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1 * * * * *

2 MS. HIPPI: I hereby call the Board of

3 Adjustment of the City of Chesterfield meeting

4 for October the 6th, October 6th, 2022. I'm

5 Katherine Hipp, Chair of the Board of

6 Adjustment. Allow me to introduce the other

7 members of the Board in attendance at this

8 meeting.

9 MS. HEBERLE: Melissa Heberle.

10 MS. RADER: Jeannie Rader.

11 MR. BLOCK: Brendan Block.

12 MS. HIPPI: Also in attendance are the City

13 Council Liaison, Merrell Hansen; counsel member

14 Aaron Wahl, Mary Monachella, and Nathan Bruns,

15 who is representing the City Attorney.

16 Assistant City Planner Mike Knight, Executive

17 Assistant Kathy Reiter and our court reporter

18 from Alaris Litigation Services.

19 The first order of business is approval of

20 the November 4th, 2021, minutes. The chair

21 will entertain a motion. Have you all had the

22 opportunity to review the notes of

23 November 4th, 2021? It's been awhile since

24 we've met.

25 MS. HEBERLE: I make a motion to approve

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1 the Minutes from November 4th, 2021.

2 MS. RADER: Seconded.

3 MS. HIPPI: Seconded. And if the members

4 are all in agreement?

5 MR. BLOCK: Yes.

6 MS. HIPPI: The members are all in

7 agreement. The Board will hear one item this

8 evening. Okay. The Board will hear one

9 petition this evening: B.A. 03-2022 1100, White

10 Road Fulton School, a request for the variance

11 from the minimal-lot area requirements of the

12 R-2 residential district and NU, non-urban

13 zoning districts, to permit the junior high and

14 senior high education facilities -- facility

15 uses on 8.9 acres of land.

16 The Chair notes that the affidavit of

17 publication and Exhibits for the Petition have

18 been placed on the dais. As your name is

19 called, you and your representative will be

20 asked to come forward, state your name, explain

21 the variance requested and the hardship or

22 practical difficulty, which necessitates this

23 request. Petitioners are reminded that the

24 Board sits in a quasi-judicial manner.

25 By that, we mean that we act on what is

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1 presented to us tonight. It is the

2 Petitioners' responsibility to show particular

3 hardships or practical difficulties they feel

4 will entitle them to a variance.

5 Please be advised that finances are not

6 considered a hardship. After the Petitioners

7 have presented their requests, there will be an

8 opportunity for anyone in favor or opposition

9 to speak relative to the variance request. The

10 Board will generally make a decision on the

11 request this evening. I will note that it

12 takes four votes in favor to approve a variance

13 request. If the decision of the Board is

14 unfavorable, you have the right to appeal to

15 the St. Louis County Circuit Court.

16 This action must be taken within 30 days

17 of the Board's decision. The first and only

18 item on the agenda is B.A. 03-2022 1100, White

19 Road, Fulton School. Will staff please present

20 their presentation and any comments regarding

21 B.A. 03-2022, please be sworn in by the court

22 reporter.

23 [Thereupon, Michael Knight was sworn.]

24 MR. KNIGHT: I'm Mike Knight with the City

25 of Chesterfield. This is B.A. 03-2022. So, at

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1 its core, this request is pretty

2 straightforward. The Fulton School is located

3 at 1100 White Road. They would like to provide

4 on-site education for junior high and senior

5 high school students. The property is split

6 zoned between two different zoning districts,

7 and the junior-high and senior-high uses are

8 permitted in both of those districts.

9 The minimum lot area for a junior high in

10 any of our residential districts is 10 acres.

11 The minium-lot area for a senior high is

12 20 acres. The subject site is only 8.9 acres.

13 So, they're seeking an area variance to permit

14 those uses on the subject site. So, up on your

15 screen, you see in here where we're at. We're

16 in the northeastern part of Chesterfield.

17 We're east of Olive Boulevard and north of 64.

18 Now, we're zooming on the subject site.

19 It's an 8.9 acre site, but the images you see

20 on your screen are going down White Road from

21 west to east. So, I mentioned two different

22 zoning districts. So, on the top, you see the

23 entire subject site, and below the breakdown of

24 the two districts. You see an R-2 and a NU,

25 and I've explained how that happened. So,

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

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1 or change in site-related items. So, when we
 2 speak on things like: parking access, lighting,
 3 building expansion, those items, any of those
 4 would require a site plan to be submitted to
 5 the City, reviewed and approved in accordance
 6 with our code. So, the variance, itself, does
 7 not approve an expansion of any area of the
 8 site.

9 Also, in the Narrative, they reference a
 10 farm, or there is a reference to a farm. So,
 11 the zoning entitlements currently exist on the
 12 NU portion for a farm. But, again, I will
 13 stress any substantial change to the site would
 14 require that site plans, leaving off some of
 15 these farming activities and changing the
 16 character of the site. They can explain more
 17 if you have any questions about the farm. And
 18 then the daycare, so the daycare building sat
 19 on that R-2 piece in those areas.

20 They have pulled a municipal zoning
 21 approval to demolish that daycare. They
 22 haven't done it yet, but they pulled the
 23 approvals to get rid of that building. The
 24 daycare use, after speaking with their legal
 25 representation, is not moving forward; and,

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1 more importantly, that daycare use, that was
 2 empowered by that conditional-use permit.
 3 That's not permitted on the NU. So, they're
 4 getting rid of the building, and it's not
 5 permitted on that NU portion of the site.
 6 Again, just some items to note about the
 7 petition.

8 So, finally, in summary, the Fulton School
 9 located at 1100 White Road would like to
 10 provide on-site education for junior high and
 11 senior high school students. The junior high
 12 and senior high are both permitted uses in both
 13 those zoning designations. Other than the
 14 minimal-lot area requirements: the ten acres
 15 for junior high, 20 acres for senior high, the
 16 subject site is 8.9 acres. The Fulton School
 17 is requesting an area variance to permit those
 18 uses, and the Board of Adjustment may vote on
 19 this tonight. That concludes my presentation.
 20 I can answer any questions or we can let the
 21 applicants speak to --

22 QUESTIONS BY MR. BLOCK:

23 **Q Just some questions about the daycare**
 24 **issue. I mean, is that really relevant to anything**
 25 **in our decision tonight? Like, they're going to**

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1 **tear down the daycare. What's going to go in the**
 2 **place of that?**

3 A So, I would say that last part of items to
 4 note, they're not relevant to your variance petition
 5 per se; they are just items to note about, you know,
 6 people might, I've heard about the daycare, I've
 7 heard about expansion of the site. Just some
 8 auxiliary items or if we approve, does the building
 9 come down, et cetera. It does not have an effect on
 10 the junior high or senior-high uses; you are
 11 correct.

12 QUESTIONS BY MS. HIPP:

13 **Q Okay. I didn't understand, you know, due**
 14 **to safety and administration of excellence in the**
 15 **school is important, so I didn't quite understand**
 16 **that you're no longer going to have a daycare**
 17 **process. So, daycare to sixth grade, is that no**
 18 **longer going to be affected? You're just looking at**
 19 **junior high and senior high?**

20 A Toddler through senior high. Just there
 21 was a daycare component that was only allowed in 2.5
 22 acres, that's not moving forward. So, toddler
 23 through senior high is the school's operating level.
 24 And, I believe, they'll speak more about the
 25 schooling operation, too.

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1 MS. HIPP: All right.

2 QUESTIONS BY MS. HEBERLE:

3 **Q I just have one question. So, when they**
 4 **talk about the area of 10 and 20, does that -- does**
 5 **it matter the attendance number of students?**

6 A No. It's just you can have a very large
 7 daycare, a very small senior high, that's use
 8 specific. And it's important to note, I guess,
 9 that's across all residential districts. So, we
 10 often see schools in residential districts probably
 11 more common than commercial areas. But that area
 12 requirement is included in all of the potential
 13 residential districts.

14 QUESTIONS BY MS. HIPP:

15 **Q Is that a stackable concept? Because you**
 16 **have a certain amount of acreage required for the**
 17 **junior high. Then, you have a certain amount of**
 18 **acreage required for the senior high. I mean, is it**
 19 **like A plus B, or is just A and B? I mean, I kind**
 20 **of want to know --**

21 A Yeah, it doesn't necessarily go away. So,
 22 if you have 20 acres, you can have these listed
 23 uses. If you have 10 -- you don't need 30 acres to
 24 have --

25 MS. HIPP: Okay.

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1 QUESTIONS BY MS. RADER:
 2 **Q So, what is the thinking behind the**
 3 **acreage for a new school?**
 4 A Okay, so the original intent -- I couldn't
 5 give you the original intent that was entered into
 6 the zoning code, but I can say that existed in the
 7 St. Louis County Zoning Code back in the NU district
 8 regulations from a long time ago. So, it's just one
 9 of these requirements that are in the zoning code.
 10 I couldn't give you the original intent in 1965, but
 11 it's -- it's put in there. I think often, I can't
 12 say specifically, but when we think of schools in
 13 general, we are thinking of larger public schools.
 14 Not maybe the nuance of these private schools. But
 15 I don't have the origination of why that specific
 16 amount of acreage was chosen.
 17 **Q Also, they said there would not be any**
 18 **sports activities. Does that mean the children will**
 19 **not be allowed out of the school or not -- or not**
 20 **doing anything outside?**
 21 A It probably would be most appropriate for
 22 that question for them. I would say that beyond,
 23 like, no organized sports activities beyond your
 24 typical school activities. That would be my
 25 personal characterization. I think it probably

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1 would be more appropriate for them to answer it.
 2 MS. HIPPE: Any further questions? Okay.
 3 Let's hear from the Petitioner. We may have
 4 further follow-up questions. Thank you, Mr.
 5 Knight.
 6 (Whereby, Michael Doster and Kara Douglas were
 7 sworn.)
 8 MR. DOSTER: Members of the Board of
 9 Adjustment, my name is Michael Doster. I'm the
 10 attorney for the applicant this evening. And,
 11 after my testimony, Kara Douglas, who is the
 12 head of the school will testify, and she will
 13 testify more thoroughly and in more detail about
 14 the operations of the school, how it is not
 15 like a traditional junior high or high school;
 16 but I will touch on that briefly as I go
 17 through my presentation. Before I start my
 18 presentation, however, I would like to address
 19 a couple questions that you have already asked
 20 the staff, because I know that's on your mind,
 21 and we might as well try to address that right
 22 away.
 23 You've been talking about two parcels.
 24 There's a small parcel to the west where the
 25 Little House is currently located. And that's

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1 where the daycare operation was operated. The
 2 Fulton School has applied for a permit to
 3 demolish that building. I believe that permit
 4 has been issued. So, that building will come
 5 down, and the Fulton School has no current
 6 plans to build anything on that property or to
 7 conduct any activities on that property, other
 8 than they will allow people to walk on it.
 9 It's heavily treed. It's an attractive piece
 10 of property.
 11 And you will see, as we go through the
 12 presentation with respect to the eastern
 13 parcel, which is where the buildings are
 14 located, that there are no plans currently to
 15 expand it. We don't need to. And you'll
 16 understand why we don't need to as we move
 17 forward.
 18 In terms of athletic activity, for decades
 19 athletic activities have been conducted
 20 outside. There's a field north of the existing
 21 buildings. You'll see it in a photo that I'll
 22 show you shortly, which has been used for
 23 softball or soccer; but there are no lights.
 24 I'm not even aware that there are any bleachers
 25 there. There might be a small set of

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1 bleachers, but we do not have any other types
 2 of athletic activities. And my understanding
 3 is the history of the area requirement that
 4 we're dealing with this evening is that years
 5 ago, when this was made part of the St. Louis
 6 County Code, Chesterfield subsequently adopted
 7 it, there was an assumption that if you have a
 8 senior high or a high school, there would be
 9 certain activities outside. Football, for
 10 example. And football requires a lot of space,
 11 requires a big field, stands, lights.
 12 We don't have lights, and we don't intend
 13 to install lights on the soccer field. That's
 14 also used at times for, I assume, kickball and
 15 softball. But that was the assumption. Of
 16 course, to a lesser degree, if it was a junior
 17 high, maybe the outdoor facility would not be
 18 as expansive. You don't get the crowds at
 19 junior-high games in some places that you do --
 20 and, of course, that's not relevant to us,
 21 which is why we're seeking a variance.
 22 Because, to us, given the fact we've
 23 operated there for decades, and we don't have
 24 any way to expand, it makes more sense to have
 25 a lower minimum for us. And it would only

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1 apply to this property as currently operated.
 2 It wouldn't apply to anybody else in the City.
 3 MS. HIPPE: Because you've only operated
 4 there as an elementary-school capacity; is that
 5 correct?
 6 MR. DOSTER: Well, the terminology we're
 7 going to get into, because given the philosophy
 8 of the school from the beginning, we don't use
 9 terminology like grade school or junior high or
 10 senior high or high school. We use upper
 11 school and lower school. And it's a reflection
 12 of the philosophy that Kara will get into.
 13 It's really more appropriate to hear from her
 14 on that.
 15 So, that has been one of the problems.
 16 So, I think because of the terminology we use,
 17 the folks who put the merger together were
 18 oblivious to the area requirement and the
 19 City's code for junior high and senior high.
 20 Because those are terms that are not used in
 21 our community. So, unless you have more
 22 questions for me at this point, I'll get into
 23 my presentation; is that all right?
 24 So, I want to do a summary of the request
 25 briefly. As mentioned in, June of this year,

Page 22

1 the Fulton School at St. Albans and the
 2 Chesterfield Day School merged. And, of
 3 course, that means that the population that was
 4 at the Fulton School of St. Albans would move
 5 to Chesterfield Day School on White Road. The
 6 Chesterfield Day School on White Road operated
 7 a lower school for many years, and that would
 8 be up through sixth grade.
 9 Fulton School at St. Albans, at the time
 10 of the merger or prior to the merger, operated
 11 a lower school and an upper school. And Kara
 12 can tell you about that because until the
 13 merger, she was the head of the school at the
 14 Fulton School at St. Albans. I've already
 15 mentioned this difference in terminology with
 16 the interpretation of the upper school as
 17 including the junior high and high school.
 18 Again, junior high and high school really
 19 doesn't have a meaning, specifically, in our
 20 community because of the philosophy that the
 21 school has and the way it operates, the
 22 curriculum it has and the programming it has.
 23 As you'll hear from Kara, the upper school
 24 is not a traditional junior high or high
 25 school. It is quite different, and it is

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1 small. Mike Knight already mentioned the
 2 school use is permitted, so we're not here
 3 seeking a use variance. We are already
 4 permitted to operate as a school at this
 5 location. And we already heard about what the
 6 code requires in terms of minimal acreage, and
 7 I'll mention that again briefly in a moment.
 8 So, again, we are requesting an area variance,
 9 not a use variance.
 10 In other words, we're asking that the
 11 minimum acreage for our operation be set at
 12 8 acres. As Mike Knight pointed out, the
 13 property in total is almost 9 acres. It's
 14 slightly less. The reason why we're asking for
 15 a minimal of 8 is that sometimes, depending
 16 upon who does the survey and how it's done, the
 17 acreage could vary by a tenth or two, one way
 18 or the other, so we think it would be better to
 19 just ask for 8 under the circumstances, and
 20 that would allow us to operate it in the
 21 future, as far as we can see it. Every
 22 variance is reviewed under the
 23 practical-difficulty standard, not the hardship
 24 standard. That's been the law in Missouri
 25 since 1986, the Missouri Supreme Court case of

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1 Matthew versus Smith.
 2 Practical difficulty, what do we point to?
 3 Well, one of the things we point to is the
 4 several reasons for the merger, which Kara will
 5 also go into; but what has happened in the
 6 marketplace is that enrollments are down,
 7 particularly at private schools. I've sure
 8 you've seen in the news media recently that
 9 Catholic schools are being closed. There are
 10 some non-Catholic private schools that are
 11 struggling, and what happened over the years,
 12 since the creation of the St. Albans' campus,
 13 is that both the St. Albans' campus and White
 14 Road campus were challenged with enrollment.
 15 You'll hear more about the enrollment
 16 figures currently at White Road, but, at one
 17 time, my history goes way back, and I'll
 18 explain that in just a moment; at one time we
 19 had a peak enrollment at White Road of 330
 20 students. We're nowhere near that today.
 21 Another reason for the practical difficulty is
 22 the folks who put the merger together had no
 23 knowledge of the area requirement.
 24 Now, you can say, well, we're charged with
 25 knowing the law, but the terminology is foreign

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

7 (Pages 25 to 28)

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1 And on the left, you can see what we call the
 2 Little House, and it has been slated for
 3 demolition.
 4 QUESTIONS BY MS. HIPPI:
 5 **Q You don't have anything you're going to be**
 6 **putting in place of that Little House? It'll just**
 7 **be --**
 8 A I'm sorry, I can't hear you.
 9 **Q There's no other building that's going to**
 10 **come as a result of that demolition? No further**
 11 **construction, right?**
 12 A No, we don't currently have any plans for
 13 that parcel.
 14 MS. HIPPI: Okay, thank you.
 15 MR. DOSTER: I believe that we are
 16 entitled to a variance because of the practical
 17 difficulty that I explained. I know that
 18 normally you have five. You only have four
 19 tonight, and I know that it takes four votes to
 20 approve it. So, I'm hoping that you will see
 21 your way clear to vote in favor of the
 22 variance. If you don't, it -- I will just say
 23 it will be a very difficult problem for the
 24 school. If we can't combine the lower and
 25 upper school operations. So, unless you have

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1 questions for me, I will turn it over to Kara.
 2 MS. HIPPI: Any questions? Thank you, sir.
 3 MS. DOUGLAS: Good evening, I'm Kara
 4 Douglas. I'm the head of the school of the
 5 newly merged Fulton School, but I've been the
 6 head of the Fulton School at the St. Albans'
 7 location and previously the Chesterfield Day
 8 School in St. Albans was our title when I was
 9 hired. And I've been there for about -- all of
 10 this together, for 16 years. I'm a graduate of
 11 Chesterfield Day School. Was there
 12 from toddler through sixth grade and, so,
 13 coming back home in this merge.
 14 Thank you for being here tonight and
 15 giving up your evening to hear our plea. So,
 16 just to give you a little of the recent history
 17 and a sense of what the school is and why we're
 18 different, why we don't need 20 acres, I wanted
 19 to paint you a picture of the two schools,
 20 which I always considered sister schools. One
 21 was much older and one newer. And we -- we
 22 separated in, as Mike said, in the 2007-08
 23 school year.
 24 It was really as the result of the death
 25 of Dr. Barb. So, she was sort of the mother of

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1 both schools, and with them being 30 minutes
 2 apart, it really wasn't practical to continue
 3 hiring and continuing the administration
 4 without the joint founder. So, the Fulton
 5 School at St. Albans was twelve acres of land
 6 at St. Albans, although only nine of them were
 7 usable. It was a very similar situation, and
 8 we were nestled under a residential community,
 9 surrounded on one side by our main road and
 10 then by homes, otherwise. So, we are used to
 11 this type of situation. We are small by
 12 design.
 13 We're a Montessori, which is a different
 14 type of education method. It involves a lot
 15 more hands-on learning, experiential learning
 16 and just provides an alternative to families.
 17 We do things differently and offer an alternate
 18 to the larger traditional environments. So, we
 19 added our upper school, as Mike said, in 1998
 20 per parent requests. They wanted to keep doing
 21 what we were doing, wanted their kids to keep
 22 experiencing it. And we really considered
 23 ourselves one school. The Montessori approach
 24 is really developmental. It is really based on
 25 psychology of the child's development. And,

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1 so, we really look at the students as one long
 2 journey from their 18 months, which is a very
 3 typical start date for a Montessori school, all
 4 the way through 12th grade.
 5 It is broken into lower school and upper
 6 school. And that's really just a reflection of
 7 childhood versus adolescence, the two main
 8 development periods. So, that's how we think
 9 about it, talk about it. Everything on our
 10 website, everything in our board meetings
 11 surrounds these two areas of childhood or --
 12 two planes of development and the needs that
 13 are required by those developmental stages.
 14 Our classes are multi-age, so some of the ways
 15 we do things differently, we have three years
 16 of students together.
 17 The older students are working on
 18 leadership skills and being good role models.
 19 The younger students see what's coming next by
 20 watching the older students. Assessments are
 21 process based rather than outcome based. So,
 22 we feel like if we really focus on the process
 23 of learning that the outcomes will work
 24 themselves out. And we place a high priority
 25 on learning, at their own rate and independence

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1 in learning.
 2 This all, eventually, we'll kind of pull
 3 all this back to how it relates to the property
 4 and why we don't need a big property. We aim
 5 to partner with organizations outside of school
 6 for internships, long-term projects and long
 7 term volunteering. So, we don't need as much
 8 on our campus because we're going to other
 9 businesses to work and have experiences.
 10 And one of our philosophical goals is to
 11 bring textbooks to life through experiences,
 12 through gardens, through travel, through an
 13 apiary, multiple classroom pets at every age.
 14 And we're here to support science, art,
 15 character, education. All of these experiences
 16 not only teach, but you can use them to tie
 17 into the textbook work you might do, but they
 18 also develop empathy, care and respect and
 19 responsibility. We have an extensive STEM
 20 program with Makerspace and robotics to empower
 21 kids to explore science programming and design
 22 with high-tech equipment. Students run
 23 businesses from sixth grade on to study
 24 entrepreneurship and partnerships. Again, it's
 25 also part of the math curriculum to tie into

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1 well with small groups and would never be
 2 sustainable in a really large environment.
 3 Theater, big sports, large productions, those
 4 are unrealistic, but they're also not
 5 missionable. They're not what we're inviting
 6 our parents to come for, and it's not why they
 7 are enrolling.
 8 So, Chesterfield Day School, switching to
 9 our sister school, was also on 8 to 9 acres,
 10 nestled in a residential neighborhood. We were
 11 also small by design and Montessori. We, also,
 12 defined ourselves as a school that does things
 13 differently, offer families an alternative to a
 14 larger traditional environment. We were very
 15 developmentally focused and followed also the
 16 toddler through sixth grade lower school
 17 concept. Classes are multi-ages, assessments
 18 process based, high priority on experiential
 19 learning. We have a tremendous amount in
 20 common, even though we were legally separated
 21 about 15 years ago.
 22 The sixth graders have the opportunity to
 23 run a business there. The fourth through sixth
 24 graders go on their camping trips, same as the
 25 St. Albans' kids have. Families are drawn to

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1 real-math data studies.
 2 And our students travel everywhere,
 3 starting fourth grade from small local camping
 4 trips in the area to international trips in 9th
 5 through 12th grade. This, again, supports
 6 their learning, empathy, their role in the
 7 world, et cetera. It doesn't require a large
 8 building or a lot of acreage.
 9 We have about 50 to 60 students at any
 10 point in our upper school. So, we have to be
 11 discerning about what activities we offer.
 12 They tend to be activities that work for small
 13 groups. It's hard to be experiential. It's
 14 hard to do some of what I talked about doing in
 15 a really large environment. You couldn't have
 16 60 students doing it at once. So, we have to
 17 stay small in order to fulfill our mission.
 18 Individual small teams sports are what we
 19 do to meet the need for sports and gross-motor
 20 activity and teamwork in our kids. Golf,
 21 cross-county, volleyball, basketball are our
 22 current sports. We have that soccer team going
 23 on, and that's about the biggest sport we could
 24 manage with 11 on a team. And then travel
 25 businesses, volunteering, partnerships work

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1 the school because they want something
 2 different. The Montessori philosophy, the
 3 hybrid into the later years offering the chance
 4 for students to learn at their own rates and
 5 develop their self-confidence, have
 6 relationships with teachers, enjoy a more
 7 family-style environment. They have an upper
 8 school, and the families who wanted to continue
 9 in a similar environment really didn't have a
 10 convenient option.
 11 QUESTIONS BY MS. HIPPE:
 12 **Q Ms. Douglas, they did have a lower school,**
 13 **right?**
 14 A Excuse me?
 15 **Q At the Chesterfield --**
 16 A At the Chesterfield location. Not to
 17 continue with what they have there, right.
 18 **Q So, they have the Montessori -- 18 months**
 19 **through 6th grade --**
 20 MS. DOUGLAS: Through 6th. And then the
 21 students have to choose somewhere -- once in a
 22 while someone came out to St. Albans, actually,
 23 but as you'll hear with the merger why that
 24 didn't happen more often but -- so, the next
 25 question is why the merger? We have two

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1 schools that were very similar, other than the
 2 fact that the St. Albans' location had the
 3 upper school. Enrollment was not where either
 4 school wanted to be or at least the changing
 5 landscape of schooling, independent school
 6 since 2008, we went through this big change
 7 with the recession. Covid was a challenge, of
 8 course, for both campuses. But last year, the
 9 St. Albans Board of Trustees decided that to
 10 really thrive, we were going to need to move
 11 the school east.
 12 A majority of our families were from the
 13 Chesterfield and Wildwood area, and really the
 14 location was inconvenient to almost everyone.
 15 Even the people who lived in St. Albans, it
 16 wasn't necessarily convenient for them if they
 17 worked in St. Louis County. So, it was
 18 difficult to grow and hire auxillary positions;
 19 and it was difficult to expand some of the key
 20 elements of the missions. For example,
 21 partnerships with businesses because we were so
 22 far away from everyone.
 23 So, they voted to move east. CDS,
 24 meanwhile, has had a lot of turnover of staff
 25 since the long-time head, Dr. Barb, passed away

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1 in 2005. The lack of continuity has
 2 contributed to a decline in enrollment. And,
 3 as Mike said, peak enrollment was 330 before
 4 her death. In 2005, it was 330. And, so, the
 5 challenges that the St. Albans' campus and
 6 Chesterfield campus faced were really
 7 complementary. And we were able to sort of fix
 8 each other's problems. They provided us with
 9 the opportunity of an ideal location, and we
 10 provided them with some continuity in terms of
 11 me and my administration having been there a
 12 long time, me being a graduate of the
 13 Chesterfield Day School Elementary Program.
 14 So, we bring the stability and leadership
 15 that they've been looking for. So, what's the
 16 programming now? Well, it's much of what I've
 17 already explained. We'll still small by
 18 design. We're Montessori. We're focused on
 19 offering students a variety of unique
 20 opportunities that can only be offered to a
 21 small group: bring textbooks to life,
 22 gardening, using our STEM equipment, traveling,
 23 partnering with local businesses. We don't
 24 have any current plans to expand the present
 25 facilities.

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1 There's been a few questions about the
 2 Little House. It's only been demolished
 3 because it's been neglected, and it's not safe.
 4 So, that's why there's no other plans. It's a
 5 beautiful piece of property, you know, there
 6 will be people wandering and, you know, maybe a
 7 picnic lunch here or there, yeah, but no
 8 official plans. And we, like I said, we still
 9 have no big sports. We play other 1-A schools.
 10 We play St. Louis homeschool teams, and there
 11 are a handful of other 1-A schools in St.
 12 Louis, other very small secondary programs.
 13 So, even if we have a soccer game, you know,
 14 we're going to maybe have 30 guests, right?
 15 These are not games -- these are games mom and
 16 dad come to. They're not games that would draw
 17 a crowd. And our model would just not work
 18 with a large number of students. The brand is
 19 minimalism and very boutique, family friendly.
 20 So, there are no lights, no loud and crazy
 21 events and no significant change to the school'
 22 that's been since 1974. Do you have any
 23 questions for me?
 24 QUESTIONS BY MS. HEBERLE:
 25 **Q I have one question. Do you see the**

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1 **parking situation increasing, like the high-school**
 2 **students? I know you only have --**
 3 A No, really not because the parking's going
 4 to be, you know, a factor of enrollment really. And
 5 we currently have 44 secondary students, only maybe
 6 a dozen of them drive to school. And, you know, I
 7 don't predict it being more than that. Or I didn't
 8 say, actually, our current enrollment is about 160,
 9 you know, we would like to grow a little from there,
 10 but, again, we don't have plans. The building
 11 occupancy alone would, you know, we would get to our
 12 own limits before the building occupancy would even
 13 limit us in terms of our programs.
 14 MS. HIPPI: Any more questions?
 15 MS. HEBERLE: Thank you very much.
 16 MS. HIPPI: Mr. Doster?
 17 MR. DOSTER: Just one final housekeeping
 18 matter, I assume that the packet that Mike
 19 Knight presented is part of the record, and
 20 I'll offer a copy of the slides that we
 21 presented as part of the record.
 22 MS. HIPPI: Oh, that's a great question.
 23 Let's go over all the Exhibits. Mr. Knight,
 24 would you like to go over the exhibits and make
 25 sure that we all have complete packages in

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1 fairness. For example, I have 6-A, and we
 2 discuss having 6-B, 6-C. Let me start with
 3 that. I have Exhibit 6-A, 6-B and 6-C. Just,
 4 basically, your applications for the variance.
 5 Are there additional exhibits besides 6-A, B
 6 and C?
 7 (City Exhibits 1 - 6B were marked into the record.)
 8 MR. KNIGHT: So, basically, I think this
 9 might have been the microphone that was going
 10 off, so, sorry, if you heard it.
 11 MS. HIPPI: No problems.
 12 MR. KNIGHT: Basically, everything on the
 13 exhibits or the application he had, there also
 14 was a requirement for a site plan. So,
 15 that's -- no change, but the most current site
 16 plan, that's part of the Chesterfield Day
 17 School's current location. Then I believe the
 18 re-occupancy permit, that was just submitted on
 19 file, that we couldn't approve, is the last
 20 Exhibit that you have there.
 21 MS. RADER: I did have one question for
 22 Kara. I saw something about bees. Having to
 23 relocate the bees -- relocating the bees. What
 24 is that?
 25 MS. DOUGLAS: So, one of the things -- one

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1 of the hands-on experiences we offer the
 2 students is an apiary. They visit it, they
 3 tend to it and, initially, when we moved there,
 4 moved everything over, the apiary was moved
 5 pretty close to White Road. Actually, on parts
 6 of the land that's going to be empty with the
 7 Little House, because the farm manager just did
 8 it in the chaos of all the moving. I was,
 9 actually, out of town when it happened.
 10 Anyway, as soon -- we, actually, before we even
 11 had any calls about it, we were in the
 12 process -- you have to hire a professional to
 13 move an apiary, though, but it needed to be up
 14 back in that large area with the soccer field.
 15 There's much more land there than even in
 16 the soccer field. So, it was relocated to an
 17 area with hedges and out of the way. We wanted
 18 it out of the way even from our own students,
 19 as well as from any passerby that is on White
 20 Road. But, we did get some attention about
 21 that in July, and we sent out a letter saying
 22 just -- actually, it just kind of made us
 23 think, we need to send out a letter to just of
 24 kind introduce ourselves and what's happened
 25 and what changes are coming about.

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1 And there were a few e-mails and phone
 2 calls, and we confirmed we would be moving the
 3 apiary further off White Road and away from --
 4 but there's plenty of room for it to be
 5 isolated. It just kind of, like I said, in the
 6 chaos of the move, the farm manager was a
 7 little excited to have it in that large open
 8 space in front so --
 9 QUESTIONS BY MS. RADER:
 10 **Q Have the neighbors next to the small park,**
 11 **have they -- are they all on board with this?**
 12 A You know, I -- are they on board with
 13 what?
 14 **Q With the way the apiary is?**
 15 A Yeah, we haven't heard anything more
 16 except positives. We haven't done any more
 17 negatives. We have a number of positive reactions,
 18 just thank you for communicating with them or thank
 19 you for responding to those e-mails. And that will
 20 continue, you know, a really positive relationship
 21 with the neighborhood is a high priority for us.
 22 So, we do what we need to do to keep these
 23 relationships really positive. Not just about the
 24 apiary, about anything that comes up.
 25 MS. HIPPI: And, just for the record, that

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1 is Exhibit 6-B that we're referring to, the
 2 apiary. I know you wrote a very nice letter to
 3 your neighbors. And we look forward to members
 4 of the audience coming to speak for it. We may
 5 have some questions based on those questions.
 6 Mr. Knight, I have Exhibit 6-A, B, and C.
 7 Exhibit 4 and 5. And, also, 1 and 3, but I
 8 don't have a 2, sir. I'm wondering --
 9 MR. KNIGHT: The Notice of Publication?
 10 So, as we put the packets out, the Notice of
 11 Publication hasn't happened yet; but we can,
 12 obviously, get a copy of that.
 13 MS. HIPPI: Okay, I wanted to make sure I
 14 had it. Thank you, sir.
 15 MR. DOSTER: I would like to mark the
 16 Powerpoint as one Exhibit, a collective Exhibit
 17 if that's okay.
 18 MS. HIPPI: Certainly, we can mark that as
 19 Exhibit 7; is that right?
 20 (City Exhibit 7 marked for identification and
 21 admitted into the record)
 22 MS. HIPPI: Would any member of the
 23 community wish to speak in support of the
 24 variance? Mr. Christoffel, please come forward
 25 and be sworn by the reporter here, and let's

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1 hear what you have to say, sir.
 2 (Whereby, Greg Christoffel was sworn.)
 3 MR. CHRISTOFFEL: Yes, my name is Greg
 4 Christoffel, last name is spelled
 5 C-h-r-i-s-t-o-f-f-e-l.
 6 MS. HIPPI: Could you repeat that? I'm
 7 sorry, could you repeat that?
 8 MR. CHRISTOFFEL: It's
 9 C-h-r-i-s-t-o-f-f-e-l. We live at 14547 Coeur
 10 Dalene Court. And we are across-the-street
 11 neighbors, so welcome to the neighborhood. Our
 12 house, when you look out from your parking lot,
 13 there's a -- there's a steep hill. We're the
 14 house on the top of that, right overlooking
 15 your parking lot. So, we are -- and some of
 16 our neighbors, who are along that same street,
 17 are having an interest in knowing what's kind
 18 of going on over there. And I think this is
 19 been a lot of good information, and I would
 20 support. I have several good friends whose
 21 children went to Chesterfield Day School.
 22 We've lived there since 1984, so we're the same
 23 age as the name on the place.
 24 MS. HIPPI: Okay.
 25 MR. CHRISTOFFEL: And it's -- from the

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1 description of what they're going to do, I
 2 think it's an excellent thing. Montessori is a
 3 great thing, and, from the description, there
 4 won't be any disruption. The only thing I
 5 would point out, and probably some others have,
 6 is White Road can be a racetrack. We've been
 7 walking there, walking dogs there around it. I
 8 could draw a diagram on your plat from being
 9 around it. And it's a police issue more than
 10 anything else, but that's the -- cars coming
 11 down White Road to the creek, turning to go
 12 across the front of the school, and there are
 13 times they don't look like they're, actually,
 14 going to make the turn.
 15 But that's the only issue I see and have
 16 noticed from walking the cars in the morning,
 17 especially when there was a bus that was taking
 18 kids out to St. Albans. The traffic congestion
 19 is briefly an issue. Fortunately, I'm a
 20 pedestrian at that time. That's all.
 21 MS. HIPPI: Any questions for this witness?
 22 Mr. Knight, do you have questions of our
 23 speaker? Ms. Christoffel, would you like to
 24 say anything to add to that? Come to the
 25 podium, come to the podium. Join your spouse

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1 at the podium. You're been there since 1984.
 2 Raise your right hand, if you would please.
 3 (Whereby, Ms. Christoffel was sworn.)
 4 MS. CHRISTOFFEL: Yes, as Gary described
 5 where we live, and I enjoy when I go out in the
 6 yard to hear the children playing, because
 7 their little voices come up. I, actually,
 8 right out of college, I was a junior high
 9 teacher. And I've heard some very positive
 10 things about the school. My concern was there
 11 was going to be large buildings going up. But
 12 coming to the meeting, I feel much better about
 13 everything. So, it sounds positive to me.
 14 MS. HIPPI: Do you have any concerns about
 15 the impact of expanding the school to include
 16 the lower -- the lower and upper school
 17 systems? Again, this facility, traffic
 18 concerns, any other concerns that you would
 19 like to address tonight?
 20 MS. CHRISTOFFEL: A couple of the people
 21 that are neighbors have expressed concerns
 22 about more traffic, but it sounds like to me a
 23 lot less students coming from St. Albans than
 24 we initially thought. So, I'm just like, Greg,
 25 I feel positive about it.

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1 MS. HIPPI: Okay, thank you. Mr. Knight,
 2 any questions for this witness? Members of the
 3 Board, any questions for these speakers? Thank
 4 you, Mr. and Mrs. Christoffel. Are there any
 5 other members -- any other members of the
 6 audience that wish to speak on behalf of the
 7 approval of the variance? We'll get to
 8 opposition but right now we'll -- come straight
 9 to the podium, sir.
 10 MR. SAVERIN: I'm opposing it, so I'll
 11 wait.
 12 MS. HIPPI: Okay, we'll wait and hear what
 13 you have to say. Any other members here
 14 tonight? Yes, ma'am? We have a representative
 15 in favor of the variance being --
 16 MS. MONACHELLA: I'm neutral.
 17 MS. HIPPI: You're a neutral. Please, if
 18 you would state -- be sworn in.
 19 MS. MONACHELLA: I'm a council member and
 20 I've already been sworn in.
 21 MS. HIPPI: We'll have you sworn in again
 22 for this purpose.
 23 (Whereby, Mary Monachella was sworn.)
 24 MS. MONACHELLA: I'm Mary Monachella. I'm
 25 the Ward 1 representative, so this is my ward.

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1 Plus, I live right around the corner.
 2 MS. HIPPI: So, thank you for being here
 3 this evening. We look forward to hearing from
 4 you.
 5 MS. MONACHELLA: You're welcome. I just
 6 have a couple comments. I have heard a lot
 7 from neighbors about the worry of the traffic,
 8 too, because the upper-school people drive.
 9 MS. HIPPI: Right.
 10 MS. MONACHELLA: Okay? So, I'm wondering
 11 if that cap of 330, obviously, you can do 330
 12 in the school because you've done that already.
 13 So, I'm wondering if that's -- if anyplace
 14 that's written as the official cap. In other
 15 words, do we have to have another site plan?
 16 Do you need another building if you go higher
 17 than that? I'm looking at the future here, not
 18 now but --
 19 MS. HIPPI: Well, we'll address that
 20 question to Mr. Knight; sir, if the school were
 21 wishing to expand beyond the 330 capacity, what
 22 would be required by the school? Assuming a
 23 futuristic hypothetical, please.
 24 MR. KNIGHT: Well, we use like 330, that
 25 sounds like an internal number, but we also

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1 reference the building capacity. So, there's
 2 fire and building code capacity that you'll
 3 have. Where you will need something from the
 4 City is if you start expanding the footprint of
 5 the property. Are you changing access
 6 location? Really any sort of advancement on
 7 the site or disruption occurred, then you would
 8 need a site plan. But it's not titled to one
 9 specific number of people. Just what you would
 10 have on the site.
 11 MS. HIPPI: Does that answer your question,
 12 ma'am?
 13 MS. MONACHELLA: Somewhat. So, there's no
 14 official limit, I guess, is what I'm after,
 15 because that's what I'm going to get asked.
 16 There's no official limit on the capacity for
 17 the school?
 18 MS. HIPPI: Well, there must be because --
 19 MR. DOSTER: We may be able to --
 20 MS. HIPPI: -- it has a capacity --
 21 MR. DOSTER: Kara may be able to help with
 22 that. May I step up to the podium?
 23 MS. HIPPI: Yes, please, yes, sir. Mr.
 24 Doster, step forward, if you would. Ma'am,
 25 please step aside, and let Mr. Doster have the

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1 microphone, thank you.
 2 MR. DOSTER: And I hope I'm quoting Kara
 3 accurately, but when the school was at 330, she
 4 didn't know how her mom did it. So, given the
 5 change in programming that's necessary by
 6 bringing in upper-school students, and you need
 7 more space per student in order to accommodate
 8 their needs, the actual program limit is quite
 9 a bit less than 330. She may be able to give
 10 you a number, but I think you're also asking
 11 that if, for some reason, the school expanded
 12 in term of numbers, and we couldn't accommodate
 13 them in the current facility, we'd have to go
 14 through a process in the City. Mike's already
 15 explained it. We would have to come with an
 16 amended -- proposed amended site plan, staff
 17 would review it. It goes to the Planning
 18 Commission, and in the City, the Council has
 19 what's called the power of review. So, there's
 20 a whole process that has to be addressed or
 21 followed if that happens. We don't anticipate
 22 that happening because we have an
 23 internal-programmatic limit now that's really
 24 greatly reduced as a result of adding the older
 25 school. Kara, can you add anything to what I

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1 just said?
 2 MS. DOUGLAS: No, I agree. The upper
 3 adolescents need more space. They need more
 4 classrooms for all their specializations. It
 5 can't be 330 again --
 6 MS. MONACHELLA: With that building?
 7 MS. DOUGLAS: With adolescents --
 8 MS. MONACHELLA: Okay.
 9 MS. DOUGLAS: If it was just the lower
 10 school, it could be 330 again but --
 11 MS. HIPPI: Are you able to track all this,
 12 Mr. Court Reporter?
 13 THE COURT REPORTER: Yeah.
 14 MS. HEBERLE: I have a question that is
 15 probably directly for Kara with regard to the
 16 Missouri Department of Elementary and Secondary
 17 Education, what are -- like how big of a
 18 classroom per teacher, you know, as far as your
 19 building is concerned --
 20 MS. DOUGLAS: We're not regulated by the
 21 Department of -- by DESE. In terms of
 22 classroom size, we just have to follow fire and
 23 safety code, so we have to keep to the building
 24 code, but we're way under it. When I look at
 25 the building code, periodically, oh, my gosh,

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1 technically, we're allowed to have X number of
 2 people. How in the world would we ever do
 3 that?
 4 So, what you're allowed safe-wise is never
 5 what we would get to programmatically.
 6 Programmatically what we promised parents is a
 7 1 to 15 student ratio. So, we can't ever have
 8 a class bigger than 14 or 15, 16 kids, you
 9 know. If we budgeted a little, we would be going
 10 against what we have promised. And, so, we
 11 can't even fit, you know, if upper school tends
 12 to use about seven classrooms, and the
 13 logistics don't work, that you can, actually,
 14 have someone in -- all 15 kids in all those
 15 classes at all times. Schedules just don't
 16 work that way. And, so, anyway, so, actually,
 17 by having adolescents in the building, the
 18 programmatic occupancy is much lower, versus,
 19 you know, a preschool class we can have 30 kids
 20 in one classroom, and they're just there all
 21 day, so there's no scheduling issues. So, does
 22 that answer --
 23 MS. RADER: Thank you.
 24 MR. BLOCK: I have a question for
 25 Mr. Doster, I believe. Has that been -- ever

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1 been a similar area variance given for a
 2 smaller school like this in your experience?
 3 MR. DOSTER: Well, you know, I've been at
 4 this a long time, so I may have to say I don't
 5 remember one. I -- obviously, my practice, I
 6 pursued variances of all kinds. Not use
 7 variances, those are really rare. Area
 8 variances, but most of those have to do with
 9 setbacks and, well, sometimes sizes of lots.
 10 But I don't remember one.
 11 MR. BLOCK: Okay.
 12 MR. DOSTER: I don't remember one.
 13 MS. DOUGLAS: Could I speak to that?
 14 MR. DOSTER: Kara may know.
 15 MS. DOUGLAS: Well, a variation of that,
 16 just when Mike and I first started talking
 17 about this issue, I was sharing, I think it was
 18 you, right, on the phone in your office?
 19 Someone in his office. But I know of a -- I
 20 know the other small schools, the other small
 21 secondary schools in the area, because we play
 22 them in sports or sometimes volunteer. And
 23 there are a number of -- a small number of
 24 schools in Chesterfield or near Chesterfield,
 25 maybe not directly under your zoning, but also

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1 they're doing something different.
 2 And, so, they don't need the traditional
 3 large acreage. When he looked up the specific
 4 schools that I brought up, they all had
 5 different types of zoning. Because, generally,
 6 they were a school with a more special purpose.
 7 So, they didn't have our exact zoning. But, I
 8 just wanted to throw it out there that there is
 9 precedent for other small secondary schools
 10 that don't need to have a big footprint or
 11 don't need a large acreage --
 12 MR. BLOCK: Yeah, I appreciate that, thank
 13 you.
 14 MS. HIPPI: I have a question. Mr. Knight,
 15 would you speak to that issue regarding your
 16 precedent of other schools, small schools,
 17 similar schools and other variances, which have
 18 been permitted?
 19 MR. BRUNS: So, generally, in
 20 work-adjustment matters, we don't do precedent
 21 because we're looking at the unique aspects of
 22 each individual site. So, unlike other areas
 23 of the law where we can look to precedent,
 24 typically, in Board of Adjustment, we are
 25 looking at just these facts. But it sounds

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1 like there might be some information there
 2 about why we set the size the way we do and why
 3 it may not be as impactful here then --
 4 MS. HIPPI: Well, I would like your opinion
 5 on why we set the size the way we do and why it
 6 would be less impactful here, please.
 7 MR. KNIGHT: I guess where I want to start
 8 is, if you remember a conversation from a
 9 couple of months ago, I don't remember the
 10 exact schools to even really be articulate
 11 about that. I think there would maybe be a
 12 conditional-use permit on a specific school and
 13 it may be based on school acreage, minimally
 14 based on --
 15 MS. HIPPI: Well, we are going to look to
 16 settle facts here, I'll represent. That much
 17 is clear. But we would like to hear, you know,
 18 a historical --
 19 MR. KNIGHT: Yeah.
 20 MS. HIPPI: -- relevance.
 21 MR. KNIGHT: I couldn't find another area
 22 variance. Not saying that we have a search key
 23 that I could just look but, no, I couldn't find
 24 one on recent record of an area variance for
 25 schools.

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1 MS. HIPPI: Okay. Thank you, sir. And,
 2 Ms. Monachella? I'm sorry, I didn't mean to
 3 preclude you from further questioning.
 4 MS. MONACHELLA: Oh, I just had one more
 5 follow-up. Do you have the parking now that
 6 will accommodate your facility and -- and still
 7 have leftover parking for the upper -- upper
 8 students there?
 9 MS. HIPPI: Yes.
 10 MS. MONACHELLA: So, right now, there's
 11 plenty of space? Because I'm sure you're going
 12 to have more faculty if you have these upper
 13 kids.
 14 MS. DOUGLAS: There's plenty of space for
 15 them.
 16 MS. MONACHELLA: Okay, thank you.
 17 MS. HIPPI: Thank you very much. Ma'am, do
 18 you have anything, in the back, the lady in
 19 white? Do you have any comments that you want
 20 to state for the record?
 21 THE SPEAKER: No, I have further questions
 22 -- are you talking about me?
 23 MS. HIPPI: Yes. Would you just like to
 24 come up and -- because I know you're a
 25 councilwoman here. You made an effort to be

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1 here tonight, maybe some will ask a question of
 2 you. Thank you. Would you please state your
 3 name for the record?
 4 (Whereby, Merrell Hansen was sworn.)
 5 MS. HANSEN: My name is Merrell Hansen.
 6 I'm also the liaison for your committee with
 7 the council. I was just mentioning if there
 8 were other questions regarding the apiary, I'm
 9 also a beekeeper and could answer any of those,
 10 if that's at all helpful.
 11 MS. HIPPI: The bees are going to be in the
 12 middle of the field, right?
 13 MS. DOUGLAS: Huh?
 14 MS. HIPPI: The bees are going to be in the
 15 middle of the field?
 16 MS. DOUGLAS: Yes.
 17 MS. HANSEN: And, generally, bees navigate
 18 to the sun, so they're not going to fly like
 19 that. And there's an easy way for beekeepers,
 20 we sort of make sure they don't go to the sun
 21 that way, we build around and whatnot. And,
 22 generally, this is not really relevant for
 23 this, but honeybees aren't aggressive bees.
 24 It's not like, you know, step on a
 25 yellowjacket, and they'll get you. A wasp

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1 would sting you. Honey bees prefer to do their
 2 business. They would rather not come at you,
 3 unless they felt totally threatened. So, if a
 4 student came and stuck their hands in there,
 5 which they're not going to do without proper
 6 ware, there won't be issues. Knowing that, I'm
 7 sure they would have proper supervision and
 8 stuff.
 9 MS. HIPPI: Okay, thank you very much.
 10 MS. HANSEN: So, that's all --
 11 MS. HIPPI: I wasn't aware of that. Any
 12 members of the Board have any questions? Thank
 13 you very much. Sir, come up. Be sworn in.
 14 You're in favor, sir? Please state your name.
 15 (Whereby, Aaron Wahl was sworn in.)
 16 MR. WAHL: Aaron Wahl, I'm a Chesterfield
 17 Council Member as well. And I just wanted to
 18 talk a little bit about the farm that's on
 19 there. Because I don't -- I'm pretty sure we
 20 don't allow farms in the City of Chesterfield,
 21 other than plants and small things.
 22 MS. HIPPI: So, Mr. Wahl, your question is
 23 regarding farming and is addressed to
 24 Ms. Douglas; is that correct?
 25 MR. WAHL: Yes.

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1 MS. HIPPI: Ms. Douglas, if you could come
 2 up and please --
 3 MR. WAHL: Just tell us about the farm,
 4 just kind of explain what it is, because I saw
 5 on the website that you're moving a farm from
 6 the other location to this one. And I just
 7 want to know, you know --
 8 MS. HIPPI: Very good question. Ms.
 9 Douglas, please.
 10 MS. DOUGLAS: So, farm is probably an
 11 overstatement. It's something that kind of
 12 affectionally became named that by the younger
 13 kids. It's, actually, more part of the
 14 elementary program, because teenagers really
 15 aren't all that interested in a lot of it. So,
 16 for example, we just harvested all the honey
 17 last week. And the elementary kids all signed
 18 up for slots to help drain the honeycombs and
 19 so forth. But the upper schoolers really
 20 aren't much a part of that.
 21 They're busy in their calculus classes and
 22 so forth. We sort of use them if there's a
 23 problem to solve. In St. Albans, we did have
 24 goats, so we opted not to bring them. They are
 25 living in a nice home in Franklin County on a

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1 bigger field. But, for example, if we had an
 2 issue keeping their water from freezing in the
 3 winter, so that became a high-school science
 4 project. And a lot of the 12TH grade science
 5 project and environmental science to build
 6 solar panels to keep the water heated, et
 7 cetera. So, the farm is an excuse to create
 8 applicable hands-on projects, but the farm
 9 really, because it's 90 percent vegetable and
 10 flower gardening, to harvest things, to fix
 11 snacks and lunches, grow pumpkins and work on
 12 circumference in the elementary years or mass
 13 and weight. So, it's a -- a pyrus garden will
 14 probably be coming this spring.
 15 So, it's really -- we do have chickens.
 16 They're not in Chesterfield yet. We are
 17 waiting on the demo. We would like to bring
 18 the chickens to Chesterfield eventually. But,
 19 again, there's no rooster. They make no noise.
 20 They never bother our neighbors at St. Albans.
 21 If anything, they like to come visit them and
 22 give them some -- some of their leftover food.
 23 And -- but the kids collect the -- again, care
 24 and keeping over the chickens is part of what
 25 we call our farm program. But that's really

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1 all that is. It's not, like I said, that's an
 2 affectionate name developed out of the
 3 elementary student chatter.
 4 MS. HIPPI: Thank you very much.
 5 MR. DOSTER: If I may add a little bit to
 6 that?
 7 MS. HIPPI: Yes, sir.
 8 MR. DOSTER: Isn't really a primary use.
 9 The primary use is school. And, so, the
 10 activities Kara is describing are ancillary to
 11 the -- to the educational purposes.
 12 MS. HIPPI: Absolutely, thank you, sir.
 13 Very good. Sir, would you like to come
 14 forward?
 15 MR. SAVERIN: Sure.
 16 MS. HIPPI: Okay, anyone wishing to speak
 17 to opposing the variance, please come forward.
 18 (Whereby, David Saverin was sworn.)
 19 MR. SAVERIN: My name is David Saverin. I
 20 live at 396 Greentrails Drive directly to the
 21 west of where the little school is,
 22 Chesterfield Day School.
 23 MS. HIPPI: Okay.
 24 MR. SAVERIN: A little backstory for some
 25 context; over the last ten years the City of

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1 Chesterfield redid Greentrails Drive South.
 2 They brought in and put rain gardens at the
 3 south part of the road, where it used to be
 4 more wide. A lot of cars speed down the road.
 5 A lot of cars go up it. So, my concern about a
 6 high school being there is that -- what the
 7 petitioner has requested tonight -- they've
 8 talked a lot in context of "community" and
 9 "currently." And the variance that they're
 10 seeking, at 8 acres to have a high school is
 11 about, you know, a 16 percent reduction in what
 12 the City of Chesterfield currently requires for
 13 a high school. It's about an acre or two acres
 14 shy of middle school. The school has operated
 15 successfully for a long time. I think it's
 16 been an amenity as a preschool and going up to
 17 sixth grade. I think they did have a seventh
 18 or eighth grade because I had two kids who went
 19 to the lower school. And my brother, Matt,
 20 attended but went to Chaminade. Because when
 21 private schools open, a lot of the high schools
 22 have come down to the year sixth grade.
 23 And if you have a lower school or you have
 24 them continue or are trying to continue, but
 25 there's a limited number of seats at John

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1 Burroughs, MICDS, Westminster, you name the
 2 schools, there's a limited number of seats.
 3 So, I respect there are people -- I knew
 4 your mom; she's a terrific, terrific person. I
 5 really enjoy the lower end -- the spectrum of
 6 education. But what my concern is what the
 7 future use of this could be by giving them the
 8 variance to operate. They currently don't have
 9 that, okay? So, they talked in terms of
 10 currently we don't have plans. The only plan
 11 they really have is to tear down the Little
 12 School right now, and they haven't submitted
 13 anything to the City.
 14 Look, I'm a commercial real-estate broker.
 15 I work for one of the largest in the country.
 16 This is not my first public hearing, okay? And
 17 that is probably the play I would make is to
 18 tone it down: we don't have the use, we'd like
 19 to get the use, but what comes moving forward.
 20 I thought I heard Mr. Knight say that the
 21 variance runs with the land.
 22 So, the concern is, it sounds like it's
 23 been a troubled operation since 2008. They
 24 were operating two schools. Their enrollment
 25 is down about 50, 60 percent from what its peak

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1 was. I don't have the context of what your
 2 enrollment is at the different grades or the
 3 lower school or upper school. I did hear you
 4 reference elementary school, so it's not
 5 totally foreign that this is the language of
 6 the land in the community. But you also didn't
 7 reach out to me. And your light shines over
 8 where the little school is directly in my
 9 backyard. They irritate my dogs, and,
 10 honestly, they irritate me.

11 Me and my wife have called the school a
 12 number of times over the ten-plus years we've
 13 lived there and never get a return call. So,
 14 the first time that I'm meeting Ms. Douglas
 15 tonight, she's represented by counsel, so I
 16 would say welcome to the neighborhood as well,
 17 but she didn't reach out to her neighbors.

18 The first time that I found out about a
 19 farm going in, I was driving by and seeing bees
 20 are coming, what looked like a chicken coop. I
 21 was on your property on Sunday, took some
 22 pictures. You have an active beehive at one
 23 part of the property and have active beehives
 24 right next to Warwick on White Road. My wife
 25 is highly allergic to bees, honey bees, any

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1 kind of bees. And, quite honestly, this is a
 2 much denser community than when it opened in
 3 1964.

4 So, I think there's some real challenges
 5 before the Board. I've talked to Mr. Knight
 6 last week or earlier this week. White Road is
 7 a county road. It's not a Chesterfield road.
 8 That road is currently a two-lane road. It
 9 carries a lot of traffic. The other commercial
 10 use is -- this is an institution. It's a
 11 private institution. They probably don't pay
 12 real-estate taxes, and they're probably relying
 13 on some city and county infrastructure, because
 14 the only reason you consolidate schools is
 15 because you have to grow. So, it might be 160,
 16 170 kids. They could flip some of that and
 17 make a 7 to 12 school. And I don't think they
 18 need city approval to do that. They have a
 19 variance to operate.

20 So, I'm very concerned about what might be
 21 there. And by the simple ask on the variance
 22 of taking it down from 10 to 20 acres down to 8
 23 acres is, I think, this will be the first ask.
 24 Because they don't have the right tonight.
 25 They have the right to operate as it is, which

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1 is an elementary school with some pre-K early
 2 education. I'm deeply concerned about the
 3 activity on their website.

4 They've talked about adding a farmer's
 5 market, that they're going to be raising
 6 livestock. Chicken is livestock. It's not
 7 pumpkins and cucumbers. I don't know what the
 8 City variance -- what the City allows under the
 9 zoning for the big school is, because you told
 10 me that it runs with the lands over the R-2.
 11 It sounds like they're going to have a beehive
 12 over there and God knows what. And it sounds
 13 like they have that by right. So, I'm very
 14 concerned that they didn't reach out to the
 15 neighbors. They didn't talk about what they
 16 were doing. I received no letters, no returned
 17 calls, no e-mails. You didn't have a town
 18 hall. You didn't do any of those things. You
 19 showed up with a lawyer today. And I'm kind of
 20 offended by it.

21 My last experience with the City of
 22 Chesterfield was there were two estate homes
 23 behind my property that had a private driveway.
 24 It is now Warwick Gate Drive. I've endured
 25 construction on ten private homes that were

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1 sold over from a million dollars apiece. The
 2 City gave, you know, Fischer/Fritchel,
 3 basically, straight rezoning to R-2, no site
 4 plan, nothing. So, I'm concerned that if you
 5 give somebody these rights that they currently
 6 don't have without more insight, if this
 7 becomes a 330-person school, that's now a
 8 middle school to high school -- they look like
 9 they're underparked. I mean, I drive by there
 10 every day between 7:30 and 8:00. I see lots of
 11 cars coming down Conway Road. There's some
 12 real traffic and infrastructure issues already
 13 with what it is. Happy with it as an
 14 elementary school. I think it's been great. I
 15 know some alumni. I think the mission of the
 16 school has been terrific, but I'm very
 17 concerned about the future expansion, and that
 18 this will be the first ask, and there will be
 19 many more.

20 I understand the City has a process.
 21 Right now, they don't have the right to operate
 22 a middle school or high school. I want to be
 23 really clear on the record. They don't possess
 24 those rights. This is about going from 10 to
 25 20 acres down to 8 acres, which is what the

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1 Petitioner is asking for. And I don't know
 2 exactly where it goes from there. It sounds
 3 like they can -- as long as they meet fire
 4 code, they can have many people there.
 5 The hours for, you know, evening
 6 activities with high school and middle school
 7 students expands. Right now, it's, basically,
 8 the Day school that has, you know, kindergarten
 9 to sixth graders attending there. They don't
 10 have football. They don't have lighting on the
 11 field. But if you're going to talk to the
 12 neighbors around it, the Fischer/Frichtel
 13 development and the, you know, seven-year
 14 excavation project that they've endured, and
 15 the lights on top of what their view is, it has
 16 dramatically changed the community.
 17 So, again, just very, very concerned about
 18 future expansion, future requests and that you
 19 will tonight give them the right, without
 20 further study, no traffic study, the number of
 21 curb cuts there are on White. You got another
 22 subdivision behind it. Sir, you're right.
 23 There's a lot of traffic, and a lot of people
 24 speed over that creek. It's an active creek.
 25 We've got foxes, wolves, all kinds of predatory

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1 animals. I've got a large swimming pool in my
 2 backyard. So, introducing chickens, other
 3 kinds of livestock that maybe their farming
 4 zoning ordinance order allows them to do, I'm
 5 concerned about an erosion of the neighborhood
 6 and more predatory wildlife being attracted to
 7 the community.
 8 I did not print out pictures. I do have
 9 some pictures that, Mr. Knight, I'll be happy
 10 to send to you for the Board of Adjustment.
 11 But they have an active beehive in front of
 12 that Little House. And it's less than 225 feet
 13 from my yard. They don't have anybody on the
 14 site attending to it. It sounds like they have
 15 a beekeeper. And it sounds like they're
 16 financially struggling. And I'm just, again,
 17 concerned that somebody on that Board of
 18 Chesterfield School, Fulton School, will make a
 19 business decision that the real money -- I
 20 think the average tuition is \$21,000 at the
 21 school today. It's 27,000, \$30,000 at MICDS.
 22 Is that that's what is economically stable
 23 going forward, but they don't have to come back
 24 for your permission. That's tonight's vote.
 25 And I probably have a hundred things to

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1 say that I wrote on my app, but I'm going to
 2 leave it there. I would respectfully request
 3 that you deny their request for the variance
 4 tonight and maybe continue this after some
 5 further study of what this may look like longer
 6 term and even in the short run, of the amount
 7 of traffic, the number of curb cuts. I don't
 8 think there's a turning lane at that section of
 9 White. There's a lot of traffic with the
 10 consolidation from St. Albans, which I was
 11 involved in.
 12 And I know that Mr. Novelli wanted to
 13 build a school out there, and he did ask your
 14 mom to come out and run it because he wanted
 15 her credibility to build the school. My kids
 16 went to summer camp there. It was really nice.
 17 I used to live on Wild Horse Creek Road. But
 18 that's not what this community is. The other
 19 school they had is in St. Albans, but it's at
 20 the front end of their northern entrance. It's
 21 in Franklin County, not St. Louis County, not
 22 in Chesterfield. And it's not surrounded by
 23 residential homes. There's a lot of people who
 24 are impacted by any potential future use, and I
 25 would ask that you also consider that tonight

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1 when you discuss this. Thank you.
 2 MS. HIPP: Well, a couple questions.
 3 MR. SAVERIN: Yeah, go ahead.
 4 MS. HIPP: Just a matter of housekeeping,
 5 Exhibit 6-B, which, Mr. Knight, if you could
 6 show that to our gentleman at the podium, is a
 7 letter from Ms. Kara Douglas dated July 25th,
 8 2022. And page 2 shows all of the addresses
 9 where that document, this letter, this one-page
 10 letter marked as 6-B was sent. And I -- just
 11 for the record, so I know what -- did you
 12 receive a copy of this letter? Is it one of
 13 your --
 14 MR. SAVERIN: See, I'm not --
 15 MS. HIPP: Is your address referenced on
 16 page 2 of this document, sir?
 17 MR. KNIGHT: All the addresses in the
 18 yellow circle --
 19 MS. HIPP: Yes, sir.
 20 MR. SAVERIN: This is my property right
 21 here.
 22 MR. KNIGHT: It's not circled in yellow.
 23 MR. SAVERIN: So, I'm right here on
 24 Greentrails Drive South. And there's a number
 25 of other homeowners --

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1 MS. HIPPI: Okay.
 2 MR. SAVERIN: So, I look right into the
 3 western part of their school. They have a lot
 4 of utility lighting that's on the school. You
 5 have a dormant school there. The lights are on
 6 all night. I took picture the other night.
 7 It's a mess. When the City allowed Warwick to
 8 go in, there's a little slab of property that's
 9 now being maintained by Warwick, so there's no
 10 substantial landscaping. That could be put in.
 11 And, canopy, it just creates a nuisance. And
 12 I'm concerned about upgrades to LED lighting
 13 and other things that will burn bright. And
 14 there's been no conversation, no outreach from
 15 the school to people that you can look --
 16 pulling in and out of that school, you can see
 17 that Mr. Patterson, who is the first house on
 18 South Greentrails Drive South, me, Mark
 19 Coffablitz (sic) and some new people that moved
 20 in.
 21 There's been a lot of disruption in the
 22 neighborhood, and just, again, I am really
 23 concerned that you're opening up a floodgate of
 24 activity by granting a variance to operate
 25 what's a small operation today. Westminster

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1 has had the ask. John Burroughs has had the
 2 ask. If you go to, you know, down Clayton Road
 3 and look at what the expansion of their campus
 4 has looked like and MICDS, Chaminade, it's kind
 5 of the way that private schools work because to
 6 attract the students you need the facilities
 7 long term. Respect the mission, but maybe that
 8 mission doesn't work long term. But you'll
 9 make a change to what the property would be
 10 used for by giving that variance. And future
 11 people coming in and asking for whatever their
 12 hardship is, their Board should have thought of
 13 that when they were looking at school
 14 consolidation. They didn't.
 15 MR. BLOCK: I'm just --
 16 MR. SAVERIN: Which is why I believe
 17 they're represented by counsel tonight.
 18 MR. BLOCK: I'm just a little bit
 19 concerned that people on Greentrails Drive
 20 South were not given notice of this hearing.
 21 You know, because as it is, we have one person
 22 here, and do you live on Warwick Gate, or do
 23 you live on Greentrails Drive?
 24 MR. SAVERIN: I live on Greentrails.
 25 There used to be a private drive there. There

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1 were two four-acre estate homes that had the
 2 same type of use. They predate the City. And
 3 there's one house at the back end. The City
 4 gave them straight R-2 rezoning. That city
 5 planner is not with Chesterfield anymore.
 6 George Stock and Fischer/Frichtel made me all
 7 kinds of promises. They never put it in
 8 writing. No privacy fence. And, as a matter
 9 of fact, when Warwick Gate went in, there was a
 10 lot of mature landscaping at the western edge
 11 between where the Little School is and where
 12 Warwick Gate is that had to be pulled, because
 13 they needed a sewer to service the ten houses.
 14 MR. BLOCK: Because my --
 15 MR. SAVERIN: The City -- I just want to
 16 say one more thing. The City requirement was,
 17 basically, putting in a three-gallon shrub, was
 18 what the City ordinance requirement was for
 19 that the development. So, any shrubbery that
 20 had been there previously that created a
 21 natural buffer doesn't exist anymore. It's --
 22 MR. BLOCK: But then --
 23 MR. SAVERIN: It's about that tall.
 24 (Indicating)
 25 MR. BLOCK: And then you have two other

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1 issues. So, you talked about parking and the
 2 underparking.
 3 MR. SAVERIN: I'm concerned that it's
 4 going to come to Greentrails South, and then it
 5 will go to Warwick Gate. There's another
 6 cul-de-sac. There's Rainy Lakes behind it.
 7 There really isn't a plan here. There's just
 8 an ask to say, hey, we want the right to
 9 operate. All right, so what if the high school
 10 becomes the dominant feature? You're giving
 11 them the right by if you vote -- if you vote
 12 affirmative tonight.
 13 MR. BLOCK: So, how many cars can fit in
 14 that parking lot approximately --
 15 MS. HIPPI: I think --
 16 MR. BLOCK: -- by your assessment?
 17 MS. HIPPI: -- 50 cars. Is that the
 18 current status, there's a 50-car lot?
 19 Actually, let's ask --
 20 MS. DOUGLAS: We carried this out like in
 21 June, you know, analyzing people because we got
 22 it repainted and so forth. I feel like it's
 23 around 75. I haven't totaled it since then.
 24 We do, for large events, when all the parents
 25 are going to be on campus, we have an agreement

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1 with -- I'm still getting to know the road. Is
 2 it more -- the road on the east, they have
 3 given permission for events --
 4 MS. HIPPI: It is Warwick Gate?
 5 MS. DOUGLAS: -- to not overflow parking.
 6 So, the road that -- what one of the pictures
 7 from the east is from that road Mike showed.
 8 So, that's just a small development, and they
 9 jointly agreed to let us use their road, so
 10 that's generally where teachers park and
 11 parents fit, you know, on the parking lot. We
 12 also, you know, it's not big enough to need
 13 this, but when it was bigger at 330, they would
 14 offer valet parking, and Bonhomme Church would
 15 allow them to have parking at the church, you
 16 know, for an event. But, anyway, so none of
 17 that's an issue for us right now.
 18 MR. BLOCK: Okay. And then the last
 19 question. I mean, you talked about the
 20 beehive. I mean, have you talked to
 21 Chesterfield Code Enforcement or maybe alerted
 22 City Police about this possible nuisance?
 23 MR. SAVERIN: Well, I'm not really in the
 24 business of calling the police on stuff like
 25 that. I did speak to you, (Indicating) and I

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1 spoke with somebody else at the City and said
 2 that the zoning they have allows them to
 3 perform. So, if they want to have chickens,
 4 they can. I think that the way that I learned
 5 about it was seeing the beehives, seeing what
 6 looked like a chicken coop. And I saw the
 7 Fulton School sign going up, and I was, like,
 8 this is going to get serious.
 9 This is going to change. They're not --
 10 this is not really an existing user. It's
 11 Chesterfield -- well, it's not Chesterfield Day
 12 School anymore. It's the Fulton School. And I
 13 think the City Council -- excuse me, the Board
 14 of Adjustment should maybe consider, you know,
 15 reviewing exactly what their operation looks
 16 like to the extent that you have the authority
 17 or the City of Chesterfield has the authority
 18 to do. It's new signage.
 19 You've all talked in terms of community
 20 tonight. Community, typically, at least, what
 21 I liked about Chesterfield, and on and off,
 22 I've lived in Chesterfield since 1997. I have
 23 resided at my current property since 2010. I
 24 raised four kids. My wife and I live there.
 25 We got two dogs, you know, I love it. I wasn't

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1 happy about the subdivision that went in and
 2 the lack of thought in -- that may be in these
 3 infield communities, I did live in Webster
 4 Groves for a brief period of time. They are
 5 extremely rigid when it comes to infield
 6 development, the kind of fencing that needs to
 7 go in. The kind of mature landscaping and
 8 buffers. I heard John Nations, who I think is
 9 your partner or counsel at your firm. When
 10 Friendship Village was expanded, that's there
 11 some condominium, that he was very insistent
 12 that any expansion of Friendship Village, that
 13 they were really going to have to address the
 14 landscaping buffer. I've seen with St. Luke's
 15 on Oliver, when they built their rehab
 16 facility, they built a giant berm. It's really
 17 not visible from the road. It's also
 18 ambulatory. And if you just look at White
 19 Road, there's somebody who has been there for a
 20 very long time who has a pumpkin farm. It's an
 21 at-use. He's not raising livestock. You've
 22 got Westchester House on the north side of the
 23 road. We had a family member who was in there.
 24 You can't see it from the street. It's totally
 25 private. I haven't been to the back of it. I

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1 don't know what it looks like. But, it's more
 2 or less, invisible to a layperson. And you've
 3 got the Monarch Fire Department that's right at
 4 White and Olive Boulevard.
 5 The rest of this is really residential
 6 neighborhoods. It's a neighborhood school.
 7 It's a private school. I'm good with what it's
 8 been, because it doesn't generate traffic. It
 9 doesn't generate nighttime activity. There
 10 hasn't been a lot of weekend sports. They do
 11 have soccer. They do play basketball there.
 12 It's all good. But I'm concerned about
 13 demolishing a house, and what is that going to
 14 be. It's R-2 zoned. Maybe it will become a
 15 parking lot, and I'll have activity there all
 16 hours of the day. Maybe you'll need more
 17 lighting. Maybe the City will require it.
 18 And, again, I'm coming back to the variance
 19 tonight.
 20 They're asking for you to take down from
 21 20 to 8 acres and from 10 to 8 middle school.
 22 I'm really concerned about the high school, the
 23 level of activities. All the traffic, if you
 24 were going down to Bonhomme Church, because you
 25 were, you know, underparked, you know, what

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1 does that look like potentially? And I think
 2 that has to be a major consideration. That
 3 this is simply just, yeah, we have a hardship.
 4 You know, kind of leapt before we looked, you
 5 know, shame on us, we're represented by
 6 counsel. You know, I understand there's a
 7 process. Again, I said it's not my first
 8 public hearing --
 9 MR. BLOCK: I guess I'm just curious if
 10 you're an army of one or are there other people
 11 that --
 12 MR. SAVERIN: Well, my neighbor, Mark, is
 13 on vacation with his wife in Florida and
 14 couldn't attend. I don't know how many of my
 15 neighbors are impacted honestly, because they
 16 don't have the direct view. And I don't see
 17 anybody here from Warwick Gate tonight. And
 18 I'm not clear where their property line is with
 19 the buffer that was left intact from
 20 Chesterfield Day School.
 21 But I'm not really just an army of one,
 22 because I think some of the issues I'm
 23 addressing about traffic, infrastructure, you
 24 know, what this becomes, that if you give
 25 them -- grant them a variance tonight, and it's

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1 an unlimited variance, that you may start to
 2 hear from the neighbors at Rainy Lakes. And
 3 it's, like, well, you already gave it to them
 4 Tuesday at, you know, 7:40 at night. They're
 5 represented by counsel, you know, nice
 6 Powerpoint. But the reality is that this is an
 7 institutional user. They're a new user. And
 8 you should be considering all that and just not
 9 simply that they're looking to go from 20 acres
 10 down to 8 and what, you know, the overall
 11 impact is on the neighborhoods. Not just my
 12 neighborhood: Warwick Gate, Rainy Lakes, the
 13 neighborhood behind them, other people who
 14 travel those roads and what all this can turn
 15 into. It sounds like they probably could
 16 double their enrollment. And it sounds like if
 17 you grant them the variance, they could divert
 18 this from being what it has been to something
 19 totally new like the Fulton School, where it
 20 becomes a 7 to 12 high school, and then they
 21 have growing needs.
 22 You clear that land, it probably would be
 23 nice to put a two or three-story building up
 24 there for whatever you want to do in there.
 25 And I think that you open up the possibilities.

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1 I understand it's a process for new
 2 construction, but you give them the right, they
 3 have the right. You can't revoke it. Any
 4 other questions?
 5 MS. HIPPI: Any other questions for the
 6 speaker? No, sir, but please stand by. We're
 7 going to hear from Mr. Doster in a moment.
 8 MR. SAVERIN: Great.
 9 MS. HIPPI: Sir, you have comments?
 10 MR. BLOCK: I have just a question for
 11 Mike Knight, I guess. Just about the people
 12 that were given notice --
 13 MR. KNIGHT: That's, actually, excellent.
 14 I had my hand raised for a second because when
 15 we were talking about notifications, he was,
 16 specifically, talking about the notification
 17 provided by those 32 people in your Exhibit.
 18 When we have a public hearing, the state
 19 statute staff requires that we advertise in the
 20 local paper. We do that with all public
 21 hearings. We do six steps further. We send
 22 out postcards 225 feet parcels. We send all
 23 the stuff with the trustees within a mile of
 24 the postcard. We put it on our website,
 25 database and post the public hearing signs. I

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1 know it's not that specific in regards to the
 2 letter, but this is probably good for the
 3 record in terms of notification for public
 4 hearings in this board-of-adjustment case.
 5 MR. BLOCK: But then they were not given
 6 the letter, though? It was published, but
 7 people on Greentrails were not given letters
 8 then?
 9 MR. KNIGHT: The letters aren't personal
 10 to the City. The letter was a personal
 11 interaction from --
 12 MS. HIPPI: That's Exhibit 6-B of your
 13 document.
 14 MR. BLOCK: Oh, okay.
 15 MS. HIPPI: That's how Ms. Douglas -- 6-B
 16 and then page two is the copy of the Notice.
 17 The last gentleman speaking does not live
 18 off -- he's on Greentrails Drive South. So,
 19 he's kind of right at the intersection of
 20 Greentrails, White, third house in it sounds
 21 like. So, he was not given this particular
 22 notice from --
 23 MR. KNIGHT: But postcards were mailed to
 24 residents within 250 feet of the parcel,
 25 Subdivision trustees within 1 mile and all the

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1 other items, so just notification --
 2 MR. BLOCK: Okay, thank you.
 3 MR. SAVERIN: Well, it was the
 4 notification of the hearing --
 5 MS. HIPPI: Okay, please --
 6 MR. SAVERIN: -- it was a notification of
 7 the one --
 8 MS. HIPPI: Sir, sir, if you -- just so the
 9 reporter can keep everybody straight, do you
 10 have a question, or would you like to come back
 11 to the podium?
 12 MR. SAVERIN: Yeah.
 13 MS. HIPPI: Sorry, I just want to keep
 14 order. That's my job here. Thank you.
 15 MR. SAVERIN: I never saw a letter from
 16 Chesterfield Day School. The only notification
 17 I received, I think, the day I spoke to you,
 18 was a postcard note notating that there was a
 19 hearing on the day the Board of Adjustment was
 20 meeting on this matter. I have no idea what
 21 their intent was, and despite numerous
 22 communications, I never received any
 23 communication back from the Fulton School,
 24 Chesterfield Day School, whatever it is.
 25 MS. HIPPI: When you say despite "numerous

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1 communications", you've contacted the former
 2 Chesterfield Day School on multiple occasions?
 3 MR. SAVERIN: Yes.
 4 MS. HIPPI: Correct?
 5 MR. SAVERIN: Previous school.
 6 MS. HIPPI: Correct. So --
 7 MR. SAVERIN: I never contacted you. You
 8 guys made the changes over the summertime.
 9 Just no return phone calls, no notice and
 10 really no notice, even a door knock, you know.
 11 Hey, we're putting honeybees. We're going to
 12 raise chickens. We're knocking the school
 13 down. We're building a high school. I mean,
 14 nothing. And, honestly, as a real-estate
 15 developer, that's probably what I would do,
 16 too. I would probably keep it quiet and see
 17 who shows up at a public hearing.
 18 MR. BLOCK: What about e-mails? Any
 19 e-mail communication?
 20 MR. SAVERIN: I haven't personally sent an
 21 e-mail. I could ask my wife, who I left at a
 22 restaurant --
 23 MR. BLOCK: Okay.
 24 MR. SAVERIN: -- because I thought this
 25 hearing was at 8:00 o'clock, not at 6:00.

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1 MR. BLOCK: Okay, thank you.
 2 MR. SAVERIN: Any other questions?
 3 MS. HIPPI: Did you receive this postcard?
 4 MR. SAVERIN: I received that postcard.
 5 MS. HIPPI: Okay.
 6 MR. SAVERIN: I received that postcard,
 7 but no other communications.
 8 MS. HIPPI: So, you were notified of the
 9 hearing tonight?
 10 MR. SAVERIN: Notified of the hearing,
 11 just for the record.
 12 MS. HIPPI: Other residents -- other
 13 residents with what, Mr. Knight, within
 14 250 feet of the --
 15 MR. KNIGHT: Yeah, 225 -- yeah, there are
 16 several forms of communication. One is
 17 residents within 250 feet of the perimeter, we
 18 send out a postcard --
 19 MS. HIPPI: Okay --
 20 MR. KNIGHT: -- and everything.
 21 MS. HIPPI: So, many residents in the
 22 perimeter were notified this evening, and you
 23 are the only one who showed up.
 24 MR. SAVERIN: My neighbor, Bob
 25 Patterson --

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1 MS. HIPPI: Okay.
 2 MR. SAVERIN: -- is on kidney dialysis.
 3 And he's looked down a lot. I asked him if he
 4 could come, and he's just not up to it. My
 5 neighbor, directly to the north, Mark
 6 Coffablitz, and his wife, Debbie, they're in
 7 Florida. They couldn't be here tonight. And I
 8 think there's somebody else on my street whose
 9 kids go to Chesterfield Day School. I don't
 10 know what grade they're in. And, honestly, my
 11 neighbors across the street probably aren't
 12 impacted as directly by the activity, because
 13 they live on the west side of Greentrails Drive
 14 South. And I don't know who is necessarily
 15 impacted.
 16 I am directly impacted by any ongoing
 17 activity that's happening after what are the
 18 traditional hours, which is probably about 7:30
 19 to 2:30 in the afternoon. Very minimal
 20 nighttime activity. Minimal weekend activity.
 21 Very concerned about a farmers' market, that
 22 everybody's operating a business, apparently,
 23 that's in the school and what kind of activity
 24 that's going to draw on weekends. There are
 25 landscapers there early on Monday morning. My

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

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

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1 MR. BLOCK: Okay.
2 MR. DOSTER: -- that you vote tonight, and
3 I'm pleading that you approve our request.
4 MR. BLOCK: Okay.
5 MR. DOSTER: Because I understand the
6 situation the school is in, and I think if, you
7 know, what are we going to do in another month
8 or two? What is it you want us to address that
9 we can't address tonight?
10 MR. BLOCK: But we're not hurting you
11 because you're operating under a stay as the
12 city attorney has told us.
13 MR. KNIGHT: But, again, I --
14 MS. HIPPI: Well -- wait, hold on. What
15 information do you want to have?
16 MR. BLOCK: To actually -- to, actually,
17 visit the school, you know.
18 MS. HIPPI: Visit the school?
19 MR. BLOCK: I mean, I've seen pictures. I
20 just don't know, you know --
21 MS. HIPPI: Has any member here, actually,
22 visited the school and maybe could address --
23 you visited the school? What questions?
24 MR. BLOCK: Who doesn't live -- you know,
25 because I don't -- I live in --

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1 MS. HIPPI: Okay.
2 MR. BLOCK: You know, I've only driven
3 down White Road to see my grandmother in a
4 nursing home when I was like twelve-years-old.
5 So, I've never been to this location --
6 MS. HIPPI: Well, okay.
7 MR. BLOCK: -- that they're asking for a
8 variance for.
9 MS. HIPPI: That may be more easily
10 accomplished by having our -- Mr. Knight
11 discuss -- is it a capacity issue for the
12 building? I mean, I personally live right
13 around the corner, next to the Christoffels --
14 MR. BLOCK: Okay.
15 MS. HIPPI: And I know the area quite well.
16 And my niece and nephew have gone there. I
17 mean, it's a very lovely school, but the
18 question about -- is it about the layout of the
19 building? What you would see that you can't
20 see in the photos, I guess? I'm sorry.
21 MR. BLOCK: I mean, definitely, you know,
22 so whenever -- so you're working in auto --
23 this might be something for us to discuss in
24 chambers.
25 MS. HIPPI: We don't -- we're not going to

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1 have the luxury of chambers. I mean, you can
2 ask this gentleman about capacity --
3 MR. BLOCK: I don't have any questions to
4 further ask.
5 MS. HIPPI: Okay.
6 MS. RADER: Well, I'm concerned about the
7 traffic then, too, on White Road. And how -- I
8 have driven down White Road, and people do
9 speed. And they go fast. And you're going --
10 you are, actually, going to have an older group
11 in the school, and you will have more cars and
12 you will have traffic --
13 MS. DOUGLAS: Can I speak to that?
14 MS. HIPPI: Ms. Douglas, please approach
15 the podium.
16 MS. DOUGLAS: I just want to speak to that
17 for a second. So, first of all, we -- there
18 are -- there are -- well, I don't know if your
19 concern with traffic is volume or if your
20 concern is teenagers handling the traffic. In
21 terms of volume, I feel it's irrelevant whether
22 we have upper school there or not. Because
23 even if -- if there's an upper school, we can
24 just expand the lower school more into those
25 classrooms that are currently taking up space

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1 for the upper school.
2 In terms of how they behave on the roads,
3 I would, actually, argue we have more problems
4 with parents. Because it's very difficult to
5 approach a parent and say, please don't speed
6 while you're driving your child to school.
7 Once in a while, this happened at St. Albans,
8 and I know there are other schools that also
9 struggle with this. You can be shocked how a
10 parent will behave in their own parking lot,
11 or, you know, loop around another car or
12 something. It's much -- it's hard to
13 discipline parents. If it becomes too bad, of
14 course, you don't have to invite them back, but
15 it's rarely like that serious.
16 It's really easy to discipline 10 or 12
17 kids. They don't have the right to drive to
18 school. They don't have the right to park on
19 campus. And I'd like to paint a picture about
20 our 44 upper schoolers. These are kids who
21 don't want to be in a school with 1,000 kids.
22 They don't want to party. It's a self-selected
23 group of very sweet, innocent, introverted
24 often. Think of the type of a teenager who is
25 willing to just work on STEM and travel and be

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1 with -- I mean, 44 kids in the whole upper
 2 school. So, maybe five or six in their grade.
 3 So, this is not your stereotypical teenager.
 4 Secondly, because it's a privilege to
 5 drive to school and a privilege to park at
 6 school, it's very easy for us to discipline
 7 that. And it has happened, you know, here and
 8 there in the past. And that we get a call from
 9 a neighbor, and they have a license plate or a
 10 make and model and we take away -- for a child
 11 that sped by, and we take away their driving
 12 privileges. Or we have a meeting with them and
 13 their parents -- it's very -- again, character
 14 being extremely important to us. And the
 15 families -- the sort of parent partnership and
 16 the family element of our education, we work
 17 through things like that. So, I would argue
 18 that with our philosophy, it's, actually, much
 19 easier for us to be sure that the adolescents
 20 are behaving themselves on the road. And I
 21 would posture that I grew up off Appalachian --
 22 in Shenandoah Subdivision off of Appalachian
 23 Trail, and I know exactly what they're talking
 24 about whipping down White Road. But I would
 25 argue it's just as tempting for adults to do

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1 that; and, if anything, our teenagers are kind
 2 of scared of us, and they know they have rights
 3 that can be taken away. So, the privilege that
 4 we allow them --
 5 MS. RADER: Thank you.
 6 MS. DOUGLAS: There's a lot buy in, in and
 7 out of school. That's something the parents
 8 buy into.
 9 MS. HIPPI: Thank you.
 10 MS. HEBERLE: Can I ask you, what day did
 11 school start this year that you had full --
 12 you're operating this year; correct?
 13 MS. DOUGLAS: Right.
 14 MS. HEBERLE: Okay.
 15 MS. HIPPI: What date?
 16 MS. HEBERLE: Yeah, what date?
 17 MS. DOUGLAS: It was August 24.
 18 MS. HEBERLE: Have there been any formal
 19 complaints about anything?
 20 MS. DOUGLAS: We haven't heard anything
 21 about traffic or driving. We haven't heard any
 22 complaints since the start of school. The only
 23 complaints I'm aware of were initially when the
 24 apiary was close to White Road, and that we
 25 then moved that as promptly as we could. So,

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1 it was moved before school started, so it's in
 2 the fields now.
 3 MS. HIPPI: Thank you. Mr. Doster, sir?
 4 MR. DOSTER: Yeah, I just wanted to do two
 5 things. One is to address the traffic issue.
 6 I was looking at my time line, and, you know,
 7 there were of number of years where both my
 8 wife and I were driving to and from the school,
 9 dropping our son off. And traffic on White
 10 Road, not necessarily traffic generated by the
 11 school, but traffic on White Road has been an
 12 issue for a long time. One of the speakers I
 13 think addressed that point and said that it may
 14 be more of an issue of enforcement. And it's
 15 not easy for the police to enforce the speed
 16 limit, particularly on roads like White Road.
 17 Well, we saw it. I don't know what the
 18 school can do about that. The second thing I
 19 wanted to say is the reality is if four of you
 20 don't vote for this variance, you know, even if
 21 one of you votes no, it is a real problem for
 22 us. So, if we knew, given the attorney's
 23 representation that we have a stay, that we can
 24 continue to operate, if we knew what
 25 information you wanted in addition to what

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1 we've already presented, then maybe there's a
 2 way, you know, to provide that. If you all
 3 want to visit the school, we can make that
 4 happen. I don't know whether you think that's
 5 appropriate or not, but I need -- I guess, I
 6 need some guidance from this side, so I know
 7 what judgment to make.
 8 MS. HIPPI: Okay, let's defer that question
 9 to our city attorney.
 10 MR. BRUNS: So, typically, we do not do a
 11 site visit. I think the more appropriate thing
 12 in this situation is, if there's specific
 13 information and questions, initial information
 14 that you need, let's obtain that from
 15 Mr. Doster, from the applicant and have that
 16 presented in this format, so we can have
 17 everything on the record. And that way, we can
 18 maintain a clean record of these proceedings.
 19 MS. HIPPI: Do you have further questions?
 20 Is there anyone else that wishes to speak?
 21 Yes, sir.
 22 MR. SAVERIN: If I could approach, I
 23 wanted to show you some pictures of the apiary,
 24 if that's correct. That has not been moved.
 25 MS. HIPPI: How do you want to do that,

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1 sir?
 2 MR. KNIGHT: As needed, I would need to --
 3 MR. BRUNS: Why don't you go ahead, and
 4 show Mr. Doster, the Applicant --
 5 MR. DOSTER: When did you take the
 6 picture?
 7 MR. SAVERIN: Sunday.
 8 MR. DOSTER: It's been moved.
 9 MS. DOUGLAS: That's not the apiary,
 10 that's the chicken --
 11 MR. SAVERIN: Well, I don't know what that
 12 is, but you guys have a lot of bees --
 13 MR. DOSTER: Why don't you show us your
 14 pictures as well as them, so we know what
 15 you're telling them.
 16 MR. SAVERIN: Sure. You look upset. It's
 17 nice to meet you --
 18 MR. DOSTER: I'm not upset. I just want
 19 to see the photo that you're showing them.
 20 MR. SAVERIN: Sure. So, this is a picture
 21 of the bee --
 22 MR. DOSTER: Can you show that to Kara,
 23 please? Show it to her.
 24 MR. SAVERIN: Sure.
 25 MR. BLOCK: I do want to see, you know,

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1 like date and time stamps --
 2 MS. DOUGLAS: But that's not the apiary.
 3 MR. SAVERIN: There's a lot of active bee
 4 activity in there, and you've got a bunch of
 5 honeybees.
 6 MS. DOUGLAS: That's just the supply --
 7 MS. HIPPI: It might be easier -- hold on
 8 everybody.
 9 MS. DOUGLAS: Sorry.
 10 MS. HIPPI: These photos, when did you take
 11 the photos?
 12 MR. SAVERIN: Sunday.
 13 MS. HIPPI: This last Sunday?
 14 MR. SAVERIN: Yes.
 15 MS. HIPPI: And are those photos current
 16 with the current layout of where the bees are
 17 located? You were in the process of --
 18 MS. DOUGLAS: You guys have what he's
 19 showing you in the pictures Mike put up there.
 20 It's a green chicken coop.
 21 MS. HIPPI: Right.
 22 MS. DOUGLAS: So, it has some supplies in
 23 it, some containers. But there's no -- we
 24 don't have chickens, and it's not the apiary.
 25 So, calling it the apiary --

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1 MR. SAVERIN: You also didn't show that
 2 picture in any of your presentations. That is
 3 from your property --
 4 MS. DOUGLAS: Right, there's where the
 5 apiary initially was --
 6 MR. SAVERIN: That's the impact there that
 7 they didn't put in their presentation, the
 8 western view of their property and everything
 9 around it. They showed you, basically, White
 10 Road and some other nice pictures and pictures
 11 of their physical school. But they're
 12 currently proposing change, and it sounds like
 13 a permit has been granted to demolish a
 14 building. I don't know if they need a permit
 15 to build a parking lot there or what the next
 16 ask would be.
 17 My statement tonight was very simple.
 18 They're looking for a 60 percent reduction to
 19 do a high school there. And as small as it may
 20 be today, you used currently a lot of your
 21 language tonight to leave the door open.
 22 That's what it is currently. You give them the
 23 right, it runs with the land. They don't have
 24 to come back to you, and the next thing that
 25 they're asking for is they're presenting plans

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1 and engineering studies by some of the firms
 2 that work here in town, and they're proposing
 3 new things. Not the Board of Adjustment, but
 4 Planning and Zoning.
 5 I don't know what all of that -- how you
 6 deal with it. You are the Assistant City
 7 Planner. Tonight, it was a really simple ask
 8 by the school. They're claiming some
 9 hardships, their business problems they have,
 10 and they should have thought about when they
 11 were contemplating the campus consolidation.
 12 Their business problems should not be a problem
 13 for the adjacent neighbors and all the people
 14 that use White Road, which is also heavily used
 15 by EMS and Monarch Fire Department. There's a
 16 lot of activity with fire engines and
 17 ambulances that go down there all times of the
 18 day.
 19 Lastly, I'm good with what their use is
 20 currently, of what it is that their
 21 entitlements give them. I have no problem with
 22 them operating a school that goes to sixth
 23 grade, which is what historically it's been.
 24 They're asking for a whole new thing. That
 25 opens up a pandora's box of potential issues,

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1 like safety on White Road, number of curb cuts,
 2 number of left turns, people outside the area.
 3 That's not a neighborhood school like
 4 Greentrails or Shenandoah. This is a whole
 5 different thing of people who pay more than
 6 20,000 a year to have their kids in a small
 7 classroom.
 8 My answer is, congratulations if you can
 9 make the business work, but it's been a
 10 business that's been in decline. It's
 11 50 percent at its peak. So, they're making a
 12 simple ask, but I really believe there's a
 13 Pandora's box, that you should defer voting or
 14 vote a no vote and let them come back, and
 15 maybe there's another city body that needs to
 16 be involved about what the appropriate
 17 information is for, basically, a major
 18 expansion of services. My family lived next to
 19 St. Luke's where one of the family centers
 20 lived. And they put a huge parking structure
 21 there, and it affected everybody who owned a
 22 two, three million dollar house. I assume, it
 23 was Town and Country. I don't know if it's
 24 Chesterfield or Town and Country, they didn't
 25 care. They had it by right. So, I think that

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1 upper school be limited to 100. We really
 2 can't accommodate more than that.
 3 MS. HIPPIE: And how enforceable is that
 4 caveat with that stipulation? So, if we
 5 include that -- okay, go ahead.
 6 MR. BRUNS: So, the way I take it is
 7 slightly different phrasing under condition,
 8 under the state-statute modifications. That
 9 would be how I say that you can approve it with
 10 a modification that there's a cap of 100
 11 enrollment at the upper school. Conditions are
 12 typically more something we would see, like, in
 13 a planning and zoning context. But that would
 14 be something that would go along with this
 15 Board's approval, if that was the route you
 16 took, would be whatever modifications you
 17 imposed on your approval.
 18 MR. DOSTER: His language is acceptable.
 19 MS. HIPPIE: Okay.
 20 MS. HEBERLE: And my -- I'm sorry.
 21 MS. HIPPIE: Go ahead.
 22 MS. HEBERLE: And my concern -- well, not
 23 concern. What I'm thinking with this is we
 24 don't really have the right, DESE doesn't
 25 control your numbers, you know, do we have the

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1 you need more information, all due respect,
 2 about what impact a yes vote tonight in the
 3 affirmative, what powers does that grant them
 4 with the land and the rights to operate a
 5 middle and a high school.
 6 MS. HIPPIE: Okay, thank you, sir.
 7 MR. SAVERIN: Any questions?
 8 MS. HIPPIE: Any questions? No, sir, we
 9 have no questions.
 10 MR. SAVERIN: Thank you.
 11 MS. HIPPIE: Mr. Doster, one rebuttal,
 12 please.
 13 MR. DOSTER: Not really a rebuttal, really
 14 a suggestion. In our application, we also said
 15 that in conjunction with this request, we're
 16 willing to accept reasonable conditions on the
 17 approval. And that's permitted under the
 18 ordinance and statute that governs your
 19 jurisdiction. So, I didn't propose any in the
 20 application, but in talking to Kara, here's one
 21 that we would suggest to you, if it would help
 22 make you more comfortable with what we're
 23 asking. So, in addition to asking for the
 24 variance, we would suggest that you could
 25 impose a condition that the enrollment for the

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1 right to control those numbers? It's really
 2 about, you know, safety and security. Do we
 3 ever amend that, or do we say you have to stay
 4 within this footprint, or you have to stay
 5 within a 75-parking spot? You know, is that a
 6 stipulation we can put on it?
 7 MR. BRUNS: I think these are acceptable
 8 ways to look at this issue of, you're trying to
 9 fit an upper and a lower school on 8.9 acres.
 10 How do we address some of these traffic and
 11 other concerns that have been raised? So, yes,
 12 I think it is appropriate to look at it that
 13 way, to impose these modifications on an
 14 approval, if that's the way it's heading now.
 15 MS. HIPPIE: Okay. And the modification,
 16 which he's currently, Mr. Doster, is currently
 17 proposing that we cap the upper school at 100
 18 students; is that correct?
 19 MR. DOSTER: That's correct.
 20 MS. HIPPIE: So, given that, it's kind of to
 21 get, you know --
 22 MR. DOSTER: Understood.
 23 MS. HIPPIE: The kind of dialogue and
 24 deliberation in an open forum that we want to
 25 do to make a good decision, to address the

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1 opposition that's concerned about traffic and
 2 other major elements that you have outlined.
 3 We also appreciate the functionality of the
 4 school, and we know from the speakers and the
 5 people, who came in and attended tonight, there
 6 is a great deal of support for the Chesterfield
 7 Day School and the Fulton School as it now is.
 8 And with all due respect to the farm and
 9 the apiary and your problems and your -- that
 10 you're following the ordinance of the City and
 11 you have the proper approval for those items,
 12 I'm hearing, if you will, I'm going to say it
 13 kind of in a modified parliamentary procedure,
 14 a motion on the floor to amend your request for
 15 a variance approval, subject to -- including a
 16 limitation of 100 students in the upper-school
 17 capacity. Is that fairly stated?
 18 MR. BRUNS: It is.
 19 MS. HIPP: Okay. So, that being the case,
 20 if there's no further -- is there any
 21 discussion based on that modification? Yes,
 22 sir.
 23 MR. SAVERIN: Yes, if you're going to
 24 grant them the right to operate a high school
 25 and a middle school that's going to run with

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1 the land, I'd like a natural landscaping
 2 barrier put between Warwick and where the
 3 school is and restore it to where it was.
 4 Particularly, if they're going to knock the
 5 school down, create noise, do demolition, that
 6 they put something substantial in. Not what
 7 the city requirement has historically been,
 8 three or five gallon bushes. But if the intent
 9 is to create public space that's going to abut
 10 private residences, I think that that should be
 11 on the table, as well, as creating some natural
 12 buffers between the residents on Greentrails
 13 who directly face the school. I have pictures
 14 I took the other night that shine from the
 15 utility lights. I just want some privacy. I
 16 don't want the noise. And I don't want an
 17 expansion, and I appreciate, potentially, the
 18 Board of Adjustment's cap on it.
 19 Right now, it sounds like they got about
 20 50 upper-school students. You're allowing them
 21 to double it. I remain concerned that they're
 22 going to ask for a variance on the variance
 23 down the road, because you're kind of giving a
 24 few yards here by allowing them to operate a
 25 high school on 8 acres of property. And I

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1 really believe that you need further
 2 discussion, and you should decline this
 3 tonight. I don't think you have enough
 4 information. Private citizen, I am a citizen,
 5 pay taxes, St. Louis County, City of
 6 Chesterfield. I'm a good citizen. These are a
 7 lot of the people who you utilize the
 8 neighborhood and services. They don't live in
 9 the neighborhood.
 10 MS. HIPP: Okay.
 11 MR. SAVERIN: That's just my opinion, but
 12 I think you really need to consider some of the
 13 other factors that I've addressed tonight.
 14 MS. HIPP: Okay, thank you.
 15 MR. SAVERIN: And not give them a
 16 hundred -- the right to operate a hundred
 17 percent without some substantial modifications
 18 to their property.
 19 MS. HIPP: Okay, all right.
 20 MR. SAVERIN: Thank you.
 21 MS. HIPP: Mr. Doster, can you provide
 22 some kind of privacy; I guess, how do I phrase
 23 it? Mr. Knight, help me out.
 24 MR. KNIGHT: I would almost ask legal to
 25 speak on this, too. So, we're making

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1 modifications on our conditions, and it's
 2 generally based on the area variance. When we
 3 talk about a cap on the students, that's based
 4 on the area of the school. When we start
 5 talking about specifics, that would require
 6 them to submit a site plan, in addition to a
 7 very specific side that's relevant tonight, I
 8 would check with legal to make sure that's an
 9 appropriate modification --
 10 MS. HIPP: Okay, thank you, sir.
 11 MR. KNIGHT: -- as it stands before --
 12 MS. HIPP: Okay, Mr. Doster?
 13 MR. DOSTER: I think I agree with what
 14 Mike just said. If you're talking about doing
 15 landscaping, it probably rises to the level of
 16 we need to submit a plan to staff and have them
 17 review it. That's a planning function. I'm
 18 willing on the record to commit that we'll
 19 communicate with this gentleman about the
 20 light, about landscaping; and it's something we
 21 can agree on, we'll submit a landscaping plan
 22 to staff and let them review it. I think
 23 that's the appropriate thing to do. That's the
 24 planning function. Our attempt to cap the
 25 enrollment for the upper school is directly

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1 related to what we're asking for.
 2 MS. HIPPI: I understand, thank you. Was
 3 there a comment from the audience?
 4 Mr. Christoffel, please approach the dais.
 5 MR. CHRISTOFFEL: Still under oath. I
 6 would oppose putting something like landscaping
 7 into what you're doing.
 8 MS. HIPPI: It's a little -- it makes --
 9 MR. CHRISTOFFEL: Because, actually, we
 10 are more affected visibly and by sound being on
 11 the hill across the street to the lights and
 12 things like that. And we might have some ideas
 13 and suggestions about what could be done with
 14 the property. And, so, that's not anything to
 15 do with the Notice of this meeting.
 16 MS. HIPPI: Yes, sir.
 17 MR. CHRISTOFFEL: As far as the Notice, we
 18 got a card. We saw the sign at the entrance to
 19 Conway Ridge. Both cases have the website to
 20 go to, which I went right home and looked up
 21 and found everything I needed to know about
 22 Fulton School. So, as far as we were
 23 concerned, there was no lack of notice --
 24 MS. HIPPI: Thank you for the commentary --
 25 MR. CHRISTOFFEL: -- about what this whole

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1 maybe some of the things that are on the mind
 2 of the Board of Adjustment and maybe get their
 3 ducks in a row with Mr. Knight and some of the
 4 other members of planning and zoning. And that
 5 this is a couple of votes of, okay, I don't
 6 have any more issues. My neighbors don't have
 7 any issues and, you know, give them a variance.
 8 I'm fine with where the school is today.
 9 MS. HIPPI: Right.
 10 MR. SAVERIN: But I think that it's become
 11 complicated, even in this hearing, of, is this
 12 even the appropriate forum of what your rights
 13 are to vote on tonight and to revisit them and
 14 control that down the road. So, you've got the
 15 city attorney here, but that's my perspective,
 16 thank you.
 17 MS. HIPPI: Thank you, sir. We appreciate
 18 that. If we were to hold on this particular
 19 issue, this variance request, hold it over
 20 until the next meeting, this man is asking us
 21 to, perhaps, give the opportunity to discuss or
 22 probably amend your variance request and
 23 include the language of the cap of the
 24 enrollment in the upper school to 100; and if
 25 we were to, just hypothetically, look at it.

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1 thing was about.
 2 MS. HIPPI: Okay, very good. Thank you for
 3 that commentary, sir. I -- one more rebuttal.
 4 We'll hear one more from you since we're an
 5 open forum. Thank you for coming this evening.
 6 You have provided a great deal of information.
 7 I appreciate that.
 8 MR. SAVERIN: Thank you, Ms. Hipp, I
 9 appreciate that. So, again, there's a lot of
 10 issues here on the table of people who live off
 11 of Appalachian and have a view of the school.
 12 There seems to be some open questions. They're
 13 currently operating under a stay where they're
 14 operating a middle school and a high school.
 15 They're not severely impacted right now here in
 16 the month of the October, in the first semester
 17 of school from continuing to operate under a
 18 stay.
 19 But I really think you need more
 20 information. I think you need to visit the
 21 property, whether it's you, maybe it is a
 22 planning and zoning function. Perhaps, that's
 23 the right way to go; that they come back with a
 24 different proposal of creating some buffering,
 25 addressing some of the things I noted tonight,

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1 I want our neighbors here, who are opposed
 2 and in support of this Fulton School, we want
 3 success in our neighborhood. That's why we're
 4 here. This Board meets to determine what is
 5 equitably best for all the residents of
 6 Chesterfield. We are looking at the practical
 7 and not the financial difficulties. These are
 8 very practical difficulties that we are
 9 addressing. For Mr. Block, who doesn't live
 10 around the block, if you will, this is a very
 11 real issue.
 12 I personally live next door to this almost
 13 with the Christoffels in my backyard. I know
 14 immediately in my mind all those photographs,
 15 because I've seen it for 29 years that I've
 16 lived here in Chesterfield. I've seen what you
 17 have seen. And I believe it is a very, very
 18 quality school, but we do have some safety
 19 questions. We understand that, I think in
 20 my -- as I read the Board here, we need more
 21 information. We are satisfied with what you
 22 have presented.
 23 I don't -- you've done a very fine job,
 24 Mr. Doster, to present an uphill battle because
 25 you have the burden to show that you have met

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

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

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

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