

City of Coral Gables
Local Planning Agency (LPA)/Planning and Zoning Board Meeting
Wednesday, April 27, 2011, 6:21 p.m.
Coral Gables Memorial Youth Center Auditorium
405 University Drive, Coral Gables, Florida

MEMBERS	N3	N30	D8	J12	F9	M9	A27	APPOINTMENT
	'10	'10	'10	'11	'11	'11	'11	
Eibi Aizenstat - Chair	P	P	C	C	P	C	P	City Manager Patrick Salerno
Robert Behar	P	P	C	C	P	C	P	Commissioner Rafael Cabrera, Jr.
Jeffrey Flanagan - Vice Chair	P	P	C	C	P	C	P	Commissioner Maria Anderson
Julio Grabiell	-	-	-	-	-	-	-	Mayor Jim Cason
Pat Keon	P	P	C	C	P	C	P	Planning and Zoning Board
Javier Salman	P	P	C	C	P	C	P	Vice Mayor William H. Kerdyk, Jr.

P = Present
E = Excused
U = Unexcused
C = Meeting Cancelled

City Staff and Consultants:

Eric Riel, Jr., Planning Director
Walter Carlson, Asst. Planning Director
Scot Bolyard, Principal Planner
Jill Menendez, Administrative Assistant
Craig E. Leen, City Attorney
Glenn Kephart, Public Works Director
Kevin Kinney, Parking Director
Major Scott Masington, Police Department
Chief Robert Lowman, Fire Department
Martha Salazar-Blanco, Zoning Official
Jeff Easley, P.E. Consultant
Reynolds, Smith & Hill, Inc.
Jennifer Cohen Glasser, Esq.
Akerman Senterfitt

Court Reporter:
Nieves Sanchez

Attachments entered into the record:

- A. 04.27.11 Attendance Sign-In List
- B. 04.27.11 Speaker Cards
- C. Public Comments: 04.21.11 thru 04.27.11
- D. Somerset Academy Handout
- E. Somerset Academy PowerPoint Presentation
- F. City of Miami Beach v. State ex rel. Lear et. al. (from Westlaw)
- G. City PowerPoint Presentation – Somerset
- H. Existing City of Coral Gables Places of Worship and School Location Map
- I. Mater Garden photographs
- J. Comprehensive Plan Future Land Use Element – Policy FLU-1.1.6
- K. Zoning Code Section 4-204, “Special Use (S) District”
- L. Zoning Code Section 1-103, “Purpose of the City of Coral Gables Zoning Code”
- M. Zoning Code Section Division 4. “Conditional Uses”
- N. 04.26.2011 Miami Herald News article entitled “Charter schools, cities clash over zoning”
- O. 04.27.2011 Sandra Murado, Esq. – Documents

DRAFT

1 CITY OF CORAL GABLES
 2 LOCAL PLANNING AGENCY (LPA)/
 3 PLANNING AND ZONING BOARD MEETING
 4 VERBATIM TRANSCRIPT
 5 CORAL GABLES MEMORIAL YOUTH CENTER AUDITORIUM
 6 405 UNIVERSITY DRIVE, CORAL GABLES, FLORIDA
 7 WEDNESDAY, April 27, 2011, COMMENCING AT 6:21 P.M.

Board Members Present:

6 Eibi Aizenstat, Chairman
 7 Robert Behar
 8 Jeffrey Flanagan, Vice-Chairman
 9 Pat Keon
 10 Javier Salman

City Staff and Consultants:

11 Eric Riel, Jr., Planning Director
 12 Craig E. Leen, City Attorney
 13 Jill Menendez, Administrative Assistant
 14 Martha Salazar-Blanco, Zoning Official
 15 Glenn Kephart, Public Works Director
 16 Kevin Kinney, Parking Director
 17 Major Scott Masington, Police Department
 18 Robert Lowman, Fire Department
 19 Jeff Easley, P.E., Consultant
 20 Reynolds, Smith & Hills, Inc.
 21 Jennifer Cohen Glasser, Esq.
 22 Akerman Senterfitt
 23 Others Participating in Proceedings:
 24 Laura Russo, Esq.,
 25 Suzette Ruiz, Principal of Somerset Academy Gables
 Roberto Llanes, Architect
 Richard Garcia, Traffic Engineer
 Antonio Martinez, Jr., Esq.
 Shuts & Bowen, LLP
 Bernie Navarro, Vice-President of Parent Association
 Karyl Argamasilla
 Mara Rodriguez-Mena
 W. Tucker Gibbs, Esq.
 On behalf of Biltmore Neighborhood Association and
 Carlos Carta
 Sandra Murado, Esq.

1 who was a member on the Board.
 2 Thank you.
 3 MR. BEHAR: We will miss Jack.
 4 CHAIRMAN AIZENSTAT: Yes, we will. Yes, we
 5 will.

6 Next, I also wanted to welcome the new
 7 elected officials, on behalf of the Board. The
 8 Mayor, Jim Cason. I'd like to welcome
 9 Commissioner Frank Quesada, and the re-election
 10 of Vice Mayor William Kerdyk, Jr.

11 And as I hope everybody knows, the City
 12 also has a new City Attorney, and I'd like to
 13 welcome Craig Leen, as the City's new attorney.

14 I'd like to give everybody a brief
 15 background as to how we're going to work this.
 16 Basically the meeting is scheduled to run until
 17 nine o'clock. We can extend the time from nine
 18 o'clock by a motion from the Board, and an
 19 agreement, that if it passes the majority, the
 20 time is extended.

21 We have a lot of people that want to speak.
 22 The people that are going to be speaking, we're
 23 going to give a -- three minutes to the
 24 individuals that have signed up on the card,
 25 that want to speak.

1 THEREUPON:
 2 The following proceedings were had:
 3 CHAIRMAN AIZENSTAT: I'd like to welcome
 4 everybody to the Planning & Zoning Board
 5 meeting. The first order of business today is
 6 going to be the approval of the minutes.
 7 Do I hear a motion?
 8 MR. SALMAN: So moved, Mr. Chair.
 9 MR. BEHAR: Second.
 10 CHAIRMAN AIZENSTAT: Please call the roll.
 11 MS. MENENDEZ: Robert Behar?
 12 MR. BEHAR: Here.
 13 MS. MENENDEZ: Jeff Flanagan?
 14 MR. FLANAGAN: Here.
 15 MS. MENENDEZ: Pat Keon?
 16 MS. KEON: Yes.
 17 MS. MENENDEZ: Javier Salman?
 18 MR. SALMAN: Here.
 19 MS. MENENDEZ: Eibi Aizenstat?
 20 CHAIRMAN AIZENSTAT: Yes, here.
 21 The next order, I would like to take just a
 22 minute to thank Judge Jack Coe, who was a Board
 23 Member that was with us, who is not with us
 24 anymore on the Board, and I'd like to thank him
 25 for his years of service, and also Tom Korge,

1 Is there any counsel that is here, that is
 2 -- wants to speak, besides the applicant?
 3 And, Mr. Gibbs, how much time do you need?
 4 MR. GIBBS: About 45 minutes.
 5 CHAIRMAN AIZENSTAT: About 45 minutes?
 6 Okay. We'll try to accommodate as much as we
 7 can for that.
 8 Can everybody that's going to go ahead and
 9 speak please stand up? We need to swear you
 10 in. If the people are outside, who are going
 11 to speak, when you hear your name, we're going
 12 to ask you to please come inside, but I will
 13 ask you, at this time, to please stand up, even
 14 outside, if you are going to speak.
 15 (Thereupon, the participants were sworn.)
 16 CHAIRMAN AIZENSTAT: Okay. We are here
 17 today for Application Number 07-10, which is
 18 Change of Land Use, Conditional Use and Site
 19 Plan Review for Somerset Grace Academy Charter
 20 School. There are three items that are before
 21 us.
 22 Item Number 1 is an ordinance of the City
 23 Commission of Coral Gables, Florida, requesting
 24 an amendment to the Future Land Use Map of the
 25 City of Coral Gables Comprehensive Plan

1 pursuant to Small Scale amendment procedures,
 2 Florida Statutes 163.3187, from
 3 Religious/Institutional to Community Services
 4 and Facilities, for the 2.6 acre site of land
 5 commonly known as University Baptist Church,
 6 which is legally described as Block 116, Coral
 7 Gables Country Club Section Part 6, whose
 8 address is 624 Anastasia Avenue, in Coral
 9 Gables, Florida, providing for severability,
 10 repealer, codification and an effective date.

11 The second item that's before us is an
 12 Ordinance of the City Commission of Coral
 13 Gables, Florida, requesting Conditional Use
 14 Review pursuant to Zoning Code Article 3,
 15 Development Review, Division 4, Conditional
 16 Uses, to permit a student increase of an
 17 existing Charter School from 110 students to a
 18 maximum of 735 students on property designated
 19 Special Use Zoning District, legally described
 20 as Block 116, Coral Gables Country Club Section
 21 Part 6, address known as 624 Anastasia Avenue,
 22 Coral Gables, Florida, providing for
 23 severability, repealer, codification and an
 24 effective date.

25 And the third item that we are here for is

1 The way that we will go ahead and do this
 2 meeting is, first the applicant is going to go
 3 ahead and do their presentation. After the
 4 applicant has done their presentation, then the
 5 Staff is going to go ahead and do their
 6 presentation. Once the Staff goes ahead and
 7 does their presentation, we will then take
 8 public comments.

9 Like I said before, those public comments
 10 are going to be limited to three minutes per
 11 individual. What I will ask you is to limit
 12 your comments to -- how do I say this best --
 13 something new. If you have other people that
 14 have raised the same concerns, try to -- try
 15 not to repeat what they have said, so we can
 16 best use those three minutes.

17 Then, afterwards, we will go ahead and
 18 close the public comments. Then the Board will
 19 have a discussion, a motion, and then a vote,
 20 okay.

21 Is the applicant here, please?

22 Now, if I can ask the City Attorney one
 23 question, while the applicant comes.

24 MR. LEEN: Sure.

25 CHAIRMAN AIZENSTAT: I have received a lot

1 an Ordinance of the City Commission of Coral
 2 Gables, Florida, requesting Site Plan Review to
 3 permit miscellaneous site improvements and a
 4 student increase of an existing Charter School
 5 from 110 students to a maximum 735 students on
 6 a property designated as Special Use Zoning
 7 District, legally described as all of Block
 8 116, Coral Gables Country Club Section Part 6,
 9 whose address is 624 Anastasia Avenue, Coral
 10 Gables, Florida, and including required
 11 conditions and providing for severability,
 12 repealer, codification and an effective date.

13 Now, we need to call a roll call of the
 14 members that are here. So if we can do that,
 15 please.

16 MS. MENENDEZ: Jeff Flanagan?

17 MR. FLANAGAN: Here.

18 MS. MENENDEZ: Pat Keon?

19 MS. KEON: Here.

20 MS. MENENDEZ: Javier Salman?

21 MR. SALMAN: Here.

22 MS. MENENDEZ: Robert Behar?

23 MR. BEHAR: Here.

24 MS. MENENDEZ: Eibi Aizenstat?

25 CHAIRMAN AIZENSTAT: Here.

1 of e-mails myself, as I'm sure the rest of the
 2 Board has. The comment sheets that we have is
 3 quite extensive and quite large. I really have
 4 not read the e-mails. Is that a concern or
 5 anything? I don't know if I'm speaking for the
 6 rest of the Board.

7 MR. FLANAGAN: Yeah.

8 MR. LEEN: Well, any e-mails that you've
 9 read should be in the record -- should be
 10 placed in the record.

11 CHAIRMAN AIZENSTAT: On purpose, I have
 12 not. Anything that -- to me, that started out
 13 -- that said anything that was Somerset, I did
 14 not read at all.

15 MR. LEEN: Okay.

16 CHAIRMAN AIZENSTAT: And there were a lot
 17 of e-mails that we all received.

18 MR. FLANAGAN: I'll just -- I'll put it on
 19 the record, also. I received a lot of e-mails.
 20 Anything with that subject line was immediately
 21 deleted, I didn't open it, and I didn't read
 22 it, purposefully, because of this item coming
 23 before us, as a quasi-judicial matter.

24 MR. BEHAR: And for the record, I did the
 25 same. I had no -- no e-mail, that came in,

1 to -- to be read.

2 MS. KEON: For the record, neither did I.
3 I didn't read any of them. I deleted them.

4 MR. SALMAN: For the record, I did read a
5 few of them, but I can't recall which ones they
6 are --

7 UNIDENTIFIED VOICE: We can't hear.

8 MR. SALMAN: For the record, I did read a
9 couple of them that were -- appeared to be for
10 ones, by accident, so -- and I don't recall
11 which ones they were.

12 CHAIRMAN AIZENSTAT: Okay. Ms. Russo.

13 MS. RUSSO: Good evening, Mr. Chairman,
14 Members of the Board. For the record, Laura
15 Russo, with offices at 2655 Le Jeune Road. I
16 am here this evening representing Somerset
17 Grace Charter School at Coral Gables.

18 Give me a second here to just get a little
19 comfortable. This is very different from our
20 usual setup at the City.

21 As you all heard, we are here this evening,
22 because we have filed three applications; an
23 application to change the land use on the
24 existing site of Somerset Grace Charter School,
25 which is at 624 Anastasia Avenue, at the

1 University Baptist Church.

2 Before I begin any part of my presentation,
3 I want to take a moment to just state on the
4 record that a -- is there any way we can just
5 keep that closed, because it's very --

6 CHAIRMAN AIZENSTAT: If we can keep the
7 back door closed, please.

8 Thank you.

9 MS. RUSSO: I want to state on record that
10 this form, City of Coral Gables Courtesy Public
11 Hearing Notice, that on the back has facts
12 regarding Somerset Academy, I want to state on
13 record, this is not a City-sponsored form. It
14 was a form that was used by our parents to
15 circulate around the neighborhood, and I want
16 to apologize for any misinterpretation that
17 would -- that anybody thought this was a
18 City-sponsored form. It was meant to provide
19 as much notice, so that we could have a public
20 process and have as many people here as
21 possible.

22 I'm sure most, if not all of you, are
23 familiar with the fact that last summer the
24 City -- the Former City Attorney issued an
25 opinion that Somerset Grace Academy could open

1 at the University Baptist Church, subject to
2 its zoning, which was a 1978 ordinance that
3 restricted the student enrollment to 110
4 students.

5 There was an emergency injunction that was
6 held, and the City prevailed, and the outcome
7 is that the applicant is here going through the
8 City's process, in order to request an increase
9 in the student enrollment of 110 kids at the
10 school.

11 We have chosen the future land use category
12 of Community Facilities and Services, which I
13 think has some people in an uproar, because the
14 current site houses the University Baptist
15 Church. The educational element of the City
16 does not allow for religious activity, and the
17 Religious Institution does not allow for a
18 public school, and a charter school is a public
19 school, but the City has a category, and has
20 had this category, Community Services and
21 Facilities, that would allow for the church
22 use, that is currently on the property, and has
23 been there for over 60 years, for the charter
24 school and the increase in the charter school
25 enrollment, and would also, interestingly

1 enough, allow for the use that is currently a
2 municipal service that is being provided at
3 University Baptist Church.

4 The City is running its senior center
5 activities, with an agreement with the
6 University Baptist Church, at the City, which
7 is not permitted by the current land use, nor
8 by the current zoning.

9 What I'd like to do now, I know there's a
10 lot of misinformation and misconceptions about
11 what a charter school and what exactly Somerset
12 is and has been, so I'm going to call
13 Ms. Suzette Ruiz, who is the principal of
14 Somerset Grace Academy, and ask her to come up
15 and she's going to explain a little bit about
16 charter schools and a little bit about the
17 school and the school year that she's had. As
18 you know, the academic year 2010-2011 is almost
19 over, and she will be able to tell you a bit
20 about the school year.

21 Ms. Ruiz.

22 CHAIRMAN AIZENSTAT: If you could please
23 state your name and address.

24 MS. RUIZ: Yes. My name is Suzette Ruiz,
25 address 10324 Southwest 89th Court, Miami,

1 Florida 33176.
2 I come before you today to give you some
3 information on Somerset Academy Grace at Coral
4 Gables, and I will be going through a
5 presentation on charter schools.

6 Just to give you a little background on
7 what charter schools are, charter schools are
8 public schools. All of our students are
9 Miami-Dade County Public Schools. We're
10 extremely accountable, like any other
11 traditional school in the State, for academic
12 results. We require all of our teachers to be
13 highly qualified, and we do participate in all
14 standardized tests, including FCAT and SATs,
15 and we are required to meet the law of the
16 Annual Yearly Progress, under the No Child Left
17 Behind.

18 Somerset Academy was founded in -- as a
19 whole, in 1997. We have very high performing
20 charter schools in the State of Florida and
21 Texas.

22 Just to give you a little background on the
23 Somerset Schools, we were the first school, at
24 Somerset Academy Charter Schools, to be
25 district accredited. We received this

1 recognition from the Southern Association of
2 Colleges and Schools, and at the school system,
3 this ensures that we do offer a high quality
4 education, and we make sure to do the very best
5 for our students.

6 As you can see on this slide, this is the
7 Florida Accountability Plan, and when you look
8 at all of our schools, our average has been an
9 "A" through the school grades. All of our
10 schools have to be graded, and we fall under
11 that category.

12 As we compare our district, as Somerset
13 Schools, to the rest of other counties or
14 districts, we are Number 5 in this list, and I
15 just wanted to show you a little information on
16 the high quality education that we are
17 providing for our children.

18 At Somerset Academy Grace at Coral Gables,
19 we are very proud to -- I'm sorry -- be
20 offering a program to students, who is
21 highly -- which is highly rigorous. We do
22 offer the students a dual-language program, in
23 Spanish, at this time. All of the students
24 receive an hour of Spanish every day, including
25 all of our grades, including all of our

1 students who are non-Spanish speakers.

2 We do have a parental contract, that the
3 parent signs as being part of the charter
4 school, where they do need to abide by all the
5 rules and regulations, including the uniform
6 policy, our student code of conduct and
7 discipline policies, and making sure that they
8 do volunteer hours. One of the things that
9 parents need to do as part of this process is
10 to do thirty hours of volunteering, as part of
11 being a student at the school.

12 Our teachers are highly qualified educators
13 and we do meet all of the requirements for all
14 of our subjects, including our physical
15 education requirements, with the recreational
16 areas that we have on site.

17 Our educational program, not only do we
18 offer a very high curriculum, we have very high
19 curriculum standards, but we do offer very
20 highly technology-rich classrooms. All of our
21 classrooms are equipped with Promethean Boards,
22 extremely interactive Promethean Boards, where
23 the students do many lessons with the teachers
24 that have the technology involved. You also
25 have the students with Netbooks. We want to

1 make sure that we meet all of the student
2 needs, just -- depending on what levels they
3 have, and make sure that we use processes and
4 software that cater to those needs, like
5 Accelerated Reader, like Learning City, Ticket
6 to Read and Pearson Success.

7 And here, I wanted just to show you that as
8 a school we try to reach out, to build
9 community support. We were very proud of our
10 career day this year. We had the Fire
11 Department come out to our school to teach our
12 kids about what it is to learn about different
13 careers. We've reached out to the different
14 types of organizations, like the Youth Center
15 and the Senior Center. We -- we've worked with
16 the Senior Center in the -- at the actual UBC
17 location, with different types of activities,
18 and kind of building that community together,
19 because that's what our school is all about.
20 We want to build that community with our
21 families, with the families that are our
22 neighbors at the school.

23 And with that, I would like to thank this
24 Committee for allowing us to come before you,
25 and I want to thank you, as an educator,

1 because I -- I am very proud of what we're
2 doing at our school. I want to make sure that
3 we try to accommodate as many families as
4 possible, and neighbors that want to come to
5 our school, to offer them a high quality
6 education and another option for them at the
7 City.

8 I am very proud of what our students are
9 doing, and we hope to ensure that we increase,
10 to make sure that we accommodate as many
11 families as possible. Thank you so much, and
12 have a great afternoon.

13 MS. RUSSO: At this point, I'd like to call
14 the architect, Mr. Rolando Llanes, Principal at
15 Civica, who is going to tell you a little bit
16 about the facilities.

17 We're going to need the lights off again.
18 We're still doing the PowerPoint.

19 He's going to tell you a little bit about
20 the facilities at the University Baptist Church
21 and why they can accommodate the request for an
22 increase in enrollment.

23 MR. LLANES: Thank you, Laura.

24 Thank you, Members of the Board, Mr. Chair
25 and Members. My name is Rolando Llanes,

1 directly with the educators and the -- and
2 staff at Somerset Academy and -- and its group
3 of schools.

4 I thought it was -- it would be important
5 to give you -- you know, of all cities to do a
6 presentation like this, I think a bit of
7 history is in order. You know, this is
8 obviously a city steeped in great local history
9 and great architectural history, that, you
10 know, I'm sure we're all very familiar with,
11 and so I thought it would be important to start
12 by talking about that history, and,
13 particularly, this site, in -- in the context
14 of that history, and this facility, in the
15 context of that history.

16 As you can see there, UBC is an
17 organization of about -- over 84 -- 84 years in
18 the City of Coral Gables. So it has a long
19 long, long history. In 1939, the actual
20 Segovia property was purchased by UBC. In
21 1948, they began building the permanent church
22 and school on the Segovia site. The article on
23 the top right, that little section there,
24 refers to the building of the sanctuary of 600
25 seats and the 21 classrooms.

1 offices at 8323 Northwest 12th Street, in
2 Doral, Florida.

3 By way of context, I think, if I can push
4 with the mouse -- okay.

5 We -- my firm has specialized in
6 educational facilities design for seven years
7 that -- that it has existed, and in my own
8 personal experience, even before that, and
9 particularly the design of public charter
10 schools. It's something that we have done
11 quite a bit of over the years, and in
12 particular, in this case, as you see up on the
13 images, these are particular to Somerset
14 Academy.

15 We've done ground-up schools, as you see in
16 this -- these pictures. They have been
17 premiated projects, in both of these cases, by
18 American School and University. They've won
19 design awards. The -- looks better on the
20 laptop than up there, but you get the picture,
21 no pun intended. It's -- it bleached out.

22 This is Somerset School in Broward County,
23 and so, again, we have a long history of
24 associations in -- not only in designing public
25 charter schools, but also actually working

1 In 1953, they had another expansion, which
2 actually added, if you can see there towards
3 the bottom -- their membership grew, their
4 school and educational components grew, and
5 they added more classroom facilities, I believe
6 55 or so rooms, educational rooms.

7 In '83, there was additional work done to
8 the facility. The sanctuary was expanded. The
9 existing classrooms were renovated and an
10 additional new wing of classrooms was added
11 along the south side, which currently today is
12 where the Loggia is, facing south, and
13 currently, as you may know, the site operates
14 over -- or administers to over 24 separate year
15 around programs throughout the week and -- or,
16 rather, 24 year-round programs throughout the
17 week and there's over 2,900 or so users on any
18 given week in that -- in the facility.

19 So clearly it's a -- it's a place of long
20 history with regards to both, its educational
21 and, of course, its religious uses.

22 I thought it was also important to look at
23 statements that you -- you find in your own
24 Staff report regarding the Comp Plan and the
25 goals and objectives and policies of that plan,

1 and I highlighted a couple of them that I
 2 thought were very important.

3 On the left is the actual policy, on the
 4 right is the City's -- the Staff's comments,
 5 and you'll notice that in EDU-1.3.1, the policy
 6 states that, "Where possible, Miami-Dade County
 7 Public Schools should seek sites for future
 8 educational facility development which are
 9 adjacent to existing or planned public
 10 recreation areas, community centers, libraries,
 11 or other compatible civic uses for the purpose
 12 of encouraging joint use," et cetera, and the
 13 City Staff, in this case, supports that, in
 14 this case.

15 Objective EDU-1.6 says that the City shall
 16 coordinate with Miami-Dade County Public
 17 Schools -- and this is a Miami-Dade County
 18 Public School -- in developing community
 19 programs and opportunities to bring the school
 20 and community together, and on the right,
 21 you'll notice that there's an obvious
 22 acknowledgment of the fact that Coral Gables is
 23 a primary residential community, with schools
 24 and places of worship and other cultural and
 25 institutional uses interspersed within

1 residential neighborhoods. That's the model.
 2 That's the -- in essence, the type -- the
 3 typology of schools, if you will, for the most
 4 part, in this -- in this City.

5 Now, let's talk about the actual
 6 characteristics of this site, and I think of
 7 three things when I think of this site and its
 8 uniqueness in that regard. It clearly is a
 9 site bounded predominantly, on the west side,
 10 by single family; on the south, as well, but
 11 also some multi-family on the north, as well,
 12 but also some multi-family, and because of
 13 Segovia, the uniqueness of Segovia is that sort
 14 of one mile stretch from Alhambra down to Bird
 15 Road, the very sort of wide concourse, as you
 16 know. It is -- it is -- the way I understand
 17 it to be in this site, it's located on the edge
 18 of a residential neighborhood, and you can see
 19 here, in this illustration, the UBC site on the
 20 top left-hand corner; the Youth Center, bounded
 21 by a red mark, and then the library to the
 22 south, and then, of course, as you go further
 23 east, there -- there's Le Jeune Road and other
 24 commercial uses and high -- more higher density
 25 residential, et cetera.

1 So it's on sort of this edge of -- of that
 2 neighborhood, to the west, and -- and then gets
 3 you to the next point, which is, it's -- it
 4 occurs at this kind of civic intersection in
 5 the City, and that's important, because what
 6 you have here today is: Youth Center, this
 7 very space we're in right now, which is a place
 8 of assembly, of community gatherings, et
 9 cetera. The Youth Center is not just a place
 10 to play sports and so on, but it has other
 11 uses, obviously. So there is that. There's
 12 UBC proper, there's UBC's educational
 13 component, as well, and there's the public
 14 library.

15 There are other things, as I said, to the
 16 east, but if you look at that, and you look at
 17 the way these streets come together, clearly
 18 there was an understanding here, from the very,
 19 very beginning of -- of the design of the City,
 20 that this was a unique intersection in the
 21 City; different, in a sense, from other
 22 important intersections where there are other
 23 civic uses, but unique, in and of its own, in
 24 terms of its proximity to the residential, in
 25 terms of its proximity to the Youth Center and

1 ultimately the library.

2 And then it's at the confluence of these
 3 four significant roads, Segovia, of course,
 4 Anastasia, Riviera and University Drive, and
 5 that brings me to University Drive, and the
 6 notion that it's called that, University
 7 Baptist Church, et cetera, and the reason for
 8 that is that back -- if you have -- again, I'm
 9 sure you know a little bit of the -- or a lot
 10 of the history of this -- of this City. In
 11 1925, Merrick deeded the property that is
 12 currently the main campus of the University of
 13 Miami to create the University of Miami, in
 14 Coral Gables. However, when they started
 15 construction, you may remember, from the
 16 history books, not that you may remember, but
 17 remember from the history books, there was a
 18 great hurricane that all but wiped out much of
 19 South Florida and significantly damaged Coral
 20 Gables, and one of the buildings that it
 21 damaged was the Merrick Building, that was
 22 under construction at the time by the founders
 23 of the University of Miami, which would have
 24 been the initial home of the University of
 25 Miami.

1 Well, as a result of that storm in August
 2 of 1926, the -- the destruction was so vast,
 3 that that plan had to be shelved. So
 4 immediately George Merrick and the founders of
 5 the University of Miami had to find a location
 6 for the University of Miami to open, because
 7 come hell or high water or hurricanes, they
 8 were going to open in September of 1926. I
 9 believe there was 300 plus students that it
 10 opened with in 1926, and there, in the middle
 11 of that drawing, where we currently have, right
 12 now, fields for the Youth Center, you had this
 13 sort of intersection of Riviera, University
 14 Drive -- hence the name -- and Segovia, you had
 15 what was called back then the main campus of
 16 the University of Miami, from 1926, and it was
 17 the main campus all the way to 1947, when they
 18 finally began to -- in Post War era, focus
 19 their attentions on bringing the center campus
 20 back to the main campus down south -- down in
 21 the southern part of Coral Gables, but this
 22 particular location here, with the -- what was
 23 called initially the Cardboard College and
 24 eventually the Anastasia Building, was home to
 25 the central campus of the University of Miami.

1 Then it became the north campus, when the
 2 main campus opened, and there were three
 3 campuses, there was north, this one, its main
 4 campus, and the south campus, the one that's
 5 way back down near Metro Zoo right now.
 6 Another interesting point, you maybe cannot
 7 see in this slide, but in the top right-hand
 8 corner, what everyone today commonly refers to
 9 as the San Sebastian Apartments, that used to
 10 be student housing. Those were the dorms.
 11 So, again, they found the perfect place to
 12 locate the University of Miami, to open in
 13 September of 1926 and to -- and beyond.
 14 In 1939, as you remember my previous slide,
 15 the University Baptist purchased the Segovia
 16 site. So they were in -- in this neighborhood
 17 of homes, this neighborhood of churches and of
 18 educational elements and schools, and
 19 ultimately the Youth Center -- the library came
 20 later, after they demolished the University
 21 building. All of these things co-existed in
 22 this intersection, this kind of civic
 23 intersection, in the City, where neighborhood
 24 and civic institutions come together.
 25 And here, I'm sure you've seen these now

1 famous pictures, in the foreground is the
 2 University of Miami, right here. There's the
 3 dorms, there. There's University Drive. This
 4 is Segovia. And caddy-corner to that is the
 5 site for University Baptist Church, and here's
 6 the -- the main campus for all those years.
 7 Pictures of students, you know, coming to
 8 and from the university. This sign here says,
 9 "University of Miami," et cetera.
 10 This is a view of -- I believe here it's
 11 Anastasia. This is where -- you see the
 12 basketball courts and so on, this is where
 13 we're currently now occupying here, the -- the
 14 fields for -- for the Youth Center, and so to
 15 bookend that point, I wanted to come back to
 16 this statement, which kind of now dovetails
 17 into my next component, and that is that where
 18 possible, again, you are to seek sites for
 19 future educational facility development which
 20 are adjacent to existing or planned public
 21 recreational areas, community centers,
 22 libraries and other compatible civic uses,
 23 and this site, this location, meets and
 24 exceeds, really, the tenets of that policy, and
 25 now we look at -- well, the slides are really

1 bleached out to be seen up here. Well, we'll
 2 make -- we'll do -- we'll make do with what we
 3 have.
 4 This is the site proper. This is the
 5 sanctuary. This element right here is a
 6 two-story, approximately 50,000 square foot
 7 educational building. It has administrative
 8 offices. It has the -- the multi-purpose
 9 cafeteria. It has its kitchen, and it has a
 10 courtyard -- a courtyard building over here, a
 11 linear classroom building over here, classrooms
 12 on both floors, et cetera. Here's the
 13 intersection here of Anastasia and Segovia.
 14 You see, here, I think you see, the parking
 15 area. Now, when I first saw this site, when --
 16 when Somerset was considering siting the school
 17 here and looking at the facility, when I looked
 18 at this, I thought, you know, this isn't a
 19 ground-up project. There's really -- you know,
 20 from an architectural point of view, this is
 21 not going to be a brand new building,
 22 obviously, or anything like that, but we
 23 inherited a fantastic facility. It's a
 24 beautiful facility, and, more importantly, from
 25 a practical design point of view, if you were

1 to design a facility like this, on this site,
 2 you would exactly do what they did.
 3 You would put the bulk of the building
 4 towards Segovia, right here. You would create
 5 courtyards, which are sensible spaces, and so
 6 on. You would create your main educational
 7 wing along the top edge of Anastasia, and you
 8 would have parking, actually, on the south,
 9 and the reason that's important is, the way you
 10 want to kind of come in, loop, drop off and go,
 11 is exactly like that, so that you unload
 12 children on the right side of the vehicle,
 13 rather than on the left side, et cetera. So if
 14 you -- and it -- and you bring the bulk of the
 15 building, the 50,000 plus square foot
 16 educational building and sanctuary, towards the
 17 corner, not only both, the north corner and the
 18 south corner, but towards Segovia, which is the
 19 wider road.
 20 So if you look at that, from an
 21 architectural design point of view, it seems
 22 fitting that it is that way, and it actually
 23 worked very well for Somerset's needs in this
 24 case, and for us, it was a great -- a great
 25 discovery, in that sense.

1 The actual facility itself, looking inside
 2 now, there are over 30 plus classrooms, on two
 3 floors. There's interior courtyards and
 4 there's exterior courtyards. There's the --
 5 the covered Loggia that you see right here, the
 6 cafeteria/multi-purpose room, its cafeteria.
 7 There are bathrooms throughout. There are five
 8 sets of stairs in the building, et cetera, and
 9 we have, over the course of our deliberations
 10 with Staff and the Building Department and
 11 Fire, et cetera, you know, made the
 12 determination early on that -- that this
 13 facility had the occupancy type and the
 14 occupant load, and beyond, that we were
 15 seeking.
 16 In that regard, it's been inspected by your
 17 department for years and years and years. It's
 18 consistent with elements of the Code, for
 19 instance, the educational occupancies, et
 20 cetera. So the building fulfilled that
 21 requirement, and as you know, the school is
 22 operating there today, and it's in its first
 23 year of operation, at least the charter school
 24 is, and before that, you had other programs.
 25 Continue to -- I'm sorry, on -- this is the

1 second floor. Pictures, again -- you know, I'm
 2 sure you're all very familiar with the
 3 facility.
 4 We are not proposing any modifications to
 5 the physical structure of the buildings. We're
 6 not changing the color. We're not changing,
 7 you know, landscaping, say, for one buff --
 8 landscape buffer that we are adding on the
 9 south side. We're enhancing, if you will, the
 10 existing buffer that exists there now, and it
 11 is functioning quite well now, and the intent
 12 is to really kind of continue that and to make
 13 it a seamless transition, so that there isn't
 14 the -- the imposition, really, of any sort of
 15 new work, if you will.
 16 The issue of traffic movement and arrival
 17 and dismissal, this we'll go -- we'll get into
 18 in greater detail of that in a second, but --
 19 but one of the things that we do, Day One, when
 20 we look at a facility, whether we're designing
 21 one from the ground up or whether we are
 22 renovating an existing facility or looking to
 23 site an existing facility, once that becomes
 24 something that we -- that the school wants to
 25 pursue in this case, we begin to look at the

1 traffic analysis, and we hired, in this case,
 2 Richard Garcia & Associates to do this. We
 3 have worked with RGA & Associates on very many
 4 schools, actively, right now, and in the past.
 5 I don't know of anyone locally that has as
 6 much experience in the analysis and design of
 7 traffic patterns for -- for schools, whether
 8 they be public, private or public charter, you
 9 name it, than Richard Garcia.
 10 So we immediately engaged Richard back -- I
 11 believe it was early last year, and we started
 12 looking at what we had to work with and looking
 13 at what the site yielded, and one of the things
 14 we did -- we came up with two -- and there's a
 15 lot of nuance to all of that in here, which we
 16 can get into it later, but there's -- we really
 17 -- we proposed two options, if you will, you'll
 18 notice Option A, Option B, and I believe -- let
 19 me see, yeah, there's Option A here, and I'll
 20 describe it in a second, and it wasn't until
 21 Friday, when we got the Staff report, that the
 22 traffic analysis -- that it seemed that the
 23 consensus on the City Staff's side and
 24 consultant side, was that Option B was, right
 25 now, the preferred option. So up until that

1 point, last Friday, we didn't really know yet
2 where that was going, in terms of what kind of
3 feedback we were getting, but now we have it,
4 and we can certainly have that discussion.

5 Option A here has us arriving on Cardena
6 Street, on the west side of the campus, from
7 multiple directions, coming in through the
8 site, looping, and dropping off, and then going
9 north on Cardena, and then, with traffic
10 control personnel here, similar to what you
11 have in other locations, et cetera, you would
12 direct traffic here, northbound, westbound or
13 eastbound, back onto, in this case, Segovia,
14 where there's a -- where there's a traffic
15 light, and that's Option A.

16 And Option A has its -- I'm sorry, its
17 characteristics, in terms of its impact on
18 adjacent roadway, et cetera.

19 Option B is one where, similarly, you enter
20 the same part, on Cardena, coming in from the
21 north, in, around, looping out, and exclusively
22 exiting away from the west, towards the east,
23 exiting out onto Segovia, again, where there's
24 a traffic light, and very few -- in fact, no
25 single-family residential exists on Anastasia,

1 obviously try to make that as evenly
2 distributed as possible.

3 So two arrivals, three dismissals, and when
4 we looked at that -- and Richard is going to
5 speak to the specifics of that -- we determined
6 that that was a workable option for this
7 particular site, and for the school and the
8 size that we were contemplating, and so that is
9 how we designed that operation.

10 So, with that, again, I want to introduce
11 Richard, but first I wanted to kind of bookend
12 my part of the presentation by saying that we
13 have here a facility, in a location ideally
14 suited for this use, and, frankly, for an even
15 more intense use than what is there today, a
16 location that is on the edge of a single family
17 residential neighborhood, fronting civic uses
18 and institutions to its east and south, and one
19 where there's a history -- a kind of urban
20 design pedigree to the site, that gives us a
21 basis, really, to -- and a foundation to have
22 formulated, you know, these ideas, and to have
23 found a location such as this, ideally suited,
24 and, again, finally, that the facility itself,
25 the physical aspects of this building, are

1 at that point, and at the bottom, obviously, is
2 the school, exiting out onto Segovia, and then,
3 again, heading north or south or east,
4 depending on the direction that you want to go.

5 So those are the two options that we
6 proposed, and, again, we got some feedback on
7 Friday about that, from the City, and then
8 finally, how does this work?

9 And, again, having designed and worked with
10 -- on over thirty school facilities over the
11 last seven or plus years, we understand that
12 one of the ways in which you mitigate the
13 impact of that flow of traffic and movement is
14 obviously to fragment arrivals and fragment
15 dismissals to manageable sizes.

16 In other words, here you have two arrival
17 times for specific grades, that would be
18 designated accordingly, by staff and parents,
19 et cetera, and here you see the percentage of
20 students that you're, more or less, dropping
21 off at those -- at those hours, and, then,
22 finally, dismissal is actually three
23 dismissals, where you have Pre-K through 2,
24 where you have fifth -- fifth and sixth grade,
25 and there are the percentages and you try --

1 actually ideally suited for the program that
2 Somerset wants to administer, and, in fact, is
3 already administering right now.

4 So with that, I'll turn it over to Richard,
5 so that he can take you through his analysis.

6 CHAIRMAN AIZENSTAT: Excuse me. If you
7 could please hold your applause. This is a
8 quasi-judicial proceeding, and I'd appreciate
9 it if you could please withhold your applause.
10 Thank you.

11 MR. GARCIA: Good evening, Richard Garcia,
12 for the record, 13117 Northwest 107th Avenue.
13 I'm the project's traffic engineer, and, boy,
14 those graphics do not look like they did in my
15 office.

16 A little quick background. I'm a licensed
17 professional engineer. I have 16 years of
18 traffic engineering experience, specializing in
19 traffic analysis and traffic data collection.
20 I've performed over 500 traffic studies since
21 2003, and over 50 school studies where we
22 specifically collected the traffic data for the
23 school.

24 The background of this -- of the analysis
25 we performed consisted of an accumulation

1 assessment, which was done back in March 25th
 2 of last year. That analysis followed the
 3 Miami-Dade County methodology and used their
 4 forms. Subsequent to that analysis, we did a
 5 traffic impact study, at the request of the
 6 City, after meeting with the City and
 7 developing a methodology for the traffic impact
 8 study.

9 The traffic impacts that I'd like to
 10 discuss tonight, which I think are of
 11 importance, are the queuing data, the surrogate
 12 school, the selection of the surrogate school,
 13 which is the school where we collected data to
 14 apply towards the subject school, in this case,
 15 UBC, and the assumptions for that surrogate
 16 school, Levels of Service analysis, which all
 17 included the City's improvements on Segovia.

18 That's supposed to say, "Background," on
 19 top. It's not showing up there on the screen,
 20 but the background of the accumulation
 21 assessment, again, it was performed March 25th,
 22 2010. The surrogate school we collected, that
 23 we utilized, was Doral Academy, and we'll get
 24 into why we selected that school. The data
 25 that we collected was queuing data. We collect

1 they did request that we meet with them to
 2 perform a traffic impact study, which is what
 3 we call a TIS.

4 Subsequently, I just found out today, that
 5 the County has accepted our methodology -- our
 6 analysis of the accumulation assessment that
 7 we've performed.

8 This is information regarding the surrogate
 9 school, which is the heading I have on our
 10 sheet -- it doesn't show up here,
 11 unfortunately.

12 Again, Doral Academy, some facts and some
 13 assumptions that we utilized. The Doral
 14 Academy has 768 students. It's a K-5, which
 15 has less siblings than a K-8, and that results
 16 in a conservative analysis, which is ultimately
 17 what we're demonstrating here in this slide.

18 It's in a neighborhood -- an industrial
 19 neighborhood. There's few, if any -- very,
 20 very few walking students. If you know where
 21 the location is, it's on 41st, in Doral, and
 22 97th Avenue, almost no children walk. So that
 23 lends itself to being a conservative use of a
 24 surrogate, because we expect we're going to
 25 have greater walking, we expect we're going to

1 data on a minute-by-minute interval, so as to
 2 minimize any degree of error. It's one of the
 3 highest levels of data collection, and, in
 4 fact, the County is asking other consultants to
 5 follow our methodology, because of its
 6 accuracy.

7 In any event, we collected data at that
 8 school from 1:30 to 4:00 p.m. The purpose of
 9 that is to ensure that we start collecting data
 10 before the first vehicle arrives for the
 11 dismissal, which is always the critical. We
 12 also collected in the a.m., but I wanted to
 13 point out the p.m., which is going to be the
 14 critical element. We utilize that to determine
 15 the peak stacking demand at that surrogate
 16 school. We then apply that peak demand to the
 17 UBC, and we do that for the a.m. and p.m. peak
 18 hours of the school.

19 The result says the school can accommodate
 20 735 students, like Rolando alluded to, with two
 21 arrivals and three dismissals.

22 We presented this information, provided it
 23 to the City, prior to DRC, actually, and it was
 24 presented at the DRC. There was no comments or
 25 issues raised by the City, at that time, and

1 have greater siblings, so that all leads to us
 2 performing a conservative analysis.

3 Finally, it's one of the schools that we
 4 found had the highest queuing demand, and,
 5 again, this ties back to my first -- one of my
 6 first statements, in that we do all our own
 7 data collection, and this may seem odd,
 8 thinking, you know, an engineer, how come he's
 9 saying he does all his data collection? Well,
 10 typically traffic engineers don't do data
 11 collection. There's firms that specifically
 12 only do data collection, but we specialize in
 13 doing traffic analysis and data collection, and
 14 so that gives us a different perspective,
 15 because when we collect the data, we actually
 16 know what's going on in the field, and then --
 17 we can, then, in the office, tie that field
 18 experience, that field evaluation and data, to
 19 the application of the analysis in the office.

20 So, like I said, the results are that this
 21 was a very conservative analysis, and I think
 22 that that's indicated by recently the County
 23 accepting our accumulation assessment.

24 Oh, it looks like this chart really died
 25 here. This is the actual surrogate data, and,

1 unfortunately, the graphic here doesn't show
2 the first part of the curve. So what we're
3 showing here is that this is the data I was
4 referring to, which starts at 1:30 in the
5 afternoon, and there's a line here, that's
6 flat, it's flatlined at zero, 'til about, I
7 would say, around 1:35, 1:38, maybe closer to
8 1:40.

9 In any event, this line then starts
10 climbing, as parents start arriving. The peak
11 of that data, and there's a call-out here, and
12 that's not showing up, either -- and I
13 apologize -- but the peak of that data, that
14 demand, is 33 vehicles. Then the demand starts
15 decreasing, until this point, which is when we
16 expect that that first dismissal ended, and
17 continues to dismiss, and then parents start
18 arriving for the -- for the next dismissal.

19 Now, the school claims that they have three
20 dismissals. However, the data didn't support
21 that they had three dismissals, and we're going
22 to show what the city -- you know, information
23 that they received from the school, from Doral
24 Academy, regarding their dismissals, but this
25 is the actual raw data, and when we go to the

1 field, we collect the data, irrespective of
2 what the dismissals are. We get there before
3 the first car arrives, and on a
4 minute-by-minute interval, we collect how many
5 vehicles arrive and how many vehicles leave,
6 and the net result of the difference of those
7 vehicles arriving and leaving is the queue, and
8 so here you see what the maximum queue is from
9 the Doral Academy.

10 Again, I apologize, there's a call-out for
11 this peak, to show you what it is, but you can
12 see it's near a hundred -- in fact, it is 97 --

13 MS. RUSSO: I'm going to interrupt Mr. --
14 I'm going to interrupt Mr. Garcia for a minute,
15 because, obviously, if we look at the computer
16 here, the -- I'm going to ask him -- we have --
17 we made copies, and if I can have Ms. Pineda,
18 please, distribute copies -- not that you'll be
19 able to see in the dark, obviously, in the
20 facilities, but in the computer, you can see
21 the slide the way it's supposed to show, the
22 way the copies are, and what's being handed out
23 to you. Unfortunately, for whatever reason,
24 it's not projecting from the computer onto the
25 screen.

1 CHAIRMAN AIZENSTAT: Ms. Russo, what you
2 have handed to us is your presentation?

3 MS. RUSSO: It's the PowerPoint
4 presentation.

5 CHAIRMAN AIZENSTAT: That's what I mean.

6 MS. RUSSO: That's correct, yes. And not
7 that you'll be able to necessarily see it in
8 the dark, but at least you'll be able to see
9 some of the information that's graphically
10 shown on the computer, and for whatever
11 reason -- I don't know if we have Scot here, to
12 see if we can plug in a different -- we have a
13 different methodology, because, look -- you
14 have the same problem with your slides? It's
15 that City's -- the equipment?

16 So that's why it won't --

17 CHAIRMAN AIZENSTAT: Excuse me. Let's go
18 ahead and take a five-minute recess, while
19 they're trying to fix the equipment.
20 We're going to take a five-minute recess, so
21 they can fix the equipment. Unfortunately, the
22 microphone is not working, and I apologize for
23 that. We are going to take a five-minute
24 recess.

25 (Short recess taken.)

1 CHAIRMAN AIZENSTAT: Would everybody here
2 take their seats? We'd like to get started
3 again. The equipment has been fixed?

4 MR. GARCIA: Yes.

5 CHAIRMAN AIZENSTAT: Okay. If we could
6 start, please, and if you can keep the back
7 door closed, because it allows the presenter to
8 make his presentation. Thank you.

9 MR. GARCIA: Thank you.

10 To continue the presentation, we were left
11 off at the surrogate data, which wasn't very
12 legible, but this is the right graphic. Again,
13 this surrogate data was collected for the Doral
14 Academy, and it's stacking data or queuing,
15 that was performed when there were 768 students
16 being dismissed at the school.

17 In the lower left, you can see that the
18 graph starts at zero and slowly starts
19 climbing, and reaches a peak vehicle queue of
20 33 vehicles. Then it starts to drop down,
21 somewhere between 2:00 and 2:15, we estimate
22 that's the end of that dismissal, and although
23 there's still some vehicles straggling and
24 leaving, and it reaches a minimum a few minutes
25 after that, and then parents start arriving,

1 again, for the subsequent dismissal, and that
2 dismissal is, again, like I stated initially,
3 one of the largest queues that we've seen, the
4 97-vehicle queue.

5 It starts climbing and climbing, and then
6 sometime right around three o'clock, give or
7 take a minute or two, the queue reaches its
8 peak, and -- because once that dismissal bell
9 rings, you know how kids are, they're dying to
10 get out of school, I mean, they've been there
11 all day, and so -- and the parents have been
12 queuing and waiting for some time, and so they
13 start dismissing quite rapidly, and so that
14 97-vehicle queue becomes very important,
15 because that's what we use, from the surrogate
16 school, to estimate what our queuing demand is
17 going to be, again, based with all the
18 assumptions.

19 So what we find from the data collected in
20 the field is that this school, the Doral
21 Academy, has, in essence -- from a practical
22 standpoint, the data shows that it has
23 operationally two dismissals, a two o'clock
24 dismissal and a three o'clock dismissal, and
25 that's where the peak times occur.

1 they did utilize our data. So I think they had
2 some confidence that the 97-vehicle queue we
3 saw in the previous chart was valid. So the
4 fact that they didn't collect any data, there
5 was nothing really for us to compare against.

6 Their assumptions, they assumed the
7 dismissals were 242 children, the first
8 dismissal, followed by a 42-child dismissal,
9 and then a 484-child dismissal.

10 So none of that really is corroborated with
11 our data, as you can see from the previous
12 chart, which clearly shows that there's a small
13 dismissal and a much larger dismissal.

14 Regardless, using the Miami-Dade County
15 methodology and their forms, the same as we've
16 done for ours, the result would be, if we apply
17 their methodology, using the larger -- the
18 smaller sample, as opposed to using the entire
19 school population, UBC could provide 585
20 students, which would be a hundred ninety-five
21 dismissal, with three shifts -- three dismissal
22 shifts.

23 Next, our traffic impact study, we analyzed
24 the Level of Service, at the request of the
25 City. There was two scenarios, as were spoken

1 Again, to reiterate, the first dismissal is
2 approximately a 20-percent dismissal, and
3 that's calculated mathematically, something we
4 call the area under the curve, and then the
5 second dismissal is 80 percent or approximately
6 614 students, of the 768.

7 The application of that data, we performed
8 in our study and was also performed by the
9 City's consultant. Our analysis utilized that
10 maximum queue, which is the appropriate method
11 manner to analyze maximum queuing. It applied
12 that maximum queue to UBC, with three equal
13 dismissals of 245 students, which yielded the
14 735-student result or conclusion that we
15 described in the beginning.

16 We recognized there's one small dismissal,
17 again, and one large dismissal, and that large
18 dismissal accounted for 80 percent or 614
19 students.

20 The City's consultant, Reynolds, Smith &
21 Hills' analysis, they performed field reviews
22 and field observations. They utilized
23 information from the school, and that
24 information is in one of the following bullets.
25 They didn't utilize any data, other than to say

1 to about earlier. The first scenario, the one
2 I like to call the Traffic Distributes
3 Normally, that means when a vehicle approaches
4 the stop sign, if they want to make a left,
5 they make a left, they want to go through, they
6 go through, on Cardena Street, in particular.
7 If they want to make a right, they turn right.

8 The Level of Service results for the
9 existing both, a.m. and p.m. -- and
10 incidentally, we analyzed all four
11 intersections, all the intersections around the
12 entire school, and that's important, because
13 that basically shows us that there's no way
14 traffic can get to the site or can get out of
15 the site without us addressing and analyzing
16 the impacts of that traffic.

17 The existing Level of Service, then, for
18 the a.m. and p.m. peak, resulted in a Level of
19 Service A, and this is important to note, that
20 we did a Level of Service analysis for the p.m.
21 Typically a school analysis doesn't include a
22 p.m. Level of Service analysis, because the
23 school's p.m. doesn't coincide with the
24 roadway, but the -- when we sat with the City,
25 and we scoped out the methodology for our

1 traffic impact study, they specifically wanted
2 us to analyze not only the p.m., but these
3 specific two scenarios.

4 So these two scenarios were not developed
5 by us, they were actually requested by the
6 Public Works Director, that we analyze these
7 two.

8 The Proposed Condition, and in the Proposed
9 Condition, what that includes is the
10 improvements on Segovia or reducing Segovia to
11 two lanes, background traffic growth, which we
12 expect from historical data, and the school
13 traffic. So the Proposed Condition has really
14 lumped up everything that will -- that we
15 expect will occur in the future condition, and
16 that, for the a.m. and p.m., there was a Level
17 of Service B, again, with Scenario A, which
18 allows traffic to distribute normally, to come
19 to the site and to leave the site in a normal
20 fashion.

21 Wow, that was not intended. I apologize.

22 Moving on to Scenario B, where we funnel
23 all the traffic through Segovia, Anastasia
24 Avenue, the Level of Service analysis results,
25 existing -- or resulted in a Level of Service

1 timing, and we implemented only the roadway
2 changes, and that's what it resulted.

3 So there was a Level of Service F for the
4 eastbound. However, just today, since we read
5 that there was an issue with that, and not only
6 from the City's consultant, but Miami-Dade
7 County also brought that up, so we ran a signal
8 optimization, and that eastbound movement then
9 improved to a Level of Service C. Again, this
10 included the Segovia improvements and two
11 lanes, and your consultant, Reynolds, Smith &
12 Hills, and I have here, quote, "Found that this
13 was an acceptable level of service threshold,"
14 for all of this analysis.

15 Conclusion, our site has 31-vehicle
16 stacking or queuing. We meet a hundred percent
17 of the stacking demand with the 735 students,
18 again, with two arrivals and three dismissals.

19 There is an additional overflow, where we
20 could potentially stack, I put, six vehicles.
21 We can probably stack as many as nine or ten,
22 but I thought six easily. That would give us
23 119 percent stacking capacity. So there is
24 some margin, that in the event that there is an
25 overflow, we have another 20 percent surplus,

1 A. Again, this Level of Service is for all the
2 intersections. Since they all had the same
3 Level of Service, we didn't have to break it
4 down into a chart depicting each intersection.

5 The proposed a.m. was Level of Service C,
6 so that was the most critical point of the
7 analysis. That's the point at which the school
8 would have the greatest impact, would be the
9 Proposed Condition in the a.m. That is because
10 we're reducing Segovia from four lanes to two,
11 and we're adding background, and committed and
12 background growth traffic, and the school
13 traffic. The proposed Level of Service, p.m.,
14 was Level of Service B.

15 There was an issue that your consultant
16 raised regarding the Level of Service for the
17 eastbound approach at the -- Segovia and
18 Anastasia, where the eastbound movement, just
19 that one movement, was operating at Level of
20 Service F. If I remember correctly from our
21 scoping, we were asked to just maintain the
22 existing signal timing. We recognize that
23 Segovia is going to have improvements. Signal
24 timing changes and modifications can be made,
25 but we analyzed it with all the existing signal

1 where we could stack additional vehicles,
2 without blocking Cardena Street.

3 Again, based on the -- Reynolds, Smith &
4 Hills, your City's consultant, we would have
5 585 students, and that -- we'd meet 100 percent
6 stacking. However, regarding the Level of
7 Service Analysis, it would have a 20 percent
8 less impact on -- even though the Levels of
9 Service clearly were very good, even with
10 reducing from four lanes to two, but it would
11 reduce the impacts regarding Level of Service
12 by 20 percent.

13 Again, the project meets Level of Service
14 standard, and with that, I'll conclude.

15 CHAIRMAN AIZENSTAT: Thank you.

16 I'd like to ask everybody that has cell
17 phones, if they would be so kind either to
18 silence them or turn them off. I'd appreciate
19 it and so would the Board. Thank you.

20 Could we turn on --

21 MS. RUSSO: You may turn on the lights.

22 At this time, I'd like to call to the
23 podium Mr. Tony Martinez. He is here on behalf
24 of the University Baptist Church.

25 MR. MARTINEZ: Good evening. My name is

1 Antonio Martinez, Jr. I live at 812 Sistina
2 Avenue, Coral Gables, where I've lived for more
3 than 20 years, and I'm about five or six
4 minutes from UBC.

5 I'm very happy to be here, to let you know
6 that UBC is very strongly enthusiastic, and
7 supportive of the school, its application, and
8 we're very happy with their performance at our
9 facility. We're very proud of our service to
10 the community, you know, since 1926, as has
11 been noted. George Merrick not only gave the
12 property to the Cardboard College for the
13 University of Miami, but he also gave the site
14 of our original church, and since that time, we
15 have maintained our open doors to the
16 community, including the neighbors, and the
17 members and so on.

18 In 1949, we moved to the present location.
19 That was a banner year for me, and I'm a very
20 strong supporter of public schools, because I
21 moved to this community that year, and
22 graduated, thereafter, from Shenandoah Junior
23 High, Miami High and University of Florida,
24 where I received degrees in civil engineering
25 and law, and started my practice in 1962, and

1 on a historical note, our firm, Shutts & Bowen,
2 which is counsel to the church, was started on
3 the same day that our founder, Frank Shutts,
4 started the Miami Herald.

5 So we're a hundred years old, and I've been
6 there 46 years, so this gives you a little bit
7 of perspective.

8 As far as UBC is concerned, we're very
9 happy to be able to serve in the community.
10 I've had the vantage point of being a Sunday
11 school teacher, a deacon, on the Long Range
12 Planning Committee, on the council
13 administering, which is our Board of Deacons,
14 as well as legal counsel, and at the end of
15 this first school year, we're looking back and
16 we're seeing that we have had the opportunity
17 to use our facilities in a way that really
18 benefits the children of our community.

19 Now, our facility and that educational
20 building is fully utilized on Sunday, but
21 during the week, it's not, and one of the ways
22 that we've been able to serve and try to
23 achieve our goal, which is to share the love of
24 God through Jesus Christ, and also to serve the
25 community, has been to make our classrooms

1 available for community use.

2 Now, the City of Coral Gables benefited
3 from that, because the City continues to have,
4 as you know, its senior citizens activities
5 during the week at our educational facility
6 there. In addition to that, and not in lieu of
7 it, we have entered into the charter school
8 relationship with Somerset Gables, and we've
9 been able to make other facilities available to
10 the school. Now, we certainly have a larger
11 space than the 110 students.

12 So why are we doing this? Well, it's not
13 for the money. The school is contributing
14 about three percent of our budget. So that's
15 not really a factor. I want to confirm that we
16 are, as a church, going to stay in Coral
17 Gables. There has some -- been some discussion
18 over the years and some plans to possibly move
19 to the Sunset property location, where the
20 church owns 20 acres, and because of the
21 economy and a number of other factors within
22 the past several years, the result has been
23 that the leadership of the church and the
24 membership have confirmed our desire to remain
25 in Coral Gables, and one anchor that enables us

1 to do that is the charter school and our
2 cooperative effort with them.

3 We have no plans to sell the Coral Gables
4 property. We have no debt on the Coral Gables
5 property. We have no debt on the Sunset
6 property. So we're not talking about finances
7 here. We're talking about service and the
8 ability to make quality education available to
9 our children in the community, and as you know,
10 there's -- there are long waiting lists for
11 Coral Gables residents and others nearby to be
12 able to have their children attend public
13 schools.

14 I would like to confirm one other thing.
15 There has been some suggestion that the UBC is
16 not or may not be in full compliance with
17 Zoning of the City of Coral Gables. I want to
18 assure you that we are in full compliance. One
19 thing that has been referred to is a
20 restrictive covenant, which is 42 years old,
21 going back to 1968, which related to having a
22 covered passageway to the educational building.
23 This was at a time when there were two houses
24 in the parking lot.

25 There are no houses there. They were

1 demolished in 1983. There has been no covered
2 parkingway or any other improvement there for
3 28 years, so there's no reason for a unity of
4 title in that respect.

5 In 1977, an expanded approval was obtained
6 from the educational building, which was built
7 back in 1961, and that was to allow the Child
8 Development Center and a school. We only
9 needed 110 places, at that time. Of course,
10 that was 33 years ago, and a lot of things
11 change in 33 years. So we only sought 110, and
12 that was what was allowed, and we fully support
13 the effort to increase the enrollment, because
14 of the service that it would perform, and the
15 way it would allow us to continue to provide
16 that education for students in our community.

17 I think that the highlight of this -- you
18 know, I was one of the draftsmen of the lease
19 and so on, and I've been involved in this
20 process, but I've got to tell you that the
21 highlight of all of this for me was the day I
22 got a tour of the school. I saw those kids. I
23 saw the smiles on their faces and I saw the way
24 they were being taught, and that made it worth
25 -- all the worthwhile for me.

1 I hope that you will see that we will be
2 able to have a continuing opportunity to expand
3 that service to the community.

4 Thank you.

5 CHAIRMAN AIZENSTAT: Please withhold your
6 applause. Thank you.

7 MS. RUSSO: At this time, I'd like to call
8 Mr. Bernie Navarro, who is Vice-President of
9 the Parent Association of Somerset Charter --
10 Somerset Grace Academy, which is a 501(c)3.
11 The Board is composed of seven members, one of
12 which has to be a school administrator.

13 Mr. Navarro.

14 MR. NAVARRO: Thank you very much, Ms. Russo.

15 CHAIRMAN AIZENSTAT: Could you state your
16 name and address, please?

17 MR. NAVARRO: Yeah. Yeah. My name is
18 Bernie Navarro, with an address at 301
19 Santander Avenue.

20 CHAIRMAN AIZENSTAT: Thank you.

21 MR. NAVARRO: I'm going to be honest with
22 you. I'm a little nervous today. I'm usually
23 not at a loss for words, but today I am. Those
24 of you who know me, I pretty much can talk up a
25 storm, but when it deals with my children, it's

1 -- I guess I get a little nervous.

2 I'm a parent, neighbor, and as you heard,
3 Vice-President of the Parent Board.

4 I'm accompanied today by my wife, my son,
5 Jay, my son, Matthew, Alexandra, who attends
6 Somerset Coral Gables, and prior to that she
7 attended UBC Child Development Center, so we've
8 been there for a pretty long time.

9 Let me start by saying that this process
10 can be seen in two legs, what happened in the
11 summer and where we are today. Today we are
12 parents, we are your neighbors, we're here. We
13 want what's best for the community. We want
14 what's best for our surroundings, and there's
15 an overwhelming demand for this school by our
16 neighbors. The proof is in the 600-child
17 waiting list, and it's another option for the
18 neighborhood.

19 That's important. The school -- the
20 neighborhood needs another option. Our
21 community desperately needs this school.

22 The facts are that we are in a four-lane
23 thoroughfare, we're close to the library, next
24 to the Youth Center, adjacent to multi-family,
25 and the facility holds more than we would ever

1 need. So if not here, where?

2 The community cannot be shortsighted by
3 saying, "Not in my backyard." There's a new
4 age demographic in this community that needs
5 options. Again, options.

6 There's been a lot of talk in -- going
7 around the community about real estate values.
8 In another role, I'm President-Elect of the
9 Latin Builders Association. I have built in
10 the City and understand what -- what schools do
11 to neighborhoods. They increase the values of
12 houses. A school of this caliber only raises
13 this. Families want to be close to their
14 schools.

15 In closing -- I wanted to be brief, but in
16 closing, there's another story of a town south
17 of us called Pinecrest. One of the main
18 reasons they incorporated was to protect their
19 grade school. Young families have flocked to
20 that community for that school.

21 I strongly urge you to support Somerset
22 Coral Gables, because it is a gem and high
23 caliber for our community.

24 Thank you very much.

25 THE CHAIRPERSON: Ms. Russo.

1 MS. RUSSO: Our next speaker is Karyl
 2 Argamasilla.
 3 MS. ARGAMASILLA: Good evening, Board. My
 4 name is Karyl Argamasilla, and for the record,
 5 I live at 499 Coral Way, Coral Gables, Florida,
 6 33134, which is within a mile from the school.
 7 I'm represented by Stanley Price, who could
 8 not be here tonight, so I'm taking his place.
 9 I am a neighbor, and I support Somerset
 10 Gables in my backyard. My son currently
 11 attends Pre-K4, and I have a younger daughter,
 12 who I hope one day will be able to attend the
 13 school, if the expansion is granted. Right now
 14 she can't attend the school with her brother,
 15 because there's just no space.
 16 I'm sorry.
 17 I've been a Coral Gables resident for over
 18 30 years, and I know what it is like to live
 19 next to a school. I lived one block -- one
 20 city block from the elementary -- the Coral
 21 Gables Elementary School, where I attended from
 22 Grades K through 8, and that school was part of
 23 my community, which is what Somerset Gables
 24 will be to this community.
 25 My family and I have chosen to live in

1 Coral Gables for many reasons, one of which is
 2 the proximity to a school like Somerset Gables,
 3 within walking distance from Miracle Mile, the
 4 Youth Center, and the Coral Gables Library.
 5 One of the issues that I find unsettling is
 6 that there is no clear distinction of the
 7 regulation processes for the educational
 8 facilities here in Coral Gables.
 9 Florida Statute Section 1002.20, Sub 6,
 10 defines public schools to include charter
 11 schools. The City's Code does not regulate or
 12 make any distinction for public schools.
 13 However, the City has found a way to regulate
 14 Somerset Gables, even though it is considered a
 15 charter school by its own definition.
 16 The City's actions are not only
 17 discriminatory, but against Florida Law. There
 18 is a Florida Supreme Court decision called the
 19 City of Miami Beach versus Lehrer, a case that
 20 has never been overturned, where they addressed
 21 the same distinction between private and public
 22 schools. In order -- the Court noted that in
 23 order for an ordinance to withstand a judicial
 24 challenge, the restriction imposed on the land
 25 must not be arbitrary or unreasonable.

1 For the record, I'll be submitting copies
 2 of the case for all of you.
 3 Another contradiction with the restrictions
 4 against the school is found in the City's own
 5 Comprehensive Plan. The Vision Statement for
 6 the plan provides, and I will quote, "The
 7 intention is to continue Coral Gables' vision
 8 and mission as a community that is attractive
 9 to live, work, play and visit."
 10 Further, Objective FLU 1.1.17 states, and I
 11 quote again, "The City acknowledges that the
 12 need to locate schools proximate to urban
 13 residential areas, and where possible, collate
 14 public facilities, such as parks, libraries and
 15 community centers with schools."
 16 Somerset Gables accomplishes each and every
 17 one of these objectives, with its proximity to
 18 the parks, its proximity to the Coral Gables
 19 Youth Center and its proximity to the Coral
 20 Gables Library.
 21 At the end of the day, the people most
 22 affected by all of this, and some will say it's
 23 the neighbors, but it's the kids who are losing
 24 out on an education. The students will suffer
 25 an irreparable harm if these restriction are

1 not lifted. Somerset Gables is an incredible
 2 addition to our community, and it only
 3 reinforces the goals and objectives of the
 4 City's Comprehensive Plan.
 5 I respectfully request that you grant the
 6 expansion of Coral Gables -- of Somerset Gables
 7 at the UBC location.
 8 Thank you.
 9 CHAIRMAN AIZENSTAT: Thank you.
 10 Ms. Russo.
 11 MS. RUSSO: Our last speaker is Ms. Mara
 12 Rodriguez-Mena, who is head of the Coral Gables
 13 Educational Alliance.
 14 MS. RODRIGUEZ-MENA: Thank you, Mrs. Russo.
 15 My name is Mara Rodriguez-Mena, and I live
 16 at 2505 Granada Boulevard. I am not only a
 17 neighbor, I'm a parent, and I am a supporter of
 18 Somerset Gables. For me to have my daughter
 19 two minutes away from my house is priceless.
 20 I do care about my community, and I do care
 21 about my neighbors, because this is my
 22 neighborhood.
 23 As I got into the school, and I started
 24 seeing the misconceptions that some of the
 25 neighbors had, I took it upon myself to go out

1 into the community and created the Coral Gables
 2 Neighborhood School Alliance, for the purpose
 3 of becoming a liaison between the school and
 4 the community. So forms that neighbors have
 5 been receiving by their door, not in their
 6 mailbox -- I have not knocked on anyone's
 7 door -- but basically I've taken a few parents
 8 and neighbors of the community to go out and
 9 distribute fact sheets regarding the school.

10 I've gone out and spoken to many of my
 11 neighbors. I've listened to all of their
 12 concerns and I've brought those concerns back
 13 to the school.

14 This school is creating community, because
 15 as I look around the room, I see many faces
 16 that I have encountered in my neighborhood, and
 17 if it wasn't for this school, I would not have
 18 met many of you. So this school is building
 19 community.

20 I've met wonderful families, that are there
 21 at our school, that have children there, that
 22 are my neighbors. The school is creating
 23 community, and this is what I have wanted so
 24 long.

25 I have older children. I have a

1 traffic concerns. Our traffic engineer has
 2 shown that the requested enrollment increased
 3 bits with respect to the queuing analysis,
 4 based on the accumulation assessment, which is
 5 a methodology established by Miami-Dade County.

6 We have also shown, and part of your
 7 package is a concurrency information statement
 8 that is issued by the City of Coral Gables, a
 9 requested enrollment, as submitted and
 10 processed through the City's concurrency shows
 11 that the Level of Services for all
 12 infrastructure elements, including traffic, are
 13 met, and we also -- the children being
 14 transported to the school -- one of the -- one
 15 of the comments that is made in the City's
 16 evaluation of our Conditional Use and our Site
 17 Plan Application, is that the streets will be
 18 impacted by children traveling to and from this
 19 school.

20 I'd like to point out that the kids that
 21 are going to and from the school are in this
 22 neighborhood, so whether they go to this school
 23 or whether they go to Coral Gables Elementary
 24 or whether they go to Saint Philip's or whether
 25 they go to West Lab or whether they go to

1 seventeen-year-old and a fifteen-year-old, and,
 2 finally, with my five-year-old, who's in
 3 kindergarten, I am receiving this from my
 4 community, the warmth.

5 I'm getting to know a lot of people that
 6 are there in my community, and, also, to just
 7 answer one important question that many have
 8 asked, do you want this in your backyard? I
 9 say, yes, I do.

10 Thank you.

11 THE CHAIRPERSON: Thank you.

12 MS. RUSSO: To continue and wrap up our
 13 presentation, we have reviewed Staff's report
 14 and recommendation and we totally concur with
 15 Staff's evaluation of our Comp Plan request to
 16 change the land use from its current Religious
 17 Institutional Use to Community Facilities and
 18 Services, and once again, that use and our
 19 request will allow the City's municipal use,
 20 that's not allowed either by the land use or by
 21 the Zoning Code, to come into conformance, the
 22 senior center.

23 We disagree with Staff's recommendation to
 24 deny our Conditional Use and our Site Plan
 25 Applications as specifically based on the

1 Sunset, they will be using the streets. The
 2 streets are public streets. They're meant to
 3 be used by everybody. So these kids aren't
 4 going to disappear. The majority of kids right
 5 now, of the 110 kids, are Gables residents.
 6 There's a waiting list. The majority of
 7 children on the waiting list are within a mile
 8 of the school.

9 So we're not talking about kids that are
 10 coming from other areas that are going to
 11 impact our streets. So the same kids and
 12 children are going to impact our streets,
 13 because they're going to be traveling to some
 14 school and they're going to have to leave their
 15 house to do that.

16 I'd also like to say that we meet the
 17 requirements that are set by Miami-Dade County,
 18 in terms of queuing, in terms of the
 19 accumulation assessment, and the number for the
 20 enrollment was based on that.

21 Currently, there is -- there is also a
 22 statement made in the Staff report that there
 23 should be some child safety routes established,
 24 and they make reference to the United -- to US
 25 Department of Transportation, the Department of

1 Highways, and what we've noted here is that the
2 City Public Works Department does not have
3 standards with which to evaluate a school, in
4 terms of its traffic impact.

5 So we have processed our application using
6 the methodology established by Miami-Dade
7 County, and based on the Miami-Dade County
8 accumulation assessment, the requested
9 enrollment, both, in terms of queuing and
10 stacking, meets the County's requirement.

11 I respectfully request that you approve our
12 application for the Conditional Land Use change
13 and that you approve our applications for the
14 Conditional Use, to increase the enrollment --
15 and the associated Site Plans, to increase the
16 enrollment at the University Baptist Church for
17 the Somerset Charter School.

18 Thank you.

19 And Mr. Chairman, I'd like to reserve
20 time -- I don't know that it will be this
21 evening, but I'd like to reserve time for
22 rebuttal, depending on whether it's this
23 evening or whether it's, you know, at a
24 continuation of this meeting, but I'd like to
25 just state of the record that I'd like to

1 I want to note, for the record, that since
2 the initial release of the Staff report, we
3 have received additional comments. Those were
4 noted with the blue papers, which you have in
5 front of you. I just want to add, also, a note
6 to enter that into the record.

7 So with that, I'm going to have Walter turn
8 off the lights for me.

9 Let me just start off by saying, all the
10 documents, the Staff report, as well as the
11 applicant's application, are on the City's web
12 page. If you go to the Planning Department
13 tab, and click on "Planning & Zoning Board,"
14 you'll see all the comments, you'll see the
15 entire Staff report. Again, all the comments
16 received -- we received well over 900 -- 950
17 comments -- the entire application and all the
18 traffic reports.

19 Basically, we have three applications that
20 you're considering this evening. Basically, a
21 change in Land Use, Religious Institutional to
22 Community Services and Facilities. The second
23 is a Conditional Use, which basically allows
24 for the increase in students of 110 to 735.
25 Site Plan Review to permit miscellaneous

1 reserve my time for rebuttal.

2 CHAIRMAN AIZENSTAT: Okay. Thank you.

3 MS. RUSSO: Thank you.

4 And I don't know how to get this without
5 tripping over everything, but if I could hand
6 this to you, and -- or Scot, if you could come.
7 This is the case that Ms. Argamasilla made
8 reference to, so that it could be officially
9 filed.

10 CHAIRMAN AIZENSTAT: If you could hand it
11 over to the secretary, that would be fine.
12 Thank you.

13 MS. RUSSO: Perfect. No, thank you very
14 much.

15 CHAIRMAN AIZENSTAT: Thank you very much.

16 At this time, we're going to go ahead and
17 have the Staff for the City of Coral Gables do
18 its presentation.

19 MR. RIEL: Good evening. My name is Eric
20 Riel. I'm the Planning Director for the City.
21 What I'm going to do is, I'm going to lead you
22 through a PowerPoint. We do have copies of the
23 PowerPoint available. If you want to see
24 Walter over there, he can provide you a copy,
25 as well.

1 improvements, and again, the student increase
2 from 110 to 735.

3 Kind of a summary of the application,
4 again, the request is from 110 to 735 students,
5 Pre-K to Grade 8. 675 of the students will be
6 School Board, Miami-Dade County School
7 students. The remaining 60 will be church
8 associated students. The school is currently
9 operating 110 Pre-K students, and as the
10 applicant indicated, there's no exterior
11 building additions or modifications.

12 Modifications to the parking lot,
13 restriping and signage, that's probably largely
14 how I would encapsulate it, in terms of the
15 improvements to the site.

16 The City Review Process. The City's
17 responsibility is to evaluate all applications,
18 provide a recommendation to the Board, as well
19 as the Commission, and how we do that is, we
20 evaluate the Comprehensive Plan, which is
21 basically the future roadmap for the City, the
22 Zoning Code, which is the implementing tools,
23 as well as the City Code, as well as any other
24 Local, County or State agency requirements, for
25 instance, Florida Statutes, due to the fact

1 they're asking for a Comp Plan change.
 2 The review of the applicant's request for
 3 compliance with the Comp Plan and Zoning Code,
 4 we present findings of fact, either
 5 consistency -- indicating consistency or
 6 inconsistency, and there's numerous goals and
 7 objectives in the Comp Plan and Zoning Code
 8 provisions.
 9 The Planning & Zoning Board, the Board
 10 hearing this, this evening, their
 11 responsibility is to act as a local planning
 12 agency on change in Land Use applications.
 13 They review the Conditional Use/Site Plan. The
 14 options available to the Board are approval,
 15 approval subject to conditions, denial or
 16 continuance of the request to ask for
 17 additional information.
 18 It's important to note that the Board is
 19 only a recommending Board, and their
 20 recommendation goes on to the Commission. The
 21 Commission is the ultimate authority. They
 22 review the application, recommendations by
 23 Staff, the Board of Architects, as well as the
 24 Planning & Zoning Board, and that is done,
 25 basically, in two -- two meetings. Again, they

1 Community Services Facilities uses. This is
 2 directly out of the Comprehensive Plan.
 3 In terms of findings of facts, the City
 4 presents its findings of facts, and, again,
 5 evaluates consistency or inconsistency with the
 6 Comp Plan.
 7 Staff's evaluation of the Land Use finds
 8 that -- the application, finds that the
 9 community facilities, or the church or school,
 10 within neighborhoods, is consistent with the
 11 historic development patterns of the City. If
 12 you look at the Community Services and
 13 Facilities, it provides for buildings adjacent
 14 to land uses that serve the public and a
 15 community function.
 16 Staff evaluation of the application
 17 indicates a Land Use designation is intended to
 18 allow joint use of the facilities for community
 19 uses, support and protect and strengthen the
 20 City as a vibrant residential community.
 21 The application is consistent with a
 22 Community Services and Facilities Land Use,
 23 given the fact that it permits for schools and
 24 churches, and there are identified permitted
 25 uses for the joint use of the facility.

1 can grant approval, subject approval with
 2 conditions, or denial.
 3 Basically, the review timeline, you note
 4 the dates up there, went to the Development
 5 Review Committee, as well as the Board of
 6 Architects. The Board of Architects approved
 7 the Site Plan and Conditional Use on April 7th.
 8 It's before the LPA and the Planning & Zoning
 9 Board, and the Commission has not been scheduled
 10 yet, obviously, depending on at which time the
 11 Planning & Zoning Board provides a
 12 recommendation.
 13 And it might be difficult to see, and I
 14 apologize for the color variations up there,
 15 but this is an existing future Land Use and the
 16 existing Zoning. The existing Land Use is
 17 Religious Institutional and the property has an
 18 "S," Special Use Zoning.
 19 An aerial of the property, the first
 20 application, again, the change in Land Use, the
 21 map on the left shows the existing Land Use and
 22 the map on the right shows the proposed
 23 Community Services and Facilities.
 24 This slide shows you what the allowable
 25 uses are in a Religious Institutional and

1 The application furthers the Comprehensive
 2 Plan, basically, as a placemaker where it
 3 balances the existing and future uses to
 4 maintain a high quality of living.
 5 This is an illustration of -- and Scot is
 6 going to hand out maps to the Board Members, as
 7 well. Again, this might be difficult to see.
 8 It shows existing places of worship and school
 9 locations throughout the City. The light dots
 10 represent the location of each of these
 11 throughout the City. As you can see, they're
 12 interspersed throughout residential areas,
 13 adjacent to commercial areas, within commercial
 14 areas.
 15 The larger part of the map you see is the
 16 northern part of the City, and then obviously
 17 there's two facilities on the southern part,
 18 which is a smaller map, right-hand side.
 19 As is evident, Staff's evaluation and
 20 findings of fact, we support the placement of
 21 schools, places of worship and other community
 22 based facilities within neighborhoods, as they
 23 are located throughout the City.
 24 In conclusion, Staff's evaluation provided
 25 herein and findings of fact support the change

1 in Land Use from Religious Institutional to
2 Community Services.

3 The next two applications are the
4 Conditional Use and the Site Plan Review. The
5 subject property has an "S" use designation.
6 This classification is consistent with that
7 Land Use that's being requested, allows places
8 of worships and schools, as assigned in the
9 Special Use District, as typical. All the
10 churches and schools throughout the City have
11 the Special Use Zoning.

12 Any change in use -- this is an important
13 fact -- any addition, anything new is required
14 to undergo a public hearing review process,
15 similar to where -- which we're doing this
16 evening.

17 It's important to note that the uses that
18 are listed in the "S" zoning district have
19 defined definitions in Article 8. That section
20 identifies the allowable uses, and what Scot is
21 handing out to the Board right now, although
22 it's in your Staff Report, he's actually
23 handing out the Zoning Code provisions, the "S"
24 use, the Conditional Use, for viewing.

25 Again, this information is in the Staff

1 type, intensity, design and appearance.

2 This is basically -- the chart you have on
3 the table, I have up here, it's just kind of a
4 brief analysis of what is permitted and what is
5 proposed.

6 Again, since there's no additions proposed,
7 basically everything on the site is considered
8 non-conforming, pursuant to the Zoning Code.

9 Parking Space Analysis, basically as it
10 exists right now on-site, as well as off-site,
11 it's 136 spaces. Six spaces will be lost
12 on-street. Will result in 130. The Code
13 requirements are 73. Therefore, there's an
14 additional 17 spaces.

15 Traffic Analysis, the City retained a
16 traffic consultant to assist the Public Works
17 Department in its review of traffic, which
18 would be generated, should the application be
19 granted.

20 The application's documents include, as the
21 applicant indicated, an assessment traffic
22 study, and two additional analyses to
23 supplement the traffic study, and then, most
24 recently, Staff asked for a comparative school
25 data to conclude its research.

1 Report. However, it's in the analysis. It
2 might be kind of difficult to find.

3 So, again, any future expansion will
4 require to go -- undergo public notice and a
5 public hearing review.

6 Staff evaluation of the Conditional Use
7 notes that of the fourteen schools that the
8 City has, only two schools have requested and
9 been granted City Commission approval for an
10 increase in student population, outside of the
11 original approval.

12 Those are Granada Presbyterian, which was
13 done in 1998, and Gulliver Academy, which was
14 done in 1998, as well.

15 This is important, because -- it's
16 important, because of the fact that the City
17 updated its Zoning Code in 2007, and also
18 updated its Comprehensive Plan in 1998, and
19 most recently in 2009, and basically the Code
20 updates that were done -- and these were
21 complete updates, these were not minor
22 changes -- provided for the preservation of
23 residential properties, to assure that future
24 development will be in conformity with the
25 foregoing distinctive character with respect to

1 The City reviews of the application
2 included to determine if sufficient information
3 is available to support the application, and if
4 any proposed remedial actions are included to
5 mitigate the increase in students. The Parking
6 Department, Public Works, Fire, Police, Public
7 Service, and Planning, as well as the traffic
8 consultant, conducted a detailed analysis of
9 the applicant's information.

10 We solicited information from the School
11 Board, as well as Miami-Dade County Public
12 Works and Engineering, and also -- the City
13 Staff and traffic consultant also conducted
14 numerous field visits, to various charter
15 schools, as well as Somerset Academy affiliated
16 schools, private schools, public schools,
17 throughout the City, as well as Miami-Dade
18 County, to evaluate the potential traffic
19 impacts.

20 The City's traffic consultant provided a
21 report in reference -- its Traffic Review
22 Report, April 2011. It has an executive
23 summary, background, conclusions, numerous
24 appendices, and basically it was a thorough
25 analysis of the applicant submitted

1 information, and that's important. It's not
2 City Staff's responsibility to conduct a
3 traffic study. It's to evaluate the
4 applicant's information that's provided.

5 With that, I'd like to turn it over to Jeff
6 Easley, the City's traffic consultant. He's
7 going to present his findings. He's from
8 Reynolds, Smith & Hills, and after that, I'm
9 going to return and conclude my presentation.

10 Walter, you want -- the lights, yeah.

11 MR. EASLEY: Good evening. My name is Jeff
12 Easley. I'm the Vice-President with the firm
13 Reynolds, Smith & Hills, with office locations
14 at 6161 Blue Lagoon Drive, in Miami.

15 As Eric mentioned, I was retained by the
16 City, my firm, to review all of the traffic
17 data that was submitted by the applicant, all
18 of the supplemental data that they submitted,
19 and it was my task to review it and make an
20 assessment if the current site could
21 accommodate the increase of students from 110
22 to 735, and in doing that, I also went out and
23 observed traffic at several other charter
24 schools, comparable data, and these schools
25 that I went to were based on comparable sites

1 that were submitted to the City by the
2 applicant.

3 So I took everything that they gave to me
4 and my firm and evaluated it. I have never
5 been asked to give a number myself, nor have I
6 ever calculated a number that I would be happy
7 with, and that's important to note.

8 And my conclusions, based on the data that
9 they submitted, this site cannot accommodate
10 739 students, and let me support why my
11 recommendation is that.

12 As mentioned, the accumulation -- this all
13 starts with a surrogate school. The Doral
14 Academy, from Day One, from our meetings with
15 the applicant, we voiced our concern that this
16 school was not a good surrogate site. It's not
17 surrounded by a neighborhood. It also has an
18 axillary lane on the main street that's
19 adjacent to the school, that provides stacking
20 off-site.

21 At the same time, we reviewed the
22 accumulation study. We have no quarrels with
23 the data. What we have concerns with is how
24 the data was used. The data was submitted in
25 the report as if they had one dismissal of

1 730 -- 768 students. They used this, and
2 compared it to three dismissals for the public
3 school.

4 They took 768, and divided into that three
5 sets of dismissals of 235. They used the
6 maximum queue, that they measured, of 97
7 vehicles, and spread that out over the entire
8 student body. You can't compare that to three
9 dismissals.

10 You have to consider the County standards.
11 They say they followed the County's
12 requirement. The County's requirements are
13 very clear, that if your surrogate school has
14 staggered arrivals or dismissals, you have to
15 consider the impacts of each individually, and
16 what that means is, you consider the number of
17 students that were actually dismissed during
18 each dismissal time. You measure the maximum
19 queue of each dismissal time, and then you
20 compare that. Whatever the maximum queue is,
21 you consider the number of students that were
22 dismissed at that time, and that's what you use
23 to compare to your proposed school, to get your
24 maximum accumulation.

25 The data that was shown here earlier, they

1 used two dismissals. The data showed that less
2 than 768 was dismissed during the time the
3 maximum accumulation was measured. That
4 number, even using that -- that should have
5 been used -- divided 245 into that, to get your
6 accumulation, and I don't have fancy graphics
7 to demonstrate that, and I apologize.

8 My main concern is the data, the way it was
9 used, and the accumulation, underestimated the
10 accumulation that will be at the Somerset Coral
11 Gables, and based on that, this site is already
12 -- was sized to use the maximum accumulation.
13 They're proposing that the site can accumulate
14 31 vehicles. Well, this is based on the pickup
15 and drop-off area being immediately adjacent to
16 the exit onto Cardena.

17 We have made a recommendation, for safety
18 reasons, so you don't have a car that maybe is
19 in the front run of the queue, and a car that's
20 behind him, trying to make a right turn at one
21 time.

22 They also had two scenarios of traffic
23 circulation. They described them as A and B.
24 We never recommended one or the other, but
25 based on the potential of traffic backing out

1 onto Cardena, you have to maximize what space
2 you have, and the entrance to this site -- the
3 distance from the entrance to Anastasia, you
4 can stack nine vehicles, and we all know that
5 parents will arrive early. They can't plan it
6 where they're going to arrive exactly at the
7 time the students are dismissed.

8 It's common, at other schools, it's been my
9 observation, that parents arrive early and they
10 stack, and they want to get there early, to get
11 the good spots.

12 You're going to have to allow them to stack
13 on-site, if you do that, otherwise they'll have
14 to stack on Cardena. If you allow them to
15 stack on-site, they're limited to 31 vehicles.

16 Our recommendation is to move the pickup
17 back at least three vehicles, for safety
18 reasons. That reduces the available stacking
19 on-site to 28 vehicles. So parents arriving
20 early, they're going to have to stack on-site.
21 Car 29, Car 30, 31, 32, they're going to back
22 out into Cardena.

23 If you examine the accumulation data that
24 they used and you apply the split dismissal
25 periods, and then apply that to this school,

1 Cardena, onto Anastasia, from one to 260, or
2 the left turns coming to the site, from
3 Anastasia, on to Cardena, one to 300, that's an
4 increase in turns, and all it takes is a little
5 bit of delay, that people that normally use
6 Anastasia to go to Downtown or to the Biltmore,
7 they will avoid that. They will go to an
8 adjacent street. They will avoid the school
9 area.

10 And if you have traffic that backs up onto
11 Cardena, the parents that are coming, they
12 don't want to get into that queue. They will
13 avoid the queue. They will park where they
14 can. This has been an observation at schools
15 that we've looked at.

16 So our main conclusion is, based on the use
17 of the data from the surrogate school, taking
18 that data and applying it to the proposed
19 school, they've underestimated the proposed
20 accumulation at this site.

21 Thank you.

22 MR. RIEL: Continuing on.

23 As I indicated, other departments have
24 reviewed the application. The Police
25 Department was one of the main departments, in

1 their maximum accumulation is greater than what
2 they're estimating, and that's our major
3 concern, because as soon as traffic spills back
4 to Cardena, there's not a lot of room before it
5 reaches Anastasia. You have space for nine
6 vehicles. So any vehicle over 28 stacks on
7 Cardena.

8 The other circulation pattern that they
9 propose doesn't work, because if anyone's
10 coming in from Riviera, there's only space for
11 two vehicles. So if you had a queue coming in
12 from Riviera, you can only accommodate two
13 vehicles on Cardena. So the only one that
14 makes sense is to have a right turn exit only,
15 that way you prevent any traffic coming into
16 the site from blocking traffic exiting the
17 site, and, then, based on the potential traffic
18 overflowing onto Cardena, you have to only
19 allow traffic coming to the site from
20 Anastasia, and based on this -- and, yes, we
21 did say that the Level of Service -- the Level
22 of Services at the intersections are within
23 standards, but just because something meets
24 standards does not mean there's no impacts, and
25 any impact increasing the right turns on

1 terms of reviewing the application regarding
2 traffic. They analyzed the application, in
3 terms of school impacts, and what I'm going to
4 do is go through some of their findings.

5 Segovia Street, obviously, is a main
6 thoroughfare. However, the roadway is not the
7 only roadway people will travel to and from
8 school. Therefore, Riviera Drive, Anastasia,
9 will see an increase in traffic, as well as
10 many other smaller roads in the vicinity,
11 Riviera Drive, Segovia, and Anastasia.

12 They analyzed the application, again, and
13 through (sic) the numbers of additional
14 vehicles will be the same at drop-off and
15 dismissal, the department expects the mornings
16 will have the most impact, as far as adding to
17 the backups.

18 At City schools, the police department
19 noted and observed that students being dropped
20 off and picked up in numerous locations
21 surrounding the school always find, and I
22 quote, the path of least resistance, to include
23 time and distance.

24 Students and parents or guardians determine
25 what works best for them, as far as a point of

1 departure from the vehicle, and a meeting place
2 to return when the student is picked up in the
3 afternoon.

4 Student drop-off takes place in the
5 roadway, from whatever lane and direction --
6 the direction the vehicle is traveling.
7 Similarly, the pickup place is somewhere
8 nearby, but out of the congestion caused by
9 others doing the same thing. Varied locations
10 of pickup and drop-off place pedestrians in
11 roadways, often between vehicles, out of sight
12 of other drivers, causing significant hazards
13 to the pedestrians and students.

14 Other conclusions, in terms of -- they
15 indicated several pedestrian concerns. Schools
16 have a significant impact on the Police
17 Department resources and finds that resources
18 are taxed, and a significant number of
19 resources are required to monitor and ensure
20 that the safety of the students is maintained.

21 The applicant has provided an operational
22 plan, however, the department has observed that
23 as the students evolve in the higher grades, as
24 they increase in age, these operational plans
25 tend to break down.

1 The Police Department also notes that
2 schools experience significant on-site --
3 off-site vehicle parking and staging. Vehicles
4 arrive and line up wherever space exists and
5 wait to pick up the child. This is the
6 department's greatest concern and most
7 difficult to manage. In fact, the applicant's
8 traffic engineer this evening indicated, as a
9 part of their presentation, that students do
10 come in advance, sometimes a half hour to 45
11 minutes in advance. When that queue is stacked
12 on the property, they have no place else, but
13 to go off-site.

14 These off-site impacts have been verified
15 by both, field analysis, past complaints, and
16 some of the -- what I'll call secondary impacts
17 are dead grass in front -- front lawns,
18 garbage, blocking of right-of-way, and at
19 times, this does, and I'm sure the Police
20 Department can indicate this probably more than
21 they would like, that a conflict between
22 drivers and homeowners is very evident, when
23 schools are in residential areas.

24 And they also noticed -- note that year
25 after year the department intends to be very

1 aggressive at the school -- at the start of the
2 school year, you know, to teach newcomers. The
3 Police Department is very aggressive in terms
4 of trying to alleviate any potential problems
5 in advance, but it's an ongoing battle.

6 The Police Department also noted, and this
7 is significant, that charter schools are not
8 recognized by Miami-Dade Police School Board
9 Police as an area of responsibility. Any and
10 all police calls for service and follow-up are
11 the responsibility of the City and the Police
12 Department.

13 Obviously, the department's responsibility
14 is to serve the community needs. That's never
15 been a question. And the department will
16 continue to do that. However, it's difficult
17 to determine in advance the demands the school
18 may place on the City's police services.

19 Basically, in conclusion, Staff's findings
20 of fact is that the proposed increase from 110
21 to 735 will have a negative effect on the
22 surrounding residential neighborhood. The
23 inability to accommodate a quantity of all
24 passenger vehicles queued within the site shall
25 cause degradation and create nuisances to the

1 surrounding neighborhoods.

2 The projected accumulation of 49 vehicles
3 will require 21 vehicles to spill back. Those
4 remaining 12 vehicles will have to stack on
5 Anastasia and Riviera.

6 The Level of Service will diminish on the
7 intersections, as noted on the screen. It's
8 also common practice, based upon field
9 observations, residents in proximity to schools
10 and pass-through vehicles will avoid school
11 areas during a.m. student drop-offs and p.m.
12 pickups.

13 The increased vehicle activity, stopped
14 vehicles, vehicles stacking during these times,
15 traffic will increase on the periphery streets,
16 and City Staff refers to this phenomenon as the
17 avoidance factor.

18 Parking of vehicles shall result in an
19 increased off-site vehicular and pedestrian
20 conflicts. Students will be coming from all
21 sides of the property, crossing streets outside
22 of crosswalks. We were all children at one
23 time. We know how many times we try to take
24 the shortest distance to where we need to go.

25 Any student dropped off outside the

1 confines of the site will compromise the life,
2 health and safety of the students, and that's
3 probably the most important thing. Obviously,
4 at the school, we don't want to compromise the
5 child safety at any time.

6 Potential nuisances, increased trash,
7 noise, and then one of the other things is, if
8 you start, you know, putting no parking signs
9 all over the neighborhood, that's obviously a
10 visual blight, in terms of the attractiveness
11 of the neighborhood.

12 Some of the other effects, degradation of
13 the swales, basically the grass dies, the
14 vegetation dies, and this happens around
15 schools, as well as the swales surrounding
16 single family properties or wherever vehicles
17 will park to drop-off or pick up students.

18 This can compromise drainage and cause
19 possible parking ruts in the swale, and also
20 you'll note that vehicles will park across the
21 sidewalk, which is actually a violation of the
22 City Code.

23 Significant negative impacts, again, to the
24 drainage. I've gone through here. Okay.

25 Other secondary effects include, schools

1 analysis we had for traffic from the
2 applicant's traffic consultant, and one of
3 those was Mater Gardens Elementary and its
4 middle school. It's a Somerset affiliated
5 charter school, 640 students, surrounded on
6 three sides by single family, dedicated bus
7 drop-off and a dedicated student pickup, with
8 two drop-off lanes, almost identical to the
9 Somerset Coral Gables.

10 This is an aerial. You see the school
11 right here. Again, 640 students. "Number 1"
12 indicating the -- one side of the residential,
13 "Number 2," the second side, and "Number 3"
14 being the third side. The yellow, which
15 appeared green, is the dedicated school bus
16 drop-off the school has, and this is an
17 indication of the two travel lanes or queuing
18 lanes that this school has, again, identical.
19 The difference here is that they had two
20 queuing lanes inside the property, versus the
21 one that's proposed as a part of this
22 application.

23 What I'm going to show you now is some
24 impacts on the school. These are
25 photographs -- Scot is going to be handing

1 have larger school events and you'll obviously
2 see that in the schools we have within the
3 City. The applicant did submit a summary of
4 those special events and estimated attendance.

5 Typically, schools, when they undergo this
6 process, provide a special events traffic
7 management plan. It categorizes events by
8 attendance, has a specific number of police and
9 security officers to manage, provides
10 alternatives for overflow parking, it includes
11 restrictions that are identical to limitations
12 that have been placed upon other schools within
13 residential areas of the City.

14 A management plan was not submitted by the
15 applicant to provide these operational
16 regulations and safeguards. We feel that
17 insufficient information has been provided,
18 given the fact that this impacts single family
19 properties, nor has any mitigation been
20 provided to Staff and the application does not
21 provide sufficient remedial measures or
22 documentation.

23 City Staff did conduct numerous on-site
24 evaluations of other schools and evaluated
25 outside impacts. As a part of the comparative

1 out all the photographs that we took of this
2 property. We went there on a number of
3 occasions. I'm just going to briefly go
4 through a couple.

5 The school is located right over here. If
6 you'll note, kind of interesting that the
7 school had placed concrete barriers here, to
8 prevent that swale from being impacted by the
9 drivers that pull off.

10 This is the situation that you see in the
11 afternoons. You can clearly see, by the
12 blocking of the sidewalks.

13 On street parking and queuing, the school
14 is to the right, the entrance to the facility
15 is right here. Again, the entrance here, this
16 is the school, and you can see the cars -- all
17 the cars waiting on the queue line and
18 basically backed up, and people were parking
19 all the way up the street.

20 Obviously, when you have people parked
21 here, the only way to get around, if it's
22 someone who lives in the neighborhood, is to go
23 in the other travel lane.

24 Just some more examples. People just pull
25 in, in which direction, as you can see

1 right here and right here.
 2 These are some -- we visited the property,
 3 obviously, not during times when the school was
 4 in session. So you can see, the swale is
 5 degraded vastly. You can see this -- this
 6 single family property owner here actually put
 7 up trees and vegetation -- I have a better
 8 slide -- to prevent that from happening.

9 Again, just another illustration of what
 10 happens to the swales. This, as I indicated,
 11 the property owner put "keep out of grass" sign
 12 and actually put tape down and installed this
 13 landscaping, and you know what the result was,
 14 these cars parked on the street, and they're
 15 going to go, again, obviously, to the closest
 16 proximity to the school.

17 Another example of another property owner
 18 that had put in -- spent a substantial amount
 19 of money. And let me say this. For a fact, I
 20 don't know who had put this. I did not verify
 21 who put this in, but obviously this was put in
 22 for reasons not to have cars pull in the swale.

23 Basically I'm going to go through very
 24 quickly right now, in terms of the Zoning Code
 25 review criteria. The Zoning Code has a very

1 residential areas, overburden public services.
 2 Individual review of these uses is necessary
 3 due to the potential cumulative impacts it may
 4 have on the neighborhood. The review process
 5 allows for the imposition of conditions to
 6 mitigate identified concerns or deny the use if
 7 the concerns cannot be resolved.

8 Staff's findings is, the Conditional Use
 9 and the Site Plan Application does not satisfy
 10 the purpose and applicability. The increase in
 11 students does not have a beneficial effect and
 12 does not serve important public interest, and
 13 will have adverse effects on the environment,
 14 particularly the residential areas, and will
 15 change the desired character of the area.

16 Basically, what I have up here are -- these
 17 are three of ten criteria that City Staff does
 18 a very detailed Staff findings, in terms of the
 19 Conditional Use review.

20 I'm going to go through these in detail and
 21 present each of the Staff's findings. I'm
 22 going to just list all of these kind of in --
 23 as -- in one area.

24 The first, A, is the use consistent with
 25 and furthers the Comprehensive Plan goals?

1 specific review criteria, in terms of what
 2 Staff is to evaluate, and I'd just like to
 3 highlight, one of the things is the purpose of
 4 the Zoning Code, basically to administer
 5 regulations, to promote the development of the
 6 City as guided since its establishment,
 7 preserve residential properties to ensure
 8 future development will be in conformity with
 9 the intensity, design and appearance.

10 Provide for efficiency and economy in the
 11 process of stable and orderly development, for
 12 an appropriate and best use, and I underlined,
 13 not necessarily for the most economic use of
 14 the land in accordance with the standards.

15 Promote preservation, protection and
 16 development of natural resources, protect
 17 property values and the enjoyment of property
 18 by minimizing or reducing conflicts.

19 The Conditional Use Review criteria also
 20 has a purpose. The purpose of the Conditional
 21 Uses within each Zoning District is to
 22 recognize uses that may have beneficial effects
 23 and serve public interest, but which may, but
 24 not necessarily have, adverse impacts --
 25 effects on the environment, particularly

1 Staff's findings is that the application, as
 2 filed, are inconsistent with the Comprehensive
 3 Plan goals. I'm not going to go through all
 4 those goals, objectives and policies. We have
 5 identified about five or six elements where we
 6 find that the applications are not consistent
 7 with the Comprehensive Plan, and that's on
 8 Pages 35 through 50 in your packets. So
 9 there's about 15 pages. There's findings for
 10 each one of those goals and objectives. So I'd
 11 like to enter that into the record, and won't
 12 bore you with going through each one of those.

13 B, the available use of the property may be
 14 put to appropriate use that is subject to the
 15 proposed conditional use and compatible with
 16 the area. We find that the
 17 renovation/expansion is not supported and has
 18 not satisfactorily demonstrated no negative
 19 impacts will occur. The increase will affect
 20 the surrounding neighborhood. No substantial
 21 plans to mitigate the negative impacts of the
 22 increase, such as traffic noise or congestion,
 23 have been provided.

24 Is the use in conflict with the character
 25 of the neighborhood? Coral Gables is primarily

1 residential, with schools, places of worship,
 2 cultural and institutional uses interspersed
 3 within the neighborhoods. The concern is the
 4 secondary effects, as described in the findings
 5 of fact, which I also went over, will result in
 6 degradation of the quality of life, and we're
 7 of the opinion the applicant has not supplied
 8 sufficient documentation to mitigate those
 9 impacts.

10 Is the use -- will -- the proposed use will
 11 not adversely or unreasonably affect the use of
 12 the property? In Staff's opinion, the physical
 13 features have not been provided to provide
 14 adequate buffer, to mitigate the use to the
 15 surrounding residential area. The increase
 16 will adversely and unreasonably affect use of
 17 the property. Vehicles parked in the
 18 right-of-way in drop-off will result in
 19 deterioration of swales, as well as the
 20 encroachment and intrusion of an incompatible
 21 use into the neighborhood, and, again, we
 22 strongly feel this is a hazard to child safety
 23 and the pedestrian environment.

24 Is the use compatible with the nature of
 25 development of the adjacent uses, buildings and

1 increased student enrollment, will increase
 2 vehicle congestion, vehicle stacking, and
 3 increase traffic and parking.

4 The nature of the development is not
 5 detrimental to the health, safety and general
 6 welfare of the community. We feel the site
 7 will not adequately serve the increased student
 8 enrollment, will increase the vehicle
 9 congestion, would be detrimental to the health,
 10 safety and general welfare of the community, by
 11 representing an encroachment and
 12 intensification of an incompatible use within
 13 the surrounding residential area, and, again,
 14 child safety and pedestrian hazards.

15 Design of the driveways, circulation, is
 16 well defined. No off-site parking management
 17 program or pedestrian circulation beyond the
 18 perimeter of the school has been provided.
 19 Again, the proposed pickup and drop-off will
 20 result in congestion, vehicle stacking, and
 21 increase waiting time, people of -- people --
 22 basically parking in the swales. That will
 23 result in deterioration of the swales, existing
 24 landscaping, and as I indicated, the
 25 proliferation of "no parking" signage.

1 structures and will not adversely affect those
 2 adjacent uses? Again, no building improvements
 3 are being proposed. The facility's size will
 4 remain the same. However, the utilization of
 5 the property and facilities, relative to an
 6 increase in students, will increase
 7 dramatically.

8 Is the use compatible with the nature and
 9 development of adjacent uses? The increased
 10 demand will result in an inordinate burden on
 11 the site's capacity and use as originally
 12 intended, again, resulting in child safety and
 13 quality of life issues, increased traffic and
 14 off-street parking, deterioration of the
 15 swales. Inadequate landscape buffering
 16 measures and improvements have not been
 17 provided to ensure the pedestrian is safe. We
 18 feel it's an increased visual blight and a
 19 fragmentation and general deterioration of the
 20 quality of life in the surrounding single
 21 family neighborhood.

22 Will the proposed parcel -- is it adequate
 23 in size and shape to accommodate all
 24 development features? We feel that the pickup
 25 and drop-off plan will not adequately serve the

1 And last, "I", conditional use satisfies
 2 concurrency standards. We found that based
 3 upon the concurrency impact statement, the
 4 infrastructure is available and it was prepared
 5 and found adequate to serve the capacity.

6 Again, I just -- I just want to highlight
 7 the fact that, you know, this is a request for
 8 an increase in student population, and, again,
 9 I want to highlight the fact that the City of
 10 Coral Gables in its re-write of the Zoning
 11 Code, which this Board participated in, as well
 12 as the re-write of the Comprehensive Plan, one
 13 of the main objectives was to preserve the
 14 residential area, to assure that future
 15 development will be in conformity with the
 16 distinctive character, with respect to the type
 17 and density, design and appearance.

18 Based upon City Staff's conclusion, we find
 19 the Conditional Use and Site Plan Application
 20 to permit the increase in students to be
 21 inconsistent with the Comprehensive Plan's
 22 goals and objectives.

23 Public notification, I just want to go
 24 through very, very briefly, and I'll conclude
 25 my presentation. Typically Staff does a

1 thousand foot mail-out. On this particular
 2 application, we increased that to twice the
 3 size. It's the first time in the City that
 4 we've actually done a 2,000 feet notification
 5 radius. We actually sent out two courtesy
 6 notices, because, as you know, the first
 7 meeting was continued, due to the fact that we
 8 would not have a quorum at the Board, and it
 9 included 600 notices, and to date, as of today,
 10 I think we've gotten about nine or nine hundred
 11 fifty comments, and the Board has those, and,
 12 again, I note, those are all on the City's
 13 webpage, as well.

14 This is just an illustration of kind of
 15 where the school is, and in terms of the
 16 notice, this is the 2,000-foot. The reason we
 17 did the 2,000 foot is because it basically
 18 takes you to Granada and way past Le Jeune. We
 19 wanted to make sure that there's adequate
 20 opportunity for people to be a part of this
 21 public hearing process.

22 We did, obviously, in addition to the
 23 neighborhood notice, the courtesy notice,
 24 there's legal advertisings, we actually did
 25 two, because there was the deferral of the

1 first meeting, and those are the dates that
 2 those had occurred.

3 Staff recommendation. Staff recommends
 4 approval of the change in Land Use. I'm not
 5 going to go ahead and read this. This is
 6 basically the technical -- all the technical
 7 information, in term of the parcel size.

8 The basis is, we find it consistent with
 9 the Comp Plan's goals, objectives and policies,
 10 as well as the Zoning Code and other codes, and
 11 this is enumerated in Staff's findings of fact
 12 and the Staff report.

13 The Department does not support the
 14 Conditional Use Application. We recommend
 15 denial of that application. We, likewise,
 16 recommend denial of the Site Plan application,
 17 and the Staff's basis for that is, we find
 18 these applications are -- as presented or as
 19 filed, are not consistent with the Comp Plan,
 20 does not support the City's Zoning Code purpose
 21 of the City of Coral Gables, fails to satisfy
 22 the Conditional Use provisions, and the
 23 application is not in accordance with the
 24 Conditional Use standards for review which this
 25 Board must present findings, as well as the

1 City Commission.

2 Throughout the process, and I can tell you
 3 we've done this with a number of other schools,
 4 during my -- I've been with the City about
 5 twelve -- eleven or twelve years. We always
 6 encourage applicants to meet with all the
 7 interested parties. We always encourage them
 8 to work together, to hear the issues well in
 9 advance of these meetings. We actually ask for
 10 neighborhood meetings be conducted by the
 11 applicants, to kind of get the information out
 12 to the folks.

13 What I found, in dealing with my 26 years
 14 of being a public sector planner, is, most
 15 people don't have the right information.
 16 They're misinformed. So one of the things that
 17 we encourage is, again, to try to get
 18 applicants to meet with the neighboring
 19 residents, adjoining property owners, knock on
 20 those doors and to try to work out possible
 21 settlement of issues.

22 As an example, Gulliver Academy just went
 23 through a recent review process of about a year
 24 and a half. They asked for a change in zoning
 25 and a Site Plan review. Gulliver Academy

1 worked very closely with the neighbors, and --
 2 with the intent of mitigating the possible
 3 issues.

4 Likewise, Fairchild Gardens. It's not a
 5 school, but they most recently just got a major
 6 building expansion request. They had
 7 significant dialog with the adjoining
 8 neighbors. Some of those meetings, Staff
 9 attended. Some of those meetings, I did not
 10 attend, with both, Gulliver, as well as
 11 Fairchild, and the result was a settlement
 12 agreement between those two entities and the
 13 neighborhood, which ultimately were approved by
 14 the City Commission.

15 And I bring this to, you know, your
 16 attention, is that Staff is of the opinion, we
 17 always try to work things out. There might be
 18 disagreements from each of the parties, but,
 19 again, we try to -- we try to assist this
 20 however we can, and, in fact, the Comprehensive
 21 Plan actually has three or four goals and
 22 objectives that encourage Staff to basically
 23 make sure that the right information is out
 24 there.

25 There's also -- we also can facilitate and

1 we have facilitated neighborhood meetings or a
2 meeting of the minds, and there's also
3 available -- other basically mediation services
4 that are available. The South Florida Regional
5 Planning Council has those available, as well.

6 Basically, what we're looking at is, again,
7 just working with the neighborhood groups.
8 This is another goal and objective, again,
9 trying to -- to try to work out the issues.

10 Basically, what I'm trying to get at is, we
11 feel this is a collaborative process. It is
12 our hope that the neighbors can meet with the
13 school, and that they can work and live and
14 play jointly together. As I've shown you on
15 the map, schools are, you know, supposed to be
16 in residential areas. They're supposed to be
17 convenient. However, they both need to work
18 closely with one another and not impact one
19 another.

20 Just in conclusion, what I want to put on
21 the screen is -- the Departments, Building and
22 Zoning, Fire, Parking, Planning, Police, Public
23 Works and the City's traffic consultant. We
24 have all of those Departments represented here
25 this evening. They will be represented, as

1 well, at which time the Board does have
2 questions or the public does have questions,
3 when we get to that point, but I just wanted to
4 indicate that we do have the City Staff experts
5 and the City traffic consultant available to
6 answer any questions.

7 That concludes my presentation.

8 If I could have the lights. I just would
9 like to make one final comment. Since the
10 release of the Staff report, Ms. Russo's office
11 contacted my office, in fact, actually, today.
12 Ms. Russo would like to try to work out -- or
13 the applicant would try to work out with the
14 neighbors, and Mr. Chairman, if I were to ask
15 your indulgences, Ms. Russo would like just one
16 or two minutes to come up and just put that on
17 the record, and offer that, and then we can
18 proceed to the public hearing format.

19 CHAIRMAN AIZENSTAT: Okay. Ms. Russo.

20 MS. RUSSO: Thank you.

21 I would like to put of record that since
22 the Staff report was released, which was late
23 on Friday, we've had an opportunity to review
24 it over the holiday weekend. For those of you
25 that do not know, it was the Easter Holiday.

1 The Staff report was released on Good Friday.
2 But we have had the opportunity to work
3 together within our team, and as always, for
4 those of you who know me, who know that I've
5 represented other schools in this community,
6 it's always my goal to reach out and try to
7 have meetings with the surrounding
8 neighborhood.

9 I have contacted the Biltmore Neighborhood
10 Association's counsel on several occasions,
11 Mr. Tucker Gibbs, and asked him if we could sit
12 down to the table, and I think, now that the
13 report has been issued, perhaps we can schedule
14 those meetings, so all the concerns can -- you
15 know, the Staff consultant's reports, the City
16 consultant's, none of these were available to
17 us before. There really hasn't been a dialog.
18 So like all processes, this is the start of the
19 process and I just want to state of the record
20 that we are willing to go through that process.

21 Thank you.

22 CHAIRMAN AIZENSTAT: Thank you.

23 Let's go ahead and take a ten-minute break
24 and then we will start with the public
25 comments.

1 MS. KEON: It's ten minutes to nine o'clock.

2 CHAIRMAN AIZENSTAT: If everybody will sit
3 back down, because I just noticed it is ten
4 minutes to 9:00 and at 9:00 we are supposed to
5 adjourn.

6 MR. BEHAR: Mr. Chairman, I will recommend,
7 since we started late, the same amount of time
8 that we started late, we would extend the
9 meeting for the same duration. I believe we
10 started at 6:21, so we would extend it to 9:21.

11 CHAIRMAN AIZENSTAT: Can we just extend it,
12 for now, to 9:30? Is that okay with you?

13 MR. BEHAR: I'm okay with that, sir.

14 CHAIRMAN AIZENSTAT: Since we're going to
15 take a ten-minute break.

16 MR. BEHAR: Sure.

17 MS. KEON: Second.

18 CHAIRMAN AIZENSTAT: We have a second.

19 Everybody okay with that on the Board?

20 Javier.

21 MS. SALMAN: No, I'm opposed.

22 CHAIRMAN AIZENSTAT: We have a first and a
23 second. Please, please --

24 MS. KEON: Can we talk about it then, if we
25 have a second?

1 MR. BEHAR: I made the motion.
 2 MS. KEON: If we reconvene at nine o'clock,
 3 Mr. Gibbs won't even have time to complete his
 4 presentation. So I think that at that point, I
 5 don't know that it serves us any purpose for
 6 Mr. Gibbs to provide half of his presentation,
 7 and then continue his presentation at another
 8 meeting, as opposed to having it -- I mean, I
 9 have would like to ask them how they feel about
 10 that.

11 CHAIRMAN AIZENSTAT: The -- but the
 12 question I would bring up is, there's also a
 13 lot of parents and residents that have come
 14 here and I'm wondering if maybe we allow those
 15 parents or certain parents, until time certain,
 16 to give their -- you know, their chance to
 17 speak, and if we adjourn, then at the next
 18 meeting we ask --

19 MR. BEHAR: Well, Mr. Chairman, if you
 20 start with the parents, the public
 21 presentation, that -- at what point do we stop
 22 that?

23 MR. SALMAN: That would be a good cut-off
 24 point, in my mind, before we get into the
 25 comments from --

1 MR. BEHAR: Mr. Gibbs.

2 MR. SALMAN: -- the residents and Mr.
 3 Gibbs, who is their representative, and then we
 4 would have enough time to do proper
 5 deliberations.

6 I also agree with Ms. Russo's point, that I
 7 would like to give them some time to see if
 8 they can work this out, before it comes back to
 9 us. I don't think we're going to be able to
 10 finish tonight, even if we --

11 CHAIRMAN AIZENSTAT: We're not. We're not
 12 going to be able to finish tonight.

13 MR. SALMAN: So I look at this as a logical
 14 point to end the presentation, and, then, at
 15 that point, we would have ample time to --
 16 without repeating ourselves, hear everybody's
 17 opinion, in a public hearing, both, as a
 18 planning agency and then the authority as a
 19 Board, because we have those two functions on
 20 this particular item.

21 CHAIRMAN AIZENSTAT: Any other comments
 22 from the Board?

23 Mr. Gibbs, did you want to make a comment?

24 MR. GIBBS: Yeah. I have no problem with
 25 that, but I do have somebody here, who's not

1 going to be available at the next meeting, who
 2 would like to at least have two minutes to make
 3 a brief presentation, present something to you,
 4 and then that will be what we'd ask for, and I
 5 have no problem with the hearing being renewed
 6 for the next meeting with us being able to make
 7 our presentation.

8 MR. CHAIRMAN: Well, we still have the time.

9 MR. SALMAN: No, we're not opening the
 10 public hearing.

11 CHAIRMAN AIZENSTAT: Say that again.

12 MR. SALMAN: There's always going to be
 13 people who are going to be here or not here, at
 14 this meeting or the other, on both sides of the
 15 dais. So the reality is that to make special
 16 exceptions, I don't want to open the public
 17 hearing --

18 MR. BEHAR: Well, let's find out who this
 19 individual is.

20 MR. GIBBS: Mr. Chairman.

21 CHAIRMAN AIZENSTAT: Yes.

22 MR. GIBBS: This is part of my
 23 presentation. It's not part of the public
 24 hearing, it's part of my presentation, that
 25 Ms. Murado was part of my presentation. She

1 will not be here for the next meeting. She
 2 only wants two minutes to introduce something
 3 for the record.

4 CHAIRMAN AIZENSTAT: So what you'd like to
 5 do is start your presentation now, even if we
 6 end at nine o'clock? There's still time.

7 MR. GIBBS: What I'd like to do is be able
 8 to introduce Mrs. Murado, to make her proffer,
 9 and then I'll make my full presentation at the
 10 next meeting.

11 CHAIRMAN AIZENSTAT: Would you like to
 12 start this maybe as your presentation and then
 13 introduce her, and then you'll continue?

14 MR. GIBBS: Yes. I have no problem with that.

15 MR. SALMAN: Fine. Go ahead.

16 MS. KEON: Yes.

17 CHAIRMAN AIZENSTAT: Let's do it that way.

18 MR. GIBBS: Okay.

19 CHAIRMAN AIZENSTAT: Go ahead, please.

20 MR. GIBBS: Thank you.

21 CHAIRMAN AIZENSTAT: Mr. Gibbs --

22 MR. RIEL: Mr. Chairman --

23 CHAIRMAN AIZENSTAT: Wait. Wait, please.

24 MR. RIEL: You have a motion on the floor.

25 CHAIRMAN AIZENSTAT: That is true. There

1 is a motion on the floor.
 2 MS. KEON: Do you want to withdraw that?
 3 MR. BEHAR: Yeah, I'll withdraw my motion.
 4 MS. KEON: Thank you.
 5 CHAIRMAN AIZENSTAT: Okay. Thank you.
 6 Go ahead, please.
 7 MR. GIBBS: Mr. Chairman, my name is Tucker
 8 Gibbs. I have -- my address is Post Office Box
 9 1050, in Coconut Grove, and I'm representing
 10 the Biltmore Neighborhood Association and
 11 Carlos Carta, who lives at 715 Anastasia
 12 Avenue, within the notice area of this
 13 proposal, and my clients are in opposition of
 14 this application, stating these applications
 15 are inconsistent with the Comprehensive Plan
 16 and the Zoning Code.
 17 I would like to now introduce -- I'd like
 18 to introduce something into evidence myself,
 19 which is nothing really much, but it is the
 20 article in today's Miami Herald that discussed
 21 this, and I think it will help us in going on
 22 with this. So I'm going to introduce this into
 23 evidence, and then I'm going to introduce Mrs.
 24 Sandra Murado, who has a brief statement to
 25 make. Thank you.

1 boldness, and hope that you all take the
 2 opportunity to read my brief memorandum. Don't
 3 get scared when you look at it, because
 4 everything that I state is substantiated with
 5 public record and public information, and I
 6 would like, at the next hearing, for
 7 Representative Erik Fresen, District 111, to be
 8 present. He's a registered lobbyist,
 9 representing Somerset Academy. He also is on
 10 the Florida Legislature on different education
 11 commissions, representing and making decisions
 12 on appropriations of public funding.
 13 He has a familial relationship with the
 14 charter school owner, he is his brother-in-law,
 15 and I'm introducing into the record the
 16 marriage license evidencing that.
 17 I have many concerns, from a Comprehensive
 18 Plan/Site Use, ethical, and I state over eleven
 19 public policy reasons why this shouldn't
 20 happen.
 21 Thank you for your time.
 22 CHAIRMAN AIZENSTAT: Mr. Gibbs, we have
 23 about five minutes, so we're going to adjourn.
 24 I think your presentation is going to take
 25 about -- you said, 40, 30 minutes -- 40 -- a

1 MS. MURADO: My name is Sandra Murado. I
 2 live at 1503 Granada Boulevard. My office is
 3 at 901 Ponce de Leon Boulevard. I'm not an
 4 engineer. I'm not an architect. I'm a mom.
 5 I'm a parent. My children go to public school.
 6 I'm a concerned citizen. I don't live around
 7 UBC.
 8 I'd like to introduce into the record a
 9 letter directed to Mr. Aizenstat, Chairperson
 10 of this Honorable Board. I thank you all for
 11 your service, and at this time I would like to
 12 introduce my legal memorandum in opposition to
 13 the change of Land Use, Conditional Use and
 14 Site Plan Review for Somerset Grace Academy
 15 Charter School.
 16 I have one minute. I just wanted to let
 17 you know that I've done this on a pro bono
 18 basis. I am a concerned citizen. I don't do
 19 this for any other reason. I represent no one
 20 but myself. I'm for government transparency.
 21 What I have found has happened in this case
 22 is completely and utterly unsettling, and
 23 Thomas Jefferson, who's a founder of this
 24 country, said, "Question with boldness." So I
 25 have questioned everything in this case with

1 little less than 45 minutes.
 2 Okay. Does the Board feel that we should
 3 adjourn?
 4 MR. SALMAN: Yes, I so move.
 5 CHAIRMAN AIZENSTAT: Hold on, but let's
 6 continue to a certain -- to a date certain.
 7 MR. RIEL: Mr. Chair, what I'd ask, which
 8 we've done for other meetings, is, you need to
 9 continue the proceedings.
 10 CHAIRMAN AIZENSTAT: Correct.
 11 MR. RIEL: What we've done is -- obviously,
 12 understanding that we would not conclude this
 13 evening, I'd ask that you continue this meeting
 14 'til May 11th, which is your regularly
 15 scheduled meeting. It will be in the same
 16 location. I just want to let everybody know
 17 that no new notices will be sent out, no
 18 additional notices will be provided, and that's
 19 typical of anything, in terms of when we
 20 continue.
 21 So we would ask that you continue it until
 22 May 11th.
 23 MR. BEHAR: I'll make a motion to continue.
 24 CHAIRMAN AIZENSTAT: At 6:00 p.m.?
 25 MR. SALMAN: Second.

1 CHAIRMAN AIZENSTAT: And that is at 6:00
 2 p.m., correct?
 3 MR. RIEL: Correct.
 4 MS. KEON: Same place?
 5 CHAIRMAN AIZENSTAT: We have -- same place,
 6 yes.
 7 MR. RIEL: Yes.
 8 CHAIRMAN AIZENSTAT: On May 11.
 9 We have a motion and a second.
 10 MR. BEHAR: Can I -- can I make a suggestion?
 11 I do strongly recommend that the applicant
 12 and the neighborhood association meet, prior to
 13 that, because that may provide some more valid
 14 information for us when we come back.
 15 MR. GIBBS: And Mr. Chairman, Tucker Gibbs,
 16 again. We will be meeting.
 17 CHAIRMAN AIZENSTAT: That will be great.
 18 MR. GIBBS: I spoke with Ms. Russo. It
 19 will probably be right before that meeting,
 20 either the 9th or the 10th.
 21 CHAIRMAN AIZENSTAT: You're going to wait that
 22 long?
 23 MR. GIBBS: We have to, because of my
 24 schedule.
 25 MS. RUSSO: If it were me, I can do it

1 tomorrow, but there's some issues with
 2 conflict.
 3 MR. GIBBS: It's my schedule.
 4 CHAIRMAN AIZENSTAT: Okay. That's fine.
 5 We have a motion and a second.
 6 MR. SALMAN: There's a motion and a second,
 7 Mr. Chairman.
 8 CHAIRMAN AIZENSTAT: Call the role, please.
 9 MS. MENENDEZ: Pat Keon?
 10 MS. KEON: Yes.
 11 MS. MENENDEZ: Javier Salman?
 12 MR. SALMAN: Yes.
 13 MS. MENENDEZ: Robert Behar?
 14 MR. BEHAR: Yes.
 15 MS. MENENDEZ: Jeff Flanagan?
 16 MR. FLANAGAN: Yes.
 17 MS. MENENDEZ: Eibi Aizenstat?
 18 CHAIRMAN AIZENSTAT: Yes.
 19 The meeting is -- Eric, do you have any
 20 comments?
 21 MR. RIEL: No. Just as I indicated, I just
 22 want to make sure everybody knows that we're
 23 not going to do notice, and it will be May
 24 11th, 6:00 to 9:00 p.m., same location.
 25 Thank you.

1 CHAIRMAN AIZENSTAT: And the cards that
 2 everybody signed to speak will remain in the
 3 order that you gave it.
 4 Okay. Thank you for coming.
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1 CERTIFICATE
 2
 3 STATE OF FLORIDA:
 4 SS.
 5 COUNTY OF MIAMI-DADE:
 6
 7 I, NIEVES SANCHEZ, Court Reporter, and a
 8 Notary Public for the State of Florida at Large, do
 9 hereby certify that I was authorized to and did
 10 stenographically report the foregoing proceedings
 11 and that the transcript is a true and complete
 12 record of my stenographic notes.
 13
 14 I further certify that all public speakers
 15 were duly sworn by me.
 16
 17 DATED this 2nd day of May, 2011.
 18
 19
 20 SIGNED COPY ON FILE
 21 _____
 22 NIEVES SANCHEZ
 23 Notary Commission Number: DD 688219
 24 Expires August 11, 2011
 25