior Associate

cc: Kraig K. Otani, P.E., KKO
Sey Ito Jr., P.E., KKO

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Appendix B

Flora and Fauna Survey



**Flora and fauna survey for
Ka'a'awa Elementary School Electrical Upgrade
Ka'a'awa, O'ahu**



AECOS Inc.
45-939 Kamehameha Highway
Suite 201
Kāne'ohe, Hawai'i 96744

October 10, 2025

Flora and fauna survey for Ka'a'awa Elementary School Electrical Upgrade Ka'a'awa, O'ahu

October 10, 2025

AECOS No. 1884

Colleen Lawlor and Eric Guinther

AECOS Inc.

45-939 Kamehameha Highway, Suite 201

Kāne'ohe, Hawai'i 96744

Phone: (808) 234-7770

Fax: (808) 234-7775

Email: colleen@aecos.com

Introduction

The State of Hawai'i Department of Education (DOE) has contracted Kraig K. Otani & Associates, LLC to perform an electrical upgrade of the Ka'a'awa Elementary School (KES) campus (the "Project"). PBR HAWAII & Associates, Inc., a subconsultant of Kraig K. Otani & Associates, LLC, has contracted AECOS, Inc. to conduct a survey of flora and fauna within the Project area.¹

Site Description

The Project site encompasses 3.7 ac of land (TMK: 5-1-002:018) located on the KES campus off Kamehameha Highway in Ka'a'awa, O'ahu (Figures 1 & 2). The KES campus comprises a cluster of 13 small buildings on the north side (Figure 3), a maintained lawn with basketball courts and a play area on the south side, an entrance and exit road with grassed and paved parking areas on the east side (Figure 4), and an access walkway on the west side connecting to Kekio Road.

¹ This report was prepared for PBR HAWAII & Associates, Inc. and is intended to become part of the public record by incorporation into an EA for the subject project.



Figure 3. Lawn with scattered trees surrounding school buildings.



Figure 4. Exit road and lawn playing field with scattered trees.

Methods

Botanical Survey

AECOS biologists Colleen Lawlor and Eric Guinther surveyed the Project area (Figure 2) on September 24, 2025. Plant species were identified as they were encountered during wandering transects that covered the survey area, and notes were taken to develop a relative abundance of each species recorded. Any plant not immediately recognized during the survey was photographed, and/or a representative feature (fruit, flower, or branch) was collected for later identification at the laboratory. Species names follow *Manual of the Flowering plants of Hawai'i* (Wagner, Herbst, & Sohmer, 1990; Wagner & Herbst, 1999) for native and naturalized flowering plants, *Hawai'i's Ferns and Fern Allies* (Palmer, 2003) and *Taxonomic and Nomenclatural Updates to the Fern and Lycophyte Flora of the Hawaiian Islands* (Ranker et al., 2019) for ferns, and *A Tropical Garden Flora* (Staples & Herbst, 2005) for ornamental and agricultural plants. More recent name changes for naturalized plant species follow Imada (2019).

Terrestrial Vertebrates Survey

Avian Survey

AECOS biologists characterized the avian assemblage at the Project site in the afternoon hours of September 24, 2025. Birds were identified by visual observations, aided by Leica 10 x 42 mm binoculars, and by listening for vocalizations. Weather conditions were ideal for avian observations, with unlimited visibility, no precipitation, light wind (3-5 mph), and approximately 20% cloud cover. The avian phylogenetic order and nomenclature used in this report follows the American Ornithologists' Union (AOU) *Check-List of North and Middle American Birds 2024* (Chesser et al., 2024).

Mammalian Survey

AECOS biologists recorded all mammals encountered during the survey. Indicators of mammalian presence such as tracks, scat, and other sign were noted. Mammalian phylogenetic order and nomenclature follow Pinzari et al. (2020) for Hawaiian hoary bat and *Mammal Species of the World* (Wilson & Reeder, 2005) for all other mammal species.

Results

Vegetation

The majority of the Project area is an open, grassed field with a variety of trees scattered throughout, including coconut palms, *'ulu*, *kou*, *milo*, and *kou*. Various weedy species grow throughout the maintained field and along the fenced borders of the Project site. Several native, ornamental, and Early-Polynesian trees and shrubs are planted around the school buildings.



Figure 5. Planted ornamentals surrounding school buildings with grassed areas that characterize most of the Project site.

Flora

A listing of all plant taxa encountered during the survey is presented in Table 1. Entries are arranged alphabetically under family names and include scientific name, common name, and status (i.e., native or non-native; see the legend at the end of the table). “Status” reflects the state-wide distribution of the species.

Table 1. Listing of plants observed on the Ka'a'awa School grounds.

Family	<i>Species</i>	Common name	STATUS	NOTES
PTERIDOPHYTES - FERNS & FERN ALLIES				
POLYPODIACEAE				
	<i>Phymatosorus grossus</i> (Langsd. & Fisch.) Brownlie	<i>laua'e</i>	Nat	
THELYPTERIDACEAE				
	<i>Christella parasitica</i> (L.) H. Lév	wood fern	Nat	<3>
FLOWERING PLANTS				
MONOCOTS				
ARECACEAE				
	<i>Cocos nucifera</i> L.	coconut palm; <i>niu</i>	Pol	
	<i>Veitchia merrilli</i> (Beccari) H. E. Moore	Manila palm	Orn	<2>
	<i>Wodyetia bifurcata</i> A.K. Irvine	foxtail palm	Orn	<2>
ASPARAGACEAE				
	<i>Cordyline fruticosa</i> (L.) A. Chev.	ti; <i>kī</i>	Pol	<2>
	<i>Cordyline fruticosa</i> cult.	ti	Orn	<2>
	<i>Dracaena marginata</i> Lam.	money tree	Orn	<2>
	<i>Dracaena sanderiana</i> M.T. Masters	sanderiana	Orn	<2>
COMMELINACEAE				
	<i>Tradescantia spathacea</i> Swartz	oyster plant	Orn	<2>
CYPERACEAE				
	<i>Cyperus rotundus</i> L.	nut grass	Nat	<1><3>
	<i>Kyllinga mindorensis</i> Steud.	kyllinga; <i>kili'o'opu</i>	Nat	<3>
LILIACEAE				
	<i>Crinum asiaticum</i> L.	giant lily	Nat	<2>
MUSACAEAE				
	<i>Musa acuminata</i> Colla	hybrid banana	Pol	<2>
PANDANACEAE				
	<i>Pandanus tectorius</i> S. Parkinson ex Z	<i>hala</i>	Ind	<2>
POACEAE				
	<i>Axonopus compressus</i> (Sw.) P. Beauv.	brd-lf carpetgrass	Nat	<1>
	<i>Cenchrus echinatus</i> L.	sandbur	Nat	<3>
	<i>Cynodon dactylon</i> (L.) Pers.	Bermuda grass	Nat	<1>

Table 1 (continued).

Family	<i>Species</i>	Common name	STATUS	NOTES
POACEAE (cont.)				
	<i>Dactyloctenium aegypticum</i> (L.) Willd.	beach wiegrass	Nat	<3>
	<i>Distachium</i> sp.	---	Nat	<3>
	<i>Megathyrsus maximus</i> (Jacq.) B.K. Simon & W.L. Jacobs	Guinea grass	Nat	<3>
	<i>Paspalum conjugatum</i> Bergius	Hilo grass	Nat	<1>
	<i>Paspalum dilatatum</i> Poir.	Dallis grass	Nat	<3>
	<i>Paspalum vaginatum</i> Sw.	seashore paspalum	Ind	
	<i>Stenotaphrum secundatum</i> (Walter) Kuntze	St. Augustine grass	Nat	<1>
	<i>Urochloa distachya</i> (L.) T.Q. Nguyen	---	Nat	<3>
	<i>Urochloa mutica</i> (Forssk.) T.Q. Nguyen	California grass	Nat	<3>
ZINGIBERACEAE				
	<i>Alpinia purpurata</i> (Viell.) K. Schum.	red ginger	Orn	<2>
FLOWERING PLANTS				
EUDICOTS				
ACANTHACEAE				
	<i>Asystasia gangetica</i> (L.) T. Anderson	Chinese violet	Nat	<3>
	<i>Pseuderanthemum carruthersii</i> (Seeman) Guill.	---	Orn	<2>
AMARANTHACEAE				
	<i>Amaranthus viridis</i> L.	slender amaranth	Nat	<3>
ANACARDIACEAE				
	<i>Schinus terebinthifolius</i> Raddi	Christmas berry	Nat	<3>
APOCYNACEAE				
	<i>Cantharanthus roseus</i> (L.) G. Don	Madagascar periwinkle	Nat	<2>
	<i>Plumeria rubra</i> L.	graveyard flower	Orn	<2>
ARALIACEAE				
	<i>Heptapleurum actinophyllum</i> (Endl.) Lowrey & G.M. Plunkett	octopus tree	Nat	<2>
ASPHODELACEAE				
	<i>Aloe vera</i> (L.) N. L. Burman	aloë	Nat	<2>

Table 1 (continued).

Family	<i>Species</i>	Common name	STATUS	NOTES
ASTERACEAE				
	<i>Ageratum conyzoides</i> L.	<i>maile hohono</i>	Nat	<3>
	<i>Bidens alba</i> (L.) DC	<i>kī</i>	Nat	<3>
	<i>Calyptocarpus vialis</i> Less.	---	Nat	<1><3>
	<i>Sphagneticola trilobata</i> L.	wedelia	Nat	<2><3>
BIGONACEAE				
	<i>Spathodea campanulata</i> P. Beauv.	African tulip tree	Nat	<2>
BORAGINACEAE				
	<i>Cordia subcordata</i> Lam.	<i>kou</i>	Pol	<2>
	<i>Carmona retusa</i> (Vahl.) Masamune	Fukien-tea	Nat	<3>
CARICACEAE				
	<i>Carica papaya</i> L.	papaya	Nat	<2>
COMBRETACEAE				
	<i>Conocarpus erectus</i> L.	buttonwood	Nat	<2>
	<i>Terminalia catappa</i> L.	tropical almond	Nat	<3>
CONVOLVULACEAE				
	<i>Ipomoea batatas</i> (L.) Lam.	<i>'uala</i>	Pol	<2>
	<i>Ipomoea pes-caprae</i> (L.) R.Br.	<i>pōhuehue</i>	Ind	
CUCURBITACEAE				
	<i>Coccinia grandis</i> (L.) Voigt	scarlet-fruited gourd	Nat	<3>
EUPHORBIACEAE				
	<i>Breynia disticha</i> J.R. & G. Forster	snowbush	Orn	<2>
	<i>Codiaeum variegatum</i> (L.) Blume	croton	Orn	<2>
	<i>Euphorbia hypericifolia</i> L.	graceful spurge	Nat	<3>
	<i>Phyllanthus debilis</i> Klein ex Willd.	<i>niuri</i>	Nat	<3>
FABACEAE				
	<i>Alysicarpus vaginalis</i> (L.) DC.	Alyce clover	Nat	<1><3>
	<i>Desmanthus virgatus</i> (L.) Willd.	virgate mimosa	Nat	<3>
	<i>Desmodium incanum</i> DC.	Spanish clover	Nat	<1><3>
	<i>Indigophera hendecaphyla</i> Jacq.	creeping indigo	Nat	<1><3>
	<i>Leucaena leucocephala</i> (Lam.) deWit	<i>koa haole</i>	Nat	<3>
	<i>Macroptilium atropurpureum</i> (DC.) Urb.	---	Nat	<3>
	<i>Mimosa pudica</i> var. <i>unijuga</i> (Duchass. & Walp.) Griseb.	sensitive plant	Nat	<1><3>
GOODENIACEAE				
	<i>Scaevola sericea</i> L.	<i>naupaka kahakai</i>	Ind	

Table 1 (continued).

Family	<i>Species</i>	Common name	STATUS	NOTES
MALVACEAE				
	<i>Hibiscus rosa-sinensis</i> L.	Chinese hibiscus	Orn	<2>
	<i>Hibiscus tiliaceus</i> L.	<i>milo</i>	Ind?	
	<i>Waltheria indica</i> L.	<i>'uhaloa</i>	Ind	
MORACEAE				
	<i>Artocarpus atilis</i> (Z) Fosberg	<i>'ulu</i> , breadfruit	Pol	<2>
MYRTACEAE				
	<i>Psidium guajava</i> L.	common guava	Nat	<2>
PASSIFLORACEAE				
	<i>Passiflora edulis</i> Sims	<i>liliko'i</i>	Nat	<3>
	<i>Passiflora suberosa</i> L.	---	Nat	<3>
PLANTAGINACEAE				
	<i>Plantago lanceolata</i> L.	English plantain	Nat	<1><3>
PORTULACACEAE				
	<i>Portulaca oleracea</i> L.	pig weed	Nat	<3>
RUBIACEAE				
	<i>Morinda citrifolia</i> L.	<i>noni</i>	Pol	<2>
	<i>Paederia foetida</i> L.	<i>maile pilau</i>	Nat	<3>
	<i>Spermacoce assurgens</i> Ruiz & Pav.	buttonweed	Nat	<3>
SOLANACEAE				
	<i>Solanum americanum</i> Mill.	<i>pōpolo</i>	Ind	<3>
VERBENACEAE				
	<i>Citharexylum caudatum</i> L.	fiddlewood	Nat	<2>
	<i>Vitex rotundifolia</i> L. fil.	<i>pōhinahina</i>	Ind	<2>

Legend to Table 1.

STATUS = distributional status for the Hawaiian Islands:

End - endemic; native uniquely to the Hawaiian Islands.

Ind - indigenous; native to Hawaii, but not unique to the Hawaiian Islands.

Nat - naturalized, exotic, plant introduced to the Hawaiian Islands since the arrival of the Cook Expedition in 1778, and well-established outside of cultivation.

Orn - exotic, ornamental, or cultivated plant not naturalized in Hawai'i and not well-established outside of cultivation.

Pol - species from Polynesian introduction before 1778.

NOTES:

<1> Growing In maintained lawn areas; planted grass and weeds.

<2> Planted in landscape; used as an ornamental.

<3> Naturalized, weedy growth.

A total of 78 (two ornamentals awaiting identification) plant taxa were recorded during the survey. Among them, 8 (10% of the total) are indigenous species (native, but not unique to the Hawaiian Islands), 7 (9% of the total) are Early Polynesian introductions, and 12 (15% of the total) are ornamental plants that are not naturalized or well-established outside of cultivation. The remaining 51 taxa (65% of the total) are naturalized plants (i.e., grow naturally in the wild) that were introduced to the Hawaiian Islands after 1778. Many naturalized and native plants are used as ornamentals on the campus (see NOTE <2>).

Avian Fauna

A total of 10 bird species, representing 9 different families, were recorded during the survey as incidental observations. One indigenous migratory species was recorded, while the remaining species observed were non-native introductions that have become naturalized in Hawai'i. The avian fauna detected in the vicinity of the survey area are presented in Table 2.

Table 2. Avian species detected in the vicinity of the survey area.

Common Name	<i>Species</i>	ORDER FAMILY	Status
		GALLIFORMES	
		PHASIANIDAE - Pheasants, Grouse, & Allies	
Domestic Chicken	<i>Gallus gallus</i>		NN
		COLUMBIFORMES	
		COLUMBIDAE - Pigeons & Doves	
Zebra Dove	<i>Geopelia striata</i>		NN
		CHARADRIIFORMES	
		CHARADRIIDAE - Plovers & Lapwings	
Pacific Golden-Plover, <i>Kōlea</i>	<i>Pluvialis fulva</i>		IM
		PELECANIFORMES	
		ARDEIDAE - Herons, Egrets, & Bitterns	
Western Cattle-Egret	<i>Ardea ibis</i>		NN
		PASSERIFORMES	
		PYCNONOTIDAE - Bulbuls	
Red-vented Bulbul	<i>Pycnonotus cafer</i>		NN
		MUSCICAPIDAE - Old World Flycatchers	
White-rumped Shama	<i>Copsychus malabaricus</i>		NN

Table 2 (continued).

Common Name	Species	ORDER FAMILY	Status
		STURNIDAE - Starlings	
Common Myna	<i>Acridotheres tristis</i>		NN
		THRAUPIDAE - Tanagers & Allies	
Red-crested Cardinal	<i>Paroaria coronata</i>		NN
		ESTRILDIDAE - Waxbills & Allies	
Common Waxbill	<i>Estrilda astrild</i>		NN
Java Sparrow	<i>Padda oryzivora</i>		NN

Legend to Table 2.

Status:

IM = Indigenous migratory species

NN = Naturalized, non-native species (introduced)

Terrestrial Mammals

No terrestrial mammals were observed during our survey. However, trees of suitable height for Hawaiian hoary bat roosting are scattered throughout the Project area.

Discussion and Recommendations

Recommendations are partly based on U.S. Fish and Wildlife Service Animal Avoidance and Minimization Measures (USFWS-PIFWO, 2023). Implementation of the recommendations (provided below as bulleted items) by the project contractor will minimize impacts to the environment and to protected species to the maximum extent practicable.

Floral Resources

Several indigenous species, as well as Early-Polynesian species, are present in the Project area. These species are all common and their respective populations are abundant outside of the Project area. No plants proposed or listed as threatened or endangered species as set forth in the Endangered Species Act of 1973 as

amended (16 U.S.C. 1531-1543; USFWS, n.d.-a; HDLNR, 1998) were seen in the survey area. For plants, state listing follows the federal listing.

Avian Resources

No avian species currently listed or proposed for listing under either the federal or State of Hawai'i endangered species statutes (HDLNR, 2015; USFWS, n.d.-a) were detected during this survey. However, one indigenous migratory species—the Pacific Golden-Plover (*Kōlea*)—was observed. *Kōlea* spend winters in Hawai'i, usually between August and April, before migrating to Alaska to breed.

It is possible that Hawaiian seabirds may overfly the Project area in small numbers between April and the middle of December each year. Protected seabirds in Hawai'i include Wedge-tailed Shearwater (*Ardenna pacifica*), Hawaiian Petrel (*Pterodroma sandwichensis*), Newell's Shearwater (*Puffinus newelli*), and Band-rumped Storm-Petrel (*Hydrobates castro*). Nocturnally flying seabirds, especially fledglings on their way to sea in the summer and fall, can become disoriented by exterior lighting. Disoriented seabirds may collide with man-made structures or the ground. If not killed outright, dazed or injured birds become targets of opportunity for feral mammals (Podolsky et al., 1998; Ainley et al., 2001; Day et al., 2003). The primary cause of mortality in these seabird species is predation by alien mammalian species at the nesting colonies (USFWS, 1983; Ainley et al., 2001), and collision with man-made structures is considered the second most significant cause of mortality for these seabird species in Hawai'i.

- The project can minimize or avoid risks to protected night-flying seabirds by not conducting night-time construction and ensuring that all outdoor lighting is fully shielded (dark sky compliant; see HDLNR-DOFAW, 2016).

No suitable nesting habitat exists within or close to the Project area for any of the four protected seabird species. Wedge-tailed Shearwater would not nest in the Project area, as suitable habitat is not present. The other night-flying Hawaiian seabird species (Hawaiian Petrel, Newell's Shearwater, and Band-rumped Storm-petrel) nest at high elevations in the mountains, precluding nesting disturbance at the Project site. No sign of any seabird species (e.g., feathers, eggs, scat) were observed at the Project site.

Terrestrial Mammalian Resources

Hawaiian Hoary Bat

It is possible that the endangered Hawaiian hoary bat (*Lasiurus semotus*) uses resources in the area. This bat species is solitary and rare but has a widespread distribution in Hawai'i. The removal of trees can temporarily displace individual bats using those trees for roosting. The Hawaiian hoary bat uses multiple roosts within a home territory (Bonaccorso, 2015), so the potential disturbance resulting from the removal of vegetation is likely to be minimal. An exception might be during the pupping season, when females carrying their pups may be less able to vacate a roost site if the tree is felled. Further, adult female bats sometimes leave their pups in the roost tree while they forage. Very small pups may be unable to flee a tree that is being felled.

- Potential adverse impacts to Hawaiian hoary bat can be avoided or minimized by not clearing woody vegetation taller than 4.6 m (15 ft) between June 1 and September 15, the bat pupping season, and by avoiding the use of barbed wire for fencing (USFWS-PIFWO, 2023).

Other Resources of Potential Concern

Critical Habitat

Federally delineated Critical Habitat is not present in the Project area (USFWS, n.d.-b). No equivalent designation exists under state law.

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Appendix C

Cultural Impact Assessment and Ka Pa‘akai Analysis



**DRAFT— Cultural Impact Assessment and Ka Pa‘akai
Analysis for the Ka‘a‘awa Elementary School Electrical
Upgrade Project, Ka‘a‘awa Ahupua‘a, Ko‘olauloa District,
Island of O‘ahu, Hawai‘i**

TMK: (1)-5-1-002:018



Prepared For:

Hawaii State Department of Education
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February 2026



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February 2026



MANAGEMENT SUMMARY

Keala Pono Archaeological Consulting has prepared a Cultural Impact Assessment (CIA) and Ka Pa‘akai Analysis for the proposed electrical upgrades to Ka‘a‘awa Elementary School in Ka‘a‘awa Ahupua‘a, Ko‘olauloa District on the Island of O‘ahu. Ka‘a‘awa Elementary School is located on Kamehameha Highway on the northeast side of the island at TMK: (1)-5-1-002:018. The project proponent is the Hawai‘i State Department of Education (HIDOE). The purpose of this study is to assess any potential impacts caused by the proposed project on cultural practices and beliefs.

The current study took the form of archival research and an ethnographic survey consisting of six interviews, which are included in this report. The background research synthesizes traditional and historic accounts and land use history for Ka‘a‘awa Ahupua‘a. The background study revealed that this area is rich in natural resources such as fresh water, coastal flora and fauna, and bountiful fishing grounds in traditional times. Ka‘a‘awa had a fishing village and contained several ko‘a. Archaeological work documented several burials and subsurface cultural deposits. The presence of burials within the school grounds is corroborated by several interviewees. A famous ali‘i burial cave associated with night marchers is said to have an entrance at Kalae o ka ‘Ō‘io (also Kalae‘ō‘io) Point not far from the project area. Interviewees corroborated the potential for ground disturbance to impact iwi kūpuna.

Consultations with individuals knowledgeable about Ka‘a‘awa Ahupua‘a produced information on its rich cultural history. Natural and cultural resources within the project area mentioned by the interviewees consist of an ahu located on the school grounds, presence of iwi kūpuna, and ‘ulu trees. Contemporary cultural practices within the project area include repatriation of iwi kūpuna at the ahu. Past cultural practices noted for the surrounding area include ‘ulu, ‘awa, kukui, and niu cultivation, shoreline and he‘e fishing, limu gathering, upland gathering, gathering for traditional medicinal practices, spiritual and dream healing, imu rock gathering from neighboring streams, and imu practice for parties. There was a consensus of support for the electrical improvements from the interviewees and unanimous desire that Ka‘a‘awa Elementary continue to serve the community. CIA recommendations for this project from the interviewees include the following:

- Have as light a touch as possible during the improvement work— route work through pre-disturbed areas as much as possible.
- Have trustworthy cultural monitors present during ground disturbance activities.
- Continue to have open and transparent conversations with community members, the Ka‘a‘awa Community Association, Ka‘a‘awa Elementary principal, and community member, Kealoha Domingo.
- Listen to and heed community input.
- That on-site workers take care and show respect in their work.

The results of the Ka Pa‘akai Analysis suggest that the main impacts of the proposed improvements on Native Hawaiian rights will depend on the extent of ground disturbance in relation to the pre-existing infrastructure footprint as there is the potential to encounter iwi kūpuna and/or cultural deposits and artifacts during ground disturbance. Ka Pa‘akai recommendations are similar to those listed above: limit disturbance of areas that have not been previously disturbed, have archaeological and cultural monitors present during ground disturbance, maintain a 5 foot buffer zone around known burials and the ahu, maintain cultural access to the burials and ahu, and continue transparent communication with key community members.

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INTRODUCTION

At the request of the Hawaii State Department of Education (HIDOE), Keala Pono Archaeological Consulting has prepared a Cultural Impact Assessment (CIA) and Ka Pa‘akai Analysis for proposed electrical upgrades at Ka‘a‘awa Elementary School in Ka‘a‘awa Ahupua‘a, Ko‘olauloa District, on the island of O‘ahu. This is located on the northeast side of the island at TMK: (1)-5-1-002:018. The objective of this CIA is to assess any impacts caused by the proposed project on cultural practices and beliefs. This was accomplished by compiling and analyzing information on cultural practices and the traditional history of the project area through archival research and consultation with community members that are knowledgeable about the project area and the Ka‘a‘awa region.

The report begins with a description of the study area and a historical overview of land use and archaeology in the area. The next chapter presents ethnographic methods and results of the CIA, while the Ka Pa‘akai Analysis is in the final chapter. Hawaiian words, flora and fauna, and technical terms are defined in a glossary. Also included are appendices with documents relevant to the ethnographic survey, including full transcripts of the interviews.

Project Location and Natural Environment

Ka‘a‘awa Elementary School is located on Kamehameha Highway on the northeast coastline of O‘ahu on TMK: (1)-5-1-002:018 (Figures 1 and 2). The Ka‘a‘awa Elementary School campus comprises approximately 1.5 hectares (ha) [3.7 acres (ac.)] and is publicly owned by the HIDOE. The project area is situated at approximately 1–2.5 meters (m) [3–8 feet (ft.)] above mean sea level (amsl). The project area receives approximately 140 cm (55 in.) of rainfall annually, with May through August receiving the least amount of rain (Giambelluca et al. 2013). The nearest major watercourse to the project area is Ka‘a‘awa Stream, a perennial waterway, located to the south. Vegetation before human settlement is thought to have been lowland dry and mesic forests, woodlands, and scrublands (Juvik and Juvik 1998). Today however, the coastal region of Ka‘a‘awa is mostly developed with residential neighborhoods and beach parks. The project area contains the elementary school facilities including existing buildings, a playground, pavements, and landscaped lawns. Vegetation is ornamental with predominantly introduced species such as grasses, bushes, weeds, palms, ti, and several large trees.

The project area is bounded by Kamehameha Highway to the east, Kekio Road to the west, and residential neighborhoods to the north and south. The project area has been entirely leveled and graded as a result of earlier development of Ka‘a‘awa Elementary School. The western section of the study area is currently an open grassy field, while the eastern section is occupied by single-story buildings and asphalt-paved surfaces.

Geology of Ka‘a‘awa centers around the Ko‘olau Mountain Range, the massive shield volcano that serves as a backdrop for the windward O‘ahu coast. Formed roughly 1.8–2.6 million years ago, the Ko‘olau Mountains produced tholeiitic and olivine basalts with trace amounts of oceanite (MacDonald et al. 1983). Below the Ko‘olau Mountains is the sandy coastal plain that was formed during a time when the sea level was higher. The southern border of Ka‘a‘awa Ahupua‘a is created by the ridgeline which separates it from Kualoa and Hakipu‘u called Kānehoalani, which is also the dividing line between Ko‘olauloa and Ko‘olaupoko Moku. Along this ridge, the southern coastal boundary is Ka Lae o ka ‘Ō‘io Point. On the east, Ka‘a‘awa is contiguous to Kahana Ahupua‘a, and the small coastal area of Makaua makes up the northern boundary, which is marked by Pūlā‘ī Point (Ka‘a‘awa Point). “Makaua is the narrow strip of land in the northern part of Ka‘a‘awa,” typically included in Ka‘a‘awa Ahupua‘a (Handy et al. 1991:616).



Figure 1. USGS Quadrangle showing the location of the project area (USGS 2025).

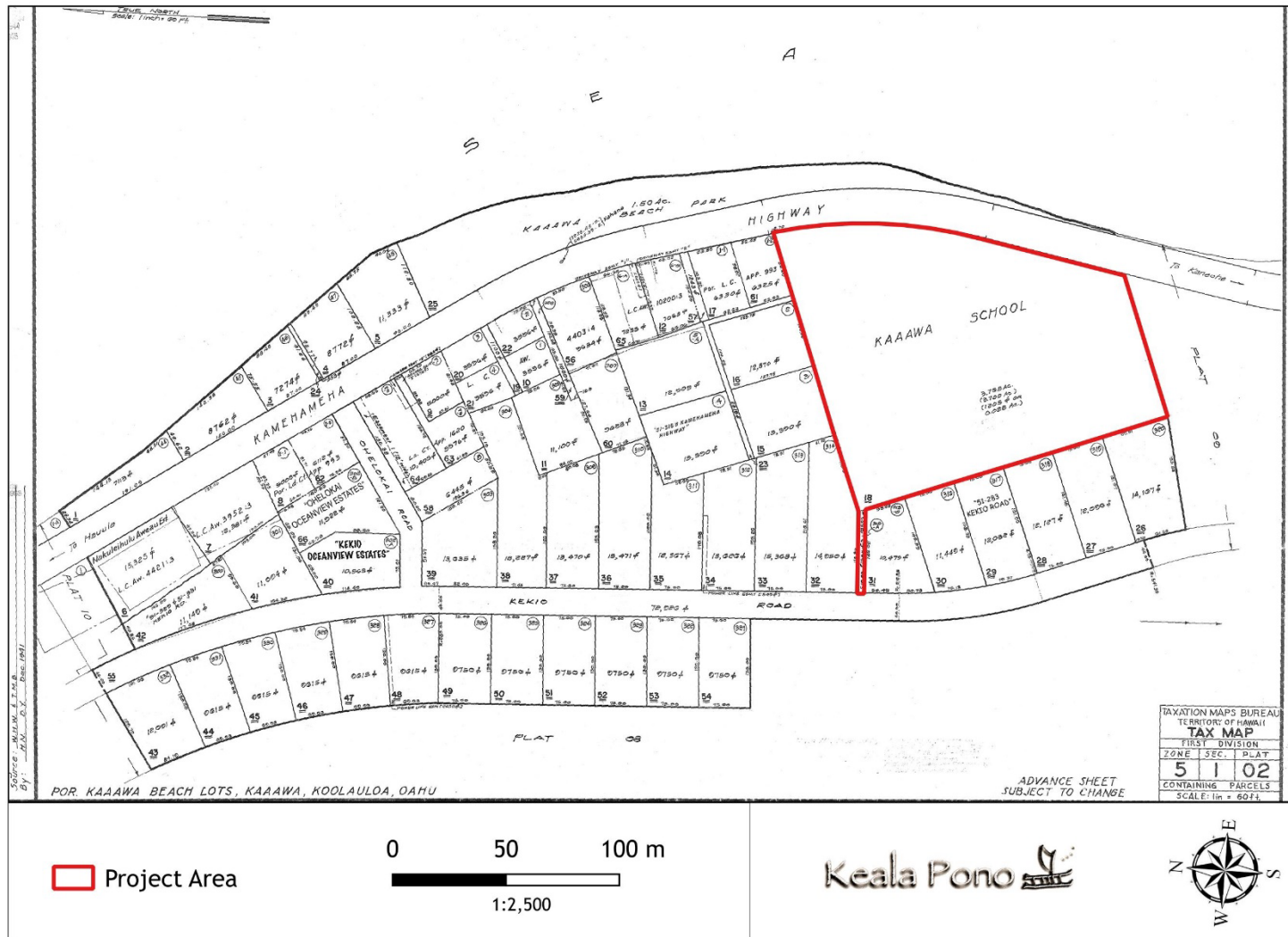


Figure 2. TMK plat (1) 5-1-002, showing the project area (State of Hawai'i 1965).

According to Foote et al. (1972), three soil types are within the project area: Jaucas sand, 0–15% slopes (JaC); Mokuleia loam (Ms); and Waialua stony silty clay, 3–8% slopes (WIB). These same soil types also characterize the surrounding area and coastline (Figure 3). The Jaucas series, which makes up much of the Ka‘a‘awa coastline area and the makai portion of the current project area was the preferred soil type for traditional Hawaiian burials. These soils are described as follows:

Jaucas Series

This series consists of excessively drained, calcareous soils that occur as narrow strips on coastal plains, adjacent to the ocean. These soils occur on all the islands of this survey area. They developed in wind- and water-deposited sand from coral and seashells. They are nearly level to strongly sloping. Elevations range from sea level to 100 feet... Jaucas soils are geographically associated with soil series such as Pulehu, Mokuleia, Kaloko, and Luualuei soils. These soils are used for pasture, sugarcane, truck crops, alfalfa, recreational areas, wildlife habitat, and urban development... (Foote et al. 1972:48)

Mokuleia Series

This series consists of well-drained soils along the coastal plains on the islands of Oahu and Kauai. These soils formed in recent alluvium deposited over coral sand. They are shallow and nearly level. Elevations range from nearly sea level to 100 feet... Mokuleia soils are geographically associated with Hanalei, Jaucas, and Keanu soils... These soils are used for sugarcane, truck crops, and pasture... (Foote et al. 1972:95)

Waialua Series

This series consists of moderately well drained soils on alluvial fans on the island of Oahu. These soils developed in alluvium weathered from basic igneous rock. They are nearly level to steep... Waialua soils are geographically associated with Honouliuli, Kaena, and Kawahapai soils. These soils are used for sugarcane, truck crops, orchards, and pasture... (Foote et al. 1972:128)

Also in the vicinity is Waialua stony silty clay, 12–30% slopes (WIE) located mauka (southwest) of the project area (Foote et al. 1972:129).

The Project

The Ka‘a‘awa Elementary School Electrical Upgrades Project is managed by HIDEO. The project description is as follows:

A. General Parameters

Existing Conditions: The existing electrical service consists of three Hawaiian Electric Company (HECO) overhead service to the campus. Secondary electrical distribution is fed to various buildings via underground ductlines and handholes.

B. Site Work Description

Demolish existing HECO overhead services and provide new HECO services and an exterior switchboard with metering compartment. Provide new electric service including overhead utility service, main service disconnect, metering, and distribution section, housed in a weather-proof free-standing enclosure to serve existing buildings located on site. Reconnect distribution power to existing classroom buildings via underground electrical ductlines and handholes. Provide complete site telecom distribution system to existing buildings including cables, underground ductlines and handholes. The typical depth of electrical duct trenches will be between 2 and 3 feet below grade and possibly deeper to avoid any existing utilities and/or structures.

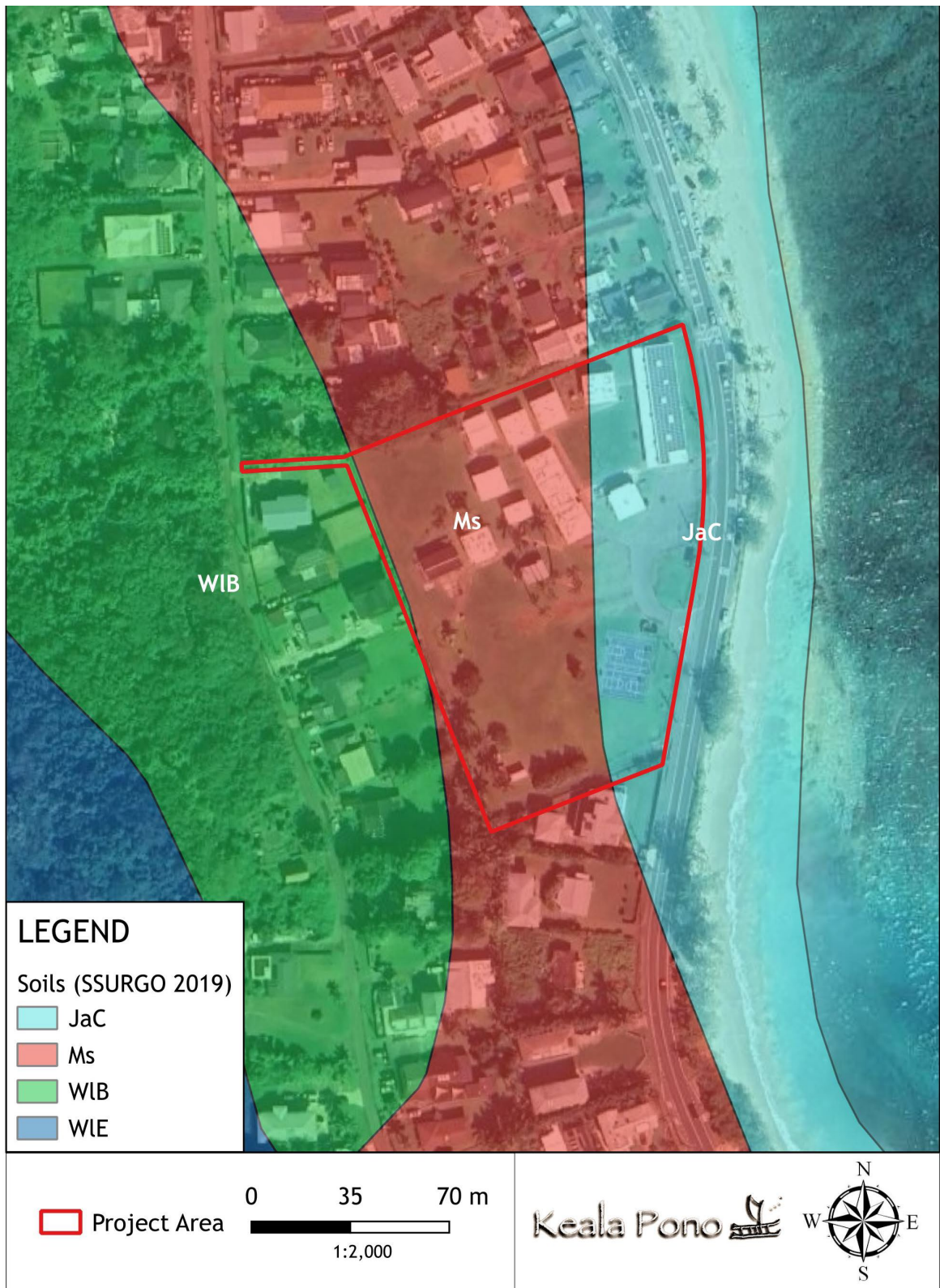


Figure 3. Soils of the project area (data from Foote et al. 1972).

CULTURAL BACKGROUND

A brief historical review of Ka‘a‘awa Ahupua‘a is provided below, to offer a better holistic understanding of the use and occupation of the project region. In the attempt to record and preserve both the tangible (e.g., traditional and historic archaeological sites) and intangible (e.g., mo‘olelo, ‘ōlelo no‘eau) culture, this research assists in the discussion of anticipated finds. Research was conducted at the Hawai‘i State Library, the University of Hawai‘i at Mānoa libraries, the State Historic Preservation Division (SHPD) library, and online on the Office of Hawaiian Affairs (OHA) website and the Waihona Aina, Huapala, and Ulukau databases. Archaeological reports and historical reference books were among the materials examined.

Ka‘a‘awa in the Pre-Contact Era

The pre-contact era refers to the time before western contact (generally accepted as 1778). Information compiled for this era includes data on place names, ‘ōlelo no‘eau, land use, and subsistence, as well as mo‘olelo and wind and rain names. Together, they give us an idea of what life may have been like in the past.

Place Names

One often overlooked source of history is the information embedded in the Hawaiian landscape. Hawaiian place names “usually have understandable meanings, and the stories illustrating many of the place names are well known and appreciated...The place names provide a living and largely intelligible history” (Pukui et al. 1974:xii). Place names often shed light on traditional views of an area and can provide important contextual information. Ka‘a‘awa has been translated to “the wrasse fish” (Pukui et al. 1974:59), alluding to the importance of the ocean and its sustenance. An alternative meaning for Ka‘a‘awa has been offered by Handy et al. (1991:444):

The name doubtless refers to the ‘passage’ through the reef formed by the stream which empties through two channels some distance apart. There is a narrow beach and broad lagoon, not very well protected because the passage (awa) through the reef is so broad.

Several other place names for the current project area and the vicinity are listed in *Place Names of Hawaii* along with their meanings and/or other comments about the specific locales:

Ka-‘a‘awa... Land section, village, elementary school, point, stream, Wai-Kāne and Kahana qds., O‘ahu. The 1.5-acre beach park here was donated by Mrs F.M. (Julie Judd) Swanzy in 1921. See Ka‘ahu‘ula, Swanzy. *Lit.*, the wrasse fish. (Pukui et al. 1974:59)

Ka-‘ahu‘ula... Spring, Ka-‘a‘awa, O‘ahu. *Lit.*, the feather cloak. (Pukui et al. 1974:59)

Ka-lae-o-ka-‘ō‘io... Point, beach park, also called Ka-lae-‘ō‘io, at Kualoa, O‘ahu. The boundary point between Ko‘olau Poko and Ko‘olau Loa. *Lit.*, the cape of the bonefish. (Pukui et al. 1974:72)

Ka-uhi-‘īmaka-o-ka-lani... A rock on a mountain near Kahana Bay, O‘ahu. A demigod (kupua) came from Kahiki with his relative, Pele, and was turned to stone; he asked Hi‘iaka to free him, and when she refused he tried to tear himself loose and rose to a crouching position; today he is called “Crouching Lion.” *Lit.*, the observant cover of the heavens. (Pukui et al. 1974:92)

Kū-loa... Point, Kahana qd., O‘ahu... *Lit.*, long Kū. (Pukui et al. 1974:124)

Māhie... Point east of Kahana Bay, O‘ahu... *Lit.*, delightful, charming, pleasant. (Pukui et al. 1974:138)

Kalae o ka 'Ō'io is a point that marks the ahupua'a and moku boundaries. Instead of being translated as "the cape of the bonefish," an alternative spelling without the kahakō would translate to "cape (lae) of the night marchers ('o'io)" (Handy and Handy 1972:450). The word "'o'io" without the accent means a procession of the ghosts of chiefs, known in Hawai'i as huaka'i pō, or night marchers (Pukui and Elbert 1986:258). The association with huaka'i pō is further illustrated in the mo'olelo and 'ōlelo no'ēau sections, however most sources agree that Kalae o ka 'Ō'io refers to the area's bonefish.

Traditional Land Use and Subsistence

The project lands were rich in natural resources such as fresh water, agricultural areas, and bountiful fishing grounds, which could support large populations in traditional times. Ka'a'awa relied heavily on the ocean for its resources and once supported a fishing village (Handy et al. 1991:411). Ka'a'awa was not a good location for wetland kalo, although there were some agricultural terraces on either side of the stream (Handy et al. 1991:444). Near the ocean at the valley mouth and in the upper valley are large swampy areas, both also showing evidence of previous terracing (Handy et al. 1991:616). Regarding productivity of the region:

Ka'a'awa and Makaua must have been good only for sweet potatoes and no doubt there were coconut trees along the shore. There is hardly any beach, but a high shore and a well-protected lagoon make this a good fishing locality. (Handy et al. 1991:616–617)

Two ko'a are known for the area, attesting to the importance of fishing (McAllister 1933). Palani ko'a (Site 303) is located northwest of the current project area on Pu'u o Māhie ridge and is associated with a mo'olelo about Hi'iaka, who changed a man into the large stone (McAllister 1933:165). A second ko'a (Site 305), which is now destroyed, once stood southeast of the current project area at Kalai o Kuonopua'a Point. It was described by McAllister (1933:165):

The only site in this valley remembered by Padegen, the only Hawaiian in this section. Though he has lived on the beach at Kaaawa for the past 30 years, Padegen has never heard of any heiau in the vicinity. He remembers the fishing shrine which has been destroyed by the concrete road, because the old-timers told him to place fish there and warned never to walk directly behind it.

The aforementioned Ka'a'awa Stream located to the south of the current project area, created two channels in the reef, however, this made the beach not well protected from storms and surf. The unprotected coast of Ka'a'awa is also referred to in a traditional proverb, suggesting this was well known for the area (see 'Ōlelo No'ēau Section). Human burials have also been found within the current project area and along the Ka'a'awa coastline (see Previous Archaeology section). No heiau have been documented in Ka'a'awa during J.G. McAllister's early islandwide study (1933), however an unnamed heiau was recorded on the mountainside in Makaua. This heiau (Site 304) is described as a "massive construction" consisting of two-terraces (McAllister 1933:165).

A well-known burial cave on O'ahu named Pohukaina (also spelled Pohokaina or Pahukaina) is believed to have several openings across the island, however the most famous is located at the end of the ridge that separates Ka'a'awa from Kualoa (McAllister 1933:166). Pohukaina (Site 307) is a royal burial cave used to hide valuable items and house the remains of ancient chiefs. Two locations of the cave's opening are suggested; the first is roughly 100 feet above Ka'ahu'ula Spring (now dammed) at Kalae o ka 'Ō'io and the other is a nearby large rock shelter, however McAllister stated that "this shelter is only about 30 feet deep with no apparent entrance to the cave" (McAllister 1933:166–167). It is also suggested that both the spring and rockshelter are cave entrances (Handy et al. 1991:614). Pohukaina Cave is further described as connecting the two sides of the island through the Ko'olau range with entrances across the island and contains several subterranean lakes, rivers, streams, and "broad flat lands" (McAllister 1933:166).

Pahukaina (Pohukaina) is said to have gotten its name from a legendary chief, who lived in Kualoa and was buried in the cave upon his death until his remains were taken to Kaua'i:

Kualoa is where Pahukaina lived; he died in Mahiki, Hawaii. But it was from there that his bones were brought to the cave of Kanehoalani. It is said the cave is at the Point of Oio, but no one has seen it. At the time Kamehameha III went to Koolau by way of Kualoa, he commenced to make inquiries about it. He searched for the noted cave but could not find it, but the people there told him to search for it through a spring that was called the Spring of the Ahu'ula, for the reason that an ahu-ula (feather cloak) had once been found floating on the surface of the water there. They led the way there and searched for it, but could not find any way to the cave. (Taylor 1930:37)

‘Ōlelo No‘eau

Traditional proverbs and wise sayings, also known as ‘ōlelo no‘eau, have been another means by which the history of Hawaiian locales have been recorded. In 1983, Mary Kawena Pukui published a volume of close to 3,000 ‘ōlelo no‘eau that she collected throughout the islands. The introductory chapter of that book reminds us that if we could understand these proverbs and wise sayings well, then we would understand Hawai'i well (Pukui 1983). Two ‘ōlelo no‘eau were found which are attributed specifically to Ka‘a‘awa, while one proverb mentions Kalae ‘Ō‘io Point at the border of Ka‘a‘awa and Kualoa. These provide further insight to the ahupua‘a of the project area:

He kai ‘a‘ai ko Ka‘a‘awa
Ka‘a‘awa has a sea that wears away the land. (Pukui 1983:73)

He moe kai no Ka‘a‘awa
A sleeper in the sea of Ka‘a‘awa.
Applied to a lawbreaker who was to be put to death. When Kualii was ruler of O‘ahu, he punished lawbreakers by drowning them in the sea of Ka‘a‘awa. (Pukui 1983:90)

Moe pō‘o a hi‘u I Kalae‘o‘io
Lies head and tail at Kalae‘o‘io.
Is up to the neck in trouble. Processions of ghosts were sometimes encountered here. If one had a relative among them, he escaped death; if not, he perished. (Pukui 1983:105)

Mo‘olelo

As mentioned earlier, Hawaiian place names were connected to traditional stories by which the history of the places were preserved. These stories are referred to as mo‘olelo,

...a term embracing many kinds of recounted knowledge, including history, legend, and myth. It included stories of every kind, whether factual or fabulous, lyrical or prosaic. Mo‘olelo were repositories of cultural insight and a foundation for understanding history and origins, often presented as allegories to interpret or illuminate contemporary life... Certainly many such [oral] accounts were lost in the sweep of time, especially with the decline of the Hawaiian population and native language. (Nogelmeier 2006:429, 430)

Still, many traditional stories managed to be recorded as Hawaiian society transitioned from an oral culture to a written one, and among those chronicled were several versions of mo‘olelo connected to Ka‘a‘awa. One of these is the saga of Hi‘iaka, the sister of the goddess Pele, and her journey across the islands.

Handy et al. (1991) provide a review of the events that took place on the windward side of O‘ahu, culminating in the slaying of the dragon Mokoli‘i, which created the islet of that name in Kualoa, commonly referred to as Chinaman’s Hat. As the saga continues, the distinctive cliffs of Ka‘a‘awa

were formed (Emerson 1978:96). The kupua named Kauhi was one of Pele's followers that came from Kahiki. He was stationed on the cliffs of Ka'a'awa and could not leave. When Hi'iaka arrived he longed to travel with her to the other islands and when she politely refused, he attempted to rise. Kauhi could only get to a crouching position however, and there he became fixed, forming the cliff that is shaped like a crouching man (known today as Crouching Lion) located above Kahana Bay.

Kauhi was indignant at this evasive dismissal of his entreaty. The thought that Hi'iaka should countenance his perpetual imprisonment in the bleak cliff filled him with rage. With a mighty effort he lifted himself and tore away the cover of tree-roots, earth and rocks that embraced him until he came to a crouching position. That was the limit of his power: he could do no more. A stony form in the mountain wall of Kahana, resembling the shape of a man on all-fours, remains to vouch for the truth of this legend. (Emerson 1978:96)

Another version of the story states that this occurred at Kalae o ka 'Ō'io Point and instead, Kauhi was a dog brought from Kahiki, not a man.

'O kēlā 'o Kauhi-ke'ī ka-maka-o-ka-Lani. 'O ka 'īlio-ha kēia a Kāne i lawe mai ai mai Kahiki mai, a 'o kona wahi e 'ike mau ia nei 'o ka lae a'e nei o ka 'Ō'io, 'o Pu'u-uhi...

That is Kauhi ke'ī ka maka o ka lani. That is the (fierce) dog brought by Kāne from Kahiki and the places where it was seen were the nearby point of Ka 'ō'io, and Pu'u Uhi... (Sterling and Summers 1978:174)

Several Ka'a'awa mo'olelo connect the region to high chiefs. One such story speaks of Chief 'Olopana, who ruled ca. AD 1340–1360, and the demigod Kamapua'a. 'Olopana was betrothed to Hina, however, 'Olopana's brother, Kahiki'ula, fell in love with her. The couple was exiled and traveled to Ka'a'awa where they rested for five days. They then went to Kaluanui, which would become their new home. It was here that Hina gave birth to the demigod Kamapua'a (Kame'eiehiwa 1996:13–14).

Another chief associated with Ka'a'awa is Kūali'i, who reigned from ca. AD 1720–1740. Kūali'i was a swift runner and decided to run around O'ahu. When he got to Kalae o ka 'Ō'io Point in Ka'a'awa, a boy started running with him, keeping his pace until Waimea Bay (Fornander 1917:428–429). The boy was recognized and rewarded for being faithful. The two fought at the Battle of Kūkaniloko and before the boy returned to Ka'a'awa, Kūali'i asked for his servant's malo (loincloth), giving "it to the boy to be his own, and he fastened it to the boy with his own hands" (Fornander 1917:428–429).

The famous Pohukaina burial cave is associated with ali'i and possibly related to accounts of night marchers. The chiefly ghost processions of the night marchers are noted in 'ōlelo no'eau that name Kalae o ka 'Ō'io Point, where the entrance to the cave is located. It is said that the night marchers can sometimes be seen here at night and that onlookers will only be spared if they have a relative among the ghosts.

Ka Makani a me Ka Ua: The Wind and the Rain

With their lives closely connected to the natural environment and physical surroundings, Hawaiian winds and rains were individually named and associated with a specific place, region, or island. In *Hānau Ka Ua*, Akana and Gonzales (2015:xv) explain that kūpuna "knew when a particular rain would fall, its color, duration, intensity, the path it would take, the sound it made on the trees, the scent it carried, and the effect it had on people." The rain of Ka'a'awa is Nāulu and Hōli'o is a specific rain for Kānehoalani, the boundary between Ka'a'awa and Kualoa in the uplands (Akana and Gonzales 2015:122, 38).

He kanikau aloha kēia nou, e B. Mahune,
Noho nani ka 'uhane i luna o Kānehoalani
He nani 'oe, he milimili na ka ua Hōli'o
*This is an affectionate chant of mourning for you,
The spirit sits pretty atop Kānehoalani
You are beautiful, a darling of the Hōli'o rain*
(Akana and Gonzales 2015:38)

The wind of Ka'a'awa and Kualoa is Holopali. This was noted in a chant by Kamapua'a which described all the winds of O'ahu:

Kahana has the 'Āhiu
Ka'a'awa and Kualoa have the Holopali
Kahalu'u has the Pō'aihale...
(Akana 2004:13)

Ka'a'awa in the Historic Era

When the first Westerners arrived in the Hawaiian archipelago in 1778, the islands were not yet united under one sovereign. At that time, Ka'a'awa and the entire island of O'ahu were under the rule of Chief Kahahana. In 1783, Chief Kahahana's reign was ended with the invasion and victory of Chief Kahekili of Maui. This would forever be the end of O'ahu's independence as a separate island kingdom. When Chief Kahekili died in 1794, control of O'ahu went to his son Kalanikūpule. The following year, Chief Kamehameha of Hawai'i Island invaded O'ahu to engage Kalanikūpule in battle. Kamehameha overwhelmed Kalanikūpule's warriors, effectively gaining control of all the islands from Hawai'i to O'ahu. Eventually, Kamehameha would make a peaceful agreement with Chief Kaumuali'i of Kaua'i, bringing that island and Ni'ihau into the fold and thereby uniting the Hawaiian archipelago under one rule (Kamakau 1991; Kanahale 1995).

Early Historical Accounts of Ka'a'awa

Few mentions of Ka'a'awa were made in early historical documents, however Christian missionaries kept censuses across the archipelago starting in 1831. This early population data provides valuable insight into the life of Ka'a'awa residents. The 1831–1832 census for Ka'a'awa and Makaua recorded 234 people, and in 1835–1836 there were 284 people (81 in Makaua and 203 in Ka'a'awa) counted (Schmitt 1973:19, 24). The entire moku of Ko'olauloa contained 2,891 people in 1831–1832 and 2,681 residents in 1835–1836. Diseases such as measles and influenza decimated the Hawaiian population starting around 1848, which was followed by an influx of locals moving closer to ports or urban centers like Honolulu. This is illustrated in census data, which showed a rapid population decline across the moku. In 1853, Ko'olauloa had 1,345 residents and a population of just 1,082 people in 1878 (Schmitt 1977:12–13).

Ka'a'awa and Changes in Land Tenure

The change in the traditional land tenure system in Hawai'i began with the appointment of the Board of Commissioners to Quiet Land Titles by Kamehameha III in 1845. The Great Māhele took place during the first few months of 1848 when Kamehameha III and more than 240 of his chiefs worked out their interests in the lands of the Kingdom. This division of land was recorded in the Māhele Book. The King retained roughly a million acres as his own as Crown Lands, while approximately a million and a half acres were designated as Government Lands. The Konohiki Awards amounted

to about a million and a half acres, however title was not awarded until the konohiki presented the claim before the Land Commission.

In the fall of 1850 legislation was passed allowing citizens to present claims before the Land Commission for lands that they were cultivating within the Crown, Government, or Konohiki lands. By 1855 the Land Commission had made visits to all of the islands and had received testimony for about 12,000 land claims. Ultimately between 9,000 and 11,000 kuleana land claims were awarded to kama'āina totaling only about 30,000 acres and recorded in ten large volumes.

Much of Ka'a'awa Ahupua'a was awarded to Joshua Ka'eo (2,345 ac., Land Grant 357) (see Figure 4) Ka'eo was an ali'i from the island of Hawai'i and advisor to Kamehameha III, from whom he received the grant. There were 39 land claims filed in the Ka'a'awa region, of which 24 were awarded. Most of these Land Commission Awards (LCAs) were situated along Ka'a'awa Stream and on lands southeast of the present school. Sixteen awards were located directly adjacent to the Government Road, which later became Kamehameha Highway. No LCAs are present within the current project area, however the Ka'a'awa School lot itself was within a well-populated area, with the closest LCA (LCA 10200) located on an adjacent parcel to the north of the school (see Figure 2). LCA 10200, awarded to Makaokalani, included land used for taro cultivation and "planting hillocks," likely for 'uala. Other LCAs are situated farther from the project area towards the west and south. LCAs in Ka'a'awa located along Kamehameha Highway most commonly list lo'i, kula, 'uala, and house lots, however tobacco, wauke, bananas, melons, wooded uplands, and a fishery are also noted (Table 1). These patterns indicate that the area surrounding the present Ka'a'awa Elementary School was inhabited and cultivated in the mid-19th century, with an extended history of occupation likely spanning centuries.

After the Māhele, lands across Kualoa, Ka'a'awa, and Hakipu'u were sold to Dr. Gerrit P. Judd. Judd and his wife Laura Fish were missionaries who came to Hawai'i in 1828 from New York (Pratt 1978:94). Dr. Judd was the missionary doctor from 1828–1842 within the American Board of Commissioners for Foreign Missions (Kuykendall 1968:2010). Just a few months after the Māhele, Kamehameha III sold Kualoa (1 and 2) Ahupua'a to Judd, whose heirs continue to own the lands of Kualoa. Much later in 1870, Judd added to his land holdings:

... on December 19, 1870, S.G. Wilder deeded to Gerrit P. Judd for \$15,042.66 the lands of Kualoa, Ka'a'awa and Hakipu'u. As Mr. George R. Carter has expressed it, "It was not until December of 1870 that he (Wilder) gave up the struggle and advertised the Wilder Plantation at Ko'olaupoko for sale subject to a mortgage of \$12,500.00. At this sale Dr. Judd appeared to be the only bidder and bought back the place for the amount of his mortgage with interest due and one dollar."

From then on these lands were owned by Dr. Judd and on his death were entailed through Charles H. Judd to his children. They became the lands of Kualoa Ranch Ltd., on May 31, 1927. (Pratt 1978:83–84)

Post-Māhele History

Sugarcane changed the Ka'a'awa landscape in the mid-1800s, with the establishment of the Oahu Plantation by Judd. An 1865 account describes the large agricultural operation, which included cane fields, steam-powered machinery, and a mill:

...we come to the Kualoa estate of Messrs. Judd & Wilder, now called the Oahu Plantation." Including Ka'a'awa, it consists of about four thousand acres... (we now see) a beautiful field of cane growing, about two hundred acres in extent, with extensive mill buildings erected and powerful machinery driven by steam. This change has all been made within

Table 1. LCAs in Ka‘a‘awa Along Kamehameha Highway

LCA	Claimant	Ahupua‘a	‘Ili	Land Use
3885	Pohue	Ka‘a‘awa	Nohomalu, Kaiaka	lo‘i, kula, potatoes, wooded upland, house lot
3953	Niho	Ka‘a‘awa	Kaiaka, Kapuaiki, Kaaiki, Helumoa	lo‘i, kula, potatoes, bananas, wooded upland, house lot, fishery
4402	Kauiki	Ka‘a‘awa	Nohomalu, Kuahu	lo‘i, kula, potatoes, wooded upland, house lot, kai
4410	Kapu	Ka‘a‘awa	Kaiaia	lo‘i, kula, potatoes, wooded upland, house lot, fishery
4443	Kuheleloa 1	Ka‘a‘awa	Nohomalu, Hapau, Manawanuinui, Manawanuiik,i Kumamahana, Kumuhahane, Kapuaiki	lo‘i, kula, sweet potatoes, melons, wooded upland, house lot, kai, wauke
4469B	Hulue	Ka‘a‘awa		lo‘i, kula, potatoes, house lot
8188	Heana	Ka‘a‘awa	Nohomalu	lo‘i, kula, potatoes, melons, tobacco, wooded upland, house lot
10240	Makaokalai	Ka‘a‘awa	Nohomalu	lo‘i, kula, potatoes, wooded upland, house lot

the last fifteen months, and shows what industry and determination can accomplish, like much of the land on this side of Oahu, the cane fields here consist of rich bottom-land, lying just above the level of high tide. So near the surface is the water, that the roots of the cane find moisture all the year around, reducing the risk of drought very much. The soil like that of Lahaina, Waikapū and Wailuku receives its deposits of rich alluvium from the mountains in the rear. (*Pacific Commercial Advertiser* 1865)

The section of the plantation in Ka‘a‘awa was also described:

Ka‘a‘awa, the first valley beyond Kualoa, was formerly the property of C.G. Hopkins, Esq., but is now part of the “Oahu Plantation” It is a pretty little valley, of about 1200 acres, of which 300 or 400 acres are arable or grazing land, and the proprietors of the above plantation purpose to plant two hundred acres with cane during the present season. The mountains and ravines back of it are densely covered with hau, tutui (kukui), and pandanus trees, furnishing all the fuel required for the mill. (*Pacific Commercial Advertiser* 1865)

The portion of the plantation in Ka‘a‘awa also included a dairy farm that supported approximately 500–600 cows as well as 100 horses:

Some four miles further on at Ka‘a‘awa is the dairy farm, and here are to be seen a herd of cattle of pure Durham breed...five or six hundred head on the property and horse stock bred from celebrated sires with a hundred head of horses and mares. (Scott 1968:742)

Ka‘a‘awa Elementary School was established in 1904 on land that was bequeathed to the State of Hawai‘i by the Swanzy family, heirs of the Judds. Swanzy Beach Park was also founded by Mrs. Julie Judd Swanzy, who donated the property for the park in 1921 (Pukui et al. 1974:212). The park is still used for recreation today.

In 1927 a military reservation named Camp Kaaawa was founded. The reservation was located on 4 acres of land mauka of the current Swanzy Beach Park. It was used during World War II (WWII) as

a support base for training in Kahana Valley, but was damaged by a 1946 tsunami. The Ka‘a‘awa Stream Bridge, located south of the elementary school, was built in 1927 at the same time that the military reservation was established. The bridge is made of concrete, and the name and year of construction are engraved on the end posts. In 1964, a wooden pedestrian walkway was added to the mauka side of the bridge. The bridge was determined to be eligible for the National Register of Historic Places (NRHP) under Criterion C “for its association with early developments in concrete bridge construction in Hawaii” (MKE Associates LLC and Fung Associates, Inc. 2013). The Ka‘a‘awa Stream Bridge was subsequently designated State Inventory of Historic Places (SIHP) 50-80-06-08059.

Despite ongoing development across the region, some remnants of traditional agriculture and Hawaiian settlement were still visible in the mid-1900s, according to a 1940 account:

At the upper end of the (Ka‘a‘awa) valley, where cattle are now pastured, there are slopes and vales of boggy land which presumably were once planted to forest taro. There is no sign of terracing. Wild taro was found in the stream bed about 2.5 miles inland from the highway...In a gulch on the north side of the valley, less than 2 miles up from the sea, an old coconut tree still stands, indicating the former existence of a kuleana home site...About eight tenths of a mile inland the level land broadens out along the stream and there are large terraces where bananas and garden truck (crops) are now raised. Close to the sea and north of the main marsh, in the land formerly called Makaua, there are remains of old terraces covering a considerable area of the broad swampy lands between the highway and the mountains. (Handy 1940:93)

Historic Maps

Historic maps help to paint a picture of Ka‘a‘awa in times past and illustrate the changes that have taken place in the region over the years. A map from 1902 illustrates land use and major land owners of the region (Figure 4; Wall 1902). The 2,345-acre land grant awarded to Joshua Ka‘eo is shown for the entirety of Ka‘a‘awa (GR 357). The ahupua‘a and neighboring Kualoa and Hakipu‘u are labeled as grazing lands (yellow outline), while the upper reaches are forest lands not in reserves (dashed blue outline). Prominent features of the landscape are labeled, including “Puu o Mahie,” “Kanehoalani,” “Makaua,” and “Lae o ka Oio”. A school is located (blue dot) at the approximate location of Ka‘a‘awa Elementary School. It was the only school along this stretch of the island at this time.

A 1929 map of Kamehameha Highway from Kualoa to Kahana shows the properties and LCAs along the highway (Figure 5; Evans 1929). Ka‘a‘awa Elementary School, Ka‘a‘awa Beach Park, and several homes are illustrated. Several square/rectangular structures are depicted within the current project area.

A Hawaii Territory Survey map of the Waiahole Forest Reserve from Ka‘a‘awa to Kāne‘ohe documents land owners and boundaries in the middle of the 20th century (Figure 6; Marks 1946). Kualoa Ranch Ltd. is now the owner of 1,500 acres of Ka‘a‘awa and much of Kualoa. Ka‘a‘awa Stream and the district boundary between Ko‘olauloa and Ko‘olaupoko are shown along the ridge, ending at “Lae o ka Oio” at the coast. Kahana Bay is also labeled to the northwest of the current project area.

In 1954, a map was drawn of all the fisheries across O‘ahu (Figure 7; Dunn 1954). All of Ka‘a‘awa Ahupua‘a, including just offshore from the project area, is within the Ka‘a‘awa Fishery. Makaua has its own fisheries to the north and Kualoa Fishery is to the south. A fishpond located to the south is labeled “Molii Fish Pond.” Kamehameha Highway is labeled simply as “road” and runs the entirety of the coastline.

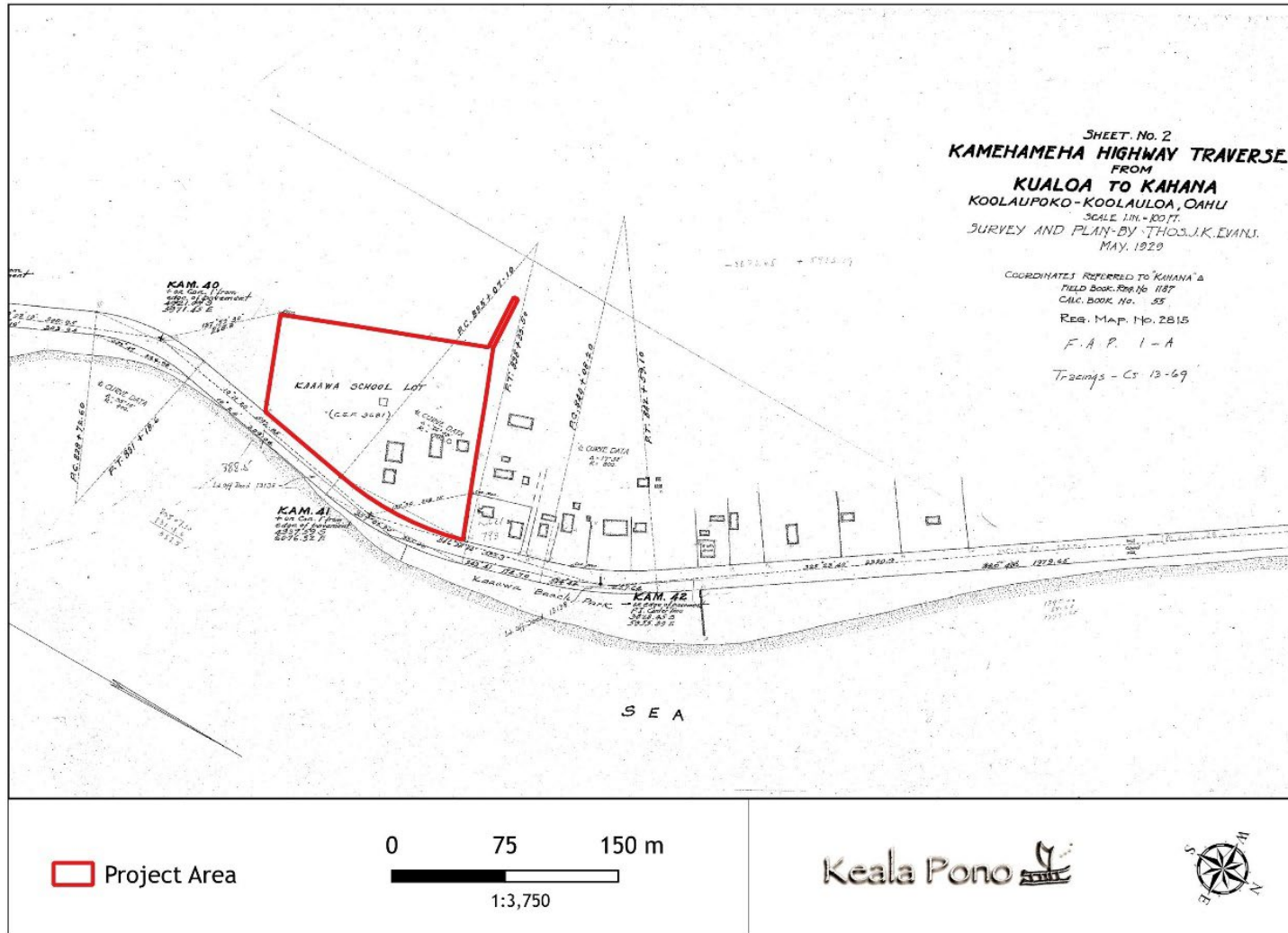


Figure 5. Portion of a map of Kamehameha Highway (Evans 1929).

A USGS map from the same year illustrates development in the region (Figure 8; USGS 1954). The development of the Ka‘a‘awa neighborhood can be seen with several streets branching inland from the highway and many more structures along Ka‘a‘awa Stream. Swanzy Beach Park is labeled to the north. Water tanks are also labeled to the south of the current project area, indicating local water management. To the southeast is a section of marshland.

An aerial photograph was taken of the study lands in 1963 by the United States Department of Agriculture (Figure 9; USDA 1963). A large area of agricultural fields can be seen to the south in Ka‘a‘awa Valley. Undeveloped marshland is still visible just inland of the Ka‘a‘awa Elementary School. Considerable development in the Ka‘a‘awa neighborhood is evident in the photograph when compared with the earlier 1954 USGS map.

Previous Archaeology

The following discussion provides information on archaeological investigations that have been carried out within approximately 0.5 km of the current project area, based on reports found in the SHPD library in Kapolei, Hawai‘i. Previous archaeological studies are shown in Figure 10 and Table 2, while recorded archaeological sites are displayed in Figure 11 and Table 3. SIHP numbers are prefixed by 50-80-06.

The earliest archaeological work in the area is McAllister’s (1933) island-wide survey of O‘ahu, which recorded five sites in Ka‘a‘awa and Makaua. None of the recorded sites are located within 0.5 km of the current study lands.

Farther north in Ka‘a‘awa, human skeletal remains (SIHP 50-80-06-06409) were found at 51-338 Kamehameha Highway when excavating the foundation for a lanai addition to the existing home (Collins 2002). A probable cultural layer and the burial pit for the remains were identified. The remains were fragmented, “completely macerated,” and consisted of at least three adult individuals. It was concluded that the burials were likely post-contact and Native Hawaiian. It was agreed that any in situ remains would be left in place, further osteological analysis ceased, the backdirt was screened to recover any additional remains or artifacts, and for the remains to be placed back into their associated footing excavation for reburial (Lebo and Dockall 2003).

An archaeological inventory survey just east of the current project area at Ka‘a‘awa Beach Park recovered a few historic artifacts, however no historic properties were identified and results were presented as an archaeological assessment (Whitehead and Cleghorn 2003). One feature and seven artifacts were later recorded during archaeological monitoring at the beach park; however, these findings were deemed not significant and no SIHP number was assigned (Mooney and Cleghorn 2007).

An archaeological inventory survey was required prior to footing excavations at 51-339 Kamehameha Highway, to the north of the current project area (Winburn and Desilets 2009). The excavation of six trenches did not identify any historic properties.

As previously mentioned, the Ka‘a‘awa Stream Bridge was evaluated and determined eligible for historic bridge designation in 2013 (MKE Associates LLC and Fung Associates, Inc. 2013). Situated just south of the current project area, near the southeast side of Pohuehue Road, the bridge is a reinforced concrete slab structure that remains in its original location and is well preserved. It features solid concrete parapets with flat caps and end posts engraved with the bridge’s name and its 1927 construction date. Following the evaluation, it was formally recognized as a historic bridge and assigned SIHP 50-80-06-08059.

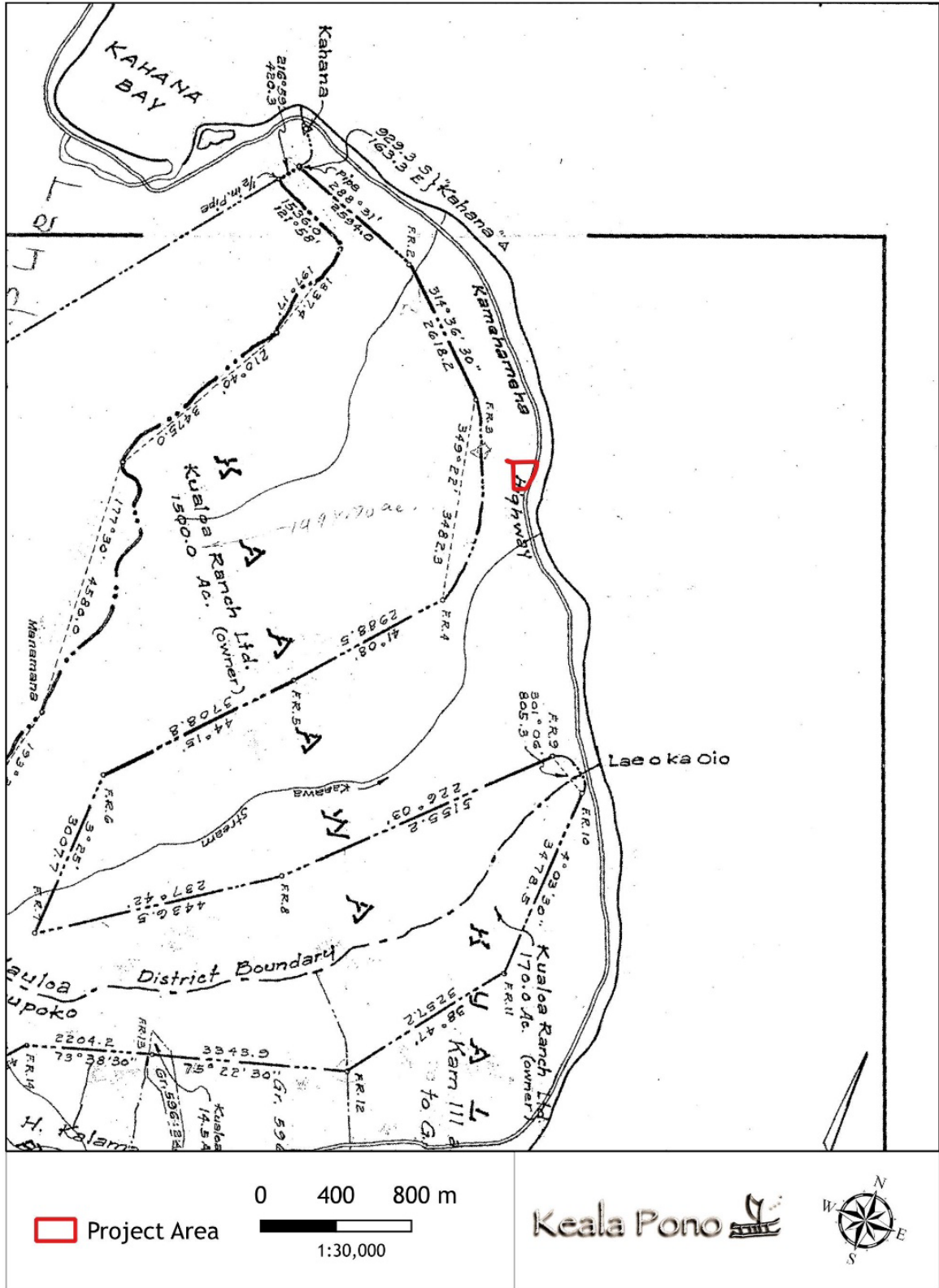


Figure 6. Portion of a Hawaii Territory Survey map of the Waiahole Forest Reserve (Marks 1946).

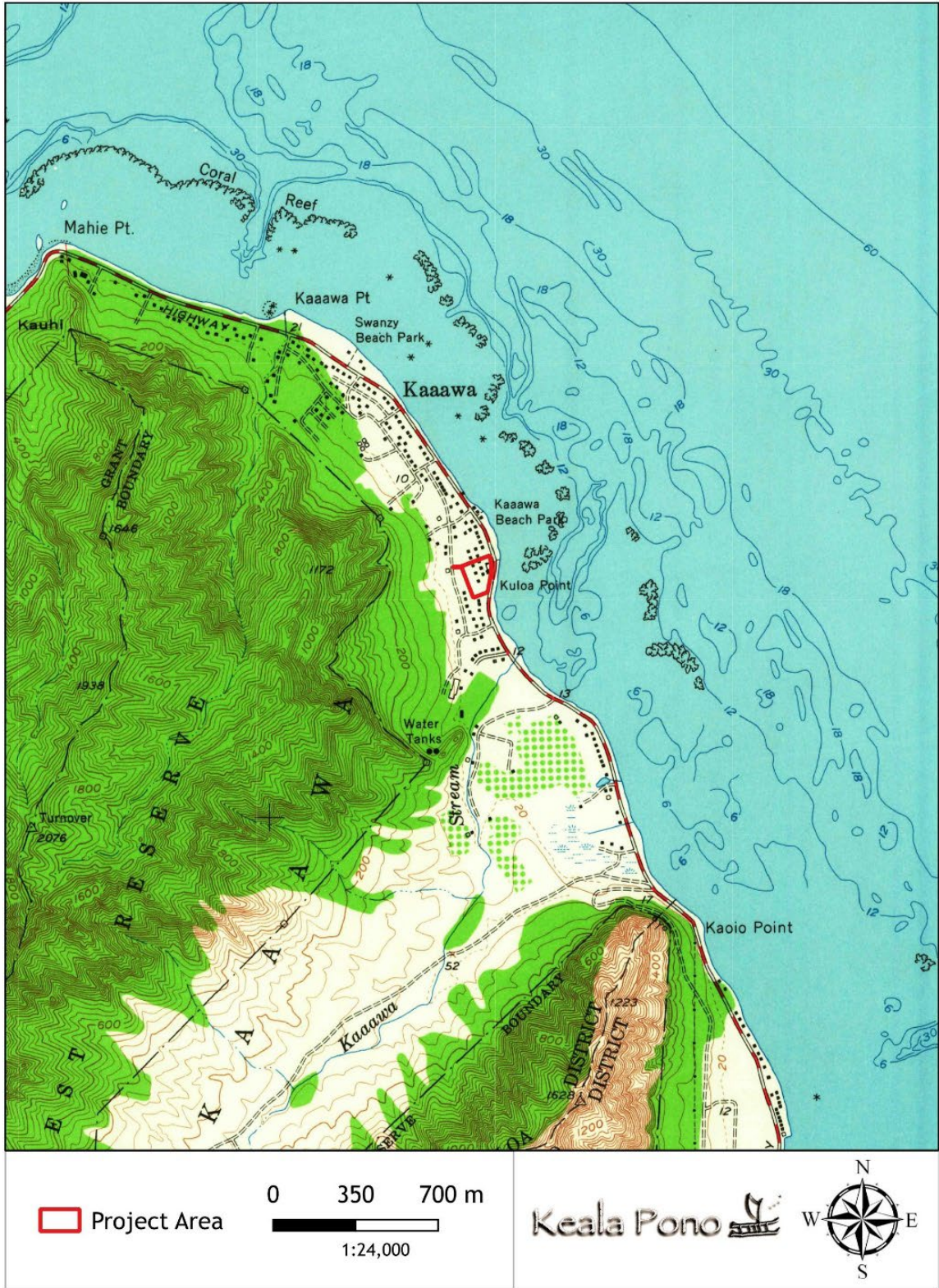


Figure 8. Portion of a 7.5 minute Kahana quadrangle map (USGS 1954).



Figure 9. Aerial photograph of the project area and vicinity (USDA 1963).

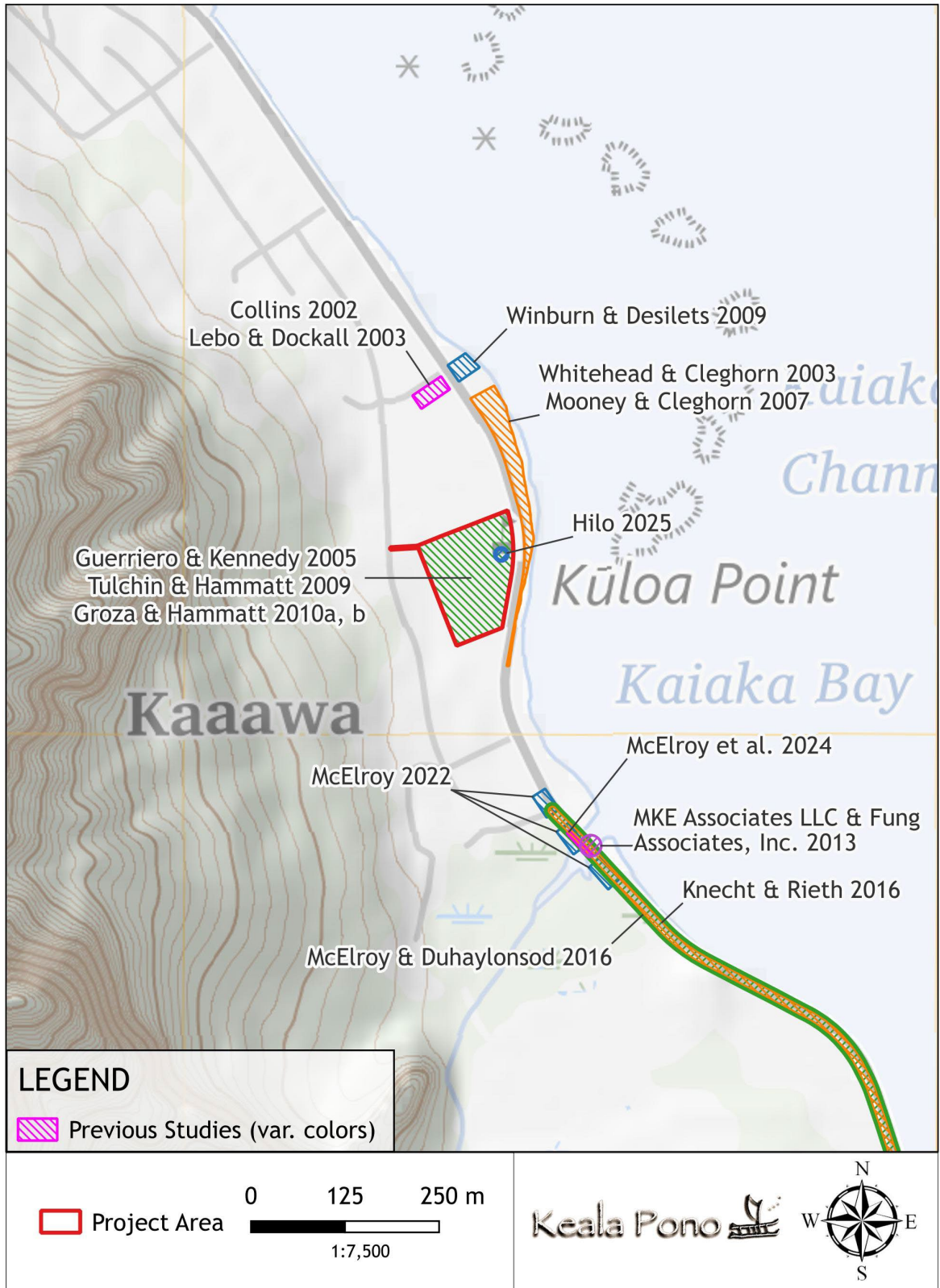


Figure 10. Map showing previous archaeological studies within 0.5 km of the current project area.

Table 2. Previous Archaeological Studies within 0.5 km of the Current Project Area.

Author & Year	Location	Work Completed	Findings
McAllister 1933	Island-wide	Survey	Identified five sites in Ka'a'awa. None are within 0.5 km of the current project area.
Collins 2002	51-338 Kamehameha Hwy.	Burial Report	Reported on the recovery of inadvertently discovered human remains with a probable burial pit (SIHP 06409).
Lebo & Dockall 2003	51-338 Kamehameha Hwy.	Burial Report	Recommended all in situ remains of SIHP 06409 be left in place and all disinterred remains be reinterred in the original excavation.
Whitehead & Cleghorn 2003	Ka'a'awa Beach Park	Archaeological Inventory Survey	No historic properties identified.
Guerriero & Kennedy 2005	Ka'a'awa Elementary School	Burial Report	Reported on the inadvertent discovery of human remains later assigned to SIHP 10115.
Mooney & Cleghorn 2007	Ka'a'awa Beach Park	Archaeological Monitoring	Documented one feature and seven artifacts; they were deemed not significant. No SIHP number was assigned.
Winburn & Desilets 2009	51-339 Kamehameha Hwy.	Archaeological Inventory Survey	No historic properties identified.
Tulchin & Hammatt 2009	Ka'a'awa Elementary School	Archaeological Inventory Survey	No historic properties identified.
Groza & Hammatt 2010a	Ka'a'awa Elementary School	Archaeological Monitoring	Identified SIHP 07121 (human remains) and SIHP 07122 (cultural layer with pit features, dog remains, midden, and sparse traditional artifacts).
Groza & Hammatt 2010b	Ka'a'awa Elementary School	Burial Site Component of a Preservation Plan	Recommended SIHP 07121 be preserved in place.
MKE Associates LLC and Fung Associates, Inc. 2013	Ka'a'awa Stream Bridge	Historic Bridge Inventory and Evaluation	Ka'a'awa Stream Bridge (SIHP 08059) was evaluated as eligible for historic bridge designation.
McElroy & Duhaylonsod 2016	Kamehameha Hwy. from Waikāne to Kualoa	Archaeological Monitoring	No historic properties identified.
Knecht and Rieth 2016	Kamehameha Highway between Ka'ō'io Point and Ka'a'awa Stream	Archaeological Monitoring	Recorded two traditional cultural deposits (SIHP 08171).
McElroy 2022	Ka'a'awa Stream Bridge	Archaeological Monitoring	No historic properties identified.
McElroy et al. 2024	Ka'a'awa Stream Bridge	Literature Review and Field Inspection	No new historic properties identified.
Hilo 2025	Ka'a'awa Elementary School	Preliminary Site Information Form	Recorded a reburial ahu (SIHP 10116) for the previously identified SIHP 10115 and 07121 human remains.

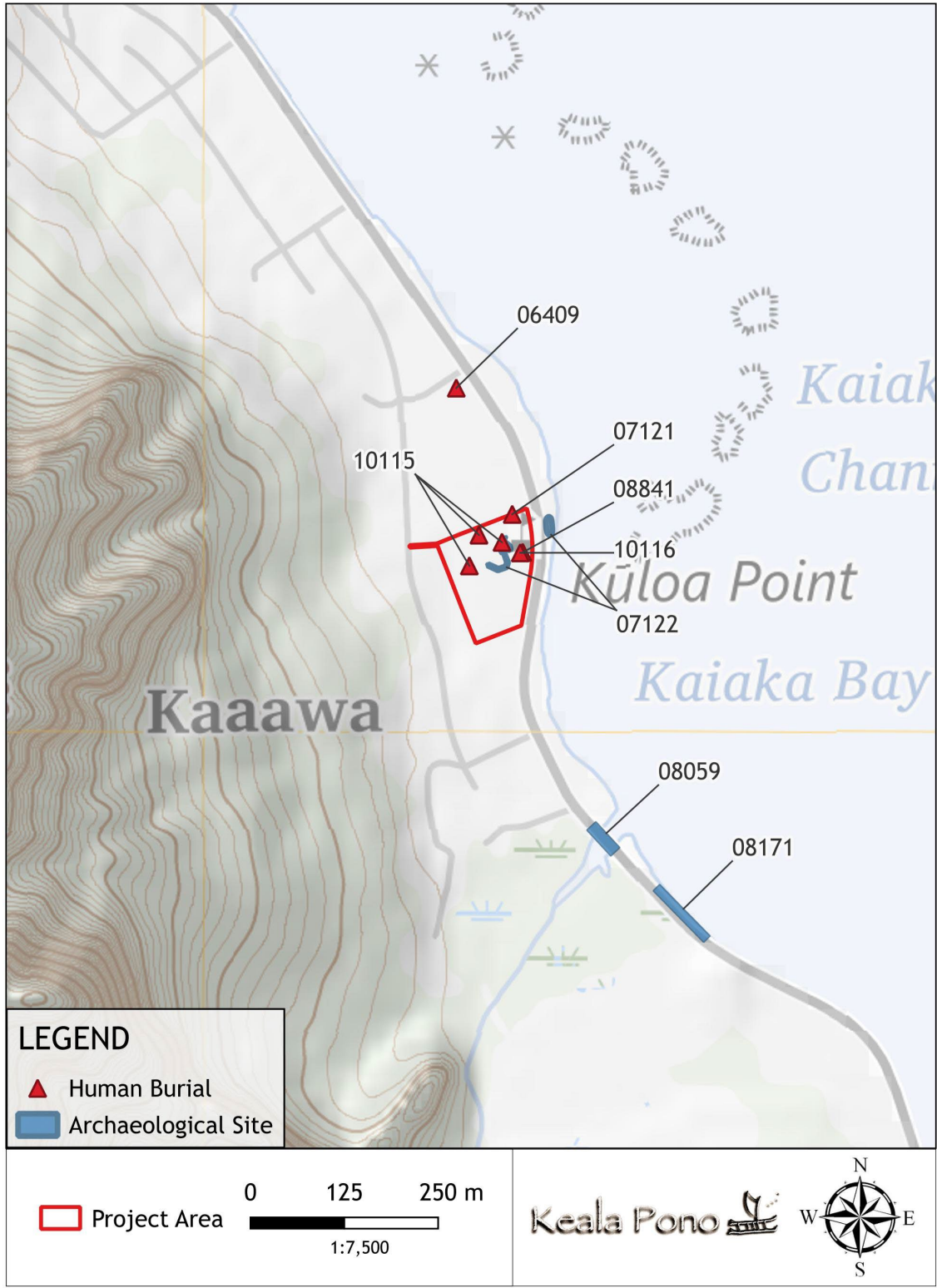


Figure 11. Map showing archaeological sites with known locations within 0.5 km of the project area.

Table 3. Archaeological Sites within 0.5 km of the Current Project Area

SIHP 50-80-06-	Description	Author & Year
06409	Three human burials.	Collins 2002; Lebo & Dockall 2003
07121	Human burial.	Groza & Hammatt 2010a; Groza & Hammatt 2010b
07122	Cultural layer with pit features, dog remains, midden, and sparse traditional artifacts.	Groza & Hammatt 2010a
08059	Historic Ka'a'awa Stream Bridge.	MKE Associates LLC and Fung Associates, Inc. 2013
08171	Two pre-contact cultural layers including midden, charcoal, fire cracked rock, burnt coral, lithic debitage, and a fragment of a secondarily deposited human incisor.	Knecht and Rieth 2016
08841	A single human burial and a second possible human burial and pockets of thermally altered sand.	HICRIS 2019
10115	Three in situ human burials.	Guerrero & Kennedy 2005
10116	An ahu atop an in situ burial (SIHP 08841). Also a reinterment structure for SIHP 10115 and 07121 human remains.	Hilo 2025

Archaeological monitoring was required for safety improvements to Kamehameha Highway stretching from Waikāne to Kualoa (McElroy and Duhaylonsod 2016). Excavations were only conducted in two locations, both in Waikāne. No archaeological resources were encountered during monitoring.

Archaeological monitoring was conducted south of the current project area at Ka'a'awa Stream Bridge for safety improvements to Kamehameha Highway (McElroy 2022). Archaeological monitoring occurred at three locations next to the bridge. Eight historic artifacts were collected, consisting of bottle fragments dating to 1880–1920 and a piece of metal. No new historic properties were documented.

South of the current project area, a literature review and field inspection was completed in advance of the Ka'a'awa Stream Bridge waterline replacement project. The inspection documented the existing Ka'a'awa Stream Bridge but did not identify any new surface archaeological resources (McElroy et al. 2024).

Several studies were conducted within the boundaries of the current project area at Ka'a'awa Elementary School. In 2005, human remains were inadvertently identified on the school grounds during trenching for a telecommunication conduit (Guerrero and Kennedy 2005). Two burial sites containing a total of three individuals, were preserved in place. Site 1 consisted of an adult female in a flexed position, discovered during excavation for telecommunication lines and preserved in situ. Two additional burials (Burials 2 and 3) had been previously identified and were pointed out by Mr. Maiava, the school groundskeeper, as containing human remains. The three individuals were of Hawaiian ancestry dating to the pre-contact to early historic period. All three burials were later assigned to SIHP 50-80-06-10115. Four years later in 2009, an archaeological inventory survey was completed for wastewater improvements to the school, which did not identify any historic properties (Tulchin and Hammatt 2009). Later archaeological monitoring for the same wastewater improvement project recorded SIHP 50-80-06-07121, a human burial of a young child, estimated to

be 1–2 years old based on tooth eruption and bone development (Groza and Hammatt 2010a). The cranium and humerus were first observed within backfill after being disturbed by a backhoe excavation. A burial site component of a preservation plan was completed for SIHP 07121, which recommended the remains be preserved in situ as most of the burial was undisturbed (Groza and Hammatt 2010b). Also identified during the archaeological monitoring was SIHP 50-80-06-07122, a cultural layer with seven pit features, dog remains, midden, and sparse traditional artifacts including a possible hammerstone or slingstone fragment.

In 2019, another burial site within the project area was formally documented and entered into HICRIS under SIHP 50-80-06-08841. The feature, originally designated T-01, consisted of one confirmed burial and a second possible burial accompanied by areas of thermally altered sand (HICRIS 2019). The burial, which was preserved in place, was identified as an adult individual placed in a flexed position on their right side, oriented with the head toward the northeast and facing west-southwest. Adjacent to this burial, an ovoid-shaped soil stain was noted and interpreted as a potential second interment. In 2025, a stacked-rock platform reburial ahu was constructed for the reinterment of previously identified skeletal remains SIHP 10115 and SIHP 07121 on the Ka‘a‘awa Elementary School property (Hilo 2025). It is situated directly above SIHP 08841, without disturbing the underlying subsurface features, which remain preserved in place. This ahu was assigned SIHP 50-80-06-10116. The structure has overall dimensions of approximately 2.7 m by 2.7 m (9 ft. by 9 ft.) and stands about 1 m (38 in.) high. Its walls slope slightly inward from the base toward the top. Inside, the platform is lined with ‘ili‘ili, concealing two separate vaults.

In 2016, archaeological monitoring (Knecht and Rieth 2016) took place south of the current project area for emergency highway repairs at four separate locations along Kamehameha Highway between Ka‘ō‘io Point and Ka‘a‘awa Stream, which identified two traditional cultural layers (SIHP 50-80-06-08171). The first cultural layer is tied to traditional Hawaiian use of the area. The subsurface deposit covers about 0.054 acres and is over 20 cm thick. It consists of dark, sandy clay with small amounts of midden, charcoal, fire-cracked rock, and burnt coral. The second subsurface cultural deposit measures approximately 0.058 acres and is between 20–32+ cm thick. Like the first deposit, it is comprised of dark sandy clay with midden, charcoal, fire-cracked rock, and burnt coral, along with lithic tool debitage. A human lateral incisor was also identified within the second deposit, however it was determined to be in a secondary context and not related to an intact burial.

Summary of Background Research

In traditional times, the project lands were rich in natural resources such as fresh water, coastal flora and fauna, and bountiful fishing grounds. Because of this, the region likely supported a sizeable population and was known to have a fishing village. The importance of fishing and marine resources is identified in place names of Ka‘a‘awa and documented ko‘a (fishing shrines). The region is also steeped in tradition, with the area mentioned in several ‘ōlelo no‘eau and mo‘olelo concerning goddesses, demi-gods, ghosts, and high chiefs. Of note is the famous ali‘i burial cave named Pohukaina, which is said to have entrances across O‘ahu. The main entrance is believed to be at Kalae o ka ‘Ō‘io Point not far from the study area at the boundary with Kualoa (McAllister 1933:166). The cave is associated with huaka‘i pō (night marchers), which are noted in mo‘olelo and ‘ōlelo no‘eau.

Several LCA claims were awarded for parcels in the vicinity of the project area with the closest LCA (LCA 10200) located on an adjacent parcel to the north of the school, however none were found within the project boundaries. Data for these claims indicate that lo‘i, kula, and house lots were common, and diversified agriculture and fishing were practiced during the 19th century. At the time of the Māhele, most of Ka‘a‘awa Ahupua‘a was awarded to an ali‘i and advisor to Kamehameha III, Joshua Ka‘eo (Land Grant 357).

The post-Māhele era saw most of Kualoa and Ka‘a‘awa Valley owned by the Judd family, whose descendants still own Kualoa Ranch. The Judds also established Oahu Plantation with its sugarcane agriculture, ranching, and dairy operation, which brought widespread changes to the region throughout the historic period. Ka‘a‘awa Elementary School, the location of the current project area, was founded in 1904 on land gifted to the State of Hawai‘i by the Swanzy family, heirs of the Judds. In 1921, Julie Judd Swanzy also donated land that became Swanzy Beach Park which remains in recreational use into the present day. Ka‘a‘awa also has a history of military use starting in 1927 until the 1946 tsunami damaged the facility. The Ka‘a‘awa Stream Bridge, located to the south of the current project area, was built in 1927, and is considered a historic property due to its age (MKE Associates LLC and Fung Associates, Inc. 2013).

Archaeological work in Ka‘a‘awa has documented several burials and subsurface cultural deposits, most concentrated on or near the coastline. Within the current project area, researchers previously recorded several human burials as well as one cultural layer that included seven pit features, dog remains, midden, and a possible hammerstone or slingstone fragment. Comparable sites have also been found nearby—three burials to the north, and to the south, two cultural layers containing midden, charcoal, fire-cracked rock, burnt coral, lithic debitage, and a secondarily deposited human incisor fragment not associated with a burial.

CULTURAL IMPACT ASSESSMENT

The goal of this study is to assess any impacts caused by the proposed project on cultural practices and beliefs. Table 5 near the end of this chapter lists each cultural resource, practice, and belief identified during the CIA along with where it was mentioned (ethnographic survey or background research). Also included are effects of the proposed project on the resource, practice, or belief, and recommendations for the project. These are discussed further in the following sections.

Ethnographic Survey

Not all information can be found in the archives, in textbooks, or at the library. Rather, it is through the stories, knowledge and experiences of our kama‘āina and kūpuna, that unwritten information is found. Through them we are able to better understand the past and plan for our future. With the goal to identify and understand the importance of, and potential impacts to, traditional Hawaiian and/or historic cultural resources and traditional cultural practices of the project area in Ka‘a‘awa, ethnographic interviews were conducted with community members who are knowledgeable about the region.

Methods for the Ethnographic Survey

This CIA was conducted between September and November 2025. Guiding documents for this work include The Hawai‘i Environmental Council’s Guidelines for Assessing Cultural Impacts (2012), A Bill for Environmental Impact Statements, and Act 50 (State of Hawai‘i). Key personnel involved with this study include Windy McElroy, PhD, Principal Investigator of Keala Pono Archaeological Consulting, Gina McGuire, PhD, Ethnographer, and Tiffany Brown, BA, Archival Researcher.

Interviewees were selected because they met one or more of the following criteria: 1) had/has ties to the project area or vicinity; 2) has expertise concerning the types of cultural resources, practices and beliefs found within the Ka‘a‘awa region; 3) has knowledge of the potentially affected area; or 4) was referred by other cultural resource professionals. While several individuals were contacted for interviews, three participated in the current study. Mana‘o and ‘ike shared during these interviews are included in this report.

Interviews were conducted by in person, via videoconference, and via phone. The interviews were taped using a digital recorder. During the interviews, each participant was provided with a map or aerial photograph of the subject property, the Agreement to Participate (Appendix A), and Consent Form (Appendix B), and briefed on the purpose of the CIA. Research categories were addressed in the form of open questions which allowed the interviewee to answer in the manner that they are most comfortable. Follow-up questions were asked based on the interviewee’s responses or to clarify what was said.

Transcription was completed by listening to recordings and typing what was said. A copy of the edited transcript was sent to each interviewee for review, along with the Transcript Release Form. The Transcript Release Form provided space for clarifications, corrections, additions, or deletions to the transcript, as well as an opportunity to address any objections to the release of the document (Appendix C). When the forms were returned, transcripts were corrected to reflect any changes made by the interviewee.

A total of 15 individuals and organizations were contacted, resulting in six interviews. The ethnographic analysis process consisted of examining each transcript and organizing information into research themes, or categories. Research topics include connections to the project lands; land use and archaeological sites; the natural environment and traditional cultural practices; mo‘olelo, mele, and place names; changes over time; and concerns and recommendations for the project. Edited transcripts of the six interviews are presented in their entirety, in the order in which the interviews were conducted, in Appendices D through I. A list of those who consented to be interviewed and those who assisted in the consultation process are presented in Table 4.

Table 4. List of Individuals and Organizations Contacted

Name	Affiliation	Method of Contact	Result of Contact
Nā'ālehu Anthony	Kama'āina Ka'a'awa, Polynesian Voyaging Society Member	Email	Interviewed by Videoconference
Kealoha Domingo	Nui Kealoha, Owner, Mahi'ai, Kama'āina Ka'a'awa	Email	Interviewed by Phone
Robert Domingo, Sr.	Kūpuna, Adjacent landowner, Ka'a'awa Resident	Phone	Interviewed by Phone
-----	Hawaiian Civic Club of Ko'olauloa	Email	No Response
Regina Hilo	SHPD Burial Sites Specialist, O'ahu	Email	No Response
Kaweni Ibarra	OHA Compliance	Email	Recommended Knowledge Holders
Kamuela Kala'i	Iwi Kūpuna Advocate	Email	No Response
Leialoha "Rocky" Kaluhiwa	Hawai'i State Aha Moku Advisory Committee, Moku o Kakuhihewa, O'ahu	Email	No Response
Lopaka Kapanui	Mo'olelo Holder, Hawai'i Mysteries	Email	Declined & Recommended Others
Alapaki Luke	Ho'āla 'Āina Kūpono, Director, Kūlana Hawai'i: Hawaiian Programs at Honolulu Community College, Professor	Phone	Interviewed by Phone
Lilia Merrin	Noho Papa, Cultural Research Specialist	Email	No Response
Ali'i Miner	Director of Conservation, Kako'o 'Ōiwi, Limu & Lawai'a Practitioner	Phone	No Response
John Morgan	Kualoa Ranch, Owner	Email	Interviewed in Person
Madeline Neely	Kūpuna, Ka'a'awa Resident	Phone	Interviewed by Phone
Kahiau Wallace	Ho'āla 'Āina Kūpono	Email	No Response

Consultant Background

The following section presents background information for each interviewee, in their own words. This includes information on the interviewee's 'ohana and where the interviewee was born and raised. The participants are Nā'ālehu Anthony, Kealoha Domingo, Robert Domingo, Sr., Alapaki Luke, John Morgan, and Madeline Neely.

Nā'ālehu Anthony

My name is Nā'ālehu Anthony. I was actually born in Australia. My father had a job there but... moved back to Hawai'i when I was just a few months old. We lived in Hau'ula at Kaipapa'ulu when we got back and then shortly thereafter moved to Ka'a'awa in the house we still have today. My mother, who grew up on that coast, had spent time there as a kid as well and then the family ended up moving to Kahana Bay. We've been there for a couple of generations in varying forms.

And again, we still have the family house and my son lives there as well today, so I guess three generations now. I went to Ka‘a‘awa Elementary, K-6, and then to Kamehameha schools after that, and then UH for undergrad and master’s.

[M]y mother is Lilikalā Kame‘eleihiwa, a long-time historian and teacher at University of Hawai‘i at Mānoa. She led the Center for Hawaiian Studies for many years and is still working to this day at the university. My father is a long-time water advocate, Jim Anthony. For any of you who’ve worked in anything having to do with water in Ko‘olau, you’ve probably come across his testimony. And he’s now retired and lives actually in Kāne‘ohe on Chop Farm Road. So we’re all still kind of lurking around the area. My mom’s in Kāne‘ohe. I have one son who is also a Kamehameha Schools graduate and works in Honolulu.

Kealoha Domingo

This is Robert Kealoha Domingo. Aloha mai au. I’m born and raised in, mainly in Ka‘a‘awa... Well, my ‘ohana has been in Ka‘a‘awa for several generations. Yeah, if I’m not mistaken, my great, I think, great-great-grandfather, Frederick Gerard Padeken, who came from Germany, with my great-great-grandmother, I believe it was Margaret, Margaret Kamaha Aweau. Frederick Gerard was the first principal of Ka‘a‘awa Elementary. I, my father, my, like I said, my multiple generations, but my father grew up in Ka‘a‘awa and so did I. I’m currently the president of the Ka‘a‘awa Community Association for, I don’t know exactly how many, but I want to say somewhere around 10 years.

Robert Domingo, Sr.

No, yeah, well, I was living in Ka‘a‘awa, my parents were, but, um, at that time, they didn’t have hospitals in Kāne‘ohe or anything, so only had hospitals in town, so I gave birth at Queen’s Hospital, 1947.... Ka‘a‘awa Elementary.

A lot of the family members or the, my grandmother was a, I don’t know exactly. She was from the Aweau family, which was kind of like Kahana, all this side. The family living in Kahana, Ka‘a‘awa, all this part of the island. And then she became, I mean, the Padeken. Her grandfather was a Padeken... And then she married Domingo, which is our name.

I consider myself kupuna now because I’m 78 years old, but you know, all our uncles all passed away already. So we’re the elders now...

Alapaki Luke

O au o Alapaki Luke. My name is Alapaki Luke. I’m actually born Honolulu, raised in Wai‘anae and ‘Aiea, and Kahana Valley in Ko‘olauloa. Yeah, lived with my grandmother in Wai‘anae, was able to learn about our ‘ohana and our heritage by living with a grandma and aunty, and from my mom, my parents, my dad. Yeah, when I was in school at a young age, didn’t have opportunities to learn about ‘ike and ‘ōlelo, so I had to learn from the family. But that’s why I decided to go into education and, you know, create more of that awareness for the ‘ike and ‘ōlelo with my students, which has changed the last 20, 30 years, there’s more opportunities. So I enrolled my kids in Kaiapuni at Ānuenuē and yeah, see them growing as well in the culture and language. And I’m a taro farmer from a very early age when I lived with grandma, I used to plant huli in my parents’ yard, make a small lo‘i, and now I’m in Kahana Valley with Uncle Ron Johnson ‘ohana over there. And my family actually has iwi buried at the Mormon church, the Mormon church in Kahana on Trout Farm Road. So been there since the late ‘90s... Lived all over the place, lived in Kāne‘ohe, Kahalu‘u, but then also lived in Kaua‘i for like three years.

So I’m faculty now, Honolulu Community College Professor, but I also teach at Mānoa, part-time. Hawaiian Studies, Geography, Curriculum Studies - STEMS² at the College of Education.

Oh yeah, so my mom’s ‘ohana is actually Pana‘ewa, Hilo. So my great-grandfather used to live in Pana‘ewa and then they all migrated to Honolulu. So my grandmother, yes, pretty much was raised

in Honolulu, Mānoa actually. But yeah, we have the Pana‘ewa name, that mo‘o, that deity. On my mom’s dad’s side, my grandpa is the Ching family. Yeah, migration from China. My dad’s family is actually a Kailua family on O‘ahu. Maikou is my great-grandmother’s last name. And the Luke name is my great-grandfather from my grandfather’s side. They came in the 1800s from China as well, the Lukes. Yeah, so... big extended ‘ohana with cousins on both sides and many are active in the culture as well. On the Luke side, actually, Kumu Hina, she’s a Luke. Auntie Edith’s granddaughter.

John Morgan

My name is John Morgan. I’m the president of Kualoa Ranch. I started working here part-time in, I think it was 1971. So I became the general manager. It was a very small company in 1981. So I’ve been working here a very long time. I went to school in town at Punahou School. I graduated from there in 1974. Went to Oregon State University for two years. Halfway through the second year, I asked my father if I could try to make a career at the ranch, because I had started working here in the summers in high school. He said yes, and so I came back to go to the University of Hawai‘i, and I continued my major in economics, because I thought that was broad and then, you know met my future wife, finally got married in 1981 and I figured I had the wife and the job so I quit school, so I’ve been working here ever since.

Sure, so this is our 175th year, this year, of being the stewards of Kualoa. My great-great- great-grandfather was Dr. Gerrit P. Judd. He was a missionary doctor, came to Hawai‘i in 1828, so. So that’s 197 years ago, I think it was. And he became a minister to the king. And then after the Māhele, this was Kualoa, was part of the king’s land. And he bought Kualoa from the king in 1850. So that became our family’s, the beginning of our kuleana here, our responsibility to, you know, take care of the place. And then it went from Dr. Judd to his son Charles, who was my great-great-grandfather, and then through, you know, try to abbreviate things, and then down to one of Charles’s kids, who was Julie, Julie Judd Swanzy. So hence the name Swanzy Beach Park. So from our understanding, it was actually Julie Judd Swanzy. Not only did she buy out all her siblings, so she became the sole owner of Kualoa Ranch, but she also did a number of other things, like donated the land for Swanzy Beach Park, which is at the far end of Ka‘a‘awa, the north end. And, you know, we heard that she also donated the land for the school. So, Julie Judd Swanzy was my great-grandmother, and then she had two daughters, one of which was my grandmother, and then it all comes down to our generations now.

Madeline Neely

When I was born, my name was Madeline McCabe, the M-C-C-A-B-E. I was born in 1942. I’m a descendant of the Padeken family. My ancestors are from Germany. I’m talking about my mother’s side. My mother’s side of the family lived in Ka‘a‘awa. My father’s side of the family lived in Kāne‘ohe. So the, my maiden name was McCabe. I’m a divorcee. I lived here almost, I’m 83 years old, probably out of, for 80 years I lived in Ka‘a‘awa.

Yeah, my father was from Kāne‘ohe. He’s Irish, mostly Hawaiian. My mother is, she’s Hawaiian, German, Japanese. Her father, my grandfather, migrated here from Japan. I think he was about 22 years old. He met my grandmother. She was about 16, and in those days, they got married really young. So my grandmother was Hawaiian, German, and so my mother has the Japanese from her father. He died in 1935, so our family has burial sites on one of the properties. There’s approximately 14 people. My family’s buried on this site. So when they did the erosion, our concern was if they find remain, human remains, he was concerned, you know I mentioned we’re concerned about it not being disturbed.

Yeah, so um I retired from the Honolulu Police Department. I got married and went to the, lived in California for about four years during the Vietnam War. I was married to a military person, came home, I worked at, at my first job, I worked at the University of Hawai‘i bookstore. And then after that I worked at Straub, Straub Clinic. I was the registrar. And we moved to the mainland because this was during the Vietnam War. Came back home, uh, didn’t work for a while, then I

got divorced, and then, uh, I worked at the Honolulu Police Department. I retired from there in 2004. I was a fingerprint records examiner so I was able to analyze fingerprints for individuals who passed away, dropped dead, something, or was killed, murdered. There was seven of us at the department worked seven days a week 24 hours a day so I was, I worked on the day watch. Luckily, I was on the day watch. I retired from there, so I've been retired ever since, and I love retirement.

And I'm involved in, I was involved in the Ka Lāhui Hawai'i with Haunani Trask, we're related. While I was working, I was still involved with the sovereignty movement, so it was kind of contradictory to, I was told that I needed to cease and desist, but being a Hawaiian person, I felt like nobody owned me, I own me. What I do on my own time is my business, nobody can. So when you're growing up as a Hawaiian over here and you were treated very badly, you sort of like, have a, you know, it kind of, it hardens you so, you know you get after a while you know you reach my age you kind of get used to it so you kind of stand your ground and you know that, "Hey I'm as good as you. You're a human being, I'm a human being. But don't treat me like I'm stupid and lazy," you know stuff like that, so that's about my background.

Yes, well I lived in Kāne'ohe for maybe about two years. That was it. My father's family was the first villagers, one of the first villages of Kāne'ohe. Their family started the St. Anne's Church and the St. Anne's School. They were Irish lay people. So my grandfather was a police officer in Kāne'ohe. I had a brother who was killed, during, he was 17 years old. And my brother then used to, from Ka'a'awa, they would hitchhike to St. Louis in Kaimuki. I had two brothers. My oldest brother was killed when he was 17 years old. Military people, two military individuals were sent to Tripler Hospital. They were stationed in the Solomon Islands. And they were sent to Tripler Hospital. I think it was, if I recall, was for some kind of mental observation. But somehow, they left the hospital, and the hospital didn't know. They acquired a car, and they drove all around. And they pick up the females. And they were drinking, but they ended up in Ka'a'awa. And my brother, my brother at the time was 17 years old, but my older brother. And my younger brother was about, the younger brother was about 14. At that time, I think I was about 11 or 12. But anyway, there was an accident. My brother was killed. My other brother was, had very bad neck injury. He almost didn't survive. But what happened was these two military people, this is back in 1954. Two military people was, their consequence was to be restricted to base for two months, and they were sent back to the mainland. Nothing happened. They were not prosecuted or anything. It was kind of devastating. So you're growing up with that kind of, you know, it's just like, family, it was very, very, it was a very difficult time for all of us. Nothing was resolved. So, you know, you try to go, do the best you can and, you know, so that's the way it was for Hawaiian people, at least as I know.

Topical Breakouts

The following sections are extended direct quotations from the interviews, organized by topic. Interviewees provided information on connections to the project lands, land use and archaeological sites, the natural environment and traditional cultural practices, and changes over time. They also shared their concerns and recommendations for the proposed project.

Connections to the Project Lands

I mean, we used to we used to just run around that whole neighborhood, that whole, from Kualoa all the way through Kahana as kids and whether it was after school or on the weekends. And with that came, I think, some of the stories from either my mother or a friend's parents who had spent time there. [Nā'ālehu Anthony]

And went to Ka'a'awa Elementary School. I went to kindergarten in Hau'ula. Ka'a'awa, I went from first grade to sixth grade. In 1954, I went to Kahuku High School, because in those days, you had to go to the school in your district. And lived over here all my life... [Madeline Neely]

Except for going, yeah, except for, the family lived here [Ka'a'awa], yeah, and except for, well, I went to school at Kamehameha, so I boarded, I was a boarder for six years... Yeah, so, but, you know, Ka'a'awa was a home, so, but because at that time, Kamehameha didn't have buses and stuff, so if you lived out in the country, you could board, you know? So I was lucky to be able to board up there, so. [Robert Domingo, Sr.]

Yeah, my sister is also an employee at the elementary school, my sister Starr. So she also has a feeling now with Ka'a'awa Elementary. I attended elementary school, Ka'a'awa Elementary, from, I think it was second grade on through the 6th grade. So I grew up in that school as well. [Kealoha Domingo]

So relative to our family and our family's mana'o, you know, memories, all of that. My mother was, my grandmother was a meticulous record keeper, and so we have a whole bunch of title, information coming from, you know, through there. And then, of course, living here for my whole life, there's a ton of different local people, from the area that you get to know and you learn stories from and you hear not all things from not only our perspective, but from multiple perspectives by other community members. [John Morgan]

I have a daughter, that she's assistant teacher at the school, so we have a lot of history at the school, you know? Plus the fence line is my property next to the school, so. I hear all the bells and all the recess and all the kids. [Robert Domingo, Sr.]

I purchased a property somewhere, I mean, well, the mortgage company owns it, 'til I pay it off. But I purchased a property, I think it was in around 19... I don't know, I want to say 90... 97 or something like that. I can't remember exactly what year it was that I purchased the property and the two properties adjacent and my father owns the property behind it, behind mauka of me. And uh, also, yeah, I guess the entire, most of the neighboring properties are all 'ohana because one time it was a family compound. [Kealoha Domingo]

Yeah, not very long [lived in Ka'a'awa]. Um, for a real short time mauka of Kalae'o'io Point, which is the beach park, right before Ka'a'awa Beach Park. So it's really close to the Elementary. My, oh, I should mention that my great uncle, fourth uncle, Chinese, they named, they numbered their uncles. First, second, third, fourth uncle. William Luke used, owned a property in Makaua, right below Crouching Lion, but they sold that property, you know, it's a, I think the Methodist Church bought it, but yeah, he had that property for decades, he was a dentist. But he didn't have any kids. So eventually, the family sold the property... Well, yeah, he must have lived there from the '30s. Yeah. Makaua. But there's like, Uncle Ron, he has lots of friends in Ka'a'awa that come by Kahana to the house. Who live there now. Yeah. Some are fishermen, some are tradesmen. [Alapaki Luke]

It was family property [the adjacent parcel]. And when I started my career and then my grandmother, Hattie Domingo, was under her name and stuff. So when she passed away, my mom was living on a property in the house. So I figured, oh, my mom's still trying, you know, so, but after my grandmother died, the property went to all the kids and stuff, so there was no, so I had to get signatures from all my aunts and my mom's sisters and brothers to have permission to buy the property... Yeah, I bought it and was so lucky because nobody really opposed the sale and stuff. So, I've been living here ever since. [Robert Domingo, Sr.]

Land Use and Archaeological Sites

I do not have details, but I know that there are burial sites, I would say all over the school. I don't have any physical evidence or written evidence, but I have heard stories that when they were building the elementary school, they would find iwi and burials and my great-grandmother was normally the one to take care of that. And from what I heard, she would repatriate them in our yard, with what is currently in my yard. [Kealoha Domingo]

So my thinking, though, is— and I don't know. This is just my thoughts from my experience... I'm sure there's iwi in the area. I mean, like most places that had sand dunes, yeah. I'm sure there

were way more sand dunes before development in that area... I, yeah, so that's my, my thinking there are, but, like, when you start digging is when you find out, right? [Alapaki Luke]

He [Kealoha Domingo] was the lead on the building of the small ahu out in front over there, which I helped on a couple of work days to build out to be able to repatriate iwi that come out of either the road work or now just the ever-shortening shoreline as we see more erosion to be able to have a safe place for iwi kūpuna that can go back to the area. [Nā'ālehu Anthony]

No, not really, because I think they, when they were doing the research, my understanding was they found several burial sites and a lot, I don't know what [inaudible] are, I think it's some kind of, I think it's south of this area, so it's all by the beach. They're talking about 20-something bones. And I know just a few years ago, maybe less than five years, they discovered remains of a female and two children. So luckily, because we were in the sovereignty movement, so they had to change the laws. So now, if you have burial sites, you have to respect the descendent, you know, ancestors. We buried it in the Ka'a'awa school ground, but we don't know who these people are. So I think the main thing was the burial sites. There's kūpuna, or ancient Hawaiian burial sites. [Madeline Neely]

I've never heard of anything. It's been in its present state as a school for so long. And again, the town around it and a lot of the leases go back to the '40s. And so, I'm unaware of anything in that particular environment. [John Morgan]

I got involved with that project just mainly because, like I said, my 'ohana had been there for a long time, and I know that my tūtū, you know, would take on the kuleana of taking care of those things. So in my own capacity, I just tried to kōkua. I got a little bit of training in dry stack and building kuahu, just, you know, minor kine, but I did want to get involved with the project, I felt the need to get involved in. When the school, I guess they ran into iwi in the past, I wanted to be sure that, you know, it was done in a, in a way, in a pono way, I guess. As far as, as far as I know, you know, so I got involved and my 'ohana and Uncle Francis Sinenci is the one that started the project. And then, yeah, I kind of helped to, I guess, complete it... I helped to complete it. And we actually did, I think the kuahu we built was over a site where iwi was found and reburied. And then we also added in a, we added in a vault that will be used to repatriate any other iwi that pop up, you know, in our time like this. Yeah, yeah, yeah. I know for a long time there was some iwi that was just kind of in limbo, so I felt the need to at least try and find a solution that was better than sitting in some closet someplace, so. [Kealoha Domingo]

And plus, Kalae'ō'io is considered a leina or a lele... Where souls leap, yeah. That's what I was taught. Because it's one of those leaping points to ao 'aumakua, to the other world. So, where the kūpuna are. [Alapaki Luke]

Well, you know, there's supposed to have been some burials, yeah, in Ka'a'awa, the school area. And through the years, but nobody ever, that I know, looked for the bones and burials and stuff, but what my son did, because to commemorate all that stuff like that, he built like a monument next to the, it's just a, cemented ground and stuff like, sort of like a, a vault and stuff and put some rocks and stuff and just for bless all the people who supposedly get, still get bones and stuff in that, in our school. [Robert Domingo, Sr.]

I mean, so there's that contemporary, built just in the last five years, dry stacked rock wall-looking short, short wall-looking ahu that has a HECO concrete box with a lid in the middle of it that's buried to be able to repatriate iwi there. In terms of like, you know, like pre-contact or anything like that, I don't think so. [Nā'ālehu Anthony]

Also, on the Kahuku end of the school, I know that a couple of times in the past, I guess, they had put some iwi back over there, a little bit less, or maybe a lot less formal, because I think they just put it in the ground and put a pōhaku over it or something... Kahuku side of the fence, kind of closer towards our property, our family property. [Kealoha Domingo]

So, as far as what I've been told, I just know of Kalae'ō'io. And again, I'm making an assumption there might be iwi, you know, somewhere more inland. In the highest, above the high watermark. I'm sure it's been graded already, so some of the things, so I don't know. [Alapaki Luke]

Somewhere on the site near the flagpole, I think there are a couple of, how do you say, those boxes that get planted that are supposed to be opened in 20 or 50 years or whenever? Time capsules. But in terms of cultural stuff, just that the only thing that I know of is the one site that was built recently. [Nā'ālehu Anthony]

[Will a place of cultural significance or access to a place of significance be affected?] Not unless they uncover iwi in the process. [John Morgan]

I remember my grandmother, they didn't speak their language because they were not, they couldn't. So I'm one of the, the results of not knowing my own language. So a lot of things were, were not permitted. So no, I, so we don't know. So, but you know, you go up to the mountains and, you know, our grandma always said, "There's heiau, you don't cross over the heiau, you show respect, you walk all the way till you find a passage to go around it and don't bring any rocks home." That's how, that's how we were told. [Madeline Neely]

The Natural Environment and Traditional Cultural Practices

I mean, it's known for fishing. I mean, there's a protected— you know, there's a fringing reef, but it goes far out. And a lot of people go, like, for he'e. Yeah, they go for squid. Especially when the tide is low, to walk the reef, you can see them just poking around, looking for those that get in it... What else? Other types of fishing, but just casting. I mean, there's a lot of people on the side of the highway just casting, whipping. [Alapaki Luke]

[A]nd learned how to... go through the ocean, because when you're, from nine years old, they teach you how to go catch squid, what kind of limu to pick. So you catch 'oamas, you know, everybody has to help. And when you catch things, you share with all the families around here. So it was just that kind of life. We lived on a farm. [Madeline Neely]

You know, not to my current knowledge. Okay. Yeah, I know that there's a handful of kumu niu and those are, you know, of course, old trees that were there when I was a kid. But also, more recent, I would say in the past eight or ten years, they planted some 'ulu trees along the Kualoa side border of the school. So as far as gathering that thing, that might be the only one I can think of. [Kealoha Domingo]

Pu'u Pueo's on this side [pointing], but no. In fact, most of the owls that I see, and you hardly see owls anymore at all, are barn owls. They're whiter owls. The pueo itself is more of a smaller brown owl. From a distance, it's hard, and when it's dark, it's hard. It's harder. I can't definitively say I've seen this many owls and that many white owls or brown owls. barn owls versus pueo, but there's occasionally owls and they're always nice to see. [John Morgan]

One of my cousins had asthma, we call it hanoa, and his grandmother would bring him down here to Ka'a'awa... [inaudible] and we would pick this little, this little plant, it was laua'e or laukahi. But anyway, it was sort of like, it had little leaves, and it had a little stem in the middle of it. and they would dry and you would make it a seed. Now today, he's very well-known and all that kind of stuff. He doesn't have any problems, so he was talking about that a few years ago. [Madeline Neely]

No, everybody just kind of, the family just had a lot of parties and stuff like that. Kalua pig is one of the, there's a party that's using imu and all the families to get together. I remember that was always, seems like every other month there was somebody making imu and stuff like that. But no, there's no yearly celebration of any, any type of cultural practices. [Robert Domingo, Sr.]

I mean, people would go up mauka onto ranch property for all kinds of things. I think there's still some 'ulu growing back there. There's certainly 'ulu growing on the lower ranch property that was probably kept by folks who work at the ranch. [Nā'ālehu Anthony]

You know, so a lot of the plants, maybe for me, was like guavas and mangoes and papayas and stuff like that. But for the old stuff, I remember when we had sores my mother would get a plant and she would pound it and put it on your sore and bandage it up. I don't know what kind of plants that were because she would get it from our yard. [Madeline Neely]

Oh, yeah, they actually try to climb the ridges above Ka'a'awa, which are kind of sketchy, yeah. But... Yeah, it's for experienced climbers, actually. It's more like climbing. But there are some old concrete pillboxes that people try to get up to, that you can go up to that the military had built during the war in case there was an invasion from that side. So they're still there, yeah. People actually try to, from the Ka'a'awa side, go up the ridge to Pu'u Manamana, which is in between Kahana and Ka'a'awa. That's actually a popular trail for experts, but— and then you can see both sides. If they get to Pu'u Manamana, they can see the Waikāne side, and then they can see Kahana. Yeah, so a lot of people try to go up to those pillboxes. It's kind of steep in some areas, so it's, yeah. It's kind of risky. [Alapaki Luke]

Nothing on the top of my head really. I don't think anything happens other than on the school business over there and that's pretty much it. [Kealoha Domingo]

All the land has cultural significance... So there's a connection. It's the concept. The concept is that we have tradition customary practices. [Madeline Neely]

I think most of the traditional practices are in the ocean. You know, they're... I can't say that there's none because you're not aware of what everybody does but, you know, there's not a lot. I think there's more people that local residents, you know, who have Hawaiian lineage that go into Hakipu'u Valley on occasion that almost not very many in Ka'a'awa because there's not that many local families in Ka'a'awa that go way back. [John Morgan]

You know, used to have, everybody used to have one 'ulu tree and, you know, different fruit, but not anymore. It's kind of all gone already. There's nobody could take care of, you know, that's, I don't know, there's, there's no... my son tried growing. He got a 'ulu tree and a kukui nut tree and coconut tree, but only one a piece, but his property is so small now you cannot really, yeah. But in the back, no, some of the farmers, in fact, the farmers all kind of shut down. The piggeries shut down and they really dakine now, not as productive like before. Yeah, the younger kids of the families, the farmers they're not interested in farming and stuff. So, yeah. A lot of the families that I grew up with still living here, either, their kids or my age kine, you know? [Robert Domingo, Sr.]

We cannot do anything. I cannot go to the ocean. The ocean is not, you know, we were able to do that. We would go like 6:30 in the morning, go catch squid, pick limu. When we were children, you could, we go swimming all day and you get hungry. You can dive and you can pick up a whole bunch of what's manauca limu and just crunch on it. Now there isn't any because of pollution, whatever it is, some human pollution from that development that the, you know, all the things from the land that goes in the ocean. [Madeline Neely]

There's great fishing and he'e cultivation out in front of the school that still persists to this day. And so you'll see people out there pretty much every weekend looking for he'e and there's still some fish out there. But I would imagine that most of it is overfished at this point. But it's still, you know, it's one of the last spots of open beach where people can actually get in the sand and put a stake down and fish up and up close. There's not too many places left. [Nā'ālehu Anthony]

No cultural, no. You know, I can't think of anything. Everything is everybody's little property and that's it, you know? [Robert Domingo, Sr.]

This is a popular place for, you know, squid. And then there's a lot of shore fishing, to this day, and there always has been, of course, There's people who go up and down, trolling for ulua or whatever, and of course, the fishpond over here, which is part of the ranch, Moli'i Fishpond. It's a 125-acre fishpond. That was a big fishpond, but that wasn't subject to traditional practices because it was a fishpond, which was owned by the ali'i who owned the ahupua'a. It's never been out of use... It's a very nice fishpond. We grow oysters there now. [John Morgan]

They must have had a lot of people living in the valley because the fishpond that was built over there, they had to carry, hand carry. So they must have had a lot of people living in the valley. [Madeline Neely]

But as far as like, there's not much, how would you say, level land or 'āina in Ka'a'awa. So, like if you drive one of the roads, straight mauka, you're gonna hit the steep areas already. It'll go a little bit higher gradually, but then you'll have a cliff. So yeah, the populated area or the developed area is very narrow along the coast. [Alapaki Luke]

And for us, we would go up mauka, like I said, on like, you know, day trips and go run around and eat whatever was back there. Banana, guava, I think there's some mango back there. And I know some hula practitioners will go up mauka and look for material. I haven't been up there in a while. I don't know what's left. I know that ranch has been cultivating other crops in large scale. So they've been doing a lot of grading and grubbing back there. [Nā'ālehu Anthony]

Yeah, not much that I know of, because actually the water sources are more in the stream and, you know, that's mostly Ka'a'awa Valley, Kualoa Ranch and then when you get to Kahana. Yeah. But there are some intermittent streams that of course when it rains a lot, it will run. But it's very short, mauka to makai. And in fact, most of like the fire station, there's a stream right there. There's a lot of pōhaku that you can gather for imu or other stuff because it doesn't have water in it the whole time. It's not perennial. [Alapaki Luke]

I'm not a practitioner of [he'e gathering], but there are folks who are pretty prolific at it. There are telltale signs for he'e if you know what to look for. And there's still, you still see people come up with really big ones, you know, up and down that coast. So it's good to know that some of that stuff still persists. I know that there's... a couple of family members to Kealoha that were taught that by their grandfather and still practice that today. A couple of cousins that do that. And so if you see him and you need hey, he will go get it for you, or graduation and those kinds of things. So that kind of stuff still exists. [Nā'ālehu Anthony]

Well, just there's not, I don't think there's gathering, there's access. So there's some members of the 'ohana in there that, when they, they call us up and say, can we, you know, let them drive up and go get bamboo or something like that. There's a couple of places where there's bamboo, but that's about the only thing that people actually go to get, yeah. [John Morgan]

Yeah, there's probably plenty of māla. People are growing other stuff, but maybe not with constant water. But the area is the windward side, so it's always moist anyways. [Alapaki Luke]

I was brought up with, you know, we, it pains us to see that how everything, how all this greenery, this space, the beauty, you know, you still look at the sunrise, you see the moonrise, and you go to the beach, and you can sit on the beach, and you can see the water just like, you know, it's silver, and you just watch the waves come in, and it's so peaceful. And you know, you can, used to be, smell the ylang-ylang, used to be, you know, when we were driving, we would go Kāne'ohe, you would go into Kāne'ohe, and you can smell the ylang-ylang tree, and you know... Ylang-ylang is some kind of Chinese flower, and the fragrance is very distinctive. As soon as you smell it, you know, oh, there's Kāne'ohe. And before you even enter Kāne'ohe, you can smell it. And then the puakenikeni. The puakenikeni is like, you have to pick it every other day because the colors of the flower changes. So my aunty said, if you don't take it, the orange bulbs come up and you're not going to have puakenikeni. That is my favorite. We used to pick the flower and put it in your house. Instead of going to the store and buy those fragrance things, you put the flower in your house and your house smells like the flower because it's very strong. [Madeline Neely]

Oh, you know, there's, I mean, being in the tropics, there's all kinds of, you know, the native vegetation is really only up in the mountains... So, haole koa is all over the place. When I was growing up, guava was everywhere, and lantana is all over the place. These are invasive species, and now it's plum, and we've got ardisia, and all kinds of stuff that is now my experience is native plants don't usually grow where they take over. They're the ones that are getting crowded out. And so, most of the time you spend your time in wao kanaka not wao akua, or whatever, you don't, you know. And so there's a lot of lantana, a lot of guava, a lot of that kind of a thing. And

so, you know, when you go hiking up in the mountains, there's all kinds of native plants. [John Morgan]

Mo'olelo, Mele, Place Names

Yeah, nothing from the old times. I think there's some new ones [mele] written. Of course, you know, the Hakipu'u, I don't think Ka'a'awa was mentioned in the Kumulipo, but Hakipu'u was, and Kualoa is. I think it's line 2,045. So it's, yeah I think line 2,045 is, that's where Maui died, was at Kualoa in Hakipu'u, as I recall. [John Morgan]

Kauhi. That's the peak Kauhi. You know, instead of the name, Crouching Lion, that's the name of that deity who was actually traveling with Pele, but wanted to go with Hi'iaka as well, but was not released from his, how would you say it? He was like, bound to stay there, according to Pele. And so he tried to leap out, and that's where the figure of the crouching lion, Kauhi'imakaakalani, 'olelo-ed. [Alapaki Luke]

Sure, so Dr. Judd bought Kualoa from the king, but it was his son Charles that bought Ka'a'awa, and then Charles also bought Hakipu'u, so that's the whole ranch, it was three ahupua'a. [John Morgan]

But that's supposed to be, the school is, I think it was granted to the Swanzy, I think it's one of the ancestors of the Garrett, Jarett, no, Judd, the Judd family. So they donated the Ka'a'awa School lot property and then the Swanzy Park... So I remember Mrs. Swanzy when I was going to Ka'a'awa School, she was a really nice lady. And every Christmas she would buy, she would give all the students, the small students, a brown paper package of apple and orange and Christmas, apple, orange, nuts, and candy. Every year, every student in the school had a little package for Christmas from Mrs. Swanzy. And that was really nice. She was a pink haole lady with white hair and kind of heavy, very heavy, but she was very, very kind, very kind to the kids. [Madeline Neely]

Plenty of rain, yeah. I mean, just had on Tuesday, Tuesday night. [Alapaki Luke]

I think there have been, there's been special interest in Ka'a'awa and Kahana and obviously spilling into Kualoa and my mother as a historian is no shortage of wanting to share that material so there's been you know, lots of stories passed out as we as we've gone along. [Nā'ālehu Anthony]

I know my tūtū is cited in a few articles here and there. Maybe if you Google her, they might come up... I'm pretty sure, yeah, she cited in some articles. Just acknowledged as one of the kupa of the area and also I mean, she used to do a lot of that kind of spiritual work and stuff, so, yeah. [Kealoha Domingo]

I miss all that, the ocean, the park across our house, Ka'a'awa. I live right across Ka'a'awa Beach Park... And it was so much larger growing up. The land itself out to the ocean was like maybe 100 more feet of grass and, you know, where you could camp and, but now it's, I notice now it's right next to the road, and they had a big project right in the front, Kealoha's house, where they had to bring big boulders and stuff just to save the road, you know? But yeah, I miss all that. Every summer, we'd make makeshift kind of tents and stuff, and we'd spend like half the summer on the beach... And then, you know, fishing and with all the different families coming from all parts of the island, and they'd stay for a couple of weeks this the whole summer. Yeah. And my grandmother used to, yeah, my grandmother, Hattie Domingo, she used to, she used to be the park keeper for the Ka'aa'wa Beach Park... And then, you know, fishing and with all the different families coming from all parts of the island, and they'd stay for a couple of weeks this the whole summer. Yeah. And my grandmother used to, yeah, my grandmother, Hattie Domingo, she used to, she used to be the park keeper for the Ka'aa'wa Beach Park... Yeah, more just... She could read dreams, you know, you tell her a dream and she could kind of interpret what the meaning and stuff like that. But yeah, I used to have a lot of people on the weekends, you know, she had a room and she talked to them and they're like patient, but, and she wouldn't accept no money or anything. And, but they knew better. They brought, they brought food and they brought gifts and stuff like that. And they just, for her. Which all our grandkids enjoyed because they used to bring charsi

pork and manapua and all kine candy. So we wait till they go and then say, “Grandma, grandma, what did they bring?” Yeah. And we used to go and collect all the goodies. [Robert Domingo, Sr.]

She, my grandma, she liked music, enjoyed Hawaiian music, but she never, I never did see her play. She would strum couple C and C7 and F and G, but she never. But yeah, a lot of my parents and stuff, they used to like to party and sing and stuff like that. With the ukulele and had some neighbors, not family actually, but they were good musicians, so it makes sense. You know, they would get together and have, they would have the Primo beer. That’s one of the older beers, you know, like, and they would enjoy, they would enjoy the weekends. [Robert Domingo, Sr.]

I just know that adjacent Ka‘a‘awa Valley, you know, the Morgan family owns it, Kualoa Ranch. And they descend from Jared Judd, Dr. Jared Judd. So he received the land during the Māhele. Which I guess is controversial as well because Kualoa is considered sacred land, you know, a lot of iwi in the cliffs. Kaha‘i arrived over there with the first ‘ulu tree. Um, yeah, it’s considered a sacred land, but it was given to Dr. Judd. And now the descendants still have it. That’s the ranch. And there are still cattle, but I think it’s more so they can keep the agriculture zoning. That’s what I was told. [Alapaki Luke]

I mean, all of the names of the peaks and the Pu‘ukanehoalani, the high peak behind us, and Mo‘o Kapu o Haloa, the name of the cliffs below it. Of course, the name Kualoa, named Palikū, they’re all names associated with this area right here. Pu‘umanamana is in Ka‘a‘awa on the Ka‘a‘awa mountain. Some people call it Secret Valley, which is behind the whole kingdom and fire station area in Ka‘a‘awa. We know it as Kolonā Valley, because it’s something that people wrote about it. You know, the high peak in the back of the ranch, Pu‘uhulihuli. That’s a name we, you know, and then they all look different than, you know, Pu‘upueo is in the Hakipu‘u side. And then there’s little ‘ili that are part of the ahupua‘a, but not, they have their own names, Pahalona and Hakipu‘u, and Pilali above the fishpond, Lau‘i Fishpond, Mokuli‘i. There’s all kinds of, you know, we feel it’s important to remember the Hawaiian names and use them. [John Morgan]

So when you, when you’re growing up, you, the connection to family is very... tight because you have to depend on one another. So everybody helps each other. You know, we always, always have to. Well, you know, we have a lot of cousins too, so you don’t have to make friends because you have all relatives. I used to play softball when we were growing up, but there’s nothing in Ka‘a‘awa. And a team would have, girls’ softball would have about nine, nine players. I would say about seven of us were all relatives. [Laughs] Play volleyball, so you have all relatives. You rarely have somebody someday, non-relative because, you know, everybody just, we just luckily we all got along together. Where I live over here, we’re all relatives too. [Madeline Neely]

Kalae‘ō‘io. You know, I know for us growing up, we always referred to the little beach park by the bridge as Kalae‘ō‘io. But I also, I mean, in my limited research, limited reading of past literature, it seems like Kalae‘ō‘io is even more down towards where they call the surfing point or Kananelu, I guess. I’m not sure how accurate that is, but I do remember hearing that in the past, so. [Kealoha Domingo]

Yeah, so I was just thinking through like what’s important in the time we have like, so ‘awa, my understanding is one of the translations of the name is the rolling ‘awa, and that place is known for ‘awa to be grown and to be consumed. And it’s like I grew up in the ‘awa tradition through my father’s side of the family, and we’ve had ‘awa in our family home hundreds of times over the course of... of us living there and so I thought it was just like it was pretty neat to hear that that was one of the one of the translations for that name. [Nā‘ālehu Anthony]

Change Through Time

I honestly would say that the school, the school property has, the change has been somewhat minimal, except for the, what’s what they currently call the cafeteria. For us, it was a small, when we were going to school there, it was a small portable building. And now it’s, they, I don’t know, I would say 10, 15, 20 years ago, I don’t know how long it was, they built a larger cafeteria. That’s

one change I can think of. Other than that, I mean, I feel like a footprint has been pretty much the same for generations, for decades or longer. [Kealoha Domingo]

Yeah, there's a new wave that makes it over the back reef, the outside reef, that is a much more powerful wave than what we've seen before and so that just provides more energy on shore and moves more sand more quickly. And so then when you see king tides, it's, you know, it's accelerated. And, you know, that could be like the metaphor for the other pressure that I think some community members feel in the area. You know, the fact that million dollar homes are a common feature nowadays, you know, you really see people's willingness to sell, I think, accelerate, like, oh, this is a million dollars, maybe we'll go do something with that. Which means you'll never get, you know, the land back. And then as well, then you see people who want to raise their families who are not necessarily from these places, raise them in million dollar homes near a beach, down in the country somewhere, and they're willing to make the drive because they want that lifestyle, or they think they do. And so we're at a place of accelerated, we have a little cottage on our property. And we rent it out to typically local families. And when they come, I say, look, this is not like country living like in the movies. This is the backyard's country living. When it rains, it gets muddy. When it rains hard, there are mosquitoes. Do not kid yourself. If this is the summertime and you think it's always like this, you don't get muddy. [Nā'ālehu Anthony]

And so yeah, so our kuleana is, from a, you know, we're not the only company that owns land, and we're not the only family company that owns land. And every family has their different attitudes towards it, I suppose. And we're fortunate that our ancestors didn't really— well, Ka'a'awa Town was developed. And so there was development. And we did develop a couple of lots at Kualoa on the beach below the highway, and the same thing in Hakipu'u. But other than that, there was no development. And the ethos of the family has been to preserve and protect the property. So that's kind of a stewardship mindset that we have. And we're fortunate because of that. But there were definitely hard times. The town of Ka'a'awa and the school was not always a town and wasn't a school. So it was just farmland. And there's definitely old pictures of that. But whether it was partly due to the depression, which was a major impact on Hawai'i, the United States and the world. And then most of the laws were created after the depression. And so my father did also say that that there was an outbreak of anthrax someplace over there and so that's why they turned it into the farming because it killed some cattle but I don't think he witnessed that, I think he heard that, so I have no idea if that's true or not but you know they're definitely in the '30s and you know the place was mostly farmland. [John Morgan]

I know, they did add on, they did add in uh septic system uh like above ground kind of one of those fancy irritating septic systems but um every time it rains it sounds off an alarm so, yeah my mom's always going to deal with that but yeah, pretty much the same. I think they built a small pā in the back field. It's like a hula pā. Other than that, I can't think of anything drastic. [Kealoha Domingo]

Yeah, all of that [knowledge about gathering and plants] is lost because a lot of it, we were deprived of knowing what our heritage was. If you cannot speak your language, you cannot speak your language, you lose your culture. [Madeline Neely]

For sure, that whole coast, even by Crouching Lion. So most of Ka'a'awa is threatened by shoreline erosion. And there's some areas that are actually seawalls or hardened... And just like in class, you know, I always show everybody how that's actually more detrimental because there's no sand migration eventually. And so it just falls in the ocean and then the whole shoreline is depleted. So they put huge pōhaku boulders with concrete, like tons of concrete, I don't know how many yards. They're still doing it, right in front of Ka'a'awa Elementary. So that's why it contraflows to you. But I guess after that, they're thinking of moving the electrical lines, that makes sense. 'Cause those poles might actually fall in the water eventually, right? [Alapaki Luke]

No, most of the places in the back, the back road more towards the mountains was mostly farms, piggery, yeah, and the front that single, single dwelling homes and of course the ocean had homes and along the beaches and stuff, but a lot of the wave action and the corrosion from the ocean and has kind of displaced some of the homes and eating up all the [inaudible]. [Robert Domingo, Sr.]

You know, growing up they had plants that I remember when you were sick when we're sick there were now you cannot get because you know there's so much people and the way the state and the city, there's a lot of poison being used so those things, uh Hawaiians don't gather anymore [in this area] but I remember when we were when we were children there was some plants that you could get and they would dry it and make teas. [Madeline Neely]

You know I think one of the things that makes Ka'a'awa special, it made it special when my mom was growing up there and I got to see like the tail end of what like the early days of a small town like Ka'a'awa would have been was, 'ohana is fairly isolated. You have Kualoa Point on one side that, I mean, you can walk the road, but it's pretty dangerous to walk the road there. And then you have the hairpin turn that goes into Kahana Bay on the other side, on the far side of Ka'a'awa. And within it, you just have, you know, just a couple of miles worth of community there. And I think that the cool part is like it's still, there's plenty of new people, but it's still a fairly tight-knit community. People take care of each other there. People have families there. They raise families there. They, you know, many of us do the trek into town to go to work or to take our kids to school. But it's a place that has also just like embraced families for generations. And that's, that's rare nowadays. That's not something that exists everywhere you go. And so, you know, as we see pressure on the system in these small communities, you know, they're hardening. [Nā'ālehu Anthony]

I mean, the beach is like thinner and thinner. And that's a popular beach if you look on social media... Look up Ka'a'awa Beach and then, later. And you see everybody who takes pictures towards Kānehoalani the mountain at Kualoa. Yeah, so that's a famous photo angle for tourists. They like to take the picture facing that peak. So it looks beautiful, but it doesn't show you the erosion when they take these pictures. It's pretty interesting. [Alapaki Luke]

A lot of outsiders want to come here and they always sending me letters, like buying my property and because it's beachfront and stuff, but it's all a sales pitch, you know. Everything is like \$1.1 million now for the properties. It's only for the property, you know? Yeah. Yeah, so. No, there's no, only the school actually and the 7-Eleven that's kind of active in Ka'a'awa. Otherwise, you just pass through it and you blink and you're gone already. [Robert Domingo, Sr.]

It's very difficult to survive in Hawai'i because people are buying property from outside and property the taxes are, property taxes are going up and, you know, it's very difficult. [Madeline Neely]

Yeah, when the town was first created by my Uncle George Bennett, actually, who I recall did the majority of the work. The lots were mostly 13,500 square foot lots, and most of them had one house. And they were long-term leases and so the community has changed drastically from leasehold one house per lot long-term leases to after it got converted to fee ownership started in 1984, then since it's all zoned R5, you know, that allows for a single-family dwelling on every 5,000 square feet, you know it's basically more than doubled in density. So that's the biggest impact in the community is the change of land ownership to where it's, you know, everybody's got their own fee, own title to their properties, which is a good thing. And the town has gotten more dense because that's what's allowed by the regulations. [John Morgan]

In fact, you probably want to go talk to the Kiewit, I think it's Kiewit doing the construction, but the folks at HDOT, you could reach out to if you wanted to. They're doing a bunch of hardening on the road. right in front of the school right now, right before the road falls into the ocean, they gotta go put those big boulders down. And so there's a bunch of work that's going on, you know, 50 feet from the front of the school. But those beaches right there is where I grew up, you know, 40-something years ago growing up on that beach, and that's where my son grew up. And there are families like that that have persisted there for a long, long, long time. And, you know, the pressure on these communities is great, but the love and aloha for them is hopefully greater. [Nā'ālehu Anthony]

Well, like I said, the property I bought, like was no way, like the land now over here, the realtors are calling and they want to buy the place and no, no, like the land property tax has gone up so

much because a lot of people bought properties down here and they built a kinda two-story building, but they're just turning around and selling it for one point something million. It's all investment kind of stuff. And so you can see kind of new, nice big homes and the kind of regular homes, comparison, all along the highway. But yeah, I guess every time I see my property tax just keep going up and up and up and up. [Robert Domingo, Sr.]

In those days, there wasn't too many people living in Ka'a'awa. So we raised pigs, chickens, ducks. We had two horses, one donkey. We had a couple cows. And sometimes, if the animals got away, they would just call us, no problem, just go get it. We had a colt. And my father used to race these. But the horses we had was a quarter horse, a quarter horse, and then that quarter horse had a little colt. But the quarter horse, my father, they used to race down Kahana Bay on the beach. After church, everybody would go to Kahana and they would have horse races out there. That's how big the beaches were in those days. [Madeline Neely]

The ranch was a relatively very small organization, probably had six or eight employees during most of the times of the year, summertime it would be summer hires. It was really just a farm and a cattle ranch, and there was no tourism at all. So we did a lot of fixing fences, hauling irrigation pipe, and just the stuff of normal ranches and farms. And from a community perspective, of course it was very, you know, it was basically the '60s, you know, the '60s and this was far out and the streets were more narrow and I remember when, because there was a lot of, the land was a lot more overgrown with brush and everything at those times and so it'd be difficult to chase the cattle from here at Kualoa all the way to Ka'a'awa and so we'd chase them down the highway. It's a great memory to know that I lived during that time where somebody would be in the front on a horse and somebody would be in the back and all the cars would just go into one lane whether they're coming or going and you didn't have all of the dynamics of that and of course no, things change, you don't do that anymore, but that was just a fun memory of being able to do that back in the '60s, in the early '60s. [John Morgan]

Lots of turnover. You get people who are subdividing and they'll build two homes. Or you'll get people who add ADUs, you know, guilty as charged. And there's a housing crisis, right? So you're trying to figure out how to balance out, you know, how to pay a million dollar mortgage and provide enough housing for people. So, you know, no easy answers. But all of that does add to the congestion on the highway, which is much more pronounced than it has been. [Nā'ālehu Anthony]

In those days, there wasn't too many people living in Ka'a'awa. So we raised pigs, chickens, ducks. We had two horses, one donkey. We had a couple cows. And sometimes, if the animals got away, they would just call us, no problem, just go get it. We had a colt. And my father used to race these. But the horses we had was a quarter horse, a quarter horse, and then that quarter horse had a little colt. But the quarter horse, my father, they used to race down Kahana Bay on the beach. After church, everybody would go to Kahana and they would have horse races out there. That's how big the beaches were in those days. [Madeline Neely]

Yeah, well, you know, this side is the mountain, the ocean, and this one road, so you can't really, you know, with the amount of traffic, traffic is so, you know, like, before we come out the ocean, we could lie down on the road just to, kinda dry up, but now you have to get ready. One, two, three, and you're going to run across the road because there's so much traffic. But it's just normal traffic, tourists and during school hours and stuff like that. But you can't really do anything about that because there's only one lane, both ways, south and north. So you just gotta go with the flow. Yeah. But otherwise, no, it's nice. I kind of adjusted to everything. [Robert Domingo, Sr.]

And today there's no ylang-ylang. It's all cut down, it's gone... And all those things [puakenikeni and ylang-ylang] is gone. You cannot plant it. Nobody wants to plant trees, you wanna put a house over there, some kind of swimming pool or whatever, so that's about it. [Madeline Neely]

Concerns and Recommendations

Yeah, it's like, it's like, you know, like Hawai'i Island, like the older schools, the portables, old structures. But definitely servicing the community because I think the elementary, the nearest one

would be in Waiāhole. And Hau‘ula. So Ka‘a‘awa serves Kahana, Punalu‘u, Kualoa area, Hakipu‘u probably. Anyways, idea of maybe closing it up and stuff, but, no, yeah, improvements to the campus, and it’s not even a big school. [Alapaki Luke]

But, you know, again, I’m fairly certain there’s probably burial all over the school... I think anywhere else [referring to existing footprint], they’re always going to run into a potential risk of finding iwi over there. I would say, I don’t know what the... percentage, but I would say more than 50. [Kealoha Domingo]

I really think they’re gonna close the school. They’re gonna find a way to close the school and they’ll probably develop. Because the only large landowner here is Kualoa Ranch, and that’s the only landowner that can, what do you call it, switch, you know, take the school land and give them property in the back, probably by the mountain. [Madeline Neely]

In my opinion, no [would not impact cultural access]. I mean, it would depend on the volume and the, how intrusive the work is. So, you know, to be able to see the work plans and understand, you know, what they’re trying to do would probably be useful. I know that they did, because they’re almost at sea level, they had to do major, septic upgrades. This was probably 20 years ago. And so there were huge swaths of that property that have been dug up already. And then, you know, and, and I’ve never seen iwi on property, but you know, when they did dig it up, that’s all sand there, right? That’s, that’s still like sand dunes. And we all know that iwi have been, were regularly planted in sand dunes. So I would say, you know, move cautiously and be as the least intrusive as you can whenever you’re digging in sites like that. [Nā‘ālehu Anthony]

I was actually worried that they were going to close the school. [Alapaki Luke]

I would just say really limit, limit the footprint to what is absolutely necessary, you know, nothing large and nothing bigger than it has to be... Yeah, minimal, yeah, ground disturbance, I mean. I mean, again, you know, like I said, the school was built and they found iwi and my tūtū would just repair it. I know we don’t want to disturb it all, but it, you know, sometimes work has to be done. It has to be done too. So I’m kind of like in between all that. [Kealoha Domingo]

Ka‘a‘awa is very crowded really, really crowded already And I think the elephant in the room here is a development. It’s overpopulation and that’s why the traffic is so, so heavy, so heavy. And that’s why there’s a lot of people getting killed in accidents because we’re just too overpopulated. But it’s all about the money. People who, people who buy land, development, they don’t live here. They live someplace else. But, you know, as a Native Hawaiian, I’m over 51 percent Hawaiian. I live here... we’re stuck. [Madeline Neely]

I think it’s always worthwhile to fully communicate. I know Jennifer Luke-Payne is the principal, you know, there’s a Ka‘a‘awa Community Association. Kealoha Domingo is the head of that. And so it would be a good thing to reach out to them. There’s an organization called the Ka‘a‘awa Beach Owners Association, which owns the roads. But since the school doesn’t abut any of the roads, I’m not sure if that would be necessary. It’s the most important organization, I think, is the Ka‘a‘awa Community Association. And then there’s another person, you know, another good community member, Nā‘ālehu Anthony. [John Morgan]

You know, those near-shore areas, I mean, it’s a battle, right, because there are plenty of folks at State DOE that would be happy to see those small schools close. They’re really expensive to run when you have 100 kids there and you’re having to keep the facility, you know, at spec, at code for little kids to be running around. So, you know, I would, and I think, like the school is a really important fixture to the health of the community. So I would encourage these upgrades to take place and just be as light a touch as possible. You know, if some of this stuff can be above ground, make it above ground. If you have to bury it, try to route it in areas that have already been disturbed, either through concrete sidewalk work or, you know, whatever they’ve had to do for parking and the like. And I’m sure you can find the overheads of what has been disturbed already through the septic improvements and all of the, all of the other improvements that have been done over the years. [Nā‘ālehu Anthony]

I'm not saying go dig around for fun, but if it really needs to be done, I get it too. Yeah, if it was like, yeah, yeah, if it was something not positive. Yeah, yeah. I mean, absolutely, you gotta have a trustworthy cultural monitor on site. I would say pretty much the whole project, right? [Kealoha Domingo]

I mean, personally, I don't think it'd be detrimental to any Native gathering rights or anything like that, cultural activities. I think more of the highway work definitely is affecting shoreline access. But, I mean, the shoreline is disappearing anyways. I'm just worried that whatever they're doing is temporary, and it usually is, and the erosion still happens. And sometimes, especially like a couple of days ago, we, we have, um, I guess king tides. It does go across the highway to the school. [Alapaki Luke]

And so, you know, what are then the facets of what keeps the community together? The school does, the parks do, the beach does, you know? It's important. [Nā'ālehu Anthony]

There's sand all over the highway. And I always gotta go shoot down the bottom of my truck. Yeah, cause it's all salt water. So I gotta rinse it out. But, yeah, I mean, the school is old, too. It serviced the community a long time. It's for the keiki and the families, you know? [Alapaki Luke]

But I think we were very lucky that the company, and I don't remember that, these guys that worked out here, they worked out here for about three months. They were absolutely respectful. It was, you know, you can tell, they really, really cared. And then I think there were two women that were archaeologists that they would follow because you could, you know, first I always think, because they wore all this kind of clothing and mask and all this stuff. So when they walk, that's females, I would say, oh, what are females doing here? So I think they were just checking if there was any bones that they would discover. [Madeline Neely]

I don't think there's cultural concerns, again, for the school area. Again, it's been a school for way beyond, longer than anybody's been alive, you know. So it's, I don't think... I think the main concerns about the school is that it stays a school. So I know there's, you know, efforts within the DOE to be mindful of, costs and efficiencies and all that kind of stuff. And Ka'a'awa School has appeared more than once, I've heard on the consideration for closure and consolidation. And I don't think the community thinks that's a good idea. So I agree with them. I'd rather see us continue to have Ka'a'awa School. [John Morgan]

So but at least they came and let us know and if we had any opinions and stuff. So they let us voice our opinions and that was good for the community. [Madeline Neely]

Having a cultural monitor on site to observe. For sure... I mean, all the projects should have 'em. 'Cause like, even over here at Honolulu Community College, they found iwi during the utilities work construction, in the carpentry yard... And there might be other artifacts too, so definitely an observer is needed, that's my mana'o, on all the projects. Especially when they're digging or grading. And I'm sure, you know, there's a human settlement that goes way back because it's along the shoreline. It's a fishing area. [Alapaki Luke]

It's just like Ka'a'awa, just like Ka'a'awa School. I don't know if they're going to make what they put. How are you going to, they have a temporary building. They can make permanent buildings for the classes. But there's a rumor that still goes around that they're going to close that school because it was in the newspapers. So, I don't know, about a year ago. But before that, they tried before, but a lot of the local people were against it. So, you know, it's just a, um, there's a lot of, um, uh, there's a lot of things that it's concerning. If you live here all your life, it's very concerning because you can see that it's that squeezing. You can squeeze out, you can squeeze out. And this is why a lot of the local people are moving up because sometimes it's just like, you go through this all your life, it's like hitting your head against the wall and nothing is being done. Nobody cares. [Madeline Neely]

Summary of Ethnographic Survey

A total of six ethnographic interviews were conducted with individuals knowledgeable about the project area: Nā'ālehu Anthony, Kealoha Domingo, Robert Domingo, Sr., Alapaki Luke, John Morgan, and Madeline Neely. Each of the interviewees are knowledgeable of cultural resources and traditional practices and beliefs, and the history associated with the study area. Nā'ālehu Anthony continues to reside within Ka'a'awa and has generational ties to the ahupua'a. Nā'ālehu attended Ka'a'awa Elementary School, the current project area. Kealoha Domingo grew up in Ka'a'awa and has generational ties to the area as well as Ka'a'awa Elementary School. He is currently the president of the Ka'a'awa Community Association. Both Kealoha Domingo and his father, Robert Domingo, Sr. own and reside within parcels that hold genealogical ties immediately adjacent to the elementary school. Robert Domingo, Sr. is a kupuna of Ka'a'awa and also attended Ka'a'awa Elementary School. Alapaki Luke was raised in Wai'anae and Kahana Valley and lived in Ka'a'awa for a time. He continues to grow kalo in neighboring Kahana and is an educator of 'Ōiwi 'ike at Honolulu Community College and the University of Hawai'i at Mānoa. John Morgan is the owner of Kualoa Ranch, which spans across three ahupua'a including Ka'a'awa. The ranch land was handed down in Morgan's 'ohana over the last 175 years when his ancestor, Dr. Gerrit P. Judd received the land in 1850 from King Kamehameha III. John Morgan's great-grandmother, Julie Judd Swanzy donated the lands for Swanzy Beach Park and for Ka'a'awa Elementary School. Madeline Neely (formerly McCabe) is a kupuna and lifelong resident of Ka'a'awa. She attended Ka'a'awa Elementary School and continues to reside in Ka'a'awa. The interviewees expressed a diversity of connections to the project area, most of all expressing the need to protect and potentially repatriate any iwi kūpuna encountered in a pono way.

The interviewees identified a variety of cultural sites and practices and natural resources in Ka'a'awa. The main cultural site within the project area is the ahu on the school grounds, established to repatriate iwi kūpuna. This ahu was established with the help of Kealoha Domingo and Uncle Francis Sinenci. The proposed project area is storied to include additional burial sites, both on school grounds and at its boundaries on the Kahuku side of the fence. Kealoha Domingo and Robert Domingo's ancestor, Hattie Kahikinaokala Domingo (Padeken) (1894–1975) was the caretaker of the iwi historically found within the area and repatriated those to the property that Kealoha Domingo currently owns. Hattie Domingo was also discussed as a spiritual and dream healer renowned within Ka'a'awa and beyond. Madeline Neely shared that iwi were also uncovered during adjacent work in the beach area. One of the key cultural sites in the surrounding area is Kalae'ōio, a leina or lele—a leaping point for souls. Other important sites include the cliffs of Kualoa Ranch, storied to have had iwi emplaced there and the peak of Kauhi. Kauhi is tied to mo'olelo of Kauhi'īmakaokalani, Pele, and Hi'iaka. Madeline Neely recounted that there were several heiau upland that they were told not to cross by her tūtū. Key natural resources in the surrounding area include the beach used for shore-casting for ulua, 'oama, limu (limu manauea), and he'e gathering, pōhaku imu collection, 'ulu, 'awa, kukui, and niu cultivation, laukahi gathering for herbal medicinal use, as well as pueo habitat at Kualoa Ranch. Madeline Neely recounted the abundance of fruit and flowers in the surrounding area when she was growing up including guavas, mangoes, papayas, 'ulu, ylang-ylang, and puakenikeni.

Continuity of cultural practices have been impacted by several changes in Ka'a'awa such as loss of Hawaiian language use, over fishing, grading and grubbing in upland areas, increasing numbers of invasive species (e.g., koa haole, plum, guava, and ardisia), increased tourist presence and social media exposure at the beaches, poison use (impacting herbal medicinal practices), increasing traffic, increasing outflow of human pollution into the ocean, and increasing home prices and resulting property taxes with high tenant turnover. Madeline Neely shared a suite of difficulties facing Native Hawaiian families to remain within their traditional homelands. Shoreline hardening, rising king tides and increased wave energy are causing increased shoreline erosion and inundation in front of Ka'a'awa Elementary School. Prior to the establishment of the elementary school and surrounding neighborhood, the land was used for farming. Madeline Neely recalled the close connections of family and the rural nature of Ka'a'awa as she grew up (e.g., livestock raising, and horse racing on the beach). John Morgan remembers chasing cattle down the

highway from Kualoa to Ka‘a‘awa on the highway in the 1960s. Multi-generational family connections to place persevere in Ka‘a‘awa despite these changes. The school has undergone minimal changes, with previous additions and improvements including the conversion of the cafeteria from a portable building to a permanent one, update of the septic system, and addition of the hula pā.

There was general support from the interviewees for the proposed project because of the value placed on Ka‘a‘awa Elementary School continuing to serve the community, and several recommendations were shared. The key concern was that the school stay open. The interviewees recommended the following: 1) have as light a touch as possible during the improvement work—route work through pre-disturbed areas as much as possible; 2) have trustworthy cultural monitors present during ground disturbing activities; 3) continue to have open and transparent conversations with community members, the Ka‘a‘awa Community Association, Ka‘a‘awa Elementary principal, and community member, Kealoha Domingo, 4) listen to and heed community input, and 5) for on-site workers to be respectful and show care in their work.

Cultural Resources, Practices, and Beliefs Identified

The interviewees identified a rich myriad of cultural practices, archaeological sites, and vibrant landscape of mo‘olelo in the surrounding area (see Table 5). A cultural layer and many previously recorded human burials have been documented on the school grounds, and an ahu is located there, established to repatriate iwi kūpuna that may be uncovered in the vicinity. One of the key cultural sites in the surrounding area is Kalae‘ōio, which is known to be a leina or lele—a leaping point for souls. Other important sites include the cliffs of Kualoa Ranch, storied to have had iwi emplaced there and the peak of Kauhi, often referred to as “Crouching Lion.” Kauhi is tied to mo‘olelo of Kauhi‘īmakaokalani, Pele, and Hi‘iaka. Madeline Neely remembered heiau in the upland areas and the warning not to move rocks from these sites. Place names include Pu‘ukanehoalani, Mo‘o Kapu o Haloa, Kualoa, Palikū, Pu‘umanamana, Kolonā Valley, Pu‘uhulihuli, Pahalona, Hakipu‘u, Pilali, and Pu‘upueo. Hakipu‘u in Kualoa is mentioned in line 2,045 of the Kumulipo Hawaiian creation chant, as the place of death of famous hero, Maui.

Aside from the ahu on the school grounds, several interviewees discussed the potential to encounter other iwi within the proposed project area. Each of the interviewees drew attention to the potential for iwi kūpuna to be uncovered, given the former use as a village site and the former presence of sand dunes. Also important to note is the school’s time capsules that are located near the flagpole and the hula pā on school grounds.

Several significant natural resources and linked cultural practices were shared to occur within the surrounding area. The beach fronting the project area was discussed as well known for shore-casting for fish such as ulua and for ‘oama, limu, and he‘e gathering. ‘Ulu is celebrated in mo‘olelo in the surrounding area, with the first ‘ulu tree storied to have been planted by Kaha‘i at Kualoa. ‘Ulu continues to be grown by families in māla and lower portions of Kualoa Ranch. Ka‘a‘awa is known for ‘awa growth and consumption, the name Ka‘a‘awa was shared to refer to the rolling ‘awa of the area. John Morgan shared that the native pueo was more common in the past and non-native owls are still observed at the ranch. Given the steep slope of the Ka‘a‘awa ridges, access to mauka areas is limited, however some do hike and climb the ridges to reach Pu‘u Manamana. Neighboring Hakipu‘u Valley was also shared as an important site for upland access and gathering. Nā‘ālehu Anthony described going upland to gather banana, guava, and mango as a child and that upland areas are used by hula practitioners for gathering. John Morgan shared that practitioners request upland access to gather bamboo. Madeline Neely discussed the historic population that collected stones to build the fishpond from the valley. Alapaki Luke talked about the intermittent nature of streams in Ka‘a‘awa and the use of pōhaku imu from stream beds. Robert Domingo recalled the frequent making of imu and kālua pig for parties. Neighboring Moli‘i Fishpond continues to be used for oyster production and has never been out of use. There were no known cultural practices that continue to be practiced immediately within the proposed project area.

Table 5. Cultural Resources, Practices, and Beliefs Identified, Effects of the Proposed Project, and Proposed Mitigation Actions

	Cultural Resource, Practice, or Belief	Effects of the Proposed Project	Recommendation
Cultural Resources	Traditional and historic sites [Background Research and Ethnographic Interviews]	Possible effects- Cultural sites within the project area include the ahu dedicated to the repatriation of iwi kūpuna and the previously recorded human burial sites and cultural layer from the former fishing village. It is possible that project-related ground disturbance will affect the cultural layer or iwi kūpuna that have not yet been documented.	Minimize ground disturbance as much as possible. Have an archaeological and cultural monitor on site during ground disturbance.
Cultural Practices	Shoreline and he'e fishing [Background Research and Ethnographic Interviews]	None- The proposed project will not affect access to the neighboring shoreline or the integrity of coastal resources.	None- the proposed project will not affect this resource.
	Limu (manauca) gathering [Ethnographic Interviews]	None- The proposed project will not affect access to the neighboring shoreline or the integrity of coastal resources.	None- the proposed project will not affect this practice.
	Medicinal gathering and patient treatment [Ethnographic Interviews]	None- The proposed project will not affect traditional medicinal practices.	None- the proposed project will not affect this practice.
	'Ulu and 'awa cultivation [Ethnographic Interviews]	None- The proposed project site will not affect agricultural spaces.	None- the proposed project will not affect this practice. Existing 'ulu trees on school grounds should continue to be cared for.
	Upland Gathering [Background Research, Ethnographic Interviews]	None- The proposed project will not affect upland gathering sites.	None- the proposed project will not affect this practice.
Cultural Beliefs	Beliefs that iwi kūpuna should be protected [Ethnographic Interviews]	None- the proposed project will not affect cultural beliefs surrounding human burial.	None- the proposed project will not affect this belief. If iwi are encountered Kealoha Domingo and other descendants should be consulted.
	Beliefs relating to huaka'i pō (night marchers)	None- the proposed project will not affect cultural beliefs surrounding huaka'i pō.	None- the proposed project will not affect this belief.
	Beliefs relating to akua and ancestors (e.g., the leina) [Ethnographic Interviews]	None- the proposed project will not affect cultural beliefs about akua and ancestors.	None- the proposed project will not affect this belief.

Potential Effects of the Proposed Project on Cultural Resources, Practices, and Beliefs

Interviewees corroborated that the main impacts of the proposed improvements will depend on the extent of ground disturbance in relation to the pre-existing infrastructure footprint. There is high potential to encounter iwi kūpuna and/or cultural deposits and artifacts during ground disturbance. The project will have a positive effect in sustaining Ka‘a‘awa Elementary School to continue to support Ka‘a‘awa families and the community.

Confidential Information Withheld

No sensitive or confidential information was withheld during the course of researching the current report or conducting the ethnographic survey.

Conflicting Information

No conflicting information was obvious in analyzing the ethnographic interviews. On the contrary, a number of themes were repeated and information was generally confirmed by independent sources.

Recommendations

There was a consensus of support for the school improvements from the interviewees and unanimous desire that Ka‘a‘awa Elementary School continue to serve the community. The elementary school was shared as a key element in keeping the community and families of Ka‘a‘awa together, “a really important fixture to the health of the community.” The key concern was that the school stay open despite recent pressures for its closure. Given the presence of a former village site, previous archaeological work that encountered iwi kūpuna and a cultural layer, and interviewee stories of burials within the project area and surrounding areas, it is recommended that great care be taken during any ground disturbance and an archaeological and cultural monitor are present during ground disturbing work.

The interviewees recommended the following:

- Have as light a touch as possible during the improvement work— route work through pre-disturbed areas as much as possible.
- Have trustworthy cultural monitors present during ground disturbance activities.
- Continue to have open and transparent conversations with community members, the Ka‘a‘awa Community Association, Ka‘a‘awa Elementary principal, and community member, Kealoha Domingo.
- Listen to and heed community input.
- That on-site workers be respectful and show care in their work.

KA PA‘AKAI ANALYSIS

The objective of this Ka Pa‘akai analysis is to protect traditional and customarily exercised Native Hawaiian rights. This chapter begins with a brief history of Ka Pa‘akai analyses in Hawai‘i, and then addresses these three topics:

1. What and where are the valued cultural, historical, or natural resources within the project area and to what extent are traditional and customary Native Hawaiian rights exercised in the project area
2. The extent to which those resources, including traditional and customary Native Hawaiian rights, will be affected or impaired by the Proposed Action
3. What feasible action, if any, could be taken to reasonably protect Native Hawaiian rights

History of Ka Pa‘akai Analyses

The Hawai‘i State Constitution (Art. XII §7) maintains that:

The State reaffirms and shall protect all rights, customarily and traditionally exercised for subsistence, cultural and religious purposes and possessed by ahupua‘a tenants who are descendants of native Hawaiians who inhabited the Hawaiian Islands prior to 1778, subject to the right of the State to regulate such rights.

Several fundamental court cases inform on the history of the Ka Pa‘akai Analysis. The first of these occurred in 1982 with *Kalipi v. Hawaiian Trust Company, Ltd.* in which a Native Hawaiian landowner on Moloka‘i (Kalipi) required access to undeveloped land for gathering rights. Kalipi claimed that because he owned land in the ahupua‘a, he should be allowed access for gathering in that ahupua‘a, as was customary in pre-contact Hawai‘i. The Court determined that “lawful occupants of an ahupua‘a may, for the purposes of practicing Native Hawaiian customs and traditions, enter undeveloped lands within the ahupua‘a to gather those items.” The Court recognized that allowing access to private property for gathering purposes might conflict with the modern concept of fee simple land ownership and recommended that this issue should be determined on a case-by-case basis (Jarman and Verchick 2003:208).

A key term in *Kalipi v. Hawaiian Trust Company, Ltd.* is “undeveloped,” as this prevents occupants from accessing developed property for gathering purposes. In a discussion of this and other relevant legal proceedings, Jarman and Verchick 2003:209 state that:

In the case of “fully developed” land, the court suggested that the burden of providing cultural access might prove unreasonable. But where a project was still in the planning stage, that is, “less than fully developed,” a planning commission might be required to forge a compromise in which both native Hawaiians and resort guests could happily share the land.

A decade after *Kalipi v. Hawaiian Trust Company, Ltd.*, in 1992 *Pele Defense Fund v. Paty* was initiated for entry into the Wao Kele ‘O Puna Forest Reserve by tenants of the neighboring ahupua‘a to “exercise traditional and customary rights” in the reserve. This tested the statement in *Kalipi v. Hawaiian Trust Company, Ltd.* that specifically limited access to “lawful occupants” of the ahupua‘a. In *Pele Defense Fund v. Paty*, the Court rejected the idea that traditional gathering rights are limited to the ahupua‘a by the lawful occupants of that ahupua‘a and affirmed that these rights derive not solely from land ownership but also from the established customs observed by Native Hawaiians.

In 2000, *Ka Pa‘akai O Ka ‘Aina v. Land Use Commission* laid the framework for the Ka Pa‘akai Analysis by determining “what analysis state and county agencies [must] undertake to ensure they adequately balance private property rights with Native Hawaiian gathering rights” (Jarman and Verchick 2003:210). This case originated over the dispute of a Land Use Commission (LUC) determination to reclassify 1,000

acres on Hawai'i Island from a Conservation District to an Urban District, in response to expansion of a resort. This expansion was in direct conflict with Native Hawaiian practices that were taking place on the land, and the LUC made a general statement that the developer should “preserve and protect any gathering and access rights of Native Hawaiians.” It was argued that these minimal initiatives were insufficient, resulting in the *Ka Pa‘akai O Ka ‘Aina v. Land Use Commission* case. The Court did find that the statement made by the LUC was insufficient, and they established a standard for the LUC to adhere to when cultural land-use rights were in question. The Court delineated three points that the LUC is required to consider when formulating their findings and conclusions:

(1) the identity and scope of “valued cultural, historical, or natural resources” in the petition area, including the extent to which traditional and customary native Hawaiian rights are exercised in the petition area; (2) the extent to which those resources -- including traditional and customary native Hawaiian rights -- will be affected or impaired by the proposed action; and (3) the feasible action, if any, to be taken by the LUC to reasonably protect native Hawaiian rights if they are found to exist.

In other words, the Ka Pa‘akai Analysis was designed to identify any cultural resources or practices that occur in the project area, determine if the proposed project will affect the resources or practices, and offer recommendations to protect Native Hawaiian rights if the project moves forward. A cultural practice is considered a traditional and customary Native Hawaiian right if it is rooted in a traditional (pre-1778) Hawaiian custom and carried out for subsistence, cultural, or religious purposes. The practice must also be connected to the ‘āina and its resources. Native Hawaiian cultural and spiritual identity are inextricably intertwined with the ‘āina, and traditional Hawaiian customs and practices emphasize its respect and care. Plant gathering, coastal access, and water use are examples of traditional and customary Native Hawaiian rights.

In addition, Sea Grant notes the following regarding traditional gathering rights:

Native Hawaiian gathering rights are addressed in HRS §§1-1 and 7-1, and in Article 12 §7 of the Constitution of the State of Hawai‘i. In order to legally exercise these constitutionally protected native Hawaiian rights of gathering, a person must establish the following three factors.

- (1) He or she must qualify as “native Hawaiian” within the guidelines set out in *Public Access Shoreline Hawaii (PASH) v. Hawai‘i County Planning Com’n*, 903 P.2d 1246, 1270...
- (2) Once qualified as a native Hawaiian, he or she must then establish that his or her claimed right is constitutionally protected as a customary or traditional native Hawaiian practice...
- (3) He or she must also prove that the exercise of the right will occur on undeveloped or “less than fully developed property...” (Sea Grant 2018)

Ka Pa‘akai Analysis Topics

As noted above, this Ka Pa‘akai analysis aims to protect traditional and customarily exercised Native Hawaiian rights. The three Ka Pa‘akai Analysis topics delineated at the beginning of this chapter are addressed below.

1. What and where are the valued cultural, historical, or natural resources within the project area and to what extent are traditional and customary Native Hawaiian rights exercised in the project area

Several cultural resources have been identified within the project area during past archaeological studies that indicate rich histories of use, with a cultural layer, traditional artifacts, and previously recorded human burials documented on the school grounds. An ahu established to repatriate iwi kūpuna is located on the school grounds. There is a high potential for iwi kūpuna to be uncovered during ground disturbance. ‘Ulu trees are a natural resource mentioned during the interviews. These are located on the Ka‘a‘awa Elementary

School campus. The ethnographic interviews did not identify any known cultural practices or rights that continue to take place within the proposed project area due to its long use as an elementary school.

2. The extent to which those resources, including traditional and customary Native Hawaiian rights, will be affected or impaired by the Proposed Action

Background research and the ethnographic interviews indicate a high likelihood for iwi kūpuna to be encountered during ground disturbance. If iwi kūpuna are identified during the project, then a valued cultural resource (iwi kūpuna) would be affected by the project. In addition, the traditional and customary Native Hawaiian right of caring for (mālama) iwi kūpuna may also be affected.

3. What feasible action, if any, could be taken to reasonably protect Native Hawaiian rights

Feasible actions to protect Native Hawaiian rights include routing work through pre-disturbed areas as much as possible, having archaeological and cultural monitors present during ground disturbing activities, and continuing to have open and transparent conversations with community members, the Ka'a'awa Community Association, the Ka'a'awa Elementary principal, and community member Kealoha Domingo throughout the project. In addition, buffer zones of at least 5 feet around known burials and the edges of ahu should be instated during all construction activity associated with the project. Cultural access to the burial locations and the ahu should be maintained during construction to the extent safely possible.

Conclusion

The results of the Ka Pa'akai Analysis suggest that the proposed project's impacts on Native Hawaiian rights will depend on the extent of ground disturbance in relation to the pre-existing infrastructure footprint as there is the potential to encounter iwi kūpuna and/or cultural deposits and artifacts during ground disturbance. These can be protected by limiting disturbance of areas that have not been previously disturbed, by having archaeological and cultural monitors present during ground disturbance, instating a buffer zone around known burials and the ahu, maintaining access to the burials and ahu, and having transparent communication with key community members.

GLOSSARY

ahu	A shrine or altar.
ahupua‘a	Traditional Hawaiian land division usually extending from the uplands to the sea.
‘ahu ‘ula	Feather cloak or cape made of feathers formerly worn by high chiefs and kings.
‘āina	Land.
akua	God, goddess, spirit, ghost, devil, image.
ali‘i	Chief, chiefess, monarch.
aloha	Love, affection, compassion, sympathy, kindness, greeting.
ardisia	Plants such as <i>Ardisia elliptica</i> (shoebutton ardisia) and <i>Ardisia crenata</i> (Hilo holly), which were introduced as ornamental plants in Hawai‘i but have since escaped cultivation.
ao	Day, light, dawn; high clouds; realm, world, earth; to be careful.
‘aumākua	Family or personal gods. The plural form of the word is ‘aumākua.
awa	The milkfish, or <i>Chanos chanos</i> , often raised in fishponds in ancient times.
‘awa	The shrub <i>Piper methysticum</i> , or kava, the root of which was used as a ceremonial drink throughout the Pacific.
hanoa	Fermented, used to refer to asthma by interviewee.
haole koa	The small tree <i>Leucaena glauca</i> , historically-introduced to Hawai‘i.
hau	The indigenous tree <i>Hibiscus tiliaceous</i> , which had many uses in traditional Hawai‘i. Sandals were fashioned from the bark and cordage was made from fibers. Wood was shaped into net floats, canoe booms, and various sports equipment and flowers were used medicinally.
he‘e	Octopus (<i>Polypus</i> sp.).
heiau	Place of worship and ritual in traditional Hawai‘i.
Hi‘iaka	Most commonly refers to Hi‘iakaikapoliopole, the youngest sister of the goddess Pele, although all twelve of Pele’s younger sisters have Hi‘iaka as the first part of their names.
huaka‘i pō	Night marchers.
huli	The top of the kalo used for planting; shoot, as of the wauke.
‘ike	To see, know, feel; knowledge, awareness, understanding.
‘ili	Land division, next in importance to ahupua‘a and usually a subdivision of an ahupua‘a.
‘ili‘ili	Small, smooth, water-worn stones or pebbles used for paving or as decorative elements in cultural features such as platforms, terraces, and ceremonial structures.
imu	Underground pit or oven used for cooking.
iwi	Bones.
kahakō	Macron.
Kahiki	A far away land, sometimes refers to Tahiti.
kai	Sea, sea water; area near the sea, seaside, lowlands; tide, current in the sea; insipid, brackish, tasteless.

kalo	The Polynesian-introduced <i>Colocasia esculenta</i> , or taro, the staple of the traditional Hawaiian diet.
kālua	To bake by underground oven.
kama‘āina	Native-born.
kahuna	An expert in any profession, often referring to a priest, sorcerer, or magician.
koa	<i>Acacia koa</i> , the largest of the native forest trees, prized for its wood, traditionally fashioned into canoes, surfboards, and calabashes.
ko‘a	Fishing shrine.
kōkua	Help, assistance, helper, co-operation.
konohiki	The overseer of an ahupua‘a ranked below a chief; land or fishing rights under control of the konohiki; such rights are sometimes called konohiki rights.
Kū	The Hawaiian god of war.
kukui	The candlenut tree, or <i>Aleurites moluccana</i> , the nuts of which were eaten as a relish and used for lamp fuel in traditional times.
kula	Plain, field, open country, pasture, land with no water rights.
kuleana	Right, title, property, portion, responsibility, jurisdiction, authority, interest, claim, ownership.
kumu niu	Stand of coconut trees.
kupa	Citizen or native; army worm; red cowry shell; stew or soup.
kupua	Demigod, hero, or supernatural being below the level of a full-fledged deity.
kupuna	Grandparent, ancestor; kūpuna is the plural form.
lā‘au	Medicine, medical, trees, plants.
lae	Forehead; cape, headland; wisdom.
lānai	Porch, veranda.
laua‘e	A fragrant fern, <i>Microsorium scolopendria</i> , when crushed, its fragrance suggests that of maile.
laukahi	<i>Plantago major</i> , the broad-leaf plantain. Used traditionally to treat boils and diabetes.
lawai‘a	Fisherman; to catch fish.
leina	To leap or spring. Leina ka ‘uhane or leina a ke akua were places where spirits leapt into the nether world.
lele	Sacrificial altar or stand.
limu	Refers to all sea plants, such as algae and edible seaweed.
lo‘i, lo‘i kalo	An irrigated terrace or set of terraces for the cultivation of taro.
mahalo	Thank you.
Māhele	The 1848 division of land.
mahi‘ai	Farmer.
makai	Toward the sea.

makani	Wind, breeze.
māla	Garden, plantation, patch, cultivated field.
malo	Male's loincloth.
mana'o	Thoughts, opinions, ideas.
manauea	The seaweed <i>Gracilaria coronopifolia</i> , often called by its Japanese name, ogo.
mauka	Inland, upland, toward the mountain.
mele	Song, chant, or poem.
midden	A heap or stratum of refuse normally found on the site of an ancient settlement. In Hawai'i, the term generally refers to food remains, whether or not they appear as a heap or stratum.
moe'uhane	Dreams, lit. spirit sleep.
moku	District, island.
mo'o	Lizard, dragon, water spirit.
mo'olelo	A story, myth, history, tradition, legend, or record.
niu	Coconut tree, <i>Cocos nucifera</i> .
'oama	Young of the goatfish, or <i>weke</i> .
oceanite	Basalts characterized by large amounts of olivine and lesser amounts of augite.
'ohana	Family.
'ō'io	Ladyfish, bonefish (<i>Albula vulpes</i>).
'ōiwi	Native; self; physique or appearance; to appear.
'ōlelo	Speech, language, word; to speak, to tell.
'ōlelo no'eau	Proverb, wise saying, traditional saying.
oli	Chant.
olivine	An important rock-forming mineral, also known as chrysolite or periodot.
Pele	The volcano goddess.
pōhaku	Rock, stone.
post-contact	After A.D. 1778 and the first written records of the Hawaiian Islands made by Captain James Cook and his crew.
pre-contact	Prior to A.D. 1778 and the first written records of the Hawaiian Islands made by Captain James Cook and his crew.
puakenikeni	Large tree with sweet-smelling flowers, <i>Fagraea berteriana</i> .
pueo	The Hawaiian short-eared owl, <i>Asio flammeus sandwichensis</i> , a common 'aumakua.
pu'u	Hill, mound, peak.
sugarcane	The Polynesian-introduced <i>Saccharum officinarum</i> , or kō, a large grass traditionally used as a sweetener and for black dye.
tholeiitic	Basalt rich in aluminum and low in potassium.
ti (ki)	The plant <i>Cordyline terminalis</i> , whose leaves were traditionally used in house thatching, raincoats, sandals, whistles, and as a wrapping for food.

tūtū	Grandmother or grandfather.
ua	Rain, rainy, to rain.
‘uala	The sweet potato, or <i>Ipomoea batatas</i> , a Polynesian introduction.
‘ukulele	String instrument of the guitar family, originating in 19 th century Hawai‘i. Lit. jumping flea.
‘ulu	The Polynesian-introduced tree <i>Artocarpus altilis</i> , or breadfruit.
ulua	An adult of various Carangid fishes.
wao	A general term for inland areas, usually forested and uninhabited.
wao akua	A distant mountain region believed to be inhabited only by spirits; wilderness, desert.
wao kanaka	An inland region where people may live or occasionally frequent, usually below the wao akua.
wauke	The paper mulberry, or <i>Broussonetia papyrifera</i> , which was made into tapa cloth in traditional Hawai‘i.
ylang-ylang	The cananga tree, or <i>Cananga odorata</i> , a tropical tree native to the Philippines, Malaysia, Indonesia, New Guinea, the Solomon Islands, and Queensland, Australia with yellow flowers.

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APPENDIX A: AGREEMENT TO PARTICIPATE

Ka‘a‘awa Elementary School Improvements Project

Gina McGuire, Ethnographer, Keala Pono Archaeological Consulting

You are invited to participate in a Cultural Impact Assessment (CIA) for the proposed Ka‘a‘awa Elementary Improvements Project in Ka‘a‘awa Ahupua‘a, on O‘ahu (herein referred to as “the Project”). The Assessment is being conducted by Keala Pono Archaeological Consulting (Keala Pono), a cultural resource management firm, at the request of PBR Hawaii & Associates. The ethnographer will explain the purpose of the Assessment, the procedures that will be followed, and the potential benefits and risks of participating. A brief description of the Assessment is written below. Feel free to ask the ethnographer questions if the procedures need further clarification. If you decide to participate, please sign the attached Consent Form. A copy of this form will be provided for you to keep.

Description of the Project

This CIA is being conducted to collect information about the Project in Ka‘a‘awa Ahupua‘a, Ko‘olauloa Moku, through interviews with individuals who are knowledgeable about this area, and/or about information including (but not limited to) cultural practices and beliefs, mo‘olelo, mele, or oli associated with this area. The goal of this Assessment is to identify and understand the importance of any traditional Hawaiian and/or historic cultural resources, or traditional cultural practices within the Project. This Assessment will also attempt to identify any effects that the proposed development may have on cultural resources present, or once present within the Project area.

Procedures

After agreeing to participate in the Assessment and signing the Consent Form, the ethnographer will digitally record your interview and it may be transcribed in part or in full. The transcript may be sent to you for editing and final approval. Data from the interview will be used as part of the ethno-historical report for this project and transcripts may be included in part or in full as an appendix to the report. The ethnographer may take notes and photographs and ask you to spell out names or unfamiliar words.

Discomforts and Risks

Possible risks and/or discomforts resulting from participation in this Assessment may include, but are not limited to the following: being interviewed and recorded; having to speak loudly for the recorder; providing information for reports which may be used in the future as a public reference; your uncompensated dedication of time; possible misunderstanding in the transcribing of information; loss of privacy; and worry that your comments may not be understood in the same way you understand them. It is not possible to identify all potential risks, although reasonable safeguards have been taken to minimize them.

Benefits

This Assessment will give you the opportunity to express your thoughts and opinions and share your knowledge, which will be considered, shared, and documented for future generations. Your sharing of knowledge may be instrumental in the preservation of cultural resources, practices, and information.

Confidentiality

Your rights of privacy, confidentiality and/or anonymity will be protected upon request. You may request, for example, that your name and/or sex not be mentioned in the Assessment material, such as in written notes, on tape, and in reports; or you may request that some of the information you provide remain off-the-record and not be recorded in any way. To ensure protection of your privacy, confidentiality and/or

anonymity, you should immediately inform the ethnographer of your requests. The ethnographer will ask you to specify the method of protection and note it on the attached Consent Form.

Refusal/Withdrawal

At any time during the interview process, you may choose to not participate any further and ask ethnographer for the tape and/or notes. If the transcription of your interview is to be included in the report, you will be given an opportunity to review your transcript, and to revise or delete any part of the interview.

APPENDIX B: CONSENT FORM

Consent Form

I, _____, am a participant in the Cultural Impact Assessment (Assessment) for the proposed Ka‘a‘awa Elementary Improvements Project (herein referred to as “the Project”). I understand that the purpose of the Assessment is to conduct oral history interviews with individuals knowledgeable about the Project and the surrounding ahupua‘a in an effort to identify and protect traditional cultural practices and cultural resources.

_____ I understand that Keala Pono Archaeological Consulting (Keala Pono) and/or PBR Hawaii Associates (the client) will retain the product of my participation (digital recording, transcripts of interviews, etc.) as part of their permanent collection and that these materials will only be used for scholarly, educational, and/or land management purposes.

_____ I hereby grant to Keala Pono and the client the right to use the property that is the product of my participation (e.g., my interview, written materials, and any other materials I provide) for the Assessment as stated above. By giving permission, I understand that I do not give up any copyright or performance rights that I may hold.

_____ I also grant to Keala Pono and the client my consent for any photographs provided by me or taken of me in the course of my participation in the Assessment to be used, published, and copied by Keala Pono and/or the client and its assignees in any medium for purposes of the Assessment.

_____ I agree that Keala Pono and the client may use my name, photographic image, biographical information, statements, and voice reproduction for this Assessment without further approval on my part.

_____ If transcriptions are to be included in the report, I understand that I will have the opportunity to review and edit my transcripts to ensure that they accurately depict what I meant to convey. I understand I have the power to delete any information I deem too sensitive and/or too personal for publication from the transcript. I also understand that if I do not return the revised transcripts after two weeks from the date of receipt, my signature below will indicate my release of information for the draft Assessment, although I will still have the opportunity to make revisions during the draft review process.

_____ I further understand that not giving my consent to any portion of the above listed items will not prevent my mana‘o being included in the Assessment. For example, I may decline Keala Pono or their client permission to use my photographic image or biographical information but by signing this Consent Form, still grant my permission for my mana‘o to be included in the text of the Assessment.

By signing this consent form, I am acknowledging that I have been informed about the purpose of this Assessment, the procedure, how the data will be gathered, and how the data will be used. I understand that my participation is strictly voluntary, and that I may withdraw from participation at any time without consequence.

Consultant Signature **Date**

Print Name **Phone**

Address

Thank you for participating in this valuable study.

APPENDIX C: TRANSCRIPT RELEASE FORM

Transcript Release

I, _____, am a participant in the Cultural Impact Assessment for the proposed Ka‘a‘awa Elementary Improvements Project (herein referred to as “the Project”) and was interviewed for the Assessment. I have reviewed the transcripts of the interview and agree that the transcript is complete and accurate except for those matters delineated below under the heading “CLARIFICATION, CORRECTIONS, ADDITIONS, DELETIONS.”

I agree that Keala Pono Archaeological Consulting and/or PBR Hawaii Associates, may use and release my identity, biographical information, and other interview information, for the purpose of including such information in a report to be made public, subject to my specific objections, to release as set forth below under the heading “OBJECTIONS TO RELEASE OF INTERVIEW MATERIALS.”

CLARIFICATION, CORRECTIONS, ADDITIONS, DELETIONS:

OBJECTIONS TO RELEASE OF INTERVIEW MATERIALS:

Participant Signature

Date

Print Name

Phone

Address

APPENDIX D: INTERVIEW WITH NĀ‘ĀLEHU ANTHONY

TALKING STORY WITH
NĀ'ĀLEHU ANTHONY (NA)

Oral History for the Ka'a'awa Project by Gina McGuire (GM)
For Keala Pono [October 8, 2025]

GM: [Recording starts after gaining consent]. Thank you. And then the other thing I'll pull up just so that—I know you're from Ka'a'awa, but just so that you have it and are oriented to the project site, that's the, in red is the marked project area.

NA: Okay.

GM: And I can leave that up if it's helpful for you.

NA: No, I don't need it.

GM: Okay. All right. So to start off, can you start by telling me a little bit about yourself, where you were born and grew up and went to school?

NA: Oh, okay. Yeah. My name is Nā'ālehu Anthony. Did you start the recording or are you just recording on your side?

GM: I just started. Oh, okay. It's just a little recorder, not in Zoom.

NA: My name is Nā'ālehu Anthony. I was actually born in Australia. My father had a job there but... moved back to Hawai'i when I was just a few months old. We lived in Hau'ula at Kaipapa'ulu when we got back and then shortly thereafter moved to Ka'a'awa in the house we still have today. My mother, who grew up on that coast, had spent time there as a kid as well and then the family ended up moving to Kahana Bay. We've been there for a couple of generations in varying forms. And again, we still have the family house and my son lives there as well today, so I guess three generations now. I went to Ka'a'awa Elementary, K-6, and then to Kamehameha schools after that, and then UH for undergrad and master's.

GM: Nice. Do you want to share a little bit more about your 'ohana background or genealogy, anything like that?

NA: Sure, my mother is Lilikalā Kame'eleihiwa, a long-time historian and teacher at University of Hawai'i at Mānoa. She led the Center for Hawaiian Studies for many years and is still working to this day at the university. My father is a long-time water advocate, Jim Anthony. For any of you who've worked in anything having to do with water in Ko'olau, you've probably come across his testimony. And he's now retired and lives actually in Kāne'ōhe on Chop Farm Road. So we're all still kind of lurking around the area. My mom's in Kāne'ōhe. I have one son who is also a Kamehameha Schools graduate and works in Honolulu.

GM: Awesome. Long history in the area. Yes. So I know you grew up in the area but can you share any ways that you may have acquired special knowledge or cultural knowledge of the area?

NA: Well, sure. I mean, we used to we used to just run around that whole neighborhood, that whole, from Kualoa all the way through Kahana as kids and whether it was after school or on the weekends. And with that came, I think, some of the stories from either my mother or a friend's parents who had spent time there. One of my really close friends, and if he's not on the list, you should probably put him on the list, is Kealoha Domingo. He shares a property boundary with the school. He's just on the Kahuku side of the school, and his sister Star works at the school. But he's a long-time practitioner and chef. He was the lead on the building of the small ahu out in front over there, which I helped on a couple of work days to build out to be able to repatriate iwi that come out of either the road work or now just the ever-shortening shoreline as we see more erosion to be able to have a safe place for iwi kūpuna that can go back to the area. Kealoha would be a great person to talk to as well if you have

the time and if you do want to talk to him let me know and I can get you his contact information but you know I think there have been, there's been special interest in Ka'a'awa and Kahana and obviously spilling into Kualoa and my mother as a historian is no shortage of wanting to share that material so there's been you know, lots of stories passed out as we as we've gone along.

GM: I would love to talk story with Kealoha. That would be awesome.

NA: Yeah, I can get you in touch with him. Just remind me.

GM: Awesome. Um, my next question is if you know of any traditional sites that were or are located on, you know, Ka'a'awa Elementary area, and that can be historic burials, archaeological sites, or cultural...

NA: Yeah, I mean, so there's that contemporary, built just in the last five years, dry stacked rock wall-looking short, short wall-looking ahu that has a HECO concrete box with a lid in the middle of it that's buried to be able to repatriate iwi there. In terms of like, you know, like pre-contact or anything like that, I don't think so.

GM: Yeah.

NA: Somewhere on the site near the flagpole, I think there are a couple of, how do you say, those boxes that get planted that are supposed to be opened in 20 or 50 years or whenever? Time capsules. But in terms of cultural stuff, just that the only thing that I know of is the one site that was built recently.

GM: Okay, that's good to know, that there is a place for iwi there already. I appreciate you sharing that. Are there any traditional gathering practices, either not necessarily just within the elementary school, but in the surrounding area that we should know of?

NA: Yeah. I mean, people would go up mauka onto ranch property for all kinds of things. I think there's still some 'ulu growing back there. There's certainly 'ulu growing on the lower ranch property that was probably kept by folks who work at the ranch. There's great fishing and he'e cultivation out in front of the school that still persists to this day. And so you'll see people out there pretty much every weekend looking for he'e and there's still some fish out there. But I would imagine that most of it is overfished at this point. But it's still, you know, it's one of the last spots of open beach where people can actually get in the sand and put a stake down and fish up and up close. There's not too many places left. And for us, we would go up mauka, like I said, on like, you know, day trips and go run around and eat whatever was back there. Banana, guava, I think there's some mango back there. And I know some hula practitioners will go up mauka and look for material. I haven't been up there in a while. I don't know what's left. I know that ranch has been cultivating other crops in large scale. So they've been doing a lot of grading and grubbing back there.

GM: Would you be able to say a little more about the he'e practices?

NA: I mean, yeah, there's... I'm not a practitioner of, but there are folks who are pretty prolific at it. There are telltale signs for he'e if you know what to look for. And there's still, you still see people come up with really big ones, you know, up and down that coast. So it's good to know that some of that stuff still persists. I know that there's... a couple of family members to Kealoha that were taught that by their grandfather and still practice that today. A couple of cousins that do that. And so if you see him and you need hey, he will go get it for you, or graduation and those kinds of things. So that kind of stuff still exists.

GM: That's super cool. So I know you mentioned the vault for the iwi kūpuna, but do you think that improvements or development for the elementary school could affect a place of cultural significance or access to a place of cultural significance?

NA: In my opinion, no. I mean, it would depend on the volume and the, how intrusive the work is. So, you know, to be able to see the work plans and understand, you know, what they're trying to do would probably be useful. I know that they did, because they're almost at sea level, they had to do major, septic upgrades. This was probably

20 years ago. And so there were huge swaths of that property that have been dug up already. And then, you know, and, and I've never seen iwi on property, but you know, when they did dig it up, that's all sand there, right? That's, that's still like sand dunes. And we all know that iwi have been, were regularly planted in sand dunes. So I would say, you know, move cautiously and be as the least intrusive as you can whenever you're digging in sites like that.

GM: Sounds like lot of disturbance already but still a place for potential iwi to be encountered. That kind of dovetails into my next question, but is there anything that they can do to lessen adverse effects on cultural resources or practices in the area?

NA: You know, those near-shore areas, I mean, it's a battle, right, because there are plenty of folks at State DOE that would be happy to see those small schools close. They're really expensive to run when you have 100 kids there and you're having to keep the facility, you know, at spec, at code for little kids to be running around. So, you know, I would, and I think, like the school is a really important fixture to the health of the community. So I would encourage these upgrades to take place and just be as light a touch as possible. You know, if some of this stuff can be above ground, make it above ground. If you have to bury it, try to route it in areas that have already been disturbed, either through concrete sidewalk work or, you know, whatever they've had to do for parking and the like. And I'm sure you can find the overheads of what has been disturbed already through the septic improvements and all of the, all of the other improvements that have been done over the years.

GM: That makes sense, go back through the previous work that's already been done. This next question is my favorite, but if you have any mana'o for Ka'a'awa, any mo'olelo, mele, oli, place names or personal stories that you feel are important to know of for that area. That's a lot all at once, but...

NA: Yeah, so I was just thinking through like what's important in the time we have like, so 'awa, my understanding is one of the translations of the name is the rolling 'awa, and that place is known for 'awa to be grown and to be consumed. And it's like I grew up in the 'awa tradition through my father's side of the family, and we've had 'awa in our family home hundreds of times over the course of... of us living there and so I thought it was just like it was pretty neat to hear that that was one of the one of the translations for that name.

You know I think one of the things that makes Ka'a'awa special, it made it special when my mom was growing up there and I got to see like the tail end of what like the early days of a small town like Ka'a'awa would have been was, 'ohana is fairly isolated. You have Kualoa Point on one side that, I mean, you can walk the road, but it's pretty dangerous to walk the road there. And then you have the hairpin turn that goes into Kahana Bay on the other side, on the far side of Ka'a'awa. And within it, you just have, you know, just a couple of miles worth of community there. And I think that the cool part is like it's still, there's plenty of new people, but it's still a fairly tight-knit community. People take care of each other there. People have families there. They raise families there. They, you know, many of us do the trek into town to go to work or to take our kids to school. But it's a place that has also just like embraced families for generations. And that's, that's rare nowadays. That's not something that exists everywhere you go. And so, you know, as we see pressure on the system in these small communities, you know, they're hardening.

In fact, you probably want to go talk to the Kiewit, I think it's Kiewit doing the construction, but the folks at HDOT, you could reach out to if you wanted to. They're doing a bunch of hardening on the road. right in front of the school right now, right before the road falls into the ocean, they gotta go put those big boulders down. And so there's a bunch of work that's going on, you know, 50 feet from the front of the school. But those beaches right there is where I grew up, you know, 40-something years ago growing up on that beach, and that's where my son grew up. And there are families like that that have persisted there for a long, long, long time. And, you know, the pressure on these communities is great, but the love and aloha for them is hopefully greater.

GM: So it sounds like sea level either rise or erosion is a big deal.

NA: Yeah, there's a new wave that makes it over the back reef, the outside reef, that is a much more powerful wave than what we've seen before and so that just provides more energy on shore and moves more sand more

quickly. And so then when you see king tides, it's, you know, it's accelerated. And, you know, that could be like the metaphor for the other pressure that I think some community members feel in the area. You know, the fact that million dollar homes are a common feature nowadays, you know, you really see people's willingness to sell, I think, accelerate, like, oh, this is a million dollars, maybe we'll go do something with that. Which means you'll never get, you know, the land back. And then as well, then you see people who want to raise their families who are not necessarily from these places, raise them in million dollar homes near a beach, down in the country somewhere, and they're willing to make the drive because they want that lifestyle, or they think they do. And so we're at a place of accelerated, we have a little cottage on our property. And we rent it out to typically local families. And when they come, I say, look, this is not like country living like in the movies. This is the backyard's country living. When it rains, it gets muddy. When it rains hard, there are mosquitoes. Do not kid yourself. If this is the summertime and you think it's always like this, you don't get muddy. And so, you know, what are then the facets of what keeps the community together? The school does, the parks do, the beach does, you know? It's important.

GM: That was my next question, which I think you kind of covered, but how the area has changed over time. So it sounds like a lot of change happening.

NA: Yeah. Lots of turnover. You get people who are subdividing and they'll build two homes. Or you'll get people who add ADUs, you know, guilty as charged. And there's a housing crisis, right? So you're trying to figure out how to balance out, you know, how to pay a million dollar mortgage and provide enough housing for people. So, you know, no easy answers. But all of that does add to the congestion on the highway, which is much more pronounced than it has been.

GM: It is a hard balance, for sure. Are there any cultural concerns that the community might have or community concerns for the elementary school or that area?

NA: Well, so I know that you should really talk to Kealoha Domingo. One, because his proximity of living to the school is much closer, and two, that they have had that property long enough where they have kūpuna buried on property. On their side. So they have like, people who have been, I think his grandmother is buried there. And so in terms of like concerns, like I'm sure he would probably want to see a site map and where are they digging and what are they doing and to be able to overlay that with, maybe his father is still alive, his father grew up on that property. And so you may have just a more well-articulated answer than me, kind of stumbling through what the concerns might be, just to say that they're in closer proximity. They probably have a better idea of it. In fact, I'm going to give you his phone number in the chat, and then you can, I'll text him as well and let him know that you're going to call.

GM: Thank you. That's my last question is actually, is there anyone else you recommend I reach out to?

NA: So let's, oh, you see, I've just been ahead of you. Have you talked to John Morgan or anybody?

GM: No, you're my first one for this project, actually. So yeah, anyone you can recommend would be great. Uncle John is on my list. I'm looking at the list. He's on the list.

NA: Yeah. So John is, it is like, John Morgan is like the Morgan Judd family who's owned that place since, 175 years they've owned that place. And they still have all that ranch land above. They've had to, they've converted some of the lease to fee in previous iterations, maybe 50 years ago and other things, but they have a pretty sizable portion of land back there. And John, I know John as a kid, hiked all of those places, and this might be Kualoa more than it is Ka'a'awa, but he's hiked all of that land pretty extensively as a kid. I think that's about it. You know, there are plenty of folks. There are plenty of folks that have had that you know much more than I, um but I wouldn't, maybe you know, you know another one would be um Reb Bellinger, he's been there a long time. Reb would be good. He's an older guy. He's probably... he's probably like mid-70s, maybe, maybe early 70s. But he's been there. He's been in Ka'a'awa for years.

GM: Okay, mahalo for that too. Those are actually all of my questions, is there anything else you want to add about Ka'a'awa or the elementary school area?

NA: That's it. Awesome. Are you doing an EA?

GM: It's a cultural impact assessment.

[Conversation continues]

APPENDIX E: INTERVIEW WITH KEALOHA DOMINGO

TALKING STORY WITH
KEALOHA DOMINGO (KD)

Oral History for the Ka‘a‘awa Project by Gina McGuire (GM)
For Keala Pono [January 19, 2026]

[Recording starts]

GM: Okay. All right. So if you want to just start by stating your name, where you were born and grew up, for background information.

KD: Yeah. Okay. This is Robert Kealoha Domingo. Aloha mai au. I‘m born and raised in, mainly in Ka‘a‘awa. Okay.

GM: Okay. And then, I know you hold a lot of different, I think you‘re either neighborhood board president, but very involved in the community. Could you talk a little bit about your relationship with Ka‘a‘awa? That would be awesome.

KD: Okay, yeah. Well, my ‘ohana has been in Ka‘a‘awa for several generations. Yeah, if I‘m not mistaken, my great, I think, great-great-grandfather, Frederick Gerard Padeken, who came from Germany, with my great-great-grandmother, I believe it was Margaret, Margaret Kamaha Aweau. Frederick Gerard was the first principal of Ka‘a‘awa Elementary. I, my father, my, like I said, my multiple generations, but my father grew up in Ka‘a‘awa and so did I. I‘m currently the president of the Ka‘a‘awa Community Association for, I don‘t know exactly how many, but I want to say somewhere around 10 years.

GM: Wow.

KD: Yeah, my sister is also an employee at the elementary school, my sister Starr. So she also has a feeling now with Ka‘a‘awa Elementary. I attended elementary school, Ka‘a‘awa Elementary, from, I think it was second grade on through the 6th grade. So I grew up in that school as well.

GM: And then I might have this wrong, but do you also own the property right next to the school?

KD: Yeah, I purchased a property somewhere, I mean, well, the mortgage company owns it, ‘til I pay it off. But I purchased a property, I think it was in around 19... I don‘t know, I want to say 90... 97 or something like that. I can‘t remember exactly what year it was that I purchased the property and the two properties adjacent and my father owns the property behind it, behind mauka of me. And uh, also, yeah, I guess the entire, most of the neighboring properties are all ‘ohana because one time it was a family compound.

GM: Oh wow. So shifting into the elementary school parcel, but do you know of any traditional sites or cultural sites, could be burials, archaeological, that are located on that, in that area?

KD: I do not have details, but I know that there are burial sites, I would say all over the school. I don‘t have any physical evidence or written evidence, but I have heard stories that when they were building the elementary school, they would find iwi and burials and my great-grandmother was normally the one to take care of that. And from what I heard, she would repatriate them in our yard, with what is currently in my yard.

GM: Oh, wow. I think Nā‘ālehu mentioned that you were involved with making the ahu or a repatriation site?

KD: Oh yeah, yeah, yeah. I got involved with that project just mainly because, like I said, my ‘ohana had been there for a long time, and I know that my tūtū, you know, would take on the kuleana of taking care of those things. So in my own capacity, I just tried to kōkua. I got a little bit of training in dry stack and building kuahu, just, you know, minor kine, but I did want to get involved with the project, I felt the need to get involved in. When the school, I guess they ran into iwi in the past, I wanted to be sure that, you know, it was done in a, in a

way, in a pono way, I guess. As far as, as far as I know, you know, so I got involved and my 'ohana and Uncle Francis Sinenci is the one that started the project. And then, yeah, I kind of helped to, I guess, complete it.

GM: Wow.

KD: Yeah. I helped to complete it. And we actually did, I think the kuahu we built was over a site where iwi was found and reburied. And then we also added in a, we added in a vault that will be used to repatriate any other iwi that pop up, you know, in our time like this. Yeah, yeah, yeah. I know for a long time there was some iwi that was just kind of in limbo, so I felt the need to at least try and find a solution that was better than sitting in some closet someplace, so.

GM: Yeah, for sure.

KD: Yeah.

GM: Are you aware of any gathering practices around the elementary school, either in the past or today?

KD: You know, not to my current knowledge. Okay. Yeah, I know that there's a handful of kumu niu and those are, you know, of course, old trees that were there when I was a kid. But also, more recent, I would say in the past eight or ten years, they planted some 'ulu trees along the Kualoa side border of the school. So as far as gathering that thing, that might be the only one I can think of. Also, on the Kahuku end of the school, I know that a couple of times in the past, I guess, they had put some iwi back over there, a little bit less, or maybe a lot less formal, because I think they just put it in the ground and put a pōhaku over it or something.

GM: On the Kahuku side.

KD: Yeah, Kahuku side of the fence, kind of closer towards our property, our family property.

GM: Okay. That's really good to know. Do you think, you know, it's hard to know without having a map between us of where the improvements are proposed, but do you think that they would affect a place of cultural significance or access to a place of cultural significance?

KD: I think that as far as historical, I honestly couldn't say with confidence, yes or no.

GM: Yeah.

KD: Again, that's why I would refer to my son. He does more research.

GM: Yeah.

KD: And I guess we know more about sites, but none that I know of. But, you know, again, I'm fairly certain there's probably burial all over the school. I'm gonna be willing to guess.

GM: So maybe for them to stick to the existing footprint that's built up already?

KD: Yeah. I think anywhere else, they're always going to run into a potential risk of finding iwi over there. I would say, I don't know what the... percentage, but I would say more than 50.

GM: Okay.

KD: Just a guess, yeah? Sorry, that sounds dumb.

GM: No, it doesn't, actually. It doesn't at all. And then there's, Kalae'ō'io is on the other side of the street, right?

KD: Yeah, Kalae‘ō‘io. You know, I know for us growing up, we always referred to the little beach park by the bridge as Kalae‘ō‘io. But I also, I mean, in my limited research, limited reading of past literature, it seems like Kalae‘ō‘io is even more down towards where they call the surfing point or Kanenelu, I guess. I’m not sure how accurate that is, but I do remember hearing that in the past, so.

GM: Oh, okay. Okay, we’re almost... got one, two, three, four more questions.

KD: Okay, no problem.

GM: What would you recommend for, as they’re coming in to do improvements, what they can do to lessen, any adverse effects on cultural resources, on those burials, practices in the area? Is there anything you’d recommend they do?

KD: I would, I would just say really limit, limit the footprint to what is absolutely necessary, you know, nothing large and nothing bigger than it has to be.

GM: The ground disturbance, yeah.

KD: Yeah, minimal, yeah, ground disturbance, I mean. I mean, again, you know, like I said, the school was built and they found iwi and my tūtū would just repair it. I know we don’t want to disturb it all, but it, you know, sometimes work has to be done. It has to be done too. So I’m kind of like in between all that.

GM: Yeah.

KD: I’m not saying go dig around for fun, but if it really needs to be done, I get it too. Yeah, if it was like, yeah, yeah, if it was something not positive. Yeah, yeah. I mean, absolutely, you gotta have a trustworthy cultural monitor on site. I would say pretty much the whole project, right?

GM: Yeah. As far as you remember, I mean, it’s super cool that you went to Ka‘a‘awa Elementary, but how the area has changed in your lifetime to now?

KD: You’re talking about the school property, right, changing.

GM: It could be the school property or the wider area.

KD: I honestly would say that the school, the school property has, the change has been somewhat minimal, except for the, what’s what they currently call the cafeteria. For us, it was a small, when we were going to school there, it was a small portable building. And now it’s, they, I don’t know, I would say 10, 15, 20 years ago, I don’t know how long it was, they built a larger cafeteria. That’s one change I can think of. Other than that, I mean, I feel like a footprint has been pretty much the same for generations, for decades or longer.

GM: That’s pretty cool actually.

KD: Yeah, I know, they did add on, they did add in uh septic system uh like above ground kind of one of those fancy irritating septic systems but um every time it rains it sounds off an alarm so, yeah my mom’s always going to deal with that but yeah, pretty much the same. I think they built a small pā in the back field. It’s like a hula pā. Other than that, I can’t think of anything drastic.

GM: Okay. And then, do you have any mo‘olelo or mele, oli that we should know of for the area?

KD: Yeah, that would definitely be my son’s expertise. I know my tūtū is cited in a few articles here and there. Maybe if you Google her, they might come up. I’m not sure.

GM: What is the name?

KD: Hattie, Padeken Domingo.

GM: Okay.

KD: Yeah, I'm pretty sure, yeah, she cited in some articles. Just acknowledged as one of the kupa of the area and also I mean, she used to do a lot of that kind of spiritual work and stuff, so, yeah.

GM: Okay, I'll look her up. And then my last question is just if you're aware of any cultural or community concerns that they might have for the school or for cultural practices, just anything we should be aware of for that area?

KD: Nothing on the top of my head really. I don't think anything happens other than on the school business over there and that's pretty much it. Yeah. Yeah.

GM: Okay. All right. And then is there anyone else that you recommend I talk story with?

KD: I mean, definitely you can try my son. Yeah. But yeah, he's, I mean, he will be the best to get the history more. I didn't know 'cause he does that kind of stuff, but maybe my father might be another one too. He's still around if you want to try to talk to him. He might actually be more available than me, but...

[Coordinating contact information, recording ends]

APPENDIX F: INTERVIEW WITH ROBERT DOMINGO, SR.

TALKING STORY WITH
ROBERT DOMINGO (RD)

Oral History for the Ka‘a‘awa Project by Gina McGuire (GM)
For Keala Pono [January 23, 2026]

[Recording Starts]

GM: So to start, I just wanted to start with your name and where you were born and grew up.

RD: Okay, I was, uh, I was born in Queen’s Hospital.

GM: Nice. And you grew up in Ka‘a‘awa?

RD: No, yeah, well, I was living in Ka‘a‘awa, my parents were, but, um, at that time, they didn’t have hospitals in Kāne‘ohe or anything, so only had hospitals in town, so I gave birth at Queen’s Hospital, 1947.

GM: Oh, wow. And then where you went to school?

RD: Ka‘a‘awa Elementary.

GM: Okay.

RD: Yeah.

GM: And then could you share a little bit about your ‘ohana or family background? Anything you think would be relevant?

RD: Oh, okay. A lot of the family members or the, my grandmother was a, I don’t know exactly. She was from the Aweau family, which was kind of like Kahana, all this side. The family living in Kahana, Ka‘a‘awa, all this part of the island. And then she became, I mean, the Padeken. Her grandfather was a Padeken.

GM: Oh.

RD: And then she married Domingo, which is our name.

GM: Yeah. So you’ve pretty much lived in Ka‘a‘awa your whole life?

RD: Yes.

GM: Wow.

RD: Except for going, yeah, except for, the family lived here, yeah, and except for, well, I went to school at Kamehameha, so I boarded, I was a boarder for six years.

GM: Oh, wow.

RD: Yeah, so, but, you know, Ka‘a‘awa was a home, so, but because at that time, Kamehameha didn’t have buses and stuff, so if you lived out in the country, you could board, you know? So I was lucky to be able to board up there, so. But now they get buses, so they get more students that go to school. So, I mean, they could open up the enrollment to more kids, so.

GM: Yeah.

RD: Most of the island kids boarded. But even now it's small because all the islands get Kamehameha Schools too. So it's a lot of students going to Kamehameha now. Okay, uh...

GM: So I think Kealoha I think Kealoha mentioned that you also, you own the property next to the school.

RD: Yeah. It was family property.

GM: Wow.

RD: And when I started my career and then my grandmother, Hattie Domingo, was under her name and stuff. So when she passed away, my mom was living on a property in the house. So I figured, oh, my mom's still trying, you know, so, but after my grandmother died, the property went to all the kids and stuff, so there was no, so I had to get signatures from all my aunties and my mom's sisters and brothers to have permission to buy the property.

GM: Wow.

RD: Yeah, I bought it and was so lucky because nobody really opposed the sale and stuff. So, I've been living here ever since.

GM: Wow, do you know of any cultural sites? It can be burials, structures, anything like that in the elementary school parcel or around it?

RD: Well, you know, there's supposed to have been some burials, yeah, in Ka'a'awa, the school area. And through the years, but nobody ever, that I know, looked for the bones and burials and stuff, but what my son did, because to commemorate all that stuff like that, he built like a monument next to the, it's just a, cemented ground and stuff like, sort of like a, a vault and stuff and put some rocks and stuff and just for bless all the people who supposedly get, still get bones and stuff in that, in our school.

GM: So potential for iwi?

RD: Yeah, iwi, yeah.

GM: Okay, are there any other cultural sites in the area that we should be aware of?

RD: No, most of the places in the back, the back road more towards the mountains was mostly farms, piggery, yeah, and the front that single, single dwelling homes and of course the ocean had homes and along the beaches and stuff, but a lot of the wave action and the corrosion from the ocean and has kind of displaced some of the homes and eating up all the [inaudible].

GM: Yeah. Are you aware of any traditional gathering practices or cultural practices that are done in that area?

RD: No, not lately.

GM: Okay. But like, when you were younger?

RD: No, everybody just kind of, the family just had a lot of parties and stuff like that. Kalua pig is one of the, there's a party that's using imu and all the families to get together. I remember that was always, seems like every other month there was somebody making imu and stuff like that. But no, there's no yearly celebration of any, any type of cultural practices.

GM: Okay. What about any native plants that are growing in the area that people gather or pick or anything like that?

RD: You know, used to have, everybody used to have one 'ulu tree and, you know, different fruit, but not anymore. It's kind of all gone already. There's nobody could take care of, you know, that's, I don't know, there's, there's no... my son tried growing. He got a 'ulu tree and a kukui nut tree and coconut tree, but only one a piece, but his property is so small now you cannot really, yeah. But in the back, no, some of the farmers, in fact, the farmers all kind of shut down. The piggeries shut down and they really dakine now, not as productive like before. Yeah, the younger kids of the families, the farmers they're not interested in farming and stuff. So, yeah. A lot of the families that I grew up with still living here, either, their kids or my age kine, you know?

GM: That's nice.

RD: Yeah.

GM: So people are kind of staying. Do you think that the school improvements, if there's any place of cultural significance or access to a place of cultural significance it would affect?

RD: No cultural, no. You know, I can't think of anything. Everything is everybody's little property and that's it, you know? A lot of outsiders want to come here and they always sending me letters, like buying my property and because it's beachfront and stuff, but it's all a sales pitch, you know. Everything is like \$1.1 million now for the properties. It's only for the property, you know? Yeah. Yeah, so. No, there's no, only the school actually and the 7-Eleven that's kind of active in Ka'a'awa. Otherwise, you just pass through it and you blink and you're gone already.

GM: Yeah. Do you have any mo'olelo to share about like growing up in the area? Anything you guys used to do for fun?

RD: Yeah, I miss all that, the ocean, the park across our house, Ka'a'awa. I live right across Ka'a'awa Beach Park.

GM: Yeah.

RD: And it was so much larger growing up. The land itself out to the ocean was like maybe 100 more feet of grass and, you know, where you could camp and, but now it's, I notice now it's right next to the road, and they had a big project right in the front, Kealoha's house, where they had to bring big boulders and stuff just to save the road, you know? But yeah, I miss all that. Every summer, we'd make makeshift kind of tents and stuff, and we'd spend like half the summer on the beach.

GM: Yeah.

RD: And then, you know, fishing and with all the different families coming from all parts of the island, and they'd stay for a couple of weeks this the whole summer. Yeah. And my grandmother used to, yeah, my grandmother, Hattie Domingo, she used to, she used to be the park keeper for the Ka'a'awa Beach Park.

GM: Oh, wow.

RD: Yeah, she was, and then she was also a kahuna. So she used to help patients, with their dreams and stuff like that. People used to come from all over the place for get blessing and cure, even though they have spirits and stuff like that. And she was always available to talk story with them and kinda guide them through that. Yeah.

GM: Yeah. That's really special. Was she like a lā'au person or she was more just the spirit, moe'uhane kine stuff?

RD: Yeah, more just... She could read dreams, you know, you tell her a dream and she could kind of interpret what the meaning and stuff like that. But yeah, I used to have a lot of people on the weekends, you know, she

had a room and she talked to them and they're like patient, but, and she wouldn't accept no money or anything. And, but they knew better. They brought, they brought food and they brought gifts and stuff like that. And they just, for her. Which all our grandkids enjoyed because they used to bring charsi pork and manapua and all kine candy. So we wait till they go and then say, "Grandma, grandma, what did they bring?" Yeah. And we used to go and collect all the goodies.

GM: Wow. Are there any songs or oli that we should know of for Ka'a'awa?

RD: She, my grandma, she liked music, enjoyed Hawaiian music, but she never, I never did see her play. She would strum couple C and C7 and F and G, but she never. But yeah, a lot of my parents and stuff, they used to like to party and sing and stuff like that. With the 'ukulele and had some neighbors, not family actually, but they were good musicians, so it makes sense. You know, they would get together and have, they would have the Primo beer. That's one of the older beers, you know, like, and they would enjoy, they would enjoy the weekends.

GM: Yeah. That sounds like fun. So I know you mentioned a little bit about a lot of development coming in and then the shoreline, but if you can speak a little bit to how that area has changed over your lifetime?

RD: Well, like I said, the property I bought, like was no way, like the land now over here, the realtors are calling and they want to buy the place and no, no, like the land property tax has gone up so much because a lot of people bought properties down here and they built a kinda two-story building, but they're just turning around and selling it for one point something million. It's all investment kind of stuff. And so you can see kind of new, nice big homes and the kind of regular homes, comparison, all along the highway. But yeah, I guess every time I see my property tax just keep going up and up and up and up.

GM: Yeah, that's hard. Are you, are there any community or cultural concerns that, they might have for the school or that area that we should know of?

RD: Well, should talked to Kealoha more because he was on the board, neighborhood board, stuff like that. And I have a daughter, that she's assistant teacher at the school, so we have a lot of history at the school, you know? Plus the fence line is my property next to the school, so. I hear all the bells and all the recess and all the kids.

GM: Oh, that's awesome. That's kind of nice. I mean, I'm sure it's loud, but...

RD: Yeah, but I'm used to it.

GM: Is there anything you'd like to see them do to, you know, minimize their impact or reduce their footprint or anything like that when they do work?

RD: Yeah, well, you know, this side is the mountain, the ocean, and this one road, so you can't really, you know, with the amount of traffic, traffic is so, you know, like, before we come out the ocean, we could lie down on the road just to, kinda dry up, but now you have to get ready. One, two, three, and you're going to run across the road because there's so much traffic. But it's just normal traffic, tourists and during school hours and stuff like that. But you can't really do anything about that because there's only one lane, both ways, south and north. So you just gotta go with the flow. Yeah. But otherwise, no, it's nice. I kind of adjusted to everything. So, you know, my age and everything too. So I just be happy that I'm still alive. [Laughs].

GM: I guess, I guess that's all my questions. The only thing I have is if there's anybody else you recommend talking story to.

RD: Well, actually, I don't, we don't, you know, like I said, we all are old people on the, I consider myself kupuna now because I'm 78 years old, but you know, all our uncles all passed away already. So we're the elders now but we don't really get together, so, to talk story and stuff. There's no meetings and stuff. So maybe if anything Kealoha because he was more, he's more into the culture and politics and stuff of the area. I kind of

retired from everything. That's why I was, that's why I was kind of saying, see, why would he, you know, asked them to call me because I've been kind of quiet for the last couple years.

GM: No, this is super helpful.

RD: Well, nice talking to you anyway.

GM: Yeah. Is there anything you want to add about Ka'a'awa in general or the elementary school, anything like that?

RD: No, not really. Okay. I'm trying to go through my mind, but... no.

GM: And then what is your mailing address?

[Recording Stops]

APPENDIX G: INTERVIEW WITH ALAPAKI LUKE

TALKING STORY WITH

ALAPAKI LUKE (AL)

Oral History for the Ka‘a‘awa Project by Gina McGuire (GM)

For Keala Pono [October 9, 2025]

GM: So maybe what I can do is, I can run through the questions, and I want to make sure, is it okay if I audio record you?

AL: Yeah, sure.

GM: Okay. And then what I'll do is I'll type up the transcript, and I'll get it back to you. And then if you want to take anything out or edit or anything like that, you can, you can do that.

AL: Okay.

GM: Okay. So I'm going to start, I'm going to, if you want to start with your name, where and when you were born, grew up, and went to school.

AL: Okay. O au o Alapaki Luke. My name is Alapaki Luke. I'm actually born Honolulu, raised in Wai‘anae and ‘Aiea, and Kahana Valley in Ko‘olauloa. Yeah, lived with my grandmother in Wai‘anae, was able to learn about our ‘ohana and our heritage by living with a grandma and aunty, and from my mom, my parents, my dad. Yeah, when I was in school at a young age, didn't have opportunities to learn about ‘ike and ‘ōlelo, so I had to learn from the family. But that's why I decided to go into education and, you know, create more of that awareness for the ‘ike and ‘ōlelo with my students, which has changed the last 20, 30 years, there's more opportunities. So I enrolled my kids in Kaiapuni at Ānuenue and yeah, see them growing as well in the culture and language. And I'm a taro farmer from a very early age when I lived with grandma, I used to plant huli in my parents' yard, make a small lo‘i, and now I'm in Kahana Valley with Uncle Ron Johnson ‘ohana over there. And my family actually has iwi buried at the Mormon church, the Mormon church in Kahana on Trout Farm Road. So been there since the late '90s.

GM: Yeah, wow.

AL: Lived all over the place, lived in Kāne‘ohe, Kahulu‘u, but then also lived in Kaua‘i for like three years.

GM: Oh, I didn't know that.

AL: Yeah. So I'm faculty now, Honolulu Community College Professor, but I also teach at Mānoa, part-time. Hawaiian Studies, Geography, Curriculum Studies - STEMS² at the College of Education.

GM: Yeah.

AL: Yeah.

GM: Do you want to share a little more about your ‘ohana background or any mo‘okū‘auhau stuff?

AL: Oh yeah, so my mom's ‘ohana is actually Pana‘ewa, Hilo. So my great-grandfather used to live in Pana‘ewa and then they all migrated to Honolulu. So my grandmother, yes, pretty much was raised in Honolulu, Mānoa actually. But yeah, we have the Pana‘ewa name, that mo‘o, that deity. On my mom's dad's side, my grandpa is the Ching family. Yeah, migration from China. My dad's family is actually a Kailua family on O‘ahu. Maikou is my great-grandmother's last name. And the Luke name is my great-grandfather from my grandfather's side. They came in the 1800s from China as well, the Lukes. Yeah, so... big extended ‘ohana with cousins on both sides and many are active in the culture as well. On the Luke side, actually, Kumu Hina, she's a Luke. Auntie Edith's granddaughter.

GM: I didn't know that.

AL: Yeah. On the Pana'ewa side, Yeah, we get different relatives involved in all kinds of different things such as cultural monitoring, arts, etc.

GM: That's super cool. And you mentioned, um, before I started the recording, but you mentioned that you lived in Ka'a'awa for a while?

ML: Yeah, not very long. Um, for a real short time mauka of Kalae'o'io Point, which is the beach park, right before Ka'a'awa Beach Park. So it's really close to the Elementary. My, oh, I should mention that my great uncle, fourth uncle, Chinese, they named, they numbered their uncles. First, second, third, fourth uncle. William Luke used, owned a property in Makaua, right below Crouching Lion, but they sold that property, you know, it's a, I think the Methodist Church bought it, but yeah, he had that property for decades, he was a dentist. But he didn't have any kids. So eventually, the family sold the property.

GM: Oh wow.

ML: Well, yeah, he must have lived there from the '30s. Yeah. Makaua. But there's like, Uncle Ron, he has lots of friends in Ka'a'awa that come by Kahana to the house. Who live there now. Yeah. Some are fishermen, some are tradesmen. There's some old time families there that I know of, Nozawa. Many of them work for Kualoa Ranch.

GM: How do you spell that last name?

AL: Nozawa, N-O-Z-A-W-A. Japanese family. Kamaka'ala family is in Ka'a'awa as well, and some in Kahana.

GM: That's one of my questions, is there anybody you recommend we talk story to about the area?

AL: Oh, for sure. I think the Nozawas.

GM: Yeah.

AL: If you can get a hold of them, yeah. And I can ask Kamaka'ala. In Kahana, if, ask them to contact you. Because they didn't start the work yet, right? They're just doing a preliminary environmental assessment. Is that what it is?

GM: Yeah. Yeah, it's before, we're doing a cultural impact assessment. It's the proposal stage, yeah.

AL: Is this Hawaiian Electric?

GM: We're contracted by PBR Hawai'i but it is with the Hawaiian Electric network, yeah.

AL: Yeah, 'cause they're already, like, re-shoring up the side of the road.

GM: The road over there, yeah.

AL: Yeah, it's like contra-flow every weekday. We just was out there yesterday, that's why.

GM: 'Cause there's a lot of, like, I haven't been out there, actually, um, so I'm, but it sounds like there's a lot of erosion or, like, sea level rise happening?

AL: For sure, that whole coast, even by Crouching Lion. So most of Ka'a'awa is threatened by shoreline erosion. And there's some areas that are actually seawalls or hardened.

GM: Yeah.

AL: And just like in class, you know, I always show everybody how that's actually more detrimental because there's no sand migration eventually. And so it just falls in the ocean and then the whole shoreline is depleted. So they put huge pōhaku boulders with concrete, like tons of concrete, I don't know how many yards. They're still doing it, right in front of Ka'a'awa Elementary. So that's why it contraflows to you. But I guess after that, they're thinking of moving the electrical lines, that makes sense. 'Cause those poles might actually fall in the water eventually, right?

GM: I would think so.

AL: I'm trying to envision why they could move the electrical. That's what I think.

GM: I think it's just improvements at this school. I think they gotta update some stuff and...

AL: Oh, for the school property, not the highway.

GM: Yeah, yeah, yeah.

AL: Oh, okay, okay, got it.

GM: Yeah. That's one of the questions is how the area has changed, so stuff like that.

AL: Oh, yeah. I mean, the beach is like thinner and thinner. And that's a popular beach if you look on social media.

GM: Oh, yeah?

AL: Yeah. Look up Ka'a'awa Beach and then, later. And you see everybody who takes pictures towards Kānehoalani the mountain at Kualoa. Yeah, so that's a famous photo angle for tourists. They like to take the picture facing that peak. So it looks beautiful, but it doesn't show you the erosion when they take these pictures. It's pretty interesting. Yeah, try to take a look at that later.

GM: So more visitors and then the erosion.

AL: Oh, yeah. Yeah. Plenty— I mean, plenty of wedding pictures.

GM: Oh, interesting.

AL: So my thinking, though, is— and I don't know. This is just my thoughts from my experience.

GM: Yeah.

AL: I'm sure there's iwi in the area. I mean, like most places that had sand dunes, yeah. I'm sure there were way more sand dunes before development in that area. And plus, Kalae'ō'io is considered a leina or a lele.

GM: I didn't know that.

AL: Where souls leap, yeah. That's what I was taught. Because it's one of those leaping points to ao 'aumakua, to the other world. So, where the kūpuna are.

GM: That's one of the questions, if there's any cultural sites that might be in the area or burials, historic structures, anything like that near the school or within the project area?

AL: I, yeah, so that's my, my thinking there are, but, like, when you start digging is when you find out, right?

GM: Right.

AL: So, as far as what I've been told, I just know of Kalae'ō'io. And again, I'm making an assumption there might be iwi, you know, somewhere more inland. In the highest, above the high watermark. I'm sure it's been graded already, so some of the things, so I don't know.

GM: Yeah, I think they're going to try and keep— they do have to do some ground disturbance, but I think they're going to try to keep it to areas that have already been disturbed. But yeah. Are there any mo'olelo, mele, oli? I know you mentioned I can't roll it off my tongue, but the name of that, leina, place names that we should know of?

AL: Kalae'ō'io

GM: Kalae'ō'io

AL: I just know of Crouching Lion area, which is further down by Crouching Lion.

GM: What is?

AL: Kauhi. That's the peak Kauhi. You know, instead of the name, Crouching Lion, that's the name of that deity who was actually traveling with Pele, but wanted to go with Hi'iaka as well, but was not released from his, how would you say it? He was like, bound to stay there, according to Pele. And so he tried to leap out, and that's where the figure of the crouching lion, Kauhi'īmakaokalani, 'ōlelo-ed.

GM: Interesting. I heard that before, but I never knew the mo'olelo behind it. The crouching lion.

AL: Yeah, right in Ka'a'awa. Um, I don't know of any other mo'olelo. Others might know, but... Um... I just know that adjacent Ka'a'awa Valley, you know, the Morgan family owns it, Kualoa Ranch. And they descend from Jared Judd, Dr. Jared Judd. So he received the land during the Māhele. Which I guess is controversial as well because Kualoa is considered sacred land, you know, a lot of iwi in the cliffs. Kaha'i arrived over there with the first 'ulu tree. Um, yeah, it's considered a sacred land, but it was given to Dr. Judd. And now the descendants still have it. That's the ranch. And there are still cattle, but I think it's more so they can keep the agriculture zoning. That's what I was told. Makes sense, right?

GM: That sounds right, yeah. 'Cause they do a lot of like tours and stuff, yeah?

AL: Yes. So that's the moneymaker. It's not the cattle. Because, I mean, we don't even have a slaughterhouse on O'ahu. So they got to send it away. And then they send the beef back.

GM: Oh, wow.

AL: Believe it or not. But yeah. I mean, and you know, the tourism as well as the movie industry is where they make their money from.

GM: Yeah. Are you aware of any gathering practices or traditional practices in the area? It can be the ocean, too...

AL: Yeah. I mean, it's known for fishing. I mean, there's a protected— you know, there's a fringing reef, but it goes far out. And a lot of people go, like, for he'e. Yeah, they go for squid. Especially when the tide is low, to walk the reef, you can see them just poking around, looking for those that get in it. Um... Uh... What else? Other types of fishing, but just casting. I mean, there's a lot of people on the side of the highway just casting, whipping.

GM: Yeah. Is there anything mauka that people go for?

AL: Oh, yeah, they actually try to climb the ridges above Ka‘a‘awa, which are kind of sketchy, yeah. But... Yeah, it's for experienced climbers, actually. It's more like climbing. But there are some old concrete pillboxes that people try to get up to, that you can go up to that the military had built during the war in case there was an invasion from that side. So they're still there, yeah. People actually try to, from the Ka‘a‘awa side, go up the ridge to Pu‘u Manamana, which is in between Kahana and Ka‘a‘awa. That's actually a popular trail for experts, but— and then you can see both sides. If they get to Pu‘u Manamana, they can see the Waikāne side, and then they can see Kahana. Yeah, so a lot of people try to go up to those pillboxes. It's kind of steep in some areas, so it's, yeah. It's kind of risky.

GM: Yeah, that sounds, I'm not into like, you know, people do the Stairway to Heaven and I'm like, no, no.

AL: Yeah, exactly. Because I mean, that's not hiking. It's like climbing and sometimes falling.

GM: Yeah.

AL: Crawling. You're crawling and sometimes falling. And then fire rescue got to come, you know, and there's another kilo or a point in Kahana Bay that people are, a lot of people go up now. It's, it's, yeah, it's near Crouching Lion, but on the other Kahana Bay side. And it's not super high, but it is steep. And they just go up there for photo ops and stuff. But as far as like, there's not much, how would you say, level land or ‘āina in Ka‘a‘awa. So, like if you drive one of the roads, straight mauka, you're gonna hit the steep areas already. It'll go a little bit higher gradually, but then you'll have a cliff. So yeah, the populated area or the developed area is very narrow along the coast.

GM: Is there people doing, like, kalo stuff over there, or it's kind of too, like, slopey? I don't know what the right word is.

AL: Yeah, not much that I know of, because actually the water sources are more in the stream and, you know, that's mostly Ka‘a‘awa Valley, Kualoa Ranch and then when you get to Kahana. Yeah. But there are some intermittent streams that of course when it rains a lot, it will run. But it's very short, mauka to makai. And in fact, most of like the fire station, there's a stream right there. There's a lot of pōhaku that you can gather for imu or other stuff because it doesn't have water in it the whole time. It's not perennial. Yeah. I know that Jason Scott Lee had a property. Behind 7-Eleven. I don't know if he still does. You know who the actor is.

GM: Yeah. Yeah, I think he has property in Volcano, too.

AL: Yeah, I wouldn't doubt, yeah, I heard that, too. Yeah, Hawai'i Island. But I don't know if he still has Ka‘a‘awa. I remember his house was on, it's a slopy hill behind 7-Eleven. So he was one of the famous residents who would spend time there. It's pretty cool. All the Ka‘a‘awa kids go to Kahuku, so it's a far travel to school. Yeah. Before high school. ‘Cause Ko‘olauloa ends right at Kualoa. So right before Kualoa. And then everybody got to go to Castle from there. Yeah, there's probably plenty of māla. People are growing other stuff, but maybe not with constant water. But the area is the windward side, so it's always moist anyways.

GM: Yeah. Get plenty of rain?

AL: Plenty of rain, yeah. I mean, just had on Tuesday, Tuesday night. You said you haven't been to Ka‘a‘awa recently, or?

GM: No, I mean, maybe I've driven through, but I don't think I've been, been—like, got out of the car and been there, yeah. Yeah, I usually try go check ‘em out. I gotta ask this question. But I mean, it's been in the elementary school for so long that it's a little bit— but do you think that improvements to the school affect a place of cultural significance or access to a place of cultural significance?

AL: Not that I know of. Yeah. I was actually worried that they were going to close the school.

GM: Oh.

AL: I mean, maybe you should look into that, I think there's been news articles about the smaller DOE schools being closed up. 'Cause their enrollment was down. Yeah, it's like, it's like, you know, like Hawai'i Island, like the older schools, the portables, old structures. But definitely servicing the community because I think the elementary, the nearest one would be in Waiāhole. And Hau'ula. So Ka'a'awa serves Kahana, Punalu'u, Kualoa area, Hakipu'u probably. Anyways, idea of maybe closing it up and stuff, but, no, yeah, improvements to the campus, and it's not even a big school. Yeah. I don't know, I mean, personally, I don't think it'd be detrimental to any Native gathering rights or anything like that, cultural activities. I think more of the highway work definitely is affecting shoreline access. But, I mean, the shoreline is disappearing anyways. I'm just worried that whatever they're doing is temporary, and it usually is, and the erosion still happens. And sometimes, especially like a couple of days ago, we, we have, um, I guess king tides. It does go across the highway to the school.

GM: Oh, wow.

AL: There's sand all over the highway. And I always gotta go shoot down the bottom of my truck. Yeah, cause it's all salt water. So I gotta rinse it out. But, yeah, I mean, the school is old, too. It serviced the community a long time. It's for the keiki and the families, you know?

GM: For sure. Is there anything, or what they can do to lessen any adverse effects on cultural resources if encountered? Do you think?

AL: Having a cultural monitor on site to observe. For sure.

GM: Okay.

AL: I mean, all the projects should have 'em. 'Cause like, even over here at Honolulu Community College, they found iwi during the utilities work construction, in the carpentry yard.

GM: Oh, I didn't know that.

AL: Yeah. My cousin Keala, her company, monitors that. Like, so, it's all over, you know? And there might be other artifacts too, so definitely an observer is needed, that's my mana'o, on all the projects. Especially when they're digging or grading. And I'm sure, you know, there's a human settlement that goes way back because it's along the shoreline. It's a fishing area.

GM: Yeah, I would think so. I think so. I gotta look at the historic maps and stuff, but yeah. And then my last question is if you're aware of any community concerns or cultural concerns for that area or the surrounding area.

AL: Not that I know of. Except for the erosion. What else? Let me think about this. I mean, the traffic and the amount of people. After this, I'll send you some photos or some links. Yeah. What I meant about the traffic at Ka'a'awa Beach Park. And then I'm looking at your folks' website. Manuwai Peters is on the staff, yeah?

GM: Yeah.

AL: So, he... I don't know if it was him or his family. He has a house right there by Kalae'ō'io.

GM: Oh, I gotta ask him then.

AL: I remember going to a party he had there. back in the '90s, or yeah, was it late '90s? It's the one with the big glass windows right across the beach park, Kalae'ō'io. He himself might have plenty mana'o on that, so... 'Cause I was looking at your website.

GM: Well, those are all my questions on this. Is there anything you want to add about, you know, or anything?

AL: No, but I can text you or message you if anything.

GM: Yeah, that'd be great. Thanks so much for making time, Kumu.

APPENDIX H: INTERVIEW WITH JOHN MORGAN

TALKING STORY WITH

JOHN MORGAN (JM)

Oral History for the Ka‘a‘awa Project by Gina McGuire (GM)

For Keala Pono [October 28, 2025]

GM: Could you start by telling me a little bit about yourself, your name, where and when you were born, grew up, and went to school.

JM: Sure. My name is John Morgan. I'm the president of Kualoa Ranch. I started working here part-time in, I think it was 1971. So I became the general manager. It was a very small company in 1981. So I've been working here a very long time. I went to school in town at Punahou School. I graduated from there in 1974. Went to Oregon State University for two years. Halfway through the second year, I asked my father if I could try to make a career at the ranch, because I had started working here in the summers in high school. He said yes, and so I came back to go to the University of Hawai'i, and I continued my major in economics, because I thought that was broad and then, you know met my future wife, finally got married in 1981 and I figured I had the wife and the job so I quit school, so I've been working here ever since.

GM: Is it still a working ranch?

JM: Yeah, we still have a, depending on the time of year and everything, but maybe you know, over 300 mother cows and maybe 500 head in total.

GM: Wow, that's a lot. Can you share a little bit more about your 'ohana and family background?

JM: Sure, so this is our 175th year, this year, of being the stewards of Kualoa. My great-great- great-grandfather was Dr. Gerrit P. Judd. He was a missionary doctor, came to Hawai'i in 1828, so. So that's 197 years ago, I think it was. And he became a minister to the king. And then after the Māhele, this was Kualoa, was part of the king's land. And he bought Kualoa from the king in 1850. So that became our family's, the beginning of our kuleana here, our responsibility to, you know, take care of the place. And then it went from Dr. Judd to his son Charles, who was my great-great-grandfather, and then through, you know, try to abbreviate things, and then down to one of Charles's kids, who was Julie, Julie Judd Swanzy. So hence the name Swanzy Beach Park. So from our understanding, it was actually Julie Judd Swanzy. Not only did she buy out all her siblings, so she became the sole owner of Kualoa Ranch, but she also did a number of other things, like donated the land for Swanzy Beach Park, which is at the far end of Ka‘a‘awa, the north end. And, you know, we heard that she also donated the land for the school. So, Julie Judd Swanzy was my great-grandmother, and then she had two daughters, one of which was my grandmother, and then it all comes down to our generations now.

GM: Wow. That's, I mean, very cool family history. And you've talked a little bit about this, but can you share some of the ways that you've learned about either specifically this area or the wider area yourself?

JM: Yeah. So relative to our family and our family's mana'o, you know, memories, all of that. My mother was, my grandmother was a meticulous record keeper, and so we have a whole bunch of title, information coming from, you know, through there. And then, of course, living here for my whole life, there's a ton of different local people, from the area that you get to know and you learn stories from and you hear not all things from not only our perspective, but from multiple perspectives by other community members.

GM: For sure. You talked a little bit about kuleana and taking care of this, I don't want to say the ahupua'a, but do you want to expand on what that entails?

JM: Sure, so Dr. Judd bought Kualoa from the king, but it was his son Charles that bought Ka‘a‘awa, and then Charles also bought Hakipu'u, so that's the whole ranch, it was three ahupua'a.

GM: That's a lot!

JM: It is a lot. And so yeah, so our kuleana is, from a, you know, we're not the only company that owns land, and we're not the only family company that owns land. And every family has their different attitudes towards it, I suppose. And we're fortunate that our ancestors didn't really— well, Ka'a'awa Town was developed. And so there was development. And we did develop a couple of lots at Kualoa on the beach below the highway, and the same thing in Hakipu'u. But other than that, there was no development. And the ethos of the family has been to preserve and protect the property. So that's kind of a stewardship mindset that we have. And we're fortunate because of that. But there were definitely hard times. The town of Ka'a'awa and the school was not always a town and wasn't a school. So it was just farmland. And there's definitely old pictures of that. But whether it was partly due to the depression, which was a major impact on Hawai'i, the United States and the world. And then most of the laws were created after the depression. And so my father did also say that that there was an outbreak of anthrax someplace over there and so that's why they turned it into the farming because it killed some cattle but I don't think he witnessed that, I think he heard that, so I have no idea if that's true or not but you know they're definitely in the '30s and you know the place was mostly farmland.

GM: Wow. Specifically to Ka'a'awa School and the project area, are there any traditional or cultural sites that we should be aware of that you might know of?

JM: I've never heard of anything. It's been in its present state as a school for so long. And again, the town around it and a lot of the leases go back to the '40s. And so, I'm unaware of anything in that particular environment. Yeah.

GM: Yeah, it's hard when things have been developed for a while. Are there any traditional gathering practices in this area that we should know of? Not only specific to the school, but the surrounding area too.

JM: Yeah. I think most of the traditional practices are in the ocean. You know, they're... I can't say that there's none because you're not aware of what everybody does but, you know, there's not a lot. I think there's more people that local residents, you know, who have Hawaiian lineage that go into Hakipu'u Valley on occasion that almost not very many in Ka'a'awa because there's not that many local families in Ka'a'awa that go way back.

GM: I would love to find those, those old photos of that, the farmland would be really cool. Do you think that electrical, those electrical improvements would affect any place of cultural significance or access to a place of cultural significance?

JM: Not unless they uncover iwi in the process.

GM: Yeah, that's always a possibility.

JM: Otherwise, I do not anticipate any problems.

GM: Okay. All right. And then this can be wider than just, you know, electrical work, but is there anything that you would recommend them to do to lessen adverse effects on community, cultural practices, resources?

JM: I think it's always worthwhile to fully communicate. I know Jennifer Luke-Payne is the principal, you know, there's a Ka'a'awa Community Association. Kealoha Domingo is the head of that. And so it would be a good thing to reach out to them. There's an organization called the Ka'a'awa Beach Owners Association, which owns the roads. But since the school doesn't abut any of the roads, I'm not sure if that would be necessary. It's the most important organization, I think, is the Ka'a'awa Community Association. And then there's another person, you know, another good community member, Nā'ālehu Anthony.

GM: He said to tell you hi when we spoke...

JM: Oh yeah, he's a key community member. So he lives very close to the school.

GM: Awesome. That is one of the questions, if there's anybody, kūpuna or lineal descendants, kama'āina, that you recommend reaching out to.

JM: I think a fun one. I'm not sure it would be Nona Kaniho. I'm not sure if they go all the way back there. Nona Kaniho lives in Ka'a'awa, but she's 93, I think, yeah.

GM: Okay, that would be a special one.

JM: Yeah, yeah. And she's still sharp and a wonderful person. Yeah, now that we're all getting older, who's still around? The Padeken family has been there for a long time.

GM: Padeken?

JM: Padeken, P-A-D-E-K-E-N, Padeken. Because presumably you want people with longer memories, not what happened in the last 10 or 20 years.

GM: Yeah. That's one of our questions is, as far as you remember in your experiences, how the area has changed and how it was when you were young, and how it's different. And it doesn't just have to be the school, but Ka'a'awa.

JM: Yeah, when the town was first created by my Uncle George Bennett, actually, who I recall did the majority of the work. The lots were mostly 13,500 square foot lots, and most of them had one house. And they were long-term leases and so the community has changed drastically from leasehold one house per lot long-term leases to after it got converted to fee ownership started in 1984, then since it's all zoned R5, you know, that allows for a single-family dwelling on every 5,000 square feet, you know it's basically more than doubled in density. So that's the biggest impact in the community is the change of land ownership to where it's, you know, everybody's got their own fee, own title to their properties, which is a good thing. And the town has gotten more dense because that's what's allowed by the regulations.

GM: This might be an odd question, but what was growing up here like?

JM: The ranch was a relatively very small organization, probably had six or eight employees during most of the times of the year, summertime it would be summer hires. It was really just a farm and a cattle ranch, and there was no tourism at all. So we did a lot of fixing fences, hauling irrigation pipe, and just the stuff of normal ranches and farms. And from a community perspective, of course it was very, you know, it was basically the '60s, you know, the '60s and this was far out and the streets were more narrow and I remember when, because there was a lot of, the land was a lot more overgrown with brush and everything at those times and so it'd be difficult to chase the cattle from here at Kualoa all the way to Ka'a'awa and so we'd chase them down the highway. It's a great memory to know that I lived during that time where somebody would be in the front on a horse and somebody would be in the back and all the cars would just go into one lane whether they're coming or going and you didn't have all of the dynamics of that and of course no, things change, you don't do that anymore, but that was just a fun memory of being able to do that back in the '60s, in the early '60s.

GM: That's so cool. I'm curious as you're talking about the brush and things and looking at the koa surfboard [item in the office at Kualoa Ranch that was made from koa sourced from the ranch], but what do you think might have grown in that area historically or has grown there?

JM: You mean in the school area or everywhere?

GM: School area, but also in that ahupua'a.

JM: Oh, you know, there's, I mean, being in the tropics, there's all kinds of, you know, the native vegetation is really only up in the mountains.

GM: Okay.

JM: So, haole koa is all over the place. When I was growing up, guava was everywhere, and lantana is all over the place. These are invasive species, and now it's plum, and we've got ardisia, and all kinds of stuff that is now my experience is native plants don't usually grow where they take over. They're the ones that are getting crowded out. And so, most of the time you spend your time in wao kanaka not wao akua, or whatever, you don't, you know. And so there's a lot of lantana, a lot of guava, a lot of that kind of a thing. And so, you know, when you go hiking up in the mountains, there's all kinds of native plants.

GM: Have you done that a lot of hiking?

JM: A lot, yeah.

GM: That's awesome. Are there any mo'olelo or songs, mele, place names that you might hold for the Ka'a'awa area? Or for Kualoa in general?

JM: Yeah, nothing from the old times. I think there's some new ones written. Of course, you know, the Hakipu'u, I don't think Ka'a'awa was mentioned in the Kumulipo, but Hakipu'u was, and Kualoa is. I think it's line 2,045. So it's, yeah I think line 2,045 is, that's where Maui died, was at Kualoa in Hakipu'u, as I recall. They looked it up not too long ago.

GM: Wow. That's pretty significant. Does your family have any songs or mele composers?

JM: Oh, my mother was a big, you know, she loved everything, both my parents loved everything, Hawaiian culture and history and all, and they were just avid, you know, historians and my mother read a book every month and book club and played Hawaiian music and all kinds of different things. I didn't get the musical touch. [Laughter]

GM: Neither did I. [Laughter] I'm curious if since the ranch is so big, but any place names that you guys hold within the ranch itself for certain things.

JM: Oh, yeah. I mean, all of the names of the peaks and the Pu'ukanehoalani, the high peak behind us, and Mo'o Kapu o Haloa, the name of the cliffs below it. Of course, the name Kualoa, named Palikū, they're all names associated with this area right here. Pu'umanamana is in Ka'a'awa on the Ka'a'awa mountain. Some people call it Secret Valley, which is behind the whole kingdom and fire station area in Ka'a'awa. We know it as Kolonā Valley, because it's something that people wrote about it. You know, the high peak in the back of the ranch, Pu'uhuluhuli. That's a name we, you know, and then they all look different than, you know, Pu'upueo is in the Hakipu'u side. And then there's little 'ili that are part of the ahupua'a, but not, they have their own names, Pahalona and Hakipu'u, and Pilali above the fishpond, Lau'i'i Fishpond, Mokuli'i. There's all kinds of, you know, we feel it's important to remember the Hawaiian names and use them.

GM: That's awesome. Thinking of Pu'upueo, do you see a lot of pueo in the area?

JM: Pu'u Pueo's on this side [pointing], but no. In fact, most of the owls that I see, and you hardly see owls anymore at all, are barn owls. They're whiter owls. The pueo itself is more of a smaller brown owl. From a distance, it's hard, and when it's dark, it's hard. It's harder. I can't definitively say I've seen this many owls and that many white owls or brown owls. barn owls versus pueo, but there's occasionally owls and they're always nice to see.

GM: Yeah. I'm going to rewind back to the, you know, gathering practices. And you said mostly marine. I was wondering, what kind of practices?

JM: This is a popular place for, you know, squid. And then there's a lot of shore fishing, to this day, and there always has been, of course, There's people who go up and down, trolling for ulua or whatever, and of course,

the fishpond over here, which is part of the ranch, Moli'i Fishpond. It's a 125-acre fishpond. That was a big fishpond, but that wasn't subject to traditional practices because it was a fishpond, which was owned by the ali'i who owned the ahupua'a. It's never been out of use.

GM: Oh, that's special.

JM: It's a very nice fishpond. We grow oysters there now.

GM: That's cool... And then you mentioned gathering happening in Hakipu'u more, the valley?

JM: Well, just there's not, I don't think there's gathering, there's access. So there's some members of the 'ohana in there that, when they, they call us up and say, can we, you know, let them drive up and go get bamboo or something like that. There's a couple of places where there's bamboo, but that's about the only thing that people actually go to get, yeah.

GM: Okay. And then my last question, I'm trying to pick your brain as much as I can, but, um, are you aware of any other cultural concerns or community concerns that might be held for this school or the surrounding area?

JM: I don't think there's cultural concerns, again, for the school area. Again, it's been a school for way beyond, longer than anybody's been alive, you know. So it's, I don't think... I think the main concerns about the school is that it stays a school. So I know there's, you know, efforts within the DOE to be mindful of, costs and efficiencies and all that kind of stuff. And Ka'a'awa School has appeared more than once, I've heard on the consideration for closure and consolidation. And I don't think the community thinks that's a good idea. So I agree with them. I'd rather see us continue to have Ka'a'awa School.

GM: Well, those are all my questions, unless there's anything you want to add or share.

JM: No, Gina.

GM: All right, thank you.

APPENDIX I: INTERVIEW WITH MADELINE NEELY

TALKING STORY WITH
MADELINE NEELY (MN)

Oral History for the Ka‘a‘awa Project by Gina McGuire (GM)
For Keala Pono [January 26, 2026]

[Recording starts]

GM: Would it be okay if I audio record you?

MN: Oh yeah, yeah.

GM: Okay.

MN: Okay, right now?

GM: Yeah, if you have time, yeah.

MN: Yeah, yeah, okay.

GM: Okay. To start, can you just tell me a little bit about yourself, state your name and where you grew up?

MN: Okay. When I was born, my name was Madeline McCabe, the M-C-C-A-B-E. I was born in 1942. I'm a descendant of the Padeken family. My ancestors are from Germany. I'm talking about my mother's side. My mother's side of the family lived in Ka‘a‘awa. My father's side of the family lived in Kāne‘ohe. So the, my maiden name was McCabe. I'm a divorcee. I lived here almost, I'm 83 years old, probably out of, for 80 years I lived in Ka‘a‘awa.

GM: Wow.

MN: And went to Ka‘a‘awa Elementary School. I went to kindergarten in Hau‘ula. Ka‘a‘awa, I went from first grade to sixth grade. In 1954, I went to Kahuku High School, because in those days, you had to go to the school in your district. And lived over here all my life and learned how to... go through the ocean, because when you're, from nine years old, they teach you how to go catch squid, what kind of limu to pick. So you catch 'oamas, you know, everybody has to help. And when you catch things, you share with all the families around here. So it was just that kind of life. We lived on a farm. In those days, there wasn't too many people living in Ka‘a‘awa. So we raised pigs, chickens, ducks. We had two horses, one donkey. We had a couple cows. And sometimes, if the animals got away, they would just call us, no problem, just go get it. We had a colt. And my father used to race these. But the horses we had was a quarter horse, a quarter horse, and then that quarter horse had a little colt. But the quarter horse, my father, they used to race down Kahana Bay on the beach. After church, everybody would go to Kahana and they would have horse races out there. That's how big the beaches were in those days.

GM: Wow. That sounds awesome. Do you want to say a little bit more about your family background?

MN: Okay. Yeah, my father was from Kāne‘ohe. He's Irish, mostly Hawaiian. My mother is, she's Hawaiian, German, Japanese. Her father, my grandfather, migrated here from Japan. I think he was about 22 years old. He met my grandmother. She was about 16, and in those days, they got married really young. So my grandmother was Hawaiian, German, and so my mother has the Japanese from her father. He died in 1935, so our family has burial sites on one of the properties. There's approximately 14 people. My family's buried on this site. So when they did the erosion, our concern was if they find remain, human remains, he was concerned, you know I mentioned we're concerned about it not be disturbed.

Yeah, so um I retired from the Honolulu Police Department. I got married and went to the, lived in California for about four years during the Vietnam War. I was married to a military person, came home, I worked at, at my

first job, I worked at the University of Hawai'i bookstore. And then after that I worked at Straub, Straub Clinic. I was the registrar. And we moved to the mainland because this was during the Vietnam War. Came back home, uh, didn't work for a while, then I got divorced, and then, uh, I worked at the Honolulu Police Department. I retired from there in 2004. I was a fingerprint records examiner so I was able to analyze fingerprints for individuals who passed away, dropped dead, something, or was killed, murdered. There was seven of us at the department worked seven days a week 24 hours a day so I was, I worked on the day watch. Luckily, I was on the day watch. I retired from there, so I've been retired ever since, and I love retirement.

And I'm involved in, I was involved in the Ka Lāhui Hawai'i with Haunani Trask, we're related. While I was working, I was still involved with the sovereignty movement, so it was kind of contradictory to, I was told that I needed to cease and desist, but being a Hawaiian person, I felt like nobody owned me, I own me. What I do on my own time is my business, nobody can. So when you're growing up as a Hawaiian over here and you were treated very badly, you sort of like, have a, you know, it kind of, it hardens you so, you know you get after a while you know you reach my age you kind of get used to it so you kind of stand your ground and you know that, "Hey I'm as good as you. You're a human being, I'm a human being. But don't treat me like I'm stupid and lazy," you know stuff like that, so that's about my background.

GM: Okay and it sounds like you grew up, you lived all your life in Ka'a'awa.

MN: Yes, well I lived in Kāne'ohe for maybe about two years. That was it. My father's family was the first villagers, one of the first villages of Kāne'ohe. Their family started the St. Anne's Church and the St. Anne's School. They were Irish lay people. So my grandfather was a police officer in Kāne'ohe. I had a brother who was killed, during, he was 17 years old. And my brother then used to, from Ka'a'awa, they would hitchhike to St. Louis in Kaimukī. I had two brothers. My oldest brother was killed when he was 17 years old. Military people, two military individuals were sent to Tripler Hospital. They were stationed in the Solomon Islands. And they were sent to Tripler Hospital. I think it was, if I recall, was for some kind of mental observation. But somehow, they left the hospital, and the hospital didn't know. They acquired a car, and they drove all around. And they pick up the females. And they were drinking, but they ended up in Ka'a'awa. And my brother, my brother at the time was 17 years old, but my older brother. And my younger brother was about, the younger brother was about 14. At that time, I think I was about 11 or 12. But anyway, there was an accident. My brother was killed. My other brother was, had very bad neck injury. He almost didn't survive. But what happened was these two military people, this is back in 1954. Two military people was, their consequence was to be restricted to base for two months, and they were sent back to the mainland. Nothing happened. They were not prosecuted or anything. It was kind of devastating. So you're growing up with that kind of, you know, it's just like, family, it was very, very, it was a very difficult time for all of us. Nothing was resolved. So, you know, you try to go, do the best you can and, you know, so that's the way it was for Hawaiian people, at least as I know.

So, you know, there's so much, there's so much going on right now to today, even like people are, most Hawaiians are moving to the mainland because, you know, I'm, I live by myself. I'm retiree. It's very difficult to survive in Hawai'i because people are buying property from outside and property the taxes are, property taxes are going up and, you know, it's very difficult. So, but you know, but we were here first. We have ceded land trusts. 20 percent. All of this kind of stuff has been, Hawaiians have never been, you know, we're the first, we're not, don't get me involved. I get a little bit upset, but maybe we can talk about something else.

GM: That is a lot, I'm sorry. Yeah, so specifically about the school area, do you know any cultural sites? It could be burials or archaeological sites. I know you mentioned the State report with the erosion, but if you personally know of anything that we should be aware of?

MN: No, not really, because I think they, when they were doing the research, my understanding was they found several burial sites and a lot, I don't know what [inaudible] are, I think it's some kind of, I think it's south of this area, so it's all by the beach. They're talking about 20-something bones. And I know just a few years ago, maybe less than five years, they discovered remains of a female and two children. So luckily, because we were in the sovereignty movement, so they had to change the laws. So now, if you have burial sites, you have to respect the descendent, you know, ancestors. We buried it in the Ka'a'awa School ground, but we don't know who these

people are. So I think the main thing was the burial sites. There's kūpuna, or ancient Hawaiian burial sites. Hawaiians died. We lost so much of our population. So you bury them, but they can't, but you know.

You know, we're the native people. We're the first discoverers of this island. And I just kind of get into my head that we're not designated as Native Americans like the two other Native people, the American Indians and the Alaskan Eskimos. So we're not designated as Native Americans so therefore we don't have the same kinds of benefits as the two other and then we're not, we're not ownership of our natural resources you know all this land was um monarchy land and 20 percent of that supposed to come through Native Hawaiians, never did to today and then, we're the only group in America, United States, that has to prove a blood quantum. You have to prove you have 50 percent of the blood quantum because Congress made that law until today. You know, all this, you know, and all this minerals in the ocean, Hawaiians are here for a reason. We should have that. It's supposed to belong to Hawaiians. I believe that the United States and the State of Hawai'i will never make us naturalized Native peoples because we'd have ownership of all the natural resources. Now, with all the internet stuff, they're mining the minerals in the ocean. You know, all of this kind of stuff. So, you know, and then you have, um, Hawai'i is a one-party system. I don't think that's, I personally believe, in my opinion, it's not good to have a one-party system. If you look at what's happening with our nation right now, you know, there's too much control over one-party system, so.

GM: Yeah none of politics makes much sense to me. Um, are you, um, that was super helpful about the traditional sites. Do you know of any gathering practices or gathering that happened when you were small in Ka'a'awa?

MN: No, I, you know, I remember my grandmother, they didn't speak their language because they were not, they couldn't. So I'm one of the, the results of not knowing my own language. So a lot of things were, were not permitted. So no, I, so we don't know. So, but you know, you go up to the mountains and, you know, our grandma always said, "There's heiau, you don't cross over the heiau, you show respect, you walk all the way till you find a passage to go around it and don't bring any rocks home." That's how, that's how we were told. We didn't know because all those things, the mainland people who came here or the, you know, we became a minority because we lost approximately 80 percent of our population. So a lot of it was lost and we weren't permitted, you know, and if you didn't have, if you didn't have wealth, property, or money, you couldn't vote.

And all of this is so much, you know, it's terrible, but it's terrible how Hawaiians are treated, that's what I feel. But my parents always said, "Somebody comes here, you aloha them. You know, nobody's better than you, but you no better than anybody else." So that's the way we were raised. That's sort of like ingrained in us. And land is not an asset, a property, it's not asset, it's like your mother. You know, you see on the commercial, it's like your mother, you don't sell it, it takes care of you and all this kine, because you can grow, you can grow things, you live on the land you have. So when you, when you're growing up, you, the connection to family is very... tight because you have to depend on one another. So everybody helps each other. You know, we always, always have to. Well, you know, we have a lot of cousins too, so you don't have to make friends because you have all relatives. I used to play softball when we were growing up, but there's nothing in Ka'a'awa. And a team would have, girls' softball would have about nine, nine players. I would say about seven of us were all relatives. [Laughs] Play volleyball, so you have all relatives. You rarely have somebody someday, non-relative because, you know, everybody just, we just luckily we all got along together. Where I live over here, we're all relatives too.

GM: Cousins are the best. I know you mentioned going up mauka with your tūtū, but are there any plants that you recall or see as being important for the area, native plants?

MN: You know, growing up they had plants that I remember when you were sick when we're sick there were now you cannot get because you know there's so much people and the way the state and the city, there's a lot of poison being used so those things, uh Hawaiians don't gather anymore [in this area] but I remember when we were when we were children there was some plants that you could get and they would dry it and make teas. One of my cousins had asthma, we call it hanoa, and his grandmother would bring him down here to Ka'a'awa... [inaudible] and we would pick this little, this little plant, it was laua'e or laukahi. But anyway, it was sort of like, it had little leaves, and it had a little stem in the middle of it. and they would dry and you would make it a seed.

Now today, he's very well-known and all that kind of stuff. He doesn't have any problems, so he was talking about that a few years ago. You know, so a lot of the plants, maybe for me, was like guavas and mangoes and papayas and stuff like that. But for the old stuff, I remember when we had sores my mother would get a plant and she would pound it and put it on your sore and bandage it up. I don't know what kind of plants that were because she would get it from our yard.

GM: Wow.

MN: Yeah, all of that is lost because a lot of it, we were deprived of knowing what our heritage was. If you cannot speak your language, you cannot speak your language, you lose your culture.

GM: Is there anything you'd like to see the engineers do as they're doing the improvements? Anything you would recommend to help mitigate any harm?

MN: No. Well, you know, I think... You know, like Mr. Mung asked, one of my comments, and he said, what, you know, they ask everybody, "What do you think?" Hey, we're not engineers, so you have to put faith in these people with their education and hopefully they're, you know, honorable people that care about. But I think we were very lucky that the company, and I don't remember that, these guys that worked out here, they worked out here for about three months. They were absolutely respectful. It was, you know, you can tell, they really, really cared. And then I think there were two women that were archaeologists that they would follow because you could, you know, first I always think, because they wore all this kind of clothing and mask and all this stuff. So when they walk, that's females, I would say, oh, what are females doing here? So I think they were just checking if there was any bones that they would discover.

But the people that worked with all that work, they were very, very respectful. I was very, very pleased with good, very good workers, very dignified, um caring. You can tell they're caring. You know, they're not just, it's the way that you can just see, you observe them. I was happy that they hired this particular engineering company. They worked here for about three months. And they work hard. Yeah, but I was happy. But no, you know, you have to, I guess, trust the people that, who have that expertise that they would do the best, you know? I know maybe the bid is the lowest bid, but I think this was about \$2 or \$3 million of costs for the federal government. That's why they had to do the environmental impact, that's my understanding. Yeah. So but at least they came and let us know and if we had any opinions and stuff. So they let us voice our opinions and that was good for the community. But we're very happy with the way things turned out. I'm happy because I live right next to the ocean. I live across from the ocean, the highway. But they said this will probably, we, probably last for about 25 years. But hopefully they would make the road, they're supposed to go in the back, near the mountain. But that's all private land that's there. I don't know how they're going to do that. Yeah, the Kualoa Ranch owns all, most of it. And then they had to, because the laws that they had to, which used to be lease land, so now it's all fee simple, so a lot of the property was, is all fee simple. So, you know, I know the government can do imminent domain and take over, but I don't know. I'll probably be in heaven by the time that comes about. Anyway.

GM: Oh no! So just taking care and being respectful during the work, yeah? So we kind of already talked about this a little, but do you think the development, or it's not a development, it's just improvements to the school, but if that would affect any place of cultural significance?

MN: All the land has cultural significance. It's, you know, this is, Hawai'i is the gold mine. People that come from outside of it, they have no connection, so they don't care. It's the people who live here. We were born and raised here. We've been, my family's been here since 1731 when English, you know, before that, before that, we didn't speak the language. People didn't. So there's a connection. It's the concept. The concept is that we have tradition customary practices. And the United States has Western law. What do we do? We have to go to Western law. But we were here before the United States Constitution and the independence was, even when the United States even became a country from the 13 colonies. We were here first. So you cannot tell, I don't care. You cannot say. You know, it's all about the money because America is a capitalist society. It's not about, they don't care 'bout you will be here, you were here all, and you know, it's really, it's really frustrating.

You have different cultures, so one is capitalist, the other is there, no, no, no, it's the land, it's, it's like your mother, it's not an asset, takes care of you. And so you have different concepts of what being a creature on earth. You know, you have different concepts. So it's all about the money and the power. We don't, Hawaiians don't have the power. The concept of that is about sharing and gathering and sharing and all this kine. Not many of us are kind of well off. So that's why we're losing a lot of our land, because I think attorneys can put a motion in court. They can go on and on and on. And Hawaiians don't have, they have to fight it. It's like \$350 an hour. We don't have that kind of money. That's why a lot of Hawaiians, they are losing property. Best, you know and if you're doing, unless you're doing research for development well, uh probably going to probably be some, um, uh, maybe some people that may be against development.

Ka'a'awa is very crowded really, really crowded already And I think the elephant in the room here is a development. It's overpopulation and that's why the traffic is so, so heavy, so heavy. And that's why there's a lot of people getting killed in accidents because we're just too overpopulated. But it's all about the money. People who, people who buy land, development, they don't live here. They live someplace else. But, you know, as a Native Hawaiian, I'm over 51 percent Hawaiian. I live here... we're stuck. We cannot do anything. I cannot go to the ocean. The ocean is not, you know, we were able to do that. We would go like 6:30 in the morning, go catch squid, pick limu. When we were children, you could, we go swimming all day and you get hungry. You can dive and you can pick up a whole bunch of what's manauca limu and just crunch on it. Now there isn't any because of pollution, whatever it is, some human pollution from that development that the, you know, all the things from the land that goes in the ocean. When you have 10 million people coming to Hawai'i, where does all the waste go? They're leaving all their sh*t here. And that's 10 million people a year. And so they keep developing. Yeah, well. Well, anyway, I hope that whoever you're working for, I, you know, it's probably, it's all about, it's all about the money, that it comes down to the money. But people can do what they want, this is America, they can do what you want.

GM: Yeah, this one is just improvements to the elementary school.

MN: Yeah, well. Yeah, but anyway, I wish I wish them luck though, but probably is like a very small community and I think you probably gonna have some kind of pushback.

GM: Pushback for improvements to the school?

MN: No, no, the school, I really think they're gonna close the school. They're gonna find a way to close the school and they'll probably develop. Because the only large landowner here is Kualoa Ranch, and that's the only landowner that can, what do you call it, switch, you know, take the school land and give them property in the back, probably by the mountain. But that's supposed to be, the school is, I think it was granted to the Swanzy, I think it's one of the ancestors of the Garrett, Jarett, no, Judd, the Judd family. So they donated the Ka'a'awa School lot property and then the Swanzy Park.

So I remember Mrs. Swanzy when I was going to Ka'a'awa School, she was a really nice lady. And every Christmas she would buy, she would give all the students, the small students, a brown paper package of apple and orange and Christmas, apple, orange, nuts, and candy. Every year, every student in the school had a little package for Christmas from Mrs. Swanzy. And that was really nice. She was a pink haole lady with white hair and kind of heavy, very heavy, but she was very, very kind, very kind to the kids. Okay. But anyway, do what you have to do and good luck.

GM: Okay. I have one more question if you have time?

MN: Okay. Yeah.

GM: Yeah. I was just going to ask if you have any cultural or community concerns in that area that we should know of?

MN: It's the same thing being Hawaiian, live how we just, yeah, it's about living the way you live and not being pushed, not being, you know, your next-door neighbor is in your face because there's no more space. The spaces are being just cut, you know, like where I live, my grandma, my grandmother, family, I guess, used to live in the valley and they switched land, from over here to... They must have had a lot of people living in the valley because the fishpond that was built over there, they had to carry, hand carry. So they must have had a lot of people living in the valley. But anyway, my ancestors, the Padekens, and luckily, they could speak the language of the people that kept moving in. And, but they married Hawaiian women, so this is, we were always taught, this is why we're still alive here. We still live here since 1731. But it's, it's just what your traditional customary practices are.

So, and you can, all the people, mostly the majority of people, they're from all over the world. So when the plantation started, they brought a hundred thousand Okinawans here to work the field. But before there was this Chinese and the Okinawans and then the Filipinos. And so you have all these different races. And the Hawaiian people by that time, they were being pushed, pushed off, pushed off the land because it was about the money, the money, the lack of the tariffs, so the haole people could get all of this money from the pineapple and from the sugarcane, you know, but they needed the workers and this is why Hawaiians, they always called Hawaiians stupid and lazy now Hawaiians we, we lost majority of our population they died from diseases they didn't have immunities so and they were pushed off our land and then the laws were different, the laws were changed and you couldn't vote if you didn't have money and all this and then they were annexed.

You know, it's terrible and then so you know you, three years, all your life has always been somebody that comes in here, they want to develop, look at this, they want to make this thing on the North Shore, they got a permit, I don't know how many years ago, but hey, things have changed since then. So this big, there's a big issue about the people there that don't want that new development that's going on over there. It's just like Ka'a'awa, just like Ka'a'awa School. I don't know if they're going to make what they put. How are you going to, they have a temporary building. They can make permanent buildings for the classes. But there's a rumor that still goes around that they're going to close that school because it was in the newspapers. So, I don't know, about a year ago. But before that, they tried before, but a lot of the local people were against it. So, you know, it's just a, um, there's a lot of, um, uh, there's a lot of things that it's concerning. If you live here all your life, it's very concerning because you can see that it's that squeezing. You can squeeze out, you can squeeze out. And this is why a lot of the local people are moving up because sometimes it's just like, you go through this all your life, it's like hitting your head against the wall and nothing is being done. Nobody cares. [Talks about Mauna Kea, politics in Hawai'i, and the continuation of development on O'ahu]

But well, I guess it's all in the philosophy of what you, you as a person, it's how you were brought up, I think. I was brought up with, you know, we, it pains us to see that how everything, how all this greenery, this space, the beauty, you know, you still look at the sunrise, you see the moonrise, and you go to the beach, and you can sit on the beach, and you can see the water just like, you know, it's silver, and you just watch the waves come in, and it's so peaceful. And you know, you can, used to be, smell the ylang-ylang, used to be, you know, when we were driving, we would go Kāne'ōhe, you would go into Kāne'ōhe, and you can smell the ylang-ylang tree, and you know. And today there's no ylang-ylang. It's all cut down, it's gone. Ylang-ylang is some kind of Chinese flower, and the fragrance is very distinctive. As soon as you smell it, you know, oh, there's Kāne'ōhe. And before you even enter Kāne'ōhe, you can smell it. And then the puakenikeni. The puakenikeni is like, you have to pick it every other day because the colors of the flower changes. So my aunty said, if you don't take it, the orange bulbs come up and you're not going to have puakenikeni. That is my favorite. We used to pick the flower and put it in your house. Instead of going to the store and buy those fragrance things, you put the flower in your house and your house smells like the flower because it's very strong. And all those things is gone. You cannot plant it. Nobody wants to plant trees, you wanna put a house over there, some kind of swimming pool or whatever, so that's about it.

GM: Yeah, can I get your mailing address so I can send you your transcript?

MN: Oh, you know, I'm afraid to read it, so. [Laughter] [Shares her address]

GM: Okay. Well, I really appreciate you making time for me. Thank you so much, Aunty.

Appendix D

Figures





Path: \\PBRF\S06\Planning\Oahu\Kaaawa ES Electrical Upgrades SMA\GIS\Project\Location.aprx

DATE: 4/2/2026

Legend

- Project Area
- TMK Parcels

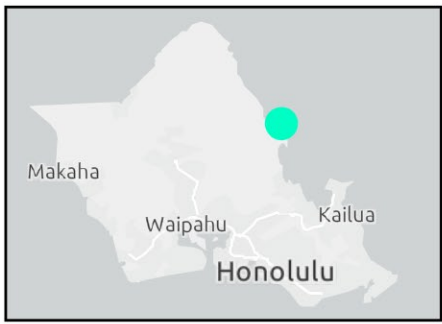
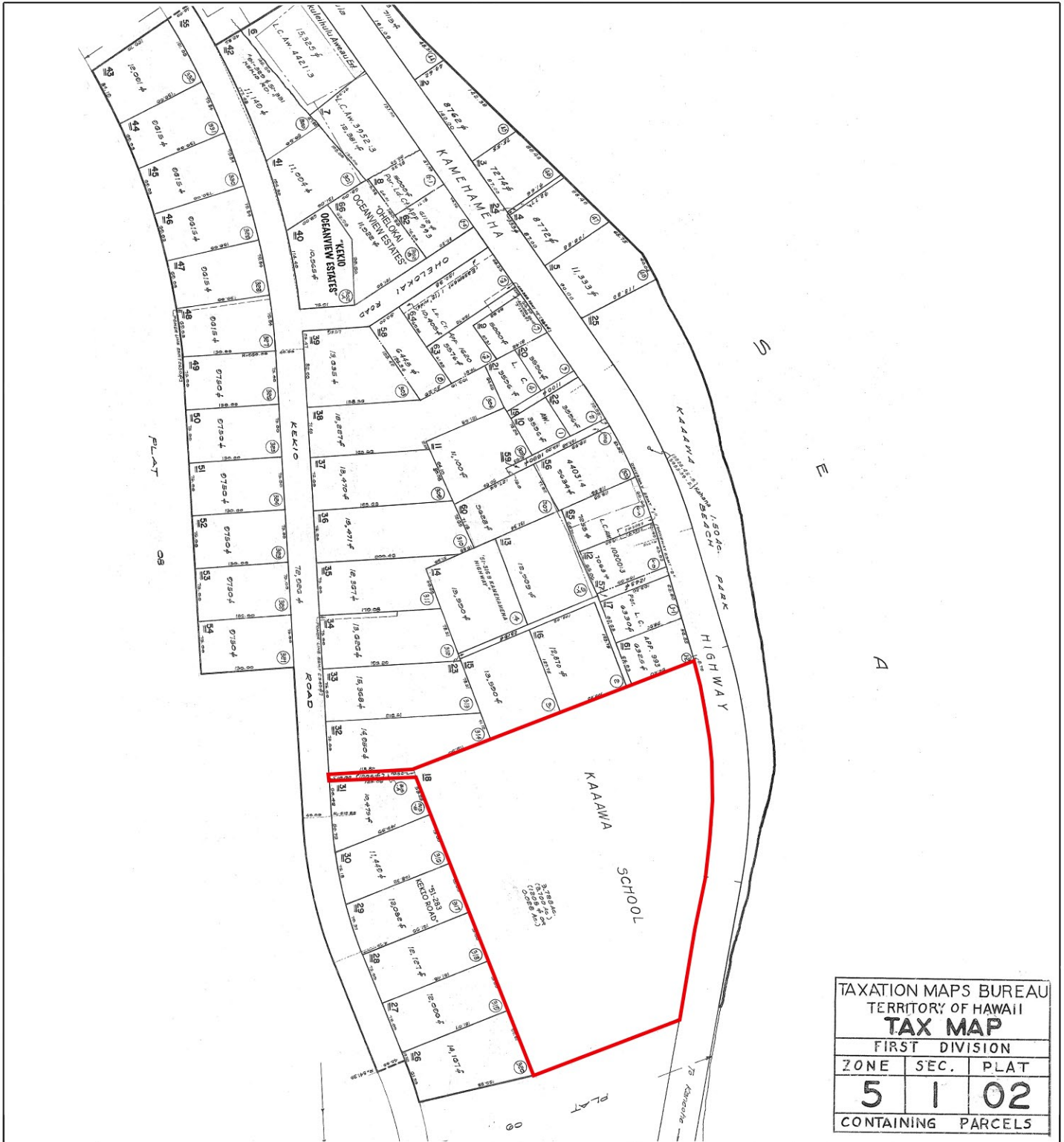


Figure 1:
Location Map
Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)

Source: City & County of Honolulu, 2024.
 Disclaimer: This graphic has been prepared for general planning purposes only.



DATE: 4/2/2026

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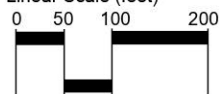
- Project Area
- TMK Parcels

Figure 2:
Tax Map Key

**Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities**

State of Hawai'i Department of Education
North Linear Scale (feet)

Island of O'ahu



Source: City & County of Honolulu, 2024.
Disclaimer: This graphic has been prepared for general planning purposes only.

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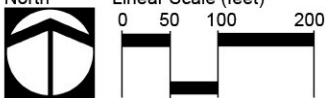

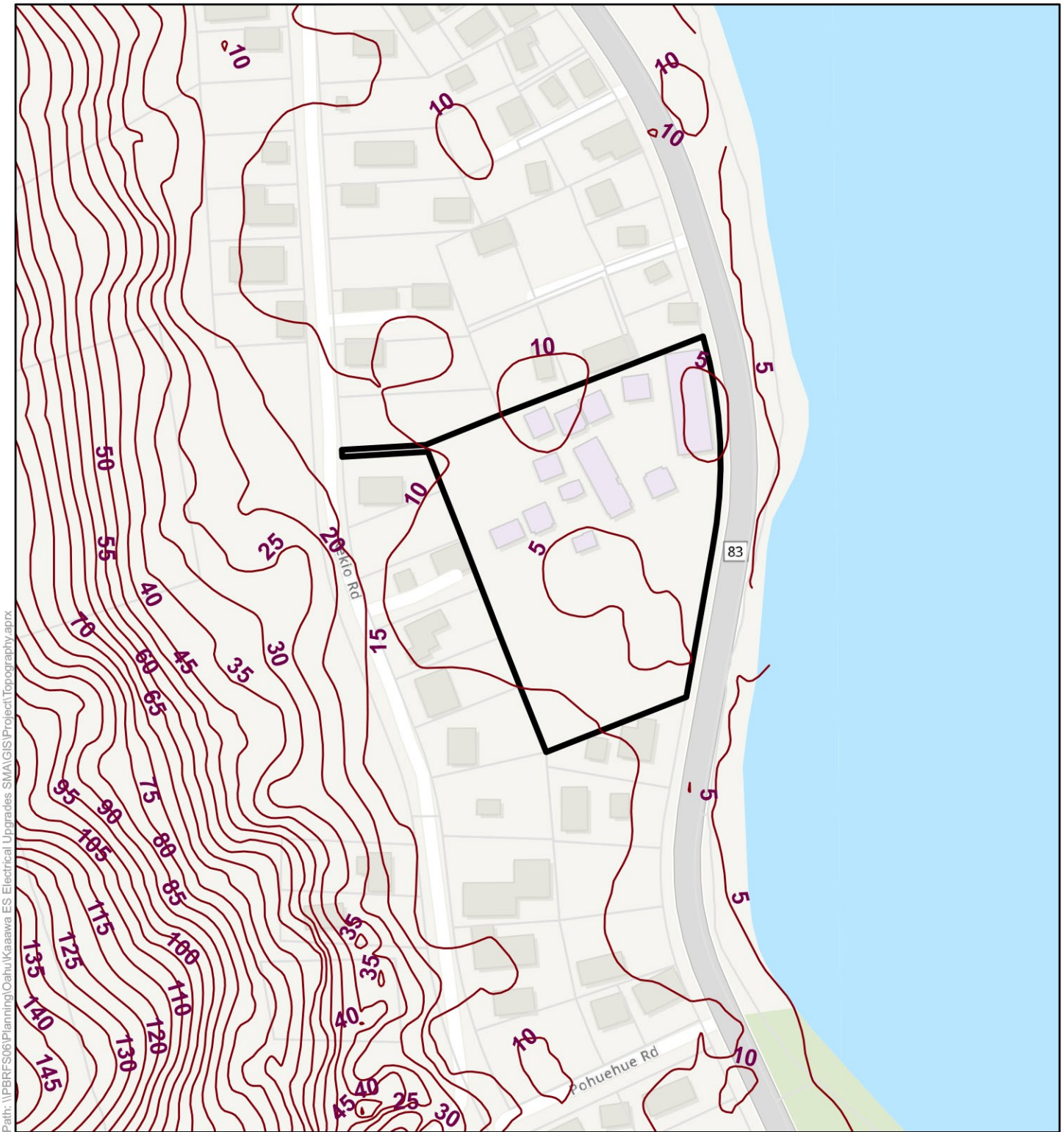
-  Project Area
-  TMK Parcels
-  Special Management Area

Figure 3:
Special Management Area
Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)





Source: City & County of Honolulu, 2021 & 2024.
 Disclaimer: This graphic has been prepared for general planning purposes only.



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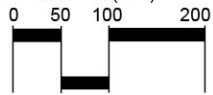

Legend

-  Project Area
-  TMK Parcels
-  5ft Contour

Source: City & County of Honolulu, 2024.
 Disclaimer: This graphic has been prepared for general planning purposes only.

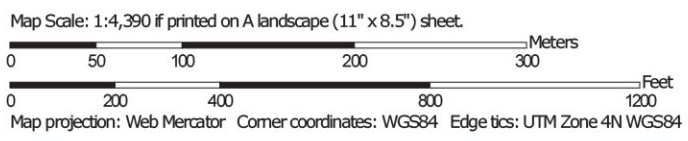
Figure 4:
Topography
Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)



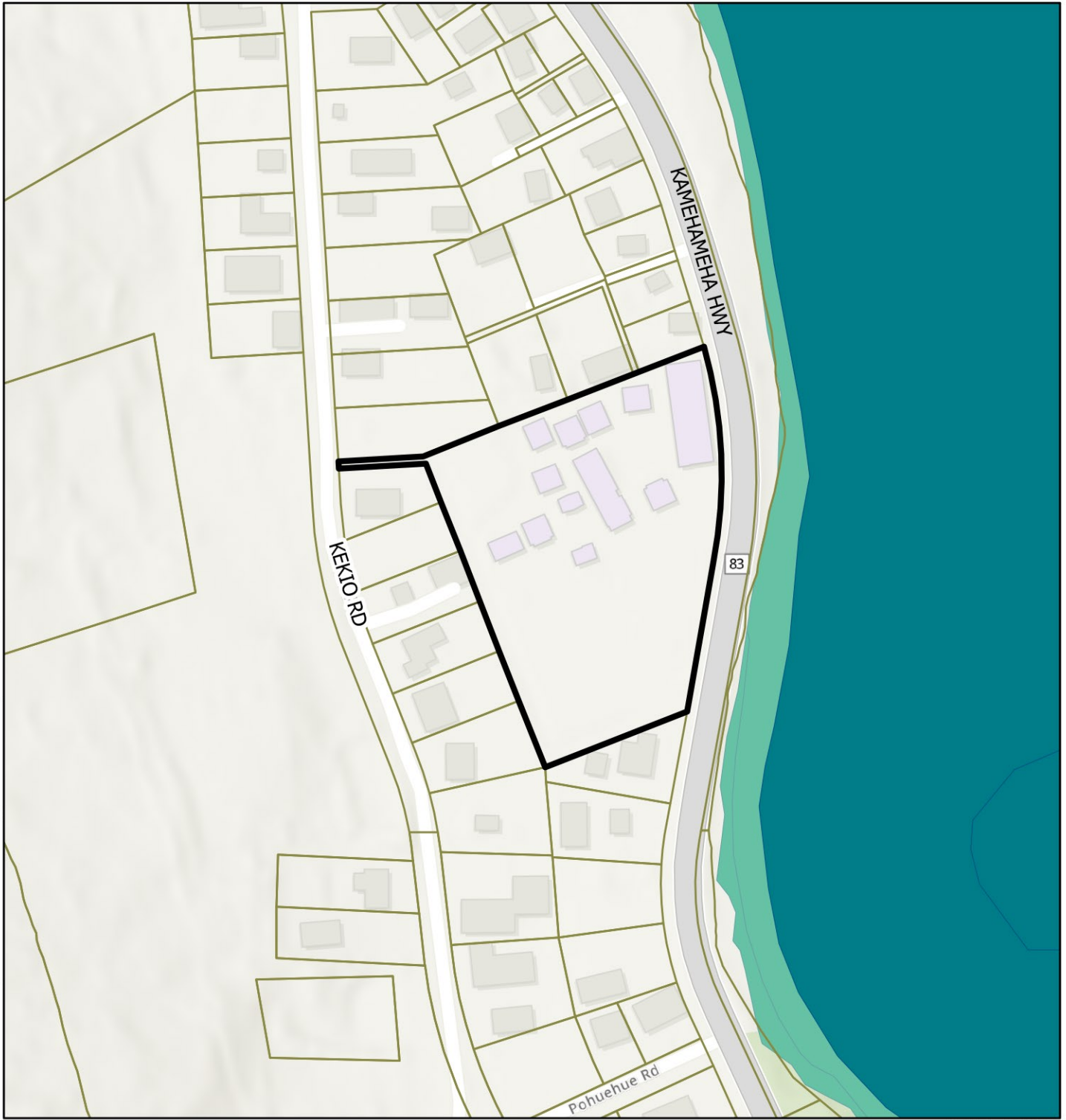
DATE: 4/2/2026



Legend
 Project Area

Figure 5:
Natural Resources Conservation
Service Soil Survey
Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities

Path: \\PBRFS06\Planning\Oahu\Kaaawa ES Electrical Upgrades SMA\GIS\Project\Wetlands.aprx



DATE: 4/3/2026

Legend

-  Project Area
-  TMK Parcels

Wetlands



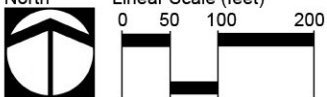

-  Estuarine and Marine Wetland
-  Estuarine and Marine Deepwater

Figure 6:
USFWS National Wetlands Inventory
Ka'a'awa Elementary School
Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)



Source: City & County of Honolulu, 2024. USFWS National Wetland Inventory, 2024.
 Disclaimer: This graphic has been prepared for general planning purposes only.



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Legend

-  Project Area
-  TMK Parcels

Flood Zones





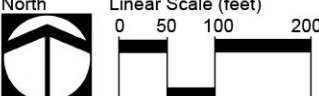

-  AE: 1%-Annual-Chance Flood, with BFE
-  VE: 1%-Annual-Chance Coastal Flood, with BFE
-  XS: 0.2%-Annual-Chance Flood
-  X: Outside 0.2%-Annual-Chance Floodplain

Figure 7:
Flood Insurance Rate Map
Ka'a'awa Elementary School
Electrical Upgrades and Long-Term Repair and Maintenance of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)

Source: City & County of Honolulu, 2024. FEMA Flood Map Service Center, 2023.
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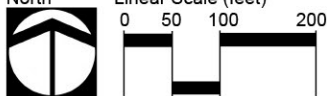

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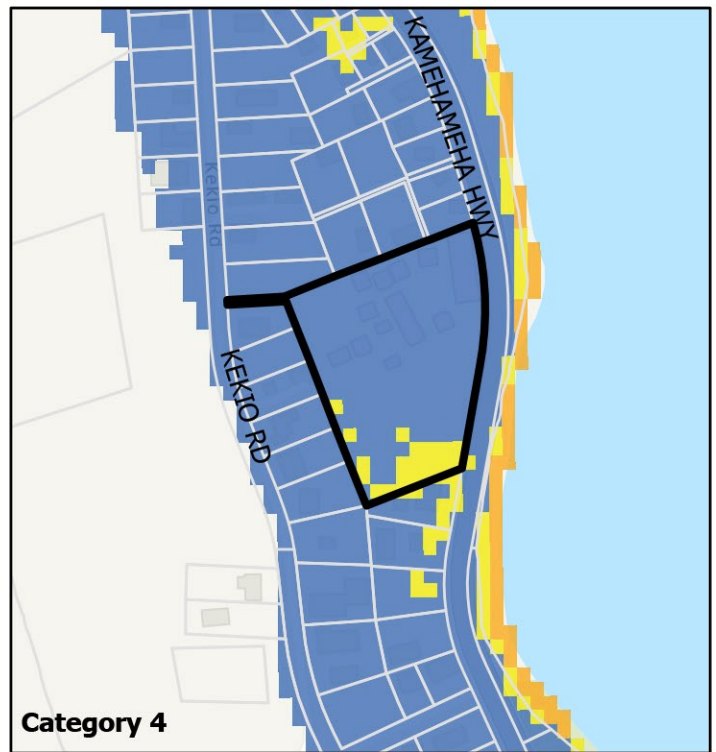
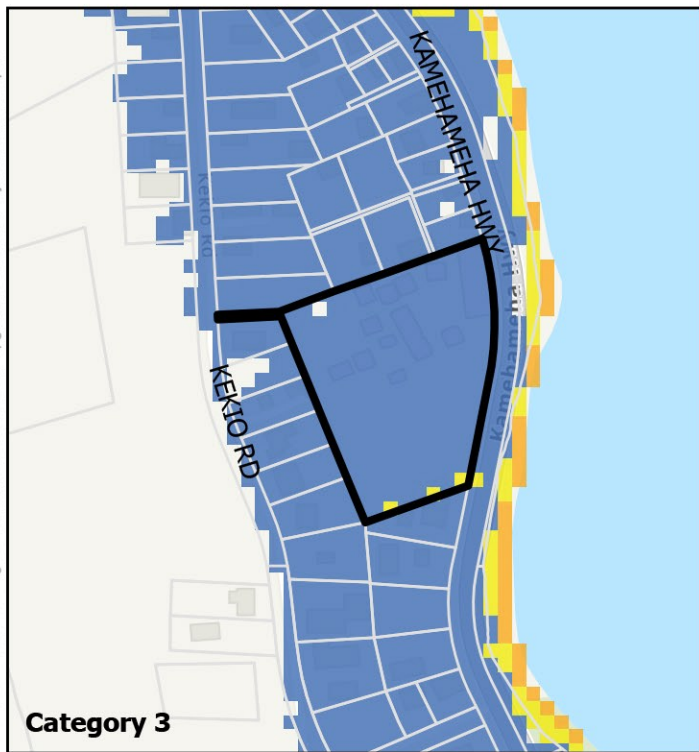
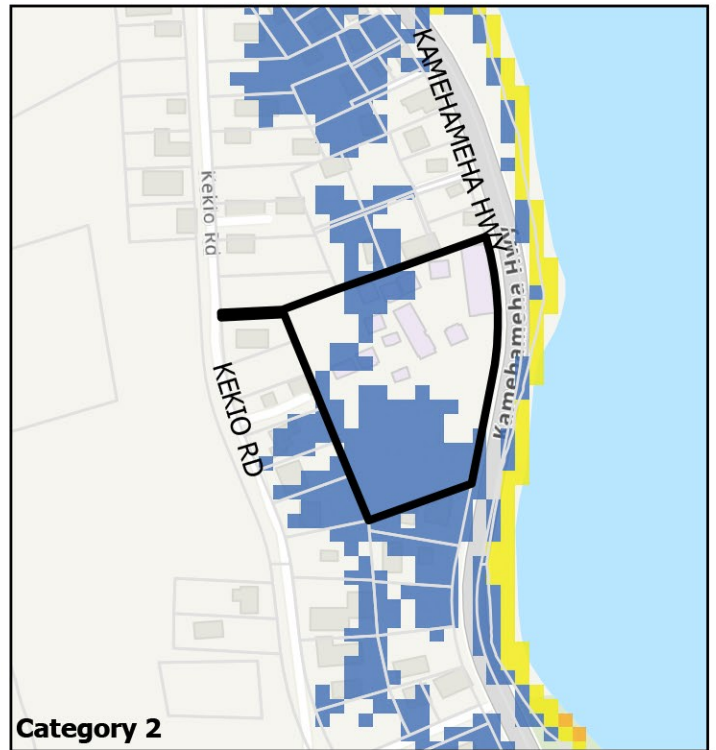
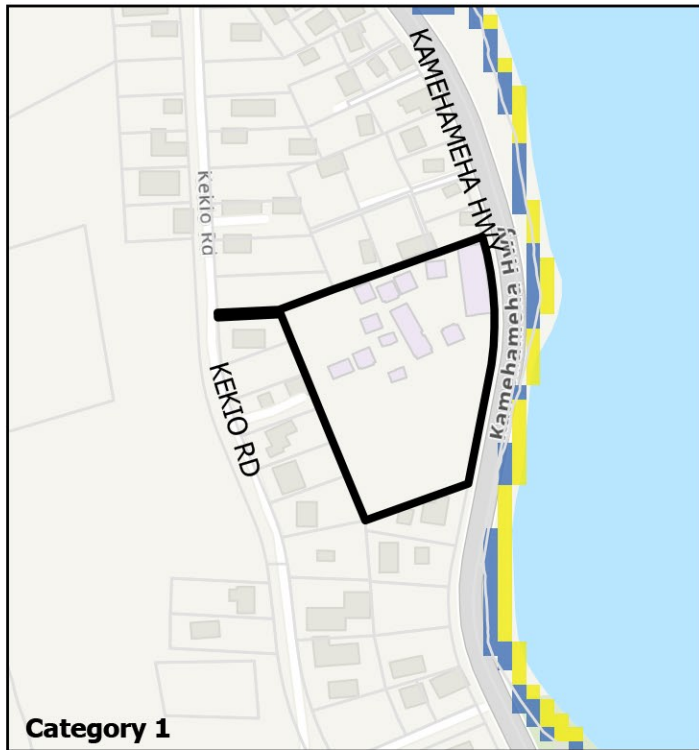
-  Project Area
-  TMK Parcels
-  Tsunami Evacuation Zone
-  Extreme Tsunami Evacuation Zone

Figure 8:
Tsunami Evacuation Zone
Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities

State of Hawai'i Department of Education Island of O'ahu
 North Linear Scale (feet)

Source: City & County of Honolulu, 2010, 2015 & 2024.
 Disclaimer: This graphic has been prepared for general planning purposes only.



Path: \\PBRFS06\Planning\Oahu\Kaaawa ES Electrical Upgrades SMA\GIS\Project\Hurricane.aprx

DATE: 4/3/2026

Legend

- Project Area
- TMK Parcels

Storm Surge Inundation Height* (High Tide Scenario)

- Up to 3 Feet above Ground
- Greater than 3 Feet above Ground
- Greater than 6 Feet above Ground
- Greater than 9 Feet above Ground

Hurricane Category	Wind Speed (miles per hour)
1	74-95
2	96-110
3	111-129
4	130-156

* Not accounting for erosion, subsidence, sea-level change or future construction.

**Figure 9:
National Hurricane Storm Surge Hazard
Ka'a'awa Elementary School
Electrical Upgrades and Long-Term Repair and Maintenance
of Existing School Facilities**

State of Hawai'i Department of Education Island of O'ahu
North Linear Scale (feet)



Source: City & County of Honolulu, 2024. NOAA National Hurricane Center, 2018.
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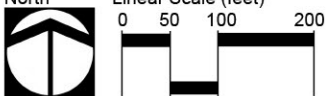

Legend

-  Project Area
-  TMK Parcels
-  6ft Sea Level Rise Exposure Area
-  3.2ft Sea Level Rise Exposure Area

**Figure 10:
Sea Level Rise**

**Ka'a'awa Elementary School
Electrical Upgrades and Long-
Term Repair and Maintenance
of Existing School Facilities**

State of Hawai'i Department of Education Island of O'ahu
North Linear Scale (feet)

Source: City & County of Honolulu, 2024. University of Hawaii Coastal Geology Group & Tetra Tech, Inc., 2017. NOAA, 2018
Disclaimer: This graphic has been prepared for general planning purposes only.



1. Street Access – Ingress



2. Street Access – Egress



3. Street Access – Egress looking makai



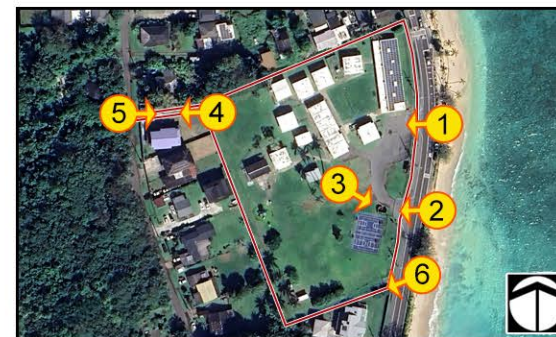
4. Pedestrian Access – Looking mauka



5. Pedestrian Access – Looking makai



6. Adjoining Uses and Distances to Neighboring Buildings – Southern boundary



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7. Adjoining Uses – Kamehameha Highway and Northbound Bus Stop (looking north)



8. Adjoining Uses – Crosswalk connecting to Bus Stop



9. Adjoining Uses and Setbacks – Northern boundary



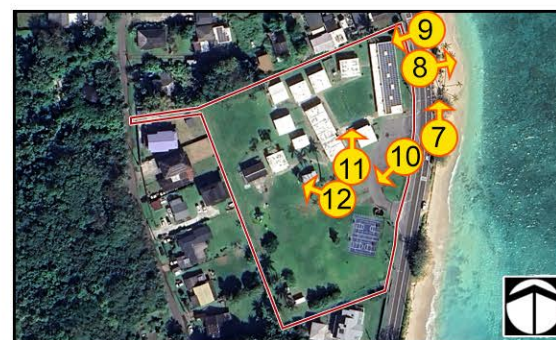
10. Adjoining Uses – Kamehameha Highway and Southbound Bus Stop (looking south)



11. Site Uses – School Buildings and Parking Lot (looking north)



12. Site Uses – Cafeteria and Portables



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13. Site Uses – Basketball Courts and Play Field



14. Site Uses – Classroom Building A



15. Site Uses – Administration Building



16. Site Uses – Cafeteria Building



17. Site Uses – Portables



18. Site Uses – Outdoor Stage



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19. Site Uses and Adjoining Uses – Mauka boundary (looking south)



20. Site Uses and Adjoining Uses – Mauka boundary (looking north)



21. Site Uses and Adjoining Uses – Southern boundary (looking makai)



22. Parking (left)



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