

GOVERNMENT OF
THE DISTRICT OF COLUMBIA

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ZONING COMMISSION

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REGULAR PUBLIC HEARING
CASE NO. 24-23

+ + + + +

MONDAY

FEBRUARY 24, 2025

+ + + + +

The Public Hearing of the District of Columbia Zoning Commission convened via teleconference, pursuant to notice at 4:00 p.m. EDT, Anthony J. Hood, Chairperson, presiding.

ZONING COMMISSION MEMBERS PRESENT:

ANTHONY J. HOOD, Chairperson
ROBERT E. MILLER, Vice Chair
JOSEPH IMAMURA, Commissioner
GWEN WRIGHT, Commissioner
TAMMY STIDHAM, Commissioner

OFFICE OF ZONING STAFF PRESENT:

PAUL YOUNG, Zoning Data Specialist
ELLA ACKERMAN, Secretary

OFFICE OF ZONING LEGAL DIVISION STAFF PRESENT:

JACOB RITTING, Esquire

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ALSO PRESENT:

MATTHEW JESICK, DC Office of Planning

NOAH HAGEN, DC Department of Transportation

ERIC DEBEAR, ESQUIRE, Cozen O'Connor
Counsel for Applicant

NICOLE WHITE, Principal, Symmetra Design

LUIS BOZA, Associate Architect, A2 Design, Inc.

LATONYA HENDERSON, Chief Executive Officer
Cedar Tree Academy Public Charter School

The transcript constitutes the minutes from the
Regular Public Hearing held on February 24, 2024.

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Cedar Tree Academy Public Charter School

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(4:00 p.m.)

CHAIRPERSON HOOD: Good afternoon, ladies and gentlemen. We are convening and broadcasting this public meeting by videoconferencing -- public -- I'm sorry; give me one moment. Let's try that again. Good afternoon, ladies and gentlemen. We are convening and broadcasting this public hearing by videoconferencing. My name is Anthony Hood. I'm joined by Vice Chair Miller, Commissioner Wright, Commissioner Stidham, and Commissioner Imamura. We're also joined by the Office of Zoning staff, Ms. Ella Ackerman and Paul Young, who will be handling all of our virtual operations, and our Office of Zoning Legal Division, Mr. Jacob Ritting. We will ask all others to introduce themselves at the appropriate time.

The virtual public hearing notice is available on the Office of Zoning's website. This proceeding is being recorded by a court reporter and is also webcast live via Webex and YouTube Live. The video will be available on the Office of Zoning's website after the hearing. Accordingly, all those listening on Webex or by phone will be muted during the hearing, and only those who have signed up to testify will be unmuted at the appropriate time. When called, please state your name before providing your testimony. When you are finished speaking, please mute your audio. If you experience difficulty accessing Webex or with your telephone call-in, then please call our OZ Hotline

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1 number at 202-727-0789 to receive Webex log-in or call-in
2 instructions or if you have not signed up to testify.

3 All persons planning to testify must sign up in advance
4 and will be called by name at the appropriate time. At the time
5 of signup, all participants will complete the oath or affirmation
6 required by Subtitle Z-408.7. If you wish to file written
7 testimony and additional supporting documents during the hearing,
8 then please be prepared to describe and discuss it at the time
9 of your request -- at the time of -- describe and discuss it at
10 the time of your request when submitting.

11 The subject of this evening's hearing is Zoning
12 Commission Case Number 24-23, Cedar Tree Academy Public Charter
13 School Design Review in the NHR zone at Square 5861, Lot 89.
14 Again, this is 701 Howard Road Southeast, February 24th, 2025.
15 The hearing will be conducted in accordance with the provisions
16 of 11-Z DCMR, Chapter 4, as follows. We will have preliminary
17 matters; the applicant's case -- the applicant has up to 60
18 minutes, but I would ask them to condense it. We have reviewed
19 the record; just hit the highlights, unless my colleagues decide
20 otherwise or would like to see otherwise -- report of the Office
21 of Planning and Department of Transportation, but not in that
22 order -- we will have other governments first, and then we will
23 have the report of the Department of Transportation and the report
24 of the Office of Planning, in that order -- report of other
25 government -- report of the ANC; and then we will have testimony

1 of organizations and individuals, organizations five minutes
2 individuals three minutes; and we will hear respectively in the
3 order of those who are in support, opposition, or undeclared.
4 Then we will have rebuttal and closing by the applicant. At that
5 time, Ms. Ackerman, do we have any preliminary matters.

6 MS. ACKERMAN: Yes, we do.

7 CHAIRPERSON HOOD: Sure. Let's go through them.

8 MS. ACKERMAN: Cedar Tree Academy Public Charter School
9 is the applicant tonight, and they are represented by Eric J.
10 DeBear of Cozen O'Connor. They plan to take 15, give or take,
11 minutes to present. We do have an OP report, which is in support,
12 at Exhibit 17. This will be represented by Matthew Jesick, and
13 he plans to take three minutes. ANC 8A submitted a resolution
14 at Exhibit 20, and they are in support as well.

15 Now I have waiver requests that I'm going to go over.
16 On February 13th, 2-25, DDOT submitted a report at Exhibit 16,
17 and the report stated that the Comprehensive Transportation
18 Review for the subject zoning case was due on January 10th. Cedar
19 Tree Academy Public Charter School submitted it on January 27th.
20 Therefore, DDOT was unable to provide a timely report by the
21 Zoning Commission deadline of February 14th. As such, DDOT
22 requests a waiver from the 10-day District agency filing date.

23 On February 14th, the applicant submitted its revised
24 CTR at Exhibit 18 and 18A, with a request to waive the 30-day
25 filing requirement of Subtitle Z-401.8 to allow it to file a CTR

1 10 days before the hearing. On February 21st, DDOT submitted a
2 report at Exhibit 23, stating that they have no objection to the
3 approval of this design review application, with the following
4 conditions included in the order. These conditions are to
5 implement the Transportation Demand Management Program and a
6 Performance Monitoring Plan, as proposed in the February 14th
7 revised CTR for the life of the project, unless otherwise noted.
8 The Commission should rule on these waivers at this time.

9 CHAIRPERSON HOOD: Okay. Colleagues, again, we've
10 heard the request from Ms. Ackerman. She spelled it out.
11 Typically, what I've noticed when they ask for waivers, that
12 means a continuing of work that's being done to address issues.
13 It looks like -- for me, I don't have any objections to giving
14 the waivers all the way around. I'm not going to go through all
15 what dates and all that, but I think it's probably a better
16 resolution that we go ahead and allow the work that has been
17 done, even maybe up to the last day or so, to be able to give us
18 a clearcut case, especially when it comes to transportation, but
19 let me hear from others. And tonight I'm going to -- when we go
20 to questions, I'm going to start with Commissioner Imamura. This
21 is a design case, so I'm going to go to him first to get us
22 started, but let me hear from my colleagues first. Vice Chair
23 Miller.

24 VICE CHAIR MILLER: Thank you, Mr. Chairman. Yes, I
25 agree with you that they were working on issues and that's why

1 we got some late reports, which we can evaluate the issues if we
2 accept the -- if we accept the waiver, we can then evaluate the
3 application and see what any additional information we might
4 need. So I'm ready to go forward with a yes for that.

5 CHAIRPERSON HOOD: Okay. Commissioner Imamura.

6 COMMISSIONER IMAMURA: Thank you, Mr. Chairman. I'm
7 in agreement with you, Vice Chair Miller. I think the
8 supplemental report is important to include in the record here
9 and weigh in our decision-making tonight, so I'm amenable to
10 waiving -- approving the waiver.

11 CHAIRPERSON HOOD: Okay. Commissioner Stidham.

12 COMMISSIONER STIDHAM: I also agree with Commissioner
13 Imamura. The information is definitely necessary and adds to
14 this case, and I'm fine with the waiver request.

15 CHAIRPERSON HOOD: Okay. And Commissioner Wright.

16 COMMISSIONER WRIGHT: Yes, I support the waivers.

17 CHAIRPERSON HOOD: I probably could have done that a
18 lot easier as a general consensus, but I figured I wanted to hear
19 from everybody individually. Okay. So, Ms. Ackerman, we'll
20 accept that. And, again, the ANC is 8A, and I'm just going to
21 let Commissioner Imamura -- once they finish, I'm going to come
22 to you first. Ms. Ackerman, anything else?

23 MS. ACKERMAN: (Shakes head no.)

24 CHAIRPERSON HOOD: Okay. Can we bring everybody up?
25 Good afternoon, Mr. DeBear. Whenever your team gets up and ready,

1 | you all may begin.

2 | MR. DEBEAR: Great. Thank you, Chairman Hood and
3 | members of the Commission. If Mr. Young could pull up the
4 | presentation filed in the case record. While he's doing that, I
5 | just wanted to give an opportunity to -- for the fellow team
6 | members to introduce themselves, starting with Dr. Henderson.

7 | DR. HENDERSON: My name is LaTonya Henderson. Thank
8 | you for this opportunity.

9 | MR. DEBEAR: And then Lou. Lou, if you're speaking,
10 | you're on mute.

11 | MR. BOZA: Sorry about that. My name is Lou Boza, and
12 | I am the associate architect with A2 Design, Inc.

13 | MR. DEBEAR: And then Nicole.

14 | MS. WHITE: Nicole White, Principal with Symmetra
15 | Design, traffic engineering and transportation planning.

16 | MR. DEBEAR: Thank you. If Mr. Young could hop forward
17 | to slide -- we are going to try to keep this to the 15-minute
18 | time limit that Ms. Ackerman mentioned. I would note for the
19 | Commissioners, we've requested Mr. Boza and Ms. White as expert
20 | witnesses in architecture and traffic and transportation,
21 | respectively, and their resumes are in the record.

22 | CHAIRPERSON HOOD: Okay. Mr. DeBear, let us -- let us
23 | deal with that. I know that we have accepted Ms. White
24 | previously. Any objections to continuing that status? I'm
25 | looking at my -- I'm looking at my colleagues, instead of going

1 around --

2 COMMISSIONER IMAMURA: No objection.

3 CHAIRPERSON HOOD: Okay. I see no objections. Thank
4 you. Now, Mr. -- who -- I'm sorry, Mr. DeBear. I don't have
5 that screen up. Who else was the other person, besides Ms. White;
6 Mr. Boza?

7 MR. DEBEAR: Just Mr. Boza, the project architect.

8 CHAIRPERSON HOOD: Okay. Colleagues, what -- has he
9 been -- has he been proffered previously in front of the Zoning
10 Commission?

11 MR. DEBEAR: Lou, I don't --

12 MR. BOZA: No.

13 MR. DEBEAR: Yeah.

14 CHAIRPERSON HOOD: Okay. The answer's no.

15 MR. DEBEAR: And his resume's in the record at 15C.

16 CHAIRPERSON HOOD: Okay. I missed that, actually.
17 Colleagues, have you all had a chance to review that?

18 COMMISSIONER IMAMURA: I did, Mr. Chairman, and I'm
19 comfortable with Mr. Boza as an expert witness in architecture.

20 CHAIRPERSON HOOD: Any other objections or anybody --
21 everybody else fine?

22 (No response.)

23 CHAIRPERSON HOOD: Okay. Well, if Commissioner Imamura
24 says it's good, we're good to go, and we will make him an expert.
25 All right. Thank you. Mr. DeBear, you may begin.

1 MR. DEBEAR: Okay. If Mr. Young could pull back up
2 that presentation, we can go to slide three I believe, and I'm
3 going to then turn it over to Dr. Henderson to tell just tell
4 you all a little bit about Cedar Tree.

5 MS. HENDERSON: I'll go ahead and tell you about
6 Cedar Tree. Again, I'm LaTonya Henderson, the Chief Executive
7 Officer of Cedar Tree Academy. Cedar Tree Academy is an early
8 childhood public charter school serving grades pre-K through
9 second grade. We started operating as Howard Road Academy in
10 1999 to 2012, and rebranded as Cedar Tree in 2013.

11 Our mission is to provide a safe learning environment
12 that enhances the emotional and cognitive growth and development
13 of our students while helping them become independent learners.
14 We are here to address the achievement gap and primarily serve
15 students at risk in Ward 8. We are currently -- we currently
16 have 399 students with 89 full-time staff members. We have been
17 approved by the DC Public Charter School Board to serve up to
18 600 students. Currently, we have 83 percent of our students who
19 are at risk, and our children come from Ward 8, and a hundred
20 percent of our children are low-income students, as defined by
21 the CDFI Fund.

22 Our project -- we hope to build a new school building
23 to increase our programming space and meet the needs of our
24 students that we can't currently do in our existing building. We
25 hope to provide a gym, a library, a cafeteria, and space for a

1 STEM program, an arts program, and a music program, and also
2 provide wraparound services for our students and our families.

3 The new building will have increased capacity to meet
4 the needs of our students and our goal. We currently have a
5 building of approximately 36,000 square feet with -- I'm
6 sorry -- 3,600 square feet -- I apologize -- with 22 classrooms.
7 We hope to seek -- to expand to fully develop an elementary school
8 to serve students pre-K through fifth grade. We also hope to
9 blend into the new project in our area, which is the Bridge
10 District neighborhood, with this new design. With this, I'll
11 yield to our next presenter.

12 MR. DEBEAR: And I'm not sure if we lost Mr. Young
13 here, but the presentation is not up for some reason.

14 (PowerPoint presentation shared on screen.)

15 MR. DEBEAR: There we go. Thank you. If we could just
16 move forward a couple slides now. Another, another. Okay.
17 Great. I'm going to turn it over to Mr. Boza.

18 MR. BOZA: Sure. Thanks. So I'm going to take you
19 through the site and the architecture design for the Cedar Tree
20 School. So, as you can see here, the site is located at 701
21 Howard Road, just south of Poplar Point and with a quarter mile
22 of the Anacostia Metro Station.

23 Next slide please. So the slot -- the site's bounded
24 by Howard Road on the north, the off-ramp from 395 to Suitland
25 Parkway to the south. To the west we have future development.

1 To the right -- sorry -- to the east is an existing building.
2 Here you can see highlighted the existing Cedar Tree building
3 shown in orange. It's located on the west side of the existing
4 lot.

5 Next slide please. Here in this small map, you can see
6 the red, the existing Cedar Tree building, the size of the
7 existing lot. View number three shows the existing Cedar Tree
8 building. View number one, you kind of catch a glimpse of the
9 playground to the right of the existing Cedar Tree building,
10 which is where the proposed school will go.

11 Next slide please. Zoning map. As mentioned already,
12 it's in the North Howard Road zoning district. Next slide please.
13 The existing site plan; again, Howard Road to the north, the
14 retaining wall for the ramp on the south. On the left we see
15 the existing Cedar Tree school building. In the center we see
16 the existing entry, parking lot, and egress, two existing curb
17 cuts on the site. And to the right we see the existing open
18 field and playground for the current Cedar Tree School.

19 Next slide please. So the proposed site plan is to
20 construct the new Cedar Tree School where the existing playground
21 is, build the school there, demolish the existing school, and
22 build a new parking lot where the existing school is currently,
23 and a drive lane and drop-off zone in between the two. We have
24 planned for a playground to the south of the building, between
25 the building and the southern property line. We also have the

1 main entrance to the school. Where the students and parents will
2 drop off the kids is on the western elevation of the building,
3 where the red arrow points, sort of halfway down the length of
4 the building. We also have an entry along Howard Road for
5 public -- for when they hold community events at the school.
6 Other features to point out include the bike -- short-term bike
7 parking, which is on the eastern side of the school, about halfway
8 down the length of the school.

9 We have some bioretention areas for stormwater between
10 the two curb cuts; also at the southeast -- southwest corner of
11 the site. And then at the north -- northwest -- northeast corner
12 of the site we have the Pepco transformer and generator for the
13 school. Again, to the south of the school we have a loading area
14 for less frequent deliveries, larger items to the -- to the
15 school; and currently adjacent to the main entry we have a loading
16 area -- really, a deliveries area for food service, which is
17 coming into a warming kitchen for the school.

18 Next slide please. This slide shows a planting plan.
19 Just important to point out some native local plants located in
20 the bioretention zone. Plants that are of similar scale to ones
21 in the neighborhood would be planted in the parking lawn, along
22 the perimeter of the site.

23 Next slide please. Enlarged sidewalk plan again shows
24 the -- some short-term bicycle parking on the street, some
25 security gates at the entrance and egress, where the curb cuts

1 are, and, again, the vestibule for the public entry to the
2 building along Howard Street.

3 Next slide please. So I'll go through the plans now.
4 The ground floor plan is open -- sorry -- open for community use,
5 as well as school use. The main entrance to the building is here
6 on the plan's south, so it's on the western side of the building.
7 Entry is into a large welcome space. To the right side in blue
8 is the gymnasium. To the left side, all the way at the end on
9 Howard Street, is the cafeteria/multipurpose room. And you can
10 start to see some architectural elements that I will address
11 later. At the end, we have the egress stairs. Together those
12 form an architectural element in the massing of the building that
13 I'll talk about. And then, again, this sort of cut in the middle
14 of the building where the welcome zone is, it will be also another
15 architectural element I'll talk about in a few minutes.

16 Next slide please. So the second floor and the
17 remaining floors are all classroom floors. This floor, we have
18 the lower school students. Again, you can start to see that
19 central core where we have utility areas, bathrooms, a
20 communicating stair in the center, and then to the right is the
21 two-story open space for the gymnasium. On the second floor and
22 on the fourth floor, these larger classrooms in the center, sort
23 of opposite the stair, are classrooms for STEM use.

24 Next slide. The third floor has -- in the red is the
25 school library, and, again, classrooms are all purple.

1 Next slide. And the fourth floor is similar to the
2 second floor, with additional STEM uses at the center core.

3 Next slide please. So on the roof, we have -- the
4 egress stairs continue to the roof. We have a screened-in
5 mechanical area for the HVAC rooftop units. And then on the
6 remaining roof portion to the south of the mechanical units,
7 we'll have the photovoltaic panels required to meet the zoning
8 renewable energy amounts.

9 Next slide please. So I'll go through the elevations
10 now. This is the elevation that faces Howard Street. Again,
11 I'm going to point out the sort of architectural elements that
12 you'll see in the remaining slides. So you'll see that sort of
13 tower off to the left. This is the egress stair. There's one
14 located at Howard -- at the Howard Street end, another one at the
15 other end. They're connected by the mechanical rooftop units,
16 so we're calling that the bar. You see these colored panels that
17 are representative of where all the classrooms will be. That's
18 the classroom box. This white element that kind of wraps up and
19 over the building is an architectural element that will start to
20 frame the classrooms and address kind of entry and exit and
21 differentiate the ends of the building from the long sides of the
22 building. And then here you see in the background an element
23 that's sort of bisecting all of those horizontally, which is an
24 element that marks that center community space entry and the
25 special classrooms.

1 So go to the next slide please. So the west elevation,
2 this is the side of the building that faces the parking lot.
3 Again, all the white is the wrapper. That's the element that
4 frames the classrooms. On the left below you see the colored
5 panels. This is where the cafeteria is. On the right you see
6 the two-story element where the gymnasium is. At the center you
7 see the box that kind of floats. Below it is the main entrance.
8 And inside the box are the library and the special STEM
9 classrooms, and then up on the roof beyond is the bar that
10 contains the rooftop units and the egress stairs.

11 Next slide please. The south elevation that faces the
12 playground, similar to the northern elevation, only here we have
13 three sets of double doors that have direct access from the
14 gymnasium out to the playground, and you can see the wrapper, you
15 can see the stair tower and the bar, and the projection of the
16 element at the central core.

17 Next slide please. And then the east elevation. This
18 is the -- essentially the -- what we're calling the back side of
19 the building that is facing the closest property line. Here you
20 see the projection of the central core. Below it is the faculty
21 room, and in that area is where the sort of circulation occurs
22 at the top of the communicating stair.

23 Next slide please. So this slide talks about the
24 materials that we're proposing for the building. Three primary
25 materials are being proposed for the building. One is the

1 phenolic-colored panels, a corrugated metal panel, and an EFIS,
2 Exterior Insulation Finish System. These materials are used to
3 articulate and reinforce the massing of the building and its
4 composition. The bar element that houses the egress stairs and
5 the mechanical rooftop units is clad in the vertical corrugated
6 metal panel that you see in the top right. These panels emphasize
7 its volume. The corrugations are running vertically in order to
8 emphasize its height. I know this building is shorter than most
9 of the buildings in the area, so we're doing everything we can
10 to make the building feel taller than it might be, so it runs
11 vertically.

12 Next slide. Oh, sorry, not next slide yet. The
13 wrapper, the element that wraps around both long sides of the
14 building is the Exterior Finish Insulation System, the EFIS.
15 This material is a lightweight, although durable, stucco finish
16 that's put over an EPS foam, so it provides the thickness we're
17 seeking to give it sort of a compositional weight, but also
18 provides all the required R-value for the exterior envelope at
19 those locations.

20 And then the last material are these colored phenolic
21 panels that will be placed over a rainscreen system. The phenolic
22 panels are a flat panel based on a thermosetting resin that are
23 reinforced with wood fibers and paper, and it's manufactured
24 under high pressure and temperature. These panels have an
25 integrated color built into them. They're extremely durable, and

1 we can clean them very easily if they have graffiti or anything
2 like that on them. We've picked a palette of colors that is
3 playful, that brings life to the school and says this is a school
4 for children -- or a building for children.

5 Next slide. So in this slide we see three details at
6 the building. On the left we see a condition at Howard Street
7 where we have the stair tower, the egress tower. We see the
8 exterior wall at the classrooms on the second, third, and fourth
9 floor, and you start to see these vertical signage banners that
10 we have placed along Howard Street that would contain
11 inspirational words or quotes that the school chooses that would,
12 again, animate that Howard Street façade and indicate that this
13 is a school building.

14 The second 3D view there shows a cut through the
15 community or public entrance along Howard Street. It's a two-
16 story vestibule. And it also shows the wrapper condition at
17 Howard Street, how it slides off the building and expresses itself
18 and frames that entrance. And, again, detail number three shows
19 the same thing from the other side, so that sort of cantilevers
20 over the edge, again, marking the entrance at Howard Street.

21 Next slide please. And the remaining slides are all
22 3D views of the building. This is the view from across the
23 street, along Howard Street, so, again, you can see the stair
24 tower, signage banners, the colored panels that are opaque, and
25 you see the -- so you see the classroom glass. We're proposing

1 a colored film go over the glass to continue that colored stripe
2 beyond just the opaque panel into the colored panel, so that the
3 color of the light comes through the building.

4 Next slide please. Again, another view from Howard
5 Road. Next slide. The view from inside the lot at the parking
6 lot, so the length of the building. Again, this end of the
7 building is where the cafeteria is located at the ground floor.

8 Next slide. Same side of the building, but closer to
9 the end where the gymnasium is located in this sort of area at
10 the end; that's a two-story with the windows up high.

11 Next slide. This is the main entrance to the school.
12 Again, the students and staff enter underneath the box where the
13 signage for the school is located.

14 Next slide. A view possibly from the off-ramp looking
15 at the back corner where the playground is and the wrapper and
16 the bar that contains the egress and the mechanical units.

17 Next slide. And the eastern elevation of the building
18 with the projection of the box and the bar containing the HVAC
19 units. Next slide. I think that's it. Thank you.

20 MS. WHITE: Thank you. I have a number of
21 transportation slides, but in the interest of time, I can jump
22 ahead to the Transportation Demand Management Plan, and we can
23 come back if there are any questions. We appreciate the continued
24 efforts to coordinate our plan and the study with DDOT, so we
25 have had a number of iterations, as stated earlier, of this, and

1 DDOT has no opposition to the project, as stated in the report,
2 with the following conditions: the Transportation Demand
3 Management Plan and the Performance Monitoring Plan. Don't
4 expect us to read all of the text here in the TDM Plan. We just
5 highlighted in blue and bold some of the key elements of the
6 plan. One of the -- some of the feedback we received from DDOT
7 about the plan is just to incorporate a few timelines into the
8 plan, and so, for example, for the second bullet, where we're
9 identifying Transportation Coordinators, we've added language,
10 such as "Prior to the issuance of the building permit", so that's
11 the level of detail we've been coordinating with DDOT on this.
12 This is an attachment to the DDOT report, and the applicant is
13 comfortable with the TDM Plan. They're already using a \$100
14 SmarTrip card for staff.

15 The next slide. Additional TDM measures, such as
16 carpool, parking spaces, two preferential spaces in the front of
17 the building, Capital Bikeshare memberships, and goDCgo is a
18 tremendous resource that we've been working with on other school
19 projects, and they look forward to working with goDCgo in
20 implementing some of this.

21 If we can go to the next slide, the Performance
22 Monitoring Plan. Beginning in the fall 2027 semester, the school
23 will be required to conduct monitoring in the fall and spring
24 semester, just to make sure the trip generation is consistent
25 with what we've outlined in this report. And then, again, they're

1 required, after successful monitoring reports, to do monitoring
2 again when they reach the proposed cap of 680 students. So,
3 again, the school is comfortable with this Performance Monitoring
4 Plan, and it will become part of the conditions of approval. And
5 that's all I have, unless there are any questions.

6 CHAIRPERSON HOOD: Thank you. Before we go further,
7 Ms. White, if you could just give us a ride-around, maybe one of
8 the slides -- I think 34 or whatever the better slide is, just
9 give us a trip around how the circulation pattern is, just briefly
10 outline for us.

11 MS. WHITE: Yeah, absolutely. Can we go back to slide
12 34 then? So one of the things outlined in the DDOT report is we
13 acknowledge there would be continued efforts and coordination
14 with DDOT, as part of the public space approval process, with the
15 curb cuts. And so the plan is currently showing two curb cuts,
16 and there's flexibility that we're asking for, in case we go to
17 one curb cut. There was a special tree permit in the timing of
18 that, but there are no impacts associated with changing from two
19 curb cuts to one curb cut, related to our plan. We would just
20 need to update some of the maneuvering analysis.

21 I think there is another plan, if we go forward one,
22 that shows site access, but there's a -- the next slide please.
23 Keep going please. There's a vehicle -- yeah, the pick-up/drop-
24 off plan, I thought this was a good one to look at, which is
25 showing -- we did some existing observations of pick-up/drop-off

1 | procedures, and we were able to determine what the queue was
2 | during that time period. And when you look at growth of the
3 | queue with the population increases, we wanted to make sure that
4 | there wouldn't be queueing offsite, and so we're showing, in this
5 | circulation route, vehicles coming in, and then there is
6 | supplemental area in the parking aisle just to the west, so,
7 | altogether, we'd have enough space for 24 vehicles and a small
8 | bus, which the school currently has. Does that answer that
9 | question or any further --

10 | CHAIRPERSON HOOD: Yeah, I think that was helpful.
11 | Thank you very much, Ms. White.

12 | MS. WHITE: Sure.

13 | CHAIRPERSON HOOD: Thanks.

14 | MR. DEBEAR: If Mr. Young could move forward a few
15 | slides, I'm going to try to be efficient here. We're already
16 | approaching over 20 minutes. This is the zoning sheet. This
17 | building is being proposed to be compliant with all the NHR
18 | standards, with the exception of the minimum residential FAR.

19 | Next slide please. So there's actually a requirement
20 | in the NHR zone that every new development has a minimum of 2.5
21 | FAR dedicated to residential uses. Obviously, we have school use
22 | here. We would not be meeting that. Nonetheless, in terms of
23 | meeting the special exception standard, certainly, a public
24 | education use is a matter-of-right use in the NHR zone, and it's
25 | actually one of the preferred uses identified for a designated

1 street, being Howard Road. And we feel strongly that the -- you
2 know, the ongoing use of this site for a public school would be
3 complimentary and supportive of the new and, you know, currently
4 being built character of this neighborhood. It's obviously
5 envisioned as a really vibrant mixed-use neighborhood, and I
6 think this entire project really is aimed at kind of complimenting
7 what this neighborhood can and will become.

8 In terms of the relief resulting in the design that
9 complies with the purpose of the NHR zone, we've outlined many
10 of the reasons in the record, but, again, certainly, the
11 architecture being more street activating than the current
12 building; providing extensive landscaping and inviting outdoor
13 space; improving pedestrian and bicyclists connectivity or
14 improvements to the public space; and, certainly, incorporating
15 the expected and required sustainability features in the NHR zone
16 and based on this Commission's standards.

17 Next slide. We've outlined all of the design review
18 criteria, and I want to kind of hop over that, although I'm happy
19 to move back and discuss it, if the Commission has any questions.

20 If Mr. Young could go to the next slide. Next slide.
21 Next slide. Just to briefly touch on this, there are employment
22 and training requirements in the NHR zone. We've provided
23 information in the record as to how we're meeting that, and we're
24 happy to discuss further. Next slide. There are design
25 requirements for the designated street, and there's only one

1 street, being Howard Road, but we are meeting those. Next slide.
2 There's also -- the Commission would be looking at the general
3 design review criteria, which I'm going to move past.

4 Next slide. Next slide. Next slide.

5 CHAIRPERSON HOOD: Mr. DeBear, you can talk on some of
6 this. You actually have a whole hour. I don't want you to feel
7 like we're rushing you.

8 MR. DEBEAR: Okay. Well --

9 CHAIRPERSON HOOD: You have, actually, 45 more minutes.

10 MR. DEBEAR: Yeah. Okay. I want to be respectful of
11 the Commission's time and certainly --

12 CHAIRPERSON HOOD: We're good. We're here. We're
13 good. We're good.

14 MR. DEBEAR: Okay. If you go to the next slide, I want
15 to talk just a little bit about the Comprehensive Plan and the
16 racial equity analysis. Next slide please. Consistency with the
17 Comprehensive Plan. This property is designated on the Future
18 Land Use Map for high-density residential, high-density
19 commercial, and institutional. Certainly, you know, this
20 building, obviously, being a public school building, is not going
21 to achieve the kinds of densities that might be expected or
22 projected in these FLUM designations, but we do feel, overall,
23 again, we are a complimentary use and something that can fit
24 within the neighborhood and provide a public school option for,
25 hopefully, many, many new residents that will be moving in. The

1 institutional designation is synonymous or consistent with the
2 local public facilities type expectation of what might be used
3 here. And the GPM designates this as a Land Use Change Area,
4 which is, again, I think acknowledging the expected NHR zone and
5 what's going to likely be changing in this neighborhood over
6 time, and we are continuing that momentum with this project.

7 Next slide. These are some of the Comprehensive Plan
8 elements -- District elements that we believe this project is
9 consistent with. In particular, the education facilities element
10 identifies a number of goals that this project's achieving. As
11 Dr. Henderson mentioned, the project will be providing -- Cedar
12 Tree prides itself on providing wraparound services for families.
13 As she noted, many of the families are in need and, certainly,
14 serving the Ward 8 community is a great mission.

15 Next slide. Touching on community outreach, we've met
16 with ANC 8A three times, the most recent of which was in January
17 and resulted in the vote of support, which was unanimous, and
18 it's in the record. As a public school, Cedar Tree has a
19 longstanding relationship and role in the community. There's
20 obviously been ongoing engagement and knowledge-sharing about the
21 project with the families, as Cedar Tree kind of works to provide
22 a useful building. There has been engagement with CC Prep in
23 connection with some the NHR training requirements. And then we
24 have spoken with Redbrick, who's the owner of most, if not all,
25 of the adjacent properties that will be developed in the Bridge

1 District, and they are fully supportive as well, with a letter
2 of support in the record.

3 Next slide. I'm going to hop over this. This is in
4 the Office of Planning report, the disaggregated data section of
5 the racial equity analysis.

6 Next slide. And then, in summary, just the Commission
7 has certain evaluating criteria when viewing an application
8 through a racial equity lens, and we believe many, if not all of
9 the outcomes are positive. Certainly, we will not be displacing,
10 either directly or indirectly, any individuals. On the contrary,
11 this will be providing a brand new school with increased capacity
12 and better programming for a primarily -- a primary student body
13 that's in Ward 8. It will also increase the school's ability to
14 provide employment opportunities with the expected growth rate.
15 They would also expect increased numbers of staff and faculty.
16 And then the public space improvements and the environmental
17 sustainability features will all lead to positive outcomes when
18 viewed through a racial equity lens.

19 And, with that, we can move to the final slide, and
20 that would end our presentation-in-chief. We appreciate the
21 Commission's time. As I mentioned, we're all certainly available
22 to go back through anything we might have moved past efficiently,
23 and we appreciate your time.

24 CHAIRPERSON HOOD: Okay. Certainly, we want to thank
25 the team, Ms. White, Mr. Boza, and Dr. Henderson, and you, Mr.

1 DeBear, for your presentation, and hopefully I didn't leave
2 anyone out. We will ask our questions at this point, so I will
3 go to Commissioner Imamura.

4 COMMISSIONER IMAMURA: Thank you, Mr. Chairman. I echo
5 your comments. Dr. Henderson, thank you. Ms. White, Mr. Boza,
6 and Mr. DeBear, thank you. I have a few questions and a few
7 comments. In general, I'm really -- the design of it I really
8 like. And I say that it reminds me of De Stijl -- the De Stijl
9 movement. Mr. Boza, you used the word "playful". I would say
10 it's -- it is playful, which I wouldn't go so far as to say it's
11 whimsical, but it's sort of this restrained use of color and
12 texture. Appreciate your explanation about the verticality of
13 it -- the vertical design elements, rather. I know a lot of the
14 images that were shown in the presentation highlighted the use
15 of color, but my favorite elevation would be the east elevation.
16 So there's sort of this rhythm and pattern, almost like keys on
17 a piano, so I really appreciate the design work behind this. So,
18 Dr. Henderson, I think in terms of artistic license and creativity
19 here, that your architects did a wonderful job in the design of
20 this building.

21 DR. HENDERSON: Thank you.

22 COMMISSIONER IMAMURA: I also want to highlight I
23 guess -- and I might have missed this -- again, we are achieving
24 LEED Gold; is that right, Mr. Boza?

25 MR. BOZA: Yes. Yes.

1 COMMISSIONER IMAMURA: All right. Terrific. I also
2 appreciate -- I'm glad that, Ms. White, that you had highlighted,
3 I think slide 36, which showed the 24 vehicles being queued, so,
4 Mr. Boza and Ms. White, thank you for working together on that.
5 I thought that's a pretty -- a very pragmatic solution there to
6 extend your queueing distance there. I am curious, Mr. Boza --
7 I think one would be challenged to argue the DC region -- that
8 there's a regionalism to DC. I don't believe that there is, but
9 I'm curious about what inspired your design around -- like, in
10 the surrounding neighborhood? So where did this -- what was the
11 genesis of this design solution and what did you take away from
12 the surrounding neighborhood to generate this unique design, I
13 think, for this particular area?

14 MR. BOZA: Well, I think -- in general, I think we were
15 trying to minimize the footprint of the design, so I think
16 understanding the programmatic elements and consolidating them
17 into compositional elements that worked together and created an
18 overall clarity to the building that can be understood by the
19 citizens of the neighborhood and the school-age children, to
20 understand the building on that level. To be honest, there's not
21 much in the immediate area of the Howard Road yet. I would say,
22 seeing what's been proposed, there's a clarity to the buildings
23 and the architecture in that area that I think our building would
24 mimic. I think the materials, themselves, start to talk about a
25 neighborhood or a city of vibrancy with color.

1 I think the corrugated metal starts to echo some of the
2 kind of grittiness of the city, which I think is important to
3 address. And then the cleanliness or the sort of -- the light
4 material, that kind of off-white material, talks about sort of
5 an innocence or a cleanliness to -- innocence to the school-age
6 children, and I think, you know, conceptually, maybe is a little
7 bit of a stretch for the citizens to understand, but I think
8 those altogether really start to talk about an architecture
9 that's of its place and really understandable of a bunch of
10 different age groups and occupants of that -- of that area.

11 COMMISSIONER IMAMURA: Perfect. Thank you, Mr. Boza.
12 I appreciate your response and hopefully it can be an additional
13 opportunity to go a little deeper into the design decisions that
14 were made. A lot of people just see sort of the finished product,
15 but there's a whole lot more meaning and depth to it than what
16 we see on paper, and so -- especially, I think the fact that the
17 expression of form and color and materiality is also expressing
18 what's happening on the inside of the building too, and a lot of
19 people may not see that at first, but it's part of that
20 architecture that I think is really successful.

21 MR. BOZA: Yeah.

22 COMMISSIONER IMAMURA: One of the things -- one of the
23 questions that I do have maybe for Ms. White and for you, Mr.
24 Boza -- I guess either one of you can respond -- Ms. White, you
25 had mentioned about the design flexibility for either two curb

1 cuts or one curb cut. I'm curious what the preferred design
2 solution is, because if you do go with the one curb cut
3 conceptually or if it does materialize, I think I remember seeing
4 the bioretention area located there. I'm curious what happens
5 to that. I know it would require at least some small
6 reconfiguration of it. What's the preferred curb cut and what
7 will happen to the bioretention area?

8 MS. WHITE: Well, I'll let Mr. Boza answer the question
9 about the bioretention. I will say, from DDOT's perspective,
10 they -- the preference is for fewer curb cuts.

11 COMMISSIONER IMAMURA: Sure.

12 MS. WHITE: And, initially, there was a special tree
13 situation as to why we have the two curb cuts.

14 COMMISSIONER IMAMURA: Okay. I was curious about that
15 too. We all know that DDOT's preference is one curb cut, so I
16 did -- that is noticeable there.

17 MS. WHITE: So it's an existing condition, and then,
18 also, there was initially a restriction due to the tree, and then
19 some additional information from DDOT and Urban Forestry about
20 the tree, and so just the timing of it was such that we proceeded
21 with flexibility.

22 COMMISSIONER IMAMURA: Okay. Can you tell me a little
23 more, Mr. Boza, about that tree, what the outcome is?

24 MR. BOZA: So what the outcome is or what the --

25 COMMISSIONER IMAMURA: Or, you know, what -- tell me

1 more about the --

2 MS. WHITE: The bioretention pond.

3 MR. BOZA: Yeah. The bioretention pond, I think if we
4 were going to go to the one curb cut, would essentially slide
5 closer towards the building. It might become a little larger,
6 because the one curb cut into the site would widen to the maximum
7 of 24 feet, which would give us a little extra bioretention area.
8 We -- the security fence would probably pull closer back to where
9 the parking lot starts and would continue straight across towards
10 the building to provide security at that point. So, you know,
11 again, we -- I think it's more just sliding the bioretention over
12 and then working the turning radiuses to get the lane closest to
13 the building to kind of come back to the curb cut there on the
14 left, the entry curb cut.

15 COMMISSIONER IMAMURA: All right. If you see me looking
16 to my left, it's because, as you were talking, I was looking at
17 your plan there.

18 MR. BOZA: Yeah.

19 COMMISSIONER IMAMURA: One of the -- so I think overall
20 I think you have a really successful design solution. I think
21 where I would say it would be great to see a little improvement
22 is in the landscape design. So, admittedly, there's not a lot
23 to work with; however, it's really in that parking lot area that
24 it would be great to see a better sort of integration in your
25 landscape solution with some of the plantings that you've

1 | selected. I have no problems with the planting plan that you've
2 | provided. That's pretty standard there, the regional plants, but
3 | essentially what we do, we have this parking lot that's out there
4 | surrounded by what appears to be turf, I guess, or sod. Is that
5 | right; is that what it's surrounded by?

6 | MR. BOZA: Yes, currently.

7 | COMMISSIONER IMAMURA: So it would be nice -- you have
8 | this sort of really nice design element, in terms of the landscape
9 | solution here, but it's sort of segmented or fragmented. And it
10 | would be really, I think, successful if you could -- if it would
11 | embrace that parking lot at little bit, rather than sort of it
12 | being out on this open wide plane.

13 | MR. BOZA: Uh-huh.

14 | COMMISSIONER IMAMURA: So I think that would probably
15 | enhance that and might be a teachable moment too, right, about
16 | you know, native landscaping and things like that and somehow,
17 | you know, that could -- as I look at the plan here, there's a
18 | way I think that you could probably take another look at that
19 | and even bring that back around the building towards the
20 | playground there, but I think that's where the site plan really
21 | kind of screams at me, is that it's just this flat surface. And
22 | it could be too that -- not just to say that it could be done
23 | with the planting beds, but also perhaps berms or something to
24 | that extent too --

25 | MR. BOZA: Yeah. Yeah.

1 COMMISSIONER IMAMURA: -- to kind of conceal that
2 parking lot a little bit.

3 MR. BOZA: Uh-huh.

4 COMMISSIONER IMAMURA: So I think that's where it could
5 probably be really, really successful as a complete design. Right
6 now we have a really great design -- architecture, and it's just
7 lacking that same sophistication in the landscape situation.

8 MR. BOZA: Thanks. Yeah.

9 COMMISSIONER IMAMURA: So, outside of that, I think,
10 Mr. Chairman, I don't have any other questions, except for one
11 that just popped up. Mr. Boza, if you could just describe a
12 little bit about accessibility. We never really touch on that
13 on our hearings, but I think it's so important that you at
14 least -- you have an opportunity to acknowledge that and just
15 talk a little bit about accessibility.

16 MR. BOZA: In the building or, generally, the site as
17 a whole?

18 COMMISSIONER IMAMURA: Just the site as a whole and
19 generally around the building.

20 MR. BOZA: Well, again, everything meets all ADA
21 requirements. I know that the -- in the site plan, the path from
22 the parking lot to the building is a sort of raised path, so
23 that's at the same level of the building, almost like a speed
24 bump condition for the drive aisle, so there's no impediments at
25 that location going into the building. The building does have a

1 communicating elevator right adjacent to that sort of central
2 core. Corridors are of required width. All the bathrooms have
3 the required ADA. And all the other sort of audio signaling and
4 visual signaling for ADA are provided in the building as well.

5 COMMISSIONER IMAMURA: Perfect. All right. No doubt.
6 Thank you very much, Ms. White, Mr. Boza, Dr. Henderson, and Mr.
7 DeBear. This is on a really good path. So, with that, Mr.
8 Chairman, thank you to my colleagues for your indulgence, and I
9 yield back.

10 MR. BOZA: Thank you.

11 MR. DEBEAR: Thank you.

12 CHAIRPERSON HOOD: Okay. Thank you. Let's go to
13 Commissioner Wright. You can go next, and then I'll come to
14 Commissioner Stidham, and then you, Vice Chair, and then myself.

15 COMMISSIONER WRIGHT: Thank you. I agree with a lot
16 of the comments that Commissioner Imamura has said, and I
17 particularly agree with his comment about providing landscaping
18 around the parking lot, so that along the fence line that's along
19 the street you actually have some landscaping, even maybe more
20 bioretention area. You know, I think there's a lot of
21 opportunities to screen the parking lot from the street.

22 I do very much like the way -- even though the main
23 entrance for students is facing the parking lot, I really do like
24 the way you've created another entrance facing the street, going
25 into, I guess, the cafeteria that will be potentially available

1 for public events. And I like the vertical treatment near that
2 doorway. I think it give it a lot of emphasis. So all of that
3 is great.

4 I do have a couple of comments about the driveway. I
5 understand from a turning radius perspective why there would be
6 a desire from the Department of Transportation to consolidate the
7 two driveways into one. I would just really look at that
8 carefully and, frankly, try to avoid that, if possible, because
9 I look at it from the perspective of the pedestrian who is walking
10 along in front of this building. And if you you're crossing a
11 24-foot-wide driveway, that is not a very appealing pedestrian
12 experience.

13 Having the driveway separated with some green space
14 bioretention between it is a much better pedestrian experience
15 than one really gigantic driveway. And although I know you might
16 have to adjust the widths of the two driveways in order to get
17 your turning radiuses, radi (phonetic), or whatever the right
18 term is, to work, I think that would be better than creating one
19 really huge 24-foot-wide driveway, just from a pedestrian
20 perspective and a bicycling perspective and, you know, people who
21 are basically using the area in front of the building. But that's
22 my only comment. I know you're going to have additional, you
23 know, conversations with Department of Transportation about that.
24 I understand the need for a turning radius that works for trucks.
25 You know, I get it. I just think there may be some ways of doing

1 that without creating one giant, essentially, road that needs to
2 be crossed by pedestrians and bicyclists who are in front of the
3 building.

4 And I think, with that, those are my only comments. I
5 think it's a really nice architectural design. I think it will
6 be a great contribution to the community. It sounds like the
7 work that you do at the school is fantastic and that you're really
8 changing lives, which is great. And, all in all, I think it's a
9 very good project, you know, again, with some of those little
10 tweaks that we were just talking about, so thank you.

11 DR. HENDERSON: Thank you.

12 MR. BOZA: Thank you.

13 CHAIRPERSON HOOD: Okay. Thank you. Commissioner
14 Stidham.

15 COMMISSIONER STIDHAM: Thank you, and thank you for the
16 presentation. Can you remind me about the age of the students
17 that'll be attending this facility and the numbers of children?
18 I'm sorry.

19 DR. HENDERSON: Currently, we serve preschool, age
20 three years old, all the way to second grade. Next year we will
21 add third grade, and we hope that to add all the way to fifth
22 grade, once we enter into the building.

23 COMMISSIONER STIDHAM: Thank you. So I worry a little
24 bit about the design -- the color used in the design and sort of
25 the lack of fenestration of the windows to give, like, great

1 natural light into these spaces. They feel small to me, and with
2 the glazing of the color, I worry that color is going to -- you
3 mentioned that it was durable, but I worry that will it be able
4 to maintain a vibrancy or begin to look dull. It sort of -- the
5 building doesn't feel timeless. I mean, it does feel playful,
6 and I get that, but I do worry that over time that color will
7 fade to such that it will lose that appearance. Can you talk a
8 bit about the coloring and maybe the size of the windows and --

9 MR. BOZA: Can we go back to one of the views, so I
10 can -- is that possible? The -- I can talk while we're going
11 back to the presentation, but the building is organized on a 30-
12 inch module, essentially, so, you know, two-and-a-half feet, so
13 you'll notice that some of the windows are one module wide --

14 MR. DEBEAR: Sorry, Lou. If Mr. Young wants to go
15 to -- maybe an elevation might be --

16 MR. BOZA: Yeah, I'm sorry. An elevation or the long --
17 or the rendering of the long side of the school.

18 COMMISSIONER STIDHAM: Right. Maybe Exhibit -- I think
19 it's 20 -- is it 3F5 has good renderings. You can talk. I have
20 it opened on my laptop.

21 MR. BOZA: Okay. So you'll notice along that long --
22 keep going back maybe a couple more. Yeah, that's fine, that's
23 fine. So you'll notice the windows in the wrapper that are carved
24 out of the white element, some are kind of thin and some are a
25 little wider. The thin one, okay, is 30 inches wide, and the

1 height of that window is ten feet, so it's floor-to-ceiling glass
2 in the classrooms. And then the -- adjacent to it, you see a
3 wider opening in the wrapper. That's a five-foot-wide opening
4 by ten feet high that's all glass. So, in terms of the amount
5 of glass in each classroom, I'd say that every classroom has at
6 least -- at least ten feet of horizontal width of glass by ten
7 feet high, so a hundred square feet of window in all the
8 classrooms. That's much more than most schools.

9 COMMISSIONER STIDHAM: Yes, I would say so for sure.

10 MR. BOZA: Yeah. It's a little -- it's a little
11 deceiving that it's that big, but the -- but the -- again, you
12 can see what -- the frame of the wrapper outlines two stories
13 sort of above the gym, and at the other end of the building, that
14 frame incorporates three stories. So what we're doing is playing
15 with the scale again of the verticality. We're saying that from
16 a distance that reads like one window, but, in fact, it's three
17 stories high.

18 COMMISSIONER STIDHAM: Okay.

19 MR. BOZA: And each of those stories is, you know, ten
20 feet high floor to ceiling. And I will say that -- not to get
21 into the details, but at the window it's ten feet high. The
22 classroom ceiling is actually higher than that. It's -- the
23 classroom ceiling is, I think, 10-6 or 11 feet high, so the
24 interior volume of room is pretty large, and there's a lot of
25 light coming into it. The idea of the color on the windows,

1 again, we'll need to play with the intensity of that. We like
2 the idea of that color -- sort of continuing the pattern of the
3 color to make that read as sort of a continuation. Again, it
4 adds -- we feel it adds playfulness, not only to the exterior of
5 the school, at night, let's say, when the lights are on, but also
6 during the day there could be a subtle color effect on the -- on
7 the ground. Again, we have to play with the intensity of that.
8 We don't want it to be a distracting thing for the students, but
9 we do think it has the potential to be something quite interesting
10 and unique to the building. I feel like there was another
11 question in there. I can't remember.

12 COMMISSIONER STIDHAM: The durability of the actual
13 color to --

14 MR. BOZA: Oh, yeah. So the phenolic panels are a
15 material that you're seeing on a lot of buildings nowadays. It's
16 about a little over a quarter-inch-thick panel that's -- again,
17 it's essentially compressed paper with a resin in it. The color
18 is through the panel, so it's not a color that's applied to the
19 surface that will fade. It's embedded in the panel itself. So
20 it's extremely durable, not only in terms of breaking or
21 scratching, but in terms of retaining its color. So I don't see
22 any -- there are other materials that would lose their color. I
23 don't see these panels losing their color over time and that
24 concern being an issue.

25 COMMISSIONER STIDHAM: Okay. Great. Thank you. Can

1 | you -- I noticed, looking at the existing site plan and the future
2 | site plan, that you've swapped the location of the building and
3 | the parking lot. Can you talk about that reasoning a little bit?

4 | MR. BOZA: Sure. Sure. And I did -- I kind of skipped
5 | over that. So the phasing of the project will be such that the
6 | existing school will be operational during the construction of
7 | this building. So once this new school is complete, the students
8 | will move from the old school to the new school, and then, at
9 | that time, the old school will be demolished and the turnaround
10 | area and the parking -- well, the turnaround area will be
11 | partially complete -- will be finished, and then the parking lot
12 | will be built, so we're essentially kind of, you know -- for a
13 | moment time there will be two buildings on the site, and then
14 | the existing building will be demolished and parking will be
15 | added.

16 | COMMISSIONER STIDHAM: Okay. I thought that might be
17 | the case, but I just wanted to get a sense of that, if there
18 | was -- if it was construction-related. So there's a reason for
19 | turning everything around, so thank you for that. And then --
20 | so I am really concerned about the outdoor space and completely
21 | agree with Commissioner Imamura related to the treatment of that.
22 | It seems right now it's a bit of an afterthought or not even
23 | really thought that much about. I notice in the existing site
24 | plan that there are multiple play structures, and with children
25 | this age, you're going to a much significantly smaller play

1 structure. It doesn't feel that there's a lot of outdoor space
2 or that the thought -- the space has been really considered for
3 the fact that you're having preschool children up to age five,
4 who really need that time to run around and do something. So
5 can you talk about that decision?

6 MR. BOZA: Well, it does look compressed, the exterior
7 space. What they will have additional is the gym inside, which
8 they don't have now, so the area for the kids to run around is
9 exterior and interior, and they connect directly, so I imagine
10 there's going to be some kind of continuity between those two.
11 Again, operationally, that's something that the school will
12 decide. If we can go to the site plan, perhaps we can look at
13 that a little bit more, but one of the things that I didn't
14 mention maybe that -- I don't know if you were able to see on
15 the site, the parking -- the play structures for the play area
16 wraps around the back of the building as well. Currently, there's
17 a proposed sort of small theatre area on the back of the building
18 around the corner. We started to consider how the actual surface
19 of the building might be used as play surface or an area where
20 they could project a movie or draw or something like that. Yeah,
21 this is fine (indicating). So on the -- on the right here, you
22 see these sort of oval spaces, but that play area continues around
23 the back of the building as well.

24 COMMISSIONER STIDHAM: I saw that in the site plan. I
25 just feel that the school is losing a lot of that outdoor space

1 and for this age group of children, outdoor play is really
2 important. It could be really a highlight of the outdoor space
3 if you reconsider how you treat the landscaping and the
4 bioretention to make it a more meaningful space --

5 MR. BOZA: Uh-huh.

6 COMMISSIONER STIDHAM: -- for the children and
7 something with more trees and shade and other opportunities.

8 MR. BOZA: Okay. Yeah. Thank you. That's a --

9 COMMISSIONER STIDHAM: And that's really all I had,
10 Chairman. I yield back to you.

11 CHAIRPERSON HOOD: Vice Chair Miller.

12 VICE CHAIR MILLER: Thank you, Mr. Chairman, and thank
13 you to the Cedar Tree Academy team for this application and
14 presentation. There's a lot of work that's obviously gone into
15 this, a lot of good works that have been accomplished so far at
16 this academy. And I think with this expansion you continue to
17 fulfill your mission of meeting the needs of the surrounding
18 community, particularly the adverse kids, and I commend you for
19 that, Dr. Henderson, and your entire team in providing this
20 opportunity for children in the neighborhood and around the city.

21 So I appreciate all the -- I appreciate the community
22 outreach that you also have done, and you've garnered the support
23 of ANC 8A and the Congress Heights Community Training and
24 Development Corporation, and you have those exhibits in the
25 record, and other residential and developers in the neighborhood,

1 | so I commend you for working with your neighbors on meeting the
2 | needs of the community and complimenting what's there in the
3 | community and providing something unique as well.

4 | I agree with all -- I really agree with almost all, if
5 | not all, of the comments of my esteemed colleagues on the design
6 | and other aspects of the project. It's always good to go toward
7 | the end, Mr. Chairman, because they cover a lot and then I don't
8 | have to say too much. So I will say I agree with Commissioner
9 | Imamura's comments about the overall attractiveness of the
10 | design. I agree with Commissioner Wright's comments, which I
11 | really hadn't noticed about the pedestrian experience, if you
12 | only had one curb cut versus two, even though DDOT prefers one,
13 | because they always prefer less of curb cuts, but it is a very
14 | big curb cut, as Commissioner Wright pointed out, making it
15 | somewhat unfriendly for the pedestrian and those who are in that
16 | area. DDOT's preference seemed, in part, because of truck turning
17 | radius, as Commissioner Wright pointed out -- large truck turning
18 | radius. Is there really large -- how many large trucks, Ms.
19 | White, are really going into this facility on a daily basis?

20 | MS. WHITE: So I want to understand your question first.
21 | And are you asking if DDOT's preference is for the one large
22 | because of trucks?

23 | VICE CHAIR MILLER: Yes, I'm asking for confirmation.

24 | MS. WHITE: No, DDOT's preference, per their design and
25 | engineering manual, is just for a given site to have one curb

1 cut, unless there are circumstances that require multiple curb
2 cuts. So to answer your question, I think the need for 24 feet
3 is as much about -- given the type of land use as a school, with
4 inbound and outbound happening at the same time, unlike, let's
5 say, an office building, where there may be predominantly inbound
6 at one time and then outbound, we're going to have simultaneous
7 inbound and outbound activity, and so we need a width that can
8 accommodate that, so that's part of the consideration. The other
9 part is for truck maneuvers. And so, typically, the vehicles
10 would be about 24 feet. The zoning requirement is for 30 feet,
11 and so there would be the occasional 30-foot truck that we'd
12 consider as well.

13 MR. DEBEAR: But I think just to add on, Commissioner
14 Miller, I don't think it's expected that there will be many
15 deliveries with large trucks. I think most deliveries will come
16 to the smaller delivery entrance that's by the main student
17 entrance, and the loading area, while we have to meet the
18 requirement, and we do, it's really going to be limited to I
19 think furniture, and I'm not even sure if anything else is going
20 to be needed out of that.

21 MS. WHITE: Right, but --

22 VICE CHAIR MILLER: I appreciate that.

23 MS. WHITE: Yeah, that's exactly right. And in terms
24 of the curb cut, I do think that, really, the predominant need
25 in this case is -- and we'll definitely, when we get to that

1 public space process, take a look at it, and I've taken note of
2 your comments about -- and concerns about it, too, the pedestrian
3 experience. It's something that we actually talked about
4 internally as a team, and so, you know, certainly, DDOT is the
5 decision-maker, as part of that process, but, really, we want to
6 accommodate that inbound and outbound activities so there are not
7 adverse impacts to Howard Road.

8 VICE CHAIR MILLER: And the small bus that the school
9 currently has, that doesn't need the larger curb cut?

10 MS. WHITE: No, that wasn't the constraint there. That
11 wasn't the --

12 VICE CHAIR MILLER: And, Dr. Henderson, are you --
13 because you're increasing the size a lot more, are you going to
14 have more than one bus; and what are the buses used for now;
15 field trips or --

16 DR. HENDERSON: We uses buses for field trips, but,
17 currently -- field trips, but, currently, the buses that come on
18 a regular basis are our special needs students, and they're very
19 small -- those smaller, shorter buses, and they come now on a
20 daily basis. When we do go on field trips, we typically load
21 the buses on Howard Road. We do about three field trips a year
22 for all the children in the school. But, typically, the size of
23 the vehicles that come in the parking lot now is kind of the size
24 of a UPS van. That's the biggest delivery van that comes on the
25 property now.

1 VICE CHAIR MILLER: Right. That's what I kind of
2 figured, so thank you. And so I also agree with the comments of
3 my colleagues, particularly Commissioner Stidham, about maybe the
4 loss of outdoor field space. I realize the gym, that's a big
5 thing, getting a gymnasium. You don't have -- you don't currently
6 have a gymnasium; is that correct?

7 DR. HENDERSON: Right, that is correct.

8 VICE CHAIR MILLER: Yeah, so that's a big thing, and
9 that's -- I don't know what the square footage of that is. Maybe
10 you can provide it, in response to this question. My question
11 was going to be, what is the square footage of the existing open
12 space field/playground space versus the proposed open space
13 field/recreation -- playground space and what is the square
14 footage of the gym, because I think the recreational --
15 particularly the outdoor -- and the outdoor recreational space
16 is very important for everybody, but especially kids.

17 MR. BOZA: Sure. So I can quickly give you a rough
18 number. The current existing open field where that -- where the
19 playground is, is about 20,000 square feet. Now, that -- Dr.
20 Henderson, the kids -- that goes from the back of the playground
21 area, the fenced area, that whole field in front of that
22 playground area, that's playground for the kids as well?

23 DR. HENDERSON: Correct.

24 MR. BOZA: So you use all that. So I'd say roughly
25 about 12 -- I'm sorry -- 20,000. And let me quickly give you

1 the proposed -- I'm sorry. It just takes a second --

2 VICE CHAIR MILLER: Will they still have a field or is
3 the -- it seems like the field is gone.

4 MR. BOZA: The field is not -- no, there's not a field,
5 as currently exists. Sorry. It's just uploading here. So I'm
6 going to calculate the area of outdoor play space and indoor play
7 space again very quickly.

8 VICE CHAIR MILLER: And I'm sorry to ask you to do that
9 very quickly, but using your estimates.

10 MR. BOZA: Yeah, with the gym, I'm going to say about --

11 VICE CHAIR MILLER: Well, can you do it without the
12 gym, and then with the gym?

13 MR. BOZA: Sorry about that. Yeah, I can. Okay. So
14 without the gym, about 8,000 square feet exterior; and then with
15 the gym, about another 5,000 square feet, so 1,300 square feet,
16 as opposed to 20.

17 VICE CHAIR MILLER: And the field --

18 MR. BOZA: And that essentially extends the playground
19 area to sort of the end of the loading dock, right. So if we
20 look at it and consider some of the comments made earlier and
21 try to extend the outdoor play area to the parking lot area,
22 potentially, there could be much more in that area, pending what
23 the bio -- happens with the bioretention area in that corner.

24 VICE CHAIR MILLER: What's the potential --

25 MR. BOZA: I'm saying -- I'm saying that currently the

1 outdoor play space extends to sort of the outermost point of the
2 turning radius on the -- on the drive aisle right there
3 (indicating). If the playground or outdoor space can be extended
4 further west, we may be able to provide more additional outdoor
5 play space in that area.

6 VICE CHAIR MILLER: Well, I would encourage you to look
7 for those opportunities to increase space.

8 MR. BOZA: Yeah, I agree.

9 VICE CHAIR MILLER: And I hesitate to say this, because
10 it's probably going to up against what DOE is saying, but if you
11 put it on the roof even, to have a field, instead of the solar
12 panels, to me, that's more important to have a field.

13 MR. DEBEAR: We do have a renewable energy requirement
14 in the NHR zone that we have to meet, Commissioner Miller, so
15 that's part of the reason why at least some solar panels would
16 have to stay, but --

17 VICE CHAIR MILLER: Talk to DOE; that's what we did.

18 MR. DEBEAR: Yeah. And, obviously, what's squeezing
19 the site, in terms of being able to have usable outdoor space
20 for the kids, is the bioretention, providing the full kind of
21 semicircle drive aisle that they don't have on the current site,
22 and then, you know, the footprint of the building is obviously
23 bigger too, so we're kind of trying to fit all those various
24 needs and goals into, you know, the one -- the one site plan,
25 but we -- your comments are certainly well taken and all the

1 other Commissioners who mentioned that. We understand.

2 MR. BOZA: They can also consider the -- again, when
3 not in use, there's the cafeteria. The cafeteria becomes another
4 multipurpose play area -- again, indoor, but another space for
5 that.

6 VICE CHAIR MILLER: Right, as it often in many public
7 and private schools.

8 MR. BOZA: Right.

9 VICE CHAIR MILLER: So thank you for -- I don't think
10 I have any other questions, Mr. Chairman. I appreciate all the
11 teams' efforts to try to accomplish a lot of purposes here and
12 everything you've done so far, and I wish you good luck as you
13 go forward. Thank you.

14 MR. BOZA: Thank you.

15 CHAIRPERSON HOOD: Okay. Thank you. I want to thank
16 all of my colleagues. I think your questions were very
17 thoughtful, and I appreciate the questions, and we'll see whether
18 the applicant can make some of those adjustments. But I do want
19 to make sure that the gym and some of the things they proposed
20 don't go away. As a young man growing up in this city and having
21 to bounce the basketball in the snow was not a lot of fun. But
22 let me ask -- let me ask Dr. -- and now we got a brand new gym
23 there, but guess what, I'm too old to do some of the things I
24 did then. But let me ask Dr. Henderson a question, and I'm
25 probably dating myself. I noticed the colors, and I think

1 Commissioner Stidham mentioned them. I think she was talking
2 about the different variations of colors of the panels, but if
3 I'm not mistaken -- and this is going to verify whether what
4 Saint Coletta's told me some 20 years ago, whenever we did that
5 school, is correct. But, Dr. Henderson, those colors, does it
6 attract the young folks or does it get their attention? It was
7 something they used, and forgive me if I'm not exactly
8 remembering, but you're an educator and I'm not. So what is it
9 about those colors that the young folks love?

10 DR. HENDERSON: I don't -- I don't know the answer to
11 the question, but there are some studies behind the colors that
12 we used in the project and the attention that it draws from the
13 children. Absolutely, the colors make a difference.

14 CHAIRPERSON HOOD: Okay. So, after 20 years, you will
15 verify what Saint Coletta's told me about the -- they went into
16 an extravagant explaining to the Commission at that time, which
17 was 20 years ago, what those colors meant, and I see -- and it
18 took me back to Saint Coletta's when I saw those colors. I don't
19 necessarily have a lot of questions. I think that you all have
20 really addressed what my colleagues said. If it works -- I'm
21 sure some of the questions they asked about the additional outdoor
22 space, but just don't do nothing with the gym. And I know it's
23 kind of hard to please all five of us, but I think you all have
24 a good combination.

25 I do love and I was glad to hear Commissioner Imamura,

1 | who's the designer on the Commission, but I do like the
2 | architecture. I mean, you know, I get fascinated when I see nice
3 | looking buildings, and I want to commend you all on that. Mr.
4 | Boza, it looks good. I like it. And I like the way you all made
5 | it fit. And I'm glad that Commissioner Stidham -- this is what
6 | happens when you go last; you can sit back and think about a lot
7 | of things. But I do like the question about the phasing, because
8 | Howard Road -- if anybody's familiar with Howard Road, it's not
9 | the easiest place, you know, and I was thinking, "Now, how are
10 | they going to do it; are they going to go away somewhere else to
11 | school?", but you're going to do it while the kids are still on
12 | site, and I'm sure that the safety measures will be put in place.

13 | I don't have any additional questions. I appreciate
14 | all the work and time and attention that's been put to this, so
15 | we can continue to educate our young folks. So, with that,
16 | colleagues, any follow-up questions? Commissioner Imamura.

17 | COMMISSIONER IMAMURA: Thank you, Mr. Chairman. Just
18 | one. Mr. Boza, that's probably one of the nicest and finest
19 | comments that you received for this design here, saying that
20 | that's a nice looking building.

21 | MR. BOZA: Thank you.

22 | COMMISSIONER IMAMURA: Right. I mean, that says a lot
23 | from somebody that's, you know, maybe not a designer, but that
24 | says, "Wow"; that really says something, so that resonates. I
25 | hope that on the inside you apply the same rigor, and I'm sure

1 | you have. I would say insofar as -- I would say it's design
2 | excellence. And so I think what you viewed from the panel is
3 | that -- not to put the thumb on the scale, but this could really
4 | be put forward with a -- for a design award, if you apply that
5 | same sort of design and rigor to the landscape solution.

6 | MR. BOZA: Thank you. Thank you. I appreciate it.

7 | CHAIRPERSON HOOD: Okay. No more questions?

8 | (No response.)

9 | CHAIRPERSON HOOD: Okay. Thank you. Let's -- Ms.
10 | Ackerman, do we have anyone from 8A here? I know we have a letter
11 | of support from 8A. I think Ms. McKinney's supposed to be
12 | representing -- Commissioner McKinney -- excuse me --
13 | Commissioner McKinney, who I know. Are they here?

14 | MS. ACKERMAN: No, we don't have anybody from either
15 | of the ANCs, and I reached out to them today, and ANC 8A, Jamila
16 | White, said that she will not be testifying, and I did not get
17 | an answer from the other ANC.

18 | CHAIRPERSON HOOD: Okay. Okay. Good. All right.
19 | Let's go to -- do we have a report of the -- any other government
20 | agencies? I'm going to go to DDOT, and I'm going to go to OP,
21 | but any other government agencies, like the Office of the Attorney
22 | General or anybody like that?

23 | MS. ACKERMAN: No.

24 | CHAIRPERSON HOOD: Okay. Let's go to the Office of --
25 | let's go to Department of Transportation. I think Mr. Hagen is

1 here.

2 MS. ACKERMAN: Yes, that's correct.

3 CHAIRPERSON HOOD: Let's bring him up.

4 MR. HAGEN: Hi. Good evening.

5 CHAIRPERSON HOOD: Good evening, Mr. Hagen. You may
6 begin.

7 MR. HAGEN: Sure. So, for the record, I'm Noah Hagen
8 with the District Department of Transportation. DDOT is
9 supportive of the applicant's design review application for 701
10 Howard Road Southeast. In our February 21st report, which is in
11 the record at Exhibit Number 27, we recommended approval with one
12 condition, which is implementation of the applicant's
13 Transportation Demand Management Plan and Performance Management
14 Plan. Now, as you've heard in the applicant's presentation,
15 they've agreed to this condition, and with those included in the
16 zoning order, DDOT has no objection to the approval of this
17 application.

18 The applicant has indicated, and you were just
19 discussing this earlier, that they are still determining whether
20 they'll provide access to their site with dual one-way curb cuts
21 or a single two-way curb cut, and, as stated in their report --
22 DDOT's report -- our report -- excuse me -- DDOT prefers the
23 single two-way curb cut, since it aligns with our safety standards
24 and allows some of those larger trucks to access the site without
25 having to drive over that -- over the curb and -- but, you know,

1 we expect that this discussion can be resolved during the public
2 space permitting process. And we look forward to continuing to
3 work with the applicant on this active discussion, as well as the
4 streetscape design, as it goes through public space permitting.
5 And thank you, and I'd be happy to answer any questions.

6 CHAIRPERSON HOOD: Thank you, Mr. Hagen. Let's see if
7 we have any questions for you. Commissioner Imamura.

8 COMMISSIONER IMAMURA: No questions. Just thank you,
9 Mr. Hagen.

10 CHAIRPERSON HOOD: Okay. Commissioner Wright, any
11 questions of Mr. Hagen?

12 COMMISSIONER WRIGHT: No, no questions.

13 CHAIRPERSON HOOD: And Commissioner Stidham, any
14 questions?

15 COMMISSIONER STIDHAM: No questions. Thank you for
16 your report.

17 CHAIRPERSON HOOD: And Vice Chair Miller, any
18 questions?

19 VICE CHAIR MILLER: Thanks, Mr. Hagen, for your report.
20 No questions. Thank you.

21 CHAIRPERSON HOOD: And, Mr. Hagen, since nobody else
22 had any questions, I won't make my comment. I'll wait until
23 another DDOT person comes. I won't make my comment to you,
24 because you're a good guy, so I won't do that. Let's see, Mr.
25 DeBear, you have any questions of Mr. Hagen?

1 MR. DEBEAR: I don't, Mr. Chairman.

2 CHAIRPERSON HOOD: Okay. All right. Thank you, Mr.
3 Hagen. We -- oh, we don't have anyone from the ANC. We called
4 for them. Mr. Hagen, thank you for your report. We appreciate
5 it.

6 MR. HAGEN: Thank you.

7 CHAIRPERSON HOOD: All right. Let's go to the Office
8 of Planning, and I think we have Mr. Jesick.

9 MR. JESICK: Yes. Thank you, Mr. Chairman and members
10 of the Commission. The Office of Planning reviewed this
11 application against the criteria of the Northern Howard Road
12 zone, and we concluded that the application met those criteria,
13 and we recommend that the Commission approve the application.
14 The NHR zone seeks to create a mixed-use neighborhood that has a
15 vibrant streetscape, is safe for pedestrians and cyclists, and
16 is environmentally friendly. The review criteria directly
17 addressed those points, and the application would satisfy the
18 criteria.

19 Furthermore, we found that the application would not
20 be inconsistent with the Comprehensive Plan, including when
21 viewed through a racial equity lens. The greatest impact of the
22 application in that regard would be to provide enhanced
23 educational opportunities to children, many of whom are
24 classified as at risk by the Public Charter School Board, and by
25 increasing the grade range up to Grade 5, the new school could

1 provide a more stable educational environment for families. So,
2 again, OP is happy to recommend approval of the design review
3 application. As the applicant noted, they also asked for relief
4 from the NHR residential requirement, and OP also recommends
5 approval of that special exception. Thank you. That concludes
6 my verbal testimony, and I can rest on the written report as
7 well, and I'm happy to take any questions.

8 CHAIRPERSON HOOD: Thank you, Mr. Jesick. We
9 appreciate your report. Always a good job. Let's see if we have
10 any questions from others. Commissioner Imamura.

11 COMMISSIONER IMAMURA: No questions, Mr. Chairman.

12 CHAIRPERSON HOOD: Okay. Commissioner Wright.

13 COMMISSIONER WRIGHT: No questions. Thank you.

14 CHAIRPERSON HOOD: Commissioner Stidham.

15 COMMISSIONER STIDHAM: No questions. Thank you.

16 CHAIRPERSON HOOD: And Vice Chair Miller.

17 VICE CHAIR MILLER: Thank you, Mr. Jesick, for the
18 Office of Planning comprehensive report and your testimony here
19 today, and I have no questions. Thank you.

20 CHAIRPERSON HOOD: Okay. Thank you. Mr. DeBear, you
21 have any cross?

22 MR. DEBEAR: No questions.

23 CHAIRPERSON HOOD: Okay. Mr. Jesick, you got off easy
24 today. Thank you very much. We appreciate all your hard work.
25 All right. Ms. Ackerman, I don't think we have anyone from the

1 ANC, so let me pull up the -- Vice Chair, do you have the report
2 handy?

3 VICE CHAIR MILLER: I do, Mr. Chairman.

4 CHAIRPERSON HOOD: Okay. Could you just go over it
5 right quick for us? Thank you.

6 VICE CHAIR MILLER: Okay. Exhibit Number 20 in our
7 record has a letter addressed to the Zoning Commissioner from
8 Advisory Neighborhood Commission 8A, dated February 12th, stating
9 that at its regularly scheduled properly noticed meeting on
10 January 14th, with a quorum of seven members -- Commissioners
11 present, ANC 8A voted unanimously to support the zoning
12 application of Cedar Tree Academy, noting that the Academy has
13 been part of the community for many years, presented to the ANC
14 three times to explain the new school building and the
15 application -- zoning application and the improved programming
16 that will be there and all the design and transportation issues.

17 So they conclude by saying they support the modern and
18 attractive design of the new school building, as we obviously do.
19 The proposed building will create a presence on Howard Road
20 consistent with the expected development pattern nearby, and they
21 appreciate Cedar Tree's proposed improvements to the streetscape
22 on Howard Road and the vehicle and bicycle parking provided in
23 the new school building, and they urge our approval, Mr. Chairman.

24 CHAIRPERSON HOOD: Thank you, Vice Chair Miller for
25 giving us that recap of what ANC 8A has done. We also have

1 letters in from Commissioner McKinney, former Councilmember
2 White, Mr. Vaughan, Morton, Ms. Campbell, and others who also are
3 in support of this application. Hopefully, I've named everybody
4 who wrote a letter in support, and, if not, it's in the record,
5 but we appreciate the support. I didn't see any opposition.

6 And, with that, Ms. Ackerman, do we have anyone here --
7 and, Mr. DeBear, I wasn't going to ask you if you had any
8 questions of the ANC report, because I don't think -- the Vice
9 Chair might not have been able to answer some of those questions,
10 so I skipped past that. No, I'm just joking. Ms. Ackerman, do
11 we have anyone who's here in support, opposition, or undeclared?

12 MS. ACKERMAN: No.

13 CHAIRPERSON HOOD: Okay. So, with that, Mr. DeBear,
14 can you give us your closing?

15 MR. DEBEAR: Yes. We thank the Board tonight. We --
16 as you've heard from our testimony, we attempted and endeavored
17 to design a building that meets the needs and goals of Cedar Tree
18 Academy, along with the design goals of the Northern Howard Road
19 zone. And, as Mr. Boza testified, the building was designed in
20 a thoughtful and purposeful manner to achieve all of those goals,
21 and we think we have put forth something that will add to the
22 neighborhood and, certainly, compliment the expected growth in
23 the neighborhood and, again, allow Cedar Tree to really flourish
24 and hopefully grow into a full-service elementary school. We
25 feel as though Cedar Tree's mission is an excellent one,

1 particularly viewed through a racial equity lens. And, again,
2 we appreciate the Commission's time. And, with that, I will end
3 my statement.

4 CHAIRPERSON HOOD: Okay. Thank you, Mr. DeBear, and
5 to the applicant and to the team. We appreciate all the work --
6 the leg work that you all have done to make this hearing a little
7 easier for us as we move forward. I know my colleagues have
8 asked for a few things. Mr. Ritting, I'm trying to remember. I
9 think this is two-vote case -- a one-vote case, correct? One
10 vote. Okay. My colleagues are telling me it's one vote. So I
11 know my colleagues have asked for some things, so, Ms. Ackerman
12 and Mr. DeBear, do you have those things they asked for or do
13 you all --

14 MR. DEBEAR: Yeah. On my list, I have, certainly, I
15 think primarily the landscaping, both around the parking area,
16 but also looking into whether we can provide increased outdoor
17 play space for children.

18 CHAIRPERSON HOOD: Is that all we had? Anybody else
19 have anything? Is that it, Commissioner Imamura? That's all?

20 COMMISSIONER WRIGHT: Well, I think it was also the
21 prep for the two driveways, rather than one, but I think, again,
22 that needs to be worked out with DOT, but I have a strong
23 preference for two, rather than one.

24 CHAIRPERSON HOOD: We can always send our signal, not
25 that we can tell them what to do, but we can always -- because I

1 kind of agree with you. We can always send the signal, and we
2 won't put that on the applicant. We can send our signal to them,
3 not that it's going to have a whole lot of bearing, but we can
4 always do that. Do we have anything else?

5 (No response.)

6 CHAIRPERSON HOOD: All right. So, Ms. Ackerman, since
7 this is a one-vote case, we're going to have to set some time
8 limits and see when things can be in, so we can go ahead and do
9 this for final action. Could you give us some dates please?

10 MS. ACKERMAN: Yes. One moment. So let me know if
11 this works for you guys. The applicant can provide a draft order
12 by -- does March 10th work, or is that too soon?

13 MR. DEBEAR: No, that should work.

14 MS. ACKERMAN: Okay. And we could let the ANC respond,
15 let's see, by March 6th. Does that work?

16 MR. DEBEAR: Did you say the draft order was due March
17 10th? Did I mishear that?

18 MS. ACKERMAN: Yes. Is that okay?

19 MR. DEBEAR: Well, the ANC you said March 6th.

20 MS. ACKERMAN: Oh, sorry. Let's say the ANC is March
21 12th.

22 MR. DEBEAR: Okay.

23 CHAIRPERSON HOOD: And we'll put it on our schedule for
24 when, Ms. Ackerman? Do we have two --

25 MS. ACKERMAN: And we can put it on -- I'm sorry. What

1 was --

2 CHAIRPERSON HOOD: Do we have two meetings in March?

3 MS. ACKERMAN: Yes, I'm looking at them right now.

4 CHAIRPERSON HOOD: Okay. I'll be quiet.

5 MS. ACKERMAN: Sorry. I'm just trying to pull it up
6 on my computer.

7 CHAIRPERSON HOOD: We have a meeting March 20th.

8 MS. ACKERMAN: Yeah, the -- well, did you want it to
9 go on the public meeting March 27th?

10 CHAIRPERSON HOOD: We have a public meeting March the
11 27th?

12 MS. ACKERMAN: Yes.

13 CHAIRPERSON HOOD: Okay. Whatever you -- I don't see
14 that on my schedule.

15 MS. ACKERMAN: Yes, March 27th we have a public meeting.

16 CHAIRPERSON HOOD: Okay.

17 MS. ACKERMAN: Would you like it on that agenda?

18 CHAIRPERSON HOOD: If that's the date, yeah. Check --
19 Mr. DeBear, check with the office too, because it says March
20 20th. Hold on -- hold on a second.

21 MS. ACKERMAN: March 20th we have a public hearing.

22 CHAIRPERSON HOOD: Okay. Well, let's see if Z-doc's
23 (phonetic) wrong. I need to stop looking at Z-documents
24 (phonetic). Okay, Ms. Ackerman, whatever date you say it is,
25 that's what we're going to go with.

1 MS. ACKERMAN: Okay.

2 MR. DEBEAR: March 27th?

3 MS. ACKERMAN: Yes, March 27th. I know that's a
4 meeting, because that's my birthday, so I have that already
5 written out.

6 CHAIRPERSON HOOD: Oh, remember -- well, remember,
7 we're going to tell you Happy Birthday, so join us for your
8 birthday.

9 MS. ACKERMAN: I'm not going to remind you.

10 MR. DEBEAR: And our supplemental information will be
11 due also on the 10th, I take it, in addition to the order?

12 MS. ACKERMAN: Yes.

13 MR. DEBEAR: Okay. And I can -- I'll list out the
14 dates again after we go through -- after we say -- I go through
15 the Commissioner roll call.

16 CHAIRPERSON HOOD: Well, we're not going to do roll
17 call tonight.

18 MS. ACKERMAN: Oh, sorry.

19 CHAIRPERSON HOOD: Just give us the final date, and
20 we'll be good.

21 MS. ACKERMAN: Okay. All right.

22 CHAIRPERSON HOOD: Give us the dates again, yeah.

23 MS. ACKERMAN: Okay. So the ANC will respond by March
24 12th; the applicant can respond by March 10th with a draft order
25 and any other information; and this will go on the agenda for

1 March 27th, 2025.

2 CHAIRPERSON HOOD: Okay. Thank you. We're all on the
3 same page? You have anything else, Ms. Ackerman? We're good?

4 MS. ACKERMAN: Yeah, we're good.

5 CHAIRPERSON HOOD: Okay. All right. So the -- and now
6 check this out, Ms. Ackerman, because I don't want to be wrong,
7 but I think the Zoning Commission will meet again -- give me one
8 second -- on February the 27th.

9 MS. ACKERMAN: Yes.

10 CHAIRPERSON HOOD: So regular meeting. Okay. Regular
11 meeting on these same platforms at four p.m. So, with that, I
12 want to thank everyone for their participation tonight, and, with
13 that, this hearing is adjourned. Good night, everyone.

14 (Whereupon, the above-entitled matter went off the
15 record at 5:41 p.m.)

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

This is to certify that the foregoing transcript

In the matter of: Public Hearing in Case No. 24-23

Before: DC Zoning Commission

Date: 02-24-24

Place: Webex Videoconference

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.



Deborah B. Gauthier