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May 16, 2001

VIA HAND DELIVERY

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D.C. OFFICE OF ZONING
2001 MAY 16 PM 3:34

Ms. Sheila Cross Reid
Chairperson
D.C. Board of Zoning Adjustment
441 Fourth Street, N.W.
Second Floor
Washington, D.C. 20001

Re: BZA Application No. 16611;
Edmund Burke School
2969 Upton Street, N.W.,
4101 and 4103 Connecticut Avenue, N.W.

Dear Ms. Reid and Members of the Board:

Enclosed please find the material requested at the May 15, 2001, public hearing on the above-referenced application which includes (A) a copy of the slides and boards presented by the School at the hearing; (B) a memorandum describing the application of the Traffic Management Plan to the Traffic Report, as presented at the hearing which includes a plan for routing and parking of shuttle and school busses; and (C) a copy of the testimonies given by David Shapiro, Head-of-School and Steve Pruitt, Vice Chair of the School's Board of Trustees.

As you can see from the information provided, the Traffic Report submitted with the Applicant's pre-hearing statement (April 9, 2001), has not changed. The only changes in the material are a result of improvements to Transportation Management Plan ("TMP"), which were based upon recommendations noted in the Department of Public Works report on this application. These TMP improvements are all intended to reduce School-related traffic in the public alley and on Upton Street through the implementation of shuttle busses and an expanded Metro benefit. As the testimony of the School's traffic consultant indicated at the public hearing, the traffic plan has two parts. The first part is the physical construction of the new facility. This will enable drivers to the School to have an access point to the School from Connecticut Avenue, provides 17-19 on-site queing spaces for pick-up/drop-off of students and an additional 50 parking spaces on-site. None of these conditions exist today. The second part of the plan is a management aspect which, with the Compliance Plan, will ensure that the School's policies are implemented.

BZA
Case No. 16611
Exhibit No. 171

Board of Zoning Adjustment
District of Columbia
CASE NO.16611
EXHIBIT NO.171

Additionally, at the hearing, Board Member Anne Renshaw requested examples of situations in which an applicant has agreed to provide a traffic light at its own expense. In the Georgetown Day School's most recent BZA approval, the Board conditioned approval on Georgetown Day installing updated hardware in an existing traffic light, at the corner of MacArthur Boulevard and Q Street, N.W., so that the timing of the light could be changed to improve traffic conditions. This improvement has been built and was paid for by Georgetown Day School. Also, in the BZA's approval of The Field School, at 2301 Foxhall Road, N.W., the Board conditioned its approval on The Field School providing a traffic light at the Foxhall Road entrance to the campus. Currently, this signalization is being designed by the School's consultants and will be paid for by The Field School when it is purchased and installed.

Thank you for your consideration.

Sincerely,

Phil T. Feola

Sarah E. Shaw

Enclosures

Document #: 1115284 v.1

Certificate of Service

I hereby certify that on May 16, 20001, a copy of the foregoing requested materials from the May 15, 2001, hearing were served via hand-delivered to the following:

Jennifer Steingasser
Office of Planning
801 North Capitol Street, NW, 4th Floor
Washington, DC 20002

Mr. Kenneth Laden
Department of Public Works
2000 14th Street, NW, 5th Floor
Washington, DC 20009

ANC 3F c/o Phil Kogan
Health and Human Services
200 Independence Ave, SW, #503H
Washington, DC 20201

Linda Jay
2951 Upton Street, NW
Washington, DC 20008

Van Ness South Tenants Association
c/o Pat Brown
Greenstein, DeLorme & Luchs
1620 L Street, NW, Suite 900
Washington, DC 20036

NULS
c/o Jodie Smolik
2945 Upton Street, NW
Washington, DC 20008

Sirrus, LLC
c/o Cynthia Giordano, Esq.
Arnold & Porter
555 12th Street, NW
Washington, DC 20004

Sarah E. Shaw

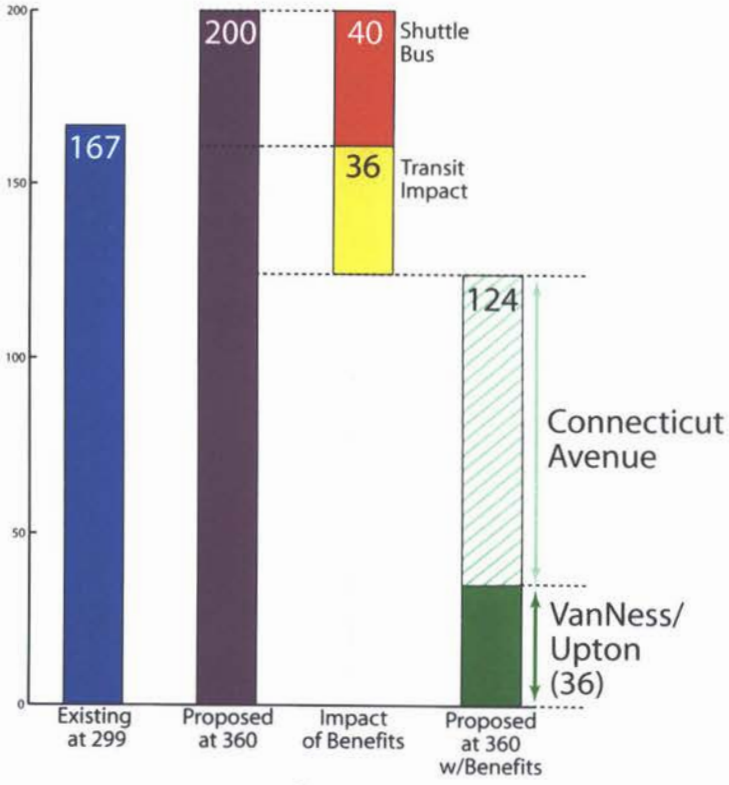
Sarah E. Shaw

Document #: 1115471 v.1

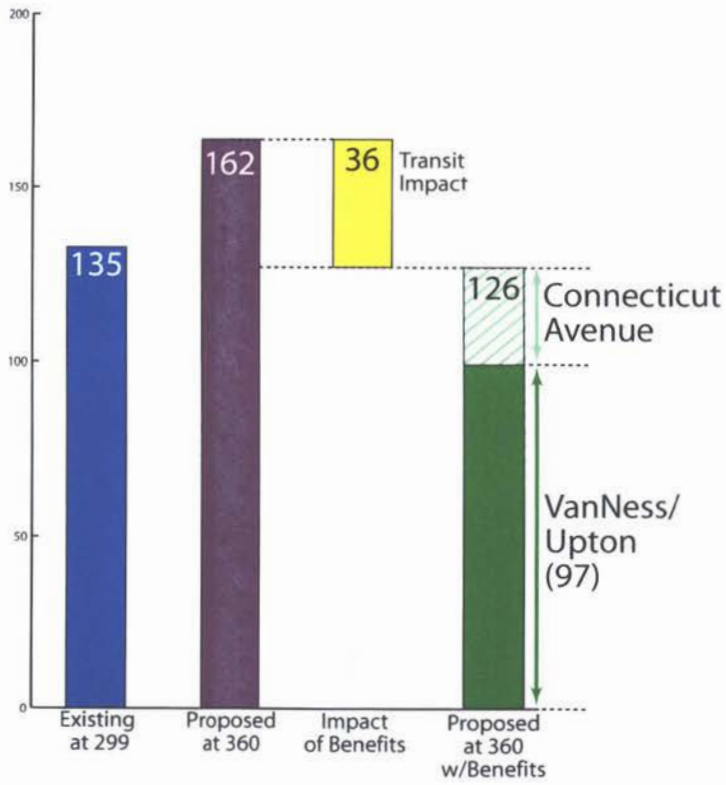


Impact of Benefits

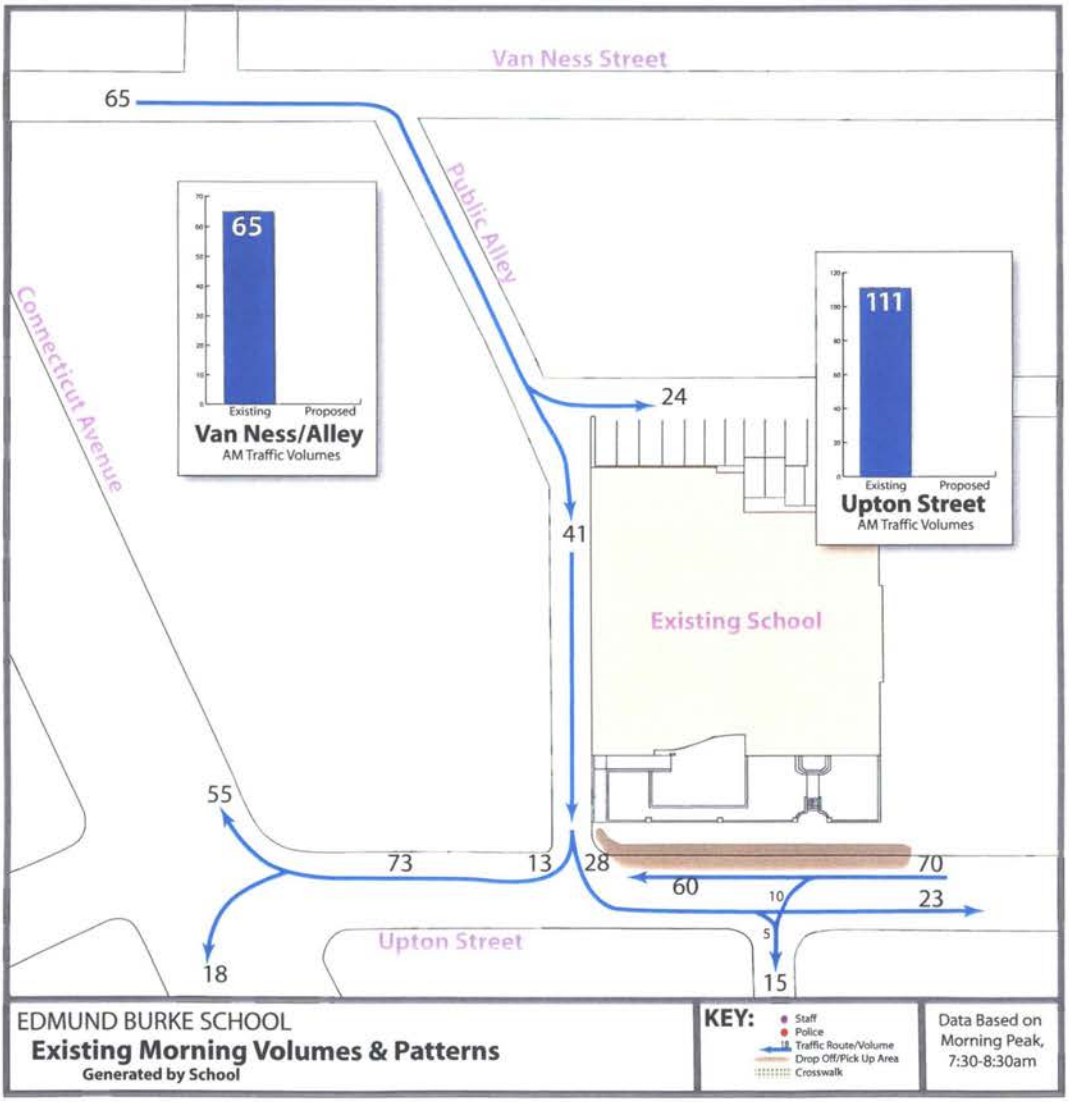
on Traffic Volumes

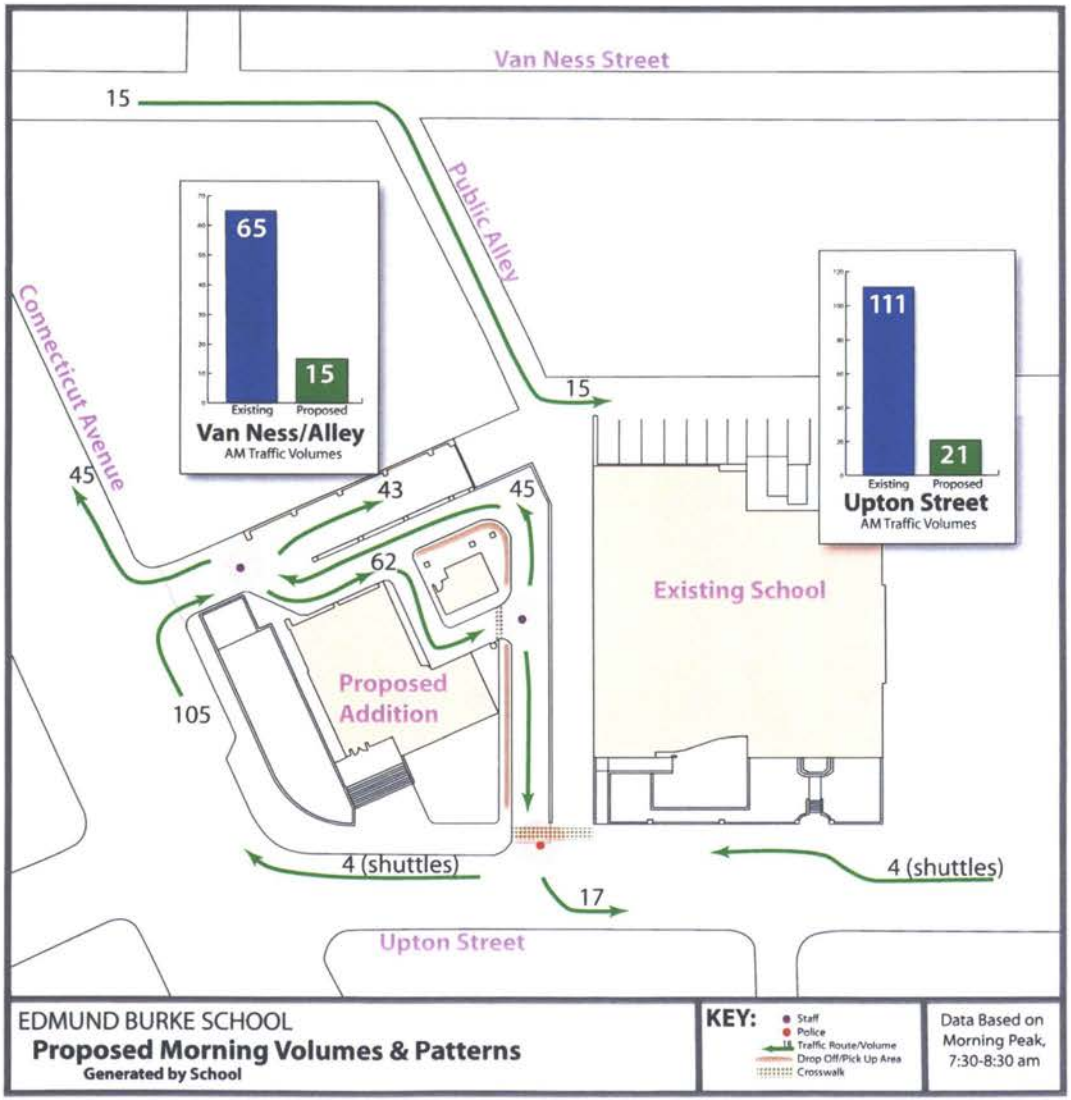


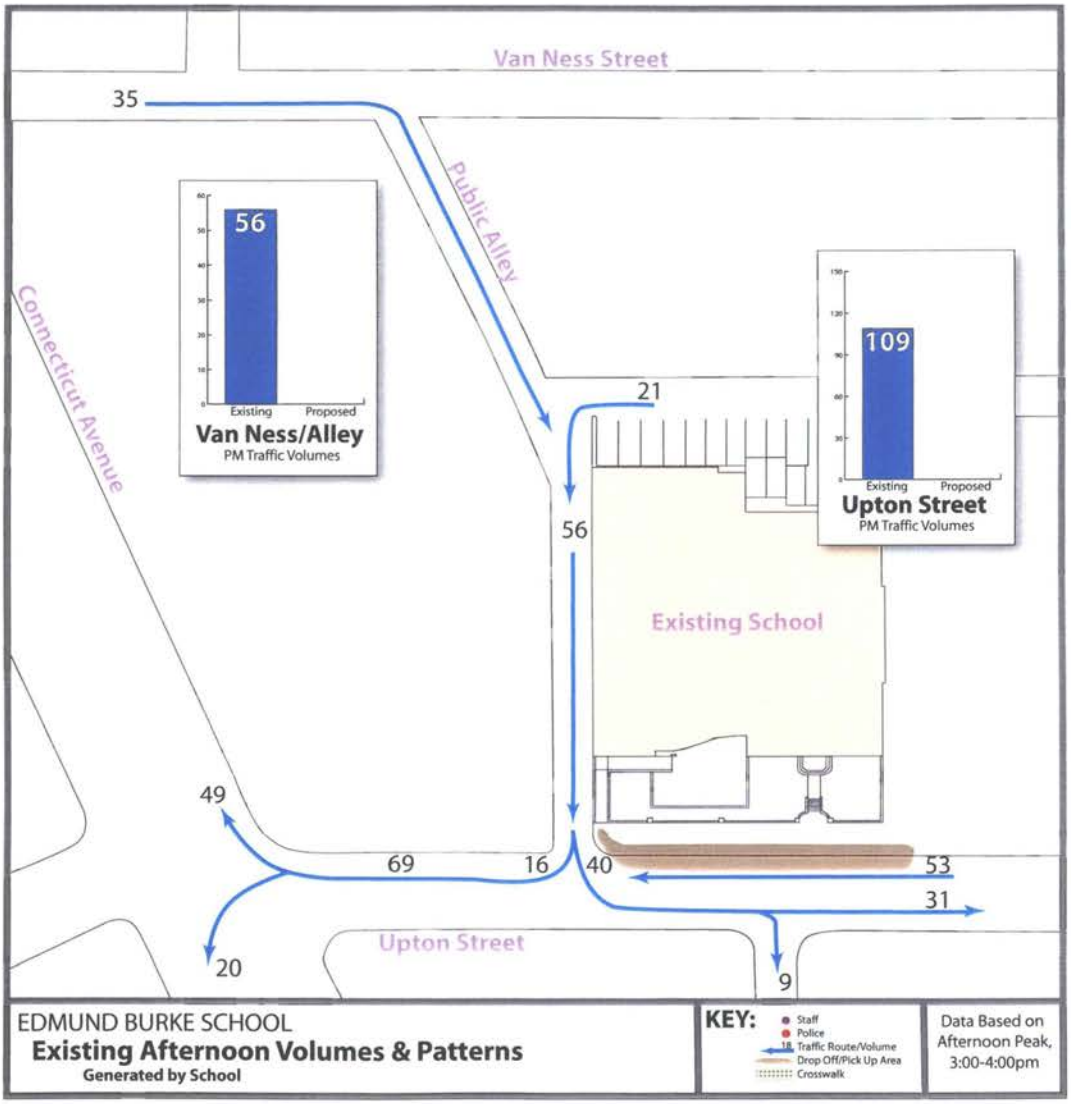
Morning
Peak Hour

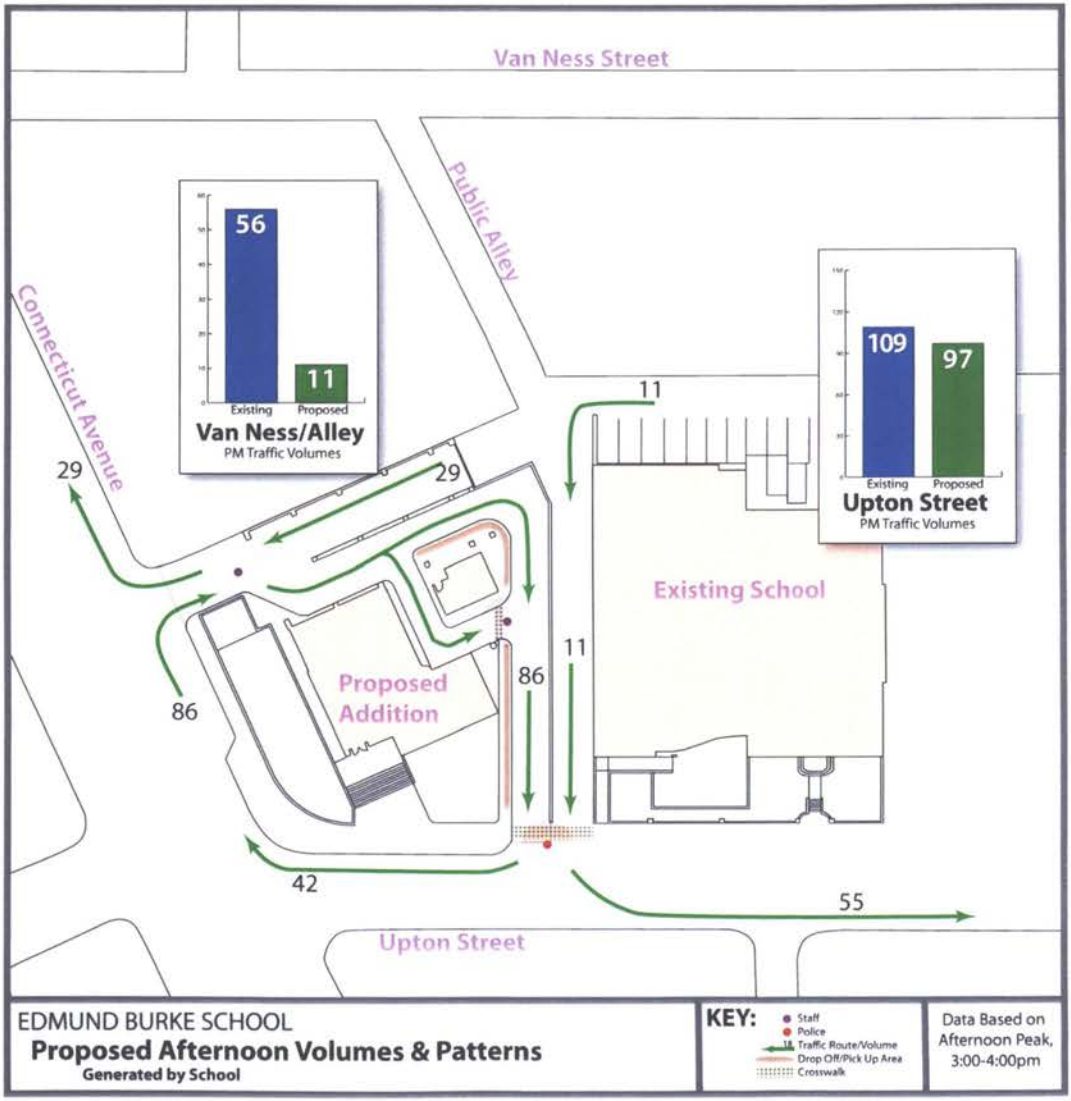


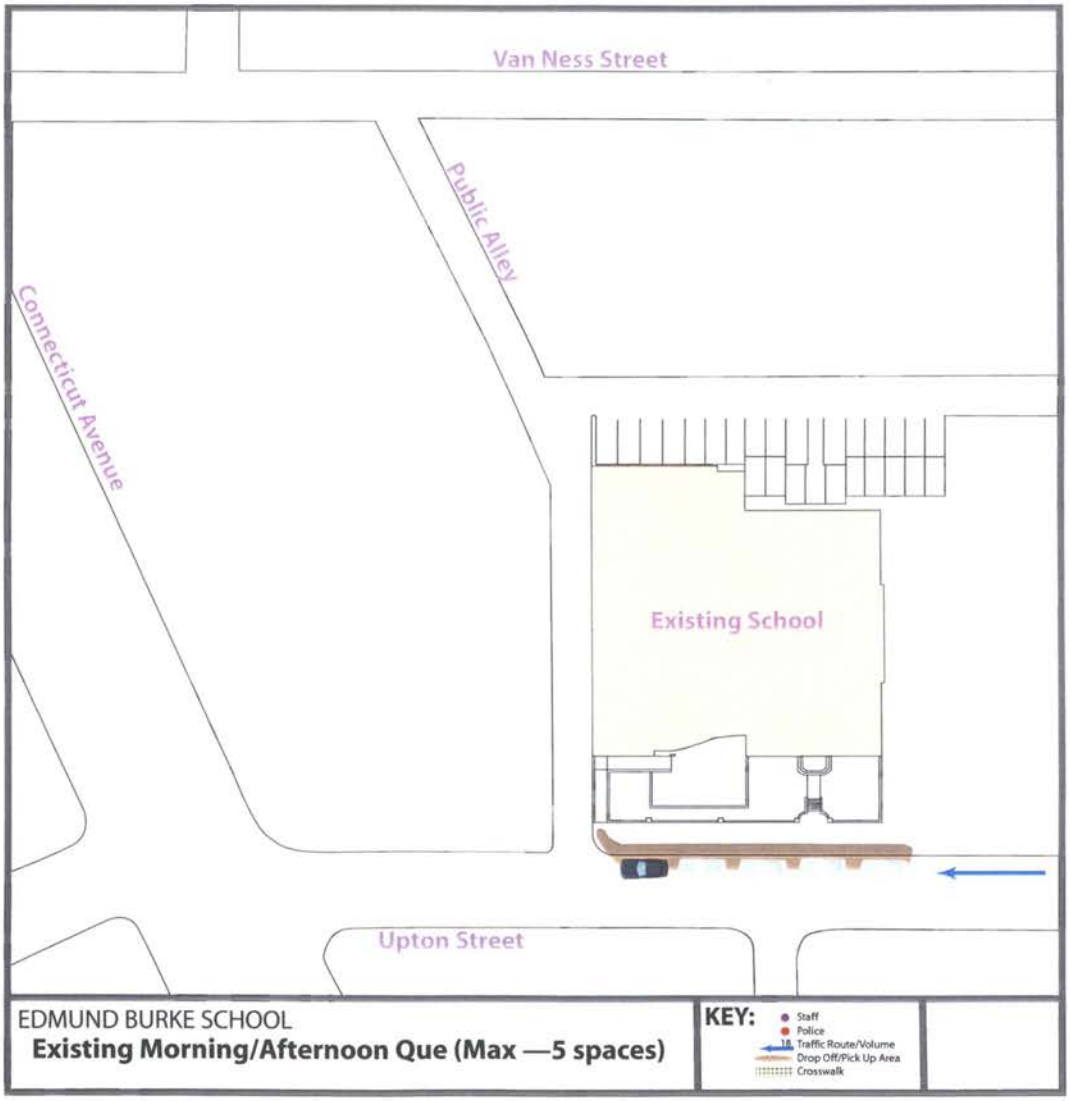
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Peak Hour

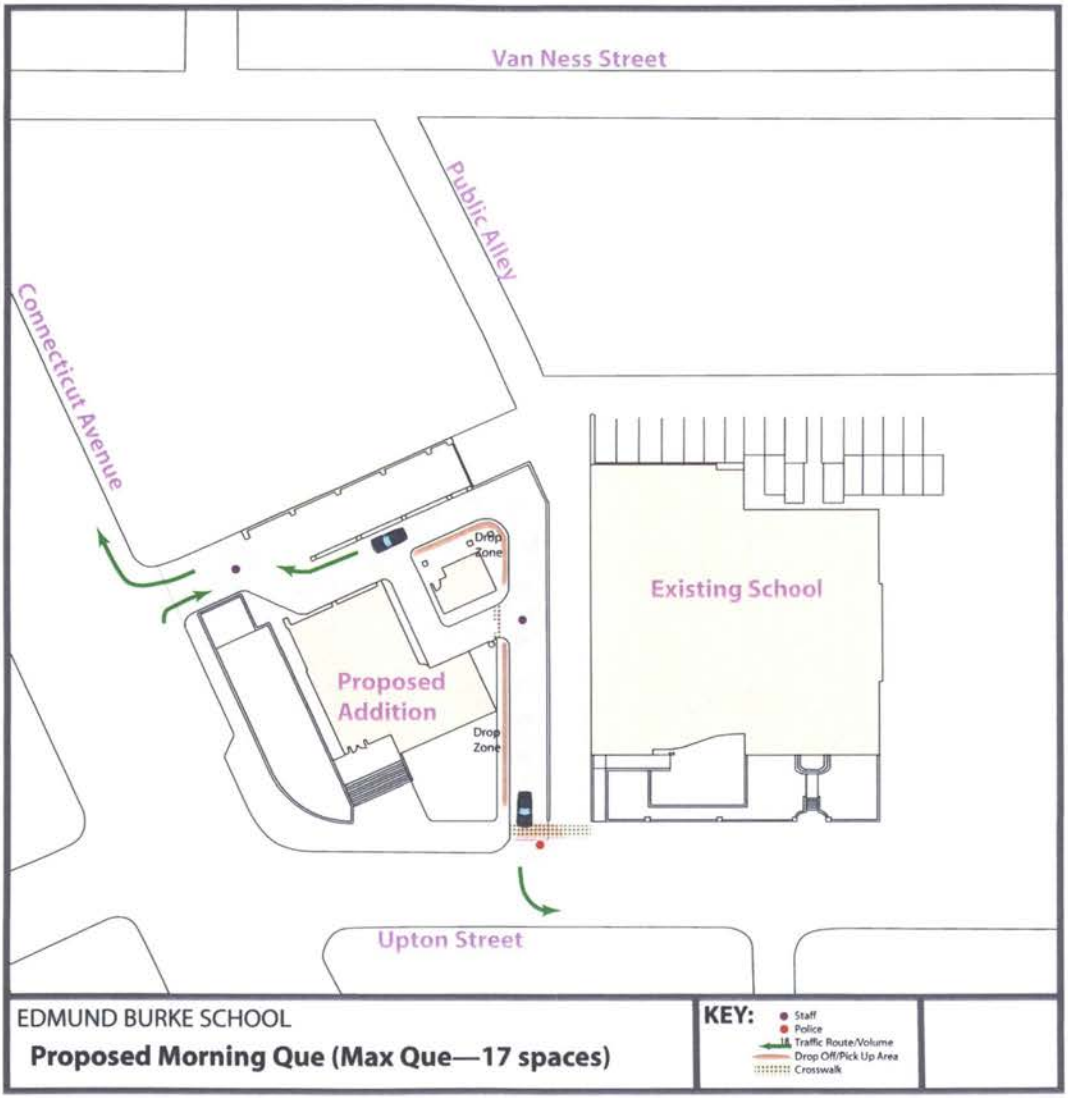

Van Ness Street
65
Public Alley
Connecticut Avenue
65
Existing
Proposed
Van Ness/Alley
AM Traffic Volumes
24
111
Existing
Proposed
Upton Street
AM Traffic Volumes
41
Existing School
55
73
13
28
70
60
10
23
5
Upton Street
18
15
EDMUND BURKE SCHOOL
Existing Morning Volumes & Patterns
Generated by School
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk
Data Based on Morning Peak, 7:30-8:30am

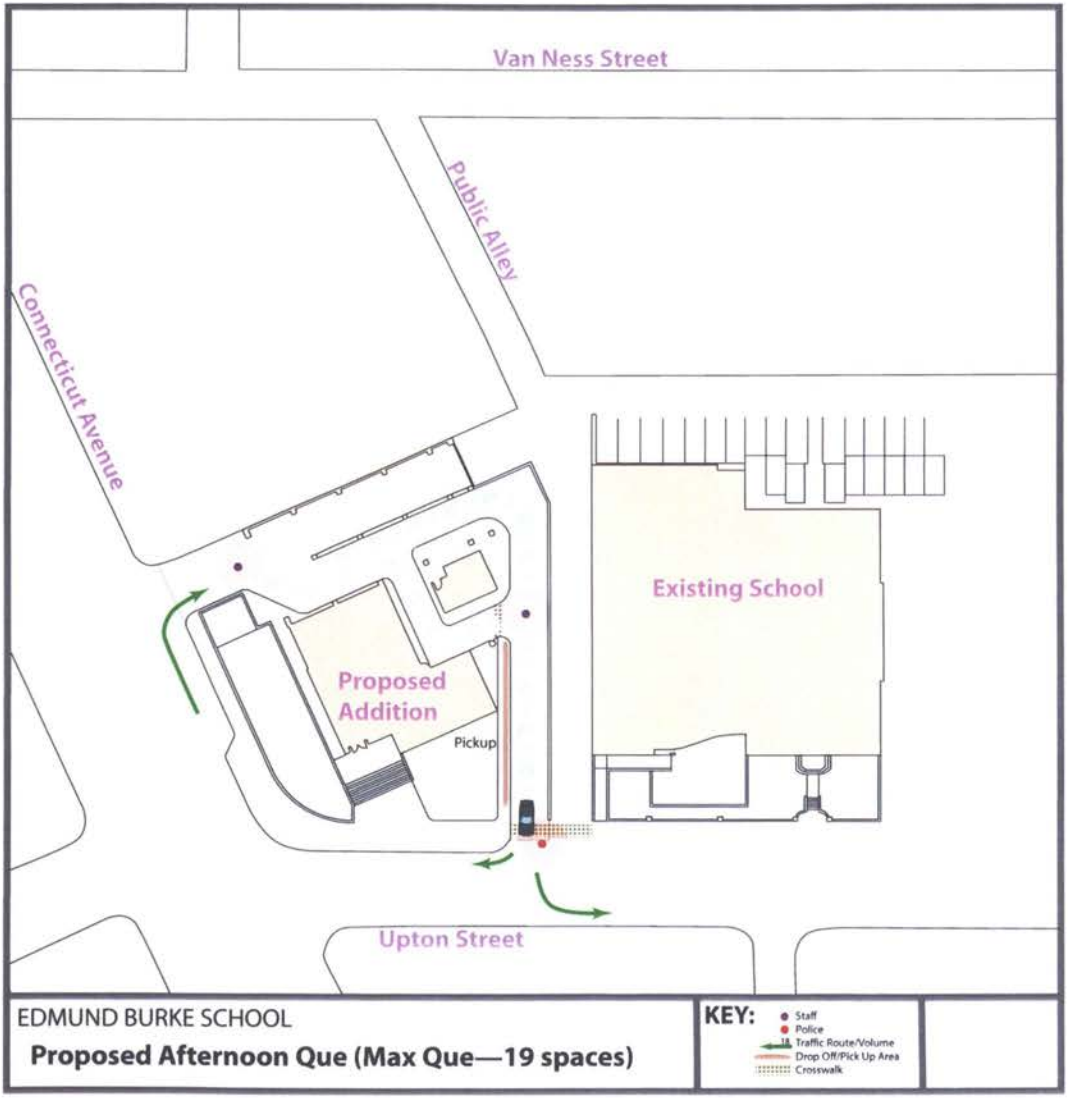

Van Ness Street
15
Public Alley
Connecticut Avenue
65
15
Existing
Proposed
Van Ness/Alley
AM Traffic Volumes
111
21
Existing
Proposed
Upton Street
AM Traffic Volumes
15
45
43
45
62
Existing School
Proposed
Addition
105
4 (shuttles)
4 (shuttles)
17
Upton Street
EDMUND BURKE SCHOOL
Proposed Morning Volumes & Patterns
Generated by School
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk
Data Based on
Morning Peak,
7:30-8:30 am


Van Ness Street
35
Public Alley
Connecticut Avenue
56
Existing
Proposed
Van Ness/Alley
PM Traffic Volumes
109
Existing
Proposed
Upton Street
PM Traffic Volumes
21
56
Existing School
49
69
16
40
53
31
20
9
Upton Street
EDMUND BURKE SCHOOL
Existing Afternoon Volumes & Patterns
Generated by School
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk
Data Based on Afternoon Peak, 3:00-4:00pm


Van Ness Street
Public Alley
Connecticut Avenue
56
11
Existing
Proposed
Van Ness/Alley
PM Traffic Volumes
109
97
Existing
Proposed
Upton Street
PM Traffic Volumes
29
29
11
11
86
86
42
55
Existing School
Proposed Addition
Upton Street
EDMUND BURKE SCHOOL
Proposed Afternoon Volumes & Patterns
Generated by School
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk
Data Based on Afternoon Peak, 3:00-4:00pm


Van Ness Street
Public Alley
Connecticut Avenue
Existing School
Upton Street
EDMUND BURKE SCHOOL
Existing Morning/Afternoon Que (Max —5 spaces)
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk


Van Ness Street
Public Alley
Connecticut Avenue
Drop Zone
Existing School
Proposed Addition
Drop Zone
Upton Street
EDMUND BURKE SCHOOL
Proposed Morning Que (Max Que—17 spaces)
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk


Van Ness Street
Public Alley
Connecticut Avenue
Existing School
Proposed Addition
Pickup
Upton Street
EDMUND BURKE SCHOOL
Proposed Afternoon Que (Max Que—19 spaces)
KEY:
Staff
Police
Traffic Route/Volume
Drop Off/Pick Up Area
Crosswalk


Albemarle Street
Reno Road
36th Street
Kiss and Ride
Windom Place
Van Ness
Metro Station
Veazey Terrace
Bus
Van Ness Street
Bus
Connecticut Avenue
Upton to Linnean
Upton Street
29th St.
Reno Road
Tilden Street
Tilden Street
Bus
Shuttle Points East
Beach Drive
Pierce Mill
Park Rd.
Shuttle Points West
Approximate Pedestrian Walking Times:
Bus Stop: 2 minutes
Metro Station: 5 minutes
Kiss&Ride 8 minutes

Edmund Burke School

- Existing Conditions
- Community Desires
- Transportation Management Plan
- Proposed Access & Circulation
- Parking Conditions

Existing Conditions

- Limited Queuing Space: Only 5 stacking spaces
- Access via Upton Street and Public Alley
- Access to parking in rear of Building
- Police management of carpool operations

Community Desires

- Reduce overall school-related volumes
- Redirect school-related traffic to nonresidential streets
- Mitigate traffic in public alley
- Provide on-site parking
- Maintain existing green space

Transportation Management Plan

- Transit subsidies will be provided for faculty/staff and students
- Shuttle service will be provided for parents heading southbound on Connecticut Avenue and westbound on Tilden Street
- Drop-off at the VanNess Metrorail Station Kiss-and-ride will be emphasized and actively promoted
- Access to Upton Street will be restricted for shuttles only
- Contracts with parents will require adherence to the carpool and parking regulations
- All parking will be provided on-site
- Off-site parking for special events will be provided

Proposed Access & Circulation

- Ingress provided via Connecticut Avenue
- Egress provided via Upton Street and Connecticut Avenue
- Access to and from proposed garage via Connecticut Avenue
- Access for shuttle service via Upton Street
- Stacking maximized in new plan:

  17 AM and 19 PM stacking spaces vs. 5 existing

Parking Conditions

- 50 Spaces provided in new building with access via Connecticut Avenue
- 25 Spaces maintained in rear of existing building
- Provided parking exceeds projected demand
- Parking will be available for afterschool and evening events

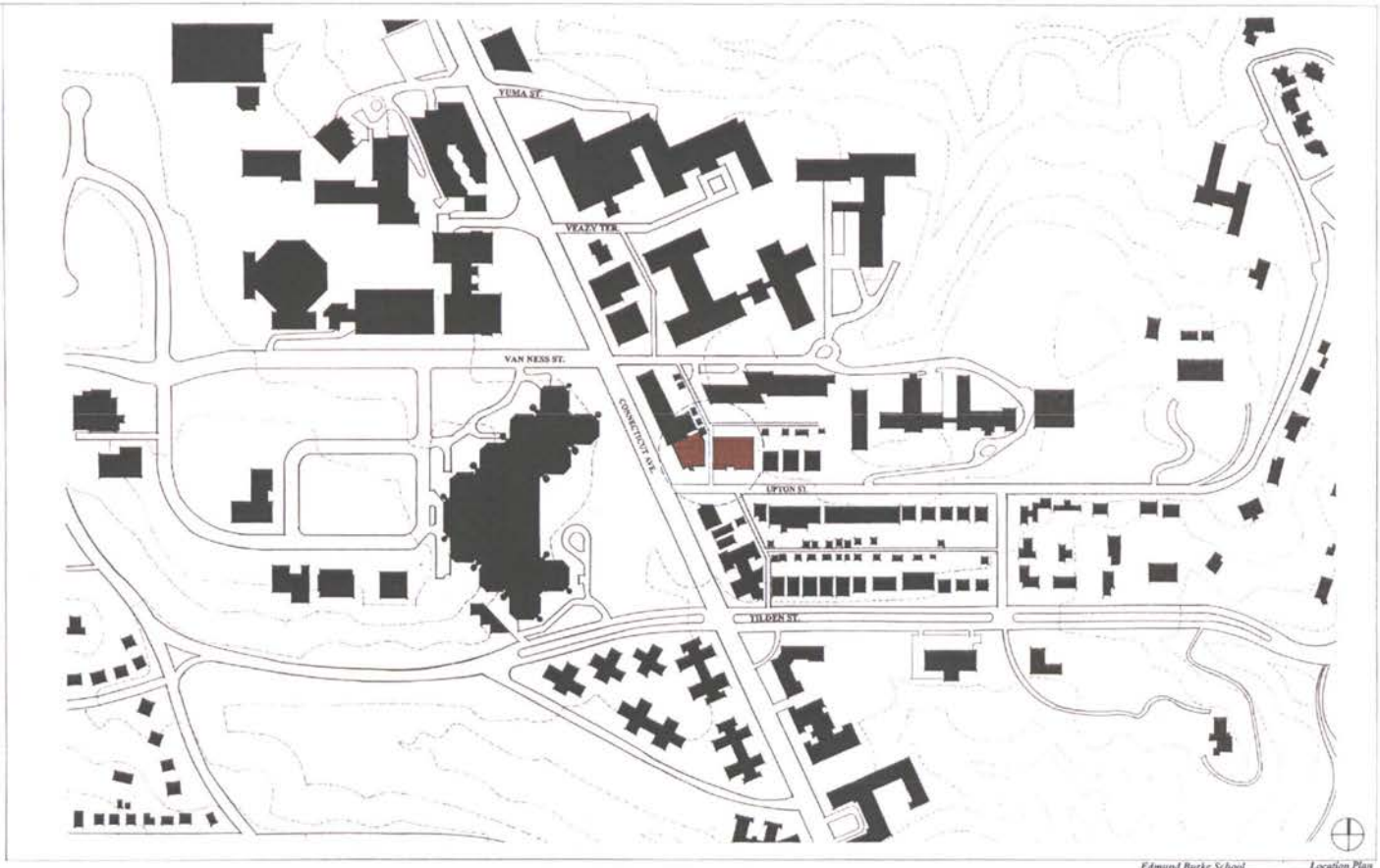
EDMUND BURKE SCHOOL

WHY EXPAND?

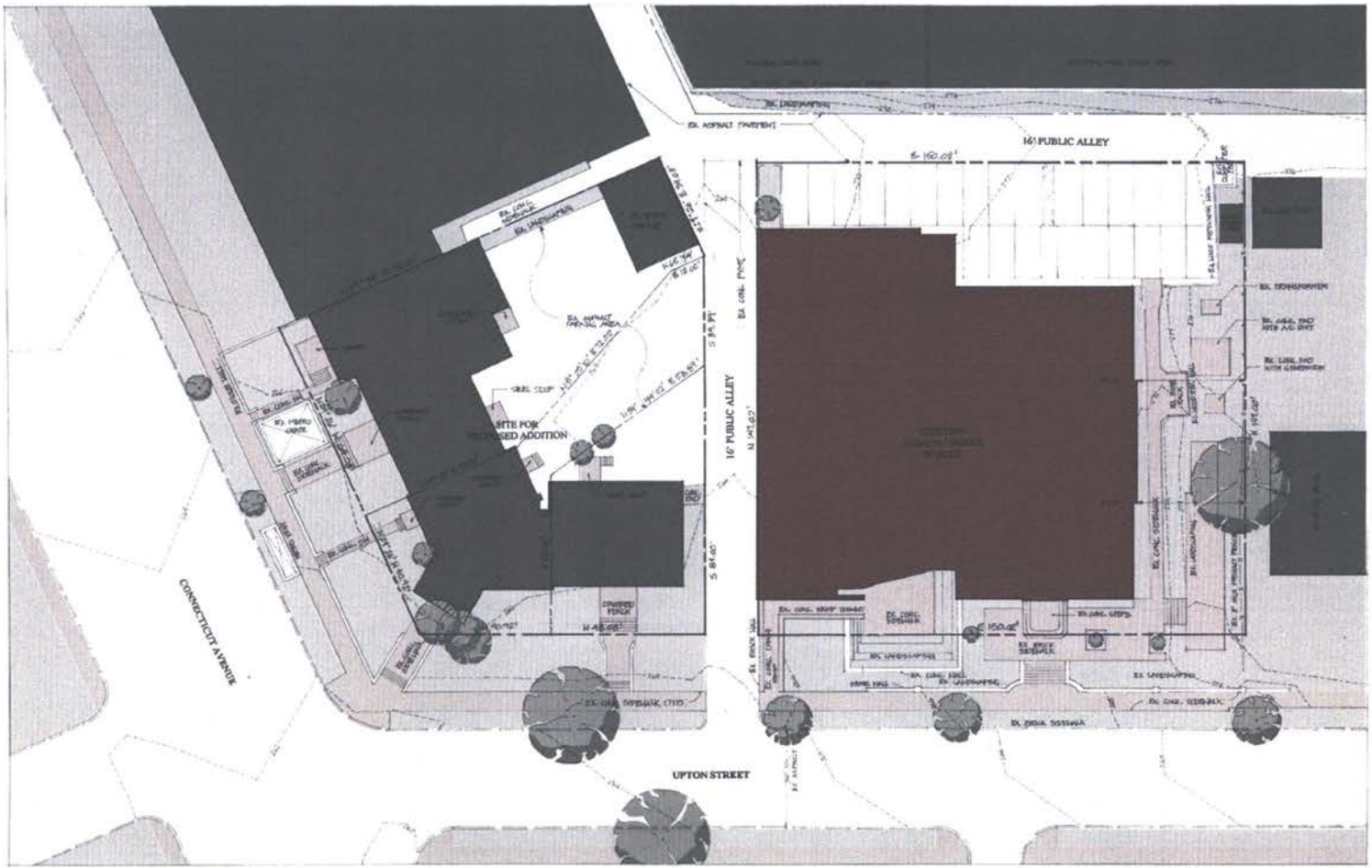
GOAL: TO PROVIDE FACILITIES TO SUPPORT AND ENHANCE THE CURRENT PROGRAM AND IMPROVE THE EDUCATIONAL ENVIRONMENT

- additional 32,000 square feet of program space
- maximum enrollment of 360 students
- more pedagogically sound Middle School class sizes
- more rational scheduling
- internal recreation space
- increase in square footage per student from 135 sq. ft. to 200 sq. ft.; a 50% increase
- enlarged and upgraded library, including appropriate technology facilities
- dedicated Middle School classrooms
- dedicated performing arts spaces: auditorium, theater tech space, music instruction and practice spaces
- enlarged and enhanced visual and graphic arts spaces



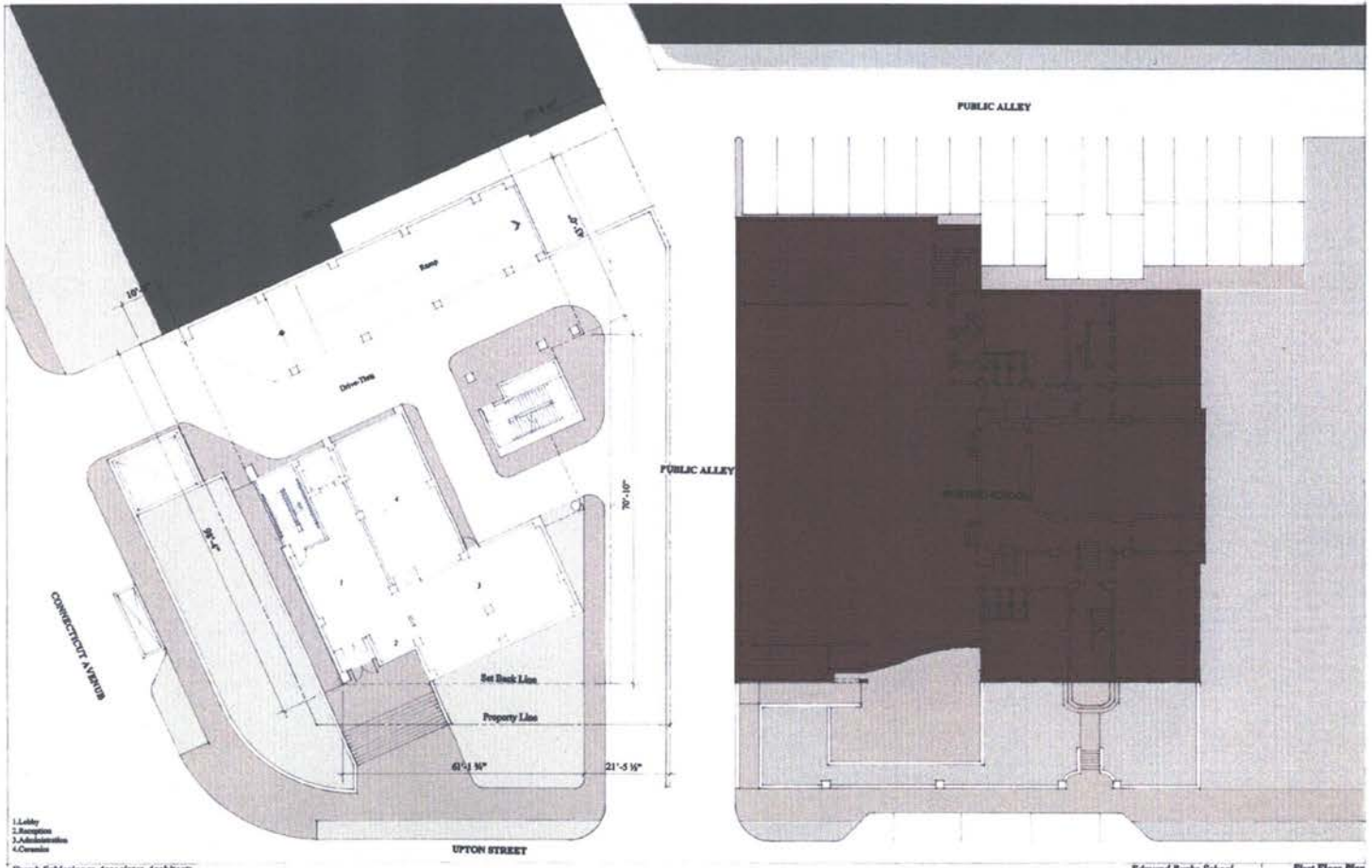


Edmund Burke School — *Location Plan*
Scale: 1"=200'-0"



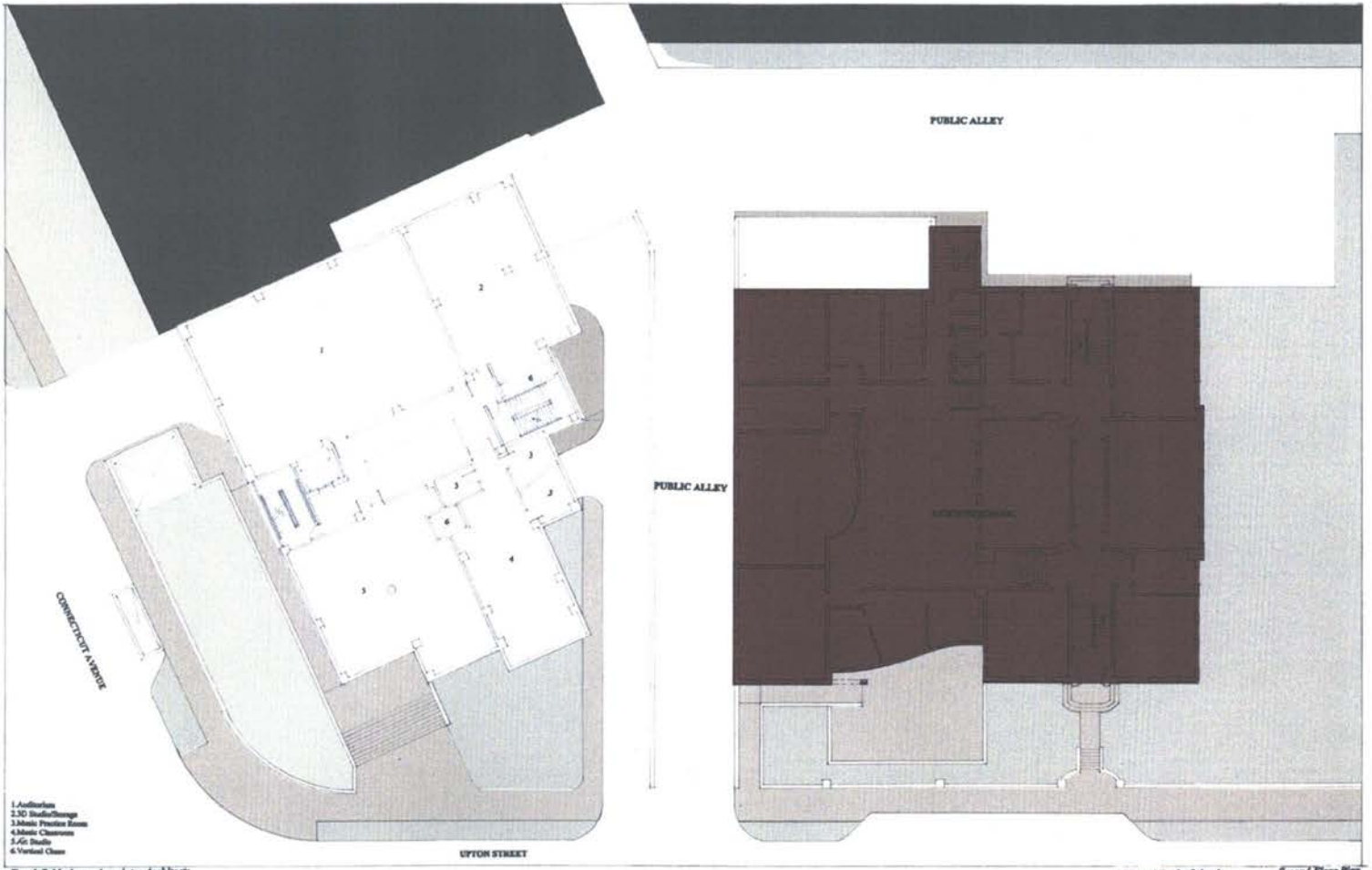
Edmund Burke School — *Existing Site Plan*

Scale: 1"=20'-0"



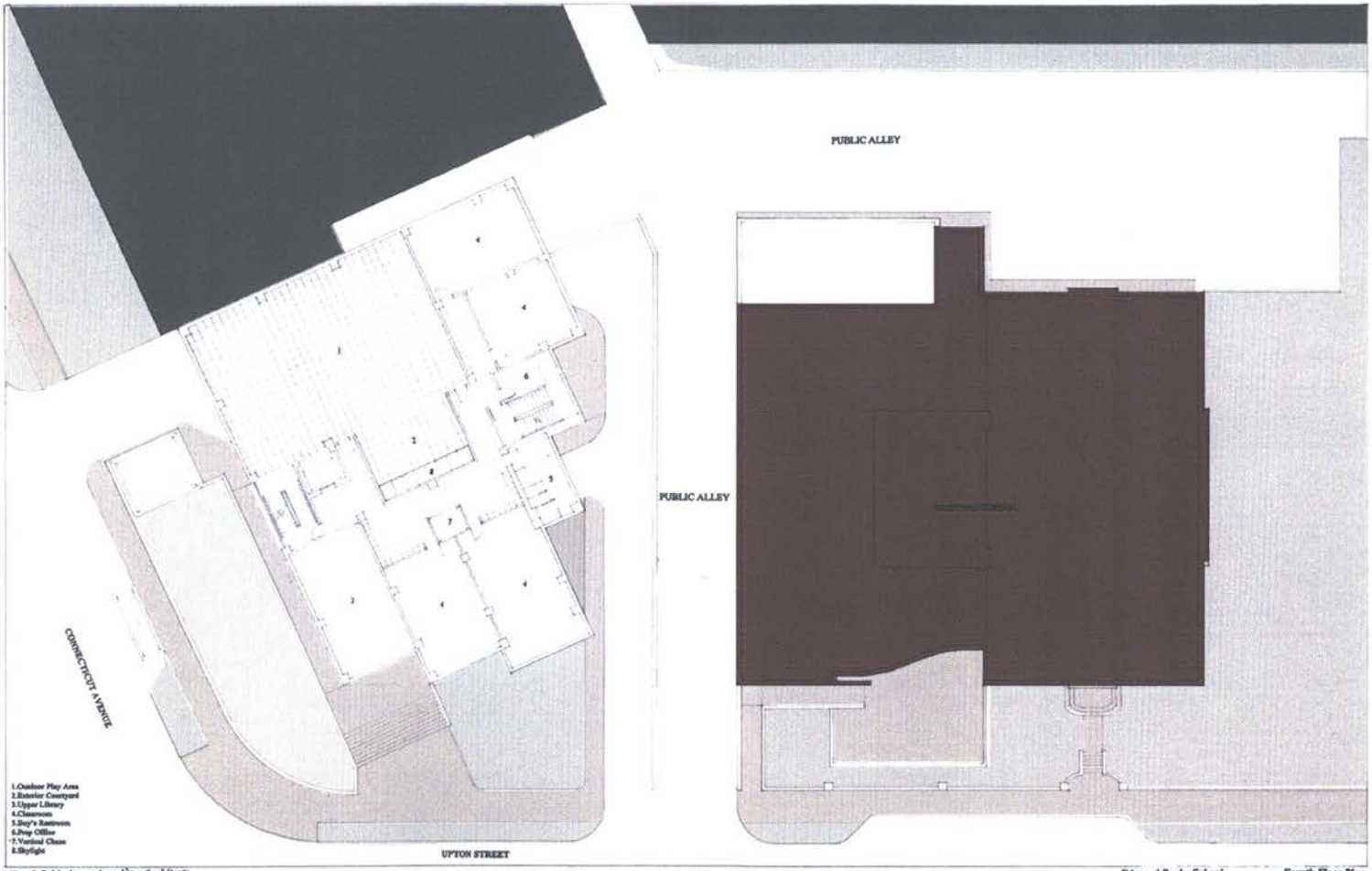
Frank Schlesinger Associates Architects

Edmund Burke School | *First Floor Plan*
04.09.01 | Scale: 1/16" = 1'-0"



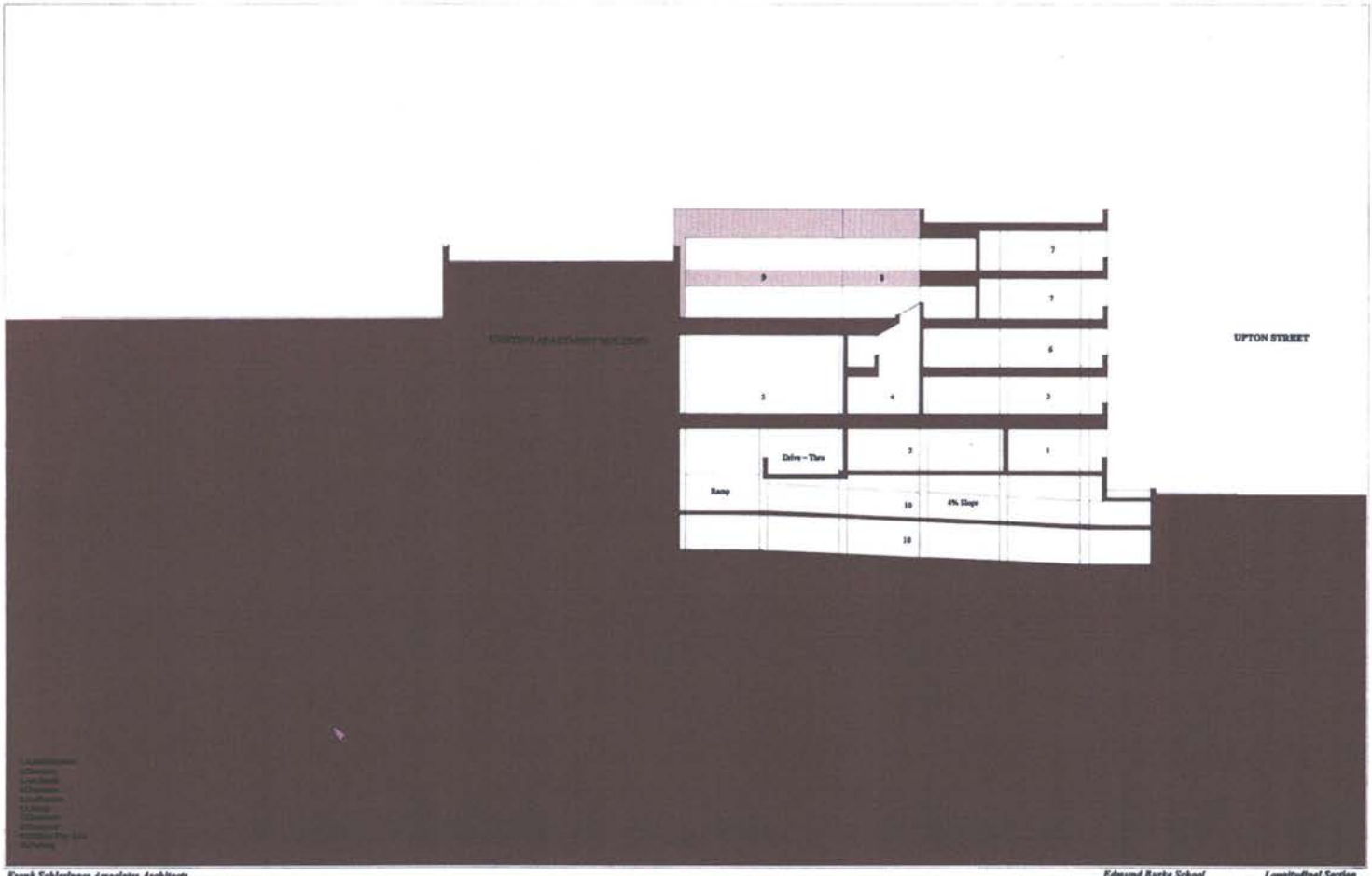
Frank Schlesinger Associates Architects

Edmund Burke School — *Second Floor Plan*
04.09.01 — Scale: 1/16" = 1'-0"



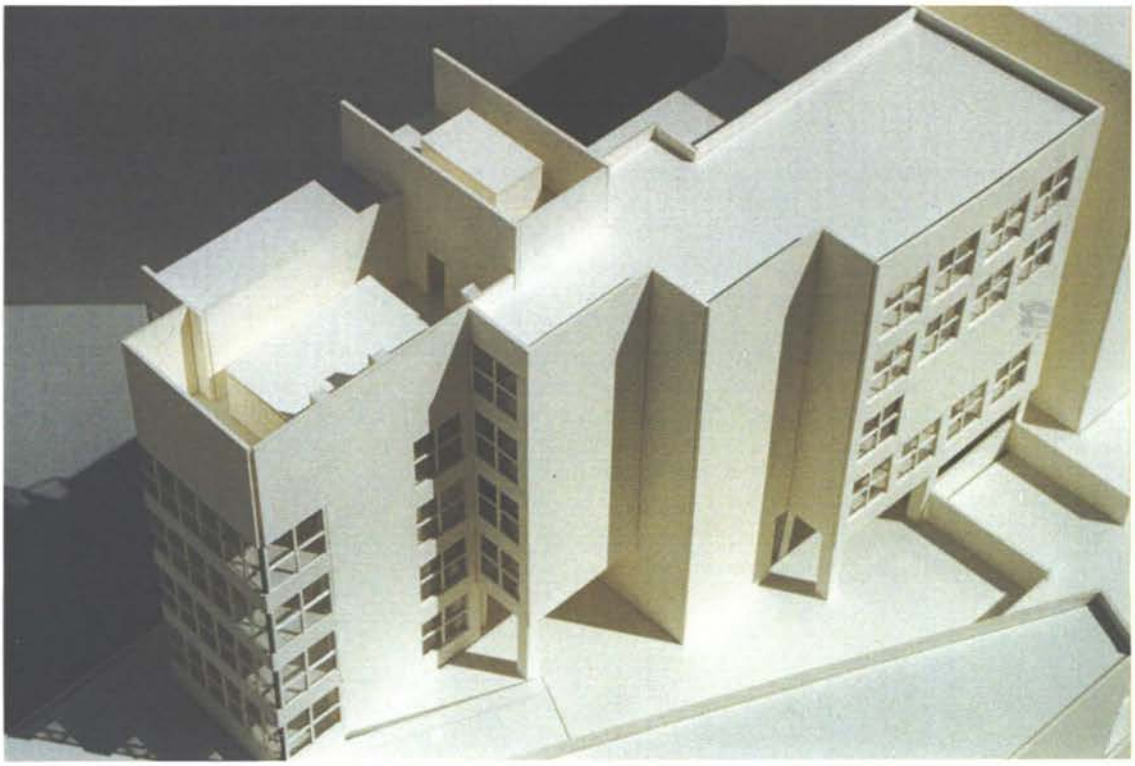
Frank Schlesinger Associates Architects

Edmund Burke School — *Fourth Floor Plan*
04.09.01 — Scale: 1/16" = 1'-0"

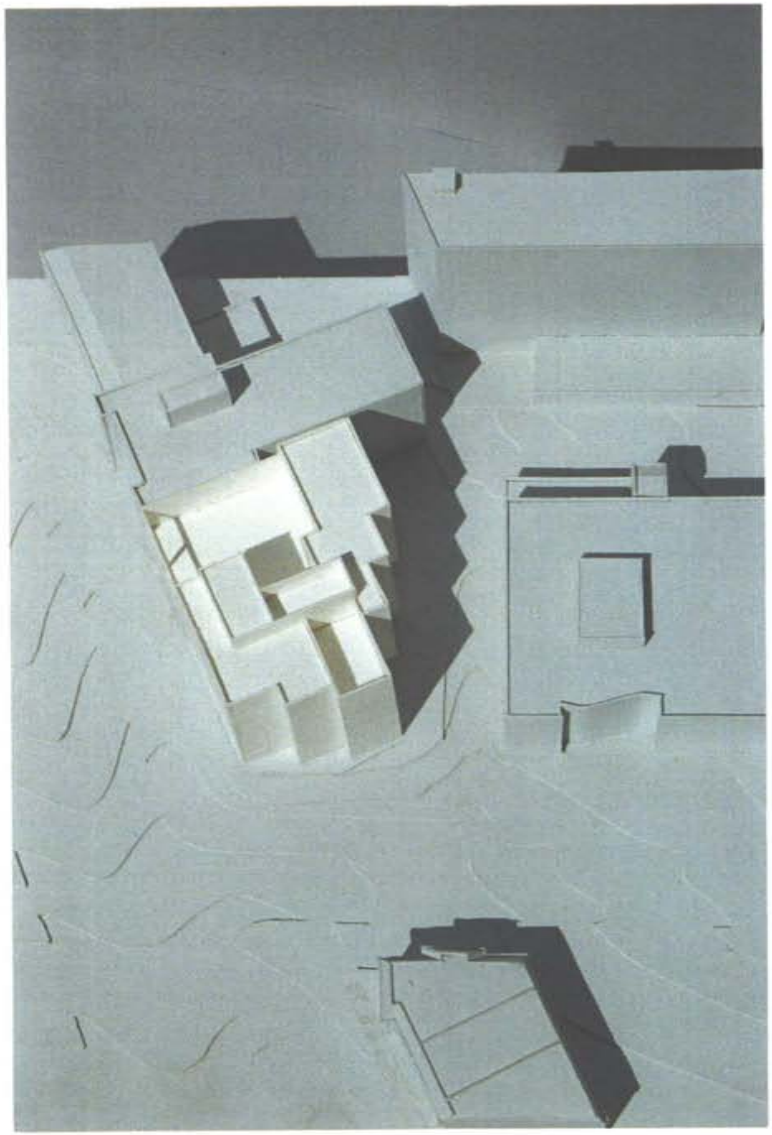


Frank Schlesinger Associates Architects

Edmund Burke School — *Longitudinal Section*
04.09.01 — Scale: 1/16" = 1'-0"











EDMUND BURKE SCHOOL
TRANSPORTATION MANAGEMENT PLAN (TMP)
PROJECTIONS AND BUS ACCOMMODATIONS PLAN

May 16, 2001

INTRODUCTION

In responding to community desires to reduce the amount of traffic to the Burke School, the Burke School has committed to providing additional transit subsidies to Burke students from Maryland and Virginia and providing shuttle service for students heading westbound, eastbound, and southbound to approach the school. This document summarizes the projections for determining the additional benefit associated with additional transit subsidies and providing shuttle service. In addition, the accommodations policy for shuttle buses and rental buses is described in this document.

TRANSIT SUBSIDIES

The transit benefit associated with the TMP was projected to reduce 36 trips to Metro usage. The following presents the basis for this projection:

- 146 students from Maryland and Virginia of existing population of 299 students
  - 36 of these students currently take Metro (25% of MD & VA population)
- Projecting to 360 future students, 176 students are projected to come from VA and MD
  - 44 of these students are projected to take Metro in the future
- Of the future student population of 176 students coming from VA and MD, 132 students are projected to not take Metro
  - With the effective implementation of the transit subsidy, it is projected that 36 students of the remaining 132 students would take Metro to Burke
  - As a result, it is projected that the total transit usage for MD and VA students will increase from 44 students to 80 students with the new subsidy (45% of MD & VA population)

The school has committed to provide these transit subsidies at a significant annual cost. The estimated cost of this program consists of providing 80 students a subsidy of $1.10 per day for 170 school days for an annual total of $14,960.

SHUTTLE SERVICE

The shuttle service is a program geared to achieve two objectives: traffic reduction and parental convenience. The shuttle service program will allow for parents coming from the west, north, or east to drop off their child at a safe location to be shuttled directly to the Burke School. This program will be a service that will be a subscription service that

will require the registration of the students that will be transported on these vans. The Burke school currently owns two vans with a 14-seat capacity. The program will use these two vans to make 2 trips each in the morning to reduce a total of 40 trips from the roadway network. The following presents the basis for this projection:

- As identified in the Gorove/Slade April 10, 2001 traffic report, it is projected that the future population of 360 students will generate at total of 200 inbound trips in the morning peak hour.
    - Based on the arrival patterns of the parents, 40% of these 200 trips are arriving from the east and 45% from destinations north and west. Based on these percentages, there are 170 inbound trips that will be targeted to be reduced by the shuttle service program.
    - The projection of 40 vehicle trips that can be reduced from the total of 170 trips represents a reduction in trips of 24% for students arriving from east, north, and west.
    - The 14-seat vans can easily accommodate an average of 10 passengers per trip to achieve the 40-trip reduction.

As in the transit subsidy program, this program will also be a significant annual cost that the school would incur. It is estimated that the additional manpower and maintenance costs would be an annual cost of $7,500.

It is important to note that the trip reductions for the transit subsidy and shuttle service do not include reduction of trips associated with parents dropping off students at the nearby VanNess Metrorail station Kiss-and-Ride facility. This TMP measure that will meet actively promoted will also have an impact in reducing the number of vehicles headed directly towards the school.

BUS ACCOMMODATIONS PLAN

The bus accommodation plan consists of accommodating several types of buses associated with visiting teams, the school vans (shuttle buses), and rental buses.

Visiting Teams

During the 2000 - 2001 academic year, Burke School hosted 62 games at the existing Burke School site. In all cases, except for 2 occasions, these visiting vans and buses were parked on the site, in the parking spaces behind the existing building. As part of this plan, Burke School will continue to use the parking area to the rear of the existing building with much more room devoted to this function than in the past due to the available parking that will be provided in the garage for passenger vehicles.

School Vans (Shuttle Buses)

The 14-seat school vans, which will be used to implement the shuttle service program, are currently parked in the parking spaces behind the existing school building. With the available parking spaces in this location of the site, the Burke School will be able to load and unload these vans without pulling into the alley.

Rental bus

The Burke School has supplemented the existing van fleet with a rental bus 60 times this past year. The school has a long-term relationship with a past parent who runs a charter bus service. In the great majority of these occasions when the school has used this service, there was excess capacity on this bus. As part of this plan, the Burke School will work with this vendor or another vendor to utilize smaller buses that can load and unload in the back of the school. The average number of students on these trips was 25 students.

In conclusion, the parking area in the rear of the existing school is the designated location for the school's transportation needs regarding all bus vehicles. The increase in the student population will not impact the number of these bus trips or the number of the school offerings in athletics and extracurricular activities that would require bus service.

With the proposed parking garage in the new building, the school will have more flexibility in managing the rear of the existing building for bus activity. As a contingency plan, the school will utilize its frontage on Connecticut Avenue to perform loading and unloading during non-peak rush hour periods and its frontage on Upton Street at the proposed curb lay-by area during rush hour periods.



STATEMENT OF DAVID SHAPIRO

Introduction

Good afternoon. My name is David Shapiro. I am the Head of Edmund Burke School, and I appear today to speak of the school's zoning application.

Edmund Burke School was founded in 1968. At that unusual moment in time, two visionary educators co-founded Edmund Burke School. "The only thing necessary for the triumph of evil is for good men to do nothing" are words attributed to Burke, the 18th century Irish political philosopher, who spoke out in support of the American Revolution and against both the slave trade and the oppression of Catholics. Edmund Burke School's founding co-directors sought to steer a brave and difficult course by challenging accepted practice while standing on those pedagogical and democratic principles they believed to be fundamentally important: the power and responsibility of students; the creativity and accessibility of teachers, and the primacy of informed social action.

Now in its 33rd year, the last 27 of which have been at the same location on Upton Street, Edmund Burke is an urban, co-educational, college preparatory school that provides a challenging curriculum in a warm and supportive environment. We welcome students of varied backgrounds and diverse gifts, each of whom we believe capable of intellectual growth and academic achievement. Burke consciously brings together students who are different from each other in many ways, affords them respect for who they are, actively engages them in their own education, and has high expectations for them, all in order to advance their growth as skilled and independent thinkers who step forward to make positive contributions to the world in which they live.

Given our mission, I was particularly troubled at the most recent of our five ANC meetings to hear complaints about our students' character and integrity. How sad that two weeks before this hearing, our students are being accused of unseemly behavior. Some have strenuously objected to our children appearing on Upton Street in their gym shorts. This, I confess, is true. Some have sought to characterize

Burke students and families as rich and selfish. The truth is that the vast majority of our families, rich, poor, and in between, all try to be good citizens. The truth is that economic diversity is of central importance to us, and that over one in five of our families receives significant financial assistance. Some have sought to describe Burke students as menaces to the neighborhood. The truth is that in my two years as Head of School, my administrators and I have only very rarely received calls voicing any concern regarding our students' behavior. To the contrary, we continually receive positive feedback about our kids as a result, in part, of their serious and active commitment to community service. Regardless of where some neighbors and ANC Commissioners' stand on our proposal, unfairly criticizing the character and behavior of our students in order to defeat our application is wrong.

Community Service

I am proud that Burke is often commended for its outstanding contribution to community service. I am prouder still that over the years, Burke and its students have offered assistance to over 60 community service providers in the District. Burke has established on-going helping relationships with over 20 of them, including organizations that work to address the concerns of hunger and homelessness, educational inequities, the environment, and people with disabilities. Some of these organizations are listed for you in the hand out that you are receiving.

Having given you some sense of the school and its families let me speak for a moment regarding our current circumstances and the need to improve them.

Enrollment

First, I would like to talk about the unintentional and unplanned increase in enrollment that led to Burke's exceeding the enrollment cap set by the BZA in 1983.

Over a number of years, Burke, like all independent schools, developed a history of what percentage of students were likely to accept positions offered and what percentage were likely to leave

before graduation. These "yield" and attrition" percentages were used to establish how many students we could responsibly offer places to in any given admissions cycle. Like all schools, we sent out more "acceptances" than students we expected to enroll. While the enrollment process is an inexact science, our application of the yield and attrition ratios historically true for Burke kept us well within the enrollment cap until 1997.

In the Fall of 1997, after 14 years of compliance, Burke exceeded the BZA imposed enrollment limit of 270 students because of unexpectedly low attrition and an unexpectedly high yield on offers of admission. This violation of the 1983 enrollment cap was not intentional.

The School was concerned by this event but knew that it could not retract its offers, nor could it close admissions in subsequent years without causing serious imbalances in the number of students in various grades, adversely affecting the education of all students. Burke's initial thoughts were to allow the 1997 "uptick" of students to continue and, upon their graduation, to organically return to an enrollment of 270. Unusually strong and positive responses to our conservative offers of admission for the 1998-1999 year made it clear, however, that there were a growing number of families who wished to attend Burke and for whom Burke's approach to education was right and proper.

At the very time that Burke had to decide how to handle its enrollment issue, it was also reflecting on how best to serve its students and mission. Some things were becoming absolutely clear. Burke's Library was too small for students to do their research and reading, especially as the school integrated technology into the curriculum. Music and art spaces were woefully inadequate, and there was no dedicated performance space at all. In service to its educational mission, Burke had hired a learning specialist, a guidance counselor and a technology coordinator, although there was no assigned space for any of these staff members. The Dean of Students and Facilities Manager shared space with tutors, the Academic Dean, and several language classes.

What had first seemed like an unexpected uptick in enrollment was, in fact, a critical crossroad for the School. Burke needed to decide whether or not it should allow for some growth, in order to make its kind of education possible for more of the families who clearly desired it and, at the same time, strengthen school facilities and programs for all its students. After careful consideration of various alternatives and the feasibility of an additional facility, Burke's Board and school leadership decided that a measured growth distributed among all grades to allow a total enrollment of 360 students would best sustain the small community feel of the school, allow for sorely needed supports of the program and enhancements to the educational environment, and would, at the same time, enable the school to invest in site improvements to the benefit of neighborhood parking and traffic.

Our enrollment today is 298. Despite what you might hear to the contrary, we were the ones who told our neighbors of our enrollment violation. We understand that regardless of our explanations of how we came to have more than 270 students and why we were not able to return to that number, Burke has lost credibility with many of its neighbors and must take on the burden of not only creating effective operations and traffic management plans, but also of creating an explicit and specific compliance plan for our parents, students, and ourselves. Our architect and traffic consultants will soon describe for you our building and traffic management plan, after which I will speak in more detail about our compliance plan.

Community Outreach

The plan that you will hear us present today is a solid one, forged in part through tough conversations with our neighbors. Unfortunately, what started out as a spirited, but healthy dialogue has degenerated into ugly confrontation, although I hope that you will agree with Edmund Burke when he cautioned against the "popular error to suppose that the loudest complainers for the public [are] the most anxious for its welfare." In any case, we have tried to address all issues raised by the community and have worked hard to find solutions. Although Commissioner Kogan opposes Burke's proposal, he began the ANC 3F Meeting of October 11, 2000, by commending Edmund Burke School for the timeliness and honesty of its

communications with its neighbors. Certainly, I recall that after my arrival at Burke in the late spring of 1999, virtually the first thing that I scheduled and attended was a meeting with our neighbors to make them aware of our current enrollment, to share our hopes for reasonable growth, and to begin the conversations regarding goals and concerns that have gone on continually since then. It is an indication of the current tone that I heard a neighbor recently characterize that meeting, a genuine gesture of honesty and good will, as an ambush.

Since July of 1999, we have met over 25 times with a variety of neighborhood groups, representing various perspectives, and we've had numerous conversations with individual neighbors to solicit feedback to our developing plan. The conversations with neighbors have resulted in an improved Burke proposal. Steve Pruitt has indicated a number of the concrete steps that we have taken in response to stated neighborhood concerns, and you will next be hearing from the school's architect and traffic consultants. Many neighbors now support the Burke expansion, as evidenced by the Upton Street petition in support and the over 60 support letters filed into the record of this case.

Before concluding, I would like to address more concretely why Burke needs the requested expansion. From the beginning, our goal has been to provide the facilities to support and enhance the current program and improve the educational environment. The proposed addition will allow us to meet our goal through:

- additional 32,000 square feet of program space
- maximum enrollment of 360 students
- more pedagogically sound Middle School class sizes
- more rational scheduling
- internal recreation space
- increase in square footage per student from 135 sq. ft. to 200 sq. ft.; a 50% increase
- enlarged and upgraded library, including appropriate technology facilities
- dedicated Middle School classrooms

- dedicated performing arts spaces: auditorium, theater tech space, music instruction and practice spaces
- enlarged and enhanced visual and graphic arts spaces

Conclusion

Throughout the last 15 months, neighbors and ANC Commissioners who oppose our application have said that their positions have nothing to do with Edmund Burke School. I hope that as BZA Commissioners, your decision has very **much** to do with Edmund Burke School. Strong educational choices play an important role in sustaining the renewed vitality of the District. The presence of excellent, independent schools such as Burke encourages families to stay in the District and helps bring families from outlying suburbs back into the District. For over 30 years, Burke has helped nurture young women and men – very different from each other in many ways – who have gone on to make a difference in the world. Surely, the prestige and greatness of a city such as Washington should, in good part, be judged by its support of institutions that serve the common good, by its libraries, schools and museums as much or even more than by its condominiums, townhouses, and upscale strip malls. I urge you to approve Edmund Burke School's application to enable it to better serve its students and better serve the District of Columbia.

Thank you.

Good Afternoon Madam Chair and Members of the Board.

My name is Steven Pruitt; I live at 420 Seventh Street, NW, Washington, DC.

I appear here today in support of the Edmund Burke School's Zoning Adjustment application as a concerned DC resident, the father of an 11th grade daughter who has attended Edmund Burke School since the seventh grade and finally, as Vice Chairman and a four-year member of the Board of Trustees of the Edmund Burke School.

What/who is Edmund Burke School

- Edmund Burke is an independent, coeducational, college preparatory school in northwest Washington, D.C., for students in grades 6-12.
- The school operates a learning environment capable of serving 300 students of diverse academic and cultural backgrounds under the guidance of a faculty of 50 full-time and part-time teachers and staff.
- The school draws its students from the city and nearby suburbs, and also serves a number of international students.
- Edmund Burke School opened in the fall of 1968 in a building at the corner of Wyoming and Connecticut Avenues in Northwest Washington, D.C.
- In 1973 the School purchased its present site at 2955 Upton Street NW, a building that had served as a science building for Dumbarton College.
- An addition to the building was erected in 1985 that provided the School with a new library, gymnasium, atrium, and additional classrooms and offices.

DC Ties & Key School Statistics

Burke is committed to being an outstanding urban school and we have redoubled our efforts to insure that our student population truly reflects the diversity of this city.

Let me share with you some interesting facts about Burke's connectivity to DC.

- 52% of Burke's students come from the District of Columbia. Nearly one-third of our students live within a 5-10 commute of the school. [And yes…some kids do walk to school]
- 22% of Burke's enrollment is students are of color.
- 54% of Burke's faculty and staff reside in the District.
- In the 2000-2001 school year, Burke awarded over $618,000 in tuition assistance and financial aid support to 21% of its families, more than half of who (54%) are District residents.
- On a yearly basis, Burke spends over $400,000 with District-based vendors.

Building development process/alternatives

Governance of Edmund Burke School rests with a twenty-one member Board of Trustees, consisting of representatives of the different constituencies of the school. Specifically, current parents, alumni, alumni parents and friends - in the school community.

In early 1997, the Burke Board of Trustees began discussions about the future direction and mission of the school. These discussions brought to the fore numerous issues that many on the Board viewed as having a major impact on the success of the school's academic programming. Without a doubt, the most pressing of these issues—about which we became painfully aware-- was the need to upgrade and yes, expand our learning space in order for us to be able confront the challenges of providing academic alternatives—such as computer technology—and skills that our children will need master to be able to effectively compete in the evolving global economy and workplace.

By its very nature addressing the issue of space required us to seriously consider and answer several important questions.

Specifically:

- Should we or could we grow?
- Should we or could we grow in DC?
- Should we or could we increase the size of the student body and Faculty?
- What types of learning activities should we or could we add to Burke's curriculum? At what cost?
- How would or could our decision to grow impact of our neighbors and the neighborhood?

Decisions Made

- The first and most important decision made by the Board was that the school remain in DC. We did not want to join the wave of out-migration of Churches and other small private, non-profit Schools and organizations that we have witnessed exiting the District over the last several years.
- We decided to keep Burke a small school and to build a program conducive to learning for our students. While the new addition we propose would double the School's floor space, we are proposing only to grow the School's enrollment size modestly.
- We realized that we needed to make several changes to the way we did business in and around the neighborhood. To date, we have in implemented numerous changes in recognition of many of the issues that our ongoing dialogue with our neighbors has produced.
- Specifically we:
    1. Terminated our practice of renting out our gymnasium to outside groups, except for permitting our School to serve as a local election-polling place.
    2. Relocated parking for our school buses and vans to an off-street location—rather than in front of the School building.
    3. Changed our student automobile parking policies. Students are NOT permitted to park their cars in the residential zoned areas surrounding the School.

4. Implemented the "Metro-Chec" program that has already moved one-third of faculty to mass transit and out of their cars.
5. Hired off-duty DC Police Officers to direct and improve traffic flow during the morning and after-School drop-off and pick-up perk periods.

- Finally, after assessing the available land use options, the Board opted to pursue the purchase and redevelopment of property along Connecticut Ave. west of the school. In recognition of our desire to achieve reasonable coexistence with our neighbors, we choose to redevelop to the west rather than to attempt an unnecessary and unwelcomed penetration of the residential surroundings to the east and south of the school.

Conclusion

In closing, as a concrete showing of the Burke community's support for keeping our School in the District, we have recently completed the first phase of an aggressive fund raising campaign to raise $2.5 million of the $12.5 million needed to undertake this project. To date, Campaign volunteers have raised gifts and pledges totaling nearly $1.4 toward making the new structure a reality. The Burke community is committed to being a good neighbor and sincerely believes that through the service we provide we are making an invaluable contribution to this City, the Nation, and yes even the World.

On behalf of the Board of Trustees and the entire Burke community, I urge this Board's approval of the Edmund Burke School's application for a zoning adjustment.