

PUBLIC HEARING 10/6/2022

Page 1		Page 3	
1	CITY OF CHESTERFIELD	1	EXHIBITS
2	BOARD OF ADJUSTMENT	2	
3	CITY HALL BOARD CHAMBERS	3	EXHIBIT DESCRIPTION PAGE
4	690 CHESTERFIELD PARKWAY WEST	4	City
5	CHESTERFIELD, MISSOURI 63017	5	Exhibit 2 Notice 41
6		6	Exhibit 3 Affidavit of Publication 41
7		7	Exhibit 4 Staff Report 41
8	PUBLIC HEARING	8	Exhibit 6-A Board of Adjustment 41
9		9	Application
10	October 06, 2022	10	Exhibit 6-B Fulton School Letter 41
11	(Commencing at 06:10 p.m.)	11	Exhibit 6-C Application for Re-Occupancy 41
12		12	Permit
13		13	Exhibit 7 Powerpoint Slides 45
14		14	Exhibit 8 Postcard 91
15		15	
16		16	(Exhibits except 7-8 attached to original transcript.)
17		17	
18		18	
19		19	
20		20	
21		21	
22		22	
23	Reported by:	23	
24	Colin Wallis, CCR (T)	24	
25	Lexitas Legal	25	
Page 2		Page 4	
1	INDEX	1	A P P E A R A N C E S
2	PAGE	2	BOARD OF ADJUSTMENT MEMBERS:
3	PROCEEDINGS:	3	Katherine Hipp, CHAIR
4	Call to order and Roll Call 5	4	Melissa Heberle
5	Approval of November 4, 2021 minutes 5	5	Jeannie Rader
6	PUBLIC HEARING:	6	Brendan Block
7	B.A. 03-2022 1100 WHITE ROAD (The Fulton School) 7	7	
8	Presentation by City Staff:	8	LEGAL COUNSEL AND STAFF:
9	By Mr. Knight 7	9	Nathan Bruns, City Attorney
10	Presentation by Petitioner:	10	Mr. Mike Knight, Assistant City Planner
11	By Mr. Doster 18	11	Ms. Kathy Reiter, Administrative Secretary
12	By Ms. Douglas 30	12	
13	Discussion from audience:	13	
14	Supporters 45	14	REPORTED BY:
15	Opposed 62	15	Mr. Colin Wallis, CCR (T)
16	Deliberations 124	16	Lexitas Legal
17	Vote 126	17	711 North Eleventh Street
18	Vote on Rules of Procedure 127	18	St. Louis, Missouri 63101
19	Election of Officers 127	19	(314) 644-2191
20	2023 Proposed Board of Adjustment Meeting Schedule 129	20	
21	Adjournment 131	21	
22		22	
23		23	
24		24	
25		25	

1 (Pages 1 to 4)

PUBLIC HEARING 10/6/2022

Page 5	Page 7
1 * * * * * 2 MS. HIPPI: I hereby call the Board of 3 Adjustment of the City of Chesterfield meeting 4 for October the 6th, October 6th, 2022. I'm 5 Katherine Hipp, Chair of the Board of 6 Adjustment. Allow me to introduce the other 7 members of the Board in attendance at this 8 meeting. 9 MS. HEBERLE: Melissa Heberle. 10 MS. RADER: Jeannie Rader. 11 MR. BLOCK: Brendan Block. 12 MS. HIPPI: Also in attendance are the City 13 Council Liaison, Merrell Hansen; counsel member 14 Aaron Wahl, Mary Monachella, and Nathan Bruns, 15 who is representing the City Attorney. 16 Assistant City Planner Mike Knight, Executive 17 Assistant Kathy Reiter and our court reporter 18 from Alaris Litigation Services. 19 The first order of business is approval of 20 the November 4th, 2021, minutes. The chair 21 will entertain a motion. Have you all had the 22 opportunity to review the notes of 23 November 4th, 2021? It's been awhile since 24 we've met. 25 MS. HEBERLE: I make a motion to approve	1 presented to us tonight. It is the 2 Petitioners' responsibility to show particular 3 hardships or practical difficulties they feel 4 will entitle them to a variance. 5 Please be advised that finances are not 6 considered a hardship. After the Petitioners 7 have presented their requests, there will be an 8 opportunity for anyone in favor or opposition 9 to speak relative to the variance request. The 10 Board will generally make a decision on the 11 request this evening. I will note that it 12 takes four votes in favor to approve a variance 13 request. If the decision of the Board is 14 unfavorable, you have the right to appeal to 15 the St. Louis County Circuit Court. 16 This action must be taken within 30 days 17 of the Board's decision. The first and only 18 item on the agenda is B.A. 03-2022 1100, White 19 Road, Fulton School. Will staff please present 20 their presentation and any comments regarding 21 B.A. 03-2022, please be sworn in by the court 22 reporter. 23 [Thereupon, Michael Knight was sworn.] 24 MR. KNIGHT: I'm Mike Knight with the City 25 of Chesterfield. This is B.A. 03-2022. So, at
Page 6	Page 8
1 the Minutes from November 4th, 2021. 2 MS. RADER: Seconded. 3 MS. HIPPI: Seconded. And if the members 4 are all in agreement? 5 MR. BLOCK: Yes. 6 MS. HIPPI: The members are all in 7 agreement. The Board will hear one item this 8 evening. Okay. The Board will hear one 9 petition this evening: B.A. 03-2022 1100, White 10 Road Fulton School, a request for the variance 11 from the minimal-lot area requirements of the 12 R-2 residential district and NU, non-urban 13 zoning districts, to permit the junior high and 14 senior high education facilities -- facility 15 uses on 8.9 acres of land. 16 The Chair notes that the affidavit of 17 publication and Exhibits for the Petition have 18 been placed on the dais. As your name is 19 called, you and your representative will be 20 asked to come forward, state your name, explain 21 the variance requested and the hardship or 22 practical difficulty, which necessitates this 23 request. Petitioners are reminded that the 24 Board sits in a quasi-judicial manner. 25 By that, we mean that we act on what is	1 its core, this request is pretty 2 straightforward. The Fulton School is located 3 at 1100 White Road. They would like to provide 4 on-site education for junior high and senior 5 high school students. The property is split 6 zoned between two different zoning districts, 7 and the junior-high and senior-high uses are 8 permitted in both of those districts. 9 The minimum lot area for a junior high in 10 any of our residential districts is 10 acres. 11 The minium-lot area for a senior high is 12 20 acres. The subject site is only 8.9 acres. 13 So, they're seeking an area variance to permit 14 those uses on the subject site. So, up on your 15 screen, you see in here where we're at. We're 16 in the northeastern part of Chesterfield. 17 We're east of Olive Boulevard and north of 64. 18 Now, we're zooming on the subject site. 19 It's an 8.9 acre site, but the images you see 20 on your screen are going down White Road from 21 west to east. So, I mentioned two different 22 zoning districts. So, on the top, you see the 23 entire subject site, and below the breakdown of 24 the two districts. You see an R-2 and a NU, 25 and I've explained how that happened. So,

2 (Pages 5 to 8)

PUBLIC HEARING 10/6/2022

Page 9 1 doing research on the subject site, about two 2 and a half acres are R-2, and 6.4 are NU. The 3 entire tract was originally NU via a St. Louis 4 County ordinance in 1965. In 1990, Riverdale 5 Homes sought and was granted zoning into the 6 R-2 Zoning District. 7 Although, they were granted the zoning 8 entitlements, they never went forward with the 9 preliminary plat or record plat to subdivide 10 those lots to sell single-family homes. The 11 R-2 Zoning District currently is a little bit 12 smaller, between 2.5 and 2.7 acres, because 13 White Road is expanding, so it cut that acreage 14 a little bit. Then in 1991, there was a 15 conditional-use permit on the R-2 part, and 16 that was allowed to a nursery/daycare for up to 17 32 -- 30 students solely on the R-2 section. 18 So, now, let's get down to the request. 19 So, the Fulton School, formally known as 20 Chesterfield Day School, previously had two 21 locations. They had one in Chesterfield and 22 one in St. Albans. It has been relayed that 23 the Chesterfield location has the younger 24 students, and the St. Albans' location had the 25 junior high and senior high, the older students	Page 11 1 variance runs with the land. They're not 2 personal to the owner. And, as always, an 3 individual cannot create the situation and then 4 claim they need a variance. And with every 5 Board of Adjustment petition in front of you, 6 we have a few items, several factors in 7 consideration. 8 One is how substantial is the variance in 9 relation to the requirement? Well, we know 10 that the junior high is 1.1 acres short to meet 11 their requirement, and the senior high is 11.1 12 acres short to meet that requirement. The next 13 factor to consider that we have is, if the 14 variance is allowed, is there any available 15 effect on government facilities? Staff is not 16 aware of any effect on government facilities. 17 The third one is whether substantial change 18 will be produced in the character of the 19 neighborhood or substantial detriment to 20 adjoining properties or neighbors. 21 So, we do know that Chesterfield Day 22 School has existed at this location for many 23 years. The applicant states in the packet that 24 the addition of the junior high and senior high 25 school would not change activities that are
Page 10 1 as they recall. 2 Chesterfield Day School decided to 3 consolidate them to one location, toddler 4 through senior high and change the name to the 5 Fulton School. That's when they sought a 6 re-occupancy application. That was to have the 7 junior high and senior high uses at that 8 property. That happened on July 26, 2022. 9 Those proposed uses in that re-occup had the 10 junior-high and senior-high, thus, staff could 11 not approve the re-occup, because the minimal 12 lot for the junior high was 10 acres, and the 13 minimal lot area for the senior high was 14 20 acres. 15 Again, so the Fulton School is requesting 16 an area variance tonight to permit those two 17 uses on the 8.9 acres. So, when we look at the 18 Board of Adjustment powers and 19 responsibilities, according to state statute, 20 the BOA may only grant variances where the 21 applicant has established there's a necessarily 22 practical difficulty and the spirit of the 23 ordinance shall be observed. Also, remember 24 hardships pertain to the nature of property, 25 rather than the character of the owners. So,	Page 12 1 conducted outside of the existing buildings, 2 and the existing buildings are not being 3 expanded. There will be no athletics or 4 athletic activities in addition to what already 5 exists. That's in their narrative for you 6 tonight. 7 Another factor to consider is whether the 8 difficulty can be solved by some feasible 9 method, other than a variance. So, the 10 applicant states there is not a feasible way to 11 acquire any adjoining property. 12 And, finally, whether the interest of 13 justice will be served by allowing the 14 variance. So, the applicant has provided in 15 your packet a statement of hardship or a real 16 practical difficulty for the Board's 17 consideration, largely based, again, on the 18 existing school location and the inability to 19 acquire additional land beyond the 8.9 acres. 20 So, since the public hearing has been 21 posted, there have been a few items I've 22 discussed with other residents and other 23 stakeholders. A couple items to note up on the 24 screen, just to clarify the petition. So, the 25 variance request does not include an expansion

3 (Pages 9 to 12)

PUBLIC HEARING 10/6/2022

Page 13 1 or change in site-related items. So, when we 2 speak on things like: parking access, lighting, 3 building expansion, those items, any of those 4 would require a site plan to be submitted to 5 the City, reviewed and approved in accordance 6 with our code. So, the variance, itself, does 7 not approve an expansion of any area of the 8 site. 9 Also, in the Narrative, they reference a 10 farm, or there is a reference to a farm. So, 11 the zoning entitlements currently exist on the 12 NU portion for a farm. But, again, I will 13 stress any substantial change to the site would 14 require that site plans, leaving off some of 15 these farming activities and changing the 16 character of the site. They can explain more 17 if you have any questions about the farm. And 18 then the daycare, so the daycare building sat 19 on that R-2 piece in those areas. 20 They have pulled a municipal zoning 21 approval to demolish that daycare. They 22 haven't done it yet, but they pulled the 23 approvals to get rid of that building. The 24 daycare use, after speaking with their legal 25 representation, is not moving forward; and,	Page 15 1 tear down the daycare. What's going to go in the 2 place of that? 3 A So, I would say that last part of items to 4 note, they're not relevant to your variance petition 5 per se; they are just items to note about, you know, 6 people might, I've heard about the daycare, I've 7 heard about expansion of the site. Just some 8 auxiliary items or if we approve, does the building 9 come down, et cetera. It does not have an effect on 10 the junior high or senior-high uses; you are 11 correct. 12 QUESTIONS BY MS. HIPPI: 13 Q Okay. I didn't understand, you know, due 14 to safety and administration of excellence in the 15 school is important, so I didn't quite understand 16 that you're no longer going to have a daycare 17 process. So, daycare to sixth grade, is that no 18 longer going to be affected? You're just looking at 19 junior high and senior high? 20 A Toddler through senior high. Just there 21 was a daycare component that was only allowed in 2.5 22 acres, that's not moving forward. So, toddler 23 through senior high is the school's operating level. 24 And, I believe, they'll speak more about the 25 schooling operation, too.
Page 14 1 more importantly, that daycare use, that was 2 empowered by that conditional-use permit. 3 That's not permitted on the NU. So, they're 4 getting rid of the building, and it's not 5 permitted on that NU portion of the site. 6 Again, just some items to note about the 7 petition. 8 So, finally, in summary, the Fulton School 9 located at 1100 White Road would like to 10 provide on-site education for junior high and 11 senior high school students. The junior high 12 and senior high are both permitted uses in both 13 those zoning designations. Other than the 14 minimal-lot area requirements: the ten acres 15 for junior high, 20 acres for senior high, the 16 subject site is 8.9 acres. The Fulton School 17 is requesting an area variance to permit those 18 uses, and the Board of Adjustment may vote on 19 this tonight. That concludes my presentation. 20 I can answer any questions or we can let the 21 applicants speak to -- 22 QUESTIONS BY MR. BLOCK: 23 Q Just some questions about the daycare 24 issue. I mean, is that really relevant to anything 25 in our decision tonight? Like, they're going to	Page 16 1 MS. HIPPI: All right. 2 QUESTIONS BY MS. HEBERLE: 3 Q I just have one question. So, when they 4 talk about the area of 10 and 20, does that -- does 5 it matter the attendance number of students? 6 A No. It's just you can have a very large 7 daycare, a very small senior high, that's use 8 specific. And it's important to note, I guess, 9 that's across all residential districts. So, we 10 often see schools in residential districts probably 11 more common than commercial areas. But that area 12 requirement is included in all of the potential 13 residential districts. 14 QUESTIONS BY MS. HIPPI: 15 Q Is that a stackable concept? Because you 16 have a certain amount of acreage required for the 17 junior high. Then, you have a certain amount of 18 acreage required for the senior high. I mean, is it 19 like A plus B, or is just A and B? I mean, I kind 20 of want to know -- 21 A Yeah, it doesn't necessarily go away. So, 22 if you have 20 acres, you can have these listed 23 uses. If you have 10 -- you don't need 30 acres to 24 have -- 25 MS. HIPPI: Okay.

4 (Pages 13 to 16)

PUBLIC HEARING 10/6/2022

Page 17 1 QUESTIONS BY MS. RADER: 2 Q So, what is the thinking behind the 3 acreage for a new school? 4 A Okay, so the original intent -- I couldn't 5 give you the original intent that was entered into 6 the zoning code, but I can say that existed in the 7 St. Louis County Zoning Code back in the NU district 8 regulations from a long time ago. So, it's just one 9 of these requirements that are in the zoning code. 10 I couldn't give you the original intent in 1965, but 11 it's -- it's put in there. I think often, I can't 12 say specifically, but when we think of schools in 13 general, we are thinking of larger public schools. 14 Not maybe the nuance of these private schools. But 15 I don't have the origination of why that specific 16 amount of acreage was chosen. 17 Q Also, they said there would not be any 18 sports activities. Does that mean the children will 19 not be allowed out of the school or not -- or not 20 doing anything outside? 21 A It probably would be most appropriate for 22 that question for them. I would say that beyond, 23 like, no organized sports activities beyond your 24 typical school activities. That would be my 25 personal characterization. I think it probably	Page 19 1 where the daycare operation was operated. The 2 Fulton School has applied for a permit to 3 demolish that building. I believe that permit 4 has been issued. So, that building will come 5 down, and the Fulton School has no current 6 plans to build anything on that property or to 7 conduct any activities on that property, other 8 than they will allow people to walk on it. 9 It's heavily treed. It's an attractive piece 10 of property. 11 And you will see, as we go through the 12 presentation with respect to the eastern 13 parcel, which is where the buildings are 14 located, that there are no plans currently to 15 expand it. We don't need to. And you'll 16 understand why we don't need to as we move 17 forward. 18 In terms of athletic activity, for decades 19 athletic activities have been conducted 20 outside. There's a field north of the existing 21 buildings. You'll see it in a photo that I'll 22 show you shortly, which has been used for 23 softball or soccer; but there are no lights. 24 I'm not even aware that there are any bleachers 25 there. There might be a small set of
Page 18 1 would be more appropriate for them to answer it. 2 MS. HIPPE: Any further questions? Okay. 3 Let's hear from the Petitioner. We may have 4 further follow-up questions. Thank you, Mr. 5 Knight. 6 (Whereby, Michael Doster and Kara Douglas were 7 sworn.) 8 MR. DOSTER: Members of the Board of 9 Adjustment, my name is Michael Doster. I'm the 10 attorney for the applicant this evening. And, 11 after my testimony, Kara Douglas, who is the 12 head of the school will testify, and she will 13 testify more thoroughly and in more detail about 14 the operations of the school, how it is not 15 like a traditional junior high or high school; 16 but I will touch on that briefly as I go 17 through my presentation. Before I start my 18 presentation, however, I would like to address 19 a couple questions that you have already asked 20 the staff, because I know that's on your mind, 21 and we might as well try to address that right 22 away. 23 You've been talking about two parcels. 24 There's a small parcel to the west where the 25 Little House is currently located. And that's	Page 20 1 bleachers, but we do not have any other types 2 of athletic activities. And my understanding 3 is the history of the area requirement that 4 we're dealing with this evening is that years 5 ago, when this was made part of the St. Louis 6 County Code, Chesterfield subsequently adopted 7 it, there was an assumption that if you have a 8 senior high or a high school, there would be 9 certain activities outside. Football, for 10 example. And football requires a lot of space, 11 requires a big field, stands, lights. 12 We don't have lights, and we don't intend 13 to install lights on the soccer field. That's 14 also used at times for, I assume, kickball and 15 softball. But that was the assumption. Of 16 course, to a lesser degree, if it was a junior 17 high, maybe the outdoor facility would not be 18 as expansive. You don't get the crowds at 19 junior-high games in some places that you do -- 20 and, of course, that's not relevant to us, 21 which is why we're seeking a variance. 22 Because, to us, given the fact we've 23 operated there for decades, and we don't have 24 any way to expand, it makes more sense to have 25 a lower minimum for us. And it would only

5 (Pages 17 to 20)

PUBLIC HEARING 10/6/2022

Page 21	Page 23
1 apply to this property as currently operated. 2 It wouldn't apply to anybody else in the City. 3 MS. HIPPIE: Because you've only operated 4 there as an elementary-school capacity; is that 5 correct? 6 MR. DOSTER: Well, the terminology we're 7 going to get into, because given the philosophy 8 of the school from the beginning, we don't use 9 terminology like grade school or junior high or 10 senior high or high school. We use upper 11 school and lower school. And it's a reflection 12 of the philosophy that Kara will get into. 13 It's really more appropriate to hear from her 14 on that. 15 So, that has been one of the problems. 16 So, I think because of the terminology we use, 17 the folks who put the merger together were 18 oblivious to the area requirement and the 19 City's code for junior high and senior high. 20 Because those are terms that are not used in 21 our community. So, unless you have more 22 questions for me at this point, I'll get into 23 my presentation; is that all right? 24 So, I want to do a summary of the request 25 briefly. As mentioned in, June of this year,	1 small. Mike Knight already mentioned the 2 school use is permitted, so we're not here 3 seeking a use variance. We are already 4 permitted to operate as a school at this 5 location. And we already heard about what the 6 code requires in terms of minimal acreage, and 7 I'll mention that again briefly in a moment. 8 So, again, we are requesting an area variance, 9 not a use variance. 10 In other words, we're asking that the 11 minimum acreage for our operation be set at 12 8 acres. As Mike Knight pointed out, the 13 property in total is almost 9 acres. It's 14 slightly less. The reason why we're asking for 15 a minimal of 8 is that sometimes, depending 16 upon who does the survey and how it's done, the 17 acreage could vary by a tenth or two, one way 18 or the other, so we think it would be better to 19 just ask for 8 under the circumstances, and 20 that would allow us to operate it in the 21 future, as far as we can see it. Every 22 variance is reviewed under the 23 practical-difficulty standard, not the hardship 24 standard. That's been the law in Missouri 25 since 1986, the Missouri Supreme Court case of
Page 22	Page 24
1 the Fulton School at St. Albans and the 2 Chesterfield Day School merged. And, of 3 course, that means that the population that was 4 at the Fulton School of St. Albans would move 5 to Chesterfield Day School on White Road. The 6 Chesterfield Day School on White Road operated 7 a lower school for many years, and that would 8 be up through sixth grade. 9 Fulton School at St. Albans, at the time 10 of the merger or prior to the merger, operated 11 a lower school and an upper school. And Kara 12 can tell you about that because until the 13 merger, she was the head of the school at the 14 Fulton School at St. Albans. I've already 15 mentioned this difference in terminology with 16 the interpretation of the upper school as 17 including the junior high and high school. 18 Again, junior high and high school really 19 doesn't have a meaning, specifically, in our 20 community because of the philosophy that the 21 school has and the way it operates, the 22 curriculum it has and the programming it has. 23 As you'll hear from Kara, the upper school 24 is not a traditional junior high or high 25 school. It is quite different, and it is	1 Matthew versus Smith. 2 Practical difficulty, what do we point to? 3 Well, one of the things we point to is the 4 several reasons for the merger, which Kara will 5 also go into; but what has happened in the 6 marketplace is that enrollments are down, 7 particularly at private schools. I've sure 8 you've seen in the news media recently that 9 Catholic schools are being closed. There are 10 some non-Catholic private schools that are 11 struggling, and what happened over the years, 12 since the creation of the St. Albans' campus, 13 is that both the St. Albans' campus and White 14 Road campus were challenged with enrollment. 15 You'll hear more about the enrollment 16 figures currently at White Road, but, at one 17 time, my history goes way back, and I'll 18 explain that in just a moment; at one time we 19 had a peak enrollment at White Road of 330 20 students. We're nowhere near that today. 21 Another reason for the practical difficulty is 22 the folks who put the merger together had no 23 knowledge of the area requirement. 24 Now, you can say, well, we're charged with 25 knowing the law, but the terminology is foreign

6 (Pages 21 to 24)

PUBLIC HEARING 10/6/2022

Page 25	Page 27
1 to us. We operate as an upper school and lower 2 school, and Kara will explain that in more 3 detail in a moment. Chesterfield Day School 4 has been at White Road for a very long time, 5 using the existing facility, which we're not 6 proposing to expand. And we've done that over 7 the years with some expansion, but the last 8 expansion, I believe, was back in the middle of 9 the 2000s. 10 We don't have any plans to expand the 11 facilities beyond what they are now. And as 12 Mike Knight mentioned, we don't have the 13 ability to acquire any property next to us. On 14 the north, it's not really true north, as I'll 15 explain in a moment, but on the north there's a 16 developed subdivision; on the west, there's a 17 developed subdivision; on the east, there's a 18 street that serves as a developed subdivision. 19 And in front is White Road. I'll give you a 20 brief timeline, as I know it. Kara will give 21 you her own, but in 1974, the St. Louis 22 Montessori Academy moved to White Road. 23 Barb Fulton was the founder and the head 24 of that school, and she was fondly referred to 25 throughout her life as Dr. Barb, both within	1 campus. And it, in effect, was affiliated with 2 Chesterfield Day School at the time. But in 3 1998, St. Albans began the upper school, and 4 Chesterfield Day School, up until the merger, 5 did not have an upper school. 6 In 2007 and 2008, the St. Albans' lower 7 and upper school became independent of the 8 Chesterfield Day School. In other words, it 9 became a free-standing entity within its own 10 governance, and Chesterfield Day School had its 11 own governance at that time. And I don't think 12 I have to explain the timing of that: 2007 and 13 2008. Sometimes timing is good. Sometimes 14 it's not. And you all know what happened in 15 that time period with respect to the Great 16 Recession. And, of course, 2022 was the 17 merger. 18 This is the White Road Campus aerial view. 19 These are the existing buildings, and they have 20 existed for some years. Again, there's no 21 intent to expand these facilities to 22 accommodate the merger. There was some changes 23 made on the interior. High-school students 24 require different space, so we had to make some 25 changes on the interior, but the exterior will
Page 26	Page 28
1 the school community, not just this school 2 community, but throughout the educational 3 community and the community at large. That's 4 how I knew her. When I first met her, I met 5 her at church, and she asked me to become the 6 general counsel to the school at the time. 7 Now, I agreed to do it. Kara was born in 8 1975, I remember that. You may not, but I 9 remember. 1984, the name was changed to 10 Chesterfield Day School. The community, school 11 community, wanted to have identification with 12 Chesterfield, and they decided to change the 13 name of the school to Chesterfield Day School. 14 When I first met Dr. Barb and became the 15 general counsel for the school, she said, 16 you're going to have a child one day, and you 17 must enroll that child at the school. I guess 18 one of the commissions -- the conditions of the 19 engagement. 20 Well, in 1994, our son, Tyler, was born, 21 and we did exactly what she told us to do. We 22 enrolled him in there. He was about two years 23 old, I think, at the time. And he stayed there 24 until sixth grade and then went on. 1994, 25 Chesterfield Day School opened the St. Albans'	1 not change. This is what it will look like -- 2 looks like today and will continue to look 3 like. Going around the property, we wanted to 4 show you what exists, what the view is from the 5 resident area on each side. 6 So, this is the White Road Campus view 7 from the east. Wainridge Road, you may be 8 familiar with that. This is another view from 9 the east on Wainridge Road, a little further up 10 Wainridge. And to give you some perspective, 11 we took another photo from the northeast, I 12 think it is, looking down Wainridge Road toward 13 White Road. Gives you some idea of the spacing 14 of the topography and the change in grade. 15 Now, this is a view from the north. 16 Again, it's not true north. You might look at 17 this and say, well, how can the sun be in the 18 middle of the photograph? But it's in the 19 northerly direction. There is a subdivision 20 there. You're looking across this field that 21 is used for the various outdoor activities, 22 might be soccer, might be softball, obviously, 23 it's not developed as a full-fledged athletic 24 facility. And this is the White Road Campus 25 view from the east -- from the west, excuse me.

7 (Pages 25 to 28)

PUBLIC HEARING 10/6/2022

Page 29	Page 31
1 And on the left, you can see what we call the 2 Little House, and it has been slated for 3 demolition. 4 QUESTIONS BY MS. HIPPI: 5 Q You don't have anything you're going to be 6 putting in place of that Little House? It'll just 7 be -- 8 A I'm sorry, I can't hear you. 9 Q There's no other building that's going to 10 come as a result of that demolition? No further 11 construction, right? 12 A No, we don't currently have any plans for 13 that parcel. 14 MS. HIPPI: Okay, thank you. 15 MR. DOSTER: I believe that we are 16 entitled to a variance because of the practical 17 difficulty that I explained. I know that 18 normally you have five. You only have four 19 tonight, and I know that it takes four votes to 20 approve it. So, I'm hoping that you will see 21 your way clear to vote in favor of the 22 variance. If you don't, it -- I will just say 23 it will be a very difficult problem for the 24 school. If we can't combine the lower and 25 upper school operations. So, unless you have	1 both schools, and with them being 30 minutes 2 apart, it really wasn't practical to continue 3 hiring and continuing the administration 4 without the joint founder. So, the Fulton 5 School at St. Albans was twelve acres of land 6 at St. Albans, although only nine of them were 7 usable. It was a very similar situation, and 8 we were nestled under a residential community, 9 surrounded on one side by our main road and 10 then by homes, otherwise. So, we are used to 11 this type of situation. We are small by 12 design. 13 We're a Montessori, which is a different 14 type of education method. It involves a lot 15 more hands-on learning, experiential learning 16 and just provides an alternative to families. 17 We do things differently and offer an alternate 18 to the larger traditional environments. So, we 19 added our upper school, as Mike said, in 1998 20 per parent requests. They wanted to keep doing 21 what we were doing, wanted their kids to keep 22 experiencing it. And we really considered 23 ourselves one school. The Montessori approach 24 is really developmental. It is really based on 25 psychology of the child's development. And,
Page 30	Page 32
1 questions for me, I will turn it over to Kara. 2 MS. HIPPI: Any questions? Thank you, sir. 3 MS. DOUGLAS: Good evening, I'm Kara 4 Douglas. I'm the head of the school of the 5 newly merged Fulton School, but I've been the 6 head of the Fulton School at the St. Albans' 7 location and previously the Chesterfield Day 8 School in St. Albans was our title when I was 9 hired. And I've been there for about -- all of 10 this together, for 16 years. I'm a graduate of 11 Chesterfield Day School. Was there 12 from toddler through sixth grade and, so, 13 coming back home in this merge. 14 Thank you for being here tonight and 15 giving up your evening to hear our plea. So, 16 just to give you a little of the recent history 17 and a sense of what the school is and why we're 18 different, why we don't need 20 acres, I wanted 19 to paint you a picture of the two schools, 20 which I always considered sister schools. One 21 was much older and one newer. And we -- we 22 separated in, as Mike said, in the 2007-08 23 school year. 24 It was really as the result of the death 25 of Dr. Barb. So, she was sort of the mother of	1 so, we really look at the students as one long 2 journey from their 18 months, which is a very 3 typical start date for a Montessori school, all 4 the way through 12th grade. 5 It is broken into lower school and upper 6 school. And that's really just a reflection of 7 childhood versus adolescence, the two main 8 development periods. So, that's how we think 9 about it, talk about it. Everything on our 10 website, everything in our board meetings 11 surrounds these two areas of childhood or -- 12 two planes of development and the needs that 13 are required by those developmental stages. 14 Our classes are multi-age, so some of the ways 15 we do things differently, we have three years 16 of students together. 17 The older students are working on 18 leadership skills and being good role models. 19 The younger students see what's coming next by 20 watching the older students. Assessments are 21 process based rather than outcome based. So, 22 we feel like if we really focus on the process 23 of learning that the outcomes will work 24 themselves out. And we place a high priority 25 on learning, at their own rate and independence

8 (Pages 29 to 32)

PUBLIC HEARING 10/6/2022

Page 33 1 in learning. 2 This all, eventually, we'll kind of pull 3 all this back to how it relates to the property 4 and why we don't need a big property. We aim 5 to partner with organizations outside of school 6 for internships, long-term projects and long 7 term volunteering. So, we don't need as much 8 on our campus because we're going to other 9 businesses to work and have experiences. 10 And one of our philosophical goals is to 11 bring textbooks to life through experiences, 12 through gardens, through travel, through an 13 apiary, multiple classroom pets at every age. 14 And we're here to support science, art, 15 character, education. All of these experiences 16 not only teach, but you can use them to tie 17 into the textbook work you might do, but they 18 also develop empathy, care and respect and 19 responsibility. We have an extensive STEM 20 program with Makerspace and robotics to empower 21 kids to explore science programming and design 22 with high-tech equipment. Students run 23 businesses from sixth grade on to study 24 entrepreneurship and partnerships. Again, it's 25 also part of the math curriculum to tie into	Page 35 1 well with small groups and would never be 2 sustainable in a really large environment. 3 Theater, big sports, large productions, those 4 are unrealistic, but they're also not 5 missionable. They're not what we're inviting 6 our parents to come for, and it's not why they 7 are enrolling. 8 So, Chesterfield Day School, switching to 9 our sister school, was also on 8 to 9 acres, 10 nestled in a residential neighborhood. We were 11 also small by design and Montessori. We, also, 12 defined ourselves as a school that does things 13 differently, offer families an alternative to a 14 larger traditional environment. We were very 15 developmentally focused and followed also the 16 toddler through sixth grade lower school 17 concept. Classes are multi-ages, assessments 18 process based, high priority on experiential 19 learning. We have a tremendous amount in 20 common, even though we were legally separated 21 about 15 years ago. 22 The sixth graders have the opportunity to 23 run a business there. The fourth through sixth 24 graders go on their camping trips, same as the 25 St. Albans' kids have. Families are drawn to
Page 34 1 real-math data studies. 2 And our students travel everywhere, 3 starting fourth grade from small local camping 4 trips in the area to international trips in 9th 5 through 12th grade. This, again, supports 6 their learning, empathy, their role in the 7 world, et cetera. It doesn't require a large 8 building or a lot of acreage. 9 We have about 50 to 60 students at any 10 point in our upper school. So, we have to be 11 discerning about what activities we offer. 12 They tend to be activities that work for small 13 groups. It's hard to be experiential. It's 14 hard to do some of what I talked about doing in 15 a really large environment. You couldn't have 16 60 students doing it at once. So, we have to 17 stay small in order to fulfill our mission. 18 Individual small teams sports are what we 19 do to meet the need for sports and gross-motor 20 activity and teamwork in our kids. Golf, 21 cross-county, volleyball, basketball are our 22 current sports. We have that soccer team going 23 on, and that's about the biggest sport we could 24 manage with 11 on a team. And then travel 25 businesses, volunteering, partnerships work	Page 36 1 the school because they want something 2 different. The Montessori philosophy, the 3 hybrid into the later years offering the chance 4 for students to learn at their own rates and 5 develop their self-confidence, have 6 relationships with teachers, enjoy a more 7 family-style environment. They have an upper 8 school, and the families who wanted to continue 9 in a similar environment really didn't have a 10 convenient option. 11 QUESTIONS BY MS. HIPPE: 12 Q Ms. Douglas, they did have a lower school, 13 right? 14 A Excuse me? 15 Q At the Chesterfield -- 16 A At the Chesterfield location. Not to 17 continue with what they have there, right. 18 Q So, they have the Montessori -- 18 months 19 through 6th grade -- 20 MS. DOUGLAS: Through 6th. And then the 21 students have to choose somewhere -- once in a 22 while someone came out to St. Albans, actually, 23 but as you'll hear with the merger why that 24 didn't happen more often but -- so, the next 25 question is why the merger? We have two

9 (Pages 33 to 36)

PUBLIC HEARING 10/6/2022

Page 37	1 schools that were very similar, other than the 2 fact that the St. Albans' location had the 3 upper school. Enrollment was not where either 4 school wanted to be or at least the changing 5 landscape of schooling, independent school 6 since 2008, we went through this big change 7 with the recession. Covid was a challenge, of 8 course, for both campuses. But last year, the 9 St. Albans Board of Trustees decided that to 10 really thrive, we were going to need to move 11 the school east. 12 A majority of our families were from the 13 Chesterfield and Wildwood area, and really the 14 location was inconvenient to almost everyone. 15 Even the people who lived in St. Albans, it 16 wasn't necessarily convenient for them if they 17 worked in St. Louis County. So, it was 18 difficult to grow and hire auxiliary positions; 19 and it was difficult to expand some of the key 20 elements of the missions. For example, 21 partnerships with businesses because we were so 22 far away from everyone. 23 So, they voted to move east. CDS, 24 meanwhile, has had a lot of turnover of staff 25 since the long-time head, Dr. Barb, passed away	Page 39	1 There's been a few questions about the 2 Little House. It's only been demolished 3 because it's been neglected, and it's not safe. 4 So, that's why there's no other plans. It's a 5 beautiful piece of property, you know, there 6 will be people wandering and, you know, maybe a 7 picnic lunch here or there, yeah, but no 8 official plans. And we, like I said, we still 9 have no big sports. We play other 1-A schools. 10 We play St. Louis homeschool teams, and there 11 are a handful of other 1-A schools in St. 12 Louis, other very small secondary programs. 13 So, even if we have a soccer game, you know, 14 we're going to maybe have 30 guests, right? 15 These are not games -- these are games mom and 16 dad come to. They're not games that would draw 17 a crowd. And our model would just not work 18 with a large number of students. The brand is 19 minimalism and very boutique, family friendly. 20 So, there are no lights, no loud and crazy 21 events and no significant change to the school' 22 that's been since 1974. Do you have any 23 questions for me? 24 QUESTIONS BY MS. HEBERLE: 25 Q I have one question. Do you see the
Page 38	1 in 2005. The lack of continuity has 2 contributed to a decline in enrollment. And, 3 as Mike said, peak enrollment was 330 before 4 her death. In 2005, it was 330. And, so, the 5 challenges that the St. Albans' campus and 6 Chesterfield campus faced were really 7 complementary. And we were able to sort of fix 8 each other's problems. They provided us with 9 the opportunity of an ideal location, and we 10 provided them with some continuity in terms of 11 me and my administration having been there a 12 long time, me being a graduate of the 13 Chesterfield Day School Elementary Program. 14 So, we bring the stability and leadership 15 that they've been looking for. So, what's the 16 programming now? Well, it's much of what I've 17 already explained. We'll still small by 18 design. We're Montessori. We're focused on 19 offering students a variety of unique 20 opportunities that can only be offered to a 21 small group: bring textbooks to life, 22 gardening, using our STEM equipment, traveling, 23 partnering with local businesses. We don't 24 have any current plans to expand the present 25 facilities.	Page 40	1 parking situation increasing, like the high-school 2 students? I know you only have -- 3 A No, really not because the parking's going 4 to be, you know, a factor of enrollment really. And 5 we currently have 44 secondary students, only maybe 6 a dozen of them drive to school. And, you know, I 7 don't predict it being more than that. Or I didn't 8 say, actually, our current enrollment is about 160, 9 you know, we would like to grow a little from there, 10 but, again, we don't have plans. The building 11 occupancy alone would, you know, we would get to our 12 own limits before the building occupancy would even 13 limit us in terms of our programs. 14 MS. HIPPI: Any more questions? 15 MS. HEBERLE: Thank you very much. 16 MS. HIPPI: Mr. Doster? 17 MR. DOSTER: Just one final housekeeping 18 matter, I assume that the packet that Mike 19 Knight presented is part of the record, and 20 I'll offer a copy of the slides that we 21 presented as part of the record. 22 MS. HIPPI: Oh, that's a great question. 23 Let's go over all the Exhibits. Mr. Knight, 24 would you like to go over the exhibits and make 25 sure that we all have complete packages in

10 (Pages 37 to 40)

PUBLIC HEARING 10/6/2022

Page 41	Page 43
1 fairness. For example, I have 6-A, and we 2 discuss having 6-B, 6-C. Let me start with 3 that. I have Exhibit 6-A, 6-B and 6-C. Just, 4 basically, your applications for the variance. 5 Are there additional exhibits besides 6-A, B 6 and C? 7 (City Exhibits 1 - 6B were marked into the record.) 8 MR. KNIGHT: So, basically, I think this 9 might have been the microphone that was going 10 off, so, sorry, if you heard it. 11 MS. HIPPI: No problems. 12 MR. KNIGHT: Basically, everything on the 13 exhibits or the application he had, there also 14 was a requirement for a site plan. So, 15 that's -- no change, but the most current site 16 plan, that's part of the Chesterfield Day 17 School's current location. Then I believe the 18 re-occupancy permit, that was just submitted on 19 file, that we couldn't approve, is the last 20 Exhibit that you have there. 21 MS. RADER: I did have one question for 22 Kara. I saw something about bees. Having to 23 relocate the bees -- relocating the bees. What 24 is that? 25 MS. DOUGLAS: So, one of the things -- one	1 And there were a few e-mails and phone 2 calls, and we confirmed we would be moving the 3 apiary further off White Road and away from -- 4 but there's plenty of room for it to be 5 isolated. It just kind of, like I said, in the 6 chaos of the move, the farm manager was a 7 little excited to have it in that large open 8 space in front so -- 9 QUESTIONS BY MS. RADER: 10 Q Have the neighbors next to the small park, 11 have they -- are they all on board with this? 12 A You know, I -- are they on board with 13 what? 14 Q With the way the apiary is? 15 A Yeah, we haven't heard anything more 16 except positives. We haven't done any more 17 negatives. We have a number of positive reactions, 18 just thank you for communicating with them or thank 19 you for responding to those e-mails. And that will 20 continue, you know, a really positive relationship 21 with the neighborhood is a high priority for us. 22 So, we do what we need to do to keep these 23 relationships really positive. Not just about the 24 apiary, about anything that comes up. 25 MS. HIPPI: And, just for the record, that
Page 42	Page 44
1 of the hands-on experiences we offer the 2 students is an apiary. They visit it, they 3 tend to it and, initially, when we moved there, 4 moved everything over, the apiary was moved 5 pretty close to White Road. Actually, on parts 6 of the land that's going to be empty with the 7 Little House, because the farm manager just did 8 it in the chaos of all the moving. I was, 9 actually, out of town when it happened. 10 Anyway, as soon -- we, actually, before we even 11 had any calls about it, we were in the 12 process -- you have to hire a professional to 13 move an apiary, though, but it needed to be up 14 back in that large area with the soccer field. 15 There's much more land there than even in 16 the soccer field. So, it was relocated to an 17 area with hedges and out of the way. We wanted 18 it out of the way even from our own students, 19 as well as from any passerby that is on White 20 Road. But, we did get some attention about 21 that in July, and we sent out a letter saying 22 just -- actually, it just kind of made us 23 think, we need to send out a letter to just of 24 kind introduce ourselves and what's happened 25 and what changes are coming about.	1 is Exhibit 6-B that we're referring to, the 2 apiary. I know you wrote a very nice letter to 3 your neighbors. And we look forward to members 4 of the audience coming to speak for it. We may 5 have some questions based on those questions. 6 Mr. Knight, I have Exhibit 6-A, B, and C. 7 Exhibit 4 and 5. And, also, 1 and 3, but I 8 don't have a 2, sir. I'm wondering -- 9 MR. KNIGHT: The Notice of Publication? 10 So, as we put the packets out, the Notice of 11 Publication hasn't happened yet; but we can, 12 obviously, get a copy of that. 13 MS. HIPPI: Okay, I wanted to make sure I 14 had it. Thank you, sir. 15 MR. DOSTER: I would like to mark the 16 Powerpoint as one Exhibit, a collective Exhibit 17 if that's okay. 18 MS. HIPPI: Certainly, we can mark that as 19 Exhibit 7; is that right? 20 (City Exhibit 7 marked for identification and 21 admitted into the record) 22 MS. HIPPI: Would any member of the 23 community wish to speak in support of the 24 variance? Mr. Christoffel, please come forward 25 and be sworn by the reporter here, and let's

11 (Pages 41 to 44)

PUBLIC HEARING 10/6/2022

Page 45	Page 47
1 hear what you have to say, sir. 2 (Whereby, Greg Christoffel was sworn.) 3 MR. CHRISTOFFEL: Yes, my name is Greg 4 Christoffel, last name is spelled 5 C-h-r-i-s-t-o-f-f-e-l. 6 MS. HIPPI: Could you repeat that? I'm 7 sorry, could you repeat that? 8 MR. CHRISTOFFEL: It's 9 C-h-r-i-s-t-o-f-f-e-l. We live at 14547 Coeur 10 Dalene Court. And we are across-the-street 11 neighbors, so welcome to the neighborhood. Our 12 house, when you look out from your parking lot, 13 there's a -- there's a steep hill. We're the 14 house on the top of that, right overlooking 15 your parking lot. So, we are -- and some of 16 our neighbors, who are along that same street, 17 are having an interest in knowing what's kind 18 of going on over there. And I think this is 19 been a lot of good information, and I would 20 support. I have several good friends whose 21 children went to Chesterfield Day School. 22 We've lived there since 1984, so we're the same 23 age as the name on the place. 24 MS. HIPPI: Okay. 25 MR. CHRISTOFFEL: And it's -- from the	1 at the podium. You're been there since 1984. 2 Raise your right hand, if you would please. 3 (Whereby, Ms. Christoffel was sworn.) 4 MS. CHRISTOFFEL: Yes, as Gary described 5 where we live, and I enjoy when I go out in the 6 yard to hear the children playing, because 7 their little voices come up. I, actually, 8 right out of college, I was a junior high 9 teacher. And I've heard some very positive 10 things about the school. My concern was there 11 was going to be large buildings going up. But 12 coming to the meeting, I feel much better about 13 everything. So, it sounds positive to me. 14 MS. HIPPI: Do you have any concerns about 15 the impact of expanding the school to include 16 the lower -- the lower and upper school 17 systems? Again, this facility, traffic 18 concerns, any other concerns that you would 19 like to address tonight? 20 MS. CHRISTOFFEL: A couple of the people 21 that are neighbors have expressed concerns 22 about more traffic, but it sounds like to me a 23 lot less students coming from St. Albans than 24 we initially thought. So, I'm just like, Greg, 25 I feel positive about it.
Page 46	Page 48
1 description of what they're going to do, I 2 think it's an excellent thing. Montessori is a 3 great thing, and, from the description, there 4 won't be any disruption. The only thing I 5 would point out, and probably some others have, 6 is White Road can be a racetrack. We've been 7 walking there, walking dogs there around it. I 8 could draw a diagram on your plat from being 9 around it. And it's a police issue more than 10 anything else, but that's the -- cars coming 11 down White Road to the creek, turning to go 12 across the front of the school, and there are 13 times they don't look like they're, actually, 14 going to make the turn. 15 But that's the only issue I see and have 16 noticed from walking the cars in the morning, 17 especially when there was a bus that was taking 18 kids out to St. Albans. The traffic congestion 19 is briefly an issue. Fortunately, I'm a 20 pedestrian at that time. That's all. 21 MS. HIPPI: Any questions for this witness? 22 Mr. Knight, do you have questions of our 23 speaker? Ms. Christoffel, would you like to 24 say anything to add to that? Come to the 25 podium, come to the podium. Join your spouse	1 MS. HIPPI: Okay, thank you. Mr. Knight, 2 any questions for this witness? Members of the 3 Board, any questions for these speakers? Thank 4 you, Mr. and Mrs. Christoffel. Are there any 5 other members -- any other members of the 6 audience that wish to speak on behalf of the 7 approval of the variance? We'll get to 8 opposition but right now we'll -- come straight 9 to the podium, sir. 10 MR. SAVERIN: I'm opposing it, so I'll 11 wait. 12 MS. HIPPI: Okay, we'll wait and hear what 13 you have to say. Any other members here 14 tonight? Yes, ma'am? We have a representative 15 in favor of the variance being -- 16 MS. MONACHELLA: I'm neutral. 17 MS. HIPPI: You're a neutral. Please, if 18 you would state -- be sworn in. 19 MS. MONACHELLA: I'm a council member and 20 I've already been sworn in. 21 MS. HIPPI: We'll have you sworn in again 22 for this purpose. 23 (Whereby, Mary Monachella was sworn.) 24 MS. MONACHELLA: I'm Mary Monachella. I'm 25 the Ward 1 representative, so this is my ward.

12 (Pages 45 to 48)

PUBLIC HEARING 10/6/2022

Page 49	Page 51
1 Plus, I live right around the corner. 2 MS. HIPPI: So, thank you for being here 3 this evening. We look forward to hearing from 4 you. 5 MS. MONACHELLA: You're welcome. I just 6 have a couple comments. I have heard a lot 7 from neighbors about the worry of the traffic, 8 too, because the upper-school people drive. 9 MS. HIPPI: Right. 10 MS. MONACHELLA: Okay? So, I'm wondering 11 if that cap of 330, obviously, you can do 330 12 in the school because you've done that already. 13 So, I'm wondering if that's -- if anyplace 14 that's written as the official cap. In other 15 words, do we have to have another site plan? 16 Do you need another building if you go higher 17 than that? I'm looking at the future here, not 18 now but -- 19 MS. HIPPI: Well, we'll address that 20 question to Mr. Knight; sir, if the school were 21 wishing to expand beyond the 330 capacity, what 22 would be required by the school? Assuming a 23 futuristic hypothetical, please. 24 MR. KNIGHT: Well, we use like 330, that 25 sounds like an internal number, but we also	1 microphone, thank you. 2 MR. DOSTER: And I hope I'm quoting Kara 3 accurately, but when the school was at 330, she 4 didn't know how her mom did it. So, given the 5 change in programming that's necessary by 6 bringing in upper-school students, and you need 7 more space per student in order to accommodate 8 their needs, the actual program limit is quite 9 a bit less than 330. She may be able to give 10 you a number, but I think you're also asking 11 that if, for some reason, the school expanded 12 in term of numbers, and we couldn't accommodate 13 them in the current facility, we'd have to go 14 through a process in the City. Mike's already 15 explained it. We would have to come with an 16 amended -- proposed amended site plan, staff 17 would review it. It goes to the Planning 18 Commission, and in the City, the Council has 19 what's called the power of review. So, there's 20 a whole process that has to be addressed or 21 followed if that happens. We don't anticipate 22 that happening because we have an 23 internal-programmatic limit now that's really 24 greatly reduced as a result of adding the older 25 school. Kara, can you add anything to what I
Page 50	Page 52
1 reference the building capacity. So, there's 2 fire and building code capacity that you'll 3 have. Where you will need something from the 4 City is if you start expanding the footprint of 5 the property. Are you changing access 6 location? Really any sort of advancement on 7 the site or disruption occurred, then you would 8 need a site plan. But it's not titled to one 9 specific number of people. Just what you would 10 have on the site. 11 MS. HIPPI: Does that answer your question, 12 ma'am? 13 MS. MONACHELLA: Somewhat. So, there's no 14 official limit, I guess, is what I'm after, 15 because that's what I'm going to get asked. 16 There's no official limit on the capacity for 17 the school? 18 MS. HIPPI: Well, there must be because -- 19 MR. DOSTER: We may be able to -- 20 MS. HIPPI: -- it has a capacity -- 21 MR. DOSTER: Kara may be able to help with 22 that. May I step up to the podium? 23 MS. HIPPI: Yes, please, yes, sir. Mr. 24 Doster, step forward, if you would. Ma'am, 25 please step aside, and let Mr. Doster have the	1 just said? 2 MS. DOUGLAS: No, I agree. The upper 3 adolescents need more space. They need more 4 classrooms for all their specializations. It 5 can't be 330 again -- 6 MS. MONACHELLA: With that building? 7 MS. DOUGLAS: With adolescents -- 8 MS. MONACHELLA: Okay. 9 MS. DOUGLAS: If it was just the lower 10 school, it could be 330 again but -- 11 MS. HIPPI: Are you able to track all this, 12 Mr. Court Reporter? 13 THE COURT REPORTER: Yeah. 14 MS. HEBERLE: I have a question that is 15 probably directly for Kara with regard to the 16 Missouri Department of Elementary and Secondary 17 Education, what are -- like how big of a 18 classroom per teacher, you know, as far as your 19 building is concerned -- 20 MS. DOUGLAS: We're not regulated by the 21 Department of -- by DESE. In terms of 22 classroom size, we just have to follow fire and 23 safety code, so we have to keep to the building 24 code, but we're way under it. When I look at 25 the building code, periodically, oh, my gosh,

13 (Pages 49 to 52)

PUBLIC HEARING 10/6/2022

Page 53 1 technically, we're allowed to have X number of 2 people. How in the world would we ever do 3 that? 4 So, what you're allowed safe-wise is never 5 what we would get to programmatically. 6 Programmatically what we promised parents is a 7 1 to 15 student ratio. So, we can't ever have 8 a class bigger than 14 or 15, 16 kids, you 9 know. If we budged a little, we would be going 10 against what we have promised. And, so, we 11 can't even fit, you know, if upper school tends 12 to use about seven classrooms, and the 13 logistics don't work, that you can, actually, 14 have someone in -- all 15 kids in all those 15 classes at all times. Schedules just don't 16 work that way. And, so, anyway, so, actually, 17 by having adolescents in the building, the 18 programmatic occupancy is much lower, versus, 19 you know, a preschool class we can have 30 kids 20 in one classroom, and they're just there all 21 day, so there's no scheduling issues. So, does 22 that answer -- 23 MS. RADER: Thank you. 24 MR. BLOCK: I have a question for 25 Mr. Doster, I believe. Has that been -- ever	Page 55 1 they're doing something different. 2 And, so, they don't need the traditional 3 large acreage. When he looked up the specific 4 schools that I brought up, they all had 5 different types of zoning. Because, generally, 6 they were a school with a more special purpose. 7 So, they didn't have our exact zoning. But, I 8 just wanted to throw it out there that there is 9 precedent for other small secondary schools 10 that don't need to have a big footprint or 11 don't need a large acreage -- 12 MR. BLOCK: Yeah, I appreciate that, thank 13 you. 14 MS. HIPPI: I have a question. Mr. Knight, 15 would you speak to that issue regarding your 16 precedent of other schools, small schools, 17 similar schools and other variances, which have 18 been permitted? 19 MR. BRUNS: So, generally, in 20 work-adjustment matters, we don't do precedent 21 because we're looking at the unique aspects of 22 each individual site. So, unlike other areas 23 of the law where we can look to precedent, 24 typically, in Board of Adjustment, we are 25 looking at just these facts. But it sounds
Page 54 1 been a similar area variance given for a 2 smaller school like this in your experience? 3 MR. DOSTER: Well, you know, I've been at 4 this a long time, so I may have to say I don't 5 remember one. I -- obviously, my practice, I 6 pursued variances of all kinds. Not use 7 variances, those are really rare. Area 8 variances, but most of those have to do with 9 setbacks and, well, sometimes sizes of lots. 10 But I don't remember one. 11 MR. BLOCK: Okay. 12 MR. DOSTER: I don't remember one. 13 MS. DOUGLAS: Could I speak to that? 14 MR. DOSTER: Kara may know. 15 MS. DOUGLAS: Well, a variation of that, 16 just when Mike and I first started talking 17 about this issue, I was sharing, I think it was 18 you, right, on the phone in your office? 19 Someone in his office. But I know of a -- I 20 know the other small schools, the other small 21 secondary schools in the area, because we play 22 them in sports or sometimes volunteer. And 23 there are a number of -- a small number of 24 schools in Chesterfield or near Chesterfield, 25 maybe not directly under your zoning, but also	Page 56 1 like there might be some information there 2 about why we set the size the way we do and why 3 it may not be as impactful here then -- 4 MS. HIPPI: Well, I would like your opinion 5 on why we set the size the way we do and why it 6 would be less impactful here, please. 7 MR. KNIGHT: I guess where I want to start 8 is, if you remember a conversation from a 9 couple of months ago, I don't remember the 10 exact schools to even really be articulate 11 about that. I think there would maybe be a 12 conditional-use permit on a specific school and 13 it may be based on school acreage, minimally 14 based on -- 15 MS. HIPPI: Well, we are going to look to 16 settle facts here, I'll represent. That much 17 is clear. But we would like to hear, you know, 18 a historical -- 19 MR. KNIGHT: Yeah. 20 MS. HIPPI: -- relevance. 21 MR. KNIGHT: I couldn't find another area 22 variance. Not saying that we have a search key 23 that I could just look but, no, I couldn't find 24 one on recent record of an area variance for 25 schools.

14 (Pages 53 to 56)

PUBLIC HEARING 10/6/2022

Page 57	Page 59
1 MS. HIPPI: Okay. Thank you, sir. And, 2 Ms. Monachella? I'm sorry, I didn't mean to 3 preclude you from further questioning. 4 MS. MONACHELLA: Oh, I just had one more 5 follow-up. Do you have the parking now that 6 will accommodate your facility and -- and still 7 have leftover parking for the upper -- upper 8 students there? 9 MS. HIPPI: Yes. 10 MS. MONACHELLA: So, right now, there's 11 plenty of space? Because I'm sure you're going 12 to have more faculty if you have these upper 13 kids. 14 MS. DOUGLAS: There's plenty of space for 15 them. 16 MS. MONACHELLA: Okay, thank you. 17 MS. HIPPI: Thank you very much. Ma'am, do 18 you have anything, in the back, the lady in 19 white? Do you have any comments that you want 20 to state for the record? 21 THE SPEAKER: No, I have further questions 22 -- are you talking about me? 23 MS. HIPPI: Yes. Would you just like to 24 come up and -- because I know you're a 25 councilwoman here. You made an effort to be	1 would sting you. Honey bees prefer to do their 2 business. They would rather not come at you, 3 unless they felt totally threatened. So, if a 4 student came and stuck their hands in there, 5 which they're not going to do without proper 6 ware, there won't be issues. Knowing that, I'm 7 sure they would have proper supervision and 8 stuff. 9 MS. HIPPI: Okay, thank you very much. 10 MS. HANSEN: So, that's all -- 11 MS. HIPPI: I wasn't aware of that. Any 12 members of the Board have any questions? Thank 13 you very much. Sir, come up. Be sworn in. 14 You're in favor, sir? Please state your name. 15 (Whereby, Aaron Wahl was sworn in.) 16 MR. WAHL: Aaron Wahl, I'm a Chesterfield 17 Council Member as well. And I just wanted to 18 talk a little bit about the farm that's on 19 there. Because I don't -- I'm pretty sure we 20 don't allow farms in the City of Chesterfield, 21 other than plants and small things. 22 MS. HIPPI: So, Mr. Wahl, your question is 23 regarding farming and is addressed to 24 Ms. Douglas; is that correct? 25 MR. WAHL: Yes.
Page 58	Page 60
1 here tonight, maybe some will ask a question of 2 you. Thank you. Would you please state your 3 name for the record? 4 (Whereby, Merrell Hansen was sworn.) 5 MS. HANSEN: My name is Merrell Hansen. 6 I'm also the liaison for your committee with 7 the council. I was just mentioning if there 8 were other questions regarding the apiary, I'm 9 also a beekeeper and could answer any of those, 10 if that's at all helpful. 11 MS. HIPPI: The bees are going to be in the 12 middle of the field, right? 13 MS. DOUGLAS: Huh? 14 MS. HIPPI: The bees are going to be in the 15 middle of the field? 16 MS. DOUGLAS: Yes. 17 MS. HANSEN: And, generally, bees navigate 18 to the sun, so they're not going to fly like 19 that. And there's an easy way for beekeepers, 20 we sort of make sure they don't go to the sun 21 that way, we build around and whatnot. And, 22 generally, this is not really relevant for 23 this, but honeybees aren't aggressive bees. 24 It's not like, you know, step on a 25 yellowjacket, and they'll get you. A wasp	1 MS. HIPPI: Ms. Douglas, if you could come 2 up and please -- 3 MR. WAHL: Just tell us about the farm, 4 just kind of explain what it is, because I saw 5 on the website that you're moving a farm from 6 the other location to this one. And I just 7 want to know, you know -- 8 MS. HIPPI: Very good question. Ms. 9 Douglas, please. 10 MS. DOUGLAS: So, farm is probably an 11 overstatement. It's something that kind of 12 affectionally became named that by the younger 13 kids. It's, actually, more part of the 14 elementary program, because teenagers really 15 aren't all that interested in a lot of it. So, 16 for example, we just harvested all the honey 17 last week. And the elementary kids all signed 18 up for slots to help drain the honeycombs and 19 so forth. But the upper schoolers really 20 aren't much a part of that. 21 They're busy in their calculus classes and 22 so forth. We sort of use them if there's a 23 problem to solve. In St. Albans, we did have 24 goats, so we opted not to bring them. They are 25 living in a nice home in Franklin County on a

15 (Pages 57 to 60)

PUBLIC HEARING 10/6/2022

Page 61	Page 63
1 bigger field. But, for example, if we had an 2 issue keeping their water from freezing in the 3 winter, so that became a high-school science 4 project. And a lot of the 12TH grade science 5 project and environmental science to build 6 solar panels to keep the water heated, et 7 cetera. So, the farm is an excuse to create 8 applicable hands-on projects, but the farm 9 really, because it's 90 percent vegetable and 10 flower gardening, to harvest things, to fix 11 snacks and lunches, grow pumpkins and work on 12 circumference in the elementary years or mass 13 and weight. So, it's a -- a pyrus garden will 14 probably be coming this spring. 15 So, it's really -- we do have chickens. 16 They're not in Chesterfield yet. We are 17 waiting on the demo. We would like to bring 18 the chickens to Chesterfield eventually. But, 19 again, there's no rooster. They make no noise. 20 They never bother our neighbors at St. Albans. 21 If anything, they like to come visit them and 22 give them some -- some of their leftover food. 23 And -- but the kids collect the -- again, care 24 and keeping over the chickens is part of what 25 we call our farm program. But that's really	1 Chesterfield redid Greentrails Drive South. 2 They brought in and put rain gardens at the 3 south part of the road, where it used to be 4 more wide. A lot of cars speed down the road. 5 A lot of cars go up it. So, my concern about a 6 high school being there is that -- what the 7 petitioner has requested tonight -- they've 8 talked a lot in context of "community" and 9 "currently." And the variance that they're 10 seeking, at 8 acres to have a high school is 11 about, you know, a 16 percent reduction in what 12 the City of Chesterfield currently requires for 13 a high school. It's about an acre or two acres 14 shy of middle school. The school has operated 15 successfully for a long time. I think it's 16 been an amenity as a preschool and going up to 17 sixth grade. I think they did have a seventh 18 or eighth grade because I had two kids who went 19 to the lower school. And my brother, Matt, 20 attended but went to Chaminade. Because when 21 private schools open, a lot of the high schools 22 have come down to the year sixth grade. 23 And if you have a lower school or you have 24 them continue or are trying to continue, but 25 there's a limited number of seats at John
Page 62	Page 64
1 all that is. It's not, like I said, that's an 2 affectionate name developed out of the 3 elementary student chatter. 4 MS. HIPP: Thank you very much. 5 MR. DOSTER: If I may add a little bit to 6 that? 7 MS. HIPP: Yes, sir. 8 MR. DOSTER: Isn't really a primary use. 9 The primary use is school. And, so, the 10 activities Kara is describing are ancillary to 11 the -- to the educational purposes. 12 MS. HIPP: Absolutely, thank you, sir. 13 Very good. Sir, would you like to come 14 forward? 15 MR. SAVERIN: Sure. 16 MS. HIPP: Okay, anyone wishing to speak 17 to opposing the variance, please come forward. 18 (Whereby, David Saverin was sworn.) 19 MR. SAVERIN: My name is David Saverin. I 20 live at 396 Greentrails Drive directly to the 21 west of where the little school is, 22 Chesterfield Day School. 23 MS. HIPP: Okay. 24 MR. SAVERIN: A little backstory for some 25 context; over the last ten years the City of	1 Burroughs, MICDS, Westminster, you name the 2 schools, there's a limited number of seats. 3 So, I respect there are people -- I knew 4 your mom; she's a terrific, terrific person. I 5 really enjoy the lower end -- the spectrum of 6 education. But what my concern is what the 7 future use of this could be by giving them the 8 variance to operate. They currently don't have 9 that, okay? So, they talked in terms of 10 currently we don't have plans. The only plan 11 they really have is to tear down the Little 12 School right now, and they haven't submitted 13 anything to the City. 14 Look, I'm a commercial real-estate broker. 15 I work for one of the largest in the country. 16 This is not my first public hearing, okay? And 17 that is probably the play I would make is to 18 tone it down: we don't have the use, we'd like 19 to get the use, but what comes moving forward. 20 I thought I heard Mr. Knight say that the 21 variance runs with the land. 22 So, the concern is, it sounds like it's 23 been a troubled operation since 2008. They 24 were operating two schools. Their enrollment 25 is down about 50, 60 percent from what its peak

16 (Pages 61 to 64)

PUBLIC HEARING 10/6/2022

Page 65	Page 67
1 was. I don't have the context of what your 2 enrollment is at the different grades or the 3 lower school or upper school. I did hear you 4 reference elementary school, so it's not 5 totally foreign that this is the language of 6 the land in the community. But you also didn't 7 reach out to me. And your light shines over 8 where the little school is directly in my 9 backyard. They irritate my dogs, and, 10 honestly, they irritate me. 11 Me and my wife have called the school a 12 number of times over the ten-plus years we've 13 lived there and never get a return call. So, 14 the first time that I'm meeting Ms. Douglas 15 tonight, she's represented by counsel, so I 16 would say welcome to the neighborhood as well, 17 but she didn't reach out to her neighbors. 18 The first time that I found out about a 19 farm going in, I was driving by and seeing bees 20 are coming, what looked like a chicken coop. I 21 was on your property on Sunday, took some 22 pictures. You have an active beehive at one 23 part of the property and have active beehives 24 right next to Warwick on White Road. My wife 25 is highly allergic to bees, honey bees, any	1 is an elementary school with some pre-K early 2 education. I'm deeply concerned about the 3 activity on their website. 4 They've talked about adding a farmer's 5 market, that they're going to be raising 6 livestock. Chicken is livestock. It's not 7 pumpkins and cucumbers. I don't know what the 8 City variance -- what the City allows under the 9 zoning for the big school is, because you told 10 me that it runs with the lands over the R-2. 11 It sounds like they're going to have a beehive 12 over there and God knows what. And it sounds 13 like they have that by right. So, I'm very 14 concerned that they didn't reach out to the 15 neighbors. They didn't talk about what they 16 were doing. I received no letters, no returned 17 calls, no e-mails. You didn't have a town 18 hall. You didn't do any of those things. You 19 showed up with a lawyer today. And I'm kind of 20 offended by it. 21 My last experience with the City of 22 Chesterfield was there were two estate homes 23 behind my property that had a private driveway. 24 It is now Warwick Gate Drive. I've endured 25 construction on ten private homes that were
Page 66	Page 68
1 kind of bees. And, quite honestly, this is a 2 much denser community than when it opened in 3 1964. 4 So, I think there's some real challenges 5 before the Board. I've talked to Mr. Knight 6 last week or earlier this week. White Road is 7 a county road. It's not a Chesterfield road. 8 That road is currently a two-lane road. It 9 carries a lot of traffic. The other commercial 10 use is -- this is an institution. It's a 11 private institution. They probably don't pay 12 real-estate taxes, and they're probably relying 13 on some city and county infrastructure, because 14 the only reason you consolidate schools is 15 because you have to grow. So, it might be 160, 16 170 kids. They could flip some of that and 17 make a 7 to 12 school. And I don't think they 18 need city approval to do that. They have a 19 variance to operate. 20 So, I'm very concerned about what might be 21 there. And by the simple ask on the variance 22 of taking it down from 10 to 20 acres down to 8 23 acres is, I think, this will be the first ask. 24 Because they don't have the right tonight. 25 They have the right to operate as it is, which	1 sold over from a million dollars apiece. The 2 City gave, you know, Fischer/Fritchel, 3 basically, straight rezoning to R-2, no site 4 plan, nothing. So, I'm concerned that if you 5 give somebody these rights that they currently 6 don't have without more insight, if this 7 becomes a 330-person school, that's now a 8 middle school to high school -- they look like 9 they're underparked. I mean, I drive by there 10 every day between 7:30 and 8:00. I see lots of 11 cars coming down Conway Road. There's some 12 real traffic and infrastructure issues already 13 with what it is. Happy with it as an 14 elementary school. I think it's been great. I 15 know some alumni. I think the mission of the 16 school has been terrific, but I'm very 17 concerned about the future expansion, and that 18 this will be the first ask, and there will be 19 many more. 20 I understand the City has a process. 21 Right now, they don't have the right to operate 22 a middle school or high school. I want to be 23 really clear on the record. They don't possess 24 those rights. This is about going from 10 to 25 20 acres down to 8 acres, which is what the

17 (Pages 65 to 68)

PUBLIC HEARING 10/6/2022

Page 69	Page 71
1 Petitioner is asking for. And I don't know 2 exactly where it goes from there. It sounds 3 like they can -- as long as they meet fire 4 code, they can have many people there. 5 The hours for, you know, evening 6 activities with high school and middle school 7 students expands. Right now, it's, basically, 8 the Day school that has, you know, kindergarten 9 to sixth graders attending there. They don't 10 have football. They don't have lighting on the 11 field. But if you're going to talk to the 12 neighbors around it, the Fischer/Frichtel 13 development and the, you know, seven-year 14 excavation project that they've endured, and 15 the lights on top of what their view is, it has 16 dramatically changed the community. 17 So, again, just very, very concerned about 18 future expansion, future requests and that you 19 will tonight give them the right, without 20 further study, no traffic study, the number of 21 curb cuts there are on White. You got another 22 subdivision behind it. Sir, you're right. 23 There's a lot of traffic, and a lot of people 24 speed over that creek. It's an active creek. 25 We've got foxes, wolves, all kinds of predatory	1 say that I wrote on my app, but I'm going to 2 leave it there. I would respectfully request 3 that you deny their request for the variance 4 tonight and maybe continue this after some 5 further study of what this may look like longer 6 term and even in the short run, of the amount 7 of traffic, the number of curb cuts. I don't 8 think there's a turning lane at that section of 9 White. There's a lot of traffic with the 10 consolidation from St. Albans, which I was 11 involved in. 12 And I know that Mr. Novelli wanted to 13 build a school out there, and he did ask your 14 mom to come out and run it because he wanted 15 her credibility to build the school. My kids 16 went to summer camp there. It was really nice. 17 I used to live on Wild Horse Creek Road. But 18 that's not what this community is. The other 19 school they had is in St. Albans, but it's at 20 the front end of their northern entrance. It's 21 in Franklin County, not St. Louis County, not 22 in Chesterfield. And it's not surrounded by 23 residential homes. There's a lot of people who 24 are impacted by any potential future use, and I 25 would ask that you also consider that tonight
Page 70	Page 72
1 animals. I've got a large swimming pool in my 2 backyard. So, introducing chickens, other 3 kinds of livestock that maybe their farming 4 zoning ordinance order allows them to do, I'm 5 concerned about an erosion of the neighborhood 6 and more predatory wildlife being attracted to 7 the community. 8 I did not print out pictures. I do have 9 some pictures that, Mr. Knight, I'll be happy 10 to send to you for the Board of Adjustment. 11 But they have an active beehive in front of 12 that Little House. And it's less than 225 feet 13 from my yard. They don't have anybody on the 14 site attending to it. It sounds like they have 15 a beekeeper. And it sounds like they're 16 financially struggling. And I'm just, again, 17 concerned that somebody on that Board of 18 Chesterfield School, Fulton School, will make a 19 business decision that the real money -- I 20 think the average tuition is \$21,000 at the 21 school today. It's 27,000, \$30,000 at MICDS. 22 Is that that's what is economically stable 23 going forward, but they don't have to come back 24 for your permission. That's tonight's vote. 25 And I probably have a hundred things to	1 when you discuss this. Thank you. 2 MS. HIPPI: Well, a couple questions. 3 MR. SAVERIN: Yeah, go ahead. 4 MS. HIPPI: Just a matter of housekeeping, 5 Exhibit 6-B, which, Mr. Knight, if you could 6 show that to our gentleman at the podium, is a 7 letter from Ms. Kara Douglas dated July 25th, 8 2022. And page 2 shows all of the addresses 9 where that document, this letter, this one-page 10 letter marked as 6-B was sent. And I -- just 11 for the record, so I know what -- did you 12 receive a copy of this letter? Is it one of 13 your -- 14 MR. SAVERIN: See, I'm not -- 15 MS. HIPPI: Is your address referenced on 16 page 2 of this document, sir? 17 MR. KNIGHT: All the addresses in the 18 yellow circle -- 19 MS. HIPPI: Yes, sir. 20 MR. SAVERIN: This is my property right 21 here. 22 MR. KNIGHT: It's not circled in yellow. 23 MR. SAVERIN: So, I'm right here on 24 Greentrails Drive South. And there's a number 25 of other homeowners --

18 (Pages 69 to 72)

PUBLIC HEARING 10/6/2022

Page 73	Page 75
1 MS. HIPPI: Okay. 2 MR. SAVERIN: So, I look right into the 3 western part of their school. They have a lot 4 of utility lighting that's on the school. You 5 have a dormant school there. The lights are on 6 all night. I took picture the other night. 7 It's a mess. When the City allowed Warwick to 8 go in, there's a little slab of property that's 9 now being maintained by Warwick, so there's no 10 substantial landscaping. That could be put in. 11 And, canopy, it just creates a nuisance. And 12 I'm concerned about upgrades to LED lighting 13 and other things that will burn bright. And 14 there's been no conversation, no outreach from 15 the school to people that you can look -- 16 pulling in and out of that school, you can see 17 that Mr. Patterson, who is the first house on 18 South Greentrails Drive South, me, Mark 19 Coffablitz (sic) and some new people that moved 20 in. 21 There's been a lot of disruption in the 22 neighborhood, and just, again, I am really 23 concerned that you're opening up a floodgate of 24 activity by granting a variance to operate 25 what's a small operation today. Westminster	1 were two four-acre estate homes that had the 2 same type of use. They predate the City. And 3 there's one house at the back end. The City 4 gave them straight R-2 rezoning. That city 5 planner is not with Chesterfield anymore. 6 George Stock and Fischer/Frichtel made me all 7 kinds of promises. They never put it in 8 writing. No privacy fence. And, as a matter 9 of fact, when Warwick Gate went in, there was a 10 lot of mature landscaping at the western edge 11 between where the Little School is and where 12 Warwick Gate is that had to be pulled, because 13 they needed a sewer to service the ten houses. 14 MR. BLOCK: Because my -- 15 MR. SAVERIN: The City -- I just want to 16 say one more thing. The City requirement was, 17 basically, putting in a three-gallon shrub, was 18 what the City ordinance requirement was for 19 that the development. So, any shrubbery that 20 had been there previously that created a 21 natural buffer doesn't exist anymore. It's -- 22 MR. BLOCK: But then -- 23 MR. SAVERIN: It's about that tall. 24 (Indicating) 25 MR. BLOCK: And then you have two other
Page 74	Page 76
1 has had the ask. John Burroughs has had the 2 ask. If you go to, you know, down Clayton Road 3 and look at what the expansion of their campus 4 has looked like and MICDS, Chaminade, it's kind 5 of the way that private schools work because to 6 attract the students you need the facilities 7 long term. Respect the mission, but maybe that 8 mission doesn't work long term. But you'll 9 make a change to what the property would be 10 used for by giving that variance. And future 11 people coming in and asking for whatever their 12 hardship is, their Board should have thought of 13 that when they were looking at school 14 consolidation. They didn't. 15 MR. BLOCK: I'm just -- 16 MR. SAVERIN: Which is why I believe 17 they're represented by counsel tonight. 18 MR. BLOCK: I'm just a little bit 19 concerned that people on Greentrails Drive 20 South were not given notice of this hearing. 21 You know, because as it is, we have one person 22 here, and do you live on Warwick Gate, or do 23 you live on Greentrails Drive? 24 MR. SAVERIN: I live on Greentrails. 25 There used to be a private drive there. There	1 issues. So, you talked about parking and the 2 underparking. 3 MR. SAVERIN: I'm concerned that it's 4 going to come to Greentrails South, and then it 5 will go to Warwick Gate. There's another 6 cul-de-sac. There's Rainy Lakes behind it. 7 There really isn't a plan here. There's just 8 an ask to say, hey, we want the right to 9 operate. All right, so what if the high school 10 becomes the dominant feature? You're giving 11 them the right by if you vote -- if you vote 12 affirmative tonight. 13 MR. BLOCK: So, how many cars can fit in 14 that parking lot approximately -- 15 MS. HIPPI: I think -- 16 MR. BLOCK: -- by your assessment? 17 MS. HIPPI: -- 50 cars. Is that the 18 current status, there's a 50-car lot? 19 Actually, let's ask -- 20 MS. DOUGLAS: We carried this out like in 21 June, you know, analyzing people because we got 22 it repainted and so forth. I feel like it's 23 around 75. I haven't totaled it since then. 24 We do, for large events, when all the parents 25 are going to be on campus, we have an agreement

19 (Pages 73 to 76)

PUBLIC HEARING 10/6/2022

Page 77 1 with -- I'm still getting to know the road. Is 2 it more -- the road on the east, they have 3 given permission for events -- 4 MS. HIPP: It is Warwick Gate? 5 MS. DOUGLAS: -- to not overflow parking. 6 So, the road that -- what one of the pictures 7 from the east is from that road Mike showed. 8 So, that's just a small development, and they 9 jointly agreed to let us use their road, so 10 that's generally where teachers park and 11 parents fit, you know, on the parking lot. We 12 also, you know, it's not big enough to need 13 this, but when it was bigger at 330, they would 14 offer valet parking, and Bonhomme Church would 15 allow them to have parking at the church, you 16 know, for an event. But, anyway, so none of 17 that's an issue for us right now. 18 MR. BLOCK: Okay. And then the last 19 question. I mean, you talked about the 20 beehive. I mean, have you talked to 21 Chesterfield Code Enforcement or maybe alerted 22 City Police about this possible nuisance? 23 MR. SAVERIN: Well, I'm not really in the 24 business of calling the police on stuff like 25 that. I did speak to you, (Indicating) and I	Page 79 1 happy about the subdivision that went in and 2 the lack of thought in -- that may be in these 3 infield communities, I did live in Webster 4 Groves for a brief period of time. They are 5 extremely rigid when it comes to infield 6 development, the kind of fencing that needs to 7 go in. The kind of mature landscaping and 8 buffers. I heard John Nations, who I think is 9 your partner or counsel at your firm. When 10 Friendship Village was expanded, that's there 11 some condominium, that he was very insistent 12 that any expansion of Friendship Village, that 13 they were really going to have to address the 14 landscaping buffer. I've seen with St. Luke's 15 on Oliver, when they built their rehab 16 facility, they built a giant berm. It's really 17 not visible from the road. It's also 18 ambulatory. And if you just look at White 19 Road, there's somebody who has been there for a 20 very long time who has a pumpkin farm. It's an 21 at-use. He's not raising livestock. You've 22 got Westchester House on the north side of the 23 road. We had a family member who was in there. 24 You can't see it from the street. It's totally 25 private. I haven't been to the back of it. I
Page 78 1 spoke with somebody else at the City and said 2 that the zoning they have allows them to 3 perform. So, if they want to have chickens, 4 they can. I think that the way that I learned 5 about it was seeing the beehives, seeing what 6 looked like a chicken coop. And I saw the 7 Fulton School sign going up, and I was, like, 8 this is going to get serious. 9 This is going to change. They're not -- 10 this is not really an existing user. It's 11 Chesterfield -- well, it's not Chesterfield Day 12 School anymore. It's the Fulton School. And I 13 think the City Council -- excuse me, the Board 14 of Adjustment should maybe consider, you know, 15 reviewing exactly what their operation looks 16 like to the extent that you have the authority 17 or the City of Chesterfield has the authority 18 to do. It's new signage. 19 You've all talked in terms of community 20 tonight. Community, typically, at least, what 21 I liked about Chesterfield, and on and off, 22 I've lived in Chesterfield since 1997. I have 23 resided at my current property since 2010. I 24 raised four kids. My wife and I live there. 25 We got two dogs, you know, I love it. I wasn't	Page 80 1 don't know what it looks like. But, it's more 2 or less, invisible to a layperson. And you've 3 got the Monarch Fire Department that's right at 4 White and Olive Boulevard. 5 The rest of this is really residential 6 neighborhoods. It's a neighborhood school. 7 It's a private school. I'm good with what it's 8 been, because it doesn't generate traffic. It 9 doesn't generate nighttime activity. There 10 hasn't been a lot of weekend sports. They do 11 have soccer. They do play basketball there. 12 It's all good. But I'm concerned about 13 demolishing a house, and what is that going to 14 be. It's R-2 zoned. Maybe it will become a 15 parking lot, and I'll have activity there all 16 hours of the day. Maybe you'll need more 17 lighting. Maybe the City will require it. 18 And, again, I'm coming back to the variance 19 tonight. 20 They're asking for you to take down from 21 20 to 8 acres and from 10 to 8 middle school. 22 I'm really concerned about the high school, the 23 level of activities. All the traffic, if you 24 were going down to Bonhomme Church, because you 25 were, you know, underparked, you know, what

20 (Pages 77 to 80)

PUBLIC HEARING 10/6/2022

Page 81 1 does that look like potentially? And I think 2 that has to be a major consideration. That 3 this is simply just, yeah, we have a hardship. 4 You know, kind of leapt before we looked, you 5 know, shame on us, we're represented by 6 counsel. You know, I understand there's a 7 process. Again, I said it's not my first 8 public hearing -- 9 MR. BLOCK: I guess I'm just curious if 10 you're an army of one or are there other people 11 that -- 12 MR. SAVERIN: Well, my neighbor, Mark, is 13 on vacation with his wife in Florida and 14 couldn't attend. I don't know how many of my 15 neighbors are impacted honestly, because they 16 don't have the direct view. And I don't see 17 anybody here from Warwick Gate tonight. And 18 I'm not clear where their property line is with 19 the buffer that was left intact from 20 Chesterfield Day School. 21 But I'm not really just an army of one, 22 because I think some of the issues I'm 23 addressing about traffic, infrastructure, you 24 know, what this becomes, that if you give 25 them -- grant them a variance tonight, and it's	Page 83 1 I understand it's a process for new 2 construction, but you give them the right, they 3 have the right. You can't revoke it. Any 4 other questions? 5 MS. HIPPI: Any other questions for the 6 speaker? No, sir, but please stand by. We're 7 going to hear from Mr. Doster in a moment. 8 MR. SAVERIN: Great. 9 MS. HIPPI: Sir, you have comments? 10 MR. BLOCK: I have just a question for 11 Mike Knight, I guess. Just about the people 12 that were given notice -- 13 MR. KNIGHT: That's, actually, excellent. 14 I had my hand raised for a second because when 15 we were talking about notifications, he was, 16 specifically, talking about the notification 17 provided by those 32 people in your Exhibit. 18 When we have a public hearing, the state 19 statute staff requires that we advertise in the 20 local paper. We do that with all public 21 hearings. We do six steps further. We send 22 out postcards 225 feet parcels. We send all 23 the stuff with the trustees within a mile of 24 the postcard. We put it on our website, 25 database and post the public hearing signs. I
Page 82 1 an unlimited variance, that you may start to 2 hear from the neighbors at Rainy Lakes. And 3 it's, like, well, you already gave it to them 4 Tuesday at, you know, 7:40 at night. They're 5 represented by counsel, you know, nice 6 Powerpoint. But the reality is that this is an 7 institutional user. They're a new user. And 8 you should be considering all that and just not 9 simply that they're looking to go from 20 acres 10 down to 8 and what, you know, the overall 11 impact is on the neighborhoods. Not just my 12 neighborhood: Warwick Gate, Rainy Lakes, the 13 neighborhood behind them, other people who 14 travel those roads and what all this can turn 15 into. It sounds like they probably could 16 double their enrollment. And it sounds like if 17 you grant them the variance, they could divert 18 this from being what it has been to something 19 totally new like the Fulton School, where it 20 becomes a 7 to 12 high school, and then they 21 have growing needs. 22 You clear that land, it probably would be 23 nice to put a two or three-story building up 24 there for whatever you want to do in there. 25 And I think that you open up the possibilities.	Page 84 1 know it's not that specific in regards to the 2 letter, but this is probably good for the 3 record in terms of notification for public 4 hearings in this board-of-adjustment case. 5 MR. BLOCK: But then they were not given 6 the letter, though? It was published, but 7 people on Greentrails were not given letters 8 then? 9 MR. KNIGHT: The letters aren't personal 10 to the City. The letter was a personal 11 interaction from -- 12 MS. HIPPI: That's Exhibit 6-B of your 13 document. 14 MR. BLOCK: Oh, okay. 15 MS. HIPPI: That's how Ms. Douglas -- 6-B 16 and then page two is the copy of the Notice. 17 The last gentleman speaking does not live 18 off -- he's on Greentrails Drive South. So, 19 he's kind of right at the intersection of 20 Greentrails, White, third house in it sounds 21 like. So, he was not given this particular 22 notice from -- 23 MR. KNIGHT: But postcards were mailed to 24 residents within 250 feet of the parcel, 25 Subdivision trustees within 1 mile and all the

21 (Pages 81 to 84)

PUBLIC HEARING 10/6/2022

Page 85	Page 87
1 other items, so just notification -- 2 MR. BLOCK: Okay, thank you. 3 MR. SAVERIN: Well, it was the 4 notification of the hearing -- 5 MS. HIPPI: Okay, please -- 6 MR. SAVERIN: -- it was a notification of 7 the one -- 8 MS. HIPPI: Sir, sir, if you -- just so the 9 reporter can keep everybody straight, do you 10 have a question, or would you like to come back 11 to the podium? 12 MR. SAVERIN: Yeah. 13 MS. HIPPI: Sorry, I just want to keep 14 order. That's my job here. Thank you. 15 MR. SAVERIN: I never saw a letter from 16 Chesterfield Day School. The only notification 17 I received, I think, the day I spoke to you, 18 was a postcard note notating that there was a 19 hearing on the day the Board of Adjustment was 20 meeting on this matter. I have no idea what 21 their intent was, and despite numerous 22 communications, I never received any 23 communication back from the Fulton School, 24 Chesterfield Day School, whatever it is. 25 MS. HIPPI: When you say despite "numerous	1 MR. BLOCK: Okay, thank you. 2 MR. SAVERIN: Any other questions? 3 MS. HIPPI: Did you receive this postcard? 4 MR. SAVERIN: I received that postcard. 5 MS. HIPPI: Okay. 6 MR. SAVERIN: I received that postcard, 7 but no other communications. 8 MS. HIPPI: So, you were notified of the 9 hearing tonight? 10 MR. SAVERIN: Notified of the hearing, 11 just for the record. 12 MS. HIPPI: Other residents -- other 13 residents with what, Mr. Knight, within 14 250 feet of the -- 15 MR. KNIGHT: Yeah, 225 -- yeah, there are 16 several forms of communication. One is 17 residents within 250 feet of the perimeter, we 18 send out a postcard -- 19 MS. HIPPI: Okay -- 20 MR. KNIGHT: -- and everything. 21 MS. HIPPI: So, many residents in the 22 perimeter were notified this evening, and you 23 are the only one who showed up. 24 MR. SAVERIN: My neighbor, Bob 25 Patterson --
Page 86	Page 88
1 communications", you've contacted the former 2 Chesterfield Day School on multiple occasions? 3 MR. SAVERIN: Yes. 4 MS. HIPPI: Correct? 5 MR. SAVERIN: Previous school. 6 MS. HIPPI: Correct. So -- 7 MR. SAVERIN: I never contacted you. You 8 guys made the changes over the summertime. 9 Just no return phone calls, no notice and 10 really no notice, even a door knock, you know. 11 Hey, we're putting honeybees. We're going to 12 raise chickens. We're knocking the school 13 down. We're building a high school. I mean, 14 nothing. And, honestly, as a real-estate 15 developer, that's probably what I would do, 16 too. I would probably keep it quiet and see 17 who shows up at a public hearing. 18 MR. BLOCK: What about e-mails? Any 19 e-mail communication? 20 MR. SAVERIN: I haven't personally sent an 21 e-mail. I could ask my wife, who I left at a 22 restaurant -- 23 MR. BLOCK: Okay. 24 MR. SAVERIN: -- because I thought this 25 hearing was at 8:00 o'clock, not at 6:00.	1 MS. HIPPI: Okay. 2 MR. SAVERIN: -- is on kidney dialysis. 3 And he's looked down a lot. I asked him if he 4 could come, and he's just not up to it. My 5 neighbor, directly to the north, Mark 6 Coffabltz, and his wife, Debbie, they're in 7 Florida. They couldn't be here tonight. And I 8 think there's somebody else on my street whose 9 kids go to Chesterfield Day School. I don't 10 know what grade they're in. And, honestly, my 11 neighbors across the street probably aren't 12 impacted as directly by the activity, because 13 they live on the west side of Greentrails Drive 14 South. And I don't know who is necessarily 15 impacted. 16 I am directly impacted by any ongoing 17 activity that's happening after what are the 18 traditional hours, which is probably about 7:30 19 to 2:30 in the afternoon. Very minimal 20 nighttime activity. Minimal weekend activity. 21 Very concerned about a farmers' market, that 22 everybody's operating a business, apparently, 23 that's in the school and what kind of activity 24 that's going to draw on weekends. There are 25 landscapers there early on Monday morning. My

22 (Pages 85 to 88)

PUBLIC HEARING 10/6/2022

Page 89	1 wife works from home. There's just a flurry of 2 activity that's going on today, and potentially 3 to increase that I don't think was contemplated 4 in their variance request. 5 I think it's a nice request. But I think 6 that it dodges a lot of details of really, 7 like, what's the long-range plan? And, 8 typically, school boards at private schools and 9 institutions plan for the future, just as the 10 City of Chesterfield does. What is the 11 financial plan? How much is coming in, how 12 much is going out? What direction 13 strategically should we go? Businesses change 14 all the time. Private-school education, it's a 15 business. And it takes a lot of money to fund 16 it, particularly if your average classroom 17 school size is ten people. 18 That's a lot of parents in, you know, 19 maybe what's been a changed economy since 2008 20 that you need to find that really want that 21 kind of niche education. Great education, 22 great product. But I'm concerned, again, 23 simply, give them a variance tonight, they're 24 operating a middle school and a high school 25 tomorrow. And all bets are off, as far as	Page 91	1 questions, I'll sit down, thank you. 2 MS. HIPPI: Thank you very much. 3 Mr. Doster? Thank you, sir. 4 MR. DOSTER: Thank you. Could I borrow 5 that postcard for a moment? Will you allow me 6 to approach the dais? 7 MS. HIPPI: Yeah, come on up, sir. Do you 8 want to mark that into evidence? 9 MR. DOSTER: I think so. 10 MS. HIPPI: That would be Exhibit 8. Your 11 slideshow is Exhibit 7. We're on Exhibit 8. 12 (City Exhibit 8 marked into identification and 13 admitted into the record.) 14 MS. HIPPI: Sir, please proceed. 15 MR. DOSTER: Members of the Board, I've 16 just examined this card, and I've seen cards 17 like this before. This is the mailed card that 18 went out from the City. And, of course, on the 19 front side, it notifies the recipient that 20 there's going to be a public hearing on a 21 certain date. And then if you look at the back 22 side, it's got enough information on there for 23 you to know exactly what the applicant is 24 asking for. The school on its own sent a 25 letter out. I didn't know about it. I wasn't
Page 90	1 what's allowed on the property. 2 And I don't think that Mr. Knight has 3 really brought that in. He's presented the 4 request. But there's a lot of details. If you 5 wanted to postpone a vote tonight, and go look 6 at some other private schools of what that 7 looks like, you could look at Greentrails 8 Elementary. You could look at Shenandoah off 9 of Appalachian Drive of what their campuses 10 look like, if those are relevant to your 11 operations. By comparison, Parkway Central and 12 Parkway High School have a huge campus off of 13 141. They have a gigantic buffer around the 14 property. They got Ladue Road to the south. 15 They park buses on the south end. The school 16 isn't really terribly active outside normal 17 operating hours. But if you look at the 18 traffic there, rush hour is in the morning. 19 The amount of left turns people are making 20 going northbound into the school, trying to 21 make a yellow light, coming south and a lot of 22 new drivers. It gets complicated pretty fast. 23 MS. HIPPI: Absolutely, thank you. 24 MR. SAVERIN: So, that's the story I 25 wanted to present. If there's no other	Page 92	1 engaged at the time, but they have always in 2 their history over the decades they've been 3 there in that location, have tried to be a good 4 neighbor. 5 So, they got a map out, and they circle 6 the homes that were within a certain visibility 7 of the campus and sent a letter with a lot of 8 explanation in it. And I guess that letter was 9 not sent to the gentleman who spoke, but 10 they've attempted to do the right thing to let 11 their neighbors know what was going on. They 12 have always been that way for decades. That's 13 the way they've operated. I'd like to go back 14 over a couple of these photos if I may. 15 Hopefully, you can still see it on your screen? 16 MS. HIPPI: Yes. 17 MR. BLOCK: Yes. 18 MR. DOSTER: So, this is the area that I 19 showed in my presentation. This is the school 20 as it exists today, and it has existed this way 21 for over ten years. We don't intend to make 22 any changes. We don't need to. If, 23 hypnotically, we were going to make some change 24 in the way of expanding or reconfiguring a 25 building, there's a whole process we have to go

23 (Pages 89 to 92)

PUBLIC HEARING 10/6/2022

Page 93	Page 95
1 through. That's not this Board's purview. We 2 have to submit an application, staff reviews 3 it. It goes to -- actually, the Architectural 4 Review Board, and goes to the Planning 5 Commission. Council has the right of review, 6 if they want to exercise it. 7 So, there's a whole process. We're not 8 asking for any approval or expansion here 9 tonight. All we're asking for is for the Board 10 to understand how we operate and the size of 11 which we operate and understand that an old 12 code provision that applies to traditional 13 schools really shouldn't apply to us in this 14 location. And it won't be precedent for 15 anybody else. It will just be for this 16 location. That's what we're asking. As far as 17 I know, Mike Knight might be able to confirm 18 this. The school is in compliance with every 19 code requirement in terms of parking, certainly 20 open space; any other regulations that apply to 21 this school and its operation we're in 22 compliance. 23 So, this is the photo taken from the west 24 boundary, and it's not really due west, but 25 we're referring to it as the west boundary.	1 surrounding area is going to be nil. They 2 won't notice any change. If anything, we're 3 going to continue to operate smaller than we 4 did years ago when we had 330 students in the 5 lower school, so the gentleman who spoke said a 6 lot. I don't know what you all want me to 7 respond. If you have some questions in 8 particular, I will try to address them. 9 MS. HIPPE: Does he have questions? We 10 have no further questions. You have questions? 11 Go ahead, sir. 12 MR. BLOCK: I would just ask if we delayed 13 it, if we delayed a vote a month, would that 14 put the school out of business or anything? 15 What, I mean, how immediate does our action 16 need to be? 17 MR. BRUNS: So right now, as it applied to 18 this Board, there's a stay. So, they are 19 operating right now under that stay. 20 MR. BLOCK: Okay, so there is a stay? 21 MR. DOSTER: So, here's what's going to 22 happen. And Kara might not say it this way, 23 and I hesitate to say some of what I'm about to 24 say in public. But there are financial 25 stresses. There were on the St. Albans'
Page 94	Page 96
1 The Little House that will be torn down is in 2 the left side of this photograph. And, as you 3 can see, you can't even really see the main 4 buildings from this boundary line. This is 5 going to remain as is. Trees are not coming 6 down. The grass will stay there. We don't 7 intend to build anything there. If we ever 8 did, again, we would have to apply to the city 9 for permission to do that. So, that's the way 10 it's going to stay. I just talked to Kara and 11 confirmed again the -- you call it -- it's not 12 a -- 13 MS. DOUGLAS: Apiary. 14 MR. DOSTER: Apiary. I get the two 15 confused, because my wife was into wild bird 16 rehabilitation. Apiary. There won't be an 17 apiary on this property. It's already been 18 moved. There won't be chicken coops on this 19 property. It will be elsewhere on the campus. 20 So, that's what people will see from the west. 21 And you've seen the other photos. So, the 22 bottom line of all that is, what we're asking 23 for, if you grant it, and I really hope you do 24 because we need it desperately, if you grant 25 what we're asking for, the impact on the	1 campus. There were on White Road. It makes 2 sense for these two schools to merge 3 financially, programmatically, and if we don't 4 get this permission, what will happen 5 immediately, sir, what will happen, Mr. Block, 6 is the high school students will have to leave. 7 So, what their parents are faced with is where 8 are we going to send them? And, at some point 9 in the future, if we ever get the ability to 10 have the other school, do you think they'll 11 come back? I don't think so. They'll be 12 enrolled someplace else. 13 MR. BLOCK: I'm just -- I'm not saying 14 that we would deny. I'm just saying if we 15 postpone it a month to further investigate. 16 MR. DOSTER: But if I may say, correct me 17 if I'm wrong, you're not really an 18 investigatory body. If you have specific 19 questions that you need answered tonight, we 20 will try to answer them tonight. I don't think 21 I would agree -- 22 MR. BLOCK: But we don't necessarily have 23 to vote tonight. 24 MR. DOSTER: I understand that. But we're 25 asking you, I'm pleading --

24 (Pages 93 to 96)

PUBLIC HEARING 10/6/2022

Page 97	Page 99
1 MR. BLOCK: Okay. 2 MR. DOSTER: -- that you vote tonight, and 3 I'm pleading that you approve our request. 4 MR. BLOCK: Okay. 5 MR. DOSTER: Because I understand the 6 situation the school is in, and I think if, you 7 know, what are we going to do in another month 8 or two? What is it you want us to address that 9 we can't address tonight? 10 MR. BLOCK: But we're not hurting you 11 because you're operating under a stay as the 12 city attorney has told us. 13 MR. KNIGHT: But, again, I -- 14 MS. HIPPI: Well -- wait, hold on. What 15 information do you want to have? 16 MR. BLOCK: To actually -- to, actually, 17 visit the school, you know. 18 MS. HIPPI: Visit the school? 19 MR. BLOCK: I mean, I've seen pictures. I 20 just don't know, you know -- 21 MS. HIPPI: Has any member here, actually, 22 visited the school and maybe could address -- 23 you visited the school? What questions? 24 MR. BLOCK: Who doesn't live -- you know, 25 because I don't -- I live in --	1 have the luxury of chambers. I mean, you can 2 ask this gentleman about capacity -- 3 MR. BLOCK: I don't have any questions to 4 further ask. 5 MS. HIPPI: Okay. 6 MS. RADER: Well, I'm concerned about the 7 traffic then, too, on White Road. And how -- I 8 have driven down White Road, and people do 9 speed. And they go fast. And you're going -- 10 you are, actually, going to have an older group 11 in the school, and you will have more cars and 12 you will have traffic -- 13 MS. DOUGLAS: Can I speak to that? 14 MS. HIPPI: Ms. Douglas, please approach 15 the podium. 16 MS. DOUGLAS: I just want to speak to that 17 for a second. So, first of all, we -- there 18 are -- there are -- well, I don't know if your 19 concern with traffic is volume or if your 20 concern is teenagers handling the traffic. In 21 terms of volume, I feel it's irrelevant whether 22 we have upper school there or not. Because 23 even if -- if there's an upper school, we can 24 just expand the lower school more into those 25 classrooms that are currently taking up space
Page 98	Page 100
1 MS. HIPPI: Okay. 2 MR. BLOCK: You know, I've only driven 3 down White Road to see my grandmother in a 4 nursing home when I was like twelve-years-old. 5 So, I've never been to this location -- 6 MS. HIPPI: Well, okay. 7 MR. BLOCK: -- that they're asking for a 8 variance for. 9 MS. HIPPI: That may be more easily 10 accomplished by having our -- Mr. Knight 11 discuss -- is it a capacity issue for the 12 building? I mean, I personally live right 13 around the corner, next to the Christoffels -- 14 MR. BLOCK: Okay. 15 MS. HIPPI: And I know the area quite well. 16 And my niece and nephew have gone there. I 17 mean, it's a very lovely school, but the 18 question about -- is it about the layout of the 19 building? What you would see that you can't 20 see in the photos, I guess? I'm sorry. 21 MR. BLOCK: I mean, definitely, you know, 22 so whenever -- so you're working in auto -- 23 this might be something for us to discuss in 24 chambers. 25 MS. HIPPI: We don't -- we're not going to	1 for the upper school. 2 In terms of how they behave on the roads, 3 I would, actually, argue we have more problems 4 with parents. Because it's very difficult to 5 approach a parent and say, please don't speed 6 while you're driving your child to school. 7 Once in a while, this happened at St. Albans, 8 and I know there are other schools that also 9 struggle with this. You can be shocked how a 10 parent will behave in their own parking lot, 11 or, you know, loop around another car or 12 something. It's much -- it's hard to 13 discipline parents. If it becomes too bad, of 14 course, you don't have to invite them back, but 15 it's rarely like that serious. 16 It's really easy to discipline 10 or 12 17 kids. They don't have the right to drive to 18 school. They don't have the right to park on 19 campus. And I'd like to paint a picture about 20 our 44 upper schoolers. These are kids who 21 don't want to be in a school with 1,000 kids. 22 They don't want to party. It's a self-selected 23 group of very sweet, innocent, introverted 24 often. Think of the type of a teenager who is 25 willing to just work on STEM and travel and be

25 (Pages 97 to 100)

PUBLIC HEARING 10/6/2022

Page 101	Page 103
1 with -- I mean, 44 kids in the whole upper 2 school. So, maybe five or six in their grade. 3 So, this is not your stereotypical teenager. 4 Secondly, because it's a privilege to 5 drive to school and a privilege to park at 6 school, it's very easy for us to discipline 7 that. And it has happened, you know, here and 8 there in the past. And that we get a call from 9 a neighbor, and they have a license plate or a 10 make and model and we take away -- for a child 11 that sped by, and we take away their driving 12 privileges. Or we have a meeting with them and 13 their parents -- it's very -- again, character 14 being extremely important to us. And the 15 families -- the sort of parent partnership and 16 the family element of our education, we work 17 through things like that. So, I would argue 18 that with our philosophy, it's, actually, much 19 easier for us to be sure that the adolescents 20 are behaving themselves on the road. And I 21 would posture that I grew up off Appalachian -- 22 in Shenandoah Subdivision off of Appalachian 23 Trail, and I know exactly what they're talking 24 about whipping down White Road. But I would 25 argue it's just as tempting for adults to do	1 it was moved before school started, so it's in 2 the fields now. 3 MS. HIPPI: Thank you. Mr. Doster, sir? 4 MR. DOSTER: Yeah, I just wanted to do two 5 things. One is to address the traffic issue. 6 I was looking at my time line, and, you know, 7 there were of number of years where both my 8 wife and I were driving to and from the school, 9 dropping our son off. And traffic on White 10 Road, not necessarily traffic generated by the 11 school, but traffic on White Road has been an 12 issue for a long time. One of the speakers I 13 think addressed that point and said that it may 14 be more of an issue of enforcement. And it's 15 not easy for the police to enforce the speed 16 limit, particularly on roads like White Road. 17 Well, we saw it. I don't know what the 18 school can do about that. The second thing I 19 wanted to say is the reality is if four of you 20 don't vote for this variance, you know, even if 21 one of you votes no, it is a real problem for 22 us. So, if we knew, given the attorney's 23 representation that we have a stay, that we can 24 continue to operate, if we knew what 25 information you wanted in addition to what
Page 102	Page 104
1 that; and, if anything, our teenagers are kind 2 of scared of us, and they know they have rights 3 that can be taken away. So, the privilege that 4 we allow them -- 5 MS. RADER: Thank you. 6 MS. DOUGLAS: There's a lot buy in, in and 7 out of school. That's something the parents 8 buy into. 9 MS. HIPPI: Thank you. 10 MS. HEBERLE: Can I ask you, what day did 11 school start this year that you had full -- 12 you're operating this year; correct? 13 MS. DOUGLAS: Right. 14 MS. HEBERLE: Okay. 15 MS. HIPPI: What date? 16 MS. HEBERLE: Yeah, what date? 17 MS. DOUGLAS: It was August 24. 18 MS. HEBERLE: Have there been any formal 19 complaints about anything? 20 MS. DOUGLAS: We haven't heard anything 21 about traffic or driving. We haven't heard any 22 complaints since the start of school. The only 23 complaints I'm aware of were initially when the 24 apiary was close to White Road, and that we 25 then moved that as promptly as we could. So,	1 we've already presented, then maybe there's a 2 way, you know, to provide that. If you all 3 want to visit the school, we can make that 4 happen. I don't know whether you think that's 5 appropriate or not, but I need -- I guess, I 6 need some guidance from this side, so I know 7 what judgment to make. 8 MS. HIPPI: Okay, let's defer that question 9 to our city attorney. 10 MR. BRUNS: So, typically, we do not do a 11 site visit. I think the more appropriate thing 12 in this situation is, if there's specific 13 information and questions, initial information 14 that you need, let's obtain that from 15 Mr. Doster, from the applicant and have that 16 presented in this format, so we can have 17 everything on the record. And that way, we can 18 maintain a clean record of these proceedings. 19 MS. HIPPI: Do you have further questions? 20 Is there anyone else that wishes to speak? 21 Yes, sir. 22 MR. SAVERIN: If I could approach, I 23 wanted to show you some pictures of the apiary, 24 if that's correct. That has not been moved. 25 MS. HIPPI: How do you want to do that,

26 (Pages 101 to 104)

PUBLIC HEARING 10/6/2022

Page 105	Page 107
1 sir? 2 MR. KNIGHT: As needed, I would need to -- 3 MR. BRUNS: Why don't you go ahead, and 4 show Mr. Doster, the Applicant -- 5 MR. DOSTER: When did you take the 6 picture? 7 MR. SAVERIN: Sunday. 8 MR. DOSTER: It's been moved. 9 MS. DOUGLAS: That's not the apiary, 10 that's the chicken -- 11 MR. SAVERIN: Well, I don't know what that 12 is, but you guys have a lot of bees -- 13 MR. DOSTER: Why don't you show us your 14 pictures as well as them, so we know what 15 you're telling them. 16 MR. SAVERIN: Sure. You look upset. It's 17 nice to meet you -- 18 MR. DOSTER: I'm not upset. I just want 19 to see the photo that you're showing them. 20 MR. SAVERIN: Sure. So, this is a picture 21 of the bee -- 22 MR. DOSTER: Can you show that to Kara, 23 please? Show it to her. 24 MR. SAVERIN: Sure. 25 MR. BLOCK: I do want to see, you know,	1 MR. SAVERIN: You also didn't show that 2 picture in any of your presentations. That is 3 from your property -- 4 MS. DOUGLAS: Right, there's where the 5 apiary initially was -- 6 MR. SAVERIN: That's the impact there that 7 they didn't put in their presentation, the 8 western view of their property and everything 9 around it. They showed you, basically, White 10 Road and some other nice pictures and pictures 11 of their physical school. But they're 12 currently proposing change, and it sounds like 13 a permit has been granted to demolish a 14 building. I don't know if they need a permit 15 to build a parking lot there or what the next 16 ask would be. 17 My statement tonight was very simple. 18 They're looking for a 60 percent reduction to 19 do a high school there. And as small as it may 20 be today, you used currently a lot of your 21 language tonight to leave the door open. 22 That's what it is currently. You give them the 23 right, it runs with the land. They don't have 24 to come back to you, and the next thing that 25 they're asking for is they're presenting plans
Page 106	Page 108
1 like date and time stamps -- 2 MS. DOUGLAS: But that's not the apiary. 3 MR. SAVERIN: There's a lot of active bee 4 activity in there, and you've got a bunch of 5 honeybees. 6 MS. DOUGLAS: That's just the supply -- 7 MS. HIPPI: It might be easier -- hold on 8 everybody. 9 MS. DOUGLAS: Sorry. 10 MS. HIPPI: These photos, when did you take 11 the photos? 12 MR. SAVERIN: Sunday. 13 MS. HIPPI: This last Sunday? 14 MR. SAVERIN: Yes. 15 MS. HIPPI: And are those photos current 16 with the current layout of where the bees are 17 located? You were in the process of -- 18 MS. DOUGLAS: You guys have what he's 19 showing you in the pictures Mike put up there. 20 It's a green chicken coop. 21 MS. HIPPI: Right. 22 MS. DOUGLAS: So, it has some supplies in 23 it, some containers. But there's no -- we 24 don't have chickens, and it's not the apiary. 25 So, calling it the apiary --	1 and engineering studies by some of the firms 2 that work here in town, and they're proposing 3 new things. Not the Board of Adjustment, but 4 Planning and Zoning. 5 I don't know what all of that -- how you 6 deal with it. You are the Assistant City 7 Planner. Tonight, it was a really simple ask 8 by the school. They're claiming some 9 hardships, their business problems they have, 10 and they should have thought about when they 11 were contemplating the campus consolidation. 12 Their business problems should not be a problem 13 for the adjacent neighbors and all the people 14 that use White Road, which is also heavily used 15 by EMS and Monarch Fire Department. There's a 16 lot of activity with fire engines and 17 ambulances that go down there all times of the 18 day. 19 Lastly, I'm good with what their use is 20 currently, of what it is that their 21 entitlements give them. I have no problem with 22 them operating a school that goes to sixth 23 grade, which is what historically it's been. 24 They're asking for a whole new thing. That 25 opens up a pandora's box of potential issues,

27 (Pages 105 to 108)

PUBLIC HEARING 10/6/2022

Page 109 1 like safety on White Road, number of curb cuts, 2 number of left turns, people outside the area. 3 That's not a neighborhood school like 4 Greentrails or Shenandoah. This is a whole 5 different thing of people who pay more than 6 20,000 a year to have their kids in a small 7 classroom. 8 My answer is, congratulations if you can 9 make the business work, but it's been a 10 business that's been in decline. It's 11 50 percent at its peak. So, they're making a 12 simple ask, but I really believe there's a 13 Pandora's box, that you should defer voting or 14 vote a no vote and let them come back, and 15 maybe there's another city body that needs to 16 be involved about what the appropriate 17 information is for, basically, a major 18 expansion of services. My family lived next to 19 St. Luke's where one of the family centers 20 lived. And they put a huge parking structure 21 there, and it affected everybody who owned a 22 two, three million dollar house. I assume, it 23 was Town and Country. I don't know if it's 24 Chesterfield or Town and Country, they didn't 25 care. They had it by right. So, I think that	Page 111 1 upper school be limited to 100. We really 2 can't accommodate more than that. 3 MS. HIPPIE: And how enforceable is that 4 caveat with that stipulation? So, if we 5 include that -- okay, go ahead. 6 MR. BRUNS: So, the way I take it is 7 slightly different phrasing under condition, 8 under the state-statute modifications. That 9 would be how I say that you can approve it with 10 a modification that there's a cap of 100 11 enrollment at the upper school. Conditions are 12 typically more something we would see, like, in 13 a planning and zoning context. But that would 14 be something that would go along with this 15 Board's approval, if that was the route you 16 took, would be whatever modifications you 17 imposed on your approval. 18 MR. DOSTER: His language is acceptable. 19 MS. HIPPIE: Okay. 20 MS. HEBERLE: And my -- I'm sorry. 21 MS. HIPPIE: Go ahead. 22 MS. HEBERLE: And my concern -- well, not 23 concern. What I'm thinking with this is we 24 don't really have the right, DESE doesn't 25 control your numbers, you know, do we have the
Page 110 1 you need more information, all due respect, 2 about what impact a yes vote tonight in the 3 affirmative, what powers does that grant them 4 with the land and the rights to operate a 5 middle and a high school. 6 MS. HIPPIE: Okay, thank you, sir. 7 MR. SAVERIN: Any questions? 8 MS. HIPPIE: Any questions? No, sir, we 9 have no questions. 10 MR. SAVERIN: Thank you. 11 MS. HIPPIE: Mr. Doster, one rebuttal, 12 please. 13 MR. DOSTER: Not really a rebuttal, really 14 a suggestion. In our application, we also said 15 that in conjunction with this request, we're 16 willing to accept reasonable conditions on the 17 approval. And that's permitted under the 18 ordinance and statute that governs your 19 jurisdiction. So, I didn't propose any in the 20 application, but in talking to Kara, here's one 21 that we would suggest to you, if it would help 22 make you more comfortable with what we're 23 asking. So, in addition to asking for the 24 variance, we would suggest that you could 25 impose a condition that the enrollment for the	Page 112 1 right to control those numbers? It's really 2 about, you know, safety and security. Do we 3 ever amend that, or do we say you have to stay 4 within this footprint, or you have to stay 5 within a 75-parking spot? You know, is that a 6 stipulation we can put on it? 7 MR. BRUNS: I think these are acceptable 8 ways to look at this issue of, you're trying to 9 fit an upper and a lower school on 8.9 acres. 10 How do we address some of these traffic and 11 other concerns that have been raised? So, yes, 12 I think it is appropriate to look at it that 13 way, to impose these modifications on an 14 approval, if that's the way it's heading now. 15 MS. HIPPIE: Okay. And the modification, 16 which he's currently, Mr. Doster, is currently 17 proposing that we cap the upper school at 100 18 students; is that correct? 19 MR. DOSTER: That's correct. 20 MS. HIPPIE: So, given that, it's kind of to 21 get, you know -- 22 MR. DOSTER: Understood. 23 MS. HIPPIE: The kind of dialogue and 24 deliberation in an open forum that we want to 25 do to make a good decision, to address the

28 (Pages 109 to 112)

PUBLIC HEARING 10/6/2022

Page 113 1 opposition that's concerned about traffic and 2 other major elements that you have outlined. 3 We also appreciate the functionality of the 4 school, and we know from the speakers and the 5 people, who came in and attended tonight, there 6 is a great deal of support for the Chesterfield 7 Day School and the Fulton School as it now is. 8 And with all due respect to the farm and 9 the apiary and your problems and your -- that 10 you're following the ordinance of the City and 11 you have the proper approval for those items, 12 I'm hearing, if you will, I'm going to say it 13 kind of in a modified parliamentary procedure, 14 a motion on the floor to amend your request for 15 a variance approval, subject to -- including a 16 limitation of 100 students in the upper-school 17 capacity. Is that fairly stated? 18 MR. BRUNS: It is. 19 MS. HIPPI: Okay. So, that being the case, 20 if there's no further -- is there any 21 discussion based on that modification? Yes, 22 sir. 23 MR. SAVERIN: Yes, if you're going to 24 grant them the right to operate a high school 25 and a middle school that's going to run with	Page 115 1 really believe that you need further 2 discussion, and you should decline this 3 tonight. I don't think you have enough 4 information. Private citizen, I am a citizen, 5 pay taxes, St. Louis County, City of 6 Chesterfield. I'm a good citizen. These are a 7 lot of the people who you utilize the 8 neighborhood and services. They don't live in 9 the neighborhood. 10 MS. HIPPI: Okay. 11 MR. SAVERIN: That's just my opinion, but 12 I think you really need to consider some of the 13 other factors that I've addressed tonight. 14 MS. HIPPI: Okay, thank you. 15 MR. SAVERIN: And not give them a 16 hundred -- the right to operate a hundred 17 percent without some substantial modifications 18 to their property. 19 MS. HIPPI: Okay, all right. 20 MR. SAVERIN: Thank you. 21 MS. HIPPI: Mr. Doster, can you provide 22 some kind of privacy; I guess, how do I phrase 23 it? Mr. Knight, help me out. 24 MR. KNIGHT: I would almost ask legal to 25 speak on this, too. So, we're making
Page 114 1 the land, I'd like a natural landscaping 2 barrier put between Warwick and where the 3 school is and restore it to where it was. 4 Particularly, if they're going to knock the 5 school down, create noise, do demolition, that 6 they put something substantial in. Not what 7 the city requirement has historically been, 8 three or five gallon bushes. But if the intent 9 is to create public space that's going to abut 10 private residences, I think that that should be 11 on the table, as well, as creating some natural 12 buffers between the residents on Greentrails 13 who directly face the school. I have pictures 14 I took the other night that shine from the 15 utility lights. I just want some privacy. I 16 don't want the noise. And I don't want an 17 expansion, and I appreciate, potentially, the 18 Board of Adjustment's cap on it. 19 Right now, it sounds like they got about 20 50 upper-school students. You're allowing them 21 to double it. I remain concerned that they're 22 going to ask for a variance on the variance 23 down the road, because you're kind of giving a 24 few yards here by allowing them to operate a 25 high school on 8 acres of property. And I	Page 116 1 modifications on our conditions, and it's 2 generally based on the area variance. When we 3 talk about a cap on the students, that's based 4 on the area of the school. When we start 5 talking about specifics, that would require 6 them to submit a site plan, in addition to a 7 very specific side that's relevant tonight, I 8 would check with legal to make sure that's an 9 appropriate modification -- 10 MS. HIPPI: Okay, thank you, sir. 11 MR. KNIGHT: -- as it stands before -- 12 MS. HIPPI: Okay, Mr. Doster? 13 MR. DOSTER: I think I agree with what 14 Mike just said. If you're talking about doing 15 landscaping, it probably rises to the level of 16 we need to submit a plan to staff and have them 17 review it. That's a planning function. I'm 18 willing on the record to commit that we'll 19 communicate with this gentleman about the 20 light, about landscaping; and it's something we 21 can agree on, we'll submit a landscaping plan 22 to staff and let them review it. I think 23 that's the appropriate thing to do. That's the 24 planning function. Our attempt to cap the 25 enrollment for the upper school is directly

29 (Pages 113 to 116)

PUBLIC HEARING 10/6/2022

Page 117	Page 119
1 related to what we're asking for. 2 MS. HIPPI: I understand, thank you. Was 3 there a comment from the audience? 4 Mr. Christoffel, please approach the dais. 5 MR. CHRISTOFFEL: Still under oath. I 6 would oppose putting something like landscaping 7 into what you're doing. 8 MS. HIPPI: It's a little -- it makes -- 9 MR. CHRISTOFFEL: Because, actually, we 10 are more affected visibly and by sound being on 11 the hill across the street to the lights and 12 things like that. And we might have some ideas 13 and suggestions about what could be done with 14 the property. And, so, that's not anything to 15 do with the Notice of this meeting. 16 MS. HIPPI: Yes, sir. 17 MR. CHRISTOFFEL: As far as the Notice, we 18 got a card. We saw the sign at the entrance to 19 Conway Ridge. Both cases have the website to 20 go to, which I went right home and looked up 21 and found everything I needed to know about 22 Fulton School. So, as far as we were 23 concerned, there was no lack of notice -- 24 MS. HIPPI: Thank you for the commentary -- 25 MR. CHRISTOFFEL: -- about what this whole	1 maybe some of the things that are on the mind 2 of the Board of Adjustment and maybe get their 3 ducks in a row with Mr. Knight and some of the 4 other members of planning and zoning. And that 5 this is a couple of votes of, okay, I don't 6 have any more issues. My neighbors don't have 7 any issues and, you know, give them a variance. 8 I'm fine with where the school is today. 9 MS. HIPPI: Right. 10 MR. SAVERIN: But I think that it's become 11 complicated, even in this hearing, of, is this 12 even the appropriate forum of what your rights 13 are to vote on tonight and to revisit them and 14 control that down the road. So, you've got the 15 city attorney here, but that's my perspective, 16 thank you. 17 MS. HIPPI: Thank you, sir. We appreciate 18 that. If we were to hold on this particular 19 issue, this variance request, hold it over 20 until the next meeting, this man is asking us 21 to, perhaps, give the opportunity to discuss or 22 probably amend your variance request and 23 include the language of the cap of the 24 enrollment in the upper school to 100; and if 25 we were to, just hypothetically, look at it.
Page 118	Page 120
1 thing was about. 2 MS. HIPPI: Okay, very good. Thank you for 3 that commentary, sir. I -- one more rebuttal. 4 We'll hear one more from you since we're an 5 open forum. Thank you for coming this evening. 6 You have provided a great deal of information. 7 I appreciate that. 8 MR. SAVERIN: Thank you, Ms. Hipp, I 9 appreciate that. So, again, there's a lot of 10 issues here on the table of people who live off 11 of Appalachian and have a view of the school. 12 There seems to be some open questions. They're 13 currently operating under a stay where they're 14 operating a middle school and a high school. 15 They're not severely impacted right now here in 16 the month of the October, in the first semester 17 of school from continuing to operate under a 18 stay. 19 But I really think you need more 20 information. I think you need to visit the 21 property, whether it's you, maybe it is a 22 planning and zoning function. Perhaps, that's 23 the right way to go; that they come back with a 24 different proposal of creating some buffering, 25 addressing some of the things I noted tonight,	1 I want our neighbors here, who are opposed 2 and in support of this Fulton School, we want 3 success in our neighborhood. That's why we're 4 here. This Board meets to determine what is 5 equitably best for all the residents of 6 Chesterfield. We are looking at the practical 7 and not the financial difficulties. These are 8 very practical difficulties that we are 9 addressing. For Mr. Block, who doesn't live 10 around the block, if you will, this is a very 11 real issue. 12 I personally live next door to this almost 13 with the Christoffels in my backyard. I know 14 immediately in my mind all those photographs, 15 because I've seen it for 29 years that I've 16 lived here in Chesterfield. I've seen what you 17 have seen. And I believe it is a very, very 18 quality school, but we do have some safety 19 questions. We understand that, I think in 20 my -- as I read the Board here, we need more 21 information. We are satisfied with what you 22 have presented. 23 I don't -- you've done a very fine job, 24 Mr. Doster, to present an uphill battle because 25 you have the burden to show that you have met

30 (Pages 117 to 120)

PUBLIC HEARING 10/6/2022

Page 121	1 the practical difficulty to have us, the Board 2 of Adjustment, agree to allow you to have an 3 upper and lower middle school equivalent, if 4 you will, on what is, you know, a very small 5 parcel of land given the zoning requirements 6 that currently exist. I was teasing counsel 7 earlier today, and I said I was going to use 8 the analogy that you're trying to put 50 pounds 9 of flour in a 10-pound sack. I think that's 10 very relevant as a hypothetical in your mind, 11 given the way you teach in your school, given 12 the way you manage your students, given the 13 staff you have and the quality that you have. 14 And we have no doubt about your quality. We 15 have no doubt about your curriculum, and we 16 have no doubt about the fact you manage your 17 students and your staff very efficiently. 18 We are concerned with the totality or the 19 equity of the matter. The justice of it all. 20 We want to the address issues in opposition, 21 but we -- it is ultimately up to us four to 22 determine whether or not we're going to approve 23 your request for a variance. The fact you 24 opted to limit the enrollment, clearly, is -- I 25 think is a very big concern that we have. And,	Page 123	1 MS. HIPPI: Given what I'm voting on is 2 your amendment to your request for a variance, 3 which limits the capacity of the upper school 4 to 100 students. Because, in my mind, the 5 greatest issue was the safety factor and the 6 traffic congestion, and I observed White Road 7 for quite some time. So, I think -- but I 8 don't think it's this school's -- I don't think 9 you're contributing to that flow pattern of the 10 problematic traffic on White Road. We do have 11 a fire department. We have that it's a 12 straight line -- I think the deer alone 13 contribute to people's slowing down on that, 14 because there's a number of deer there. But 15 there's a lot of factors that impact traffic, 16 and your school is just one small -- one small 17 aspect of the traffic burden. Yes, sir? 18 MR. BRUNS: So, if that is the decision 19 you're going -- if you're going to take a vote, 20 I would ask that you -- if Mr. Doster doesn't 21 have any final comment, that you close the 22 evidence tonight -- 23 MS. HIPPI: Well, I don't know that we 24 should. I mean, I'm just kind of, I guess, I'm 25 brainstorming out loud. We all can see
Page 122	1 you know, we're a little -- we're a little -- 2 there's only four of us. And we all have to 3 agree, and we want to agree, but we need more 4 information, though, we want to reserve the 5 right to get that information, so that we can 6 do justice to your request for a variance. 7 Having said that, I'm going to ask Mr. Knight, 8 could we reschedule this to the very next 9 meeting next month, where we have an 10 opportunity to have anyone who wants to see 11 this school, go look at the school? It is 12 beyond the capacity of the Board to ask for if 13 an on-site visit. 14 MR. BLOCK: However, if I'm the only 15 holdout vote, I don't want to -- I'm not going 16 to be the holdout vote. 17 MS. HIPPI: Well, we want you to be 18 informed. 19 MR. BLOCK: I am informed. 20 MS. HIPPI: Okay, you feel comfortable -- 21 MR. BLOCK: Yeah, I feel comfortable 22 voting on this issue, if everyone else is 23 voting on the issue tonight. 24 MS. HIPPI: I'm very comfortable. 25 MR. BLOCK: Okay.	Page 124	1 where -- we don't have our poker faces on up 2 here. We want to do the right thing. And 3 we're listening to everybody. And the people 4 who weren't notified and who were notified who 5 aren't here tonight, sir, we're listening to 6 that, too. That's important. Those who chose 7 to come, or those who got the notice somehow 8 read about this. It was published, and I will 9 refer to Exhibit 3. It was published in the 10 newspaper. 11 So, there's been -- the City has done a 12 tremendous job to attempt to notify all of the 13 people who are impacted by the school's 14 transition request here. Frankly, I am 15 confident with the caveat that you are amending 16 this request to limit your capacity, I'm 17 prepared to call a vote. If you all have any 18 further deliberations or any other questions, 19 rather, from any member present here tonight, 20 we entertain that. 21 MS. HEBERLE: I'd like to make a motion. 22 MS. HIPPI: Okay, we have a motion. Go 23 ahead. 24 MS. HEBERLE: If I get the wording right. 25 You said it so well.

31 (Pages 121 to 124)

PUBLIC HEARING 10/6/2022

Page 125	Page 127
1 MS. HIPPI: I move that we approve the 2 Petitioner's request for a variance to allow 3 for the lower school and the upper school to 4 be -- to do business. There's a more eloquent 5 way of saying that, to carry on and conduct 6 their educational business, subject to the 7 caveat that they cap their enrollment to 100 8 students in the upper school. Have I 9 adequately stated that? 10 MR. DOSTER: I think you need to state the 11 acreage. 12 MS. HIPPI: Okay. 13 MR. DOSTER: We were asking for eight to 14 give a little bit of leeway. 15 MS. HIPPI: Okay. 16 MR. DOSTER: Between eight and nine. 17 MS. HIPPI: So, the variance will be -- we 18 are recommending that -- now, you got me off -- 19 MR. DOSTER: Minimal acreage of eight. 20 MS. HIPPI: With a minimal acreage of eight 21 acres, subject to survey issues -- 22 MR. DOSTER: Right. 23 MS. HIPPI: -- and other things you set 24 forth earlier in your presentation. Is there a 25 second to that?	1 agenda is going over the rules and procedures. 2 The Chair will entertain a motion relative to 3 the rules of procedure. 4 MS. HEBERLE: I move that we accept the 5 rules and procedures as written. 6 MS. RADER: Seconded. 7 MS. HIPPI: Thank you for seconding the 8 motion. Do we need to call a vote? We'll call 9 a vote in favor of proceeding with the current 10 rules. 11 MS. REITER: Melissa? 12 MS. HEBERLE: Aye. 13 MS. REITER: Brendan? 14 MR. BLOCK: In favor. 15 MS. REITER: Jeannie? 16 MS. RADER: Aye. 17 MS. HIPPI: Excellent, thank you. The next 18 item on the agenda is the election of officers. 19 We will select a chair and a vice chair. The 20 first position to be filled would be the chair 21 of the Board of Adjustment. We will now accept 22 nominations for this position. 23 MS. RADER: I'd like to nominate Katherine 24 Hipp to the chair. 25 MS. HEBERLE: Do we need a second?
Page 126	Page 128
1 MS. HEBERLE: I'll second. 2 MS. HIPPI: Are we ready to proceed? We 3 will all vote. I, for one, vote in favor of 4 permitting the variance to be approved. 5 MS. REITER: Melissa Heberle? 6 MS. HEBERLE: Aye. 7 MS. REITER: Brendan Block? 8 MR. BLOCK: In favor. 9 MS. REITER: Jeannie Ritter. 10 MS. RADER: In favor. 11 MS. REITER: Rader, I'm sorry. Approved? 12 MS. HIPPI: So, therefore, the Board of 13 Adjustment has voted in favor of approving the 14 variance, subject to the caveat of limiting the 15 capacity of the upper school to 100 students. 16 Yes, sir. 17 MR. DOSTER: And will you approve the -- 18 MS. HIPPI: And the City Council will 19 prepare the appropriate findings of fact 20 pursuant to our vote. Great, thank you. We 21 are adjourned with reference to the petition on 22 the agenda for this evening. We thank you very 23 much for all of you this evening. We have a 24 couple things on the agenda. Mr. Court 25 Reporter, are we ready? The next item on the	1 MS. HIPPI: Yes. 2 MS. HEBERLE: I second. 3 MS. HIPPI: Thank you for your confidence 4 in me. 5 MS. REITER: Who seconded? 6 MS. HIPPI: Melissa. Do we need to call a 7 vote on that? 8 MS. REITER: Who made the motion? 9 MS. RADER: I did. 10 MS. HIPPI: Ms. Rader. I vote in favor of 11 myself, and I thank you the members of the 12 Board, for your confidence in my skills. We 13 only get together once year. 14 MR. BLOCK: Yeah, once a year, you're 15 chair so -- 16 MS. HIPPI: I know. I get -- I get moved 17 at about halfway through it, so I thank you for 18 that. 19 MS. REITER: Melissa? 20 MS. HEBERLE: Aye. 21 MS. REITER: Brendan? 22 MR. BLOCK: Aye. 23 MS. REITER: Jeannie? 24 MS. RADER: Aye. 25 MS. HIPPI: Okay, thank you. And now we

32 (Pages 125 to 128)

PUBLIC HEARING 10/6/2022

Page 129	Page 131
1 will entertain a motion to accept a -- we are 2 on a vice chair. The second position we will 3 fill will be a vice chair of the Board of 4 Adjustment. Whoever serves this position will 5 serve as the Chair, as Chair in the Chair's 6 absence. The Chair will now accept a 7 nomination for this position. 8 MS. RADER: I nominate Melissa. 9 MR. BLOCK: I second. 10 MS. HIPPI: Mr. Block was second. Votes in 11 favor of the -- Ms. Melissa's position as a 12 vice chair? 13 MS. REITER: Melissa? 14 MS. HEBERLE: Aye. 15 MS. REITER: Brendan? 16 MR. BLOCK: Aye. 17 MS. REITER: And, Jeannie. 18 MS. RADER: Aye. 19 MS. HIPPI: Okay. The final item on the 20 agenda is the 2023 proposed meeting schedule. 21 Have you all reviewed this? 22 MS. HEBERLE: Can we pick out which month 23 we're going to do this? 24 MS. HIPPI: Pardon me? 25 MS. HEBERLE: I'm joking saying the one	1 (Thereby, the proceedings concluded at 08:30 2 p.m.) 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Page 130	Page 132
1 month that we're going to -- 2 MR. BLOCK: It's good that it stays that 3 way; otherwise, there's problems. 4 MS. HIPPI: Well, you are all so good at 5 working things out. We don't seem to meet too 6 often. All right, so I propose that the Board 7 of Adjustment 2023 meeting schedule for the 8 Board of Adjustment be approved as written. 9 MS. HEBERLE: I second. 10 MS. HIPPI: With the motion and the second 11 on the floor, we are now prepared to vote. I, 12 Katherine Hipp, vote in favor of the current 13 Board of Adjustment schedule for 2023. 14 MS. REITER: Melissa? 15 MS. HEBERLE: Aye. 16 MS. REITER: Jeannie? 17 MS. RADER: Aye. 18 MS. REITER: Brendan? 19 MR. BLOCK: Aye. 20 MS. HIPPI: Okay, does staff have any 21 announcement or information for the Board prior 22 to our adjournment? 23 MR. KNIGHT: No objection. 24 MS. HIPPI: Okay. Having heard nothing, 25 this Board is now adjourned.	1 CERTIFICATE OF REPORTER 2 I, Colin Wallis, Certified Court Reporter 3 (Missouri) (T), do hereby certify that the foregoing 4 record was duly sworn by me pursuant to Section 5 492.010 RSMo; that the testimony of the record was 6 taken by me to the best of my ability and thereafter 7 reduced to typewriting under my direction; that I am 8 neither counsel for, related to, nor employed by any 9 of the parties to the action in which this record 10 was taken, and further that I am not a relative or 11 employee of any attorney or counsel employed by the 12 parties thereto, nor financially or otherwise 13 interested in the outcome of the action. 14 15 16 17 18 19 _____ 20 Certified Court Reporter 21 Within and for the State of Missouri 22 23 24 25

33 (Pages 129 to 132)

PUBLIC HEARING 10/6/2022

A	acres 6:15	88:20,20	2:19	3:6 6:16
Aaron 5:14	8:10,12,12	88:23 89:2	130:22	affiliated
59:15,16	9:2,12	106:4	Adjustment	27:1
ability	10:12,14	108:16	1:2 2:18	affirmative
25:13 96:9	10:17	actual 51:8	3:8 4:2	76:12
132:6	11:10,12	add 46:24	5:3,6	110:3
able 38:7	12:19	51:25 62:5	10:18 11:5	afternoon
50:19,21	14:14,15	added 31:19	14:18 18:9	88:19
51:9 52:11	14:16	adding 51:24	55:24	age 33:13
93:17	15:22	67:4	70:10	45:23
absence	16:22,23	addition	78:14	agenda 7:18
129:6	23:12,13	11:24 12:4	85:19	126:22,24
Absolutely	30:18 31:5	103:25	108:3	127:1,18
62:12	35:9 63:10	110:23	119:2	129:20
90:23	63:13	116:6	121:2	aggressive
abut 114:9	66:22,23	additional	126:13	58:23
Academy	68:25,25	12:19 41:5	127:21	ago 17:8
25:22	80:21 82:9	address	129:4	20:5 35:21
accept	112:9	18:18,21	130:7,8,13	56:9 95:4
110:16	114:25	47:19	Adjustme...	agree 52:2
127:4,21	125:21	49:19	114:18	96:21
129:1,6	across-t...	72:15	administ...	116:13,21
acceptable	45:10	79:13 95:8	15:14 31:3	121:2
111:18	act 6:25	97:8,9,22	38:11	122:3,3
112:7	action 7:16	103:5	Administ...	agreed 26:7
access 13:2	95:15	112:10,25	4:11	77:9
50:5	132:9,13	121:20	admitted	agreement
accommodate	active 65:22	addressed	44:21	6:4,7
27:22 51:7	65:23	51:20	91:13	76:25
51:12 57:6	69:24	59:23	adolescence	ahead 72:3
111:2	70:11	103:13	32:7	95:11
accompli...	90:16	115:13	adolescents	105:3
98:10	106:3	addresses	52:3,7	111:5,21
accurately	activities	72:8,17	53:17	124:23
51:3	11:25 12:4	addressing	101:19	aim 33:4
acquire	13:15	81:23	adopted 20:6	Alaris 5:18
12:11,19	17:18,23	118:25	adults	Albans 9:22
25:13	17:24 19:7	120:9	101:25	22:1,4,9
acre 8:19	19:19 20:2	adequately	advancement	22:14 27:3
63:13	20:9 28:21	125:9	50:6	30:8 31:5
acreage 9:13	34:11,12	adjacent	advertise	31:6 36:22
16:16,18	62:10 69:6	108:13	83:19	37:9,15
17:3,16	80:23	adjoining	advised 7:5	46:18
23:6,11,17	activity	11:20	aerial 27:18	47:23
34:8 55:3	19:18	12:11	affectio...	60:23
55:11	34:20 67:3	adjourned	60:12	61:20
56:13	73:24 80:9	126:21	affectio...	71:10,19
125:11,19	80:15	130:25	62:2	100:7
125:20	88:12,17	adjournment	affidavit	Albans' 9:24

PUBLIC HEARING 10/6/2022

24:12,13	16:17	app 71:1	104:5,11	109:2
26:25 27:6	17:16	Appalachian	109:16	116:2,4
30:6 35:25	35:19 71:6	90:9	112:12	areas 13:19
37:2 38:5	90:19	101:21,22	116:9,23	16:11
95:25	analogy	118:11	119:12	32:11
alerted	121:8	apparently	126:19	55:22
77:21	analyzing	88:22	approval 2:4	argue 100:3
allergic	76:21	appeal 7:14	5:19 13:21	101:17,25
65:25	ancillary	applicable	48:7 66:18	army 81:10
allow 5:6	62:10	61:8	93:8	81:21
19:8 23:20	animals 70:1	applicant	110:17	art 33:14
59:20	announce...	10:21	111:15,17	articulate
77:15 91:5	130:21	11:23	112:14	56:10
102:4	answer 14:20	12:10,14	113:11,15	aside 50:25
121:2	18:1 50:11	18:10	approvals	asked 6:20
125:2	53:22 58:9	91:23	13:23	18:19 26:5
allowed 9:16	96:20	104:15	approve 5:25	50:15 88:3
11:14	109:8	105:4	7:12 10:11	asking 23:10
15:21	answered	applicants	13:7 15:8	23:14
17:19 53:1	96:19	14:21	29:20	51:10 69:1
53:4 73:7	anticipate	application	41:19 97:3	74:11
90:1	51:21	3:9,11	111:9	80:20
allowing	anybody 21:2	10:6 41:13	121:22	91:24 93:8
12:13	70:13	93:2	125:1	93:9,16
114:20,24	81:17	110:14,20	126:17	94:22,25
allows 67:8	93:15	applicat...	approved	96:25 98:7
70:4 78:2	anymore 75:5	41:4	13:5 126:4	107:25
alternate	75:21	applied 19:2	126:11	108:24
31:17	78:12	95:17	130:8	110:23,23
alternative	anyplace	applies	approving	117:1
31:16	49:13	93:12	126:13	119:20
35:13	anyway 42:10	apply 21:1,2	approxim...	125:13
alumni 68:15	53:16	93:13,20	76:14	aspect
ambulances	77:16	94:8	Architec...	123:17
108:17	apart 31:2	appreciate	93:3	aspects
ambulatory	apiary 33:13	55:12	area 6:11	55:21
79:18	42:2,4,13	113:3	8:9,11,13	assessment
amend 112:3	43:3,14,24	114:17	10:13,16	76:16
113:14	44:2 58:8	118:7,9	13:7 14:14	assessments
119:22	94:13,14	119:17	14:17 16:4	32:20
amended	94:16,17	approach	16:11 20:3	35:17
51:16,16	102:24	31:23 91:6	21:18 23:8	Assistant
amending	104:23	99:14	24:23 28:5	4:10 5:16
124:15	105:9	100:5	34:4 37:13	5:17 108:6
amendment	106:2,24	104:22	42:14,17	assume 20:14
123:2	106:25	117:4	54:1,7,21	40:18
amenity	107:5	appropriate	56:21,24	109:22
63:16	113:9	17:21 18:1	92:18 95:1	Assuming
amount 16:16	apiece 68:1	21:13	98:15	49:22

PUBLIC HEARING 10/6/2022

assumption 20:7,15	15:8	Barb 25:23	began 27:3	53:24
at-use 79:21	auxillary 37:18	25:25	beginning 21:8	54:11
athletic 12:4 19:18 19:19 20:2 28:23	available 11:14	26:14	behalf 48:6	55:12
athletics 12:3	average 70:20	30:25	behave 100:2	74:15,18
attached 3:16	aware 11:16	37:25	100:10	75:14,22
attempt 116:24 124:12	awhile 5:23	barrier 114:2	behaving 101:20	75:25
attempted 92:10	Aye 126:6	based 12:17	believe 15:24 19:3	76:13,16
attend 81:14	127:12,16	31:24	25:8 29:15	77:18 81:9
attendance 5:7,12 16:5	128:20,22	32:21,21	41:17	83:10 84:5
attended 63:20 113:5	128:24	35:18 44:5	53:25	84:14 85:2
attending 69:9 70:14	129:14,16	56:13,14	74:16	86:18,23
attention 42:20	129:18	113:21	109:12	87:1 92:17
attorney 4:9	130:15,17	116:2,3	115:1	95:12,20
5:15 18:10	130:19	basically 41:4,8,12	120:17	96:5,13,22
97:12		68:3 69:7	berm 79:16	97:1,4,10
104:9		75:17	best 120:5	97:16,19
119:15		107:9	132:6	97:24 98:2
132:11		109:17	bets 89:25	98:7,14,21
attorney's 103:22		basketball 34:21	better 23:18	99:3
attract 74:6		80:11	47:12	105:25
attracted 70:6		battle 120:24	beyond 12:19	120:9,10
attractive 19:9		beautiful 39:5	17:22,23	122:14,19
audience 2:12 44:4 48:6 117:3		bee 105:21	25:11	122:21,25
August 102:17		106:3	49:21	126:7,8
authority 78:16,17		beehive 65:22	122:12	127:14
auto 98:22		67:11	big 20:11	128:14,22
auxiliary		70:11	33:4 35:3	129:9,10
		77:20	37:6 39:9	129:16
		beehives 65:23 78:5	52:17	130:2,19
		beekeeper 58:9 70:15	55:10 67:9	BOA 10:20
		beekeepers 58:19	77:12	board 1:2,3
		bees 41:22	121:25	2:18 3:8
		41:23,23	bigger 53:8	4:2 5:2,5
		58:11,14	61:1 77:13	5:7 6:7,8
		58:17,23	biggest 34:23	6:24 7:10
		59:1 65:19	bird 94:15	7:13 10:18
		65:25,25	bit 9:11,14	11:5 14:18
		66:1	51:9 59:18	18:8 32:10
		105:12	62:5 74:18	37:9 43:11
		106:16	125:14	43:12 48:3
			bleachers 19:24 20:1	55:24
			block 4:6	59:12 66:5
			5:11,11	70:10,17
			6:5 14:22	74:12
				78:13
				85:19
				91:15 93:4
				93:9 95:18
				108:3

PUBLIC HEARING 10/6/2022

114:18	briefly	52:25	60:21	122:12
119:2	18:16	53:17	call 2:4,4	123:3
120:4,20	21:25 23:7	82:23	5:2 29:1	124:16
121:1	46:19	86:13	61:25	126:15
122:12	bright 73:13	92:25	65:13	car 100:11
126:12	bring 33:11	98:12,19	94:11	card 91:16
127:21	38:14,21	107:14	101:8	91:17
128:12	60:24	buildings	124:17	117:18
129:3	61:17	12:1,2	127:8,8	cards 91:16
130:6,8,13	bringing	19:13,21	128:6	care 33:18
130:21,25	51:6	27:19	called 6:19	61:23
Board's 7:17	broken 32:5	47:11 94:4	51:19	109:25
12:16 93:1	broker 64:14	built 79:15	65:11	carried
111:15	brother	79:16	calling	76:20
board-of...	63:19	bunch 106:4	77:24	carries 66:9
84:4	brought 55:4	burden	106:25	carry 125:5
boards 89:8	63:2 90:3	120:25	calls 42:11	cars 46:10
Bob 87:24	Bruns 4:9	123:17	43:2 67:17	46:16 63:4
body 96:18	5:14 55:19	burn 73:13	86:9	63:5 68:11
109:15	95:17	Burroughs	camp 71:16	76:13,17
Bonhomme	104:10	64:1 74:1	camping 34:3	99:11
77:14	105:3	bus 46:17	35:24	case 23:25
80:24	111:6	buses 90:15	campus 24:12	84:4
born 26:7,20	112:7	bushes 114:8	24:13,14	113:19
borrow 91:4	113:18	business	27:1,18	cases 117:19
bother 61:20	123:18	5:19 35:23	28:6,24	Catholic
bottom 94:22	budgeted 53:9	59:2 70:19	33:8 38:5	24:9
Boulevard	buffer 75:21	77:24	38:6 74:3	caveat 111:4
8:17 80:4	79:14	88:22	76:25	124:15
boundary	81:19	89:15	90:12 92:7	125:7
93:24,25	90:13	95:14	94:19 96:1	126:14
94:4	buffering	108:9,12	100:19	CCR 1:24
boutique	118:24	109:9,10	108:11	4:15
39:19	buffers 79:8	125:4,6	campuses	CDS 37:23
box 108:25	114:12	businesses	37:8 90:9	centers
109:13	build 19:6	33:9,23	canopy 73:11	109:19
brainsto...	58:21 61:5	34:25	cap 49:11,14	Central
123:25	71:13,15	37:21	111:10	90:11
brand 39:18	94:7	38:23	112:17	certain
breakdown	107:15	89:13	114:18	16:16,17
8:23	building	busy 60:21	116:3,24	20:9 91:21
Brendan 4:6	13:3,18,23	buy 102:6,8	119:23	92:6
5:11 126:7	14:4 15:8		125:7	certainly
127:13	19:3,4		capacity	44:18
128:21	29:9 34:8		21:4 49:21	93:19
129:15	40:10,12		50:1,2,16	CERTIFICATE
130:18	49:16 50:1		50:20	132:1
brief 25:20	50:2 52:6	C-h-r-i-...	98:11 99:2	Certified
79:4	52:19,23	calculus	113:17	132:2,19

PUBLIC HEARING 10/6/2022

certify 132:3	10:25 11:18	120:6,16	citizen 115:4,4,6	classroom 33:13
cetera 15:9	13:16	chicken 65:20 67:6	city 1:1,3	52:18,22
34:7 61:7	33:15	78:6 94:18	2:8 3:4	53:20
chair 4:3	101:13	105:10	4:9,10 5:3	89:16
5:5,20	characte...	106:20	5:12,15,16	109:7
6:16 127:2	17:25	chickens	7:24 13:5	classrooms
127:19,19	charged	61:15,18	21:2 41:7	52:4 53:12
127:20,24	24:24	61:24 70:2	44:20 50:4	99:25
128:15	chatter 62:3	78:3 86:12	51:14,18	Clayton 74:2
129:2,3,5	check 116:8	106:24	59:20	clean 104:18
129:5,6,12	Chesterf...	child 26:16	62:25	clear 29:21
Chair's	1:1,4,5	26:17	63:12	56:17
129:5	5:3 7:25	100:6	64:13	68:23
challenge	8:16 9:20	101:10	66:13,18	81:18
37:7	9:21,23	child's	67:8,8,21	82:22
challenged	10:2 11:21	31:25	68:2,20	clearly
24:14	20:6 22:2	childhood	73:7 75:2	121:24
challenges	22:5,6	32:7,11	75:3,4,15	close 42:5
38:5 66:4	25:3 26:10	children	75:16,18	102:24
chambers 1:3	26:12,13	17:18	77:22 78:1	123:21
98:24 99:1	26:25 27:2	45:21 47:6	78:13,17	closed 24:9
Chaminade	27:4,8,10	choose 36:21	80:17	code 13:6
63:20 74:4	30:7,11	chose 124:6	84:10	17:6,7,9
chance 36:3	35:8 36:15	chosen 17:16	89:10	20:6 21:19
change 10:4	36:16	Christoffel	91:12,18	23:6 50:2
11:17,25	37:13 38:6	44:24 45:2	94:8 97:12	52:23,24
13:1,13	38:13	45:3,4,8	104:9	52:25 69:4
26:12 28:1	41:16	45:25	108:6	77:21
28:14 37:6	45:21	46:23 47:3	109:15	93:12,19
39:21	54:24,24	47:4,20	113:10	Coeur 45:9
41:15 51:5	59:16,20	48:4 117:4	114:7	Coffablitz
74:9 78:9	61:16,18	117:5,9,17	115:5	73:19 88:6
89:13	62:22 63:1	117:25	119:15	Colin 1:24
92:23 95:2	63:12 66:7	Christof...	124:11	4:15 132:2
107:12	67:22	98:13	126:18	collect
changed 26:9	70:18	120:13	City's 21:19	61:23
69:16	71:22 75:5	church 26:5	claim 11:4	collective
89:19	77:21	77:14,15	claiming	44:16
changes	78:11,11	80:24	108:8	college 47:8
27:22,25	78:17,21	circle 72:18	clarify	combine
42:25 86:8	78:22	92:5	12:24	29:24
92:22	81:20	circled	class 53:8	come 6:20
changing	85:16,24	72:22	53:19	15:9 19:4
13:15 37:4	86:2 88:9	Circuit 7:15	classes	29:10 35:6
50:5	89:10	circumfe...	32:14	39:16
chaos 42:8	109:24	61:12	35:17	44:24
43:6	113:6	circumst...	53:15	46:24,25
character	115:6	23:19	60:21	47:7 48:8

PUBLIC HEARING 10/6/2022

51:15	commissions	35:17	128:3,12	111:13
57:24 59:2	26:18	concern	confident	continue
59:13 60:1	commit	47:10 63:5	124:15	28:2 31:2
61:21	116:18	64:6,22	confirm	36:8,17
62:13,17	committee	99:19,20	93:17	43:20
63:22	58:6	111:22,23	confirmed	63:24,24
70:23	common 16:11	121:25	43:2 94:11	71:4 95:3
71:14 76:4	35:20	concerned	confused	103:24
85:10 88:4	communicate	52:19	94:15	continuing
91:7 96:11	116:19	66:20 67:2	congestion	31:3
107:24	communic...	67:14 68:4	46:18	118:17
109:14	43:18	68:17	123:6	continuity
118:23	communic...	69:17 70:5	congratu...	38:1,10
124:7	85:23	70:17	109:8	contribute
comes 43:24	86:19	73:12,23	conjunction	123:13
64:19 79:5	87:16	74:19 76:3	110:15	contributed
comfortable	communic...	80:12,22	consider	38:2
110:22	85:22 86:1	88:21	11:13 12:7	contribu...
122:20,21	87:7	89:22 99:6	71:25	123:9
122:24	communities	113:1	78:14	control
coming 30:13	79:3	114:21	115:12	111:25
32:19	community	117:23	consider...	112:1
42:25 44:4	21:21	121:18	11:7 12:17	119:14
46:10	22:20 26:1	concerns	81:2	convenient
47:12,23	26:2,3,3	47:14,18	considered	36:10
61:14	26:10,11	47:18,21	7:6 30:20	37:16
65:20	31:8 44:23	112:11	31:22	conversa...
68:11	63:8 65:6	concluded	considering	56:8 73:14
74:11	66:2 69:16	131:1	82:8	Conway 68:11
80:18	70:7 71:18	concludes	consolidate	117:19
89:11	78:19,20	14:19	10:3 66:14	coop 65:20
90:21 94:5	comparison	condition	consolid...	78:6
118:5	90:11	110:25	71:10	106:20
Commencing	complaints	111:7	74:14	coops 94:18
1:11	102:19,22	conditio...	108:11	copy 40:20
comment	102:23	9:15 14:2	construc...	44:12
117:3	compleme...	56:12	29:11	72:12
123:21	38:7	conditions	67:25 83:2	84:16
commentary	complete	26:18	contacted	core 8:1
117:24	40:25	110:16	86:1,7	corner 49:1
118:3	compliance	111:11	containers	98:13
comments	93:18,22	116:1	106:23	correct
7:20 49:6	complicated	condominium	contempl...	15:11 21:5
57:19 83:9	90:22	79:11	89:3	59:24 86:4
commercial	119:11	conduct 19:7	contempl...	86:6 96:16
16:11	component	125:5	108:11	102:12
64:14 66:9	15:21	conducted	context	104:24
Commission	concept	12:1 19:19	62:25 63:8	112:18,19
51:18 93:5	16:15	confidence	65:1	council 5:13

PUBLIC HEARING 10/6/2022

48:19	created	118:13	13:18,18	107:13
51:18 58:7	75:20	121:6	13:21,24	demolished
59:17	creates	curriculum	14:1,23	39:2
78:13 93:5	73:11	22:22	15:1,6,16	demolishing
126:18	creating	33:25	15:17,21	80:13
councilw...	114:11	121:15	16:7 19:1	demolition
57:25	118:24	cut 9:13	days 7:16	29:3,10
counsel 4:8	creation	cuts 69:21	deal 108:6	114:5
5:13 26:6	24:12	71:7 109:1	113:6	denser 66:2
26:15	credibility		118:6	deny 71:3
65:15	71:15	D	dealing 20:4	96:14
74:17 79:9	creek 46:11	dad 39:16	death 30:24	department
81:6 82:5	69:24,24	dais 6:18	38:4	52:16,21
121:6	71:17	91:6 117:4	Debbie 88:6	80:3
132:8,11	cross-co...	Dalene 45:10	decades	108:15
country	34:21	data 34:1	19:18	123:11
64:15	crowd 39:17	database	20:23 92:2	depending
109:23,24	crowds 20:18	83:25	92:12	23:15
county 7:15	cucumbers	date 32:3	decided 10:2	described
9:4 17:7	67:7	91:21	26:12 37:9	47:4
20:6 37:17	cul-de-sac	102:15,16	decision	describing
60:25 66:7	76:6	106:1	7:10,13,17	62:10
66:13	curb 69:21	dated 72:7	14:25	description
71:21,21	71:7 109:1	David 62:18	70:19	3:3 46:1,3
115:5	curious 81:9	62:19	112:25	DESE 52:21
couple 12:23	current 19:5	day 9:20	123:18	111:24
18:19	34:22	10:2 11:21	decline 38:2	design 31:12
47:20 49:6	38:24 40:8	22:2,5,6	109:10	33:21
56:9 72:2	41:15,17	25:3 26:10	115:2	35:11
92:14	51:13	26:13,16	deeply 67:2	38:18
119:5	76:18	26:25 27:2	deer 123:12	designat...
126:24	78:23	27:4,8,10	123:14	14:13
course 20:16	106:15,16	30:7,11	defer 104:8	desperately
20:20 22:3	127:9	35:8 38:13	109:13	94:24
27:16 37:8	130:12	41:16	defined	despite
91:18	currently	45:21	35:12	85:21,25
100:14	9:11 13:11	53:21	definitely	detail 18:13
court 5:17	18:25	62:22	98:21	25:3
7:15,21	19:14 21:1	68:10 69:8	degree 20:16	details 89:6
23:25	24:16	78:11	delayed	90:4
45:10	29:12 40:5	80:16	95:12,13	determine
52:12,13	63:9,12	81:20	delibera...	120:4
126:24	64:8,10	85:16,17	112:24	121:22
132:2,19	66:8 68:5	85:19,24	delibera...	detriment
Covid 37:7	99:25	86:2 88:9	2:14	11:19
crazy 39:20	107:12,20	102:10	124:18	develop
create 11:3	107:22	108:18	demo 61:17	33:18 36:5
61:7 114:5	108:20	113:7	demolish	developed
114:9	112:16,16	daycare	13:21 19:3	25:16,17

PUBLIC HEARING 10/6/2022

25:18	direct 81:16	116:14	Douglas 2:11	driveway
28:23 62:2	direction	117:7	18:6,11	67:23
developer	28:19	dollar	30:3,4	driving
86:15	89:12	109:22	36:12,20	65:19
development	132:7	dollars 68:1	41:25 52:2	100:6
31:25 32:8	directly	dominant	52:7,9,20	101:11
32:12	52:15	76:10	54:13,15	102:21
69:13	54:25	door 86:10	57:14	103:8
75:19 77:8	62:20 65:8	107:21	58:13,16	dropping
79:6	88:5,12,16	120:12	59:24 60:1	103:9
developm...	114:13	dormant 73:5	60:9,10	ducks 119:3
31:24	116:25	Doster 2:10	65:14 72:7	due 15:13
32:13	discerning	18:6,8,9	76:20 77:5	93:24
developm...	34:11	21:6 29:15	84:15	110:1
35:15	discipline	40:16,17	94:13	113:8
diagram 46:8	100:13,16	44:15	99:13,14	duly 132:4
dialogue	101:6	50:19,21	99:16	
112:23	discuss 41:2	50:24,25	102:6,13	E
dialysis	72:1 98:11	51:2 53:25	102:17,20	E 4:1,1
88:2	98:23	54:3,12,14	105:9	e-mail 86:19
difference	119:21	62:5,8	106:2,6,9	86:21
22:15	discussed	83:7 91:3	106:18,22	e-mails 43:1
different	12:22	91:4,9,15	107:4	43:19
8:6,21	discussion	92:18	dozen 40:6	67:17
22:25	2:12	94:14	Dr 25:25	86:18
27:24	113:21	95:21	26:14	earlier 66:6
30:18	115:2	96:16,24	30:25	121:7
31:13 36:2	disruption	97:2,5	37:25	125:24
55:1,5	46:4 50:7	103:3,4	drain 60:18	early 67:1
65:2 109:5	73:21	104:15	dramatic...	88:25
111:7	district	105:4,5,8	69:16	easier
118:24	6:12 9:6	105:13,18	draw 39:16	101:19
differently	9:11 17:7	105:22	46:8 88:24	106:7
31:17	districts	110:11,13	drawn 35:25	easily 98:9
32:15	6:13 8:6,8	111:18	drive 40:6	east 8:17,21
35:13	8:10,22,24	112:16,19	49:8 62:20	25:17 28:7
difficult	16:9,10,13	112:22	63:1 67:24	28:9,25
29:23	divert 82:17	115:21	68:9 72:24	37:11,23
37:18,19	document	116:12,13	73:18	77:2,7
100:4	72:9,16	120:24	74:19,23	eastern
difficul...	84:13	123:20	74:25	19:12
7:3 120:7	dodges 89:6	125:10,13	84:18	easy 58:19
120:8	dogs 46:7	125:16,19	88:13 90:9	100:16
difficulty	65:9 78:25	125:22	100:17	101:6
6:22 10:22	doing 9:1	126:17	101:5	103:15
12:8,16	17:20	double 82:16	driven 98:2	economic...
24:2,21	31:20,21	114:21	99:8	70:22
29:17	34:14,16	doubt 121:14	drivers	economy
121:1	55:1 67:16	121:15,16	90:22	89:19

PUBLIC HEARING 10/6/2022

edge 75:10	employee	entertain	49:3 69:5	3:14 41:3
education	132:11	5:21	87:22	41:20 44:1
6:14 8:4	empower	124:20	118:5	44:6,7,16
14:10	33:20	127:2	126:22,23	44:16,19
31:14	empowered	129:1	event 77:16	44:20 72:5
33:15	14:2	entire 8:23	events 39:21	83:17
52:17 64:6	empty 42:6	9:3	76:24 77:3	84:12
67:2 89:14	EMS 108:15	entitle 7:4	eventually	91:10,11
89:21,21	endured	entitled	33:2 61:18	91:11,12
101:16	67:24	29:16	everybody	124:9
educational	69:14	entitlem...	85:9 106:8	exhibits 3:1
26:2 62:11	enforce	9:8 13:11	109:21	3:16 6:17
125:6	103:15	108:21	124:3	40:23,24
effect 11:15	enforceable	entity 27:9	everybody's	41:5,7,13
11:16 15:9	111:3	entrance	88:22	exist 13:11
27:1	enforcement	71:20	evidence	75:21
efficiently	77:21	117:18	91:8	121:6
121:17	103:14	entrepre...	123:22	existed
effort 57:25	engaged 92:1	33:24	exact 55:7	11:22 17:6
eight 125:13	engagement	environment	56:10	27:20
125:16,19	26:19	34:15 35:2	exactly	92:20
125:20	engineering	35:14 36:7	26:21 69:2	existing
eighth 63:18	108:1	36:9	78:15	12:1,2,18
either 37:3	engines	environm...	91:23	19:20 25:5
election	108:16	61:5	101:23	27:19
2:17	enjoy 36:6	environm...	examined	78:10
127:18	47:5 64:5	31:18	91:16	exists 12:5
element	enroll 26:17	equipment	example	28:4 92:20
101:16	enrolled	33:22	20:10	expand 19:15
elementary	26:22	38:22	37:20 41:1	20:24 25:6
38:13	96:12	equitably	60:16 61:1	25:10
52:16	enrolling	120:5	excavation	27:21
60:14,17	35:7	equity	69:14	37:19
61:12 62:3	enrollment	121:19	excellence	38:24
65:4 67:1	24:14,15	equivalent	15:14	49:21
68:14 90:8	24:19 37:3	121:3	excellent	99:24
elementa...	38:2,3	erosion 70:5	46:2 83:13	expanded
21:4	40:4,8	especially	127:17	12:3 51:11
elements	64:24 65:2	46:17	excited 43:7	79:10
37:20	82:16	established	excuse 28:25	expanding
113:2	110:25	10:21	36:14 61:7	9:13 47:15
Eleventh	111:11	estate 67:22	78:13	50:4 92:24
4:17	116:25	75:1	Executive	expands 69:7
eloquent	119:24	et 15:9 34:7	5:16	expansion
125:4	121:24	61:6	exercise	12:25 13:3
empathy	125:7	evening 6:8	93:6	13:7 15:7
33:18 34:6	enrollments	6:9 7:11	Exhibit 3:3	25:7,8
employed	24:6	18:10 20:4	3:5,6,7,8	68:17
132:8,11	entered 17:5	30:3,15	3:10,11,13	69:18 74:3

PUBLIC HEARING 10/6/2022

79:12 93:8	27:21	60:3,5,10	figures	fit 53:11
109:18	38:25 74:6	61:7,8,25	24:16	76:13
114:17	facility	65:19	file 41:19	77:11
expansive	6:14 20:17	79:20	fill 129:3	112:9
20:18	25:5 28:24	113:8	filled	five 29:18
experience	47:17	farmer's	127:20	101:2
54:2 67:21	51:13 57:6	67:4	final 40:17	114:8
experiences	79:16	farmers'	123:21	fix 38:7
33:9,11,15	fact 20:22	88:21	129:19	61:10
42:1	37:2 75:9	farming	finally	flip 66:16
experien...	121:16,23	13:15	12:12 14:8	floodgate
31:22	126:19	59:23 70:3	finances 7:5	73:23
experien...	factor 11:13	farms 59:20	financial	floor 113:14
31:15	12:7 40:4	fast 90:22	89:11	130:11
34:13	123:5	99:9	95:24	Florida
35:18	factors 11:6	favor 7:8,12	120:7	81:13 88:7
explain 6:20	115:13	29:21	financially	flour 121:9
13:16	123:15	48:15	70:16 96:3	flow 123:9
24:18 25:2	facts 55:25	59:14	132:12	flower 61:10
25:15	56:16	126:3,8,10	find 56:21	flurry 89:1
27:12 60:4	faculty	126:13	56:23	fly 58:18
explained	57:12	127:9,14	89:20	focus 32:22
8:25 29:17	fairly	128:10	findings	focused
38:17	113:17	129:11	126:19	35:15
51:15	fairness	130:12	fine 119:8	38:18
explanation	41:1	feasible	120:23	folks 21:17
92:8	familiar	12:8,10	fire 50:2	24:22
explore	28:8	feature	52:22 69:3	follow 52:22
33:21	families	76:10	80:3	follow-up
expressed	31:16	feel 7:3	108:15,16	18:4 57:5
47:21	35:13,25	32:22	123:11	followed
extensive	36:8 37:12	47:12,25	firm 79:9	35:15
33:19	101:15	76:22	firms 108:1	51:21
extent 78:16	family 39:19	99:21	first 5:19	following
exterior	79:23	122:20,21	7:17 26:4	113:10
27:25	101:16	feet 70:12	26:14	fondly 25:24
extremely	109:18,19	83:22	54:16	food 61:22
79:5	family-s...	84:24	64:16	football
101:14	36:7	87:14,17	65:14,18	20:9,10
	far 23:21	felt 59:3	66:23	69:10
F	37:22	fence 75:8	68:18	footprint
face 114:13	52:18	fencing 79:6	73:17 81:7	50:4 55:10
faced 38:6	89:25	field 19:20	99:17	112:4
96:7	93:16	20:11,13	118:16	foregoing
faces 124:1	117:17,22	28:20	127:20	132:3
facilities	farm 13:10	42:14,16	Fischer/...	foreign
6:14 11:15	13:10,12	58:12,15	69:12 75:6	24:25 65:5
11:16	13:17 42:7	61:1 69:11	Fischer/...	formal
25:11	43:6 59:18	fields 103:2	68:2	102:18

PUBLIC HEARING 10/6/2022

formally 9:19	39:19	115:1	George 75:6	92:25
format 104:16	friends 45:20	124:18	getting 14:4	95:11 99:9
former 86:1	Friendship 79:10,12	132:10	77:1	105:3
forms 87:16	front 11:5	future 23:21	giant 79:16	108:17
forth 60:19	25:19 43:8	49:17 64:7	gigantic 90:13	111:5,14
60:22	46:12	68:17	give 17:5,10	111:21
76:22	70:11	69:18,18	25:19,20	117:20
125:24	71:20	71:24	28:10	118:23
Fortunately 46:19	91:19	74:10 89:9	30:16 51:9	122:11
forum 112:24	fulfill 34:17	futuristic 49:23	61:22 68:5	124:22
118:5	full 102:11		69:19	goals 33:10
119:12	full-fle... 28:23	G	81:24 83:2	goats 60:24
forward 6:20	Fulton 2:7	gallon 114:8	89:23	God 67:12
9:8 13:25	3:10 6:10	game 39:13	107:22	goes 24:17
15:22	7:19 8:2	games 20:19	108:21	51:17 69:2
19:17 44:3	9:19 10:5	39:15,15	115:15	93:3,4
44:24 49:3	10:15 14:8	39:16	119:7,21	108:22
50:24	14:16 19:2	garden 61:13	125:14	going 8:20
62:14,17	19:5 22:1	gardening 38:22	given 20:22	14:25 15:1
64:19	22:4,9,14	61:10	21:7 51:4	15:16,18
70:23	25:23 30:5	gardens 33:12 63:2	54:1 74:20	21:7 26:16
found 65:18	30:6 31:4	Gary 47:4	77:3 83:12	28:3 29:5
117:21	70:18 78:7	Gate 67:24	84:5,7,21	29:9 33:8
founder 25:23 31:4	78:12	74:22 75:9	103:22	34:22
four 7:12	82:19	75:12 76:5	112:20	37:10
29:18,19	85:23	77:4 81:17	121:5,11	39:14 40:3
78:24	113:7	82:12	121:11,12	41:9 42:6
103:19	117:22	general 17:13 26:6	123:1	45:18 46:1
121:21	120:2	26:15	Gives 28:13	46:14
122:2	function 116:17,24	generally 7:10 55:5	giving 30:15	47:11,11
four-acre 75:1	118:22	55:19	64:7 74:10	50:15 53:9
fourth 34:3	function... 113:3	58:17,22	76:10	56:15
35:23	fund 89:15	77:10	114:23	57:11
foxes 69:25	further 18:2	116:2	go 15:1	58:11,14
Franklin 60:25	18:4 28:9	generate 80:8,9	16:21	58:18 59:5
71:21	29:10 43:3	generated 103:10	18:16	63:16
Frankly 124:14	57:3,21	gentleman 72:6 84:17	19:11 24:5	65:19 67:5
free-sta... 27:9	69:20 71:5	92:9 95:5	35:24	67:11
freezing 61:2	83:21	99:2	40:23,24	68:24
friendly	95:10	116:19	46:11 47:5	69:11
	96:15 99:4		49:16	70:23 71:1
	104:19		51:13	76:4,25
	113:20		58:20 63:5	78:7,8,9
			72:3 73:8	79:13
			74:2 76:5	80:13,24
			79:7 82:9	83:7 86:11
			88:9 89:13	88:24 89:2
			90:5 92:13	89:12
				90:20

PUBLIC HEARING 10/6/2022

91:20	35:22,24	groups 34:13	27:14 42:9	130:24
92:11,23	69:9	35:1	42:24	hearing 1:8
94:5,10	grades 65:2	Groves 79:4	44:11	2:6 12:20
95:1,3,21	graduate	grow 37:18	100:7	49:3 64:16
96:8 97:7	30:10	40:9 61:11	101:7	74:20 81:8
98:25 99:9	38:12	66:15	happening	83:18,25
99:10	grandmother	growing	51:22	85:4,19
113:12,23	98:3	82:21	88:17	86:17,25
113:25	grant 10:20	guess 16:8	happens	87:9,10
114:4,9,22	81:25	26:17	51:21	91:20
121:7,22	82:17	50:14 56:7	happy 68:13	113:12
122:7,15	94:23,24	81:9 83:11	70:9 79:1	119:11
123:19,19	110:3	92:8 98:20	hard 34:13	hearings
127:1	113:24	104:5	34:14	83:21 84:4
129:23	granted 9:5	115:22	100:12	heated 61:6
130:1	9:7 107:13	123:24	hardship	heavily 19:9
Golf 34:20	granting	guests 39:14	6:21 7:6	108:14
good 27:13	73:24	guidance	12:15	Heberle 4:4
30:3 32:18	grass 94:6	104:6	23:23	5:9,9,25
45:19,20	great 27:15	guys 86:8	74:12 81:3	16:2 39:24
60:8 62:13	40:22 46:3	105:12	hardships	40:15
80:7,12	68:14 83:8	106:18	7:3 10:24	52:14
84:2 92:3	89:21,22		108:9	102:10,14
108:19	113:6	H	harvest	102:16,18
112:25	118:6	half 9:2	61:10	111:20,22
115:6	126:20	halfway	harvested	124:21,24
118:2	greatest	128:17	60:16	126:1,5,6
130:2,4	123:5	hall 1:3	head 18:12	127:4,12
gosh 52:25	greatly	67:18	22:13	127:25
governance	51:24	hand 47:2	25:23 30:4	128:2,20
27:10,11	green 106:20	83:14	30:6 37:25	129:14,22
government	Greentrails	handful	heading	129:25
11:15,16	62:20 63:1	39:11	112:14	130:9,15
governs	72:24	handling	hear 6:7,8	hedges 42:17
110:18	73:18	99:20	18:3 21:13	help 50:21
grade 15:17	74:19,23	hands 59:4	22:23	60:18
21:9 22:8	74:24 76:4	hands-on	24:15 29:8	110:21
26:24	84:7,18,20	31:15 42:1	30:15	115:23
28:14	88:13 90:7	61:8	36:23 45:1	helpful
30:12 32:4	109:4	Hansen 5:13	47:6 48:12	58:10
33:23 34:3	114:12	58:4,5,5	56:17 65:3	hesitate
34:5 35:16	Greg 45:2,3	58:17	82:2 83:7	95:23
36:19 61:4	47:24	59:10	118:4	hey 76:8
63:17,18	grew 101:21	happen 36:24	heard 15:6,7	86:11
63:22	gross-motor	95:22 96:4	23:5 41:10	high 6:13,14
88:10	34:19	96:5 104:4	43:15 47:9	8:4,5,9,11
101:2	group 38:21	happened	49:6 64:20	9:25,25
108:23	99:10	8:25 10:8	79:8	10:4,7,7
graders	100:23	24:5,11	102:20,21	10:12,13

PUBLIC HEARING 10/6/2022

11:10,11	40:22	110:6,8,11	home 30:13	40:17 72:4
11:24,24	41:11	111:3,19	60:25 89:1	houses 75:13
14:10,11	43:25	111:21	98:4	huge 90:12
14:11,12	44:13,18	112:15,20	117:20	109:20
14:15,15	44:22 45:6	112:23	homeowners	Huh 58:13
15:10,19	45:24	113:19	72:25	hundred
15:19,20	46:21	115:10,14	homes 9:5,10	70:25
15:23 16:7	47:14 48:1	115:19,21	31:10	115:16,16
16:17,18	48:12,17	116:10,12	67:22,25	hurting
18:15,15	48:21 49:2	117:2,8,16	71:23 75:1	97:10
20:8,8,17	49:9,19	117:24	92:6	hybrid 36:3
21:9,10,10	50:11,18	118:2,8	homeschool	hypnotic...
21:19,19	50:20,23	119:9,17	39:10	92:23
22:17,17	52:11	122:17,20	honestly	hypothet...
22:18,18	55:14 56:4	122:24	65:10 66:1	49:23
22:24,24	56:15,20	123:1,23	81:15	121:10
32:24	57:1,9,17	124:22	86:14	hypothet...
35:18	57:23	125:1,12	88:10	119:25
43:21 47:8	58:11,14	125:15,17	honey 59:1	
63:6,10,13	59:9,11,22	125:20,23	60:16	I
63:21 68:8	60:1,8	126:2,12	65:25	idea 28:13
68:22 69:6	62:4,7,12	126:18	honeybees	85:20
76:9 80:22	62:16,23	127:7,17	58:23	ideal 38:9
82:20	72:2,4,15	127:24	86:11	ideas 117:12
86:13	72:19 73:1	128:1,3,6	106:5	identifi...
89:24	76:15,17	128:10,16	honeycombs	26:11
90:12 96:6	77:4 83:5	128:25	60:18	44:20
107:19	83:9 84:12	129:10,19	hope 51:2	91:12
110:5	84:15 85:5	129:24	94:23	images 8:19
113:24	85:8,13,25	130:4,10	Hopefully	immediate
114:25	86:4,6	130:12,20	92:15	95:15
118:14	87:3,5,8	130:24	hoping 29:20	immediately
high-school	87:12,19	hire 37:18	Horse 71:17	96:5
27:23 40:1	87:21 88:1	42:12	hour 90:18	120:14
61:3	90:23 91:2	hired 30:9	hours 69:5	impact 47:15
high-tech	91:7,10,14	hiring 31:3	80:16	82:11
33:22	92:16 95:9	historical	88:18	94:25
higher 49:16	97:14,18	56:18	90:17	107:6
highly 65:25	97:21 98:1	historic...	house 18:25	110:2
hill 45:13	98:6,9,15	108:23	29:2,6	123:15
117:11	98:25 99:5	114:7	39:2 42:7	impacted
Hipp 4:3 5:2	99:14	history 20:3	45:12,14	71:24
5:5,12 6:3	102:9,15	24:17	70:12	81:15
6:6 15:12	103:3	30:16 92:2	73:17 75:3	88:12,15
16:1,14,25	104:8,19	hold 97:14	79:22	88:16
18:2 21:3	104:25	106:7	80:13	118:15
29:4,14	106:7,10	119:18,19	84:20 94:1	124:13
30:2 36:11	106:13,15	holdout	109:22	impactful
40:14,16	106:21	122:15,16	housekee...	56:3,6

PUBLIC HEARING 10/6/2022

important 15:15 16:8 101:14 124:6	110:1 115:4 118:6,20 120:21 122:4,5 130:21	internal 49:25 internal... 51:23 internat... 34:4 internships 33:6 interpre... 22:16 intersec... 84:19 introduce 5:6 42:24 introducing 70:2 introverted 100:23 investigate 96:15 investig... 96:18 invisible 80:2 invite 100:14 inviting 35:5 involved 71:11 109:16 involves 31:14 irrelevant 99:21 irritate 65:9,10 isolated 43:5 issue 14:24 46:9,15,19 54:17 55:15 61:2 77:17 98:11 103:5,12 103:14 112:8 119:19	120:11 122:22,23 123:5 issued 19:4 issues 53:21 59:6 68:12 76:1 81:22 108:25 118:10 119:6,7 121:20 125:21 It'll 29:6 item 6:7 7:18 126:25 127:18 129:19 items 11:6 12:21,23 13:1,3 14:6 15:3 15:5,8 85:1 113:11	76:21 junior 6:13 8:4,9 9:25 10:7,12 11:10,24 14:10,11 14:15 15:10,19 16:17 18:15 20:16 21:9 21:19 22:17,18 22:24 47:8 junior-high 8:7 10:10 20:19 jurisdic... 110:19 justice 12:13 121:19 122:6
inability 12:18 include 12:25 47:15 111:5 119:23 included 16:12 including 22:17 113:15 inconven... 37:14 increase 89:3 increasing 40:1 independ... 32:25 independent 27:7 37:5 INDEX 2:1 Indicating 75:24 77:25 individual 11:3 34:18 55:22 infield 79:3 79:5 information 45:19 56:1 91:22 97:15 103:25 104:13,13 109:17	informed 122:18,19 infrastr... 66:13 68:12 81:23 initial 104:13 initially 42:3 47:24 102:23 107:5 innocent 100:23 insight 68:6 insistent 79:11 install 20:13 institution 66:10,11 institut... 82:7 institut... 89:9 intact 81:19 intend 20:12 92:21 94:7 intent 17:4 17:5,10 27:21 85:21 114:8 interaction 84:11 interest 12:12 45:17 interested 60:15 132:13 interior 27:23,25		J Jeannie 4:5 5:10 126:9 127:15 128:23 129:17 130:16 job 85:14 120:23 124:12 John 63:25 74:1 79:8 Join 46:25 joint 31:4 jointly 77:9 joking 129:25 journey 32:2 judgment 104:7 July 10:8 42:21 72:7 June 21:25	K Kara 18:6,11 21:12 22:11,23 24:4 25:2 25:20 26:7 30:1,3 41:22 50:21 51:2 51:25 52:15 54:14 62:10 72:7 94:10 95:22 105:22 110:20 Katherine 4:3 5:5 127:23 130:12 Kathy 4:11 5:17 keep 31:20 31:21

PUBLIC HEARING 10/6/2022

43:22	knew 26:4	53:11,19	122:1	26:3 34:7
52:23 61:6	64:3	54:3,14,19	123:23	34:15 35:2
85:9,13	103:22,24	54:20	128:16	35:3 39:18
86:16	Knight 2:8	56:17	knowing	42:14 43:7
keeping 61:2	4:10 5:16	57:24	24:25	47:11 55:3
61:24	7:23,24,24	58:24 60:7	45:17 59:6	55:11 70:1
key 37:19	18:5 23:1	60:7 63:11	knowledge	76:24
56:22	23:12	67:7 68:2	24:23	largely
kickball	25:12	68:15 69:1	known 9:19	12:17
20:14	40:19,23	69:5,8,13	knows 67:12	larger 17:13
kidney 88:2	41:8,12	71:12		31:18
kids 31:21	44:6,9	72:11 74:2	L	35:14
33:21	46:22 48:1	74:21	lack 38:1	largest
34:20	49:20,24	76:21 77:1	79:2	64:15
35:25	55:14 56:7	77:11,12	117:23	Lastly
46:18 53:8	56:19,21	77:16	Ladue 90:14	108:19
53:14,19	64:20 66:5	78:14,25	lady 57:18	law 23:24
57:13	70:9 72:5	80:1,25,25	Lakes 76:6	24:25
60:13,17	72:17,22	81:4,5,6	82:2,12	55:23
61:23	83:11,13	81:14,24	land 6:15	lawyer 67:19
63:18	84:9,23	82:4,5,10	11:1 12:19	layout 98:18
66:16	87:13,15	84:1 86:10	31:5 42:6	106:16
71:15	87:20 90:2	88:10,14	42:15	layperson
78:24 88:9	93:17	89:18	64:21 65:6	80:2
100:17,20	97:13	91:23,25	82:22	leadership
100:21	98:10	92:11	107:23	32:18
101:1	105:2	93:17 95:6	110:4	38:14
109:6	115:23,24	97:7,17,20	114:1	leapt 81:4
kind 16:19	116:11	97:20,24	121:5	learn 36:4
33:2 42:22	119:3	98:2,15,21	lands 67:10	learned 78:4
42:24 43:5	122:7	99:18	landscape	learning
45:17 60:4	130:23	100:8,11	37:5	31:15,15
60:11 66:1	knock 86:10	101:7,23	landscapers	32:23,25
67:19 74:4	114:4	102:2	88:25	33:1 34:6
79:6,7	knocking	103:6,17	landscaping	35:19
81:4 84:19	86:12	103:20	73:10	leave 71:2
88:23	know 11:9,21	104:2,4,6	75:10 79:7	96:6
89:21	15:5,13	105:11,14	79:14	107:21
102:1	16:20	105:25	114:1	leaving
112:20,23	18:20	107:14	116:15,20	13:14
113:13	25:20	108:5	116:21	LED 73:12
114:23	27:14	109:23	117:6	leeway
115:22	29:17,19	111:25	lane 71:8	125:14
123:24	39:5,6,13	112:2,5,21	language	left 29:1
kinderga...	40:2,4,6,9	113:4	65:5	81:19
69:8	40:11	117:21	107:21	86:21
kinds 54:6	43:12,20	119:7	111:18	90:19 94:2
69:25 70:3	44:2 51:4	120:13	119:23	109:2
75:7	52:18 53:9	121:4	large 16:6	leftover

PUBLIC HEARING 10/6/2022

57:7 61:22	114:15	78:24 79:3	33:6	45:19
legal 1:25	117:11	84:17	long-time	47:23 49:6
4:8,16	liked 78:21	88:13	37:25	60:15 61:4
13:24	limit 40:13	97:24,25	longer 15:16	63:4,5,8
115:24	50:14,16	98:12	15:18 71:5	63:21 66:9
116:8	51:8,23	115:8	look 10:17	69:23,23
legally	103:16	118:10	28:1,2,16	71:9,23
35:20	121:24	120:9,12	32:1 44:3	73:3,21
lesser 20:16	124:16	lived 37:15	45:12	75:10
let's 9:18	limitation	45:22	46:13 49:3	76:14,18
18:3 40:23	113:16	65:13	52:24	77:11
44:25	limited	78:22	55:23	80:10,15
76:19	63:25 64:2	109:18,20	56:15,23	88:3 89:6
104:8,14	111:1	120:16	64:14 68:8	89:15,18
letter 3:10	limiting	livestock	71:5 73:2	90:4,21
42:21,23	126:14	67:6,6	73:15 74:3	92:7 95:6
44:2 72:7	limits 40:12	70:3 79:21	79:18 81:1	100:10
72:9,10,12	123:3	living 60:25	90:5,7,8	102:6
84:2,6,10	line 81:18	local 34:3	90:10,17	105:12
85:15	94:4,22	38:23	91:21	106:3
91:25 92:7	103:6	83:20	105:16	107:15,20
92:8	123:12	located 8:2	112:8,12	108:16
letters	listed 16:22	14:9 18:25	119:25	115:7
67:16 84:7	listening	19:14	122:11	118:9
84:9	124:3,5	106:17	looked 55:3	123:15
level 15:23	Litigation	location	65:20 74:4	lots 9:10
80:23	5:18	9:23,24	78:6 81:4	54:9 68:10
116:15	little 9:11	10:3 11:22	88:3	loud 39:20
Lexitas 1:25	9:14 18:25	12:18 23:5	117:20	123:25
4:16	28:9 29:2	30:7 36:16	looking	Louis 4:18
liaison 5:13	29:6 30:16	37:2,14	15:18	7:15 9:3
58:6	39:2 40:9	38:9 41:17	28:12,20	17:7 20:5
license	42:7 43:7	50:6 60:6	38:15	25:21
101:9	47:7 53:9	92:3 93:14	49:17	37:17
life 25:25	59:18 62:5	93:16 98:5	55:21,25	39:10,12
33:11	62:21,24	locations	74:13 82:9	71:21
38:21	64:11 65:8	9:21	103:6	115:5
light 65:7	70:12 73:8	logistics	107:18	love 78:25
90:21	74:18	53:13	120:6	lovely 98:17
116:20	75:11 94:1	long 17:8	looks 28:2	lower 20:25
lighting	117:8	25:4 32:1	78:15 80:1	21:11 22:7
13:2 69:10	122:1,1	33:6 38:12	90:7	22:11 25:1
73:4,12	125:14	54:4 63:15	loop 100:11	27:6 29:24
80:17	live 45:9	69:3 74:7	lot 8:9	32:5 35:16
lights 19:23	47:5 49:1	74:8 79:20	10:12,13	36:12
20:11,12	62:20	103:12	20:10	47:16,16
20:13	71:17	long-range	31:14 34:8	52:9 53:18
39:20	74:22,23	89:7	37:24	63:19,23
69:15 73:5	74:24	long-term	45:12,15	64:5 65:3

LEXITAS LEGAL

www.lexitaslegal.com

Phone: 1.800.280.3376

Fax: 314.644.1334

PUBLIC HEARING 10/6/2022

112:9	88:21	130:7	26:4,4,14	6:11 14:14
121:3	marketplace	meetings	120:25	minimalism
125:3	24:6	32:10	method 12:9	39:19
Luke's 79:14	Mary 5:14	meets 120:4	31:14	minimally
109:19	48:23,24	Melissa 4:4	MICDS 64:1	56:13
lunch 39:7	mass 61:12	5:9 126:5	70:21 74:4	minimum 8:9
lunches	math 33:25	127:11	Michael 7:23	20:25
61:11	Matt 63:19	128:6,19	18:6,9	23:11
luxury 99:1	matter 16:5	129:8,13	microphone	minium-lot
	40:18 72:4	130:14	41:9 51:1	8:11
M	75:8 85:20	Melissa's	middle 25:8	minutes 2:4
ma'am 48:14	121:19	129:11	28:18	5:20 6:1
50:12,24	matters	member 5:13	58:12,15	31:1
57:17	55:20	44:22	63:14 68:8	mission
mailed 84:23	Matthew 24:1	48:19	68:22 69:6	34:17
91:17	mature 75:10	59:17	80:21	68:15 74:7
main 31:9	79:7	79:23	89:24	74:8
32:7 94:3	mean 6:25	97:21	110:5	missionable
maintain	14:24	124:19	113:25	35:5
104:18	16:18,19	members 4:2	118:14	missions
maintained	17:18 57:2	5:7 6:3,6	121:3	37:20
73:9	68:9 77:19	18:8 44:3	Mike 4:10	Missouri 1:5
major 81:2	77:20	48:2,5,5	5:16 7:24	4:18 23:24
109:17	86:13	48:13	23:1,12	23:25
113:2	95:15	59:12	25:12	52:16
majority	97:19	91:15	30:22	132:3,20
37:12	98:12,17	119:4	31:19 38:3	model 39:17
Makerspace	98:21 99:1	128:11	40:18	101:10
33:20	101:1	mention 23:7	54:16 77:7	models 32:18
making 90:19	123:24	mentioned	83:11	modifica...
109:11	meaning	8:21 21:25	93:17	111:10
115:25	22:19	22:15 23:1	106:19	112:15
man 119:20	means 22:3	25:12	116:14	113:21
manage 34:24	media 24:8	mentioning	Mike's 51:14	116:9
121:12,16	meet 11:10	58:7	mile 83:23	modifica...
manager 42:7	11:12	merge 30:13	84:25	111:8,16
43:6	34:19 69:3	96:2	million 68:1	112:13
manner 6:24	105:17	merged 22:2	109:22	115:17
map 92:5	130:5	30:5	mind 18:20	116:1
mark 44:15	meeting 2:18	merger 21:17	119:1	modified
44:18	5:3,8	22:10,10	120:14	113:13
73:18	47:12	22:13 24:4	121:10	mom 39:15
81:12 88:5	65:14	24:22 27:4	123:4	51:4 64:4
91:8	85:20	27:17,22	minimal	71:14
marked 41:7	101:12	36:23,25	10:11,13	moment 23:7
44:20	117:15	Merrell 15:13	23:6,15	24:18 25:3
72:10	119:20	58:4,5	88:19,20	25:15 83:7
91:12	122:9	mess 73:7	125:19,20	91:5
market 67:5	129:20	met 5:24	minimal-lot	Monachella

PUBLIC HEARING 10/6/2022

5:14 48:16	102:25	51:5	87:24 88:5	newer 30:21
48:19,23	103:1	necessit...	92:4 101:9	newly 30:5
48:24,24	104:24	6:22	neighbor...	news 24:8
49:5,10	105:8	need 11:4	11:19	newspaper
50:13 52:6	128:16	16:23	35:10	124:10
52:8 57:2	moving 13:25	19:15,16	43:21	nice 44:2
57:4,10,16	15:22 42:8	30:18 33:4	45:11	60:25
Monarch 80:3	43:2 60:5	33:7 34:19	65:16 70:5	71:16 82:5
108:15	64:19	37:10	73:22 80:6	82:23 89:5
Monday 88:25	multi-age	42:23	82:12,13	105:17
money 70:19	32:14	43:22	109:3	107:10
89:15	multi-ages	49:16 50:3	115:8,9	niche 89:21
Montessori	35:17	50:8 51:6	120:3	niece 98:16
25:22	multiple	52:3,3	neighbor...	night 73:6,6
31:13,23	33:13 86:2	55:2,10,11	80:6 82:11	82:4
32:3 35:11	municipal	66:18 74:6	neighbors	114:14
36:2,18	13:20	77:12	11:20	nighttime
38:18 46:2		80:16	43:10 44:3	80:9 88:20
month 95:13	N	89:20	45:11,16	nil 95:1
96:15 97:7	N 4:1	92:22	47:21 49:7	nine 31:6
118:16	name 6:18,20	94:24	61:20	125:16
122:9	10:4 18:9	95:16	65:17	noise 61:19
129:22	26:9,13	96:19	67:15	114:5,16
130:1	45:3,4,23	104:5,6,14	69:12	nominate
months 32:2	58:3,5	105:2	81:15 82:2	127:23
36:18 56:9	59:14 62:2	107:14	88:11	129:8
morning	62:19 64:1	110:1	92:11	nomination
46:16	named 60:12	115:1,12	108:13	129:7
88:25	narrative	116:16	119:6	nominations
90:18	12:5 13:9	118:19,20	120:1	127:22
mother 30:25	Nathan 4:9	120:20	neither	non-Cath...
motion 5:21	5:14	122:3	132:8	24:10
5:25	Nations 79:8	125:10	nephew 98:16	non-urban
113:14	natural	127:8,25	nestled 31:8	6:12
124:21,22	75:21	128:6	35:10	normal 90:16
127:2,8	114:1,11	needed 42:13	neutral	normally
128:8	nature 10:24	75:13	48:16,17	29:18
129:1	navigate	105:2	never 9:8	north 4:17
130:10	58:17	117:21	35:1 53:4	8:17 19:20
move 19:16	near 24:20	needs 32:12	61:20	25:14,14
22:4 37:10	54:24	51:8 79:6	65:13 75:7	25:15
37:23	necessarily	82:21	85:15,22	28:15,16
42:13 43:6	10:21	109:15	86:7 98:5	79:22 88:5
125:1	16:21	negatives	new 17:3	northbound
127:4	37:16	43:17	73:19	90:20
moved 25:22	88:14	neglected	78:18 82:7	northeast
42:3,4,4	96:22	39:3	82:19 83:1	28:11
73:19	103:10	neighbor	90:22	northeas...
94:18	necessary	81:12	108:3,24	8:16

PUBLIC HEARING 10/6/2022

northerly 28:19	73:11 77:22	October 1:10 5:4, 4	112:15 113:19	66:25 68:21
northern 71:20	number 16:5 39:18	118:16	115:10, 14	73:24 76:9
notating 85:18	43:17	offended 67:20	115:19	93:10, 11
note 7:11	49:25 50:9	offer 31:17	116:10, 12	95:3
12:23 14:6	51:10 53:1	34:11	118:2	103:24
15:4, 5	54:23, 23	35:13	119:5	110:4
16:8 85:18	63:25 64:2	40:20 42:1	122:20, 25	113:24
noted 118:25	65:12	77:14	124:22	114:24
notes 5:22	69:20 71:7	offered 38:20	125:12, 15	115:16
6:16	72:24	offering 36:3 38:19	128:25	118:17
notice 3:5	103:7	office 54:18	129:19	operated 19:1 20:23
44:9, 10	109:1, 2	54:19	130:20, 24	21:1, 3
74:20	123:14	officers 2:17	old 26:23	22:6, 10
83:12	numbers 51:12	127:18	93:11	63:14
84:16, 22	111:25	official 39:8 49:14	older 9:25	92:13
86:9, 10	112:1	50:14, 16	30:21	operates 22:21
95:2	numerous 85:21, 25	oh 40:22	32:17, 20	operating 15:23
117:15, 17	nursery /...	52:25 57:4	51:24	64:24
117:23	9:16	84:14	99:10	88:22
124:7	nursing 98:4	okay 6:8	Oliver 79:15	89:24
noticed 46:16	O	15:13	on-site 8:4	90:17
notifica... 83:16 84:3	o'clock 86:25	16:25 17:4	14:10	95:19
85:1, 4, 6	oath 117:5	18:2 29:14	122:13	97:11
85:16	objection 130:23	44:13, 17	once 34:16	102:12
notifica... 83:15	oblivious 21:18	45:24 48:1	36:21	108:22
notified 87:8, 10, 22	observed 10:23	48:12	100:7	118:13, 14
124:4, 4	123:6	49:10 52:8	128:13, 14	operation 15:25 19:1
notifies 91:19	obtain 104:14	54:11 57:1	one-page 72:9	23:11
notify 124:12	obviously 28:22	57:16 59:9	ongoing 88:16	64:23
Novelli 71:12	44:12	62:16, 23	open 43:7	73:25
November 2:4	49:11 54:5	64:9, 16	63:21	78:15
5:20, 23	occasions 86:2	73:1 77:18	82:25	93:21
6:1	occupancy 40:11, 12	84:14 85:2	93:20	operations 18:14
NU 6:12 8:24	53:18	85:5 86:23	107:21	29:25
9:2, 3	occurred 50:7	87:1, 5, 19	112:24	90:11
13:12 14:3		88:1 95:20	118:5, 12	opinion 56:4
14:5 17:7		97:1, 4	opened 26:25	115:11
nuance 17:14		98:1, 6, 14	66:2	opportun... 38:20
nuisance		99:5	opening 73:23	opportunity 5:22 7:8
		102:14	opens 108:25	35:22 38:9
		104:8	operate 23:4	119:21
		110:6	23:20 25:1	
		111:5, 19	64:8 66:19	

PUBLIC HEARING 10/6/2022

122:10	19:20 20:9	parents 35:6	79:9	people's
oppose 117:6	33:5 90:16	53:6 76:24	partnering	123:13
opposed 2:13	109:2	77:11	38:23	percent 61:9
120:1	overall	89:18 96:7	partnership	63:11
opposing	82:10	100:4,13	101:15	64:25
48:10	overflow	101:13	partners...	107:18
62:17	77:5	102:7	33:24	109:11
opposition	overlooking	park 43:10	34:25	115:17
7:8 48:8	45:14	77:10	37:21	perform 78:3
113:1	overstat...	90:15	parts 42:5	perimeter
121:20	60:11	100:18	party 100:22	87:17,22
opted 60:24	owned 109:21	101:5	passed 37:25	period 27:15
121:24	owner 11:2	parking 13:2	passerby	79:4
option 36:10	owners 10:25	40:1 45:12	42:19	periodic...
order 2:4		45:15 57:5	pattern	52:25
5:19 34:17	P	57:7 76:1	123:9	periods 32:8
51:7 70:4	P 4:1,1	76:14 77:5	Patterson	permission
85:14	p.m 1:11	77:11,14	73:17	70:24 77:3
ordinance	131:2	77:15	87:25	94:9 96:4
9:4 10:23	packages	80:15	pay 66:11	permit 3:12
70:4 75:18	40:25	93:19	109:5	6:13 8:13
110:18	packet 11:23	100:10	115:5	9:15 10:16
113:10	12:15	107:15	peak 24:19	14:2,17
organiza...	40:18	109:20	38:3 64:25	19:2,3
33:5	packets	parking's	109:11	41:18
organized	44:10	40:3	pedestrian	56:12
17:23	page 2:2 3:3	Parkway 1:4	46:20	107:13,14
original	72:8,16	90:11,12	people 15:6	permitted
3:16 17:4	84:16	parliame...	19:8 37:15	8:8 14:3,5
17:5,10	paint 30:19	113:13	39:6 47:20	14:12 23:2
originally	100:19	part 8:16	49:8 50:9	23:4 55:18
9:3	pandora's	9:15 15:3	53:2 64:3	110:17
origination	108:25	20:5 33:25	69:4,23	permitting
17:15	109:13	40:19,21	71:23	126:4
other's 38:8	panels 61:6	41:16	73:15,19	person 64:4
outcome	paper 83:20	60:13,20	74:11,19	74:21
32:21	parcel 18:24	61:24 63:3	76:21	personal
132:13	19:13	65:23 73:3	81:10	11:2 17:25
outcomes	29:13	particular	82:13	84:9,10
32:23	84:24	7:2 84:21	83:11,17	personally
outdoor	121:5	95:8	84:7 89:17	86:20
20:17	parcels	119:18	90:19	98:12
28:21	18:23	particul...	94:20 99:8	120:12
outlined	83:22	24:7 89:16	108:13	perspective
113:2	Pardon	103:16	109:2,5	28:10
outreach	129:24	114:4	113:5	119:15
73:14	parent 31:20	parties	115:7	pertain
outside 12:1	100:5,10	132:9,12	118:10	10:24
17:20	101:15	partner 33:5	124:3,13	petition 6:9

PUBLIC HEARING 10/6/2022

6:17 11:5 12:24 14:7 15:4 126:21 petitioner 2:10 18:3 63:7 69:1 Petition... 125:2 Petitioners 6:23 7:6 Petition... 7:2 pets 33:13 philosop... 33:10 philosophy 21:7,12 22:20 36:2 101:18 phone 43:1 54:18 86:9 photo 19:21 28:11 93:23 105:19 photograph 28:18 94:2 photographs 120:14 photos 92:14 94:21 98:20 106:10,11 106:15 phrase 115:22 phrasing 111:7 physical 107:11 pick 129:22 picnic 39:7 picture 30:19 73:6 100:19 105:6,20 107:2 pictures	65:22 70:8 70:9 77:6 97:19 104:23 105:14 106:19 107:10,10 114:13 piece 13:19 19:9 39:5 place 15:2 29:6 32:24 45:23 placed 6:18 places 20:19 plan 13:4 41:14,16 49:15 50:8 51:16 64:10 68:4 76:7 89:7 89:9,11 116:6,16 116:21 planes 32:12 planner 4:10 5:16 75:5 108:7 planning 51:17 93:4 108:4 111:13 116:17,24 118:22 119:4 plans 13:14 19:6,14 25:10 29:12 38:24 39:4 39:8 40:10 64:10 107:25 plants 59:21 plat 9:9,9 46:8 plate 101:9 play 39:9,10 54:21	64:17 80:11 playing 47:6 plea 30:15 pleading 96:25 97:3 please 7:5 7:19,21 44:24 47:2 48:17 49:23 50:23,25 56:6 58:2 59:14 60:2 60:9 62:17 83:6 85:5 91:14 99:14 100:5 105:23 110:12 117:4 plenty 43:4 57:11,14 plus 16:19 49:1 podium 46:25 46:25 47:1 48:9 50:22 72:6 85:11 99:15 point 21:22 24:2,3 34:10 46:5 96:8 103:13 pointed 23:12 poker 124:1 police 46:9 77:22,24 103:15 pool 70:1 population 22:3 portion 13:12 14:5 position 127:20,22	129:2,4,7 129:11 positions 37:18 positive 43:17,20 43:23 47:9 47:13,25 positives 43:16 possess 68:23 possibil... 82:25 possible 77:22 post 83:25 postcard 3:14 83:24 85:18 87:3 87:4,6,18 91:5 postcards 83:22 84:23 posted 12:21 postpone 90:5 96:15 posture 101:21 potential 16:12 71:24 108:25 potentially 81:1 89:2 114:17 pounds 121:8 power 51:19 Powerpoint 3:13 44:16 82:6 powers 10:18 110:3 practical 6:22 7:3 10:22 12:16 24:2 24:21	29:16 31:2 120:6,8 121:1 practica... 23:23 practice 54:5 pre-K 67:1 precedent 55:9,16,20 55:23 93:14 preclude 57:3 predate 75:2 predatory 69:25 70:6 predict 40:7 prefer 59:1 preliminary 9:9 prepare 126:19 prepared 124:17 130:11 preschool 53:19 63:16 present 7:19 38:24 90:25 120:24 124:19 presenta... 2:8,10 7:20 14:19 18:17,18 19:12 21:23 92:19 107:7 125:24 presenta... 107:2 presented 7:1,7 40:19,21 90:3 104:1
--	--	--	--	---

PUBLIC HEARING 10/6/2022

104:16	66:11,12	89:22	81:18 90:1	44:9,11
120:22	70:25	productions	90:14	published
presenting	82:15,22	35:3	94:17,19	84:6 124:8
107:25	84:2 86:15	professi...	107:3,8	124:9
pretty 8:1	86:16	42:12	114:25	pull 33:2
42:5 59:19	88:11,18	program	115:18	pulled 13:20
90:22	116:15	33:20	117:14	13:22
Previous	119:22	38:13 51:8	118:21	75:12
86:5	problem	60:14	proposal	pulling
previously	29:23	61:25	118:24	73:16
9:20 30:7	60:23	programm...	propose	pumpkin
75:20	103:21	53:18	110:19	79:20
primary 62:8	108:12,21	programm...	130:6	pumpkins
62:9	problematic	53:5,6	proposed	61:11 67:7
print 70:8	123:10	96:3	2:18 10:9	purpose
prior 22:10	problems	programming	51:16	48:22 55:6
130:21	21:15 38:8	22:22	129:20	purposes
priority	41:11	33:21	proposing	62:11
32:24	100:3	38:16 51:5	25:6	pursuant
35:18	108:9,12	programs	107:12	126:20
43:21	113:9	39:12	108:2	132:4
privacy 75:8	130:3	40:13	112:17	pursued 54:6
114:15	procedure	project 61:4	provide 8:3	purview 93:1
115:22	2:16	61:5 69:14	14:10	put 17:11
private	113:13	projects	104:2	21:17
17:14 24:7	127:3	33:6 61:8	115:21	24:22
24:10	procedures	promised	provided	44:10 63:2
63:21	127:1,5	53:6,10	12:14 38:8	73:10 75:7
66:11	proceed	promises	38:10	82:23
67:23,25	91:14	75:7	83:17	83:24
74:5,25	126:2	promptly	118:6	95:14
79:25 80:7	proceeding	102:25	provides	106:19
89:8 90:6	127:9	proper 59:5	31:16	107:7
114:10	proceedings	59:7	provision	109:20
115:4	2:3 104:18	113:11	93:12	112:6
Private-...	131:1	properties	psychology	114:2,6
89:14	process	11:20	31:25	121:8
privilege	15:17	property 8:5	public 1:8	putting 29:6
101:4,5	32:21,22	10:8,24	2:6 12:20	75:17
102:3	35:18	12:11 19:6	17:13	86:11
privileges	42:12	19:7,10	64:16 81:8	117:6
101:12	51:14,20	21:1 23:13	83:18,20	pyrus 61:13
probably	68:20 81:7	25:13 28:3	83:25 84:3	
16:10	83:1 92:25	33:3,4	86:17	Q
17:21,25	93:7	39:5 50:5	91:20	quality
46:5 52:15	106:17	65:21,23	95:24	120:18
60:10	produced	67:23	114:9	121:13,14
61:14	11:18	72:20 73:8	publication	quasi-ju...
64:17	product	74:9 78:23	3:6 6:17	6:24

PUBLIC HEARING 10/6/2022

question	22:25 51:8	reach 65:7	81:21	91:13
16:3 17:22	66:1 98:15	65:17	86:10 89:6	104:17,18
36:25	123:7	67:14	89:20 90:3	116:18
39:25	quoting 51:2	reactions	90:16	132:4,5,9
40:22		43:17	93:13,24	redid 63:1
41:21	R	read 120:20	94:3,23	reduced
49:20	R 4:1	124:8	96:17	51:24
50:11	R-2 6:12	ready 126:2	100:16	132:7
52:14	8:24 9:2,6	126:25	108:7	reduction
53:24	9:11,15,17	real 12:15	109:12	63:11
55:14 58:1	13:19	66:4 68:12	110:13,13	107:18
59:22 60:8	67:10 68:3	70:19	111:1,24	refer 124:9
77:19	75:4 80:14	103:21	112:1	reference
83:10	racetrack	120:11	115:1,12	13:9,10
85:10	46:6	real-estate	118:19	50:1 65:4
98:18	Rader 4:5	64:14	reason 23:14	126:21
104:8	5:10,10	66:12	24:21	referenced
questioning	6:2 17:1	86:14	51:11	72:15
57:3	41:21 43:9	real-math	66:14	referred
questions	53:23 99:6	34:1	reasonable	25:24
13:17	102:5	reality 82:6	110:16	referring
14:20,22	126:10,11	103:19	reasons 24:4	44:1 93:25
14:23	127:6,16	really 14:24	rebuttal	reflection
15:12 16:2	127:23	21:13	110:11,13	21:11 32:6
16:14 17:1	128:9,10	22:18	118:3	regard 52:15
18:2,4,19	128:24	25:14	recall 10:1	regarding
21:22 29:4	129:8,18	30:24 31:2	receive	7:20 55:15
30:1,2	130:17	31:22,24	72:12 87:3	58:8 59:23
36:11 39:1	rain 63:2	31:24 32:1	received	regards 84:1
39:23,24	Rainy 76:6	32:6,22	67:16	regulated
40:14 43:9	82:2,12	34:15 35:2	85:17,22	52:20
44:5,5	raise 47:2	36:9 37:10	87:4,6	regulations
46:21,22	86:12	37:13 38:6	recession	17:8 93:20
48:2,3	raised 78:24	40:3,4	27:16 37:7	rehab 79:15
57:21 58:8	83:14	43:20,23	recipient	rehabili...
59:12 72:2	112:11	50:6 51:23	91:19	94:16
83:4,5	raising 67:5	54:7 56:10	recommen...	Reiter 4:11
87:2 91:1	79:21	58:22	125:18	5:17 126:5
95:7,9,10	rare 54:7	60:14,19	reconfig...	126:7,9,11
95:10	rarely	61:9,15,25	92:24	127:11,13
96:19	100:15	62:8 64:5	record 9:9	127:15
97:23 99:3	rate 32:25	64:11	40:19,21	128:5,8,19
104:13,19	rates 36:4	68:23	41:7 43:25	128:21,23
110:7,8,9	ratio 53:7	71:16	44:21	129:13,15
118:12	re-occup	73:22 76:7	56:24	129:17
120:19	10:9,11	77:23	57:20 58:3	130:14,16
124:18	re-occup...	78:10	68:23	130:18
quiet 86:16	3:11 10:6	79:13,16	72:11 84:3	related
quite 15:15	41:18	80:5,22	87:11	117:1

PUBLIC HEARING 10/6/2022

132:8	85:9	32:13	respond 95:7	58:12
relates 33:3	126:25	49:22	responding	64:12
relation	132:1,2,19	requirement	43:19	65:24
11:9	represent	11:9,11,12	responsi...	66:24,25
relation...	56:16	16:12 20:3	10:19	67:13
43:20	represen...	21:18	responsi...	68:21,21
relation...	13:25	24:23	7:2 33:19	69:7,19,22
36:6 43:23	103:23	41:14	rest 80:5	72:20,23
relative 7:9	represen...	75:16,18	restaurant	73:2 76:8
127:2	6:19 48:14	93:19	86:22	76:9,11
132:10	48:25	114:7	restore	77:17 80:3
relayed 9:22	represented	requirem...	114:3	83:2,3
relevance	65:15	6:11 14:14	result 29:10	84:19
56:20	74:17 81:5	17:9 121:5	30:24	92:10 93:5
relevant	82:5	requires	51:24	95:17,19
14:24 15:4	represen...	20:10,11	return 65:13	98:12
20:20	5:15	23:6 63:12	86:9	100:17,18
58:22	request 6:10	83:19	returned	102:13
90:10	6:23 7:9	reschedule	67:16	106:21
116:7	7:11,13	122:8	review 5:22	107:4,23
121:10	8:1 9:18	research 9:1	51:17,19	109:25
relocate	12:25	reserve	93:4,5	111:24
41:23	21:24 71:2	122:4	116:17,22	112:1
relocated	71:3 89:4	resided	reviewed	113:24
42:16	89:5 90:4	78:23	13:5 23:22	114:19
relocating	97:3	residences	129:21	115:16,19
41:23	110:15	114:10	reviewing	117:20
relying	113:14	resident	78:15	118:15,23
66:12	119:19,22	28:5	reviews 93:2	119:9
remain 94:5	121:23	residential	revisit	122:5
114:21	122:6	6:12 8:10	119:13	124:2,24
remember	123:2	16:9,10,13	revoke 83:3	125:22
10:23 26:8	124:14,16	31:8 35:10	rezoning	130:6
26:9 54:5	125:2	71:23 80:5	68:3 75:4	rights 68:5
54:10,12	requested	residents	rid 13:23	68:24
56:8,9	6:21 63:7	12:22	14:4	102:2
reminded	requesting	84:24	Ridge 117:19	110:4
6:23	10:15	87:12,13	right 7:14	119:12
repainted	14:17 23:8	87:17,21	16:1 18:21	rigid 79:5
76:22	requests 7:7	114:12	21:23	rises 116:15
repeat 45:6	31:20	120:5	29:11	Ritter 126:9
45:7	69:18	respect	36:13,17	Riverdale
Report 3:7	require 13:4	19:12	39:14	9:4
Reported	13:14	27:15	44:19	road 2:7
1:23 4:14	27:24 34:7	33:18 64:3	45:14 47:2	6:10 7:19
reporter	80:17	74:7 110:1	47:8 48:8	8:3,20
5:17 7:22	116:5	113:8	49:1,9	9:13 14:9
44:25	required	respectf...	54:18	22:5,6
52:12,13	16:16,18	71:2	57:10	24:14,16

PUBLIC HEARING 10/6/2022

24:19 25:4	113:25	115:11,15	26:10,13	74:13
25:19,22	runs 11:1	115:20	26:13,15	75:11 76:9
27:18 28:6	64:21	118:8	26:17,25	78:7,12,12
28:7,9,12	67:10	119:10	27:2,3,4,5	80:6,7,21
28:13,24	107:23	saw 41:22	27:7,8,10	80:22
31:9 42:5	rush 90:18	60:4 78:6	29:24,25	81:20
42:20 43:3		85:15	30:4,5,6,8	82:19,20
46:6,11	S	103:17	30:11,17	85:16,23
63:3,4	S 4:1	117:18	30:23 31:5	85:24 86:2
65:24 66:6	sack 121:9	saying 42:21	31:19,23	86:5,12,13
66:7,7,8,8	safe 39:3	56:22	32:3,5,6	88:9,23
68:11	safe-wise	96:13,14	33:5 34:10	89:8,17,24
71:17 74:2	53:4	125:5	35:8,9,12	89:24
77:1,2,6,7	safety 15:14	129:25	35:16 36:1	90:12,15
77:9 79:17	52:23	scared 102:2	36:8,12	90:20
79:19,23	109:1	schedule	37:3,4,5	91:24
90:14 96:1	112:2	2:18	37:11	92:19
98:3 99:7	120:18	129:20	38:13 40:6	93:18,21
99:8	123:5	130:7,13	45:21	95:5,14
101:20,24	sat 13:18	Schedules	46:12	96:6,10
102:24	satisfied	53:15	47:10,15	97:6,17,18
103:10,11	120:21	scheduling	47:16	97:22,23
103:16	Saverin	53:21	49:12,20	98:17
107:10	48:10	school 2:7	49:22	99:11,22
108:14	62:15,18	3:10 6:10	50:17 51:3	99:23,24
109:1	62:19,19	7:19 8:2,5	51:11,25	100:1,6,18
114:23	62:24 72:3	9:19,20	52:10	100:21
119:14	72:14,20	10:2,5,15	53:11 54:2	101:2,5,6
123:6,10	72:23 73:2	11:22,25	55:6 56:12	102:7,11
roads 82:14	74:16,24	12:18 14:8	56:13 62:9	102:22
100:2	75:15,23	14:11,16	62:21,22	103:1,8,11
103:16	76:3 77:23	15:15 17:3	63:6,10,13	103:18
robotics	81:12 83:8	17:19,24	63:14,14	104:3
33:20	85:3,6,12	18:12,14	63:19,23	107:11,19
role 32:18	85:15 86:3	18:15 19:2	64:12 65:3	108:8,22
34:6	86:5,7,20	19:5 20:8	65:3,4,8	109:3
Roll 2:4	86:24 87:2	21:8,9,10	65:11	110:5
room 43:4	87:4,6,10	21:11,11	66:17 67:1	111:1,11
rooster	87:24 88:2	22:1,2,4,5	67:9 68:7	112:9,17
61:19	90:24	22:6,7,9	68:8,8,14	113:4,7,7
route 111:15	104:22	22:11,11	68:16,22	113:24,25
row 119:3	105:7,11	22:13,14	68:22 69:6	114:3,5,13
RSMo 132:5	105:16,20	22:16,17	69:6,8	114:25
rules 2:16	105:24	22:18,21	70:18,18	116:4,25
127:1,3,5	106:3,12	22:23,25	70:21	117:22
127:10	106:14	23:2,4	71:13,15	118:11,14
run 33:22	107:1,6	25:1,2,3	71:19 73:3	118:14,17
35:23 71:6	110:7,10	25:24 26:1	73:4,5,15	119:8,24
71:14	113:23	26:1,6,10	73:16	120:2,18

PUBLIC HEARING 10/6/2022

121:3,11	125:25	63:10	serves 25:18	107:9
122:11,11	126:1	seen 24:8	129:4	showing
123:3,16	127:25	79:14	service	105:19
125:3,3,8	128:2	91:16	75:13	106:19
126:15	129:2,9,10	94:21	services	shows 72:8
school'	130:9,10	97:19	5:18	86:17
39:21	secondary	120:15,16	109:18	shrub 75:17
school's	39:12 40:5	120:17	115:8	shrubbery
15:23	52:16	select	set 19:25	75:19
41:17	54:21 55:9	127:19	23:11 56:2	shy 63:14
123:8	seconded 6:2	self-con...	56:5	sic 73:19
124:13	6:3 127:6	36:5	125:23	side 28:5
schoolers	128:5	self-sel...	setbacks	31:9 79:22
60:19	seconding	100:22	54:9	88:13
100:20	127:7	sell 9:10	settle 56:16	91:19,22
schooling	Secondly	semester	seven 53:12	94:2 104:6
15:25 37:5	101:4	118:16	seven-year	116:7
schools	Secretary	send 42:23	69:13	sign 78:7
16:10	4:11	70:10	seventh	117:18
17:12,13	section 9:17	83:21,22	63:17	signage
17:14 24:7	71:8 132:4	87:18 96:8	severely	78:18
24:9,10	security	senior 6:14	118:15	signed 60:17
30:19,20	112:2	8:4,11	sewer 75:13	significant
31:1 37:1	see 8:15,19	9:25 10:4	shame 81:5	39:21
39:9,11	8:22,24	10:7,13	sharing	signs 83:25
54:20,21	16:10	11:11,24	54:17	similar 31:7
54:24 55:4	19:11,21	14:11,12	Shenandoah	36:9 37:1
55:9,16,16	23:21 29:1	14:15	90:8	54:1 55:17
55:17	29:20	15:19,20	101:22	simple 66:21
56:10,25	32:19	15:23 16:7	109:4	107:17
63:21,21	39:25	16:18 20:8	shine 114:14	108:7
64:2,24	46:15	21:10,19	shines 65:7	109:12
66:14 74:5	68:10	senior-high	shocked	simply 81:3
89:8 90:6	72:14	8:7 10:10	100:9	82:9 89:23
93:13 96:2	73:16	15:10	short 11:10	single-f...
100:8	79:24	sense 20:24	11:12 71:6	9:10
science	81:16	30:17 96:2	shortly	sir 30:2
33:14,21	86:16	sent 42:21	19:22	44:8,14
61:3,4,5	92:15 94:3	72:10	show 7:2	45:1 48:9
screen 8:15	94:3,20	86:20	19:22 28:4	49:20
8:20 12:24	98:3,19,20	91:24 92:7	72:6	50:23 57:1
92:15	105:19,25	92:9	104:23	59:13,14
se 15:5	111:12	separated	105:4,13	62:7,12,13
search 56:22	122:10	30:22	105:22,23	69:22
seats 63:25	123:25	35:20	107:1	72:16,19
64:2	seeing 65:19	serious 78:8	120:25	83:6,9
second 83:14	78:5,5	100:15	showed 67:19	85:8,8
99:17	seeking 8:13	serve 129:5	77:7 87:23	91:3,7,14
103:18	20:21 23:3	served 12:13	92:19	95:11 96:5

PUBLIC HEARING 10/6/2022

103:3	56:2,5	19:23	74:20 76:4	specifics
104:21	89:17	20:15	84:18	116:5
105:1	93:10	28:22	88:14	spectrum
110:6,8	sizes 54:9	solar 61:6	90:14,15	64:5
113:22	skills 32:18	sold 68:1	90:21	sped 101:11
116:10	128:12	solely 9:17	space 20:10	speed 63:4
117:16	slab 73:8	solve 60:23	27:24 43:8	69:24 99:9
118:3	slated 29:2	solved 12:8	51:7 52:3	100:5
119:17	slides 3:13	somebody	57:11,14	103:15
123:17	40:20	68:5 70:17	93:20	spelled 45:4
124:5	slideshow	78:1 79:19	99:25	spirit 10:22
126:16	91:11	88:8	114:9	split 8:5
sister 30:20	slightly	someplace	spacing	spoke 78:1
35:9	23:14	96:12	28:13	85:17 92:9
sit 91:1	111:7	Somewhat	speak 7:9	95:5
site 8:12,14	slots 60:18	50:13	13:2 14:21	sport 34:23
8:18,19,23	slowing	son 26:20	15:24 44:4	sports 17:18
9:1 13:4,8	123:13	103:9	44:23 48:6	17:23
13:13,14	small 16:7	soon 42:10	54:13	34:18,19
13:16 14:5	18:24	sorry 29:8	55:15	34:22 35:3
14:16 15:7	19:25 23:1	41:10 45:7	62:16	39:9 54:22
41:14,15	31:11 34:3	57:2 85:13	77:25	80:10
49:15 50:7	34:12,17	98:20	99:13,16	spot 112:5
50:8,10	34:18 35:1	106:9	104:20	spouse 46:25
51:16	35:11	111:20	115:25	spring 61:14
55:22 68:3	38:17,21	126:11	speaker	St 4:18 7:15
70:14	39:12	sort 30:25	46:23	9:3,22,24
104:11	43:10	38:7 50:6	57:21 83:6	17:7 20:5
116:6	54:20,20	58:20	speakers	22:1,4,9
site-rel...	54:23 55:9	60:22	48:3	22:14
13:1	55:16	101:15	103:12	24:12,13
sits 6:24	59:21	sought 9:5	113:4	25:21
situation	73:25 77:8	10:5	speaking	26:25 27:3
11:3 31:7	107:19	sound 117:10	13:24	27:6 30:6
31:11 40:1	109:6	sounds 47:13	84:17	30:8 31:5
97:6	121:4	47:22	special 55:6	31:6 35:25
104:12	123:16,16	49:25	speciali...	36:22 37:2
six 83:21	smaller 9:12	55:25	52:4	37:9,15,17
101:2	54:2 95:3	64:22	specific	38:5 39:10
sixth 15:17	Smith 24:1	67:11,12	16:8 17:15	39:11
22:8 26:24	snacks 61:11	69:2 70:14	50:9 55:3	46:18
30:12	soccer 19:23	70:15	56:12 84:1	47:23
33:23	20:13	82:15,16	96:18	60:23
35:16,22	28:22	84:20	104:12	61:20
35:23	34:22	107:12	116:7	71:10,19
63:17,22	39:13	114:19	specific...	71:21
69:9	42:14,16	south 63:1,3	17:12	79:14
108:22	80:11	72:24	22:19	95:25
size 52:22	softball	73:18,18	83:16	100:7

PUBLIC HEARING 10/6/2022

109:19	113:17	79:24 88:8	77:24	105:7
115:5	125:9	88:11	83:23	106:12,13
stability	statement	117:11	subdivide	supervision
38:14	12:15	stress 13:13	9:9	59:7
stable 70:22	107:17	stresses	subdivision	supplies
stackable	states 11:23	95:25	25:16,17	106:22
16:15	12:10	structure	25:18	supply 106:6
staff 2:8	status 76:18	109:20	28:19	support
3:7 4:8	statute	struggle	69:22 79:1	33:14
7:19 10:10	10:19	100:9	84:25	44:23
11:15	83:19	struggling	101:22	45:20
18:20	110:18	24:11	subject 8:12	113:6
37:24	stay 34:17	70:16	8:14,18,23	120:2
51:16	94:6,10	stuck 59:4	9:1 14:16	Supporters
83:19 93:2	95:18,19	student 51:7	113:15	2:12
116:16,22	95:20	53:7 59:4	125:6,21	supports
121:13,17	97:11	62:3	126:14	34:5
130:20	103:23	students 8:5	submit 93:2	Supreme
stages 32:13	112:3,4	9:17,24,25	116:6,16	23:25
stakehol...	118:13,18	14:11 16:5	116:21	sure 24:7
12:23	stayed 26:23	24:20	submitted	40:25
stamps 106:1	stays 130:2	27:23 32:1	13:4 41:18	44:13
stand 83:6	steep 45:13	32:16,17	64:12	57:11
standard	STEM 33:19	32:19,20	subseque...	58:20 59:7
23:23,24	38:22	33:22 34:2	20:6	59:19
stands 20:11	100:25	34:9,16	substantial	62:15
116:11	step 50:22	36:4,21	11:8,17,19	101:19
start 18:17	50:24,25	38:19	13:13	105:16,20
32:3 41:2	58:24	39:18 40:2	73:10	105:24
50:4 56:7	steps 83:21	40:5 42:2	114:6	116:8
82:1	stereoty...	42:18	115:17	surrounded
102:11,22	101:3	47:23 51:6	success	31:9 71:22
116:4	sting 59:1	57:8 69:7	120:3	surrounding
started	stipulation	74:6 95:4	successf...	95:1
54:16	111:4	96:6	63:15	surrounds
103:1	112:6	112:18	suggest	32:11
starting	Stock 75:6	113:16	110:21,24	survey 23:16
34:3	story 90:24	114:20	suggestion	125:21
state 6:20	straight	116:3	110:14	sustainable
10:19	48:8 68:3	121:12,17	suggestions	35:2
48:18	75:4 85:9	123:4	117:13	sweet 100:23
57:20 58:2	123:12	125:8	summary 14:8	swimming
59:14	straight...	126:15	21:24	70:1
83:18	8:2	studies 34:1	summer 71:16	switching
125:10	strategi...	108:1	summertime	35:8
132:20	89:13	study 33:23	86:8	sworn 7:21
state-st...	street 4:17	69:20,20	sun 28:17	7:23 18:7
111:8	25:18	71:5	58:18,20	44:25 45:2
stated	45:16	stuff 59:8	Sunday 65:21	47:3 48:18

PUBLIC HEARING 10/6/2022

48:20,21	teach 33:16	24:25	126:20,22	56:11
48:23 58:4	121:11	terms 19:18	127:7,17	63:15,17
59:13,15	teacher 47:9	21:20 23:6	128:3,11	66:4,17,23
62:18	52:18	38:10	128:17,25	68:14,15
132:4	teachers	40:13	Theater 35:3	70:20 71:8
systems	36:6 77:10	52:21 64:9	thereto	76:15 78:4
47:17	team 34:22	78:19 84:3	132:12	78:13 79:8
	34:24	93:19	thing 46:2,3	81:1,22
T	teams 34:18	99:21	46:4 75:16	82:25
T 1:24 4:15	39:10	100:2	92:10	85:17 88:8
132:3	teamwork	terribly	103:18	89:3,5,5
table 114:11	34:20	90:16	104:11	90:2 91:9
118:10	tear 15:1	terrific	107:24	96:10,11
take 80:20	64:11	64:4,4	108:24	96:20 97:6
101:10,11	teasing	68:16	109:5	100:24
105:5	121:6	testify	116:23	103:13
106:10	technically	18:12,13	118:1	104:4,11
111:6	53:1	testimony	124:2	109:25
123:19	teenager	18:11	things 13:2	112:7,12
taken 7:16	100:24	132:5	24:3 31:17	114:10
93:23	101:3	textbook	32:15	115:3,12
102:3	teenagers	33:17	35:12	116:13,22
132:6,10	60:14	textbooks	41:25	118:19,20
takes 7:12	99:20	33:11	47:10	119:10
29:19	102:1	38:21	59:21	120:19
89:15	tell 22:12	thank 18:4	61:10	121:9,25
talk 16:4	60:3	29:14 30:2	67:18	123:7,8,8
32:9 59:18	telling	30:14	70:25	123:12
67:15	105:15	40:15	73:13	125:10
69:11	tempting	43:18,18	101:17	thinking
116:3	101:25	44:14 48:1	103:5	17:2,13
talked 34:14	ten 14:14	48:3 49:2	108:3	111:23
63:8 64:9	62:25	51:1 53:23	117:12	third 11:17
66:5 67:4	67:25	55:12 57:1	118:25	84:20
76:1 77:19	75:13	57:16,17	119:1	thought
77:20	89:17	58:2 59:9	125:23	47:24
78:19	92:21	59:12 62:4	126:24	64:20
94:10	ten-plus	62:12 72:1	130:5	74:12 79:2
talking	65:12	85:2,14	think 17:11	86:24
18:23	tend 34:12	87:1 90:23	17:12,25	108:10
54:16	42:3	91:1,2,3,4	21:16	threatened
57:22	tends 53:11	102:5,9	23:18	59:3
83:15,16	tenth 23:17	103:3	26:23	three 32:15
101:23	term 33:7	110:6,10	27:11	109:22
110:20	51:12 71:6	115:14,20	28:12 32:8	114:8
116:5,14	74:7,8	116:10	41:8 42:23	three-ga...
tall 75:23	terminology	117:2,24	45:18 46:2	75:17
taxes 66:12	21:6,9,16	118:2,5,8	51:10	three-story
115:5	22:15	119:16,17	54:17	82:23

PUBLIC HEARING 10/6/2022

thrive 37:10	14:19,25	108:2	troubled	Tyler 26:20
thoroughly	29:19	109:23,24	64:23	type 31:11
18:13	30:14	track 52:11	true 25:14	31:14 75:2
throw 55:8	47:19	tract 9:3	28:16	100:24
tie 33:16,25	48:14 58:1	traditional	trustees	types 20:1
time 17:8	63:7 65:15	18:15	37:9 83:23	55:5
22:9 24:17	66:24	22:24	84:25	typewriting
24:18 25:4	69:19 71:4	31:18	try 18:21	132:7
26:6,23	71:25	35:14 55:2	95:8 96:20	typical
27:2,11,15	74:17	88:18	trying 63:24	17:24 32:3
38:12	76:12	93:12	90:20	typically
46:20 54:4	78:20	traffic	112:8	55:24
63:15	80:19	46:18	121:8	78:20 89:8
65:14,18	81:17,25	47:17,22	Tuesday 82:4	104:10
79:4,20	87:9 88:7	49:7 66:9	tuition	111:12
89:14 92:1	89:23 90:5	68:12	70:20	
103:6,12	93:9 96:19	69:20,23	turn 30:1	U
106:1	96:20,23	71:7,9	46:14	ultimately
123:7	97:2,9	80:8,23	82:14	121:21
timeline	107:17,21	81:23	turning	underparked
25:20	108:7	90:18 99:7	46:11 71:8	68:9 80:25
times 20:14	110:2	99:12,19	turnover	underpar...
46:13	113:5	99:20	37:24	76:2
53:15	115:3,13	102:21	turns 90:19	understand
65:12	116:7	103:5,9,10	109:2	15:13,15
108:17	118:25	103:11	twelve 31:5	19:16
timing 27:12	119:13	112:10	twelve-y...	68:20 81:6
27:13	122:23	113:1	98:4	83:1 93:10
title 30:8	123:22	123:6,10	two 8:6,21	93:11
titled 50:8	124:5,19	123:15,17	8:24 9:1	96:24 97:5
today 24:20	tonight's	Trail 101:23	9:20 10:16	117:2
28:2 67:19	70:24	transcript	18:23	120:19
70:21	top 8:22	3:16	23:17	understa...
73:25 89:2	45:14	transition	26:22	20:2
92:20	69:15	124:14	30:19 32:7	Understood
107:20	topography	travel 33:12	32:11,12	112:22
119:8	28:14	34:2,24	36:25	unfavorable
121:7	torn 94:1	82:14	63:13,18	7:14
toddler 10:3	total 23:13	100:25	64:24	unique 38:19
15:20,22	totaled	traveling	67:22 75:1	55:21
30:12	76:23	38:22	75:25	unlimited
35:16	totality	treed 19:9	78:25	82:1
told 26:21	121:18	Trees 94:5	82:23	unrealistic
67:9 97:12	totally 59:3	tremendous	84:16	35:4
tomorrow	65:5 79:24	35:19	94:14 96:2	upgrades
89:25	82:19	124:12	97:8 103:4	73:12
tone 64:18	touch 18:16	tried 92:3	109:22	uphill
tonight 7:1	town 42:9	trips 34:4,4	two-lane	120:24
10:16 12:6	67:17	35:24	66:8	upper 21:10

PUBLIC HEARING 10/6/2022

22:11,16	15:10	variances	vote 2:14,16	39:6
22:23 25:1	16:23	10:20 54:6	14:18	want 16:20
27:3,5,7	utility 73:4	54:7,8	29:21	21:24 36:1
29:25	114:15	55:17	70:24	56:7 57:19
31:19 32:5	utilize	variation	76:11,11	60:7 68:22
34:10 36:7	115:7	54:15	90:5 95:13	75:15 76:8
37:3 47:16		variety	96:23 97:2	78:3 82:24
52:2 53:11	V	38:19	103:20	85:13
57:7,7,12	vacation	various	109:14,14	89:20 91:8
60:19 65:3	81:13	28:21	110:2	93:6 95:6
99:22,23	valet 77:14	vary 23:17	119:13	97:8,15
100:1,20	variance	vegetable	122:15,16	99:16
101:1	6:10,21	61:9	123:19	100:21,22
111:1,11	7:4,9,12	versus 24:1	124:17	104:3,25
112:9,17	8:13 10:16	32:7 53:18	126:3,3,20	105:18,25
116:25	11:1,4,8	vice 127:19	127:8,9	112:24
119:24	11:14 12:9	129:2,3,12	128:7,10	114:15,16
121:3	12:14,25	view 27:18	130:11,12	114:16
123:3	13:6 14:17	28:4,6,8	voted 37:23	120:1,2
125:3,8	15:4 20:21	28:15,25	126:13	121:20
126:15	23:3,8,9	69:15	votes 7:12	122:3,4,15
upper-sc...	23:22	81:16	29:19	122:17
49:8 51:6	29:16,22	107:8	103:21	124:2
113:16	41:4 44:24	118:11	119:5	wanted 26:11
114:20	48:7,15	Village	129:10	28:3 30:18
upset 105:16	54:1 56:22	79:10,12	voting	31:20,21
105:18	56:24	visibility	109:13	36:8 37:4
usable 31:7	62:17 63:9	92:6	122:22,23	42:17
use 13:24	64:8,21	visible	123:1	44:13 55:8
14:1 16:7	66:19,21	79:17		59:17
21:8,10,16	67:8 71:3	visibly	W	71:12,14
23:2,3,9	73:24	117:10	Wahl 5:14	90:5,25
33:16	74:10	visit 42:2	59:15,16	103:4,19
49:24	80:18	61:21	59:16,22	103:25
53:12 54:6	81:25 82:1	97:17,18	59:25 60:3	104:23
60:22 62:8	82:17 89:4	104:3,11	Wainridge	wants 122:10
62:9 64:7	89:23 98:8	118:20	28:7,9,10	ward 48:25
64:18,19	103:20	122:13	28:12	48:25
66:10	110:24	visited	wait 48:11	ware 59:6
71:24 75:2	113:15	97:22,23	48:12	Warwick
77:9	114:22,22	voices 47:7	97:14	65:24
108:14,19	116:2	volleyball	waiting	67:24 73:7
121:7	119:7,19	34:21	61:17	73:9 74:22
user 78:10	119:22	volume 99:19	walk 19:8	75:9,12
82:7,7	121:23	99:21	walking 46:7	76:5 77:4
uses 6:15	122:6	volunteer	46:7,16	81:17
8:7,14	123:2	54:22	Wallis 1:24	82:12
10:7,9,17	125:2,17	voluntee...	4:15 132:2	114:2
14:12,18	126:4,14	33:7 34:25	wandering	wasn't 31:2

PUBLIC HEARING 10/6/2022

37:16	38:18,18	45:21	103:9,11	74:8
59:11	39:14 44:1	63:18,20	103:16	100:25
78:25	45:13,22	71:16 75:9	107:9	101:16
91:25	52:20,24	79:1 91:18	108:14	108:2
wasp 58:25	53:1 55:21	117:20	109:1	109:9
watching	81:5 83:6	weren't	123:6,10	work-adj...
32:20	86:11,11	124:4	wide 63:4	55:20
water 61:2,6	86:12,13	west 1:4	wife 65:11	worked 37:17
way 12:10	91:11 93:7	8:21 18:24	65:24	working
20:24	93:9,16,21	25:16	78:24	32:17
22:21	93:25	28:25	81:13	98:22
23:17	94:22,25	62:21	86:21 88:6	130:5
24:17	95:2 96:24	88:13	89:1 94:15	works 89:1
29:21 32:4	97:10	93:23,24	103:8	world 34:7
42:17,18	98:25	93:25	wild 71:17	53:2
43:14	110:15,22	94:20	94:15	worry 49:7
52:24	115:25	Westchester	wildlife	wouldn't
53:16 56:2	117:1	79:22	70:6	21:2
56:5 58:19	118:4	western 73:3	Wildwood	writing 75:8
58:21 74:5	120:3	75:10	37:13	written
78:4 92:12	121:22	107:8	willing	49:14
92:13,20	122:1,1	Westminster	100:25	127:5
92:24 94:9	124:3,5	64:1 73:25	110:16	130:8
95:22	129:23	whatnot	116:18	wrong 96:17
104:2,17	130:1	58:21	winter 61:3	wrote 44:2
111:6	we've 5:24	whipping	wish 44:23	71:1
112:13,14	20:22 25:6	101:24	48:6	
118:23	45:22 46:6	white 2:7	wishes	X
121:11,12	65:12	6:9 7:18	104:20	X 53:1
125:5	69:25	8:3,20	wishing	
130:3	104:1	9:13 14:9	49:21	Y
ways 32:14	website	22:5,6	62:16	yard 47:6
112:8	32:10 60:5	24:13,16	witness	70:13
we'll 33:2	67:3 83:24	24:19 25:4	46:21 48:2	yards 114:24
38:17 48:7	117:19	25:19,22	wolves 69:25	yeah 16:21
48:8,12,21	Webster 79:3	27:18 28:6	wondering	39:7 43:15
49:19	week 60:17	28:13,24	44:8 49:10	52:13
116:18,21	66:6,6	42:5,19	49:13	55:12
118:4	weekend	43:3 46:6	wording	56:19 72:3
127:8	80:10	46:11	124:24	81:3 85:12
we're 8:15	88:20	57:19	words 23:10	87:15,15
8:15,17,18	weekends	65:24 66:6	27:8 49:15	91:7
20:4,21	88:24	69:21 71:9	work 32:23	102:16
21:6 23:2	weight 61:13	79:18 80:4	33:9,17	103:4
23:10,14	welcome	84:20 96:1	34:12,25	122:21
24:20,24	45:11 49:5	98:3 99:7	39:17	128:14
25:5 30:17	65:16	99:8	53:13,16	year 21:25
31:13 33:8	went 9:8	101:24	61:11	30:23 37:8
33:14 35:5	26:24 37:6	102:24	64:15 74:5	63:22

PUBLIC HEARING 10/6/2022

102:11,12	06 1:10	160 40:8	6:1	45 2:12 3:13
109:6	06:10 1:11	66:15	2022 1:10	492.010
128:13,14	08:30 131:1	170 66:16	5:4 10:8	132:5
years 11:23		18 2:10 32:2	27:16 72:8	4th 5:20,23
20:4 22:7	1	36:18	2023 2:18	6:1
24:11 25:7	1 41:7 44:7	1964 66:3	129:20	
26:22	48:25 53:7	1965 9:4	130:7,13	5
27:20	84:25	17:10	21,000 70:20	5 2:4,4 44:7
30:10	1-A 39:9,11	1974 25:21	225 70:12	50 34:9
32:15	1,000 100:21	39:22	83:22	64:25
35:21 36:3	1.1 11:10	1975 26:8	87:15	76:17
61:12	10 8:10	1984 26:9	24 102:17	109:11
62:25	10:12 16:4	45:22 47:1	250 84:24	114:20
65:12	16:23	1986 23:25	87:14,17	121:8
92:21 95:4	66:22	1990 9:4	25th 72:7	50-car 76:18
103:7	68:24	1991 9:14	26 10:8	
120:15	80:21	1994 26:20	27,000 70:21	6
yellow 72:18	100:16	26:24	29 120:15	6-A 3:8 41:1
72:22	10-pound	1997 78:22		41:3,5
90:21	121:9	1998 27:3	3	44:6
yellowja...	100 111:1,10	31:19	3 3:6 44:7	6-B 3:10
58:25	112:17		124:9	41:2,3
younger 9:23	113:16	2	30 2:11 7:16	44:1 72:5
32:19	119:24	2 3:5 44:8	9:17 16:23	72:10
60:12	123:4	72:8,16	31:1 39:14	84:12,15
	125:7	2.5 9:12	53:19	6-C 3:11
Z	126:15	15:21	30,000 70:21	41:2,3
zoned 8:6	11 34:24	2.7 9:12	314 4:19	6.4 9:2
80:14	11.1 11:11	2:30 88:19	32 9:17	6:00 86:25
zoning 6:13	1100 2:7 6:9	20 8:12	83:17	60 34:9,16
8:6,22 9:5	7:18 8:3	10:14	330 24:19	64:25
9:6,7,11	14:9	14:15 16:4	38:3,4	107:18
13:11,20	12 66:17	16:22	49:11,11	62 2:13
14:13 17:6	82:20	30:18	49:21,24	63017 1:5
17:7,9	100:16	66:22	51:3,9	63101 4:18
54:25 55:5	124 2:14	68:25	52:5,10	64 8:17
55:7 67:9	126 2:14	80:21 82:9	77:13 95:4	644-2191
70:4 78:2	127 2:16,17	20,000 109:6	330-person	4:19
108:4	129 2:18	2000s 25:9	68:7	690 1:4
111:13	12th 32:4	2005 38:1,4	396 62:20	6B 41:7
118:22	34:5 61:4	2007 27:6,12	4	6th 5:4,4
119:4	131 2:19	2007-08	4 2:4 3:7	36:19,20
121:5	14 53:8	30:22	44:7	7
zooming 8:18	141 90:13	2008 27:6,13	41 3:5,6,7,8	7 2:7,8 3:13
	14547 45:9	37:6 64:23	3:10,11	44:19,20
0	15 35:21	89:19	44 40:5	66:17
03-2022 2:7	53:7,8,14	2010 78:23	100:20	82:20
6:9 7:18	16 30:10	2021 2:4	101:1	91:11
7:21,25	53:8 63:11	5:20,23		

PUBLIC HEARING 10/6/2022

7-8 3:16 7:30 68:10 88:18 7:40 82:4 711 4:17 75 76:23 75-parking 112:5				
8				
8 3:14 23:12 23:15, 19 35:9 63:10 66:22 68:25 80:21, 21 82:10 91:10, 11 91:12 114:25 8.9 6:15 8:12, 19 10:17 12:19 14:16 112:9 8:00 68:10 86:25				
9				
9 23:13 35:9 90 61:9 91 3:14 9th 34:4				