

1 CITY OF CORAL GABLES
2 LOCAL PLANNING AGENCY (LPA)/
3 PLANNING & ZONING BOARD MEETING
4 VERBATIM TRANSCRIPT
5 WEDNESDAY, OCTOBER 11, 2023, COMMENCING AT 6:01 P.M.

6 Board Members Present at Commission Chamber:

7 Eibi Aizenstat, Chairman
8 Robert Behar
9 Julio Grabiell
10 Felix Pardo
11 Sue Kawalerski
12 Javier Salman
13 Chip Withers

14 City Staff and Consultants:

15 Jill Menendez, Administrative Assistant, Board Secretary
16 Jennifer Garcia, City Planner
17 Emilee Aguerrebere, Principal Planner
18 Craig Collier, Special Counsel
19 Arceli Redila, Zoning Administrator

20 Also Participating:

21 Edward Baker, Esq., on behalf of Items E-1
22 Joe Lindsay
23 Carl Leon Prime
24 Mosezell Aguilar

1 Pursuant to Resolution Number 2021-118, the
2 City of Coral Gables has returned to
3 traditional in-person meetings. However, the
4 Planning and Zoning Board has established the
5 ability for the public to provide comments
6 virtually. For those members of the public who
7 are planning to appear on Zoom and wish to
8 testify, you must be visible to the court
9 reporter to be sworn in. Otherwise, if you
10 speak without being sworn in, your comments may
11 not have evidentiary value.

12 Lobbyist Registration, any person who acts
13 as a lobbyist must register with the City
14 Clerk, as required pursuant to the City Code.

15 As Chair, I now officially call the meeting
16 of the City of Coral Gables Planning and Zoning
17 Board of October 11, 2023 to order. The time
18 is 6:01.

19 Jill, please call the roll.

20 THE SECRETARY: Robert Behar?

21 MR. BEHAR: Here.

22 THE SECRETARY: Julio Grabiell?

23 MR. GRABIELL: Here.

24 THE SECRETARY: Sue Kawalerski?

25 MS. KAWALERSKI: Here.

1 THEREUPON:

2 CHAIRMAN AIZENSTAT: All right. Let's go
3 ahead and get started, please. I'd like to
4 call the meeting to order. I'd ask everybody
5 to please silence all of their phones and
6 beepers, at this time, if anybody has any
7 beepers.

8 Good evening. This Board is comprised of
9 seven members. Four Members of the Board shall
10 constitute a quorum and the affirmative vote of
11 four members shall be necessary for the
12 adoption of any motion. If only four Members
13 of the Board are present, an applicant may
14 request and be entitled to a continuance to the
15 next regularly scheduled meeting of the Board.
16 If a matter is continued due to a lack of
17 quorum, the Chairperson or Secretary of the
18 Board may set a Special Meeting to consider
19 such a matter.

20 In the event that four votes are not
21 obtained, an applicant, except in the case of a
22 Comprehensive Plan Amendment, may request a
23 continuance or allow the application to proceed
24 to the City Commission without a
25 recommendation.

1 THE SECRETARY: Felix Pardo?

2 MR. PARDO: Here.

3 THE SECRETARY: Javier Salman?

4 MR. SALMAN: "Presente."

5 THE SECRETARY: Chip Withers?

6 MR. WITHERS: I'm here.

7 THE SECRETARY: Eibi Aizenstat?

8 CHAIRMAN AIZENSTAT: Here.

9 Notice regarding ex parte communications.
10 Please be advised that this Board is a
11 quasi-judicial board, which requires Board
12 Members to disclose all ex parte communication
13 and site visits. An ex parte communication is
14 defined as any contact, communication,
15 conversation, correspondence, memorandum or
16 other written or verbal communication, that
17 takes place outside of a public hearing,
18 between a member of the public and a member of
19 a quasi-judicial board regarding matters to be
20 heard by the Board. If anyone made any contact
21 with a Board Member regarding an issue before
22 the Board, the Board Member must state, on the
23 record, the existence of the ex parte
24 communication and the party who originated the
25 communication.

1 Also, if a Board Member conducted a site
 2 visit specifically related to the case before
 3 the Board, the Board Member must also disclose
 4 such visit. In either case, the Board Member
 5 must state, on the record, whether the ex parte
 6 communication and/or site visit will affect the
 7 Board Member's ability to impartially consider
 8 the evidence to be presented regarding the
 9 matter. The Board Member should also state his
 10 or her decision will be based on substantial
 11 competent evidence and testimony presented on
 12 the record today.

13 Does any Member of the Board have such a
 14 communication and/or site visit to disclose at
 15 this time?

16 MR. GRABIEL: No.
 17 MR. BEHAR: No.
 18 MS. KAWALERSKI: No.

19 CHAIRMAN AIZENSTAT: Swearing in, everyone
 20 who speaks this evening must complete the
 21 roster on the podium. We ask that you print
 22 clearly, so the official records of your name
 23 and address will be correct.

24 Now, with the exception of attorneys, all
 25 persons physically in the City Commission

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1 Chambers, who will speak on agenda items before
 2 us this evening, please rise to be sworn in.
 3 (Thereupon, the participants were sworn.)
 4 CHAIRMAN AIZENSTAT: Thank you.

5 Zoom platform participants, I will ask any
 6 person wishing to speak on tonight's agenda
 7 items, to please open your chat and send a
 8 direct message to Jill Menendez, stating you
 9 would like to speak before the Board, and
 10 include your full name. Jill will call you,
 11 when it's your turn. I ask you to be concise,
 12 for the interest of time.

13 Phone platform participants, after Zoom
 14 platform participants are done, I will ask
 15 phone participants to comment on tonight's
 16 agenda items. I also ask you to be concise,
 17 for the interest of time.

18 As for tonight, we don't have any approval
 19 of the minutes.

20 The procedures that we'll use tonight is,
 21 first, the identification of agenda item by
 22 Mr. Collier, then we'll have presentation by the
 23 applicant or agent, in some cases it could be
 24 the Staff, and then we'll have a presentation
 25 by Staff. I'll go ahead and I'll open up the

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1 floor for public comment, first in Chambers,
 2 Zoom platform, and then the phone line
 3 platform. Then I'll go ahead and close the
 4 public comment. Board discussion, motion,
 5 discussion, and second of the motion, if
 6 necessary. Then we'll have the Board's final
 7 comments, and we'll have a vote.

8 Before we go ahead and start tonight, in
 9 light of what the City Commission has done in
 10 support for the people of Israel, I would like
 11 to ask for a moment of silence, to show support
 12 against the heinous acts that were done by the
 13 Hamas terrorists.

14 Thank you.
 15 Mr. Collier.

16 MR. COLLIER: Item E-1, a Resolution of the
 17 City Commission granting conditional use
 18 approval pursuant to Zoning Code Article 14,
 19 "Process," Section 14-203, "Conditional Uses"
 20 for a School on a property zoned as Mixed-Use-1
 21 (MX1) located at 141 Grand Avenue, Coral
 22 Gables, Florida; providing for a repeater
 23 provision, severability clause, and providing
 24 for an effective date.
 25 Item E-1, public hearing.

7

1 MR. BAKER: Hi, good evening, Board
 2 Members. Eddy Baker, representing the
 3 applicant this evening, Spark Learning, before
 4 you today, for a conditional use application
 5 for a private school --

6 CHAIRMAN AIZENSTAT: Would you please state
 7 your address?

8 MR. BAKER: Sorry. 1450 Brickell Avenue,
 9 Miami, Florida 33131 -- to establish a private
 10 school at 141 Grand Avenue.

11 I've joined with all of the forces this
 12 evening, our civil engineer, traffic engineer,
 13 and also applicant's representative, to answer
 14 any questions you might have, once I wrap up
 15 with this brief presentation.

16 So the school will be operating under the
 17 name Primer Microschools. As the name infers,
 18 these are microschoools, very small class sizes.
 19 This location proposes to have 35 students.
 20 It's going to be grades third through eight.
 21 The school day will run from 8:00 a.m. to 3:00
 22 p.m. You'll have an hour drop-off in the
 23 morning, and an hour of pick-up in the
 24 afternoon.

25 With respect to the existing site, it had

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1 been operating previously as an architecture
2 firm. It's a two-story commercial building.
3 There's a Mezzanine area that will be solely
4 used for storage. No students will go up
5 there. All of the classroom teaching will
6 happen on the ground floor.

7 In terms of the interior modifications,
8 it's very limited. Really, the majority of the
9 changes are going to be happening outside of
10 the building. There's a rear parking lot
11 on-site that -- yeah, I've got the presentation
12 queueing up as I speak.

13 This is the existing building. I'm sure
14 many of you are familiar with it. This is on
15 Grand Avenue, right here, on the bottom.
16 Here's the existing parking lot, which I'll
17 talk about the reconfiguration now. And, then,
18 this is how it stands currently, and this is
19 the proposed modifications, if you see that. I
20 don't know if it's possible to zoom in at all.

21 All right. So the rear parking lot is
22 going to be re-configured to add a roundabout.
23 As you can imagine, with the new school,
24 there's, obviously, traffic, parking safety
25 concerns. So we wanted to really try to

1 mitigate the queueing on Jefferson and Grand
2 Avenue as much as possible. So we configured
3 this roundabout. It will allow parents to
4 drive in, park into the parking spaces, back
5 out, and go back out north on Jefferson Street,
6 while also having a car being able to queue off
7 Jefferson, but on the site.

8 So that's really the major modification of
9 the site. We'll also be adding a buffer wall
10 in the rear. A six-foot buffer wall is
11 required by the Code to separate residential
12 and commercial. We'll also be adding various
13 improvements to the front of the property, that
14 were requested by the County. Of course, they
15 were involved with this process. There's
16 already, as you know, Carver Middle and
17 Elementary across the street, on the south side
18 of Grand Ave, southwest. So we're going to be
19 extending the school zone further east on Grand
20 Avenue to account for our school's location.
21 We're also going to be adding a crosswalk from
22 the northeast corner of Grand Ave and
23 Jefferson, to the southeast corner. There will
24 also be additions of landscaping, both, to the
25 front and the rear of the property, in the

1 swale and also in and around the roundabout.
2 And, then, finally, parking and traffic,
3 right, the biggest issue that we were
4 addressing when this application came before
5 DRC and our interactions with Public Works and
6 the County, and we're of the opinion that we
7 came up with a really reasonable and realistic
8 plan to mitigate any of the traffic and
9 queueing issues on Grand Avenue as much as
10 possible. There's going to be two off-site
11 parking locations.

12 So we entered into agreements with a
13 property owner directly to the west of our
14 property, just across Jefferson, about two
15 properties down, and, then, also, to a property
16 to the east, that will be for drop-off and
17 pick-up.

18 So, throughout the process with the County,
19 obviously safety being the number one concern,
20 they requested that we utilize the west site
21 solely for employees and staff -- so we will be
22 doing that -- so we can keep the students on
23 the northeast corner of Grand and Jefferson,
24 without having to cross any of the
25 thoroughfares. So we'll have drop-off and

1 pick-up in the rear, drop-off and pick-up on
2 the site to the east. We will also be having a
3 staggered drop-off and pick-up window. Parents
4 will be allocated a ten-minute window, both, in
5 the morning and afternoon. The school will
6 also try to enforce that by, you know, making
7 sure there's no repeat offenders, maybe a fine
8 for a parent, if, you know, they can't stick to
9 their schedule, but at the same time, we're
10 also going to be very cognizant of encouraging
11 carpooling. Hopefully, a lot of these students
12 will be from in and around the school and we
13 can try to mitigate the number of cars at the
14 site overall.

15 And, then, finally, as suggested by Staff,
16 we're going to be placing a police officer on
17 the northeast corner of Grand Ave to help with
18 crossing Grand Avenue, as well as any traffic
19 mitigation.

20 I just wanted to lastly touch on our
21 community outreach. Prior to even submitting
22 the application, we met with the Lola B. Walker
23 Homeowners Association, which is largely in and
24 around the north side of Grand Avenue. We
25 wanted them to know about the project, before

1 we put this forth, and we tried to do
2 everything we can to mitigate any traffic
3 concerns they had.

4 Subsequently, we had the required community
5 meeting. We had a rather good turnout, and an
6 overall consensus of support for the project.
7 Unfortunately, I don't think we have anyone --
8 oh, we do have people in support of it. I also
9 have several e-mails from neighborhood
10 residents that are in support of the project.
11 So I think we had a very fair and reasonable
12 compromise with the City, with the County, on
13 how we can really mitigate these traffic and
14 safety concerns. So this is the project we
15 bring before you.

16 We would respectfully, of course, request
17 your support for this application, and, of
18 course, if I could have a couple of minutes for
19 rebuttal, if necessary, I'm happy to answer any
20 questions you might have.

21 MR. BEHAR: Mr. Chair, I do have a
22 question.

23 You said, how many students?

24 MR. BAKER: 35 maximum.

25 MR. WITHERS: So, is that any virtual kids

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1 or that's just -- that's six kids in a
2 classroom, basically, right? Three, four, five
3 -- six grades, 35 kids --

4 MR. BAKER: Sorry. Yes. I mean, I don't
5 know the exact figures, but Joe Lindsay, the
6 applicant's representative --

7 MR. WITHERS: How do you make any money?

8 MR. LINDSAY: So, a good question. So it's
9 a couple of different things.

10 MR. COLLER: Can we get your name and
11 address, for the record, please?

12 MR. LINDSAY: Yeah. Joseph Lindsay. My
13 address 20 Acempobo (phonetic). So, yeah, we
14 do a couple of things. We run a school called
15 Prime Microschools, and so our entire model is
16 based on these small classroom sizes, and so we
17 do mixed grade classrooms. And so we have K
18 through 2 in one classroom, in areas where we
19 have K through 2, and then we have third
20 through fifth in one classroom, and six through
21 eight in another, and our belief and our
22 pedagogy is that that helps with social
23 development, that helps with -- kids are able
24 to get like more personalized learning that
25 way, because we maintain somewhere around line

14

1 a fifteen to one teacher to student ratio.

2 And so how we make money, a couple of
3 different things. Like our main source of
4 income are like, one, like private paying for
5 tuition. And, then, I don't know if you guys
6 are familiar with Step Up for students, and the
7 ESAs -- and so we also receive ESA funds for
8 schools, and the two combined allow us to be
9 need blind in our admission process and yields
10 a pretty diverse set of students at the school.

11 MR. WITHERS: But how do you make certain
12 some of the kids from the local neighborhood
13 are participating in this great learning
14 experience?

15 MR. LINDSAY: How do we draw them from the
16 community, you're asking?

17 MR. WITHERS: Yeah. I mean, the immediate
18 area. I mean, I'm sure there's a need in the
19 immediate area. Are you addressing that at
20 all?

21 MR. LINDSAY: Yeah.

22 MR. WITHERS: It has nothing to do with the
23 application. I'm just asking, from a social
24 perspective, I'm curious to know.

25 MR. LINDSAY: For sure. So right now we're

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1 operating five different locations throughout
2 the state. We have locations in Dade County,
3 Broward County and Duval County. We have a
4 great marketing team, a great team that helps
5 on that side of things, and a lot of the kids
6 that we end up admitting -- we have like two
7 broad groups. One are kids whose parents are
8 fed up with the public schools.

9 MR. WITHERS: Okay. That's a pretty big
10 group, okay.

11 MR. LINDSAY: That is mostly the case in
12 Coral Gables. The other group is kids who
13 really need individualized learning. And so
14 there's a lot of schools, whether they're
15 public, private, parochial, whatever it is,
16 that have had their class sizes really swell
17 over the years, and especially in the last like
18 five years, in South Florida, and so what we're
19 doing to partially combat that is, focusing on
20 individualized learning.

21 Our goal, like as a company, is to help
22 students become independent learners, with like
23 a real sense of passion. And so two of the
24 things that we do, like throughout our school
25 day, One, we make use of virtual teachers, as

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1 well, and so we have like two teachers who will
2 be on-site. They're former teachers, former
3 principals. That's like the kind of profile
4 that we hire for. But then we also -- whether
5 you're in Coral Gables, Liberty City, wherever
6 it is, you can get access to the same great
7 math teacher, who lives in Colorado, for
8 example, and they can deliver the same level of
9 education to students across --

10 MR. WITHERS: I got you. So the teacher is
11 virtual on some of the learning?

12 MR. LINDSAY: Some of teachers, yes.

13 MR. WITHERS: And so once they hit eighth
14 grade, where do they go? They go back into the
15 public schools?

16 MR. LINDSAY: Yeah, for now.

17 MR. WITHERS: Would they be ahead of the
18 eighth graders in those public schools?

19 MR. LINDSAY: Yeah. We hope so.

20 MR. WITHERS: Yeah. Well, okay.

21 MR. LINDSAY: So, I mean, we started
22 operating in Florida last year, so we haven't
23 had any like full -- no kind of studies done
24 yet, in terms of like the effect of our
25 curriculum, but, I mean, just like personally,

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1 And so we do community outreach, we do like
2 events like in the area. We really try to like
3 make it like a local feel school, but we also
4 don't like restrict admission in any way to
5 like within a fifteen-minute radius or anything
6 like that.

7 MS. KAWALERSKI: So, for example, with the
8 Lola B. Walker Community, are you going to be
9 having like an event to attract parents, to
10 encourage them to apply? I mean, how is that
11 outreach actually going to happen? I think
12 Mr. Prime is here, right, Mr. Prime, is here
13 from --

14 MR. LINDSAY: Yes.

15 MS. KAWALERSKI: So are you going to join
16 with that community group and encourage those
17 parents in the neighborhood -- by the way, that
18 would help with your traffic problem, right, if
19 you have kids walking to school?

20 MR. LINDSAY: Yeah. Yeah. Yeah.

21 MS. KAWALERSKI: Are you going to actually
22 have a community event, where you're
23 encouraging those parents to apply to your
24 school, and, again, are you going to weight the
25 number of enrollees to the neighborhood or are

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1 I'm like most enheartened by families and
2 parents who say things like, "My child comes
3 home happy from school now, my child, that
4 didn't have a chance, wasn't enjoying it
5 before." And our focus on like, personalized
6 learning, in particular, has really resonated.

7 MR. WITHERS: Okay.

8 MS. KAWALERSKI: If I may piggyback off of
9 what Chip said.

10 So I was very -- my interest was piqued
11 when it said, economic development and
12 educational access for residents in the area,
13 okay. So are you going to weigh the enrollment
14 towards neighborhood kids? How are you going
15 to exactly get neighborhood kids at the school?

16 MR. LINDSAY: I mean, yes. A part of like
17 -- just in terms of the enrollment process and
18 like our kind of sales process, commuting time
19 is a big factor. It's one of our like biggest
20 factors for parents deciding where they're
21 sending kids. Again, we have like a couple of
22 different locations around South Florida, and,
23 so, on average, our parents are driving
24 somewhere between like fifteen minutes --
25 somewhere around like fifteen minutes.

18

1 you going to give preference to people that
2 live out of the neighborhood?

3 MR. LINDSAY: So, a couple of questions,
4 and a couple of answers. We haven't discussed
5 like a specific event with the homeowners'
6 association, but, I mean, like food drives and
7 like things like that, like that we're doing in
8 the neighborhood, just to attract people from
9 the area, and we're not weighting anything, in
10 terms of like preferential admission to kids in
11 the area, but just like what we've noticed over
12 the course of doing this for two years now in
13 Florida, is that that just kind of naturally
14 happens.

15 So, naturally, parents from the area will
16 gravitate towards like -- towards like the
17 closest microschool location to them, and so --
18 yeah, I mean, that's definitely something that
19 we're thinking about, in terms of like how to
20 do that more formally, but we haven't done any
21 of that.

22 MS. KAWALERSKI: Well, I'd encourage you to
23 do that, but one --

24 CHAIRMAN AIZENSTAT: Sue, what I'd like to
25 do is have the City do their presentation also,

20

1 and then we'll go ahead -- because they haven't
2 done their presentation. And then we'll go
3 ahead and ask the applicant more questions.

4 MS. KAWALERSKI: Okay. Thank you.

5 CHAIRMAN AIZENSTAT: That way we'll have a
6 better guidance and understanding.

7 Thank you.

8 MS. GARCIA: Thank you.

9 Jennifer Garcia, City Planner. May I have
10 the PowerPoint, please? All right. Thank you.

11 So this is the existing building, that you
12 can see, on the left side of the screen. It's
13 an existing building. It's two stories right
14 now. The current use is an office.

15 So, this is, right now, as you know,
16 located on Grand, across the street from the
17 middle and high -- sorry, elementary and middle
18 school, on the corner of Grand and Jefferson.
19 This is an aerial, looking down. It's just
20 south of a single-family neighborhood.

21 The current Land Use is Commercial Low Rise
22 and the Zoning is Mixed-Use 1.

23 This is the Site Plan. So you can see what
24 we're talking about, the driveway is being
25 reconfigured to allow more cars to stack.

21

1 meeting, as well as the PZB, for tonight's
2 meeting. The property was posted twice, for
3 DRC and PZB, and website posting, also, twice,
4 and advertised once in the newspaper.

5 So Staff has determined that this is
6 consistent and we recommend approval with
7 conditions. Those conditions are outlined in
8 your Staff report, but overall it's capping the
9 students to be at 35 students, no more, grades
10 between three and eighth grade, between the
11 hours of 8:00 a.m. to 3:00 p.m., so no evening
12 classes that be allowed, currently drop-off is
13 between 7:00 and 8:00 a.m. and pick-up between
14 3:00 and 4:00 p.m.

15 The on-site is only for drop-off and
16 pick-up. There's no parking to be located on
17 the site. Off-Site B is limited to just
18 pick-up and drop-off, and Off-Site A will be
19 for faculty and employee parking only.

20 The conditions of approval also include
21 that the applicant pay for a police officer for
22 the first three months, and that's basically to
23 allow the caretakers and the parents to get
24 used to the scheduling, because they have a
25 very strict scheduling, to be able to be in and

23

1 There's a new crosswalk being proposed or
2 being, I guess, re-emphasized on Grand, to be
3 able to cross the street, where they're going
4 to be using their open space and their, I
5 guess, PE activities and outdoor activities,
6 will be across the street. The existing
7 building will be remaining, obviously, and the
8 school lunches will be off of Grand Avenue.

9 So, this is the same images you saw before.
10 Site A, which is the location off to the west,
11 will be just for faculty and staff. The school
12 site will allow some pick-up and drop-off
13 activities. And then the parking will happen
14 off of Site B, which is the location to the
15 east.

16 So this has been through DRC, back in April
17 of this year. They had a neighborhood meeting
18 back in August of this year. And here we are
19 for Planning and Zoning. And they'll be set up
20 for City Commission thereafter.

21 Letters were sent to the property owners
22 within a thousand feet within the City of Coral
23 Gables, and 500 feet outside of the City of
24 Coral Gables, as required by Code. And this
25 was sent out twice, for the neighborhood

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1 out of that small location, as far as pick-up
2 and drop-off, and, if needed, they can petition
3 the City, later on, in future years, to be able
4 to lower that requirement, as Staff feels fit.

5 The off-site agreements between the
6 property owners will be renewed, as needed, and
7 they will have to be able to supply an active
8 agreement for their renewal of their CU, which
9 happens every year, and, then, they'll also
10 re-install the crosswalk, to cross the street,
11 to cross on Grand Avenue.

12 And that's it.

13 MR. COLLIER: Mr. Chairman, one comment to
14 the Board. This is a conditional use, and as a
15 conditional use, it's only permitted in a
16 Zoning district after a public hearing, which
17 is what we're having tonight.

18 And the chief concern is the compatibility
19 of the use in the neighborhood. I'm going to
20 caution the Board, I know that the admission
21 criteria is very well-motivated thinking on the
22 part of the Board Members, but we really need
23 to focus on the land use and the compatibility
24 and the criteria for the compatibility.

25 CHAIRMAN AIZENSTAT: Understood. Thank you

24

1 for the clarification.
 2 Thank you.
 3 Let's go ahead first and see if there's any
 4 public comments. Is there anybody in Chambers
 5 that has signed up for public comment?
 6 THE SECRETARY: Yeah. Carl Prime. I
 7 believe he needs to be sworn in and so does the
 8 following speaker. I'm sorry, I can't make out
 9 the name.
 10 CHAIRMAN AIZENSTAT: Come up, sir. If you
 11 could please raise your right hand to be sworn
 12 in.
 13 (Thereupon, the participant was sworn.)
 14 MR. PRIME: Yes.
 15 CHAIRMAN AIZENSTAT: If you could please
 16 state your name and address, for the record.
 17 Thank you.
 18 MR. PRIME: Carl Leon Prime, 141 Florida
 19 Avenue, Coral Gables.
 20 CHAIRMAN AIZENSTAT: Thank you, sir.
 21 MR. PRIME: For this project, the
 22 principals here have been in contact. They
 23 have explained what they want to do. And,
 24 pretty much, you know, it's going to go ahead.
 25 However, we do have concerns, and that is with

25

1 various things throughout the years. However,
 2 you know, we know that progress needs to go on,
 3 but we have to also look at what we're leaving
 4 for our own legacy. I've been -- I just
 5 recently moved back into my ancestral home, and
 6 so I've been a life-long citizen of Coral
 7 Gables. I've seen things come and go. So take
 8 that into consideration.
 9 One other thing that I would mention is
 10 that, with their drop-off and pick-up, that
 11 they have someone there to monitor it, because
 12 if it's open, the parents from Carver, who we
 13 have to deal with it every day, will just say,
 14 "Oh, it's an open space. We'll just park there
 15 anyway."
 16 Thank you.
 17 CHAIRMAN AIZENSTAT: Thank you, sir.
 18 If I may ask you just one question,
 19 Mr. Prime. When you referenced, we, are you
 20 speaking for the Lola B. Walker Association or
 21 just --
 22 MR. PRIME: I'm speaking for myself and as
 23 a member -- and as the president of the
 24 homeowners' association.
 25 CHAIRMAN AIZENSTAT: Thank you, sir.

27

1 the traffic, which is already a zoo, and what
 2 we would like to see is, if this does go
 3 through, we've asked for help in getting extra
 4 traffic calming measures in the neighborhood.
 5 It's necessary, especially four-way stops, in
 6 the Historic District.
 7 It's one of those things where, you can add
 8 the extra cars, you can make the extra drop-off
 9 and whatever, but the congestion is still going
 10 to be there, and an extra 30 cars per day is
 11 going to cause a problem. There's also a major
 12 infrastructure problem along Grand Avenue. At
 13 around 137 Grand Avenue, there's a drain there
 14 that hasn't been draining for the last 40
 15 years. The County has said that, "Oh, well,
 16 we've vacuumed this," whatever else, but it
 17 hasn't worked. Any time there's a major storm
 18 or just ten minutes worth of rainfall, it's a
 19 flood, you know, and the traffic has to go
 20 around.
 21 All in all, we believe that they are acting
 22 in good faith, and that it may be beneficial
 23 for our neighborhood. However, we do -- we are
 24 a little bit weary. You know, we've been
 25 overpromised and underdelivered and told

26

1 THE SECRETARY: I believe it's Aguilar. Is
 2 that correct?
 3 MS. AGUILAR: Yes.
 4 (Thereupon, the participant was sworn.)
 5 CHAIRMAN AIZENSTAT: If you could lower the
 6 microphone a little. Thank you.
 7 And state your name and address, please,
 8 for the record.
 9 MS. AGUILAR: Mosezell Aguilar, and I live
 10 at 221 Florida Avenue.
 11 Okay. I'm just here to confirm. Also, I
 12 concur with Carl in reference to the traffic.
 13 We would like to see four-way stop signs put
 14 there. I have no problem with the school, and
 15 we stated in the meeting with the principal,
 16 and I think it's a very good idea, and they
 17 also have a stand that reached out to the
 18 community through meetings -- through a couple
 19 of meetings, to offer the parents and the
 20 community the opportunity to sign -- register
 21 their kids for the school, as well.
 22 So my main concern is the traffic there,
 23 because we are already having a big problem
 24 with the traffic. And if we could, along with
 25 four-way stop signs, I'd like to ease in there

28

1 some speed bumps, because we have people flying
2 through the neighborhood from the George
3 Washington Carver School. They're flying
4 through there, at speed limits of 40 and 50
5 miles per hour.

6 Thank you.

7 CHAIRMAN AIZENSTAT: Thank you, ma'am.

8 Do we have any more speakers in Chambers?

9 THE SECRETARY: No more speakers, no.

10 CHAIRMAN AIZENSTAT: Anybody on Zoom or
11 phone?

12 THE SECRETARY: No.

13 CHAIRMAN AIZENSTAT: No?

14 At this time, I'd like to go ahead and
15 close it for the public.

16 Chip, since you had started, do you have any --

17 MR. WITHERS: I'm good with it.

18 MR. COLLER: Mr. Chairman --

19 CHAIRMAN AIZENSTAT: Yes.

20 MR. COLLER: -- we need -- if the counsel
21 for the applicant has any rebuttal, we need to
22 take that at this point, and then close the
23 public hearing.

24 CHAIRMAN AIZENSTAT: Thank you.

25 Do you have any rebuttal, sir?

29

1 MR. BEHAR: But I'm not talking about Grand
2 Avenue. I'm talking about the neighborhood
3 that, you know, the two speakers have asked for
4 something, traffic calming methods, to do.

5 MS. GARCIA: Yes. So Public Works did
6 reach out to the County, to see what the status
7 is of a four-way stop there. I think right now
8 they have two stop signs, on the north and
9 south side, but not on the east and west, and
10 the County is now reviewing it. So it's in the
11 works, on the County time.

12 MR. BEHAR: Thank you.

13 CHAIRMAN AIZENSTAT: Thank you, sir. Is
14 there anything further you'd like to say?

15 MR. BAKER: No, I think that's it. Thank
16 you.

17 CHAIRMAN AIZENSTAT: Okay. At this time,
18 I'll go ahead and officially close the public
19 comment.

20 Chip, again, were you good?

21 MR. WITHERS: No, I'm good with it. I'd
22 like to see a little more landscaping on the
23 west side. Maybe that will keep cars from
24 parking there.

25 MS. BAKER: Where, exactly?

31

1 MR. BAKER: Thank you.

2 I just wanted to touch on the four-way stop
3 sign. We're, of course, in support of any
4 traffic calming measures that will improve
5 queueing the traffic in and around Jefferson
6 and Grand Avenue. You know, anything that the
7 applicant can do, to facilitate that process,
8 if it's some kind of donation, anything like
9 that, that could pay for the signs, if that's
10 an issue or anything like that, we're happy to
11 support the City in their efforts.

12 MR. BEHAR: I have a question before. Has
13 anybody met with Public Works? Because those
14 are City roads, they're not DOT roads? Has
15 anybody met with Public Works to be able to see
16 if there's a possibility to incorporate a
17 four-way stop sign or speed humps or whatever?
18 Maybe Staff could --

19 MR. BAKER: Yeah. I mean, we met with
20 Public Works throughout the DRC process. I
21 don't know if you want to touch on anything,
22 but we also worked with the County, of course,
23 on the Grand Avenue portion, and they reviewed
24 the whole site plan, with respect to calming
25 measures.

30

1 MR. WITHERS: On the west side. The site
2 plan is just a green space there.

3 MR. BAKER: Yeah, if you don't -- could we
4 pull up the PowerPoint again?

5 We have landscaping that will be on the
6 northwest corner of the site, that will be
7 added. There will be bushes and a large tree.
8 There will also be a tree added on the southern
9 -- or in the middle of the roundabout, as well,
10 and I believe, to the south of the roundabout,
11 just abutting Jefferson. So you're saying --

12 MR. WITHERS: The west side of the
13 building. I don't know how much space is
14 there.

15 MR. BAKER: Yeah, it's just a swale that's
16 probably two feet wide.

17 MR. WITHERS: I support the project.

18 CHAIRMAN AIZENSTAT: Thank you.

19 Sue, do you want to go ahead and continue?

20 MS. KAWALERSKI: Yeah. I've got a safety
21 and security issue here regarding the six
22 ground level entrances. Four of those
23 entrances are approximately seven to ten feet
24 away from a public sidewalk, and an additional
25 three feet away from the actual street.

32

1 Okay. Uvalde, Texas, open door, gunman
2 goes in. How are you going to secure these
3 very, very vulnerable entrances on a very, very
4 highly used roadway?

5 MR. LINDSAY: Yeah. No, absolutely. So
6 school safety and security is obviously
7 something that we think is of paramount
8 importance. We're planning on blocking all of
9 those, so through a combination of like a
10 visual level window film, and, then, at a
11 physical level, like locking those doors and
12 not -- teachers will have keys, but we won't be
13 using those for entry or exit. All of the
14 entry and exit -- we'll have like two of the
15 rear doors, those will be the ones that we use.

16 And so our plan and our hope is that the
17 back lot is the main like means of ingress and
18 egress for any students, and that's also with
19 the addition of both, the roundabout and the
20 additional wall, an area that we feel like we
21 have more control over, and then combined
22 with -- it's a valid point, like during the
23 day, for sure, but pick-up and drop-off, in
24 particular, we'll also have like a police
25 officer on-site for those times.

33

1 thoroughfare, with tons of vehicular and
2 pedestrian traffic going by on a, you know,
3 minute by minute basis.

4 MS. KAWALERSKI: And, therefore, my
5 concern. It is so vulnerable because of all of
6 the traffic and the people, seven feet away
7 from the door.

8 MR. LINDSAY: Yeah. And we've had -- I
9 mean, in our time since taking over the lease
10 back in April, we've had issues with homeless
11 people, in particular, like in the area. The
12 Coral Gables Police Department have been great
13 working with us. We've developed a
14 relationship with them. I understand the
15 concern. I understand that's not like a
16 permanent solution in that moment that
17 something could happen, but we do have like an
18 established relationship with the Police
19 Department at this point. They know what we're
20 planning on doing there.

21 MS. KAWALERSKI: Okay. Well, that is my
22 concern and I'll vote accordingly.

23 MR. BAKER: Yeah, there's also -- just to
24 point out, there's a tutoring location just
25 north of Merrick Park, that's right on the

35

1 MS. KAWALERSKI: Okay. But that's for
2 traffic enforcement, correct?

3 MR. LINDSAY: It is, yes.

4 MS. KAWALERSKI: Okay. But during school
5 hours, security -- you're not having any
6 security on-site, with this very vulnerable
7 layout?

8 MR. LINDSAY: We're not currently planning
9 on having additional. We have trainings that
10 we run through with our staff, we have
11 trainings that we do with all of our teachers,
12 but we're not planning on having an additional
13 security guard there now.

14 MS. KAWALERSKI: Okay.

15 MR. BAKER: I believe there will be
16 security cameras.

17 MR. LINDSAY: Yeah, we do have security
18 cameras throughout. I understand the concern
19 now. We do have security cameras.

20 MR. BAKER: It is also a very busy
21 thoroughfare. I understand the concern, and
22 this is not trying to lessen that valid
23 concern, but, you know, we're not a hundred
24 yards set off the street, where there's not
25 visibility. You know, it's a major

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1 street, you know. There's students coming in
2 and out of there on a daily basis.

3 MS. KAWALERSKI: There's a fence around
4 that school.

5 MR. BAKER: No, it's on the sidewalk.

6 CHAIRMAN AIZENSTAT: I think, Sue, he's
7 talking about a different location.

8 MS. KAWALERSKI: Okay.

9 MR. BAKER: So, I'm just saying, there's
10 precedent for it in the City, that locations
11 where students are located on a regular basis
12 are abutting streets and sidewalks.

13 MS. KAWALERSKI: I understand that, but
14 this is a conditional use you're coming to us
15 for, and while we have the opportunity to opine
16 on this, we need to bring that security issue
17 up, I believe.

18 MR. BAKER: Fair enough. Thank you.

19 CHAIRMAN AIZENSTAT: Thank you, Sue.

20 MR. LINDSAY: Thank you.

21 CHAIRMAN AIZENSTAT: Julio?

22 MR. GRABIEL: I have a couple of questions.
23 You're going to have a police or security
24 for the first three months?

25 MR. LINDSAY: That's right.

36

1 MR. GRABIEL: What happens at the end of
2 the three months? How is that going to be
3 reviewed, to make sure that you don't need to
4 continue with it?

5 MR. BAKER: Sure. So the reason for
6 having them there is really to understand the
7 flow of traffic. It's beginning from day one
8 of the school year and continuing three months
9 thereafter. The idea is that we'll be able to
10 have a very good view of how traffic flow
11 happens and how people's habits change from
12 year to year, you know, with student count
13 increasing or decreasing at Carver and the same
14 going on at our site, traffic patterns might
15 change. So the thought is to have someone
16 there for that period, to really understand
17 what needs to be done for the, you know, next
18 six months going forward, to minimize or change
19 our practices.

20 MR. GRABIEL: How is the decision going to
21 be made?

22 MR. BAKER: It's going to be by Public
23 Works, I believe -- is that correct -- the
24 Police Department? They're going to be working
25 concurrently. Again, as Joe mentioned,

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1 MR. LINDSAY: I'll just add one thing to
2 that, that was a concern that was raised during
3 our -- after the DRC meeting, and we widened
4 the width of the proposed semicircle there, to
5 accommodate for SUVs and bigger cars.

6 MR. BAKER: And I misspoke, maximum, at
7 any given ten-minute window, is three cars, and
8 that's only two instances in the morning and
9 two instances in the afternoon.

10 MR. GRABIEL: Okay. Thank you.

11 MR. BAKER: Thank you.

12 MR. LINDSAY: Thank you.

13 CHAIRMAN AIZENSTAT: Javier.

14 MR. SALMAN: Thank you.

15 I've got a couple of questions. I'm very
16 familiar with the area. I, actually, working
17 with the City, developed Pierce Park. My wife
18 taught at Carver Middle, and I worked with the
19 homeowners' association when we did the park,
20 and I also did some improvement to Carver
21 school, precisely having to do with the pick-up
22 and drop-off.

23 And the school has a major drop-off,
24 pick-up in the back, and it also has one on the
25 front. Why people want to use the front, I

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1 throughout this process, we've had a very good
2 working relationship, not just with the Coral
3 Gables Police Department, but also the City of
4 Miami Police Department, and we're going to
5 continue to have that relationship and deal
6 with any issues that come about as they arise.

7 MR. GRABIEL: On the stacking, when you're
8 queuing up, is there enough space for cars to
9 stack and not affect the traffic on Grand?

10 MR. BAKER: You're saying, for the on-site
11 location at the back of the school?

12 MR. GRABIEL: Yeah.

13 MR. BAKER: So there's, I believe it's an
14 allocation of four cars per every ten minutes
15 for the on-site location. So that will, in
16 essence, have -- there's three parking spaces
17 in the rear, and an ADA space, and you're going
18 to have sufficient room for a car to pull off
19 into the roundabout, off of Jefferson, and cue,
20 while you have three cars, hypothetically,
21 parked in the three parking stalls.

22 So within any given moment, if all four
23 cars, during that ten-minute period, arrive at
24 the same time, we would be able to accommodate
25 them.

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1 don't know, because it's horrible. The one in
2 the back works much better, but it is what it
3 is.

4 And being a magnet school, they bring
5 students from all over the County. So it's a
6 lot of -- there's very little walk-in traffic,
7 although there are a lot of students that are
8 from the area, and the area is very proud of
9 that school. It's an institution that is part
10 of that neighborhood, back when schools were
11 the pride of their neighborhood, and this is
12 one of them, and you're setting up a school
13 caddy-corner to it, in direct competition,
14 which is all right, I guess. I'm not here to
15 say that you can't do that, but I think we want
16 to look at the land use of this issue, and
17 right now that land is commercial; is that
18 correct?

19 MR. BAKER: It's Zoned MX1; is that
20 correct? Yeah. So that allows a private
21 school by conditional use.

22 MR. SALMAN: Uh-huh.

23 MR. BAKER: Just to speak on the City
24 Attorney's comments about the compatibility,
25 or, more eloquently, Jennifer can chime in, but

40

1 there's various references in the Staff report
2 to how it is compatible. You have, you know,
3 this specific district, and you have
4 residential, you have office, you have a
5 school, all within a block radius. So it's
6 really in keeping with what is existing there.

7 MR. SALMAN: Okay. And what is the
8 property on the back of it, directly behind, to
9 the north?

10 MS. GARCIA: Single-family, I believe.

11 MR. SALMAN: Single-family?

12 MS. GARCIA: Yeah.

13 MR. SALMAN: Well, schools, they're often
14 compatible to single-family. I don't see a
15 compatibility issue here.

16 Addressing the security issue, the building
17 is actually a Historic Building. It's been
18 there for a long time. It's one that addresses
19 the environment having to do with hurricanes.
20 It's got hurricane doors, that close in front
21 of French doors. It has, I think, two sets of
22 doors. So I don't see security being an issue
23 during operation time, if you lock all of those
24 doors, except for the one that you want to use
25 for your entrance, so you can control.

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1 like a plain white wall.

2 MR. SALMAN: That's not what your plans
3 say.

4 MR. LINDSAY: Okay.

5 MR. BAKER: You're referring to the buffer
6 wall?

7 MR. SALMAN: Uh-huh.

8 MR. LINDSAY: Oh, the buffer wall. The
9 buffer wall, we'll do a grated patten on. We
10 can make it the same as the front, and the
11 property directly behind the school, just to
12 speak to that, as well, it is Zoned as
13 single-family residential, but it's currently
14 being used as -- it's like a butterfly garden,
15 basically.

16 MR. SALMAN: Okay. Those are of my
17 questions. Thank you.

18 CHAIRMAN AIZENSTAT: Thank you, Javier.
19 Felix.

20 MR. PARDO: Yeah. So I think Staff did a
21 very good job in analyzing the compatibility of
22 the school, which is not just a school, but a
23 very small type of school, where, you know, you
24 don't have kids running outside, you know, for
25 exercise, that kind of thing.

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1 MR. LINDSAY: That's right.

2 MR. SALMAN: So I would make that a
3 condition of granting this particular --

4 MR. BAKER: That's during the operating
5 hours?

6 MR. SALMAN: Hours of operations, that the
7 doors, all of them, but one, need to be closed
8 and locked.

9 My concern, also, is with the wall that
10 you're proposing, that's going to have a
11 pattern similar to the open fences there, and
12 the limitations of that wall, where it begins
13 and where it ends.

14 MR. LINDSAY: Yeah, so the front of the
15 property, we're not adding like any wall to
16 that. That will continue to be -- I don't know
17 if you're familiar with the property, like how
18 it looks, it's just kind of like a braided
19 fence.

20 The back lot, it will be just like a plain
21 white wall, up to six feet.

22 MR. SALMAN: But will it be scored with the
23 same pattern? That's what the drawings call
24 for.

25 MR. LINDSAY: We're planning on just doing

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1 But, you know, we do have neighbors that
2 have expressed the concern. Just a matter of,
3 you know, for the record, I have had
4 conversations in the past asking for a four-way
5 stop in the City of Coral Gables, on the corner
6 of my office on Salzedo and Madeira. I am
7 directly across the street from the Police
8 Station. And I was informed by our Public
9 Works Director that his hands are tied, he has
10 to go to the County to get the approval, just
11 for a four-way stop or a crosswalk, on any
12 street, inside of any street in the City of
13 Coral Gables, and it's the same thing for the
14 County, it's the same thing for any other
15 municipality.

16 So I think that the neighbors will
17 understand that, if the County does not allow
18 that four-way stop, the City's hands are
19 absolutely tied, and I speak from experience,
20 and from my experience of speaking with the
21 Public Works Director, that I've known for many
22 years.

23 The school is, as our attorney said, a
24 conditional use, and the application has
25 checked off, you know, all of the boxes. It's

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1 a very small use. It's a very small building.
2 It's a very small site. But, at the same time,
3 you thought out the parking for your teachers
4 off-site, you thought of the drop-off area,
5 and, unfortunately, most of the traffic on
6 Grand Avenue has existed there for years,
7 including, you know, from Carver, and my wife
8 also taught at Carver.

9 So, I think, at the end of the day, I think
10 this is a great benefit for the community, for
11 the children of the community, but I think that
12 we have to listen carefully to the neighbors
13 and their concerns, because, you know, for
14 them, it's all about, you know, livability and
15 safety, and they're kind of in -- just off the
16 highway, right off Grand Avenue. People speed
17 through there. They don't think, when they're
18 in their cars, listening to the radio or
19 talking on the phone or distracted, and the
20 last thing you want is to have a tragedy there.

21 I am for the application, as far as it
22 being compatible with the neighborhood, because
23 of the scale of the neighborhood. And Grand
24 Avenue, like every street, every, you know,
25 simple planning theme that exists is that, on

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1 And I know the area very well, and I think --
2 as a matter of fact, there's some other block
3 or two, to the west, there's already one
4 intersection that has it. So I'm sure that it
5 could be done, as well. So I'm in support. I
6 will make a motion to approve the project, with
7 the recommendation -- my recommendation to the
8 Public Works Director, in conjunction with the
9 neighborhood, looking to add in those four-way
10 stops or whatever, speed humps, whatever could
11 be done, and I'll accept any friendly amendment
12 to that recommendation.

13 CHAIRMAN AIZENSTAT: I'd like to make some
14 comments.

15 MR. BEHAR: Oh, I'm sorry.

16 CHAIRMAN AIZENSTAT: No. No. That's okay.

17 There's a couple of questions, which I had,
18 in looking at this.

19 The officer is going to be there only three
20 months? You said there was going to be a
21 police officer for the crossing.

22 MR. BAKER: Correct.

23 CHAIRMAN AIZENSTAT: But is it my
24 understanding that he's only there three
25 months?

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1 the major streets, you have commercial, whether
2 it's intense or medium or light. In this case,
3 Grand Avenue is very light in its commercial.
4 It's very neighborhood oriented, and the school
5 is very neighborhood oriented, and it's right
6 across the street from one of the jewels in the
7 community, which is Carver.

8 I'm in support of this application.

9 MR. LINDSAY: Thank you.

10 CHAIRMAN AIZENSTAT: Thank you.

11 Robert?

12 MR. BEHAR: Thank you.

13 I'm going to make it very brief, my wife
14 never taught at Carver, but my three kids did
15 attend Carver. I'm in support of the project a
16 hundred percent. I would like to see, if it's
17 possible, that the Public Works Director, in
18 conjunction with the neighborhood, because
19 we're going to need your efforts to approach
20 the County, to be able to install whatever
21 mechanism is necessary, four-way stops,
22 especially with the applicant willing to pay
23 for it.

24 MR. LINDSAY: Yeah.

25 MR. BEHAR: Okay. And I think it's doable.

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1 MR. BAKER: Yeah, with the idea that --
2 well, this is in addition to having a staff
3 member helping to facilitate traffic and
4 queueing, right. The police officer is there
5 as a guardian angel, to make sure that they're
6 reporting back to Public Works and to the
7 Police Department that, you know, things are
8 operating as we presented them to you today,
9 and I think that's kind of the idea, right.

10 There's oversight in that capacity, and
11 that's kind of where they step in or make their
12 recommendation.

13 CHAIRMAN AIZENSTAT: But for me, I think,
14 three months is really not enough, especially
15 when you're looking at operating at the same
16 time, where you have co-op traffic from the
17 school. My concern isn't just the crossing.
18 My concern is the traffic that's going to be in
19 the area.

20 The other thing, which I just wanted to ask
21 about --

22 MS. GARCIA: Mr. Chair, just to clarify, so
23 it's not just three months. At three months,
24 they're allowed to then petition the City and
25 say, "Look, we're complying with what we said

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1 we were going to do. Everything is working
2 great and wonderfully. Everyone is getting
3 there on time. We're not having any issues
4 with the traffic." At that point, then they
5 could -- Public Works and the Police Department
6 could then say, okay, you're fine, you don't
7 have to keep paying for a police officer, but
8 if there's still issues happening, they'll
9 still continue to pay for a police officer to
10 be there on-site.

11 CHAIRMAN AIZENSTAT: I understand. I just
12 don't think three months is enough of a time
13 frame to really get a feel for what's going on.

14 You have an off-site -- could you put up,
15 is it possible, on the screen, the Off-Site A
16 and Off-Site B?

17 MS. GARCIA: Could you bring up the
18 PowerPoint, please?

19 CHAIRMAN AIZENSTAT: I just wanted to go
20 through, just to make sure I understand.

21 Okay. So Off-Site B, you said is going to
22 be a drop-off and pick-up only?

23 MR. BAKER: Correct.

24 CHAIRMAN AIZENSTAT: That's a commercial
25 zoned property?

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1 you say, drop-off and pick-up, it's that they
2 have to park there and walk, it's not a site
3 that has vehicular traffic circulating or going
4 in and out? In other words, a parent isn't
5 waiting with the engine running?

6 MR. LINDSAY: Correct. That's correct.

7 CHAIRMAN AIZENSTAT: And how many parking
8 spaces do you have there in Off-Site B?

9 MR. BAKER: Four spaces. Four set of
10 spaces.

11 CHAIRMAN AIZENSTAT: Okay. Now, let's go
12 to Off-Site A. Off-Site A is a commercial
13 property or it's a residential?

14 MR. LINDSAY: Commercial, as well.

15 CHAIRMAN AIZENSTAT: Okay. And that's --
16 how many parking spaces do you have there?

17 MR. BAKER: Three, and one ADA.

18 CHAIRMAN AIZENSTAT: Okay. And, then, you
19 have, I think, three spaces or four spaces
20 within your property?

21 MR. LINDSAY: Three, and one ADA.

22 CHAIRMAN AIZENSTAT: Okay. Now, I saw on
23 there that there's -- at the end of the year,
24 you have to re-apply or re-evaluate that those
25 spaces are still there, and that you're under a

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1 MR. LINDSAY: That's correct.

2 CHAIRMAN AIZENSTAT: Okay. The way I see
3 it on the map, how do you -- is there a street
4 that's running there, because I wasn't able to
5 see that? How is the ingress and egress off of
6 -- for Off-Site A and B -- Off-Site B, how are
7 you treating that?

8 MR. LINDSAY: For sure.

9 So, Off-Site B, we entered into an
10 agreement with the real estate group that owns
11 the property there. One of the concerns that
12 that came up earlier in the process was,
13 particularly, Public Works didn't want to see
14 kids crossing the street, and so that's why
15 Off-Site A became just teacher parking and
16 nothing else.

17 CHAIRMAN AIZENSTAT: Okay.

18 MR. LINDSAY: The school site will be
19 straight-forward, just that kids get dropped
20 off there.

21 Off-Site B, parents will park there and
22 walk their kid from Off-Site B to the school
23 site, on the sidewalk, without crossing the
24 street.

25 CHAIRMAN AIZENSTAT: So it's not a -- when

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1 contract; is that correct?

2 MR. LINDSAY: That's correct.

3 CHAIRMAN AIZENSTAT: One of the items that
4 was talked about was -- what Felix mentioned
5 was good, about the four-way stop signs, but
6 there was also a comment about traffic calming,
7 and I don't know, and maybe, Felix, you can
8 answer, I don't know if the traffic calming --
9 or staff can -- is that something that also has
10 to go to the County for traffic calming? So it
11 does? Okay.

12 That was the question that I had, based on
13 the traffic calming.

14 MR. COLLIER: Indicating, yes, for the
15 record.

16 CHAIRMAN AIZENSTAT: Thank you.

17 You know, to me, a big concern -- I think
18 the school is good, and I think, you know, your
19 concept, but looking at what the land use is
20 and so forth, the big concern for me is
21 traffic, because you are adapting to a school
22 area. You know, I drive through there. I'm
23 familiar with the traffic that goes on during
24 the drop-off and pick-up, and it's hard. It's
25 really hard. I just don't know how you're

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1 really going to do it. You're going to have a
2 limited amount of students, I understand that,
3 but there are still going to be parents that
4 are driving, you know, unless you're taking
5 kids from within the neighborhood, that will
6 cut down on the vehicular cars, then that will
7 cut down on the traffic, but, to see -- the way
8 I'm seeing it is, there's going to be quite a
9 bit of traffic.

10 I mean, you can have -- did your traffic
11 engineer tell you how many cars you're going to
12 have? He's here?

13 MR. BAKER: He's here, yes.

14 MR. KIM: Good evening. John Kim, with
15 Bowman Group, offices at 3 Brentwood Road, Palm
16 Beach Gardens, Florida. I knew I wouldn't get
17 off easy, right?

18 The trip generation really talks more about
19 the peak hour, and so, in terms of peak hour,
20 we expect, at the worst hour of the morning, 20
21 coming in and 15 coming out, but the idea here
22 is to sort of -- that graphic, in particular,
23 we tried to make it so that we could schedule
24 parents at a time or at least a time specific,
25 in terms of a ten-minute window. That's what

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1 they want -- and, also, I will say this, these
2 people have the ability to not have one phone
3 call to your Public Works Director saying
4 they're queueing on Jefferson or they're
5 queueing on Grand. So that's why that schedule
6 -- and, listen, some parents, obviously, may
7 have to be whipped into shape, but without that
8 schedule, it just won't work, and that's one of
9 the reasons, I think, why the three-month grace
10 period, which you should think maybe should be
11 longer. You know, we're going to find out how
12 were these parents behave and avoid causing
13 problems, because it's -- I think, with
14 schools, you notice more the queueing than you
15 would, let's say, the additional traffic, in
16 terms of the study.

17 MR. BEHAR: But you do have four spaces on
18 the west lot and three spaces on-site, correct?

19 MR. BAKER: Four on the east lot, which is
20 going to be strictly for drop-off and pick-up,
21 the west lot is only for teachers.

22 MR. BEHAR: No. No. On-site, behind the
23 building, there's three spaces?

24 MR. BAKER: It's three standard and one
25 ADA, yeah.

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1 kind of went behind trying -- because the
2 biggest problem with a school -- I've been
3 doing this a long time -- is the queueing, it's
4 people getting in line. So that's why the
5 concept of having the off-site parking spaces,
6 as opposed to just a drop-off operation, like
7 an off-site -- did I answer your question?

8 CHAIRMAN AIZENSTAT: In a way, yeah.

9 A lot of times, what I've noticed in
10 schools, and especially in the elementary
11 schools, is the people come early to pick up
12 their kids, and they just park their cars, to
13 try to be first in line or not have to wait.
14 Did you look at that?

15 MR. KIM: Well, I didn't specifically look
16 at it, but the idea is really -- it all hinges
17 on the schedule. I mean, the school has to --
18 and they're aware of this. I made it very
19 clear. You're correct. I mean, I can name you
20 a number of schools where the fences are closed
21 purposefully so not to let them in, but they
22 will park there or somewhere else, in someone's
23 yard.

24 So every one on the team understands the
25 importance of that schedule. The last thing

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1 MR. KIM: If I may, I had to be very
2 careful with the County, so I only reference
3 the three spaces. I didn't count what cues in
4 that little porte cochere or the semicircular
5 driveway. I didn't want them -- you know,
6 sometimes they get a little funny about that.
7 So I referenced three, but there's actually
8 room for probably four, maybe five, porte
9 cochere --

10 MR. BEHAR: Plus the other four on the
11 other --

12 MR. KIM: Plus the other, yes, sir.

13 MR. BAKER: Yeah. And another thing to
14 note is, just with respect to the staggered
15 scheduled, right, we have 35 students, who the
16 whole motto of the school is collegiality, you
17 know, being very involved with your students'
18 education, the staff, and teachers at the
19 school will have to be able to, you know, have
20 conversation with these parents on a regular
21 basis to really encourage them to meet the
22 schedule that is imposed on them, because it's
23 going to adversely affect, you know, the school
24 and it's a tight-knit community. So I think
25 that makes it a little different than, you

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1 know, a two, three, four hundred student school
2 that's trying to implement this type of plan.

3 CHAIRMAN AIZENSTAT: And how many staff are
4 you going to have?

5 MR. BAKER: To begin, there's I believe two
6 teachers, that will both act as teachers and
7 staff.

8 CHAIRMAN AIZENSTAT: So you're going to
9 have basically just two individuals in the
10 school at all times?

11 MR. BAKER: Again, the 35 number is maximum
12 capacity. I can let Joe touch on that, but --

13 MR. LINDSAY: Yeah, that's correct. We're
14 going to have two adults there during the day.
15 Our model is what -- we call our teachers
16 microschoo leaders. And so, a part of like
17 our business, as to that question, is we're
18 able to centralize a lot of like the
19 administrative work, and then microschoo
20 leaders are teachers, but they're also people
21 who are taking care of like the admin stuff
22 on-site.

23 CHAIRMAN AIZENSTAT: Okay.

24 MR. PARDO: Mr. Chair --

25 CHAIRMAN AIZENSTAT: Yes.

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1 them in one at a time, but --

2 MR. LINDSAY: That is our plan. For what
3 it's worth, it's to have --

4 CHAIRMAN AIZENSTAT: You only have two
5 individuals.

6 MR. LINDSAY: Correct. So with the
7 addition of the police officer, we would
8 have --

9 CHAIRMAN AIZENSTAT: The police officer is
10 not going to walk your child in.

11 MR. LINDSAY: Oh, no. I'm not expecting
12 them to.

13 So we have one adult inside the actual
14 building during the hour of pick-up and
15 drop-off, and, then, one adult in the back lot,
16 and they would be, essentially, like the
17 receiving adult.

18 MS. KAWALERSKI: And just to clarify,
19 there's only one travel lane on that side of
20 the street; is that true?

21 MR. LINDSAY: That's correct.

22 MS. KAWALERSKI: Grand, only one travel
23 lane? Okay. So that queueing is going to
24 happen on Grand. It's going to block all of
25 the traffic on Grand.

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1 MR. PARDO: -- would you feel more
2 comfortable, if instead of three months, that
3 it be the first scholastic year? That gives
4 you a complete scholastic year of understanding
5 any issues.

6 CHAIRMAN AIZENSTAT: I mean, I'm not sure
7 about that.

8 Javier had a comment.

9 MR. SALMAN: I had a question, not with
10 regards to that. It has to do with -- of the
11 35 students, how do they break down by age or
12 grade or do you know?

13 MR. LINDSAY: We don't have exact numbers
14 at the moment, but it's, I mean, roughly
15 distributed within the grades. One of the
16 harder things is to get like an eighth grader
17 to come in for one year. So it does tend to
18 skew a bit younger, but we'll see, like when
19 the school starts up.

20 MR. SALMAN: And this has to do directly
21 with the pick-up and drop-off, because up to
22 about third grade, the parents are parking and
23 walking their kids in. So there's no really
24 queueing. Unless there's teachers to receive
25 them at the pick-up, and, then, you know, take

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1 And the traffic study, was that done when
2 Carver was in school?

3 MR. KIM: I don't know that I'd call it a
4 traffic study. Because of the number of trips
5 we generated, we didn't -- I mean, I think the
6 total was, net, it was like 32. So they
7 don't -- most jurisdictions don't require a
8 comprehensive traffic study, especially with 35
9 students.

10 MS. KAWALERSKI: And the reason I'm asking,
11 you've got school buses. How is the school bus
12 going to --

13 MR. KIM: We're not going to --

14 MS. KAWALERSKI: Oh, no, not your school
15 buses; Carver. I mean, you have Carver
16 traffic, okay. At the same time that you have
17 pick-up and drop-off at your school, Carver is
18 doing the same thing, and they've got a lot
19 more students to deal with and a lot more
20 traffic.

21 MR. KIM: Understood.

22 MS. KAWALERSKI: And school buses, on Grand
23 Avenue -- if you're queueing on Grand, how are
24 those school -- I mean, the traffic stops at
25 that point.

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1 MR. KIM: Understood, but the intent is not
2 for us to be queueing anywhere. I mean, that's
3 lip service. You're going to hear about it,
4 very quickly, when that happens, and that is --
5 I think that, for this school, their paramount
6 concern would be the queueing, and the last
7 thing they want is a phone call from anybody
8 from the City.

9 I think, in this particular case, they have
10 the ability. When you look at charter schools,
11 that's a whole different ball game. You're
12 talking 400 and up, the number of students.
13 This, I believe, is manageable. So I'm very
14 hopeful we won't queue and you won't get a
15 phone call. It will be you and the County that
16 gets the phone call.

17 CHAIRMAN AIZENSTAT: Is there a covenant
18 that's being done, Jennifer?

19 MR. BAKER: Yes.

20 CHAIRMAN AIZENSTAT: So there's a covenant
21 that's being done, that will go ahead and state
22 the maximum amount of children that is allowed
23 for this property?

24 MS. GARCIA: Yes. That will be part of
25 the Resolution.

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1 MR. BEHAR: And that's going to be a key,
2 for them not to increase that number, not
3 because -- look, you do have eight parking
4 spaces, that the parents, at the age -- and
5 Javier, you're right, up to grade three, you're
6 going get off at the school, you're going to
7 approach -- you're going to get out of the car
8 and you're going to walk into it, and get your
9 kid.

10 MR. SALMAN: Those are going to be anywhere
11 from three to eight of the 35 that are going to
12 be tied up. So those eight spaces go away --

13 MR. LINDSAY: Yes.

14 MR. SALMAN: -- for all intents and
15 purposes, for the drop-off period. I mean,
16 they'll drop-off, and then it will liberate
17 them, and somebody else would come in and use
18 them. There's also staff. Yeah, my concern is
19 that it's going to back up on Grand.

20 MS. KAWALERSKI: On Grand, yeah.

21 MR. SALMAN: Jefferson is not one way, is
22 not one lane?

23 MR. LINDSAY: No, it's not one way.

24 MR. SALMAN: Two ways.

25 MS. KAWALERSKI: It's a narrow street.

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1 MR. SALMAN: It's a fairly narrow street.
2 CHAIRMAN AIZENSTAT: Felix, in regard to
3 your question of for a year, I mean, I would be
4 comfortable for six months, which is double
5 what's there. My concern is, really, the same
6 as Javier or Sue, just the traffic on Grand
7 Avenue at the time.

8 You know, I just want to make sure that
9 there's no issue there, and I don't know how to
10 put that into the recommendation, because we a
11 have motion and a second.

12 MR. SALMAN: No, we have no second.

13 CHAIRMAN AIZENSTAT: There was no second?

14 MR. BEHAR: No second.

15 MR. SALMAN: He was open to friendly
16 amendments.

17 MR. BEHAR: And welcome friendly
18 amendments.

19 MR. PARDO: And I think you were going to
20 try to add the security thing on there. That's
21 where we left off.

22 MS. KAWALERSKI: Definitely. We need the
23 security thing on there. And let me just tell
24 you about locked doors, Uvalde, Texas. That
25 was supposed to be a locked door. A teacher

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1 went out to smoke a cigarette and left the door
2 unlocked. That's how the gunman got in.

3 MR. LINDSAY: Yeah.

4 MS. KAWALERSKI: So this notion about,
5 we're going to lock the doors, whose going to
6 check that they're locked, is my concern.

7 MR. LINDSAY: It's a valid concern. Again,
8 I don't pretend to know what the future holds
9 in that regard, but we do have -- it's a
10 smaller space. That's the one thing that I
11 would say. It's essentially two rooms on the
12 ground door, and there are four doors on the
13 Grand Avenue facing the front side, but then we
14 also have two doors in the back. I'm not aware
15 that any of our teachers are smokers, but if
16 they were to take a smoke break -- I understand
17 it's not the question.

18 MS. KAWALERSKI: I mean, practically
19 speaking, you have two people and 35 kids.
20 They're not going to be checking if the doors
21 are locked.

22 MR. LINDSAY: Well, the two microschoool
23 leaders, we will definitely enforce that. Like
24 that is something that we will enforce.

25 MS. KAWALERSKI: I'm just saying, I mean,

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1 you have very limited personnel to handle a lot
2 of responsibilities, including walking the kids
3 from their parent's car to your school.

4 MR. SALMAN: No, the parents will do that.

5 MR. BAKER: The parents will be walking
6 the -- the parents are walking the students.

7 MS. KAWALERSKI: Okay.

8 MR. LINDSAY: They're on-site.

9 Just to finish the point, the two
10 functional -- it's two large rooms, it's like
11 on the ground floor. We are channeling
12 everything into the back lot, which is the lot
13 that we control, more than the front,
14 obviously. And so I do hear the concern. I'm
15 not trying to avoid that. But the ingress and
16 egress is going to be through the back 99
17 percent of the time.

18 MS. KAWALERSKI: Is there a way to secure
19 those four doors with just a fire release only?
20 I mean, permanently locked, except in case of
21 fire, you have to break something to open up
22 those doors?

23 MR. LINDSAY: We would, you know, be
24 amenable to that. We haven't looked into that,
25 but we would be amenable to that.

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1 what they're permitted to do with regard to the
2 ingress and egress. Now, I think what the
3 Board can recommend is to look at appropriate
4 securing of the doors on Grand Avenue, and we
5 can leave it at that, and allow the Building
6 Department to look at that, to see what is
7 permitted. So I think we can go that far, but
8 I don't know what is required. Your concept of
9 maybe breaking some glass to get out, that may
10 not be good, because you may want to have --
11 there may be a fire --

12 MS. KAWALERSKI: That's what I'm saying,
13 there are emergency exits, right, architects?
14 There are emergency exits? Why can't those be
15 emergency exits?

16 MR. COLLER: Well, that's why I'm saying is
17 that the Board can suggest the Building
18 Department look at making sure that the doors
19 that are adjacent to Grand Avenue be
20 appropriately secured.

21 MR. BEHAR: Yeah. That is a doable --

22 MR. COLLER: I think that kind of gets you
23 where you want to be.

24 MR. BEHAR: Yeah, that's a doable
25 condition, but we cannot impose for them to

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1 MS. KAWALERSKI: Okay. I mean, I'd feel
2 better with that. I would vote, yes, in that
3 case, with conditions, and that being one of
4 the conditions, but I just fear for the safety
5 of those kids with this configuration.

6 MR. BEHAR: What you could do -- I mean, I
7 don't think you could permanently lock those
8 doors, but I think you could lock them and you
9 could put an alarm, that if it opens, your
10 alarm will go off or something. That you could
11 do, but I would not want to put a condition --

12 CHAIRMAN AIZENSTAT: Is that part of our --

13 MR. BEHAR: No, it's not, but I would not
14 want to put a condition that those locks are to
15 remain locked. God forbid there's a fire and
16 they can't get out.

17 MS. KAWALERSKI: Well, that's why I'm
18 saying, in case of fire, there has to be some
19 kind of release. And as far as, conditional
20 use, I believe that should be in our purview to
21 put that into a motion. I mean, we're talking
22 about a major safety issue here.

23 MR. BEHAR: I'm not sure.

24 MR. COLLER: Well, I think it's more of a
25 building permit and a building code, as far as

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1 install anything. Let the Building Department
2 deal with it. Safety is a concern for
3 everybody here, for them, and we leave it at
4 that, but I am -- at least in my motion, I'm
5 not going to put that we need to put locks
6 mechanism, anything that could potentially
7 create another problem.

8 MS. KAWALERSKI: Well, I think we need to
9 put something in there, maybe the specific kind
10 of door, but there has to be some kind of
11 safety measure put in.

12 CHAIRMAN AIZENSTAT: But he just
13 explained --

14 MR. COLLER: Well, I think, as a general
15 condition, you say that the Building Department
16 look at appropriate securing of the doors that
17 are adjacent to Grand Avenue, and that gives
18 the Building Department the flexibility of
19 determining what is appropriate for Fire Code
20 safety and all of the other requirements that
21 are part of a Building Code review.

22 MS. KAWALERSKI: And that goes into the
23 motion? Is that what you're saying?

24 MR. BEHAR: I made a motion. Whoever does
25 the friendly -- the second friendly --

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1 MR. SALMAN: I'll give you a second, with a
2 friendly amendment. That the applicant ensure
3 that the doors along Grand Avenue are secured
4 during hours of operation.

5 CHAIRMAN AIZENSTAT: And would you -- and
6 the six months for the police officer, as
7 opposed to the three months?

8 MS. KAWALERSKI: I would do the scholastic
9 year. Who came up with -- was that you --
10 scholastic year? I think that makes sense.

11 CHAIRMAN AIZENSTAT: But it has to be
12 reviewed after six months. It's not just six
13 months and he walks away. I just think, during
14 six months, you get a --

15 MR. BEHAR: I think six months is plenty of
16 time.

17 CHAIRMAN AIZENSTAT: Just to get a
18 barometer. I'm not saying that he can walk
19 away.

20 MS. KAWALERSKI: Right.

21 CHAIRMAN AIZENSTAT: And the other thing
22 that I would ask is, I would ask in your
23 amendment for Staff to look further into the
24 traffic in that area, and if there's anything
25 that can be done to alleviate -- and I don't

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1 Number 5-C, there's a sentence that says, "Upon
2 applicant's request, Public Works and police
3 may elect to reduce such three-month review
4 period for subsequent school years, provided
5 that the applicant provide sufficient evidence
6 substantiating the effectiveness of its
7 internal traffic monitoring procedures." Could
8 we include that same language, provided that
9 it's six months?

10 MR. SALMAN: I think that it should be six
11 months for the initial, and it can go three
12 months every year thereafter. And, really, the
13 reason we want that, and the reason it's there,
14 is that as the school year gets on, the
15 students come in, everybody starts to fall into
16 play, and that happens in the first three
17 months, and we just want to make sure that it's
18 supervised in those first three months, and I
19 think that's reasonable, and asking for the
20 first year --

21 MS. KAWALERSKI: Let me just ask something.
22 So if we discover that the cars are blocking
23 Grand Avenue and it's a major problem, what's
24 the cure for that?

25 CHAIRMAN AIZENSTAT: Staff.

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1 know how. I'm just very concerned with that.

2 MR. BEHAR: Well, that's my motion, to get
3 Public Works and Staff and the homeowners'
4 association to work together with the County
5 and Public Works to achieve something.

6 MR. PARDO: And the improvements are on the
7 applicant.

8 MR. BEHAR: Yes. They're simple --

9 MR. COLLER: Which the applicant has
10 indicated that they would be willing to pay
11 for.

12 MR. BAKER: Correct.

13 MR. LINDSAY: That's correct.

14 MR. BAKER: Can I ask for a point of
15 clarification with respect to the six-month
16 police officer -- or six-month tenure of the
17 police officer? Would that be for the initial
18 year of the school, and then thereafter we can
19 revert back to the three months, as Staff
20 recommended?

21 CHAIRMAN AIZENSTAT: For me, it would be
22 six months and then there's a determination
23 that's made by Staff.

24 MR. BAKER: Okay. Just so I clarify, just
25 looking at the conditions of approval for

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1 MS. GARCIA: So, if they are queueing on
2 Grand Avenue, that means their traffic plan is
3 not working. So the police will get involved
4 and make sure that the parents and whoever is
5 supposed to be parking and arriving at those
6 times, will start arriving at those time.

7 CHAIRMAN AIZENSTAT: Or would the police
8 get more involved and have to have more
9 officers there?

10 MR. KIM: Yeah, and, I think, to get tough
11 about it, I believe there have been incidents,
12 at least in Miami-Dade County, where even in
13 gated communities, if the cars are queueing
14 into the public right-of-way, the officer can
15 issue a citation. So I hope that doesn't
16 happen. I'm not suggesting that. I'm just
17 saying --

18 MR. SALMAN: Whoever is the police officer
19 is going to probably end up issuing a couple of
20 citations in the first three months. And the
21 other concern is, in the opposite direction, on
22 Jefferson, that they cue up there and then
23 block that exit for the neighborhood to try to
24 get in and turn around and to drop-off.

25 MS. KAWALERSKI: That's true.

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1 MR. BAKER: You're saying, coming south on
2 Jefferson?

3 MR. SALMAN: Uh-huh. They'll come in and
4 stop and block traffic for people trying to get
5 out.

6 MR. BAKER: Well, there will be -- right,
7 there's the three spots. There's, as John
8 mentioned, the control --

9 MR. SALMAN: I would just add that that
10 other lane needs to be kept clear during the
11 drop-off.

12 MR. BAKER: The southern lane?

13 MR. SALMAN: Yeah. The southbound lane.

14 MR. BAKER: Yeah. So to encourage parents
15 to come off of Grand --

16 MR. SALMAN: No, no, to force them. We
17 don't want to encourage them. We want to force
18 them come in and drop-off.

19 CHAIRMAN AIZENSTAT: All right. We have a
20 motion. We have a second, with the amendments.
21 Any other discussion? No?

22 Call the roll, please.

23 THE SECRETARY: Julio Grabiell?

24 MR. GRABIELL: Yes.

25 THE SECRETARY: Sue Kawalerski?

1 building length of three hundred feet for all
2 properties seeking approval pursuant to the
3 Residential Infill Regulations; providing for
4 severability clause, repeater provision,
5 codification, and providing for an effective
6 date.

7 Item E-2, public hearing.

8 MS. GARCIA: For the record, Jennifer
9 Garcia, City Planner, and I have a lengthy
10 presentation for this. This is the item we
11 discussed back in June. You asked for
12 additional information from the Board of
13 Architects. They appeared, I think, in July of
14 this year. It was deferred again, by this
15 Board, to get additional information. So
16 that's why we're here today, to give the
17 presentation, okay.

18 So this is the layout of this presentation.
19 So, first, I'll start off by talking about the
20 purpose and the regulations of the RIR, a
21 little bit of the history in the North Ponce
22 area, existing conditions in the area, as well,
23 and then some past community visions of how we
24 got to this legislation, that's been in effect
25 for, I think, since 2017. So what is that, six

1 MS. KAWALERSKI: Yes.

2 THE SECRETARY: Felix Pardo?

3 MR. PARDO: Yes.

4 THE SECRETARY: Javier Salman?

5 MR. SALMAN: I say, yes, to the one room
6 school house.

7 THE SECRETARY: Chip Withers?

8 MR. WITHERS: Yes.

9 THE SECRETARY: Robert Behar?

10 MR. BEHAR: Yes.

11 THE SECRETARY: Eibi Aizenstat?

12 CHAIRMAN AIZENSTAT: Yes. Thank you. Good
13 luck.

14 MR. BEHAR: Good luck.

15 MR. LINDSAY: Thank you very much. I
16 appreciate it.

17 CHAIRMAN AIZENSTAT: Mr. Coller, the next
18 item on the agenda.

19 MR. COLLER: Yes.

20 Item E-2, an Ordinance of the City
21 Commission providing for a text amendment to
22 Article 2 "Zoning Districts," Section 2-405
23 "Residential Infill Regulations Overlay
24 District (RIR)" of the City of Coral Gables
25 Official Zoning Code to provide a maximum

1 years or so, some capital improvements that
2 have been done in the neighborhood, as well as
3 the recent policy changes, including the RIR,
4 some approved projects that have been approved
5 through the RIR regulations, and then some
6 analyses and the proposed changes for
7 discussion.

8 So, the RIR, which is called the
9 Residential Infill Regulations, was meant to
10 provide additional housing opportunities in
11 this area. So the North Ponce area is a very
12 dense part of our City. It's just north of
13 Downtown. And the intent of those was to
14 provide greater density in that area.

15 And the regulations are crafted in a way to
16 have the buildings be more pedestrian oriented
17 and have a garden like feel, which that area is
18 very well-known for garden apartments. Also,
19 Mediterranean architecture was a very important
20 standard that's required in this RIR
21 regulations, to -- and, again, also to increase
22 the potential, right, for this area. So that
23 was the density.

24 So the minimum standards are that the lot
25 size has to be 20,000 square feet -- sorry, the