

**City of Coral Gables
Planning and Zoning Board Meeting
Wednesday, May 8, 2019
Coral Gables City Commission Chambers
405 Biltmore Way, Coral Gables, Florida**

MEMBERS	J9 '18	F13 '18	M13 '18	A10 '18	M8 '18	J12 '18	J10 '18	A14 '18	S11 '18	O9 '18	N13 '18	D11 '18	APPOINTMENT
Eibi Aizenstat Chair	P	E	C	C	P								Commissioner Michael Mena
Rhonda Anderson	P	P	C	C	P								Vice Mayor Vince Lago
Robert Behar	P	P	C	C	E								Board-As-A-Whole
Julio Grabel	P	P	C	C	P								Mayor Raul Valdes-Fauli
Alex Mantecon	P	P	C	C	E								Commissioner Frank C. Quesada
Maria A. Menendez Vice Chair	E	P	C	C	P								City Manager
Maria C. Velez	P	P	C	C	P								Commissioner Pat Keon

**P = Present
E = Excused
C = Meeting Cancelled**

City Staff and Consultants:

Ramon Trias, Planning & Zoning Director
Devin M. Cejas, Deputy DS Director/Zoning Official
Jennifer Garcia, City Planner
Arceli Redila, Principal Planner
Ann Restrepo, Principal Planner
Jill Menendez, Administrative Asst.
Paul Rodas, Public Work

Court Reporter:
Nieves Sanchez

Craig Collier, Special Counsel

Attachment:

-05 08 19 Speaker/Sign In Sheet
-05 08 19 PZB Verbatim Meeting Transcript
-Documents/emails entered into the record

Attendance/Speaker Sign In Sheet – May 8, 2019

Planning & Zoning Board Meeting

	Name	Mailing Address	Phone	(If you wish to speak, please check the box below)
1.	ROBERT BIRCH	robertbirch@gmail.com		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 1 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
2.	Aphrodite Alexandros	alexandros@harry.edu		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 2 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
3.	Joyce Newman	Njoy1016@gmail.com		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 3 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
4.	Robert Newey	Robert.newey@att.net		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 4 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
5.	MARK SWEENEY	Mark Sweeney 1117 Castle Ave Coral Gables, FL 33134		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 5 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
6.	DAVIELLE SWEENEY	1111		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 6 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
7.	Drew Dawson	5230 San Angelo Dr Coral Gables, FL 33146		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 7 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
8.	Ryan C. Holmes	ryan.holmes@icloud.com		<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) 8 <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)

Attendance/Speaker Sign In Sheet – May 8, 2019

Planning & Zoning Board Meeting

	Name	Mailing Address	Phone	(If you wish to speak, please check the box below)
1.	Angel Da Tora	191 Los Anos CT Coral Gables 33143	305) 7206450	<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) (9) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
2.	Andres Mejia	6901 Portillo St. Coral Gables, FL	305	<input checked="" type="checkbox"/> Riviera Day School (E-1 and E-2) (10) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
3.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
4.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
5.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
6.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
7.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)
8.				<input type="checkbox"/> Riviera Day School (E-1 and E-2) <input type="checkbox"/> Zoning Code Update (F-1) <input type="checkbox"/> Playhouses (F-2)

CITY OF CORAL GABLES
LOCAL PLANNING AGENCY (LPA)
PLANNING AND ZONING BOARD MEETING
VERBATIM TRANSCRIPT
CORAL GABLES CITY HALL
405 BILTMORE WAY, COMMISSION CHAMBERS
CORAL GABLES, FLORIDA
WEDNESDAY, MAY 8, 2019, COMMENCING AT 6:06 P.M.

Board Members Present:

Eibi Aizenstat, Chairman
Maria Menendez
Rhonda A. Anderson
Maria Velez
Julio Grabiell

City Staff and Consultants:

Ramon Trias, Planning Director
Devin M. Cejas, Deputy Development Services
Director/Zoning Officer
Paul Roldos, Public Works
Ana Restrepo, Principal Planner
Craig Collier, Special Attorney
Jennifer Garcia, City Planner
Arceli Redila, Principal Planner
Jill Menendez, Administrative Assistant, Board Secretary

ALSO PARTICIPATING:

Laura Russo, On behalf of Item E-1 and E-2
Rolando Llanes, Civica Group
Robert Birch
Aphrodite Alexandrakis
Joyce Newman
Roberta Neway
Mark Sweeney
Danielle Sweeney
Drew Dawson
Ryan C. Holmes
Angel Del Toro
Andres Mejia

1 THEREUPON:

2 (The following proceedings were held.)

3 CHAIRMAN AIZENSTAT: At this time, I'd like
4 to call the meeting to order.

5 This Board is comprised of seven members.
6 Four Members of the Board shall constitute a
7 quorum and the affirmative vote of four Members
8 shall be necessary for the adoption of any
9 motion. If only four Members of the Board are
10 present, an Applicant may request and be
11 entitled to a continuance to the next regularly
12 scheduled meeting of the Board. If a matter is
13 continued due to a lack of quorum, the
14 Chairperson or Secretary of the Board may set a
15 special meeting to consider such matter. In
16 the event that four votes are not obtained, an
17 applicant may request a continuance or allow
18 the application to proceed to the City
19 Commission without a recommendation.

20 Lobbyist and Registration Disclosure. Any
21 person who acts as a lobbyist pursuant to the
22 City of Coral Gables Ordinance Number 2006-11
23 must register with the City Clerk prior to
24 engaging in lobbying activities or
25 presentations before City Staff, Boards,

1 Committees and/or the City Commission. A copy
2 of the Ordinance is available in the Office of
3 the City Clerk. Failure to register, provide
4 proof of registration shall prohibit your
5 ability to present to this Board.

6 As Chair, I now officially call the City of
7 Coral Gables Planning and Zoning Board of May
8 8th, 2019 to order. The time is 6:06.

9 Jill, if you'd please call the roll.

10 THE SECRETARY: Rhonda Anderson?

11 MS. ANDERSON: Here.

12 THE SECRETARY: Robert Behar?

13 Julio Grabiell?

14 MR. GRABIEL: Here.

15 THE SECRETARY: Alex Mantecon?

16 Maria Menendez?

17 MS. MENENDEZ: Here.

18 THE SECRETARY: Maria Velez?

19 MS. VELEZ: Here.

20 THE SECRETARY: Eibi Aizenstat?

21 CHAIRMAN AIZENSTAT: Here.

22 Notice Regarding Ex Parte Communication.

23 Please be advised that this Board is a
24 quasi-judicial board and the items on the
25 agenda are quasi-judicial in nature, which

1 requires Board Members to disclose all ex parte
2 communications and site visits. An ex parte
3 communication is defined as any contact,
4 communication, conversation, correspondence,
5 memorandum or other written or verbal
6 communication that takes place outside a public
7 hearing between a member of the public and a
8 member of the quasi-judicial board regarding
9 matters to be heard by the Board.

10 If anyone made any contact with a Board
11 Member regarding an issue before the Board, the
12 Board Member must state on the record the
13 existence of the ex parte communication and the
14 party who originated the communication. Also,
15 if a Board member conducted a site visit
16 specifically related to the case before the
17 Board, the Board Member must also disclose such
18 visit. In either case, the Board Member must
19 state on the record whether the ex parte
20 communication or site visit will affect the
21 Board Member's ability to impartially consider
22 the evidence to be presented regarding the
23 matter. The Board Member shall also state that
24 his or her decision will be based on
25 substantial competent evidence and testimony

<p style="text-align: right;">Page 5</p> <p>1 presented on the record today.</p> <p>2 Does any Board Member have such</p> <p>3 communication or site visit to disclose at this</p> <p>4 time?</p> <p>5 MR. GRABIEL: No.</p> <p>6 MS. ANDERSON: No.</p> <p>7 CHAIRMAN AIZENSTAT: No? Having none, what</p> <p>8 I'd like to ask now is that everyone who is</p> <p>9 going to be speaking tonight, with the</p> <p>10 exception of attorneys, to please stand up to</p> <p>11 be sworn in.</p> <p>12 (Thereupon, participants were sworn.)</p> <p>13 CHAIRMAN AIZENSTAT: Thank you very much.</p> <p>14 The first item I'd like to take care of is</p> <p>15 the approval of the minutes for the meeting of</p> <p>16 February 13th. Has everybody had a chance to</p> <p>17 read them? Is there a motion?</p> <p>18 MR. GRABIEL: I move to approve.</p> <p>19 MS. ANDERSON: Second.</p> <p>20 CHAIRMAN AIZENSTAT: We have a motion,</p> <p>21 second. Any discussion? No? Call the roll</p> <p>22 please.</p> <p>23 THE SECRETARY: Julio Grabiell?</p> <p>24 MR. GRABIEL: Aye.</p> <p>25 THE SECRETARY: Maria Menendez?</p>	<p style="text-align: right;">Page 6</p> <p>1 MS. MENENDEZ: Yes.</p> <p>2 THE SECRETARY: Maria Velez?</p> <p>3 MS. VELEZ: Yes.</p> <p>4 THE SECRETARY: Rhonda Anderson?</p> <p>5 MS. ANDERSON: Yes.</p> <p>6 THE SECRETARY: Eibi Aizenstat?</p> <p>7 CHAIRMAN AIZENSTAT: Yes.</p> <p>8 The first items on the agenda we're going</p> <p>9 to take up are legislative in nature, and Items</p> <p>10 E-1 and E-2 are related.</p> <p>11 Craig, if you may please read them into the</p> <p>12 record.</p> <p>13 MR. COLLIER: Mr. Chairman, just a</p> <p>14 housekeeping measure before we start on this</p> <p>15 item. There were a couple of letters of</p> <p>16 objection that have been distributed to you and</p> <p>17 I wanted to let the folks in the audience know</p> <p>18 that copies of those letters are available with</p> <p>19 the Clerk if you desire to inspect them.</p> <p>20 Item E-1, an Ordinance of the City</p> <p>21 Commission of Coral Gables, Florida, granting</p> <p>22 approval of a proposed Planned Area Development</p> <p>23 (PAD) referred to as "Riviera Day School"</p> <p>24 pursuant to Zoning Code Article 3, "Development</p> <p>25 Review," Division 5, "Planned Area</p>
<p style="text-align: right;">Page 7</p> <p>1 Development," for the existing Riviera Day</p> <p>2 School and proposed construction of a multi</p> <p>3 purpose space and additional classrooms, on the</p> <p>4 property legally described as Lots 1 thru 6 and</p> <p>5 23 thru 27, Block 206A, Coral Gables Riviera</p> <p>6 Section Part 14, Coral Gables, Florida;</p> <p>7 including required conditions; providing for</p> <p>8 severability, repealer and an effective date.</p> <p>9 Item E-2, a Resolution of the City</p> <p>10 Commission of Coral Gables, Florida,</p> <p>11 requesting conditional site plan review</p> <p>12 approval pursuant to Zoning Code Article 3,</p> <p>13 "Development Review," Division 4, "Conditional</p> <p>14 Uses," to permit an addition with multipurpose</p> <p>15 space and classrooms for the existing Riviera</p> <p>16 Day School on property designated "Special</p> <p>17 Use(S)" Zoning District, legally described as</p> <p>18 Lots 1 thru 6 and 23 thru 27, Block 206A, Coral</p> <p>19 Gables Riviera Section Part 14, Coral Gables,</p> <p>20 Florida; including required conditions;</p> <p>21 providing for severability, repealer, and an</p> <p>22 effective date.</p> <p>23 Items E-1, E-2 are public hearing.</p> <p>24 CHAIRMAN AIZENSTAT: Thank you.</p> <p>25 MR. TRIAS: Mr. Chairman, there are two</p>	<p style="text-align: right;">Page 8</p> <p>1 items, as the attorney explained, a PAD request</p> <p>2 and then the site plan that is attached to that</p> <p>3 PAD. So they're certainly related.</p> <p>4 Now, the location, as you can see in this</p> <p>5 map, is about half a block that is bound by San</p> <p>6 Remo, Yumuri and Nervia and Sunset. So it's</p> <p>7 about half a block from Sunset. On the north</p> <p>8 side of the street in San Remo is the Kerdyk</p> <p>9 Park, and that street, as you know, has angle</p> <p>10 parking. So that gives you a sense of the</p> <p>11 location.</p> <p>12 Now, in terms of Zoning and Land Use, the</p> <p>13 Land Use is Educational. The Zoning is Special</p> <p>14 Use. That remains. There's no request to</p> <p>15 change Zoning or Land Use today. The request</p> <p>16 is purely the PAD, because the site is more</p> <p>17 than an acre, so a PAD is allowed, and also the</p> <p>18 Site Plan.</p> <p>19 This school has been in business since the</p> <p>20 1940s. It's a very extensive set of buildings</p> <p>21 and so on, the existing buildings, and the</p> <p>22 proposed building is highlighted here in</p> <p>23 yellow.</p> <p>24 So you can see that it's basically in the</p> <p>25 middle of the block, right next to the alley.</p>

<p style="text-align: right;">Page 9</p> <p>1 It's within the -- it tries to fit in with the 2 existing buildings fairly well.</p> <p>3 I want to stress that even though they are 4 building a new building, they're not proposing 5 to increase the number of students. So the 6 students and the impact, in terms of, let's 7 say, traffic and the way that the school 8 operates, will be very, very similar to what is 9 there now, and the Applicant can explain that 10 in more detail. They also will explain, in 11 more detail, perhaps, the building. And their 12 idea is to enhance the classrooms and the 13 experience of the students, to provide higher 14 quality spaces.</p> <p>15 So that is what they're proposing, and when 16 you look at it in context, as you can see, it's 17 a block that has many things going on already, 18 in addition to the school. There's also 19 another larger building, that is a medical 20 facility, next to it.</p> <p>21 So it's quite an interesting site, and one 22 of the things that is important about it is 23 that, as we saw in the Land Use Map, it's right 24 next to -- on the east side, right next to a 25 Single-Family neighborhood. So there's a</p>	<p style="text-align: right;">Page 10</p> <p>1 neighborhood right there. And, then, on the 2 west side, is the area that there is more 3 Commercial and Mixed-Use close to Red Road. So 4 it's right smack in the middle of all of that. 5 So those are the existing conditions.</p> <p>6 As I said, it's been going on for several 7 decade. They're intending to enhance the 8 experience of the students in the school, and 9 the key data, I think, probably is seen here. 10 And what happens is that, the parking, most of 11 it is off-site, most of it is in a City parking 12 lot that they use. A lot of the parking is 13 also on the street. So that's one of the 14 unique things about it.</p> <p>15 The other thing is that there are some Site 16 Specifics that limit development. One of them 17 is the 45 feet, which they're basically at the 18 edge of that limit, and the other one is three 19 stories. And there's a Site Specifics that 20 applies here to this partial.</p> <p>21 In addition, when one looks at the FAR 22 restrictions and Special Use, they're a little 23 bit unique. Some of the parcels, the one in 24 yellow, the two areas in yellow, the FAR is 1, 25 but whenever the parcel is adjacent to</p>
<p style="text-align: right;">Page 11</p> <p>1 Single-Family, then the FAR will be .35, and 2 those are unique regulations, Zoning 3 Regulations, for the Special Use. And, again, 4 as I mentioned, in addition to that, we have 5 the Site Specific of the three stories and the 6 45 feet.</p> <p>7 Now, the proposal complies with all of 8 that. They're not requesting any changes from 9 those regulations.</p> <p>10 Now, in addition, the PAD requires 20 11 percent open space and this is a diagram that 12 shows the green areas and then the hardscape 13 areas in a very conceptual way. If you want 14 some more detail, I'm sure the architect can 15 explain it more extensively.</p> <p>16 The review time line, the Development 17 Review Committee looked at this in March of 18 2017, the Board of Architects in April of 2019. 19 The required Neighborhood Meeting took place in 20 August of 2018, and the Planning & Zoning is 21 taking place today. This will go to the 22 Commission in the future.</p> <p>23 Staff has reviewed the request. As you can 24 see, all of the Departments had a chance to 25 participate at DRC and provided comments. The</p>	<p style="text-align: right;">Page 12</p> <p>1 letters to the property owners were sent within 2 the 1,000 feet radius, and that's the letter 3 that was sent and hopefully received by all of 4 the neighbors, and the public notification, we 5 sent two letters to property owners, three 6 times the property was posted, for DRC, Board 7 of Architects and for today's Planning & Zoning 8 Meeting. There were three times posting on the 9 website and the required newspaper 10 advertisement for Planning & Zoning also took 11 place.</p> <p>12 The request, as I said, is PAD, Planned 13 Area Development, which is a Conditional Use, 14 and Staff recommends approval with conditions. 15 The standards identified by the Zoning Code 16 have been satisfied.</p> <p>17 Now, the request is also consistent with 18 the Comp Plan, with the Comprehensive Plan. 19 And the Conditions of Approval include 20 providing a more detailed landscape plan, which 21 has to be still provided, improve the 22 pedestrian crossings, which what apparently 23 that really means is to repaint some of the 24 existing crosswalks that apparently have been 25 faded for a while, and any other issues that</p>

1 may come up with the Public Works review,
2 right-of-way and public realm improvements as
3 provided in the Site Plan. And then the
4 provision of bike parking on site, the
5 Applicant has agreed to provide 20 bike racks
6 in the plan. And, finally, to coordinate with
7 Miami-Dade County if any additional crosswalks
8 are needed.

9 So that is the presentation, and I believe
10 the Applicant has a PowerPoint, also.

11 CHAIRMAN AIZENSTAT: Thank you. Ms. Russo.

12 MS. RUSSO: Good evening, Mr. Chairman,
13 Members of the Board. For the record, Laura
14 Russo, with offices at 2655 Le Jeune Road. I
15 am here this evening representing Riviera Day
16 School. The owners of the school and of the
17 property are here, Mr. Peter Cohen, with his
18 wife, Allison Cohen, the School Principal, Dr.
19 Ana Rodriguez, our architect, Rolando LLanes,
20 with Civica Group, and our traffic engineer,
21 Joaquin Vargas.

22 A little bit of background to enhance just
23 a little bit of what Ramon told you. Riviera
24 Day School was founded in 1950 at its current
25 location. It's almost 70 years ago. And it

1 commenced providing education for
2 three-year-olds through 8th grade. In 1996,
3 the 6th, 7th, and 8th grade, the middle school,
4 moved to the portion that was west of the
5 alley, because the school expanded by
6 purchasing the property west of the alley.

7 In 2001, Riviera Prep, which was the name
8 of the middle school -- so the day school was
9 the elementary, the prep was the middle -- the
10 owners were successful in obtaining property by
11 Baptist Hospital, and they now have a
12 state-of-the-art facility for their middle and
13 their high school.

14 Riviera Day School continues at his current
15 location serving three-year-olds through 5th
16 graders now. School starts at 8:30 through
17 3:00 -- I'm sorry, 3:30, and early morning care
18 commences at 7:30 for those that need it, and
19 after school care continues to 6:00. I do have
20 to admit that both of my children, my sons who
21 are now 27 and 31, attended Riviera Day School,
22 one for just the middle school and one for the
23 entire 1st through 8th grade.

24 We are here this evening requesting a PAD
25 designation. This property has never been

1 designated a PAD, but it's basically one
2 campus, with several buildings, and Conditional
3 Use approval for the addition of a three-story
4 classroom building, that will contain
5 additional classrooms, labs for projects, STEM,
6 reading labs, language labs, art labs and a
7 multi purpose area to allow the children to
8 have some area for activities indoors when it's
9 raining. So they have some outdoor space, but
10 when it's raining, there really are limited
11 options.

12 I am now going to turn the presentation
13 over to Rolando LLanes of Civica Group. As
14 some of you may know, his firm is very
15 well-known for their designs of educational
16 facilities. He worked on the Riviera Prep
17 School, which is the one by Baptist Hospital,
18 and he's had -- he can give you, but he's got a
19 list of schools a mile long behind his name.

20 Rolando.

21 MR. LLANES: Thank you.

22 Good evening, everyone, Mr. Chair, Members
23 of the Committee. My name is Rolando LLanes.
24 I'm the principal of Civica Architects. We're
25 an architectural group, as mentioned by Laura,

1 that specializes in educational facilities and
2 have been very fortunate to be working with the
3 group at Riviera, not only on this campus --

4 CHAIRMAN AIZENSTAT: Mr. LLanes, would you
5 mind just stating your address, for the record.

6 MR. LLANES: Oh, I'm sorry. Address, 8323
7 Northwest 12th Street, Doral, Florida, Suite
8 106.

9 We've been very fortunate over the years to
10 have been working with the group at Riviera not
11 only on this campus, as evidenced by this
12 project, but also in the middle-high school
13 campus that's near Baptist, that was mentioned
14 earlier. So we have a great history with this
15 great organization.

16 I'm not going to belabor too much. The
17 details of my presentation mirror, in a sense,
18 what Mr. Trias' presentation went through. So,
19 in essence, I do want to focus on a couple of
20 images that I included in my presentation, that
21 I think are important for you to understand the
22 sort of design intent of the project, not only
23 the aesthetics of the building, but also the
24 urban design intent and the way that it sort of
25 incorporates itself into that part of the

<p style="text-align: right;">Page 17</p> <p>1 community and the neighborhood. So you're</p> <p>2 familiar, obviously, with the site that's been</p> <p>3 talked about.</p> <p>4 I do want to point to this image, that</p> <p>5 reinforces, again, some of the major numbers</p> <p>6 that are critical in the project, is that we</p> <p>7 have an FAR -- an allowed FAR that we are</p> <p>8 staying well under, by 4,600 square feet. So</p> <p>9 what we're proposing is actually still</p> <p>10 thousands of square feet under that. No</p> <p>11 additional students are being requested. Green</p> <p>12 open space, we also have a surplus of 20,000</p> <p>13 square feet of green/open space in the project.</p> <p>14 So we're very happy about the way the project</p> <p>15 has sort of worked, both to meet the needs of</p> <p>16 the school's intent and their educational</p> <p>17 offerings, but also to stay within the</p> <p>18 thresholds of all of the sort of Code</p> <p>19 requirements that act on the project, to make a</p> <p>20 project that's still very green, very</p> <p>21 consistent with the scale of the neighborhood.</p> <p>22 Here you can see the sort of existing and</p> <p>23 proposed and that was an image you already saw</p> <p>24 that Mr. Trias showed. The yellow is the</p> <p>25 building. What we're basically doing is</p>	<p style="text-align: right;">Page 18</p> <p>1 essentially continuing the courtyard effect</p> <p>2 counterclock-wise, if you will, and providing a</p> <p>3 building along the alley -- the building along</p> <p>4 the alley, so that that sort of edge is</p> <p>5 retained there. And in doing so, what we do is</p> <p>6 create two sub courtyards inside the building</p> <p>7 that now are sort of one large sprawling space.</p> <p>8 So we've sort of defined, let's call it,</p> <p>9 the north courtyard a bit further than the</p> <p>10 south courtyard, which has clay courts and so</p> <p>11 on.</p> <p>12 I'm not going to bore you with that.</p> <p>13 That's all of the sort of nuances, I think,</p> <p>14 that's in your presentation, in terms of the</p> <p>15 numbers, in great detail.</p> <p>16 These are the floorplans. On the right,</p> <p>17 you see the main level plan, which has a</p> <p>18 multi-purpose space on the ground floor. This</p> <p>19 will allow the school to have some of the</p> <p>20 functions that are currently outside now under</p> <p>21 awnings and so on to bring those functions</p> <p>22 indoors. And you see there outdoor space. The</p> <p>23 quasi-circular building, in this level, is an</p> <p>24 open terrace. So the courtyards connect</p> <p>25 through that space that sort of divides them,</p>
<p style="text-align: right;">Page 19</p> <p>1 but still allows for connectivity. There's</p> <p>2 public rest rooms on every floor and it's a</p> <p>3 fully accessible building. There's an</p> <p>4 elevator, two sets of stairs on either end, and</p> <p>5 we have an accessible roof. So the play area</p> <p>6 that we are displacing below occurs above,</p> <p>7 fully accessible elevators and two stairs</p> <p>8 provide access to those levels -- to that</p> <p>9 level, as well.</p> <p>10 The other levels, the second level is</p> <p>11 classrooms. The third level is multi-purpose</p> <p>12 classrooms, which we are defining right now</p> <p>13 with the school as we speak.</p> <p>14 This is the image that I think is important</p> <p>15 to talk about. What you see on the top is the</p> <p>16 view of the project from the east, from Nervia,</p> <p>17 if you will, and what I wanted to illustrate</p> <p>18 there is how the project sort of works in the</p> <p>19 sort of transition. Mr. Trias mentioned</p> <p>20 earlier, when you look at the Land Use Plan,</p> <p>21 you see the sort of Single-Family neighborhood</p> <p>22 to the east and the very large buildings to the</p> <p>23 west. This project is, in a manner, kind of</p> <p>24 acting as a kind of transition from one scale</p> <p>25 to the other.</p>	<p style="text-align: right;">Page 20</p> <p>1 So on the bottom, you see the view from the</p> <p>2 north. To the very left, you see the existing</p> <p>3 buildings, which is made up of predominantly</p> <p>4 one story buildings, with one two-story</p> <p>5 building, and then we have the courtyard. Then</p> <p>6 we have the building that we're proposing,</p> <p>7 which is three levels, and then the alley, and</p> <p>8 then some of the larger buildings to the west.</p> <p>9 So I wanted to stress the fact there that</p> <p>10 we've taken great care in not only, again,</p> <p>11 addressing the school's need and the</p> <p>12 preservation of the courtyards and the program</p> <p>13 that they require, but also to kind of create a</p> <p>14 kind of transition from east to west, in scale,</p> <p>15 and I think that's been very well received in</p> <p>16 our conversations.</p> <p>17 Just some details that we, you know, are</p> <p>18 providing a great series of rooms that face the</p> <p>19 park on the north. There you see sort of a</p> <p>20 detail of that. So the view from those</p> <p>21 instructional rooms is this wonderful park to</p> <p>22 the north.</p> <p>23 There's that view again.</p> <p>24 The view of the alley below, the view from</p> <p>25 the south on top of there, and then you see --</p>

1 again, I think you've seen these images
2 already, this is the project in context. The
3 architecture of the building is meant to
4 certainly be compatible with the existing
5 buildings, which, you know, they've sort of
6 been around for quite a while.

7 And the other thing I forgot to mention,
8 you'll see it -- you see it well in this image
9 to the bottom right, we're also proposing
10 improvements to the corner, so that when this
11 is all said and done, and the new building is
12 finished, it's not going to look idiosyncratic,
13 because we're doing some things on the corner
14 to create a kind of cohesive language
15 throughout the campus. You know, you see the
16 use of barrel tile, as well, you know, in our
17 project.

18 So when you look at this building from the,
19 say, east, you'll be able to see the sort of --
20 the tearing effect and also the second and
21 third story loggias that are open. Every
22 single classroom has natural light, because
23 it's a very slender building in that way, and
24 we're very happy about being able to achieve
25 that.

1 Conditions of Approval, with the changes that
2 Mr. Trias stated on the record originally.
3 Originally, the request had been two bike racks
4 per classroom, but there's a lot of classrooms
5 and currently only one person rides a bike to
6 school. As you know, in today's sort of social
7 climate, three-year-olds through ten-year-olds
8 riding a bike to school is not something that
9 is seen very often. But there may be more
10 adults and staff members that may be willing.
11 So we've agreed to put in bike racks for twenty
12 racks, and needless to say, if more teachers
13 want to ride their bikes to school or if
14 there's a parent or two that wants to let their
15 kids ride their bike -- I can tell you, from
16 the days when my kids attended, no one rode
17 their bikes to school.

18 We did have and I think there still are
19 some people that walk to school, who come from
20 the residential neighborhood to the east. So I
21 just wanted to say that we'll provide bike
22 racks for twenty.

23 And with respect to the crosswalks, I
24 think, at the time the conditions were put in
25 by Public Works, they weren't -- there are

1 These are just multiple images of the
2 courtyard and then the effect -- the image on
3 the right is what you might see from the alley,
4 let's say, from San Remo, in this case, but
5 looking into the alley, and there you see a
6 greater detail of what the corner would look
7 like. We're providing new walls, signage and a
8 sort of cohesive architectural effect
9 throughout the whole campus to bring it
10 altogether.

11 Yeah, and I wanted to stress what's already
12 been stressed, that we benefit from Staff
13 recommending approval at all levels of this
14 project, in terms of its consistency with the
15 Code, the Comp Plan and other applicable City
16 standards.

17 So we're happy to answer any questions you
18 may have. We're very proud of the project and
19 happy that we've gotten an opportunity to
20 present it to you.

21 CHAIRMAN AIZENSTAT: Thank you.

22 At this time, what I'd like to do first is
23 open up for public comment.

24 MS. RUSSO: I just have a couple of little
25 -- I just want to say, we've read Staff's

1 existing crosswalks on Nervia. They're very
2 faded. So we're willing to refurbish the
3 crosswalks, repaint them. There are stop
4 signs -- and putting stop signs on Nervia,
5 after the driveway of the school, will just
6 cause the cars to stop and create a backup
7 through the driveway to the intersection to the
8 north.

9 So what we would propose is, there are
10 existing crosswalks, both from the park to the
11 school and from the park to the residential
12 area, and from just south of the school's
13 driveway, the exit driveway, just south of the
14 intersection where San Ignacio becomes a T into
15 the school, there is a crosswalk. You can
16 barely see them. I drive by there twice a
17 week. So I'm very familiar with this
18 neighborhood.

19 So with those changes, and we're more than
20 happy to coordinate with the City, through our
21 traffic engineer, coordinating with the County
22 to see how we implement refurbishing the
23 crosswalks.

24 And I respectfully request that you approve
25 our application, and if you have any questions,

1 we have a team here willing and ready to answer
 2 those questions and any concerns.
 3 And I just want to state, for the record,
 4 there has been a police officer monitoring
 5 drop-off and pick-up for at least the last 22
 6 years, and -- I think it's about 22 years.
 7 That's when it commenced. So between 8:00 and
 8 9:00 every morning, and between I think that
 9 it's 3:00 -- or 2:45 to 3:45 for the afternoon
 10 pick-up. So I just wanted to let you know that
 11 that has been ongoing since the late '90s.
 12 CHAIRMAN AIZENSTAT: Thank you.
 13 MS. RUSSO: Thank you.
 14 CHAIRMAN AIZENSTAT: What I'd like to do
 15 right now is open it up for public comment and
 16 then we'll come back for any discussion.
 17 MS. RUSSO: Okay. Thank you. And just in
 18 case, I'd like to reserve three minutes for
 19 rebuttal. Thank you.
 20 CHAIRMAN AIZENSTAT: Thank you.
 21 Jill, do you have a list?
 22 THE SECRETARY: Yes.
 23 CHAIRMAN AIZENSTAT: How many people do we
 24 have?
 25 THE SECRETARY: We have eight speakers.

1 MR. BIRCH: That yellow circular thing, is
 2 that in that --
 3 MR. COLLIER: Sir. Sir. Sir.
 4 CHAIRMAN AIZENSTAT: If you can direct
 5 yourself to the podium.
 6 MR. COLLIER: We have a court reporter here.
 7 So she needs to be able to hear you.
 8 MR. BIRCH: I'm sorry.
 9 First, I want to say that I went to school
 10 at Riviera Day School for kindergarten and
 11 nursery school many, many, many years ago. I'm
 12 not really here to support or oppose it. I
 13 just want to get some questions answered.
 14 As some people must know, there's a
 15 significant traffic problem that -- especially
 16 during the hours of picking people up, and the
 17 school does provide an officer that comes there
 18 and does a great job, but traffic backs up, up
 19 Nervia, past the Publix, and cuts down Monza,
 20 too, in front of Publix, that sits there.
 21 People go there and stop a half hour, fifteen
 22 minutes before pick-up even starts, blocking
 23 traffic.
 24 Has this project made any attempt to try
 25 and remedy that situation?

1 CHAIRMAN AIZENSTAT: Okay.
 2 THE SECRETARY: Robert Birch.
 3 MR. BIRCH: What do I have to do? Do I
 4 give my name?
 5 CHAIRMAN AIZENSTAT: If you could, please,
 6 just your name, your address.
 7 MR. BIRCH: My name is Robert Birch.
 8 CHAIRMAN AIZENSTAT: And if you'd just
 9 speak into the microphone.
 10 MR. BIRCH: I live at 1326 San Remo Avenue.
 11 And I have a question on a slide that you
 12 presented versus what I saw a second ago. Is
 13 it just this rectangular piece that they're
 14 building the new section in, that I thought you
 15 had in yellow?
 16 MR. TRIAS: Yellow, yeah. It's the same
 17 image, exactly the same image he showed.
 18 MR. BIRCH: But the image that was just
 19 shown shows this circular thing that I thought
 20 looked like it was --
 21 MR. TRIAS: It was exactly the same image,
 22 and I got it from the architect, so -- yeah, we
 23 could go back, if you want to.
 24 MR. BIRCH: I just wanted to make sure.
 25 MR. COLLIER: Can I ask you --

1 CHAIRMAN AIZENSTAT: We'll ask those
 2 questions. They did do a traffic study.
 3 MR. BIRCH: Okay. It is not cars passing
 4 through, it's the parents waiting in line to
 5 pick up.
 6 CHAIRMAN AIZENSTAT: Understood.
 7 MR. BIRCH: I mean, I've lived with it.
 8 I've lived in this neighborhood for 35 years or
 9 more. I'm not really complaining about it, but
 10 my issue is, they say they're going to limit
 11 the enrollment to the current enrollment. Is
 12 that a hardwired cap that can't be exceeded?
 13 CHAIRMAN AIZENSTAT: Those are questions
 14 that we'll ask also. The way it's presented to
 15 us is with the same number of students as
 16 currently exists.
 17 MR. BIRCH: But is the school now going to
 18 be capable of handling 530 school students? It
 19 is not asking, but build it and then come back
 20 and say, "Now I want to raise the enrollment."
 21 That will make that situation with traffic that
 22 much worse.
 23 CHAIRMAN AIZENSTAT: Laura, could you
 24 answer that question?
 25 MS. RUSSO: Yes. There is no proposed

<p style="text-align: right;">Page 29</p> <p>1 increase in students. The student count has 2 been relatively the same since back in the day 3 when my kids were there. It's just the 4 distribution is different now that they don't 5 have the middle school. And the purpose of the 6 new classroom buildings and the multi-purpose 7 room is not to add more students, but for 8 those -- since you went there, the buildings 9 were built in 1948 and a couple in the early 10 '50s. 11 So what happens is, the spaces are small. 12 The sinks are small. Some of the buildings 13 have been renovated inside, but education and 14 the needs of education have changed drastically 15 and so they need space for robotics, they need 16 space for language labs, for science labs and 17 not have teachers float to the students. 18 The fourth and fifth graders now at Riviera 19 actually move in a schedule like middle school. 20 They actually go from classroom to classroom 21 versus staying in the same classroom and having 22 the same teacher. 23 So the goal is to have the space to -- and, 24 then, when the time comes to refurbish the 25 buildings, the interior of the buildings that</p>	<p style="text-align: right;">Page 30</p> <p>1 are on Nervia, is to have a space where you can 2 then temporarily house those students. So 3 there is no intent to increase students. And 4 if Peter wants to do that, he's going to be 5 doing that after I retire. 6 MR. BIRCH: But there's no provision is 7 whatever is being passed here that obligates 8 you to address that issue if you ever come back 9 to increase the enrollment? 10 MR. TRIAS: Mr. Chairman -- 11 MS. RUSSO: If we were to come back, just 12 so you know what the process would be, besides 13 doing this process, we would need to submit a 14 traffic report that would take into account the 15 impact of whatever number of additional 16 students were going to be at that time. So, in 17 other words, let's say fifteen years from now, 18 and I doubt it, I think it's going to go the 19 opposite way, with different methodologies of 20 teaching, but what would happen then is, you 21 would have to submit a traffic report. 22 So we were required to submit a -- what was 23 it called -- well, we submitted a traffic 24 operations plan, which states now the current 25 drop-off and pick-up work, and that has been</p>
<p style="text-align: right;">Page 31</p> <p>1 submitted, both, to the City and to Miami-Dade 2 County. That's a requirement. 3 But under the City's new ordinance, we 4 submitted a letter and there's a name for it 5 and it's -- I'm having a senior moment -- which 6 says, you describe your project, and if it 7 isn't going to increase faculty, staff or the 8 number of students, then, under the new 9 proposal, a traffic study is not required. 10 CHAIRMAN AIZENSTAT: Ramon. 11 MR. TRIAS: Mr. Chairman, one of the 12 options you have is to have a Condition of 13 Approval that limits the number of students. 14 CHAIRMAN AIZENSTAT: Understood. 15 What I'd like to do, just to keep 16 everything orderly, I'd like for the people 17 that are going to be speaking to give their 18 concerns to the Board, and at that time the 19 Board will ask the Applicant of any concerns or 20 questions that they may have, because I think 21 that will keep it more orderly and more in 22 sync. 23 Thank you. 24 MR. BIRCH: Okay. 25 CHAIRMAN AIZENSTAT: Continue, please.</p>	<p style="text-align: right;">Page 32</p> <p>1 MR. BIRCH: Okay. Well, that's basically 2 it. That was my big issue. Again, I'm not 3 opposed to the looks of the building, the 4 whatnot. There are some down the street I 5 don't like, but those are going to go up very 6 tall, and I'm not thrilled with, but this isn't 7 too bad. I'm not complaining about that. It's 8 the traffic. And I'm really not complaining -- 9 I've learned to live with the traffic the way 10 it is, but it really is bad that they sit out 11 there for 45 minutes and block Nervia, all of 12 the way back past Publix, and the police 13 officer does a great job. 14 When I walked into Publix the other day, it 15 was backed way up. When I walked out ten 16 minutes later or fifteen minutes later, it was 17 gone. They did a great job. But they sit 18 there for a half hour before let out waiting. 19 That creates a problem. 20 CHAIRMAN AIZENSTAT: Thank you very much. 21 MR. BIRCH: Okay. Thank you. 22 THE SECRETARY: Alexandrakis. 23 MS. ALEXANDRAKIS: Good evening. I'm 24 Aphrodite Alexandrakis, professor of philosophy 25 and humanities at Barry University. Both,</p>

1 myself and my husband --
 2 CHAIRMAN AIZENSTAT: Would you state your
 3 address for the record, please?
 4 MS. ALEXANDRAKIS: I'm sorry?
 5 CHAIRMAN AIZENSTAT: If you could state
 6 your address for the record.
 7 MS. ALEXANDRAKIS: Sure.
 8 CHAIRMAN AIZENSTAT: And maybe lower the
 9 microphone a little bit, so the court reporter
 10 can -- thank you.
 11 MS. ALEXANDRAKIS: Yes, 6647 Tarrega
 12 Street, just a block from Riviera School.
 13 Both, my husband and myself, are having
 14 several requests and complaints, which we wrote
 15 down. My husband is out of the country. He is
 16 a professor, a distinguished professor emeritus
 17 at the University of Miami of Physics
 18 Department.
 19 Instead of repeating what I have written in
 20 this letter, I do prefer to read it to you, and
 21 please listen to it, because the whole thing --
 22 and I would like to make a comment before I get
 23 to the letter, which will take approximately
 24 four minutes.
 25 I like to make a comment on the architect

1 In order to be brief, I will list a few reasons
 2 against the permission of such a building
 3 extension.
 4 One, the school is located on a small
 5 street, Nervia, and it is the only business in
 6 the area. This street consists of homes across
 7 and beyond Riviera Day School. Two, the
 8 morning and after school traffic is horrendous.
 9 Cars park on other people's properties and
 10 destroy the City's grass and foliage. Three, a
 11 three-floor building will diminish the low key
 12 residential feel of the street and turn it into
 13 an extension of what is already built on Sunset
 14 Drive. There are no high buildings on Nervia.
 15 This is a residential area that will in spirit
 16 be changed into a business district if this
 17 project is approved. Four, naturally our
 18 properties will be devalued by the encroachment
 19 of a business district area. Five,
 20 aesthetically it will be disastrous having a
 21 three-floor huge edifice sticking out of that
 22 property and overwhelming the nearby
 23 residential houses. And, Six, finally, this
 24 school is not a non-profit organization like
 25 Pinecrest Sunset, Ransom Everglades and Carlton

1 who read the plans and showed them. I just
 2 want to say that Frank Lloyd Wright will be
 3 turning in his grave after having these kind of
 4 architectural plans. Sorry about that.
 5 MR. TRIAS: Mr. Chairman, you do have the
 6 letter in front of you.
 7 MS. ALEXANDRAKIS: Well, I do want to
 8 emphasize it and I do want everybody else to
 9 hear it once more.
 10 It is with sadness that we are writing this
 11 letter. As citizens and owners of our house,
 12 located just one block from Riviera Day School,
 13 we should not have to appeal. One, for the
 14 protection of our property that our family and
 15 many neighbors have owned for many years,
 16 ourselves since 1971, and, Two, for the
 17 protection of the natural and aesthetic
 18 qualities of the City Beautiful.
 19 A few years ago, the owners of Riviera Day
 20 School succeeded in occasionally using our
 21 public park for their use, even though this is
 22 not a public school and not a non-profit
 23 organization. Now this corporation's plans for
 24 enlarging the school are humanly and
 25 esthetically destructive to our neighborhood.

1 School. It is a business.
 2 We do hope that you will consider the
 3 residents' serious arguments against this
 4 proposal.
 5 Thank you so much.
 6 CHAIRMAN AIZENSTAT: Thank you, ma'am.
 7 THE SECRETARY: Joyce Newman.
 8 MS. NEWMAN: Good evening. Joyce Newman,
 9 1212 Santana Street, Coral Gables.
 10 My house is on the corner of Santana and
 11 San Remo, so one suggestion that I have, as far
 12 as crosswalks, first, the neighborhood is
 13 changing. So 20 to 25 years ago there were no
 14 young families. Now we're having a lot of
 15 young families, and a lot of the young families
 16 live in the neighborhood because they want to
 17 walk.
 18 So as far as crosswalks, on San Remo,
 19 there's no crosswalk to where the school is,
 20 and many people use San Remo, because it has
 21 more shade than any of the other streets.
 22 Also, many people are walking, I would say,
 23 easily from as far away as Maynada, that
 24 there's a high concentration of young families
 25 moving in there, and, presently, if you walk

1 along South Alhambra, one side, there are no
2 intersections. It's the waterway. The other
3 side, there are not many crosswalks, and that's
4 an area that I think also needs them to provide
5 to the school. The thought needs to be, all of
6 the way from Maynada to the school.

7 I was once almost hit by a UPS truck
8 because I was crossing away from the
9 intersection on South Alhambra, because I don't
10 like to walk on the grass. So crosswalks are
11 one issue.

12 The park has always been an issue. We want
13 to make sure that with the changes in the
14 school, that the park is not used as a
15 playground. There was once a contract for the
16 school to use the park to the exclusion of the
17 residents and the Riviera Neighborhood
18 Association basically found out about it and
19 was very upset about it, but, you know, it's
20 one thing if the children are jogging around
21 the park, but if the park is used, the grass is
22 used, it destroys the grass.

23 The other thing, when there is a PAD, I
24 understand that this PAD is for the school, but
25 I wonder what consideration is given for the

1 whole block and if the City can think more of
2 the whole block, because, well, the alleyway,
3 I'm happy to see it will continue to exist, but
4 the alleyway is used also by the nursing home.
5 The nursing home has a problem that was
6 created, even though there was architectural
7 approval, ambulances cannot use -- they have to
8 block the street in front of the nursing home.

9 So there was an issue that came, that, you
10 know, wasn't recognized ahead of time, and I
11 don't know if the nursing home has worked at
12 all or if the school works with the nursing
13 home.

14 I'd just like to see the whole block
15 thought about by the City. I've written many
16 times about the area in front of Whip'n Dip.
17 It's a disaster waiting to happen. There's no
18 curb. There are always people parked, sitting
19 in chairs in front of the ice cream store, and,
20 you know, the big cars park over the curb, but
21 there is no curb, and I've written the City
22 numerous times over the years about the fear of
23 a car going into all of the people that are
24 there.

25 So there are other issues. So what I'm

1 saying, I don't know -- this is today for the
2 school, but it seems like the City could think
3 about at least that block, you know, if not the
4 whole triangle in there.

5 So I think that's it for me. But thank you
6 very much.

7 CHAIRMAN AIZENSTAT: Thank you for coming.

8 THE SECRETARY: Roberta Neway.

9 MS. NEWAY: Hello, everybody. I'm Roberta
10 Neway. I live at 1236 South Alhambra Circle, a
11 few blocks from the school. I walk that area
12 frequently.

13 My concerns, as my neighbors, are primarily
14 with the traffic, parking and use of the park.
15 Traffic, as you've heard, it just becomes worse
16 and worse every year. And I know Coral Gables
17 is trying to promote more cycling, more
18 walking. The situation at Riviera more than
19 twice a day, because the drop-off and the
20 pick-ups, or I believe they have a shuttle bus
21 that goes to their other campus, it's not as
22 bad then, but there is some blockage. People
23 stop in the middle of the street to let their
24 kids off.

25 It discourages people from biking. I would

1 not bike down Nervia or San Remo during the
2 times that the school is -- the people are
3 picking up, dropping off kids, because there's
4 really no space with that amount of cars. It's
5 not fair to anyone.

6 And as far as walking, there are
7 crosswalks. Yes, they could be more visible,
8 but they are visible, and frequently people do
9 block the crosswalks. I have at times asked
10 the police officers about enforcing this, and
11 they say, "No, we're working with the traffic
12 by the school. We can't do that."

13 So I would love to see some kind of plan to
14 mitigate the traffic situation before any kind
15 of an increase in size is approved for any
16 reason. They need to create a decent drop-off
17 and pick-up spot that doesn't hurt the
18 neighborhood.

19 Second, the parking, and this goes a lot
20 with what my neighbor, Joyce Newman, just said,
21 it's horrible at Whip'n Dip, it is also
22 horrible on the side of the park across from
23 the school. Several years ago, five feet of
24 park land was taken away to turn it into angle
25 parking. Now we have angle parking on both

1 sides of the street, which, as you know, is not
2 a good thing. It's not a good thing for
3 cyclists. It's not a good thing for kids
4 getting dropped off.

5 Many times people are parked there waiting
6 to pick up their children and they're in their
7 cars, air conditioning is running, it is very
8 hot out there, it ruins walking down the
9 sidewalk, because it ups the heat index
10 considerably. I would love for them to have a
11 place for parents to park.

12 The school is not the only offender here,
13 but because of the nature of the business, it's
14 the worse one. It really takes away from the
15 park experience. This should be turned into
16 parallel parking again, as, in my opinion,
17 should be the area by Whip'n Dip should be
18 converted to parallel parking, too. It's not
19 only the school. It's a neighborhood, it's a
20 block issue.

21 Finally, the park. I don't believe the
22 school is using the park, the grass area,
23 anymore, but I have seen them, and it's been a
24 while, so they might not be doing this anymore,
25 having the kids, for the track, run around the

1 sidewalk. I believe this is permitted. The
2 problem with this is, it isn't good for the
3 kids running on the cement, and a lot of people
4 walk around the park.

5 I was walking around the park one day.
6 Some kid almost ran into me, because she wasn't
7 happy being made to run track and, you know,
8 she wasn't paying attention to where she was
9 going. There's a lot of elderly people in the
10 area.

11 So they need to provide sufficient
12 recreation space within the school with any
13 expansion, and maybe they are doing that. I
14 honestly am not sure.

15 So please don't approve a plan for
16 something that could potentially hurt
17 walkability and cycling in our neighborhood.
18 We need it, especially in this neighborhood,
19 where it should be easy to walk and cycle every
20 place. Thank you for your time. Have a nice
21 night.

22 CHAIRMAN AIZENSTAT: Thank you.

23 MS. ANDERSON: Thank you.

24 THE SECRETARY: Mark Sweeney and Danielle
25 Sweeney.

1 CHAIRMAN AIZENSTAT: If you are both going
2 to talk, I would suggest calling both
3 individually, if that's okay. Perfect.

4 And you'll call his wife next. Thank you.

5 MR. SWEENEY: Hi. My name is Mark Sweeney.
6 My address is 1117 Castile Avenue. My wife and
7 myself, our sons go to -- or my older son goes
8 to Riviera. He's in second grade there. We're
9 planning on sending our younger son, he's
10 turning three, to the PK-3 class next year. So
11 he is enrolled.

12 We are in support of this project. It's
13 something that we're very excited about. You
14 know, I do want to comment on the traffic
15 situation. You know, we have seen the traffic
16 originally. One thing that happened over the
17 past several months, and even the past year, I
18 would say, is that the school has been reaching
19 out very protectively to the parents to advise
20 them of the situation around the traffic.

21 They've been telling us that, "Hey, you
22 can't go early. You can't stay late. We have
23 to be respectful of our neighbors." I mention
24 that, because, you know, we do feel that
25 Mr. Cohen, as well as Dr. Rodriguez, are very

1 receptive to feedback regarding the school and
2 I think they proactively reach out to the
3 parents regarding that.

4 On a personal level, you know, our son has
5 a congenital heart defect and they've been very
6 accommodating for us with regards to that, and
7 ensuring that all of the other parents and
8 teachers are aware of that. So just the family
9 atmosphere and being able to have a place that,
10 you know, we feel safe means a lot to us.

11 From a multi-purpose, you know, area that
12 we're looking for, we're very excited about
13 the ability of our kids to be eating lunch in a
14 cafeteria, as opposed to being outside, and,
15 then, of course, as we progress through --
16 you know, through the years, you know, having
17 the ability to have the kids go to labs and be
18 able to have more of the STEM and STEAM classes
19 out there, we're very excited about that.

20 So, you know, I do recognize that folks who
21 live in the neighborhood, you know, do see that
22 traffic issue, but just relative to that, I do
23 want to say that Dr. Rodriguez, the police, who
24 are in the neighborhood, as well as Mr. Cohen,
25 are very proactive in terms of trying to coach

1 the parents to be respectful of the, you know,
2 neighbors.

3 That's all I have to say. Thank you.

4 CHAIRMAN AIZENSTAT: Thank you.

5 MR. GRABIEL: Thank you.

6 MS. ANDERSON: Thank you.

7 THE SECRETARY: Danielle.

8 MS. SWEENEY: Hi, how are you? I'm Mark's
9 wife, Danielle. I live at 1117 Castile Avenue.
10 And I'm a mom, and I sit in that traffic line
11 every single day, twice a day. I'm finally at
12 the stage where I can drop off my child instead
13 of walking in, because he's in second grade,
14 and I can honestly say, our son has been at
15 Riviera since he was in Pre-K 4 and I feel that
16 the line has become extremely efficient.

17 We are not lined up for 45 minutes. We're
18 not allowed. We'll be turned away and we have
19 to leave. And when we want to park, we park in
20 a City spot and we pay the toll, and if there's
21 no parking, we have to leave until there's
22 parking or it's time to pick up our children.

23 So I feel that there's other schools in the
24 area. We live on Castile Avenue, so we are a
25 couple of blocks from St. Theresa's on that

1 side, and I don't feel that their school
2 pick-up line is efficient and there is traffic
3 that backs up extremely far within the
4 neighborhoods.

5 And so coming over to the Riviera side from
6 our house, I feel that it's extremely
7 efficient. I think that the families that are
8 moving into the area are attracted to living
9 near the school. I feel that they think it is
10 a family area, as some of the other people have
11 pointed out, and I find people using the park.
12 They're walking. They're riding their bikes.
13 They're running. I don't feel that people are
14 in danger. I walk around with my kids at the
15 park, and I feel it's extremely safe. So I
16 think the school is an attraction for families
17 and bikers and runners and I don't feel the
18 traffic is a problem for that.

19 What I do want is my children to be able to
20 eat inside. I don't want a lightning storm to
21 be happening and my kids have to be outside in
22 a lunch area where they're not enclosed. I
23 want to have that safety for my children. I
24 think it's really important for a school to
25 have an enclosed cafeteria. And I also want my

1 children to have the STEM lab. That's where
2 we're going, right, science, technology, that's
3 what our children need to be able to grow and
4 develop and to become everything we want our
5 society to be.

6 So I think it is an important transition
7 for the school, and I think that the building
8 is going to be beautiful. There's -- Coral
9 Gables, we are obviously, you know, submitting
10 everything to the standard. I've done work on
11 my house. I know that standard is high. And I
12 know that the building will be beautiful.

13 Thank you.

14 CHAIRMAN AIZENSTAT: Thank you.

15 THE SECRETARY: Drew Dawson.

16 MR. DAWSON: Hi, good evening. My name is
17 Drew Dawson. I live at 5230 San Amaro Drive in
18 Coral Gables. My wife, Lauren, was unable to
19 attend today with me, because we have three
20 small children and our babysitter had to cancel
21 at the last minute, but we both very much
22 wanted to be here to express our support for
23 the school. We have a son in the fourth grade
24 and twin daughters in the second grade.

25 As far as the traffic situation goes, for

1 us pick up -- we drop off around 8:00 and we
2 pick up around 3:15, and by that time, traffic
3 is moving and the police officers have things
4 going. I don't doubt that there are people
5 maybe who get there early. I can't speak to
6 that. But by the time the police officer has
7 things moving, our experience is that things
8 flow.

9 I do want to say that the project excites
10 us and our family. It excites the kids
11 primarily because of the indoor lunch time. It
12 would be nice to be able to sit in air
13 conditioning to eat lunch. I know I enjoy
14 that. For my wife and I, we really wanted to
15 come expressly to support the project in the
16 sense that it gives opportunities for STEM
17 learning.

18 As Danielle just mentioned, STEM learning
19 is the way to be training our children. I work
20 at the University of Miami. I'm a professor of
21 law of the tenured faculty, and our school just
22 received a hundred million dollar gift for STEM
23 development at the university level.
24 Obviously, a university level is too late in
25 many ways to developing this, and it's

1 wonderful to see at the day school level having
 2 STEM training for students is a wonderful
 3 opportunity. We're exciting for the new
 4 building to give space to do that, and -- so,
 5 again, while we certainly appreciate the
 6 concerns expressed by residents, it seems that
 7 the opportunity is here, especially with the
 8 possibility of the traffic improvements, as the
 9 police officer has been able to provide, in our
 10 experience, as well as the learning
 11 opportunities that this development could
 12 produce for young children, my wife and I would
 13 like to express our support.

14 Thank you.

15 CHAIRMAN AIZENSTAT: Thank you.

16 THE SECRETARY: Ryan Holmes.

17 MR. HOLMES: Good evening to you all. My
 18 name is Ryan Holmes. My address is 5185 Ponce
 19 de Leon Boulevard, Coral Gables, Florida, and I
 20 come here as a supporter of what Riviera is
 21 trying to do here.

22 We have not been in the area long, my
 23 family and I. My wife was unable to be here.
 24 We have two small children, which one goes to
 25 Riviera, but we've been in the area for nearly

1 two years and grown to enjoy it.

2 And I will also say that I'm one of the
 3 people who drops my daughter off in the
 4 morning, just about every morning, and I -- let
 5 me just say a little bit about the work that I
 6 do. I also work at the University of Miami,
 7 and I have an unpopular position at times,
 8 because I am the person who deals with a lot of
 9 health and safety, crisis management and
 10 handling things with precision, while also
 11 being an advocate for the community when the
 12 students aren't necessarily on their best
 13 behaviors, and, you know, things don't
 14 necessarily go as we would hope for them to go.

15 And the reason why I bring that up is
 16 because I understand that there's a lot of what
 17 I like to call magic real estate between
 18 competing interests, and I understand that.
 19 But as a person who drops off his daughter off
 20 at school just about every morning, I can say
 21 that when I see the officers there, and they're
 22 moving things along, I don't think it's taken
 23 me more than a minute or two, from the time
 24 I've gotten to the Nervia corner, that's right
 25 before the gate, to do a full drop-off for my

1 daughter, for me the wave good-bye to her
 2 teachers, say good-bye to her, say hello to
 3 Couch Alfonso and talk about the Miami
 4 Hurricanes for a split second, and then drive
 5 off the gate and be on my way.

6 In addition to that, when I pick my
 7 daughter up on the days that I can, you can
 8 imagine that it's a bit later, she's in after
 9 school, but my wife, when she picks her up, it
 10 is right in the thick of things, because she
 11 needs to get her to activities around by 3:30
 12 or so, and she's a piano player and she's
 13 trying to learn that, and I've never heard a
 14 complaint from her about the traffic time,
 15 never heard a complaint from her about how long
 16 it takes in order for her to do that.

17 Now, I also will say, I've been corrected a
 18 few times in the back alleyway behind the
 19 school, because you're supposed to come in and
 20 pull to the right side of the alley and do the
 21 drop-off there, because there's actually two
 22 drop-off points, at least that I know of.
 23 One's in the alley. And sometimes I haven't
 24 moved to the right, you know, as far as I was
 25 supposed to do that, and I've been corrected

1 each time, move to the right, so that the
 2 alleyway can stand free.

3 There's also some times where I may come to
 4 an activity that my daughter has with teachers,
 5 it may be a presentation. Most of the time
 6 they start about nine o'clock, and that's when
 7 the traffic is done, and that's when most of
 8 the parking spaces have been taken at that
 9 point.

10 When the parking spaces have been taken,
 11 which are City parking spaces, that have meters
 12 in front of them, there are another couple of
 13 streets that run perpendicular to, I believe
 14 you pronounce the street, Yumuri, that always
 15 have open spaces there, that you can actually
 16 use your phone to pay there, and the walking
 17 distance is somewhat short, and the time is
 18 somewhat short, and I've never had an issue
 19 with that.

20 And so I understand the neighbor's
 21 concerns, but I also understand, as a parent,
 22 that I want my daughter to have the best. When
 23 I go to lunch opportunities with her or there's
 24 another presentation that they have in the
 25 south side, it's gets kind of warm, and I don't

1 know of anyone in here, who is a parent of
2 young children, that would want to have their
3 child, you know, if not need be, in a non-air
4 conditioned space, and so that's another reason
5 why I support the building project.

6 And I also heard the statement earlier
7 about, you know, the architecture and the
8 height of the building, and I definitely
9 understand that, too, but unless I'm mistaken,
10 there's another building right on the other
11 side of the alley that's at least two or three
12 stories, that actually has that type of an
13 issue, and it exists currently.

14 And so while I understand the competing
15 interests, I do support the project. I think
16 that when it comes down to traffic and the way
17 it goes, the way that it flows, the way that
18 the school has been responsive, the way that
19 they have communicated with parents, the way
20 that the police officers are doing their job,
21 in a very mindful and gentle manner, yet doing
22 their job, I don't think there's much more that
23 anyone could ask for, and that's why I support
24 it.

25 So thank you for your time and an

1 people prior to us -- to me have made the same
2 comments, so I don't want to take too much time
3 of it.

4 Traffic is manageable. It has always been
5 manageable. They do a terrific job moving
6 people along, whether it's in the morning or in
7 the afternoon. That's one of the things I
8 wanted to say.

9 The second thing I wanted to bring up is
10 that it was mentioned that the school is a
11 corporation. Yes, it is. It is a corporation.
12 But it's a corporation that offers the best
13 service any corporation can offer, education.
14 They deserve the improvement, because that
15 improvement is not only for the neighborhood,
16 but it's also for the kids in the neighborhood.
17 In that neighborhood, those kids go to that
18 school, and having my child there since
19 Pre-K3 -- he's a second grader now -- three
20 years, I can attest to the great effort the
21 management of that school puts in order to make
22 things not only good for the students, but also
23 for the community around it.

24 So my wife and I, we're both in full
25 support of this project. I know we thank you

1 opportunity to speak.

2 CHAIRMAN AIZENSTAT: Thank you.

3 THE SECRETARY: We have one more speaker,
4 but he needs to be signed in, sworn in.

5 CHAIRMAN AIZENSTAT: Say that again,
6 please. He's not sworn in?

7 THE SECRETARY: One more speaker. Angel Del
8 Toro.

9 CHAIRMAN AIZENSTAT: Could you stand up,
10 and just when you come to the podium, raise
11 your right hand, please, to be sworn in.

12 Thank you.

13 (Thereupon, the participant was sworn.)

14 MR. DEL TORO: Good evening. Good evening
15 to all of you. I just want to take two minutes
16 of your time --

17 CHAIRMAN AIZENSTAT: Would you state your
18 name and address, please?

19 MR. DEL TORO: My name is Angel Del Toro.

20 CHAIRMAN AIZENSTAT: Thank you.

21 MR. DEL TORO: And the address is 191 Los

22 Pinos Boulevard, Coral Gables. I'm also a
23 parent of a Riviera student, my wife, as well,
24 and we are pretty much in support of this
25 project, and I want to make a few comments that

1 for your consideration.

2 CHAIRMAN AIZENSTAT: Thank you.

3 MR. TRIAS: There's one more speaker.

4 CHAIRMAN AIZENSTAT: There's one more
5 speaker? Okay.

6 THE SECRETARY: Andres Mejia.
7 (Thereupon, the participant was sworn.)

8 MR. MEJIA: Andres Mejia, 6901. I'll keep
9 it short. I just want to say I support this.

10 I think -- my son goes to school there. I live
11 a few blocks from the school, and I think it's
12 great that, you know, we can walk our kids to
13 school. I feel like the traffic issue, I don't
14 see it there. You get there before three
15 o'clock, the police officer turns you away.
16 You cannot just stay there. And if I get there
17 by 3:15, I'm the only person there, and I'm
18 late. All of the kids are gone. So it's not
19 longer than fifteen minutes.

20 I think, for the community, it's great.
21 People are looking -- young families, like
22 ourselves, we want to be near our schools. So
23 I think it's something that it attracts people
24 to go and look for houses in that area, knowing
25 that we have such a great school, one of the

1 oldest schools in Miami, I believe, so close to
2 us, and we love that.

3 And I think, like anything, education is
4 innovating, and it's, you know, improving, and
5 we have to keep up, because we want to give our
6 kids the best chance that there is, and I think
7 that's what they're doing. I don't think it's
8 going to affect the traffic. They already
9 mentioned that they're not going to increase
10 the student counts, so that shouldn't be an
11 issue.

12 And I don't think it's a humongous
13 building. The building behind is bigger. So
14 we're just trying to make a better school for
15 our families, for the families that are going
16 to come after us.

17 Thank you.

18 CHAIRMAN AIZENSTAT: Thank you.

19 MS. MENENDEZ: Thank you.

20 CHAIRMAN AIZENSTAT: Is that it?

21 THE SECRETARY: Yes.

22 CHAIRMAN AIZENSTAT: At this time, I'd like
23 to close for public comment.

24 And Ms. Russo.

25 MS. RUSSO: Thank you, Mr. Chairman.

1 Back a couple of Planning Directors ago,
2 Richard Bass changed the park into a
3 neighborhood park, and so you know, if you did
4 a freedom of information request to Fred
5 Coyceyro, who is the Parks and Recreation
6 Director, he can tell you that he has numerous
7 e-mails, hundred of e-mails, from me and from
8 Pete Cohen, over the years, and phone call
9 logs, when neighbors call and say, "Kids are
10 using the park."

11 The assumption is that it was Riviera
12 students. It is not. The International Prep
13 School, which is a public school, which is down
14 the street, uses the park and there may be kids
15 from Riviera, who use the park after they've
16 been picked up by their parents, and go over,
17 but the park is not used by the school. It was
18 never used by the school. And we did try. We
19 did consider it and try and thought about it,
20 and it just never happened. So I just wanted
21 to clear that up a little bit.

22 The other thing I wanted to bring up is
23 that back when my kids were in school there,
24 there was no parking around any of the park.
25 It was all swale. And because there was

1 I just want to clear up a couple of things.
2 As I told you, my history with the school goes
3 back to -- it's actually 1998, when my son
4 started first grade and -- my youngest started
5 first grade and my second was starting fifth
6 grade.

7 Over the years, I've worked with Riviera,
8 and I tried many times, and maybe Ms. Menendez
9 will remember, when David Brown was City
10 Manager, I did propose to use a portion, one
11 quadrant of the park. We actually had a
12 meeting with the Riviera Neighborhood
13 Association. I put together a proposed
14 contract, where the school would, in fact, pay
15 for any damage, pay for continued maintenance,
16 and it would just be for surface activities.
17 They couldn't do anything physical to the area.

18 After we met with the neighborhood, the
19 neighborhood was in such opposition, that we
20 withdrew our request to use the park. And to
21 give you a little history on the park, back in
22 the '80s that park was called a passive park,
23 and no one was allowed to play in the park.
24 You couldn't throw a freebie. You could just
25 sit and walk.

1 parking on the east side of the park and people
2 would park all over, back, I want to say, it
3 was like '99 -- yeah, '98, '99 or 2000, when
4 the City went in and paved and striped Nervia,
5 they did -- they prohibited parking on the east
6 side of the park, which is adjacent to the
7 Single-Family, and they added all of the
8 parking spaces on both sides of San Remo. And
9 then they added the parallel spaces on the west
10 side of the park. So that was done by the
11 City, and so you know, most of the parking --
12 and it's metered parking, so the City is
13 getting paid for that, that parking is used by
14 employees of the nursing home.

15 So the nursing home is there. The nursing
16 home is a six-story building. It towers --
17 that was the building that towered over our
18 image. It was built as of right, because it's
19 in a Commercial District. So this is a nexus
20 point where everything does come together. The
21 Whip'n Dip has been there forever. Some of you
22 know, back in the day, there was a cardiologist
23 on the Nervia side, Dr. Ino Halegua, who had
24 his office there. Currently Dr. Newcomm and
25 Dr. Legoburu have their office. The Whip'n Dip

1 is there. The smoothies have been there since
 2 my kids were there. The Children's Shop has
 3 been there, a consignment store, you know, the
 4 nursing home. And now, across the street from
 5 the nursing home is another building that is
 6 going to be built, that is taller than our
 7 building, because they're on the Commercial
 8 side.

9 So we have always tried to be very
 10 respectful. And I happened to be at home
 11 listening to a public hearing when a comment
 12 was made about the parents queuing, and I
 13 immediately called Peter and said, "This is
 14 happening. It was brought up on another
 15 application." And he went out of his way, and
 16 staff has gone out of its way, and I think you
 17 heard the parents saying -- and it's an
 18 education for parents. Everybody wants to be
 19 the first one to pick up their kids and so
 20 parents are encouraged to park in a metered
 21 spot. They're encouraged to come just a few
 22 minutes later, because by coming a few minutes
 23 later, there is no wait time. So the school
 24 really is trying to do everything it can to be
 25 a good citizen.

1 MS. VELEZ: Yeah.

2 I have a couple of questions. I was
 3 reviewing the agreement that the City has with
 4 the Riviera Presbyterian Church. So it looks
 5 like most of those spaces are with the City.
 6 Is that where the staff parks?

7 MS. RUSSO: That is correct. That's been
 8 an arrangement that goes back, I want to say,
 9 at least or very close to twenty years. So the
 10 school had made an arrangements with the church
 11 over time, and they rented spaces from the
 12 church. At some point, the City decided that
 13 it would make more sense, the City rents the
 14 parking lot from the Riviera Presbyterian
 15 Church, and the school leases, I think it's
 16 fifty -- fifty parking spots and has for --
 17 ever since that arrangement has been made, and
 18 that's where staff and teachers park.

19 MS. VELEZ: And where do the buses and the
 20 shuttles park?

21 MS. RUSSO: Okay. So the buses park off
 22 the alley. So there's the alley that
 23 intersects the property. The buses -- and
 24 they're shuttle buses, they're not big school
 25 buses, they're shuttle buses, they park in

1 And some of the traffic woes that have
 2 occurred will be resolved because the
 3 performances -- we used to use Cocoplum Women's
 4 Club, so when we had back to school night or
 5 the holiday shows, we would park, mostly on our
 6 side, but, you know, there were always people
 7 who park wherever they can get a space,
 8 especially if they're late for their children's
 9 presentations, and now those presentations
 10 won't be at the Cocoplum Women's Club anymore,
 11 who has always been a gracious neighbor to us.
 12 You know, they now will be held in the new
 13 space.

14 So we respectfully request that you approve
 15 our applications with the conditions as
 16 modified that we've proffered and thank you
 17 very much.

18 CHAIRMAN AIZENSTAT: Thank you. Thank you
 19 very much.

20 At this time, Julio?

21 MR. GRABIEL: Not yet.

22 CHAIRMAN AIZENSTAT: Sorry?

23 MR. GRABIEL: Not yet.

24 CHAIRMAN AIZENSTAT: Not yet.
 25 Maria?

1 there. So there are two parking spaces. And
 2 if you go by, there's a cherry hedge. I think
 3 it's cherry or cocoplum hedge, that's about six
 4 feet tall that obscures them from view.

5 They drop-off in that -- you know, in that
 6 alley. So they use that alley, and then the
 7 parents use the driveway on Nervia.

8 MS. VELEZ: But the parents also use the
 9 alley?

10 MS. RUSSO: They also use the alley. So
 11 the alley is for the fourth and fifth graders,
 12 who are a little older, so there's less
 13 supervision. There's three staff people there
 14 at the front driveway. There's four to five
 15 staff and the police officer is in the front
 16 driveway, and that's for the Pre-K through
 17 third graders.

18 MS. VELEZ: Over the years, has the school
 19 made efforts to try other types of drop-offs
 20 and different configurations?

21 MS. RUSSO: Well, it's really difficult to
 22 have another type of drop-off, because the
 23 drop-off has to be at an entrance to the
 24 school. So the drop-off, the circular
 25 driveway, is now gated. In the old days, it

1 was not gated, back when my kids went, and
 2 there were no issues with people entering into
 3 campus and doing horrible things. You know,
 4 you parked -- you know, when I needed to -- I
 5 was a drop-off parent, but when I needed to
 6 park, I could park, you know, way down on
 7 Nervia, and in those days, you were parking on
 8 swale. There was no established parking.

9 So over the years, it has become a more
 10 efficient -- you know, the parking is
 11 maintained. Parking is paid. I know every
 12 time I visit the school, I pay for parking.
 13 And so as a visitor to the school, once the
 14 school classes begin, that access to the
 15 driveway is blocked -- you know, the gates go
 16 up. So you can't access. And the only way to
 17 access, whether on foot or once you park your
 18 car, is through the alley.

19 So those are the only two ways you can
 20 access the school. There is no entrance to the
 21 school on Yumuri.

22 MS. VELEZ: And that was going to be my
 23 question.

24 MS. RUSSO: And that's where the older
 25 students. There is no curb cut. So if you

1 were to do drop-off on Yumuri, you would then
 2 be dropping off in the middle of a drive lane,
 3 which, you know --

4 MS. VELEZ: That was the question, because
 5 I didn't see anything on Yumuri.

6 MS. RUSSO: Yeah, there's nothing on the
 7 Yumuri side. So over the years, it's become
 8 more sophisticated, more fine tuned. You know,
 9 there's always an ongoing effort. So, you
 10 know, it's in the student handbook about how
 11 you're supposed to behave when you go through
 12 the drop-off and pick-up.

13 MS. VELEZ: And you hope that the parents
 14 are good students.

15 MS. RUSSO: Yes.

16 MS. VELEZ: How about emergency vehicles,
 17 how do they access the school?

18 MS. RUSSO: Emergency vehicles would have
 19 to access the school through the alley, and
 20 that's where there's a full-time security
 21 guard, is at the school. So I'm sure if -- and
 22 I guess it would depend. I guess, if you knew
 23 a 911 call were made, you could open the gates
 24 to the driveway. I guess it would depend
 25 whether it was occurring on the campus to the

1 west of the alley or if it were occurring on
 2 the younger campus east of the alley.

3 MS. VELEZ: I think I heard one of the
 4 residents say that the nursing home doesn't use
 5 the alley for an emergency.

6 MS. RUSSO: That's by the way the nursing
 7 home is designed.

8 MS. VELEZ: Okay.

9 MS. RUSSO: That has nothing to do -- we
 10 don't block the alley. There is complete
 11 access to the alley. You know, the fact that
 12 they -- that people come and think it's also
 13 because Riviera has a driveway -- the nursing
 14 home has a driveway in the front, but it has
 15 nothing to do with us obstructing.

16 MS. VELEZ: So the alley is available from
 17 one end --

18 MS. RUSSO: The alley is completely
 19 available, and we've always worked with Public
 20 Works to maintain that alley. We've never
 21 asked to close the alley. And that goes back
 22 to the Alberto Delgado days, when he was
 23 Director of Public Works.

24 MS. VELEZ: And one more thing, going back
 25 to the agreement between the City and the

1 church, that doesn't seem to have a term. It
 2 says that it can be cancelled by either one at
 3 any time. Has there been an amendment to this
 4 agreement that you know?

5 MS. RUSSO: I don't know. That agreement
 6 was authorized by then City Attorney Liz
 7 Hernandez. You know, we had an agreement, when
 8 we were working with the church, and so, you
 9 know, we're the beneficiaries, basically we
 10 lease these spaces as you would lease spaces in
 11 any surface parking lot of the City or in any
 12 parking garage. I know that it's been in
 13 effect since at least 2000. So that's 19
 14 years.

15 MS. VELEZ: 1998. The agreement between
 16 the City and the church is 1998. Is there a
 17 separate agreement between the school and the
 18 City?

19 MS. RUSSO: No, I think -- there's no
 20 separate agreement. The school purchases the
 21 permit, just like you would purchase the
 22 permits at --

23 MS. VELEZ: Any other public parking.

24 MS. RUSSO: Yeah, from the Parking
 25 Director.

<p style="text-align: right;">Page 69</p> <p>1 MS. VELEZ: I like some of the comments 2 that the residents mentioned. I was concerned 3 about emergency access, but you tell me that 4 that's taken care of. And I think there needs 5 to be improvement to the whole neighborhood and 6 the crosswalks, the markings of the crosswalks. 7 I don't know if it's possible to have a 8 second police officer onboard to keep everybody 9 there and to have people not block the 10 crosswalks. I mean, those are all very 11 important items. I think, especially, on rainy 12 days, like we've had this week, I would assume 13 that the traffic has gotten worse, because 14 people aren't parking far away and walking to 15 the school. So I don't know if that's an 16 option to look at some way to ameliorate the 17 issue of the traffic. 18 The resident that talked about the St. 19 Theresa traffic, I live in that neighborhood. 20 I live on Asturia, and, yes, I see it, but the 21 spaces there and the streets there are wider. 22 There is not other businesses. There are not 23 other Commercial uses. So the traffic does 24 line up, but it's lining up basically on the 25 church's property, on the church's swale, maybe</p>	<p style="text-align: right;">Page 70</p> <p>1 a couple of residences, but I don't see that as 2 being as claustrophobic, we could say, as this 3 area. This area has a lot of traffic. You 4 have a lot of Commercial. You have offices. 5 MS. RUSSO: Right. And I think the 6 Commercial is off of Sunset, but I think, as 7 mostly that I am aware of, and that, you know, 8 I drive by there twice a week, is the 9 businesses on Sunset, people park in front, on 10 Sunset. You might have, back in my day, when I 11 would pick up my kids, there was always, you 12 know, the once a week trip to Whip'n Dip or the 13 smoothie place, and there was also a barber 14 shop at that time. So we could do sort of one 15 stop before we went home. 16 But they have their parking, and I will 17 agree, that parking on Sunset is crazy, because 18 they're backing up into -- although they have 19 a long way, so they can back up and come into 20 traffic, that's always been crazy, and that's 21 been crazy forever. 22 MS. VELEZ: And I think the City needs to 23 take into account all of the new development 24 that's going to be taking place around that 25 park. We continue to eliminate street parking.</p>
<p style="text-align: right;">Page 71</p> <p>1 We continue to build higher. And we want to 2 make sure that there is adequate parking for 3 everyone, and that people who have their 4 children at the school and are using those side 5 streets, are still going to be able to park 6 there if they want to park. 7 MS. RUSSO: Well, a lot of parking on San 8 Remo is used by nursing home employees. So I 9 don't think they have the agreement like we do, 10 and I think they obtained a variance for their 11 parking back when they got their approval. 12 MS. VELEZ: Well, I think those are things 13 that we also need to keep in mind, when we get 14 a project that comes up. The whole character 15 of that neighborhood will change. 16 I think that's it for now. I may have 17 something else later. Thank you. 18 CHAIRMAN AIZENSTAT: Rhonda. 19 MS. ANDERSON: Ms. Russo. 20 MS. RUSSO: Yes. 21 MS. ANDERSON: I have a few questions. And 22 it might be my vision that is causing the 23 questions. I'm trying to determine how you 24 have the accessible parking, where you have the 25 accessible parking and a route into the</p>	<p style="text-align: right;">Page 72</p> <p>1 facility for individuals with disabilities. I 2 don't know if you could use one of the 3 diagrams. 4 MS. RUSSO: An individual with disabilities 5 would be using the front driveway. 6 MS. ANDERSON: Where would they park? 7 MS. RUSSO: Where would they park? 8 MS. ANDERSON: Uh-huh. Where is the curb 9 cut? How do they get into the building? 10 MS. RUSSO: How do they get in the building 11 if they're dropped off? I mean, I think I'm 12 trying to understand whether the person is 13 visiting, whether they're a student, they're 14 being dropped off. If they're being dropped 15 off, they can be dropped off in the alley, if 16 they're grades four and five, and the alley, 17 you know, goes right into the -- has, you know, 18 the school. 19 MS. ANDERSON: What if it's a parent that 20 needs to park because they want to take the 21 child in or they have a parent-teacher meeting? 22 Where would they park? How far do they have to 23 go? Where is the accessible parking? I see no 24 curb cuts. 25 MS. RUSSO: Is there a handicap spot on the</p>

1 street? But where is it? Do you know?
2 MR. COLLIER: It would be better, I think,
3 and I apologize to you, but she's trying to
4 take down --

5 MS. RUSSO: Yes. I'm sorry. I apologize.
6 There is a handicapped spot. I'm being
7 told, and now I recollect it's on the Nervia
8 side, and it's on -- it's on Nervia, and if I'm
9 not mistaken, it's just past the driveway. So,
10 you know, the driveway, you come in on the
11 north side and exit on the south, as you're
12 heading closer to Sunset, and there is a
13 handicapped spot.

14 MS. ANDERSON: It's not in any one of the --

15 MR. TRIAS: Mr. Chairman, if I understand
16 the question correctly, you're asking, how is
17 the project complying with the ADA access for
18 parking?

19 MS. ANDERSON: Well, I'm being more
20 specific, because the drawings don't show it.

21 MR. TRIAS: Yeah. And that is the
22 responsibility of the architect. So probably
23 you should ask the architect and he can
24 probably explain that more precisely.

25 MS. ANDERSON: Mr. Llanes.

1 there to get him in. You're vulnerable to be
2 run over, because people back up, they can't
3 see a people in a wheelchair.

4 So I cannot identify, from the drawings,
5 where the accessible parking is.

6 MR. LLANES: But, again, because the project --

7 MS. RUSSO: The parking, Mrs. Anderson, is
8 City parking. So the parking that Riviera uses
9 for its staff, because for the Zoning Code, the
10 Zoning Code only requires parking for every
11 full-time employee, one space per employee, and
12 it requires one space for every fourth child 16
13 years of age or older.

14 So there is no required parking except for
15 our full-time faculty and staff, and we meet
16 that parking. And I will double-check, but I
17 know there is a spot. Whether it has a curb
18 cut -- I know there is a handicap spot, and I
19 know -- I think it is south of the driveway and
20 before you hit the crosswalk that crosses
21 Nervia, south of San Ignacio.

22 MS. ANDERSON: Okay. Let me just outline
23 this a little bit more, because we're talking
24 about, you know, the ADA, which is a Federal
25 requirement, which pre-empts anything with the

1 MR. LLANES: Hi. Well, the existing
2 parking that's surrounding the site, on the
3 periphery, is remaining. So we're not changing
4 or altering nor does this project require us to
5 change or alter any of the existing parking.

6 I believe there is accessible parking --

7 MS. ANDERSON: Where is the accessible
8 parking?

9 MR. LLANES: I'm not a hundred percent
10 sure, but I believe that on Nervia there's an
11 accessible space, but in addition to that,
12 there is opportunities to drop off and come
13 into the site in the drop-off area on the east
14 side on Nervia. There's also the alley and
15 there's also parking spaces on, again, the
16 periphery of the West Campus, as well.

17 MS. ANDERSON: Let me tell you where I see
18 problems. You have angle parking with curbing
19 all around it. There's not an access aisle
20 next to any of that parking. There is no curb
21 cut to get an individual with disabilities from
22 the vehicles onto the sidewalk. You're
23 compelling an individual in a wheelchair or of
24 short stature or even a child to go behind the
25 vehicle, because you don't have a curb cut

1 State and City and so forth.

2 MS. RUSSO: Right.

3 MS. ANDERSON: I mean, this project has
4 sixty some odd parking spaces assigned to it.
5 So we clearly have to have an accessible route
6 from whatever the mode of transportation is
7 coming in, whether it be a City parking
8 facility, and if you have a parent that wants
9 to come in to the school, you have to have an
10 accessible route.

11 According to ADA, you have to have, when
12 you have 51 to 75 parking spaces, three
13 accessible spaces, and I just don't see the
14 curb cut requirements that are in there to get
15 someone safely in there. The crosswalks have
16 been discussed a number of times. I think we
17 could add, you know, a stop signal, like you
18 have along Miracle Mile, that lights up, or in
19 other locations, that lights up, to try to get
20 people in a little more safely, because you
21 have big vehicles and trucks and SUVs. And
22 when they stop at a place, and they can't see
23 the individual that's in front of that vehicle,
24 those people get run over. We need to provide
25 them with more safety.

1 I don't think it's asking much to add some
2 more curb cuts in, to add safer crosswalks in,
3 with the lighted stop signals, to get people
4 from the parking lot into the facility.

5 CHAIRMAN AIZENSTAT: Are your 66 spaces
6 that you're saying, are they off-site spaces?

7 MS. RUSSO: We have 50 spaces that are at
8 the Riviera Presbyterian Church.

9 CHAIRMAN AIZENSTAT: Right. And the
10 balance?

11 MS. RUSSO: And that is half a block away.
12 You know where Cocoplum --

13 CHAIRMAN AIZENSTAT: No. No. I'm familiar
14 with it. Where is the balance of the spaces?

15 MS. RUSSO: The balance is on site. So we
16 have parking spaces, two parking spaces on
17 Nervia near the --

18 CHAIRMAN AIZENSTAT: Is it possible to make
19 the on-site parking spaces ADA compliant?

20 MS. RUSSO: There may be, and I'm going to
21 leave that to the architect that knows better,
22 to see if we can provide the three spaces
23 on-site for accessibility. We might lose
24 one -- or two. So instead of having 66, we may
25 end up with, you know, 62, but we'll provide

1 the ADA required parking.

2 MS. ANDERSON: Depends on how you configure
3 them as to where your access aisle is.

4 MR. LLANES: Right. They could share the
5 loading zone. There's more efficient ways to
6 do it, because I think it's a great point. I
7 think, again, in the context of the project,
8 given that there was no added intensity to the
9 project, it wasn't anything -- you know, we
10 were sort of looking at existing facilities,
11 but I don't think there's an issue whatsoever
12 -- I don't think there's a problem whatsoever
13 in looking at ways in which we can include
14 on-site accessibility to accessible spaces and
15 even perhaps maybe do some work on the
16 right-of-way to be able to provide a designated
17 ADA space there with an accessible route to the
18 school entrance.

19 MS. ANDERSON: Right. Any time you do a
20 new construction, you do need to bring it up to
21 the current Code.

22 MR. LLANES: Right.

23 MS. ANDERSON: And even if you're not doing
24 new construction, you have to comply with --

25 MR. LLANES: You're absolutely right, and

1 that may have been an issue that we've now
2 preempted that might have come up during a
3 building permitting process. So I think that
4 it's --

5 MR. TRIAS: Mr. Chairman, if I could
6 assist. The architect is correct. This is not
7 optional and this is reviewed at the building
8 permit process in great detail. However, if
9 you choose to, you can have a Condition of
10 Approval to make it very clear that this has to
11 happen. It's not optional. He has to comply.

12 MR. LLANES: Absolutely, yeah. So I think
13 we're on the same page.

14 MR. TRIAS: Yeah, but it would be
15 appropriate to have a Condition of Approval.

16 MS. VELEZ: And you would be using the
17 spaces where the shuttles were parked at? Is
18 that --

19 MR. LLANES: Well, I couldn't tell you
20 right now. I mean, there's options throughout
21 the campus. So we would have to look at it.
22 We have a very detailed survey that will allow
23 us to look at that, and actually, as Mr. Trias
24 has alluded to, and I think it's sort of
25 embedded in the question that Ms. Anderson

1 brought up, this is going to sort of
2 eventually, one might think, come up as a
3 product of just the building permits.

4 The Building Official would say, hey,
5 regardless of the fact that you're not
6 impacting, you know, the campus any more than
7 what's already there and the impacts on traffic
8 and so on, you are making an improvement.
9 Therefore, the issue of ADA accessibility from
10 off-site to onsite is something that they will
11 require, and then we are required to do it.
12 Where that might happen now, I couldn't really
13 tell you. I'm a little -- you know, I don't
14 have the benefit of having analyzed it right
15 now, but I can tell you that I believe that
16 there's certainly ample space to do it and I
17 think that if we can do it in a clever way,
18 where we're more efficient about the use of the
19 geometry, we may be able to get the spaces
20 required.

21 MS. ANDERSON: Okay. While you're still
22 there, I was looking at the drawing on R-2.
23 I'm looking at these.

24 MR. LLANES: Yes.

25 MS. ANDERSON: They're different on

1 different points. These look slatted, where
2 kids could climb up --

3 MR. LLANES: The railings.

4 MS. ANDERSON: The railings, yes.

5 MR. LLANES: Right. Correct.

6 MS. ANDERSON: Is it slatted or is it
7 vertical?

8 MR. LLANES: I think they've gone back and
9 forth, and when we went through the Board of
10 Architects, that was a question that was really
11 not based on that issue so much as it was more
12 of the aesthetics of the building. I think the
13 school has expressed a similar concern, that
14 the railing should probably not -- you know,
15 should be more vertical slats and not
16 horizontal slats.

17 MS. ANDERSON: I had a very ambitious
18 youngster at one time. Anything like that, it
19 would have been scaled in two seconds.

20 MR. LLANES: Right. Right.

21 No, we appreciate that. That's a good comment.

22 MS. ANDERSON: And how is the roof, the
23 screening to eliminate visibility from the
24 residential area? The roof is going to be used
25 for a play area, I understand.

1 MR. LLANES: Yeah. It has a very tall
2 parapet, and then, in addition to that, we have
3 a mesh, that is a sports mesh, if you will.
4 It's very transparent. I mean, you kind of
5 really have to look hard to see that product at
6 that distance, and what it does is, it helps
7 with both -- the screen that you're talking
8 about is really the parapet, already gives you
9 a solid parapet all of the way around --

10 MS. ANDERSON: Right.

11 MR. LLANES: -- at more than the required
12 height. It's going to be at least 48 inches
13 high all of the way around. The requirement is
14 less than that. But the mesh also protects --
15 you know, if you have anything --

16 MS. ANDERSON: A ball.

17 MR. LLANES: -- a ball that's being thrown
18 or whatever, to help keep that contained.

19 MS. MENENDEZ: I'm sorry, but you're going
20 to see that mesh from below?

21 MR. LLANES: Yeah. Well, yeah, from below,
22 you'll see it.

23 MS. MENENDEZ: Why isn't that illustrated
24 here?

25 MR. LLANES: It's on the renderings.

1 MS. MENENDEZ: Do you see it?

2 CHAIRMAN AIZENSTAT: Yeah.

3 MR. LLANES: You see, that's how hard it is
4 to pick up. It's very effective.

5 MR. TRIAS: Mr. Llanes, how tall is that
6 portion of the building? That may help the
7 discussion.

8 MR. LLANES: Yeah. Well, again, they have
9 a 48 inch parapet and I believe the mesh is six
10 or so feet above that.

11 CHAIRMAN AIZENSTAT: And is there a roof
12 mesh also for balls like kickball and softball?

13 MR. LLANES: No.

14 MS. RUSSO: These are little kids. They're
15 not middle school and high school yet.

16 MR. LLANES: Exactly. We don't foresee,
17 you know, volleyball games happening up there
18 or anything.

19 CHAIRMAN AIZENSTAT: It's EL-1.

20 MR. LLANES: Yeah. If you look at EL-1,
21 you see the 38-6 is the fourth floor. Then you
22 have the parapet. And then you have the mesh
23 up to 52. So that's 11-6.

24 CHAIRMAN AIZENSTAT: Just out of curiosity,
25 the height of the building for the three

1 stories counts to the parapet or does it count
2 to the height of the mesh?

3 MR. LLANES: To the parapet. We're allowed
4 45 feet to the parapet, but then when you have
5 an accessible roof and you have elevators and
6 the two means of egress that you have to have,
7 you're allowed to increase -- you know, for
8 those elements to go beyond that limit.

9 So, in this case, this project, I think one
10 of the comments -- there were a couple of
11 comments from before about the height of the
12 building, the building meets the required
13 height allowances. So there's no variances
14 there or anything like that.

15 There is a total of 13-6 from finished roof
16 to the top of the mesh, the total.

17 MS. MENENDEZ: How much?

18 MR. LLANES: 13-6.

19 MS. MENENDEZ: But on top of the 45?

20 MR. LLANES: No. From the --

21 MS. MENENDEZ: What's the overall height?

22 MR. LLANES: 52 to the top of that mesh.
23 So you have 45, and then to 52. So that's the
24 difference.

25 CHAIRMAN AIZENSTAT: But your elevator

1 tower is higher than that.

2 MR. LLANES: Seven feet.

3 No, it's leveled. If you look at EL-1, the
4 mesh and the elevator tower and the other stair
5 tower are all at the same 52-foot height.

6 CHAIRMAN AIZENSTAT: Understood.

7 MR. LLANES: So the difference,
8 Ms. Menendez, would be between 52 and the 45.
9 That's, more or less, the height of the --

10 MS. MENENDEZ: The reason I didn't see it
11 is because in your rendering here, you don't
12 show it. You show the frame of it, but you
13 don't show what we see in the actual
14 elevations.

15 MR. LLANES: Right. Yeah, the elevations
16 show -- correct, yeah.

17 CHAIRMAN AIZENSTAT: Rhonda, do you have
18 some more comments?

19 MS. MENENDEZ: Thank you, Dear.

20 MS. ANDERSON: You're welcome.

21 A comment about the residential swales, and
22 even if it is parents not driving up on them.
23 The ones adjacent to the school, the tendency
24 is for people trying to get by all of this
25 traffic to drive up and around and onto the

1 became vigilant, and when they see parents
2 violating, they actually go out and stop the
3 parent, ask the parent not to do it. So that
4 neighbor said, I had been experiencing people
5 coming across on my swale, and he noticed it
6 when he would come home, but he did say that
7 there had been a vast improvement in that
8 occurring.

9 So we didn't discuss the idea of curbing.
10 I know, as you know, curbing, when it happened
11 on Segovia, is a controversial thing. Not
12 everybody likes curbing. Some people do and
13 some people don't. So it would be -- you know,
14 it wasn't brought up at the meeting. I don't
15 know if that gentleman would feel better if, in
16 fact -- but, as you know, if you have the right
17 sized SUV, you can --

18 MS. ANDERSON: I mean, it's something that
19 I think should be looked at, because when it's
20 raining and stuff, the amount of damage to
21 those swales is tremendous. You get the big
22 ruts in them.

23 MR. LLANES: We're happy to discuss that in
24 the same context of other issues that we're
25 talking about with Public Works and things. I

1 swale areas, which, of course, damages them.
2 And I found curbing very effective to prevent
3 that.

4 Have you all thought about doing that to
5 prevent that type of damage to the residential
6 swales?

7 MR. LLANES: Again, the swales -- the swale
8 areas around the schools were improved, when?
9 You mentioned it, Laura.

10 MS. RUSSO: Well, the swales around --

11 MS. ANDERSON: Across the street is what
12 I'm really --

13 MS. RUSSO: She's talking about on the east
14 side of Nervia.

15 MS. ANDERSON: On the east side.

16 MR. LLANES: Away from the school?

17 MS. ANDERSON: Yeah, prevent people
18 impatient with the drop-off and pick-up from
19 running up on that grass.

20 MR. LLANES: Right. Right. Right.

21 MS. RUSSO: We, actually, at our neighbors
22 meeting had one neighbor who, in particular --
23 I don't remember the gentleman's name, who
24 expressed that that had been occurring, but
25 that he had noticed, ever since the school

1 think, when you look at adding curbs like that,
2 you also affect drainage. That has to be
3 looked, as well.

4 MS. ANDERSON: Yeah. You would have to
5 consider the drainage.

6 MR. LLANES: Right. Right.

7 MS. ANDERSON: I was near that Segovia
8 project and I had to bring up that issue, as
9 well, at my residence, because they were just
10 putting in curbs, not addressing the drainage,
11 so we had to have the drainage at the same time
12 we added the crosswalks, the accessible
13 crosswalks, with the detectable warnings and so
14 forth.

15 MR. LLANES: We can put that --

16 MS. ANDERSON: You can encompass it in.

17 MR. LLANES: We can have that conversation,
18 yeah.

19 MS. ANDERSON: Just keep in mind, when you
20 put those yellow plastic things on for the
21 detectable warnings, trucks pull them off.
22 They do.

23 MR. LLANES: They don't last.

24 MS. RUSSO: Oh, the ones that are slatted?
25 The ones that -- the yellow --

1 MS. ANDERSON: That are screwed in, the
2 trucks just tear those off.
3 MR. LLANES: I think it's better, the ones
4 that are embedded in the concrete.
5 MS. ANDERSON: Embedded in the concrete is
6 much safer.
7 MR. LLANES: Yeah, and it looks better.
8 MS. ANDERSON: In the long run, you'll save
9 on maintenance and trip hazards.
10 MR. LLANES: I agree.
11 MS. ANDERSON: That's all of my comments
12 for the moment. I don't think I missed
13 anything.
14 CHAIRMAN AIZENSTAT: Thank you.
15 Maria Menendez.
16 MS. MENENDEZ: Has the Board of Architects
17 approved that screen?
18 MR. LLANES: Yes. In concept, they have.
19 When we come back for final, they wanted to see
20 an actual sample of the material, but they're
21 okay with the concept of what we're doing. And
22 we told them that we would have a sample for
23 them to see at final review.
24 MS. MENENDEZ: And what kind of sports do
25 you anticipate -- what activities do you

1 anticipate doing at the rooftop that would need
2 that screening?
3 MR. LLANES: I mean, you know, again, it's
4 not -- we're not talking big kids. They're
5 playing outdoor. They're running around. They
6 may be kicking a ball, things like that. We're
7 not talking about older kids that would have a
8 volleyball game, for example, where the balls
9 were sort of flying in greater distances.
10 MS. RUSSO: Might be kickball, dodgeball.
11 It's basically more outdoor activities to give
12 them a place. And, then, you know, the meshing
13 is just to make sure, if there's a use of a
14 ball -- I know that when my son was there, Dr.
15 Halegua had many footballs that landed in his
16 property, because that was the adjacent
17 property, and that's where, you know, they
18 would throw, but he was also in middle school
19 at the time.
20 So I think this is just to give the kids
21 some extra outdoor area. Again, because we
22 don't use the park, you know, there is -- to
23 allow them to be able to run around. So I
24 don't think there's any, you know, planned --
25 there's not going to be football up there.

1 There's not going to be softball. But they may
2 be using a soccer ball. They may be playing
3 dodgeball or kickball up there.
4 CHAIRMAN AIZENSTAT: What surface will you
5 be having?
6 MR. LLANES: There will be a resilient sort
7 of turf surface there. I mean, obviously the
8 roof has to work as a roof, and then, on top of
9 that, we will apply a material that is soft and
10 pliable for children to run, fall and do all of
11 those things. It won't be a hard surface. It
12 will be a soft surface.
13 MS. MENENDEZ: Because I envision maybe
14 like a track, but to get into like a ball
15 playing atmosphere, and I don't think there's
16 any mesh that can really keep the balls from
17 going out. But any idea of why you wouldn't
18 contemplate an indoor gym that would take care
19 of that more so than placing it on the roof?
20 MR. LLANES: Well, an indoor gym -- we have
21 a limited height and a limited -- you know,
22 even though we have a few thousand square feet
23 left in our FAR, it's not enough for a gym, but
24 I think that would take one whole floor. Well,
25 remember, gyms not only take basically about

1 10,000 square feet of footprint when you add
2 bleachers and all of these other things, but
3 also you're thinking, well, now I have to have
4 a twenty-foot clear space for a gym, you know,
5 if I'm going to have a real gym, and I think
6 that would basically turn the project into a
7 gym and not the STEM labs and classrooms that
8 they're seeking.
9 It doesn't have a gym today. It has
10 outdoor play areas, and we want to preserve
11 that effect.
12 MS. MENENDEZ: Okay.
13 MS. RUSSO: And, again, it's the age of the
14 children. You know, they do have an incredible
15 gym facility at the prep school. So the middle
16 school and the high school --
17 MR. LLANES: They aspire to that one.
18 MS. RUSSO: They aspire and wait to get
19 over there, where they get to play, you know,
20 competitive sports, and, actually, you know,
21 Riviera has a competitive basketball team.
22 I'll just brag. Their basketball team, for the
23 first time ever, made it to the final four in
24 their division for basketball in States this
25 year.

1 MS. MENENDEZ: You all are going from an
2 existing square footage of about 22,000 to
3 36,000, right? And you say that the school
4 enrollment is not going to change.

5 MS. RUSSO: That is correct.

6 MS. MENENDEZ: But how about staff? Is
7 there going to be an increased number of staff?

8 MS. RUSSO: No. That was in my letter of
9 intent. There won't be any increase in staff.
10 What happens now is, like the language teacher
11 travels. The goal will be for the language
12 teacher to have a language lab in this
13 building, and instead of having to be
14 traveling, she will have her own space, where
15 the kids will go to that space to do their
16 language work, instead of having the teacher
17 travel. So it's meant to tighten up space.

18 They have a science lab. This will allow
19 the science slab to be expanded and divided
20 into different sciences and allow -- because,
21 right now, my recollection, unless it's
22 changed, the science lab was small, and so it
23 limits the types of experiments and activities
24 you could do science-wise. This will allow a
25 whole separate area. Same teacher, just

1 expanded work space.

2 MS. MENENDEZ: This PAD includes the entire
3 site, right?

4 MS. RUSSO: Yes.

5 MS. MENENDEZ: So the existing buildings,
6 what -- is the programing going to change
7 there? Is there an opportunity to -- and where
8 I'm getting at is, when you look at the Site
9 Plan, and you have a driveway north, right, of
10 the property, in the north area of the
11 property --

12 MR. LLANES: Northeast. Yeah, this one.

13 MS. RUSSO: Yeah, the driveway that comes --

14 MS. MENENDEZ: So I'm wondering if there's
15 an opportunity to increase -- either extend
16 this driveway, modifying this existing building
17 that seems to be odd, in the middle, or at
18 least introducing another driveway to help
19 alleviate the traffic concerns that seems to be
20 the one issue that everybody is having concerns
21 about in the neighborhood.

22 I mean, to me, you know, there's an
23 opportunity where you're including the whole
24 site to look at the site and say, okay, how can
25 we alleviate some of the traffic concerns? And

1 if you are re-programing this into the new
2 facility, perhaps these uses that are going to
3 be there, that might be an administrative use,
4 not necessarily classrooms, could then provide
5 another area for a drop-off that would
6 alleviate some of the traffic concerns.

7 MR. LLANES: I think the way I would look
8 at that is, the downside of that -- I always
9 look at the other side of what the impacts of
10 that would be, is that we would lose a
11 significant amount of green space that's on
12 that east side of the school. There are some
13 old trees there and things like that. So, yes,
14 you could -- then you would lose parking on the
15 street, because you have to come in and out and
16 some of those spaces would be affected.

17 You know, I don't know if the effectiveness
18 of having two independent things would help.
19 It would certainly help, to some extent, but I
20 think that the sort of negative effects of that
21 would be sort of broader to the overall
22 project. You know, we would lose some green
23 space, you know, in order to provide, you know,
24 another sort of drop-off lane, lose some
25 on-street parking, and, also, again, the reason

1 why that building is there, that was one of the
2 original buildings from a long time ago, is the
3 two-story piece that was built, in this case,
4 for whatever reason, you know, kind of
5 interrupting or bisecting the site into two.
6 So, you know, we have that as a sort of
7 inherited piece.

8 So, you know, I think that because there's
9 no net intensity added to this project, we feel
10 that the traffic management that has been
11 ongoing -- yeah, there's questions and
12 concerns, and there's always, you know -- and
13 we heard them today, that, you know, I would
14 like to think that that could still be
15 maintained and operated in as effective a
16 manner as in which they're doing, without
17 having to sort of continue to sort of cut away
18 at the site's green space and trees and things
19 like that.

20 MS. MENENDEZ: Have you considered the area
21 in the back, that's labeled basketball court,
22 to allow for some drop-off opportunities there?

23 MR. LLANES: Well, that one --

24 MS. RUSSO: That's fenced off.

25 MR. LLANES: Right. There's no street to

1 the south of that. There only is the alley.
2 And I think -- I don't know that one wants to
3 encumber the alley further, but more critically
4 than that, then the loss of that amenity on the
5 school --

6 MS. MENENDEZ: I'm not suggesting you lose
7 it. I'm suggesting you utilize it at the peak
8 hours of the drop-off and the pick-up. I guess
9 what I'm getting at is, when you looked --

10 MS. RUSSO: Extending the queue is what
11 you're saying. I think she's saying, extending
12 the queue, so instead of dropping them off in
13 the middle between the two classroom buildings,
14 extending the queue and allowing the kids that
15 go into the east campus to -- is that what
16 you're saying --

17 MR. LLANES: No. No. No. She's talking
18 about here.

19 MS. MENENDEZ: What I'm suggesting --

20 MS. RUSSO: They drop-off in the middle of
21 the two buildings here. She's suggesting that
22 the drop-off be extended, so that you extend --

23 MR. LLANES: No. She's suggesting that we
24 drive over the basketball court.

25 MS. MENENDEZ: In reality, I'm just

1 suggesting that you look at it. I'm not going
2 to design it, because I really -- you know, but
3 I'm just suggesting that what we're hearing
4 tonight mostly is that regardless of the
5 non-increase of staff, non-increase of
6 students, there is concern there. There's a
7 problem. And even your study reflects some
8 parking in swales, some congestion during the
9 peak hours. So it's not like a given that this
10 is not a problem for the neighbors.

11 So what I'm suggesting is, part of your
12 PAD, which is the entire property, that you
13 look at these opportunities to say, hey, you
14 know what, maybe we could introduce something
15 new. Maybe Yumuri for the older children, with
16 some type of -- you know, something happening
17 there could be introduced.

18 MR. TRIAS: Mr. Chairman, if I could
19 assist. In some other projects, we've had a
20 yearly review of the traffic operations, and so
21 on. You may suggest a similar condition, just
22 to review it and see if there are any issues
23 that need to be resolved.

24 MS. MENENDEZ: Well, I think we've heard
25 some of the issues, and I think it's going to

1 be repeated in the future, a year from now,
2 unless you introduce something to alleviate
3 some of the concerns. It's a suggestion,
4 because you are significantly increasing.
5 Again, you're not increasing students, you're
6 not increasing staff, but there's an existing
7 concern there, that now is the opportunity,
8 given that you're going through a PAD process,
9 to introduce something to help the neighbors.

10 MR. LLANES: Yeah.

11 MS. MENENDEZ: So that's my suggestion.

12 MR. LLANES: We can look at that. I think
13 the geometry is where we might have --

14 MS. MENENDEZ: It's a challenge, but I
15 think you guys are so good, that you guys,
16 along with your traffic people --

17 MR. LLANES: Not as good as Franklin
18 Wright, but we'll try.

19 MS. MENENDEZ: I think there's an
20 opportunity, it's my point, since you're
21 looking at it as a PAD, to introduce something
22 that would help, instead of -- and you know
23 what, I agree, it has to be looked at on an
24 annual basis, but you have to put in an effort.
25 You have to put in some improvements, so that

1 we can, you know, value the improvements over
2 whatever period that the City decides would be
3 a suggestion.

4 MR. TRIAS: I think a condition that
5 expresses that and provides maybe a yearly
6 review for three years or something like that
7 could be very helpful.

8 MS. VELEZ: Maria, I'd like to dovetail on
9 that. That's why I was asking if any other
10 options had been looked at over the years,
11 because if we could maybe redirect the traffic
12 away from the residential part on Nervia to
13 Yumuri or at least part of it, that's why I was
14 asking, what's happening on Yumuri. Well,
15 there could be an entrance made there. That
16 could be a drop-off.

17 MS. RUSSO: And I don't think there's any
18 space to allow for a car to come in, so the car
19 would have to use a traffic lane, and -- I'm
20 not sure if there's parking on Yumuri.

21 MS. VELEZ: I think there's one parking
22 space, from what I can see.

23 MR. LLANES: Maybe one parallel space.

24 MS. RUSSO: But I can tell you, having sat
25 at Miami-Dade County, using the public

<p style="text-align: right;">Page 101</p> <p>1 right-of-way for a drop-off, as you know the 2 headache we had when I came here for the middle 3 and high school, which are much older kids, 4 dropping off on a right-of-way is something 5 that the County does not like you to do. 6 MR. TRIAS: Yeah. Mr. Chairman, because of 7 what Ms. Russo is saying, the way we typically 8 phrase these conditions is that the Staff and 9 the Professional Staff will review the issues. 10 There are multiple issues that deal with 11 permitting. There are multiple issues that 12 really we cannot design here tonight. So I 13 think something that encourages that 14 coroboration and review by the professionals is 15 the right thing to do. 16 CHAIRMAN AIZENSTAT: Understood. 17 MS. MENENDEZ: Okay. Let me see if I have 18 any other -- I think that's it. I think we've 19 addressed most of it from the other members, 20 most of my concerns. 21 CHAIRMAN AIZENSTAT: Julio. 22 MR. GRABIEL: You know, most cities are 23 made of districts and neighborhoods, and the 24 smaller the neighborhood, the better it is, 25 because people feel comfortable in it, and this</p>	<p style="text-align: right;">Page 102</p> <p>1 school is in the middle of one of the best 2 neighborhoods in the City of Coral Gables. It 3 has everything that makes a neighborhood 4 successful. You have the park. You have 5 Commercial. You have Educational. And my wife 6 was in elementary school for decades and she 7 has always mentioned to me that this is one of 8 the best schools in the County, and she's 9 always admired the way it's run. 10 I like the project very much. I think it's 11 been well thought of. The taller building sits 12 in the middle of the two blocks. So there is a 13 transition between the height of the new 14 building and the residential neighborhood to 15 the east. 16 I did a building, Maria, that had the 17 screen on the top in Miami Beach, the Miami 18 Beach Youth Center, and you don't see it. At 19 the end, when you see it against the sky -- 20 MS. MENENDEZ: Was it black? Or was it 21 yellow? Was it brown? Or was it green? 22 MR. GRABIEL: I don't remember. 23 MR. LLANES: You can't see it. You can't 24 see it. 25 MS. MENENDEZ: Okay.</p>
<p style="text-align: right;">Page 103</p> <p>1 MR. GRABIEL: So I don't think that will be 2 a problem at all for the neighborhood. I like 3 that the building is not maximized. In other 4 words, they're not going to the 41,000 square 5 feet that could be done. That no more 6 students, I think that should be one of the 7 conditions that we place, that if the school 8 wants to expand students, they have to be 9 reviewed by us again. 10 I agree that the traffic should be reviewed 11 now and on a yearly basis, you know, coming 12 back. There was some mention, I think by 13 Ms. Newman, I think, that the City should 14 probably look at the whole block, from the park 15 all of the way to Sunset, because there's so 16 much going on in there -- and I don't know if 17 that's something that you may have -- 18 MR. TRIAS: There are ongoing traffic 19 issues with the neighbor -- 20 MR. GRABIEL: And the park and everything 21 else. It's not part of this project, so I 22 don't want to put it as a condition, but I 23 think, to Staff, that that's something that 24 Staff might be -- 25 MR. TRIAS: I think that's an ongoing</p>	<p style="text-align: right;">Page 104</p> <p>1 effort right now, and we certainly can forward 2 that information to the other people that are 3 working on this. 4 MR. GRABIEL: Okay. I think -- actually, 5 the new building brings cohesiveness to the 6 neighborhood, because it creates a stronger 7 sense of neighborhood in there. I don't have a 8 problem with the density or the height or any 9 of that. So I would think that I would like 10 to -- if it's feasible, to move to approval. 11 CHAIRMAN AIZENSTAT: Well, I'd like to make 12 some comments, if I can, before that. 13 MR. GRABIEL: I'm sorry. 14 CHAIRMAN AIZENSTAT: That's okay. That's 15 okay. 16 MR. GRABIEL: You're only The Chairman. 17 CHAIRMAN AIZENSTAT: No. 18 Ramon, let me ask you a question please. 19 MR. TRIAS: Yes. 20 CHAIRMAN AIZENSTAT: If you're doing a PAD, 21 you're encompassing now the entire property 22 into a PAD, as opposed to the way it was 23 before, where you had an FAR of .35 to the 24 Single-Family, you had a 1.0 to the Commercial 25 and a 1.0 to the Special Use District; is that</p>

1 correct?

2 MR. TRIAS: Yes, but they are following the
3 prior requirements, and the FAR limits and the
4 Zoning designation.

5 CHAIRMAN AIZENSTAT: Right, but my question
6 is, if we allow -- if the City allows the part
7 that is in the 1.0 FAR, what happens if down
8 the road they want to do the .35 area to the
9 1.0, because it's now a PAD? Do they need to
10 come back to the City for that or are they, as
11 of right, allowed to?

12 MS. RUSSO: There's no nothing as of right
13 in Zoning.

14 MR. TRIAS: That's a very good way to
15 explain it. They have to come back for any
16 change.

17 Now, in addition to that, they're not
18 allowed to go beyond what's allowed in terms of
19 the FAR.

20 CHAIRMAN AIZENSTAT: Right. But if they're
21 a PAD, they would be allowed to go into three
22 stories or am I wrong? I just need
23 clarification on that.

24 MR. TRIAS: No. Yeah, unless the PAD were
25 to be approved under very specific different

1 conditions -- I mean, the PAD, in theory, it
2 could change some of those conditions, but
3 unless that action is taken by the Commission,
4 then they need to follow what the Code says.

5 CHAIRMAN AIZENSTAT: So we can go ahead and
6 put a recommendation that in the area that
7 abuts the Single-Family residences, it would
8 not be able to go over the .35 as it exists
9 today?

10 MR. TRIAS: That could be a Condition of
11 Approval, sure.

12 CHAIRMAN AIZENSTAT: Okay. That was one
13 question. The second question --

14 MR. TRIAS: In fact -- I'm sorry to
15 interrupt -- the approval of the Site Plan is
16 saying that already. So, in addition, you can
17 say it as a condition.

18 CHAIRMAN AIZENSTAT: I understand, but I
19 would just, as a condition -- I would actually
20 do it for a future condition, also.

21 MR. TRIAS: Sure.

22 CHAIRMAN AIZENSTAT: The other question
23 that I have for you, Ramon, is, right now the
24 school goes ahead and uses the church parking
25 lot, and as one Board Member, I don't know

1 what's going to happen in the future to the
2 church, to the parking lot and to development.

3 MR. TRIAS: That is correct.

4 CHAIRMAN AIZENSTAT: And it's been in
5 effect for 19 years and I agree with it, and
6 it's worked out very well.

7 MS. RUSSO: Actually, 21. It was '98. So
8 apparently 21 years.

9 CHAIRMAN AIZENSTAT: It's worked out for 21
10 years and it's been great. What happens if
11 tomorrow, and I'm not saying it's going to
12 happen, what happens if tomorrow the church
13 decides to develop that property or sell it or
14 work with somebody?

15 MS. RUSSO: Well, they would have to come
16 before you, because the church is also S
17 Zoning. So anything that were to happen on
18 that property, if they wanted to change the
19 Zoning or Land Use --

20 MR. TRIAS: Ms. Russo, if I could address
21 that issue, because it has to do with some
22 specific issues. What happens is that they
23 will have to find a different arrangement for
24 the parking.

25 CHAIRMAN AIZENSTAT: Correct.

1 MR. TRIAS: And I think that probably that
2 could be a Condition of Approval, given the
3 fact that things might change.

4 CHAIRMAN AIZENSTAT: Okay.

5 MS. MENENDEZ: What would be the condition?

6 MR. TRIAS: The Condition of Approval will
7 be that the parking -- the 50 spaces will have
8 to be preserved in some fashion.

9 MS. RUSSO: Some place.

10 MS. MENENDEZ: I don't think you can do
11 that on the church property.

12 MR. TRIAS: No. No. No. In some other
13 way. I mean, in some other way that achieves
14 the same amount of spaces, if the church were
15 to change.

16 CHAIRMAN AIZENSTAT: So what happens if the
17 church develops it and Ms. Russo comes to us
18 and says, "We just can't find 50 spaces
19 anywhere nearby that we can do it"? What can
20 we do?

21 MS. RUSSO: Maybe the new shops at Sunset
22 project would allow us, since they're building
23 three apartment buildings and a hotel.

24 MR. TRIAS: That's a very good question.

25 MS. RUSSO: So we would have to -- I mean,

<p style="text-align: right;">Page 109</p> <p>1 it would have to be replaced or you end up</p> <p>2 saying, "We don't want the school there --</p> <p>3 anymore" and the school moves.</p> <p>4 CHAIRMAN AIZENSTAT: You can't shutdown --</p> <p>5 that's really not realistic.</p> <p>6 MS. RUSSO: But what are the options? At</p> <p>7 that point, the Riviera Church decides that</p> <p>8 they want to do something, if they sell to a</p> <p>9 developer that wants to change the Zoning, it</p> <p>10 comes here. If they're doing anything within</p> <p>11 the S Zoning, let's say they want to do a</p> <p>12 church or a club or something that fits within</p> <p>13 an S Zoning, anything would have to come here.</p> <p>14 CHAIRMAN AIZENSTAT: But we can't deny them</p> <p>15 and say, no, you can't do this because you have</p> <p>16 committed this parking to the school.</p> <p>17 MS. RUSSO: That is correct, because the</p> <p>18 agreement --</p> <p>19 MR. TRIAS: If I could just address the</p> <p>20 Chairman. I think that is an ongoing</p> <p>21 discussion. It's a real issue. And I don't</p> <p>22 know what the answer is. And the answer is</p> <p>23 that clearly the school is already there and --</p> <p>24 CHAIRMAN AIZENSTAT: It's just something I</p> <p>25 see in the future really coming up, because the</p>	<p style="text-align: right;">Page 110</p> <p>1 way I look at this project is, realistically I</p> <p>2 think the school is going to come back and it's</p> <p>3 going to start to redo the other side. I mean,</p> <p>4 they're going to start to house these kids in</p> <p>5 the new building, and they're going to come</p> <p>6 back and say, "You know what, we need to</p> <p>7 improve now more classrooms. We need to</p> <p>8 improve our old small sinks to the good sinks,</p> <p>9 the labs and so forth." And it's going to come</p> <p>10 back up.</p> <p>11 MR. TRIAS: I think, at a minimum, they</p> <p>12 should proffer a number of students and that</p> <p>13 should be a maximum number -- a condition, and,</p> <p>14 then, if you believe that adding language</p> <p>15 saying that the Zoning Code FAR and the Zoning</p> <p>16 Code requirements need to be preserved, let's</p> <p>17 write that down also as a condition of</p> <p>18 approval.</p> <p>19 CHAIRMAN AIZENSTAT: Laura, let me ask you,</p> <p>20 is the school presently at full capacity?</p> <p>21 MS. RUSSO: It is just shy of full</p> <p>22 capacity. They accept 415 students. So</p> <p>23 they're never accepted more than 415 and</p> <p>24 depending on the year. You know, they allow</p> <p>25 for students transferring. They allow for</p>
<p style="text-align: right;">Page 111</p> <p>1 students not selecting the school. So it</p> <p>2 hovers around 400. So 415 would be our number.</p> <p>3 CHAIRMAN AIZENSTAT: Sure. I ask that,</p> <p>4 because, you know, if we're talking today in</p> <p>5 terms of congestion, traffic and so forth,</p> <p>6 that's the number I'm looking at, whatever it</p> <p>7 is today.</p> <p>8 MS. RUSSO: Right, 415.</p> <p>9 CHAIRMAN AIZENSTAT: Would your client</p> <p>10 proffer that it will not increase the 415 -- it</p> <p>11 would be a covenant to run with the land?</p> <p>12 MS. RUSSO: Yes.</p> <p>13 MR. COLLER: Right, but let me just say</p> <p>14 this about covenants maxing the school</p> <p>15 population. The fact that you've done a</p> <p>16 covenant and the fact that it's in there</p> <p>17 doesn't mean that the school couldn't at some</p> <p>18 time come back and ask for a modification of</p> <p>19 the covenant.</p> <p>20 CHAIRMAN AIZENSTAT: I understand.</p> <p>21 MR. COLLER: So typically it's somewhat</p> <p>22 problematic to say, at no time will you ever</p> <p>23 increase the school. Now, what you can do, of</p> <p>24 course, is say, the maximum number of students,</p> <p>25 which are not changing, is --</p>	<p style="text-align: right;">Page 112</p> <p>1 CHAIRMAN AIZENSTAT: 415.</p> <p>2 MR. COLLER: -- 450. So if they go to 451,</p> <p>3 they have to come back here.</p> <p>4 MS. MENENDEZ: 415.</p> <p>5 CHAIRMAN AIZENSTAT: Is it 415, correct?</p> <p>6 MS. RUSSO: 415, four, one five.</p> <p>7 MR. COLLER: 415, I'm sorry. 415. So 416,</p> <p>8 they would have to come back to increase the</p> <p>9 number of students.</p> <p>10 CHAIRMAN AIZENSTAT: For me, I'm not --</p> <p>11 MR. COLLER: I mean, you can do it, but I'm</p> <p>12 just saying --</p> <p>13 MR. TRIAS: But it would be a Condition of</p> <p>14 Approval. So any change would have to be back</p> <p>15 before you on the Commission.</p> <p>16 MS. MENENDEZ: That's an interesting point,</p> <p>17 though. The question that I have is, are all</p> <p>18 of the schools required to provide enrollment</p> <p>19 on an annual basis to the concurrency division</p> <p>20 or to the City?</p> <p>21 MS. RUSSO: No. There are schools that</p> <p>22 provide an annual, "This was our enrollment for</p> <p>23 this year." I believe St. Philip's has that</p> <p>24 from back in 2003, St. Thomas came with the cap</p> <p>25 already when they were annexed into the County.</p>

1 Somerset had their cap put on by the City
 2 Commission. So they provide an annual report.
 3 MS. MENENDEZ: Right. So my question is,
 4 how do you enforce that? How do you make sure
 5 that the number of 415, not only for their
 6 school, but for any school, is being kept?
 7 Because I know of a situation that a particular
 8 school had in the books this much, but in
 9 reality it was much more. So how does the City
 10 manage that?

11 MS. RUSSO: I think it ends up coming out,
 12 as I think we may be thinking about the same
 13 school. What ends up happening is, people know
 14 when it's being exceeded.

15 MS. MENENDEZ: The neighbors. It's always
 16 the neighbors who basically say, "We have a
 17 suspicion that there's lot more students going
 18 there," and then the City investigates and then
 19 they discover that it's true.

20 MS. RUSSO: Right. Right. Right.

21 MS. MENENDEZ: So I'm just asking, really.
 22 The City probably has to establish some type of
 23 process for the annual reporting of concurrency
 24 management.

25 MR. TRIAS: Yes. And the process was an

1 annual meeting with the school that was -- and
 2 maybe it's the same school we're talking about,
 3 I don't know, but --

4 MS. MENENDEZ: It wasn't in Coral Gables.

5 MS. RUSSO: With Somerset, we had it, so it
 6 was supposed to be reported, and there was
 7 supposed to be an annual meeting.

8 MS. MENENDEZ: The one I'm referring to was
 9 not in Coral Gables.

10 MS. RUSSO: Right. We're talking about the
 11 same one.

12 CHAIRMAN AIZENSTAT: But to me, the area
 13 I'm having a hard time with is the maximum
 14 number of students and then coming -- you're
 15 going to come back and you're to say, "I want
 16 to do the other side." You're going to start
 17 to affect the quality of life for the people
 18 that live in those homes.

19 So I understand that doing a covenant to
 20 run with the land, it can get undone and it's
 21 been undone with the City.

22 MR. COLLIER: It's perfectly legitimate, as
 23 long as they're willing to do it.

24 CHAIRMAN AIZENSTAT: To me, it's just
 25 something that's more recorded, solid,

1 within --

2 MR. COLLIER: Sure.

3 MS. RUSSO: Mr. Chairman, just to be
 4 completely honest and having represented, you
 5 know, a lot of schools in the area, it's
 6 something you can commit to now, but if, in
 7 fact, education changes so completely -- so
 8 Riviera has never come before here for anything
 9 other than they had their Land Use changed to
 10 Educational and Special back in 1997. So
 11 they've never come to the City --

12 CHAIRMAN AIZENSTAT: I remember that.

13 MS. RUSSO: So education may change so
 14 drastically, that whole area may change so
 15 drastically, that there may be a need to maybe
 16 this stops being an elementary school and
 17 becomes another kind of school. So I think the
 18 City has in place, that's why it has the S
 19 Zoning, so that it makes it so we have to go
 20 through all of the steps to do anything.

21 MR. TRIAS: Right.

22 MS. RUSSO: I mean, whether it be increase
 23 students, whether it be to replace a classroom
 24 building, whether it be -- it all involves a
 25 level of scrutiny that is much higher than a

1 Commercial Development.

2 MR. TRIAS: It requires Planning and Zoning
 3 and Commission approval for any change.

4 CHAIRMAN AIZENSTAT: I just want to be
 5 careful of the quality of life of the residents
 6 who live in that area.

7 MS. RUSSO: But it may become a point where
 8 that stops being Residential and so you have to
 9 allow --

10 CHAIRMAN AIZENSTAT: But it is Residential
 11 right now and there are cars that are all over
 12 the place. I'm familiar with the area. So, to
 13 me, that's just a concern that I see.

14 As far as doing -- looking at a study like
 15 we did, let's say, with Somerset, you know, you
 16 have to do it the first six months and then a
 17 year or a year after, this is already an
 18 existing condition. You already know you have
 19 a situation. If you go ahead and do something
 20 like that, where you do a study after one year,
 21 what are you really accomplishing?

22 MS. MENENDEZ: I'm not suggesting a study.

23 CHAIRMAN AIZENSTAT: No. No. No. I'm
 24 just saying it to the Board.

25 We already know what's there. This isn't

1 something new. If it was something new, I
 2 would say, okay, you can do a study within the
 3 first year and then you see what changes you
 4 have to make. You already know what your
 5 conditions are. So, for me, I'm not so much
 6 for doing a study after a year. I'd rather
 7 curtail or figure out a different way to help
 8 out, and I don't know that way, but I would
 9 implore the Staff within the City to work
 10 diligently with Riviera Day School to really
 11 come up with a solution that will help.

12 MS. RUSSO: And I think the City then
 13 should also look at, as one of the neighbors
 14 suggested, it should be beyond, to the other
 15 neighbor, too.

16 MR. TRIAS: That's the way the condition is
 17 phrased. If you look at the first condition,
 18 it says, "The applicant shall continue to work
 19 with Staff prior to the City Commission
 20 approval." And there's a list of things, but
 21 one of them is, improve pedestrian crossings,
 22 et cetera, the right-of-ways, and it is phrased
 23 like that specifically, that we have that
 24 opportunity to do that, prior to the First
 25 Reading.

1 MR. RUSSO: But I want to improve our part.
 2 I think the Commercial -- I think the nursing
 3 home and Whip'n Dip and all of those other
 4 things should be responsible for what they
 5 contribute.

6 MS. MENENDEZ: But we didn't hear today
 7 about those issues. I mean, maybe they do
 8 exist --

9 MS. RUSSO: They were raised by a neighbor,
 10 saying that there is congestion because of the
 11 block --

12 MS. MENENDEZ: Okay.

13 MS. RUSSO: I think that should be
 14 something that the City looks at, but we should
 15 be responsible for just our piece.

16 MS. MENENDEZ: Of course. Of course.

17 CHAIRMAN AIZENSTAT: I agree with that.

18 MS. RUSSO: Okay. Just so it's not the
 19 whole block that includes, you know, nine other
 20 users and owners.

21 MR. COLLIER: So I have a suggestion.

22 CHAIRMAN AIZENSTAT: Craig, go ahead.

23 MR. COLLIER: The condition would be to
 24 review the project to determine if additional
 25 drop-off opportunities can be undertaken.

1 MS. MENENDEZ: But I don't think it
 2 addresses -- Staff did not address the traffic
 3 conditions that have been brought to us before.

4 MR. TRIAS: I think some of them are, but
 5 if you want to add to it, then that's the right
 6 way to approach it.

7 MS. MENENDEZ: I think that because the
 8 site -- the entire site is being addressed as a
 9 PAD, that they should look for some
 10 improvements.

11 CHAIRMAN AIZENSTAT: That's my concern.
 12 Correct.

13 MS. MENENDEZ: And some of them have been
 14 proffered, right. We can't sit here and design
 15 it for them, but we have the alley, perhaps
 16 extending it in the alley, we have perhaps
 17 looking at that additional drive. I'm not sure
 18 if that works, but someone needs to look at it.
 19 And then we have the opportunity maybe in the
 20 Commercial side of it, which is Yumuri. Maybe
 21 there's something that could happen there.

22 MR. TRIAS: What we could add is an overall
 23 review of the traffic operations in the block.
 24 Does that make sense as a condition?

25 MS. MENENDEZ: Well, review and improve.

1 MS. MENENDEZ: To alleviate the existing --

2 MR. COLLIER: To alleviate the existing
 3 traffic issues.

4 MS. VELEZ: And congestion.

5 MS. MENENDEZ: In particular, during the
 6 drop-off and pick-up hours.

7 CHAIRMAN AIZENSTAT: During peak times.

8 MS. ANDERSON: Some schools also have
 9 off-site queuing, too. You know, you put them
 10 in a bus, the older kids, and take them --

11 MS. MENENDEZ: Someone mentioned St.
 12 Theresa, and I know that they use their tennis
 13 courts for some of their drop-offs and pick-up.
 14 So, you know, that's why I had suggested --

15 MS. RUSSO: But that campus is so --

16 MS. MENENDEZ: I'm not -- I'm just saying,
 17 we should look at it, because those are the
 18 issues that have been brought before us today,
 19 and I think that given that you're looking at
 20 the entire site as a PAD, that that should be
 21 considered.

22 MS. RUSSO: No, and we're more than happy
 23 and willing to work. I think there just needs
 24 to be a recognition that the site has
 25 pre-existing buildings and there's a park that

1 we can't use and we've tried, to the extent
2 possible, to keep the usage on us. I mean, you
3 could have queuing all around -- you know, in
4 the park, and no one wants to do that. I mean,
5 that doesn't make sense.

6 MR. TRIAS: What I recommend is, use the
7 language that the attorney has suggested as
8 Item E under the first set of conditions. I
9 think that takes care of things. And it has to
10 be done prior to City Commission.

11 CHAIRMAN AIZENSTAT: I'm done with my
12 comments.

13 Julio, you wanted to make a motion?

14 MR. GRABIEL: I wanted to make a motion for
15 approval, to include all of the conditions that
16 Staff has put into the proposal. I want to
17 make sure I got everybody's. You were going to
18 reviewing the handicap parking on-site. Two,
19 that no more than 415 students will be allowed,
20 and if there's a change, you would have to come
21 back to the City.

22 CHAIRMAN AIZENSTAT: I wouldn't even say,
23 if there was a change. I would just say, the
24 cap is 415 students.

25 MS. RUSSO: Student cap.

1 MR. GRABIEL: The City Attorney's condition
2 on traffic, I thought was very well said, and I
3 think that's what I have.

4 MS. VELEZ: Do we want a cap for the
5 faculty and staff?

6 MR. GRABIEL: I don't have a problem with
7 that.

8 CHAIRMAN AIZENSTAT: I don't have a problem
9 with that.

10 MR. GRABIEL: Okay. So a cap with the
11 students and the faculty.

12 CHAIRMAN AIZENSTAT: And is there a way to
13 put in there that the City, since the City
14 leases the church parking lot, will look at any
15 future consequences if -- what happens if the
16 church decides not to lease that property to
17 the City anymore? Because the way I interpret
18 this is, you're not leasing it from the church.
19 You're leasing it from the City.

20 MS. RUSSO: That is correct.

21 CHAIRMAN AIZENSTAT: So when the City comes
22 in and says, you know, the church is
23 developing. You say, okay, but the City is the
24 one who is taking away your parking. I see
25 that as a problem.

1 MR. TRIAS: Yes. I think we can draft the
2 proper condition.

3 MR. COLLIER: I think it's not necessarily a
4 condition of the application, but it's a
5 recommendation from the Board to the City
6 Commission, it's something that they want to
7 review.

8 MR. TRIAS: It's a very important
9 condition, and I understand very well what the
10 Chairman is saying, and we'll take care of it.

11 MS. ANDERSON: A couple of other things,
12 just a little more detail on the accessible
13 parking. We talked about three spaces on-site
14 and identification of the accessible route.

15 CHAIRMAN AIZENSTAT: The crosswalks.

16 MS. ANDERSON: Well, not only crosswalks,
17 but from those parking spaces, going to the
18 crosswalks, because this is such a busy area,
19 having push back button access with --

20 MR. TRIAS: Mr. Grabiell mentioned that as a
21 condition, I believe.

22 CHAIRMAN AIZENSTAT: You're okay putting
23 that on your condition?

24 MS. ANDERSON: With lighted, you know, to
25 stop this traffic. You know, like you have the

1 ones on the Mile --

2 MR. TRIAS: Compliance with ADA, is that
3 sufficient, or do you want to have more
4 specific --

5 MS. ANDERSON: This is for pedestrian
6 safety.

7 MR. TRIAS: Oh, pedestrian safety.

8 MS. ANDERSON: You have the kids that walk
9 there. They need a lighted pedestrian walk
10 with push button either from the parking
11 facility or from the routes that they are
12 arriving at from the Residential facility.

13 CHAIRMAN AIZENSTAT: So, Julio, you're okay
14 with that?

15 MR. GRABIEL: I'm fine with that.

16 MS. ANDERSON: And you spoke about the 3.5
17 FAR, not to exceed it in one area. Did you
18 want to include --

19 MS. RUSSO: .35, not 3.5.

20 MS. ANDERSON: .35, sorry.

21 MS. RUSSO: And Mrs. Anderson, Rolando
22 Llanes, the architect, wants to make just a
23 comment on the accessible parking, because he's
24 been studying it.

25 MS. ANDERSON: Sure.

<p style="text-align: right;">Page 125</p> <p>1 MR. LLANES: On-site, within the property</p> <p>2 lines, it would be very difficult to get three.</p> <p>3 MS. ANDERSON: Okay.</p> <p>4 MR. LLANES: I think that if we could look</p> <p>5 at the periphery of the site, which has the</p> <p>6 spaces up against the --</p> <p>7 CHAIRMAN AIZENSTAT: Which means the City.</p> <p>8 It would be the City.</p> <p>9 MS. ANDERSON: The diagonal sites, yeah.</p> <p>10 MR. LLANES: And if we could look at that</p> <p>11 landscaped strip with the diagonal parking</p> <p>12 that's there and supplying those spaces there</p> <p>13 --</p> <p>14 MR. TRIAS: Mr. Llanes, I would not design</p> <p>15 the right-of-way right now. I mean, that's</p> <p>16 something that we will certainly review with</p> <p>17 him and at the proper moment we can find the</p> <p>18 right solution, but --</p> <p>19 MS. RUSSO: He's trying to make a point</p> <p>20 that it might not be all on-site.</p> <p>21 MR. TRIAS: I understand, but you cannot</p> <p>22 commit to the design of the right-of-way in</p> <p>23 this manner.</p> <p>24 MS. ANDERSON: No. No. But it's an option</p> <p>25 to be looked at. Just make sure you don't</p>	<p style="text-align: right;">Page 126</p> <p>1 compel people to go behind the vehicles.</p> <p>2 CHAIRMAN AIZENSTAT: If I may suggest that</p> <p>3 it just state that it would be compliant with</p> <p>4 ADA Federal requirements.</p> <p>5 MS. ANDERSON: Right.</p> <p>6 CHAIRMAN AIZENSTAT: Whatever they may be</p> <p>7 for this project, which they're going to be</p> <p>8 either way.</p> <p>9 MR. TRIAS: That is the most appropriate</p> <p>10 condition, and I think we have several levels</p> <p>11 of review that take place later in the process</p> <p>12 that ensure compliance, but I think it's</p> <p>13 appropriate to have that condition.</p> <p>14 CHAIRMAN AIZENSTAT: Okay. And the</p> <p>15 condition which I had talked about is, the</p> <p>16 areas that abut -- even though it's a PAD, but</p> <p>17 the area that abut the Single-Family</p> <p>18 Residential District will not be increased at</p> <p>19 any point in time to over an FAR of .35.</p> <p>20 MR. TRIAS: Fine.</p> <p>21 CHAIRMAN AIZENSTAT: If Julio is okay with</p> <p>22 that.</p> <p>23 MR. GRABIEL: I'm fine with that.</p> <p>24 CHAIRMAN AIZENSTAT: We have that. Any</p> <p>25 other conditions? No.</p>
<p style="text-align: right;">Page 127</p> <p>1 Is there a second?</p> <p>2 MS. ANDERSON: I'll second it.</p> <p>3 CHAIRMAN AIZENSTAT: Ms. Anderson second</p> <p>4 it. Any discussion? No?</p> <p>5 Having heard none, call the roll.</p> <p>6 THE SECRETARY: Two motions.</p> <p>7 MR. TRIAS: There are two motions.</p> <p>8 CHAIRMAN AIZENSTAT: Do we want to take one</p> <p>9 motion at a time, Craig?</p> <p>10 MR. TRIAS: You must. You have to.</p> <p>11 CHAIRMAN AIZENSTAT: So this is based on --</p> <p>12 MR. COLLER: So the conditions will go on</p> <p>13 both items. Ramon, I just want to double-check</p> <p>14 that.</p> <p>15 MR. TRIAS: Yes, sir.</p> <p>16 MR. COLLER: Should the conditions go on</p> <p>17 both, E-1 and E-2?</p> <p>18 MR. TRIAS: I think they have to go</p> <p>19 certainly on the Site Plan and it's up to the</p> <p>20 Board to include them on both. I don't think</p> <p>21 there's anything wrong with both.</p> <p>22 MR. COLLER: Include them in both.</p> <p>23 Okay. So we need first a motion on E-1.</p> <p>24 CHAIRMAN AIZENSTAT: That's what we have.</p> <p>25 Julio went ahead and did that. Ms. Anderson</p>	<p style="text-align: right;">Page 128</p> <p>1 second it, with the appropriate conditions.</p> <p>2 Having no discussion, let's go ahead and</p> <p>3 take a vote on that, please.</p> <p>4 THE SECRETARY: Maria Menendez?</p> <p>5 MS. MENENDEZ: Yes.</p> <p>6 THE SECRETARY: Maria Velez?</p> <p>7 MS. VELEZ: Yes.</p> <p>8 THE SECRETARY: Rhonda Anderson?</p> <p>9 MS. ANDERSON: Yes.</p> <p>10 THE SECRETARY: Julio Grabiell?</p> <p>11 MR. GRABIEL: Yes.</p> <p>12 THE SECRETARY: Eibi Aizenstat?</p> <p>13 CHAIRMAN AIZENSTAT: Yes.</p> <p>14 Now, on Item E-2, would somebody like to</p> <p>15 make the motion with the same conditions as on</p> <p>16 E-1?</p> <p>17 MS. VELEZ: So moved.</p> <p>18 CHAIRMAN AIZENSTAT: So moved, Maria.</p> <p>19 Second?</p> <p>20 MR. GRABIEL: Second.</p> <p>21 CHAIRMAN AIZENSTAT: Julio second. Any</p> <p>22 discussion?</p> <p>23 MS. ANDERSON: No.</p> <p>24 CHAIRMAN AIZENSTAT: No? Having heard</p> <p>25 none, call the roll, please.</p>

1 THE SECRETARY: Maria Velez?
 2 MS. VELEZ: Yes.
 3 THE SECRETARY: Rhonda Anderson?
 4 MS. ANDERSON: Yes.
 5 THE SECRETARY: Julio Grabiell?
 6 MR. GRABIEL: Yes.
 7 THE SECRETARY: Maria Menendez?
 8 MS. MENENDEZ: Yes.
 9 THE SECRETARY: Eibi Aizenstat?
 10 CHAIRMAN AIZENSTAT: Yes.
 11 Thank you very much.
 12 MS. RUSSO: Thank you very much.
 13 CHAIRMAN AIZENSTAT: Let us take just a
 14 five-minute recess so the room clears and we'll
 15 take the next items under discussion.
 16 (Short recess taken.)
 17 MR. COLLER: The discussion items, I don't
 18 think it's necessary to read in the titles,
 19 because they are discussion items. They're
 20 going to come back to you again as more
 21 official items. So that will save us a little
 22 time and save my breath a little bit.
 23 CHAIRMAN AIZENSTAT: Okay.
 24 MR. TRIAS: I think that's a great idea,
 25 Mr. Attorney.

1 the language.
 2 MR. TRIAS: That's not what I said. I said
 3 we have two memos.
 4 MS. MENENDEZ: I'm talking about the first
 5 one. I'm not talking about them.
 6 MR. TRIAS: Okay.
 7 MS. MENENDEZ: I'm talking about the very
 8 first one, which is F-1. My question is, I
 9 thought you had made a statement that this is
 10 only being transferred to another section. Why
 11 are you rolling your eyes, Mr. Planning
 12 Director? Why are you rolling your eyes?
 13 MR. TRIAS: Because I made a statement that
 14 we have two Ordinances, two Ordinances, and,
 15 yes, maybe the first one deals with only the
 16 transfer.
 17 We have two memos before you for
 18 information. One of them, one of the memos,
 19 deals with removal from the Zoning Code.
 20 MS. MENENDEZ: Okay. Can we just take one
 21 at a time, would be my suggestion?
 22 MR. TRIAS: Which one would you like to take?
 23 MS. MENENDEZ: The first one, the F-1. I
 24 have to go like this. I don't know why. It's
 25 something I have --

1 There are two discussion items. There are
 2 three Ordinances, but there are actually two
 3 topics. The first two deal with some of the
 4 changes that we have been working on on the
 5 Zoning Code. And there are two memos that were
 6 provided to you. One is the memo that is
 7 titled Removal from the Zoning Code. That's
 8 basically a strike-through memo. The other one
 9 is a memo that transfers certain text to the
 10 City Code.
 11 MS. MENENDEZ: So you're saying it's only a
 12 transfer? Is there any changes to the Code?
 13 MR. TRIAS: No, not at all. I mean, no
 14 additions. It's simply removals.
 15 MR. GRABIEL: Is this a result of the study
 16 being done by outside consultants?
 17 MR. TRIAS: Yes. And it is presented to
 18 you, just so you see where we are and see if
 19 you have any ideas or any thoughts or anything
 20 that is missing. It's for discussion. It
 21 gives you an opportunity to get an update on
 22 the process.
 23 MS. MENENDEZ: I'm sorry, I might not have
 24 understood it. You're saying that this is just
 25 a transfer. You're not removing anything from

1 MS. ANDERSON: Which is F-1?
 2 MS. MENENDEZ: F-1 is the one that deals
 3 with the BIOD district, the Business
 4 Improvement Overlay District.
 5 MR. TRIAS: This deals with removing
 6 certain outdated conflicting regulations from
 7 the Zoning Code. So this is the memo that is
 8 titled, Removal from Zoning Code.
 9 MS. MENENDEZ: Right.
 10 MR. TRIAS: And this one is just
 11 strike-throughs. There's no additions.
 12 There's nothing new. There's no transfer of
 13 any text to any other place. It's simply the
 14 removal.
 15 MS. MENENDEZ: Okay. So this isn't a
 16 transfer? This is a removal?
 17 MR. TRIAS: Yes.
 18 MS. MENENDEZ: Thank you, sir.
 19 CHAIRMAN AIZENSTAT: Is that because it's
 20 obsolete or is that because --
 21 MR. TRIAS: Generally. Like, for example,
 22 DRIs, they don't exist anymore. So that's
 23 obsolete. So we're taking that out.
 24 There are some things that really -- yes,
 25 the answer is, yes, it's basically obsolete.

<p style="text-align: right;">Page 133</p> <p>1 MS. ANDERSON: So the outdoor dining is</p> <p>2 covered somewhere else?</p> <p>3 MR. TRIAS: Yes.</p> <p>4 MS. MENENDEZ: Where is it covered?</p> <p>5 MR. TRIAS: Which item exactly are you</p> <p>6 asking about? Which page and which line?</p> <p>7 MS. ANDERSON: I'm on Page 4 of 5, Section</p> <p>8 4-206.</p> <p>9 CHAIRMAN AIZENSTAT: Item Number 2, Outdoor</p> <p>10 Seating Expedited Process.</p> <p>11 MR. TRIAS: Oh, yeah. It's just that we're</p> <p>12 just removing the title. Yeah, that's all</p> <p>13 there is.</p> <p>14 MS. ANDERSON: You're just removing the</p> <p>15 title?</p> <p>16 MR. TRIAS: Yeah. I don't want you to</p> <p>17 overthink this. I mean, all we're doing is</p> <p>18 making some corrections. We're not changing</p> <p>19 anything in any major way.</p> <p>20 MS. ANDERSON: As long as we don't have all</p> <p>21 of the tables and chairs blocking all of the</p> <p>22 pedestrian area.</p> <p>23 MR. TRIAS: No. No. We won't do any of that.</p> <p>24 CHAIRMAN AIZENSTAT: So, Ramon, what are</p> <p>25 you looking at from us, basically? In other</p>	<p style="text-align: right;">Page 134</p> <p>1 words, you come to us and you say, we're just</p> <p>2 removing stuff. What is it that we have --</p> <p>3 MR. TRIAS: You may recall that the</p> <p>4 consultant said that we were going to do Phase</p> <p>5 2 of this process and Phase 2 was going to be</p> <p>6 corrections, et cetera. So I wanted to give</p> <p>7 you an early draft, just to see if there was</p> <p>8 anything obviously wrong or anything obviously</p> <p>9 missing or anything obviously that you would</p> <p>10 prefer, just to set some policy. And then it</p> <p>11 will come back to you as an Ordinance,</p> <p>12 hopefully soon, hopefully soon.</p> <p>13 CHAIRMAN AIZENSTAT: A lot of items here</p> <p>14 seem to be regarding Planning and Zoning Board</p> <p>15 review, from what I'm seeing. Am I correct?</p> <p>16 MR. TRIAS: I wouldn't say that, no. I</p> <p>17 don't think that's really the case, no.</p> <p>18 Although some things may apply, but like, for</p> <p>19 example, we're taking some definitions out. I</p> <p>20 mean, that doesn't have to do with anything.</p> <p>21 And some of the definitions are simply not</p> <p>22 effective, and we're trying to make them</p> <p>23 better.</p> <p>24 MR. COLLIER: Mr. Chairman, I think what</p> <p>25 you're looking at the Standards for Development</p>
<p style="text-align: right;">Page 135</p> <p>1 of Regional Impact, and there's a role that the</p> <p>2 Planning and Zoning Board had in that process,</p> <p>3 and I believe what the Director was saying is</p> <p>4 that, since DRIs don't exist anymore, there's</p> <p>5 no reason to have the Planning and Zoning Board</p> <p>6 review.</p> <p>7 We're here to help each other out, Ramon,</p> <p>8 right?</p> <p>9 CHAIRMAN AIZENSTAT: That makes sense.</p> <p>10 MR. TRIAS: Thank you. Thank you.</p> <p>11 You know, back in the day, when I was a</p> <p>12 rookie planner, I used to work in the Regional</p> <p>13 Planning Council, all of the Regional Planning</p> <p>14 Council work was DRI work, but that was then.</p> <p>15 That doesn't exist anymore. The DRIs were</p> <p>16 taken out of the process. So now we're taking</p> <p>17 it out from the Code.</p> <p>18 MS. ANDERSON: Okay.</p> <p>19 MS. MENENDEZ: And then the one that refers</p> <p>20 to Development Review, that's transferred to</p> <p>21 the City Code?</p> <p>22 MR. TRIAS: Are we going to talk about the</p> <p>23 second memo now?</p> <p>24 MS. MENENDEZ: Yeah. I think we're done</p> <p>25 with the first one, right?</p>	<p style="text-align: right;">Page 136</p> <p>1 MR. TRIAS: So the second memo is</p> <p>2 transferred to the City Code, and that has to</p> <p>3 do with some topics that we believe would work</p> <p>4 better in the City Code, just concurrency, for</p> <p>5 example, the review of concurrency.</p> <p>6 Yes?</p> <p>7 MS. ANDERSON: I just made notations of a</p> <p>8 couple of things. Sidewalk, street lighting,</p> <p>9 utility poles and underground utilities, does</p> <p>10 that mean that Planning and Zoning wouldn't</p> <p>11 look at those issues anymore?</p> <p>12 MR. TRIAS: No. What that means is that</p> <p>13 the standard of the technical requirements for</p> <p>14 lighting and paving and so on are really a</p> <p>15 Public Works type of review. We review things</p> <p>16 conceptually, for lack of a better word, so we</p> <p>17 do look that -- we have sidewalks, that the</p> <p>18 sidewalks have lighting, but we don't</p> <p>19 necessarily look at the technical standards</p> <p>20 that are required to get a permit for those</p> <p>21 things.</p> <p>22 So some of that is being relocated better</p> <p>23 for the City Code.</p> <p>24 MS. ANDERSON: But Planning and Zoning</p> <p>25 could still hear from residents that we need</p>

<p style="text-align: right;">Page 137</p> <p>1 more crosswalks and sidewalks and lighting, et 2 cetera? 3 MR. TRIAS: Yes. That's the right process 4 for public input. 5 CHAIRMAN AIZENSTAT: Can I just ask 6 something? 7 MR. TRIAS: Yes. 8 MS. ANDERSON: Sure. 9 CHAIRMAN AIZENSTAT: We have a new deputy 10 of Development Services and Zoning Official. 11 What I'd like to ask, and I know it's a little 12 bit out of sync, if you don't mind coming up 13 and just introducing yourself and just telling 14 us a little bit about yourself. I don't mean 15 to step on Ramon or -- but if you don't mind, 16 that would be great. 17 MR. TRIAS: Yes. 18 MR. CEJAS: Hi, how are you all? My name 19 is Devin M. Cejas, and I am the new Deputy 20 Development Services Director and Zoning 21 Official. I'm new here, about two months, so 22 I'm still gathering myself and -- 23 CHAIRMAN AIZENSTAT: Welcome. 24 MR. CEJAS: -- getting acclimated, if you 25 will, and trying to understand this amazing</p>	<p style="text-align: right;">Page 138</p> <p>1 Code that you have here in the City of Coral 2 Gables. 3 CHAIRMAN AIZENSTAT: Can you tell us a 4 little bit about yourself, where you come from, 5 your background? 6 MR. CEJAS: Sure. My background, many 7 years estimating construction, also Master's in 8 Landscape Architecture, Environmental and Urban 9 Design. I just recently migrated over from the 10 City of Miami, where I was the previous Zoning 11 Administrator and Director for the last four -- 12 four and a half years. 13 Prior to that, I had my own firm designing 14 landscapes. And before that, managing projects 15 and I'm involved with assessing risks for 16 insurance companies for buildings and 17 structures. So very diversified, but always 18 around the realm of somehow enforcing policy, 19 and here I am today as your Zoning Official, as 20 well as your Deputy Director. 21 CHAIRMAN AIZENSTAT: Well, on behalf of the 22 Board, I'm sure, everybody here, welcome. 23 MS. ANDERSON: Welcome. Thank you. 24 MS. MENENDEZ: Welcome. 25 MS. CEJAS: Thank you very much.</p>
<p style="text-align: right;">Page 139</p> <p>1 CHAIRMAN AIZENSTAT: Thank you. 2 Sorry, Ramon. 3 MR. TRIAS: No. That was very good. 4 So hopefully we'll have very good help with 5 many of these issues that we are working on. 6 The second memo was simply an issue that there 7 were some things in the Zoning Code that were 8 very technical, that are best dealt with by 9 other departments through the permit process. 10 That's the intent of that. 11 You know, the intent of today's discussion 12 is not to overcomplicate this. It's simply to 13 give you a sense of what's happening, to keep 14 you up-to-date, and then we'll bring you the 15 finalized memos. 16 CHAIRMAN AIZENSTAT: How is everything 17 working out in the Zoning Code Re-write? 18 MR. TRIAS: I think, very well. I think 19 that the more difficult things are going to be 20 Phase 3, which is the new content and that's 21 where I anticipate some discussion and some 22 disagreements and so on. 23 MS. MENENDEZ: I mean, can you just explain 24 that a little? How are you approaching that? 25 MR. TRIAS: As you know, we already did one</p>	<p style="text-align: right;">Page 140</p> <p>1 thing, which is we voted on the restructuring 2 of the Code. That's a very good thing. So 3 that allows us to change or transition the Code 4 towards Municode which is a web-based program 5 that works very well. 6 Okay, fine. 7 Before we do that, we wanted to get rid of 8 a few things that don't fit in the Code. 9 That's what we're doing today and hopefully in 10 the next month or so. 11 CHAIRMAN AIZENSTAT: So cleanup? 12 MR. TRIAS: Cleanup. 13 So, after that, we're going to deal with 14 some very discreet topics that we have 15 identified through a discussion process. For 16 example, MF-2, open space. I mean, things that 17 you would find -- expected things that are 18 ongoing in terms of lack of clarity and so on. 19 So I would expect that at that point the 20 consultant will be here more often and have 21 more input and discussion with you. 22 CHAIRMAN AIZENSTAT: I mean, I remember 23 when we went through the Zoning Code Re-write. 24 MS. MENENDEZ: Yeah. 25 CHAIRMAN AIZENSTAT: I know Robert was</p>

<p style="text-align: right;">Page 141</p> <p>1 here. I was here. Maria, well, you were on 2 the City side. 3 MS. MENENDEZ: I was Staff. 4 CHAIRMAN AIZENSTAT: You were on Staff. 5 But we used to meet sometimes twice a month and 6 be here until midnight. 7 MR. TRIAS: That's what we plan to do 8 again, every day of the week. 9 MS. VELEZ: You have to bring dinner. 10 CHAIRMAN AIZENSTAT: That means we get 11 double salary. Zero. Double. 12 MS. ANDERSON: Double zeros. 13 MS. MENENDEZ: Zero times two. 14 MR. TRIAS: Now, all jokes aside, I think 15 that was a fantastic effort that you did back 16 then, and like I like to say to people, that 17 represents maybe 90 percent of the Code and now 18 we're doing 10 percent. So hopefully it won't 19 take as much time. 20 CHAIRMAN AIZENSTAT: Good. Good. 21 MR. TRIAS: And it's going to be much 22 simpler, at least from my perspective. 23 CHAIRMAN AIZENSTAT: We look forward to it. 24 MS. VELEZ: Do we need to look at the third 25 one? There was a Zoning Code Text Amendment.</p>	<p style="text-align: right;">Page 142</p> <p>1 MR. TRIAS: Yeah, there was a third issue, 2 if we could move on to that. That one has to 3 do with tree houses and playhouses. 4 MS. ANDERSON: Something near and dear to 5 my heart. 6 MR. TRIAS: So this is some of my best 7 work, actually, that I ever did, in terms of 8 writing Code. 9 No, it's not. It's actually very simple, 10 and what happened was that we had a controversy 11 about one specific case, and then the 12 Commission asked me to talk to you and see if 13 you had any thoughts on the topic. So just for 14 discussion purposes, to start a discussion, we 15 came up with this language. 16 As you know, the Code currently has 17 playhouse as one option and playhouse is not 18 defined very well, and it requires -- it wasn't 19 very useful, for the purpose of today's 20 playhouses. So we came up with some thoughts. 21 For example, that they should follow -- 22 whatever is constructed should follow 23 playground standards, for lack of a better 24 term, and that has to do with the way that 25 playgrounds are regulated in a certain way for</p>
<p style="text-align: right;">Page 143</p> <p>1 safety, for example. 2 We also thought that maybe the dimensions 3 could be regulated to 120 square feet, and that 4 keeps it within reason in terms of the size. 5 MS. MENENDEZ: Where did you get that 6 dimension? Why that dimension? 7 MR. TRIAS: That dimension was discussed by 8 Staff, and I don't think there's any science 9 behind it, except it seemed like a reasonable 10 area for a backyard in Coral Gables. 11 MS. ANDERSON: Ten by ten. Ten by twelve. 12 Four by ten. 13 MS. MENENDEZ: Yeah, I know, but I was just 14 asking, why that number, why not another 15 number? But that's fine. 16 MR. TRIAS: Yeah, and that's a very good 17 question. A very good question. 18 MS. MENENDEZ: Yeah. 19 MS. VELEZ: So I have a question. So what 20 happens if you have -- say, the swing set, per 21 se, with climbing things -- 22 MR. TRIAS: That's C. C says, may include 23 a swing set, jungle gyms and sport and just has 24 equipment, yes. 25 MS. VELEZ: But what if I want to also have</p>	<p style="text-align: right;">Page 144</p> <p>1 a playhouse, a doll house? 2 MR. TRIAS: You can do that, too. 3 MS. VELEZ: Is that part or in addition to 4 the 120? 5 MR. TRIAS: That will be part of the 120. 6 MS. VELEZ: Okay. So that's something that 7 we need to look at. Okay. 8 CHAIRMAN AIZENSTAT: What happens in 9 duplexes? 10 MR. TRIAS: Well, this was regulated for 11 Single-Family. I think we made that 12 specifically. So if you'd prefer, we could 13 also -- 14 CHAIRMAN AIZENSTAT: I mean, I'm thinking, 15 there are certain areas within our City that 16 has twin homes. You know, the modern version 17 is called a twin home. 18 MS. MENENDEZ: Especially with the 19 townhouses now, too. 20 CHAIRMAN AIZENSTAT: Right. The townhouses 21 are what I would call a twin home. And, you 22 know, an area may be, for example, where the 23 Fridays is, that area behind there and so 24 forth, and that's Residential. So how would 25 you treat those areas or those families or</p>

1 those homes? Do you allow one per each side?
 2 Because usually when you do a townhome,
 3 you're going to take a property, you're going
 4 to have two folio numbers and you're going to
 5 have two electrical panels and you're going to
 6 have two water meters.
 7 MR. TRIAS: That will be a duplex.
 8 CHAIRMAN AIZENSTAT: I'm sorry, I'm talking
 9 more of a duplex. I apologize.
 10 MR. TRIAS: Yeah. That's really -- the
 11 reason I'm here is to get your recommendation,
 12 to bring it back to the Commission. If you
 13 believe that each duplex should be allowed
 14 one --
 15 CHAIRMAN AIZENSTAT: But they're a home.
 16 MS. VELEZ: But it's not Single-Family
 17 residential.
 18 CHAIRMAN AIZENSTAT: It's not
 19 Single-Family.
 20 MS. VELEZ: The Zoning is not Single-Family
 21 Residential. This is limited to Single-Family
 22 Residential District.
 23 CHAIRMAN AIZENSTAT: So then they can't put
 24 a playhouse? I just don't know how it works.
 25 I'm just asking.

1 CHAIRMAN AIZENSTAT: No. No. No.
 2 MR. GRABIEL: Just duplex.
 3 CHAIRMAN AIZENSTAT: Just duplexes.
 4 MR. GRABIEL: I mean, I can think of all of
 5 the duplexes in Segovia that have huge sites,
 6 each one of them --
 7 CHAIRMAN AIZENSTAT: Each one has their own
 8 pool.
 9 MS. MENENDEZ: But, I mean, the
 10 requirements even for, let's say, a townhouse
 11 or a Multi-Family are very restrictive. I
 12 don't think you can really have it -- unless
 13 you have an interior court, that doesn't allow
 14 for the visibility from the outside. You know,
 15 what I'm trying to say is that you might have
 16 those conditions where you have an interior
 17 green area, where they want to put a little
 18 play area.
 19 CHAIRMAN AIZENSTAT: That may be Commercial
 20 use, though.
 21 MS. MENENDEZ: But it's people living
 22 there.
 23 CHAIRMAN AIZENSTAT: Right, but it's more
 24 of a Commercial -- to me, I see it more as a
 25 Commercial property, where you have many

1 MR. TRIAS: Right. The answer would be,
 2 yes. I mean, they cannot do it unless it's
 3 Single-Family house. That's the way that this
 4 was drafted. However, if you believe it should
 5 be expanded to --
 6 MS. MENENDEZ: I think that as long as it
 7 meets the other requirements, it should be
 8 allowed in any family residential.
 9 MR. TRIAS: In duplex?
 10 CHAIRMAN AIZENSTAT: Just not in an
 11 apartment building, not in a four -- you
 12 know --
 13 MS. MENENDEZ: I mean, if they have an
 14 interior space that meets all of these
 15 requirements, why not allow them to have a play
 16 area?
 17 MS. ANDERSON: Right.
 18 MS. MENENDEZ: I mean, you have to look at
 19 it, but I think what you're hearing is that
 20 we'd be receptive to allowing the residential
 21 uses to have playgrounds.
 22 MS. VELEZ: There are a lot of other --
 23 MR. TRIAS: But let's clarify that.
 24 Residential uses means Single-Family and MF-1,
 25 duplex. I think, if we add MFSA, which is --

1 residents, if I'm understanding you correctly.
 2 MS. MENENDEZ: Right.
 3 CHAIRMAN AIZENSTAT: In a duplex, for
 4 example, they have a common wall and they're
 5 two separate homes right there.
 6 MS. MENENDEZ: But the spirit is to allow
 7 for playgrounds for families.
 8 CHAIRMAN AIZENSTAT: Right. But can't they
 9 now come in and get a playground for that
 10 project? What happens?
 11 MS. MENENDEZ: I don't think it's been
 12 addressed. I don't think it's in anywhere. I
 13 mean, correct me I am wrong.
 14 MR. TRIAS: Let me give you my best attempt
 15 at explaining what the issue is. The issue is,
 16 right now, people are locating playgrounds in
 17 the backyard, hopefully, maybe in the front
 18 yard, too.
 19 MS. VELEZ: Or the side yard sometimes.
 20 MR. TRIAS: Or the side yards. So
 21 sometimes that affects the neighbors. And
 22 there was no way to regulate it. That's really
 23 the main issue. I don't think we're talking
 24 about Multi-Family or apartments as much.
 25 MR. GRABIEL: Yeah, but I think the

1 question is, if you have an apartment building
2 with more than two units and the owner -- if
3 it's rental, the owners want to put in a
4 playground for the tenants. The owners, they
5 should be allowed to do that, right?

6 MS. MENENDEZ: As long as they meet every
7 other criteria, no visibility, the setbacks are
8 met, no permanent foundation.

9 MS. VELEZ: I think, under a practicality,
10 the liability issues would be so great that no
11 landlord would do that.

12 MS. MENENDEZ: Okay. All right.

13 CHAIRMAN AIZENSTAT: And to me, that's a
14 Commercial project.

15 MS. MENENDEZ: An attorney has spoken.

16 MS. VELEZ: I don't think any landlord in
17 his right mind --

18 MS. MENENDEZ: Okay. So we don't have to
19 worry about it. It will have to come through
20 some variance or something.

21 MR. TRIAS: Yeah, my recommendation is to
22 keep it to Single-Family and MF-1 duplex.

23 MS. MENENDEZ: Okay. Ramon, let me ask
24 you, the five feet rear setbacks, what is the
25 setback for pools? Is it five or ten?

1 MS. VELEZ: Five feet.

2 MR. TRIAS: The setback is ten, but having
3 said that, there are some older buildings that
4 have less.

5 MS. VELEZ: I have seen plenty with --

6 MS. MENENDEZ: But right now, if you were
7 to put in a pool, you have to maintain ten
8 feet?

9 MR. TRIAS: Yes.

10 MS. MENENDEZ: Why five here?

11 MS. VELEZ: It used to be five.

12 MR. GRABIEL: A pool is five feet.

13 MR. TRIAS: Okay. So the setback is ten
14 feet for a building, and what we're saying is
15 that we're allowing to have an encroachment
16 into that setback. That's what this says, at
17 this point. And the reason was that that was
18 the condition that was found in so many places,
19 people would just locate -- in the smaller
20 lots, especially. So we thought that if it was
21 screened and if it was not visible from the
22 street, then that condition would be
23 acceptable.

24 And, you know, given the fact that we tend
25 to have fairly tight lots in many areas of the

1 City, that could be acceptable.

2 MS. ANDERSON: Right.

3 MS. MENENDEZ: Yeah, I know, but I'm
4 thinking of the whole activity and the noise
5 issue and I'm also thinking of the swing going
6 towards the neighbor, you know, over the fence.

7 MS. ANDERSON: Well, which depends on which
8 way you position it.

9 MS. MENENDEZ: I can see it now, with my
10 kids, how they used to love to be up there in
11 the air. It's going to pass five feet.

12 MS. VELEZ: What are we envisioning with
13 sport and exercise equipment? Are we looking
14 at basketball courts or what is --

15 MR. TRIAS: No. Although I have reviewed
16 basketball courts in the past, in some specific
17 areas. That is not the intent of this. This
18 is something that doesn't get a building
19 permit, that doesn't have foundations.

20 MS. VELEZ: No foundations.

21 MR. TRIAS: Yeah. If you were doing some
22 major work like that, you do have to get a
23 permit.

24 MS. ANDERSON: I have a little sticker here
25 issue for you, because lots were sold off and

1 some backyards are narrower than 15 feet, it's
2 not feasible to put any swing set in the
3 backyard at all, but you may have a side yard
4 that doesn't face the street and you could have
5 adequate screening on it. Why not allow the
6 parents to have a swing set there or at least
7 have a swing in a tree hanging? They exist
8 now.

9 MS. MENENDEZ: So you're saying, then, to
10 allow not only under (F) shall be located in
11 rear yard, to say rear and side yard, as long
12 as everything else --

13 MS. ANDERSON: Yes. As long as everything
14 else is maintained, if you don't have a rear
15 yard with adequate space to accommodate a swing
16 set.

17 MR. TRIAS: We could add, rear or side
18 yard. That's a very easy amendment.

19 MS. ANDERSON: All right.

20 MS. VELEZ: I think so.

21 MS. MENENDEZ: I think that's fair.

22 MS. ANDERSON: Would this prohibit folks
23 from, if you have a front yard tree, that is
24 adequate enough to hold one of those swings on
25 a rope, from putting one in?

1 MR. TRIAS: I don't know. I mean, I --

2 MS. VELEZ: It's not screened. It's
3 visible. That's more decorative than anything
4 else.

5 MS. ANDERSON: I mean, I see kids with the
6 infant ones, you know, and they just hang them
7 right there and get to play with their kids
8 upfront.

9 MS. VELEZ: I have a neighbor who put that
10 on their front porch.

11 CHAIRMAN AIZENSTAT: I mean, I think,
12 Ramon, you see some of the items that we're
13 looking at.

14 MS. MENENDEZ: We're pro families.

15 MR. TRIAS: I encourage you to do that.

16 MS. ANDERSON: And then you have the more
17 traditional like a barrel sort of cut out
18 swing. It's kind of nice and decorative. Can
19 you hang that from a tree?

20 MR. TRIAS: As long as your neighbors
21 agree, then I think you're okay. I mean, the
22 issue is that I think that there are multiple
23 things that one can place in a yard, that don't
24 require a building permit.

25 MS. ANDERSON: Right.

1 MR. TRIAS: So here, in this case, we're
2 just saying, these larger things that people
3 like so much and don't require a building
4 permit, need to have some rules. That was the
5 thinking of all of this.

6 MS. VELEZ: Okay. That makes sense.

7 MS. ANDERSON: All right. I just don't
8 want to prohibit the side yard.

9 MR. TRIAS: And I would encourage you not
10 to overthink this one either, because we could
11 write ten pages worth of regulations.

12 MS. ANDERSON: I just don't want to
13 restrict only to the backyard, because some of
14 these backyards are like bowling alleys.

15 MR. TRIAS: Yeah. I understand. I
16 understand.

17 MS. VELEZ: And there are many lots that
18 are odd shaped.

19 MR. TRIAS: Well, if you are okay with
20 this, then we'll bring it as an Ordinance.

21 CHAIRMAN AIZENSTAT: It's discussion, and I
22 think you've heard the discussion from the
23 Board.

24 MR. TRIAS: Yeah. I mean, would you like
25 to see it as an Ordinance in the future?

1 MS. ANDERSON: Yes.

2 MR. TRIAS: Okay.

3 CHAIRMAN AIZENSTAT: Any other discussion?
4 Any other comments?

5 Ramon, you need anything further from the
6 Board?

7 MR. TRIAS: That's it. Thank you very
8 much.

9 MS. VELEZ: Thank you.

10 CHAIRMAN AIZENSTAT: Thank you.

11 MS. ANDERSON: We appreciate it.

12 MR. GRABIEL: Motion to adjourn.

13 CHAIRMAN AIZENSTAT: We have a motion to
14 adjourn. Is there a second?

15 MS. ANDERSON: Second.

16 CHAIRMAN AIZENSTAT: All in favor?

17 MS. VELEZ: Aye.

18 MS. ANDERSON: Aye.

19 CHAIRMAN AIZENSTAT: Aye.

20 (Thereupon, the meeting was adjourned at
21 8:50 p.m.)

1 CERTIFICATE

3 STATE OF FLORIDA:

4 SS.

5 COUNTY OF MIAMI-DADE:

9 I, NIEVES SANCHEZ, Court Reporter, and a Notary
10 Public for the State of Florida at Large, do hereby
11 certify that I was authorized to and did
12 stenographically report the foregoing proceedings and
13 that the transcript is a true and complete record of my
14 stenographic notes.

16 DATED this 17th day of May, 2019.

19 SIGNATURE ON FILE

20 _____
NIEVES SANCHEZ

Menendez, Jill

From: Roberta Neway <robertajn@att.net>
Sent: Wednesday, May 08, 2019 8:05 AM
To: Planning
Cc: Valdes-Fauli, Raul; Keon, Patricia; Lago, Vincente; Mena, Michael; Fors, Jorge
Subject: Riviera Day School - PAD & Site Plan Review

CAUTION: External email. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello,

Below are my comments on the proposed expansion of Riviera Schools' Coral Gables Campus.

(I am copying this to the current Commission as I want them to be aware of the issues that now exist and, indeed, have become worse over time as I know their current focus is on walkability and bike-ability within our city, and, unfortunately, the school currently has a negative impact on both.)

In my opinion, any expansion plans need to address current traffic issues. From what I've read of the proposed expansion, there is no attempt to remedy the dangers and degradation of our neighborhood that results due to poor traffic management by the school. Also, to the best of my knowledge, it fails to address the physical education needs of its students.

First, the block of San Remo that aligns the school and much of Nervia is blocked during drop-off and pick-up more than twice each weekday as the school provides shuttle bus service to its other campus, and this schedule does not align with normal drop-off/pick-up hours. This results in:

- Stalled connectivity for car traffic.
- Potential delays in emergency response times.
- Hazardous conditions for cyclists who choose to cycle down Nervia and/or San Remo during these times.

Second, there are parking issues. Several years ago, five feet of William H. Kerdyk, Jr. and Family Park was removed to create angle parking along San Remo; the City claimed this was for the public using the park. However, the prime beneficiary of this paving over of park space has been Riviera Schools. The losers have been the public who walk around the park's perimeter:

- Angle parking creates a lack of symmetry along the park's perimeter and diminishes the feel of the park.
- Patrons of Riviera Schools frequently park and sit in their vehicles with their engines running upping the heat index of the public right-of-way; this discourages walking and negates the positivity of the park experience.
- Conditions for cyclists who bike along San Remo are extremely dangerous because of this angle parking.

Riviera Schools is not the only offender here, but they are the major one.

Finally, I have seen Riviera students being made to run around the perimeter of the park on the sidewalk. This is not healthy for the students nor is it safe for pedestrians. Granted I have not seen this for some time, so perhaps, students no longer do this and are bused somewhere for recreation. However, any use of the public area for the 'physical education' needs to be addressed in expansion plans.

Allowing Riviera Schools to do any expansion that does not deal with the above issues is a disservice to the quality of life in our neighborhood and should not be allowed.

Thank you for your consideration.

Sincerely,
Roberta Neway
1236 South Alhambra Circle
Coral Gables, FL 33146

From: Alexandrakis, Aphrodite Dimas <aalexandrakis@barry.edu>
Sent: Wednesday, May 08, 2019 10:04 AM
To: Planning
Cc: Alexandrakis, George; Alexandrakis, Aphrodite Dimas; Valdes-Fauli, Raul
Subject: Planning and Zoning Board
Attachments: Opposition to building proposal (1).pdf; Opposition to building proposal (Alexandrakis%2c Aphrodite Dimas).docx

CAUTION: External email. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Ladies and Gentlemen,

Enclosed you will find the attachment letter in Word and PDF for tonight's Board meeting.

Best,

.....
Barry University



Dr. Aphrodite Alexandrakis

Professor of Philosophy and Humanities, Emerita

Fulbright Scholar

Fulbright Senior Specialist

www.barry.edu



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May 8, 2019

From: Professors/Doctors: George and Aphrodite Alexandrakis

6647 Tarrega Street, Coral Gables, Florida, 33146.

To: The City of Coral Gables on the issue of:

Building Proposal by Laro Inc., Riviera Day School, 6800 Nervia Street.

Planning and Zoning Board: Eibi Aizenstat, Maria A. Menendez,

Rhonda A. Anderson, Rober Behar, Julio Grabiell, Alex Mantecon,

Maria Velez.

Dear Members of the City of Coral Gables Board,

It is with sadness that we are writing this letter. As citizens and owners of our house, located just one block from Riviera Day School, we should not have to appeal (1) for the protection of our property that our family and many neighbors have owned for many years (ourselves since 1971), and (2) for the protection of the natural and aesthetic qualities of the “City Beautiful.”

A few years ago, the owners of Riviera Day School succeeded in occasionally using our public park for their use even though this is not a

public school and not a non-profit organization. Now, this corporation's plans for enlarging the school are humanly and aesthetically destructive to our neighborhood.

In order to be brief, I will list a few reasons against the permission of such a building extension:

- 1. The school is located on a small street, Nervia, and it is the only "business" in the area. This street consists of homes across and beyond Riviera Day School.**
- 2. The morning and afternoon school traffic is horrendous. Cars park on other peoples' properties and destroy the city's grass and foliage.**
- 3. A three-floor building will diminish the low-key residential feel of the street and turn it into an extension of what is already built on Sunset Drive. There are no high buildings on Nervia. This is a residential area that will in spirit be changed into a business district if this project is approved.**
- 4. Naturally, our properties will be devalued by the encroachment of a business district area.**

- 5. Aesthetically, it will be disastrous having a three floor huge edifice sticking out of that property and overwhelming the nearby residential houses.**
- 6. Finally, this school is not a non-profit organization like Pinecrest, Sunset, Ransom, and Carrollton schools. It is a business.**

We do hope that you will consider the residents' serious arguments against this proposal.

Sincerely,

**Aphrodite Alexandrakis, Ph.D.
Professor of Philosophy and Humanities, Emerita
Barry University
Fulbright Scholar
Fulbright Senior Specialist**

**George C. Alexandrakis, Ph.D.
Professor of Physics
University of Miami
Coral Gables**