

GOVERNMENT
OF
THE DISTRICT OF COLUMBIA

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BOARD OF ZONING ADJUSTMENT

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PUBLIC HEARING

+ + + + +

WEDNESDAY

MARCH 29, 2000

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The Public Hearing convened in Room 220 South, 441
4th Street, N.W., Washington, D.C. 20001, pursuant to notice at
9:45 a.m., Sheila Cross Reid, Chairperson, presiding.

BOARD OF ZONING ADJUSTMENT MEMBERS PRESENT:

SHEILA CROSS REID	Chairperson
ROBERT N. SOCKWELL	Vice Chairperson
ANN RENSHAW	Board Member

ZONING COMMISSION MEMBER PRESENT:

JOHN G. PARSONS	Commissioner
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OFFICE OF ZONING STAFF PRESENT:

Sheri Pruitt	Secretary, BZA
Beverly Bailey	Office of Zoning
Paul Hart	Office of Zoning
John Nyarku	Office of Zoning

OTHER AGENCY STAFF PRESENT:

Mary Vogle	Office of Planning
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D.C. OFFICE OF CORPORATION COUNSEL:

Marie Sansone, Esq.

C-O-N-T-E-N-T-S

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 PHIL T. FEOLA, ESQ. Wilkes, Artis, Hedrick & Lane, Chartered 1666 K Street, N.W. Suite 1100 Washington, D.C. 20006-2897 202/457-7800	
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P R O C E E D I N G S

9:45 A.M.

CHAIRPERSON REED: Good morning, ladies and gentlemen. This is the March 29 public hearing of the Board of Zoning Adjustment, District of Columbia. My name is Sheila Cross Reid, Chairperson. Joining me today is Robert Sockwell and Ann Renshaw, as well as Mr. John Parsons, representing the Zoning Commission who will be joining us shortly. And also, Rodney Moulden, representing the National Capital Planning Commission who also will be joining us shortly.

The topics of today's hearing agenda are available to you. They are located to my left near the door. All persons planning to testify either in favor or in opposition are to fill out two witness cards. These cards are located at each end of the table in front of us.

When coming forward to speak to the Board, please give both cards to the Reporter who is sitting to my right.

The procedure for special exception variances cases will proceed as follows: (1) statement of witnesses of the Applicant; (2) government reports including Office of Planning, Department of Public Works, etcetera; (3) report of the Neighborhood Advisory Commission, the ANC; (4) persons and parties in support; (5) persons and parties in opposition; (6) closing remarks by the Applicant.

Cross examination of witnesses is permitted by the

1 applicant or parties. The ANC within which the property is
2 located is automatically a party in these cases. The record will
3 be closed at the conclusion of each case except for any materials
4 specifically requested by the Board and the staff will specify at
5 the end of the hearing exactly what is expected.

6 The decision of the Board in these protested cases
7 must be based exclusively on the public record. To avoid any
8 appearance to the contrary the Board requests that persons present
9 not engage members of the Board in conversation.

10 Please turn off all beepers and cell phones at this
11 time so as not to disrupt these proceedings.

12 At this time the Board will consider any
13 preliminary matters. Preliminary matters are those which relate
14 to whether a case will or should be heard today such as a request
15 for postponement, continuance or withdrawal or whether proper and
16 adequate notice of the hearing has been given.

17 If you're not prepared to go forward or you believe
18 that the Board should not proceed, now is the time to raise such a
19 matter. All right, just one second, sir.

20 For those of you in the back who cannot hear,
21 apparently our PA system is not operating properly so that is why
22 you are not hearing. However, what we try to do is to project our
23 voices and for those of you who are having a particularly
24 difficult time, there are some seats up here near the front and I
25 would suggest that you kind of move up to the front so that you

1 can be able to better hear and in the meantime we will be trying
2 to adjust the system so as to make it operable.

3 Okay, it was worked on yesterday, but the Board
4 Members, we all will try to project our voices as best we can.
5 But if you know that you have hearing problems, back there, that
6 you can't hear us, then try to come up front and staff will
7 accommodate you by putting additional chairs, if that needs to
8 happen.

9 All right, now, preliminary matters, come forward,
10 please.

11 MR. BOLOTIN: My name is Jeffrey Bolotin and I am
12 here this morning to tell you that I don't think this hearing can
13 go forward this morning. Unfortunately, what we have before us is
14 the Field School BZA Application 16559 dated March 1, 2000 which I
15 have in front of me. There have been major, major changes to the
16 application that have not been afforded the general public
17 knowledge.

18 CHAIRPERSON REED: Excuse me, sir, can you identify
19 yourself?

20 MR. BOLOTIN: Certainly. I am a resident of Fox
21 Hall Crescents. I am also representing my association of 22
22 members of that association.

23 CHAIRPERSON REED: What's your name again?

24 MR. BOLOTIN: Jeffrey Bolotin.

25 CHAIRPERSON REED: Okay, now, so you want to make a

1 --

2 MR. BOLOTIN: I just wanted to explain why I
3 thought this hearing should not go forward this morning.

4 CHAIRPERSON REED: What do you want us to do?

5 MR. BOLOTIN: I think what we need to do is we need
6 to get a chance to the public to react to the revised
7 transportation plan that has been submitted this past Monday by
8 the school. The neighborhood has had upwards of 12 or 13
9 meetings, the ANC meetings, Palisades meetings. Each one of those
10 meetings over the last four months have involved the
11 transportation plan as set forth in the March 1 statement and each
12 one of those plans were that there would be no left hand turns in
13 the a.m. rush hour except for shuttle buses and emergency
14 vehicles.

15 CHAIRPERSON REED: Okay, so basically what you want
16 to do is to request that the hearing be postponed or continued?

17 MR. BOLOTIN: The problem I have is that this is a
18 major thoroughfare of Foxhall Road.

19 CHAIRPERSON REED: No, no, this is not the time to
20 testify, sir. You will be given an opportunity. Right now, we're
21 trying to ascertain what, in fact, what is your objective here,
22 preliminary matter?

23 MR. BOLOTIN: Yes ma'am. I think the public at
24 large has not had an opportunity to even know of the revised plan
25 of the school with regard to its transportation.

1 CHAIRPERSON REED: So therefore?

2 MR. BOLOTIN: And therefore, since transportation
3 has been the number one issue, this hearing ought to be continued
4 for an opportunity --

5 CHAIRPERSON REED: That's what I want to find out,
6 now wait a minute.

7 MR. BOLOTIN: Yes ma'am.

8 CHAIRPERSON REED: In order for him to make a
9 request for a continuance he has to be granted party status.

10 MS. PRUITT: Correct, but there are also, I believe
11 there is another person or another entity also has an issue of
12 continuance based on the same issues. Is that correct? You might
13 want to come forward.

14 MR. BOLOTIN: The problem, Madam Chairman, is there
15 are so many people who don't know about the change--

16 CHAIRPERSON REED: Sure, I understand. I hear what
17 you're saying.

18 MS. PRUITT: He has also your same issue, so --

19 CHAIRPERSON REED: Ms. Pruitt?

20 MS. PRUITT: You might want to do party status
21 first.

22 CHAIRPERSON REED: My question was before this
23 gentleman can make a request to put a motion on the floor he has
24 to first be granted party status.

25 MS. PRUITT: Correct.

1 CHAIRPERSON REED: So that's what we have to
2 determine first and then we go to --

3 MS. PRUITT: Issues from the applicant.

4 CHAIRPERSON REED: Then we go to your motion.

5 MR. BOLOTIN: Yes.

6 CHAIRPERSON REED: Just hold there for one second
7 and let me listen to this gentleman and I will come back.

8 MR. AGUGLIA: Good morning. My name is Richard
9 Aguglia, an attorney, Hunton & Williams, representing Neighbors
10 Against Foxhall Gridlock. We would request party status.

11 CHAIRPERSON REED: Okay.

12 MR. AGUGLIA: You will notice on the first page of
13 the handout for the parties in opposition, excepting Mrs. Shagrue
14 who is represented here by separate counsel, all of the parties on
15 this sheet and you see the yellow markings, including Mrs. Shagrue
16 border the Cafritz estate and are directly impacted from the
17 proposed school in terms of noise, emission, fumes, the lighting
18 for the parking, drain off from the school and also traffic that
19 will be coming down their street and their ability to get out.

20 CHAIRPERSON REED: Okay, where is Mrs. Shagrue's
21 property on this diagram?

22

23 MR. AGUGLIA: It's 855, it's in the left hand
24 corner.

25 CHAIRPERSON REED: And the other sites that you

1 have indicated in yellow --

2 MR. AGUGLIA: All the other persons I'm
3 representing.

4 CHAIRPERSON REED: Are the ones that you are
5 representing, okay.

6 MR. AGUGLIA: I'm representing, that's correct.
7 And they all are, obviously within 200 feet since they border the
8 property and are directly affected by the proposed school site, as
9 I said in terms of the noise from the school, emissions, there's
10 going to be parking, lights, fumes, environmental runoff, also,
11 their ability to get out to Foxhall Road from W Street which is a
12 heavily traveled road and also people who will be coming down W
13 Street and making a U turn in the circle to come back out to get
14 into the school, if, in fact, left turns are prohibited.

15 CHAIRPERSON REED: And your question is?

16 MR. AGUGLIA: I am just showing you who I'm
17 representing in my request that you grant party status.

18 CHAIRPERSON REED: Party status, okay.

19

20 MR. AGUGLIA: Yes.

21 CHAIRPERSON REED: Okay.

22 MR. AGUGLIA: On the next page you will notice also
23 the yellow markings of the other people I represent who border on
24 W Street or are, for instance, the Griffin property is on Foxhall
25 Road, literally between the G.W. Mount Vernon campus and the

1 proposed school site, as I say, sort of in a cross fire. The
2 other persons who are farther north on Foxhall Road, their only
3 access would be to Foxhall Road where the proposed school is and
4 will have to encounter the traffic congestion there and especially
5 at Dexter where the proposed morning is only right turns out would
6 affect the neighbors on that corner and block their ability to
7 come out under a normal basis.

8 CHAIRPERSON REED: Okay, Mr. Feola.

9 MR. FEOLA: Madam Chair, Members of the Board, for
10 the record, Phil Feola with Wilkes, Artis on behalf of the Field
11 School.

12 Maybe we can help cut this short a little bit. The
13 Field School, the applicant in this case does not object to Mr.
14 Aguglia's clients from being afforded party status. I think they
15 meet the test set forth in the zoning regulations, at least with
16 the ones that are adjacent to the property and that's enough under
17 court precedent to allow his clients to achieve party status.

18 Likewise, with Mrs. Shagrue, we believe that she
19 could and should be afforded party status, so we object to neither
20 of those requests for party status.

21 CHAIRPERSON REED: Okay, now typically in requests
22 for party status it is not sufficient that the persons requesting
23 party status be within 200 feet of the subject site. What we have
24 to ascertain is are those persons that you're representing, both
25 of you, are they more aggrieved than the other residents right

1 there in that particular vicinity, right there in that
2 neighborhood. Is there something that is unique or unusual that
3 makes them more aggrieved than anyone else who happens to be
4 similarly situated? I ask Mr. Bolotin first.

5 MR. BOLOTIN: Yes, our homeowners' association
6 while it does not front directly onto the property, the chief
7 means of ingress and egress from our 22 homeowners is through
8 Foxhall Road. Foxhall Road is our local street. That's the only
9 way we can get in and out of this.

10 CHAIRPERSON REED: See, that's the thing. By
11 virtue of the fact that 22 homeowners who have the same problem,
12 that in effect, nullifies the position of them, the base of their
13 party status and there is no one who is more aggrieved than the
14 others. They all are basically on the same plane, correct?

15 MR. BOLOTIN: Yes, all 22 of us are on the same
16 plane, but that is our local street as opposed to some of the
17 other people who don't use Foxhall Road, don't have any necessity
18 of using Foxhall Road. We must use Foxhall Road and we're also
19 faced with the situation that a number of people who would
20 otherwise have been here, persons don't know about the change of
21 the lefthand turn and second, a number of neighbors who have
22 joined it have basically been compromised because the school has
23 agreed not to have access to 44th Street. My people haven't
24 received any favors, therefore we are here in opposition because
25 we have a legitimate situation with regard to Foxhall Road.

1 That's our local street.

2 CHAIRPERSON REED: Okay. But again, there is no
3 special circumstance, the situation that you are proffering to us
4 that makes any of these particular individuals, 22, more aggrieved
5 than anyone else who lives in that neighborhood or that community.

6 MR. BOLOTIN: That neighborhood is vastly impacted.

7

8 CHAIRPERSON REED: Yes, the whole neighborhood.

9 MR. BOLOTIN: I'm not sure there's anybody here
10 speaking for that neighborhood.

11 CHAIRPERSON REED: Well, excuse me for cutting you
12 off, but you will have the opportunity, they can speak in
13 opposition to party status as a specific category which gives the
14 recipients the right to (1) cross examine.

15 MR. BOLOTIN: Exactly.

16 CHAIRPERSON REED: And to receive all
17 correspondence germane to this particular case.

18 Now, needless to say, I hope that you can
19 understand that if we were to grant party status to 22
20 individuals, then we would be here all day.

21 MR. BOLOTIN: We're only asking it for myself as
22 representative of those 22 people. We're not asking for 22
23 people. I have a resolution appointing me --

24 CHAIRPERSON REED: Let me finish.

25 MR. BOLOTIN: Sure.

1 CHAIRPERSON REED: And as such, the 22 people that
2 you are representing have to qualify individually for party status
3 for it to be granted as such. Do you see what I'm saying.

4 MR. BOLOTIN: I've asked for --

5 CHAIRPERSON REED: So we'd have to then query each
6 individual or maybe they can just tell us how it is that they are
7 more uniquely impacted than anyone else who lives close to this
8 particular Field School, the proposed Field School site.

9 MR. BOLOTIN: I've asked for party status for
10 myself and my wife as well as representatives of the homeowners
11 association. The answer to your question is that these residents
12 and myself and my wife use Foxhall Road as our local street and we
13 think that is a unique circumstance that needs to be taken in
14 consideration and we do want to cross examine the experts for the
15 school.

16 CHAIRPERSON REED: But it's not unique when you
17 have 22 people who are similarly affected. Excuse me one second.

18 (Pause.)

19 Staff was telling me that at the condominium
20 associations that your asking for representation of are all --
21 they're in one particular location and as such they can be taken
22 as one entity.

23 MS. PRUITT: Sir, you have authorization from your
24 condo association to represent them?

25 MR. BOLOTIN: I do. I have a resolution I'd be

1 glad to pass out.

2 MS. PRUITT: So he has the right to speak on their
3 behalf.

4 MR. BOLOTIN: Yes, I do, no one else will speak.

5 CHAIRPERSON REED: So --

6 MS. PRUITT: So he's requesting party status for
7 them, for the entity itself, the condo entity and then as an
8 individual.

9 MR. BOLOTIN: Yes ma'am.

10 CHAIRPERSON REED: All right.

11 MR. FEOLA: Madam Chair, on behalf of the
12 applicant, we have objected to Mr. Bolotin's request for party
13 status on two fronts and I think the chair
14 --

15 CHAIRPERSON REED: I thought you did not object.

16 MR. FEOLA: I did not object to Mr. Aguglia's
17 request on behalf of his clients, nor Mrs. Shagrue's request.

18 CHAIRPERSON REED: Okay.

19 MR. FEOLA: To be party. Mr. Bolotin timely filed
20 the request to be party status on behalf of himself and his wife
21 in reference this association. There was no documentation
22 submitted in a timely manner that indicated he had any authority
23 to represent the association. He now brings something today,
24 almost four weeks late, to suggest that he represents more than
25 himself and his wife.

1 Secondly, and probably more importantly, what the
2 chair has suggested is exactly true. Mr. Bolotin claims that
3 Foxhall Road is his neighborhood street, but you can't get to his
4 house without traversing either 48th Street and W Street to get to
5 Foxhall Road or vice versa, so you need to get to two separate
6 public streets before you can even get to Foxhall Road. He's
7 almost 900 feet as the crow flies across the Belgium Embassy
8 property. I'm going to turn in this map to show that he isn't,
9 nor is his association, affected any differently than pretty much
10 anybody who lives in this corridor from MacArthur Boulevard to
11 Foxhall Road.

12 I don't think he has established party status under
13 either case law or this Board's guidelines.

14 MS. PRUITT: Just for reference, Madam Chair,
15 Exhibit 32 is Mr. Bolotin's request in your file.

16 CHAIRPERSON REED: Ms. Renshaw.

17 MEMBER RENSHAW: Yes, I would just like to comment
18 that I do believe that Mr. Bolotin should be accorded party status
19 because Foxhall Place, N.W., that's what we're talking about?

20 MR. BOLOTIN: Foxhall Crescents.

21 MEMBER RENSHAW: Foxhall Crescents is an area where
22 the homeowners are literally trapped. You get down in there and
23 you have no other recourse but Foxhall Road. And so I would say
24 it is within bounds to accord this association party status so
25 that Mr. Bolotin can represent those affected homeowners who as a

1 group are going to be impacted by the traffic, the increased
2 traffic on Foxhall Road.

3 CHAIRPERSON REED: Ms. Renshaw, can you indicate
4 for us where on this map that has been outlined that particular
5 condominium --

6 MEMBER RENSHAW: Association. It drops down. It's
7 on the other side of the street.

8 MR. FEOLA: Madam Chair, the map I just submitted,
9 staff is copying, has that picture on it.

10 MR. BOLOTIN: It's directly off of 46th Street,
11 N.W.

12 (Pause.)

13 CHAIRPERSON REED: Are you within 200 feet? Is
14 your building or your -- is it a single building or is it --

15 MR. BOLOTIN: It's 22 individual single family
16 houses. It's more than 200 feet.

17 (Pause.)

18 CHAIRPERSON REED: While we're waiting, is there
19 anyone else who is requesting party status?

20 MS. HEUER: I am Ann Heuer and the ANC
21 Commissioner. I have automatic status.

22 CHAIRPERSON REED: Correct.

23 MS. HEUER: When you finish this party status I
24 would like to speak briefly. Thank you, about continuing this
25 case.

1 CHAIRPERSON REED: You mean as a preliminary
2 matter?

3 MS. HEUER: Yes.

4 CHAIRPERSON REED: Okay.

5 (Pause.)

6 MR. SWENDIMAN: Good morning, my name is Alan
7 Swendiman. I'm appearing on behalf of Sylvia Shagrue. Mrs.
8 Shagrue's house is located immediately adjacent to the proposed
9 site, her property line is contiguous with that of the Cafritz
10 property. Her house would be closest to a proposed southern
11 entrance to this site as well as proposed parking and lighting for
12 that parking lot. I believe that counsel for the applicant has
13 indicated that he has no objection and concurs with Mrs. Shagrue
14 being granted party status in this matter.

15 CHAIRPERSON REED: All right, looking at the map
16 that's been submitted.

17 MR. SWENDIMAN: It's 855.

18 CHAIRPERSON REED: Yes, we can see the proximity of
19 where her property is located to the proposed site and her
20 contention is that her being close to or adjacent to the proposed
21 southern entrance is what makes her more impacted than anyone
22 else?

23 MR. SWENDIMAN: I think, Madam Chair, that without
24 being presumptuous, I think that Mrs. Shagrue is more impacted
25 personally than any other party in this proceeding, not only from

1 the standpoint of traffic, but in terms of pollution, noise and a
2 number of other environmental conditions.

3 CHAIRPERSON REED: So you're saying that the
4 southern entrance is closer to her -- the proposed southern
5 entrance would be closer to her --

6 MR. SWENDIMAN: Her house --

7 CHAIRPERSON REED: Than any other properties that
8 are similarly located on that particular tract, right there?

9 MR. SWENDIMAN: Correct. And the proposed parking
10 lot would be closer to her property than any other residence
11 adjacent.

12 CHAIRPERSON REED: Okay, then the applicant has no
13 objection to your request and I have no problem with Mrs. Shagruie
14 being granted party status unless there is objection by any other
15 Board Members? Okay.

16 MS. PRUITT: Madam Chair, I do have a point of
17 clarification from staff's point. She is represented by
18 individual counsel and then also by Mr. Aguglia. Will she be part
19 of the Neighbors Against Gridlock or on her own?

20 MR. SWENDIMAN: She'll be represented by separate
21 counsel, Ms. Pruitt. The reason why she signed that particular
22 matte that was filed here was that there was a question as to
23 whether our initial filing had been received. It was subsequently
24 located, but just as a protective measure we had signed.

25 MS. PRUITT: That's clear for the record. Thank

1 you.

2 CHAIRPERSON REED: Thank Wi very much.

3 MR. AGUGLIA: Ms. Reed, since Mr. Feola has no
4 objection and set under case law that my clients are all
5 considered to be party status, do you need anything more from me?

6 CHAIRPERSON REED: Yes, your clients, Mr. Aguglia
7 are -- how many people do you represent? There are five persons?

8 MR. AGUGLIA: There's 11.

9 MS. PRUITT: Madam Chair, you have a chart in front
10 of you with all the individuals actually delineated.

11 MR. AGUGLIA: Eleven, excluding Ms. Shagrue.

12 CHAIRPERSON REED: The parties against gridlock?

13 MR. AGUGLIA: Yes.

14 CHAIRPERSON REED: Okay, the parties against
15 gridlock. All right, now the question was how are these parties
16 any more aggrieved than everyone else that lives on that cul de
17 sac.

18 MR. AGUGLIA: Obviously, from the diagram they are
19 adjacent to the school. There's going to be significant
20 excavation of the site in order to put in the ball fields,
21 significant excavation. There will be environmental run off into
22 their lots. They will also be subjected to the noise from the
23 school and the playing fields, the lights from the parking lot.
24 There's going to be a proposal for some 128 parking spaces on the
25 site with lighting. What I consider to be the only valid proposal

1 on traffic would be no left hand turns into the project, except
2 for shuttle buses, which will mean that people will make left hand
3 turns down W Street, come through the neighborhood, come around
4 the cul de sac and then come back out so they can make a right
5 hand turn on Foxhall to get back into the school because of what I
6 say is the last valid submission from the school that only -- that
7 traffic coming north down Foxhall Road, except for shuttle buses
8 cannot turn left into the school, so where are they going to go?
9 They're going to come down and they're going to take a left into W
10 Street, come down my neighbors' already crowded street, make a U -
11 - circle around and come back out and make a right on Foxhall to
12 get into the school.

13 CHAIRPERSON REED: Wait a minute, that's a given,
14 the fact that they will be affected, and I'm not disputing that.
15 But my question was how is it that they are more impacted or more
16 affected than anyone else who is similarly situated in this cul de
17 sac?

18 MR. AGUGLIA: Because the general public, because
19 this will one of the main arteries for people to get to the
20 school.

21 CHAIRPERSON REED: Everyone in that cul de sac will
22 have the same problem, right?

23 MR. AGUGLIA: That's correct.

24 CHAIRPERSON REED: That's the whole point I'm
25 making. What is it that makes them uniquely impacted or

1 aggrieved?

2 MR. AGUGLIA: But they also back up to the school
3 as I've said. I think you're being narrow in your definition of -
4 - under that definition, no one will qualify.

5 CHAIRPERSON REED: Just one moment.

6 COMMISSIONER PARSONS: Madam Chair, I think our
7 previous decision with Mrs. Shagrue would apply here. You see on
8 the same map the houses that he represents about this property.
9 They are differently affected in that not only the traffic issue
10 that Mr. Aguglia just mentioned, but the fact that they abut the
11 property seems to be the same circumstance as Mrs. Shagrue. So I
12 would support the party status.

13 VICE CHAIRPERSON SOCKWELL: Mr. Parsons,
14 apparently, in terms of true abutting conditions, only three of
15 the listed properties truly abut.

16 CHAIRPERSON REED: 40 and 844, is that one
17 property?

18 COMMISSIONER PARSONS: I'm sorry?

19 CHAIRPERSON REED: Lot 40 and 844, is that one
20 property?

21 MR. AGUGLIA: No, those are two different
22 properties. But --

23 VICE CHAIRPERSON SOCKWELL: Apparently, of the
24 properties that were shown, 40 and 844 are considered separately.

25 They are just colored the same. Because they are not shown with

1 the houses colored. They're just shown with the lots highlighted.

2 So it looks like one highlight. That's where my count and your
3 count didn't match up. Now I understand.

4 MR. AGUGLIA: There's only one, excuse me, there's
5 only that may not touch and that's 844. The school property winds
6 all the way around down.

7 VICE CHAIRPERSON SOCKWELL: It does?

8 MR. AGUGLIA: It comes right down. So 872, 38,
9 852, 41, 40, 844, I can't quite tell.

10 MEMBER RENSHAW: Mr. Aguglia, does the property of
11 the school come down between 843 and 844 on the map?

12 MR. AGUGLIA: I think it does.

13 MEMBER RENSHAW: Because it's that curving line and
14 it seems to penetrate down into those lots so I'm wondering is
15 that school property?

16 MR. AGUGLIA: It would appear from the map that 844
17 does not touch, but it's within a matter of feet.

18 CHAIRPERSON REED: Mr. Feola?

19 MR. FEOLA: Yes ma'am.

20 CHAIRPERSON REED: This site plan that you gave us,
21 this is the actual configuration of the site?

22 MR. FEOLA: Yes ma'am.

23 CHAIRPERSON REED: Including this area here?

24 MR. AGUGLIA: It goes all the way down to 44th
25 Street.

1 MR. FEOLA: Yes ma'am. What's shown as an outlook.

2 CHAIRPERSON REED: We understand.

3 MR. FEOLA: It goes all the way to W and actually
4 goes all the way to W Street.

5 (Pause.)

6 CHAIRPERSON REED: All right, what we have to
7 determine is looking at the siting of these particular persons in
8 relation to the proposed site for the Field School, it is the
9 general consensus of the Board that we will grant them party
10 status through you and that you would be their spokesperson and
11 that you would be the one who would do the cross examination only.

12 And that communications and what have you that would be submitted
13 throughout this case would also go to you.

14 Now we have just Mr. Bolotin. Now with your
15 particular submission, number one, we have to waive the record to
16 allow you to submit your affidavit in which you have been
17 delegated as the representative of the condominium association and
18 I have no problem with waiving of the records to allow that to
19 come into the record.

20 MS. PRUITT: Waiving the filing time?

21 CHAIRPERSON REED: Yes, waiving the filing time to
22 allow it to come in.

23 Now in regard to your request for party status,
24 your location -- you're contending that while your location is not
25 within 200 feet, but the impact comes as a result of the -- your

1 location proximity to the subject, the proposed property even
2 though you're not within 200 feet you still contend that you are
3 going to be impacted because of the traffic flow, circulation?

4 MR. BOLOTIN: Yes, the ability to ingress and
5 egress on Foxhall Road.

6 CHAIRPERSON REED: So in order to get in and out of
7 that --

8 VICE CHAIRPERSON SOCKWELL: Mr. Bolotin, your
9 portion of Foxhall Crescents has no access to Foxhall Road
10 directly, does it?

11 MR. BOLOTIN: No, it does not.

12 VICE CHAIRPERSON SOCKWELL: Yes, because you're
13 behind, your the ones that are accessed through the W Street, 46th
14 Street and then you go off into your various little cul de sacs
15 and dead end corridors?

16 MR. BOLOTIN: That is correct.

17 CHAIRPERSON REED: Okay.

18 MS. PRUITT: Mr. Bolotin, do you have your -- we
19 can copy and give to the Board?

20 MR. BOLOTIN: Yes.

21 (Pause.)

22 CHAIRPERSON REED: Mr. Bolotin, now that we can
23 visually see where you are in proximity to the property, given the
24 fact that we now have a map, can you explain to us again about how
25 the change in the left turn and the right turn affects you?

1 MR. BOLOTIN: Certainly. My homeowners, when they
2 leave their property to go either downtown or north, need to
3 access on Foxhall Road. They go down 46th Street, make a left on
4 W Street and proceed to Foxhall Road where they're free to make
5 either a left or right hand turn.

6 Some of the --

7 VICE CHAIRPERSON SOCKWELL: Mr. Bolotin, if your
8 residents make a right onto W Street, where do they wind up?

9 MR. BOLOTIN: They would wind up on two blocks
10 going to MacArthur Boulevard as opposed to Foxhall Road.

11 VICE CHAIRPERSON SOCKWELL: And from MacArthur
12 Boulevard they would have an alternative way to get out of the
13 neighborhood?

14 MR. BOLOTIN: Indirectly, that's correct.

15 VICE CHAIRPERSON SOCKWELL: As well they can access
16 Whitehaven Parkway and then --

17 MR. BOLOTIN: They have no access to Whitehaven.

18 VICE CHAIRPERSON SOCKWELL: They have no access to
19 Whitehaven from --

20 MR. BOLOTIN: No sir, they do not.

21 (Pause.)

22 CHAIRPERSON REED: Those are the only two means of
23 ingress and egress that you have?

24 MR. BOLOTIN: No, we can go back through 49th
25 Street and Garfield which is going to impacted by the no left hand

1 turn policy. That was our point. Wherever we turn we're
2 impacted, the 22 homeowners are impacted by the additional traffic
3 that will be created by the Field School relocation.

4 CHAIRPERSON REED: Okay, so you want to get -- to
5 obtain party status to represent the association.

6 Now I have no problem with granting that party
7 status for the association and your being the representative being
8 the one who would do the cross examination as well as the one who
9 would receive the correspondence and what have you. However, I do
10 not think that you would be -- you should be granted party status
11 individually. I think that that -- granting it to the association
12 should take care of whatever your concerns are, as well as the
13 fact that you still have the right and opportunity to be able to
14 testify individually, if you so desire.

15 MR. BOLOTIN: That would be satisfactory if party
16 status was given to the association.

17 CHAIRPERSON REED: Okay, Board Members?

18 MR. FEOLA: Madam Chair, I'd like to reiterate our
19 objection for really a prime reason and Mr. Bolotin has been at
20 public meetings that this case has been discussed ever since the
21 first one. He's probably been to all of them. He's been very
22 attentive to these things. Never once have we been invited to the
23 association that he now represents which shows up today with a
24 resolution. It doesn't seem terribly fair to the applicant.
25 We've known Mr. Bolotin's position as an individual and we

1 certainly respect it and he has a right to state it, but to show
2 up March 29, six months after he first saw this project and say
3 now he represents as association who opposes this project who
4 hasn't seen this project, that the best of our knowledge, I think
5 is not terribly fair.

6 CHAIRPERSON REED: Are you not aware of the
7 submission, Mr. Bolotin, that is within the public -- the record
8 that we have in which he requested party status?

9 MR. FEOLA: No, I am, but we oppose that because he
10 doesn't live close enough.

11 CHAIRPERSON REED: But I thought you were saying
12 that you were not aware of that -- his position, you said
13 individually, but not as an association until today, that it has
14 been in the record. We have --

15 MR. FEOLA: He had no authorization filed until
16 today.

17 CHAIRPERSON REED: That is true and --

18 MR. FEOLA: He made a false statement that he
19 represented them, but --

20 CHAIRPERSON REED: I suppose that somewhere along
21 the line it was made clear to him that he needed to have some type
22 of written authorization and then he submitted that this morning
23 and then it is up to us to decide at our discretion whether or not
24 it is appropriate and whether or not we would accept it or waive
25 it, which we did.

1 MR. FEOLA: I understand. I'm just reiterating our
2 objection.

3 CHAIRPERSON REED: Thank you. Okay, now, Mr.
4 Bolotin, now that you do have party status, you can then make a
5 motion.

6 MS. PRUITT: Excuse me, Madam Chair, just for
7 clarification, the name of your homeowners association, Mr.
8 Bolotin?

9 MR. BOLOTIN: Foxhall Crescents Southgate.

10 MS. PRUITT: Thank you.

11 MR. BOLOTIN: Homeowners Association.

12 MR. AGUGLIA: Madam Chair, if you would please, I
13 would like to start the motion.

14 CHAIRPERSON REED: Is that all right with you, Mr.
15 Bolotin?

16 MR. BOLOTIN: Yes, it is.

17 MR. FEOLA: Madam Chair, before we get past where
18 we should be I think counsels are going to oppose something that's
19 not before the Board yet and it's probably more appropriate and
20 maybe staff can help to first decide what we're going to offer to
21 propose today, then I think they may have at least grounds to
22 oppose that.

23 MR. AGUGLIA: If you hear my motion, I can set the
24 stage.

25 MR. FEOLA: I'd like to make a motion to introduce

1 the plan.

2 CHAIRPERSON REED: Mr. Feola, why don't we hear the
3 motion first and then if you have some discussion of the motion we
4 can certainly entertain that.

5 MR. FEOLA: Madam Chair, he's going to object to
6 going forward with -- he said it before, to object to going
7 forward with the hearing because we are going to submit
8 alternative plans which we gave to the parties on Friday, but you
9 haven't accepted those plans. You may say forget it, Feola, stick
10 with what you filed in your pre-hearing submission in which case
11 his whole motion is a waste of time.

12 CHAIRPERSON REED: Well, quite frankly, I don't
13 know about the other Board Members, but I don't know what you're
14 talking about because what I have --

15 MR. FEOLA: That's my point.

16 CHAIRPERSON REED: What we have is one submission,
17 does anyone else have another submission? This is all that we
18 have. And so we need to get some clarification as to what, in
19 fact, we're dealing with here. Then we can proceed.

20 MR. FEOLA: Thank you.

21 CHAIRPERSON REED: Ms. Pruitt?

22 MS. PRUITT: The three of us have discussed this so
23 I think between the two attorneys they can actually clarify it.

24 MR. AGUGLIA: I'm trying to strike a reasonable
25 balance here, because we're all assembled here today. My motion

1 is to exclude a new traffic design plan that was submitted to me
2 this past Friday around 7 p.m.

3 CHAIRPERSON REED: That we don't have.

4 MR. AGUGLIA: All right, which forms the basis of
5 OP's, Office of Planning's recommendation to you to approve this
6 project with conditions. You do have the OP plan which we got
7 yesterday at 11:30, so please, give me a minute to set the
8 background.

9 The application that was filed on January 10th of
10 this year by the school had a traffic impact analysis. All right,
11 at page 10 of that report, their traffic engineer stated the
12 existing northern entrance on Foxhall Road is the safest location
13 for vehicles to turn left into and out of the site because the
14 site distance at this location is adequate. Therefore, it is
15 recommended that left turns into this relocation site be allowed
16 only if the existing northern site entrance on Foxhall Road. So
17 that was the traffic analysis submitted with the original
18 application.

19 On March 1st, with the applicant's
20 pre-hearing statement, there was another traffic analysis
21 submitted. That traffic analysis on page 10 reiterated that the
22 existing northern entrance on Foxhall Road was the safest location
23 for vehicles to turn left into and out of the site because of the
24 site distance at this location is adequate. All right, the
25 difference between the two reports was that during the peak a.m.

1 rush hours only shuttle buses and emergency vehicles would be
2 allowed to turn left into the site. Other cars will have to
3 continue down Foxhall Road and go through the neighborhood as I've
4 already explained to get back up on Foxhall Road going towards the
5 north. I'm sorry, cars coming south to the school would not be
6 allowed to turn left in the a.m. peak hours, would go through the
7 neighborhood to come back to go north to get into the school, only
8 shuttle buses. So that was the major difference.

9 All right, now at the ANC meeting on I believe it
10 was March 13th Mr. Feola stated in the presence of everyone who
11 was there, in fact, is quoted and I will give you this from the
12 newspaper. He was asked about the possibility of turning left at
13 the southern entrance into the school. The prospect of a third
14 lane through a stacking lane, there would be a third lane turning
15 left into the school. Mr. Feola stated that the traffic engineer
16 hired by the school looked at the possibility and concluded that
17 the twist and turns in the road rule out a left turn entrance into
18 the school anywhere but the northern end of the parcel. And let
19 me -- if you wouldn't mind passing up copies.

20 MR. FEOLA: Madam Chair, we're getting way past the
21 motion. He's testifying. He's entering this as evidence. He's
22 reading from a newspaper which isn't exactly a quote and I'm not a
23 traffic engineer. I'd like the record to show that.

24 CHAIRPERSON REED: Mr. Feola, I do agree with you.
25 I was wondering when he was going to get to the end of it.

1 Typically, a motion -- he's right, it doesn't really take that
2 long to very succinctly make your statement.

3 MR. AGUGLIA: My point, let me finish, please. On
4 Friday at 6 o'clock I get a new traffic design plan, well past the
5 14 days that the applicant is supposed to submit it before the
6 hearing which now has a third lane, stacking lane, which allows
7 less into the school after the first traffic reports that say
8 that's unsafe. His first report -- after the second report
9 submitted by his traffic consultant says that's unsafe, after he
10 testified and there were many people here who will testify that
11 Mr. Feola at that meeting said that that was an unsafe condition
12 and therefore they weren't going with that.

13 CHAIRPERSON REED: Okay.

14 MR. FEOLA: Madam Chair, wait a minute. I didn't
15 say that. I said I was told. I don't know, I'm not a traffic
16 engineer.

17 CHAIRPERSON REED: Okay, Ms. Pruitt, do we have
18 that, that change that they received?

19 MS. PRUITT: No, and that's what -- this is part of
20 the problem. The applicant has 14, their pre-hearing submission
21 is due 14 days prior to the hearing. Mr. Feola has indicated that
22 the Board needs to waive the filing time in order for the Board to
23 receive. Only Mr. Feola served it on Mr. Aguglia I think with the
24 understanding that probably he would be granted party status and
25 to -- but he also received it very late.

1 I have talked to both applicants and one of the --
2 I know Mr. Aguglia is either requesting that it be excluded or
3 else that the hearing be continued. Because we do have everybody
4 here today a possibility may be to have a further hearing on just
5 the traffic part, but allow on the new part of the traffic, to
6 allow the community and the ANC and everybody to respond to it and
7 still go on with the rest of the hearing today.

8 CHAIRPERSON REED: Mr. Feola?

9 MR. FEOLA: Madam Chair, and let me set the stage
10 just a little bit in opposition to Mr. Aguglia's motion.

11 Your rules require that all materials that the
12 applicant is going to rely on at a public hearing be filed 14 days
13 prior. That's this big book dated March 1st. Of course, the
14 hearing was continued from March 15th until today, but our
15 deadline for filing anything was that day. On March 9th, 8 days
16 after we filed this, the Department of Public Works issued a
17 report in this matter and this is after months of meeting with
18 them. They requested or made a recommendation in that report,
19 eight days after this was filed that the applicant create a left
20 turn lane on Foxhall Road in DPW's right of way. Up until then,
21 DPW had taken a position they didn't think it was necessary, they
22 didn't want the right of way tampered with. So we didn't do that.

23 In response to that motion, in response to that
24 report by the way with Mr. Aguglia quoted extensively at that
25 March 13th ANC meeting, read from it, quoted it, and urged the ANC

1 to adopt a similar thing, the ANC said we should look at doing a
2 left turn lane. Now this is March 13th, two days before the
3 hearing was supposed to happen. In the time from March 13th until
4 now our engineers and our architects have worked hard to develop
5 this left turn lane on Foxhall Road to allow traffic from the
6 north to enter safely into the proposed campus for the school.

7 This change is a direct response, direct response
8 to DPW's request and supported by the Office of Planning and
9 suggested by Mr. Aguglia's traffic expert as may being needed. So
10 that's all we're talking about is the creation of a third lane for
11 left turn only on Foxhall Road in the public right of way. The
12 rest of this book, the size of the school, the configuration of
13 the buildings, the size of the parking, the runoff from storm
14 water, etcetera, is all the same. He wants to postpone the
15 hearing on a left turn lane which his own traffic experts suggest
16 might be necessary. I don't get it.

17 CHAIRPERSON REED: Okay. Now Mr. Sockwell, were
18 you going to say something?

19 VICE CHAIRPERSON SOCKWELL: Yes. I don't want to
20 get into the substance of the issue, but where is this right of
21 way to be acquired?

22 MR. FEOLA: From the now Cafritz property, from
23 what will be the Field School property. Field would give up about
24 15 feet of its frontage.

25 VICE CHAIRPERSON SOCKWELL: Okay, so you said it

1 was in the public right of way which wasn't quite correct.

2 MR. FEOLA: Well --

3 VICE CHAIRPERSON SOCKWELL: It would be acquired
4 right of way based upon the highway planning incumbrance of the
5 property anyway, right?

6 MR. FEOLA: Right, changing the configuration of
7 the street would require public agreement, DPW -- it's DPW's road.

8 VICE CHAIRPERSON SOCKWELL: But there is a highway
9 plan incumbrance on the property if it hasn't been lifted anyway.

10 MR. FEOLA: I don't know.

11 VICE CHAIRPERSON SOCKWELL: It's 15 feet.

12 CHAIRPERSON REED: Let's try to move this on and
13 make a decision.

14 Mr. Bolotin, let me hear what he has to say and
15 then we can bring some closure to this.

16 MR. BOLOTIN: Yes. Let me state that Mr. Feola is
17 correct. I have attended each and every meeting that the Field
18 School has had and the most important issue that has surfaced in
19 the last 120 days was the school's agreement not to allow left
20 hand turns into the school except for shuttle buses. So when Mr.
21 Feola says he doesn't understand what the big deal about is, it is
22 just a simple change, if you would look at the letters you have
23 received, if you looked at the various community groups, they are
24 all based upon their realization that there will be no left hand
25 turns into the school during the morning rush hour. That is a

1 matter of life and safety.

2 The DPW report doesn't say they recommend this. If
3 you look very carefully, they tell us that it's not their job to
4 say yeah or nay. They were unconvinced with the school's traffic
5 proposal that would wind up with 60 percent of the traffic coming
6 north to the school and their statement was if, if you were to
7 approve this, then you ought to look at certain road improvements,
8 not that this is something they recommend. It's an if.

9 CHAIRPERSON REED: Okay. Now your contention that
10 the hearing be postponed today is so that you can do what?

11 MR. BOLOTIN: The reasoning to be postponed today
12 is the fact that the left hand turn is the linchpin of the
13 school's traffic plan.

14 CHAIRPERSON REED: We understand that.

15 MR. BOLOTIN: The community at large does not know,
16 as we sit here today, that the school has changed its linchpin and
17 will now allow left hand turns into the school. The community
18 whose interest is being represented needs to know that. They need
19 to have an opportunity to be heard, to file their letters in
20 protest, to amend the letters that you've received, where they
21 base it upon no left hand turns. The community can't be excluded
22 because at 5 o'clock two days before a hearing a major change is
23 undertaken by the school that the community is unaware of. This
24 is not due process for the community.

25 CHAIRPERSON REED: Okay, wait a minute.

1 (Pause.)

2 CHAIRPERSON REED: Excuse me, we have to have these
3 sidebars sometimes to get some clarity among ourselves as to what,
4 in fact, we're dealing with.

5 Now before we make a decision, let us hear from the
6 ANC chair on her position in this matter.

7 MS. HEUER: Thank you, Madam Chair. Can you hear
8 me?

9 CHAIRPERSON REED: Yes.

10 MS. HEUER: The ANC would like to request a
11 continuance because the ANC has reviewed all the previous plans.
12 We've had probably over 300 people in attendance of the various
13 meetings. This traffic plan that was presented to me yesterday at
14 noon with no traffic management and I was asked if we would like
15 to comment and perhaps accept it is impossible. We have to hear
16 from the public and you should give the ANC great weight, so
17 therefore I respectfully ask that you continue this case.

18 CHAIRPERSON REED: Thank you.

19 MR. FEOLA: Madam Chair, may I respond to that?
20 The last paragraph of the ANC's letter to you all says that if the
21 BZA decides to proceed against our advice which is to oppose the
22 project, we recommend that the approval be conditioned on the
23 reduction of the size of the parking and a traffic plan, blah,
24 blah, blah, which should include consideration of a vehicle
25 population cap and a third left turn lane on southbound Foxhall

1 Road. We're doing what they ask and we're doing it in response to
2 DPW's request as well as Mr. Aguglia's client's request. I don't
3 see how the school should be penalized for trying to accommodate
4 concerns we hear after the book has been filed, after DPW is late
5 with its report. They had plenty of time. You can hold the
6 record open for two months for them to respond to what they hear
7 today. They haven't seen the plan. They can listen.

8 CHAIRPERSON REED: Well, well, Mr. Feola, I think
9 that --

10 MR. FEOLA: Or the alternative, we can go forward
11 with our application. We don't think, as Mr. Bolotin said that
12 it's the linchpin of our traffic management plan. He thinks it
13 is.

14 CHAIRPERSON REED: Okay, given the fact that we're
15 all assembled here today, ready to go a compromise would be
16 perhaps that we proceed with the case today with the exception of
17 the traffic aspect of it in regard to the traffic reports and that
18 we then continue to a day certain the presentation by both sides
19 of the traffic issue. There are other kinds of issues that we can
20 consider and listen to today, and that would be in regard to the
21 environmental impact or the parking and what else? The runoff and
22 lighting and things of that nature, so that we won't waste this
23 day today and then given the fact that we do have the objection
24 from the ANC and from the two parties in opposition that it would
25 allow them the time to then have community input and then when we

1 have the hearing, continue the hearing for that particular
2 portion, they would be able to adequately respond and cross examine
3 because at this point it kind of puts them at a disadvantage
4 because they're not prepared to be able to do that, given the fact
5 that they don't know, and another thing is we don't have it. So
6 we haven't had a chance to look at it as well and that does not
7 give us the opportunity to be able to take that particular
8 information into consideration at all. (Pause.)

9 So that would be our proffer as a compromise.
10 Let's go ahead with what we can today and hold off on just the
11 traffic portion and set aside another date certain to have the
12 traffic portion be presented by both sides and allow testimony on
13 just that issue by both opposition and the applicant, support and
14 opposition.

15 MS. HEUER: Could I ask a question, Madam Chairman?

16 CHAIRPERSON REED: Yes.

17 MS. HEUER: Since my testimony includes both
18 traffic and the other, what should I do, just read what doesn't
19 relate to traffic?

20 CHAIRPERSON REED: Well, the thing about it, if, in
21 fact --

22 MS. HEUER: It's a little difficult.

23 CHAIRPERSON REED: Yes. If your testimony today is
24 predicated upon the old traffic report, then that would not be
25 applicable, so therefore I would just hold off on that portion of

1 it until you've had an opportunity to review and to present and to
2 have dialogue on it with the community and when we reconvene for
3 the traffic part, then -- we probably, you may revise what you
4 were going to testify here today to.

5 MS. HEUER: I guess I have a problem with the
6 report of the Office of Planning, because that report is all
7 predicated on one thing.

8 CHAIRPERSON REED: Well, I can understand that.
9 Nonetheless, again --

10 MS. HEUER: In fact, I just saw it yesterday.

11 CHAIRPERSON REED: Again, as you can see, we're now groping
12 with trying to revamp, giving the fact that we now have new
13 information and I don't know if that would then cause the Office
14 of Planning to modify their report in any way, but this is the
15 reason why we have stated it may be in all of our best interest to
16 continue that portion until a later date.

17 MS. HEUER: I agree.

18 MR. FEOLA: Maybe Madam Chair, we can accommodate
19 the ANC and just hold the whole ANC's full position until the
20 further hearing. If Ms. Renshaw --

21 CHAIRPERSON REED: If you --

22 MR. FEOLA: As opposed to having her try to --

23 CHAIRPERSON REED: Ms. Who?

24 MR. FEOLA: The chair of the ANC, I'm sorry, Heuer.

25 CHAIRPERSON REED: Ms. Renshaw is --

1 MR. FEOLA: Sorry.

2 CHAIRPERSON REED: Okay, that might be -- would you
3 rather not give your report today and hold off your report until
4 after having heard the traffic portion?

5 MS. HEUER: No, I'll give, I'll just be
6 abbreviated.

7 CHAIRPERSON REED: Okay.

8 MR. AGUGLIA: Madam Chair, I think your compromise
9 is a fair one. I would ask that the applicant during his
10 presentation or at some point tell us which traffic report they're
11 going to rely on so we know what to prepare for.

12 CHAIRPERSON REED: Who tells you what?

13 MR. AGUGLIA: If the applicant at some point before
14 we end the hearing today, tell us which traffic design they're
15 going to rely on so we can prepare for it and that we be given
16 specific cut off dates so we don't go through this 11th hour
17 charade where we have no idea what's going on and find a report
18 with a new design we've gotten 11th hour notice.

19 MR. SWENDIMAN: Madam Chair, on behalf of Mrs.
20 Shagrue I would ask that if the portion dealing with traffic
21 analysis be deferred that that also include their proposed
22 southern entrance. I think that in the plans that were delivered
23 to me Friday evening, there looks like there has been a change to
24 that as well so that it goes just beyond -- this goes beyond just
25 traffic on Foxhall. There seems to be some other changes as well

1 which has an impact on traffic, but I would ask that that be
2 included as well.

3 CHAIRPERSON REED: Why don't we just simply say
4 then that anything that was not submitted germane to the traffic
5 or to any changes that were not in by the date, timeline date that
6 was supposed to be in, that any changes or modifications to
7 anything that the applicant has submitted to us, anything that's
8 germane to those particular items would be the things that would
9 be postponed to the next hearing date when the traffic part is
10 heard. I agree with you that if you didn't have that information
11 in regard to changes in the entrance which is a major piece, we
12 need to address that then rather than now.

13 VICE CHAIRPERSON SOCKWELL: Madam Chair, may I?
14 Madam Chair, if modifications that would normally be accepted by
15 this Board such as maybe a realignment of an entrance are not
16 specifically predicated on the third lane, then I think that we
17 should deal with them and hear them as part of the site
18 development description.

19 CHAIRPERSON REED: Well, they have asked that --
20 they've been given the opportunity to determine, I think, that's
21 what I'm understanding, how this change impacts upon the overall
22 impact to Mrs. Shagrue's property and I don't think that that can
23 be done fairly, that that needs to be done today since we're going
24 to be reconvening anyway and they have requested the time to look
25 at it and analyze it and to determine what the impact is, then I

1 have no problem with them doing that at that time as well.

2 MR. FEOLA: Madam Chair, I guess I'm getting
3 confused now. What I just heard you say then is you'd like the
4 applicant to present the plans as they were submitted in the
5 prehearing submission, ignoring the request from the Department of
6 Public Works and the Office of Planning and the ANC that we
7 incorporate a left turn lane into the property? Is that --

8 CHAIRPERSON REED: No, we're not even going to have
9 -- we decided that we were not going to consider the traffic
10 portion.

11 MR. FEOLA: I understand that, but affects the site
12 plan if you have a lane and you have a different entrance, the
13 plan changes.

14 CHAIRPERSON REED: Okay, now what's your question?

15 MR. FEOLA: I'm just trying to figure out what then
16 today's proceeding would involve. It seems to me --

17 CHAIRPERSON REED: I see, so you're saying they're
18 all interrelated?

19 MR. FEOLA: It's a small piece of this application,
20 it's a 10.5 acre piece of land. The entrance, the southern
21 entrance that everybody has been talking about is the only thing
22 that has changed. And the size of the landscaping in front of the
23 proposed school has narrowed some. That has a lot of
24 ramifications as you've heard on traffic. It has, we think, a
25 pretty minor ramification on the site plan because the entrance --

1 there was always a southern entrance, has moved now further north
2 on Foxhall Road for safety reasons, etcetera.

3 I'm not sure what we're supposed to present today,
4 I guess. I guess that's my question.

5 COMMISSIONER PARSONS: Madam Chairman, I am really
6 torn on this. It seems to me that we don't want to conduct an ANC
7 meeting here today. And that's what we're being asked to do by
8 the applicant, that is, to me you've got some homework to do.
9 You've got to go back into the community and explain to them what
10 it is at an ANC meeting and any other citizen organizations that
11 you may want to meet with in hope for your case that you'll bring
12 back support rather than opposition and for us to engage in any
13 kind of discussion like that today is not helpful, I don't think.

14 But it seems to me there are other aspects to this site plan,
15 parking and other things that we could discuss today that
16 everybody is up to speed on. Admittedly, your only issue or your
17 major issue is traffic, but for instance, if we were to allow you
18 to present your new plan and not impose cross examination on those
19 that are uninformed, what value would that be? We would be
20 providing you the opportunity to share with the citizens what it
21 is you've developed on Friday, but is that what you'd suggest,
22 that you be allowed to show us this plan, but nobody should be
23 talking about it certainly.

24 MR. FEOLA: No, I think that the cross examination
25 on the plan, not on the traffic aspects of the plan would be

1 appropriate,

2 COMMISSIONER PARSONS: But do you want the
3 opportunity to present your new idea today?

4 MR. FEOLA: We think that given the ANC's
5 suggestion that we consider, that DPW's request that we, that you
6 consider it if you consider this application, the Office of
7 Planning support of that request would be prudent upon the
8 applicant to try to accommodate that request.

9 COMMISSIONER PARSONS: But not at the 11th hour. I
10 mean that's our dilemma.

11 MR. FEOLA: We didn't file the DPW report, Mr.
12 Parsons. It was filed by them on March 9th.

13 COMMISSIONER PARSONS: What I mean is yes, you're
14 responding to the ANC. You're responding to DPW, but nobody has
15 seen it.

16 And it just doesn't seem productive to us today to
17 be doing your homework for you.

18 MR. FEOLA: Well, I wouldn't characterize it as
19 doing our homework for us. We've spent almost a year and a half
20 in this community hearing their concerns and quite frankly they're
21 not going to like this plan any better than the one that was in
22 this book. They've made it pretty clear that the people that are
23 here as opponents are opposed to a school locating on this site.
24 I think quite frankly this is kind of a ruse to just put it off
25 for a while and I guess we can. If, in fact, it's the Board's

1 decision that we should go back and do our homework, as you say,
2 then we should not even conduct this hearing today because it
3 seems to us we should give you the best plan that we can come up
4 with based on comments from the public agencies, the ANC and
5 others. So if, in fact, we can't show you the DPW, let's call it
6 the DPW plan, which again just changes one aspect of this book,
7 then maybe we should just put the whole thing off to another day.

8 COMMISSIONER PARSONS: So you don't think there's
9 enough substance in the rest of the plan or proposal to discuss
10 today?

11 MR. FEOLA: Well, it is, but it's like a crossword
12 puzzle. It starts with there's an entrance, there's parking off
13 the entrance, there's queuing, there's buildings, there's storm
14 water runoff. Which plan do we put up there, if in fact the
15 entrance is different I guess that's the problem. We won't talk
16 about traffic. We won't talk about how the cars will come in and
17 out off of Foxhall Road, but the landscaping plan changes because
18 the entrance is different. The buffers change.

19 COMMISSIONER PARSONS: Yes.

20 MEMBER RENSHAW: Madam Chair, I would suggest very
21 quickly here that we can move ahead with some elements of this
22 case while removing traffic entrance discussion and queuing until
23 another time. But we could have the scene set for us, in other
24 words, the student count, a description of the activities, the
25 number of employees. We can talk about buffering, landscaping,

1 the noise, the lighting, the parking within the grounds and the
2 environmental matters and that would take up a number of hours and
3 we could get a move on that and again traffic, the entrance
4 discussion and the queuing could be removed for another meeting.

5 MR. MOULDEN: The traffic impacts of this project
6 seem to be the major issue at hand. I almost see that it's
7 impossible not to even -- even if you don't even mean to talk
8 about the old proposal and the new proposal. If we do have
9 discussions on this project, it seems to me that we'll sit here
10 and talk about what is at hand today and then we'll come back at
11 another meeting and almost repeat some of the same information.

12 So I'm trying to weigh the worth of even going
13 through this today and going through it in another meeting. It
14 seems impossible to me not to get into some of the traffic issues
15 even though you may not want to.

16 MS. PRUITT: Madam Chair, may staff recommend maybe
17 a compromise that the applicant give their presentation including
18 their new traffic today. There would be no cross examination
19 today, but at the further hearing the parties in opposition then
20 would have the opportunity to cross examine them on what was
21 testified after you've had the opportunity not only to hear it,
22 but to read it and to prepare a case so that you would then, we
23 would have the whole project today, but then you would have the
24 opportunity to cross examine the new information after you have
25 had a chance to study it and after you have had a chance to take

1 it back to the community. That's just a thought.

2 MR. AGUGLIA: Madam Chair, this is no ruse, please.

3 We've hired a traffic engineer who is here, a planner, we have
4 testimony, we have many witnesses here. Our problem again is one
5 of fundamental due process and that is a whole new plan at the
6 11th hour has been proposed, but more importantly it's the
7 linchpin and the key of the Office of Planning's report to you.
8 I'm still stuck with the Office of Planning report that said this
9 new third stacking lane makes the day and therefore we approve it.

10 That's fundamentally unfair to us because we have no opportunity
11 to meet with them and discuss our maybe support or opposition to
12 it. It came totally out of the blue.

13 CHAIRPERSON REED: But what is wrong with Ms.
14 Pruitt's suggestion that we proceed, you hear the report, there is
15 no cross examination and then you still have the opportunity when
16 we reconvene to have had your meetings and public input in the
17 interim and then you would have an opportunity to put on the
18 opposition case and hear the opposition. We at least will not
19 completely waste today.

20 MR. AGUGLIA: I understand. I think it's a
21 reasonable suggestion, however, I would ask Office of Planning not
22 be permitted to give their report until they have had an
23 opportunity to get input from us.

24 CHAIRPERSON REED: I think that's fair. I have no
25 problem with that request. The Office of Planning Representative,

1 Mary Vogel, will you please speak to this? Would you have any
2 objection to the request that has just been put on the floor and
3 then I think we can move forward.

4 MS. VOGEL: None whatsoever. We would be happy to
5 meet with the opposition once again.

6 CHAIRPERSON REED: Okay, now, Ms. Pruitt, summarize
7 for us exactly what we're doing because we've gone back and forth
8 and around so many different scenarios, so let's just for the
9 record, have everyone on the same page.

10 MS. PRUITT: My understanding is today we will hear
11 the applicant's case in chief including the new traffic analysis
12 plan, whatever it is. We will set a new hearing for another date
13 certain, a continuation of this hearing for another day certain.
14 At that time the parties in opposition will have the opportunity
15 to cross examine the applicant on the traffic plan. They'll be
16 able to cross examine the applicant today on everything else but
17 that. At the new hearing they'll be able to cross examine the
18 applicant on the traffic plan. OP will then give their report and
19 you will then be able to at the new additional hearing, cross
20 examine them on the new report after you have had a chance to read
21 and study it and we will continue with the hearing from there or
22 rather we will have testimony today also, but on what was
23 testified today. Is that --

24 MS. HEUER: Excuse me, I thought I heard the
25 Chairman say we would not be discussing the traffic.

1 CHAIRPERSON REED: Not.

2 MS. PRUITT: Not discuss it, it would just be
3 presented.

4 MS. HEUER: I really have to object to that. I
5 feel that at this last hour as it is supposed to be done, it
6 should be presented to the ANC before it's presented to this BZA.

7 CHAIRPERSON REED: All right. Well --

8 MS. HEUER: I have no objection to the rest of it.

9 CHAIRPERSON REED: Well, the only change was that
10 as Ms. Pruitt had suggested we hear the traffic report, but
11 nonetheless, you're saying that you want the ANC to hear it first
12 before they let us hear it. Okay. And that being the case, we'll
13 just proceed with everything, with your case with the exception of
14 the traffic report and also we will not hear the OP report. They
15 can cross examine you on everything but things that are germane to
16 the traffic report.

17 Yes.

18 MS. PRUITT: Then we need to set a time certain.
19 Could we do that now so we can --

20 COMMISSIONER PARSONS: I'd like to hear from the
21 ANC before we do that.

22 CHAIRPERSON REED: On.

23 COMMISSIONER PARSONS: When their next scheduled
24 meeting is.

25 CHAIRPERSON REED: Yes, that's what I think Ms.

1 Pruitt is --

2 COMMISSIONER PARSONS: To get a feel if they need
3 30 days, 45 days before we pick a day.

4 MS. HEUER: The next scheduled meeting is the
5 second Monday in April.

6 MS. PRUITT: The 11th?

7 MS. HEUER: Yes.

8 MS. PRUITT: That's April 11th. We have a hearing
9 on the 18th that -- a hearing scheduled already. We could put it
10 to the end of that. It's only a week, I don't know if that gives
11 you enough time to have a hearing and then get us a report within
12 a few days.

13 MS. HEUER: It's difficult to say the least. You
14 would, of course, have to waive the requirements because --

15 MS. PRUITT: Well, right now we're in a little
16 different situation because I don't know even if you'd even have a
17 filing requirement because this is the actual hearing date.

18 MS. HEUER: All right, so if we have the hearing on
19 the 11th and then the traffic consideration will be on the 18th?

20 MS. PRUITT: That's what I'm proposing at this
21 point right now. I don't know how that works for everybody else.

22 MS. HEUER: That would be acceptable.

23 (Pause.)

24 MR. FEOLA: Madam Chair, our traffic consultant
25 just advises me that he will not be in the country on April 18th,

1 so we couldn't present out --

2 CHAIRPERSON REED: What's the next best date. Mr.
3 Slade will not be in the country, Ms. Pruitt.

4 MS. PRUITT: We're getting a little difficult here
5 --

6 CHAIRPERSON REED: When are you available?

7 MS. PRUITT: What are your parameters?

8 MR. SLADE: I'll be done the week of the 10th and -
9 - two weeks, the 10th and the 17th.

10 MS. PRUITT: So you'll be back by the 24th?

11 MR. SLADE: Yes.

12 MS. PRUITT: You have G.W. Master Campus Plan on
13 the 26th. I'm just -- Hilton was canceled on the 10th.

14 CHAIRPERSON REED: 10th of May?

15 MS. PRUITT: Yes.

16 CHAIRPERSON REED: Then that would be a reasonable
17 date for everyone concerned.

18 MR. SLADE: I'm sorry, what was the date?

19 MS. PRUITT: 10th of May.

20 CHAIRPERSON REED: Mr. Parsons will not be able to
21 be here. He will then be out of the country, so -- but he's
22 agreed to read the record regarding that particular aspect of the
23 case, so we can then proceed.

24 MS. PRUITT: So are we scheduling it for May 10th
25 at 9:30, is that correct?

1 MR. AGUGLIA: I just want to check with my experts, please.

2 (Pause.)

3 MS. HEUER: Is that a Wednesday?

4 MS. PRUITT: Yes, it is, ma'am. Are we then
5 requesting that the ANC and any submissions from the parties in
6 opposition be in a week before since there is more time to allow
7 that?

8 CHAIRPERSON REED: Sure, I have no problem with
9 that.

10 MR. AGUGLIA: Our reports are due?

11 MS. PRUITT: That would be May 3rd. And so your
12 ANC revised report would also be due May 3rd.

13 MS. HEUER: That's no problem.

14 MS. PRUITT: Okay.

15 CHAIRPERSON REED: Okay. All right, I think we're
16 all on the same page, so now unless there are any other
17 preliminary matters, Mr. Pruitt,
18 will you call the case, please?

19 MR. FEOLA: One last thing, what about supporters
20 who are here to testify today? Are we going to stop after the
21 applicants' truncated case or will they be allowed to --

22 CHAIRPERSON REED: Persons in support?

23 MR. FEOLA: Yes.

24 CHAIRPERSON REED: I see no reason why. I see no
25 reason why they would not be allowed to testified.

1 MR. FEOLA: I'm just asking so that --

2 CHAIRPERSON REED: They can't testify in regard to
3 the traffic part, nonetheless, from reading the voluminous amount
4 of letters that we received, both in opposition and in support of,
5 the basis of their support is not predicated upon traffic
6 considerations.

7 MR. FEOLA: I just wanted to make sure they didn't
8 have to hang around.

9 CHAIRPERSON REED: Sure, and once they have
10 testified that unless they particularly desire, they would not
11 really have to come back on May 10th, so as much as we can dispose
12 of today, we'd like to do that.

13 MR. FEOLA: Okay.

14 MR. AGUGLIA: And you're permitting cross
15 examination except for anything on traffic?

16 CHAIRPERSON REED: Sure, there will no testimony on
17 traffic, but yes, we will, absolutely.

18 MS. PRUITT: Excuse me, Madam Chairman, there will be
19 testimony on traffic from the applicant. No, I'm sorry, excuse
20 me.

21 CHAIRPERSON REED: Ms. Pruitt, Ms. Pruitt, we got
22 it, we kind of got things straightened out. Let's not go back
23 there.

24 There's been so much time in just the preliminary
25 matters, the Board has requested a short five minute break and

1 then we'll proceed. Let's -- we'll come back and we'll talk about
2 time lines and what time we'll take lunch and what have you and
3 we'll try to get through as much of this as we can possibly today.

4 (Off the record.)

5 CHAIRPERSON REED: The hearing will come to order.
6 The hearing will now come to order. Please take your seats.

7 Ms. Pruitt, can you call the case?

8 MS. PRUITT: Application 16559, Application of The
9 Morris and Gwendolyn Cafritz Foundation/The Field School, pursuant
10 to 11 DCMR 3104.1 for a special exception to establish a private
11 school under Section 206 for a maximum of 320 students and a
12 maximum of 74 faculty and staff in the R-1-A District at 2301
13 Foxhall Road, N.W. (Square 1341, Lots 856, 861, 878 and 879).

14 All those planning to testify in this case, please
15 stand and raise your right hand.

16 (The witnesses were sworn.)

17 MS. PRUITT: Thank you. Please be seated and have
18 the applicant start.

19 CHAIRPERSON REED: Ms. Pruitt?

20 MS. PRUITT: Yes.

21 CHAIRPERSON REED: We need to do time lines.

22 MS. PRUITT: Yes. I believe over on the table
23 there was a little handout, but there is a time the Board has
24 established three times. The applicant gets an hour for their
25 case. The parties in opposition combined get an hour. Five

1 minutes for individuals and 10 minutes for organizations.

2 CHAIRPERSON REED: No, it's not. It's 3 minutes
3 for individuals and 5 minutes for --

4 MS. PRUITT: Well, it goes back and forth. So
5 which one would you prefer?

6 CHAIRPERSON REED: With so many people, 3 minutes
7 for individuals and 5 minutes for organizations. It was brought
8 to our attention during the break that there are people who have
9 to leave, for whatever reason and if you have to leave and you had
10 intended to testify and cannot, then you can submit your written
11 testimony for us to consider as part of our package. And we're
12 going to have the staff, staff will be keeping time, so when you
13 start to testify, those people who are testifying either in
14 opposition or -- individuals in opposition or in support of,
15 please don't be redundant or repetitive. If somebody has already
16 said what you wanted to say, you can just simply say I ditto what
17 they said and I agree and I am in opposition. Unless there is
18 something specifically different or unique that you want to tell
19 us, but please don't keep saying the same thing over and over and
20 over again. We have stacks of letters, both in support and in
21 opposition we have read through so we have a general understanding
22 as to what the situation is.

23 Mr. Feola, in the hour that you have been granted,
24 are you going to utilize part of it today and then remainder when
25 you do the traffic aspect of it? How are you doing to divvy your

1 time up?

2 MR. FEOLA: Yes ma'am. We had timed it out to be
3 an hour with the traffic. I'm not sure exactly how much was set
4 aside for that, but we will keep it to 60 minutes total, this
5 session plus whatever we do on --

6 CHAIRPERSON REED: That's not what I'm asking. You
7 have 60 minutes total.

8 MR. FEOLA: That's what I said. And we'll stay to
9 that. I just don't know today to tell you that it's going to be
10 40 minutes today and 20 minutes or 45 minutes. We didn't break it
11 out.

12 CHAIRPERSON REED: How much do you think that you
13 need for the presentation of the traffic?

14 MR. FEOLA: My guess is that it's a third of it, so
15 it's about 20 minutes. I just don't remember.

16 CHAIRPERSON REED: I think the bulk of it is going
17 to be in the cross examination anyway.

18 MR. FEOLA: Right. We won't need more than an hour
19 total. I think today we're probably looking at about 40 minutes,
20 40 to 45.

21 CHAIRPERSON REED: That's good. Thank you. I just
22 wanted to get some kind of time frame.

23 MR. FEOLA: Right. Before we get started, Madam
24 Chair, should we, collectively, Mr. Aguglia and I have our experts
25 qualified now?

1 CHAIRPERSON REED: Yes.

2 MR. FEOLA: So we can get that piece out of the
3 way. At Tab L of our prehearing submission we have the résumés of
4 those pers who we intend to ask that the Board recognize as
5 experts and I'll just briefly run through them. The first is
6 David Cox who is our architect with Press Cox Associates. Second
7 is Elliot Rhodeside who is our landscape architect with Rhodeside
8 and Hairwell. Third is R.J. Keller with R.C. Fields and
9 Associates who has done the land planning, I'm sorry, the storm
10 water runoff and environmental issues. Of course, Mr. Slade who
11 did the traffic analysis; Steven Scher, our urban planner and I
12 think that's the extent of those who we have asked the Board
13 recognize as experts.

14 CHAIRPERSON REED: What's the total amount, total
15 number?

16 MR. FEOLA: Well, they're not all going to testify
17 directly. They will be here for questions. Let's see, I don't
18 know, one, two, three, four, five. I believe five.

19 CHAIRPERSON REED: Cox, Slade and Scher and who was
20 the other person?

21 MR. FEOLA: Slade.

22 CHAIRPERSON REED: I have Slade.

23 MR. FEOLA: Elliot Rhodeside, the landscape
24 architect.

25 CHAIRPERSON REED: All right. I have no objection

1 to either of those persons being proffered to us as expert
2 witnesses and I would accept them as such unless there's any
3 objection by the Board Members.

4 All right, is there any objection by the
5 opposition?

6 MR. AGUGLIA: No.

7 CHAIRPERSON REED: All right, then proceed.

8 MR. FEOLA: Thank you, Madam Chair. On behalf of
9 Field School, with me is Paul Cummins who is helping on this case.
10 We're here with the request before you today to establish a small
11 private school on a 10.5 acre tract of land in a R-1-A zone on
12 2301 Foxhall Road. The project, as you'll see today, takes a
13 former estate and while retaining a vast amount of its open space
14 sensitively develops a site plan which respects the adjacent
15 national park, the site's natural topography and landscaping and
16 we believe the adjacent residential community in a very respectful
17 manner.

18 What we'll show today is that the application can
19 and should be approved based on the standards set forth in the
20 zoning regulations. As you know, and I think it might be helpful
21 just to reiterate those, they're in Section 206 of the regulations
22 that private schools are permitted in a residential zone provided
23 that it is not likely to become objectionable to adjoining or
24 nearby properties because of noise, traffic, number of students or
25 otherwise objectionable conditions. And second, that ample

1 parking, but not less than that required by the zoning regulations
2 be provided to accommodate students, visitors and the like.

3 I'm going to take those in reverse order because I
4 think in this case, although we're not allowed to talk about it
5 today, the issues have been narrowed significantly. Ample
6 parking, which is 206.3, not less than the zoning regulations.
7 There's been no issue that the proposal before you doesn't have
8 enough parking. In fact, both the Office of Planning and the
9 Advisory Neighborhood Commission have suggested a reduction in the
10 parking. The zoning regulations would require 90 spaces for this
11 site. Our demand analysis shows 98 and the site plan provides
12 128.

13 Going backwards to 206.2, that the project is not
14 likely to become objectionable due to number of students. This is
15 a very small school, 320 students could fit in this room. The
16 entire school at its maximum population could fit in this room.
17 It is significantly smaller than schools that have been approved
18 by this Board, for example, Maret, Georgetown Day, Gonzaga,
19 Washington International, Edmund Burke, just to name a few, all on
20 smaller pieces of property than the 10 acres we have before us.

21 Noise. We don't think that this project will
22 create an excessive amount of noise. The buffers on the property
23 range from 100 to 300 plus feet, from activity centers. There are
24 no lights proposed for the athletic fields or outside events. We
25 just don't see noise as a major concern here and the Office of

1 Planning concurs with that.

2 Other objectionable conditions. We typically find
3 when we come before this Board for private schools, the height of
4 a building, the bulk of the buildings, the blocking of views to be
5 issues with neighbors. That has never been raised and in fact,
6 you'll see that buildings are fairly modest and tucked away, away
7 from the residential neighborhoods.

8 Environmentally, you'll hear testimony today how
9 the site does much to protect the adjacent environmental concerns
10 and of course then traffic which we are leaving until next time.

11 So we are here today and we think the evidence will
12 support with the implementation that the school is proposing to
13 establish a private school within the confines of the zoning
14 regulations and we think our evidence will show that this project
15 should and can be approved.

16 We really have four direct witnesses today since
17 Mr. Slade won't be testifying and I'd like to introduce our first.
18 Ms. Elizabeth Ely, the Director of the Field School.

19 Ms. Ely, please state your name and address for the
20 record?

21 MS. ELY: My name is Elizabeth Ely. I live at 2205
22 California Street, N.W. in the District of Columbia.

23 MR. FEOLA: Would you kindly explain to the Board a
24 little bit about the school and why we're here today?

25 MS. ELY: Okay, in 1972, I founded the Field School

1 over the Regina Cleaners, now La Tomate Restaurant at 1711
2 Connecticut Avenue, N.W. We began with 44 students in grades 7
3 through 12. Two years later we moved to Wyoming Avenue where we
4 presently reside in two large townhouses plus two small carriage
5 houses, a total of about 20,000 square feet on less than one acre
6 housing 212 students.

7 We live in a very congested area, just two doors
8 off Connecticut Avenue. The townhouses are on opposite sides of
9 Wyoming so that the students have to cross from one side to the
10 other. Yet, in this extremely difficult situation we have
11 coexisted peacefully with our neighbors as many of them have
12 written to you to say.

13 It is satisfying to see the sense of community that
14 we have established among ourselves and with the wider world. And
15 to see our students grow in their understanding of civility,
16 kindness, integrity, in effect, their love of neighbor.

17 A central fact of the philosophy of Field is about
18 the need for a network of relationships for adolescence, beginning
19 in the family, school and beyond to the larger community.

20 Over the years we have fostered special relations
21 with public schools, for example, the Raymond School on Spring
22 Road, N.W. and recent partnership with the Meridian Charter School
23 at 1328 Florida Avenue.

24 For 25 years, we have had a strong work internship
25 program which requires that all students work for two weeks in

1 February in jobs of their choice. Our students have reached out
2 to many, many parts of the city, to nursing homes, schools,
3 hospitals, day care centers and more. We are a part of the
4 District of Columbia. We love it and we wish to remain here.

5 The Field School is profoundly committed to
6 diversity, ethnic, economic and social. We accept students with a
7 wider range of academic abilities than many other college
8 preparatory schools. We actively pursue diversity in our faculty,
9 staff and student body. During my years at the Kingsbury Center
10 for Remedial Education I saw the need for a small school where
11 students could be a part of a community of learners working in
12 small schools, yet receiving a great deal of individual attention,
13 so necessary in the learning process.

14 I believe that the absolute maximum number of
15 students that we can handle doing what we do is 320, still a very
16 small school, a school based on intensive dialogue between student
17 and teachers. We know each student's learning style and care for
18 each one very, very well.

19 We are confident that we can manage a total of 320
20 students, making sure that we have enough programs to meet the
21 needs of today's student. We will start at 260 along a slow
22 growth curve to an enrollment of 320 which is optimal from the
23 point of view of offering students a broader program and a wider
24 pool of friends and co-workers from which to draw.

25 About 7 years ago when we went through the

1 accreditation process of the Middle States Association of Schools
2 and Colleges, the first recommendation was that we find larger
3 facilities. In order to meet our programmatic needs, the design
4 for Field on the Cafritz estate will enable us to have a gym,
5 playing field, science lab, adequate arts facilities and meeting
6 space for the entire school. Almost 100 percent of our graduates
7 go to college. We take great care to assure that they attend a
8 college where the process begun at Field can continue. This means
9 that they go to a broad range of schools including the most
10 competitive.

11 Our students have confidence in the ability to
12 study, work hard and become vital and active members of whatever
13 community they join. They already have a sense of gratitude for
14 what they have received and a commitment to give back.

15 I have been in education for over 50 years, 41 of
16 them in the District of Columbia. Field parents, the Board of
17 Trustees, the staff, students and I have worked as a team for 16
18 months with our architect, David Cox and staff, zoning and traffic
19 experts, engineers, landscape architects and others, while
20 consulting our neighbors at every step of the way.

21 We have produced a plan of great beauty and high
22 purpose. It is respectful of the land and of the neighbors. It
23 is beautifully situation, a village on a hill for children.

24 Having given this project my most informed
25 consideration I believe that it is reasonable and feasible. It

1 will not harm, but rather enhance the neighborhood and the city.
2 As we outline our plan for your consideration, I hope that you
3 will approve our vision for Field. Thank you very much.

4 CHAIRPERSON REED: Thank you.

5 MR. FEOLA: Madam Chair, if it pleases the Board,
6 maybe we could run through our next three witnesses in one piece
7 so you can then ask questions.

8 CHAIRPERSON REED: Okay.

9 MR. FEOLA: Our next witness, Ms. Louise Millikan
10 who is with the Board of Trustees.

11 MS. MILLIKAN: I am Louise Millikan. I live at
12 1873 Newton Street in the District of Columbia, Mount Pleasant
13 neighborhood where I have lived for 25 years. I'm President of
14 the Field School Parents Association and a member of the Board of
15 Trustees.

16 My son, a sophomore, has been at Field since 7th
17 grade. The Field School is a special place, a place where
18 miracles happen. We were a small school and our size is part of
19 the secret of our success. There is no dearth of applicants for
20 our school, but we have understood for 28 years that our school is
21 special because it is small. We know it is important to stay that
22 way.

23 During accreditation Field began to understand that
24 we needed more space for our academic programs as well as our
25 sports program. A little over two years ago we began to search

1 the District of Columbia for a new site for our school. We have
2 looked at more than 80 sites in the District where we want to
3 stay. We are proud to be a District of Columbia independent
4 school.

5 The Cafritz estate on Foxhall Road is the best
6 location to serve the overall needs of Field. In fact, it is the
7 only one that we have found in the District that will truly serve
8 our needs.

9 Once we identified this estate, we immediately
10 began to meet with neighbors. Since February 1999, we have had 24
11 meetings with community members and organizations. In addition,
12 we have a Board Member who since the beginning of the process has
13 worked closely with all our neighbors. We have sent three letters
14 to all the neighbors, keeping them abreast of our plans during the
15 design process. We have heard their concerns in individual
16 meetings, small groups and at the ANC. We have worked at every
17 step of the way to incorporate the neighbors' concerns into our
18 final plan because they will be our neighbors. We want to be a
19 part of this community and enrich it just as we have the Kalorama
20 neighborhood where we have been for 28 years.

21 We are responsive to community concerns. We
22 understand and especially appreciate the concerns about traffic.
23 While our burden will not be significant, we understand
24 neighborhood concerns and feel support of public transportation.
25 Because we feel support of public transportation we have made

1 accommodations. There will be no entrance from 44th Street. The
2 southern entrance to the property on Foxhall will be located as
3 far from the adjacent property line as possible, consistent with
4 safety for everyone. A shuttle bus will operate from both the
5 Tenley and Foggy Bottom Metro stops as well as other remote pickup
6 points to minimize the traffic on Foxhall Road.

7 We parents especially applaud this accommodation,
8 not only for the neighbors, but for us and for our children. This
9 encourages the use of Metro, carpooling and certainly will reduce
10 the number of us coming to the school.

11 There will be no lights on the athletic fields.
12 There will be no outdoor athletic events, beginning after 6 p.m.
13 There will be no rental of our facility to outside groups. The
14 school is for our use, not for the outside. We are a school, pure
15 and simple, but we are always available to our neighbors should
16 they need a meeting place. There will be a sidewalk on
17 our property built for public use.

18 While we are certainly aware of opposition, we have
19 been gratified by the support of individuals in the neighborhood
20 and the support of the Wesley Heights Association for Preservation
21 of Residential Streets and neighbors on 44th Street as well as the
22 Palisades Citizens Association.

23 We also are gratified by the more than 230
24 supporters who took time to write for our cause.

25 Field School on Foxhall Road brings many benefits,

1 not only to the neighborhood, but also to the District of
2 Columbia. Our design maintains the large open parklike space of
3 this beautiful property with buildings occupying only 7 percent of
4 the total space, a wonderful use of this land.

5 Neighbors can walk on our property, enjoy the green
6 space. We welcome their use of the athletic field and the tennis
7 court. This move will keep the Field School a small, high calibre
8 college preparatory school in the District of Columbia where it
9 belongs. The presence of this remarkable institution in the
10 Foxhall neighborhood will enrich us all.

11 Thank you.

12 CHAIRPERSON REED: Thank you very much, Ms.
13 Millikan.

14 MR. FEOLA: Madam Chair, I'd like to introduce
15 David Cox who will walk us through the plans for the school.

16 MR. COX: My name is David Cox, principal of Press
17 Cox Architects. I reside at 5115 Cathedral Avenue, N.W. in the
18 Palisades neighborhood of the District.

19 I'd like to show you a series of slides. We
20 thought the slides would probably be the easiest way to convey the
21 general design and the site plan issues we have been studying for
22 many months. This first photograph is an aerial photograph of the
23 immediate vicinity of the site and just to orient everyone, the
24 orange element in the center is the Cafritz house, surrounded by a
25 number of different kinds of land use. On the east of the site

1 this very large area here is the Glover Archibald Parkway, 44th
2 Street with single family residences on the west side only,
3 terminates at the mouth of the Glover Archibald Park where it then
4 proceeds as a pathway down past W Street and on down to the south.

5 Immediate north of the site is the Kreiger Museum property,
6 directly across Foxhall Road which bisects this photograph roughly
7 running north and south. Directly west of the site is the new
8 residence of the Spanish Ambassador and south of that and directly
9 west, across the site, is the Belgium Ambassador's residence. A
10 single family residential area, Foxhall Crescents in the area just
11 to the west and north of the site. Dexter Street just up at the
12 northern end of this photograph. W Street running to the south of
13 the site and then the Mount Vernon campus of G.W., occupying the
14 southern portion of the site. White Haven Parkway is just off the
15 area photograph to the south.

16 The property itself is approximately 10.5 acres and
17 again just for orientation, Foxhall Road runs north and south just
18 forming the west border of the property. The Cafritz house is
19 shown in orange on the hillside, the highest elevation of the
20 property at the northwest corner. The Krieger property shares the
21 northern property line, 44th Street residences share a portion of
22 the east property line. The Glover Archibald Parkway shares the
23 remainder of the east property line of the site. The entire
24 southern edge of the site abuts the rear yards of single family
25 residences on W Street and Foxboro Place. So it's a very

1 irregularly shaped piece of ground. The frontage on Foxhall Road
2 is about 710 feet. The depth in the east-west direction is about
3 760 feet. The property slopes approximately 100 feet in elevation
4 from the high point at the northwest corner, sloping downhill to
5 the east to the Glover Archibald Parkway and in roughly a south
6 and east slope. The lowest portion of the site being the piece
7 that abuts the W Street and Glover Archibald Park. There's very
8 heavy tree cover, roughly adjoining the site. In fact, there has
9 always been a cyclone fence that the Cafritz' fenced off that
10 portion and have left it pretty much remain in a wild state.

11 Contrasting with the rest of the property which has
12 a very manicured quality to it, the house itself and the immediate
13 vicinity of the house is very beautifully landscaped. The house
14 was built in 1937 in an art deco style by Morris Cafritz with a
15 semi-circular drive with two points of access onto Foxhall Road.
16 The house is 14,000 square feet. It is three stories. Two
17 stories face the Foxhall Road to the west. As the land slopes in
18 the back, three stories of the house become exposed which lead
19 directly out on to landscaped terraces, very interesting,
20 beautiful set of terraced gardens with very significant views off
21 to the city to the east.

22 Most of the site is characterized as an open grassy
23 meadow sloping downhill with individual trees. As you can see,
24 specimen trees in various areas in the middle of the site, but
25 primarily the woodland on the east edge of the site, as I

1 mentioned and a fairly heavy tree cover along the southern
2 boundary. The Krieger property to the north also has a very,
3 rather dense woodland area which forms a rather thin edge of trees
4 along our north border.

5 This is a view looking at the front of the Cafritz
6 house from the driveway to the Belgium Embassy. The house is set
7 back from Foxhall Road approximately 100 feet, 110 feet. This
8 gives you some idea of the architectural character of the house
9 and the landscaping in front of it facing Foxhall Road. One of
10 the unfortunate things that we feel is the edge of Foxhall with
11 these utility lines, it virtually is just a matter of a few feet
12 off the edge of Foxhall Road and Foxhall itself, as you can see
13 here, a row of just bushes and most of it is open landscape back
14 to the house. Quite a different story on the east face of the
15 house as it faces the Glover Archibald Park and the city. It's a
16 different world back there with the terraces, this red brick
17 retaining wall that has a grassy terrace and formal boxwood
18 gardens on it. The quality of the house here becomes much more
19 apparent. White painted brick and a Spanish clay tile roof,
20 really quite a beautiful house.

21 This is a view of some of the boxwood gardens.
22 We're looking northward toward the Krieger property and a great
23 curving bay of the Cafritz house with the dining room in a part of
24 this curving bay element.

25 From the terraces looking east toward the house we

1 get an unobstructed view of the Glover Archibald Park and the city
2 beyond. Here's the Washington Monument off in the distance.

3 And then the meadow, the open meadow which
4 characterizes most of the center part of the site. The proposal
5 organizes the site with the new campus buildings clustered around
6 the house in its position here at the northwest corner of the
7 site. Basically, the attempt here is to keep as much of the site,
8 the open quality of the site as open as possible with parking and
9 circulation kept very close to the Foxhall Road and running
10 parallel to it. The architecture arranges itself into two
11 academic wings, one along the north side as an extension of the
12 north end of the house, stepping down the hillside and terminating
13 in the gymnasium. A second wing, academic cluster, extends
14 outward from the southern end of the house and terminates in a
15 400-seat all school meeting house.

16 The playfields, as you can see in this site plan,
17 are located roughly in the center of the site, well buffered on
18 all sides, along the southern edge and maintaining the tree cover
19 to the parkway. The site circulation, I won't get into this in
20 any great detail, but we are proposing a southern entrance at
21 roughly at the point where Foxhall Road makes a slight bend about
22 200 feet up from the southern boundary, maintaining the north
23 entrance into the site, pretty much in the same location that the
24 existing semi-circular driveway exists. Connecting these two
25 points will be a two-lane frontage, a

1 two-directional frontage road including a separate drop off lane
2 and parking.

3 Parking will take place in this so-called south
4 parking area and in a linear fashion along the frontage road and
5 then in a third area downhill behind the gymnasium primarily for
6 the shuttle buses that the school has.

7 There will also be a tennis court here adjacent to
8 the gymnasium, as well as a playfield in the center of the site.
9 The existing terraces behind the house will act as the school's
10 quadrangle and allow the students to walk outside from one of the
11 academic arms northward to the others. So most of the site
12 circulation will be happening outdoors as a college campus would
13 be.

14 And in this site model, we are looking at an aerial
15 view, looking down over Foxhall Road on the foreground with the
16 house here in the center, the academic wing to the south and the
17 academic wing running parallel to the northern edge, giving you
18 some three dimension qualities of the architecture of the
19 buildings.

20 You can see with the contours, the house and the
21 buildings sit uphill from the playfield. This is the area that
22 will require leveling out because the site as it currently stands,
23 it slopes continuously in this area and to create this level area
24 we are using excavated material from the buildings, stockpiling it
25 on the site and using it to create a fill condition, together with

1 a retaining wall at the back end of the site.

2 And again a view, looking along the north edge
3 bordering the Krieger estate, the academic wing stepping down the
4 hill gently in a series of stair steps that culminate in the
5 gymnasium with a curving roof set into the hillside to minimize
6 its height.

7 Again, the view from the eastern facade of the
8 house as it overlooks the terraces, the many projecting curving
9 bays of the house and chimneys, this is a half octagon porch.
10 We're looking at the house very carefully. We've studied it, its
11 architecture and admire it very much and are using it as the basic
12 influence in the design of the new buildings. All of the new
13 buildings will take their queues from the house, the scale will be
14 kept residential, three stories, two and three story buildings
15 made of light masonry with hipped roofs with curved bay projecting
16 bay elements. Here is the existing Cafritz house in this
17 rendering of view looking eastward across Foxhall Road in the
18 foreground. And directly across the southern end of the house
19 with its existing porch we are creating the main entrance for the
20 students on a daily basis, a plaza that connects the new buildings
21 with the old building. This will be the main arriving point for
22 the students. The students will then enter the buildings into
23 their locker area and hub.

24 The house will be fully utilized for academic and
25 administrative spaces and will retain the ceremonial front door to

1 the whole campus as it should be.

2 And again, just various views of the model, sort of
3 depicting the same view in this particular case and a view looking
4 at the academic, the southern academic wing from the south,
5 culminating in the 400-seat meeting house and a downhill view
6 roughly standing where the playfield is looking up at the Cafritz
7 house, surrounded on both of its southern and northern end with
8 the academic wings and the gymnasium. This also gives you some
9 idea of how we've tried to minimize the bulk and height of the
10 gymnasium, actually setting it into the hillside one full story.

11 And then the elevations of the building. The lower
12 levels of the building will be made of a terra cotta masonry with
13 the upper portions retaining the light colored masonry that the
14 house, the Cafritz house itself is made from and this is a way of
15 breaking up the scale and extending the horizontal quality of the
16 house into the landscape.

17 The zoning, I just want to cover real briefly, the
18 R-1-A single family residential zone has no FAR, but we do have
19 setbacks, of course, and lot occupancy. The lot occupancy
20 permitted is 40 percent. We are covering 7 percent of the site.
21 Ninety-three percent of the site will remain as open space. If
22 you take together the total of the impervious asphalt parking
23 areas, sidewalks, plaza areas and buildings together it totals
24 about 27 percent of the total site. The remaining portions of the
25 site are permeable in terms of groundwater.

1 The setbacks as Mr. Feola has mentioned earlier are
2 quite considerable. Approximately 300 feet from the south
3 residential property line and even further from that to the actual
4 houses themselves to our nearest building. The southern entrance
5 is approximately 200 feet from the southern property line. The
6 buildings are spaced roughly the same distance from the existing
7 house from Foxhall, about 100 feet or so. The gymnasium is
8 approximately 100 feet set back. Where we really get closer to
9 the property line is along the north side where the Krieger is
10 also roughly about the same distance back from that property line.
11 We're at 35 feet. R-1-A permits an 8 foot side yard setback.

12 The heights are all below 40 feet, the required
13 height limit. The gymnasium is the highest building and it is
14 measured, its highest dimension is at the eastern edge which
15 measures about 37 feet from grade at the center point of building
16 to the ceiling height.

17 We've already mentioned parking. The total parking
18 count is 128 spaces. The required parking is 90 split among
19 several different portions of the site, but all kept as tight as
20 possible to Foxhall Road. There is a requirement for loading and
21 service and we are utilizing the existing garage on the north side
22 of the site for our service in the north area as a small service
23 court. The garage itself would become the service bay.

24 I want to just talk a little bit about, to
25 culminate this presentation about storm water. We have been very

1 carefully coordinating our work here with the National Park
2 Service. Their primary concern has been, of course, the impact on
3 the Glover Archibald Park, primarily with how we are handling
4 surface water and storm water runoff.

5 This is a diagram that depicts the proposed
6 buildings with the Cafritz house shown in red. All of the roof
7 water contained by the buildings and the parking lots will be
8 directed to underground leaders and piping which will force the
9 water through two points, one at the south parking lot, one at the
10 area behind the gymnasium which will be sand filters, a two stage
11 filtration process. All storm water will run through this. From
12 there it will run downhill to detention area. Most likely it will
13 be a pair of five foot diameter pipes that will be buried below
14 the playfields. From here the water will be detained and released
15 incrementally downhill to the right of way of 44th Street where we
16 will run southward in the area of the existing pathway so as not
17 to cut trees. And we'll tie it into the existing W Street storm
18 water outfall which currently falls into Foundry Creek, but by
19 that time the water has been completely treated and detained.

20 The geotech analysis of the site, we have taken a
21 grid of 12 soil borings. The soil is very good in terms of
22 construction and it will allow 3,000 pound per square foot bearing
23 capacity, nothing unusual in that. The soil is generally fill on
24 the surface, but has good quality clay and silts below it. We
25 found no presence of underground aquifers or any underground

1 water, no underground water showed up in any of our 30-foot deep
2 soil borings.

3 And then lastly, just to touch again on any other
4 environmental impacts, the entire project has been designed to
5 minimize the adverse environmental impact on our neighbors. We
6 have significant buffering and landscape and Elliot Rhodside will
7 continue to talk about the detail of the landscape buffering.

8 The playfields are kept to the center portion of
9 the site as far away as we can from the residential areas as we
10 are able to. There will be no night lighting for the playfields.

11 Sound impact will be minimized. The buildings themselves are
12 designed as energy efficient and insulated as we can make them.
13 The ambient noise level, I should say, of Foxhall Road is already
14 a noise level that will shield any additional noise from these
15 buildings. The students themselves are off the school campus by
16 approximately 4:30, but we have taken great care in all respects
17 to try to maintain the -- to add the school buildings so that they
18 form a kind of hilltown village, clustered around the house
19 itself, away from the existing residential areas on the south and
20 west parts of the site.

21 Thank you.

22 CHAIRPERSON REED: Mr. Feola, time-wise you now
23 have approximately 25 minutes left to complete the entire case.

24 MR. FEOLA: Yes ma'am.

25 CHAIRPERSON REED: Including the traffic. How many

1 more witnesses do you have?

2 MR. FEOLA: Mr. Rhodeside is our last witness.

3 CHAIRPERSON REED: Okay, and how long do you think
4 this --

5 MR. FEOLA: Five minutes.

6 CHAIRPERSON REED: Okay, and then that will reserve
7 your 20 minutes for the traffic.

8 MR. FEOLA: Yes ma'am.

9 CHAIRPERSON REED: Good, thank you. Mr. Rhodeside?

10 MR. RHODESIDE: My name is Elliot Rhodeside. I
11 live at 414 Crownview Drive in Alexandria. David spoke really
12 clearly and well about the existing site conditions, so I won't go
13 over all of these, but we worked very hard throughout the whole
14 process to preserve and protect the existing vegetation throughout
15 the site and I'll show how we've accomplished that.

16 The next slide shows the garden areas around the
17 Cafritz house and it shows the original garden walls and original
18 garden features that were designed by Rose Greeley in the 1930s
19 that we've worked very hard to protect and incorporate into the
20 overall development.

21 The next slide shows the elements that are an
22 important part of the original setting and these elements, both
23 the material and the form have been inspirations to us as to how
24 the overall site plan should be developed.

25 The overall landscape plan is divided into six

1 different areas and the six different areas are the Foxhall Road
2 landscape. There's the buffer --

3 CHAIRPERSON REED: Excuse me, do you need a --

4 MR. RHODESIDE: That would really be helpful. What
5 a time to have it go out.

6 There are six different zones. The Foxhall Road
7 landscape buffers on the north, the east and the south. There's
8 the parking area and the associated entrance ways. There's the
9 landscape around the buildings and the core of the landscape, the
10 athletic fields and then the woodland. That's an important part
11 of the extension of Glover Archibald Park.

12 We have worked very carefully to preserve existing
13 trees and all of the dark trees illustrated in the plan are trees
14 that we've worked to protect. The overall plan for the landscape
15 along Foxhall Road is to protect the existing trees and to extend
16 the landscape of Foxhall Road properties along the western
17 boundary of the Field School property so that it fits in. The
18 intent is to be residential in scale and to utilize native
19 materials.

20 On the north, we've protected plants. On the east,
21 we have protected existing vegetation. On the east side also we
22 have stepped back from the existing woodland vegetation and
23 protect that and have augmented that with new buffer plantings.
24 On the south, we have done the same and have added extensive
25 plantings along the southern portion in order to create a buffer

1 along with a proposed bermed area.

2 In the parking areas, there are three major
3 terraced areas and we've heavily planted each one of those
4 terraced areas and the final terraced so that views up from the
5 athletic fields into this area will be shielded by both walls and
6 planting and by grades of the terraces.

7 We've worked to preserve the existing trees in
8 front of the Cafritz mansion and have aligned the roads so that it
9 protects those. There will be a deep planted buffer along the
10 edge and a sidewalk that would be constructed inside the property
11 line that would go approximately in this locution to meet up with
12 the proposed sidewalk south of the property so that the sidewalk
13 is not adjacent to Foxhall Road, but within the property and
14 buffered by landscape. There would be low walls that would
15 separate the parking areas from Foxhall Road and that would
16 further be buffered by the planting between the parking area and
17 the street and there would be signage at the entrance way both in
18 the north and in the south areas.

19 We've worked to protect several large trees on the
20 inner courtyard area. We've protected the extant garden elements.

21 Those would remain as grass slopes and then continued sloping
22 areas with new walls that would create an informal amphitheater
23 that would serve as a major viewing area for the athletic fields.

24 New planting would be residential in scale, to be compatible with
25 the architect that David has developed so that it again fits the

1 overall school concept, but also fits within the residential
2 character of the neighborhood.

3 At the bottom, the east side, we've done new native
4 plantings that blend in with the existing vegetation along the
5 edge for the Glover Archibald Park.

6 The next slide is a series of cross sections that
7 show next to the gymnasium planting that would shield small bus
8 parking areas and then retention of the existing specimen trees
9 from the adjacent residential property with the addition of new
10 planting to create buffers. Cross Section A is a cross section
11 through the new Field School building, the existing terraces and
12 then Wyoming Avenue which is a main student gathering area with
13 the sloping area that would be heavily planted in low vegetation
14 that would enable major views out to the vista to Georgetown
15 University and to the Washington Monument with lower curved wall
16 that would frame the athletic field. This is a view of Foxhall
17 Road with the buffer, the sidewalk area, parking, drop off and the
18 building with planting adjacent to the school building.

19 And then finally, the building on the south, Ms.
20 Shagrue's property, there's the proposal to have the lane about
21 110 feet from the northern facade of her home with preservation of
22 existing plant material adjacent to the property line and the
23 development of an 8 to 10 foot high berm that would shield the
24 parking, shield the asphalt area with new plantings that would
25 augment the existing vegetation.

1 The next series of slides is a vegetative analysis
2 and if I'm running too long I can cut it down.

3 CHAIRPERSON REED: You need to, you are running
4 over. How long --

5 MR. RHODESIDE: Four slides. I'll do it quickly.
6 This slide shows all the existing vegetation. It shows the 29
7 specimen trees. It shows the savannah landscape of specimen trees
8 and the lawn landscape, but a continuous canopy and then the dense
9 woods next to 44th Street. The total amount of coverage of the
10 canopy is approximately one half of the site, about 5 acres.

11 The second slide shows gray areas which indicate
12 the vegetation which would be removed and we're removing in order
13 to create the Field School campus, about 2.5 campus, leaving green
14 vegetation of about 2.5 acres. That includes the dense woodland
15 as well as the specimen trees.

16 And then third slide shows the proposed landscape
17 development plan which shows the dense wooded areas to remain, the
18 lightly wooded areas to remain, the 200 additional trees, plus
19 shrubs, plus the 10 trees, specimen trees that would remain,
20 giving a total canopy coverage of approximately 4 acres.

21 And then finally we have understood that there's
22 some concern about whether there would be an effect of either
23 underground or above ground water. We went back and looked at
24 historic maps and this map which was part of the coastal and
25 geodetic survey in 1888 shows adjacent streams which still exist

1 in Glover Archibald Park. The red outlined area indicates the
2 Field School property, but it doesn't indicate any stream, either
3 intermittent or continually running streams. So we thought it was
4 important to show that with the record.

5 That's the end of the presentation.

6 CHAIRPERSON REED: Thank you, Mr. Rhodeside.

7 MR. FEOLA: Madam Chair, that ends our direct short
8 of traffic.

9 CHAIRPERSON REED: Thank you. Board Members,
10 questions?

11 MR. FEOLA: Madam Chair, we have all those slides
12 on boards if we can turn the lights on and go to --

13 VICE CHAIRPERSON SOCKWELL: One question about the
14 massing with regard to the slopes' views to the south. The
15 vegetation to the south is fairly substantial along the southern
16 property line. It appears that from the south the massing will
17 probably have more of a five story appearance all tolled because
18 the buildings are basically allocated to the slopes in such a
19 manner that while they do tuck into the slopes, the view from the
20 west would probably give more of a two or three story appearance.

21 The view from the south would probably give more of a five story
22 appearance, based upon the drawings that were shown. And yet it
23 appears that the landscaping will somewhat cover that. Am I
24 correct in what I'm looking at, that final landscaping once it
25 actually matures should hide a lot of that bulk?

1 MR. RHODESIDE: Our intent for the landscape
2 overall adjacent to the buildings has been not to hide the
3 buildings. We think that the architecture is going to be
4 significant and beautiful, so it's our intent to create pockets of
5 landscape at the base of the building that's complimentary to the
6 facades that David has designed and that trees are strategically
7 placed so that they will help provide screening of sun that comes
8 in.

9 We have done several things. We've located
10 stairways adjacent to the buildings so that we can maintain the
11 open lawn area and the open vistas with the cascade of terraces,
12 but overall, the goal is to compliment the building with the
13 landscape.

14 VICE CHAIRPERSON SOCKWELL: I guess I should have
15 been a bit more specific. With regard to hiding the buildings,
16 not from the on-site perspective but from the off-site
17 perspective, you are providing a very different view from the
18 south across the site and the neighboring properties to the south
19 would be the most affected by that because they will be looking at
20 the hill as it slopes upward and away from them.

21 MR. RHODESIDE: I think the illustration that David
22 presented which was from Foxhall Road which I think is the
23 question you're asking me?

24 VICE CHAIRPERSON SOCKWELL: Really from the south.

25 MR. FEOLA: Elliot, you can't speak without a

1 microphone.

2 MR. RHODESIDE: Okay, we've worked very hard to --
3 our goal in the overall development tends to remove as little
4 vegetation of the woodlands in the adjacent property as much as
5 possible. And where we had to do that in order to develop the
6 athletic fields, we've created -- we've utilized walls to build up
7 the elevation so that we can preserve trees and then have also
8 augmented the existing woodland with new woodland plants so that
9 we create a thicker buffer in this area.

10 We've also worked hard to preserve the existing
11 topography on the south and the existing woods which are shown in
12 dark green and then where grading was to be done or where no
13 existing vegetation exists, we have worked to both protect
14 existing trees and then augment those existing trees with very
15 densely planted trees and shrubs and then also have established
16 new grades in 8 to 10 foot high mounded area so that there would
17 be dense vegetation between this property and the school. Also,
18 the terracing with densely planted areas also provides shielding
19 and also shading of the parking lot area and then the planting
20 next to the building serves as a further screen and shield of
21 these structures to the properties on the south.

22 VICE CHAIRPERSON SOCKWELL: So you feel that the
23 density of existing vegetation which will be altered by the
24 construction, in particular, the south area of the site will be
25 replaced with an equivalent level of buffer to prevent the view

1 from being significantly changed to the residents?

2 MR. RHODESIDE: I think that's correct. And I also
3 think we are adding more, we're adding --

4 VICE CHAIRPERSON SOCKWELL: It's probably on the
5 bottom.

6 MR. RHODESIDE: We'll be adding more vegetation
7 than what exists in the south side of the property. It's an open
8 lawn landscape and we're developing multiple levels of planting so
9 that it provides a greater shield to the properties on the south
10 side.

11 VICE CHAIRPERSON SOCKWELL: Thank you.

12 MEMBER RENSHAW: Madam Chair?

13 CHAIRPERSON REED: Commissioner Parsons.

14 COMMISSIONER PARSONS: Thank you. Ms. Ely, this
15 probably is very evident to you, but I would like to explore the
16 need for the playing fields.

17 MS. ELY: We have a very active physical education
18 program. That's part of our whole program, that is to say that we
19 have at any one time as many as 90 percent of our students playing
20 in competitive sports and so we have to get on buses and we have
21 to travel all over the city and get fields and the fields have
22 become scarcer and scarcer, so if we have a field that is
23 available to us we can schedule use of it and believe me, as our
24 faculty has become -- we started out -- we're only 28 years old
25 and we have many faculty who have been with us now for 15, 16, 17

1 up to 22 years and as they've become older they haven't wanted to
2 wrestle with those buses and the inner city becomes very, very
3 difficult. We really need a field and we just need a field that
4 children can go out and play in after school as well as our
5 competitive sports. I don't know if I've answered it or not.

6 COMMISSIONER PARSONS: Almost. Does your
7 accreditation rely on these fields?

8 MS. ELY: Yes. Well, we have to have access to
9 fields.

10 COMMISSIONER PARSONS: But not necessarily on the
11 site?

12 MS. ELY: Not necessarily on the site. If we could
13 get fields off-site, but it's becoming almost impossible. I think
14 you probably know that in the District.

15 COMMISSIONER PARSONS: Yes.

16 MS. ELY: Okay.

17 COMMISSIONER PARSONS: And how many competitive
18 activities with other schools would occur on these fields in the
19 course of a year?

20 MS. ELY: I think we have a complete list of that
21 and I would refer to Lea to give me that list so that I can tell
22 you.

23 COMMISSIONER PARSONS: In round figures.

24 MS. ELY: Oh, in round figures. Sports events
25 would be -- is that what you're asking about the sports events?

1 COMMISSIONER PARSONS: Correct, yes.

2 MS. ELY: Okay, I would say, let me see, I really
3 hate to guess --

4 COMMISSIONER PARSONS: Don't guess then. Don't
5 guess. Let's talk about them.

6 MS. ELY: Yes, because I'd rather not guess.

7 COMMISSIONER PARSONS: Are these baseball and
8 hockey and soccer?

9 MS. ELY: About 20 games per season, I'd say, 20
10 games per season.

11 COMMISSIONER PARSONS: And that would be

12 --

13 MS. ELY: Fall home sports events, weekday
14 afternoons approximately 20 games and then winter home sports
15 events, that's just basketball, 20 games. And let's see, spring
16 home sports, that's baseball, track and cross country, which we
17 won't do there, lacrosse and tennis which we won't do there.
18 We'll have a tennis court, but that isn't going to be adequate and
19 that's as much for the neighbors and occasional uses, anything
20 else, that would be 20. So we'd have 60.

21 COMMISSIONER PARSONS: And these are all weekday
22 afternoons, is that correct?

23 MS. ELY: Yes.

24 COMMISSIONER PARSONS: You would not be using these
25 fields on the weekends?

1 MS. ELY: Let me see now. We never use them on the
2 weekends. We use track and cross country on the weekends and we
3 use Catholic University for that. Do we use anything on the
4 weekends?

5 Definitely nothing on Sunday and occasionally, I'm
6 stumbling here because occasionally maybe something on Saturday,
7 but certainly never on Sunday.

8 COMMISSIONER PARSONS: And I think it was either
9 you or Ms. Millikan that said you would not rent your facilities?

10 MS. ELY: No, no, no, I don't want to rent anything
11 out.

12 COMMISSIONER PARSONS: So you would not be allowing
13 the Little League to play or other activities that might be
14 obnoxious on Saturdays or Sundays?

15 MS. ELY: No, but we are allowing the immediate
16 neighbors' children to use those fields on the weekend when we're
17 not using that.

18 COMMISSIONER PARSONS: But not for competitive --

19 MS. ELY: No, not for competitive sports.

20 COMMISSIONER PARSONS: I am sure that soccer
21 organizations and others would love to use your facilities all
22 weekend, sunrise to sundown.

23 MS. ELY: Absolutely not.

24 COMMISSIONER PARSONS: And the neighbors probably
25 wouldn't appreciate that.

1 MS. ELY: I wouldn't appreciate it either because
2 they tear up the fields, just use in general, not necessarily
3 renters, but the other thing is, you know, we have very crowded
4 facilities and believe it or not, people come all the time and
5 want to rent it and when we were first there I thought oh, we can
6 make some money and I tried renting, never again, believe me. No
7 rentals.

8 COMMISSIONER PARSONS: All right. Mr.
9 Rhodeside, I wanted to talk about the section, section L-1-2 and
10 Section A shows us the slope that's going to separate the playing
11 field from the school or the school buildings proper and I thought
12 you mentioned people would be sitting and viewing these sporting
13 activities from the slope?

14 MR. RHODESIDE: Not from the slope, from the wall
15 at the bottom of the slope.

16 COMMISSIONER PARSONS: You mean that's a seating
17 wall?

18 MR. RHODESIDE: Seating wall.

19 COMMISSIONER PARSONS: I'm sorry, I misunderstood.

20 VICE CHAIRPERSON SOCKWELL: It did sound, Mr.
21 Rhodeside, it did sound like the statement was made that there
22 would be amphitheater, the word amphitheater was used and I wanted
23 to understand that myself.

24 MR. RHODESIDE: I'm sorry if I was unclear. This
25 wall was the wall I was referring to for the amphitheater seating.

1 It's not all -- we have planted shrubs and ground covers on the
2 slope and this intermediate wall has a way of lessening the
3 gradient in this overall area, but it's our expectation that
4 seating will occur along this area as well as in this area for
5 soccer events and then for baseball events on the side. But it's
6 just a casual gathering area where there can be amphitheater like
7 events.

8 COMMISSIONER PARSONS: How many students or
9 individuals do you think would sit along that wall, perhaps? Do
10 you know how long the wall actually is?

11 MS. ELY: Excuse me, maybe I could answer the
12 question in another way. We have ordinarily maybe an average of
13 25 to 45 spectators for our games. We don't -- it's just -- it
14 isn't in the culture of the school to have great big spectator
15 sports. There are certain moments when if we're in a tournament
16 and that could be once a year and we usually don't -- wouldn't
17 have that there if it's more than what the gymnasium holds.

18 COMMISSIONER PARSONS: Mr. Rhodeside, I wanted to
19 go to the eastern slope, I guess I'll call it which I think is
20 more troublesome, at least for me.

21 I'm curious about the view that is going to remain
22 for the residents who live along 44th Street and there are only
23 two or three of them. But it appears as though you're grading
24 right to the property line on that corner and then treating it in
25 some fashion that isn't clear to me, that whole slope. That's

1 kind of a second question. How are you going to treat that, what
2 kind of plant material that says ground cover and shrubs, how will
3 you maintain those slopes, a little bit more about the slopes, as
4 well as going over to those folks who live on Foxboro Place. What
5 are they going to be looking at when you're done?

6 MR. RHODESIDE: The dark green shows the existing
7 vegetation to remain and we have stepped back the fields in this
8 area so that we can create a buffer, maintain the existing wooded
9 buffer. Starting from the --

10 COMMISSIONER PARSONS: Go down to -- there you are.
11 That's fine.

12 MR. RHODESIDE: This is about a six foot high wall
13 with flowering trees and shade trees that are listed in the plant
14 list, crab apples, cherries, maples that would be planted along
15 this area. We have stepped back the grading so that there's the
16 natural edge along the rear of their property line.

17 COMMISSIONER PARSONS: Can I interrupt you? I'm
18 looking at the grading plane, maybe I'm looking at the utility
19 plan. It's the only one I seem to have with grading on it and I
20 don't see the wall that you refer to and I'm looking at C1.2 and
21 it's on the landscape plan, but the grading plan doesn't indicate
22 that there's a wall.

23 It might help me if I'm in the wrong place, but --
24 because I think it would be helpful, but the engineer didn't show
25 it, I guess.

1 MR. RHODESIDE: The landscape plan shows it. I
2 don't think it shows up -- it doesn't show up on this plan.

3 COMMISSIONER PARSONS: So how high a wall would
4 that be then?

5 MR. RHODESIDE: It's a six foot high wall with a
6 four foot fence on top of that.

7 COMMISSIONER PARSONS: I see, so it wouldn't -- I
8 know you don't have the grading plan in front of you, but that is
9 what I was reacting to is you've taken some of that grading, the
10 harshness of it and pulled it back with a retaining wall there.

11 And the material on the rest of the slope would be
12 grass?

13 MR. RHODESIDE: It would be grass.

14 COMMISSIONER PARSONS: So how would you maintain
15 that?

16 MR. RHODESIDE: It would be mowed. It would either
17 be mowed or it would be meadow where it would be mowed once or
18 twice a year.

19 COMMISSIONER PARSONS: Okay, so the ground cover
20 you speak of in the labeling is grass.

21 MR. RHODESIDE: Yes.

22 COMMISSIONER PARSONS: Would you imagine that going
23 to forest in the future then?

24 MR. RHODESIDE: I think that would be desirable.

25 COMMISSIONER PARSONS: All right, so it's

1 regeneration then you imagine in. So this grass slope won't be
2 the views from these homes 20 years from now, probably?

3 MR. RHODESIDE: I think that's correct.

4 COMMISSIONER PARSONS: On the site plan is shown
5 two bus parking facilities at the east edge of the parking
6 crescent, I'll call it, although our friends from across the
7 street may not want me to refer to it as that.

8 What are they for?

9 MR. COX: Mr. Parsons, I'll try to answer that.
10 Most of our buses, the school will have up to ten buses of
11 different sizes. Most of them will be, approximately 8 of them
12 will be of a mid-sized to small bus, used for the shuttles. We
13 think two of the buses will be a regular, normal, larger size. We
14 are indicating the two large buses potentially to park in the
15 south parking lot where there is considerably more room. If that
16 is not for reasons of impact considered to be an appropriate
17 thing, we're quite able to park all the buses behind the gymnasium
18 in the area that we're showing the other eight buses being parked.
19 It's tight and it's downhill. It's a little harder to maneuver
20 the larger buses to that area.

21 COMMISSIONER PARSONS: What the proposal has shown
22 would be permanent parking, in other words, they would be there
23 Saturdays, Sundays, all the time they weren't in use --

24 MR. COX: With the alternative as I suggested. We
25 could easily put them on the north part of the site. For the

1 purposes of this site plan, when we drew it, we wanted to
2 accomplish two things. One was to show that this was a
3 destination point for the morning drop off, the shuttle buses
4 coming in from Foxhall arriving at this point, the curving portion
5 of that plot for drop off area and then continuing on their way.
6 So just to give a sense of the scale of the bus, but also if
7 possible to have this parking lot be the home for two out of the
8 ten buses, correct.

9 COMMISSIONER PARSONS: I guess in my opinion they
10 belong up near the gym. Maybe you can work on that?

11 MR. COX: We'd be happy to work on that.

12 COMMISSIONER PARSONS: Now I guess my problem is I
13 played a lot of soccer many, many years ago and I know what
14 happens when you miss the goal, the ball goes over the fence and
15 over the wall and down into the -- and this may seem to be a
16 detail, but I know I've chased a lot of balls down the hill. So
17 what kind of provision -- is there a stairway of some kind in this
18 wall that the players can get down and retrieve the balls? I
19 think it's something you ought to think about and I don't want to
20 waste the public's time with it.

21 MR. RHODESIDE: I agree with you, John. I think
22 that that can easily be incorporated at the north end of the wall
23 so that there's stairs that go down when you can get the ball.

24 COMMISSIONER PARSONS: That's all I have, Madam
25 Chairman. Thank you.

1 CHAIRPERSON REED: Thank you, Ms. Renshaw?

2 MEMBER RENSHAW: Yes, a collection of several
3 questions. First of all, would you go over again, please, the
4 distance to Mrs. Shagrue's property and talk about what controls
5 you are going to have for erosion and water run off and also noise
6 control?

7 MR. COX: The distances as shown on this site plan,
8 Mrs. Shagrue's house is located approximately here, directly
9 abutting the south property line of the site. From her house,
10 from the edge of her house we have to travel about 325 feet
11 northward, due north to hit the southern most building which would
12 be the meeting, proposed meeting hall. The distances as I
13 mentioned before we are proposing moving the southern entrance to
14 the parking lot approximately 200 feet northward as opposed to the
15 previous plan which had it about 80 feet north, so we are
16 proposing that as an improvement to what Mrs. Shagrue had
17 originally.

18 There is a buffer strip that varies in width from
19 about 80 feet at Foxhall as it moves eastward toward the rear of
20 Mrs. Shagrue's property. This dimension starts to narrow down to
21 about 50 feet.

22 Now in addition to the -- just the physical
23 dimension, here again is a section cut through looking eastward
24 with Mrs. Shagrue's house just to give you some idea of the scale,
25 her fence line, her property line right here. Of course, it's

1 quite an uphill slope, the existing topography done starts rising
2 significantly. We are altering that to collect water runoff from
3 the parking lot with the creation of this berm that does not now
4 exist. Right now there is a continuous slope downhill so that --
5 we are actually, we think that we are proving the water runoff
6 situation considerably to Mrs. Shagrue's property. Currently,
7 there is nothing stopping 300 feet, 400 feet of water runoff going
8 directly toward her house and to all the other residences. What
9 we are proposing doing as part of the buffer and the landscape is
10 to create this five to six foot high artificial berm, using some
11 of the excavated material on the site which contains all of the
12 water runoff in the parking lot, prevents it from ever going in
13 this direction. Within that parking lot area there will be a
14 series of catch basins with all of the grading of the asphalt
15 parking area directing it toward those catch basins where it will
16 then become managed as part of the overall storm water system.
17 Here is that parking lot, series of catch basins that will be
18 filtered, that will head first of all into this filter trap and
19 from there downhill to the storm water management area. This is
20 the area of the berm that I was talking about, but this is one of
21 the things that we have been, in our many meetings with Mrs.
22 Shagrue and her attorney, this has been a consistent concern of
23 theirs and we have consistently said yes, we hear you, we are
24 doing everything we can to help your storm water runoff situation.

25 I think your last question had to do with noise?

1 In the design of the overall site plan, we have tried to keep the
2 buildings to the north close to the Krieger which is a museum
3 institution, not a residence and close to Foxhall Road. As
4 opposed to putting the buildings down along the south end of the
5 site. The hill, the topography itself keeps these buildings
6 separated, they are considerably uphill about 70 to 80 feet higher
7 in elevation than these buildings. We've talked at length about
8 the landscaping. The noise generation that might happen within
9 the gymnasium also is kept to the -- as far away as possible on
10 the north end of the site. The buildings themselves are all
11 designed as heavily insulated, double paned windows.

12 MEMBER RENSHAW: I want to know about the noise
13 from the parking area, that's what I want to know. How are you
14 buffering the noise from the parking area?

15 MR. COX: The parking area itself is located here
16 where we have the -- our best opportunity is to use plant material
17 and the berm. I guess that's my most immediate answer. We have
18 also tried to distribute and disperse the parking on the site so
19 that it runs northward along Foxhall Road where noise impact will
20 be minimized. But primarily through the site sections that we
21 just looked at with the berm and the landscaping.

22 MEMBER RENSHAW: And the time that the parking lot
23 would be most impacted would be what hours again, for the record,
24 would you review that? Cars coming in in the morning?

25 MR. FEOLA: We're not allowed to talk about

1 traffic.

2 MEMBER RENSHAW: It would be between 7 and 9 and 3
3 and 5?

4 MR. FEOLA: 7:30 to 9 --

5 MEMBER RENSHAW: 7:30 to 9 and 3 to 5 or 4:30 to 5?

6 MR. FEOLA: 2:30 to 4.

7 MEMBER RENSHAW: 2:30 to 4. That's all right for
8 now.

9 Now on the sports, Ms. Ely, I just want to make it
10 clear that there's going to be no football?

11 MS. ELY: No.

12 MEMBER RENSHAW: No football. No baseball?

13 MS. ELY: Yes.

14 MEMBER RENSHAW: Yes, on baseball.

15 MS. ELY: Yes, on baseball.

16 MEMBER RENSHAW: Yes, on soccer?

17 MS. ELY: Yes, on soccer, yes, on lacrosse.

18 MEMBER RENSHAW: And lacrosse, okay, and basketball
19 is inside. Track and field is another location.

20 MS. ELY: Yes.

21 MEMBER RENSHAW: What about band practice, do you
22 have a band?

23 MS. ELY: We don't have a band.

24 MEMBER RENSHAW: So no outdoor noise?

25 MS. ELY: No.

1 MEMBER RENSHAW: All right, that's fine. Now Mr.
2 Rhodeside, you maintain, you said earlier Wyoming Avenue is a main
3 student gathering area. What did you mean and would you point it
4 out?

5 MR. RHODESIDE: The terminology Wyoming Avenue
6 comes from the street that Field School is currently on and the
7 school wants to retain some sense of connection to its current
8 environment. It's just a new walkway that would link the
9 buildings in the north to the buildings on the south and be a
10 place where there would be benches and chairs and lawn where
11 students would gather. It's not a street.

12 MEMBER RENSHAW: It's not a street.

13 MR. RHODESIDE: It's not a street.

14 MEMBER RENSHAW: But it will be called Wyoming
15 Avenue No. 2?

16 MR. RHODESIDE: Yes. But only in parentheses.

17 VICE CHAIRPERSON SOCKWELL: I have a question with
18 regard to the bus parking as predominantly located on the east
19 side of the gymnasium. If that is correct and if the section
20 which is section B, is that correct?

21 MR. COX: It is section B.

22 VICE CHAIRPERSON SOCKWELL: The way section B reads
23 there is a slope downward to the east from the area of the bus
24 parking. Generally, buses, especially larger buses are noisier
25 vehicles and also the particulate emissions from buses tend to

1 flow down and would follow the slope of the hill to the swimming
2 pools and backyards of the adjacent neighbors to the east when
3 they're all cranked up and ready to go in the morning or when
4 they're all sitting there idling.

5 And because you provided a berm up buffer to the
6 south, more as a visual barrier, I think that because of the
7 typical issues that surround buses and the fact that all over this
8 city there have been problems with bus idling, bus fumes voices by
9 the committee at large that perhaps a low vertical wall, any wall
10 is vertical I guess, could be provided as a more efficient buffer
11 against both the noise and the travel of the fumes into the
12 community to the east.

13 MR. COX: I think that is exactly what we are
14 proposing, Mr. Sockwell. It's difficult to see it on this slide,
15 but to create this edge here we will have to create a wall, a
16 small retaining wall on the order of a 4 foot high wall to
17 solidify that embankment so that we're not just relying on the
18 grading itself.

19 VICE CHAIRPERSON SOCKWELL: Because I didn't see it
20 indicated on the L1.1 drawing. I did see a chain link fence
21 indicated and I guess, well, actually I do see some reference to a
22 retaining wall now that I look at it.

23 MR. RHODESIDE: This part could be raised up.

24 VICE CHAIRPERSON SOCKWELL: I think that it needs
25 to be raised up high enough to be an effective barrier to noise

1 and to the travel of those fumes because on warm summer days in
2 this city when people are outside trying to enjoy themselves, to
3 have that coming at them with no relief is a bad thing.

4 MR. RHODESIDE: I think it's a good suggestion.

5 CHAIRPERSON REED: Thank you. Let's see. I guess
6 Mr Rhodeside, my question is in relation to -- can you put the
7 site plan, please, back up?

8 Now, the southern, the initial southern entrance
9 was right there by Mrs. Shagrue's house, right? Now my
10 understanding is that is now being moved, the proposed entrance is
11 now there, which is on the other side, that's Foxhall Road, right?

12 So now, the southern entrance is not a southern entrance anymore?

13 MR. COX: We still refer to it as the southern
14 entrance as opposed to the northern entrance which has always been
15 shown at this location. The southern entrance change, as a part
16 of this revised traffic proposal that we will speak to you about
17 in detail next time includes the repositioning of this southern
18 entrance about 100 feet further north than it originally was.

19 CHAIRPERSON REED: So now the southern entrance is
20 really on the west, isn't it?

21 MR. COX: No, no, no, no.

22 CHAIRPERSON REED: That's where I'm confused.

23 MR. COX: This is the east side of Foxhall Road.

24 CHAIRPERSON REED: I mean east and it is no longer
25 -- the southern section --

1 MR. COX: It never was. It was always on the east
2 side, just further side than it is now.

3 CHAIRPERSON REED: All right, show me where it was
4 going to be initially because my understanding was that it was --
5 okay, I didn't understand that. When you said southern, I was
6 thinking that it was more directly southern to right abutting Mrs.
7 -- behind as actually where the road was. So now that you're
8 moving it up more northern, this is to excuse the negative impacts
9 that would be on Mrs. Shagrue's property?

10 MR. COX: That's one of the reasons for it. We'll
11 get into it next time, but it had to do with creating the left
12 hand turn movement, that this was thought to be the most visible
13 point in the downhill viewing, the safest place for it. It's
14 really tied into with the traffic study.

15 CHAIRPERSON REED: Okay. Now the other question,
16 my other question was in regard to parking. Now are we going to
17 do the parking and the traffic at the same time, Mr. Feola?

18 This is specifically parking.

19 MR. FEOLA: If it relates to something that's late
20 looked at, we can defer it, but I think Mr. Cox can answer the
21 physical --

22 CHAIRPERSON REED: Let me try it. Now in your
23 submission you stipulated that there were areas that had -- where
24 you had the parking area and that there were going to be rules
25 that were going to be imposed on eh students regarding the

1 parking such as in order to get a parking sticker they had to have
2 more than one person in their car? Correct? And I wonder how are
3 you going to monitor that? How are you going to ascertain whether
4 or not every day someone has another person in their car?

5 MR. FEOLA: That really is part of the
6 transportation management program. We could answer the question,
7 but it's sort of out of context with the bigger picture, so it
8 might be better to save that for next time.

9 MS. MILLIKAN: Excuse me, as a parent, I would like
10 to note that Field School students know the rules and they abide
11 by them. They are all well aware of whatever rule there is, be it
12 a sticker on the car, be it whatever, they know the rules, they
13 know if they don't obey them, they're out of there. There is no
14 question about trying to slip and slide around. That's not
15 tolerated. What ever rule that might apply to, carpools or
16 anything.

17 CHAIRPERSON REED: Again, my question is and you
18 can answer this at the next session if you like, my question is
19 how are you going to monitor, that's my question. I don't have
20 any doubt that the rules are in place and that the students are
21 always in compliance with the rules and regulations, don't have
22 that problem. Nonetheless, the question I have is how are you
23 going to monitor it and the other thing is in regard to parking,
24 when you have special events, even though it's stipulated you had
25 shuttle buses that would be provided, I guess you have a place

1 where they come to and shuttle them in and that there will be no
2 parking permitted in the neighborhood. How are you going to
3 control that?

4 MR. FEOLA: Maybe I should let Mr. Kaufman describe
5 that a little bit.

6 MR. KAUFMAN: Again, I think it's probably more
7 appropriate to save for the whole picture. My name is Clay
8 Kaufman. I live at 1919 Locust Grove Road in Silver Spring. I've
9 been a teacher at the Field School for 15 years. I coach and I've
10 been heavily involved in the design process. I think we can
11 address that in detail next time, but in terms of monitoring, we
12 will have traffic control officers who will be situated at each
13 entrance to the school who will be there every day, every morning,
14 every afternoon and when, again, with the small number of kids
15 that we're talking about coming in, we know exactly who those kids
16 are. We know which kids drive and we will see them come in.
17 We'll have a person at the entrance every morning, at each
18 entrance, watching the students arrive.

19 CHAIRPERSON REED: I have to preface my question
20 with whether or not you all would feel more comfortable answering
21 these questions about parking in the next segment and we got into
22 it. I still feel that one the special events, and you may want to
23 address this when you do make your presentation in special events
24 like what?

25 MR. KAUFMAN: Occasionally, we'll have, for

1 example, well, most of the special events we'll have enough
2 parking on campus, for example our PTA nights are split up so that
3 only a small group of parents come and we should have ample
4 parking on campus. I think we're only anticipating, is it no more
5 than three events a year that would have -- we wouldn't have the
6 capacity actually to park on campus.

7 CHAIRPERSON REED: Where I'm going with this is
8 that --

9 MR. KAUFMAN: Sure, like our holiday open house.

10 CHAIRPERSON REED: Holiday open house or you may
11 have a school play?

12 MR. KAUFMAN: School play, we'll have ample parking
13 on campus.

14 CHAIRPERSON REED: Some activity, would the public
15 be invited, some type of -- would the open house, for example --

16 MR. KAUFMAN: We don't currently have open houses
17 other than just for our students and certainly, if possibly, the
18 neighbors would be invited, but we don't currently do anything
19 like that.

20 CHAIRPERSON REED: So you're saying that your
21 school is self-contained to the point that you don't have
22 activities where you have persons who would be with the general
23 public who would be coming to a special event at the school. You
24 don't have those kinds of events?

25 MR. KAUFMAN: We do not have them.

1 MR. KAUFMAN: There are three school events, for
2 example, the holiday open house.

3 MR. FEOLA: I think, Madam Chair, it really is
4 disjointed without hearing the whole picture and I'd prefer to
5 wait until next time.

6 CHAIRPERSON REED: All right, we'll do that. Thank
7 you.

8 COMMISSIONER PARSONS: I'm sorry, I should have
9 covered this earlier. I want to compliment you on your storm
10 water extraordinary measures that you're taking to hold this water
11 back and treat it. Do you have an expert in that area or are you,
12 Mr. Rhodeside?

13 MR. COX: Yes, we have Mr. R.J. Keller from the
14 civil engineering firm, R.C. Fields here today.

15 COMMISSIONER PARSONS: Oh, so that's the graded
16 drawing we're looking at. Gosh.

17 There's a line on this drawing that I don't
18 understand and it's a dashed line that goes from the school due
19 east across the page. It must be an existing line of some kind
20 and then parallels the property lines with your neighbors and
21 heads on to 4th Street.

22 What is that?

23 MR. KELLER: For the record, my name is R.J.
24 Keller. I'm a senior project engineer with R.C. Fields and
25 Associates. I reside at 6004 St. John Drive in Alexandria,

1 Virginia.

2 That dashed line is an existing sanitary lateral
3 and storm outfall that was serving the Cafritz estate.

4 COMMISSIONER PARSONS: So you're going to replace
5 that?

6 MR. KELLER: Yes, we'll connect all storm and
7 sanitary lines serving the existing structure to our new
8 facilities.

9 COMMISSIONER PARSONS: That would be good. Now you
10 show a line down 44th Street.

11 MR. KELLER: Yes sir.

12 COMMISSIONER PARSONS: And is that something that
13 the Department of Public Works has agreed to or where are you in
14 that process?

15 MR. KELLER: Yes, in our discussions with DPW,
16 actually running the storm sewer up 44th is preferred for a number
17 of reasons. First of all, it would provide a storm sewer in 44th
18 that doesn't exist now that would afford the District the ability
19 to tie into that in the future for run off in other areas.

20 In addition, there's an existing trail located in
21 there that's utilized by members of the neighborhood and people
22 utilizing the park. Running the sewer up that existing trail, we
23 can minimize the amount of impact on vegetation and improve that
24 trail condition.

25 COMMISSIONER PARSONS: So are you going to oversize

1 this pipe in 44th Street so as to accommodate future drain inlets
2 or whatever?

3 MR. KELLER: That would be the prudent engineering
4 practice would be to size that pipe based on the drainage shed
5 that it could potentially serve and since it is in a public right
6 of way, Public Works would typically ask and review it for the
7 potential runoff that would be directed towards that pipe.

8 COMMISSIONER PARSONS: So there's no storm water
9 collection system in 44th Street at this time? Not there --

10 MR. KELLER: Not there, that's correct.

11 COMMISSIONER PARSONS: It's just runoff down the
12 gutter or whatever.

13 MR. KELLER: That's correct. Right now, that
14 section of 44th Street is unconstructed. There's no pavement,
15 it's just a trail.

16 COMMISSIONER PARSONS: And then it continues on and
17 goes to a pipe at W Street?

18 MR. KELLER: That's correct, that's correct.
19 There's an existing city storm sewer that runs up the hill on W
20 Street to about this point and then runs down the hill to right in
21 here. There's a small catch basin that comes off Foxboro Place
22 and then the pipes run from the intersection here of 44th and W
23 down into the park, down to the bed and banks of Foundry Branch.
24 The pipe system runs all the way down to the bottom of the hill
25 and there's a head wall in Foundry Branch in the park that is at

1 the bed and banks of the creek.

2 COMMISSIONER PARSONS: Now what storm are you
3 retaining on your site, in other words, how much water are you
4 going to be delivering to this system?

5 MR. KELLER: The practice for the District is to
6 retain the 2 and the 15-year storms so we'll provide adequate
7 detention to attenuate those flows, the 2-year and the 15-year
8 design storms and we'll provide an analysis of the 100-year storm
9 flow through the system to determine that the system is adequate
10 to contain the flow of the 100-year storm event for emergency
11 purposes.

12 COMMISSIONER PARSONS: You're not going to design
13 for the 100-year, are you?

14 MR. KELLER: No, we're going to ensure that the
15 system will have the outfall capacity for the 100-year storm.

16 COMMISSIONER PARSONS: I hope you get rid of it.

17 MR. KELLER: Right, exactly.

18 COMMISSIONER PARSONS: You should need the tank the
19 size of the soccer field -d-

20 MR. KELLER: No, we're not going to detain the 100-
21 year storm, no, we're just going to ensure that we can cast that
22 storm without any detriment to the system or any downstream
23 properties or the storm sewer outfall.

24 VICE CHAIRPERSON SOCKWELL: Since we're -- I'm
25 going to ask a quick question in conjunction with yours, Mr.

1 Parsons.

2 COMMISSIONER PARSONS: Oh sure.

3 VICE CHAIRPERSON SOCKWELL: Since we're on storm
4 water, a subject near and dear to my heart, sometimes, what is the
5 size of the pipe that will ultimately, the public storm sewer pipe
6 that will ultimately be receiving your retained flow?

7 MR. KELLER: Are you talking about the storm pipe
8 in 44th Street?

9 VICE CHAIRPERSON SOCKWELL: Yes.

10 MR. KELLER: Probably, right now we're looking at
11 something in the neighborhood of a 24 to a 36 inch pipe.

12 VICE CHAIRPERSON SOCKWELL: No, I'm talking about
13 the existing one that you're going to --

14 MR. KELLER: Oh, that we're tying into?

15 VICE CHAIRPERSON SOCKWELL: Yes.

16 MR. KELLER: Currently, in W Street down here that
17 is a -- I believe it's a 36-inch pipe that runs down the hill to
18 the bed and banks of Foundry Branch.

19 VICE CHAIRPERSON SOCKWELL: Okay.

20 MR. KELLER: It has adequate capacity to handle the
21 runoff from this area.

22 VICE CHAIRPERSON SOCKWELL: What other flow is
23 going into that storm pipe to the best of your knowledge?

24 MR. KELLER: Presently, the analysis that we've
25 done to this point is it's only handling about a 9 acre area that

1 encompasses this area. There are structures in W Street.
2 Presently, the ridge line is Foxhall Road. It's presently picking
3 up an area that includes Foxboro Place, part of the Cafritz
4 estate, down Foxhall Road and a small sliver of this portion just
5 to the south of W Street and like I say, it's roughly about a 9-
6 acre drainage area.

7 VICE CHAIRPERSON SOCKWELL: But the Foxhall storm
8 sewer system itself does not tie into that pipe?

9 MR. KELLER: Presently, there's no storm sewer in
10 Foxhall Road in this vicinity.

11 VICE CHAIRPERSON SOCKWELL: All the water that
12 comes down Foxhall Road is likely at that particular point where
13 it levels off to turn down W Street which is a steeply sloping
14 street and then it will go into that pipe?

15 MR. KELLER: That's correct.

16 VICE CHAIRPERSON SOCKWELL: And you're sure that
17 that will not surcharge with the additional flow added to it?

18 MR. KELLER: That's correct. Like I said, the
19 existing system here, when it was designed it appears to have been
20 designed to accommodate the drainage, the full drainage shed in
21 this area and it's like I say it's a 36-inch pipe that has
22 significant slope on it, obviously, going down to foundry branch

23 --

24 VICE CHAIRPERSON SOCKWELL: And just one other
25 question, has the Park Service been consulted for the impact

1 because at the head wall or on the other side of the head wall,
2 you have a generally a ponding and pooling of water and then when
3 you add additional flow into the system, it does cause additional
4 erosion and deterioration at the outlet point. And other projects
5 that have been involved with the park have made some endeavor to
6 accommodate the Park Service which has a somewhat limited budget
7 on things like that.

8 MR. KELLER: Right. We have been in touch with the
9 National Park Service. We've met with them a couple of times. We
10 have had an opportunity to walk the area and look at it in the
11 field. Right now, there is, as you mentioned a scour problem at
12 the end of that headwall. Primarily, it appears to be the result
13 of flood stage flows in the creek that have kind of gotten behind
14 that headwall because the headwall is down at flood stage
15 elevation. But yes, we have been in contact with them and
16 discussed with them the opportunities that they present themselves
17 in terms of providing some sort of energy dissipation and that
18 kind of thing down in this area.

19 VICE CHAIRPERSON SOCKWELL: Depending on the age of
20 that thing it's probably 3 foot 6 inch rather than a 36 inch pipe,
21 there is a difference. You might want to make sure that you check
22 that because we have had some problems with other projects.

23 MR. KELLER: Okay.

24 VICE CHAIRPERSON SOCKWELL: Not reading the DPW
25 drawings correctly or misstating them and it does make a

1 difference in what you're getting.

2 MR. KELLER: Sure, absolutely.

3 COMMISSIONER PARSONS: Mr. Keller, the maintenance
4 of a sand filter system, can you describe that to us and I'm just
5 wondering about the accessibility of these two sand filters for
6 that kind of maintenance.

7 MR. KELLER: Well, part of the reason we located
8 them where they are located is because they would be adjacent to a
9 parking area, some place where an evactor truck or other type of
10 maintenance vehicle could pull directly up to them. Typically,
11 with a sand filter vault it's a multi-stage filter. The first
12 filter is primarily a sediment, oil grit type separator that
13 requires at least a yearly maintenance schedule to be pumped out
14 and have the sediment taken out and any oil skim or petroleum by-
15 products that would accumulate in there.

16 The second stage of the filter is obviously the
17 sand portion of it which is a filter that basically strains the
18 water. Again, that's -- the sand filter portion provided that the
19 sediment portion of the filter is probably maintained, has a less
20 frequency of attention. Periodically, the way the District of
21 Columbia standard is done now, the sand filters have a layer of
22 gravel on the surface with a layer of filter fabric that actually
23 acts as a protection layer, two inch protection layer for the
24 actual sand filter so that the upper level of the filter can be
25 skimmed off and replaced with only modest possible damage to the

1 sand filter itself.

2 COMMISSIONER PARSONS: But you need to get a truck
3 to it, don't you, a pretty hefty truck to do this operation?

4 MR. KELLER: You should. Obviously, like I say,
5 we've located them in a location to get a vehicle too them.

6 COMMISSIONER PARSONS: Well, that's the reason I
7 brought it up because I'm not sure you have. I think you've got
8 it under one of Mr. Rhodeside's trees and I wondered if it could
9 be pulled back into the parking lot itself. Is that something
10 that's done that -- what is shown here is the plus parking area
11 for instance.

12 MR. KELLER: The two sand filters, the first one
13 below the lower parking area, the southerly parking area is
14 located here. And the northerly one is right up here just off --
15 this is the tennis court and this is the bus parking or lower
16 parking area here. There is a sand filter located right here.

17 COMMISSIONER PARSONS: The one up there at the
18 tennis court, when you look at the grading plan, I mean the -- I
19 need to request, by the way, the grading plan be brought into
20 conformance with Mr. Rhodeside's plan. I'm sure you'll do that.
21 But on Mr. Rhodeside's plan -- I think it's Mr. Rhodeside's plan,
22 L1.1, it appears as though he's provided for a turnaround or
23 something there at the site of the tennis court that would be
24 directly on top of the sand filter system and that's what I'm
25 urging you to take a look at in the other parking lot, rather than

1 the planting area that Mr. Rhodeside has shown on that drawing.
2 That's all.

3 MR. KELLER: Actually, most sand filters are
4 located underneath parking lots or other paved areas, so that's
5 not a problem.

6 COMMISSIONER PARSONS: So there's not a grading or
7 a slope problem that has to move that sand filter down the slope?

8 MR. KELLER: No sir.

9 COMMISSIONER PARSONS: Thank you.

10 MEMBER RENSHAW: Madam Chair? Ms. Ely, is this
11 plan as presented, your 5-year plan or your
12 10-year plan, in other words, is this holding the line for a
13 period of time or do you anticipate that what you have proposed to
14 us today is going to change within 7 years or 10 years or 5 years?

15 MS. ELY: If I understand your question correctly,
16 what we're proposing is not going to change. I think what I was
17 trying to say in my talk that our maximum number and optimal
18 number for the kind of work we do is 320. I'm satisfied that 320
19 is all we should ever go to.

20 MEMBER RENSHAW: All right, I just wanted to
21 understand whether or not you are thinking in the future that
22 there will be more buildings on this property?

23 MS. ELY: No. I am not.

24 MEMBER RENSHAW: So it's going to remain as you
25 have --

1 MS. ELY: As right here.

2 MEMBER RENSHAW: Right here, all right, that's
3 good.

4 I wanted to ask just very quickly the two driveway
5 entrances that exist on the property near the main house or at the
6 main entrance, are those two openings going to remain or is there
7 only going to be one?

8 MR. COX: The north entrance of the two will
9 remain. The semi-circular driveway has a northern entrance very
10 close to the Krieger property line. That entrance will remain,
11 but be widened. The southern most entrance of th existing semi-
12 circular drive comes into Foxhall roughly in this location. That
13 will be removed.

14 MEMBER RENSHAW: So that if the main building,
15 that's your ceremonial entrance I would assume?

16 MR. COX: Correct.

17 MEMBER RENSHAW: Isn't there a need to keep the
18 semi-circular driveway intact as it stands now rather than routing
19 people through a parking lot, then up to the main entrance?

20 MR. COX: Well, to some extent this may be edging
21 again on the parking and traffic.

22 MEMBER RENSHAW: You can answer it next time around
23 if you want.

24 MR. COX: We don't think so, but this basically
25 becomes -- we don't like the idea of having more than two

1 entrances onto Foxhall.

2 MEMBER RENSHAW: Okay, I'll discuss this with you
3 at the time your management plan is proposed to us.

4 I wanted to talk about the buses again. Ms. Ely,
5 in your present system on Wyoming Avenue, do you have any problems
6 with buses idling in the neighborhood?

7 MS. ELY: No, we do not.

8 MEMBER RENSHAW: All right. They do not stack up
9 on a side street waiting 5 or 10 minutes to go off to the Metro?

10 MS. ELY: We have six buses and I would say much of
11 the time only one or two are in use. These buses are used to
12 transport our people to games, foreign games, and also used for
13 field trips and many times, many days go by they're not used at
14 all. So they don't -- no, we do not have that problem.

15 MEMBER RENSHAW: And now one last question, back to
16 Mrs. Shagrue's property, have you thought in terms of a high stone
17 or brick wall that would be in addition to the berm?

18 MR. RHODESIDE: We had obviously thought about
19 that, but we thought it would be most attractive to have densely
20 planted sloping areas as we have shown in the cross section in
21 order to minimize any close by wall type structures. I think that
22 could be attractive, definitely, but we thought that primarily
23 landscaped and graded condition --

24 MEMBER RENSHAW: I'm just concerned about whether
25 or not that berm effect would also become a little path into the

1 school parking lot, a foot path. It's tempting. I just want to
2 say there is a private school in my neighborhood that has walled
3 off the parking lot for th students and faculty from the community
4 and that is a very necessary barrier between the community and the
5 school, so I just advance the thought that you might want to
6 consider it, of course, with Mrs. Shagrue giving her input.

7 CHAIRPERSON REED: Was there, I didn't see in my
8 package with your submission, Mr. Feola, a construction management
9 plan or is that something you wanted to address --

10 MR. FEOLA: There was not. We are prepared to
11 deliver one today if the chair so desires.

12 CHAIRPERSON REED: Today? When.

13 MR. FEOLA: Whenever you request it.

14 CHAIRPERSON REED: Are you saying there is one that
15 you plan to --

16 MR. FEOLA: We have one if the chair --

17 CHAIRPERSON REED: Oh, I see, you've done one, but
18 you have not submitted it.

19 MR. FEOLA: We did not submit it. Your question
20 had we submitted it, and the answer is no.

21 CHAIRPERSON REED: But you will submit it today?

22 MR. FEOLA: If that's the Board's position, yes.

23 CHAIRPERSON REED: Well, certainly we'd like to see
24 that. That's always a major concern as well as -- were you going
25 to make a presentation on it to give us the highlights of how you

1 are planning to manage the construction?

2 MR. COX: I'd be happy to.

3 CHAIRPERSON REED: Please.

4 MR. COX: The proposed construction time, first of
5 all, let me just say is estimated at between 12 and 14 months once
6 construction starts.

7 CHAIRPERSON REED: And would commence
8 approximately?

9 MR. COX: It's difficult for me to hazard a guess
10 at this point, but later on at the end of the year of this year,
11 for instance.

12 Here again, the orientation is the same as we've
13 been looking at the site, Foxhall Road running here and the
14 property consisting here. What we propose to do is to keep the
15 existing north driveway entrance of the house as the only point of
16 access for construction vehicles. There will be no construction
17 of this so-called southern entrance until the very end of the
18 construction, so that all of the vehicle activity will arrive at a
19 single point. The edge along Foxhall Road will be fenced off with
20 protective chain link fence for the duration of the construction
21 and then, of course, removed.

22 The contractor's staging area and trailers will be
23 stretched along Foxhall in this general area and they will be
24 building a temporary access loop road, as you see in this red
25 dotted line that will connect all parts of the site for

1 construction activity.

2 The sequence of construction is at this point
3 estimated to start in the northeast corner with the gymnasium area
4 and this wing and generally move toward the house and then the
5 southern academic wing as a second stage.

6 All of this area concerning the playfields will
7 probably be the last portion of the site to come on line on
8 construction.

9 But basically, as I said before also, we are
10 estimating now, we have done an analysis of the cut and fill
11 required on the site and we think that it's very close to a
12 balance. In other words, all of the earth needed to excavate the
13 buildings themselves will be stockpiled roughly in this area where
14 we need the fill. It's this east end of the playfield that needs
15 the largest area of fill and the calculations have been that we
16 can pretty much use everything that we excavate so that we do not
17 run large trucks with fill through the neighborhood.

18 MEMBER RENSHAW: Could I just ask a quick question.

19 CHAIRPERSON REED: I just wanted to conclude this
20 and then you may. The time that the construction would begin
21 daily would be approximately what?

22 MR. COX: The question of time on the contractor
23 side always comes up on these projects and I think I would best
24 state this as something that we would be most happy to work out
25 with the neighborhood. If the time -- if it's the neighborhood's

1 desire to keep the hours limited to certain hours then we would be
2 happy to adjust it to that. Generally, I would say the
3 construction industry likes to get started early in the morning,
4 about 7:30 and work until about 4 in the afternoon.

5 CHAIRPERSON REED: Have you discussed this
6 construction plan with the ANC or the community to get their input
7 or to get some type of --

8 MR. COX: Just in a general way, but traffic issues
9 have taken up most of the discussions.

10 CHAIRPERSON REED: And the staging area, there will
11 be along Foxhall Road, that you indicated?

12 MR. COX: That's correct.

13 CHAIRPERSON REED: There will be space provided for
14 the vehicles, as well as -- I guess the trucks and the heavy duty
15 vehicles as well as for the construction workers on site?

16 MR. COX: That's correct, Madam Chair. We have
17 enough site area available to keep all of the contractor's
18 vehicles on site. There will be absolutely firm control over this
19 construction site the same way the school is proposing, the
20 ability to keep all vehicles on the site and this is something
21 that we have had good success with at Georgetown Visitation, for
22 instance, and our work in a very difficult neighborhood, keeping
23 all the vehicles on the site.

24 I think one of the things that we would also
25 propose is that we designate a single point of contact throughout

1 the construction period on the school site so that there is
2 community contact person at the school in case there are problems
3 that we can work them out immediately.

4 CHAIRPERSON REED: That would be included in your
5 construction management plan?

6 MR. COX: Yes.

7 CHAIRPERSON REED: Okay, good.

8 MR. COX: I'd be happy to do that.

9 CHAIRPERSON REED: Ms. Renshaw?

10 MEMBER RENSHAW: Yes, I'd like to know why on this
11 service road, temporary road, why is it necessary to come so far
12 down south toward Mrs. Shagrue's property and then the second
13 question is are you building her berm and possibly a wall prior to
14 the start of construction?

15 MR. COX: We have not taken it into that level of
16 detail, Ms. Renshaw. If the concern is how do we buffer the
17 construction noise during that period, I think that's also
18 something we could do.

19 MEMBER RENSHAW: Why is it necessary to bring that
20 road down so far?

21 MR. COX: Generally, it's to allow access to points
22 of the site that are relatively graded in such a fashion that we
23 can develop this access road without adjoining the steeper slopes
24 are up in this area. Again though, this is something that is not
25 difficult for us to readjust. We can bend this road around and

1 have it go further north if that is of great concern.

2 CHAIRPERSON REED: You may want to, in the interim,
3 before the actual traffic presentation is made, confer with her
4 attorney to see, if in fact, that would be something that would be
5 more amenable to her.

6 If there are no more questions of Board Members,
7 then we will recess for lunch to reassemble at 2 o'clock and then
8 we will proceed with the cross examination and persons and parties
9 in support and then the opposition and hopefully we'll try and get
10 through as much of the case as we can today and at the designated
11 time we will then make an announcement as to what remains for
12 today, if we can't finish today and that will be put on the same
13 day of the traffic presentation.

14 Yes?

15 MR. FEOLA: Madam Chair, there is one supporter who
16 came back on vacation. I was wondering if he could have five
17 minutes prior to the break and then he can go back with his family
18 in South Carolina.

19 CHAIRPERSON REED: He has to leave?

20 MR. FEOLA: It would be beneficial.

21 CHAIRPERSON REED: All right, Mr. Sockwell has a
22 quick question for Mr. Cox.

23 VICE CHAIRPERSON SOCKWELL: Yes, Mr. Cox, the
24 drawing that we're looking at that shows the proposed construction
25 service road actually shows the south entrance to the site in its

1 previous location, does it not?

2 MR. COX: That's correct.

3 VICE CHAIRPERSON SOCKWELL: So that service road
4 would quite naturally probably be moved north to match the
5 proposed south entrance location or something like that perhaps.

6 MR. COX: This was done considerably a while ago
7 and just has not caught up.

8 VICE CHAIRPERSON SOCKWELL: Right, because it just
9 appears it's on the drawings and not coordinated this way. Okay,
10 I just wanted to make that. Thank you.

11 CHAIRPERSON REED: Okay, unless there's nay
12 objection by any of the parties in opposition, then I have no
13 problem with -- the Board has, by consensus, agreed to allow this
14 one witness to testify out of sequence. Who is it?

15 MEMBER RENSHAW: Madam Chair, while the party is
16 coming to the table, could I just ask a quick question whether
17 blasting is anticipated?

18 MR. COX: Blasting is not anticipated. We have as
19 I said earlier, the condition of the soil is such that we do not
20 anticipate any removal of rock. There is no rock present.

21 MR. GIBSON: Thank you, Madam Chairwoman. My name
22 is Tom Gibson. I live at 4400 Edmond Street, N.W. and I very much
23 appreciate being taken out of sequence. The flights into
24 Charleston, South Carolina are very rare and I will be able to
25 catch my return flight to be with my family on vacation because of

1 your indulgence.

2 I am here on behalf of the Wesley Heights
3 Association for Preservation of Residential Streets. We are
4 organized as a committee of the Wesley Heights Historical Society
5 and we have done over a year ago at a meeting in March at Horace
6 Mann School attended by 90 members of the community. The Wesley
7 Heights Historical Society is a 501(c)(3) organization with long
8 standing participation in the community on zoning and quality of
9 life issues.

10 I am very pleased to discuss land use issues of the
11 Cafritz estate as proposed by the Field School. Indeed, we see
12 land use as an essential issue before you, an issue which was
13 regrettably was largely excluded from expression and discussion in
14 the final three ANC meetings prior to the ANC resolution taken
15 just recently.

16 As part of our commission by the Wesley Heights
17 Historical Society, we undertook research and dialogue programs in
18 three dimensions and I thought it might benefit the community just
19 to understand our charter by the historical society and I'll read
20 briefly from a June 1999 document.

21 "Specifically, the committee will carry out the
22 following activities in furtherance of the Society's tax-exempt
23 purposes. Item, the review, evaluate and formally respond to the
24 school's development plans as they relate to lower 44th Street and
25 the abutting park land. Item, to negotiate an agreement between

1 the school and the Society concerning issues related to the impact
2 of the proposed development on lower 44th Street and the abutting
3 park land, and if necessary, to participate in opposition to any
4 applications filed by the school with government agencies for
5 required land use or their other approvals."

6 Well, that's why I'm here today, but I'm not here
7 in opposition to the school. I'm here in support of it. As part
8 of this mission we undertook a program with three dimensions. We
9 retained the law firm of Robbins, Kaplan to review zoning and
10 traffic issues.

11 Secondly, we obtained volunteer professional
12 services to review environmental issues related to Glover
13 Archibald Park and more specifically to engage in conversations
14 with National Park Service, particularly in the person of David
15 Murphy who is charged with Park Service land use issues.

16 Thirdly, we worked hard to have conversations with
17 all corners of the Wesley Heights community with Field School
18 representatives and were very active in ANC proceedings from the
19 outset.

20 Here are our summary views based on this year's
21 worth of work with one sentence as follows: we are persuaded that
22 the Field School development of the Cafritz property will not
23 alter the existing character of our neighborhood community except
24 where it brings enhancements. There are five areas and I'll give
25 you a sentence on each. First on protection of Glover Archibald

1 Park, as you've heard, the school has worked with the National
2 Park Service to establish a site plan that will ensure proper
3 runoff into the park, thereby preserving existing wetland areas,
4 protecting the last stand of old growth forest in the District of
5 Columbia and not pose any additional erosion threats. In our
6 conversations with the Park Service, if you want to see what
7 happens with high density development, go look at Battery Kimball
8 Park and the gorge there where Foxhall Crescent development and
9 Battery Kimball Place have increased erosion concerns and I'm
10 advised are a major concern of the Park Service.

11 Secondly, on preservation of green spaces, the
12 school has pledged a green buffer, as you've heard, of existing
13 landscaping on the boundaries and most importantly, from our view,
14 the maximum impermeable surface of the school's plans remain quite
15 reasonable. This stands opposed to any alternative probably
16 development use where dense residential development could pave and
17 cover up to 60 percent of land area.

18 Thirdly, on the protection of lower 44th Street,
19 then I'll stop here to pause to say that I live on the corner of
20 Edmond and 44th Street, that's full disclosure, and I see the
21 trust -- lower 44th is largely regarded as an extension of the
22 park, dog walkers, kids at play, joggers, hikers, bird watchers, I
23 see them every day and that's largely why I moved into this
24 community because 44th extended is park extended.

25 The Field School has provided binding long term

1 assurances that they will not use their rear access to 44th Street
2 which was a concern of ours.

3 Those three items I see as key and core elements preserving the
4 character o the community.

5 Fourth item, that what we'll get in the Field
6 School is an additional recreation space for our children. The
7 Field School, as you've heard, pledged weekend use of their
8 playing fields for the informal use of local community which is
9 very welcome in view of the very, very heavy use up at Horace Mann
10 and Stoddard where the playing fields are all packed mud. I see
11 that as do many members of the community as the principal
12 enhancement that the Field School brings to the community.

13 Finally, what we see in the Field School is a good
14 neighbor. They have pledged to convene and on-going dialogue with
15 the community and we see that as very representative of the
16 character of the school. These aren't people that we can quote
17 deal with. These are people that I believe we can work with and
18 that has been very welcoming in view of other aspects of recent
19 give and take in the community with other school properties, G.W.
20 in particular.

21 We support the Field School's plan to relocate to
22 the Cafritz property. We believe their current plans reflect a
23 shared commitment to preserving the environmental integrity of the
24 park, preserving green and open spaces and the quiet residential
25 character of Wesley Heights. Further, we fear the potential

1 environmental and aesthetic consequences of alternative land use,
2 especially another high density development project which is, we
3 believe, inevitable if you look at what's going on with real
4 estate values and the lusting of developers after that open tract
5 of land.

6 Finally, as you consider the Field School
7 application, you will certainly hear more about what our community
8 has in great abundance and has had for many years, commuter
9 traffic. I would urge you all to give great weight to preserving
10 what is quite scarce in our community, green, open spaces and
11 recreational grounds for our community's children.

12 We believe of all possible uses of the Cafritz
13 property, the Field School proposal with what I'll say remarkable
14 sensitivity to environmental and community concerns, both preserve
15 the existing character of our community and brings enhancements,
16 now soon and well into the future.

17 We believe they will be very good neighbors and we
18 will welcome them to the community.

19 Many of the letters that Dr. Ely cited, the 240 letters are from
20 our group and group extended and thank you very much for letting
21 me go out of turn.

22 CHAIRPERSON REED: And to have considerable
23 extended time.

24 MR. GIBSON: I'm sorry. Well, am I a 5 minute or a
25 10 minute person.

1 CHAIRPERSON REED: You're about a 10 minute person,
2 but we let you go ahead and do that since we ready to go to
3 recess, but I just wanted to caution everyone else, we're not
4 going to do that and I think that many of the issues and concerns
5 that -- for people in support have been already aired through this
6 particular -- name, sir?

7 MR. GIBSON: Tom Gibson.

8 CHAIRPERSON REED: Mr. Gibson and we would look to
9 hear things that differ primarily when you do --

10 MR. GIBSON: Fair enough. We've been working at
11 this very hard for a full year.

12 CHAIRPERSON REED: Thank you very much. Then we
13 will now recess and come back, reassemble at 1:15, I'm sorry,
14 2:15. Thank you.

15 (Whereupon, at 1:45 p.m., the hearing was recessed,
16 to reconvene at 2:15 p.m., Wednesday, March 29, 2000.)

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A F T E R N O O N S E S S I O N

2:25 P.M.

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CHAIRPERSON REED: The hearing will please come back to order. Thank you.

All right, we'll now have cross examination of the witnesses that testified on behalf of the applicant, with the applicant.

Mr. Aguglia and Mr. Bolotin. Did you have questions? Who wants to go first? Okay. And also the attorneys for Mrs. Shagrue.

All right, now proceed.

MR. AGUGLIA: Thank you. Richard Aguglia, again for the Neighbors Against Foxhall Gridlock.

Mrs. Ely, a few questions for you. First, I want to applaud you for your successful education efforts. This is, please, not about the school, this is about the location and traffic.

Your application and pre-hearing statement were unclear about your expansion goals. Is it your testimony that once you reach the 320 students that that would be it, that would be the maximum population forever at the school?

MS. ELY: Yes.

CHAIRPERSON REED: Speak into your mike, please.

MS. ELY: Yes.

MR. AGUGLIA: If this Board was inclined to grant your application, would you agree that to be a stipulation as part

1 of the Board's order that you would never exceed 320 students?

2 MS. ELY: I would have to consult my Board.

3 MR. AGUGLIA: So you're not certain?

4 MS. ELY: I would have to consult my Board. I'm
5 pretty certain, but I wouldn't want to commit myself until I
6 consulted with the Board. But I will let you know.

7 MR. AGUGLIA: Now from the testimony that was
8 presented here today, is there going to be a cafeteria on the
9 grounds?

10 MS. ELY: No.

11 MR. AGUGLIA: There is not?

12 MS. ELY: There is not.

13 MR. AGUGLIA: There's only one tennis court?

14 MS. ELY: One.

15 MR. AGUGLIA: So that would not be sufficient for a
16 team?

17 MS. ELY: No.

18 MR. AGUGLIA: Have you or any of your
19 representatives made any requests to purchase any of the
20 surrounding properties?

21 MS. ELY: Never.

22 MR. AGUGLIA: Neither you, not you?

23 MS. ELY: No, none of us.

24 MR. AGUGLIA: Nor any of your representatives?

25 MS. ELY: Nor any of our representatives. That was

1 absolutely, the answer is no.

2 MR. AGUGLIA: So despite, so you have no plans to
3 expand beyond the Cafritz estate if, in fact, you are allowed to
4 put the school there?

5 MS. ELY: Yes, no plans.

6 MR. AGUGLIA: Give me an idea of the student
7 population you have now.

8 MS. ELY: 212 students.

9 MR. AGUGLIA: 212. How many roughly in the lower
10 grades, 7th and 8th grade?

11 MS. ELY: 7th and 8th grade would be about 48.

12 MR. AGUGLIA: 48 combined?

13 MS. ELY: Yes.

14 MR. AGUGLIA: And the difference between

15 --

16 MS. ELY: Between 48 and 12 would be 36, 164. No,
17 no, no. 174, 184. I can't count.

18 MR. AGUGLIA: Perhaps 164. All right, and then
19 what would be the mix once you reach the potential 320?

20 MS. ELY: There would be 60 in each grade at the
21 high school level and 40 in the 7th grade and 40 in the eighth
22 grade. That's 320.

23 MR. AGUGLIA: Now you testified that approximately
24 90 percent of the student body is involved in extracurricular, or
25 sports activities or extracurricular activities?

1 MS. ELY: Sports activities.

2 MR. AGUGLIA: Sports activities?

3 MS. ELY: Yes.

4 MR. AGUGLIA: Which take place after school?

5 MS. ELY: Yes, they take place after 2:30.

6 MR. AGUGLIA: After 2:30.

7 MS. ELY: But not after school. The 2:30 is the
8 end of the academic day.

9 MR. AGUGLIA: Do the sports take place after 2:30?

10 MS. ELY: Uh-huh.

11 MR. AGUGLIA: What about the other 10 percent of
12 the student body, do they normally stay after school for drama or
13 yearbook or other activities, nonsports?

14 MS. ELY: That other 10 percent, they do their
15 sports outside of the school. They have trainers or they do dance
16 or whatever.

17 MR. AGUGLIA: All right, but do students do
18 extracurricular activities after 2:30, other than sports, at the
19 school?

20 MS. ELY: Some do.

21 MR. AGUGLIA: For instance, yearbook?

22 MS. ELY: Yes. MS. ELY: From time to time, yes.

23 MR. AGUGLIA: Debate?

24 MS. ELY: Yes.

25 MR. AGUGLIA: If you are allowed to place the

1 school at this site, will you apply for a tax exemption from the
2 city from real property taxes?

3 MS. ELY: Yes.

4 MR. AGUGLIA: Is your current school tax exempt?

5 MS. ELY: Yes.

6 MR. AGUGLIA: Now I have some questions for Mr.
7 Cox.

8 Mr. Cox, there was testimony that the site is
9 approximately 10.5 acres?

10 MR. COX: Correct.

11 MR. AGUGLIA: And I think there was also testimony
12 that about 2.5 of the acres were going to be dense woodlands or
13 would remain dense woodlands?

14 MR. COX: I think that was Mr. Rhodeside's
15 testimony, yes.

16 MR. AGUGLIA: Is it fair to say that there's about
17 8 acres of affected ground there for the school?

18 MR. COX: What do you mean by affected?

19 MR. AGUGLIA: Practically speaking, even though the
20 site is 10.5 acres, the usable portion is about 8 acres?

21 MR. COX: Again, I'd have to ask you to clarify
22 what you mean by usable. Do you mean --

23 MR. AGUGLIA: For the school, usable, buildable.

24 MR. COX: That may be a fair statement.

25 MR. AGUGLIA: Now what was the slope differential

1 of the property from north to south, do you know the square
2 footage? The slope differential from the north part of the school
3 to the southern tier of the school, approximately?

4 MR. COX: You're talking about the vertical
5 elevation difference?

6

7 MR. AGUGLIA: Yes, yes.

8 MR. COX: Not square footage.

9 MR. AGUGLIA: No.

10 MR. COX: Approximately 100 feet.

11 MR. AGUGLIA: 100 feet. Perhaps maybe as high as
12 120 feet?

13 MR. COX: I couldn't say with any direct certainty.

14 In that neighborhood, east to west was the description that I
15 gave as part of my testimony that the elevation dropped
16 approximately 100 feet. North to south I would say it's less than
17 100.

18 MR. AGUGLIA: In order to build the additional
19 administrative buildings as well as to
20 in-fill the field, the soccer/baseball/lacrosse field, how many
21 tons of dirt do you estimate will be moved, excavated and moved?

22 MR. COX: I don't know.

23 MR. AGUGLIA: Considerable, on a scale?

24 MR. COX: I don't know.

25 MR. AGUGLIA: Do any of your witnesses know? No

1 one knows how much? However, you testified that as much as -- you
2 determined that as much fill that you excavated, as much dirt that
3 was excavated would be enough to meet the needs toot filling the
4 field up to a level playing field, correct? Wasn't that
5 testimony?

6 MR. COX: That's correct.

7 MR. AGUGLIA: But you have no idea how much that
8 is?

9 MR. COX: I don't have that number.

10 MR. AGUGLIA: Then how could you make such a
11 statement that what comes out will go in, unless you had a number?

12 MR. COX: Because I was using it as -- on a
13 comparative basis. The comparative analysis was prepared at an
14 early point int he design by our construction management firm and
15 they did a computer analysis and the quantities, I simply don't
16 know what those quantities are, expressed in tons or cubic yards
17 or whatever measurement you want. But we did a comparison to
18 insure ourselves to ourselves that we would not have to export
19 material off-site.

20 MR. AGUGLIA: But again, you don't know how much --

21 MR. COX: I do not.

22 CHAIRPERSON REED: You asked that already twice.

23 MR. AGUGLIA: Please, the sizes of each new
24 building, the meeting house, what will the size of the meeting
25 house be?

1

2

MR. COX: Approximately 8,000 square feet.

3

MR. AGUGLIA: The gym?

4

MR. COX: The gymnasium is approximately 15,000

5

square feet.

6

MR. AGUGLIA: The new administrative wings?

7

MR. COX: We don't use the term "administrative

8

wings". I've referred to it as the academic wings which are a

9

combination of uses. The academic wing number one is

10

approximately 12,000 square feet. Each of the wings are

11

approximately 12,000, 12,500, 25,000 square feet for the academic

12

wings.

13

MR. AGUGLIA: And that's in addition to the

14

existing 14,000 square feet that is there now?

15

MR. COX: Correct.

16

MR. AGUGLIA: That's roughly 39, 49, 62,000 square

17

feet?

18

MR. COX: That's correct.

19

MR. AGUGLIA: Will there be any other buildings,

20

square footage that we could measure on the site?

21

MR. COX: No.

22

MR. AGUGLIA: So 62,000 square feet. Now you said

23

that the buildings will take up about 7 percent of the lot?

24

MR. COX: That's correct.

25

MR. AGUGLIA: Whereas the lot occupancy maximum is

1 40 percent, so it's well within the limit under zoning, correct?

2 MR. COX: Correct.

3 MR. AGUGLIA: I think there was also testimony that
4 even when you include the automobile parking that it would still
5 be -- under the 40 percent it would be 27 percent?

6 MR. COX: That's correct.

7 MR. AGUGLIA: If you include the field, how much
8 percentage of the lot would that entail, so we have a perspective?

9 MR. COX: Again, I have just not calculated that.

10 MR. AGUGLIA: You have no idea how much space the
11 field will take up?

12 MR. COX: No.

13 MR. AGUGLIA: Would it be fair to say that when you
14 include the field, the park, the parking facilities and the
15 buildings proposed and existing that it would probably in excess
16 of 50 percent?

17 MR. COX: Yes.

18 MR. AGUGLIA: In excess of 60 percent?

19

20 MR. COX: I can't speculate.

21 MR. AGUGLIA: But in excess of 50 percent?

22 MR. COX: I'd go as far as to say in excess of 50.

23 MR. AGUGLIA: Could you detail the parking facility
24 for us? How many parking spots?

25 MR. COX: 128 parking spots.

1 MR. AGUGLIA: And how many bus spaces?

2 MR. COX: 10.

3 MR. AGUGLIA: Does that include spaces for the two
4 large buses that were discussed?

5 MR. COX: Including the two large buses.

6 MR. AGUGLIA: So there would be 138 spaces in that
7 southern tier for parking?

8 MR. COX: Now your question I thought referred to
9 the total parking on the site.

10 MR. AGUGLIA: Okay, I'm sorry. Total parking on
11 the site, 128 spaces and 10 bus spaces?

12 MR. COX: Correct.

13 MR. AGUGLIA: How many parking lights,
14 approximately how many parking lots will be needed in order to
15 park these number of cars?

16 MR. COX: Again, we haven't totaled it up. I can
17 give you an estimation.

18 Approximately 9 lighting standards in the south
19 parking lot.

20 MR. AGUGLIA: And what about in the other parking,
21 the north parking lot, next to the gymnasium?

22 MR. COX: We do not have any light standards, free
23 standing poles there. That lighting would be provided on the
24 gymnasium building itself.

25 MR. AGUGLIA: So the gymnasium would have exterior

1 lighting?

2 MR. COX: Directed downward to the parking lot,
3 yes.

4 MR. AGUGLIA: Would these lights be broadcast
5 lights or Musco lights? Are you familiar with Musco lighting?

6 MR. COX: Now, you're talking about a brand name
7 for a lighting?

8 MR. AGUGLIA: It's a brand name that's become
9 synonymous with placing the lights in a directed downward focus
10 with minimal spill and glare?

11 MR. COX: Yes, we refer to it as low angle cut off
12 exterior lighting and that is the type of lighting we are
13 proposing.

14 MR. AGUGLIA: For all standards?

15 MR. COX: Yes.

16 MR. AGUGLIA: I would ask that you counsel give me
17 a copy of your construction management plan.

18

19 This is a question for Mrs. Ely. How do you intend
20 to prevent weekend use of the field by nonstudents?

21 MS. ELY: We will have protocols for the use of our
22 property as we have now. I would imagine that those protocols
23 would cover any intrusions, you know, delineate who or what an
24 intrusion might be and we would have an appropriate way, as much
25 as we can at this point to police that and we will depend on our

1 neighbors, we will depend on -- the Field School is a place where
2 teachers come and work. We'll depend on them to see that that's
3 enforced. Where we are we will have an intrusion maybe once in a
4 year, but people know and soon know that it's not tolerated.

5 MR. AGUGLIA: But you don't have any specific
6 enforcement plans at this point in time?

7 MS. ELY: We have the same kind of protocols that I
8 just mentioned to you that we will know who, if anyone, has been
9 allowed to come, they pass a ball back and forth. And we will be
10 able to delineate for ourselves who is supposed to be there and
11 who is not supposed to be there. We have somebody usually on the
12 property, even on Saturdays, teachers come and go into their
13 offices and grade papers and so on. They would know.

14 MR. AGUGLIA: Would you have any enforcement
15 officers on the property on the weekends?

16 MS. ELY: We haven't planned on it.

17 MR. AGUGLIA: Okay. The field will be
18 interchangeable for soccer, lacrosse and baseball?

19 MS. ELY: Yes.

20 MR. AGUGLIA: Of course, one of the concerns of the
21 neighbors is foul balls from the baseballs that are being hit that
22 will go over the wall or the trees and hit their property or break
23 their windows.

24 Do you have a contingency plan for that?

25 MS. ELY: I'll have the baseball coach answer that

1 one.

2 MR. KAUFMAN: Clay Kaufman. I was the baseball
3 coach for a long time. The main plan for that is to set, because
4 the field is set so far away from the neighbors, we deliberately
5 situated it so that even a long foul ball has a great distance to
6 go to go anywhere close to where the neighbors. In addition, all
7 the tree lines that are there, during baseball season when there
8 are leaves on the trees that keeps balls from going that far, plus
9 there is a fence that is the baseball backstop which also presents
10 balls. I can't promise that a 400 foot foul ball wouldn't
11 possibly go in one direction, but given the situation it's very
12 unlikely.

13 MR. AGUGLIA: From one of the landscaping plans
14 that I saw it appeared that the home plate area where people would
15 be batting was fairly close to the southern -- was fairly close to
16 the neighbors along Foxboro Place and W Street.

17 MR. KAUFMAN: It faces away from the southside of
18 the property so that the backstop would be, it's a tilted, have
19 you seen one of those tilted backstops that keeps foul balls, a
20 batter from going backwards, would take care of 99.5 percent of
21 those.

22 CHAIRPERSON REED: Do you have any more questions?

23 MR. AGUGLIA: I think just a couple more. Are
24 there any shuttle buses now at the present location for your
25 students?

1 MS. ELY: No.

2 MR. AGUGLIA: What is their main method of getting
3 to school?

4 MS. ELY: I think Clay has done all these traffic
5 studies, so I just refer to him. Well, then I'll have to say I
6 don't know.

7 MR. FEOLA: Madam Chair, that's sort of covered in
8 our traffic analysis and it would probably be more appropriate to
9 address it --

10 CHAIRPERSON REED: We are all aware that for that
11 portion to be covered within the traffic presentation at which
12 time you will also be given an opportunity to cross examine on
13 that testimony.

14 MR. AGUGLIA: For the architects or the landscape
15 architect, what measures will be taken to prevent spill off into
16 the adjoining homes during the construction management period?

17 MR. COX: As part of the overall construction
18 management plan, we have to conform to DCRA regulations concerning
19 temporary measures taken. There are such things as silt fences,
20 straw bails. We have to actually include a prevention plan for --
21 or retention plan of all runoff on the site during the
22 construction period as a part of the building permit process so we
23 will conform to all district standards on the construction
24 aspects.

25 MR. AGUGLIA: Is it possible for you to have that,

1 as far as your construction management plan for us to review?

2 MR. COX: Certainly.

3 MR. AGUGLIA: Thank you. Is there any plan for
4 emergency entrance or exit on 44th Street in the event that
5 Foxhall Road is -- there's an accident on Foxhall Road and there's
6 no traffic going in and out?

7 MS. ELY: I'll refer that question to David.

8 MR. COX: The answer is no.

9 MR. AGUGLIA: No?

10 MR. COX: There is no contingency or otherwise plan
11 to exit onto 44th Street.

12 MR. AGUGLIA: So if the street is blocked because
13 of an accident, then the students will simply wait there until the
14 accident is cleared?

15 MR. COX: That's correct.

16 MR. AGUGLIA: I think that's the extent of my
17 questions now, Madam Chair.

18 CHAIRPERSON REED: Thank you. The ANC Chair?

19 MS. HEUER: I'd like to address the first question
20 to Mrs. Ely.

21 CHAIRPERSON REED: Give your name.

22 MS. HEUER: Ann Heuer, ANC Commissioner, 3D06.

23 You mentioned the fact that the playgrounds would
24 be open to neighborhood children and so did one of our witnesses
25 that the 44th Street would be able to use it. Is there going to

1 be a gate down there on 44th Street?

2 MS. ELY: I'll have to refer that to David.

3 MR. COX: In the current plan we are not
4 contemplating any gate along 44th Street, that it would be a
5 continuous chain link fence around the property.

6 MS. HEUER: So in other words, anybody using it
7 would be driving their car and parking it on the school parking
8 lot to be using the playground?

9 MR. COX: Or they could walk to the site, yes.

10 MS. HEUER: It's rather dangerous to walk to the
11 site.

12 CHAIRPERSON REED: Don't testify, please. Ask
13 questions.

14 MS. HEUER: So you don't know, in effect. Has
15 there been any decision on whether the parking lot is going to be
16 closed over the weekend or is there going to be a gate on it at
17 night?

18 MR. COX: Again, that's also part of our
19 transportation management plan, Madam Chair.

20 CHAIRPERSON REED: If in fact that is the case when
21 a question comes up of that nature, simply say it. Just simply
22 say we'll address that during the traffic presentation.

23 MS. HEUER: Could you tell me what percentage of
24 the land will be under asphalt paving?

25 MR. COX: The percentage would be the difference

1 between the 7 percent figure and the 25 percent figure, so what is
2 that, 18 percent.

3 MS. HEUER: So 18 percent of the land will be under
4 paving?

5 MR. COX: 18 percent of the land would reflect the
6 combination of sidewalks, paved plaza areas and asphalt parking,
7 correct.

8 MS. HEUER: Have you thought about doing any other
9 type of paving other than blacktop asphalt?

10 MR. COX: We have considered other choices. Most
11 other paving materials are significantly more expensive. At the
12 moment we have asphalt as the medium being proposed.

13 MS. HEUER: I have one more question. In terms of
14 -- I guess I would address to do with landscaping. You show
15 pictures of lots of shrubs and trees and everything, but if I look
16 at it it looks like when they are mature and I would like to know
17 how long is it going to take for that planting to mature because
18 certainly the berm, those trees that you plant there in the
19 beginning are going to be quite small and really won't offer much
20 coverage.

21 MR. RHODESIDE: We were planning to do the way we
22 illustrated it in the rendering. They show about a 5-year growth
23 on the plants.

24 MS. HEUER: Five years to reach maximum growth?

25 MR. RHODESIDE: They were shown as being at the 5-

1 year rate of growth, not at the mature growth.

2 MS. HEUER: Just for clarification, in other words,
3 you're showing them as how tall they're going to be when they are
4 five years old?

5 MR. RHODESIDE: Approximately, yes.

6 MS. HEUER: Thank you. I have no other questions.

7 CHAIRPERSON REED: Thank you. Mr. Bolotin?

8 MR. BOLOTIN: Yes, I have some quick questions, if
9 I may.

10 What is the geographic breakdown of the students
11 presently enrolled at the school?

12 MS. ELY: All right, 43 from Virginia; 117, I think
13 it is from the District, and let's see -- what is that, 52. I was
14 going to say 56, but it didn't add up.

15 MR. BOLOTIN: And what is the average tuition for
16 students attending the school?

17 MS. ELY: \$15,900.

18 MR. BOLOTIN: \$15,900?

19 MS. ELY: Yes.

20 MR. BOLOTIN: I just have one question with regard
21 to the planters. How many trees are going to be cut down in order
22 to make way for construction on the site?

23 MR. RHODESIDE: There would be 19 specimen trees
24 removed and a total of, including those 19 trees, 110,000 square
25 feet or approximately 2.5 acres of canopy. We weren't able to

1 individually count all the trees in the forest, so we used the
2 canopy coverage.

3 MR. BOLOTIN: Thank you. That's all the questions
4 I had.

5 CHAIRPERSON REED: Thank you. Mr. Swendiman?

6 MR. SWENDIMAN: Yes, thank you, Madam Chair. If
7 you all will bear with me because I'm going to try to eliminate
8 traffic from this.

9 Let me follow up with regards to the landscaping.
10 I just want to confirm that the plan that has been submitted is
11 not a mature plan in terms of that berm. You're projecting five
12 years in terms of that. What will that landscape consist of?

13 MR. RHODESIDE: Both evergreen and deciduous
14 plants?

15 MR. SWENDIMAN: Would it make sense to have more
16 evergreens than deciduous in terms of screening the parking lot
17 and the school from Mrs. Shagrue's property?

18 MR. RHODESIDE: We do show a considerable amount of
19 evergreen trees. The reason we were doing both evergreen and
20 deciduous would be to make it compatible with plantings in the
21 neighborhood with are both, in many cases, evergreen and
22 deciduous.

23 MR. SWENDIMAN: Is it fair to conclude that the
24 screening really won't fully take place until 5 years from now or
25 five years from installation?

1 MR. RHODESIDE: Yes.

2 MR. SWENDIMAN: What percentage of the development
3 of the property is going to be devoted to landscape?

4 MR. RHODESIDE: On the third plan that we had
5 showed, we did a canopy coverage of approximately 4 acres and that
6 was based after five years of growth of those canopies and that
7 included both existing woodland and new planting.

8 MR. SWENDIMAN: I think, sir, that you had
9 testified that there will be substantial or at least significant
10 earth movement in terms of -- and that there will be no need to
11 import any fill to the site. Is that correct, Mr. Cox?

12 MR. COX: Yes, that's correct.

13 MR. SWENDIMAN: Will the school's plans have to
14 conform with District of Columbia environmental regulations
15 dealing with land disturbance?

16 MR. COX: When we submit drawings for permit review
17 by the city, we will be reviewed by the environmental desk as
18 well. So at that time we will get review comments that we will
19 need to respond to.

20 MR. SWENDIMAN: How will you conform to the
21 District of Columbia's regulations with regards to land
22 disturbance and earth movement?

23 MR. COX: I'd have to know what the specific
24 request would be from the city.

25 MR. SWENDIMAN: Will the school file a

1 comprehensive erosion and sediment control plan for the site?

2 MR. COX: Yes, if the city requires it, we will do
3 everything that is required of us.

4 MR. SWENDIMAN: And is it fair to say that you will
5 file a comprehensive storm water management plan with the city as
6 well?

7 MR. COX: Yes.

8 MR. SWENDIMAN: How do the proposed plans prevent
9 sediment laden water from spilling over to adjoining property,
10 in this case, Mrs. Shagrue's?

11 MR. COX: Maybe Mr. Keller can answer that.

12 MR. KELLER: Typically, on a project of this nature
13 we would set up perimeter controls, diversion berms and that kind
14 of thing that would direct all on-site runoff to a sediment trap,
15 trapping device or mechanical structure that would actually trap
16 that sediment before it left the site.

17 MR. SWENDIMAN: You've discussed the fact that
18 you've had conversations with the National Park Service with
19 regards to storm water management. Have you had any conversations
20 with the other adjoining neighbors in terms of storm water
21 management and then specifically, Mrs. Shagrue?

22 MR. KELLER: I have no discussed it with her
23 specifically, no.

24 MR. SWENDIMAN: Mr. Cox, I think you described the
25 lot, the Cafritz site as being a continuing slope from the house

1 down to the property line with Mrs. Shagrue. Isn't it a fact that
2 there is actually a rise that comes up near her house and then
3 levels off to the fence?

4 MR. COX: That's generally accurate, yes.

5 MR. SWENDIMAN: How is the berm going to be
6 constructed in view of that natural rise in the property site?

7 MR. COX: Mrs. Shagrue's property is sitting here
8 on the south end and the land does have a continuous downhill
9 slope to it. Just roughly in this area as it approaches the
10 southern property line, the land, I wouldn't call it a rise so
11 much as it is a leveling out of the land, but then it drops again
12 as it gets directly in front of her property line.

13 What we are proposing to do as part of the
14 construction of this parking lot, the contours in this area are
15 going to be reconstructed, reconfigured and along with that in
16 order to develop this parking lot as a series of trays or terraces
17 stepping down the hillside and to redirect the flow of water
18 instead of aiming in this direction which it would do naturally we
19 are redirecting it back towards the center, actually making it run
20 slightly north, but primarily east so that it can be directed
21 towards the flow, the sand filters that Mr. Keller had described.

22 None of the water will be directed in this direction.

23 As we regrade this parking lot, this berm will,
24 some of the fill area that we have taken from other parts of the
25 site will be brought in to create an artificial berm running

1 roughly from Foxhall Road all the way along to the rear of Mrs.
2 Shagrue's lot.

3 MR. SWENDIMAN: Help me, when the rain hits the
4 berm, where's the water, which way is the water going to flow?

5 MR. COX: Of course with a berm, I want to separate
6 two things here. There is certainly an allowance for water
7 runoff, rainfall hitting permeable surface, grassy areas and
8 certainly land along here will have a pitch on the south side of
9 that berm, that is a natural slope, as the current slope is a
10 natural slope. So some water runoff will happen. Most of it will
11 penetrate down because it's permeable softscape. That's quite
12 different than what I was describing with the control of rainwater
13 in the parking lot where it has to be controlled per city
14 regulations.

15 MR. SWENDIMAN: Would you anticipate or do you know
16 whether the construction of a berm would exacerbate or increase
17 the water runoff towards her property, that is, from the berm to
18 the property line?

19 MR. COX: We do not feel it will.

20 MR. SWENDIMAN: We talked about the southern
21 parking lot. How many spaces or confirm for me how many spaces
22 that southern parking is going to have?

23 MR. COX: Currently this lot has approximately 84
24 spaces.

25 MR. SWENDIMAN: 84, and how many buses will be

1 there?

2 MR. COX: We've covered that earlier. I had
3 proposed that two buses would be parked here. The other eight
4 buses, a total of 10 would be behind the gymnasium and one of the
5 suggestions was could we evaluate moving these two buses back here
6 as well.

7 MR. SWENDIMAN: Subject to check, would you accept
8 that basically approximately two thirds of the parking is going to
9 be in the southern end of the site?

10 MR. COX: As I said, roughly 84 spaces of the 128.

11 MR. SWENDIMAN: Maybe I can turn back to, was it
12 Mr. Rhodside, in terms of the landscaping. When the soil is
13 moved, clarify for me what type of subsoil is going to be exposed?

14 MR. RHODESIDE: I think that's more o fa
15 geotechnical question. I don't know what the answer is to that.

16 MR. SWENDIMAN: Well, do you know whether that
17 subsoil has to be modified in any way to handle drainage?

18 MR. RHODESIDE: I don't know.

19 MR. COX: The geotechnical report which is filed as
20 part of the application gives details on the type of soils.
21 Basically there are three layers. The top layer, for a couple of
22 feet down is composed of top soil and fill that happened at
23 various points and is quite permeable.

24 Then there is a layer of clay and beneath that at
25 the bottom, some 30 feet down are sandy silts. All of these soils

1 are considered fairly representative of this part of the city.
2 They do not represent any particular problems, both in terms of
3 permeability of the site or of the bearing capacity of the
4 footings on the buildings.

5 MR. SWENDIMAN: Correct me if I'm wrong, but as
6 part of your proposal then whatever fill is there that's going to
7 be moved that includes construction fill will be used and moved
8 over to the playing field?

9 MR. COX: That's generally correct. We will have
10 to do this on a more specific basis when we actually -- you can
11 only ascertain so much by taking soil boring grids. You can't
12 take grids over 100 percent of the property. obviously, so we are
13 using our findings as representative.

14 Generally though, the quality of the soil we have
15 found is suitable for fill for playing fields, yes.

16 MR. SWENDIMAN: Is there any negative impact of
17 using construction fill as opposed to natural soil in terms of
18 drainage?

19 MR. COX: What do you mean by construction fill?

20 MR. SWENDIMAN: Basically I would say the remnants
21 of when the Cafritz property was constructed.

22 MR. COX: I don't know the answer to that.

23 MR. SWENDIMAN: Ms. Ely, you mentioned the fact
24 that there would be no events starting at 6 o'clock or after. Is
25 it fair to say that there may be events that started let's say

1 5:30 or 5:45 that will extend beyond the 6 o'clock hour?

2 MS. ELY: I will refer that to Clay because he's
3 much more in charge of the athletic program and that kind of
4 question than I am.

5 MR. KAUFMAN: The answer is that because our fields
6 will not be lit that when it gets dark all outdoor activities will
7 be over. It is possible that a basketball game, inside the gym
8 could start at 5:45, but given the fact that Field School only
9 runs from September to May, end of May when we begin exams, we
10 don't have long daylight hours. In the fall, our dusk happens
11 very early, especially after Daylight Savings Time. So no, it
12 couldn't start in the fall, a soccer game couldn't start at 5:45
13 in order to finish.

14 MR. SWENDIMAN: Well, you would agree that there is
15 light with Eastern Daylight Time for let's say late April and May.

16 MR. KAUFMAN: That's the very bitter end of our
17 season and because of the fact that we end, we'd be in exams the
18 first week of June.

19 MR. SWENDIMAN: Mr. Cox, in terms of the parking
20 lot, has there been any study done in terms of what level of auto
21 emissions and heat emissions will be generated by the automobiles
22 and buses there or from the asphalt parking lot?

23 MR. COX: No, we have not conducted those studies.

24 MR. SWENDIMAN: Madam Chair, if you will just
25 indulge me just one quick moment, please?

1 CHAIRPERSON REED: Do you have any more questions?

2 MR. SWENDIMAN: Just I think one or two more, if
3 you could just indulge me one second.

4 Clarification, I think, Mr. Cox, you had run
5 through a series of numbers in terms of distances between Mrs.
6 Shagrue's property and the school. I think you said that from the
7 southern most building to Mrs. Shagrue's line it was 325 feet and
8 then from a proposed southern entrance to Mrs. Shagrue's would be
9 about 200 feet north and then you said it was about 80 feet, but I
10 did not -- your sentence trailed off and I didn't hear what that
11 third measurement was in terms of some relationship of the school
12 to Mrs. Shagrue's property.

13 MR. COX: Possibly I was referring to the dimension
14 of the landscape buffer as it changed dimension. That it was a
15 variable width because of the curvature that we have to the edge
16 of the parking lot and I believe I said that it was 80 feet wide
17 at the side closest to Foxhall and diminished down to
18 approximately 50 feet towards the rear of Mrs. Shagrue's property.

19 MR. SWENDIMAN: Do I understand that correctly to
20 mean that the edge of the parking lot is approximately 80 feet
21 from Mrs. Shagrue's property?

22 MR. COX: Correct. Again, as you can see on the
23 drawing, it's a curving line, so these are not constant
24 dimensions.

25 MR. SWENDIMAN: Mr. Rhodeside, I think you may have

1 mentioned that there would be no blasting on the site or maybe it
2 was Mr. Cox who had stated that. Isn't it a fact that there is a
3 substructure on the property as a result of a previous house that
4 was located there, am I not correct?

5 MR. COX: My understanding is that there is a
6 potential for the existing basement or foundation of a house, just
7 to the north of Mrs. Shagrue's property. I don't know for sure.
8 If there is a structure of that type below grade, we certainly
9 would not use blasting to get rid of it. That's easily removed
10 with machinery.

11 MR. SWENDIMAN: Do you know whether you're going to
12 have to address the location of that low grade structure in terms
13 of your plans?

14 MR. COX: At this point, I don't know.

15 MR. SWENDIMAN: Madam Chair, I have no further
16 questions.

17 CHAIRPERSON REED: Thank you very much. All right
18 now, that concludes the cross examination segment and we will move
19 now to -- let me see, typically, it would be the Office of
20 Planning Report. Nonetheless, I think that it will not be done
21 today and done after they receive the new presentation by the
22 applicant or have they received it? Our understanding is that
23 they want to reconsider and to give their report at the next
24 hearing that we have.

25 MS. VOGEL: Yes, that is correct and we would also

1 like to have the benefit of the response of the ANC and other
2 representative of the community.

3 CHAIRPERSON REED: I said reconsider. It may not
4 be reconsideration, but you just want to basically take these
5 other things into consideration and to do another report, not
6 necessarily reconsideration.

7 Okay, now the DPW report was made a part of the
8 Office of Planning Report, so that will also be done at that
9 appropriate time and we do not have any other government reports
10 that I know of. Did we not

11 --

12 MS. VOGEL: Yes, the other government reports were
13 also attached to the Office of Planning Report. We had a report
14 from the Metropolitan Police Department and also from the Fire
15 Marshal, Office of the Fire Marshal, both of which had no issues
16 with the proposal, the application.

17 CHAIRPERSON REED: We have not received that, Ms.
18 Vogel, so therefore, let's do it all at one time. When you do
19 your report we will then have received copies of all the other
20 reports and then we can make the assessment or determination
21 predicated on what, in fact, we received which we don't have yet.

22 MR. AGUGLIA: Madam Chair, for the next meeting
23 since the DPW report is such an integral part of this whole
24 hearing process, I think it would be important that someone from
25 DPW be here prepared to take questions, otherwise we'll be asking

1 Ms. Vogel a question and she will not be able to answer because
2 just the report is attached. I think it will be extremely helpful
3 to all parties.

4 CHAIRPERSON REED: If the Board so desires, then we
5 can request through staff a representative from DPW to be present
6 at the hearing. Thank you.

7 All right, we will now go to persons and parties in
8 --

9 MS. PRUITT: Excuse me, Madam Chair, we do have the
10 Park Service here. We normally take not only District government,
11 but federal agencies. I believe the Park Service would like to
12 defer their testimony until the next time so that they can also
13 have the benefit of the OP report.

14 CHAIRPERSON REED: Was I aware of the fact that we
15 had Park Service representation?

16 MS. PRUITT: We don't have it in writing, but --

17 CHAIRPERSON REED: I wasn't aware of that. When I
18 ask for government reports that is always inclusive of both the
19 city, municipal and the federal government. Can you please come
20 forward, sir?

21 Give us your position?

22 MR. MURPHY: Good afternoon, Madam Chairman. I am
23 representing the National Park Service, Rock Creek Park. In light
24 that the Office of planning Report will not be available, it would
25 be better for us to review it and consider their insight at a more

1 opportune time.

2 CHAIRPERSON REED: At the next hearing, okay.

3 MR. MURPHY: So we'll be able to comment at the
4 next hearing.

5 CHAIRPERSON REED: Well, thank you very much for
6 coming today.

7 MR. MURPHY: Thank you, ma'am.

8 CHAIRPERSON REED: Now we move to persons in
9 support of the application. I'm sorry, Ms. Heuer, come forward,
10 and I should have mentioned it. I thought that you were not going
11 to give your report until you'd gotten an opportunity to get the
12 other traffic report and then go to the ANC and community and get
13 input and then make your report.

14 MS. HEUER: Well, I guess my concern is part of my
15 report has nothing to do with the traffic. The ANC rejected this
16 application for not only traffic reasons. So what is your
17 preference, there was one issue that we were concerned about.
18 Several of the issues we actually are concerned about, I still
19 think I should go on record and say something now about it since
20 in May it is my understanding you're only going to deal with
21 traffic, is that correct or can we bring up other issues?

22 I mean that's where I'm a little bit confused.

23 CHAIRPERSON REED: And understandably so, because
24 it is rather confusing. My thinking -- I don't know how the other
25 Board Members feel, when you give your report you're also going to

1 give a position predicated upon a vote. I didn't know, if in
2 fact, the ANC body would take another vote predicated upon the
3 review of the information that we -- the information that they are
4 going to submit to you so that -- and also, our presentation or
5 whatever they're going to do, if in fact, there's another vote
6 that would be taken or are you going to stand on the position of
7 the ANC that you have submitted to us already. That's where it's
8 confusing.

9 MS. HEUER: For me, too, considering I'm just one.

10 CHAIRPERSON REED: I wouldn't want you to have to
11 today give a report and give us your position predicated upon the
12 vote being taken, a forum and all that and we give you the great
13 weight and then after they have presented the other information to
14 you, you then take another vote. So I think would be the best
15 thing to do and I would like to hear from other Board Members is
16 to have you give your report after they've already given that new
17 report to your body and made the presentation and then when you
18 are giving your report you would be allowed to give your full
19 report. You would not have to deal with --

20 MS. HEUER: So I could deal with some of the other
21 issues, if in fact, they're still there.

22 CHAIRPERSON REED: You would give your report in
23 its entirety. That's my point of hesitancy, that it would not be
24 two reports being done and not cause confusion, but when you give
25 your report, you give your full report. That would be my

1 position.

2 MS. HEUER: I just wanted it clarified so therefore
3 my full report may not necessarily just concern traffic issues.

4 I would like to say one thing to the school when we
5 had our last meeting and voted and believe me, we've had a lot of
6 meetings an da lot of discussion. We had given the school two
7 months' notice to please send their traffic experts and they did
8 not come. Now I'm concerned that our next scheduled meeting is
9 April 10th and I've been told that their traffic expert is going
10 to be out of town so I hope that we will be able to take a
11 position.

12 CHAIRPERSON REED: Comment?

13 MR. FEOLA: Madam Chair, for the record, Phil
14 Feola. With all due respect to Commissioner Heuer, the traffic
15 consultant was at least three of the previous ANC meetings. He
16 happened to have a conflict that night. He was at another hearing
17 at another case. He did not come, but the traffic information and
18 he stood for questions and actually, she may not know this, she
19 was absent for one of the Commission meetings that he took
20 questions from the Commission. So to say he didn't come when he
21 had two months' notice I think is an unfair characterization. And
22 his shop is bigger than himself and he'll send an associate or
23 another principal to talk about this one issue which is the
24 creation of a left hand turn land.

25 MS. HEUER: Excuse me, but that's not quite true.

1 He had come, but then we asked for specific answers to when the
2 traffic report came out

3 --

4 MR. FEOLA: You were not there. The Chair wanted
5 to hear about traffic management, creative traffic management
6 solutions to the traffic problems. Traffic management has nothing
7 to do with traffic analysis. It was are you going to run shuttle
8 buses, how are you going to do it? Those are management issue
9 that the school addressed.

10 MS. HEUER: I think you misunderstood what she
11 wanted.

12 MR. FEOLA: That could be.

13 CHAIRPERSON REED: Ms. Heuer, if in fact, the
14 traffic expert makes someone from his staff available to the ANC
15 to address any questions or issues that might arise as a result of
16 the subsequent report, would that be satisfactory to you?

17 MS. HEUER: I think because we have not had answers
18 to a lot of their total analysis.

19 CHAIRPERSON REED: Mr. Feola, will you see to that?

20 MR. FEOLA: Yes ma'am

21 CHAIRPERSON REED: Thank you.

22 MR. AGUGLIA: Madam Chair, for all of our sakes, we
23 need a date from the applicant that they can submit to the Board,
24 to the ANC and to those of us in opposition their final traffic
25 report.

1 CHAIRPERSON REED: Well --

2 MR. FEOLA: With all due respect to counsel this
3 has been given to his clients at least six months ago, but we will
4 resubmit it by Monday, close of business.

5 CHAIRPERSON REED: I think he's referring to the
6 more recent one.

7 MR. FEOLA: The recent one is a site plan which he
8 got Friday, but we can put it in a nice little package and give it
9 to him by close of business Monday.

10 CHAIRPERSON REED: Close of business on Monday, is
11 that satisfactory to you?

12 MR. AGUGLIA: That's satisfactory and we're to
13 understand that this is the final plan that we will then --

14 CHAIRPERSON REED: Final, final.

15 MR. AGUGLIA: That we will be before you in May?

16 CHAIRPERSON REED: Uh-huh, no more changes or
17 modifications, right?

18 MR. FEOLA: Madam Chair, this whole process is one
19 of change and modification. These changes came about because Mr.
20 Aguglia's clients, the ANC, the Department of Public Works and the
21 Office of Planning requested us to look at it. This wasn't
22 something that we just were thinking around in the back of our
23 minds that the school is going to spend another half a million
24 dollars to build a left turn lane on Foxhall Road which is a city
25 street because we just felt like it. So you have to understand

1 that these things evolve. If they came back and said well, if you
2 do three more things we might support you, I think this Board
3 would want to hear those three new things. So it is our best shot
4 at Monday close of business.

5 CHAIRPERSON REED: Well, that makes sense that that
6 would be your final --

7 MR. FEOLA: And we'd be willing to rely on that
8 unless the ANC tells us to do something different.

9 CHAIRPERSON REED: Given the fact that you don't
10 foresee the ANC making any more recommendations for change and
11 that is key in all fairness. This is where some of the changes
12 are coming from, then it seems to me that when he goes to make the
13 presentation before the ANC, if, in fact, at that time the ANC
14 makes recommendations or asks for different changes, then that
15 wouldn't be the final.

16 MS. HEUER: I am concerned about one thing. I saw
17 this map, but that's not -- just looking at the map I hope that
18 the works and artists will come forward with a traffic management
19 plan because there is no indication even from the map what they're
20 planning on doing.

21 MR. FEOLA: Monday close of business.

22 CHAIRPERSON REED: Traffic management plan.

23 MS. HEUER: And our concern, of course, will be
24 since we said we could not accept what they had proposed
25 originally, now our concern will deal with this traffic and left

1 hand issue. We don't know whether it is safe or anything else.
2 We have not had any analysis of it.

3 CHAIRPERSON REED: Uh-huh. So --

4 MS. HEUER: Yes, of course, we may come up with
5 some other recommendations.

6 CHAIRPERSON REED: That's exactly the point that's
7 being made here. It does not -- would not be a good idea to close
8 it off, given the fact that we don't know what the response is
9 going to be from the ANC. So why don't we in a time line, Ms.
10 Pruitt, determine when they will make the presentation to the ANC
11 and then give them a time certain to have the report in which will
12 be made available to everyone concerned and proceed to have the
13 subsequent hearing.

14 MS. HEUER: Well, I've known it to happen and it
15 certainly happened with G.W. that we had a number of meetings and
16 it may be when they present their plan and we make other
17 suggestions that they, in fact, we may even have another meeting
18 before May 11th.

19 MS. PRUITT: Excuse me, Madam Chair. I need to
20 make one correction. Mr. Hart brought to my attention as we were
21 looking at the calendar, it's May 10th which is a Wednesday. I
22 had the wrong date, but the right day. It's May 10th. Please
23 make note of that.

24 CHAIRPERSON REED: Okay. Are we all on the same
25 page now?

1 MS. HEUER: Yes, I think so.

2 CHAIRPERSON REED: We'll -- so how many days before
3 the next hearing should the submissions be in, given the fact that
4 they would have had a chance to meet with the ANC and the
5 community and get comments, input, whatever, and make whatever
6 changes so that the final, final would be in by what date certain?

7 MS. PRUITT: As I have it down in my notes here,
8 we're going to continue the hearing to May 11th with the ANC and
9 parties, excuse me, May 10th, ANC and parties sort of response to
10 it due May 3rd. So it would have to be before May 3rd that the
11 applicant would have to have everything in to us and everyone by a
12 time certain and I am sort of leaving it up to you, I guess the
13 parties and the ANC to give me a little bit of guidance as to --
14 not to push you all too much, actually.

15 MR. SWENDIMAN: This is my suggestion that Mr.
16 Feola give us his plan close of business Monday as he said. The
17 ANC meeting is April 11th. He would then have until April 18th to
18 advise the Board and the parties in opposition as to whether or
19 not he intends to keep with that plan that he's already submitted
20 or because of the changes that have been requested and let's just
21 say for the sake of argument that the ANC would approve, he then
22 has until April 18th to submit a document that says here is the
23 changed plan because of the ANC meeting. If nothing is submitted
24 by the 18th, then in fact -- is that a weekday?

25 MS. PRUITT: Yes, it is. It's a Thursday.

1 MR. AGUGLIA: Then in fact we are dealing with the
2 April 3rd submission as being the final submission and my clients
3 have until May 3rd to submit their opposition to that plan and we
4 have a hearing on the 10th.

5 MS. PRUITT: So just for me to go back over, on the
6 18th, the applicant has the possibility of responding to any -- to
7 ANC's previous meeting or to you -- I guess to any meetings.

8 MR. AGUGLIA: The applicant would have the meeting
9 to submit a revised plan based upon the meeting with the ANC that
10 says we will approve if you do this, this and this.

11 MS. PRUITT: And that's by the 18th of April?

12 MR. AGUGLIA: By the 18th of April.

13 MS. PRUITT: And if they do not --

14 MR. AGUGLIA: If they do not, then we are all
15 working off of the April 3rd submission as being the final plan.

16 MS. PRUITT: And if they do, then they should
17 submit it also to the office here so that we can get it to the
18 Board Members so everybody has the same amount of time.

19 MS. HEUER: But that's not our deadline.

20 MS. PRUITT: The ANC's deadline would be for your
21 report to the Board?

22 MS. HEUER: Yes.

23 MS. PRUITT: May 3rd.

24 MS. HEUER: That's what I wanted to clarify, May
25 3rd.

1 CHAIRPERSON REED: Are we all on the same page and
2 everyone has their marching orders? Okay, all right.

3 Let's move to persons in support of the
4 application. How many persons here are in support of the
5 application who wish to testify? Can I see a show of hands.

6 Okay, okay. All right. Let's set some ground
7 rules. Come up in panels, five at a time and we would just ask
8 that, we're going to allow three minutes apiece. Hopefully, you
9 may not even need three minutes, but remember now the Board has
10 received a voluminous amount of material, both in opposition and
11 in support of so state whatever you want to state quickly. Please
12 do not be repetitive or redundant. If somebody has already said
13 what you wish to convey, then just simply ditto that or simply say
14 that my full support, or whatever, so we can kind of move this
15 along. We want to give everyone an opportunity, but at the same
16 time we don't want to be here until midnight. Come up please,
17 five at a time, the first five. Any five?

18 MS. BAYLISS: My name is Mary Bayliss and I live
19 out that way. A number of us who are in full support, are in full
20 support for a number of reasons, both we don't accept the dire
21 statements about traffic and we believe that the school would be
22 good for the community. How do you want us to handle that?

23 Do you want us to talk about the traffic or wait
24 until next time?

25 CHAIRPERSON REED: Well, I think that all things

1 considered and this is just my own personal view and I don't know
2 how the other Board Members feel, by virtue of the fact that you
3 are speaking in support of the application I think that it's
4 implicit that you are not opposed to the traffic issue, the
5 traffic problem, so I don't think that you really need to speak to
6 the traffic problem, unless, specifically you wanted to and if
7 that is the case, then you should come back at the next hearing
8 and then speak to the traffic issue. But if you can, if you are
9 able to accomplish what you need to accomplish here today, then I
10 think that the Board Members will basically assume that if, in
11 fact, you don't show up for the next one that you didn't have a
12 problem with the traffic. I hope that makes sense. This is a
13 little unusual.

14 I see, in other words, you're saying either/or, you
15 have the option of testifying today without going into any traffic
16 issues or saying that you are not opposed to the traffic, or you
17 can come back and testify at the next hearing at which time you
18 can bring in anything you want to say about traffic, so it's up to
19 you. It's your choice. Either/or. Option of speaking today
20 without any discussion about traffic or if they choose to talk
21 about traffic, then they would have to testify at the hearing that
22 is specifically set up for the traffic aspect.

23 MS. SEESTEDT: My name is Sandy Seestedt. I'm a
24 current Field School neighbor and I was wondering can you address
25 the current traffic situation at the current location?

1 CHAIRPERSON REED: No. In these particular
2 proceedings the site that we're considering today is the one that
3 is presented, that is before us and as such we cannot consider any
4 other site, any other location that the applicant may own or may
5 occupy or may have because that is not germane to the impact at
6 this particular site or the issues that are site specific for this
7 particular application. We can't go into any other sites or any
8 other locations that the applicant may be affiliated with.

9 Who wants to start?

10 MS. BULLOCK: My name is Alice Gresham Bullock. I
11 am a resident at 6127 Utah Avenue, N.W., Washington. I'm the Dean
12 of Howard University School of Law. I appear here today in
13 support of this application as a parent at the Field School who
14 has been quite satisfied, not only with the education that it's
15 providing at that site, but as well to indicate to you that
16 commitments made by this institution to this Commission or to the
17 neighbors I have some degree of confidence that those commitments
18 would be fulfilled. Having gone through this experience in doing
19 construction on my own campus, I recognize that neighbors
20 concerned to some extent, at least one of those concerns centers
21 around whether what an institution tells you today in order to get
22 the permit to do what they wish to do will be fulfilled after you
23 have allowed them to make that move. My experience in dealing
24 with this administration and this school is that commitments made
25 are commitments kept. I have seen zero tolerance policy for

1 students not adhering to the rules at the school. I think that's
2 very significant when it comes to your being able to and the
3 neighbors being able to rely on their commitment that efforts will
4 be made to keep people off the playing fields, that they would
5 make efforts to have the students follow the rules. Again, my
6 experience has been commitments made will be commitments kept.

7 I have no indication that the head of school will
8 change. I have no indication that the Board will be much
9 different than is the case usually with the self-perpetuating
10 Board. As a result, I am confident as a parent that the
11 philosophy that drives this institution will drive it whether it's
12 on Wyoming Avenue or Foxhall Road, whether they have 225 students
13 or 300 students and for that reason I've spent the better part of
14 the afternoon to say this in support of this institution and
15 relocating and doing what it proposes to do over on Foxhall Road.

16 It will be an enhancement to what we already know is a very good
17 neighborhood, but I think the Field School can make it an even
18 better neighborhood.

19 Thank you.

20 CHAIRPERSON REED: Thank you, Ms. Bullock.

21 MR. EDWARDS: My name is Ricardo Edwards. I'm a
22 father of four children, all of whom have been educated in
23 Washington. As such I've experienced public schools, parochial
24 schools as well as private schools. My 15-year-old boy is
25 presently a 9th grader at Field and I would like to share my

1 overall impression. Field students appear quite unique in my
2 opinion. The student body reflects an attitude of love and
3 respect for each other, as well as the greater community, one
4 perpetuated by the directoress and carried through by the staff.
5 Field's commitment to diversity is authentic and its effects are
6 visible to anyone who visits the campus. I remember my first
7 visit to the school. I was impressed mainly by the relaxed,
8 informal nature of the environment. Students almost appear to be
9 at home and the interactions that I observed were only comparable
10 to my son's elementary school experience at Capitol Hill Day
11 School, another small establishment whose philosophy incorporated
12 very small teacher to student ratios as its optimum learning mode.

13 I want to impress everyone here with the idea that
14 Field School will positively affect its surrounding community and
15 provide desirable influences to all who will be affected.

16 My experience with Mrs. Ely assures me that any and
17 all concerns that may arise resultant of the school's presence
18 would be effectively addressed.

19 It must be obvious to all present that she
20 spearheads a sensitivity to the community that has been expressed
21 continually throughout this application procedure and I offer that
22 her sensitivity is not political. Field's proposed use of this
23 property will be an asset to the community and I am confident that
24 the very real concerns that have been repeatedly voiced here will
25 be satisfactorily settled.

1 CHAIRPERSON REED: Thank you very much.

2 MEMBER RENSHAW: Mr. Edwards, what is your address,
3 please?

4 MR. EDWARDS: I'm sorry. I live at 1534 Otis
5 Street, N.E., Washington.

6 MEMBER RENSHAW: Thank you.

7 MR. SHINBERG: Good afternoon, my name is Milton
8 Shinberg. In addition to being a Field parent, I'm a lifelong
9 resident of the District who cares -- yes, 2949 Upton Street, N.W.

10 I'm a lifelong resident of the District who cares
11 about its future just like everyone else in this room. I'm also
12 an architect who has worked on behalf of many community groups on
13 zoning and neighborhood issues. That's the context of my thoughts
14 and I hope you'll find this perspective of some use to you.

15 With all the schools coming before the BZA you'll
16 have tough decisions and I deeply hope that my home town won't end
17 up sending a message that private schools can't evolve in the
18 District or that the city and its citizens can't handle any stress
19 for worthy goals. That attitude could send these and future
20 applicants away from our city. While some might applaud that for
21 a time, we would diminish ourselves. If we really value education
22 which we say we do, we would have to work hard to find solutions
23 when solutions are possible to put all the issues in their unique
24 context, the issues of each school, each neighborhood and of the
25 city overall.

1 BZA was created to deal with context. The context
2 of Field's application reflects the fact that it doesn't exist in
3 a vacuum, that it has an impact on its current neighbors and it
4 will have an impact no matter how that future develops. If we
5 look at the broad context, the real question isn't its total
6 impact, but the change in its impact in relocating to Foxhall.

7 I think a narrow and a broad reading of context
8 will show that it's a positive change.

9 Washington is not a blank slate and it's not
10 static. And I don't think anyone can argue that the status quo at
11 Cafritz is good or sustainable. I think no one can argue that
12 it's appropriate to use the Cafritz mansion as a huge shed for a
13 lawn mower which it currently is. The only that produces zero
14 stress is an empty site.

15 As to the real stress in the proposal I would urge
16 to you that you wrap that reality around another reality which is
17 the quality and substance of the applicant. Field's purpose
18 isn't trivial, as you've heard. So there should be a motivation
19 to solve the problems that are inherent in its vitality. Those
20 are also part of the context before you. Our city, as well
21 as the school should share in that motivation.

22 The neighbors who are relocating or expanding
23 schools generally have nothing to gain other than some amount of
24 stress, so their opposition is generally assured. The site is the
25 client too. Denying this application would be a serious lost

1 opportunity for joining a good site to a good use in ways that are
2 physically superior to the present use. It leaves one of the
3 great remaining open green spaces of the city undivided. It
4 respects the unique Cafritz mansion. It uses landscape and
5 topography with skill to help modulate both the site and the
6 buildings.

7 The real problems that are created for the
8 immediate neighbors must be addressed and the test here is whether
9 you agree that Field has done that sufficiently. Not everything
10 is possible. The solution must be appropriate, not perfect.

11 The city's interests, its character and its
12 families are served by helping existing private schools, but only
13 when the schools proposals balance their interest with the burdens
14 they may create for close neighbors.

15 I heard Mayor Williams speak of Martin Luther King
16 Day. He said if he believed Dr. King were alive today he would
17 make education his highest priority knowing that everything else
18 from political to economic self-determination would flow from it.

19 But priorities have costs. Our duty is to find good solutions
20 that enable all our children to succeed. I believe this school
21 has found not just a fit, but a splendid, enlivening place to
22 forward that mission with your help and support.

23 Thank you.

24 CHAIRPERSON REED: Thank you very much.

25 MR. PETERSON: My name is Michael Peterson and I'm

1 the Dean of Faculty at the Field School where I've worked for 19
2 years. I live at 11705 Judson Road in Wheaton, Maryland.

3 Since 1972, the Field School has provided a
4 quality, middle and high school education to a thousand children
5 in the D.C. area. This thousand has, in turn, touched the lives
6 of thousands more as they've gone off to colleges, other countries
7 and in many cases returned to this area to take up careers in
8 business, law, finance, the arts and politics.

9 But it is not their ultimate professional success
10 that we emphasize in our teaching, rather it is the inner student
11 we seek to educate, helping him or her identify interests and
12 talents and inculcating respect and care for others and nurturing
13 responsible, independent thinking citizens.

14 At Field we try to educate the student not simply
15 transfer information from the teacher and the textbooks. We do
16 this through dialogue, conversation and mutual understanding
17 between teacher and student. As such, we nurture the growth of
18 students over a period of years. Our curriculum which selects the
19 best works and topics from the classical tradition and mingles
20 these with modern writers and topics builds strong character in
21 the sense of deep responsibility and connectedness to others.

22 Our students are unique, thoughtful and deeply
23 responsible. Each February, students go into the wider D.C.
24 community to volunteer for service, support museums, learn about
25 the professional world. Inevitably, they come to understand the

1 exciting world of the city. And year after year we hear the
2 wonderful remarks from employers and supervisors of these students
3 in their work internship program: maturity, responsibility and
4 dedication are the words that are most commonly used to describe
5 them.

6 We cherish the civil nature of our students. But
7 our current facilities make it nearly impossible to teach these
8 virtues to the community as a whole because we don't have enough
9 space for the entire school to assemble regularly and easily. The
10 sense of togetherness and shared experience that is fostered by
11 hearing Elizabeth Ely reflect on her five decades as an educator,
12 the positive feelings of experiencing the same string quartet
13 performance or hearing a student present her science fair project
14 can't be captured in any series of smaller group meetings. By the
15 same token, the outstanding achievements of our athletes and
16 track, basketball or soccer, cannot now be shared on a home field.

17 All our games are away from campus and we don't have a local
18 facility to adopt as our own. This limits the possibility of
19 athletes after their training and commitment getting the feeling
20 of support they would from a home field.

21 Please examine the evidence presented to you today
22 with great care. You have the chance by approving our zoning
23 proposal to improve the lives of thousands of students and their
24 families for years to come. You have the chance to build a
25 stronger future for the District of Columbia.

1 CHAIRPERSON REED: Thank you.

2 MR. HABEEB: Hi, my name is Joseph Habeeb. I live
3 at 627 Conestoga Boulevard in Lancaster, Pennsylvania and I drove
4 down today to be here. I'm an alumnus of the Field School and
5 very proud to be here in support of the Field School moving to the
6 Foxhall Road location. I'm also proud that I was one of the first
7 students to go the Field School for a full six years from grade 7
8 through 12. I graduated in 1978. These are very formative years
9 for people where you grow and you change and you learn who you are
10 and who you will become. It provides a cornerstone for where you
11 will go in the future.

12 For myself I was able to continue and receive my
13 doctoral degree in physics from MIT, consequently, due to what I
14 learned at the Field School. I remember well the old days, 28
15 years ago, when we were in the Wonder Building on Connecticut
16 Avenue, occupying some office space above a deli and a bookstore.

17 But the school grew because it changed and we moved to Wyoming
18 Avenue and there was some opposition, but eventually the neighbors
19 realized the school was a very, very good thing.

20 Now there's more growth and more change and the
21 school once needs to expand and move to a new location and they
22 have found a perfect location on the Foxhall Road site. Of
23 course, there will be some problems within the community, but
24 there's always room for compromise in a situation like this.

25 I believe that if someone moved in a community and

1 they were to plant a garden, all the neighbors would be glad for
2 the garden because you can come and you can see the garden, you
3 can see the flowers grow and you can see the wonder of nature and
4 be inspired. Well a school is the greatest garden you could ever
5 have because this is the garden where children grow. You can have
6 no greater garden.

7 I think anyone completely opposed to the school
8 must have forgotten what it's like to be young because it's
9 special. I suggest you open your hearts, you open your minds and
10 you find room for compromise to allow the Field School to move
11 into the Foxhall Road location. Change can be embraced. It is a
12 good thing. It is a positive thing for the community. It's an
13 opportunity for this community to grow and make this city proud of
14 what they've done.

15 Thank you.

16 CHAIRPERSON REED: Thank you.

17 (Appause.)

18 CHAIRPERSON REED: Let me just say this. We cannot
19 allow disruptions in this particular hearing room, understandably
20 so and while we can appreciate our presentations, some of them are
21 very good and we take note of that, please do not cause any
22 disruption with applause or laughing or whatever so that we can
23 kind of keep moving through.

24 Thank you.

25 MS. LEONARD: My name is Clair Leonard, I live at

1 2850 Arizona Terrace, N.W., D.C. I've lived at that address all
2 my life. It's about three quarters of a mile from the Cafritz
3 estate. I attended St. Patrick's School which is very near the
4 Cafritz estate. I'm now a senior at the Field School and I'd like
5 to speak to you today as both a resident of the area and a student
6 of the Field School.

7 I really support the school's application to move
8 to the Cafritz estate for several reasons. First, ever since I
9 was a child I've been going past the Cafritz estate on Foxhall
10 Road in a car, walking, running and it's sort -- it's a local
11 landmark to me and I believe to others in the area. I don't
12 believe that any other proposal would involve preserving the
13 Cafritz mansion and attempting to preserve the character of the
14 estate as it is now. I've observed in the last few years that
15 there's been a lot of growth and development in the Foxhall area
16 around MacArthur Boulevard and it's mostly consisted of high
17 density housing, like the Foxhall Crescents which are almost
18 townhomes and I believe that the Field School would make the best
19 use of this really beautiful property.

20 I also believe there are no high schools in the
21 neighborhood whatsoever. The nearest high school is Wilson High
22 School in Tenley Town which is about two miles away. When I
23 attended St. Patrick's as an elementary school student I would
24 have been overjoyed to have a middle or high school in the
25 immediate neighborhood to move on to and I believe that having a

1 high school, especially one with the character and quality of
2 caring that the Field School has would enhance the desirability of
3 the neighborhood.

4 Another thing I've observed in my time at Field is
5 that Field students and administration and the whole school is
6 just infinitely adaptable. The school did start out as a space on
7 the second floor on Connecticut Avenue in a building and now we're
8 in two houses on Wyoming Avenue. Field makes due with what it has
9 and the school has -- it's just incredibly adaptable. I can't
10 even explain some of the things that we've done and I would really
11 support this application.

12 Thank you.

13 CHAIRPERSON REED: Thank you.

14 MR. JOHNSON: My name is Dale Johnson and I live at
15 5901 31st Place, N.W. I'm grateful for the opportunity to speak,
16 Madam Chair.

17 Ten years ago Friday I visited Washington to
18 interview for a job at the Field School. The following August I
19 moved my belongings from suburban Minneapolis to the District to
20 start my first job out of college teaching and coaching at Field.

21 Over ten years I have taught and coached hundreds of students,
22 most of them residents of the District. I've gained experience as
23 the school's technology coordinator and I'm now the business
24 manager. Three years ago, my wife and I were married. She was
25 and is a teacher at the Field School. Two years ago we bought our

1 first house here in the District and one year ago, April 8th, we
2 were blessed with the birth of a son at Sibley Hospital. My wife
3 and I are thrilled to have a native Washingtonian in our
4 household.

5 I wish to point out that in addition to the
6 students that serve so well, the Field School has provided my wife
7 and I with meaningful, fulfilling work and has given my family a
8 wonderful start. We are proud to live and work in the District.
9 This is our community. This is our home and with your approval of
10 the Field School move to Foxhall, this is our future.

11 Thank you.

12 CHAIRPERSON REED: Thank you.

13 MR. VAN DORN: I'm Charles Van Dorn, which is two
14 houses from Foxhall Road, so I am in Wesley Heights and am very
15 close to Foxhall Road. I fully support this application. I'm
16 very familiar with the school and its history and I'm a great
17 admirer of it. It's a first class institution and I'm
18 particularly an admirer of its head and found, Mr. Elizabeth Ely
19 who can be counted on to always keep her promises who is a great
20 manager and who will work with the neighbors to make the school as
21 presentable as she can and responsive to their needs. Basically,
22 my faith in their carrying out their part of the bargain is very,
23 very strong and I highly commend it. Thank you.

24 CHAIRPERSON REED: Thank you.

25 MR. DOHERTY: Hello, my name is Martin Doherty and

1 I have lived in the District over 21 years this June at the corner
2 of Van Ness and 47th Street in Northwest. I'm a teacher of art,
3 drawing, painting and printmaking and I've been at the Field
4 School for 13 years.

5 I've come today to speak very strongly in support
6 of this application. For over 28 years, Field has operated and
7 it's been dedicated to laying a strong educational foundation for
8 all secondary students and I have three points to make. The first
9 would be with junior high, our seventh graders every year work
10 particularly on Washington, D.C. analyzing its neighborhoods, its
11 political institutions and its cultural treasures. Our work
12 internship program which has been mentioned where all of our
13 students for two weeks have jobs, relying on the Washington, D.C.
14 community to give them employment and I feel like D.C. is a
15 crucial element to the history of this school and the idea of
16 moving to Foxhall and remaining in the District is crucial and
17 also, I had one last moment is that as someone who's a little
18 tall, 6 foot 11, the school that I've been in is a little small
19 and the new location would be an ideal location not only for me to
20 have more room, but for the growing number of students applying
21 and the slow increase of students enrolled, we would have the
22 space to really thrive and let the students bloom.

23 Thank you very much.

24 CHAIRPERSON REED: Thank you. As these panelists
25 are leaving, please come up so that we can kind of keep things

1 flowing.

2 MS. LEE: I'm Jean Lynn Lee and I'm at 2127
3 California Street, back doors with the Field School and I'm quite
4 familiar with zoning because for several terms I was chairman for
5 our ID, 1D Sheraton Kalorama. We were here I'd say probably 160
6 times.

7 Madam Chairman, the purpose of this letter is to
8 express my strong support for the application of Field School to
9 establish a private school at the former Cafritz estate located
10 along Foxhall Road in Northwest. I believe that the development
11 plan proposed by the Field School will create no objectionable
12 conditions to the surrounding community and will not create any
13 detrimental impact on the immediate community on the site.

14 Since I am a current neighbor of the Field School
15 and for quite a few years I was on Massachusetts Avenue, 2207,
16 Embassy Row. I know the neighborhood and love it.

17 Field is a wonderful school and we have had very
18 cordial relations. I know they will do everything possible to
19 work out any potential problems that could arise in their
20 location. They are a great asset to our community.

21 The District of Columbia government should do
22 everything possible. I notice we're all saying this, to encourage
23 educational facilities of this calibre to remain within the
24 District. I appreciate your attention and I hope you will approve
25 the Field School application and I wish to goodness as a former

1 teacher that many of the students could be listening in and could
2 be participating because this is an experience in government that
3 is right on their front door and back door and they would learn
4 unbelievable amounts. I think some would even begin to see
5 possible careers.

6 Thank you very much.

7 CHAIRPERSON REED: Thank you very much.

8 MR. AUCHMANIK: My name is Jed Auchmanik. I live
9 at 513 Constitution Avenue, N.E. I'm a junior at the Field School
10 and I've been going there for three years. The Field School is
11 the best school that I have ever attended. It is a school which
12 fosters and is founded on individuality and I believe that Field
13 will retain this individuality even in a new location. At the
14 Foxhall location, Field will gain the much needed facilities which
15 are unattainable at its present location, better science labs, a
16 gym and playing fields of our will at last become a reality.

17 With these facilities, Field will be far from
18 isolated. It will still remain part of D.C. Through the work
19 internship program, the school will continue to be in touch with
20 the community and all that D.C. has to offer, the museums and the
21 parks, etcetera will still be available to the Field community.
22 Field will continue to participate with the area in a positive
23 way.

24 I see Field growing in size as a positive thing as
25 well. With a maximum of 320 students the school will still retain

1 its personal feeling while allowing for a few more classmates.

2 Overall, the move has full potential to be a
3 positive experience for the Field School and the surrounding area.

4 Should the school not move to the Cafritz estate, what guarantee
5 do we have that it will not remain unoccupied or as yet be sold to
6 a developer who will build homes and create an even greater
7 traffic problem.

8 Foxhall is good for Field and Field has the
9 possibility to be good for Foxhall.

10 Thank you.

11 CHAIRPERSON REED: Thank you for your testimony.
12 You did a very good job.

13 MS. CHECKOV: Good afternoon, Madam Chair and
14 Members of the Board. I am grateful to be able to speak in
15 support of the Field School application. My name is Lorena
16 Checkov. I'm a resident at 3909 North Hampton Street, N.W. I
17 have lived in the District for the past 30 years. I speak as a
18 parent of an alum who attended Field School for five years, five
19 years ago and I also speak as an architect of the District of
20 Columbia who actually has had first time experience on a business
21 level dealing with the Field School in its current location where
22 I assisted them in two renovations. So I have had a chance to
23 deal with the integrity of Mrs. Ely's and the school's business
24 dealings. And I'm very aware of the tight environment that
25 they're presented with and how frustrated they are in terms of

1 providing the quality education that they still do provide.

2 I want to say a few words about how grateful I am
3 as a parent to have had my son attend the Field School and how
4 impressed we both are with the quality of the education, the
5 commitment, the philosophy of diversity and I'll quote my son the
6 first semester that he was at Field, how impressed he was about
7 how every student was made to feel special and the idea of being
8 able to develop a human being in that crucial stage of their lives
9 where they can really feel that they can develop into a member of
10 society where they can actually contribute is to be highly
11 commended.

12 I don't see any reason why the application should
13 not be approved. I can see very well that the school has made
14 every attempt to comply with the requirements of the neighborhood
15 and as an architect I don't see any better adaptive re-use of a
16 piece of property that is standing vacant right now.

17 Thank you very much.

18 CHAIRPERSON REED: Thank you.

19 MR. COOPER: Madam Chairwoman and Members of the
20 Board, I am George Cooper. I live at 3420 Ligation Street, N.W.
21 and I come to speak in favor of the Field School petition. For
22 two years in the
23 mid-1960s I lived at 2425 Foxhall Road which is just three doors
24 up from the Cafritz property. I still travel that road frequently
25 and shop in the area so I am somewhat familiar with the problems

1 and the property.

2 My wife and I have been residents, employees and
3 taxpayers in the District for over 38 years. We do understand
4 that this Board and other District governmental bodies have a
5 difficult task in balancing the citizen concerns and needs with
6 those of governmental, institutional and business requirements.
7 But through the years we have been pleased to observe in our area
8 that decisions regarding schools and the educating of our children
9 have been given a very high level of importance and to the best of
10 our knowledge this favorable emphasis has always benefitted the
11 city at large and seems to result in a long-term enhancement of
12 the impacted neighborhoods. We believe that those same
13 results would happen in the Field School case.

14 Our relationship with Field began when our youngest
15 daughter entered as a 7th grader in 1987 and continues today while
16 my wife works in the administration office of the school and in
17 our involvement in activities as parents of a Field graduate.

18 In brief, here are our observations over these 13
19 years about the school. The school has been managed expertly in
20 all facets, including financial, administrative and academic
21 personnel, maintenance and use of facilities and in its
22 relationship with its neighbors. In short, if someone is going to
23 have a new neighbor they couldn't pick a better organization to
24 fulfill expectations in developing and maintaining strong
25 relationships and upholding their promises.

1 Field has a superb reputation as an outstanding
2 academic institution. Many of its alumni have attended the top
3 colleges and universities in America. But at this point in its
4 life Field needs larger and better facilities to continue to
5 progress as it must.

6 It would be a significant loss to the District if
7 the school has to locate in another jurisdiction. You will hear
8 more or have heard already about the traffic issues involved and
9 how they will be managed, but I want to offer one additional
10 point. At Cafritz, Field's athletic events would be held on the
11 premises, thereby reducing the current safety concerns that are
12 due to required travel for the athletic teams because they must
13 now have to play at distant places.

14 Cafritz property has stood fallow for several
15 years. That isn't the most effective use of a valuable resource.

16 If Field is not allowed to occupy, how many more years will the
17 place be vacant. If not the Field School, then what? Will it
18 indeed be a higher occupancy complex? Field has promised it will
19 keep much of the land open, landscape it beautifully and maintain
20 it in a manner appropriate to that upscale area and I would think
21 that current residents there would welcome that prospect.

22 For these and many more reasons I support the Field
23 School request to occupy the Cafritz property and I thank you for
24 allowing me to make my remarks today.

25 CHAIRPERSON REED: Thank you.

1 MR. HALL: Good afternoon to the Chair and to
2 Members of the Board of Zoning Adjustment. My name is R. David
3 Hall and I reside at 1315 Q Street, N.W. in Washington. I'm here
4 today with my wife Dale Waldonhall and my son, David, Jr., who is
5 an 8th grader at the Field School. I'm here to testify in support
6 of the application of the Field School for the use of the Cafritz
7 property as the new location for the main campus of the school.

8 As a former school principal and former President
9 of the Board of Education of the District of Columbia, I believe
10 that I have had an opportunity to view school related issues from
11 both the public and the private perspective. The Field School is
12 a very unique college preparatory school with the philosophy of
13 student development that radiates the positive values of its
14 founder and educational leader, Mrs. Elizabeth Ely. The small
15 class sizes, superior staff, close integration of academic
16 preparation, literature, art, music and sports have all become
17 part of an educational gem which is know as the Field School.

18 The student body is made up of young people who are
19 becoming the responsible adults of our community. I cannot even
20 imagine any student at the Field School being disrespectful to a
21 parent, a teacher or a member of the community. Anyone who has
22 been to a science fair, a parent meeting or simply watched the
23 character of these students at work or at play would be impressed
24 with the educational community that has been created.

25 The school is now located on Wyoming Avenue, N.W.

1 where there are embassies, one hotel and yes, even Councilwoman
2 Carol Schwartz lives in the 2000 block of Connecticut Avenue. And
3 yesterday I called her office and the office of every other
4 council member to ask this question, have you ever had even one
5 complaint of any kind concerning the Field School. The answer is
6 and the answer will always be no.

7 There have been absolutely no complaints. In fact,
8 Field has been a good neighbor on Wyoming Avenue and will be a
9 very good neighbor on Foxhall Road.

10 This application is supported by honest and earnest
11 attempts to eliminate the fears and the apprehensions which are
12 sometimes conjured up by those who oppose the application.
13 However, the facts are clear, there are only 211 students enrolled
14 in the Field School; 24 7th graders, 26th 8th graders, 46 9th
15 graders, 33 10th graders, 45 11th graders and 37 12th grade
16 seniors. You could even hold the senior prom in a room 20 by 30.

17 It is a human characteristic for people to be afraid of the
18 unknown, however, in this case their fears have no basis in fact.

19 Clear evidence exists that this proposal is not a disruptive use
20 of the property, but rather a constructive one.

21 Finally, I submit that our city is a mixture of
22 cultures and traditions. It is an international place, a world
23 capital, not a provincial village. In this, the nation's capital,
24 there is a place for this school with its small student body and
25 excellent staff and it should be at the Cafritz mansion on Foxhall

1 Road in Washington, D.C.

2 I respectfully ask that this body consider the
3 facts, not the fears and approve this application.

4 Thank you.

5 CHAIRPERSON REED: Thank you very much, Mr. Hall.
6 Let's see how many more people are yet to testify in support?
7 There is still enough space for at least one more person. You two
8 are coming up and two more. Now after this panel there is a show
9 of hands again, one more panel? Is this it? One more panel after
10 this panel, right?

11 Thank you.

12 MS. SEESTEDT: My name is Sandy Seestedt, I live at
13 1852 Biltmore Street, N.W. and I've lived on Biltmore Street for
14 20 years. The Field School has been fabulous neighbors and it's
15 an honor and a privilege for me to have two of my four children
16 attend there.

17 CHAIRPERSON REED: You've been the best one so far.
18 That was 10 seconds. Thank you.

19 MR. SANDERS: My name is Maurice Sanders. I live
20 at 5622 Sherrier Place. I've lived there for about 20 years.
21 It's about -- it's less than a mile from Cafritz mansion. I was
22 an officer in the Palisades Citizens Association for many years
23 and at our Palisades Citizens Association meeting, Alice Stewart
24 is one of our neighbors and a former teacher speak of the positive
25 impact of these schools on our total economy in D.C. and our Alice

1 has a cousin Alice, Alice Rivlin, who is Vice Chairman of the
2 Federal Reserve and at a dinner meeting with her she said that one
3 of her concerns is that these major companies are moving further
4 and further out of D.C. for a funny reason, I thought, and that
5 was -- she said they can't find high school graduate kids that can
6 work in the mailroom which is where a lot of people start. The
7 kids don't have the work habits. They don't have what it takes
8 and that it's the schools that produce the product these companies
9 need and that they are moving out in an expanding circle, first to
10 the suburbs and now they're moving out further, but they're still
11 looking for the same thing. We need schools in the
12 Palisades that can help every kid thrive. I know we have a lot of
13 choices and we had our kids at the schools of the Cathedral for 8
14 years and then it became obvious that Cathedral School was not the
15 right school for one of our daughters and I had a momentary
16 reaction that other parents have that look, this school is so darn
17 hard to get into, you're going to stay in there even if it --
18 well, it didn't go that far. We started looking for other schools
19 and we found that the Field School was the best match for her and
20 my daughter has entered in the Field School in the 7th grade and
21 after she had been there for about 9 months she said something
22 that was important because at the Cathedral School she was
23 withdrawn and sad and an overworked kid. After she had been at
24 Field for about 9 or 10 months, she said this is the best year of
25 my life. And about a year later, she said no, I think this is the

1 best year of my life. And that's what any parent would want for
2 their child and I wish I could get that for every kid.

3 I know there are a lot of zoning issues and having
4 been in the citizens association for at least 10 of the -- an
5 officer for at least 10 of the last 20 years and a member for 20
6 years, I know that these things can be worked out.

7 I just want the Board to be open about the
8 possibility of moving Field School.

9 CHAIRPERSON REED: Thank you.

10 MS. PHILLIPS: My name is Molly Phillips. I live
11 at 6117 32nd Street, N.W. I am an 8th grader at the Field School
12 and while I love the current location of our school and will be
13 sad to leave it, I know how inadequate the space has become. It's
14 really cool, but it's old and crowded and has no land of its own
15 for sports.

16 The school has been really resourceful at providing
17 us with a fabulous education with great studio and performing arts
18 and a strong sports program, using facilities around the city and
19 the small space that we have. But it will be nice for
20 us to be able to do plays for an audience of more than 50 people
21 and to not have to take a bus to a field for our soccer practices.

22 The Field School has really great and respectful
23 kids, fabulous teachers and the best administration around. The
24 neighborhood that Field is now in is mainly beautiful old
25 townhouses, apartments and embassies. Some of the neighbors hire

1 Field students to do things like walking their dogs. I know of a
2 student who started out walking a neighbor's dog and now babysits
3 for their son as well. The Field kids know how important it is to
4 be good neighbors and good citizens and would be really good
5 neighbors to the Foxhall community as well.

6 One of the things that is so special about the
7 Field School is how well the teachers and administration listen to
8 the concerns that we have and respond to them. They take our
9 feelings very seriously. All of us at Field have watched the same
10 type of treatment directed towards the neighbors on Foxhall Road
11 and the concerns that they have.

12 Mrs. Ely and everyone at Field want to make sure
13 that we have a good relationship with our new neighbors and we
14 will all work very hard to make sure that that is the case.

15 I know that the Foxhall neighbors are worried about
16 traffic that our school will bring. I've taken public
17 transportation the whole time I've been at Field and so do almost
18 all of my friends. I love seeing all of the kids on my bus in the
19 morning and plan to take the shuttle bus that the school will
20 provide from Tenley Town Metro stop to get to the Foxhall campus.

21 I'll close by saying that I love living and going
22 to school in Washington, D.C. and I'm glad that Field wants to say
23 in Washington. While the new campus will feel very different from
24 the old one, it will give us the classroom space and other
25 facilities that a quality school like Field needs and that the two

1 houses that we're in now can't provide.

2 Thank you.

3 CHAIRPERSON REED: Thank you for a very good
4 presentation.

5 MS. SEABROOKS: My name is Carol Seabrooks and I
6 live at 1519 Underwood Street in Washington, D.C. and I am a
7 parent of an 11th grade student at the Field School. The Field
8 School I also call like a field of dreams, it's a place to shape
9 your dreams.

10 Let me tell you about this school. This is a
11 school that values the student, the individual, it values talents,
12 character, achievement. It's a place that believes in integrity,
13 honesty, respect for one's self and respect for others. Decency,
14 dignity, responsibility and fairness. Old fashioned values. It
15 believes in providing an education to the whole person, a place
16 that challenges and nurtures. It makes and molds children into
17 young adults and into future citizens.

18 As Mrs. Ely, the director has stated, an education
19 at Field means both an informal and reflective approach to life,
20 relationships and our environment. Moral and ethical values are
21 taught by example and by thoughtful consideration of such issues
22 in every discipline. This school practices what it preaches.

23 Why do I know these things? I know it because my
24 daughter has attended for Field for the past five years. I've
25 seen her evolve. I've seen her grow and flourish in ways that

1 even I, a loving parent, could not dream for her, much less
2 imagine.

3 In addition to the academic pursuits that many
4 schools offer, she has been exposed to a variety of real life
5 experiences in working environments. She has learned what it
6 means to be involved, to be cooperative, to be committed and
7 responsible to the community. Needless to say, I love my child,
8 but recognize that I love what Field has helped her become.

9 Education here is what it should be everywhere.
10 Located in the District, Field students have easy access to the
11 rich pool of resources, the government, the institutions, the
12 museums, the libraries, the galleries and the area's university
13 campuses, all of which enhance Field's academic curriculum.

14 The Field School is a high quality college prep
15 school that wants to remain in the District of Columbia. For that
16 reason, shouldn't D.C. support it and other institutions that want
17 to remain here when others readily look to leave?

18 I urge the Board of Zoning to respond favorably to
19 Field School's application with a resounding and unanimous yes.
20 Indeed, as Mr. Shinberg said earlier, it will give you an
21 opportunity to put a good site to a good use.

22 CHAIRPERSON REED: Thank you.

23 MR. MONACO: I'm David Monaco. I live at 9 E
24 Street, S.E. in Washington, D.C. on Capitol Hill. I am a fourth
25 generation Washingtonian. About 100 years ago, my great

1 grandfather came over from Italy and set up shop on Capitol Hill.

2 My grandfather was born on Capitol Hill. My father was born in
3 D.C. and lived on Capitol Hill and for 30 of my 32 years I have
4 lived on Capitol Hill.

5 My two brothers, I am currently president of the
6 Field School Alumni Association. I am a Member of the Board. I
7 attended the Field School. My two brothers attended the Field
8 School. I strongly support this application. I think Field is an
9 outstanding institution and it would absolutely hurt me to the
10 marrow of my bone to see the school have to consider even leaving
11 the District.

12 Thank you.

13 MR. WINOGRAD: Madam Chair, all Members of the
14 Board, my name is Jeffrey Winograd. I'm a resident at 421 1st
15 Street, S.E. in the District where I have lived for 7 years. My
16 son is a third year student at a major university in Massachusetts
17 and I'm here to speak in behalf of the Field School. And what I'm
18 going to say is a little bit different because I could talk about
19 a lot of the arguments and I didn't recognize David, but I'm proud
20 to say that I think my son as a soccer player for Field who had to
21 go to West Potomac Park as a 7th grader and every place but a home
22 field, I think my son may have challenged either David or one of
23 his brothers for one of the soccer records at the Field School
24 which my son says is his greatest accomplishment.

25 But here's where I'm going to be a little bit

1 different and I hope nobody misconstrues what I'm saying either on
2 the Board or any of the people in opposition. I'm a graduate of
3 Brooklyn College, City University of New York. When I graduated
4 in 1965 I was commissioned as a Second Lieutenant in the U.S. Air
5 Force, I spent four years of my life in the Air Force. When I
6 first went on active duty to a place called Hurlbett Field,
7 Florida in Fort Alton Beach, Florida, one of my first jobs as a
8 junior officer in the security police squadron was to arrange for
9 a picnic for the squadron and I went and I made the plans. And I
10 came back and I spoke to my sergeant who was really my teacher and
11 I said here it is, it's going to be great. And he said
12 Lieutenant, what were you thinking? And where did I make the
13 mistake? This was in the fall of 1965 or the spring of 1966. We
14 couldn't have our squadron in that public park because it was
15 still the Florida panhandle, it was 1966. So where I don't want
16 anybody misconstrue what I'm saying, when I was coming over here I
17 thought of that because I was left with the same feeling that I
18 had back then that a group of Americans and a certain class were
19 not welcome in a certain place and again it's only by comparison.
20 I'm not saying please don't misconstrue. I don't compare the
21 two. But I see a very small class of children who are students at
22 the Field School, potential students at the Field School who
23 seemingly are not wanted in a community because they're students.
24 And only for that, so please don't misconstrue and I don't
25 compare the relative importance of either, but it's a gut feeling

1 I have. And I'm a working reporter and when I came in my gut
2 feeling as well says I know what the story is here. And no matter
3 what happens there are going to be people in opposition and they
4 don't want to compromise.

5 So where do you go? And I think basically the
6 thing is simple. If the Field School in your considered judgment
7 has done everything possible to meet every reasonable concern and
8 the opponents still do not want to accommodate it, I think you
9 have no choice but to say well, the Field School will hold them to
10 these certain commitments, but we will not deny them the right to
11 have their school here.

12 I also in my final conclusion just left with the
13 feeling that when somebody who is known, I believe it's the
14 Squire, and he owned a football team here, closed the public alley
15 in the District of Columbia, I suspect there were a lot of people
16 in opposition to the Field School who never wagged their finger
17 and said this isn't right and it shouldn't be done. I thank you
18 very much. I look forward to the opportunity of coming back on
19 May 10th to talk about the traffic problems.

20 Thank you very much.

21 CHAIRPERSON REED: Thank you. Maybe you didn't
22 understand when we first began this particular testimony. Those
23 persons who want to speak about the traffic problems wouldn't
24 speak today. They would speak on the next hearing date.

25 MR. WINOGRAD: Madam Chair, my understanding was as

1 long as we didn't speak to the traffic problems today we were
2 welcome back the second time.

3 CHAIRPERSON REED: No, that was not it. It was
4 people who want to speak about traffic in their testimony would
5 speak on that next hearing date. So that being the case then can
6 you submit to us in writing what your concerns are about the
7 traffic?

8 MR. WINOGRAD: I absolutely can and I purposely
9 disregarded a note I had made here and I will submit my concerns,
10 but I will say without following this issue closely, but from what
11 I heard in the last hour and it's like a journalist walking in to
12 cover something, you're in for an hour and you're out. It is my
13 understanding, at least what I thought I heard was that the Field
14 School apparently has said it would contribute its money, money
15 that it raises to make an improvement or a change on a public
16 accommodation, a public street and if that is the case, that is an
17 absolutely incredible thing.

18 CHAIRPERSON REED: Were you here this morning?

19 MR. WINOGRAD: No ma'am, I was working.

20 CHAIRPERSON REED: That's okay. Just to make sure
21 that everyone understands, this is the last panel, right, there
22 are no other people here in support? Okay. Those people who have
23 testified today will not testify on the next hearing date.

24 Are there any persons here who are in support who
25 will want to testify only on the next hearing date?

1 Okay. Then there are only three or four people?
2 Make sure you give your name to staff before you leave because
3 when we come back on next hearing date then those will be the only
4 four people that will be allowed to testify because they opted to
5 testify on the next hearing date, specifically as it pertains to
6 traffic, but not exclusively. If you want to speak about the
7 other aspects you may do that, but as far as the traffic is
8 concerned that is the date that was set aside. I hope everyone
9 understands that.

10 Yes, come forward. You have to speak into the
11 mike.

12 MR. SANDERS: As it was announced that the traffic
13 issues were being deferred to May, I'm aware of several people at
14 least who left.

15 CHAIRPERSON REED: Oh, I see what you're saying.

16 MR. SANDERS: And therefore they could not raise
17 their hand --

18 CHAIRPERSON REED: I see what you're saying. I'm
19 glad that you raised that point because we did not say that before
20 and I don't know how we can -- we can't really control it that
21 much. Nonetheless, if they were here today and did not speak
22 because they wanted to speak for the next hearing, they will be
23 allowed to speak whether they're here now or not.

24 Okay. Thank you. But be sure to submit in writing
25 your testimony in regard to the traffic portion. Thank you.

1 MS. NELICK: My name is Kathleen Nelick. At live
2 at 2806 Arizona Avenue in the District and I've lived there for 22
3 years. I would like to express my support for the establishment
4 of Field School on Foxhall Road. Field has put forth solid plans,
5 but with design and the property management and the traffic
6 management. The property design is exceptional. It maintains
7 much of the feeling of the current property and includes large
8 open spaces and significant landscaping. It provides an area for
9 recreation and play in our neighborhood.

10 Many in the community have expressed concern over
11 the issues of traffic and I believe that the plan coming forward
12 will address those. Those of us who live here have chosen to live
13 in the city and in a city environment along with that we get many
14 of the advantages of living in the city, but also have some
15 hurdles. Foregoing garbage pickup when it snows or having our
16 streets well traveled are two notable examples. But that is the
17 life in the city and in exchange we get so very much in terms of
18 cultural, educational and economic opportunity. I urge you to
19 approve the Field application.

20 CHAIRPERSON REED: Thank you.

21 MS. HOLLADAY: My name is Ann Holladay and I'm here
22 not as a resident of the District but actually of Arlington,
23 Virginia. I live at 3333 North Glebe Road in Arlington. However,
24 I'm here as a parent to support the Field School application. I'm
25 a parent of two sons of the Field School and I'm also an educate

1 who 11 years ago helped start a small private school in Virginia.

2 So I feel a real kindred spirit with Elizabeth Ely as a pioneer
3 to a unique educational experience.

4 I greatly admire her and have been so amazed at her
5 ability to maintain this vision and philosophy which includes a
6 very small student body population. Anyone who has played a part
7 in starting an institution of any kind knows how difficult it is
8 to maintain the vision. Elizabeth has managed to hire a large
9 core faculty that have been at the school 15 years plus and intend
10 to carry the school on with its unique vision after Elizabeth
11 retires. It is highly unusual in this very transient area to keep
12 a strong team in place. She has done a remarkable job and I am
13 very confident that the philosophy and vision, including its small
14 size, will continue on.

15 The highest compliment is from my son, Ryan,
16 currently a senior at the Field School. A few months ago when
17 discussing his future he said he'd like to go to college and then
18 return to teach at Field School before attending graduate school.

19 But then he added, well, maybe I'll go to graduate school first
20 and then stay like so many of the teachers have, a supreme
21 compliment.

22 The Field School has a wonderful, unique,
23 educational philosophy and a very talented group to carry it on
24 after that very sad day when Elizabeth Ely retires.

25 Thank you.

1 MS. FINNER: My name is Anna Finner. I live at
2 2805 35th Street, N.W., Washington. I am an 8th grader who has
3 been attending the Field School for two years. Field is a
4 wonderful school in almost every way, but there is one big problem
5 at our current location and that's space. I feel that field
6 students would really excel if we had more room for science labs,
7 photo labs, art studios and athletic facilities. Some people have
8 suggested that if Field wants more space it should move to the
9 suburbs. But I think that if we want families with children to
10 live in the District, we have to make it possible for good schools
11 to exist in the District, besides being in an urban area is an
12 essential part of what Field is.

13 In looking for a new campus location, we didn't
14 even think to look outside of the city. All in all, I think that
15 moving Field to the Cafritz property would do a world of good for
16 the school and for the city. I know that there are things like
17 traffic and property values that you have to think about as well,
18 but I hope that you will also think about the needs of the young
19 people in our city.

20 Thank you very much for your time.

21 CHAIRPERSON REED: Thank you for a very good
22 presentation.

23 MR. LORRAIN: Good afternoon, my name is Christophe
24 Lorrain and I'm an employee of the Field School. I am an 18 year
25 employee. I'm a life-long D.C. resident. I was born here in

1 Washington, D.C., lived here my whole life. I wanted to speak to
2 the Field School in the neighborhood, commit ourselves to the same
3 kind of relations in the neighbors on the Foxhall Road. To give
4 you an example, we had a complaint last week from a neighbor who
5 called up. It was the second time she was complaining and she
6 caught herself in mid-complaint because she said, I want to
7 complain that your students are putting their trash in my
8 trashcans and then she realized -- her complaint had to do with
9 the fact that the trash company wouldn't take loose trash in the
10 trashcans, but she caught herself halfway through the sentence and
11 she realized that she's much better off having them put their
12 trashcan than dropping it on the street. I think that's the kind
13 of acceptance that we have in the neighborhood. People realize
14 that we're there, but they accept us, they support us. They
15 contact us when they have concerns and we respond very well.

16 We're also very much well accepted by the merchants
17 in the community, the 7-11 store on Columbia Road, the Embassy
18 Market on California Street, the Doyle Normandie Inn right next
19 door to the Field School, Alliance Francaise on Wyoming Avenue and
20 the many embassies. We are invisible to most of those
21 institutions in all the best ways possible. While many stores
22 around the city are loathe to have high school and middle school
23 students come into their stores unsupervised, our students have
24 been doing so for over 20 years with no problems.

25 We're accepted by the residents in the community

1 and we do everything we can to accommodate them in reasonable
2 fashion. Our buses, for example, which are parked off-street are
3 pulled onto the street for us to use only at 2 p.m. which means
4 that they're only parked in front of the school for 25 minutes
5 before our teams get on the bus and drive off to athletic events,
6 so I think we do many things at our residence to be conscious and
7 sensitive to the neighborhood. I believe we'll do the same when
8 we move to Foxhall Road.

9 Our faculty parking is limited. We don't have
10 parking for all our faculty and we basically faculty if we don't
11 provide a spot for you you need to use public transportation,
12 again very sensitive to the community, we don't want to block up
13 people's streets with our faculty parking. So I think all these
14 ways should indicate to you and to those people who currently
15 oppose us that we are a school that believes in interacting with
16 the community in positive ways and listening to their concerns and
17 responding in a timely and appropriate manner.

18 And I thank you for your time.

19 CHAIRPERSON REED: Thank you very much.

20 MS. SENDER: My name is Michele Sender. I am a
21 resident of the District. I live at 2801 29th Place, N.W.,
22 Washington. I live between a private school, Maret School and the
23 Oyster School. I'm within a block and a half of each school. I
24 don't believe that my location being between two schools has
25 diminished the value of my property in the District one cent. It

1 probably has increased the value of my property.

2 You've heard, I think, sufficiently from the
3 students of the school of the wonderful school. You heard from
4 people about the responsibility of the school to its community.
5 I'm a parent of two former students of the Field School and I
6 support the move for the Field School to the Foxhall location
7 where I know they will be a good neighbor.

8 CHAIRPERSON REED: Thank you.

9 MR. POTTER: Madam Chair, Members of the Board,
10 since I'm batting cleanup, I just want to commend you all for the
11 patience and durability of hearing us all. Thank you, it's great
12 to see this local government board working.

13 My name is Orlando Potter. I am a 35-year resident
14 of Wesley Heights. I'm speaking today in addition for my wife who
15 is here today, Roseann Potter, a teacher and tutor. Our daughter
16 Ann was a graduate of the Field School, Class of 1981 and I just
17 want to echo every good thing that was said about Field School so
18 far.

19 CHAIRPERSON REED: You need to give us your
20 address.

21 MR. POTTER: 3110 45th Street, N.W., sorry. What I
22 would add is perspective as a realtor which is my retirement
23 career after government and I do a lot of activity in this area of
24 northwest Washington and it seems to me that after hearing the
25 plans for this school I would have no question but that the values

1 of this neighborhood would be supported, sustained, perhaps
2 improved. And particularly because of the care with which the
3 planning has proceeded to guarantee the continuance of green
4 space. It seems to me it's going to do a great deal to maintain
5 the values in the area. So I support it wholeheartedly. I urge
6 you to accept it. I thank you.

7 CHAIRPERSON REED: Thank you very much.

8 I think that concludes the segment for persons in support, except
9 for those persons who will be testifying at the next hearing,
10 specifically with issues germane to or testimony that pertains to
11 traffic, as well as whatever else they wanted to say. So now we
12 come to the persons and parties in opposition, however, we need to
13 do an assessment to determine, number one, the three attorneys who
14 are here for the persons who have party status, Mr. Aguglia, Mr.
15 Bolotin and Mr. Swendiman. Mr. Bolotin, I don't know, are you an
16 attorney also?

17 MR. BOLOTIN: I'm sorry?

18 CHAIRPERSON REED: Are you an attorney?

19 MR. BOLOTIN: Yes, I happen to be one as well.

20 CHAIRPERSON REED: Okay. Typically, the opposition
21 would have an hour to put on your case and that time can be
22 divvied up however you wish to do that. And then we have
23 individuals who would speak in opposition.

24 So let me just get an assessment, how many people
25 here are her in opposition? Who want to speak in opposition?

1 Okay, so the assumption I guess is that some people left because
2 they wanted to speak at the next hearing. That's what my
3 understanding was as such. Then it will probably be best for us
4 to adjourn at this time and to allow you to put on your case at
5 the next hearing because I would assume that much of it has to do
6 with traffic, parking and that whole aspect of the adverse impact.

7 Do other Board Members have any comments regarding
8 -- I'm sorry?

9 MS. PRUITT: Madam Chair, I believe you had two
10 people today who raised their hand in opposition. Is that
11 correct?

12 MR. AGUGLIA: Parties in opposition.

13 MS. PRUITT: I'm just talking about individuals.

14 CHAIRPERSON REED: Only a couple of people raised
15 their hand in opposition, unless --

16 MS. PRUITT: You're a party, sir? I'm sorry -- is
17 there any individual here right now who is not represented by a
18 party who is in opposition and would like to testify?

19 CHAIRPERSON REED: But --

20 MS. PRUITT: Then we're okay.

21 CHAIRPERSON REED: The people, most of the people
22 who are with the opposition have concerns regarding parking and
23 traffic and that new traffic plan.

24 MS. PRUITT: I understand. I just didn't want
25 anyone who sat all day long who wanted to get their testimony in

1 today an opportunity.

2 CHAIRPERSON REED: I understand what you're saying
3 and as such, anyone who is here who would like to testify in
4 opposition in opposition who would like to testify without any
5 mention of the traffic aspect of it can do so, but I don't think
6 anyone wants to do that. I don't think anyone here wants to do
7 that.

8 So we would then -- did you have something to say?

9 MEMBER RENSHAW: Madam Chair, there are two people
10 I would like to invite to -- or have the staff invite to our next
11 meeting and I'd like to have just a moment to discuss that with
12 the Board.

13 CHAIRPERSON REED: Okay. All right, then we will
14 now adjourn this particular segment of the hearing to be picked
15 back up on the next hearing date at which time we will then hear
16 the traffic report and the ANC report, Office of Planning report,
17 the DWP report and cross examination of those particular persons
18 and we will conclude with the opposition, not conclude -- the
19 opposition will have an hour for their case and we will hear
20 persons in opposition, will be given 3 minutes each, and conclude
21 with closing remarks by the applicant.

22 Did I leave anything out? Okay, then Ms. Pruitt
23 will reiterate for everyone here the time lines and the next
24 hearing dates because there will not be any notice in that once we
25 announce something at a hearing to continue, it's not put in the

1 D.C. Register. This will be the only notice you receive of the
2 next hearing date.

3 MR. AGUGLIA: Madam Chair, I just want to make sure
4 I understand correctly. When we come back on the 10th, the
5 applicants will have 16 minutes and 22 seconds.

6 CHAIRPERSON REED: To conclude.

7 MR. AGUGLIA: To put on their traffic?

8 CHAIRPERSON REED: That's right.

9 MR. AGUGLIA: Whatever expert they have.

10 CHAIRPERSON REED: We said approximately 20
11 minutes. We're not going to like hold them to the --

12 MR. AGUGLIA: I understand.

13 CHAIRPERSON REED: But approximately and they
14 understand that and they have agreed to do so.

15 MR. AGUGLIA: And I would hope that you would grant
16 us the same if we ran over.

17 Then we would hear from the ANC. We would hear
18 from Planning. And then we would have ours, we would have one
19 hour in opposition to present all aspects of our case, correct?

20 CHAIRPERSON REED: Yes, three parties, so I suggest
21 you all determine how you want to divvy that time up?

22 MR. AGUGLIA: Yes, we will.

23 CHAIRPERSON REED: Okay. Cross examination?

24 MR. AGUGLIA: Yes.

25 CHAIRPERSON REED: And persons in opposition?

1 Closing remarks by the applicants.

2 MR. AGUGLIA: Thank you.

3 MEMBER RENSHAW: Madam Chair, I would like to have
4 the BZA invite two officials to our next meeting. Their names are
5 on Exhibit N as in Nancy and Exhibit O of the material that we
6 received today, the full report of the Office of Planning. One is
7 Nola Joyce, the Senior Executive Director of the Office of
8 Organizational Development for the Police Department and the other
9 is James N. Short, Jr., Battalion Fire Chief for the Fire and EMS
10 Department and I would like to have them at our meeting to ask
11 questions and they would also be available to -- those who are in
12 attendance for cross examination.

13 CHAIRPERSON REED: The purpose of that request, Ms.
14 Renshaw is because the submission they gave us was inconclusive?

15 MEMBER RENSHAW: Inadequate.

16 CHAIRPERSON REED: Well, we can do that, I think.
17 I think we can. But also what we can do is to pose questions to
18 them in written format and ask them to respond to it in the event
19 that date is not a date that is convenient for them because
20 they're not here to kind of juggle their calendars, but if you
21 have specific questions we can ask staff to pose those questions
22 to them in writing and have them respond to it, if they aren't
23 able to be here.

24 MEMBER RENSHAW: Perhaps staff could start by
25 ascertaining whether or not these two individuals are available to

1 us and perhaps in their offices there are others who worked on
2 this review and we could determine whether or not there is
3 someone, a representative, but I think it would be good for our
4 hearing to have these officials present or a representative
5 thereof.

6 CHAIRPERSON REED: All right, any other comments of
7 the Board Members? All right.

8 MR. RODEN: My name is Danath Roden. I live at
9 1403 Montague Street, N.W., as you were listing the process that
10 we'll go through on May 10th, I didn't hear an indication that
11 those of us who wish to testify in favor will have an opportunity.

12 I just wanted to make sure that that's part of it.

13 CHAIRPERSON REED: I did say that. I said that at
14 least -- I will say it again. Those persons who are here today or
15 who were here today who did not testify and wish to testify in
16 support, specifically in regard to traffic because everyone else
17 spoke today in support that did not have or did not wish to speak
18 about the traffic. So those persons who are here today who wish
19 to speak, not today, but at the next hearing who are going to
20 speak, say something about the traffic aspect of this will be
21 given an opportunity to speak.

22 MS. RODEN: Thank you.

23 CHAIRPERSON REED: I can imagine it is rather
24 confusing. But hopefully we all understand. We're all on the
25 same page unless there's some unreadiness or some uncertainty or

1 unpreparedness, then we can conclude.

2 Ms. Pruitt, can you just give us the time line and
3 again the format?

4 MS. PRUITT: The hearing is continued to May 10th
5 at 9:30. Parties in opposition and the ANC have, reports are due
6 by May 3rd in reference to the revised traffic. OP will present
7 its report at that time along with the Park Service in response to
8 the new traffic concerns.

9 The applicant will provide a copy of their traffic,
10 revised traffic by Monday, April 3rd, close of business. The
11 applicant has until April 18th to make any revisions as a result
12 of any meetings with the neighbors or parties. And to submit
13 those revised plans to both the parties and the BZA for the
14 hearing on May 10th.

15 And when we come back we will start with the
16 applicant continuing their hearing, followed by cross examination,
17 followed by parties in opposition, putting on their case. Those
18 who are in support who did not testify today and those in
19 opposition who did not testify and closing remarks.

20 CHAIRPERSON REED: Those in opposition who
21 testified?

22 MS. PRUITT: Who did not testify.

23 CHAIRPERSON REED: No one in opposition testified.

24 MS. PRUITT: Correct, so they'll testify next
25 hearing.

1 CHAIRPERSON REED: Okay. If for some reason you're
2 still a little confused, then just check with staff and they will
3 reiterate it for you, explain it to you, but primarily the
4 applicant and the opposition understand what is expected of them.

5 The other things are just a matter of those of you who just came
6 down to testify as citizens, just know that you will be given an
7 opportunity to do so if you haven't.

8 Okay? All right, that concludes today's hearing.

9 (Whereupon, at 4:45 p.m., the hearing was recessed
10 to reconvene Wednesday May 10, 2000 at 9:30 a.m.)

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