What are the options for managing traffic?

Our traffic consultant will have more information at the end of the month, but we can tell you he is working on four options for carpool traffic at 4925 MacArthur.

- Carpool loop contained on the property (with increase in paved hardscape).
- Carpool loop created by a curb cut from MacArthur, exiting on Ashby Street (increase in paved hardscape; break needed in high MacArthur Avenue wall)
- Carpool drops off on Ashby and loops through the neighborhood, back to MacArthur at the V Street light
- Almost all carpool traffic (with some exception for multi-student carpools) drops students at Whitehaven gym. Students use shuttle bus to 4925 MacArthur. This plan would be coupled with a complete overhaul of Whitehaven carpool in order completely to remove any carpool back-up from Foxhall Road.

Mr. Wells is working with a consulting engineer to determine the feasibility and impact of each of these proposals.

Would the school contemplate the expense of a new (MacArthur Boulevard) entrance for the property?

The expense bothers us much less than the loss of part of the wall and some green space. We would only choose this route if it were possible (in an engineering sense) and the obvious preference of the neighborhood.

Could the Ashby Street entrance ever be closed entirely?

The entrance could be closed if we created a complete turnaround loop on the property. It is likely that such a plan would meaningfully decrease the green space on the property.

How will the community be notified of the consultant's traffic study and recommendations?

St. Patrick's is hosting three meetings for the community. Mr. Wells will present all possible options and lead a community discussion of those options.

Will St. Patrick's automatically choose to accept the consultant's recommendations?

No. Mr. Wells' job is to advise us and to generate options. From there, we will work with the PCA and the neighborhood to determine which option is best.

What are your plans for shuttle buses?

St. Patrick's plans to purchase its first shuttle bus for the 2002-2003 school year. This bus will be used for transportation to sports events and for field trips and service learning opportunities, but it could be used for transportation to the MacArthur Boulevard campus if a "shuttle bus option" is

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District of Columbia
CASE NO.16852
EXHIBIT NO.67A3

preferred by the neighborhood. In addition, we plan to investigate collaboration with the Lab and Field Schools on shuttle transportation between the two schools and Metro. Depending on where it was needed next, the bus would park along Whitehaven or in the lot at 4925 MacArthur Boulevard.

How do you plan to assess the noise a school would create?

In conjunction with our traffic and engineering studies, we have hired a noise consultant to assess the impact of having 60 students in school at the corner of Ashby and MacArthur. The noise consultant will assess the impact of students' arrival at and departure from the site, of students' voices at lunchtime or during breaks, and even of the noise created by shooting baskets.

While it is easy to dismiss the incremental noise created by a school located on MacArthur Boulevard—already a major thoroughfare with heavy traffic most of the day—we want to be sensitive to Ashby Street's quiet, residential feel. Under no circumstances would St. Patrick's Grades 7 and 8 program have bells announcing school periods or loudspeaker announcements—two noisy features of some school programs. As soon as the work is complete, we will share the noise consultant's findings with the neighborhood.

IX. Will St. Patrick's Create a High School?

In 1998, St. Patrick's decided not to grow beyond Grade 6. What happened, and why did it happen so quickly?

The December 2000 decision to reverse course and open a program for Grades 7 and 8 was made quickly in response to the evident need in Washington for more independent and church-based middle school options for our own students and more broadly, throughout the city and close-in suburbs. We moved quickly because we wanted our current students to have the benefit of a new middle school option, and we knew we had the resources in-house to create a quality program in a short period of time.

When will you decide on a high school?

The Day School Board of Trustees had several productive discussions last year concerning the creation of a high school (Grades 9 through 12). We continued those discussions by meeting twice, across the summer of 2001, with The Rt. Rev. Jane Holmes Dixon, Bishop of Washington. Bishop Dixon enthusiastically supports our proposal for a new, coeducational, Episcopal high school in the District. We have mapped out a several-month task-force process, involving members of the Board of Trustees and the Church Vestry, as well as other parents. We will begin that task force work sometime this spring, but we have no definite timetable for any decision.

Where would a high school be located?

In the event that we decide to go forward, we will begin a full search and will consider a wide variety of neighborhoods, particularly those with good access to public transportation. In the past months, we have looked at the potential sites that have become available. We have looked (seriously) at the Rosedale Estate in Cleveland Park and the Italian Embassy site on 16th Street, NW, and we toured the Brady Estate. No other site in the Palisades has been considered. Our only commitment, at this time, is to remain a city-based, coeducational, Episcopal school. Should we move forward, St. Patrick's will have created the only coeducational Episcopal high school in the District of Columbia.

Would you ever decide to fold Grades 7 and 8 into a high school campus?

Maybe, if we located a suitable property, and we wanted Grades 7 and 8 to grow beyond 60 students.

Could 4925 MacArthur become the nucleus of a high school campus?

No. It is suitable for a modestly sized Grades 7 and 8 program with athletics scheduled at off-site locations. Even the requirements of high school science alone—multiple labs for biology, chemistry, and physics—would be impossible to accommodate at 4925 MacArthur.

How many high school students might (temporarily) be located at 4925 MacArthur?

It will take us several years to reach a maximum MacArthur Boulevard enrollment cap of 60 students. In the interim, should we decide to add a high school, this year's Grade 7 (currently 16 students) could remain in the building while they are in Grade 9. (Therefore, our BZA filing refers to students in Grades 7 through 9.) The enrollment cap of 60 students would be honored at all times, however.

St. Patrick's Press
Winter 2001

ST. PATRICK'S DEDICATES NEW FACILITIES AND NEW BEGINNINGS



Photo by Betsy Mandel

Flag procession during Campus Dedication.



Humanities teacher and MacArthur site director Dan Spector with Grade 7 student Thomas Graham on his laptop.

In This Issue:

3 MacArthur Campus Opens

5 Day School Board Welcomes New Members

8 Parents Association Supports Faculty

9 A Trip to Southeast Asia

DEDICATION CEREMONY

By Lisa Kliefoth, Parent of Willis 6A and Peyton 2B

On Sunday, October 14, 2001, throngs of St. Patrick's Church members, Day School students and alumni, and their families cheered as the ribbons were cut and St. Patrick's new facilities were dedicated by the Rev. Betty McWhorter. Led in procession by acolytes, torch bearers, banner wavers, bubble blowers, and a bagpiper, the procession wound its way outside from the church service to the front of the new main entrance. Skies that had been gloomy brightened up, leaving everyone only to speculate what bagpipes might sound like in the rain.

Head of School Peter A. Barrett declared the newly expanded

continued page 2

COMPLETING THE WHITEHAVEN CAMPUS

By Peter A. Barrett, Head of School

A little more than a year ago, when the general contractor's construction trailer arrived to take up its bulky residence in the school driveway, a Lower School student expressed his concern about this unanticipated turn of events. "That's an awfully small gym," he remarked as his class passed the trailer on their way to recess.

The construction trailer is gone now, but the real gymnasium and performance center remains, plenty large enough, and filled to the brim with the life and activity of our children since its opening in the final week of November. Gone, too, are the construction dumpsters and most of the construction vehicles, leaving us plenty of opportunity to admire the new structures that

continued page 8

DEDICATION *continued*



Photo by Betsy Mandel

"Let us now mark this holy moment with the cutting of ribbons as a reminder that we all are welcomed here as your children."

—The Reverend Elizabeth McWhorter

and renovated St. Patrick's a place to build "grateful hearts and discerning minds" and thanked the many who made it possible, calling them "all examples of volunteer leadership upon which this community thrives." Board Chair Katherine Bradley also thanked the many building committee members for their efforts over the past four years.

The dedication encompassed the renovated Church and Day School buildings, the three-story academic addition on the west end, and the new gymnasium and parking facility directly across Whitehaven Parkway. The gymnasium, performance, and parking facility opened at the end of November, while the other facilities were ready for the opening of the new school year.

After the ceremonies, visitors were free to tour the new and renovated portions of the building. First stop for many was the spectacular new Elementary School library, a spacious and light-filled wing that is already a favorite spot for students. The library features separate areas for Upper and Lower School students, comfortable reading chairs, and a tiered listening gallery where librarians can read to the younger classes. Librarian Jean Barquin calls it "everything she has dreamed of in a library since she first came to St. Patrick's."

A new Nursery School library has also been added as part of the renovation. Located off the Nursery hallway, the bright new library boasts easy-to-reach shelves, special reading areas, a built-in fish tank, and plenty of room for children to spread out on the floor with a book. The Nursery and PreK children are also attending weekly chapels in the new space.

The familiar curved window of the old gymnasium lives on in the new Upper School Art Studio. Based on rigorous light, design, and utility studies and considerable input from the art teachers, the new studio has the look and feel of a college art room.

Providing access to the new spaces inside is the new main entrance, more grand in design and welcoming in spirit. The new front doors lead to a reception area immediately inside, providing greater control and security for the school. The Lower School Art Studio, with all its vibrant work on display, greets visitors through a window along one wall of the new entrance. A considerably wider staircase connects the three main floors.

Finally, and the most anxiously awaited new construction on the day of the dedication, is the gymnasium and performance complex. The handsome stone and stucco structure has been gazed upon by students since it was a hole in the ground, and many like, second grader Mariah James, "just can't wait for it to open." The building includes a full-size gym, and stage and physical education offices. Below, it incorporates 62 new parking spaces, thereby greatly alleviating the parking crunch on Whitehaven Parkway.

It has been an exciting year of construction and the results have proven worth the wait.



Campus Dedication Co-Chairs, Marianne Powell and Mimi Houstoun

GRADE 7 OPENS ON MACARTHUR CAMPUS

By Dan Spector, MacArthur Site Director

The excitement of starting something new may only be surpassed by the anxiety that accompanies it. On September 7, St. Patrick's first Grade 7 class faced this reality and progressed beyond it with ease. That Friday was orientation day for all students in the new program, although orientation seems something of a traditional term to describe the way our new students became acquainted with one another and with the Grade 7 curriculum. In fact, they spent much of the first day searching for clues as part of a scavenger hunt on the Mall. As groups of students worked together, anxiety gave way to comfort and new associations were formed in both their academic and social worlds. Their full, active, and engaged cooperation on September 7 set the tone for what has been an exceptional start to the year.

The following Monday, Grade 7 teachers and students entered the renovated building at 4880A MacArthur Boulevard and began their official academic year. No one could have known how well the building would come together. Despite a few lingering needs (since resolved), the former office space had been successfully converted into an attractive, well-equipped school. By 8:00 am on September 10, sixteen students arrived bringing intellectual curiosity and life to the new program.

Routines are now well established in Grade 7. Each day starts with an advisory period designed to allow students to address academic, social, and personal needs with an adult at school. In this setting, teachers initiate some topics while the students offer others.

Following advisory, students go to either math/science class or humanities class. Each section continues for one hour forty-five minutes, allowing teachers the flexibility to dedicate an entire period to one topic or to break the time according to specific subject areas. In math class, students work with the *Math in Context* program. Early in the year a variety of polyhedral creations entered the building, the result of a project students completed looking at real-world applications of geometric concepts that they were studying. Since then, students have moved onto pre-algebra and scientific notation. In science, students are studying physical geography, forests, and ecosystems. Each student is monitoring a neighborhood tree. Earlier in the year, students' work in physical geography included topographical maps and a lab based on a volcano mapping activity.

Humanities class has split time between the study of American history and literature. Period pieces and primary sources play an essential role in the study. After examinations of "Rip Van Winkle" and the Declaration of Independence students are now wrestling with their constitutional rights, as they examine the Bill of Rights.

In addition to math, science, and humanities, Grade 7 students take part in other classes that extend their horizons. They debate the meaning of being a prophet in religion class, learn masculine and feminine forms of words in Spanish class, and find new ways of looking at media in art class. There is one class that demands particular attention: music. Each Tuesday and Thursday across a semester, half of the students at the MacArthur campus take part in an enormously intense and active music class. With the help of nine new, beautiful African drums and music teacher Anne Tyler, students learn music theory and make riveting rhythms. They have worked on musical complements, finding ways to make the drums work together to cre-

continued page 4

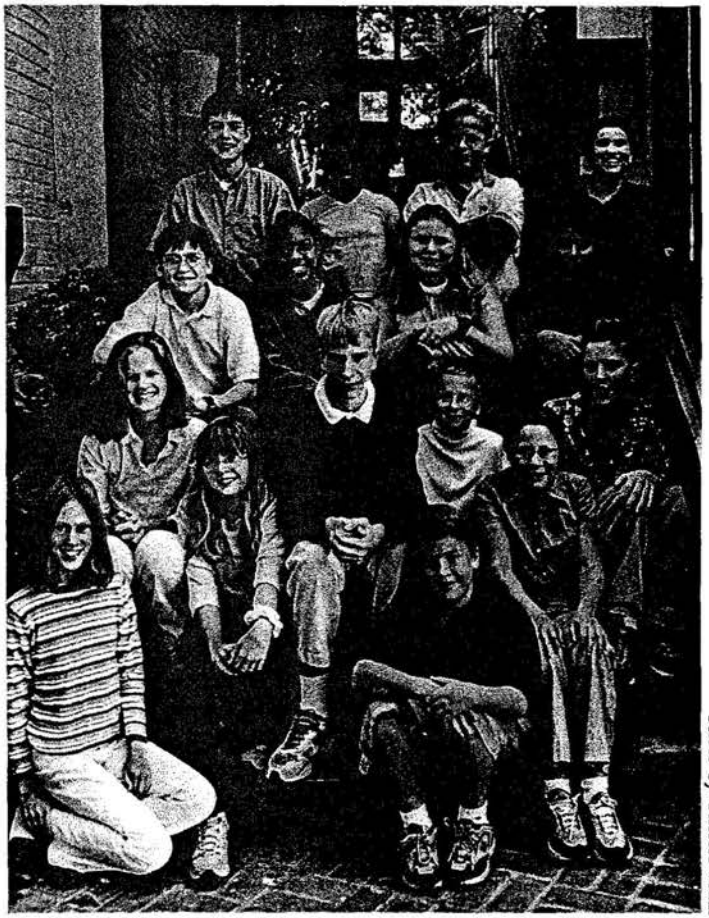


Photo by Therese Khan

Grade 7 pioneers pictured at front entrance of 4880A MacArthur Boulevard Campus

GRADE 7 *continued*

ate a single composition. Reading about African instruments extends their experience.

Amid all of this activity, the Grade 7 program continues to take shape and add new facets. Laptops play an increasingly important role in the curriculum. Each student has a laptop for individual use. As the laptops become integrated into the daily routines of the school, learning opportunities have increased. Whether using *Word* for writing and note-taking, working with *Inspiration* to track character traits and occurrences in a text, or discovering how to use their email accounts, Grade 7 students are leading the way in technology use at St. Patrick's.

In tandem with the academic events across the day, student life thrives. Most social time is centered in the common room. This space serves a variety of purposes. Students congregate there during breaks and lunch. These informal gatherings offer a window into how the students feel about school. For sure, they enjoyed three exciting events that occurred toward the middle of each of the first two months. In September, Grade 7 was treated to a spaghetti lunch courtesy of Judy Barr, our nurse, administrative assistant, and guardian angel. One month later, Ms. Gerbracht-Stagnaro helped host the Grade 6 varsity soccer players for a pizza lunch. Not to be outdone, Mrs. Barr provided November's meatball lunch. These events were hits, and Grade 7 students are already planning more.

In the context of all of this activity, Grade 7 has come together. The students who comprise the new program, a diverse group, have settled in and become friends. The anxiety that accompanies the unknown gave way to the excitement of starting something new. And now, the excitement is being joined by a sense of familiarity and community. Looking at the new program and all that it has accomplished in a short time, it is easy to see how that would happen. With such strong pieces in place, the Grade 7 and future Grade 8 seem natural complements to the vital program that has long characterized St. Patrick's and to the school's goal of helping children "achieve wholeness in their intellectual, social, emotional, and physical lives, in the present and well into the future."



Grade 7 students drumming as part of the music program.

EQUESTRIAN TEAM HAS GREAT RESULTS



Mounted left to right: Lucy Blundon, Lacey Gutierrez, Alexandra Montague, Chrissie Morrison; Standing: Lucyann Murray, Susan Heller

Congratulations to St. Patrick's Riding Team! Of the 25 schools competing in the Interschool Show this past Sunday, St. Patrick's Riding Team finished sixth overall! Team riders included Lucy Blundon (4A), Susan Heller (6B), Lacey Gutierrez (6C), Alexandra Montague (5A), Chrissie Morrison (6B), and Lucyann Murray (6A). Hats off to Susan Heller, who was Reserve Champion in the Middle School Novice division.

"ST. PATRICK'S HAS A WORKING BOARD . . .THERE IS NO SENSE, HERE, OF RESTING ON OUR LAURELS, OR OF EVER BEING 'DONE' WITH THE WORK OF EXCELLENCE"



Front row: Daniel Mudd, Regina Alston, Kathi Loughlin, Robyn Mathias, Peter Barrett, Katherine Bradley, Betty McWhorter, Julia Smith, Megan Lindell, Lori Harrop, Mary Haft. Back row: Keith Powell, Kate Fralin, Kankunda Klingenberg, Jeff Keffer, John Delaney, Nita Blundon, Tom White, Richard Houstoun, Ed Carr, Ned Mandel. Not pictured: Yvette Buck, Mimi Dawson, Helen Gasperetti, Warren Graves, Vicki Hart, John Katkish, Randy Phelps.

DAY SCHOOL BOARD ADDS THREE NEW MEMBERS

By Lisa Kliefoth

The newly expanded Day School Board of Trustees welcomes three new appointees to its ranks.

Lori Pope Harrop, mother of Will 1A and Meg PK2, worked at Seventeen Magazine in New York and later at NEC Technologies in San Francisco and Washington, DC. Mrs. Harrop was co-chair of St. Patrick's 2001 Auction, and co-chair of the Silent Auction in 2000. Married to George Harrop, she currently serves on the Board's Development Committee.

Kankunda Klingenberg, a familiar face to nearly all within the St. Patrick's community, was born and raised in Uganda. She has been teaching at St. Patrick's since 1991, and is now the Lower School religion teacher, as well as an active member of St. Patrick's Church. Co-chair of the faculty Equity Committee, Mrs. Klingenberg is also the school's diversity coordinator. She and her husband Ron have a 16-year-old daughter, Krystal.

Daniel Mudd, father of Bridget 3B and Sarah 1C, is the Vice Chairman and COO of Fannie Mae. Mr. Mudd has spent a number of years abroad, working for GE Capital in Tokyo, Hong Kong, and Brussels. A lieutenant in the U.S. Marine Corps, he was decorated for his military service. He and his wife Maura have four children. Mr. Mudd also serves on the Board's Finance Committee.

St. Patrick's extends its thanks for the commitment of its new Trustees and looks forward to their leadership.

THE RIGHT START

Excerpts from Remarks by Katherine Bradley, Board Chair, at the Right Start

Thank you, Peter. I want to start with my own warm welcome to each of you here. Welcome—or welcome back—to St. Patrick's, to this beautiful, new, almost-complete school.

I am here because I love this school, and I hope to share some of my enthusiasm, and to enfranchise all of you, as well, in what it means to be a part of the St. Patrick's parent body.

continued page 6

RIGHT START *continued*

I chair a Board of 25 very talented, uncommonly dedicated individuals. When I joined the Board in 1996, a unique and talented woman named Carolyn Johnson was chair. Some of you know Carolyn—and one new family is here in our Nursery this year due, in some part, to the incessant advertising they received as Carolyn's neighbor. Carolyn took me aside, as she was preparing my nomination, and explained something she felt was central for me to know about St. Patrick's. *St. Patrick's has a working Board.*

She stopped, paused, and really stressed that word: We were a *working Board.* What she meant was that the leaders of this institution were expected to really lead, to be consistently and purposely about the exercise of providing good governance and improving the shared lives of the community of over 500 students and teachers.

Six years later, a parent, Philip Goldman, coined a phrase about St. Patrick's that's the companion phrase to Carolyn's admonition about "the working Board." Philip called St. Patrick's a place where one found a "restless pursuit of excellence." Each word matters here: *A restless pursuit of excellence.*

I've used that phrase several times since, because it fits. For example, Grade 7 will open tomorrow, and two days later, the Board will begin to structure our work for the fall, largely, addressing whether St. Patrick's should, or should not, further extend its grade levels. There is no sense, here, of resting on our laurels or of ever being "done" with the work of excellence.

I don't personally believe that anything can ever stand still. There's an entropy—to use a word from physics—to every status quo. Entropy means that without the consistent input of fresh energy, everything does, eventually, tend to deterioration and disorder. That is true of relationships, of curricula, of health, just as surely as we think of it in terms of buildings and physical plant. Everything important takes energy and thought and time to keep it excellent. And that's a good description how we try to operate this school—the consistent application of energy, thought, and time to make our work the best it can be, to educate our children to work to their fullest individual potential, and to help them, ultimately, to grow in the image and likeness of God.

My task, today, then, is to ask you to all be a part of our work. Volunteer leadership is strong and thriving at St. Patrick's, and a few of our stars are here this afternoon. They are, and I will ask them to stand and remain standing: Board members in attendance John Delaney, Tom White, Kate Fralin, Ned Mandel, and Mary Haft. Nita Blundon, President of the Parents Association, and mother of Lucy in Grade 4. Philip Goldman, Chair of Annual Giving, father of Nicholas in Kindergarten. Our co-chairs of the March Auction that raises funds to support financial aid: Liz Ehinger, mother of William White in Grade 6 and Steve White in Grade 4; and Susie Maguire, mother of Catherine in Grade 3 and Sarah in Grade 5. Thank you all for your commitment to St. Patrick's.

I want to encourage each of you to find your place at St. Patrick's, to find the way that allows you to participate in this dynamic community. There are three thoughts—about parent involvement here—that I want to close with.

First: *You are needed.* Each generation of parents—each new class—must raise up its own leaders, parents to help the children create their own books in the Publishing Center, parents to read to groups of three- and four-year-olds in the Nursery library, parents to serve in governance. This school thrives on the efforts of hundreds of parents, each deciding to take an active role in the place his or her child will grow up. Please don't be shy about approaching any of us. We are here to serve, and we do that best if we help you to engage, as well.

Second: *Your involvement at some level is inevitable.* Really, we all come here for the kids. We choose St. Patrick's to be their elementary school home. We don't come here because we are—consciously—choosing a community for ourselves. But it happens all the same. There is an irresistible, almost inexorable force that pulls you to get involved in that place where your child will be all day. Slowly, surely, the relationships you form around your child and his or her activities—with teachers, coaches, with other parents—these relationships, and the time you spend here, do become a larger and larger part of your life.

Third: *St. Patrick's will welcome you.* Peter Barrett has sometimes joked that educators say that parents and teachers are natural enemies. Well, this school has consciously decided, instead, that we will be a place of welcome, where parents are valued partners in this community.

This fall, we have a new Parent Volunteer Center, part of our expanded, new Development Office space right inside the courtyard doors. St. Patrick's intends our policies, our words, our space to welcome parents into this community, to make a meaningful place for you to participate in the life of the school.

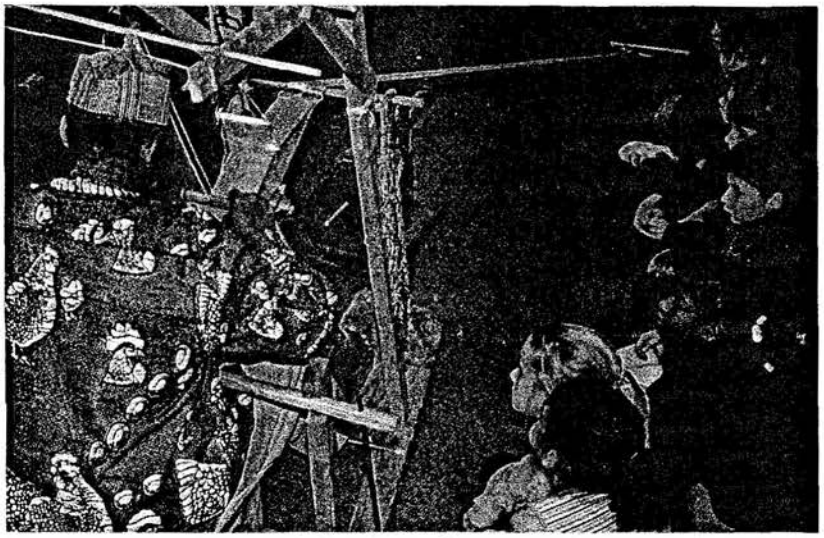
St. Patrick's takes this irresistible process—the slow, steady pull of your world into your child's—and St. Patrick's celebrates it. We encourage you to join in, to make this "home" for you, as well as for your children.

I want to close by mentioning a milestone for me. After nine years at St. Patrick's, I have finally graduated from the Nursery School. My youngest is in Kindergarten, my oldest in Grade 6. As I enter my tenth year here, the one surprising thing is that all of it still feels fresh. It's a privilege to be back here as a parent. It's a privilege to be here as a parent leader. I hope it will be a wonderful year for you and your children.

SPECIAL VISITORS



Grandparents and Special Friends visit in the classroom.



Master Weaver Gilbert Ahiagble from Ghana demonstrates the weaving of kente cloth.



On November 15, Lois Lowry came to visit St. Patrick's Episcopal Day School. Lois Lowry won Newbery Awards for two of the books that she wrote: *The Giver* and *Number the Stars*. She spoke to Grades 2 and 3 together. Before meeting her, each grade read one of her books. The third graders read *Attaboy, Sam!* and the second graders read *See You Around, Sam*. Read my book review about *Attaboy, Sam!*.

Attaboy, Sam! is about a boy named Sam and his family. Sam's mom's birthday is coming up and she only wants homemade presents except for a bottle of Je Reviens, her favorite perfume. But they don't make it anymore! Same decides to make her perfume with his mother's favorite smells, such as the smell of his father's pipe, shampooed hair, and babies. This book is filled with action from explosions to kittens. If you love books that make you laugh, *Attaboy, Sam!* is a great book for you!

By Catherine Maguire (3B)

PARENTS ASSOCIATION SUPPORTS FACULTY

By Nita Blundon, President Parents Association

The Parents Association takes tremendous pleasure in supporting the excellent faculty at St. Patrick's. Every year the Parents Association sponsors summer grants to support teacher-initiated projects and travel. Last year five grants were presented to six teachers.

Marjorie Gerbracht-Stagnaro, Chaplain: Participation in the Council for Spiritual and Ethical Education's Far East Institute in Singapore, Thailand, and Bali. (See related article on Page 9.)

Betty Langhammer, Assistant Librarian: Study of poet Paul Laurence Dunbar, including visiting museums and historical sites in his home city of Dayton, Ohio.

Nancy Elkins, Grade 3 Resource: Travel to Philippines and Thailand.

Anne Field and Melissa Moye, Lower School Resource: Developing materials to encourage independent work in non-fiction materials in Lower School classrooms.

Jennifer Allen, Grade 1: Documenting Grade 1 major units of study (Leo Lionni, Russian folktales, African folktales, Japanese folktales, Gail Gibbons, poetry by Eloise Greenfield and Langston Hughes) in six portfolios.

It is the generous support of the Parents Association by the St. Patrick's community that allows these important initiatives to continue. Thank you.



L. M. Lynch, author of How I Wonder What You Are, speaks and signs books during Book Week.

WHITEHAVEN CAMPUS *continued*

have risen above Whitehaven Parkway. We are feeling more "complete" now that the gym has joined the new and renovated spaces that came on line for the start of school in September.

I find it difficult these days to summon a mental picture of the old parking lot, sitting slightly above street level, that was located where the gymnasium and performance center now sits, with its own two levels of parking. Fresher in my mind is the excavation work that dug down and back, into the hillside, to make room for the new facility. As the structure itself began to rise, one of our project managers cautioned me that it would sometimes look larger, and sometimes smaller, than I might expect across the period of construction. I recall that, in some of our earliest presentations to the community about the planned facility, we called it a "field house." But gradually, we came to understand that it would be just what it should have been, and just what it is today—a gymnasium (and performance center) planned *for* and sized *for* and now, at last, used *by* the children of a Nursery and Elementary School.

Nonetheless, one quickly recognizes that St. Patrick's has never had such a space available to it before. That recognition in part drives the very real excitement of our children, who observed the excavation and construction with such interest last year and awaited the opening of the facility with such enthusiasm during the first three months of this school year. Sure, there are four real corners in the gymnasium (rather than the three corners and a rounded edge that defined the former space), real bleachers from which parents will be able to enjoy watching their children at play, and even locker rooms in which Upper Schoolers can change for PE and sports. But there's also the excitement of real space in a new building that, for all its size, is just barely large enough to contain all of the life and motion and energy of childhood.

My dwelling on the new gymnasium and performance facility no doubt reflects my own excitement about the space. Whereas we've all had some time to become familiar with—but no less wowed by—the magnificent new spaces that are home to the Nursery School and Elementary School libraries, the Upper School Art Studio, and classrooms in Grades 2 and 3, we are just beginning to get accustomed to the new gymnasium. And that facility invites us to consider the importance of space in the lives of children.

Education occurs in spaces large and small; illuminated by sunlight streaming through large windows or by one dim bulb; with room for many individuals, or just two, or maybe even just one, focused on an open book, a waiting piece of paper, a glowing computer screen. While we recognize the need for individual study, for solitary reflection and just plain hard work, we also believe that the intellectual, social, emotional, spiritual, and physical growth we seek in our children—and in ourselves—occurs most effectively in the company of others. "[A]nyone who is different than I am . . . poses an unspoken question to me, in fact to both of us," writes Dwayne Huebner. "The question is why am I as I am, and why is she as she is? Her life is a possibility for me as mine is for her. And in the meeting of the two of us is a new possibility for both of us."



Mr. Barrett joins children in the new Lunch Room.

We have created new spaces in which "the meeting of the two of us"—indeed, the meeting of the many of us—can occur. We have peopled those spaces with individuals young and no longer quite as young and placed the growth of each of those individuals at the center of our shared enterprise here. As much as we delight in our new spaces, we delight even more in sharing them with our children, shaping them in ways that offer new opportunities for those children, and watching them become engaged, individually and with others.

Our patience, the patience of our children, has paid off. St. Patrick's Whitehaven Campus is now "complete"—save for the daily work of creating and re-creating that is the stuff of Nursery and Elementary School education and that orients us constantly to a process of becoming. It's great to have the space in which to accomplish that exciting task.

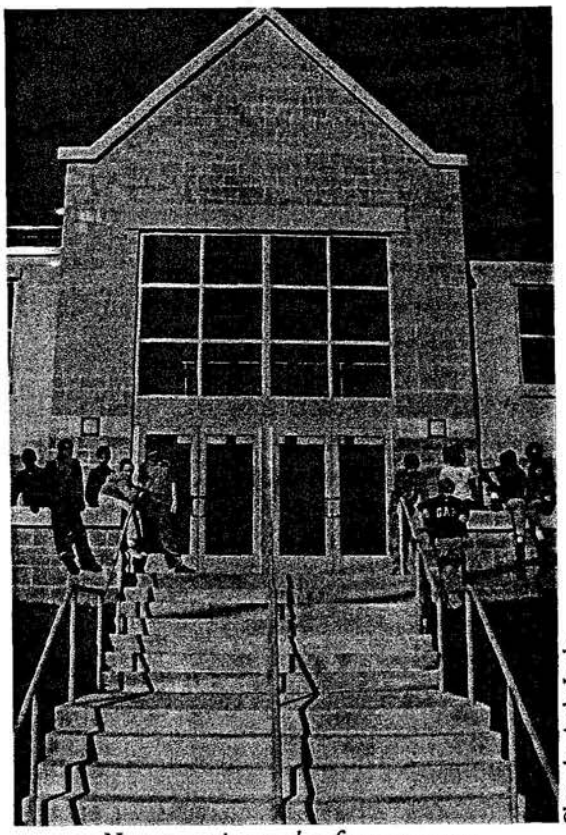


Photo by Andy Locke

New gymnasium and performance center

CHILDREN ARE THE SAME EVERYWHERE

By Rev. Marjorie Gerbracht-Stagnaro, Chaplain

This summer I was blessed, thanks to a grant from the Parents Association, to travel to a part of the world I had never visited before—Southeast Asia and Indonesia. Growing up as one of four children, I remember dreaming of going to places like Singapore, Thailand, and Bali, but thinking I never would since my parents were always so frugal with their money. That's because my parents spent most of their money on educating four children at a K-8 Episcopal day school. (As an adult I've done the math—nine years of tuition times four children equals thirty-six years of private school tuition! A smart move, since their investment paid off in four very responsible, adult children, but the choice didn't leave them money for trips abroad!)

I could hardly believe when I stepped on the plane this past July that I was finally going to Asia. Along with sixteen other teachers, administrators, and chaplains interested in studying world religions and representing the Council for Spiritual and Ethical Education, our group traveled first to Singapore, then to Chang Mai, Thailand, and finally to Denpasar, Bali to experience first-hand the cultures and spirituality of these regions. Initially I noticed how different the people, the sights, the food, the architecture, everything was. I loved that I woke up every day and saw things I had never seen before.

I loved seeing the part of downtown Singapore called Little India and participating in puja (worship) at a large Hindu temple there. I loved visiting many Buddhist temples and having a monk pray over me and give me a string to tie around my wrist (it's still there) to remind me of his prayers for me long after they were finished. And I loved, absolutely loved, being able to witness the public cremation and celebration of the life of a well loved Brahmin priest in the heart of Bali. Truly there were so many new things I saw and learned and participated in that I could write all day about my trip and never even come close to expressing the depth of my experience.



Ms. Gerbracht-Stagnaro with children in Thailand.

Close friends of mine and my husband know that anywhere I go it's inevitable that I end up with children and/or teenagers. I converse with children I don't know when I'm on the Metro, in the grocery story, walking my dog—wherever I go. Even at the last wedding I attended, I much preferred coloring on the floor and blowing bubbles with children to dancing with my husband (sorry, Brent!) and conversing with adults. I love being with young people. That's just the way God made me.

And so it was, as I've already said, inevitable that I would end up interacting on my journey constantly with children. I was selected by my tour group to speak in a chapel service in front a group of 600 teenagers at a Presbyterian school we visited, a very scary prospect! As I stood with the chaplain of that school who translated for me, I laughed, and made the teenagers laugh, as I put my arm around their chaplain and noticed I was a foot and a half taller than her. I wore pony tails one day when I was in Bali and a middle schooler sitting near me and listening to a drum performance smiled and pointed to my pony tails and then her pony tails. I posed seriously for a picture with a very serious Balinese dancer who is ten and has already won international competitions in his art. I sat with a second grade class at a Muslim school and watched them work diligently at their handwriting. I played tic tac toe in the dirt with children as old as our Grade 4 students and hide and go seek with four-year-olds in a hill tribe village in Thailand. I even bartered for handmade bracelets (see picture) from children who possessed smiles as wide as the ocean and as toothless as some of the smiles I see in my Grade 1 students.

As I interacted with children, I realized that, despite all I had seen that was new and different in these countries, these children I had met and the children that I teach are in many ways one and the same. Children, all children, love to laugh. They love to interact and connect with others, with eye contact, facial gestures, and conversation—though I will say all I could manage in Thai and Balinese was "Hello" and "Thank You." Children take seriously and practice skills and activities they are good at and enjoy. Children want to succeed and learn in school. Children love playing games and having fun. Finally, children long for meaningful relationships with adults who will share their joy for life and be willing to be part of their journey.

Thank you for the life changing journey St. Patrick's gave me in sending me to Singapore, Thailand, and Bali and enabling me to witness the love of children in those places. And thank you for the gift of working at St. Patrick's with your children and witnessing their love in this place.

Save the Dates

Auction, Silent and Live
Friday, March 1, 2002
"In Full Bloom . . . and always growing"

5:00 pm	Preview of Auction Items
6:00 - 8:00 pm	Silent Auction and Cocktails
8:00 - 11:00 pm	Live Auction and Dinner

Proceeds from the Auction benefit the Financial Aid Program

International Family Fun Day
Saturday, March 2, 2002

11:00 am - 3:00 pm	Foods, games, and crafts from around the world.

Proceeds from Family Fun Day benefit the St. Patrick's Parents Association

INTERNET

Please visit our website. The latest information on events, sports schedules, and *Thursday Bulletins* is a click away. You can even make a pledge to Annual Giving!

www.stpatsdc.org



St. Patrick's Episcopal Day School
4700 Whitehaven Parkway, NW
Washington, DC 20007-1586
www.stpatsdc.org
Address Service Requested

Please indicate your interest in hearing about our plans and being involved in a neighborhood conversation about our proposal.

- ❑ I will attend a presentation of traffic management options for 4925 MacArthur Boulevard. These presentations will occur at St. Patrick's Episcopal Day School, 4700 Whitehaven Parkway, in our Day School Conference Room.
  - ❑ Thursday, February 7 - 7:00 pm
  - ❑ Saturday, February 9 - 9:00 am
  - ❑ Monday, February 11 - 7:00 pm
- ❑ Please call me immediately to discuss St. Patrick's plans.
- ❑ I'm not interested in receiving any further information at this time.

Name: _____

Address: _____

Telephone: _____

Proposed Conditions for Occupancy of 4925 MacArthur Blvd.
by St. Patrick's School Grades 7, 8 and 9

1. The maximum enrollment shall be limited to 60 students in grades 7, 8 and 9. Grade 9 shall be permitted only for the 2003-2004 school year. The school shall offer to record a binding covenant among the land records restricting enrollment to 60 students.

2. The maximum number of faculty and staff will be 12.

3. The building shall be open for school use from 7:30 a.m. to 4:00 p.m. Staff/faculty may arrive earlier or stay later, but in no event shall they be permitted on the premises after 6:00 p.m..

4. No more than two major evening school events, such as back-to-school night, shall be held after 4:00 p.m. during the school year.

5. The school may not allow any outside groups or persons to rent any portion of the building at any time.

6. Students who do not walk to school, arrive by public transportation or arrive in a carpool with a minimum of three middle school students shall be dropped off at the gym on Whitehaven Parkway between the hours of 7:30 a.m. and 7:55 a.m. The students will then be shuttled to the Subject Property. The shuttle vehicle will arrive at the site by traveling on MacArthur Blvd. The vehicle will stop and discharge students at the existing bus stop in front of the building. The shuttle will return to Whitehaven via the approved shuttle route. The pick-up of students in the afternoon shall be from the gym on Whitehaven Parkway. Parents will not be permitted to drop off or pick up children at the Subject Property at arrival and dismissal times, except carpooling parents with at least three middle school students in the car may drop off the students at the bus stop in front of the Subject Property in the morning.

7. The Applicant shall install and operate any lighting of the parking facilities so that it is directionally downlit with minimum light candle power. The ANC and the abutting property owners will be provided an opportunity to comment on any proposed lighting, fencing and signage.

8. There will be no organized sports conducted on the property. Outdoor activity on the property shall be limited to casual recreational use.

9. If the school decides to operate a summer school program at the Subject Property, such program shall be limited to the months of June and July, and the first week of August, and shall be subject to the 60 student cap.

10. The site shall contain 15 parking spaces. Tandem parking shall be permitted.

11. The Applicant shall coordinate with the National Park Service in developing and implementing storm water management controls.

12. There are only limited deliveries anticipated for the school. The Applicant shall schedule all deliveries to take place from 9:30 a.m. to 4:00 p.m. Monday through Friday.

David P. Konapelsky, AIA

Partner

Employment History:
GTM Architects, Inc., Partner
R. A. Ponte Architects, Ltd., Project Architect
Wheeler Goodman Masek & Associates, Project Architect
McCartney Lewis Architects, Project Architect
G.E. Pidcock Company, Apprentice Architect
Berkus Group Architects, Apprentice Architect

Years of Experience: **17**

Selected Experience:

77 P Street, NE
Washington, DC
Base Building
Renovation / New Construction
380,000 square feet

Junior Tennis Champions Center
"2001 USTA Outstanding Tennis Facility Award Winner"
College Park, MD
Design, Construction for
Professional Tennis Facility
11 acre site

Newport School
Burtonsville, MD
Master Plan, Design, Construction,
3D Visualization & Marketing
Services for K - 12 Facility
8 acre site

Embassy of Uruguay
Washington, DC
Facade and Interior Renovations

NOVACARE
Washington, DC
718 7th Street, NW
Tenant Plan

United States Naval Academy
Annapolis, MD
Building Renovations
Preble Hall
(Wheeler Goodman & Masek)

Chartwell Country Club
Annapolis, MD
Clubhouse, Pro Shop Additions
(Wheeler Goodman & Masek)

Holiday Inn
Wescosville, PA
New 180 Room Hotel & Banquet Facility
(Pidcock Company)

U.S. Web
Bethesda, MD
Design & Construction of
Tenant Plan
6,300 sf
(R. A. Ponte)

Chevy Chase Cars
Bethesda, MD
Showroom & Façade Renovations
4,200 sf
(R.A. Ponte)

Education: **The Catholic University of America - Washington, DC**
Master of Architecture
Bachelor of Science in Architecture

MARTIN J. WELLS, P.E.
PRESIDENT

PROFILE: Mr. Wells has 27 years of experience in traffic, transportation, transit, parking, and pedestrian planning and engineering. He has worked for private real estate developers; federal, state, and local governments; and institutions in 30 states and overseas. This experience includes traffic impact studies, transportation analyses of mixed-use developments, travel demand management studies, parking policy and needs studies, transit planning, and highway and parking facility design. Mr. Wells has provided expert testimony before numerous planning boards, elected officials, administrative hearing officers, and citizens groups.

EXPERIENCE: **Traffic Impact Studies.** Conducted numerous traffic impact studies for large and small residential, commercial, and mixed-use projects in every major jurisdiction in the Washington metropolitan area and in 15 other states. This includes preparation of reports and expert testimony in support of rezoning, subdivisions, site plan approvals, and comprehensive plan and proffered condition amendments.

Mixed-Use Developments. Conducted multi-modal transportation studies for 12 million square foot mixed-use residential, office, retail, and hotel projects for the Potomac Yard in Alexandria/ Arlington, Virginia; Reston Town Center, Fairfax County, Virginia; Columbia, Maryland; WorldCom and Evergreen Mills in Loudoun County, Virginia; The Gallery at Harborplace in Baltimore, Maryland; Carlyle and Mark Center in Alexandria, Virginia; Xerox Landsdowne in Loudoun County, Virginia; Colgate-Palmolive Company in Jersey City, New Jersey; River Walk in New York City; Eden Isles in Slidell, Louisiana.

Major Event Use Studies. Prepared traffic, parking, and traffic management plans for stadiums and entertainment complexes including The John F. Kennedy Center for the Performing Arts in the District of Columbia; FedEx Field, Landover, Maryland; Arlington County Major League Baseball Stadium; Merriweather Post Pavilion, Columbia, Maryland; Middle River Racing Associates in Anne Arundel County, Maryland; and Oriole Park at Camden Yards, Baltimore, Maryland.

Interchange Justification Studies. Conducted studies for modifying existing interchanges and for new interchanges on Interstate highways in Virginia, Maryland, New Jersey, Texas, and Louisiana.

Travel Demand Management Studies. Developed travel demand management programs, including group riding, transit, flexible work hour, and other actions, for major development projects in Montgomery and Prince George's County, Maryland; and Arlington County, Alexandria, Vienna, and Fairfax County, Virginia.

Travel Demand Forecasting. Forecasted regional and corridor travel demand in Arlington, Fairfax, and Loudoun County, Virginia; Jersey City, New Jersey; Columbia, Gaithersburg, Howard County, and Prince George's County, Maryland; Arlington, Virginia; Birmingham, Alabama; Fort Meyers, Florida; and Buenos Aires, Argentina.

Neighborhood Traffic Management Studies. Identified actions to reduce through traffic and vehicle speeds in East Bethesda, Chevy Chase Section IV, Maryland, Fairfax County, Virginia; and Paulus Hook, Jersey City, New Jersey.

Retail Traffic and Parking Studies. Prepared traffic, parking, transit, and pedestrian studies for Main Street, town center, regional shopping centers, large-scale value retail centers, and power strip centers in Arlington, Fairfax County, Loudoun County, and Richmond, Virginia; Owings Mills, Baltimore City, Columbia, Gaithersburg, Anne Arundel County, and Prince George's County, Maryland; North Barrington, Illinois; Atlanta, Georgia; Plano, San Antonio, and Fort Worth, Texas; Coral Gables, Tampa, and Orlando, Florida; New Haven, Connecticut; Boston, Massachusetts; and Puebla, Mexico.

Parking Studies. Conducted parking policy, needs, feasibility, and shared-use studies for public agencies, parking operators, and real estate developers, including Arlington County, Fairfax County, Alexandria, and Middleburg, Virginia; Nashville/Davidson County and Memphis, Tennessee; Hartford, Connecticut; Coral Gables and Jacksonville, Florida; Syracuse, New York; the Washington Metropolitan Transit Authority; and The Rouse Company.

Transit Station Impact Analyses. Conducted site access, joint development, parking, and pedestrian impact studies at numerous bus and rail transit stations in the Northeast Corridor, metropolitan Washington, San Antonio, Atlanta, Jersey City, and Buenos Aires, Argentina.

Transit Studies. Devised transit circulator systems for various downtowns and major activity centers, and prepared transit development programs throughout Pennsylvania and North Carolina.

Health Care Facilities. Prepared traffic and parking plans for hospitals, universities, professional office buildings, and nursing homes, including the Yale-New Haven Medical Center; Georgetown University Medical Center; Fairfax (Virginia) Hospital; Fair Oaks (Virginia) Hospital; Washington Adventist Hospital; Washington Hospital Center; Loudoun Memorial Hospital; Mission Memorial Hospital, Asheville, North Carolina; Baptist Medical Center, Birmingham, Alabama; and University of Rochester.

Schools. Conducted traffic, parking, bus, and pedestrian analyses of public and private elementary, middle, and high schools, including Cranbrook, Bloomfield Hills, Michigan; St. Patrick's Episcopal Day School, Washington, D.C.; Langley School, Fairfax County, Virginia; French School, Montgomery County, Maryland; Garrison Forest School, Baltimore County, Maryland; and public schools in Arlington and Fairfax County, Virginia, and Montgomery and Howard County, Maryland.

Environmental Impact Studies. Prepared the transportation components of environmental documents in Washington, D.C.; Prince George's County, Maryland; New York, New York; Jersey City, New Jersey; Slidell, Louisiana; and Charleston, South Carolina.

EDUCATION: Master of Science, Civil Engineering, Carnegie-Mellon University, Pittsburgh, Pennsylvania, 1975.

Bachelor of Science, Civil Engineering, Wayne State University, Detroit, Michigan, 1973.

REGISTRATIONS: Registered Professional Engineer: Virginia, Maryland, New Jersey, Florida, Illinois, Texas, Pennsylvania, Colorado, Ohio, Missouri, Connecticut, North Carolina, and the District of Columbia.

AFFILIATIONS: Institute of Transportation Engineers
American Planning Association
Congress for the New Urbanism

PUBLICATIONS: "Colgate-Palmolive Site Traffic Impact Assessment Case Study," American Society of Civil Engineers, Site Impact Traffic Assessment Conference, June 1992.

"Neo-Traditional Neighbor Developments: Can You Go Home Again?," National Trust for Historic Preservation, National Meeting on Main Street, April 1992.

"Parking and Easy Access - The First Steps Toward Recovery," Health Facilities Management Magazine, December 1991.

"Review of Methods for Assigning Work to Part-Time Operators," Annual Meeting of the Transportation Research Board, Washington, D.C., 1985.

"Integrating Public Transportation into the San Antonio, Texas Street System," International Public Works Congress and Equipment Show, Atlanta, Georgia, 1981.

"Neighborhood Automobile Restraint: The Chevy Chase Section Four, Maryland Experience," Annual Meeting of the Transportation Research Board, 1981.

"Planning for Shared-Ride Taxi Service," 58th Annual Meeting of the Institute of Transportation Engineers, 1978.

EMPLOYMENT HISTORY

1991 - Present **Wells & Associates, LLC**
McLean, Virginia
President

Responsible for business development, administration, management of professional, technical, and clerical staff, technical analyses, quality control, documentation, and expert testimony.

1981 - 1991 **Gorove/Slade Associates, Inc.**
Washington, D.C.
Principal Associate

Responsible for the transportation planning practice. Responsibilities included business development, project administration, management of professional, technical, and clerical staff, technical analyses, quality control, documentation, and expert testimony.

1980 - 1981 **San Antonio Metropolitan Transit Authority (VIA)**
San Antonio, Texas
Director of Planning

Responsible for long-range, short-range, and day-to-day operations planning for a 550-bus transit system serving a metropolitan area of over 1,000,000 people.

1975 - 1980 **Barton-Aschman Associates, Inc.**
Washington, D.C.
Associate/Senior Associate

Responsible for transportation planning, transit planning, and traffic engineering analyses.

OUTLINE OF TESTIMONY OF PETER BARRETT, HEAD OF SCHOOL ST. PATRICK'S SCHOOL

I. Introduction

II. Background of St. Patrick's School

III. Description of Proposed Use of 4925 MacArthur Boulevard

IV. Discussion of Proposed Conditions

V. Conclusion

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OUTLINE OF TESTIMONY OF
KATHERINE BRADLEY, CHAIRPERSON
BOARD OF TRUSTEES, ST. PATRICK'S SCHOOL

I. Introduction

II. Description of Increased Need for Middle School Opportunities in D.C.

III. Description of Outreach to Community Regarding Proposed Use

IV. Discussion of Proposed Use and Conditions Governing the Use

V. Conclusion

OUTLINE OF TESTIMONY OF DAVID KONAPELSKY, ARCHITECT, GTM ARCHITECTS

I. Introduction

II. Description of Existing Building

III. Space Requirements for Schools

IV. Description of Upgrades

V. Conclusion

OUTLINE OF TESTIMONY OF
BARBARA PATTERSON, PRESIDENT
BLACK STUDENT FUND

I. Introduction

II. Overview of Developments in Financial Aid at St. Patrick's

III. Conclusion

Document #: 1229024 v.1