

OFFICE OF ZONING AND ADMINISTRATIVE HEARINGS
FOR MONTGOMERY COUNTY

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:
PETITION OF ELLIE SALOUR - : Case No. S.E. 14-02
INTERNATIONAL CHILDREN'S CENTER :
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A hearing in the above-entitled matter was held on
December 20, 2013, commencing at 9:51 a.m., at the Office of
Zoning and Administrative Hearings, 100 Maryland Avenue,
Second Floor, RDMHR, Stella B. Werner Council Office
Building, Rockville, Maryland 20850 before:

Lynn A. Robeson
Hearing Examiner

Page 2		Page 4
A P P E A R A N C E S		P R O C E E D I N G S
On Behalf of the Petitioner:		MS. ROBESON: Let's go on the record. Thank you.
Ellie Salour - International Children's Center		I'm going to call the case of -- now, my, petition
(Pro se)		of Ellie Salour, also known as the International Children's
C O N T E N T S		Center, requesting a special exception for a child daycare
Witnesses:	Direct Cross Redirect Recross	facility for up to 30 children on property identified as Lot
Ellie Salour	Throughout	1, Block A, located at 15901 New Hampshire Ave., Silver
E X H I B I T S		Spring, Maryland 20905.
Exhibit No.	Marked/Received	All right. Now, would you please state your name
1-31	(Previously Marked)	and address for the record?
31	Recommendation with Conditions	MS. SALOUR: Ellie Salour --
30	Technical Staff Report	MS. ROBESON: Uh-huh.
10(b)	Floor Plan, Basement	MS. SALOUR: -- residing at 15901 New Hampshire
11	Site/Landscaping/Parking Plans	Avenue, Silver Spring, Maryland 20905.
15(a)(ii)	Photograph, Fencing	MS. ROBESON: Okay.
15(a)(i)	Photograph, Fencing	MS. SALOUR: Uh-huh.
15(c)(ii)	Photograph, Circular Driveway	MS. ROBESON: And let me just explain a little bit
15(c)(i)	Photograph, Circular Driveway	about these, what we're going to do today.
15(b)(ii)	Photograph, Parking	MS. SALOUR: Okay.
15(b)(i)	Photograph, Parking	MS. ROBESON: I'm going to take testimony and
15(a)(iv)	Photograph, Fencing	evidence --
15(a)(iii)	Photograph, Fencing	MS. SALOUR: Uh-huh.
15(e)(i)	Photograph, Side Yard	MS. ROBESON: -- from you about the application.
		And your -- it's informal, but we do have some
		formalities -- your testimony's going to be under oath.

Page 3		Page 5
E X H I B I T S (Continued)		MS. SALOUR: Okay.
Exhibit No.	Marked/Received	MS. ROBESON: And what I'm going to do is make
15(e)(ii)	Photograph, Side Yard	sure that everything that we have, we have everything in our
15(e)(iii)	Photograph, Side Yard	record, and then I'll issue a decision in the case.
15(f)(i)	Photograph, New Hampshire View	MS. SALOUR: Okay.
15(f)(ii)	Photograph, New Hampshire/Harding	MS. ROBESON: And I have 30 days from the date the
15(f)(iii)	Photograph, Harding Lane View	record closes to issue the decision.
15(h)(iii)	Photograph, Side of House	MS. SALOUR: Okay.
15(i)	Photograph, Driveway and School Bus	MS. ROBESON: If you don't like the decision, you
15(j)	Photograph, Harding Lane Entrance	can appeal that decision --
15(k)	Photograph, Lighting over Garage	MS. SALOUR: Uh-huh.
14(a)(i)	Photograph, Infants Room	MS. ROBESON: -- to the Board of Appeals.
14(a)(ii)	Photograph, Infants Room	MS. SALOUR: Okay.
14(b)(i)	Photograph, Preschool Room	MS. ROBESON: Okay?
14(b)(ii)	Photograph, Preschool Room	MS. SALOUR: Sure.
14(b)(iii)	Photograph, Preschool Room	MS. ROBESON: So would you please raise your right
14(c)(i)	Photograph, Entrance to Center	hand?
14(d)	Photograph, Staff with Children	(Witness sworn.)
		MS. ROBESON: Thank you. Okay. Would you like to
		say something?
		MS. SALOUR: Actually, I just, you know, would
		like to reinforce the fact that I have been in this business
		for over 20 years, working with children. I've been a very
		active member of Montgomery County Coalition Council.
		MS. ROBESON: I saw that.

<p style="text-align: right;">Page 6</p> <p>1 MS. SALOUR: That's right. And this is my life; 2 this is what I do. And all these years, the reason that, 3 that I have, you know, pursued this is because of the 4 clientele; because of the -- the numbers are low right now, 5 12 -- and I have a lot, quite a few people on the wait list. 6 Even families who are having a second child, I had to turn 7 them down and I lost both of them because they are not going 8 to have one at this location and one somewhere else. 9 It's just the demand of the community. And it's 10 not that the program and how it looks brings people in; it's 11 the quality of the program as well as the word of mouth. 12 MS. ROBESON: Uh-huh. 13 MS. SALOUR: So I do have quite a few, especially 14 infants and toddlers who are, you know, been knocking on my 15 door and trying to come in, but unfortunately, I don't have 16 space for them. 17 MS. ROBESON: Uh-huh. 18 MS. SALOUR: So this would be a great asset for 19 the community. 20 MS. ROBESON: Okay. 21 MS. SALOUR: Since I have the means, I would like 22 to be able to offer more service. 23 MS. ROBESON: All right. 24 MS. SALOUR: Thank you. 25 MS. ROBESON: I'm going to go through some</p>	<p style="text-align: right;">Page 8</p> <p>1 MS. ROBESON: Okay. 2 MS. SALOUR: Uh-huh. 3 MS. ROBESON: Now, the sign, can you just describe 4 the size of the sign? 5 MS. SALOUR: The size of the sign is something 6 that it was, before we had a, a larger sign, and we were to 7 be taking it down because of the size, so we went to the 8 Cloverly Association and it seems like it's a, it's an 9 acceptable size for the sign. 10 MS. ROBESON: Uh-huh. 11 MS. SALOUR: So that is something that I didn't 12 know that it was, you know, or is, I have, I, all these 13 years, the sign has been up for, since 2005. 14 MS. ROBESON: Yeah. 15 MS. SALOUR: And it's never been an issue, so -- 16 MS. ROBESON: Okay. But you'll agree to 17 abide -- I think in residential zones, the -- 18 MS. SALOUR: Uh-huh. 19 MS. ROBESON: -- the square footage has to be two 20 by, or four square feet -- 21 MS. SALOUR: Right. 22 MS. ROBESON: -- so it can be -- 23 MS. SALOUR: Uh-huh. 24 MS. ROBESON: -- one by three, two by two. 25 MS. SALOUR: Actually, this is two by, you know,</p>
<p style="text-align: right;">Page 7</p> <p>1 technical -- 2 MS. SALOUR: Sure. 3 MS. ROBESON: -- requirements -- 4 MS. SALOUR: Uh-huh. 5 MS. ROBESON: -- to make sure that we have enough 6 evidence in the record to -- 7 MS. SALOUR: For compliance. 8 MS. ROBESON: Exactly. So do you have a, have you 9 read the technical staff report? 10 MS. SALOUR: Yes, I have. 11 MS. ROBESON: And it recommends approval subject 12 to some conditions. 13 MS. SALOUR: Uh-huh. 14 MS. ROBESON: Do you wish to adopt that as your 15 own testimony? Do you agree with what the technical staff 16 report says? 17 MS. SALOUR: Yes, definitely. 18 MS. ROBESON: And do you agree to abide by those 19 conditions? 20 MS. SALOUR: Yes, I do. 21 MS. ROBESON: Okay. 22 MS. SALOUR: Uh-huh. 23 MS. ROBESON: Now -- 24 MS. SALOUR: They are minor adjustments, so I'm 25 willing to make those adjustments.</p>	<p style="text-align: right;">Page 9</p> <p>1 probably -- yes, it is, it is the right size then. I'm not 2 sure. 3 MS. ROBESON: Yes. 4 MS. SALOUR: I haven't measured it after my, you 5 know, the hearing at the County -- 6 MS. ROBESON: Right. 7 MS. SALOUR: -- but I'm willing to go back and 8 revisit it. And if there is need to be changed, then I 9 will, you know -- 10 MS. ROBESON: Change it. 11 MS. SALOUR: Yes. 12 MS. ROBESON: Okay. Now, the Planning Board, do 13 you have this, which is Exhibit 31, which is the Planning 14 Board's recommendation of approval? 15 MS. SALOUR: No. 16 (Exhibit No. 31 was marked for 17 identification.) 18 MS. ROBESON: Okay. Why don't you come up for a 19 moment. 20 MS. SALOUR: Okay, sure, uh-huh. 21 MS. ROBESON: Basically, what the Board did is 22 they incorporated the conditions, the same conditions -- 23 MS. SALOUR: Uh-huh. 24 MS. ROBESON: -- in the technical staff report, 25 except they added a condition --</p>

<p style="text-align: right;">Page 10</p> <p>1 MS. SALOUR: A tree?</p> <p>2 MS. ROBESON: -- no -- that I retain jurisdiction</p> <p>3 to make sure that it's not too noisy.</p> <p>4 MS. SALOUR: Okay. That's fine. Because they are</p> <p>5 not really aware of where we are standing. The houses on</p> <p>6 our side --</p> <p>7 MS. ROBESON: Well, let --</p> <p>8 MS. SALOUR: -- are too far away.</p> <p>9 MS. ROBESON: Let's --</p> <p>10 MS. SALOUR: Uh-huh.</p> <p>11 MS. ROBESON: Let's go, it's easier for me if you</p> <p>12 can, let's --</p> <p>13 MS. SALOUR: Actually, you have it right here.</p> <p>14 MS. ROBESON: Okay. I was actually looking for</p> <p>15 the site plan.</p> <p>16 MS. SALOUR: Oh.</p> <p>17 MS. ROBESON: Hold on one second. Okay. We're</p> <p>18 looking at -- okay. If you could just describe, without,</p> <p>19 I'm looking at the technical --</p> <p>20 MS. SALOUR: Uh-huh, right.</p> <p>21 MS. ROBESON: -- staff report, which is Exhibit</p> <p>22 30.</p> <p>23 (Exhibit No. 30 was marked</p> <p>24 for identification.)</p> <p>25 MS. ROBESON: If you could describe through the</p>	<p style="text-align: right;">Page 12</p> <p>1 one time.</p> <p>2 MS. ROBESON: Right.</p> <p>3 MS. SALOUR: Right now, we have 12 children.</p> <p>4 MS. ROBESON: Right.</p> <p>5 MS. SALOUR: And not all of them are out</p> <p>6 altogether. First of all, the majority of my kids are going</p> <p>7 to be infants and toddlers, and they're not out there, you</p> <p>8 know.</p> <p>9 MS. ROBESON: Right, right.</p> <p>10 MS. SALOUR: Usually, they have a buggy to go</p> <p>11 around --</p> <p>12 MS. ROBESON: How many of the --</p> <p>13 MS. SALOUR: Yes.</p> <p>14 MS. ROBESON: -- 30 children are going to be</p> <p>15 infants and toddlers?</p> <p>16 MS. SALOUR: Right now, that's up to the</p> <p>17 licensing, but you know, I'm thinking, probably, they're</p> <p>18 going to give me nine to 10.</p> <p>19 MS. ROBESON: Okay.</p> <p>20 MS. SALOUR: Right.</p> <p>21 MS. ROBESON: So a third of the children?</p> <p>22 MS. SALOUR: Right, that's right.</p> <p>23 MS. ROBESON: Right.</p> <p>24 MS. SALOUR: And the other group, they are --</p> <p>25 MS. ROBESON: And how many go outside at one time</p>
<p style="text-align: right;">Page 11</p> <p>1 things here where your house is, does this, on page 3, does</p> <p>2 that --</p> <p>3 MS. SALOUR: This is actually our house,</p> <p>4 obviously --</p> <p>5 MS. ROBESON: Yes.</p> <p>6 MS. SALOUR: -- right.</p> <p>7 MS. ROBESON: So what was the concern? Why did</p> <p>8 the Board --</p> <p>9 MS. SALOUR: They, it, they measured something,</p> <p>10 you know, they said they didn't measure our playground to</p> <p>11 the next house on the, on the, when you're facing from New</p> <p>12 Hampshire, the next house is down the hill, and they thought</p> <p>13 it --</p> <p>14 MS. ROBESON: When you say the next house, you</p> <p>15 mean the house to the south?</p> <p>16 MS. SALOUR: To the south, right.</p> <p>17 MS. ROBESON: Okay.</p> <p>18 MS. SALOUR: And she said the guidelines are</p> <p>19 dictating that it has to be certain amount of distance</p> <p>20 between the playground and the house next door.</p> <p>21 MS. ROBESON: Ahh.</p> <p>22 MS. SALOUR: That's what they said. But you know,</p> <p>23 every time I look at it -- and I've had several people</p> <p>24 looking at that, there's never going to be a problem. They,</p> <p>25 first of all, they recommended having 15 children outside at</p>	<p style="text-align: right;">Page 13</p> <p>1 now?</p> <p>2 MS. SALOUR: They go by, by age, you know, 2-year-</p> <p>3 olds go, like 10 o'clock in the morning.</p> <p>4 MS. ROBESON: Uh-huh.</p> <p>5 MS. SALOUR: They have half hour to 45 minutes.</p> <p>6 They come back in. And then the preschoolers go, go out.</p> <p>7 So it's not going to be more than 10 kids out there at one</p> <p>8 time.</p> <p>9 MS. ROBESON: Okay. How many are out there now at</p> <p>10 one time?</p> <p>11 MS. SALOUR: Right now, the infants don't go out,</p> <p>12 so it's probably about, you know, 10.</p> <p>13 MS. ROBESON: Ten?</p> <p>14 MS. SALOUR: Ten, right.</p> <p>15 MS. ROBESON: Okay.</p> <p>16 MS. SALOUR: Uh-huh.</p> <p>17 MS. ROBESON: All right.</p> <p>18 MS. SALOUR: And that, we have never heard</p> <p>19 anything -- because Cloverly Association is very good about</p> <p>20 expressing concerns of the neighbors and the</p> <p>21 community -- they have never contacted me on any issues</p> <p>22 about noise level.</p> <p>23 MS. ROBESON: Okay. All right.</p> <p>24 MS. SALOUR: So, and we have been really, you</p> <p>25 know, having manicured lawn all the time, gorgeous, you</p>

<p style="text-align: right;">Page 14</p> <p>1 know, clean property. It's really a good, you know, it 2 stands out -- 3 MS. ROBESON: Right. 4 MS. SALOUR: -- in the neighborhood. 5 MS. ROBESON: Uh-huh. 6 MS. SALOUR: And they have never had any issues 7 with us. 8 MS. ROBESON: Okay. 9 MS. SALOUR: Uh-huh. 10 MS. ROBESON: I just wanted to understand what the 11 concern was. So the concern was that this is downhill, 12 this -- 13 MS. SALOUR: That's a rental -- 14 MS. ROBESON: -- the property immediately to the 15 south -- 16 MS. SALOUR: That's right. 17 MS. ROBESON: -- and the distance. 18 MS. SALOUR: It's a rental house, and now, it's a, 19 it's a house that it's been rented to elderlies. They're 20 having like an elderly care there. 21 MS. ROBESON: Oh, like a -- 22 MS. SALOUR: Yeah. 23 MS. ROBESON: -- okay. 24 MS. SALOUR: And it's a very small house, they're 25 probably, you know, we had it before for childcare.</p>	<p style="text-align: right;">Page 16</p> <p>1 for identification.) 2 MS. ROBESON: Can you just describe what this 3 shows? 4 MS. SALOUR: Uh-huh. Okay. This is actually, you 5 know, steps to the basement. 6 MS. ROBESON: What, is this a floor plan? 7 MS. SALOUR: This is a floor plan, that's right. 8 MS. ROBESON: Okay. And what level is this? 9 MS. SALOUR: This is the first level. 10 MS. ROBESON: Okay. 11 MS. SALOUR: Uh-huh. 12 MS. ROBESON: Is it street level or a basement? 13 MS. SALOUR: It's the street level. 14 MS. ROBESON: Okay. So can you -- 15 MS. SALOUR: Uh-huh. 16 MS. ROBESON: -- just describe what the rooms are 17 going to -- 18 MS. SALOUR: Right. 19 MS. ROBESON: -- how it's going to operate? 20 MS. SALOUR: Uh-huh. The whole first floor is 21 designated for childcare. 22 MS. ROBESON: Okay. 23 MS. SALOUR: Right now, everything you see here, 24 it's, you know, been used for providing childcare. 25 MS. ROBESON: Okay. So this is --</p>
<p style="text-align: right;">Page 15</p> <p>1 MS. ROBESON: Yeah. 2 MS. SALOUR: I rented that house. I ran it for a 3 while. Because of the, you know, I needed to expand. 4 MS. ROBESON: Yes, yes. 5 MS. SALOUR: But the economy went bad, and -- 6 MS. ROBESON: Yes. 7 MS. SALOUR: -- then we had to kind of, you know, 8 withdraw from there. But it's a house that is just further 9 down, and those people have never complained about anything. 10 MS. ROBESON: Okay. All right. 11 MS. SALOUR: Okay? 12 MS. ROBESON: Thank you. 13 MS. SALOUR: Sure. Thank you. 14 MS. ROBESON: Now, well, I, you just sat down, but 15 I'm going to ask you -- 16 MS. SALOUR: Oh, okay, not a problem. 17 MS. ROBESON: -- to come up again. 18 MS. SALOUR: I'll be right there. 19 MS. ROBESON: So what I'm going to do is show you 20 this. Can you please, these are the formalities we're going 21 to go through. 22 MS. SALOUR: Right, okay. 23 MS. ROBESON: So I'm going to show you -- well, I 24 don't have -- Exhibit 10(b). 25 (Exhibit No. 10(b) was marked</p>	<p style="text-align: right;">Page 17</p> <p>1 MS. SALOUR: Uh-huh. 2 MS. ROBESON: -- used today? 3 MS. SALOUR: Definitely, yes. Yes. 4 MS. ROBESON: And are these lines walls? 5 MS. SALOUR: No. These are, you know, this is 6 the -- right. 7 MS. ROBESON: When I say these lines, I'm pointing 8 to grid lines. 9 MS. SALOUR: Uh-huh. 10 MS. ROBESON: The walls are the double lines, 11 correct? 12 MS. SALOUR: That's right, yes. 13 MS. ROBESON: Okay. 14 MS. SALOUR: Uh-huh, right. 15 MS. ROBESON: So these are just for measurement 16 purposes? 17 MS. SALOUR: That's for measurement purposes -- 18 MS. ROBESON: Okay. 19 MS. SALOUR: -- just to show, you know, the length 20 of the building. 21 MS. ROBESON: Okay. 22 MS. SALOUR: Uh-huh. 23 MS. ROBESON: And I assume you have enough space. 24 I know the state has a requirement -- 25 MS. SALOUR: Yes.</p>

<p style="text-align: right;">Page 18</p> <p>1 MS. ROBESON: -- of 35 --</p> <p>2 MS. SALOUR: Uh-huh.</p> <p>3 MS. ROBESON: -- feet per child.</p> <p>4 MS. SALOUR: Feet per child. We have, we have</p> <p>5 measured the whole building and it is, you know, suitable</p> <p>6 for 30 children.</p> <p>7 MS. ROBESON: Okay.</p> <p>8 MS. SALOUR: But then the state, you know, makes a</p> <p>9 decision. If I had a, I have a piano there, if they want to</p> <p>10 take that space out, then it depends on what they measure --</p> <p>11 MS. ROBESON: Oh, okay.</p> <p>12 MS. SALOUR: -- based on my furniture --</p> <p>13 MS. ROBESON: Right.</p> <p>14 MS. SALOUR: -- and for the equipments that I</p> <p>15 have. If it's an educational equipment, then they count it</p> <p>16 in.</p> <p>17 MS. ROBESON: Okay.</p> <p>18 MS. SALOUR: If it's a, you know, something that I</p> <p>19 have there, like a desk or --</p> <p>20 MS. ROBESON: Yes.</p> <p>21 MS. SALOUR: -- for myself --</p> <p>22 MS. ROBESON: Yeah.</p> <p>23 MS. SALOUR: -- then they take the test, you know,</p> <p>24 out, off of the space.</p> <p>25 MS. ROBESON: I see, okay.</p>	<p style="text-align: right;">Page 20</p> <p>1 MS. SALOUR: Because this is a, you know, there is</p> <p>2 a porch here, you know, like a --</p> <p>3 MS. ROBESON: Yes.</p> <p>4 MS. SALOUR: -- another room right here.</p> <p>5 MS. ROBESON: So you're pointing to --</p> <p>6 MS. SALOUR: This is -- yeah, uh-huh.</p> <p>7 MS. ROBESON: -- a double, triple line right next</p> <p>8 to the preschool?</p> <p>9 MS. SALOUR: Correct. Right.</p> <p>10 MS. ROBESON: Okay.</p> <p>11 MS. SALOUR: And then the wall, and this is the</p> <p>12 whole area is preschool classroom.</p> <p>13 MS. ROBESON: Okay. That's --</p> <p>14 MS. SALOUR: Okay.</p> <p>15 MS. ROBESON: -- labeled preschool?</p> <p>16 MS. SALOUR: That's right, yes. And then this is</p> <p>17 the kitchen area.</p> <p>18 MS. ROBESON: Okay. When you say this, you're</p> <p>19 pointing to a large --</p> <p>20 MS. SALOUR: Okay. You know, it stops right here,</p> <p>21 and then this is the --</p> <p>22 MS. ROBESON: Okay.</p> <p>23 MS. SALOUR: -- basement --</p> <p>24 MS. ROBESON: Let me just --</p> <p>25 MS. SALOUR: -- goes to the basement.</p>
<p style="text-align: right;">Page 19</p> <p>1 MS. SALOUR: Right. So then the final decision is</p> <p>2 on them --</p> <p>3 MS. ROBESON: Okay.</p> <p>4 MS. SALOUR: -- as how many, the number of</p> <p>5 children --</p> <p>6 MS. ROBESON: Okay.</p> <p>7 MS. SALOUR: -- they're going to license me for.</p> <p>8 MS. ROBESON: Okay. All right. Now, can you just</p> <p>9 describe how this floor plan is going to operate?</p> <p>10 MS. SALOUR: Okay. You know, this is --</p> <p>11 MS. ROBESON: Do you need another -- now, here's</p> <p>12 a, this is probably, 10A is another floor plan.</p> <p>13 MS. SALOUR: Uh-huh.</p> <p>14 MS. ROBESON: Is that what you're looking for?</p> <p>15 MS. SALOUR: I can see, yes, uh-huh. Okay. You</p> <p>16 know, the entrance is actually, when they walk in, this is</p> <p>17 the preschool classroom.</p> <p>18 MS. ROBESON: That's labeled classroom on the --</p> <p>19 MS. SALOUR: That's right. That's right, yes.</p> <p>20 This is the entrance, and then --</p> <p>21 MS. ROBESON: Where's the door?</p> <p>22 MS. SALOUR: It's right here.</p> <p>23 MS. ROBESON: Okay. When you say here --</p> <p>24 MS. SALOUR: Uh-huh.</p> <p>25 MS. ROBESON: -- you're pointing to --</p>	<p style="text-align: right;">Page 21</p> <p>1 MS. ROBESON: -- tell you --</p> <p>2 MS. SALOUR: Uh-huh.</p> <p>3 MS. ROBESON: -- when you say -- this gets</p> <p>4 transcribed --</p> <p>5 MS. SALOUR: Oh, okay, I'm sorry.</p> <p>6 MS. ROBESON: -- and when you say -- no, it's</p> <p>7 okay -- when you say here, the record doesn't know --</p> <p>8 MS. SALOUR: Oh, okay.</p> <p>9 MS. ROBESON: -- so you have to kind of</p> <p>10 describe --</p> <p>11 MS. SALOUR: Okay, okay --</p> <p>12 MS. ROBESON: -- where here is.</p> <p>13 MS. SALOUR: -- right.</p> <p>14 MS. ROBESON: That's why I'm stopping you.</p> <p>15 MS. SALOUR: Right. Yes. This is, you know, the</p> <p>16 walk in --</p> <p>17 MS. ROBESON: Is this triple line.</p> <p>18 MS. SALOUR: -- it's a room, it is on triple line,</p> <p>19 there's a room here. And --</p> <p>20 MS. ROBESON: Here is right inside --</p> <p>21 MS. SALOUR: Correct.</p> <p>22 MS. ROBESON: -- the entrance.</p> <p>23 MS. SALOUR: Yes, that's right.</p> <p>24 MS. ROBESON: Okay.</p> <p>25 MS. SALOUR: Okay? And the entrance, all, there</p>

<p style="text-align: right;">Page 22</p> <p>1 is also educational materials here, there's a library, there 2 is a table for children to work. 3 MS. ROBESON: Okay. 4 MS. SALOUR: And they use this entrance as an 5 extension of the preschool classroom. 6 MS. ROBESON: Okay. 7 MS. SALOUR: And then they walk into this 8 classroom, which is the first room. The preschoolers are 9 here. This is space is for science, and they have it set up 10 at different, like you know, manipulatives, and this is 11 their -- 12 MS. ROBESON: You're talking about -- 13 MS. SALOUR: -- set up, uh-huh. 14 MS. ROBESON: -- this, the southern -- 15 MS. SALOUR: This set up, right. 16 MS. ROBESON: -- the southern -- 17 MS. SALOUR: Uh-huh. 18 MS. ROBESON: -- side. 19 MS. SALOUR: Right. And then from there, they 20 walk over to the next -- 21 MS. ROBESON: Oh, actually, why do I have this as 22 an entrance? 23 MS. SALOUR: Oh, entrance to the next classroom. 24 MS. ROBESON: Oh, okay. So the -- 25 MS. SALOUR: Okay.</p>	<p style="text-align: right;">Page 24</p> <p>1 MS. SALOUR: Correct, yes. 2 MS. ROBESON: Okay. 3 MS. SALOUR: Uh-huh. And this is just the line, 4 but there is no walls or anything, it's an open space. 5 MS. ROBESON: Okay. So this is just -- 6 MS. SALOUR: Right. 7 MS. ROBESON: -- the single line -- 8 MS. SALOUR: That's correct. 9 MS. ROBESON: -- is just a grid? 10 MS. SALOUR: The grid, that's right. 11 MS. ROBESON: Okay. 12 MS. SALOUR: Uh-huh. 13 MS. ROBESON: All right. And then, so this is the 14 first floor? 15 MS. SALOUR: Correct. 16 MS. ROBESON: Okay. And then can you just 17 describe -- 18 MS. SALOUR: Then the steps, this is the steps, 19 but is, it's a walkout basement. 20 MS. ROBESON: Okay. 21 MS. SALOUR: So the steps goes to the -- 22 MS. ROBESON: Then very north of the plan? 23 MS. SALOUR: Right. 24 MS. ROBESON: Uh-huh. 25 MS. SALOUR: And then from the kitchen area, there</p>
<p style="text-align: right;">Page 23</p> <p>1 MS. ROBESON: -- room marked entrance -- 2 MS. SALOUR: This is -- 3 MS. ROBESON: -- is -- 4 MS. SALOUR: -- it's for the next classroom. 5 MS. ROBESON: Okay. 6 MS. SALOUR: This is an open space. 7 MS. ROBESON: That's marked entrance. 8 MS. SALOUR: Right. 9 MS. ROBESON: Okay. 10 MS. SALOUR: Marked entrance. And then they come, 11 you come to the junior pre-K, which is the 2-year-old 12 classroom. 13 MS. ROBESON: Okay. 14 MS. SALOUR: And this is -- 15 MS. ROBESON: And that's marked on the plan. 16 MS. SALOUR: That's marked on the plan. That's 17 right. And from here, from junior pre-K, there is a walkway 18 that brings them to the infants room, which the infant area 19 is an all, you know, like an area that is just designated 20 for infants only, and is all the way at the back of the 21 class -- 22 MS. ROBESON: Okay. So is that -- 23 MS. SALOUR: -- past the pre-K. 24 MS. ROBESON: Okay. So this room, is this room 25 both infants and toddlers?</p>	<p style="text-align: right;">Page 25</p> <p>1 are steps into the basement. 2 MS. ROBESON: Okay. 3 MS. SALOUR: And the basement is used for 4 residential. 5 MS. ROBESON: Is, do you live there? 6 MS. SALOUR: Uh-huh. 7 MS. ROBESON: Okay. All right. And then let's 8 just go through your site plan. Can you just describe 9 generally what this -- 10 MS. SALOUR: Right. 11 MS. ROBESON: This is Exhibit 11. 12 (Exhibit No. 11 was marked 13 for identification.) 14 MS. ROBESON: Can you describe generally what 15 this -- 16 MS. SALOUR: The entrance, New Hampshire Avenue, 17 you can see the building from New Hampshire Avenue. 18 MS. ROBESON: Okay. 19 MS. SALOUR: The entrance into the building is 20 through Harding Lane. 21 MS. ROBESON: Okay. 22 MS. SALOUR: We have signs that is just to, you 23 know, entrance and exit signs -- 24 MS. ROBESON: I see, okay. 25 MS. SALOUR: -- right. So --</p>

<p style="text-align: right;">Page 26</p> <p>1 MS. ROBESON: Directional signs.</p> <p>2 MS. SALOUR: -- directional signs. The entrance</p> <p>3 is through here, to the, you know, the second entrance is --</p> <p>4 MS. ROBESON: Wait.</p> <p>5 MS. SALOUR: The entrance --</p> <p>6 MS. ROBESON: The entrance to the --</p> <p>7 MS. SALOUR: -- is from Harding Lane.</p> <p>8 MS. ROBESON: Yeah, but where's the north arrow on</p> <p>9 this?</p> <p>10 MS. SALOUR: This is Harding and this is New</p> <p>11 Hampshire Avenue.</p> <p>12 MS. ROBESON: Okay. So the entrance to the</p> <p>13 north --</p> <p>14 MS. SALOUR: To the building --</p> <p>15 MS. ROBESON: -- is here.</p> <p>16 MS. SALOUR: -- uh-huh.</p> <p>17 MS. ROBESON: No, I mean, the eastern entrance to</p> <p>18 the driveway, is that the entrance --</p> <p>19 MS. SALOUR: That's the entrance.</p> <p>20 MS. ROBESON: -- and then the exit is the access</p> <p>21 point closest to New Hampshire?</p> <p>22 MS. SALOUR: Correct.</p> <p>23 MS. ROBESON: Okay.</p> <p>24 MS. SALOUR: That's right.</p> <p>25 MS. ROBESON: All right.</p>	<p style="text-align: right;">Page 28</p> <p>1 MS. SALOUR: Yes, all these are the landscaping.</p> <p>2 MS. ROBESON: Existing.</p> <p>3 MS. SALOUR: Existing landscaping.</p> <p>4 MS. ROBESON: Okay.</p> <p>5 MS. SALOUR: Right.</p> <p>6 MS. ROBESON: And did technical, the staff</p> <p>7 recommend you do additional landscaping?</p> <p>8 MS. SALOUR: Just, not, no, no, no additional.</p> <p>9 The only thing they recommended was a tree, evergreen tree</p> <p>10 by the parking, one of the parking spaces that they thought</p> <p>11 that it's going to be lights. And I did not understand. I</p> <p>12 asked Ellen and I asked --</p> <p>13 MS. ROBESON: Ellen Forbes of our office?</p> <p>14 MS. SALOUR: That is correct, yes. And about</p> <p>15 where do they want me to plant the tree because I went and</p> <p>16 talked to our landscaper, and he said it's too cold right</p> <p>17 now, but if you mark it, I try to plant the tree.</p> <p>18 MS. ROBESON: Well, you don't have to plant it</p> <p>19 now. I mean --</p> <p>20 MS. SALOUR: Okay.</p> <p>21 MS. ROBESON: -- it's better to plant it in the</p> <p>22 planting season --</p> <p>23 MS. SALOUR: Right, right, okay.</p> <p>24 MS. ROBESON: -- so it survives. Let me just</p> <p>25 see -- now, they didn't add that tree. I don't see them --</p>
<p style="text-align: right;">Page 27</p> <p>1 MS. SALOUR: That's right. You've, I don't know</p> <p>2 the terminology, so you help --</p> <p>3 MS. ROBESON: No, don't worry.</p> <p>4 MS. SALOUR: -- me out. Thank you very much.</p> <p>5 MS. ROBESON: Don't worry.</p> <p>6 MS. SALOUR: And this is where, you know, the</p> <p>7 parents drop the children. And then this is where they</p> <p>8 park. These are the --</p> <p>9 MS. ROBESON: Okay. The --</p> <p>10 MS. SALOUR: -- parking spaces.</p> <p>11 MS. ROBESON: Okay. All right. So do they park</p> <p>12 in the parking spaces and then --</p> <p>13 MS. SALOUR: That's right, yes.</p> <p>14 MS. ROBESON: -- drop the children?</p> <p>15 MS. SALOUR: They do.</p> <p>16 MS. ROBESON: Okay.</p> <p>17 MS. SALOUR: Uh-huh.</p> <p>18 MS. ROBESON: All right. And can you, are you</p> <p>19 required to do any planting?</p> <p>20 MS. SALOUR: Planting, we do have, you know, I</p> <p>21 have put in a nice album with all the plants that we have.</p> <p>22 MS. ROBESON: Okay. So these are shown --</p> <p>23 MS. SALOUR: We have a really nice -- that's</p> <p>24 right.</p> <p>25 MS. ROBESON: -- on the plan.</p>	<p style="text-align: right;">Page 29</p> <p>1 MS. SALOUR: I saw the evergreen, or maybe, Miss</p> <p>2 O'Connor, from the Park and Planning, just mentioned it to</p> <p>3 me, but maybe it didn't get down on the recommendations.</p> <p>4 MS. ROBESON: Yeah, that's what I'm thinking.</p> <p>5 MS. SALOUR: Okay.</p> <p>6 MS. ROBESON: So, and your lighting, does this</p> <p>7 show your light, are these red dots --</p> <p>8 MS. SALOUR: These are --</p> <p>9 MS. ROBESON: -- on Exhibit 11 --</p> <p>10 MS. SALOUR: -- existing, yes.</p> <p>11 MS. ROBESON: Okay.</p> <p>12 MS. SALOUR: These are existing lighting.</p> <p>13 MS. ROBESON: Are you going to add lighting?</p> <p>14 MS. SALOUR: We are going to add that. As</p> <p>15 already, I have placed several, you know, other lights.</p> <p>16 There are more lights here. There are about, this is not</p> <p>17 correct. I believe this is what they recommended, but then</p> <p>18 the one that I have presented had more lights because we do</p> <p>19 have more lights than this.</p> <p>20 MS. ROBESON: Okay. Well, that has to be shown on</p> <p>21 the plan.</p> <p>22 MS. SALOUR: It's more existing lights, but</p> <p>23 apparently, when they, it was in red and it was marked, but</p> <p>24 then when they printed it, it didn't transfer as marked</p> <p>25 areas.</p>

<p style="text-align: right;">Page 30</p> <p>1 MS. ROBESON: Wait. I'm --</p> <p>2 MS. SALOUR: I had nine solar lights, nine, nine</p> <p>3 lights altogether, I believe, nine solar and this, that, and</p> <p>4 the lamppost. So I don't know where that resolution is.</p> <p>5 MS. ROBESON: Okay. Let me take a moment and see</p> <p>6 what they said.</p> <p>7 MS. SALOUR: But Mrs. O'Connor, from Park and</p> <p>8 Planning, came in and took pictures, and she did see all the</p> <p>9 lights that we have around the building.</p> <p>10 MS. ROBESON: My concern is that you have to have</p> <p>11 everything that you want shown --</p> <p>12 MS. SALOUR: Oh, sorry.</p> <p>13 MS. ROBESON: -- on the plan, so I want to make</p> <p>14 sure --</p> <p>15 MS. SALOUR: I did not bring my --</p> <p>16 MS. ROBESON: Well, let me just --</p> <p>17 MS. SALOUR: -- document.</p> <p>18 MS. ROBESON: She should have a section on what</p> <p>19 she says on lighting. I'm sorry to --</p> <p>20 MS. SALOUR: No, because there was an emphasis on,</p> <p>21 made on lighting, and I made sure that I had adequate --</p> <p>22 MS. ROBESON: She says --</p> <p>23 MS. SALOUR: Yes.</p> <p>24 MS. ROBESON: -- the lighting plan shows a total</p> <p>25 of six landscape lights --</p>	<p style="text-align: right;">Page 32</p> <p>1 MS. ROBESON: I just want to make sure --</p> <p>2 MS. SALOUR: I understand. This --</p> <p>3 MS. ROBESON: -- if somebody files a -- okay.</p> <p>4 MS. SALOUR: The back of the building light at the</p> <p>5 back where the exit through the kitchen, there is a light --</p> <p>6 MS. ROBESON: Is that a entrance --</p> <p>7 MS. SALOUR: -- here.</p> <p>8 MS. ROBESON: -- light?</p> <p>9 MS. SALOUR: That is entrance, that's right.</p> <p>10 MS. ROBESON: Can you write entrance light?</p> <p>11 Because if somebody complains and these lights aren't shown</p> <p>12 on the plan, you can get in trouble.</p> <p>13 MS. SALOUR: Okay.</p> <p>14 MS. ROBESON: Okay.</p> <p>15 MS. SALOUR: There is a light, which it's near the</p> <p>16 playground.</p> <p>17 MS. ROBESON: Yes.</p> <p>18 MS. SALOUR: This is the playground.</p> <p>19 MS. ROBESON: Okay.</p> <p>20 MS. SALOUR: Okay.</p> <p>21 MS. ROBESON: And is there another light that --</p> <p>22 MS. SALOUR: And there is, there are steps here,</p> <p>23 and there is a light by the steps.</p> <p>24 MS. ROBESON: Is that the walkout?</p> <p>25 MS. SALOUR: That's the, actually, main entrance,</p>
<p style="text-align: right;">Page 31</p> <p>1 MS. SALOUR: Uh-huh.</p> <p>2 MS. ROBESON: -- approximately 18 inches high</p> <p>3 around the parking lot and childcare entrance walkway.</p> <p>4 MS. SALOUR: Uh-huh.</p> <p>5 MS. ROBESON: There are nine building-mounted</p> <p>6 lights on the front and back of the residence. No external</p> <p>7 lighting changes are proposed. Is that accurate?</p> <p>8 MS. SALOUR: That is accurate.</p> <p>9 MS. ROBESON: Okay. What I'm going to ask you to</p> <p>10 do is, what's not showing on this plan?</p> <p>11 MS. SALOUR: Let me show you. First of all,</p> <p>12 they're not --</p> <p>13 MS. ROBESON: On 11, Exhibit 11.</p> <p>14 MS. SALOUR: Exhibit 11, there is a light at this</p> <p>15 corner.</p> <p>16 MS. ROBESON: So you're marking that in black, a</p> <p>17 black round dot.</p> <p>18 MS. SALOUR: Black, black round dot. This is to</p> <p>19 the --</p> <p>20 MS. ROBESON: The red dot?</p> <p>21 MS. SALOUR: -- where the red dot, lamppost here.</p> <p>22 MS. ROBESON: Okay.</p> <p>23 MS. SALOUR: At the --</p> <p>24 MS. ROBESON: Now, right lamppost.</p> <p>25 MS. SALOUR: At the entrance lamppost.</p>	<p style="text-align: right;">Page 33</p> <p>1 that's the main --</p> <p>2 MS. ROBESON: Oh, that's the main entrance.</p> <p>3 MS. SALOUR: -- right. We don't use that ever.</p> <p>4 It's locked.</p> <p>5 MS. ROBESON: Okay.</p> <p>6 MS. SALOUR: Okay.</p> <p>7 MS. ROBESON: Okay. So that's all the lights you</p> <p>8 have?</p> <p>9 MS. SALOUR: That's all the lights we have.</p> <p>10 MS. ROBESON: And what about the parking area?</p> <p>11 MS. SALOUR: The parking area, we do have lights</p> <p>12 that are solar lights.</p> <p>13 MS. ROBESON: Oh, okay, just, are they rimming the</p> <p>14 parking area?</p> <p>15 MS. SALOUR: Area, that's right, yes.</p> <p>16 MS. ROBESON: Okay.</p> <p>17 MS. SALOUR: There are eight solar lights.</p> <p>18 MS. ROBESON: Okay. And how tall are they?</p> <p>19 MS. SALOUR: They are kind of about 12 feet.</p> <p>20 MS. ROBESON: Okay.</p> <p>21 MS. SALOUR: Uh-huh.</p> <p>22 MS. ROBESON: All right. Okay. And as to the</p> <p>23 operations, are there changes? You've submitted a statement</p> <p>24 of operations.</p> <p>25 MS. SALOUR: Uh-huh, that's right.</p>

<p style="text-align: right;">Page 34</p> <p>1 MS. ROBESON: Are there any changes to that 2 statement? 3 MS. SALOUR: No. 4 MS. ROBESON: Okay. And you are going -- 5 MS. SALOUR: It's the same hours of operation. 6 MS. ROBESON: That you have now? 7 MS. SALOUR: That we have now. It is the, you 8 know, the teachers are already existing teachers, that they 9 are there at different times. 10 MS. ROBESON: Okay. 11 MS. SALOUR: And myself, I'm the director who is 12 the resident. 13 MS. ROBESON: Uh-huh. 14 MS. SALOUR: And there are, you know, like others 15 who come at various times, different shifts throughout the 16 day. 17 MS. ROBESON: Okay. 18 MS. SALOUR: Uh-huh. 19 MS. ROBESON: And how do you -- just out of 20 curiosity, because we get a lot of these cases -- how do you 21 ensure that the staggered times, how do you ensure that -- 22 MS. SALOUR: Coverage? 23 MS. ROBESON: Yeah, well, not coverage, but from a 24 traffic drop-off perspective -- 25 MS. SALOUR: Uh-huh.</p>	<p style="text-align: right;">Page 36</p> <p>1 MS. SALOUR: -- and that way, there's never an 2 issue with having to queue up, you know, to disturb the 3 traffic or having to line up in front of our building 4 because of the lack of parking spaces. 5 MS. ROBESON: Okay. 6 MS. SALOUR: So we do have plenty of parking 7 space, as well as on Harding Lane, we have quite a, a lot of 8 space that if it's need be, the staff can park right there. 9 MS. ROBESON: Oh, okay. 10 MS. SALOUR: Uh-huh. 11 MS. ROBESON: Oh, I see. It's -- 12 MS. SALOUR: Right. And -- 13 MS. ROBESON: It's not restricted? 14 MS. SALOUR: No, not at all. And it's part of our 15 property. 16 MS. ROBESON: What do you mean, part of -- 17 MS. SALOUR: It is, it is like, you know, by 18 Harding Lane, there is a space on the property that they can 19 just, you know, park there, and on New Hampshire Avenue. 20 MS. ROBESON: I see. 21 MS. SALOUR: Right. 22 MS. ROBESON: I see, okay. 23 MS. SALOUR: So we do have plenty of space that 24 it's never an issue with having, sometimes we have a party, 25 that Christmas party we had, and you know, it's not --</p>
<p style="text-align: right;">Page 35</p> <p>1 MS. ROBESON: -- well, I guess you have plenty of 2 spaces. 3 MS. SALOUR: We do have plenty of spaces, as well 4 as we do have, you know, our drop-off starts at 6:30 in the 5 morning. 6 MS. ROBESON: Okay. 7 MS. SALOUR: There are parents who are coming in 8 right at 6:30. 9 MS. ROBESON: Wow. 10 MS. SALOUR: And they are the, and there are some 11 who start coming in between 8:00, 8:30, so it just, the 12 time, drop-off time -- 13 MS. ROBESON: It naturally staggers. 14 MS. SALOUR: -- staggers, yes. And at the end of 15 the day, we do have children who leave to go home at 6:30 16 p.m. 17 MS. ROBESON: Right. 18 MS. SALOUR: So there's plenty of time between the 19 ones who come at 4:00 -- 20 MS. ROBESON: Yes. 21 MS. SALOUR: -- to 6:30 -- 22 MS. ROBESON: Okay. 23 MS. SALOUR: -- and they come in at different 24 times, one at a time, two at a time -- 25 MS. ROBESON: Okay.</p>	<p style="text-align: right;">Page 37</p> <p>1 MS. ROBESON: You never, so when you have group 2 events -- 3 MS. SALOUR: -- we never have an issue. 4 MS. ROBESON: Okay. I understand. 5 MS. SALOUR: They do park right on New Hampshire 6 Avenue because there's a, really a good space there -- 7 MS. ROBESON: Okay. 8 MS. SALOUR: -- in front of, you know, our 9 building on New Hampshire as well as on Harding Lane. 10 MS. ROBESON: Okay. 11 MS. SALOUR: Right. 12 MS. ROBESON: I'm going to show you these 13 photographs -- 14 MS. SALOUR: Sure, uh-huh. 15 MS. ROBESON: -- and I'd just like you, first of 16 all, just take a minute and look through them, and do they 17 still, you know, except for seasonal changes -- 18 MS. SALOUR: Uh-huh. 19 MS. ROBESON: -- do they still accurately depict 20 the property? 21 MS. SALOUR: Oh, yes. 22 MS. ROBESON: Okay. 23 MS. SALOUR: They depict, yes, uh-huh. 24 (Exhibit No. 15(a)(ii) was 25 marked for identification.)</p>

<p style="text-align: right;">Page 38</p> <p>1 MS. ROBESON: Now, I'm showing you Exhibit 2 15(a) -- 3 MS. SALOUR: Right. 4 MS. ROBESON: -- (ii). Can you just tell us -- 5 MS. SALOUR: Right. 6 MS. ROBESON: -- describe first the top and then 7 the bottom picture? 8 MS. SALOUR: Okay. This is looking at the house 9 through Harding Lane. 10 MS. ROBESON: Okay. 11 MS. SALOUR: And these are the parking spaces that 12 are by the grass area -- 13 MS. ROBESON: Okay. 14 MS. SALOUR: -- you know, towards Harding. 15 MS. ROBESON: Yes. 16 MS. SALOUR: And this is the back of the building 17 that takes you to the, actually, you know, the playground. 18 MS. ROBESON: Okay. 19 MS. SALOUR: These are all the fenced area that 20 has been designated for the playground. 21 MS. ROBESON: Okay. And I'm showing you 15(a)(i). 22 (Exhibit No. 15(a)(i) was 23 marked for identification.) 24 MS. SALOUR: Okay. This is -- 25 MS. ROBESON: The top picture?</p>	<p style="text-align: right;">Page 40</p> <p>1 MS. SALOUR: The top, okay. The top is the 2 circular area that it just, you know, it comes through 3 Harding Lane and then goes out to Harding and back to New 4 Hampshire Avenue. 5 MS. ROBESON: Okay. So this -- 6 MS. SALOUR: This is New Hampshire. 7 MS. ROBESON: -- is, the one in the foreground is 8 heading toward the exit? 9 MS. SALOUR: Correct, yes. 10 MS. ROBESON: Okay. 11 MS. SALOUR: Yes, uh-huh. 12 MS. ROBESON: And what is this? 13 MS. SALOUR: This is also having to same, same 14 thing, same, except it's further down, that is right at the, 15 you know, the New Hampshire Avenue -- oh, this is actually 16 the entrance. This entrance -- 17 MS. ROBESON: Oh, this is the driveway entrance? 18 MS. SALOUR: -- the entrance, driveway entrance -- 19 MS. ROBESON: Okay. 20 MS. SALOUR: -- that's right. 21 MS. ROBESON: So you're marking that on Exhibit -- 22 MS. SALOUR: Driveway -- 23 MS. ROBESON: Okay. 24 MS. SALOUR: -- entrance. Okay? 25 MS. ROBESON: All right.</p>
<p style="text-align: right;">Page 39</p> <p>1 MS. SALOUR: The top picture is looking at the 2 house through New Hampshire Avenue. This is the playground, 3 the back fence of the playground that is, you know, if you 4 were standing on New Hampshire Avenue, this is where, you 5 know, the house is. 6 MS. ROBESON: Right. 7 MS. SALOUR: It's up on top of the hill. 8 MS. ROBESON: Okay. 9 MS. SALOUR: Right. 10 MS. ROBESON: And the -- 11 MS. SALOUR: And the next picture is actually 12 showing a, you know, like the whole playground area from New 13 Hampshire Avenue on, you know -- 14 MS. ROBESON: Oh, I see. So this -- 15 MS. SALOUR: -- the house on top of -- 16 MS. ROBESON: -- is from New Hampshire Avenue? 17 MS. SALOUR: Yeah, that's from New Hampshire. 18 MS. ROBESON: Okay. Now, I'm showing you 19 15(c)(ii). 20 (Exhibit No. 15(c)(ii) was 21 marked for identification.) 22 MS. SALOUR: Okay. 23 MS. ROBESON: Can you describe the top picture? 24 MS. SALOUR: This is actually from -- 25 MS. ROBESON: The top.</p>	<p style="text-align: right;">Page 41</p> <p>1 MS. SALOUR: This is where I mentioned earlier 2 that they come in and they go out. 3 MS. ROBESON: Yes, I see. 4 MS. SALOUR: Uh-huh. 5 MS. ROBESON: Okay. And -- 6 MS. SALOUR: This is, again -- 7 MS. ROBESON: This is 15 -- 8 MS. SALOUR: -- through Harding Lane. 9 MS. ROBESON: -- (c)(i). 10 (Exhibit No. 15(c)(i) was 11 marked for identification.) 12 MS. SALOUR: Correct. 15(c)(i) shows the entrance 13 to the driveway -- 14 MS. ROBESON: Uh-huh. 15 MS. SALOUR: -- roundabout, uh-huh, not 16 roundabout, but it is just like a circular -- 17 MS. ROBESON: Yes. 18 MS. SALOUR: -- driveway. 19 MS. ROBESON: Okay. 20 MS. SALOUR: And this is the entrance, and this is 21 the exit -- 22 MS. ROBESON: Okay. The exit's at the bottom. 23 MS. SALOUR: -- back to Harding Lane. 24 MS. ROBESON: Okay. 25 MS. SALOUR: That's right, yes.</p>

<p style="text-align: right;">Page 42</p> <p>1 MS. ROBESON: And the bottom picture is the --</p> <p>2 MS. SALOUR: The --</p> <p>3 MS. ROBESON: -- exit?</p> <p>4 MS. SALOUR: Yes, that's right. Again, Harding</p> <p>5 Lane is right here; the entrance comes to here --</p> <p>6 MS. ROBESON: In the middle of the picture, yeah.</p> <p>7 MS. SALOUR: -- and passes the parking area and</p> <p>8 exits through the, back to the Harding Lane.</p> <p>9 MS. ROBESON: Okay.</p> <p>10 MS. SALOUR: Uh-huh.</p> <p>11 MS. ROBESON: And I'm showing you 15(b)(ii), the</p> <p>12 top picture?</p> <p>13 (Exhibit No. 15(b)(ii) was</p> <p>14 marked for identification.)</p> <p>15 MS. SALOUR: The top picture is a grass area that</p> <p>16 the children use to park. This is the landscape and this is</p> <p>17 the garage.</p> <p>18 MS. ROBESON: Park their trikes.</p> <p>19 MS. SALOUR: Trikes, that's right.</p> <p>20 MS. ROBESON: Not their cars.</p> <p>21 MS. SALOUR: No, their trikes, I'm sorry.</p> <p>22 MS. ROBESON: Okay. And the -- no, it's</p> <p>23 okay -- and the bottom picture?</p> <p>24 MS. SALOUR: The bottom picture is the parking</p> <p>25 area that it's six parking spaces, including a handicap</p>	<p style="text-align: right;">Page 44</p> <p>1 inside of the playground with play equipment and a little</p> <p>2 house, playhouse that there is in the playground. You have</p> <p>3 that.</p> <p>4 MS. ROBESON: Yes.</p> <p>5 MS. SALOUR: Uh-huh.</p> <p>6 MS. ROBESON: And 15(a)(iii), 3.</p> <p>7 (Exhibit No. 15(a)(iii) was</p> <p>8 marked for identification.)</p> <p>9 MS. SALOUR: Again, showing the playground through</p> <p>10 New Hampshire Avenue on the top picture --</p> <p>11 MS. ROBESON: Yes.</p> <p>12 MS. SALOUR: -- that you know, this is where</p> <p>13 there's no door exit here --</p> <p>14 MS. ROBESON: Right.</p> <p>15 MS. SALOUR: -- for safety purposes, but there is</p> <p>16 just, you know, parents sometimes walk up here to see their</p> <p>17 children play.</p> <p>18 MS. ROBESON: Okay. And the --</p> <p>19 MS. SALOUR: And --</p> <p>20 MS. ROBESON: -- bottom picture?</p> <p>21 MS. SALOUR: The bottom is the same thing; it's</p> <p>22 just a close-up.</p> <p>23 MS. ROBESON: Okay.</p> <p>24 MS. SALOUR: Uh-huh.</p> <p>25 MS. ROBESON: And then 15(b)(i), Roman numeral 1.</p>
<p style="text-align: right;">Page 43</p> <p>1 space. And then if, you know, this is on both sides,</p> <p>2 there's parking space, and they, it's for the use of parents</p> <p>3 and the teachers.</p> <p>4 MS. ROBESON: Okay. And I'm showing you 15(b)(i).</p> <p>5 (Exhibit No. 15(b)(i) was</p> <p>6 marked for identification.)</p> <p>7 MS. SALOUR: Okay. Again, it's another, you know,</p> <p>8 like a different version of the parking space --</p> <p>9 MS. ROBESON: Okay.</p> <p>10 MS. SALOUR: -- and how, you know, it sits on the</p> <p>11 property.</p> <p>12 MS. ROBESON: Okay. And 15(a)(iv), Roman numeral</p> <p>13 4.</p> <p>14 (Exhibit No. 15(a)(iv) was</p> <p>15 marked for identification.)</p> <p>16 MS. SALOUR: This actually shows, the top picture</p> <p>17 shows the back of the building where the entrance to the</p> <p>18 playground is.</p> <p>19 MS. ROBESON: Okay.</p> <p>20 MS. SALOUR: This double door, you know, is the</p> <p>21 entrance to the playground, and this is where, in the</p> <p>22 summer, the children have their snack and then they have a</p> <p>23 little picnic area.</p> <p>24 MS. ROBESON: Okay.</p> <p>25 MS. SALOUR: And the bottom, it shows, they, that</p>	<p style="text-align: right;">Page 45</p> <p>1 Can you --</p> <p>2 MS. SALOUR: Right.</p> <p>3 MS. ROBESON: -- start with the top picture?</p> <p>4 MS. SALOUR: This is actually where I mentioned</p> <p>5 the main entrance to the building is, and I mentioned that</p> <p>6 it's a lock --</p> <p>7 MS. ROBESON: The one that's not used?</p> <p>8 MS. SALOUR: That's right. The one that is not</p> <p>9 used.</p> <p>10 MS. ROBESON: I see the light.</p> <p>11 MS. SALOUR: Yes, right. So that's where, you</p> <p>12 know, because --</p> <p>13 MS. ROBESON: There's a black dot on the light.</p> <p>14 MS. SALOUR: -- black dot on the light, and there</p> <p>15 are tall steps, so we don't want the parents to walk up</p> <p>16 there with an infant.</p> <p>17 MS. ROBESON: Right.</p> <p>18 MS. SALOUR: So for, you know, this is like flat,</p> <p>19 the entrance from the other side, so we use that as a main</p> <p>20 entrance, and we block this for now. It's open --</p> <p>21 MS. ROBESON: Okay. So the --</p> <p>22 MS. SALOUR: -- but it's not in use.</p> <p>23 MS. ROBESON: -- the main entrance on this top</p> <p>24 picture is shown the white --</p> <p>25 MS. SALOUR: -- building.</p>

<p style="text-align: right;">Page 46</p> <p>1 MS. ROBESON: -- is it like --</p> <p>2 MS. SALOUR: Right.</p> <p>3 MS. ROBESON: Yeah.</p> <p>4 MS. SALOUR: Uh-huh.</p> <p>5 MS. ROBESON: Okay. And the bottom picture?</p> <p>6 MS. SALOUR: Which here, then this is the main</p> <p>7 entrance, as you said --</p> <p>8 MS. ROBESON: Marked as a dot.</p> <p>9 MS. SALOUR: As a dot. And you see this as a</p> <p>10 lamppost that I have mentioned.</p> <p>11 MS. ROBESON: Yes, yes --</p> <p>12 MS. SALOUR: Right.</p> <p>13 MS. ROBESON: -- yes.</p> <p>14 MS. SALOUR: And there is a light right here.</p> <p>15 MS. ROBESON: Okay. Marked with a dot.</p> <p>16 MS. SALOUR: And there is a light right here</p> <p>17 marked with a dot.</p> <p>18 MS. ROBESON: Okay.</p> <p>19 MS. SALOUR: And light right here at the, on the</p> <p>20 main entrance that is not in use.</p> <p>21 MS. ROBESON: Okay.</p> <p>22 MS. SALOUR: So this is just to show you where,</p> <p>23 you know, the entrance, main entrance is, but it's not in</p> <p>24 use.</p> <p>25 MS. ROBESON: Okay.</p>	<p style="text-align: right;">Page 48</p> <p>1 MS. SALOUR: I think I have gone wild with --</p> <p>2 MS. ROBESON: Well, I'm just --</p> <p>3 MS. SALOUR: -- the pictures just to show plenty</p> <p>4 of, you know --</p> <p>5 MS. ROBESON: Well, it doesn't --</p> <p>6 MS. SALOUR: -- from a different, yeah, uh-huh.</p> <p>7 MS. ROBESON: I have to say. It is a beautiful</p> <p>8 property.</p> <p>9 MS. SALOUR: Oh, thank you.</p> <p>10 MS. ROBESON: Can you just briefly, this</p> <p>11 15(e)(iii), Roman numeral 3, this is the side yard.</p> <p>12 (Exhibit No. 15(e)(iii) was</p> <p>13 marked for identification.)</p> <p>14 MS. ROBESON: Which side yard is this facing?</p> <p>15 MS. SALOUR: This is the, actually, you know, this</p> <p>16 is from Harding Lane.</p> <p>17 MS. ROBESON: And you're marking that.</p> <p>18 MS. SALOUR: Harding.</p> <p>19 MS. ROBESON: Yeah.</p> <p>20 MS. SALOUR: Through the entrance and out back to</p> <p>21 the Harding.</p> <p>22 MS. ROBESON: Okay.</p> <p>23 MS. SALOUR: Exit to the Harding.</p> <p>24 MS. ROBESON: Write --</p> <p>25 MS. SALOUR: This --</p>
<p style="text-align: right;">Page 47</p> <p>1 MS. SALOUR: Right.</p> <p>2 MS. ROBESON: And --</p> <p>3 MS. SALOUR: But for the prior purpose of the, you</p> <p>4 know, exit for the fire, the door is open. We, you know,</p> <p>5 they can push --</p> <p>6 MS. ROBESON: Oh, yeah, it has to be ---</p> <p>7 MS. SALOUR: -- from inside, that's right.</p> <p>8 MS. ROBESON: -- push out.</p> <p>9 MS. SALOUR: But it's not in use.</p> <p>10 MS. ROBESON: Okay. And 15(b)(ii).</p> <p>11 MS. SALOUR: Same version, you know, just showing</p> <p>12 the light here as well as the entrance.</p> <p>13 MS. ROBESON: Okay. And 15(e)(i).</p> <p>14 (Exhibit No. 15(e)(i) was</p> <p>15 marked for identification.)</p> <p>16 MS. SALOUR: The landscape having to show that the</p> <p>17 children can sometimes play soccer here because we do have a</p> <p>18 soccer coach who comes in, and then there's plenty of space</p> <p>19 for them to use for having to have, you know, extra space</p> <p>20 for playtime.</p> <p>21 MS. ROBESON: Okay. And 15(e) --</p> <p>22 (Exhibit No. 15(e)(ii) was</p> <p>23 marked for identification.)</p> <p>24 MS. SALOUR: Same thing, landscape and trees.</p> <p>25 MS. ROBESON: Okay. Let me just see.</p>	<p style="text-align: right;">Page 49</p> <p>1 MS. ROBESON: Can you write exit there? Okay.</p> <p>2 MS. SALOUR: Uh-huh.</p> <p>3 MS. ROBESON: There you go.</p> <p>4 MS. SALOUR: Uh-huh.</p> <p>5 MS. ROBESON: And then this is showing --</p> <p>6 MS. SALOUR: This, purpose of this picture is just</p> <p>7 showing you New Hampshire from --</p> <p>8 MS. ROBESON: The top one on 15(f)(i).</p> <p>9 (Exhibit No. 15(f)(i) was</p> <p>10 marked for identification.)</p> <p>11 MS. SALOUR: New Hampshire Avenue, showing the</p> <p>12 property from New Hampshire Avenue, and the reason for the,</p> <p>13 the bottom line, it just clearly shows that the drive, you</p> <p>14 know, they can just get into this last lane and then come</p> <p>15 into Harding Lane.</p> <p>16 MS. ROBESON: Oh, so that's an access drive --</p> <p>17 MS. SALOUR: That's an access lane, that's right.</p> <p>18 MS. ROBESON: -- at the bottom of this picture?</p> <p>19 MS. SALOUR: That's right.</p> <p>20 MS. ROBESON: Okay.</p> <p>21 MS. SALOUR: Yes. It's an access lane.</p> <p>22 MS. ROBESON: Okay. That's helpful.</p> <p>23 MS. SALOUR: As you see, I have clearly wanted to</p> <p>24 show that there is an access lane that comes, and it has</p> <p>25 nothing to do with the traffic. They can come through</p>

<p style="text-align: right;">Page 50</p> <p>1 Harding getting into the access lane. 2 MS. ROBESON: And that's shown on 15(f)(ii) at the 3 top picture? 4 (Exhibit No. 15(f)(ii) was 5 marked for identification.) 6 MS. SALOUR: Correct. And here, the middle 7 picture, again, shows the access lane in, from New Hampshire 8 to Harding Lane, and again, you know, back out if they, you 9 know, there is an access lane back to New Hampshire Avenue 10 from Harding Lane. 11 MS. ROBESON: Okay. 12 MS. SALOUR: Uh-huh. 13 MS. ROBESON: And this, that must be in a -- 14 MS. SALOUR: Uh-huh. 15 MS. ROBESON: And then this is 15(f)(ii). 16 MS. SALOUR: This was just, again, you know -- 17 MS. ROBESON: The top picture. 18 MS. SALOUR: The top picture shows the access lane 19 into Harding Lane from New Hampshire Avenue, and there is a 20 walkway here that we usually bring the children for a walk 21 while in their buggies, the babies. 22 MS. ROBESON: Oh, okay. 23 MS. SALOUR: And they, also, there is one on the 24 other side that they take him to Safeway or, you know, 25 neighborhood and all that, just for a --</p>	<p style="text-align: right;">Page 52</p> <p>1 MS. SALOUR: 15(a) -- 2 MS. ROBESON: -- this is the sign? 3 MS. SALOUR: This is the sign, and the reason I 4 have taken this picture is, on both, top picture and bottom 5 picture, the fire department wants to have something to show 6 where the house is sitting for the, in case if they are 7 called, so this, the blue sign just shows the number of the 8 house. 9 MS. ROBESON: Okay. 10 MS. SALOUR: Because the house is sitting all the 11 way on top of the hill -- 12 MS. ROBESON: So far back. 13 MS. SALOUR: -- far back and is, the entrance is 14 through Harding Lane, so it's difficult to, to know 15 immediately where our property is -- 16 MS. ROBESON: Okay. 17 MS. SALOUR: -- 15901. 18 MS. ROBESON: All right. 19 MS. SALOUR: So if I call fire department and say, 20 please come to 15901, this has just an arrow with the home 21 number -- 22 MS. ROBESON: Yes. 23 MS. SALOUR: -- and it sends them over -- 24 MS. ROBESON: It's an -- 25 MS. SALOUR: -- to the --</p>
<p style="text-align: right;">Page 51</p> <p>1 MS. ROBESON: Okay. 2 MS. SALOUR: -- day out. This, the purpose of the 3 bottom picture -- what is the number here, there is no 4 number. 5 MS. ROBESON: Okay. 6 MS. SALOUR: Oh, yeah, (ii) -- 7 MS. ROBESON: Oh, 15(f) -- 8 MS. SALOUR: (ii). 9 MS. ROBESON: -- Roman -- 10 MS. SALOUR: This is just to show where our sign 11 is sitting. 12 MS. ROBESON: Okay. 13 MS. SALOUR: And just to, you know, show where we 14 want the sign to be. 15 MS. ROBESON: Okay. And this? 16 MS. SALOUR: This is the same thing. It's Harding 17 Lane. 18 MS. ROBESON: Okay. 19 MS. SALOUR: You know, this is Harding Lane comes 20 to our entrance and back into Harding Lane. 21 MS. ROBESON: And that was 15(f)(iii)? 22 (Exhibit No. 15(f)(iii) was 23 marked for identification.) 24 MS. SALOUR: Uh-huh. 25 MS. ROBESON: Okay. 15(a) --</p>	<p style="text-align: right;">Page 53</p> <p>1 MS. ROBESON: -- identification sign. 2 MS. SALOUR: That is what it is, right. 3 MS. ROBESON: Now, this, I'm not -- 4 MS. SALOUR: Is my sign. 5 MS. ROBESON: Is, that's your sign. Now, is this, 6 you have a couple of options depending on how big this sign 7 is. 8 MS. SALOUR: Okay. 9 MS. ROBESON: If this sign does not meet the two 10 by, or the -- 11 MS. SALOUR: Right. 12 MS. ROBESON: -- four square feet -- 13 MS. SALOUR: Uh-huh. 14 MS. ROBESON: -- you can either adjust it and make 15 it four square feet -- 16 MS. SALOUR: Okay. 17 MS. ROBESON: -- or you can apply for a variance. 18 MS. SALOUR: For a special exception for sign? 19 MS. ROBESON: Yes. 20 MS. SALOUR: Okay. 21 MS. ROBESON: So what we usually do is, we'll put 22 a condition in, saying, if the sign needs a variance, you 23 have to go get a variance, and then you have to file the 24 approved variance -- 25 MS. SALOUR: Right.</p>

<p style="text-align: right;">Page 54</p> <p>1 MS. ROBESON: -- with our office. 2 MS. SALOUR: Uh-huh. 3 MS. ROBESON: Okay. 4 MS. SALOUR: I have the application. 5 MS. ROBESON: Okay. 6 MS. SALOUR: Right. 7 MS. ROBESON: So -- 8 MS. SALOUR: Uh-huh. 9 MS. ROBESON: -- it's up to you, but that's -- 10 MS. SALOUR: Eventually, I'm going to do it 11 because of, the problem is that people are driving up New 12 Hampshire. 13 MS. ROBESON: Yeah. 14 MS. SALOUR: The sign is too small, they can't see 15 it. 16 MS. ROBESON: Yes, I know. There is, there's a 17 whole thing they go through with signs as far as speed 18 and -- 19 MS. SALOUR: Right. 20 MS. ROBESON: -- size, so they don't want it too 21 small so people don't slow down. 22 MS. SALOUR: Right. They don't, they can't see, 23 even with this, they say they, sometimes they have to drive 24 back to see -- 25 MS. ROBESON: Okay.</p>	<p style="text-align: right;">Page 56</p> <p>1 MS. ROBESON: It is actually quite a pretty 2 property. 3 MS. SALOUR: Well, thank you. 4 MS. ROBESON: 15(i), top picture? 5 (Exhibit No. 15(i) was 6 marked for identification.) 7 MS. SALOUR: You know, the children, we do block 8 this, the entrance and the exit, and they can use this for 9 biking and all that. 10 MS. ROBESON: Okay. 11 MS. SALOUR: Right. And then this is a bus that 12 we use for our field trips and all that. 13 MS. ROBESON: Okay. And 15(j)? 14 (Exhibit No. 15(j) was 15 marked for identification.) 16 MS. SALOUR: Same, just showing the landscaping -- 17 MS. ROBESON: Okay. 18 MS. SALOUR: -- and the trees, because of, for the 19 forest conservation, I thought they wanted to see the size 20 of the trees, and they, you know -- 21 MS. ROBESON: Yeah. 22 MS. SALOUR: -- the age of the trees -- 23 MS. ROBESON: Yes. 24 MS. SALOUR: -- because sometimes they may, you 25 know, having broken branches.</p>
<p style="text-align: right;">Page 55</p> <p>1 MS. SALOUR: -- because all they see is Children's 2 Center, but they can't attach the number. 3 MS. ROBESON: Yes. Okay. So I'm just saying, 4 that's, you -- 5 MS. SALOUR: Right. I will eventually apply 6 because my, right now, thanks to Internet -- 7 MS. ROBESON: Yes. 8 MS. SALOUR: -- they look us up on the Internet, 9 but then -- 10 MS. ROBESON: Ahh. 11 MS. SALOUR: -- they have to see, you know, look 12 into that. 13 MS. ROBESON: Okay. 14 MS. SALOUR: Uh-huh. 15 MS. ROBESON: Now -- 16 MS. SALOUR: These are the same type of pictures. 17 This is the back. 18 MS. ROBESON: This is 15(h)(iii), I think. 19 (Exhibit No. 15(h)(iii) was 20 marked for identification.) 21 MS. ROBESON: Top is the back of the -- 22 MS. SALOUR: Uh-huh. 23 MS. ROBESON: -- house near the play area. 24 MS. SALOUR: It's just the landscaping. I wanted 25 to show that we do have existing landscaping.</p>	<p style="text-align: right;">Page 57</p> <p>1 MS. ROBESON: Yes. 2 MS. SALOUR: They don't last forever, but we do 3 replace them because we also have some trees that are pine 4 trees that we had to cut down and trim them. 5 MS. ROBESON: Okay. And this is the light -- 6 MS. SALOUR: The garage, yes. 7 MS. ROBESON: -- above the garage -- 8 MS. SALOUR: Yes. 9 MS. ROBESON: -- and that's 15(k). Okay. 10 (Exhibit No. 15(k) was 11 marked for identification.) 12 MS. SALOUR: Uh-huh. 13 MS. ROBESON: Now, these are the -- 14 MS. SALOUR: Inside. As I mentioned -- 15 MS. ROBESON: Now -- 16 MS. SALOUR: -- these are all classrooms. 17 MS. ROBESON: Okay. And these classrooms, they're 18 labeled, is those exactly what the classrooms are, are they, 19 is that still accurate? This is the existing center? 20 MS. SALOUR: This is the existing center -- 21 MS. ROBESON: Okay. 22 MS. SALOUR: -- yes. 23 MS. ROBESON: So -- 24 MS. SALOUR: It's in there, says 2005. 25 MS. ROBESON: Okay.</p>

<p style="text-align: right;">Page 58</p> <p>1 MS. SALOUR: Uh-huh.</p> <p>2 MS. ROBESON: So this is --</p> <p>3 MS. SALOUR: I can --</p> <p>4 MS. ROBESON: -- so 14(a)(i) is the infants room?</p> <p>5 (Exhibit No. 14(a)(i) was</p> <p>6 marked for identification.)</p> <p>7 MS. SALOUR: Correct. This is the play area, and</p> <p>8 you see the cribs here.</p> <p>9 MS. ROBESON: Uh-huh.</p> <p>10 MS. SALOUR: And still is the same area, just</p> <p>11 showing the cribs that are existing.</p> <p>12 MS. ROBESON: Okay. And this is also the infants</p> <p>13 room?</p> <p>14 MS. SALOUR: This is their eating area.</p> <p>15 MS. ROBESON: And this is 14(a)(ii).</p> <p>16 (Exhibit No. 14(a)(ii) was</p> <p>17 marked for identification.)</p> <p>18 MS. SALOUR: The top pictures shows their, you</p> <p>19 know, the changing table, their sink, which is required to</p> <p>20 have a sink --</p> <p>21 MS. ROBESON: Yes.</p> <p>22 MS. SALOUR: -- in the infants room. And then</p> <p>23 also, this is their table for eating and activities.</p> <p>24 MS. ROBESON: Okay. And the bottom picture?</p> <p>25 MS. SALOUR: The bottom part is also activities</p>	<p style="text-align: right;">Page 60</p> <p>1 MS. SALOUR: -- that are in this space. And the</p> <p>2 last picture at the bottom shows their circle area, an area</p> <p>3 that they do table activities.</p> <p>4 MS. ROBESON: Okay. And 14(b)(ii)?</p> <p>5 (Exhibit No. 14(b)(ii) was</p> <p>6 marked for identification.)</p> <p>7 MS. SALOUR: This is the entrance, the top picture</p> <p>8 is the entrance to the building --</p> <p>9 MS. ROBESON: Okay.</p> <p>10 MS. SALOUR: -- which also there is set up for</p> <p>11 children to have books and library. They have library area</p> <p>12 as well as they have their, some extra, you know, space,</p> <p>13 table and chairs for extra activities. And there is a door</p> <p>14 here that walks them out into the playground.</p> <p>15 MS. ROBESON: Okay. And when you say here, that</p> <p>16 would be to the --</p> <p>17 MS. SALOR: This --</p> <p>18 MS. ROBESON: -- right?</p> <p>19 MS. SALOUR: This door, that's right. There is a</p> <p>20 door, actually, right next to this, there is a door that</p> <p>21 takes them outside to the playground.</p> <p>22 MS. ROBESON: Okay. And you're marking a</p> <p>23 rectangle where the door is.</p> <p>24 MS. SALOUR: Door to the outside.</p> <p>25 MS. ROBESON: Okay. And then 14(b) --</p>
<p style="text-align: right;">Page 59</p> <p>1 that are available to them. And also, here, there is a mat</p> <p>2 on the floor that it doesn't show, when they change diaper,</p> <p>3 they put them down, they wash hands, they put them down here</p> <p>4 until they clean up and get them to the other side.</p> <p>5 MS. ROBESON: Okay. And 14(b)(i)?</p> <p>6 (Exhibit No. 14(b)(i) was</p> <p>7 marked for identification.)</p> <p>8 MS. SALOUR: This is the --</p> <p>9 MS. ROBESON: The top picture?</p> <p>10 MS. SALOUR: The top picture is actually the</p> <p>11 toddler area --</p> <p>12 MS. ROBESON: Okay.</p> <p>13 MS. SALOUR: -- which the 2's and toddlers are</p> <p>14 there in this --</p> <p>15 MS. ROBESON: Yeah.</p> <p>16 MS. SALOUR: -- space. And as you see, there are</p> <p>17 just, you know, materials that is developmentally</p> <p>18 appropriate for that age group.</p> <p>19 MS. ROBESON: Okay.</p> <p>20 MS. SALOUR: These two --</p> <p>21 MS. ROBESON: The middle picture?</p> <p>22 MS. SALOUR: The middle picture is the extension</p> <p>23 of the preschool classroom that the children who are 2 and</p> <p>24 up --</p> <p>25 MS. ROBESON: Okay.</p>	<p style="text-align: right;">Page 61</p> <p>1 MS. SALOUR: Pictures, interior pictures --</p> <p>2 MS. ROBESON: -- (iii)?</p> <p>3 (Exhibit No. 14(b)(iii) was</p> <p>4 marked for identification.)</p> <p>5 MS. SALOUR: -- of the classrooms.</p> <p>6 MS. ROBESON: Okay. And --</p> <p>7 MS. SALOUR: This is the door.</p> <p>8 MS. ROBESON: -- 14(c)(i)?</p> <p>9 (Exhibit No. 14(c)(i) was</p> <p>10 marked for identification.)</p> <p>11 MS. SALOUR: This actually is the door --</p> <p>12 MS. ROBESON: The top picture?</p> <p>13 MS. SALOUR: The top picture is the classroom, you</p> <p>14 know, entrance into the pre-K classroom, and this is that</p> <p>15 entrance area. The bottom picture is the entrance area that</p> <p>16 there are activities set up for children, as well as there</p> <p>17 is a door into the playground --</p> <p>18 MS. ROBESON: Okay.</p> <p>19 MS. SALOUR: -- that's right. So they don't have</p> <p>20 to come back out to go to the playground; they just go</p> <p>21 through the back of the building into the playground.</p> <p>22 MS. ROBESON: Okay. And this is 14(d).</p> <p>23 (Exhibit No. 14(d) was</p> <p>24 marked for identification.)</p> <p>25 MS. ROBESON: Can you just --</p>

<p style="text-align: right;">Page 62</p> <p>1 MS. SALOUR: The top part is also the toddler 2 area, which there is a bathroom here that they do use the 3 bathroom for older children. The infants -- 4 MS. ROBESON: Okay. 5 MS. SALOUR: -- are not being changed in this 6 bathroom, and they are having their own separate space. 7 This is also the extension of this room that has door into 8 the infants room that they can open the top part for the 9 infants to see what's going on out here -- 10 MS. ROBESON: Interesting. 11 MS. SALOUR: -- and intermingle with the rest or 12 they can open the whole area and have the infants come here 13 just to participate in the circle time, music, and movement, 14 and be part of the older children's activities, which is 15 mixed age group; think it's very important for children to 16 learn from older children and, you know, develop new skills. 17 MS. ROBESON: Okay. Well, have I exhausted you? 18 MS. SALOUR: No, no, no, no. 19 MS. ROBESON: Okay. 20 MS. SALOUR: Not at all. 21 MS. ROBESON: So you agree to the conditions of 22 approval. I'm going to decide, I, I'm not sure that you 23 really need that final recommendation of the Planning Board 24 about the noise, given that you already have 10, but you can 25 go sit. Is there anything else that you would like to say?</p>	<p style="text-align: right;">Page 64</p> <p>1 that, if you disagree with something, you have 30 days after 2 that to appeal it to the Board of Appeals. And the 3 decision, when I send it, will have that appeal right on it 4 so you know what to do. 5 MS. SALOUR: Right. Okay. 6 MS. ROBESON: Okay? 7 MS. SALOUR: Uh-huh. 8 MS. ROBESON: So my decision will be due January 9 29th, but as I said, I will try to get it out sooner than 10 that. 11 MS. SALOUR: Thank you so much. I appreciate it. 12 And one more thing that I wanted to say is like, regarding 13 the noise, the back of our playground, towards the, you 14 know, from, from the playground to the neighbor to the 15 north -- 16 MS. ROBESON: Uh-huh. 17 MS. SALOUR: -- it's plenty of space. It's like a 18 soccer field in between the playground and the next-door 19 neighbor. 20 MS. ROBESON: I saw that. 21 MS. SALOUR: Right. And the neighbor to, on 22 Harding Lane, also, children do play soccer there. It's 23 plenty of space between the playground and the next 24 neighbor, which is like almost, I can say, an acre. So I 25 promise you, there's never going to be a problem with noise</p>
<p style="text-align: right;">Page 63</p> <p>1 MS. SALOUR: The only thing I want to say is like, 2 thank you for your time, and I, I'm just really hoping that 3 this will go through and I'll be able to, you know, 4 have -- the type of program that we have is a quality 5 program, and it's needed for the area and for the community. 6 So that's my wish. 7 MS. ROBESON: Okay. 8 MS. SALOUR: To do what I'm passionate about and 9 what my life is all about for the children and their 10 families. 11 MS. ROBESON: All right. 12 MS. SALOUR: Uh-huh. 13 MS. ROBESON: Thank you very much. 14 MS. SALOUR: Sure, thank you. 15 MS. ROBESON: I'm going to admit the entire record 16 as exhibits. And what happens now is, the record, I, I'm 17 going to leave the record open for, until we get the 18 transcript, because I can't do the decision until I get the 19 transcript. So today is the 20th. I'm going to leave the 20 record open until December 30th, to, just to admit the 21 transcript. And I have 30 days from December 22 30th -- although I do try to get these out sooner -- but I 23 have 30 days from December 30th to issue a decision. 24 MS. SALOUR: Okay. 25 MS. ROBESON: And then you have 30 days after</p>	<p style="text-align: right;">Page 65</p> <p>1 level. 2 MS. ROBESON: Let me just check one thing. Okay. 3 A maximum of 15. 4 MS. SALOUR: And I'm not, I'm not going to have 5 maximum of 15 there because, you know, they usually go at 6 interval times, you know. They don't go out there all at 7 once. 8 MS. ROBESON: Okay. Oh, you mean, half 9 that -- how do they go out? 10 MS. SALOUR: They usually, we do have a playground 11 schedule. 12 MS. ROBESON: Where's, is that in the record here 13 somewhere? 14 MS. SALOUR: Playground schedule is in the 15 building. The teachers use a schedule to go out, like even 16 when they want to take the infants out for a ride, they do 17 have a schedule to say take the infants between the hours of 18 like 10:00 and 10:30. 19 MS. ROBESON: Okay. 20 MS. SALOUR: Uh-huh. 21 MS. ROBESON: Let me just get this correct. Can 22 you describe that schedule? 23 MS. SALOUR: Okay. The schedule is, they do know 24 that the children need to be outdoors, weather permitting -- 25 MS. ROBESON: Yes.</p>

<p style="text-align: right;">Page 66</p> <p>1 MS. SALOUR: -- between, you know, for half hour 2 to 45 minutes every day. 3 MS. ROBESON: Yes. 4 MS. SALOUR: So they do have, the infant teachers 5 have nothing to do with preschool teachers. 6 MS. ROBESON: Right. 7 MS. SALOUR: The infant teachers take the infants 8 for a ride through the circular area or they go to the, you 9 know-- 10 MS. ROBESON: Uh-huh. 11 MS. SALOUR: -- Safeway, and all that, in their 12 buggy. There is a six-passenger buggy that they take on 13 this, on the road. The preschool teachers, the 2-year-old 14 teachers -- 15 MS. ROBESON: I wish I had gone to your preschool. 16 MS. SALOUR: I know. 17 MS. ROBESON: Go ahead. 18 MS. SALOUR: And the 2-year-old classroom goes out 19 first in the morning at 10:00, because they eat before the 20 preschoolers. They get hungry faster. 21 MS. ROBESON: Okay. So how many, when they go 22 out -- 23 MS. SALOUR: They are like six preschooler -- 2- 24 year-olds who go out at 10 o'clock. They come back in at 25 10:30. And then when they are back in with their teachers,</p>	<p style="text-align: right;">Page 68</p> <p>1 MS. SALOUR: Sure. Thank you. 2 MS. ROBESON: And I'm going to adjourn the 3 hearing, and the record will close in 10 days when I get the 4 transcript, and then I will issue a decision within 30 days, 5 hopefully sooner. 6 MS. SALOUR: Thank you very much. 7 MS. ROBESON: Thank you. 8 MS. SALOUR: I appreciate your time. 9 MS. ROBESON: I -- 10 MS. SALOUR: Okay. Not a problem. 11 (Whereupon, a brief recess was taken.) 12 MS. ROBESON: I forgot that this one where the 13 second sign wasn't posted. 14 MS. SALOUR: Right. 15 MS. ROBESON: So I have to, I'm going to leave the 16 record open a little longer. I'm going to leave it open. 17 You posted it 11-13. 18 MS. SALOUR: The second sign. 19 MS. ROBESON: According to our, the second sign, 20 so I'm going to leave -- 21 MS. SALOUR: I don't think the second sign was 22 really, you know, mandatory. I don't think so. It just 23 said, you know -- 24 MS. ROBESON: Well, it is mandatory. 25 MS. SALOUR: It is?</p>
<p style="text-align: right;">Page 67</p> <p>1 then the preschoolers, who are about, right now, we have 2 just 12 children, but even if it goes up to 15, then they 3 come back, then the preschoolers go out at 10:30 or 10:45. 4 MS. ROBESON: So what you're saying is, because, 5 say you have 10, 10, and 10 -- 6 MS. SALOUR: That's right, yes. 7 MS. ROBESON: -- the most you'll have at one 8 time -- 9 MS. SALOUR: That's right, uh-huh. There are not 10 going to be more than 10 children out there, at the most, 11 because first of all, mixing preschoolers who are fast and 12 they fast and all that with 2-year-olds, they bump into each 13 other. 14 MS. ROBESON: Uh-huh. 15 MS. SALOUR: And it's not safe to have them mixed 16 outside. 17 MS. ROBESON: Okay. 18 MS. SALOUR: So they do take turns to go out -- 19 MS. ROBESON: Okay. 20 MS. SALOUR: -- outdoors to the playground. 21 MS. ROBESON: Okay. All right. 22 MS. SALOUR: For safety purposes. 23 MS. ROBESON: Yes. Okay. All right. 24 MS. SALOUR: Okay? 25 MS. ROBESON: Thank you.</p>	<p style="text-align: right;">Page 69</p> <p>1 MS. ROBESON: Yeah. So I'm -- let me put it this 2 way -- I'm going to accept comments until January 12th. 3 MS. SALOUR: Okay. 4 MS. ROBESON: The record'll be open. I don't 5 think that's going to delay my decision because -- 6 MS. SALOUR: Okay. 7 MS. ROBESON: -- there's no opposition, so -- 8 MS. SALOUR: Uh-huh. 9 MS. ROBESON: -- but I am going to leave it open 10 until January 12th, for 60 days. 11 MS. SALOUR: Not a problem. 12 MS. ROBESON: You have to keep both signs up until 13 30 days after, if there's no appeal, I mean, there's no one 14 here -- 15 MS. SALOUR: Uh-huh. 16 MS. ROBESON: -- unless you appeal, but you have 17 to leave the sign up 30 days after my decision -- 18 MS. SALOUR: Okay. 19 MS. ROBESON: -- is issued, and then you can 20 return it to us. 21 MS. SALOUR: Okay. 22 MS. ROBESON: If, for some reason, you appeal it, 23 you would have to leave it up during the time for appeal. 24 MS. SALOUR: The appeal. 25 MS. ROBESON: Okay?</p>

1 MS. SALOUR: Okay. That would be great. Thank
2 you.
3 MS. ROBESON: As I said, I --
4 MS. SALOUR: No, I have no problem --
5 MS. ROBESON: -- need to make sure --
6 MS. SALOUR: -- with keeping it up.
7 MS. ROBESON: -- that we follow the rules. I
8 don't think it's going to delay the decision, so, but I do
9 want to provide everyone with that opportunity. All right?
10 MS. SALOUR: Okay. Thank you very much.
11 MS. ROBESON: Now, we're adjourning. Thank you,
12 Kathy --
13 MS. SALOUR: Thank you.
14 MS. ROBESON: -- the court reporter.
15 MS. SALOUR: Thank you, Kathy.
16 COURT REPORTER: You're welcome. Bye-bye.
17 (Whereupon, at 10:53 a.m., the hearing was
18 concluded.)
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25

C E R T I F I C A T E

DEPOSITION SERVICES, INC., hereby certifies that
the attached pages represent an accurate transcript of the
electronic sound recording of the proceedings before the
Office of Zoning and Administrative Hearings for Montgomery
County in the matter of:

Petition of Ellie Salour - International Children's Center
OZAH S.E. No. 14-02

By:

Kimberly L. Chwirut, Transcriber

	62:15	4:7	24:43;25;44:20,21; 46:5;49:13,18;51:3; 52:4;58:24,25;60:2; 61:15	4:5;55:2;57:19,20
A	agree (4) 7:15,18;8:16;62:21	Avenue (17) 4:14;25:16,17;26:11; 36:19;37:6;39:2,4,13, 16;40:4,15;44:10; 49:11,12;50:9,19	branches (1) 56:25	certain (1) 11:19
abide (2) 7:18;8:17	ahead (1) 66:17	aware (1) 10:5	brief (1) 68:11	chairs (1) 60:13
able (2) 6:22;63:3	Ahh (2) 11:21;55:10	away (1) 10:8	briefly (1) 48:10	Change (2) 9:10;59:2
above (1) 57:7	album (1) 27:21	B	bring (2) 30:15;50:20	changed (2) 9:8;62:5
accept (1) 69:2	almost (1) 64:24		brings (2) 6:10;23:18	changes (4) 31:7;33:23;34:1; 37:17
acceptable (1) 8:9	although (1) 63:22	babies (1) 50:21	broken (1) 56:25	changing (1) 58:19
access (9) 26:20;49:16,17,21, 24;50:1,7,9,18	altogether (2) 12:6;30:3	back (27) 9:7;13:6;23:20;31:6; 32:4,5;38:16;39:3; 40:3;41:23;42:8;43:17; 48:20;50:8,9;51:20; 52:12,13;54:24;55:17, 21;61:20,21;64:13; 66:24,25;67:3	buggies (1) 50:21	check (1) 65:2
According (1) 68:19	amount (1) 11:19	bad (1) 15:5	buggy (3) 12:10;66:12,12	child (4) 4:5;6:6;18:3,4
accurate (3) 31:7,8;57:19	apparently (1) 29:23	based (1) 18:12	building (16) 17:20;18:5;25:17,19; 26:14;30:9;32:4;36:3; 37:9;38:16;43:17;45:5, 25;60:8;61:21;65:15	childcare (4) 14:25;16:21,24;31:3
accurately (1) 37:19	appeal (8) 5:10;64:2,3;69:13, 16,22,23,24	basement (7) 16:5,12;20:23,25; 24:19;25:1,3	building-mounted (1) 31:5	children (29) 4:6;5:23;11:25;12:3, 14,21;18:6;19:5;22:2; 27:7,14;35:15;42:16; 43:22;44:17;47:17; 50:20;56:7;59:23; 60:11;61:16;62:3,15, 16;63:9;64:22;65:24; 67:2,10
acre (1) 64:24	Appeals (2) 5:12;64:2	Basicallly (1) 9:21	bump (1) 67:12	Children's (3) 4:4;55:1;62:14
active (1) 5:24	application (2) 4:23;54:4	bathroom (3) 62:2,3,6	bus (1) 56:11	Christmas (1) 36:25
activities (6) 58:23,25;60:3,13; 61:16;62:14	apply (2) 53:17;55:5	beautiful (1) 48:7	business (1) 5:22	ci (1) 41:9
Actually (20) 5:21;8:25;10:13,14; 11:3;16:4;19:16;22:21; 32:25;38:17;39:11,24; 40:15;43:16;45:4; 48:15;56:1;59:10; 60:20;61:11	approval (3) 7:11;9:14;62:22	better (1) 28:21	Bye-bye (1) 70:16	circle (2) 60:2;62:13
add (3) 28:25;29:13,14	approved (1) 53:24	big (1) 53:6	C	circular (3) 40:2;41:16;66:8
added (1) 9:25	approximately (1) 31:2	bikimg (1) 56:9		class (1) 23:21
additional (2) 28:7,8	area (31) 20:12,17;23:18,19; 24:25;33:10,11,14,15; 38:12,19;39:12;40:2; 42:7,15,25;43:23; 55:23;58:7,10,14; 59:11;60:2,2,11;61:15, 15;62:2,12;63:5;66:8	bit (1) 4:17	call (2) 4:3;52:19	classroom (12) 19:17,18;20:12;22:5, 8,23;23:4,12;59:23; 61:13,14;66:18
address (1) 4:10	areas (1) 29:25	black (6) 31:16,17,18,18; 45:13,14	came (1) 30:8	classrooms (4) 57:16,17,18;61:5
adequate (1) 30:21	around (3) 12:11;30:9;31:3	Block (3) 4:7;45:20;56:7	can (38) 5:10;8:3,22;10:12; 15:20;16:2,14;19:8,15; 24:16;25:8,14,17; 27:18;32:10,12;36:8, 18;38:4;39:23;45:1; 47:5,17;48:10;49:1,14, 25;53:14,17;56:8;58:3; 61:25;62:8,12,24; 64:24;65:21;69:19	clean (2) 14:1;59:4
adjourn (1) 68:2	arrow (2) 26:8;52:20	blue (1) 52:7	care (1) 14:20	clearly (2) 49:13,23
adjourning (1) 70:11	asset (1) 6:18	Board (6) 5:12;9:12,21;11:8; 62:23;64:2	cars (1) 42:20	cliente (1) 6:4
adjust (1) 53:14	Association (2) 8:8;13:19	Board's (1) 9:14	case (3) 4:3;5:4;52:6	close (1) 68:3
adjustments (2) 7:24,25	assume (1) 17:23	books (1) 60:11	cases (1) 34:20	closes (1) 5:7
admit (2) 63:15,20	attach (1) 55:2	both (5) 6:7;23:25;43:1;52:4; 69:12	Center (4)	closest (1) 26:21
adopt (1) 7:14	available (1) 59:1	bottom (17) 38:7;41:22;42:1,23,		close-up (1) 44:22
again (8) 15:17;41:6;42:4; 43:7;44:9;50:7,8,16	Ave (1)			Cloverly (2) 8:8;13:19

coach (1) 47:18 Coalition (1) 5:24 cold (1) 28:16 coming (2) 35:7,11 comments (1) 69:2 community (4) 6:9,19;13:21;63:5 complained (1) 15:9 complains (1) 32:11 compliance (1) 7:7 concern (4) 11:7;14:11,11;30:10 concerns (1) 13:20 concluded (1) 70:18 condition (2) 9:25;53:22 conditions (5) 7:12,19;9:22,22; 62:21 conservation (1) 56:19 contacted (1) 13:21 corner (1) 31:15 Council (1) 5:24 count (1) 18:15 County (2) 5:24;9:5 couple (1) 53:6 court (2) 70:14,16 Coverage (2) 34:22,23 cribs (2) 58:8,11 curiosity (1) 34:20 cut (1) 57:4	days (10) 5:6;63:21,23,25; 64:1;68:3,4;69:10,13, 17 December (3) 63:20,21,23 decide (1) 62:22 decision (14) 5:4,7,9,10;18:9;19:1; 63:18,23;64:3,8;68:4; 69:5,17;70:8 definitely (2) 7:17;17:3 delay (2) 69:5;70:8 demand (1) 6:9 department (2) 52:5,19 depending (1) 53:6 depends (1) 18:10 depict (2) 37:19,23 describe (13) 8:3;10:18,25;16:2, 16;19:9;21:10;24:17; 25:8,14;38:6;39:23; 65:22 designated (3) 16:21;23:19;38:20 desk (1) 18:19 develop (1) 62:16 developmentally (1) 59:17 diaper (1) 59:2 dictating (1) 11:19 different (6) 22:10;34:9,15;35:23; 43:8;48:6 difficult (1) 52:14 Directional (2) 26:1,2 director (1) 34:11 disagree (1) 64:1 distance (2) 11:19;14:17 disturb (1) 36:2 document (1) 30:17 door (16) 6:15;11:20;19:21; 43:20;44:13;47:4;	60:13,19,20,20,23,24; 61:7,11,17;62:7 dot (10) 31:17,18,20,21; 45:13,14;46:8,9,15,17 dots (1) 29:7 double (3) 17:10;20:7;43:20 down (11) 6:7;8:7;11:12;15:9, 14;29:3;40:14;54:21; 57:4;59:3,3 downhill (1) 14:11 drive (3) 49:13,16;54:23 driveway (6) 26:18;40:17,18,22; 41:13,18 driving (1) 54:11 drop (2) 27:7,14 drop-off (3) 34:24;35:4,12 due (1) 64:8 during (1) 69:23	end (1) 35:14 enough (2) 7:5;17:23 ensure (2) 34:21,21 entire (1) 63:15 entrance (57) 19:16,20;21:22,25; 22:4,22,23;23:1,7,10; 25:16,19,23;26:2,3,5,6, 12,17,18,19;31:3,25; 32:6,9,10,25;33:2; 40:16,16,17,18,18,24; 41:12,20;42:5;43:17, 21;45:5,19,20,23;46:7, 20,23,23;47:12;48:20; 51:20;52:13;56:8;60:7, 8;61:14,15,15 equipment (2) 18:15;44:1 equipments (1) 18:14 especially (1) 6:13 Even (4) 6:6;54:23;65:15; 67:2 events (1) 37:2 Eventually (2) 54:10;55:5 evergreen (2) 28:9;29:1 everyone (1) 70:9 evidence (2) 4:21;7:6 Exactly (2) 7:8;57:18 except (3) 9:25;37:17;40:14 exception (2) 4:5;53:18 exhausted (1) 62:17 Exhibit (38) 9:13,16;10:21,23; 15:24,25;25:11,12; 29:9;31:13,14;37:24; 38:1,22;39:20;40:21; 41:10;42:13;43:5,14; 44:7;47:14,22;48:12; 49:9;50:4;51:22;55:19; 56:5,14;57:10;58:5,16; 59:6;60:5;61:3,9,23 exhibits (1) 63:16 Existing (10) 28:2,3;29:10,12,22; 34:8;55:25;57:19,20; 58:11	exit (11) 25:23;26:20;32:5; 40:8;41:21;42:3;44:13; 47:4;48:23;49:1;56:8 exits (1) 42:8 exit's (1) 41:22 expand (1) 15:3 explain (1) 4:17 expressing (1) 13:20 extension (3) 22:5;59:22;62:7 external (1) 31:6 extra (3) 47:19;60:12,13
F				
				facility (1) 4:6 facing (2) 11:11;48:14 fact (1) 5:22 families (2) 6:6;63:10 far (4) 10:8;52:12,13;54:17 fast (2) 67:11,12 faster (1) 66:20 feet (6) 8:20;18:3,4;33:19; 53:12,15 fence (1) 39:3 fenced (1) 38:19 few (2) 6:5,13 field (2) 56:12;64:18 file (1) 53:23 files (1) 32:3 final (2) 19:1;62:23 fine (1) 10:4 fire (3) 47:4;52:5,19 first (11) 11:25;12:6;16:9,20; 22:8;24:14;31:11; 37:15;38:6;66:19; 67:11
D				
date (1) 5:6 day (4) 34:16;35:15;51:2; 66:2 daycare (1) 4:5		earlier (1) 41:1 easier (1) 10:11 eastern (1) 26:17 eat (1) 66:19 eating (2) 58:14,23 economy (1) 15:5 educational (2) 18:15;22:1 eight (1) 33:17 either (1) 53:14 elderlies (1) 14:19 elderly (1) 14:20 Ellen (2) 28:12,13 Ellie (2) 4:4,11 else (2) 6:8;62:25 emphasis (1) 30:20		

flat (1) 45:18	half (3) 13:5;65:8;66:1	identification (30) 9:17;10:24;16:1; 25:13;37:25;38:23; 39:21;41:11;42:14; 43:6,15;44:8;47:15,23; 48:13;49:10;50:5; 51:23;53:1;55:20;56:6, 15;57:11;58:6,17;59:7; 60:6;61:4,10,24		learn (1) 62:16
floor (7) 16:6,7,20;19:9,12; 24:14;59:2	Hampshire (26) 4:7,13;11:12;25:16, 17;26:11,21;36:19; 37:5,9;39:2,4,13,16,17; 40:4,6,15;44:10;49:7, 11,12;50:7,9,19;54:12	identified (1) 4:6	J	leave (9) 35:15;63:17,19; 68:15,16,20;69:9,17,23
follow (1) 70:7	hand (1) 5:17	ii (3) 38:4;51:6,8	January (3) 64:8;69:2,10	length (1) 17:19
footage (1) 8:19	handicap (1) 42:25	iii (1) 61:2	junior (2) 23:11,17	level (6) 13:22;16:8,9,12,13; 65:1
Forbes (1) 28:13	hands (1) 59:3	immediately (2) 14:14;52:15	jurisdiction (1) 10:2	library (3) 22:1;60:11,11
foreground (1) 40:7	happens (1) 63:16	important (1) 62:15	K	license (1) 19:7
forest (1) 56:19	Harding (28) 25:20;26:7,10;36:7, 18;37:9;38:9,14;40:3, 3;41:8,23;42:4,8; 48:16,18,21,23;49:15; 50:1,8,10,19;51:16,19, 20;52:14;64:22	inches (1) 31:2	Kathy (2) 70:12,15	licensing (1) 12:17
forever (1) 57:2	heading (1) 40:8	including (1) 42:25	keep (1) 69:12	life (2) 6:1;63:9
forgot (1) 68:12	heard (1) 13:18	incorporated (1) 9:22	keeping (1) 70:6	light (17) 29:7;31:14;32:4,5,8, 10,15,21,23;45:10,13, 14;46:14,16,19;47:12; 57:5
formalities (2) 4:25;15:20	hearing (3) 9:5;68:3;70:17	infants (17) 6:14;12:7,15;13:11; 23:18,20,25;58:4,12, 22;62:3,8,9,12;65:16, 17;66:7	kids (2) 12:6;13:7	lighting (7) 29:6,12,13;30:19,21, 24;31:7
four (3) 8:20;53:12,15	help (1) 27:2	informal (1) 4:24	kind (3) 15:7;21:9;33:19	lights (17) 28:11;29:15,16,18, 19,22;30:2,3,9,25;31:6; 32:11;33:7,9,11,12,17
front (3) 31:6;36:3;37:8	helpful (1) 49:22	inside (4) 21:20;44:1;47:7; 57:14	kitchen (3) 20:17;24:25;32:5	line (7) 20:7;21:17,18;24:3, 7;36:3;49:13
furniture (1) 18:12	here's (1) 19:11	Interesting (1) 62:10	knocking (1) 6:14	lines (4) 17:4,7,8,10
further (2) 15:8;40:14	high (1) 31:2	interior (1) 61:1	know- (1) 66:9	list (1) 6:5
G	hill (3) 11:12;39:7;52:11	intermingle (1) 62:11	known (1) 4:4	little (4) 4:17;43:23;44:1; 68:16
garage (3) 42:17;57:6,7	Hold (1) 10:17	International (1) 4:4	L	live (1) 25:5
generally (2) 25:9,14	home (2) 35:15;52:20	Internet (2) 55:6,8	labeled (3) 19:18;20:15;57:18	located (1) 4:7
gets (1) 21:3	hopefully (1) 68:5	interval (1) 65:6	lack (1) 36:4	location (1) 6:8
given (1) 62:24	hoping (1) 63:2	into (15) 22:7;25:1,19;49:14, 15;50:1,19;51:20; 55:12;60:14;61:14,17, 21;62:7;67:12	lamppost (5) 30:4;31:21,24,25; 46:10	lock (1) 45:6
goes (5) 20:25;24:21;40:3; 66:18;67:2	hour (2) 13:5;66:1	issue (8) 5:4,7;8:15;36:2,24; 37:3;63:23;68:4	landscape (4) 30:25;42:16;47:16, 24	locked (1) 33:4
good (3) 13:19;14:1;37:6	hours (2) 34:5;65:17	issued (1) 69:19	landscaper (1) 28:16	longer (1) 68:16
gorgeous (1) 13:25	house (21) 11:1,3,11,12,14,15, 20;14:18,19,24;15:2,8; 38:8;39:2,5,15;44:2; 52:6,8,10;55:23	issues (2) 13:21;14:6	landscaping (6) 28:1,3,7;55:24,25; 56:16	look (4) 11:23;37:16;55:8,11
grass (2) 38:12;42:15	houses (1) 10:5		Lane (29) 25:20;26:7;36:7,18; 37:9;38:9;40:3;41:8, 23;42:5,8;48:16;49:14, 15,17,21,24;50:1,7,8,9, 10,18,19;51:17,19,20; 52:14;64:22	looking (7) 10:14,18,19;11:24; 19:14;38:8;39:1
great (2) 6:18;70:1	hungry (1) 66:20		large (1) 20:19	looks (1) 6:10
grid (3) 17:8;24:9,10			larger (1) 8:6	lost (1) 6:7
group (4) 12:24;37:1;59:18; 62:15			last (3) 49:14;57:2;60:2	Lot (5) 4:6;6:5;31:3;34:20;
guess (1) 35:1			lawn (1) 13:25	
guidelines (1) 11:18				
H	I			

36:7 low (1) 6:4	member (1) 5:24 mentioned (6) 29:2;41:1;45:4,5; 46:10;57:14 middle (4) 42:6;50:6;59:21,22 minor (1) 7:24 minute (1) 37:16 minutes (2) 13:5;66:2 Miss (1) 29:1 mixed (2) 62:15;67:15 mixing (1) 67:11 moment (2) 9:19;30:5 Montgomery (1) 5:24 more (8) 6:22;13:7;29:16,18, 19,22;64:12;67:10 morning (3) 13:3;35:5;66:19 most (2) 67:7,10 mouth (1) 6:11 movement (1) 62:13 Mrs (1) 30:7 much (5) 27:4;63:13;64:11; 68:6;70:10 music (1) 62:13 must (1) 50:13 myself (2) 18:21;34:11	neighborhood (2) 14:4;50:25 neighbors (1) 13:20 New (27) 4:7,13;11:11;25:16, 17;26:10,21;36:19; 37:5,9;39:2,4,12,16,17; 40:3,6,15;44:10;49:7, 11,12;50:7,9,19;54:11; 62:16 next (11) 11:11,12,14,20;20:7; 22:20,23;23:4;39:11; 60:20;64:23 next-door (1) 64:18 nice (2) 27:21,23 nine (6) 12:18;30:2,2,2,3; 31:5 noise (4) 13:22;62:24;64:13, 25 noisy (1) 10:3 north (4) 24:22;26:8,13;64:15 number (6) 19:4;51:3,4;52:7,21; 55:2 numbers (1) 6:4 numeral (3) 43:12;44:25;48:11	8;49:8;50:23;64:12; 65:2;67:7;68:12;69:13 ones (1) 35:19 only (3) 23:20;28:9;63:1 open (12) 23:6;24:4;45:20; 47:4;62:8,12;63:17,20; 68:16,16;69:4,9 operate (2) 16:19;19:9 operation (1) 34:5 operations (2) 33:23,24 opportunity (1) 70:9 opposition (1) 69:7 options (1) 53:6 others (1) 34:14 out (32) 12:5,7;13:6,7,9,11; 14:2;18:10,24;27:4; 34:19;40:3;41:2;47:8; 48:20;50:8;51:2;60:14; 61:20;62:9;63:22;64:9; 65:6,9,15,16;66:18,22, 24;67:3,10,18 outdoors (2) 65:24;67:20 outside (5) 11:25;12:25;60:21, 24;67:16 over (3) 5:23;22:20;52:23 own (2) 7:15;62:6	36:24,25 passes (1) 42:7 passionate (1) 63:8 past (1) 23:23 people (6) 6:5,10;11:23;15:9; 54:11,21 per (2) 18:3,4 permitting (1) 65:24 perspective (1) 34:24 petition (1) 4:3 photographs (1) 37:13 piano (1) 18:9 picnic (1) 43:23 picture (38) 38:7,25;39:1,11,23; 42:1,6,12,15,23,24; 43:16;44:10,20;45:3, 24;46:5;49:6,18;50:3, 7,17,18;51:3;52:4,4,5; 56:4;58:24;59:9,10,21, 22;60:2,7;61:12,13,15 pictures (6) 30:8;48:3;55:16; 58:18;61:1,1 pine (1) 57:3 placed (1) 29:15 plan (15) 10:15;16:6,7;19:9, 12;23:15,16;24:22; 25:8;27:25;29:21; 30:13,24;31:10;32:12 Planning (5) 9:12,13;29:2;30:8; 62:23 plant (4) 28:15,17,18,21 planting (3) 27:19,20;28:22 plants (1) 27:21 play (6) 44:1,17;47:17;55:23; 58:7;64:22 playground (26) 11:10,20;32:16,18; 38:17,20;39:2,3,12; 43:18,21;44:1,2,9; 60:14,21;61:17,20,21; 64:13,14,18,23;65:10, 14;67:20
M				
main (9) 32:25;33:1,2;45:5, 19,23;46:6,20,23 majority (1) 12:6 makes (1) 18:8 mandatory (2) 68:22,24 manicured (1) 13:25 manipulatives (1) 22:10 many (5) 12:12,25;13:9;19:4; 66:21 mark (1) 28:17 marked (39) 9:16;10:23;15:25; 23:1,7,10,15,16;25:12; 29:23,24;37:25;38:23; 39:21;41:11;42:14; 43:6,15;44:8;46:8,15, 17;47:15,23;48:13; 49:10;50:5;51:23; 55:20;56:6,15;57:11; 58:6,17;59:7;60:6; 61:4,10,24 marking (4) 31:16;40:21;48:17; 60:22 Maryland (2) 4:8,14 mat (1) 59:1 materials (2) 22:1;59:17 maximum (2) 65:3,5 may (1) 56:24 maybe (2) 29:1,3 mean (6) 11:15;26:17;28:19; 36:16;65:8;69:13 means (1) 6:21 measure (2) 11:10;18:10 measured (3) 9:4;11:9;18:5 measurement (2) 17:15,17 meet (1) 53:9	N	oath (1) 4:25 obviously (1) 11:4 o'clock (2) 13:3;66:24 O'Connor (2) 29:2;30:7 off (1) 18:24 offer (1) 6:22 office (2) 28:13;54:1 older (3) 62:3,14,16 olds (1) 13:3 once (1) 65:7 one (21) 6:8,8;8:24;10:17; 12:1,25;13:7,10;28:10; 29:18;35:24;40:7;45:7,	O	P
	name (1) 4:9 naturally (1) 35:13 near (2) 32:15;55:23 need (6) 9:8;19:11;36:8; 62:23;65:24;70:5 needed (2) 15:3;63:5 needs (1) 53:22 neighbor (4) 64:14,19,21,24			

<p>playhouse (1) 44:2</p> <p>playtime (1) 47:20</p> <p>please (4) 4:9;5:16;15:20; 52:20</p> <p>plenty (9) 35:1,3,18;36:6,23; 47:18;48:3;64:17,23</p> <p>pm (1) 35:16</p> <p>point (1) 26:21</p> <p>pointing (4) 17:7;19:25;20:5,19</p> <p>porch (1) 20:2</p> <p>posted (2) 68:13,17</p> <p>pre-K (4) 23:11,17,23;61:14</p> <p>preschool (9) 19:17;20:8,12,15; 22:5;59:23;66:5,13,15</p> <p>preschooler (1) 66:23</p> <p>preschoolers (6) 13:6;22:8;66:20; 67:1,3,11</p> <p>presented (1) 29:18</p> <p>pretty (1) 56:1</p> <p>printed (1) 29:24</p> <p>prior (1) 47:3</p> <p>probably (5) 9:1;12:17;13:12; 14:25;19:12</p> <p>problem (7) 11:24;15:16;54:11; 64:25;68:10;69:11; 70:4</p> <p>program (4) 6:10,11;63:4,5</p> <p>promise (1) 64:25</p> <p>property (11) 4:6;14:1,14;36:15, 18;37:20;43:11;48:8; 49:12;52:15;56:2</p> <p>proposed (1) 31:7</p> <p>provide (1) 70:9</p> <p>providing (1) 16:24</p> <p>purpose (3) 47:3;49:6;51:2</p> <p>purposes (4) 17:16,17;44:15;</p>	<p>67:22</p> <p>pursued (1) 6:3</p> <p>push (2) 47:5,8</p> <p>put (5) 27:21;53:21;59:3,3; 69:1</p> <p>Q</p> <p>quality (2) 6:11;63:4</p> <p>queue (1) 36:2</p> <p>quite (4) 6:5,13;36:7;56:1</p> <p>R</p> <p>raise (1) 5:16</p> <p>ran (1) 15:2</p> <p>read (1) 7:9</p> <p>really (8) 10:5;13:24;14:1; 27:23;37:6;62:23;63:2; 68:22</p> <p>reason (4) 6:2;49:12;52:3; 69:22</p> <p>recess (1) 68:11</p> <p>recommend (1) 28:7</p> <p>recommendation (2) 9:14;62:23</p> <p>recommendations (1) 29:3</p> <p>recommended (3) 11:25;28:9;29:17</p> <p>recommends (1) 7:11</p> <p>record (13) 4:2,10;5:4,7;7:6; 21:7;63:15,16,17,20; 65:12;68:3,16</p> <p>record'll (1) 69:4</p> <p>rectangle (1) 60:23</p> <p>red (4) 29:7,23;31:20,21</p> <p>regarding (1) 64:12</p> <p>reinforce (1) 5:22</p> <p>rental (2) 14:13,18</p> <p>rented (2) 14:19;15:2</p>	<p>replace (1) 57:3</p> <p>report (4) 7:9,16;9:24;10:21</p> <p>reporter (2) 70:14,16</p> <p>requesting (1) 4:5</p> <p>required (2) 27:19;58:19</p> <p>requirement (1) 17:24</p> <p>requirements (1) 7:3</p> <p>residence (1) 31:6</p> <p>resident (1) 34:12</p> <p>residential (2) 8:17;25:4</p> <p>residing (1) 4:13</p> <p>resolution (1) 30:4</p> <p>rest (1) 62:11</p> <p>restricted (1) 36:13</p> <p>retain (1) 10:2</p> <p>return (1) 69:20</p> <p>revisit (1) 9:8</p> <p>ride (2) 65:16;66:8</p> <p>right (138) 4:9;5:16;6:1,4,23; 8:21;9:1,6;10:13,20; 11:6,16;12:2,3,4,9,9, 16,20,22,22,23;13:11, 14,17,23;14:3,16; 15:10,18,22;16:7,18, 23;17:6,12,14;18:13; 19:1,8,19,19,22;20:4,7, 9,16,20;21:13,15,20, 23;22:15,19;23:8,17; 24:6,10,13,23;25:7,10, 25;26:24,25;27:1,11, 13,18,24;28:5,16,23, 23;31:24;32:9;33:3,15, 22,25;35:8,17;36:8,12, 21;37:5,11;38:3,5; 39:6,9;40:14,20,25; 41:25;42:4,5,19;44:14; 45:2,8,11,17;46:2,12, 14,16,19;47:1,7;49:17, 19;52:18;53:2,11,25; 54:6,19,22;55:5,6; 56:11;60:18,19,20; 61:19;63:11;64:3,5,21; 66:6;67:1,6,9,21,23; 68:14;70:9</p>	<p>rimming (1) 33:13</p> <p>road (1) 66:13</p> <p>ROBESON (520) 4:2,12,15,17,20,23; 5:2,6,9,12,14,16,19,25; 6:12,17,20,23,25;7:3,5, 8,11,14,18,21,23;8:1,3, 10,14,16,19,22,24;9:3, 6,10,12,18,21,24;10:2, 7,9,11,14,17,21,25; 11:5,7,14,17,21;12:2,4, 9,12,14,19,21,23,25; 13:4,9,13,15,17,23; 14:3,5,8,10,14,17,21, 23;15:1,4,6,10,12,14, 17,19,23;16:2,6,8,10, 12,14,16,19,22,25; 17:2,4,7,10,13,15,18, 21,23;18:1,3,7,11,13, 17,20,22,25;19:3,6,8, 11,14,18,21,23,25; 20:3,5,7,10,13,15,18, 22,24;21:1,3,6,9,12,14, 17,20,22,24;22:3,6,12, 14,16,18,21,24;23:1,3, 5,7,9,13,15,22,24;24:2, 5,7,9,11,13,16,20,22, 24;25:2,5,7,11,14,18, 21,24;26:1,4,6,8,12,15, 17,20,23,25;27:3,5,9, 11,14,16,18,22,25; 28:2,4,6,13,18,21,24; 29:4,6,9,11,13,20;30:1, 5,10,13,16,18,22,24; 31:2,5,9,13,16,20,22, 24;32:1,3,6,8,10,14,17, 19,21,24;33:2,5,7,10, 13,16,18,20,22;34:1,4, 6,10,13,17,19,23;35:1, 6,9,13,17,20,22,25; 36:5,9,11,13,16,20,22; 37:1,4,7,10,12,15,19, 22;38:1,4,6,10,13,15, 18,21,25;39:6,8,10,14, 16,18,23,25;40:5,7,10, 12,17,19,21,23,25; 41:3,5,7,9,14,17,19,22, 24;42:1,3,6,9,11,18,20, 22;43:4,9,12,19,24; 44:4,6,11,14,18,20,23, 25;45:3,7,10,13,17,21, 23;46:1,3,5,8,11,13,15, 18,21,25;47:2,6,8,10, 13,21,25;48:2,5,7,10, 14,17,19,22,24;49:1,3, 5,8,16,18,20,22;50:2, 11,13,15,17,22;51:1,5, 7,9,12,15,18,21,25; 52:2,9,12,16,18,22,24; 53:1,3,5,9,12,14,17,19, 21;54:1,3,5,7,9,13,16,</p>	<p>20,25;55:3,7,10,13,15, 18,21,23;56:1,4,10,13, 17,21,23;57:1,5,7,9,13, 15,17,21,23,25;58:2,4, 9,12,15,21,24;59:5,9, 12,15,19,21,25;60:4,9, 15,18,22,25;61:2,6,8, 12,18,22,25;62:4,10, 17,19,21;63:7,11,13, 15,25;64:6,8,16,20; 65:2,8,12,19,21,25; 66:3,6,10,15,17,21; 67:4,7,14,17,19,21,23, 25;68:2,7,9,12,15,19, 24;69:1,4,7,9,12,16,19, 22,25;70:3,5,7,11,14</p> <p>Roman (4) 43:12;44:25;48:11; 51:9</p> <p>room (13) 20:4;21:18,19;22:8; 23:1,18,24,24;58:4,13, 22;62:7,8</p> <p>rooms (1) 16:16</p> <p>round (2) 31:17,18</p> <p>roundabout (2) 41:15,16</p> <p>rules (1) 70:7</p> <p>S</p> <p>safe (1) 67:15</p> <p>safety (2) 44:15;67:22</p> <p>Safeway (2) 50:24;66:11</p> <p>SALOR (1) 60:17</p> <p>Salour (514) 4:4,11,11,13,16,19, 22;5:1,5,8,11,13,15,21; 6:1,13,18,21,24;7:2,4, 7,10,13,17,20,22,24; 8:2,5,11,15,18,21,23, 25;9:4,7,11,15,20,23; 10:1,4,8,10,13,16,20; 11:3,6,9,16,18,22;12:3, 5,10,13,16,20,22,24; 13:2,5,11,14,16,18,24; 14:4,6,9,13,16,18,22, 24;15:2,5,7,11,13,16, 18,22;16:4,7,9,11,13, 15,18,20,23;17:1,3,5,9, 12,14,17,19,22,25; 18:2,4,8,12,14,18,21, 23;19:1,4,7,10,13,15, 19,22,24;20:1,4,6,9,11, 14,16,20,23,25;21:2,5, 8,11,13,15,18,21,23,25;</p>
---	--	---	---	--

22:4,7,13,15,17,19,23, 25:23:2,4,6,8,10,14,16, 23:24:1,3,6,8,10,12,15, 18,21,23,25;25:3,6,10, 16,19,22,25;26:2,5,7, 10,14,16,19,22,24; 27:1,4,6,10,13,15,17, 20,23;28:1,3,5,8,14,20, 23;29:1,5,8,10,12,14, 22;30:2,7,12,15,17,20, 23;31:1,4,8,11,14,18, 21,23,25;32:2,4,7,9,13, 15,18,20,22,25;33:3,6, 9,11,15,17,19,21,25; 34:3,5,7,11,14,18,22, 25;35:3,7,10,14,18,21, 23;36:1,6,10,12,14,17, 21,23;37:3,5,8,11,14, 18,21,23;38:3,5,8,11, 14,16,19,24;39:1,7,9, 11,15,17,22,24;40:1,6, 9,11,13,18,20,22,24; 41:1,4,6,8,12,15,18,20, 23,25;42:2,4,7,10,15, 19,21,24;43:7,10,16, 20,25;44:5,9,12,15,19, 21,24;45:2,4,8,11,14, 18,22,25;46:2,4,6,9,12, 14,16,19,22;47:1,3,7,9, 11,16,24;48:1,3,6,9,15, 18,20,23,25;49:2,4,6, 11,17,19,21,23;50:6, 12,14,16,18,23;51:2,6, 8,10,13,16,19,24;52:1, 3,10,13,17,19,23,25; 53:2,4,8,11,13,16,18, 20,25;54:2,4,6,8,10,14, 19,22;55:1,5,8,11,14, 16,22,24;56:3,7,11,16, 18,22,24;57:2,6,8,12, 14,16,20,22,24;58:1,3, 7,10,14,18,22,25;59:8, 10,13,16,20,22;60:1,7, 10,19,24;61:1,5,7,11, 13,19;62:1,5,11,18,20; 63:1,8,12,14,24;64:5,7, 11,17,21;65:4,10,14, 20,23;66:1,4,7,11,16, 18,23;67:6,9,15,18,20, 22,24;68:1,6,8,10,14, 18,21,25;69:3,6,8,11, 15,18,21,24;70:1,4,6, 10,13,15	53:22;55:3;67:4 schedule (6) 65:11,14,15,17,22,23 science (1) 22:9 season (1) 28:22 seasonal (1) 37:17 second (7) 6:6;10:17;26:3; 68:13,18,19,21 section (1) 30:18 seems (1) 8:8 send (1) 64:3 sends (1) 52:23 separate (1) 62:6 service (1) 6:22 set (5) 22:9,13,15;60:10; 61:16 several (2) 11:23;29:15 shifts (1) 34:15 show (15) 15:19,23;17:19;29:7; 31:11;37:12;46:22; 47:16;48:3;49:24; 51:10,13;52:5;55:25; 59:2 showing (14) 31:10;38:1,21;39:12, 18;42:11;43:4;44:9; 47:11;49:5,7,11;56:16; 58:11 shown (6) 27:22;29:20;30:11; 32:11;45:24;50:2 shows (12) 16:3;30:24;41:12; 43:16,17,25;49:13; 50:7,18;52:7;58:18; 60:2 side (7) 10:6;22:18;45:19; 48:11,14;50:24;59:4 sides (1) 43:1 sign (24) 8:3,4,5,6,9,13;51:10, 14;52:2,3,7;53:1,4,5,6, 9,18,22;54:14;68:13, 18,19,21;69:17 signs (6) 25:22,23;26:1,2; 54:17;69:12	Silver (2) 4:7,14 single (1) 24:7 sink (2) 58:19,20 sit (1) 62:25 site (2) 10:15;25:8 sits (1) 43:10 sitting (3) 51:11;52:6,10 six (3) 30:25;42:25;66:23 six-passenger (1) 66:12 size (7) 8:4,5,7,9;9:1;54:20; 56:19 skills (1) 62:16 slow (1) 54:21 small (3) 14:24;54:14,21 snack (1) 43:22 soccer (4) 47:17,18;64:18,22 solar (4) 30:2,3;33:12,17 somebody (2) 32:3,11 sometimes (5) 36:24;44:16;47:17; 54:23;56:24 somewhere (2) 6:8;65:13 sooner (3) 63:22;64:9;68:5 sorry (4) 21:5;30:12,19;42:21 south (3) 11:15,16;14:15 southern (2) 22:14,16 space (23) 6:16;17:23;18:10,24; 22:9;23:6;24:4;36:7,8, 18,23;37:6;43:1,2,8; 47:18,19;59:16;60:1, 12;62:6;64:17,23 spaces (8) 27:10,12;28:10;35:2, 3;36:4;38:11;42:25 special (2) 4:5;53:18 speed (1) 54:17 Spring (2) 4:8,14	square (4) 8:19,20;53:12,15 staff (6) 7:9,15;9:24;10:21; 28:6;36:8 staggered (1) 34:21 staggers (2) 35:13,14 standing (2) 10:5;39:4 stands (1) 14:2 start (2) 35:11;45:3 starts (1) 35:4 state (3) 4:9;17:24;18:8 statement (2) 33:23;34:2 steps (8) 16:5;24:18,18,21; 25:1;32:22,23;45:15 still (4) 37:17,19;57:19; 58:10 stopping (1) 21:14 stops (1) 20:20 street (2) 16:12,13 subject (1) 7:11 submitted (1) 33:23 suitable (1) 18:5 summer (1) 43:22 sure (16) 5:3,15;7:2,5;9:2,20; 10:3;15:13;30:14,21; 32:1;37:14;62:22; 63:14;68:1;70:5 survives (1) 28:24 sworn (1) 5:18	34:8,8;43:3;65:15; 66:4,5,7,13,14,25 technical (6) 7:1,9,15;9:24;10:19; 28:6 Ten (2) 13:13,14 terminology (1) 27:2 test (1) 18:23 testimony (2) 4:20;7:15 testimony's (1) 4:25 thanks (1) 55:6 thinking (2) 12:17;29:4 third (1) 12:21 thought (3) 11:12;28:10;56:19 three (1) 8:24 throughout (1) 34:15 times (5) 34:9,15,21;35:24; 65:6 today (3) 4:18;17:2;63:19 toddler (2) 59:11;62:1 toddlers (5) 6:14;12:7,15;23:25; 59:13 took (1) 30:8 top (31) 38:6,25;39:1,7,15,23, 25;40:1,1;42:12,15; 43:16;44:10;45:3,23; 49:8;50:3,17,18;52:4, 11;55:21;56:4;58:18; 59:9,10;60:7;61:12,13; 62:1,8 total (1) 30:24 toward (1) 40:8 towards (2) 38:14;64:13 traffic (3) 34:24;36:3;49:25 transcribed (1) 21:4 transcript (4) 63:18,19,21;68:4 transfer (1) 29:24 tree (6) 10:1;28:9,9,15,17,25
---	---	---	--	---

trees (6) 47:24;56:18,20,22; 57:3,4 trikes (3) 42:18,19,21 trim (1) 57:4 triple (3) 20:7;21:17,18 trips (1) 56:12 trouble (1) 32:12 try (3) 28:17;63:22;64:9 trying (1) 6:15 turn (1) 6:6 turns (1) 67:18 two (7) 8:19,24,24,25;35:24; 53:9;59:20 type (2) 55:16;63:4	W	35:9 write (3) 32:10;48:24;49:1	15 (5) 11:25;41:7;65:3,5; 67:2 15901 (4) 4:7,13;52:17,20 15a (3) 38:2;51:25;52:1 15ai (2) 38:21,22 15aii (1) 37:24 15aiii (2) 44:6,7 15aiv (2) 43:12,14 15bi (3) 43:4,5;44:25 15bii (3) 42:11,13;47:10 15ci (2) 41:10,12 15cii (2) 39:19,20 15e (1) 47:21 15ei (2) 47:13,14 15eii (1) 47:22 15eiii (2) 48:11,12 15f (1) 51:7 15fi (2) 49:8,9 15fii (3) 50:2,4,15 15fiii (2) 51:21,22 15hiii (2) 55:18,19 15i (2) 56:4,5 15j (2) 56:13,14 15k (2) 57:9,10 18 (1) 31:2	63:19 29th (1) 64:9 2's (1) 59:13 2-year- (1) 13:2 2-year-old (3) 23:11;66:13,18 2-year-olds (1) 67:12
		Y	yard (2) 48:11,14 year-olds (1) 66:24 years (3) 5:23;6:2;8:13	3
		Z		
		zones (1) 8:17		
		1		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
		1 (2) 4:7;44:25 10 (11) 12:18;13:3,7,12; 62:24;66:24;67:5,5,5, 10;68:3 10:00 (2) 65:18;66:19 10:30 (3) 65:18;66:25;67:3 10:45 (1) 67:3 10:53 (1) 70:17 10A (1) 19:12 10b (2) 15:24,25 11 (6) 25:11,12;29:9;31:13, 13,14 11-13 (1) 68:17 12 (4) 6:5;12:3;33:19;67:2 12th (2) 69:2,10 14ai (2) 58:4,5 14aii (2) 58:15,16 14b (1) 60:25 14bi (2) 59:5,6 14bii (2) 60:4,5 14biii (1) 61:3 14ci (2) 61:8,9 14d (2) 61:22,23		
U	wait (3) 6:5;26:4;30:1 walk (7) 19:16;21:16;22:7,20; 44:16;45:15;50:20 walkout (2) 24:19;32:24 walks (1) 60:14 walkway (3) 23:17;31:3;50:20 wall (1) 20:11 walls (3) 17:4,10;24:4 wants (1) 52:5 wash (1) 59:3 way (4) 23:20;36:1;52:11; 69:2 weather (1) 65:24 welcome (1) 70:16 what's (2) 31:10;62:9 Where's (3) 19:21;26:8;65:12 Whereupon (2) 68:11;70:17 white (1) 45:24 whole (6) 16:20;18:5;20:12; 39:12;54:17;62:12 wild (1) 48:1 willing (2) 7:25;9:7 wish (3) 7:14;63:6;66:15 withdraw (1) 15:8 within (1) 68:4 without (1) 10:18 Witness (1) 5:18 word (1) 6:11 work (1) 22:2 working (1) 5:23 worry (2) 27:3,5 Wow (1)	2	2 (1) 59:23 2- (1) 66:23 20 (1) 5:23 2005 (2) 8:13;57:24 20905 (2) 4:8,14 20th (1)	3 (3) 11:1;44:6;48:11 30 (13) 4:6;5:6;10:22,23; 12:14;18:6;63:21,23, 25;64:1;68:4;69:13,17 30th (3) 63:20,22,23 31 (2) 9:13,16 35 (1) 18:1
under (1) 4:25 unfortunately (1) 6:15 unless (1) 69:16 up (25) 4:6;8:13;9:18;12:16; 15:17;22:9,13,15;36:2, 3;39:7;44:16;45:15; 54:9,11;55:8;59:4,24; 60:10;61:16;67:2; 69:12,17,23;70:6 use (14) 22:4;33:3;42:16; 43:2;45:19,22;46:20, 24;47:9,19;56:8,12; 62:2;65:15 used (5) 16:24;17:2;25:3; 45:7,9 Usually (5) 12:10;50:20;53:21; 65:5,10	V	variance (4) 53:17,22,23,24 various (1) 34:15 version (2) 43:8;47:11	4	4 (1) 43:13 4:00 (1) 35:19 45 (2) 13:5;66:2
variance (4) 53:17,22,23,24 various (1) 34:15 version (2) 43:8;47:11	W	variance (4) 53:17,22,23,24 various (1) 34:15 version (2) 43:8;47:11	6	6:30 (4) 35:4,8,15,21 60 (1) 69:10
variance (4) 53:17,22,23,24 various (1) 34:15 version (2) 43:8;47:11	W	variance (4) 53:17,22,23,24 various (1) 34:15 version (2) 43:8;47:11	8	8:00 (1) 35:11 8:30 (1) 35:11