OFFICE OF ZONING AND ADMINISTRATIVE HEARINGS

FOR MONTGOMERY COUNTY

PETITION OF COSTCO WHOLESALE CORPORATION	:	**Case No. S-2863** **OZAH No. 13-12**

A hearing in the above-entitled matter was held on April 1, 2014, commencing at 9:41 a.m., at the Stella B. Warner Council Office Building, 100 Maryland Avenue, Rita Davidson Memorial Hearing Room, Rockville, Maryland 20850 before:

Martin L. Grossman

Hearing Examiner

A P P E A R A N C E S

On Behalf of the Petitioner:
Patricia Harris, Esq.
Michael Goecke, Esq.

On Behalf of Kensington Heights Civic Association (KHCA):
Michele Rosenfeld, Esq.
Lerch Early & Brewer
3 Bethesda Metro Center, Suite 460
Bethesda, Maryland 20814

Karen Cordry, Esq.

On Behalf of Stop Costco Gas Coalition (SCGC):
Larry Silverman, Esq.
Abigail Adelman

Also Present:
Erich Brann, Costco Representative
Donna Savage, Kensington Heights Civic Association
Eleanor Duckett, Kensington View Civic Association
Virginia Sheard, Kensington View Civic Association
Sylvia Didone, Kensington View Civic Association
Qiang Tian, The Traffic Group, Inc.
Mark Adelman, Stop Costco Gas Coalition

A P P E A R A N C E S (Continued)

Also Present (Continued):
Davis Sullivan, Expert Witness
Ann Arevalo
Danila Sheveiko
Peggy Alpert

C O N T E N T S

Witnesses:	Direct	Cross	Redirect	Recross
Wes Guckert				
By Ms. Harris:	62	--	--	--
BY Ms. Cordry:	--	112	--	--

E X H I B I T S

Exhibit No.		Marked/Received
507	3/31/14 Westfield Letter	38
507A	Plan Attached to 3/31/14 Letter	39
508	SCGC Motion	46
509	Replacement Exhibit 56B and C	46
509A	Saturday Summary from Exhibit 509	68
509B	Friday Summary from Exhibit 509	69
510	Wheaton Costco Queue Length Projections	78
511	Guckert Submission	159

E X H I B I T S (Continued)

Exhibit No.		Marked/Received
512	2/11/14 Pedestrian Crash Data	259
513	3/11/14 Briefing	259
514	Guckert 3/12/14 HCM Analysis	300

P R O C E E D I N G S

MR. GROSSMAN: This is the 29th day of the public hearing in the matter of Costco Wholesale Corporation, BOA No. S-2863, OZAH No. 13-12, petition for a special exception pursuant to Zoning Ordinance Section 59-G-2.06 to allow petitioner to construct and operate an automobile filling station which would include 16 pumps. The subject site is located at 11160 Veirs Mill Road, Silver Spring, Maryland, Lot N-631, Wheaton Plaza, Parcel 10, also known as Westfield Wheaton Mall, and is zoned C-2, general commercial.

The hearing was begun on April 26th, 2013 and after our many sessions, we have fought our way around again to April the next year. The last session was on March 11, 2014. The next session will be April 29, 2014 here in the second floor hearing room of the Council Office Building at 9:30 a.m. This hearing is conducted on behalf of the Board of Appeals. My name is Martin Grossman. I'm the Hearing Examiner which means I will take evidence and write a report and recommendation to the Board of Appeals which will make the decision in this case. Will the parties identify themselves, please, for the record?

MR. BRANN: Good morning, Mr. Grossman. Erich Brann for Costco.

MS. HARRIS: Good morning. Pat Harris for Costco.

MR. GROSSMAN: Ms. Harris.

MR. GOECKE: Good morning. Mike Goecke for Costco.
MR. GROSSMAN: Mr. Goecke.
MS. CORDRY: Good morning. Karen Cordry for Kensington Heights.
MR. GROSSMAN: Ms. Cordry.
MR. ROSENFELD: Good morning. Michele Rosenfeld for Kensington Heights.
MR. GROSSMAN: Ms. Rosenfeld.
MR. SILVERMAN: Good morning, Mr. Grossman. Larry Silverman for the Coalition to Stop Costco Gas.
MR. GROSSMAN: Mr. Silverman.
MS. ADELMAN: Good morning, Mr. Grossman. Abigail Adelman for Stop Costco Gas --
MR. GROSSMAN: Mrs. Adelman.
MS. ADELMAN: -- Coalition.
MS. SAVAGE: Donna Savage, Kensington Heights.
MS. DIDONE: Sylvia Didone, Kensington View.
MS. DUCKETT: Eleanor Duckett, Kensington View.
MS. SHEARD: Virginia Sheard, Kensington View.
MR. GROSSMAN: All right. I see Mr. Guckert is here and Mr. Sullivan, and a gentleman I don't recognize.
MR. TIAN: Qiang Tian with The Traffic Group.
MR. GROSSMAN: I'm sorry.
MR. SILVERMAN: Qiang Tian with the Traffic Group.

MR. GROSSMAN: Oh, okay. Okay. Thank you. All right then. Let's begin with some preliminary matters. Since our session, the last session, the following filings were received, some of which actually not listed here didn't quite get on the list because they came in late enough yesterday that they couldn't make it onto the exhibit list, but what we do have is Exhibits 485 through 506. 485 received March 17, e-mail from Ms. Rosenfeld regarding meeting with the parties and conditions; 486, e-mail from Ms. Rosenfeld about forthcoming joint motion; 486A, an e-mail from Ms. Rosenfeld transmitting the joint motion; B, joint motion by KHCA, SCGC and KVCA to postpone Mr. Sullivan's testimony to a date after Mr. Guckert completes his rebuttal testimony and to strike rebuttal, the rebuttal environmental report.
487 was a notice of three additional hearing dates which I issued; 488, e-mail from Ms. Rosenfeld regarding Mr. Cronyn's testimony. Mr. Cronyn's testimony, is that correct? I don't recall that off the top of my head. Exhibit 488, it says --
MS. ROSENFELD: Yes. There was an e-mail. Mr. Cronyn had said he would provide the specific transactions, list of transactions for the home sales that he had used --
MR. GROSSMAN: Okay.
MS. ROSENFELD: -- in support of his report and I

was asking, I had asked Ms. Harris if they were actually going to provide that information or not.
MR. GROSSMAN: Okay. 489, e-mail from Dr. Adelman regarding Mr. Guckert's data; 490, e-mail from Ms. Rosenfeld on March 18, 2014 requesting a list of the videos from Mr. Guckert; 491, e-mail between the parties regarding Mr. Guckert and Mr. Sullivan's testimony and scheduling; 492, e-mail from Ms. Rosenfeld transmitting a document reflecting changes that KHCA proposes to the agreed upon, quoted, agreed upon conditions; A, 492A is the redline copy of the agreed upon conditions submitted by Ms. Rosenfeld; 493, e-mail from Ms. Harris explaining submitted documents; 493A, proposed and agreed upon conditions; B, mark-up of proposed conditions comparing Costco's proposed language with agreed upon language; and C, documents from Ms. Harris with only Costco's additions to the agreed upon conditions.
494, memo from Ms. Harris on March 20 clarifying the submission of documents in 493; 494A is proposed conditions agreed upon by Costco and KHCA; B, Costco's additions to the agreed upon conditions; and C, a CD of Exhibits 494A and B. 495, e-mail between the parties and the Hearing Examiner regarding clarification of the submitted documents; 496, e-mail from Ms. Rosenfeld regarding KHCA's conditions, changes; and 496A, KHCA's proposed changes to the agreed upon conditions; 497, e-mail

from Mr. Silverman on March 21, 2014 submitting a memo in support of a joint motion of KHCA, KVHA and SCGC; and 497A is the memo itself in support of the joint motions to strike portions of Mr. Sullivan's rebuttal environmental report.
498, e-mails between the parties regarding Mr. Guckert's exhibits; 498A is a document from Mr. Goecke showing car counts derived from videos that Mr. Guckert used to prepare his report; 499, e-mails between the parties regarding traffic videos; 499A is a list from Mr. Goecke of the traffic videos; 499B is the e-mail from Ms. Rosenfeld asking for clarification of the list.
500 is an e-mail from Ms. Rosenfeld submitting documents that will be presented during cross-examination of Mr. Guckert; 500A is alternative trip scenarios; B, trip generation rates; C, Sterling versus Wheaton transactions; and D, net parking space comparisons. 501, memo from Dr. Adelman on March 26, 2014, motion for summary disposition, second request. I believe that's addressed to the Board of Appeals, not to me. 502, response from Costco re: motion for summary disposition; 503, e-mail from Ms. Rosenfeld March 28, 2014 submitting two documents to be used during Mr. Guckert's cross-examination; A, exit totals; B, queuing percentile; C, traffic analysis.
504 is an e-mail from Ms. Harris submitting HCM data for intersection 16 and that sub A is the HCM data

according to Section 16; 505, an e-mail from Michele Rosenfeld submitting a supplement to the motion for reconsideration of the motion to strike; and 505A is the supplement itself; 506 is e-mail from Ms. Rosenfeld submitting opposition, opposition's response to Exhibit 504; and 504A is the response of KHCA, KVCA, SCGC to petitioner's newly proposed condition and petitioner's request to reopen the case for direct testimony on fact, and the newly proposed condition is a revamping of intersection 16.

All right. That's the extent of the exhibits that are on the exhibit list, at least as of last night when I looked it over unless there's something else that snuck on here. Let me take a quick look. No. That's it. 506.

MS. HARRIS: Mr. Grossman.

MS. CORDRY: Mr. Grossman. Oh, I'm sorry.

MR. GROSSMAN: Ms. Harris?

MS. HARRIS: On March 19th, I had submitted four documents which for some reason are not reflected on the exhibit list.

MR. GROSSMAN: Okay.

MS. CORDRY: Right. I was --

MS. HARRIS: Is that what you were going to say?

MS. CORDRY: Yeah.

MS. HARRIS: Okay. So they were -- it was an e-mail March 19th at 1:12, and it was the complete HCM data,

the Sterling queue summary, a document about how many queues and --

MR. GROSSMAN: Was that submitted hard copy or was that --

MS. HARRIS: There were a couple --

MR. GROSSMAN: -- submitted e-mails?

MS. HARRIS: It was e-mail and then it was, not the drop box but the --

MR. GOECKE: Transfer to files.

MS. HARRIS: -- transfer to big files that was --

MR. GROSSMAN: Okay.

MS. HARRIS: And then I also had --

MR. GROSSMAN: There was a transfer to big files, I believe, that may have come in while I was on vacation and may have expired, and that may be what you're talking about. I don't know if you cc'd that to my staff. Did you?

MR. GOECKE: I thought I did. I can resend it if it --

MS. HARRIS: And I also have hard copies here if necessary so.

MR. GROSSMAN: Okay. All right. So let's, would you follow up during a break or after the hearing, make sure that Ms. Behanna-Moseley has the whatever we're talking about. Okay.

MS. ADELMAN: Mr. Grossman, the Coalition

submitted an e-mail objecting to No. 504, Exhibit 504, which isn't noted on here.

MR. GROSSMAN: Okay. Could you also check with Sarah to make sure that she has a copy of that? Did you submit it with also listing her on the addresses in the e-mail?

MS. ADELMAN: Probably not.

MR. GROSSMAN: Okay.

MS. ADELMAN: Oka. So I'll check with her on that.

MR. GROSSMAN: You know, that's how it get into the exhibit list.

MS. ADELMAN: Okay.

MR. GROSSMAN: Okay.

MS. ADELMAN: Thanks.

MR. GROSSMAN: Okay. All right. Let me move on to item B here. The witness scheduled for today is Mr. Guckert's direct and cross and applicant's rebuttal and any surrebuttal related to traffic issues if we get there. If we have time, we can also discuss proposed conditions. I'll rule shortly on the, the portion of the opposition's joint motion asking that I reconsider my ruling to allow the Sullivan rebuttal report and testimony. I already granted the unopposed portion of that motion, which postponed Mr. Sullivan's rebuttal testimony to at least April 29, although

I did see, if I recall, one e-mail perhaps from the Coalition saying that Dr. Cole would not be available on April 29?

MS. ADELMAN: Yes. He'll be in San Francisco, actually returning that day so he's available on -- well, he'll be returning the day before May 1st.

MR. GROSSMAN: All right. In view of that, can we have Mr. Sullivan on May 1st? Is that -- while Mr. Sullivan is checking his calendar on that --

MR. SULLIVAN: Mr. Grossman, that, that's available for me.

MR. GROSSMAN: Okay. Is that agreeable to do that? It seems to me that that's a reasonable request.

MS. ADELMAN: Thank you.

MR. GROSSMAN: All right. So Mr. Sullivan, if he's not barred in response to the motion, would appear on May 1st.

MS. HARRIS: But we still have the April 29 hearing?

MR. GROSSMAN: We'll still have the April 29 hearing because I'm sure we'll have lots of stuff --

MS. HARRIS: I'm sure.

MR. GROSSMAN: -- at the helm. Okay. The parties' agreed upon exhibits lists and separate objections to the exhibits I'm going to make due April 15 so that -- we

may have some time April 29, hopefully, and then we can go over those to save some time because there may some extensive discussions on that, so April 15 for that. And I think as I've mentioned in the past, usually in these land use matters, we're pretty free in accepting exhibits into the record and then we assess weight given various circumstances that relate to it. We try to exclude some things that have been submitted that are a kind of hearsay that it's inherently unreliable. Other kinds of hearsay are permitted in this type of administrative proceeding, and the question of relevance is pretty broad here. So but in any event, so when you review exhibits with an eye towards objections, you might bear that in mind. Okay.

Next item, since I wanted the applicant to be prepared to go forward today with Mr. Guckert's rebuttal, I e-mailed out my current thinking regarding the proposed condition to modify intersection 16 subject to a brief preliminary argument this morning, and I'm going to hear that argument now. Did you all get that e-mail that I sent because it was -- by the time I got through all my e-mails, having just returned yesterday from vacation, it was fairly late in the day so I'm not sure you all got it. Did you, Ms. Harris? Did you get it?

MS. HARRIS: We did, yes.

MR. GOECKE: We did.

MR. GROSSMAN: The opposition?

MR. SILVERMAN: Yes, yes.

MR. GROSSMAN: All right. So let me hear first from the applicant on their proposed condition regarding intersection 16. Mr. Goecke.

MR. GOECKE: Thanks, Mr. Grossman. So, yes. We did receive your e-mail yesterday and my understanding is that you're willing to consider the proposed improvements to intersection 16 to the extent that they, they may improve pedestrian safety or traffic flow but that you're not interested or willing to entertain evidence talking about whether or not those improvements would actually be effective? Is that --

MR. GROSSMAN: No, no, no. That's not my point. My point is that I don't want to bar consideration of a condition that might improve safety and flow at the intersection if we get to that point, but I think that the opposition makes a fair point in saying it's late in the day to consider evidence regarding the functioning of that intersection in evaluating this case and so I'm not going to, my inclination, as I said, subject to hearing your argument on it, my inclination is not to allow evidence regarding how that intersection might function with a change in intersection 16 as it pertains to whether or not you have met the burdens regarding traffic as a nuisance and so on as

contained in the standards for this special exception.

MR. GOECKE: Okay. Thank you. I appreciate that clarification. And given that, I think that it would be difficult for you then to assess whether or not these proposed improvements are useful and are helpful unless you have some evidence that goes to whether or not they would be effective. And I understand that we're all ready for this process to be done, I understand that this is very late in the day and I think I can say that we wish we had submitted this earlier. That said, I don't think it's that different than changes to the pedestrian path or the walkway or other things that you've made earlier in this hearing process which you allowed us to do and --

MR. GROSSMAN: I allowed you and then said back, I think August of 2013, that's it, no more changes to the plans. You know, that was, there's been some argument about whether or not that statement I made covers the analysis, rebuttal analysis of Mr. Sullivan.

MR. GOECKE: Yes.

MR. GROSSMAN: But it clearly covers changes to the physical plans and here, we're talking about something that changes the physical layout. It seems to me it's late in the day to have that considered as part of this analysis besides which, based on what I received, an e-mail I received from Kensington View Civic Association, there are

going to be issues regarding proposed removal or moving the pedestrian crosswalks which are, as I understand that exhibit, are a part of that, that proposal so it's not a simple straightforward thing. It seems to me that it would have to be -- I'm not sure how we would analyze whether or not it makes sense as a proposed condition but it seems to me that's kind of a separate analysis here.

Certainly, even if it becomes part of what we allow here for Mr. Guckert today, unless you convince me otherwise, I would not consider it a functioning of the intersection in the proposed reformat as part of my analysis of whether or not you've met your burdens regarding traffic, the impacts of traffic from the gas station.

MR. GOECKE: Okay. Three things in response to that. One, for the August 2013 deadline, my recollection is not that you said no changes to the plan but no new evidence to support the case in chief absent darn good cause and --

MR. GROSSMAN: No. I think I actually used, probably used the term plans in that, in that statement.

MR. GOECKE: Okay.

MR. GROSSMAN: I don't recall exactly but that's my --

MR. GOECKE: Okay.

MR. GROSSMAN: It's been awhile.

MR. GOECKE: It has been awhile. But even --

MR. GROSSMAN: So --
MR. GOECKE: Even assuming that is what you said, Rule 10.1 of the Rules of Procedure governing a special exception procedure such as this allow the applicant to amend its application at any time so long as the record is open so if the rules specifically allow us to amend our application at this stage and, and that's the procedural mechanism we need to go through to make this evidence admissible to you, we can go through that process if you think that's the appropriate way to go but because the rules allow Costco to amend its application at any time when the record is open, we should have the right to submit this evidence.
MR. GROSSMAN: I don't think the rule allows you to amend it at any time in a way that prejudices the opposition, so the question of whether or not it's allowable or not would depend on the question of a prejudice. We generally allow, freely allow amendments so that the, the final product that's considered will be the best that the hearing process can derive. Here, we're not potentially eliminating that. What we're saying is that -- we're not eliminating it because we're saying that it could potentially be a condition so we, we still have the product improvement if it is that but I'm just saying that as a fairness to the other side, I can't let you change all the

ground rules, in fact, what is happening on the ground this late in the ballgame. That's, that would be my inclination so once again, I'll listen to you and then I'll, I'll consider it.
MR. GOECKE: Okay. I mean, I don't -- I respectfully disagree. I don't think the rule speaks to whether, I don't think it's contingent upon whether or not there's prejudice to the other side. And to the extent there is prejudice to the other side, I think they can be remedied by giving them time to review this and to respond to it, so I don't think there's any unfair prejudice here that cannot be remedied merely by giving them time to respond.
MR. GROSSMAN: Well, this is April. We -- now, April of 2014. We began this hearing on April 24th or 26th, 2013. Let me see.
MS. CORDRY: 26th.
MR. GOECKE: April 26th, 2013, yes.
MR. GROSSMAN: Okay. So that, that, we're approaching the one year point. At some point, you've got to, things have to stop changing so that we can actually have evaluation of what the plan is. It seems to me it's kind of late in the day when it's the, if not the next to the last hearing, it's pretty close to the next to the last hearing and you're in rebuttal, not in your case in chief,

so that's my inclination. I don't know -- the rule you're citing, 10.1, I take it that's the ozone rule, is that correct?
MR. GOECKE: Right.
MR. GROSSMAN: Okay. Do you have an equivalent Board of Appeals rule that you're talking about here?
MR. GOECKE: Not on my fingertips. We can try to pull that.
MR. GROSSMAN: Okay. It's an oddity of the rules, which we are in the process of rewriting now, to take into account the changes they made in the Zoning Ordinance but in the rules, and OZAH rules are broken down by the ones that apply to LMAs, Local Map Amendments, and then special exceptions. Those, the special exception rules were more specifically addressed to OZAH special exceptions, that is under the current code and not the new one. Some special exceptions were filed with the Board of Appeals, others were filed with my office and so we had to have a set of rules that governed the special exceptions that were filed with our office.
So generally speaking, generally speaking, we operate under the Board of Appeals rules for their, the special exceptions filed with the Board of Appeals. There's nothing in the OZAH rules that, that differs materially from Board of Appeals so there really isn't a conflict as such

but that to the extent that there are, you know, rules that we should be following to govern this particular proceeding, I'd lean towards the Board of Appeals rules which is not to say, you know, I wouldn't want a reference to the OZAH rules to unfairly prejudice anybody, so I consider anybody who, any statement made regarding that because it's clear, it's clear that it's unclear in the way it's set forth in the rules that that's what the, that was the intent.
MR. GOECKE: Okay. And I appreciate that as well. And if that is your ruling, then I just would, would object and state --
MR. GROSSMAN: Well, even if -- yes. That's fine. I mean, even if, you know, even if it does say -- I don't have that rule in front of me now, the OZAH rule, but generally speaking, the question always has to, the fundamental question of any hearing is fundamental fairness --
MR. GOECKE: Right.
MR. GROSSMAN: -- to the parties and so that's got to be what governs what I do.
MR. GOECKE: Right. And I think that the 10 day rule which you implemented at the beginning of this hearing is, is appropriate.
MR. GROSSMAN: Well, I think the parties have tried very hard to follow that.

MR. GOECKE: And, and I think that, you know, there's another policy reason that supports allowing amendment of the application at any time. It's so that you don't have to start this process all over. So while it is very late in the day, it would be prejudicial to the applicant if the application were denied based on traffic and we were not allowed to submit this evidence regarding the proposed changes, and if we had to then come back and resubmit our application to start this process over, I think that would be even less efficient and even more time consuming for everyone involved.

MR. GROSSMAN: If you were still in your case in chief, I might consider it more strongly but you're in really, your rebuttal case here having had heard the opposition case already. It's more than late in the day.

MR. GOECKE: And so it's your ruling that the applicant is not allowed to amend its application at this time?

MR. GROSSMAN: Well, I'm going to, I'm going to hear from the opposition and see if they convince me otherwise. Sometimes that happens but is that, are you finished with your argument?

MR. GOECKE: So that's your ruling but you're going to wait and hear --

MR. GROSSMAN: I'm not making a ruling yet. I'm

just, I'm hearing the argument on it.

MR. GOECKE: Thank you.

MR. GROSSMAN: Okay. Who wants to -- Mr. Silverman?

MR. SILVERMAN: I just had a question. If this application is denied, what is the effect of that on future activities at this site?

MR. GROSSMAN: If which application? You mean the whole overall special --

MR. SILVERMAN: If the whole thing is denied, yes.

MR. GROSSMAN: You said what is the effect on it?

MR. SILVERMAN: I mean, does this put prejudice, can they just come and say oh, well, we're going to submit a new application, go through the process again and keep doing this?

MR. GROSSMAN: I'd have to go back and look at the Board of Appeals rules on how long they have to wait after denial of a special exception petition. I just don't recall it off the top of my head, but you can look at the rules the same as I can.

MR. SILVERMAN: All right.

MR. GROSSMAN: Okay. Anybody else wish to be heard on this, on this point? Ms. Adelman?

MS. ADELMAN: Well, I'm pleased that the applicant has acknowledged that this is a failing intersection

finally.

MR. GROSSMAN: Well, I don't know if they said that.

MR. GOECKE: We haven't. For the record, we have not.

MS. ADELMAN: Well, when you redesign something like that, it's certainly --

MR. GROSSMAN: Well, I'm not making --

MS. ADELMAN: -- an implication.

MR. GROSSMAN: I'm not making --

MS. ADELMAN: All right.

MR. GROSSMAN: -- that assumption.

MS. ADELMAN: Secondly, I find placing this as a condition upon building the gas station to be outrageous and I'd just like that noted. This is hardly a condition in my opinion. This is a fundamental change of the traffic circulation pattern in a regional mall, not a condition to building a gas station. It's tantamount to the condition that the pedestrian path be built if the gas station is built. It's, I think --

MR. GROSSMAN: You object to that too?

MS. ADELMAN: I object. Oh, I certainly do.

MR. GROSSMAN: You object to a condition that would require if the special exception is granted that there be a pedestrian path?

MS. ADELMAN: I think that the pedestrian path should be built no matter what.

MR. GROSSMAN: I know.

MS. ADELMAN: Yeah.

MR. GROSSMAN: But I think I've gone through this at least three times in the hearing and I said that there is only one thing before the Board of Appeals and before the Hearing Examiner, and that is the special exception application. We don't have control in general over Westfield. It's not a party to this case. The only way there can be a condition that would allow or require Costco to have a pedestrian path or some intersection change on Westfield property that's not on the subject site is if Westfield agrees to it which they have as far as the pedestrian path is concerned. I don't know about the intersection 16. It hasn't been mentioned.

There's no way that the Board of Appeals or the Hearing Examiner, in my opinion, can order a pedestrian path outside of the proposed condition process so I do not understand the Coalition's objection to a pedestrian path as a condition if that's what the community wants.

MS. ADELMAN: Well, I hear you're not understanding but we're particularly talking about this new wrinkle and --

MR. GROSSMAN: You analogize the two, okay.

MS. ADELMAN: I do because I object to that also. But I hear what you're saying and I'm reiterating my objection to this as a condition. And then secondly --

MR. GROSSMAN: I'm not sure I understand that either. Let's say forgetting about whether or not it's considered, as I suggested in my e-mail and I've outlined here that I wouldn't consider it, my inclination is that I wouldn't consider this part of the evidence here that is the potential functioning of a changed intersection at this point in the case. I don't understand if, if it in fact did make the intersection function better and if the various interested groups agreed that it would make the intersection function better and if the technical staff said it was a sensible thing to do in terms of traffic and pedestrian safety, why would you object to it? I don't understand that. I really don't.

MS. ADELMAN: I'm objecting to it being a condition of the gas station as, as an idea. I think you said it best. This is a Westfield issue, not a Costco issue. This is something Westfield and Park and Planning and neighborhoods, at least my understanding in 2002 is that that's who worked on redesigning the existing intersection 16.

MR. GROSSMAN: Okay.

MS. ADELMAN: And I assume that those same

subjects would be involved in the redesign of, if there is to be one, and not Costco, so why condition it then to the gas station?

MR. GROSSMAN: Because if it improves the situation for all concerned and it can be done by the Board of Appeals with consenting parties, then doesn't it make sense to include it in the same ways it makes sense to include a pedestrian path if it improves everybody's life.

MS. CORDRY: Mr. Grossman, perhaps if I, perhaps if we can -- I think we're making the opposite point here which is, yes, if all those things are true and believe me, we have a number of concerns as to whether those would be the facts on the ground --

MR. GROSSMAN: Sure.

MS. CORDRY: -- but assuming all that was true, yes, as we said in our motion, this should be done but --

MR. GROSSMAN: Well, you're speaking for Kensington Heights Civic Association.

MS. CORDRY: Well, I think -- but that was a joint motion.

MR. GROSSMAN: Not the Coalition.

MS. CORDRY: That was a joint motion.

MS. ADELMAN: Well, I was included and I --

MR. GROSSMAN: That's not what Mrs. Adelman is saying.

MS. ADELMAN: -- certainly read this before it was submitted.

MS. CORDRY: But I think what, I think Ms. Adelman is trying to convey, let me say it this way and she can disagree if she wants, which is it's our view that this ought to be done regardless and we shouldn't be held hostage to having a gas station to have this intersection approved.

MS. ADELMAN: That's right.

MS. CORDRY: And that may be something you can't do. We understand that.

MR. GROSSMAN: Right.

MS. CORDRY: But our point is we are very tired of seeing every correction to problems in the mall being tied to okay, you can have that but only if you take a gas station on top of it. That, that's why we're very upset about the way this is coming up. And we understand, absolutely, what you can do and what you can't do but that, I think, is what you were trying to convey, Ms. Adelman.

MS. ADELMAN: Yes.

MS. CORDRY: Okay.

MS. ADELMAN: Poorly but.

MS. CORDRY: So if --

MR. GROSSMAN: I understand. My bottom line here on this part of it is I didn't want to foreclose the possibility of an offered improvement in the operation of

the mall just because it's late in the day if it came as a, a potential condition assuming that the applicant met its other burdens. That's my bottom line. It doesn't seem sensible to me to say oh, yes, it's going to, they can prove that it's going to improve safety, it's going to improve traffic flow but, no, I'm not going to consider it as a condition because it's late in the day. That doesn't make sense to me.

MS. CORDRY: Okay. And we understand that but that was also our point was that we think this, it does have to go back and have a full review because without trying to debate it all at this point, there's a number of places where, I understand their concept and why they think that this is going to have some value but I can also see a number of places where I can say looking at pedestrian issues, I think there, I have some grave concerns it will make pedestrian safety worse, not better. I can see where it might improve traffic going one direction but can easily back it up more going in a different direction which is why I think other stores at the mall are going to want to look at this. I think this is a --

MR. GROSSMAN: It's too big of an enchilada to --

MS. CORDRY: It's a fundamental change.

MS. ROSENFELD: Yes. Mr. Grossman, if I could weigh in sort of on the bigger picture.

MR. GROSSMAN: Certainly, Ms. Rosenfeld.
MS. ROSENFELD: We would concur with what I think I heard you say, that this is an amendment to, a proposed amendment to the plan itself and does need to go back to market planning for review, certainly for technical traffic analysis. With respect to the new traffic analysis that was prepared by Mr. Guckert, we do want the opportunity to review and cross-examine him on, on the supplemental report and information that he provided late on Friday with the caveat that we need enough time to be able to review and evaluate that. The one exception to that, and I think this is consistent with what you --
MR. GROSSMAN: Late on Friday being March what?
MS. ROSENFELD: March 31st.
MR. GROSSMAN: Okay.
MS. CORDRY: 28th.
MS. ROSENFELD: March 28th at 5:45 I believe.
MR. GROSSMAN: Okay.
MS. CORDRY: Yeah.
MS. ROSENFELD: And with the exception that we do think that the sheet titled Total Saturday with Improvement 2, which is the analysis that purports to suggest what the traffic conditions would be with the improvement should be excluded from --
MR. GROSSMAN: That's with the, with the

intersection --
MS. CORDRY: The revamped intersection.
MS. ROSENFELD: The revamped intersection.
MR. GROSSMAN: Revamped intersection --
MS. ROSENFELD: Which I think is consistent with what --
MR. GROSSMAN: -- 16.
MS. ROSENFELD: -- what you've been suggesting. To look back, bigger picture again, with respect to what the cutoff was, if we're, for this hearing, I'm going back to the July 30th hearing, and the context was Mr. Sullivan was going to be providing updated reports. And my question was he's updating the noise analysis, he's going to be providing additional data. I really would like him just to provide his information, come back once so that we can just do direct and cross and be finished with him.
And your response to that, and I'm excerpting it, but your response was that at the time, September 9th, that that be the final day for any final plans, data, anything else so that to respond to the concern raised by the opposition here so they don't have to keep switching around. That gives him 30 days to analyze everything. No further changes will be accepted absent a darn good show and good cause say.
So that whole conversation occurred in the context

of supplemental reports from their experts. It did include plans but it wasn't limited to plans.
MR. GROSSMAN: Right.
MS. ROSENFELD: So I'm just setting --
MR. GROSSMAN: I understand. And I, and I have been --
MS. ROSENFELD: -- the framework for purposes of this and Mr. Sullivan's report which I'm sure we'll be talking about later as well.
MR. GROSSMAN: Right. And I understand, you know, your concerns about this and I'm going to act on, as I say, the reconsideration motion. However, as I mentioned in that little quote you read, yes, it does include plans, number one, yes, it did arise in the context of Mr. Sullivan, but I also said absent the showing of good cause so.
MS. CORDRY: Darn good cause.
MR. GROSSMAN: Like a good lawyer, I left myself a little wiggle room.
MS. HARRIS: Mr. Grossman.
MR. GROSSMAN: Ms. Harris.
MS. HARRIS: I know Mr. Goecke wants to comment but I wanted to just note that in our discussion with the opponents regarding the proposed conditions, one of the things that the opponents felt would be a good idea was the extension of the east-west walk path which as originally

proposed, stopped at right after the gas station. They wanted to extend it all the way to the Ring Road and we agreed to that. I find that improvement not unlike what we're, what we're proposing at intersection 16.
And as the case went on, more information became available and the plan could get further refined and certainly, if the extension of that walk path was acceptable to the opponents, it would seem to me that the intersection improvement at 16 is not dissimilar.
MR. GROSSMAN: Well, there are similarities but there are also dissimilarities in that, in that extension to the walking path isn't going to impact on the traffic analysis in the same way as the --
MS. HARRIS: Granted. I agree.
MR. GROSSMAN: -- intersection 16 revamp is, and it's also something that came up in your, in your case in chief as opposed to --
MS. HARRIS: No. Not the extension of the east-west --
MR. GROSSMAN: Okay.
MS. HARRIS: The pedestrian path around the Ring Road certainly did but --
MR. GROSSMAN: Right.
MS. HARRIS: -- not the extension of the, of the walk path parallel to the east-west drive aisle.

MR. GROSSMAN: I can't recall when exactly in the course of these events it came up but in any event, I see the similarity. I also see considerable distinctions. Mr. Goecke, did you want to say something?

MR. GOECKE: Yes. Two points. So in response to the point about needing Westfield approval, we have obtained approval from Westfield and they're willing to approve these changes provided that Costco pays for them as a condition to the proposed special exception. And I acknowledge that the opposition is, is unhappy and offended by the connection between these two things but the reality is that these changes will not happen unless they're tied into this special exception process.

MR. GROSSMAN: Okay. You should file a written --

MR. GOECKE: We will. We will.

MR. GROSSMAN: -- document from Westfield stating that so that if it gets to that point of considering it as a condition, the Board of Appeals would have that authority.

MR. GOECKE: We plan to do that. And the second point --

MR. GROSSMAN: It's also true that it should be submitted to technical staff for its review so that when the Board, and there's time, obviously, since we won't be terminating this thing before May --

MR. GOECKE: Right.

MR. GROSSMAN: -- there will be time for, to have the technical staff review so that the Board would have the benefit of that as well. I think, let me address Kensington View's concerns about the condition also. I think that to the extent that Kensington View opposes this suggestion, it should also submit whatever it wants to submit to have that considered as a condition. Yes.

MS. DUCKETT: I have a question. Eleanor Duckett. When this hearing first -- well, when the proposal was first made for the special exception, it had to go through the planning staff and the Planning Board.

MR. GROSSMAN: Right.

MS. DUCKETT: So my concern is when we did the APF in 1999, that was on instructions from the Planning Board. When the 2002 changes came around, if I'm not mistaken, that involved the Planning Board, planning staff, state highway and the communities on the agreements on the whole traffic and the crosswalks and stuff, roads and all that. So if this goes back to planning staff, does it then also go to Planning Board or not because it's a, to me, this is a major change in what the original special exception was asking for. This changes the whole mall traffic pattern, the pedestrian patterns.

MR. GROSSMAN: Okay. That's a fair question. Although it's actually probably a couple of questions.

Number one, on the APF thing, we're not going back over the APF, the Adequate Public Facilities finding. That's already been made. And under the Zoning Ordinance, the way it's written, it's questionable whether the Board of Appeals even has authority to address adequate public facilities issues because --

MS. DUCKETT: Oh, yeah. I'm not asking that.

MR. GROSSMAN: -- it's, it is a, adequate public facilities have already been established. We're talking about compatibility questions here so I want to, I want to cut that away from the APF reference you made.

Secondly, if the technical staff wants to send it back to, we send it over. We send -- any amendments have to go over to technical staff/Planning Board. If the technical staff feels that it's something significant enough to have the Planning Board look at it, then they have that option of doing it. We only say that that agency should get back to us with any comments they have regarding any proposed amendments to the plans. So I consider them as a kind of unit. They would make that determination as to whether it rises to the level of a Planning Board review, the significance of any change.

Third, it's not specifically addressing some of the, you know, roadways outside of the, although, it could affect them potentially I suppose, outside of the mall.

It's on the mall property itself, so I think that distinguishes it somewhat from some other changes. Ms. Harris?

MS. HARRIS: Yes. I was going to say but for the fact that this is coming up in the context of the special exception, Westfield could go out there tomorrow and make this change, it's on private property, without any input from Park and Planning. I'm not suggesting that and in fact, I think having input in this context is a good thing.

MR. GROSSMAN: Right.

MS. HARRIS: But they could do it tomorrow so I think that needs to be kept in mind as well.

MR. GROSSMAN: And I ask that when you send it over to technical staff to take a look at it, you make it clear that this was suggested as a proposed condition if the special exception is granted and ask them if they would, if they can look at it sometime in the next two weeks, that would be helpful.

MS. HARRIS: And in fact, we had already -- anticipating that and actually wanting their input, we had initiated that, that already and have a meeting, tentative meeting set up with the for Thursday. We did get an e-mail this morning with staff asking us in what context is this coming up and have Mr. Grossman communicate that to us.

MR. GROSSMAN: Okay.

MS. HARRIS: So I, I can, I'll respond to them and copy you.
MR. GROSSMAN: Okay, yes. Something that has a paper trail to it.
MS. HARRIS: Yes. Certainly.
MR. GROSSMAN: Whether it's an e-mail --
MS. HARRIS: Okay. Certainly.
MR. GROSSMAN: -- or hard copy so that it goes to the other side and, and to me as well as to technical staff so that we can all respond appropriately.
MS. HARRIS: And then why don't I just, since we're on the topic, submit the letter of authorization from Westfield regarding the improvement.
MR. GROSSMAN: All right.
MS. ROSENFELD: And could the record include your original e-mail to staff as well?
MR. GOECKE: Sure.
MS. HARRIS: Yes. I don't have that with me but I'll do that.
MS. ROSENFELD: When you transmit to Mr. Grossman.
MR. GROSSMAN: Okay. So this will be Exhibit 507.
(Exhibit No. 507 was marked for identification.)
MR. GROSSMAN: And this is a letter of March 31, 2014 from Clive Mackenzie, Senior, VP of Westfield,

authorizing Costco to make the improvements in intersection 16 in accordance with the attached plan. I'm going to make the attached plan 507A.
(Exhibit No. 507A was marked for identification.)
MR. GROSSMAN: And that's specifically authorized in connection with the special exception approval. Okay.
MS. ROSENFELD: Mr. Grossman, one final point on this subject. The portion of the latest traffic analysis called Total Saturday with Improvement 2 --
MR. GROSSMAN: Okay.
MS. ROSENFELD: -- which shows the traffic conditions, purported traffic conditions after this is constructed --
MR. GROSSMAN: After intersection 16 changes.
MS. ROSENFELD: Intersection 16 is improved as shown on Exhibit 507A.
MR. GROSSMAN: What's the exhibit you're referring to in that --
MS. CORDRY: I don't think it -- 503C I believe. No, no. I'm sorry.
MS. ROSENFELD: No, no, no.
MR. GROSSMAN: There is HCM data for intersection 16.
MS. ROSENFELD: Oh, HCM data for intersection 16.

MS. CORDRY: 504.
MR. GROSSMAN: 504A.
MS. ROSENFELD: 504A. And one sheet of 504A under analysis time period, it says Total Saturday with Improvement 2.
MR. GROSSMAN: Okay.
MS. ROSENFELD: And this is what we would ask be stricken from the record. And this shows the traffic analysis if the improvements in Exhibit 507A are improved which --
MR. GROSSMAN: Right. I'm not inclined to strike it. Let me finish with the question of whether or not, I haven't made a final ruling yet on the, on the issue which was raised so before we get into striking anything --
MS. ROSENFELD: Sure.
MR. GROSSMAN: -- is there anything more on that brief argument on this point?
MR. GOECKE: Just one final point. Obviously, we can't control how long cross-examination would take but in terms of the efficiency, we don't expect direct examination on these, on this data to last more than 5 or 10 minutes.
MR. GROSSMAN: Okay.
MR. GOECKE: So it's not something that we think would take a great deal of time.
MR. GROSSMAN: Okay. All right. Anything else?

Hearing no --
MS. CORDRY: I'm sorry --
MR. GROSSMAN: Hearing no voices, I'm going to adhere to my initial inclination. That is I'm going to not consider the potential impact of an improvement to intersection 16 as part of my analysis of traffic flow for evaluating this case in that it is now in, we're now in rebuttal in the applicant's case and it's too late to change the plans of everything in terms of evaluating the case and in terms of the fairness issue and the orderliness issue of these proceedings. I will allow evidence regarding it so that the question of whether or not it makes sense as a condition will be allowed.
Therefore, I'm not going to strike that second sheet which talks about how the intersection would function and I'm going to allow the 5 or 10 minutes of direct from Mr. Guckert regarding it. Then it will be in the record if some later entity decides I'm in error in prohibiting consideration of this regarding traffic flow in terms of my evaluation of the case. It will be in the record and they can consider it and also, I think it makes sense in terms of evaluating the potential condition, if we get to that point, to have that evidence in the record.
MS. CORDRY: So we're going to take direct evidence on exhibit, on the condition that was submitted on

Friday.
MR. GROSSMAN: Yes. He's going to address both my, what I would assume Mr. Guckert's intending or Mr. Goecke's intending is that Mr. Guckert would testify in two fashions. One, as to traffic flow on the intersection as it's presently set up and two, as it would function if these changes were permitted so he would, he would have both of those in the record.
MS. CORDRY: Okay. Keep in mind that he had already finished his direct testimony. So he's now going to start his direct testimony over again not only with this new but --
MR. GROSSMAN: No, no. I know but we -- certain things were left up in the air after the last session so, you know, I think that can be, whatever has to be clarified, all that can be clarified. I'm not sure this exactly fits into that but, but if it's already been sufficiently set forth in the record as to how it functions now, then he doesn't have to go over it. I'm not asking to go over it a second time --
MS. CORDRY: No.
MR. GROSSMAN: -- if he's already addressed that. I'm just saying I'm not going to preclude that if it hasn't been completed.
MS. CORDRY: I guess the question is should he be

doing his direct or shouldn't we be able to just do our cross-examination and he can bring out whatever he can in that part or he can have redirect, but it seems to me that --
MR. GROSSMAN: Well, if he's adding on additional evidence regarding how the intersection would function if modified, that's a form of direct I guess you'd say. Maybe you'd call it a redirect. I think it's, to some extent, to your advantage to have that as part of his testimony.
MS. CORDRY: I guess the question is --
MS. ROSENFELD: I would remove the request that this, this exhibit Total Saturday With Improvement 2 be stricken. I think it's prejudicial to admit it. I think it's exceedingly difficult to separate out what weight this will carry in terms of influencing your, a decision on how the overall traffic will function as opposed to what part of it falls under the parameters of the condition and I, I would ask, again, that it be stricken and that his testimony be limited to what the traffic conditions will be without, without these improvements and at a minimum, that that testimony not be admitted until such time as Park and Planning technical staff has had a chance to review this.
MR. GROSSMAN: I deny that motion. I'm not going to strike it because I think that it's relevant to the question of whether it functions potentially well as a, as

modified if it becomes a condition, so I think it's a useful piece of information. And it's my job to tease out the questions of what evidence applies to what and I've already ruled that I'm not going to accept evidence of traffic flow in an improved intersection as part of my evaluation of whether the applicant has met the standard here.
MS. ROSENFELD: I, I --
MR. GROSSMAN: So I don't see that as a --
MS. ROSENFELD: I understand. I just want the record to be clear of where we stand on that.
MR. GROSSMAN: Sure.
MS. ROSENFELD: And in follow-up, then am I to assume that Mr. Guckert will return on the 29th for purposes of cross-examination on these materials that were provided after hours on the 28th?
MR. GROSSMAN: Mr. Goecke?
MS. HARRIS: We can certainly make him available. We have no issue with that.
MR. GROSSMAN: Okay.
MS. CORDRY: Or whatever date after these conditions are reviewed because again --
MR. GROSSMAN: Okay.
MS. CORDRY: -- we have no faith that this is going to be an improvement. An alteration I think is a more --

MR. GROSSMAN: I understand. I mean, that's a very legitimate consideration. If it's not an improvement under everybody's lights, then it's not an improvement but it's a change that's been proposed and I don't want to just facilely say, no, you can't, we can't consider a change that might improve everybody's life and safety and flow, so I think, I think that's the best way to approach this issue. And, yes, he'll be available. According to Mr. Goecke, he'll be available on April 29th.
MR. GOECKE: Yes.
MR. GROSSMAN: Okay. All right. Let's see. Any other preliminary matters?
MR. SILVERMAN: The Coalition has a motion to stop Mr. Guckert. This was --
MR. GROSSMAN: Is this -- I saw something on my --
MR. SILVERMAN: Put it on your desk, yeah.
MR. GROSSMAN: It makes it a little hard to read and digest them when these motions are filed the morning of the hearing.
MR. SILVERMAN: I understand. We had lots of discussion about it.
MR. GROSSMAN: All right. So let's mark this motion as an exhibit too. I take it you've given a copy to the other side?
MS. HARRIS: We just received it this morning as

well and so we are sort of in the same situation, that we haven't had a chance to totally digest it.

MR. GROSSMAN: All right. So Exhibit 508 is motion of Stop Costco Gas Coalition to bar any further direct testimony from applicant's traffic expert. All right.

(Exhibit No. 508 was marked for identification.)

MR. GROSSMAN: All right. Mr. Silverman, is this motion addressed to the testimony regarding the changes to intersection 16 that are proposed? Is that what you're talking about?

MR. SILVERMAN: Really, it's really -- I'd go further. I think it's addressed to any further direct testimony. I mean, he was, he gave direct testimony. He gave rebuttal which was really not rebuttal but a new direct testimony. We're cross-examining him, they have a surrebuttal. But at some point, how many times does a person have to say this is the way it is and then change it and then change it? How many bites of the apple do we get here? This, I wrote this in response to Dr. Adelman who asked me to write a cease and desist order which did not seem quite appropriate but the spirit of it was right, and at what point does a witness really have so little credibility that it's not worth anybody's time to deal with

it?

MR. GROSSMAN: All right. Mr. Goecke or Ms. Harris, do you wish to respond?

MR. GOECKE: I guess at the outset, I'll note that there's no rule or legal authority cited insofar as this motion. It's more of a rhetorical question. Mr. Silverman has concluded that Wes Guckert cannot be trusted and therefore, we should not hear from him anymore. That goes to the weight of his evidence, weight of his testimony which the Hearing Examiner is perfectly qualified to assess on his own.

MR. GROSSMAN: I agree with that portion of it, that is whether or not the testimony is credible or not is a question of the weight to be given to it, but he also raises a procedural issue of whether there's any further direct that's allowed and so on. What's your response to that?

MR. GOECKE: I thought that at the last hearing, certain questions had been put to Mr. Guckert. We all agreed that he would go and research those issues and come back and testify about them today. Obviously, we raised some additional issues in the interim since the last hearing. You ruled to the extent that that's going to come in but it's not going to be part of your ultimate analysis so I feel like we've already covered those issues --

MR. GROSSMAN: Right.

MR. GOECKE: -- and that he should be allowed to proceed and testify in the way that you've already ruled.

MR. GROSSMAN: And that's my recollection also, that in the course of the examination the last time, there were certain questions raised and it was understood that he would come back and clarify these points as to, raised in cross-examination so that's what the renewal, if you want to call it, of the direct is as it pertains to that. As it pertains to the changes proposed for intersection 16, once again, it's not going to be considered as part of the evaluation of the intersection for purposes of evaluating the case but rather, as potentially a condition. So I'll deny the Coalition's motion to prevent any further testimony from the, the applicant's traffic expert.

All right. Any other preliminary matters? Okay.

MS. ROSENFELD: Do you expect to rule on the motion regarding Mr. Sullivan's report and whether or not that will be stricken as --

MR. GROSSMAN: I think I mentioned that. I do --

MS. ROSENFELD: -- beyond the scope of rebuttal?

MR. GROSSMAN: I do expect to rule shortly on that. I've just gotten the last papers.

MS. ROSENFELD: Okay.

MR. GROSSMAN: I just first saw it yesterday so.

MS. ROSENFELD: Okay.

MR. GROSSMAN: So I will rule on it shortly. This week I would anticipate.

MS. ROSENFELD: All right. Thank you.

MR. GROSSMAN: Dr. Adelman.

MR. ADELMAN: Happy April Fool's Day.

MR. GROSSMAN: Thank you, sir.

MR. ADELMAN: I was trying to reference the e-mails that I sent requesting additional data from the applicant and I can't find them in the exhibit list. I had sent a number of e-mails this morning which was partially a joke, an e-mail, an April Fool's e-mail, and I have a document that I prepared that's part of it which is actually the same e-mail and I wanted to reference that previous e-mail where I requested the HCM data and the data on exhibit -- I'm sorry. The number escapes me.

MR. GROSSMAN: Did you send a copy of that e-mail --

MR. ADELMAN: It was sent to everyone and it's been sent a couple of times. And I believe --

MR. GROSSMAN: Including to my, including to my administrative staff?

MR. ADELMAN: Yes.

MR. GROSSMAN: Okay. All right. Well, why don't you, during a break, you can check with Sarah Behanna-Moseley and see whether or not -- if it's not in that list,

she may be able to find it buried in the exhibit list. There are many exhibits.

MR. ADELMAN: Okay. To be clear, we're talking about three sequential e-mails attempting to get a response, that we wanted that data.

MR. GROSSMAN: Yes. It may be included in a list. There are various exhibits that are characterized as an e-mail exchange of the parties and so on, so it may be in there. I'm not going to look right now but I'm just saying, suggesting that you can look at the, at the file during a break to see if a copy is in there and then you can check, if it's not, you can check with Ms. Behanna-Moseley.

MR. ADELMAN: Then I request, along with this point, that Ms. Harris clarify for the record that she has in fact received our e-mail request and that data.

MS. HARRIS: And I understand that Mr. Goecke has received it. I have not had a chance to check my e-mails this morning.

MR. GROSSMAN: If you sent it this morning, it's not going to be in the exhibit list. That's for sure. But you're talking about something --

MR. ADELMAN: Ms. Rosenfeld has found the e-mail for me.

MR. GROSSMAN: Okay.

MR. ADELMAN: It's Exhibit 489. I'm sorry. I

couldn't hear. I didn't, I'm sorry, I didn't hear Ms. Harris' response.

MS. HARRIS: I just now see that I have an e-mail from 12:06 this morning.

MS. ROSENFELD: This e-mail was sent, it's on March 14th. There's an e-mail from Dr. Adelman. He was requesting some of the backup mathematical data.

MS. HARRIS: Okay.

MS. ROSENFELD: I think he actually sent it twice.

MS. HARRIS: Yes. Okay.

MS. ROSENFELD: And I sent a similar one as well. I don't think there was a response to any of those.

MS. HARRIS: Let me -- I can either, we can take time now or I can read, look at that at the break and then get back to you on whether or not --

MR. GROSSMAN: Why don't you look at it at the break.

MS. HARRIS: That's fine.

MS. ROSENFELD: Yes.

MR. GROSSMAN: It's 11:00 now. We've got to get, get moving.

MS. HARRIS: Mr. Grossman, I have one other preliminary matter.

MR. GROSSMAN: Yes.

MS. HARRIS: The opponents have submitted a number

of documents last week that they intend to use in cross-examination of Mr. Guckert.

MR. GROSSMAN: Right.

MS. HARRIS: While we don't necessarily have any issue with those exhibits per se, I think it's appropriate for them to bring them into evidence during their surrebuttal and not in the, and they're not appropriate cross-examination documents. Our, our expert did not prepare those. As best as we can tell, it was based on the database that we provided but the numbers were rearranged and reordered and I just, it does not seem like it's appropriate cross-examination.

MR. GROSSMAN: Well, I don't know if it's going to be appropriate or not until I exactly hear the question that's asked in reference to them. Once again, I would suggest that it's to the advantage of the system that they have provided these documents in advance of Mr. Guckert's cross-examination so that they can be considered a part of the cross-examination. They also would have the option of introducing them as part of their, their own surrebuttal case. So I don't see any reason to bar them at this juncture. Let's see what the question is and see if it's an objectionable question.

MS. HARRIS: That's fine, I mean, but we have had situations in the past and I anticipate, looking at this

evidence, that, these exhibits, that it's difficult to make heads or tails out of this as to what they did mathematically for our expert to answer the question.

MR. GROSSMAN: Yes. Well, he can answer that.

MS. HARRIS: Okay.

MR. GROSSMAN: That without seeing the math, I can't answer the question --

MS. HARRIS: Okay.

MR. GROSSMAN: -- if that's his answer.

MS. HARRIS: Okay.

MR. GROSSMAN: So he can always answer that.

MS. CORDRY: That is the only reason why we gave it to them in advance as opposed to asking him to do the mathematical work on the stand --

MR. GROSSMAN: Right.

MS. CORDRY: -- while we're questioning him.

MR. GROSSMAN: I think it's, in the spirit of the free exchange of this case, I think it was well that you did provide them in advance.

MR. ADELMAN: Mr. Grossman, I'm sorry. This may sound like I'm beating a dead horse but on March 12th and then March 14th, I sent an e-mail requesting data. This e-mail acknowledged that there is a trend developing that we're making requests at the last minute. These were not last minute requests. They were requests made some time ago

and I don't, they were sent to all parties.
MR. GROSSMAN: I don't think there's an accusation as to -- what I said was if you, if you submit something this morning, I think is what you said, it won't be in the exhibit list that comes into here --
MR. ADELMAN: I understand.
MR. GROSSMAN: -- because only the things that have come in I guess early enough on the day before the hearing we'll get to. That's all I was saying.
MS. CORDRY: Yeah. I mean, to follow up on that, we have been asking, I think it was stated on the record that Mr. Guckert would be able to provide us with the Highway Capacity Manual pages that talked about how these calculations were done and we've requested that several times since then and we have not -- all I have is a bunch of calculations, a bunch of numbers there and some bottom lines but how those numbers get to that bottom line, we've never been given that data so I'm, it makes a cross-examination longer, it's going to make it incomplete.
MR. GROSSMAN: Well, I'll hear from the other side on that point before I respond.
MS. HARRIS: We brought the HCM manual today which was requested of us.
MR. GROSSMAN: Right.
MS. HARRIS: I mean, I have -- and we've been as

very transparent. We've sent them our information in spreadsheets so they could manipulate them or rearrange numbers. Frankly, I mean, at what point, and this may, at what point is it the applicant's obligation to provide them with the tools to evaluate our, our expert's analysis.
MS. ROSENFELD: Well, in this case, I would suggest entirely appropriate.
MR. GROSSMAN: Well, Dr. Adelman.
MR. ADELMAN: I'm sorry, Mr. Grossman, but the HCM is a complex alternative method of doing traffic impact analysis. If applicant seriously intends to rebut our testimony using HCM, it's entirely appropriate for us to have all the data. I can be very clear. I know enough about HCM that I can take what they submitted, back-calculate and generate an entire HCM report analogous to the original CLV report. Now, does anyone really want me to do that? Because if it's necessary, I'm sorry, if it's necessary, I will do that and then we have opened up an entirely huge can or worms.
MR. GROSSMAN: Well, I'm not going to tell you what, how many worms to put in your can when you do your, your surrebuttal. That's up to you. In responding --
MR. ADELMAN: I'm not talking surrebuttal.
MR. GROSSMAN: That's what it would be. But in any event, the point, the point is, raised by Ms. Harris is

to what extend is she required to provide additional materials. We've tried to have the parties exchange, at least 10 days in advance, the materials that would be introduced in the case. There is no formal discovery process as part of the statute or rules in these zoning matters and so I've gone a lot further than is technically part of the rules in requiring exchanges of material.
There is some, some point at which I think it's fair to say that the applicant doesn't have to supply additional information on how they achieved whatever calculation they made subject to the questions being asked on cross-examination so that the cross-examiner can say, can ask how something was arrived at on cross-examination. That would be the usual process. So I'm not going to critique the, what the applicant has or the amount that the applicant has provided here. I think there has been a significant exchange of information and I think that very erudite cross-examiners here have ample opportunity to address any of the issues raised in the direct testimony by the traffic expert and I'm sure will do so. Okay.
MS. ROSENFELD: And if I might just briefly respond. Exhibit 504A, the highway capacity analysis results.
MR. GROSSMAN: Yes.
MS. ROSENFELD: There are a series of summary

sheets that have some numbers on them and during the course of questioning at the, when Mr. Guckert was last on the stand, it was our understanding that the calculations that would support the summary numbers would be provided. Not that Mr. Guckert would go out and recreate anything new, just that those mathematical formula would be available for us to review and that, that was our understanding. And we didn't think we were asking him to generate any new data, and that was the genesis of Dr. Adelman's questions, e-mails and mine, mine as well.
MS. HARRIS: I need to go back and read, reread Mr. Adelman's e-mail before I can -- but we provided them with all of the data that we produced. I don't think it's our job to --
MR. GROSSMAN: They're, she's asking for --
MS. HARRIS: -- teach them how to use the information that we produced.
MR. GROSSMAN: I understand.
MS. ROSENFELD: That wasn't the request.
MR. GROSSMAN: I don't think that was, that was --
MS. ROSENFELD: That wasn't the request.
MR. GROSSMAN: This -- she's saying that there was a statement made by Mr. Guckert during the cross-examination that he would provide a formula for how they, he arrived at certain figures. Is that what you're saying?

MS. ROSENFELD: The calculations. What it -- there, I'm assuming there's a spreadsheet somewhere that shows how they put all this data in and how it's worked to come up with these summary numbers. They don't just pull these numbers out of the air, and that's the backup information.

MR. GROSSMAN: All right. Well, why --

MS. HARRIS: Can you show where in the transcript we, because I did go through the transcript and identified all the information we were, we had said that we were going to provide and that was our intention in what we did provide so if we overlooked something, my apologies.

MS. ROSENFELD: Okay.

MS. CORDRY: Well, and again, the traffic manual, if they don't want to give us their calculations, they don't want to instruct us, the traffic manual presumably instructs how you do these things. Getting it today isn't much help. I mean, I can't, I don't know how long it is but I expect it's long and complex. You can't very well use it now.

MR. GROSSMAN: Well, he's going to be back on April 29 so I think that you're going to have another opportunity to --

MS. CORDRY: Will we get it before then or get it that day?

MR. GROSSMAN: But when you say get it --

MS. CORDRY: The traffic manual. Whatever they --

MR. GROSSMAN: I thought that the traffic manual was here.

MS. HARRIS: It is available. It's in four volumes.

MR. GROSSMAN: Is it a matter of, is the traffic manual a matter of public record?

MR. GOECKE: Yes.

MR. GUCKERT: Yes.

MR. GROSSMAN: All right. Then you have access to it.

MS. CORDRY: Where? I mean --

MS. HARRIS: Where would one get a copy of the HCM?

MS. CORDRY: I mean, I assume you can buy it for, you know, probably hundreds of dollars.

MR. GUCKERT: The National Academy of Sciences.

MS. HARRIS: The National Academy of Sciences which I do recall Mr. Guckert saying that last time.

MS. CORDRY: And you can get that for free from there?

MS. HARRIS: I have no idea.

MS. CORDRY: I think my recollection is --

MR. GROSSMAN: I don't know if it's for free but I don't have --

MS. CORDRY: -- it was a rather pricey document.

MR. GROSSMAN: Once again, I don't have the authority to require them to produce things that are available on the public record but.

MS. CORDRY: I mean, my assumption is not all four volumes, either, are going to be taken up with this particular calculation so --

MR. GROSSMAN: Okay. I think we've spent enough time on this issue. Let's have Mr. Guckert --

MS. ROSENFELD: Mr. Grossman, if I could just respond to --

MR. GROSSMAN: Yes.

MS. ROSENFELD: -- Ms. Harris' request. On March 11th, 2014 in the transcript, I'm looking at pages 40 and 41. We would object to any testimony regarding this exhibit, that's 465, which is one of the calculations that he provided. We would object to any testimony regarding this exhibit unless and until we do have the backup data that supports this one page table that's been provided. The one page table that I'm talking about are these summary sheets. And Ms. Harris, as Mr. Guckert said, it's mathematical calculations. For the last 15 days, there was never a request for any backup information. Certainly, we would have provided it had it been requested.

And then we went on, I think, until Mr. Guckert

clarified that this was a new methodology. I did not appreciate the fact that there were different calculations and different formulas that would have been involved. Certainly, the opposition has been engaged in reviewing numerical data, formulas and calculations so we would ask that we have an opportunity to review the backup data before Mr. Guckert testifies.

MS. HARRIS: And, Mr. Grossman, the, what we submitted was the summary sheet, which we had previously, and the backup data, so it sounds like we're talking past each other. I mean, we've provided, if you --

MS. ROSENFELD: I'm not --

MS. HARRIS: All those sheets are --

MS. ROSENFELD: Well, then maybe what --

MS. HARRIS: -- the backup data.

MS. CORDRY: Okay. There's three basic things. One was the summary sheet. Two, the second bunch of sheets are the inputs. Three, you do calculations with them. Having a bunch of inputs with no idea, do I add these, do I multiply them, do I divide them, it doesn't get --

MR. GROSSMAN: So you're saying that they provided the backup data but didn't say, but didn't tell you how they used it, the data in the calculations.

MS. CORDRY: We asked for the calculations because having a bunch of input --

MS. ROSENFELD: Mathematical formulas.
MS. CORDRY: Just as Mr. Sullivan's, having a whole lot of inputs doesn't get you to the final number. So we have close to two dozen lines of input data here and a bottom line at the bottom and nothing that tells us how you get from here to here and how you do this.
MR. GROSSMAN: I'm going to allow you to ask Mr. Guckert when he testifies how he gets from here to there and then we'll know if there's something missing.
MS. CORDRY: Okay. Well, that will --
MR. GROSSMAN: How's that?
MS. CORDRY: I'll ask him and it will be a long, involved conversation but that's all right. I mean, some of this is, you know, if we had these kind of calculations ahead of time, we could be prepared ahead of time but we can, we can walk through it in cross. It will take awhile but --
MR. GROSSMAN: Okay. Thank you. Did you have a last comment, Ms. Harris?
MS. HARRIS: One final comment which I, and that is may we take a five minute break before we start, or three minutes?
MR. GROSSMAN: All right.
MS. HARRIS: Five would be good.
MR. GROSSMAN: Five minute break. We'll come back

a little after 11:00.
(Whereupon, at 10:56 a.m., a brief recess was taken.)
MR. GROSSMAN: Let's go back on the record. I was not entirely idle during the break. I did take a look at the Board's rules regarding amendments and they just refer back to the statute, the Zoning Ordinance. The Zoning Ordinance on amendments is 59-A-4.24, which of course will trump any set of rules in any event, and it reads an applicant may amend either petition before the hearing if the Board approves a motion to amend after giving 10 days notice to all parties entitled to the original notice of filing.
I can read the rest but the suggestion there is obviously, the Board has to approve or can approve an amendment and derivatively, the Hearing Examiner. If an amendment would alter materially an applicant's proposal or evidence, the Board may postpone the hearing to a date that permits all interested parties adequate time to review the amendment. Each proposed amendment must also be referred to the Planning Board under Subsection 59A-4.48(c). Nothing in this section prohibits the Board during the hearing or at any time before the record is closed from requesting an applicant to revise any aspect of a proposal.
So that's the, that's the statutory provision that

controls, and I think clearly, for the operation of the fair operation of the hearing. It's within the hearing authority, within the hearing authority's authority to control whether or not an amendment at this stage would be, should be allowed.
All right. Let us proceed with Mr. Guckert.
MS. HARRIS: Thank you.
MR. GROSSMAN: Mr. Guckert, you are still under oath.
MR. GUCKERT: Thank you.
FURTHER DIRECT EXAMINATION
MS. HARRIS: Mr. Guckert, a few issues came up during the last hearing on March 11th, and Mr. Guckert was asked to do his homework, will come back with various calculations and clarification so I'd like to start there if you will. In regard to the Sterling queuing data, what was the error that was made to those, to the spreadsheets that were provided as Exhibits 56B and C?
MR. GUCKERT: Well, all of the data was correct. There was a miscalculation in the equations that are used in the spreadsheet. It averaged four hours, not the entire period and so we made those, made those corrections. It was a, a functional error that really did not impact the data that we had submitted or that we had used.
MR. GROSSMAN: It didn't impact the data that was

collected but it impacted the figures that were down --
MR. GUCKERT: One --
MR. GROSSMAN: -- after the calculation.
MR. GUCKERT: Correct. It was -- the bottom line on the spreadsheet.
MR. GROSSMAN: Okay. Just for clarity of the record, which spreadsheet are you talking about and which exhibit is it?
MS. ROSENFELD: So the erroneous exhibit was 56B and C. The corrected exhibit was the one that was submitted on March 19th which was not, as I noted during the preliminary matters, was not submitted or has not been noted in the record so I have copies of those now to provide.
MR. GROSSMAN: Okay. All right.
MR. GUCKERT: And, and for verbal clarification, it was the information that we collected at Sterling in January of '13 on a Friday and a Saturday. And I believe it was, it was -- well, I can't remember whether it was both Friday and Saturday but in any event, the equation, the equation was off on the, on the queuing.
MR. GROSSMAN: Okay.
MR. GUCKERT: The queuing didn't change, just the equation.
MR. GROSSMAN: All right. So now what I've been handed is something entitled vehicle queue summary and this

is, it's a little hard to read, the intersection -- I guess I'll put on my glasses.
MR. GUCKERT: It's, it's really not an intersection. It's, it is the gas station facility at Sterling.
MR. GROSSMAN: Okay. So we'll call this Exhibit 509.
(Exhibit No. 509 was marked for identification.)
MS. ROSENFELD: Pat, do you have extra copies?
MS. HARRIS: I do.
MR. GUCKERT: Is it a replacement of 56B and C?
MS. HARRIS: I apologize because what I e-mailed is obviously clearer. Excuse me?
MR. GUCKERT: And that's a replacement of 56B and C, is that correct?
MS. HARRIS: Correct.
MR. GROSSMAN: All right. Replacement of Exhibits 56B and C.
MR. GUCKERT: Correct.
MR. GROSSMAN: And it's vehicle queue summary at Sterling Costco gas station. What are the dates on this?
MS. HARRIS: The dates were January 12th for the Saturday.
MR. GROSSMAN: January 12. Saturday.

MS. HARRIS: And January 11th for the Friday.
MR. GROSSMAN: All right. So January 11, 2000?
MR. GUCKERT: 13.
MR. GROSSMAN: 13, okay. Friday. And January 12, 2013, Saturday. It's going to be your fault that my staff is going to yell at me because I tried to squeeze the Friday back in. You said the Saturday first and now they're not going to be able to read my handwriting and after a day, I won't be able to read it either.
MS. HARRIS: It's only because they got stapled that way. My apologies.
MR. GROSSMAN: All right. Okay. And now what, which of the figures that are corrected on here? Since the data is reportedly unchanged, what are the corrections that are on here that make this differ from 56B and C?
MS. HARRIS: I'm handing out the exact same thing but this is more readable, and Ms. Cordry provided this so, and Mr. Guckert will walk you through what's changed.
MR. GROSSMAN: Okay.
MS. CORDRY: That is the correct -- I just got a better printout because the last two pages are somewhat enlarged so you can --
MR. GROSSMAN: Okay.
MS. CORDRY: -- read the number at the bottom, what has changed there. It's pretty hard, if you look at

these ones at the very end --
MR. GROSSMAN: Okay.
MS. CORDRY: -- it's pretty hard to read what's there.
MR. GROSSMAN: All right. So this is actually the last two pages of Exhibit 40, 509 is what you're telling me?
MS. HARRIS: 509 consists of the Saturday data first.
MR. GROSSMAN: Okay.
MS. HARRIS: And so halfway through, I apologize that the pages are not --
MR. GROSSMAN: All right. So let's call this 509A.
(Exhibit No. 509A was marked for identification.)
MR. GUCKERT: Which day? Which day, 509A?
MR. GROSSMAN: 509A is --
MS. ROSENFELD: The two page?
MR. GROSSMAN: The front page. What day is that?
MS. HARRIS: Saturday.
MR. GROSSMAN: That's the summary for Saturday?
MS. CORDRY: Well, this is actually, this would actually end up being like page 15 and page 30 of this document. This is, this is the bottom line number for Saturday and the bottom line number for Friday so.

MR. GROSSMAN: Yes. But you have it stapled together, so is the top page Saturday or --
MS. CORDRY: Yes.
MR. GROSSMAN: -- Friday?
MS. CORDRY: Yes. I'm sorry.
MR. GROSSMAN: Okay. So 509A, this is Saturday summary page of Exhibit 509. And 509B is Friday summary page of Exhibit 509.
(Exhibit No. 509B was marked for identification.)
MR. GROSSMAN: Okay. So now, what -- are there figures that are changed from --
MR. GUCKERT: Yes, sir. If you look at the bottom, bottom right of 509A and B --
MR. GROSSMAN: Yes.
MR. GUCKERT: -- you'll see highlighted, it says 24.8.
MR. GROSSMAN: Yes.
MR. GUCKERT: Okay. That, that number changed. And if you go to 509B, it says 8.2, that number changed.
MR. GROSSMAN: Okay. And so the average total queue for Saturday is calculated at 24.8, and the average total queue for Friday is calculated at 8.2.
MR. GUCKERT: Correct.
MR. GROSSMAN: And what were they on the original

figures?
MR. GUCKERT: I don't have --
MR. GROSSMAN: I'm curious as to what --
MR. GUCKERT: It was, it was -- Mr. Grossman.
MR. GROSSMAN: Yes.
MR. GUCKERT: It was substantially less. It was in the range of 2 because the formula only grabbed a couple hours, not the entire 15, 12 to 15 hours.
MR. GROSSMAN: Okay.
MS. HARRIS: I have it. Hold on.
MS. CORDRY: It was 2.1 for Saturday and 1.5 for Friday.
MR. GUCKERT: And again, Mr. Grossman, the minute-by-minute queuing didn't change. It was the, it was the average in that column due to a, the formula not grabbing the entire day.
MR. GROSSMAN: That's a pretty significant change, Mr. Guckert.
MR. GUCKERT: It didn't -- what I'm saying is it didn't change the data.
MR. GROSSMAN: No. I understand.
MR. GUCKERT: And it wasn't used in the, in the calculations. That's the, the important thing. It wasn't used in the, in the analysis that we did on, on the site.
MR. GROSSMAN: Okay. Well --

MR. GUCKERT: If you, if you recall, we did not testify or show an exhibit that showed only two cars. We had 45 and 50 cars in the box as we were calling it.
MR. GROSSMAN: You mean in the, in the box --
MR. GUCKERT: The special exception area, box.
MR. GROSSMAN: Okay.
MS. HARRIS: And, Mr. Guckert, is the minute-by-minute graph that you had previously submitted, that showed the queuing on Fridays and Saturdays --
MR. GUCKERT: That doesn't --
MS. HARRIS: -- in Sterling. Did the error in the average influence that data?
MR. GUCKERT: No.
MS. HARRIS: Which was Exhibit, Exhibit 456A.
MR. GUCKERT: 456 did not change, and that was the graph, Mr. Grossman, for both the Friday and Saturdays. That's my point.
MS. HARRIS: So that the average that existed at that, the bottom line average, the incorrect bottom line average, was that used for any of your data?
MR. GUCKERT: No. It was, it was not used for the data.
MR. GROSSMAN: You're saying it wasn't used for any of the data.
MR. GUCKERT: It was used for the data but it

wasn't used for the analysis and the testimony.
MS. HARRIS: And was it used for input for any other calculation that you derived?
MR. GUCKERT: It was not.
MS. HARRIS: That you performed?
MR. GUCKERT: It was not.
MS. HARRIS: Okay. Now, those numbers were based on Sterling, is that correct?
MR. GUCKERT: Correct.
MS. HARRIS: And so how, once you have those numbers based on Sterling, how do you transform them to apply to Wheaton?
MR. GUCKERT: We've, we've used the Sterling data as the base and multiplied Sterling data times a factor of .86 to arrive at the Wheaton data.
MS. HARRIS: Thank you. One of the things that Mr. Grossman noted when we looked at that information last time was that there seemed to be a lag on Friday evening at Sterling between 5:30 and 6:30. You may recall.
MR. GUCKERT: Yes.
MS. HARRIS: Did you have a chance to take a look at that and do you have an explanation for that drop off in traffic?
MR. GUCKERT: I did look at that, and there is no explanation other than the fact that cars stopped coming

into the station or dropped off just because everything is about random arrival. And it was raining, it was early evening and the cars just stopped coming, so I really do not have any explanation for that. It just, it is what it is.
MS. HARRIS: Thank you. Now I want to move onto the queuing. There are a couple clarifications needed with respect to queuing. What is the average total number of cars in the queue in all lanes during the weekend? What is anticipated for Wheaton?
MR. GUCKERT: What we did was that we looked at it over 12-and-a-half hour period and we factored the, the 24 number to 86 percent resulting in about 21 cars average combined queue inside the special exception area.
MS. HARRIS: And did you calculate what that would mean as the average queue length per lane?
MR. GUCKERT: It's a different calculation but it's about 2.7, three cars, three cars per lane over, over the 12-and-a-half hour period.
MS. HARRIS: And that's for a weekend, is that correct?
MR. GUCKERT: That was for Saturday, that's correct.
MS. HARRIS: Thank you.
MR. GROSSMAN: I'm sorry. I didn't understand that. What does 3.7 refer to?

MR. GUCKERT: Sure. 2.7. You've got, you've got an overall queue combined inside the special exception area which I said was about, it calculates out to about 20, 21, 22 cars. And then the next question I was asked is what is, what does that equate to per lane. And then the average is 2.7 cars per lane in the, in the eight lanes. So average, two to three cars per lane of the eight lanes average, average per hour over the life of the day.

MR. GROSSMAN: And this was on a weekday or weekend?

MR. GUCKERT: Saturday.

MR. GROSSMAN: Saturday, okay.

MS. HARRIS: And then, and that was over the entire period of time that the station is open, correct?

MR. GUCKERT: Correct.

MS. HARRIS: Did you also take a, evaluate it during the more intensive times that the station's in operation?

MR. GUCKERT: We looked at, Mr. Grossman, we looked at several different ways of intensity. We looked at the peak one minute. The peak one minute out of 12-and-a-half hours, and that was in the 46 to 48 car in peak one minute. The -- over nine hours in the mid-day, 10:00 in the morning to 7:00 at night, that nine hours --

MR. GROSSMAN: Are we still talking Saturday?

MR. GUCKERT: Still Saturday. Yes, sir. I'll let you know when we switch.

MR. GROSSMAN: Okay.

MR. GUCKERT: Looking at 10:00 to 7:00, which is the, the mid-day peak, it goes up obviously mid-day versus when you spread it out over 12-and-a-half and you combine it down to 9, we had about 29, 29 cars over that nine hour period.

MS. HARRIS: And what does that come to per, two per lane?

MR. GUCKERT: It's going to be, it's going to be in the, in the three to four car per lane. We didn't calculate that, didn't go to that calculation.

MS. HARRIS: Thank you. Now, if we could move to weekday, did you perform the same calculations for weekday?

MR. GUCKERT: Yes.

MS. HARRIS: Can you please walk us through those?

MR. GUCKERT: Sure. The average queue length per lane, Mr. Grossman, per lane on a weekday over 15 hours is less than one car. Over the, over a 15 hour, the combined queue inside the special exception area over 15 hours, about seven, seven cars.

MR. GROSSMAN: I'm sorry, combined?

MS. HARRIS: Combined inside the special exception area.

MR. GROSSMAN: Okay.

MS. HARRIS: Weekday is about seven cars.

MR. GROSSMAN: Okay.

MR. GUCKERT: That's combined all lanes. The peak one minute as we talked about, the peak one minute was 33 or 34 cars. Over the nine hour period -- we have this as an exhibit, correct, that was in the case?

MS. HARRIS: Yes. Actually, this was another -- thank you. This was another exhibit that was submitted on March 19th.

MR. GROSSMAN: Okay.

MS. HARRIS: Actually, that would be helpful as we walk through this.

MR. GUCKERT: Yeah. Rather than have Mr. Grossman have to write it.

MS. HARRIS: Sorry.

MR. GUCKERT: He's got it all spelled out.

MR. GROSSMAN: I can't read it anyway afterwards so it doesn't matter. Thank you. All right. That will be Exhibit 510.

MR. GUCKERT: Ms. Harris, was that exhibit did not make it into Mr. Grossman's --

MS. HARRIS: It was submitted but it isn't on the exhibit list.

MR. GUCKERT: Okay.

MS. HARRIS: So it's a new exhibit 510.

MR. GUCKERT: Okay. So --

MR. GROSSMAN: Hold on one second.

MR. GUCKERT: Sure.

MR. GROSSMAN: Because I have a, I know I've seen it because I made a copy of it for myself.

MR. GUCKERT: There you go.

MS. HARRIS: I did not see it on the list.

MR. GROSSMAN: All right. Well, we'll call it -- in fact, I had a second page on it dated 3/12/14.

MS. HARRIS: We submitted it on --

MR. GUCKERT: No. That's the, that's the capacity, version 2 capacity HCM exhibit.

MR. GROSSMAN: Okay.

MR. GUCKERT: So that's --

MR. GROSSMAN: This is, this is the same, is that correct?

MR. GUCKERT: This is the --

MR. GROSSMAN: Same as --

MR. GUCKERT: -- same as this.

MR. GROSSMAN: -- the one you just handed me, right.

MR. GUCKERT: And the one that I was discussing.

MR. GROSSMAN: Right.

MR. GUCKERT: Okay.

MR. GROSSMAN: So I know I made this, I made these copies before I, I went away so --
MS. HARRIS: These documents were submitted in mid-March.
MR. GROSSMAN: Right.
MS. HARRIS: March 19th.
MR. GROSSMAN: All right. Well, anyway, exhibit, we'll make it Exhibit 510, and that is Costco Wheaton projections of queue lengths based on Sterling data.
MR. GUCKERT: Correct.
(Exhibit No. 510 was marked for identification.)
MR. GROSSMAN: Okay.
MS. HARRIS: And then what is the, one of the questions that came up was what's the average queue between 6:00 a.m. and 10:00 a.m. Did you calculate that?
MR. GUCKERT: The average queue between 6:00 a.m. and 10:00 a.m. Let me see. I'm sure I did, but I'm going to have to look for that one.
MS. HARRIS: We can come back to that one.
MR. GUCKERT: Please.
MS. HARRIS: We'll come back to that. In a perfect world --
MR. GROSSMAN: This isn't the perfect world?
MS. HARRIS: I know. It's approaching it. How

many cars, Mr. Grossman, could be accommodated, I'm sorry, Mr. Guckert, how many cars could be accommodated through the station an hour without forming a queue?
MR. GUCKERT: Well, in a --
MR. GROSSMAN: Yes. I'm going to stop you for a second. I'm disturbed by the in a perfect world preview to that question.
MS. HARRIS: Okay. Can I change it?
MR. GROSSMAN: So you have to change the lead-in.
MS. HARRIS: Well, technically, what is the capacity, what is the maximum capacity of the station without, that can be accommodated without a queue forming?
MR. GROSSMAN: Okay.
MR. GUCKERT: Well, if you have -- you've got eight lanes.
MR. GROSSMAN: Yes.
MR. GUCKERT: And you've got two pumps per lane, and you've heard testimony that it averages about a four minute fill per car. And what would happen is that you take and you do the arithmetic and you can end up, you can end up pumping 15 cars per pump per hour, okay? So with, with the two pump per lane, you end up being able to, mathematically, if all the cars filled at four minutes each, 240 cars if they all synchronize coming in, pumped and they would synchronize coming out.

MR. GROSSMAN: So 240 cars could be handled in what period of time?
MR. GUCKERT: In an hour.
MR. GROSSMAN: In an hour, okay.
MR. GUCKERT: Assuming a four minute fill for each.
MR. GROSSMAN: Right.
MS. HARRIS: And what is the anticipated maximum number of cars that the Wheaton station will service?
MR. GUCKERT: The Wheaton station, the, during the weekday, we were, we were projecting the peak hour, Mr. Grossman, at about 210 during the weekday.
MS. HARRIS: Thank you.
MR. GUCKERT: Then on a Saturday --
MR. GROSSMAN: 210 weekday, what is that?
MR. GUCKERT: I'm sorry.
MR. GROSSMAN: What does that equal? What does that mean? What does that --
MR. GUCKERT: I'm sorry. 210 cars to be, to be serviced --
MR. GROSSMAN: In an average?
MR. GUCKERT: -- on a weekday at the peak hour.
MR. GROSSMAN: Peak hour, okay.
MR. GUCKERT: Yeah. And --
MR. GROSSMAN: So --

MR. GUCKERT: And on a Saturday, we're projecting about 220 to 225.
MS. HARRIS: So --
MR. GUCKERT: In a peak one hour on a, on a Saturday.
MR. GROSSMAN: All right.
MS. HARRIS: So if the maximum capacity is 240 and you're anticipating 220, can you explain why there's queues?
MR. GUCKERT: Sure. It has everything to do with random arrival. Even though you could, you could mathematically accept 240 cars, it has to do with random arrival. Cars are not going to be in a perfect world. There's going to be random arrival and therefore, random departures, and some cars may do four minutes, some may do three minutes, some may do five minute pumping.
MR. GROSSMAN: Okay.
MS. HARRIS: Thank you. Now I want to move onto the HCM data, and the original data that was submitted was Exhibit 465 and then we have, and I want you to compare that to the most recently submitted data which was, which is Exhibit 504. And first of all, I think it may be helpful for you to explain the sheets that were omitted from the original 465 exhibit.
MR. GUCKERT: When we -- do you have that for Mr. Grossman to make it easier, or maybe he can pull out 465. I

think it will be easier than him having to --
MS. HARRIS: I have it from the --
MR. GUCKERT: -- to write.
MR. GROSSMAN: Is that the page 2 that I had on --
MR. GUCKERT: No. That, that is not. We'll be talking about that in a moment.
MR. GROSSMAN: All right.
MS. HARRIS: I don't have a copy of 465 but I do have a copy of 504.
MR. GUCKERT: You wanted to talk about 465?
MS. HARRIS: Right.
MR. GUCKERT: Okay.
MS. HARRIS: Which was the HCM data that you testified to during the March 11th hearing where there were --
MR. GUCKERT: I know.
MR. GROSSMAN: Is that this document?
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: Okay.
MR. GUCKERT: That's 4, 465, although, it's not marked, is it?
MR. GROSSMAN: No. It's not marked as an exhibit, although, it may be an exhibit in the file.
MR. GUCKERT: Okay.
MR. GROSSMAN: I (11:39:09). Let me see. I have

to go back in three older files.
MR. GUCKERT: That's okay.
MR. GROSSMAN: Okay.
MR. GUCKERT: We can, we can refer to --
MR. GROSSMAN: So if this is it, I can look it.
MR. GUCKERT: Sure.
MR. GROSSMAN: This is 465. Okay.
MR. GUCKERT: Okay.
MS. HARRIS: So can you explain what the corrections were made from 465 to 404, please?
MR. GUCKERT: Which one is 504, the --
MS. HARRIS: 504 is the March --
MR. GUCKERT: -- version 3?
MS. HARRIS: Yes. Exhibit 465, Mr. Grossman, was, we had made estimates of the capacity for HCM on a Saturday, and attached to that exhibit were the printouts from the Highway Capacity Manual software.
MR. GROSSMAN: Right.
MR. GUCKERT: That's how, that's how the Highway Capacity Manual is done. We put inputs into the software and the datasheets come out.
MR. GROSSMAN: Okay.
MR. GUCKERT: When it was -- and in -- and we did the, the actual printouts for weekday morning and evening and we had made estimates on Saturday and sheets were left

out when they were, when they were printed. We then went back on Exhibit 504 -- does he have 504, do you know?
MR. GROSSMAN: Yes. I mean, I'll have it in the file here.
MR. GUCKERT: Okay. That's close.
MR. GROSSMAN: Close but no cigar? That's 504.
MR. GUCKERT: Okay. So there we go.
MR. GROSSMAN: All right. 504A.
MR. GUCKERT: There you go. So 504A is the top sheet. So as a result of discussions that took place here at the hearing, we went in and did, undertook precise analysis at, on Saturday. The morning and evening peak hour didn't change. But we went in and drilled down on Saturday because that obviously became a, a critical location based on the discussion, so we went in and drilled down. I gave the traffic volume information to my staff. They then did an input into the software and resulting in the datasheets that are attached behind 504A. And it shows on Saturday at both 193 and no. 16, the background and total with gas calculations with capacity analysis results using ACM. And then the bottom line shows what happens if improvements are made.
MS. HARRIS: Before we get to discussing the results in a little bit more detail, can you explain the data that's inputted to create, that which produces the

numbers and how that, how that works, going into the question that Ms. Cordry had?
MR. GUCKERT: Yeah. I give that information to my staff. I do not do that, that input. I give the information to my staff. They go to the computer program that comes with the capacity manual. They input the data and then those sheets come out. There are no other calculations that are done. It's all done internal to the Highway Capacity Manual program.
MR. GROSSMAN: Before you go any further, just so I understand this, this chart a little bit. When you redid these figures, I think as you mentioned, there weren't any changes, as I see it just comparing it, for the weekday morning peak hour and the weekday evening peak hour, is that correct?
MR. GUCKERT: That's correct. They came out of the LATR.
MR. GROSSMAN: Okay. So then that which you put through the highway capacity analysis, the latest submission, you redid the Saturday peak hour, and that's at the extreme right-hand column, correct?
MR. GUCKERT: Yes, sir. Yes, sir.
MR. GROSSMAN: And that shows that for Maryland 193 and west access signalized, instead of 37.1, you have 29.4. By the way, what is that figure? 29.4 what?

MR. GUCKERT: That's, that is the overall seconds delay per vehicle passing through.
MR. GROSSMAN: Okay. So 29.4 second delay, and that characterized as a, as operating at a C level, is that correct?
MR. GUCKERT: Correct.
MR. GROSSMAN: All right. And then 30.1 seconds for the delay with the gas station added in.
MR. GUCKERT: Correct. So it's an additional --
MR. GROSSMAN: That's also --
MR. GUCKERT: -- additional second, second-and-a-half.
MR. GROSSMAN: All right. And that's, those are actually a reduction in the number of seconds from the previous estimates, is that correct?
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: All right. And those two figures are in the current configuration of the intersection, is that correct?
MR. GUCKERT: Yes. Because that's at, at 193.
MR. GROSSMAN: Right. Okay. Then with the Ring Road just below that, the roads that are labeled Ring Road and west access, no. 16 unsignalized, your Saturday peak hour figure, that 44.85 seconds, that appears to be unchanged, is that correct?

MR. GUCKERT: Yes, sir.
MR. GROSSMAN: And that's functioning at an E level. And then you estimated in the previous submission it would be, with the gas station added under the current configuration of the intersection, it would be 48.5 seconds was the previous estimate and now, your highway capacity analysis says it's 50.63 seconds which is characterized as an F, is that correct?
MR. GUCKERT: Correct.
MR. GROSSMAN: Okay. Then at the very bottom, you've now added a new row which is labeled total with gas (with EB). What does that stand for?
MR. GUCKERT: Eastbound.
MR. GROSSMAN: Eastbound and SB, southbound.
MR. GUCKERT: Correct.
MR. GROSSMAN: Channelized, three right, and what is NB, northbound?
MR. GUCKERT: Northbound.
MR. GROSSMAN: Free through. Now, is that, is that your characterization of the proposed changed intersection 16?
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: Okay. And in your estimation, using the highway capacity analysis, that would result in a net with the gas station of a 16.77 second delay at that

intersection which you characterize as C, is that correct?
MR. GUCKERT: Correct.
MR. GROSSMAN: Okay. So now I think I understand the manual. Okay.
MS. HARRIS: So, Mr. Guckert, what's the, what is the impact in terms of the, the second delay if the gas station is added to the existing intersection?
MR. GUCKERT: It's about a five to six second delay per vehicle going through the intersection which is, which is barely perceptible during the peak hour.
MS. HARRIS: And I, as Mr. Grossman pointed out, we go from a background of an E to an F. At what number, at what second delay does the F kick in?
MR. GUCKERT: The F kicks in, Mr. Grossman, at 50 so it's, it's less than, less than one second. There's a chart down on the bottom of 504A that, on the left side that says level of service, unsignalized intersections. So F is just over 50 second delay and we're at 50.63, so it's just barely, barely into F.
MS. HARRIS: And are there instances anywhere else in the county where an F intersection is acceptable?
MR. GUCKERT: Sure. The F is acceptable in all the Metro station policy areas in, in Montgomery County including Wheaton.
MR. GROSSMAN: When you say acceptable, what does

that mean?
MR. GUCKERT: Well, the County Council has said that they -- they've set up a range of A, B, C, D, E, F, and they actually have set up a range of critical lane volume totals where 1600 is F and 1800 is acceptable in the Metro station policy areas. That is, no improvements are needed. You do not have to make any improvements. If you have an intersection that is, has a critical lane volume of 1800 which is, which is F, no improvements need to be made.
MR. GROSSMAN: Now, I just want to make sure we're not mixing our application of the grades from the CLV methodology to the HCM methodology. Are they directly equivalent? That is, an F in the HCM delay analysis is equal to an F in the CLV analysis?
MR. GUCKERT: Well, in traffic parlance, an A is an A and an F is an F. It's a different way of calculating it because critical lane volume really is, is the entry level analysis type of work that you do.
MR. GROSSMAN: Right.
MR. GUCKERT: Then you, then you, if you want to do a little more analysis, a little more detail, you go to Highway Capacity Manual. You want to do a little more than that -- there's ways to continue to study intersections in more and more detail.
MR. GROSSMAN: I just want to make sure. When you

said that the Council had accepted a level of F as agreeable or acceptable I think is the term you used --
MR. GUCKERT: Acceptable.
MR. GROSSMAN: -- that F pertained to an F under the, which is no longer used if I understood your earlier testimony, in CLV analysis.
MR. GUCKERT: It's not --
MR. GROSSMAN: Not HCM.
MR. GUCKERT: It's not, the letters are not noted.
MR. GROSSMAN: Okay. And but has the Council ever said a level of F under the HCM delay analysis is acceptable?
MR. GUCKERT: HCM does not seem to fall into the County Council guidelines. HCM. Only CLV.
MR. GROSSMAN: I just want to make sure the record is clear --
MR. GUCKERT: Sure.
MR. GROSSMAN: -- as to what you are saying the Council said was acceptable.
MR. GUCKERT: And, and as a traffic person, an F is an F. As the County Council, they do not even use or describe HCM in their, in their guidelines.
MR. GROSSMAN: Right. Okay.
MS. HARRIS: And why, why is that level of F permitted in Metro station policy areas?

MR. GUCKERT: You're asking my opinion of what the Council --
MS. HARRIS: What is your opinion as to why a higher level of intersection congestion is permitted in Metro station policy areas?
MR. GUCKERT: I think there's a recognition that in Metro station policy areas, the County Council wants to have maximum development and is willing to accept delays that are a little bit longer than what you would find say in Poolesville.
MS. HARRIS: And is the Wheaton CBD within the Metro, the Wheaton Metro station policy area?
MR. GUCKERT: Metro -- this, this Wheaton Mall is within the Metro station policy area.
MS. HARRIS: Thank you. And if I understand this correctly, that, the, that measurement is used Monday through Fridays, is that correct?
MR. GUCKERT: You're talking about the guide, the way the guidelines are set up?
MS. HARRIS: The Council's acceptance of intersection Fs is, measures capacity during peak hour in a.m. and p.m. Monday through Friday, is that right?
MR. GUCKERT: Weekdays, yes. The, the -- when we talk about the Council, we're talking about LATR and the guidelines that come from them. And Monday through Friday,

weekdays -- actually, it's Mondays and Fridays are almost excluded. It's Tuesday, Wednesday, Thursdays when they, when we are asked to do capacity analyses.
MS. HARRIS: So focusing on the public roads for a moment. If you had to, in your expert opinion, is that, are those intersection Fs a nuisance?
MR. GUCKERT: They're not a nuisance. I mean, it's what, it's what is expected by the Council. It's what's expected when you're in a, in a high-density Metro station policy area. That -- because there's a lot of traffic doesn't make it a nuisance.
MS. HARRIS: And while acceptable on a public road in the Metro station policy area, would this level F also be an acceptable level at intersection 16 in a regional shopping mall?
MR. GUCKERT: In my opinion, especially in a, inside a, on a private road where you have a choice of going to the mall or not go to the mall, on a private road inside a shopping center, you would expect to have traffic.
MS. HARRIS: So in your opinion, that intersection 16 does not currently constitute a nuisance, correct?
MR. GUCKERT: In my opinion, it does not constitute a nuisance. It has a lot of traffic but it doesn't make it a nuisance in my opinion.
MS. HARRIS: And if an individual is coming there

once the gas station is built and experiences that additional five minute delay --
MR. GUCKERT: Five seconds.
MS. HARRIS: Five second delay. Excuse me.
MR. GROSSMAN: Five minute delay would be --
MS. HARRIS: A nuisance.
MR. GROSSMAN: -- an F plus, plus, plus with an arrow going down.
MS. HARRIS: We can all agree to that. That experiences that five second delay, in your opinion, is that a nuisance?
MR. GUCKERT: No. I don't think five second delay is perceivable to, to the person driving the car.
MS. HARRIS: Just for context, can you give, in your opinion, what would constitute a nuisance either on the mall site or on a public road?
MR. GUCKERT: I think if, if gridlock occurred throughout an hour that, on an ongoing basis, that would be a nuisance. If you had gridlock every single day throughout three hours in the morning, three hours in the evening, I think that could be considered a nuisance.
MS. HARRIS: I want --
MR. GROSSMAN: I just want to, now you said for an hour and then you said for three hours every day. What is your opinion as to what is a traffic nuisance? Is it three

hours, is it one hour?
MR. GUCKERT: See, that's not a -- so you know, I'm going to give you my opinion because it's really not defined in traffic, in traffic engineering parlance.
MR. GROSSMAN: Right.
MR. GUCKERT: That's why we use the letter grades. I would think that as, as what occurs today, Mr. Grossman, is that the peak hours have spread out. We've gone from a peak hour to a peak period in many instances, and there's very little difference often in, in urban areas or areas that are designed to be urban. There's very little difference.
MR. GROSSMAN: Very little difference between the peak hour and the peak period?
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: Okay.
MR. GUCKERT: It is, it is starting to blend. And even though, for example, level of service F exists in some locations in Silver Spring, it's not at gridlock and it's not at a nuisance. If you had gridlock conditions, that's where throughout, throughout the peak period, I can see that being a nuisance if you have it ongoing day after day, gridlock where cars are literally blocking, blocking intersections for an hour or more. I keep saying about an hour, two hours, three hours. If, if day in, day out you're

blocking for an hour, you're going, it's going to spill over into the peak period, not just the peak hour. That's why I'm saying it the way I am.
MR. GROSSMAN: So regular occurring gridlock, in effect, is your idea of a nuisance.
MR. GUCKERT: That's, that's what I would define it.
MR. GROSSMAN: And do you have a, is there a grade level for, in the HCM which is the equivalent of your definition of, of a regularly occurring gridlock?
MR. GUCKERT: No, sir. That's why nuisance is not a defined term. I think it's in the mind of the beholder as to whether it's a nuisance or not.
MR. GROSSMAN: It's somewhere beyond F in your mind?
MR. GUCKERT: An F, I think it's something other than F. Not beyond F but it's something other than F. And I say that because F doesn't mean that you don't get home. F means that, that you have delay getting through, getting through an intersection as an example. It doesn't mean that you're not getting home. But if you've got, if you've got delay that, that causes you, takes 30 minutes to get from the mall entrance to Georgia Avenue, you're going to, you're going to end up having gridlock and, and I'm not even -- we don't have a letter grade for something like that.

MS. HARRIS: If I could follow up on that. Is 1600 for CLV, what letter is that?
MR. GUCKERT: That's F.
MS. HARRIS: And what is 1800?
MR. GUCKERT: It's also F.
MS. HARRIS: And if you are 1800, per the County Council, you're --
MR. GUCKERT: It's acceptable.
MS. HARRIS: It's acceptable.
MR. GUCKERT: Without improvements.
MS. HARRIS: So is it correct to say that you could be, under CLV, 200 points above an F and still be considered acceptable?
MR. GUCKERT: Under the County Council, that's correct.
MS. HARRIS: And can you equate that to an HCM where that threshold of becoming an F is a 50?
MR. GUCKERT: Well, 200 points above 1600 is about a 12 or 13 percent -- if you go from 1600 to 1800, that 200 point difference is about a 12, a 12 to 13 percent increase so if you were to try to compare HCM at, at 50 seconds as an F and add 12 percent to it, you're going to be at probably 56 seconds. So you, you'd probably be, to try to make the comparison I think, and Mr. Grossman was asking, if you had 56 seconds delay, you'd still be at an acceptable F if you,

in County Council parlance.
MS. HARRIS: And how many seconds are we above that 50 threshold?
MR. GUCKERT: Less than --
MS. HARRIS: With the gas station?
MR. GUCKERT: Less than one.
MS. HARRIS: Thank you. Accepting the testimony that you just gave, that that intersection, while an F is an acceptable F, are there any improvements that can be made to the intersection 16 that could improve the situation?
MR. GUCKERT: Yes.
MS. HARRIS: And can you explain what those are?
MS. CORDRY: Just for the record, we do object to all of this.
MR. GROSSMAN: All of this being, what is --
MS. CORDRY: The testimony he's giving now, talking about --
MR. GROSSMAN: The response to this question?
MS. CORDRY: About --
MS. ROSENFELD: Yes.
MS. CORDRY: Anything about this condition, this improvement or this change or this alteration.
MR. GROSSMAN: Yes. Your objection is noted, and I'm going to allow the testimony along the lines that I initially stated in our preliminary discussion.

MS. HARRIS: And if I could, I would like to refer to the -- we had submitted, previously, the improvements that Mr. Guckert will refer to but they also have just been admitted to the exhibit list as 507A.
MR. GROSSMAN: Right.
MS. HARRIS: Attached to the Westfield letter.
MR. GUCKERT: So 507A, which is attached to the Westfield letter, is a graphic that my team put together that makes some minor geometric changes to the intersection. Mr. Grossman, is yours in color?
MR. GROSSMAN: It is.
MR. GUCKERT: Okay. Such that the green arrows are ones where they would be free flow traffic. They would not be stopping. As it, as it exists today, all vehicles on all approach lanes, all six lanes have to stop. By installing the small yellow islands, the vehicles making a right turn either coming in from, either coming in from 193 or going out to 193 are considered free flow and will not have a need to stop. Also, the one lane, the right lane northbound on the Ring Road, with the installation of the flex post and quick curve that's shown, would also be free flow. So those, those improvements would change the level of service from the 50.63 F all the way down to a level of service C as detailed on Exhibit 504A.
MR. GROSSMAN: Refresh my recollection.

Currently, on the current setup, can the northbound traffic on the Ring Road where you have the green arrow, can that make a left turn now?
MS. ADELMAN: Yes.
MR. GROSSMAN: You have to let him answer.
MS. ADELMAN: Sorry.
MR. GROSSMAN: Thank you. Go ahead, sir.
MR. GUCKERT: They could make a, you could make a left but it has to stop. It has to stop.
MR. GROSSMAN: Right.
MR. GUCKERT: As the red arrow is showing, it has to stop.
MR. GROSSMAN: But as you currently have it proposed, the proposal to put up these, the barrier --
MR. GUCKERT: Yes.
MR. GROSSMAN: -- that would prevent a left turn.
MR. GUCKERT: Oh, no. The left turn occurs from the left lane.
MR. GROSSMAN: Oh, I see. From the left -- I'm sorry.
MR. GUCKERT: Okay.
MR. GROSSMAN: So the idea is that the, the right-hand lane going northbound is free flow because, because those barriers --
MR. GUCKERT: Because those --

MR. GROSSMAN: -- add some level of comfort? Is that --
MR. GUCKERT: Well, that's standard operating procedure if you're, if you're trying to have a free flow, a free flow movement and then the left turn turns into its own lane.
MR. GROSSMAN: I see. Okay.
MR. GUCKERT: And so we're, we're fortunate that we have two lanes in each approach to allow this type of change to occur without really facilitating very much construction at all or changing the existing curb lanes.
MR. GROSSMAN: Now, the relocation proposed for the crosswalks --
MR. GUCKERT: Yes.
MR. GROSSMAN: -- it doesn't say directly here on the labels where it says to be relocated but is that relocation, you note some spots for crosswalks to be reinstalled --
MR. GUCKERT: Yes.
MR. GROSSMAN: -- with contrasting pavement. Is that the relocation you're talking about?
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: Okay. So in other words, you're, the proposal is to move those two crosswalks closer into the in, in the middle of the intersection in effect.

MR. GUCKERT: Closer in to make, and end up making a shorter walk path. As you can see, if you're crossing on the north side --
MR. GROSSMAN: Right. But then they have to cross after they get to the block.
MR. GUCKERT: And then they cross again, and that's the --
MR. GROSSMAN: Is that yellow block one they can stand on?
MR. GUCKERT: Yes.
MR. GROSSMAN: Is that the idea?
MR. GUCKERT: Yes.
MR. GROSSMAN: And then after they stand on the yellow block, then they start to cross. It's not shorter overall but it's --
MR. GUCKERT: No. It's --
MR. GROSSMAN: -- it's shorter to the first block.
MR. GUCKERT: In traffic, in transportation planning parlance, if you can make that movement in two movements versus one long movement, it becomes a safer situation for the pedestrian.
MR. GROSSMAN: I see. And then they would just cross going either, depending on whether they use the northern crosswalk or the southern crosswalk, they would either then turn hard to the right or turn hard to the left

to get to the, the --
MR. GUCKERT: Sidewalk.
MR. GROSSMAN: -- sidewalk.
MR. GUCKERT: Yes, sir.
MR. GROSSMAN: Okay. All right.
MS. HARRIS: Are there any other pedestrian improvements proposed at that intersection --
MR. GUCKERT: Yes.
MS. HARRIS: -- that you would like to address?
MR. GUCKERT: Yes. As you can see, what we're, what we're proposing are crosswalk signs at each, on each of the three approaches using the, the new high reflective, it's a green/yellow color that would be placed at the crosswalk to advise motorists more readily that crossing will occur.
MS. HARRIS: And do you recall, based on your prior counts done on April 27th, what the level of pedestrian traffic is here?
MR. GUCKERT: Quite low. Mr. Grossman, there's, there's about a pedestrian every five to eight minutes. Every five to eight minutes. So it's, it's not Silver, Silver Spring, as an example, where you've got hundreds of pedestrians in an hour. It's one every five to eight minutes.
MS. HARRIS: I want to go back for a moment, our

discussion about the level, the F level of intersection 16. When would that occur?
MR. GUCKERT: That would occur during the peak hours on a, on a Saturday as an example.
MS. HARRIS: Would it occur during the week, Monday through Friday?
MR. GUCKERT: No, it would not. And that's shown on, on 504A where we'd still be at level of service C during the weekday, B and C.
MS. HARRIS: So it's only one, on the weekend --
MR. GUCKERT: One day. It's potentially a couple hours on, on the weekend, Saturday. Could be some, could be a little bit of time on Sunday. Not likely. We haven't studied Sunday, Mr. Grossman, so, you know, Saturday is going to be a peak shopping day typically and so we would expect it to occur a couple hours on a, on a Saturday, make this improvement to improves those couple hours on a Saturday.
MS. HARRIS: Would it also improve the situation Monday through Friday?
MR. GUCKERT: It would. It would make it better. We did not analyze that but it would, it could make it better.
MS. HARRIS: But the situation on Monday through Friday is a, expected to be Bs and Cs.

MR. GUCKERT: It would be, yeah. It's going to be a C. We're show on 504A a C on a Saturday and B and C on weekday.
MR. GROSSMAN: Tell me. When these letter grades were first proposed, was it intended that an F meant failing as the common parlance for those of us who have gone through school would give an F to be failing or was this just one more in a series of letters?
MR. GUCKERT: Probably back in the 60s and 70s, F was, was considered unacceptable. It was -- I'm not sure -- and we've grown to say things are failing --
MR. GROSSMAN: Right.
MR. GUCKERT: -- if there's an F but it was really acceptable or unacceptable. It was just a way to describe conditions that, that the layperson would understand.
MR. GROSSMAN: So you should add a letter H for hair-pulling for total gridlock so, to make it, clarity of your position. All right.
MS. HARRIS: But an F in an area like Poolesville could mean it's, if you had a 1600 in an area like Poolesville, that could be failing, is that correct?
MR. GUCKERT: Oh, I think, I think you would have very, very long delays if you had a level of service F in Poolesville but, but the County Council does not describe, and neither does the, the, as far as I can recall, most

jurisdictions and manuals just look at typically, they give the letter grade. It's really up to the local jurisdiction to decide what's acceptable or unacceptable.
MR. GROSSMAN: But I still, I'm still, I don't necessarily think the F that you're talking about for the County Council CLV analysis is the direct equivalent of the F in the HCM analysis and from your testimony, in effect, it's not necessarily equivalent to you said the Council's, the Council hasn't considered it in terms of HCM analysis so I don't know that that F is, is quite the same. So I think it's important that the record be clear that the F, one F is not necessarily the same as the other F you're talking about.
MR. GUCKERT: Well, with respect --
MR. GROSSMAN: Certainly.
MR. GUCKERT: -- you know, for traffic people, we look at it the same way. And I, and I realize I'm saying that after you're, after what you just said about what the County Council and what I said.
MR. GROSSMAN: Well, I'm basing just strictly, I don't have any independent -- well, I do have independent knowledge but in terms of the record, I'm going by what you said, the County Council has --
MR. GUCKERT: I have no other way, I have no other way to compare it other than to say, you know, what HCM says

is an F, what, what CLV says is an F. I have no other way to compare it.
MR. GROSSMAN: Well, can you testify that a CLV worse than 1600 critical lane movements results automatically in a delay of, at an unsignalized intersection, of more than 50 seconds?
MR. GUCKERT: No. That's just two different types of methodology.
MR. GROSSMAN: So if you can't say that, then you can't say those Fs are the same. If you can't make that equivalence, then you can't say they're the same. They may be. I just don't know. It's not in the evidence yet that they're the same.
MS. HARRIS: If I could help --
MR. GUCKERT: It's my opinion that they're the same is, is the point.
MR. GROSSMAN: Okay.
MS. HARRIS: Is there a delay, what would be the delay between a 1600 and an 1800?
MR. GUCKERT: You can't, they're, it's a different, it's a different method. It's a different method. There is not an equivalent CLV -- CLV does not give you that process, does not give you delay. It just doesn't. And if we were to take and look at two or three other methodologies, they would be different.

MS. HARRIS: Okay.
MR. GUCKERT: So it's just not, there's not a comparison. There's not a direct comparison delay for CLV versus delay for HCM.
MR. GROSSMAN: All I'm saying, Ms. Harris, is that I'm not assuming automatically, it may be the case, but I'm not assuming automatically that the Council's acceptance of the CLV of over 1600 is the same as accepting an HCM finding of F. That's -- based on the witness' testimony. Okay.
MS. HARRIS: I think maybe the more important thing to focus on is the amount of delay caused by this gas station, and that is?
MR. GUCKERT: After analysis --
MR. GROSSMAN: He's already testified five seconds.
MR. GUCKERT: -- five to six seconds, yes.
MS. HARRIS: Okay. Would the intersection improvements at intersection 16 improve the, with the, assuming the gas station is built and the intersection improvements are made, do the additional trips from the gas station, are they mitigated?
MR. GUCKERT: By several hundred percent.
MS. HARRIS: And does it also improve the existing situation without, the situation --
MR. GUCKERT: Well, it's --

MS. HARRIS: -- that exists today without the gas station?
MR. GUCKERT: It's -- yes.
MS. HARRIS: And why did you or how did you reach that conclusion?
MR. GUCKERT: Because you look at the, the background at 44.85 or 45 seconds versus about 17 seconds delay, so it's about a 300 percent increase, improvement.
MS. HARRIS: Mr. Grossman, I have other questions that were triggered by the cross-examination and I'm looking for guidance to some extent. Should I wait until they complete their cross-examination and ask those questions at which time I likely will have more given they have more cross?
MR. GROSSMAN: I think that makes sense for you to go ahead and ask whatever questions you have so they have an opportunity to cross on that.
MS. HARRIS: Okay. That's fine.
MR. GROSSMAN: Do you all agree with that?
MS. CORDRY: Why not?
MS. HARRIS: With the --
MR. GROSSMAN: I got a why not back so that's --
MS. HARRIS: Okay.
MR. GROSSMAN: -- that's as big a green flag as I can get.

MS. HARRIS: With the understanding that, obviously, there's more cross so we'll have an opportunity to redirect on whatever else is brought up.
MR. GROSSMAN: I try to be fair.
MS. HARRIS: You are. Okay. Thank you.
MS. CORDRY: Yes. I mean, we might as well find out everything Mr. Guckert's going to tell us so.
MR. GROSSMAN: Right. That's my theory.
MS. CORDRY: Have at it.
MR. GROSSMAN: But if you delay Mr. Silverman's lunch, I'm not going to be responsible for that.
MS. HARRIS: He had a big breakfast so he can wait. Just I need a moment. You -- I want to go, focus a little bit on the cars exiting the station. Your Exhibit 510, if we could focus on that for a moment.
MR. GUCKERT: Okay.
MS. HARRIS: On, if we focus first during a weekday, there are how many cars leaving a minute?
MR. GUCKERT: Okay. And that's the top half of Exhibit 510. If you look at, if you look, if you look at the lines 5, 6 and 7, Mr. Grossman, it gives you the calculations based on early morning, early morning exit, because that had been asked, 7:00 to 8:00 a.m., about 140 cars an hour. Evening peak hour at 5:00 to 6:00, 179 cars. And a total average exit per minute over 15 hours is, is

less than three, and that was, that's on a weekday.
If you go down to the bottom half of the exhibit on lines 5, 6 and 7, I have the same numbers for Saturday. Early morning on a Saturday, 78, there are less people out early morning. Peak hour cars exiting is, is from 11:00 to 12:00, 224, about a car every 16 seconds. And then total average exit per minute over 12-and-a-half hours, still less than three cars.
MS. HARRIS: And remind us how many options, exit options there are from the Wheaton station.
MR. GUCKERT: You've got at least six. Two primary to take you back to the Ring Road and the others taking you north out of the station.
MS. HARRIS: Thank you. Now I'd like to move onto the issue of the attendant.
MR. GUCKERT: Yes.
MS. HARRIS: How many attendants are there at Beltsville and Columbia?
MR. GUCKERT: To the best of my knowledge, what I've seen is one.
MS. HARRIS: And what's the purpose of that attendant?
MR. GUCKERT: The purpose of that attendant is to help patrons deal with issues and to, if they have trouble pumping gas or things of that nature.

MS. HARRIS: So if there's a long queue or large spaces in between cars at Columbia or Beltsville --
MR. GUCKERT: I'm unaware that they're there to do that, to help move cars up.
MS. HARRIS: And how many attendants will Costco have?
MR. GUCKERT: Costco will have two during the hours of typically mid-day hours on a Saturday and Sunday.
MS. HARRIS: And what is the purpose of that second attendant?
MR. GUCKERT: That second attendant will really be for queue management as I, we've testified to earlier, and that second attendant's sole job really will be to direct customers during busy times getting them to, to move forward and to, to move around into lanes that are, that have extra space available.
MS. HARRIS: And then finally, in response to one of the cross questions, you had said fortunately, you do not come out and come back on a main road. Do you recall that testimony?
MR. GUCKERT: I believe so, yes.
MS. HARRIS: And what, what did you mean by that?
MR. GUCKERT: Well, what I mean was that public gas stations, actually, public gas stations that aren't associated with uses such as this, other warehouse stores,

other grocery stores that have gas stations, the cars exit back out into parking lot or drive aisles or ring roads when they finish pumping, not exiting directly out onto an arterial. Most gas stations are at the corner of arterial and arterial, and they enter off the arterial and they exit directly back out onto an arterial. For this, for this use at this location, the cars are first getting themselves to the Ring Road and then going east or west or north or south on the Ring Road to take one of the four, five exits back out to the arterial so they become part of the, the customer traffic stream.
MS. HARRIS: And then my final question now, I may have more questions on redirect later, is can you, in your professional opinion, there's been a lot of discussion during this case about what's happening minute to minute, and I want you to shed some light on that in terms of how traffic is evaluated, whether you're proving APF or whether you're looking at compatibility issues.
MR. GROSSMAN: I'm not sure -- I don't understand that question. What do you mean shed some light?
MS. HARRIS: Is it, is it appropriate to evaluate traffic on a minute by minute basis? I'll start there and then I'll --
MR. GROSSMAN: All right.
MR. GUCKERT: And the answer is, is no. That's

not the way traffic studies are undertaken. They're not undertaken by the peak minute or the peak five minutes. They -- we analyze traffic based upon a, a one hour increment.
MS. HARRIS: And the reason?
MR. GUCKERT: Because we know that there are so many fluctuations within, within a 60 minute, within a one hour period that to try to take it down to that fine a point is, is unrealistic and quite frankly, the National Academy of Sciences and Transportation Research Board, when they did their analysis of what is the proper way to do capacity studies, they said you can't do it that short a time frame. So it's a one hour interval that's used and that's what's used in all of the, the documentation and the capacity analyses throughout the world. Throughout the world.
MS. HARRIS: But you could have minute to minute occurrences, is that correct, that may be, that aren't reflective of what occurs over that longer period of time?
MR. GUCKERT: Correct. And that's why you look at, you're not looking at a 24 hour period or you're not looking at three, four hours in a peak period. You are taking it down to a one hour interval versus something longer. You're just not taking it down to a one minute occurrence that's going to change, will change every minute.
MS. HARRIS: Okay. Thank you. I have -- you look

like you were pondering.
MR. GROSSMAN: I'm always pondering.
MS. HARRIS: I have no other questions for Mr. Guckert at the moment.
MR. GROSSMAN: All right. Cross-examination?
MS. CORDRY: Well, I can guarantee you this is going to be a long cross-examination. Does it make sense to go ahead and just take the lunch break at this point and then start at that point?
MR. GROSSMAN: What's the, the sense of the crowd here?
MS. HARRIS: It makes the afternoon go very long if we break now.
MS. CORDRY: Well, we'll have, I'm sure we'll have a break in the afternoon.
MR. GROSSMAN: Let's go until 1:00 at least and then, and then -- I don't want Mr. Silverman to get his lunch this early and then fall asleep by the end of the afternoon.
MR. SILVERMAN: That would be bad.
MS. CORDRY: Most people do eat lunch at noon but all right. We can start.
MR. SILVERMAN: I did have a big breakfast.
MS. CORDRY: I'm not sure that we'll be at a good point to break at 1:00 but I will --

MR. GROSSMAN: All right. Well, you can tell us when a good point to break for you, okay?
MS. CORDRY: All right.
MR. GROSSMAN: We'll go on until you tell us. Then we're going to blame you for it if it's too long.
MS. CORDRY: We'll be talking about some of Mr. Guckert's testimony from last week. I am getting you and Mr. Guckert and you, Mr. Grossman, a copy of the testimony.
MR. GROSSMAN: Okay.
MS. CORDRY: Easy to follow along at times.
CROSS-EXAMINATION
MS. CORDRY: All right. So looking at the new Exhibit 509, as we, as your counsel discussed, it corrects the calculation error on the last page, is that correct?
MR. GUCKERT: Yes.
MS. CORDRY: There are also queue numbers for each of the, of those calculations for each of the separate queue lines, were there not when you did it originally as Exhibit 56B and C?
MR. GUCKERT: Give me a little more explanation.
MS. CORDRY: For each of the original lanes, there was the same calculation done, was there not?
MR. GUCKERT: For each lane?
MS. CORDRY: Yes.
MR. GUCKERT: Yes.

MS. CORDRY: Those were all done correctly, weren't they?
MR. GUCKERT: I don't recall.
MS. CORDRY: You never looked back at that again when you were reexamining this sheet?
MR. GUCKERT: I did not compare. I re, I made sure, I tried to make sure they were correct but I can go back and look at that.
MS. CORDRY: Okay. Well, let's pop up Exhibit 56C.
MR. GROSSMAN: We have a copy on the screen.
MS. CORDRY: On the screen there. And let me put that a little bigger so we can view it possibly. All right.
MR. GROSSMAN: Pop it one more shot if you would.
MS. CORDRY: Okay. Let me give it another shot there. Can't get it all on there but we will, we can scroll back and forth.
MR. GROSSMAN: Okay.
MS. CORDRY: Okay. So if we start down there and look at the average queue length and we look at the calculation done at the top there in that, in the formula bar, that was averaging, in fact, all of the readings that day, correct?
MR. GUCKERT: Which, which day is this?
MS. CORDRY: This is 56C which was your Saturday,

your original Saturday, and it's, for the formula bar, you did all the readings from 6:30 to 9:30, correct?
MR. GUCKERT: Okay.
MS. CORDRY: Now, we've agreed that we really --
MR. GUCKERT: I haven't gone back and studied that but okay. Go ahead.
MS. CORDRY: Okay. So we agreed you shouldn't be actually adding in the ones going from 7:30 to 9:30, correct?
MR. GOECKE: Objection. Vague. I'm confused as to the question. The formula bar at the top has numbers 813:B912.
MS. CORDRY: No. B13 through B912. So that covers all of the periods from 6:30 a.m. to 9:30 p.m., and I believe in our last set of discussions, you agreed that you should not be counting, you should not be, you know, using from 7:00 to 9:30 because the station closed at 7:00, correct?
MR. GUCKERT: Oh, so that in 509A, Mr. Grossman, I did 6:30 a.m. to 7:00 p.m.
MS. CORDRY: Okay. But I'm not asking you about that. I'm asking you about 56C.
MR. GUCKERT: Yeah.
MS. CORDRY: Okay.
MR. GUCKERT: So, Mr. Grossman, so on 509A, I did

6:30 a.m. --
MS. CORDRY: Mr. Guckert, can you --
MR. GUCKERT: -- to 7:00 p.m.
MS. CORDRY: -- please stop with what I am talking about here?
MR. GUCKERT: I'm sorry.
MR. GROSSMAN: Hold on one second.
MR. GUCKERT: Excuse me.
MR. GROSSMAN: Hold on. Hold on. Let him answer the question and --
MR. GUCKERT: And so --
MS. CORDRY: The question had nothing to do with 509A.
MR. GROSSMAN: Hold on. Just --
MS. CORDRY: So could he, could he deal with my question?
MR. GROSSMAN: -- hold on. We'll get through. Just hold on a second.
MS. CORDRY: Okay. Okay.
MR. GROSSMAN: Yes, Mr. Guckert.
MR. GUCKERT: And I have not gone back. If, if you're saying to me that 56C took it to 9:30, I'll accept that.
MS. CORDRY: Okay. So what I'm trying to get at -- okay.

MR. GROSSMAN: Do you have a copy of -- see, the problem, I think, in part is that you are showing a portion of that exhibit, 56C, but do you have a copy, a hard copy for him to look at while you're asking these questions? I think that will simplify --
MR. GUCKERT: It doesn't have the, it doesn't have the formulas on it.
MS. CORDRY: Right.
MR. GROSSMAN: Okay.
MS. CORDRY: But you have to do it this way to be able to see what the formulas are.
MR. GROSSMAN: Okay.
MS. CORDRY: So my question here is let's leave aside the question of whether you should have included or should not the time from 7:00 to 9:30, but at least for these ones, you did include not just the first four hours of the day. These ones are all calculated for the entire time period, correct?
MR. GUCKERT: I think so.
MS. CORDRY: Okay. So and if we scroll across there, we see 3.36, 2.9, 2.91, 2.38, 2.5, 2.17, 2.26 and 2.16. When you turned this document in -- you agree with me. Those are what the, each individual lane was on this, originally on your 56C chart?
MR. GUCKERT: Yes.

MS. CORDRY: When you turned this document in and you had averages for each lane, none of which were as low as 2.1, didn't it strike you as a little odd when you came up with 2.1 as your average --
MR. GUCKERT: I didn't --
MS. CORDRY: -- for all of the lanes in total?
MR. GUCKERT: I didn't do the calculations.
MS. CORDRY: I'm not asking did you do the calculations.
MR. GUCKERT: No.
MS. CORDRY: Did you look at this document before you turned it in?
MR. GUCKERT: I'm telling you I didn't do the calculations.
MS. CORDRY: I'm not asking you if you did the calculations. I'm asking you did you look --
MR. GROSSMAN: Don't interrupt him in the middle of his answer.
MS. CORDRY: Okay.
MR. GROSSMAN: Okay?
MS. CORDRY: Well, he said he hadn't done the calculations.
MR. GROSSMAN: Hold on a second.
MS. CORDRY: Okay.
MR. GROSSMAN: Don't interrupt him in the middle

of his answer.
MS. CORDRY: Okay.
MR. GUCKERT: And so the document was prepared by staff in my office and it was, it was submitted. I did not review each, each number, each document, each page. No, I did not do that.
MS. CORDRY: Okay. So when you, when this document was submitted, you did not look at that, the bottom line number that you turned in.
MR. GUCKERT: Obviously not.
MS. CORDRY: Okay. And looking at it now, if you reviewed it, would that have struck you as odd that you had a number for the total that was less than any individual lanes.
MR. GUCKERT: It certainly would.
MS. CORDRY: Okay. But you didn't review that before you turned it in.
MR. GOECKE: Objection. Asked and answered. She's badgering the witness.
MR. GROSSMAN: Sustained.
MR. GOECKE: He's already admitted there's a mistake.
MR. GROSSMAN: Right.
MS. CORDRY: Well, I'm trying -- we'll see that there's, we'll see there's more. Okay. So the correct

number, we've agreed, is 24.8, correct?
MR. GUCKERT: Correct.
MS. CORDRY: Twelve times as high, correct?
MR. GUCKERT: 24.8. We agree.
MS. CORDRY: Is 12 times as high as that number.
MR. GUCKERT: Sure.
MS. CORDRY: Okay. And the same calculations for Exhibit 56B. Let's see. Where's B? One minute. Let me pull up to 56B. Again, we'll just make it big enough to read. That, you had 1.5 before, correct?
MR. GUCKERT: Yes.
MS. CORDRY: And the correct total is actually 8.2.
MR. GUCKERT: That's correct.
MR. GOECKE: Again, objection. Asked and answered. He's already stipulated to these errors.
MR. GROSSMAN: Well, I get to leave a little leeway in cross-examination but I will say that the, the point has been made already.
MS. CORDRY: Right.
MR. GROSSMAN: I made it myself at the very beginning, that is that that's a pretty significant sized error, and his response was, yes, but that error did not find itself into the calculations that were later made of the, of the queuing.

MS. CORDRY: That's right. That's --
MR. GROSSMAN: Because that was based on the actual data so --
MS. CORDRY: Okay. But that's going to be some of my next question that I think you will see that the answers are going to be different from that.
MR. GROSSMAN: Okay.
MS. CORDRY: When you met and talked with Park and Planning staff, did you use those original figures of 1.5 and 2.1 cars on average in talking about how likely it would be that here would be queuing spilling out onto the Ring Road?
MR. GUCKERT: I don't recall.
MS. CORDRY: Do you recall if you discussed these charts with Park and Planning?
MR. GUCKERT: I do not recall.
MS. CORDRY: Do you recall if they were given to Park and Planning at all?
MR. GUCKERT: Probably were given to them.
MS. CORDRY: Okay. Do you recall what kind of discussions you did have with Park and Planning about these issues?
MR. GUCKERT: Probably none.
MS. CORDRY: You didn't discuss it with them at all?

MR. GUCKERT: That's what I said. What I said was we didn't discuss -- as I recall, I don't recall discussing these charts with them.
MS. CORDRY: Okay. Then my next question was did you discuss the issues of queuing with Park and Planning?
MR. GUCKERT: As it relates to what could fit inside the special exception area.
MS. CORDRY: And you didn't also discuss with them how many cars you thought there would actually be in the queuing box at any given time?
MR. GUCKERT: As it relates -- we had prepared a series of exhibits that are probably one of the 510 exhibits in this case that showed the maximum amount of cars that could fit within the special exception area.
MS. CORDRY: Okay. My question to you was did you discuss with Park and Planning how many cars you expect to be lining up to be queuing?
MR. GUCKERT: I don't recall that we did that other than what I just testified to, that we looked at the maximums that could fit within the queuing area.
MS. CORDRY: Okay. Did you give these charts to Mr. Sullivan?
MR. GUCKERT: I do not recall.
MS. CORDRY: Do you recall that Park and Planning, that there was, I'm sorry, there were original queue lengths

used by Mr. Sullivan and that Park and Planning came back and said you needed to have higher queue lengths?
MR. GUCKERT: I do not recall that because I had, I was not involved in anything with Mr. Sullivan and the Planning Commission.
MS. CORDRY: Okay. So --
MR. GUCKERT: As it relates to discussions about this particular chart.
MS. CORDRY: Or any. I'm not necessarily just this one. I'm talking about queuing lengths in general.
MR. GUCKERT: I, I don't recall having those, having queue length discussions with him other than giving him what I thought were maximums that could fit within the special exception area.
MS. CORDRY: Okay. Mr. Sullivan used assumed numbers of cars in queue as part of his calculations for his emission levels and so forth. Are you aware of that?
MR. GUCKERT: Not particularly, no.
MS. CORDRY: Do you have any idea where he came up with those numbers from?
MR. GUCKERT: Not particularly, no. I'm sure, I'm sure it was based upon information as I, of the exhibits that I prepared to show maximums.
MS. CORDRY: And do you know whether this exhibit was given to him or not?

MR. GUCKERT: For the second time --
MR. GROSSMAN: This exhibit?
MS. CORDRY: 56B and C.
MR. GUCKERT: 56, for the second time, no. I do not know. It could have been. It could have been but I, I do not know that for sure.
MS. CORDRY: So is there anyone else that you know of that would have been giving Mr. Sullivan any data about how long the queues would be and so forth?
MR. GUCKERT: It, it wasn't in my purview other than I provide information to the team and sometimes team members, whether they're engineers or, or whomever may have given him the information. He may have, he may have asked for information, and the legal team had it and forwarded it to him.
MS. CORDRY: So you never looked at his charts to see what kind of queue lengths that he was using.
MR. GUCKERT: Absolutely not.
MS. CORDRY: Okay. So if his queues were completely different from yours, that would have been something that you would not have known of because you, no one was coordinating what he was testifying to and what your information was.
MR. GUCKERT: That's not correct.
MS. CORDRY: Okay. Then what would you say

instead?
MR. GUCKERT: What, what question?
MS. CORDRY: Well, you said my, my question was actually incorrect so I thought you were responding to the question, but my question to you was if your numbers for queue lengths and his differed substantially, that isn't anything you would have any idea about because you weren't looking at his numbers.
MR. GUCKERT: That's correct. I was not looking at his numbers.
MS. CORDRY: Okay. And again, you don't know where his numbers came from?
MR. GUCKERT: I, I suspect his numbers for, came from the charts that I prepared showing maximums inside the special exception area.
MS. CORDRY: Okay. Are you aware that he has figures there for one hour figures, eight hour figures, 24 hour figures and annual figures?
MR. GUCKERT: No.
MS. CORDRY: Okay. So of course, those would not be dealing with the question how many cars could fit within a, the queuing box, correct?
MR. GUCKERT: I don't know because I, I'm not familiar with his, his expertise. His area of expertise.
MS. CORDRY: Okay. You don't assume he has some

expertise in knowing how many cars line up at gas stations, do you?
MR. GUCKERT: He could. He certainly could.
MS. CORDRY: And if he testified that he was getting his information, he was relying on your traffic data to, to give him inputs, that's something you don't know about either?
MR. GUCKERT: It depends on --
MR. GROSSMAN: I think he's already answered this line. He doesn't know the answer to that.
MR. GUCKERT: I --
MS. CORDRY: All right.
MR. GROSSMAN: Let's move onto something that's more productive.
MS. CORDRY: Well, I think, I just --
MR. GROSSMAN: He's already answered he --
MS. CORDRY: Okay.
MR. GROSSMAN: -- doesn't know --
MS. CORDRY: Okay.
MR. GROSSMAN: -- because he doesn't study Mr. Sullivan's --
MS. CORDRY: I understand. I'm just trying to find this out because from what we understood from Mr. Sullivan, we understood where we thought the data was coming from and now, we don't understand that anymore, so that's

all right. Ask those questions again later. Okay.
If you look at page 115 of your testimony last time --
MR. GROSSMAN: This is from the March 11 transcript?
MS. CORDRY: Yes.
MS. HARRIS: I'm sorry. What page?
MR. GROSSMAN: March 11, 2014.
MS. CORDRY: 115.
MR. GROSSMAN: Page 115.
MS. CORDRY: At that point, you testified that in looking at these cars, the graph of the cars, which I guess is Exhibit 456A, was lined up at Sterling from 10:00 to 7:00, you testified that the average would be, looking at the graph, would be in the 15 to 17 car range. Do you see that in your testimony?
MR. GUCKERT: Yeah. Yes. Of course.
MS. CORDRY: Okay. And you agreed. Is that still your testimony?
MR. GUCKERT: My testimony was that when I was asked by Mr. Grossman, not taking this out of context, that what do you think the average is across there, and I said I don't know. It could be 10 to 15 cars. I don't even, I don't even know what day are we talking about here?
MS. CORDRY: Saturday.

MR. GUCKERT: Okay. I said it was --
MS. CORDRY: Exhibit 456A.
MR. GUCKERT: I said average was, was 10 to 15 cars and it's actually 21.
MS. CORDRY: Actually, no. It's, you said it was 24 --
MR. GUCKERT: I'm sorry. It says on page, on page 115, it says "Witness: The 15 hours, it's about one car. Under this 10:00 to 7:00 averaging 15 to 17 cars. Is that what you're talking about, line 17.
MS. CORDRY: No. Actually, I'm talking about line 5 to begin with but --
MS. HARRIS: May I interrupt for a moment, Mr. Grossman? The whole intention of putting Mr. Guckert up to correct and clarify was so that we wouldn't have to go back and note that he originally had miscalculated or made some mistakes, and that was the point of his testimony this morning.
MR. GROSSMAN: Well, I'm going to let, I have to let her have some cross-examination leeway here.
MS. HARRIS: Okay.
MR. GROSSMAN: So go ahead.
MS. CORDRY: Okay. And mister --
MR. GROSSMAN: So what's the question you asked him?

MS. CORDRY: Well, Mr. Guckert also testified that none of that, that calculation didn't enter into any of the other testimony or exhibits, and I think we're going to clarify that's not correct.
All right. So you said you thought it was 15 to 17 from Exhibit 456.
MR. GUCKERT: Without -- on a visual, on a visual inspection.
MS. CORDRY: Okay. And of, yeah, of 456. You're looking at that, correct?
MR. GUCKERT: No.
MS. CORDRY: 456A?
MR. GUCKERT: No. I don't have that.
MS. CORDRY: You were looking at 456A when that testimony was being given, correct?
MR. GUCKERT: Okay. Yeah, sure.
MS. CORDRY: Okay. And if you look at the top of page 117, Mr. Grossman says it looks higher than that to me?
MR. GUCKERT: Yes, he did.
MS. CORDRY: Okay. And if you look at your new Exhibit 509, we've now concluded that the average for the entire period from 6:30 a.m. to 7:00 p.m., which includes quite a few low numbers, is 24.8, correct?
MR. GUCKERT: Now you're mixing apples and oranges. When you say 24.8, that's for Sterling, not for

Wheaton.
MS. CORDRY: I know it's Sterling, but we're talking about this chart which is --
MR. GUCKERT: That's Wheaton. Isn't it Wheaton?
MS. CORDRY: All right. I'm sorry. For that one. But in any case --
MR. GUCKERT: I got one sorry. Can we get that noted, duly noted?
MS. CORDRY: So if we take the 24.8, which is the entire time period for Sterling, even if you multiply that times .86 --
MR. GUCKERT: It's 21.3. It's Exhibit 510, Mr. Grossman.
MR. GROSSMAN: Yes.
MS. CORDRY: Okay. So that's going to be higher than 15 to 17, correct?
MR. GUCKERT: That's correct.
MS. CORDRY: Okay.
MR. GUCKERT: Is there -- I want to make sure I'm giving correct testimony. Had I, did I do calculations of 15 to 17 or, or just visual observances?
MS. CORDRY: Visual observing.
MR. GUCKERT: Okay. All right. Very good.
MS. CORDRY: Okay. Now, on page 117 of your testimony when you were looking at Exhibit 456A --

MR. GUCKERT: What line?
MS. CORDRY: We're looking at page 15, I'm sorry, line 15. You testified there that for 76 percent of the time, the queue is going to be four vehicles or less per lane. Do you remember testifying to that?
MR. GUCKERT: It says -- that's what it says.
MS. CORDRY: Okay. All right. Now, what I would like to do at this point is introduce one of the exhibits that I did prepare which was taken from the original Exhibit 56C or the revised versions. It doesn't matter because the data is all the same. We can just hand that out at the moment.
MR. GROSSMAN: Is this one one that's already exhibitized as part of your submissions?
MS. CORDRY: I believe. Let's see. Where is that new exhibit chart?
MS. ADELMAN: Here's an extra one.
MS. CORDRY: This would be Exhibit 503B labeled queuing percentiles.
MR. GROSSMAN: Okay.
MS. CORDRY: First off, let me just ask you when you say how many times cars would be in line for various amounts of time, and whether it's 75 percent is so many cars in line or 25 percent or 50 percent, how are you getting those, those numbers?

MR. GUCKERT: I'll have to go back and, and calculate that but I probably looked at the, an approximation of, not a precise but probably an approximation of the, the number of occurrences versus the number of times that the cars showed up or the volume of cars showed up.
MS. CORDRY: Are you aware that you can do a sort on an Excel spreadsheet by any particular column that's there?
MR. GUCKERT: It really was not something that I did.
MS. CORDRY: Who did, who did those numbers that you're not testifying to?
MR. GUCKERT: I, I don't recall who, who put the spreadsheet numbers together?
MS. CORDRY: Well, you've been testifying at great length about how many cars there were in line and so forth, and now I'm asking you where those numbers came from and you're saying you didn't do them, so who did?
MR. GUCKERT: You're, you're asking me a couple different questions. Mr. Grossman, on Exhibit 510, which is the one that I just testified to extensively, those are ones that I went back and worked on myself from the data that was supplied.
MR. GROSSMAN: All right.

MS. CORDRY: I'm asking you about --
MR. GROSSMAN: Well, hold on. Let him finish his answer.
MS. CORDRY: Okay.
MR. GUCKERT: So that's, that's some of the information that I did recently. The open-ended question I can't answer. You need to be a little more specific.
MS. CORDRY: Well, my open-ended question was about you testified in some detail about percentiles, about, as I said, starting on page 117, you were testifying about 75 percent of the time there were four cars or less in line. Where did you get those numbers from?
MR. GUCKERT: And I, and I just gave you that answer.
MS. CORDRY: Well, could you repeat it because I didn't get it clearly what your answer was.
MR. GUCKERT: Okay. My, my recollection is that I looked at the number of, of occurrences which was somewhere between 700 and 900 occurrences, one minute occurrences throughout either the Friday or the Saturday and then looked at an approximation of the number of times that a particular number or high-end number showed up and then did arithmetic accordingly.
MS. CORDRY: And how did you get that approximation?

MR. GUCKERT: Visually.
MS. CORDRY: So you just glanced at that --
MR. GUCKERT: Yes.
MS. CORDRY: -- and thought from that, you think you know how much 75 percent is?
MR. GUCKERT: I looked at it and, and to determine the number of cars in that particular instance, that would be a certain number.
MS. CORDRY: So it might be 75, it might be 80, it might be 60. You're just kind of glancing at and eyeballing it to get those percentages?
MR. GUCKERT: I'll, I'll repeat my answer. What I would do is that I would take the number of occurrences, whether it was somewhere between 700 and 900 depending on whether we had 12-and-a-half, or 900 occurrences in that 12-and-a-half or 15 hour period. I would, depending on the particular instance that we're talking about, looking at the number of times that a volume of cars would show up.
MS. CORDRY: And you can do that, with 15 pages of line after line of data, you can do that just by eyeballing it?
MR. GUCKERT: All right. You --
MS. CORDRY: And you think you can come up with an accurate number that way just by glancing at those numbers?
MR. GUCKERT: It was an, it's an approximation.

We're talking about random arrivals.
MS. CORDRY: Okay. No, no. I'm not asking about random arrivals. I'm asking you, I asked you a very simple question.
MR. GUCKERT: And I'm going to give you my answer.
MS. CORDRY: Mr. Grossman, can we get an answer?
MR. GROSSMAN: Let's hear his answer.
MS. CORDRY: Fine. Let's hear your answer.
MR. GUCKERT: My answer is that depending on the, of what is important as it relates to accuracy. We're dealing with random arrivals. We're dealing with a, another site that we're trying to compare to Wheaton. Getting down to a, a 2 point or 3 point or 5 point decimal place is inconsequential and therefore, I did what I thought was appropriate and gave an approximation of the percent occupancy or the percent of time that a particular number of cars would show up in a one minute period over 15 hours over 365 days a year. So I gave an approximation which is all, in my opinion, that was needed for certain, certain types of data that we're collecting.
MS. CORDRY: Is there anywhere in your testimony where you said that these were approximations?
MR. GUCKERT: I, I don't know.
MS. CORDRY: Anyplace you said you were just estimating these numbers?

MR. GUCKERT: I'd have to -- I don't know.
MS. CORDRY: If I told you that there is nowhere anywhere in any of your times where you testified about these numbers that you said you were just estimating them or approximating them, would you agree that I'm correct?
MR. GUCKERT: I don't know.
MS. CORDRY: Okay. So now you're telling -- okay. So let me go back to the question I asked you a few minutes ago. Are you aware that with an Excel spreadsheet, you can sort it on any particular column that's in the spreadsheet?
MR. GUCKERT: I'm sure you can.
MS. CORDRY: So it would not be a very difficult task at all to take the spreadsheet you did and sort it by the length of the total queue.
MR. GUCKERT: If, if my staff or someone else on the team thought that was important, yeah, they could probably do that.
MS. CORDRY: Okay. So you didn't think it was important to get an accurate, correct number here.
MR. GROSSMAN: You know, I think you're beating this over and over again.
MS. CORDRY: Well --
MR. GROSSMAN: I think that you made that point.
MS. CORDRY: Well, I --
MR. GROSSMAN: Let's move to something --

MS. CORDRY: Okay. Well, now I'd like him actually to go to this chart because the reason I put this chart in is because I did want to have an actual accurate set of numbers there. So if we look at and we mark this one as 50, 503B? Okay.
MR. GROSSMAN: So does your chart, 503B, list a number that gives you the queue for 76 percent of the time?
MS. CORDRY: Yes.
MR. GROSSMAN: And where is that on there?
MS. CORDRY: Okay. So just to --
MR. GROSSMAN: Your pages aren't numbered.
MS. CORDRY: All right. Let me just tell you what. It's on the fourth page. Let me just -- I believe. Let me just tell you what I did was I took the numbers that are in his total queue line there for Sterling for Saturday and also for Friday.
MR. GROSSMAN: Yes.
MS. CORDRY: I did the sort on that column. And by the way, I think in one of your exhibits, you stated that the largest number of cars was 54. It's actually 56, isn't it?
MR. GUCKERT: It could be.
MS. CORDRY: Okay. So that again, that's because you were eyeballing it and didn't actually find 56?
MR. GROSSMAN: Okay. That's not necessary.

MS. CORDRY: All right. And then, and I also put in the lane there, the corresponding, the longest lane for that as well. Then I did the 86 percent calculation for Wheaton. So where it was 56 for Sterling, 86 percent of that would be 48. And then I just, as I say, I sorted them so if you go down to page --
MR. GROSSMAN: Unnumbered page 4?
MS. CORDRY: Yes.
MR. GROSSMAN: And you see a 75 percent figure there?
MS. CORDRY: Right.
MR. GROSSMAN: And so your point is that, that the number should be seven cars --
MS. CORDRY: At that point --
MR. GROSSMAN: Is that --
MS. CORDRY: Right.
MR. GROSSMAN: -- seven cars per lane in the queue?
MS. CORDRY: Well, yeah. Seven cars -- well, the first two numbers are the Sterling numbers. The 75 percent is 40 cars and 7 cars, maximum cars in queue.
MR. GROSSMAN: Okay.
MS. CORDRY: And for Wheaton, it's 34 and 6.
MR. GROSSMAN: Okay. So it should be -- so you're saying that, that Mr. Guckert's estimate on page 117 of his

March 11 testimony of four vehicles or less per lane 75, 76 percent of the time. He should have said six vehicles or less for that.
MS. CORDRY: Well, and any number of numbers but whatever number he's giving there is not the correct number, that at 75 percent of the time, the average is 34 cars total and as much as six cars in line. And if you want to get down to point where four cars in each lane would be 32 cars total.
MR. GROSSMAN: Now, does that difference make a difference?
MS. CORDRY: Well, I'm not sure how much of a difference it is but what I would like to do, you've got a witness here who's been testifying with great deal of certainty about numbers and how many they are and what they are, and what I'd like to illustrate is that the numbers he is giving you are not the correct numbers. And I think that goes to credibility, I think it goes to weight, I think it goes to how much importance this witness is putting on giving you accurate testimony.
MR. GROSSMAN: Well, I've let you do that because I agree with you that it goes to the weight to give to the testimony but by the same token, the most significant question is whether the difference of the four he estimated versus the six you came out with is significant.

MS. CORDRY: Well, I'm not sure what --
MR. GROSSMAN: In terms of the evaluating --
MS. CORDRY: Who knows what --
MR. GROSSMAN: -- evaluating text.
MS. CORDRY: -- significant is going to mean. What I would like to do is get accurate testimony in the record which means we're going to have to correct virtually every statement that he's made which is what I'm trying to do at this point. Then we can, then we can assess how significant it is.
MR. GROSSMAN: Well, no. The point is I want you to correct things that are, that have some impact on the case. Other than that, it's not material to the case.
MS. CORDRY: Well --
MR. GROSSMAN: So that's the, that's the real issue. I think you've made your point about the weight issue but, you know, showing me a minor difference based on a difference between a chart calculation versus his estimation, if you're not telling me why it's significant to the case makes it an immaterial distinction.
MS. CORDRY: Okay. Well, it is significant because all of these figures go in to not only the traffic issues but they also go into Mr. Sullivan's calculations. And to the extent that we have more cars in line than are being accepted and as we're going to get into next, to the

extent that we see that cars spill out at higher levels and faster than we expect, these are all significant. What I would just point you down, if you want to go to --
MR. GROSSMAN: Well, they're different. That doesn't make them significant. You've already told me you don't know if it's significant.
MS. CORDRY: Well --
MS. ROSENFELD: Mr. Grossman, if I may step in here for a moment. We have a new environmental assessment, the ozone, the new ozone calculations and those, in turn, impact, are impacted by how many vehicles, how long they're there, how many queues. So that information is all information that Dr. Cole is going to need to have in order to review and evaluate the accuracy of Mr. Sullivan's report and until we have --
MR. GROSSMAN: I'm not saying they're insignificant. I'm ask, I asked Ms. Cordry is that distinction significant and she said I don't know.
MS. ROSENFELD: And my --
MR. GROSSMAN: So my question is --
MS. ROSENFELD: And my --
MR. GROSSMAN: -- if you don't know it's --
MS. ROSENFELD: And my response to you is in part, we don't know because Dr. Cole has not yet had a chance to sit down and look at these refined traffic numbers to see

how they figure into Mr. Sullivan's report.
MR. GROSSMAN: Okay.
MS. ROSENFELD: He may conclude they're insignificant, he may conclude that they're very significant.
MR. GROSSMAN: Right. I guess what I'm trying to get across to you is part of what is being attempted here is really a matter for you to put in, in your case, your surrebuttal as opposed to -- there is no necessity for repeatedly asking the witness why is his estimation slightly off the figures that you've calculated. I mean, I understand your point there --
MS. ROSENFELD: Okay. Well --
MR. GROSSMAN: -- but going through ad infinitum with that as a cross-examination is not, does not significantly add to what the information is I have to, to evaluate the case.
MS. ROSENFELD: But, Mr. Grossman, it seems to me that with respect to two things, number one, verifying whether or not this witness agrees that our interpretation of his numbers are accurate or not in his professional opinion we can only get through this witness.
MR. GROSSMAN: You can ask the witness that.
MS. ROSENFELD: Ms. Cordry can --
MR. GROSSMAN: You can ask the witness that but

that's different from repeatedly saying how come your number is not the same when he said it's a, it was an eyeball estimate.
MS. ROSENFELD: Well --
MS. CORDRY: Okay. But up until now --
MR. GROSSMAN: See, I think you made your point about that.
MS. CORDRY: -- we never had that --
MR. GROSSMAN: But --
MS. CORDRY: And I'm done with that point.
MR. GROSSMAN: Okay.
MS. CORDRY: I was getting ready to move on.
MR. GROSSMAN: Okay. Let's move on then.
MS. CORDRY: And I can only -- and the other point is there's a lot of testimony I want to make sure is correct because otherwise, that testimony is going to be in the record that you're going to be relying on.
MR. GROSSMAN: Okay.
MS. CORDRY: Okay.
MR. GROSSMAN: When you say, you know, well, what you said was that you're going to have to go through point by point and do the same type of examination, and my point to you is you don't have to go through it point by point and do that same type of examination. You can ask him whether the figures that you are going to proffer are actually the

accurate figures. That's my point. If you want to get to, to that point of saying what are the correct figures to be used by Dr. Cole, that would be the way of getting to it. We don't have to be, you don't have to be that confrontational about it and keep on asking him well, why did you make that mistake when you eyeballed something.

MS. CORDRY: Okay.

MR. GROSSMAN: That's my point. I think you made your point. You know, he apparently was off on that estimate by two cars for that, that period. Whatever it was.

MS. CORDRY: Okay. And if you look at the next page, page 5, do you see that you have to go down to less than 66 percent before you get to this --

MR. GUCKERT: What, what are you referring to?

MS. CORDRY: Exhibit 503B.

MR. GUCKERT: That's your, your exhibit?

MS. CORDRY: Yes. My exhibit. The one we were just looking at.

MR. GUCKERT: I don't know if this is correct or not.

MS. CORDRY: This was provided in advance to your counsel. Did they ask you to look at it?

MR. GUCKERT: It was provided to me. I don't know whether it's correct. This is your exhibit, right?

MS. CORDRY: It's your numbers done with a sort on them from Excel. That's what it is.

MR. GUCKERT: I don't know if it's correct so I, I really don't think it's appropriate for me to testify to somebody else's exhibit.

MR. GROSSMAN: Well, you can ask him. He answered the question. That's an appropriate answer if he doesn't know if it's correct or not.

MS. CORDRY: Okay. So he -- okay. So there is no way we could ask you to look at what you have done and determine where the number would actually come out that would be 75 percent?

MR. GUCKERT: I haven't, I haven't done that.

MS. CORDRY: Okay. And you haven't also then looked at where the number would actually be with 32 cars if you did a sort, an actual sort on your Excel spreadsheet.

MR. GUCKERT: I haven't done a sort.

MS. CORDRY: Okay. And all right then. Let me move to another point. In your May 1 testimony last year, you testified that 50 percent of the time the station is open, you'd expect there to be two cars or less in line. Do you recall testifying to that?

MR. GUCKERT: No.

MR. GROSSMAN: You said, did you say May 1 testimony?

MS. CORDRY: Yes. May 1 last year.

MR. GROSSMAN: 2013?

MS. CORDRY: Uh-huh.

MR. GROSSMAN: All right.

MS. CORDRY: And we asked you about that again on your testimony on March 11th and again, you repeated the same numbers. Do you recall testifying about that --

MR. GUCKERT: No.

MS. CORDRY: -- a couple weeks ago?

MR. GUCKERT: I'm sure I did, but I don't recall, no.

MS. CORDRY: Okay. Could you look at page 232 of your testimony?

MR. GROSSMAN: Is this the March 11t testimony? Okay. 232. I don't know that we have that page.

MR. GUCKERT: I don't. I don't have it.

MR. GROSSMAN: No. I don't have that page here.

MS. CORDRY: I must have stopped copying too early. I'm sorry. Sorry. I thought I copied the whole page. I just have stopped copying. I can get it over the break in any case, but why don't we just come back to that over the break and we'll --

MR. GROSSMAN: Okay.

MS. CORDRY: -- pull those, leave the extra pages out on the transcript to make sure it gets to the end of his

testimony. I don't know what happened on my copier. Actually, that would be. It is 1:00. That would be a good point to stop if that would work for you.

MR. GROSSMAN: Okay.

MR. GOECKE: Just to be clear, isn't this the same area that we already addressed, the two cars in the queue?

MS. CORDRY: Well, haven't we also spent a great deal of time on redirect going back over the same things when explaining all his numbers again and testifying again.

MR. GROSSMAN: I don't know, but I don't know exactly what the question is. I don't know what it says in the transcript so I'm not going to rule on the question until I see that.

MR. GOECKE: Okay.

MR. GROSSMAN: Okay. So we are breaking. Come back at 1:45. Does that work for everybody?

MR. GOECKE: Yes.

MR. GROSSMAN: Okay.

(Whereupon, at 1:02 p.m., a luncheon recess was taken.)

MR. GROSSMAN: All right. We're back on the record. Let's resume cross-examination.

MS. CORDRY: All right. Rather than try to get copies of those pages, I just have the pages up there on the screen that I was going to refer. I can even make it bigger

if you want.
MR. GROSSMAN: Okay. I can read it.
MS. CORDRY: So looking at, this will be page 232, line 13 from your March 11th testimony.
MR. GUCKERT: I can't see it. Mr. Grossman can but I can't.
MS. CORDRY: Well, you've got -- oh, I'm sorry. You're right. That's right. He doesn't have those pages either.
MR. GUCKERT: What page? Where are you?
MS. CORDRY: The top right-hand page.
MR. GUCKERT: Up here?
MS. CORDRY: Yeah. Line 13 there.
MR. GUCKERT: All right.
MS. CORDRY: Where you're saying question, so when you've been saying you expect there to be no more than two cars on average queuing up over the time at the station, were you working, you were using those calculations to inform that testimony, is that correct, Mr. Guckert? And we were talking, at that point, about the same Exhibit 56 that we had been discussing before. Do you remember this part of your testimony?
MR. GUCKERT: No, I do not. Go ahead.
MS. CORDRY: Okay. In looking at that and reading that, does any of that refresh your recollection about this

discussion here?
MR. GUCKERT: With discussion here --
MS. CORDRY: Starting there and then question again, when you're just testifying now that you expect there to be less than --
MR. GUCKERT: You'll have to give me a few minutes to reread it if --
MS. CORDRY: Okay.
MR. GUCKERT: -- that's what you want.
MS. CORDRY: Well, please do.
MR. GUCKERT: So where do you want me to start?
MS. CORDRY: Line 13 on page 232.
MR. GUCKERT: All right. So what, what was the context before this?
MS. CORDRY: The context was we were discussing this chart 56 and the errors that were in it, and I was asking you that --
MR. GOECKE: Could you scroll up, please?
MS. CORDRY: This goes on for a few --
MR. GUCKERT: Well, why don't you give me copies of this instead?
MS. CORDRY: Because I'm trying to refresh your recollection about what you testified about only three weeks ago.
MR. GROSSMAN: Well, it's a little hard, it's hard

for him to --
MR. GUCKERT: I just can't take it --
MR. GROSSMAN: -- read it that --
MR. GUCKERT: -- out of context.
MS. CORDRY: Well --
MR. GROSSMAN: Read it that way.
MR. GUCKERT: So go ahead and give me your question.
MR. GROSSMAN: Do you have a copy?
MR. GUCKERT: What's the question?
MR. GROSSMAN: Do you have a printed out copy of it?
MS. CORDRY: I didn't. I thought I could just read a couple of lines here and --
MR. GROSSMAN: Well, it's a little hard to do that, just reading it that way.
MS. CORDRY: All right. In any case, if you look down at page 233, it talks about, if you look at your testimony on May 1st last year, you testified that 50 percent of the time the station is open, there are two cars or less in line. Do you --
MR. GUCKERT: I don't remember but go ahead.
MS. CORDRY: And the question will be was that conclusion based on your chart 56?
MR. GUCKERT: And what was my answer?

MS. CORDRY: That it was, it was based upon a number of things we just talked about a few minutes ago. Well, can you tell me precisely what that number, what that calculation was based upon? It was based upon Sterling and Beltsville and Columbia where the stations we have been, we have been looking at. We go on and we ask did you ever give any numbers at Elkridge. I mean, I can read you the whole transcript but I'm trying to get to the point of asking the next question which is that two cars per minute that you calculated in Exhibit 56 did go into your testimony, formed part of --
MR. GUCKERT: Two cars --
MS. CORDRY: -- the basis of your testimony.
MR. GUCKERT: Two cars per lane, right?
MS. CORDRY: No. Two cars per minute. Two cars on average queuing up over the time at the station. That was the testimony that over the entire time the station was open, you had testified that there was only, on average, going to be two cars or less.
MR. GUCKERT: Are you sure it wasn't two cars per lane?
MS. CORDRY: No.
MR. GUCKERT: And show me, point to me where it says otherwise?
MS. CORDRY: Says two cars on average queuing up

over the time at the station and that was, we were talking about your chart which was showing a number of 2.1.
MR. GUCKERT: I, I don't remember.
MR. GROSSMAN: You have to show him the chart. I mean, if you want him --
MS. CORDRY: The chart is the 56 chart that we were looking at before.
MR. GROSSMAN: Do you have it?
MS. CORDRY: Okay. I'll bring it up, the one that we had, the one with the error on it.
MR. GROSSMAN: Let me ask you where you're going. So where is this headed?
MS. CORDRY: Okay.
MR. GROSSMAN: So where there is --
MS. CORDRY: So the next question is I want to look at the percentile charts and look at where the actual number is where you get to two or less and correct that testimony as well.
MR. GROSSMAN: All right. So let's get to that chart.
MS. CORDRY: All right.
MR. GROSSMAN: And see, I mean, it's a waste of time to go back, I think, over --
MS. CORDRY: All right. Well --
MR. GROSSMAN: -- his testimony he gave last time

if there are corrected figures you want to bring to my attention.
MS. CORDRY: Okay. Well, that's -- I was trying to get to which part of the testimony we're trying to correct. So all right. If we go back to 503B --
MR. GUCKERT: Your exhibit?
MR. GROSSMAN: Yes.
MS. CORDRY: Yes.
MR. GUCKERT: Okay.
MS. CORDRY: And if you go down to the seventh page there.
MR. GROSSMAN: They're not numbered so you have to --
MR. GUCKERT: No. They're not numbered.
MS. CORDRY: Just count.
MR. GUCKERT: One, two -- go ahead.
MS. CORDRY: You see the word, label 50 percent there?
MR. GUCKERT: That's your label, right?
MS. CORDRY: Yeah. That's the one on the exhibit I gave you all before so you could look at it and --
MR. GUCKERT: Yeah.
MS. CORDRY: -- be prepared to be cross-examined on it.
MR. GROSSMAN: Well, it's your, it's --

MR. GUCKERT: It's your exhibit.
MS. CORDRY: It's my exhibit, yes.
MR. GUCKERT: Okay.
MS. CORDRY: Yes. Did you look at the exhibit in terms of, look at any of the calculations on there?
MR. GUCKERT: No.
MS. CORDRY: Okay. So if I proffer to you that 50 percent is four cars, not two, that would indicate that this exhibit is correct, that your testimony of two cars or less per lane is not correct?
MR. GUCKERT: That's your proffer?
MS. CORDRY: That's my proffer, yes, that if you examine the exhibit which you have been previously given, that it would show that the 50 percent level is at four cars, not two.
MR. GUCKERT: That's -- sure.
MS. CORDRY: Okay. And if you keep going down, you have to get to -- let's see. That was page 7, 8, 9, the tenth page of these before you get down to the two car point. That's somewhere between 25 and 30 percent of the time, not 50 percent of the time.
MR. GUCKERT: That's what you've shown.
MS. CORDRY: Okay. And since you haven't done this kind of percentile chart, you couldn't say to the contrary, correct?

MR. GUCKERT: It's your chart.
MS. CORDRY: I'm asking you since you have not --
MR. GUCKERT: I know, but it's your chart.
MS. CORDRY: -- done a percentile --
MR. GUCKERT: It's your chart.
MS. CORDRY: Mr. Grossman --
MR. GROSSMAN: I think that's a fair question. Do you have any information to the contrary?
MR. GUCKERT: No, I do not.
MR. GROSSMAN: Okay.
MS. CORDRY: Okay.
MR. GUCKERT: It's her chart.
MS. CORDRY: And you had not done one yourself that would show percentiles in this fashion.
MR. GUCKERT: Correct.
MS. CORDRY: Okay. You talked a lot about how many cars can fit in the queuing box.
MR. GUCKERT: Yes.
MS. CORDRY: That, again, is based on the assumption that people are going to line up in that nice neat little way that you laid out there.
MR. GUCKERT: Well, we submitted other exhibits, as you know, to the Examiner showing a couple different ways that they would line up based upon last time we met.
MS. CORDRY: Okay. And the assumption is you

could get 45 or 46 there is based on everybody being scooched up very tightly.
MR. GUCKERT: No. It's 15 foot cars, three foot as you requested, three foot spacing.
MS. CORDRY: I don't think I requested anything, Mr. Guckert.
MR. GUCKERT: Oh, really? I'm sorry. I misunderstood then. I thought it was the opposition that talked about that issue of cars not being able to get even or whether or not it's to scale so I, I misspoke.
MS. CORDRY: Well, we certainly discussed that. We didn't ask you to make any particular exhibits. Those are your choices as to how you thought cars would line up.
MR. GUCKERT: I see.
MS. CORDRY: And with the 46 cars, you had like four or five kind of all bunched right there at the entryway.
MR. GROSSMAN: What exhibit are you talking about?
MS. CORDRY: It's one of their exhibits that they put in. You all have the 46 car exhibit one?
MR. GROSSMAN: If you want to ask him a question about an exhibit, you have to give him the exhibit.
MS. CORDRY: I understand. I understand. I'm trying to find that particular diagram among all of the many, many queuing diagrams they have given us. Actually, I

think it might be in that exhibit.
MS. HARRIS: I believe it's in one of those exhibits that never got into the list that we submitted on March 19th.
MS. CORDRY: Right.
MS. HARRIS: Which I can hand out copies if you'd like.
MS. CORDRY: Yes. If you would, that would be great. That's the one that has the 46?
MS. HARRIS: Yes.
MS. CORDRY: Okay.
MS. HARRIS: Wes, do you have that one?
MR. GROSSMAN: Thank you.
MR. GUCKERT: Oh, I, I think I do. I think I do.
MR. GROSSMAN: Oh, I have -- you handed me two so.
MR. BRANN: Oh, sorry.
MS. HARRIS: So we should get this marked as a new exhibit.
MR. GROSSMAN: Okay. So this will be 511.
(Exhibit No. 511 was marked for identification.)
MS. CORDRY: What I'd settle for is the last page on there. If they want, at some point, to put in the rest, that's --
MS. HARRIS: Well, we would and so why don't we

just --
MR. GROSSMAN: All right. So 511 is Guckert submission re: how many cars queued can fit in the special exception area. Okay.
MS. CORDRY: Again, just look at that chart there. I guess it would be page 5 of your diagram there.
MR. GUCKERT: Okay.
MS. CORDRY: How close do you think those cars would be, the line closest to the entryway, how close are they together side to side, a foot?
MR. GUCKERT: Oh, I don't know side to side. Couple, three. Three feet.
MS. CORDRY: You really think that's three feet there?
MR. GUCKERT: Uh-huh. I do.
MS. CORDRY: Because that entryway is only 24 feet wide, right?
MR. GUCKERT: Uh-huh.
MS. CORDRY: And you think there's three feet between all four of those cars?
MR. GROSSMAN: He's answered that. You can't ask him the same question four times.
MS. CORDRY: Well, I'm asking him looking at some of the other numbers there. Okay. If he thinks that's three feet, that's your eyeball estimate, correct?

MR. GUCKERT: Yes.
MS. CORDRY: Okay. And we also talked about the fact that notwithstanding what you can theoretically put into a queuing area, that the reality may be quite different.
MR. GUCKERT: When did we talk about that?
MS. CORDRY: I thought we talked about that quite a bit. I thought you testified about that.
MR. GUCKERT: I don't -- I'm not, I'm not sure about that.
MS. CORDRY: All right. Well, let me then ask you to look at -- let's see. One moment. I had this one before at one point and then we had to restart my computer. It shut down. All right. And this was Exhibit 371A that we had put in previously which was the queuing studies at Columbia, and we did the highlights with a couple of different versions. Were you there? I believe you were there during my testimony when I, when I discussed this exhibit.
MR. GUCKERT: Maybe. I don't remember.
MS. CORDRY: Okay. And we talked about the fact that, I talked in my testimony about the fact that even though --
MR. GROSSMAN: What's the question?
MS. CORDRY: Okay.

MR. GROSSMAN: Don't tell us what you talked about. Just tell us what the question is.
MS. CORDRY: All right. The question is -- well, let me, let me start a different way. If you look here at the bottom of this particular page which is showing the noon to 1:00 hour, let me make that a little bigger so it's easy to see, minute by minute numbers, same kind of queuing lanes, this is the same kind of queuing chart you did at Sterling, correct?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. And if we look at, if we look at the bottom there, the last couple minutes, 31, 29, 33, 30, none of those are above what you think you can queue into Elkridge, is that correct? Let me put that a different way. Using the same kind of notion of how many you can put in the box at Elkridge, your box at Elkridge was 34 cars, is that correct?
MR. GUCKERT: Okay. If you say so.
MS. CORDRY: Well, okay. You say so, right?
MR. GUCKERT: There's queuing for plus or minus 34. Okay. Go ahead.
MS. CORDRY: And there's your aerial that shows the 34 cars total.
MR. GUCKERT: That's correct.
MS. CORDRY: Okay. So if we go back down to

again, 12:00 to 1:00 there, okay, so those last several minutes, none of those --
MR. GROSSMAN: I can't see that. If you could make it a little bigger.
MS. CORDRY: I'm sorry. All right. Let me, let me hook it up even bigger. Okay.
MR. GUCKERT: One more shot.
MS. CORDRY: Okay. One more. All right. 31, 29, 31, I'm sorry, 33 and 30, correct?
MR. GUCKERT: Okay.
MS. CORDRY: None of those are 34 or above.
MR. GUCKERT: Correct.
MS. CORDRY: So based on your calculation, those should all fit in the box?
MR. GUCKERT: I don't know that I, what I said was you can fit about 34 cars in the box in Columbia.
MS. CORDRY: Okay. And you also say, do you not, that there are only 1500 observation, 15 out of 360 observations where the cars queued waited exceeded the 34 spaces so that 96 percent of the time they would remain inside the queuing area.
MR. GUCKERT: That was the information that my staff gave me, yes.
MS. CORDRY: Okay. So you're taking the position that if there's 34 cars and 34 cars can fit in the queuing

area, that's what's going to be in the queuing area, but they won't be spilling out even if there's less than, cars than that.
MR. GUCKERT: I'm not sure that's, that's the case. That may -- number two, Mr. Grossman, may have been based upon observations of the video. I don't, I don't recall that for sure, okay?
MS. CORDRY: Okay. So you're -- but you're saying from observing the video -- okay. You don't know what the video shows or doesn't show?
MR. GUCKERT: I -- the answer is it could be based upon the video. I don't recall.
MS. CORDRY: Okay. But based on this, from the statements you've made here, this, anybody reading this would read this --
MR. GROSSMAN: No, no, no. That's not a question.
MS. CORDRY: Well, he knows the question. Would you agree that -- when you wrote this, did you mean to convey to people that 96 percent of the time that there were 34 cars or less that would be within the queuing area?
MR. GUCKERT: Good question. I don't know whether that's what I meant.
MS. CORDRY: Okay. Is there anyway we can find out what you meant to convey by that?
MR. GUCKERT: I don't know that answer either. I

mean, it's possible if I, if I took the time and it was worthwhile to go back to Columbia where they're adding, where they're adding lanes and they only had one attendant, it's really inconsequential at this point in time.
MS. CORDRY: Okay. In any case, you can decide what you think is inconsequential or not. The rest of us will go on with this but.
MR. GUCKERT: Well, that's because I'm, I'm giving the answer to the question.
MS. CORDRY: Okay. The question was what did you mean to convey by that, not what you think is consequential, not what you don't think is consequential, what is being built at Columbia. What did you mean to convey by that?
MR. GUCKERT: I'd have to go back. When was that written?
MS. CORDRY: That was written April of 2012. It was exactly two years ago.
MR. GUCKERT: Yeah. I don't remember two years ago what was meant by that, those particular words.
MS. CORDRY: Okay.
MR. GUCKERT: It could be that it was an estimation based upon the data or it could be that it was based upon information that my staff gave me when they were calculating the queues.
MS. CORDRY: Okay. Because that's pretty precise

language there you were trying to use to people and this was --
MR. GROSSMAN: No, no. Not commentary on it.
MS. CORDRY: Okay.
MR. GROSSMAN: Just ask a question.
MS. CORDRY: That is a question I think.
MR. GROSSMAN: No. That's pretty precise language.
MS. CORDRY: Didn't you mean to have people take something from that --
MR. GROSSMAN: You've asked that question.
MS. CORDRY: Okay.
MR. GROSSMAN: Three times. And he's told you three times what his answer is.
MS. CORDRY: Okay.
MR. GROSSMAN: He doesn't recall exactly --
MS. CORDRY: Okay. And just --
MR. GROSSMAN: -- what he meant to convey two years ago.
MS. CORDRY: Just to be clear, this was part of the process leading up to the prior version of this special exception. This is what this was compiled for?
MR. GUCKERT: This was compiled originally for the LATR. I can't -- I don't know what process, what was what. To me, it's all one multi-gear process.

MS. CORDRY: Isn't the LATR the traffic out on the main road, not the queuing within the parking lot?
MR. GUCKERT: Not, not for what we were asked to do with staff.
MS. CORDRY: Okay. In any case, this was part, though, of the special exception application process that you did, the prior version of this same current special exception.
MR. GUCKERT: I guess it was the prior version.
MS. CORDRY: Okay.
MR. GUCKERT: You're talking about prior before, before it was asked to be moved --
MS. CORDRY: Yes.
MR. GUCKERT: -- towards the store?
MS. CORDRY: Yes.
MR. GUCKERT: Okay. Could be.
MS. CORDRY: Nobody asked to move it towards the store, but that's okay. You all decided to do that. All right. So let's, let's come back again to, to just for a moment to those couple minutes there. And you said you thought you might have, somebody might have gotten that from viewing the video, correct?
MR. GUCKERT: Correct.
MS. CORDRY: Okay. So why don't we just view a couple of minutes of the video. This is, this is the 12:00

to 1:00 video that you all provided to us.
MR. GUCKERT: Okay.
MS. CORDRY: Okay? Is that the Columbia station there?
MR. GUCKERT: I'm sure it is.
MS. CORDRY: The Elkridge station?
MR. GUCKERT: I'm sure it is.
MS. CORDRY: Okay. And we're looking at the queue lines coming back. You know, I'm going to just let it run here for just a minute or two. As you recall, at 56, 12:56, we had 31 cars in line. That's less than what you said could get into the queuing box, correct? Is it fair to say that cars are already spilling out of that queuing box?
MR. GUCKERT: Yeah. I think this lane is closed.
MS. CORDRY: No. I don't think it is.
MR. GUCKERT: It is.
MS. CORDRY: Cars can --
MR. GUCKERT: Yeah. I think --
MS. CORDRY: Cars can get into that station.
MR. GUCKERT: I think this lane is closed, Mr. Grossman.
MR. GROSSMAN: Okay. Ms. Cordry, you can't testify as to whether or not something is closed or not closed. He's the witness.
MS. CORDRY: Well, are you saying closed in the

sense that there were not six lanes of cars being, filling up at the gas station that day?
MR. GUCKERT: There's six lanes there.
MS. CORDRY: Okay. So whatever you're saying there, that didn't, that's not stopping cars from filling up at the gas station, correct? All six lanes are being used?
MR. GUCKERT: Yes. All six lanes are being used.
MS. CORDRY: And at this point, as you can see, we've got cars backing up from two directions. And again, this is with --
MR. GUCKERT: Without, yes. It's without an extra attendant. That's correct.
MS. CORDRY: So you -- Costco doesn't believe it's necessary to keep cars out of the road at Elkridge but they're going to do it here?
MR. GOECKE: Objection.
MR. GROSSMAN: Sustained. You're asking the wrong witness that question.
MS. CORDRY: Well, in any case, with or without an additional attendant, do we now have cars backed up in at least three directions?
MR. GUCKERT: Cars are waiting to get into the queue, that's correct.
MS. CORDRY: And that's all with less than 34 cars in the queue line?

MR. GUCKERT: Based upon your numbers, yes.
MS. CORDRY: So fair to say that just as the opposition has testified, that it is quite possible to have cars spilling out of the station with less than a number that fits in the queue box according --
MR. GUCKERT: Anything is possible.
MS. CORDRY: Well, not possible but occurring, correct?
MR. GUCKERT: No, no. Your question was possible, right?
MR. GROSSMAN: She's correcting her question.
MS. CORDRY: Okay. Then my question is it does occur that cars can --
MR. GUCKERT: It does occur, yes.
MS. CORDRY: Yes.
MR. GUCKERT: Yes, yes.
MS. CORDRY: And you wouldn't suggest that this is an unusual occurrence.
MR. GUCKERT: I'm suggesting that, that they could probably use a second attendant. They don't, but they could use a second attendant and that's one of the reasons, Ms. Cordry, why they're adding another lane too.
MS. CORDRY: Right. Because -- never mind. So then let's --
MR. GUCKERT: As you see, Mr. Grossman, it starts

to, to clear over, over time as well.
MS. CORDRY: And then it can build up again over time, correct?
MR. GUCKERT: Ebbs and flows. Random arrivals.
MS. CORDRY: So we go back to Exhibit 503B and perhaps by April 29th, perhaps you might examine this and maybe we can ask you some more questions about it or you might do the same --
MR. GROSSMAN: No. You, we're not going to go back over the same territory another time.
MS. CORDRY: Well, the problem is I can testify about what I can do. What I can't testify is whether he will agree that that correctly reflects --
MR. GROSSMAN: He doesn't have to agree. He has to answer truthfully.
MS. CORDRY: Okay.
MR. GROSSMAN: Okay?
MS. CORDRY: Well, what I --
MR. GROSSMAN: That's all.
MS. CORDRY: Okay. But if I'm using his data --
MR. GROSSMAN: Sometimes you're trying to squeeze too much out of a point here.
MS. CORDRY: Okay.
MR. GROSSMAN: You made your point. Move on.
MS. CORDRY: Well, it was a different point I

wanted to ask about on the same chart here, but the question what use can be made of the chart which is as you get down to the point where you see the 32 which will be the four cars in lane, can you see that?
MR. GUCKERT: Yes.
MS. CORDRY: And the, the second set of numbers there are the Wheaton numbers so those are the reduced ones from the, from the Sterling numbers.
MR. GUCKERT: Would you explain to me why 32 says six and then it says five and then it says four?
MS. CORDRY: Because those are random --
MR. GUCKERT: That's why, that's why I, it's, I'm having trouble dealing with this.
MS. CORDRY: Okay. Because, Mr. Guckert, if you had done a sort yourself, you would see that sometimes when you have 32 cars, the longest car is, this number here at the top, just to go back, it's another, it's simply one taken from your chart. The two far, the two left, I'm sorry, right-hand numbers on your chart, which would be 509, our total queue and longest lane, correct, on 509?
MR. GUCKERT: I, you --
MS. CORDRY: Mr. Guckert, on 509, please. Mr. Guckert, look at me. On chart 509, your chart. The two columns over here are total queue and longest lane, correct?
MR. GUCKERT: Yes.

MS. CORDRY: Okay. Now we got that established. So if I pull out those two numbers, those two columns and sort them by the longest queue, you will have numbers that go, the queue and what is the longest lane in that queue corresponding to that total queue. Just in the manner of the way an Excel spreadsheet works, correct, Mr. Guckert?
MR. GUCKERT: I don't know if you did it correctly.
MS. CORDRY: I'm not asking you that. I'm asking you if --
MR. GUCKERT: Then the answer is no.
MR. GROSSMAN: I'm going to step in. You're going over -- this is a waste of time to go over and over again asking him about this chart.
MS. CORDRY: Okay. Well --
MR. GROSSMAN: It's just a waste of time, okay? I mean, you're --
MS. CORDRY: I was actually trying to answer his question. He asked a question as to how we could have the different numbers and that was my -- my question was if you look at your own chart, the numbers of the longest car and queue do not necessarily correspond exactly with how many total cars there are. In other words, if there's 32 cars total in queue, your longest queue line is not necessarily four, correct?

MR. GUCKERT: I don't know what you did.
MS. CORDRY: I'm not asking you what you did.
MR. GUCKERT: Well, then --
MS. CORDRY: I'm asking on your chart, Mr. Guckert, please stay with me, on your chart, if you look at this, the total number of cars in queue don't always evenly split out lane by lane by lane, do they?
MR. GUCKERT: Correct.
MS. CORDRY: Okay. So it's perfectly possible to have 32 cars and have five, six, seven cars being the longest lane, cars in queue, correct?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. At Sterling, I think we discussed last week, it's wide open so people can come in from any given direction and get into any of the lanes, correct?
MR. GUCKERT: They can get into the lanes, that's correct.
MS. CORDRY: Okay. So that would probably be the most logical place where they'd be able to line up evenly without backing up one lane over another, correct?
MR. GUCKERT: They, they could.
MS. CORDRY: If you had a constricted entry, you're more likely to have problems being able to get cars to come in and get to all the --

MR. GUCKERT: Unless you're having a second attendant.
MS. CORDRY: Well, the second attendant can't push people through that lane any faster than they're going to go, correct?
MR. GUCKERT: They can help, they can help organize the queue, and that's the intention.
MS. CORDRY: I understand, but my question to you was that if you have a narrow entry, it will be more likely that cars may not be able to get to -entries.
MR. GUCKERT: And the answer is no because with an attendant, you can help manage that for that couple minutes throughout the entire week when there's a queue of that length. That's the purpose of the attendant is to --
MS. CORDRY: I understand what the purpose of the attendant is.
MR. GUCKERT: -- manage the queue when it happens a couple minutes out of the week.
MS. CORDRY: And that's, again, based on your assumption as to how many cars can neatly fit into the box, correct?
MR. GUCKERT: No. That's based upon my assumption that the second attendant will help manage the queue. It's called queue management.
MS. CORDRY: Okay. Got that. Okay. But if cars

do manage to get themselves blocked up and there's a car --
MR. GROSSMAN: Let's --
MS. CORDRY: All right.
MR. GROSSMAN: -- not go over this --
MS. CORDRY: All right.
MR. GROSSMAN: -- still another time.
MS. CORDRY: I'm moving on. Okay.
MR. GROSSMAN: Okay. I understand your point.
MS. CORDRY: Okay.
MR. GROSSMAN: Your point is that when they back up, especially if there's a constricted access, it may be more difficult for them to all fit in. And Mr. Guckert is saying well, that's why we have an attendant because that would help alleviate that situation and avoid it. You both have made your points.
MS. CORDRY: Okay. Okay.
MR. GROSSMAN: I understand. Let's move to something else.
MS. CORDRY: All right. Now, moving outside the queuing box --
MR. GROSSMAN: I'm glad we're outside the box.
MS. CORDRY: -- you would agree that there's no, really, room for no more than one car to line up waiting to get into the station as you're coming from the east without backing and intruding into the north south drive aisle?

MR. GROSSMAN: I'm sorry. Say that again?
MS. CORDRY: All right. Let me, let me show you what I'm talking about. If we're talking about at the station here and a car is waiting on the --
MR. GROSSMAN: Which exhibit is that again?
MS. CORDRY: This is --
MR. GROSSMAN: Is that 519 or I mean --
MS. CORDRY: 59.
MR. GROSSMAN: 59 rather.
MS. CORDRY: This is the aerial we --
MR. GROSSMAN: I just added a 1 in there.
MS. CORDRY: Right.
MS. HARRIS: Can I make a suggestion? Can we get one of the plans that has a blow-up?
MR. GUCKERT: Flip it over. I think it's a better one.
MR. GROSSMAN: Yes. What's the number of that exhibit?
MS. CORDRY: 155.
MR. GROSSMAN: Okay.
MS. CORDRY: Mr. Grossman, if I might borrow the magic pointer?
MR. GROSSMAN: Certainly.
MS. CORDRY: All right. So if we're talking about this area here --

MR. GROSSMAN: Excuse me. Mr. Brann, can you move that cup because it's reflecting that --
MR. BRANN: Sorry.
MR. GROSSMAN: -- back in my eye.
MR. BRANN: I apologize.
MS. CORDRY: We're talking about this area here where if a car is waiting, coming from the east trying to get into the station, there really is not room for more than one car to wait there, is that correct, without intruding into the drive aisle?
MR. GUCKERT: In this, in this right lane?
MS. CORDRY: Yes.
MR. GUCKERT: It's probably two cars. Two to three cars.
MS. CORDRY: How, how much area do you think that is there?
MR. GUCKERT: Let's find out.
MS. CORDRY: Let's find out.
MR. GUCKERT: It's about, it's about 60 feet so it's about three cars. Two to three cars.
MS. CORDRY: Well, I'm sorry.
MR. GUCKERT: I was, I was correct.
MS. CORDRY: The 60 feet, where are you measuring from? From where to where?
MR. GUCKERT: You can come up and see if you'd

like.
MS. CORDRY: Well, you're blocking right the way. Could you please just point out on there where you're measuring from?
MR. GUCKERT: I'm measuring from here --
MS. CORDRY: Uh-huh.
MR. GUCKERT: -- which is --
MR. GROSSMAN: The southeastern corner.
MR. GUCKERT: -- the southeastern corner of the site to what is called the flow line, the entrance area.
MS. CORDRY: And you're saying that's 60 feet that would -- basically the concrete pod? Is that what you're measuring basically there or the --
MR. GUCKERT: No.
MS. CORDRY: Or the --
MR. GUCKERT: No. I'm measuring -- I'll say it again. I'm measuring from a point that is near the western curb line of the north-south drive aisle --
MS. CORDRY: Okay.
MR. GUCKERT: -- to the eastern curb line of the entrance to the site is 60 feet.
MS. CORDRY: Okay. And how wide is that site all together?
MR. GUCKERT: How wide is what site?
MS. CORDRY: The entire special exception site.

MR. GUCKERT: It varies. It's 155 feet up at the north end where it says do not enter. It is 162 feet down to where the tanker truck is located. And it is 185 feet at the south end.
MS. CORDRY: All right. In any case, whether it's two cars or three cars that can get in there, do you recall testifying on May 1 that no cars should be allowed to line up on the Ring Road to get in the station?
MR. GUCKERT: No cars should be allowed?
MS. CORDRY: Yes.
MR. GUCKERT: No. I do not recall that.
MS. CORDRY: Okay.
MR. GUCKERT: And if that's what it says, then it was mistyped because I never remember saying that.
MS. CORDRY: Okay.
MR. GUCKERT: And I never remember reviewing -- I didn't review any of the testimony which is customary because that's, I never said that in the context that they weren't be allowed. I may have said, I may have said, Mr. Grossman, that it's unlikely that there will be a need for the cars but I never remember saying they wouldn't be allowed.
MS. CORDRY: Do you still have the testimony there that I gave you last time from May 1?
MR. GUCKERT: Did you give it to me today?

MS. CORDRY: I didn't give it to you again today, no.
MR. GUCKERT: No. I don't have that.
MS. CORDRY: I couldn't make a copy of it again.
MS. ROSENFELD: Page 71.
MS. CORDRY: Actually, let me, let me slightly rephrase that. Are you -- they asked in terms of are you aware of Costco's operational procedures in terms of having additional employees in the special exception area on a Saturday during the peak hour. Do you see that question there? Page 71.
MR. GUCKERT: Yes.
MS. CORDRY: Okay. And the point, and the answer being it's a procedure that if the queuing gets to the point where it appears that the queue could extend on the Ring Road, that Costco's procedure be to not allow the car to queue on the Ring Road but would, is instructed to move along the Ring Road until the queue dissipates.
MR. GUCKERT: Which, which is not the same as what you said for clarification.
MS. CORDRY: I'm sorry. Let me rephrase, let me rephrase the question then.
MR. GUCKERT: Okay.
MS. CORDRY: That is in fact Costco's procedure that no one should queue on the Ring Road?

MR. GUCKERT: That's correct.
MS. CORDRY: They should be moved along as soon as there are any cars on the Ring Road?
MR. GUCKERT: That's correct.
MS. CORDRY: Okay. Do you agree that that should be a condition, that there should be no idling on the Ring Road?
MR. GUCKERT: I think that's fair.
MS. CORDRY: Okay. And if someone's coming up and they can't get in immediately and the attendant tries to wave them away, do you expect that to be any issue at all?
MR. GUCKERT: You mean like road rage?
MS. CORDRY: Well, among other things.
MR. GUCKERT: Like shoot each other?
MS. CORDRY: Well --
MR. GUCKERT: I don't think so.
MS. CORDRY: I ask you if you think there would be any problem. I didn't ask you if people would start shooting each other.
MR. GUCKERT: I don't know.
MR. GROSSMAN: I mean, I think that's -- he's a transportation expert. I think that's --
MS. CORDRY: But he's also testified about what the attendants are going to do, how they're going to solve these issues, how they're --

MR. GROSSMAN: Well, that's a little different.
MS. CORDRY: -- going to move people along.
MR. GROSSMAN: That's different I think than whether he would expect -- it's really asking to speculate on it. That's really --
MS. CORDRY: Well --
MR. GROSSMAN: That's really --
MS. CORDRY: -- I'm asking --
MR. GROSSMAN: That's the problem with that question as opposed --
MS. CORDRY: Well, he's testified as --
MR. GROSSMAN: -- as opposed to what, what the attendants are going to be required to do versus speculating whether there could be a problem.
MS. CORDRY: Okay.
MR. GROSSMAN: I mean, where does that get us?
MS. CORDRY: Well, he has testified, I think, at great length about, that the attendants are going to solve the problem. My question is is this going to actually resolve, if an attendant tries to tell somebody to move along, is that actually going to work. Okay. Have you been at any Costco station where there's been an attendant that has been used to move people away from the entrance when there's been spilling out onto the road?
MR. GUCKERT: No. But most normal people would

listen when they're asked to move along.
MS. CORDRY: Even if they've been sitting there trying to get into the station?
MR. GUCKERT: As you know, based upon your mass and your charts, this could occur for a minute or two, and I think most normal people, when they're asked to move along would move along.
MS. CORDRY: Well, okay. First off, don't characterize what my charts and my testimony says.
MR. GROSSMAN: Well, he has a right to answer the question.
MS. CORDRY: Okay. But I'm just --
MR. GROSSMAN: The way he wants to qualify his answer.
MS. CORDRY: Okay.
MR. GROSSMAN: And you don't, can't lecture him as to what he can't say.
MS. CORDRY: Well, I'm just saying that when you're testifying that that was what my testimony is, that's not what we said.
MR. GROSSMAN: Well, once again --
MS. CORDRY: Okay.
MR. GROSSMAN: Don't, don't -- you're arguing.
MS. CORDRY: Okay.
MR. GROSSMAN: Just ask a question.

MS. CORDRY: When you say most people would be willing to move along, if they have to go out and make a long turn around on Ring Road and make a come back, are you sure that everybody is going to be happy to just move along?
MR. GUCKERT: Am I sure?
MS. CORDRY: Yes.
MR. GOECKE: Objection. Calls for speculation.
MR. GROSSMAN: And it's been asked and answered. He's already answered. You're asking him to speculate on what's going to happen. Nobody can be sure. I'll give you that, okay?
MS. CORDRY: I understand.
MR. GROSSMAN: There can be somebody who will show up who will have a problem. So, so what?
MS. CORDRY: Well, I think --
MR. GROSSMAN: What am I going to do with that piece of information?
MS. CORDRY: I think you look at that in terms of whether or not it's realistic to think that this attendant is going to solve all the problems of cars spilling out. That is what the testimony --
MR. GROSSMAN: Okay.
MS. CORDRY: -- has been.
MR. GROSSMAN: Let's --
MS. CORDRY: Okay. And have you had any

experience or any involvement in directing how attendants will be placed or how they will direct traffic?
MR. GUCKERT: Have I had any experience in --
MS. CORDRY: In placing attendants or having them direct traffic?
MR. GUCKERT: For Costco?
MS. CORDRY: For anyone.
MR. GUCKERT: Oh, sure.
MS. CORDRY: And in what context?
MR. GUCKERT: In context of giving instructions to valets and other parking attendants for major events, yes.
MS. CORDRY: Okay. And what about for a Costco gas station when people are being told to move along?
MR. GUCKERT: No. I have not.
MS. CORDRY: And this second attendant, if there are cars lining up out in the road, where do you expect them to be standing?
MR. GUCKERT: I think that the attendant would find his way either out into the Ring Road in the throat area, the entry area to the special exception area depending on the circumstance that occurs at the time. It would not be that precise to say he will stand here for two seconds, move for four seconds. It would not be that precise. So I think he will, he will be a wandering attendant as need be.
MS. CORDRY: You said that he will have to wander

out in the middle of the traffic on the Ring Road in order to be able to direct these people?
MR. GUCKERT: He may.
MS. CORDRY: And do you expect all the traffic to be paying attention to him?
MR. GUCKERT: I --
MR. GOECKE: Objection.
MR. GUCKERT: I think --
MR. GROSSMAN: Yes. Sustained. Let's move to something else, okay?
MS. CORDRY: All right. All right. Let's move onto another point here. You testified last time that one of the things traffic planners try to avoid is to have too many separate curb cuts and places where people enter and exit off of a road within a short distance. Is that, is that a fair statement?
MR. GUCKERT: What, what was the context of that?
MS. CORDRY: I think you were just testifying in general that, that it's, traffic planning tries to minimize the number of entrances and exits within a short distance coming in and off the road.
MR. GUCKERT: That's a reasonable statement.
MS. CORDRY: Okay. And that would be particularly true where left turns are, are being used to enter the area?
MR. GUCKERT: It's, it's left in, left out, right

in, right out. It's not particularly -- no. The answer is no, it's not particularly left turns. It could be in general. If you, if you don't have the context of the testimony, then it's in general. Yeah, you want to try to limit on arterial roadways where you might have multiple driveways.
MS. CORDRY: Okay. And it's more of a problem to have multiple driveways where people are making left turns because you have to cut across traffic.
MR. GUCKERT: Well, you just asked me that, and I said it's really a circumstance where traffic planning is such that you want to try to minimize driveways if you can.
MS. CORDRY: Okay. And my second question to you was as a traffic planner, it's more difficult for people to be making left turns than right turns, is that correct?
MR. GUCKERT: That's a different question.
MS. CORDRY: I understand that. How about answering that question?
MR. GUCKERT: It's a different question and that's why I've got to be careful because I have to answer the right question.
MS. CORDRY: Okay. Then answer that question, please.
MR. GUCKERT: Say it again.
MS. CORDRY: It's more difficult for people to

make left turns than right turns, correct?
MR. GUCKERT: It depends on the opposing traffic flow.
MS. CORDRY: Okay. So if there is opposing traffic flow, it's more difficult to make left turns than right turns.
MR. GUCKERT: Unless you're dealing with its traffic signal or stop signs. In this particular case, you have a three-way stop. Cars that are coming in the westbound direction are stopped.
MS. CORDRY: Okay. And you also have --
MR. GROSSMAN: When you say this particular case, you're talking about at the entry to the proposed entry?
MR. GUCKERT: Mr. Grossman, if you -- you're exact, you're exactly right. Unfortunately -- we have a three-way stop on the Ring Road here so cars that are in the westbound direction are completely stopped prior to proceeding further west and that was, that was my point.
MR. GROSSMAN: Okay.
MS. CORDRY: Okay. Not the question I asked but that's fine. You can make that point. My point here is besides this turn here where you would be turning left up into the north-south drive aisle, you also have a left turn for people coming from the west, you have a left turn going into the gas station, correct?

MR. GUCKERT: Yes.
MS. CORDRY: And you have a third left turn here going up into this other drive aisle here as well, correct?
MR. GUCKERT: That's correct.
MS. CORDRY: So based on what you have just testified, within this stretch here of approximately 200 feet or less, you have three left turns.
MR. GUCKERT: That's correct.
MS. CORDRY: Okay. And they are not three-way stops, these other two left turns, correct?
MR. GUCKERT: No. This is on a private Ring Road. Correct.
MS. CORDRY: Okay. So and if people are coming out of that tanker, this exit here, we'll call this the tanker lane where the tanker trucks can park, if they are trying to make a turn to go out to the right, they're also going to be coming out and making more left turns into the same roadway here, correct?
MR. GUCKERT: They could make --
MR. GROSSMAN: I don't understand that.
MS. CORDRY: Okay.
MR. GUCKERT: They could be making left turns and right turns all over the place.
MR. GROSSMAN: I don't understand that question.
MS. CORDRY: Okay.

MR. GROSSMAN: If they are trying to come out of where?
MS. CORDRY: If they're coming out of the gas station and trying to go to --
MR. GROSSMAN: Heading southbound?
MS. CORDRY: Yes. Coming out south down this lane here and trying to go east.
MR. GROSSMAN: South down what you call the tanker lane?
MS. CORDRY: Yes.
MR. GROSSMAN: Okay. And then they're trying to go where?
MS. CORDRY: They're going -- if they try to turn to go out to the east, they're going to come right back into this full traffic where you have people making these three sets of left turns in this 200 feet, correct?
MR. GROSSMAN: Okay. So they're exiting on the south onto the Ring Road and they're going to make a left turn heading east. Is that the idea?
MS. CORDRY: Yes.
MR. GROSSMAN: Okay.
MS. CORDRY: That's correct, right? That people coming down here, they will be turning right back into the center traffic where they're trying to make three sets of left turns within a 200 foot length.

MR. GUCKERT: They're coming out making left turns onto the Ring Road.
MS. CORDRY: Okay. With three left turns within a 200 foot strip, correct?
MR. GUCKERT: With cars?
MR. GOECKE: Objection.
MR. GROSSMAN: I'm going to sustain that. First of all, the left, the other left turns you're talking about are not on the Ring Road, correct?
MS. CORDRY: They're coming off of the Ring Road.
MR. GROSSMAN: The second and third left turn you're talking about is not on the Ring Road, is that correct?
MS. CORDRY: Well, I'm talking about three left turns coming off the Ring Road. One into the tanker lane, one into the gas station and one into the north-south drive aisle.
MR. GROSSMAN: Right. But you, the proviso you put on your, your question implies that they're making a left turn into, right into where they're making three additional left turns and I don't know that that's the case.
MS. CORDRY: Okay. That wasn't what I was trying --
MR. GROSSMAN: Because the --
MS. CORDRY: -- to say.

MR. GROSSMAN: -- second and third left turn are not on the Ring Road.
MS. CORDRY: Okay. No. That wasn't what I was trying to say. I was just trying to say they're coming back into an area where the traffic here has three different points within a 200 foot radius that people are trying to make left turns off of the Ring Road. That's correct, Mr. Guckert, right?
MR. GUCKERT: People are making left turns and right turns on and off of the Ring Road into the, the gas facility, that's correct.
MS. CORDRY: Let me also talk now a little bit about how much, where traffic is going to be coming from before and after this, so let me put the original one back up here a moment. All right. As of now, when people are trying to come into this southwest quadrant here from the parking that is restricted for Costco, we'll leave aside this one up here, the east-west drive aisle by the Target, but we'll start with the east-west drive aisle going across the middle of the lot, that's entrance one, correct? This is, I'm just --
MR. GUCKERT: Just humor you? Humor you?
MS. CORDRY: -- identifying these. Yes. Humor me and say okay, that's entrance one, okay?
MR. GUCKERT: Okay.

MS. CORDRY: Then we have a second entrance here just above the grassy area.
MR. GUCKERT: Grassy knoll. Let me look.
MS. CORDRY: I'm not sure you can see it too easily using that diagram. I thought about bringing that one in but your circles tend to cover it up.
MR. GUCKERT: Okay. Go ahead. Next.
MS. CORDRY: Well, is there a second entrance there now?
MR. GUCKERT: There is, there is an entrance, correct, north of the grassy knoll.
MS. CORDRY: Okay. So that's number two. Number three is the one we have here, an entrance currently off the Ring Road in the parking lot north-south.
MR. GUCKERT: Uh-huh. That's correct.
MS. CORDRY: We have the entrance, the north-south drive aisle coming up here, correct, into this, by the Costco warehouse?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. Currently, there's a turn-off from that north-south immediately into the parking lot almost as soon as you get, make that left turn. There's a quick entry into the parking lot at that point?
MR. GUCKERT: Could be. I, I can't see this exhibit.

MS. CORDRY: Okay. Well, and that's covering it up as well. I don't know if we have an aerial that doesn't have the gas station put on top of it.
MR. GROSSMAN: All right. So what's your point?
MS. CORDRY: Okay.
MR. GROSSMAN: So we have a lot of entrances, yes.
MS. CORDRY: And that there's one more, the north-south drive aisle from the east. Now, okay.
MR. GROSSMAN: So what's the, what's the question?
MR. CORDRY: The question is once we build the station, now if you want to put the station back on top there, we still have the number one, we've referred to the east-west drive aisle, correct?
MR. GUCKERT: That's correct.
MS. CORDRY: We don't have the secondary entrance here on the west side anymore, correct?
MR. GUCKERT: Correct.
MS. CORDRY: We still have the one on the south, correct?
MR. GUCKERT: Uh-huh.
MS. CORDRY: We still have the drive aisle but we don't anymore have an entrance coming in here --
MR. GUCKERT: To the parking lot.
MS. CORDRY: -- to the parking lot.
MR. GUCKERT: Correct.

MS. CORDRY: Until we get back up here to the main east-west drive aisle, correct?
MR. GUCKERT: Yes.
MS. CORDRY: So at this point, rather than five entrances into the parking lot, now we're down to three?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. And two of those are on that, what I think we've characterized quite often as this very busy east-west drive aisle.
MR. GUCKERT: Correct.
MS. CORDRY: So all the traffic is now going to be having to come in through busier areas than they areas before?
MR. GUCKERT: Yes.
MS. CORDRY: And leave through fewer areas than they had before to leave?
MR. GUCKERT: They're going to go through the parking lot, that's correct.
MS. CORDRY: With less ways to go than they had before the gas station, correct?
MR. GUCKERT: With, with less ways to go before they had the gas station.
MS. CORDRY: And two out of the three ways being on this main east-west drive aisle which is probably the busiest part of the parking station at this point?

MR. GROSSMAN: He's already gone over that. He's gone over that.
MS. CORDRY: All right. The last time you testified, you indicated you thought the same number of cars would be exiting per minute from this station as at Brandywine, although, this station has 16 pumps and Brandywine has 12. Do you recall that?
MR. GUCKERT: I said it was approximately the same.
MS. CORDRY: Okay. So your assumption is that with four more pumps, it will have the same number of cars exiting per minute as at Brandywine. That's your assumption?
MR. GUCKERT: No. That's not what I said.
MS. CORDRY: Okay. Let's actually look at what you said.
MR. GUCKERT: Page 178.
MR. GROSSMAN: Which day are we talking?
MS. CORDRY: This is May 11th.
MR. GUCKERT: Okay.
MS. ADELMAN: No.
MS. CORDRY: I'm sorry.
MR. GROSSMAN: You mean March?
MS. CORDRY: March 11th. March 11th. Jumping ahead.

MR. GROSSMAN: Page 171?
MS. CORDRY: 178.
MR. GROSSMAN: 178.
MS. CORDRY: You see at line 15?
MR. GUCKERT: It says the witness, no, sir.
MS. CORDRY: Page 178.
MR. GUCKERT: It says, line 15 says the witness, no, sir.
MS. CORDRY: I'm sorry.
MR. GROSSMAN: Page 178?
MS. CORDRY: On March 11th?
MR. GUCKERT: You handed me a document here. May 1.
MS. CORDRY: March 11th of 2014.
MR. GROSSMAN: March 11.
MS. CORDRY: Not May 1.
MR. GUCKERT: All right.
MS. CORDRY: Okay. See what I'm referring to, page 178, line 15?
MR. GUCKERT: Yes. I'm reading it. Correct.
MS. CORDRY: And the question was you expect the same number of cars to be leaving Wheaton with eight lanes as are leaving Brandywine with six?
MR. GUCKERT: Yes.
MS. CORDRY: You answered that's correct.

MR. GUCKERT: The, the answer is they're approximately the same.
MS. CORDRY: No. Your answer was that's correct.
MR. GUCKERT: Okay.
MS. CORDRY: Okay.
MR. GUCKERT: I would have corrected it. That's, they're approximately the same.
MS. CORDRY: But that's not what you testified to, correct?
MR. GROSSMAN: He said --
MS. CORDRY: Well --
MR. GROSSMAN: -- apparently, the transcript says that's correct. He says he would correct that to say approximately the same.
MS. CORDRY: Okay. And by approximately the same, you mean three cars a minute.
MR. GUCKERT: Three cars a minute, right.
MS. CORDRY: Okay. Even though there's 16 pumps at Wheaton and 12 pumps at Brandywine.
MR. GUCKERT: That's, that's correct.
MS. CORDRY: And even though there are cars queuing up at Wheaton, we are assuming that they would not put the same through, put through the same 16 pumps at Wheaton as they do at Sterling?
MR. GUCKERT: For example, on December 21st, they

had about 175 cars in the peak hour 2:00 to 3:00 leave at Brandywine. If you look at the data on Exhibit 510, we're saying the evening peak hour at Wheaton is about 179 cars. It's 224 at the peak hour on a, on a Saturday. It's about a car every 20 seconds, 16 to 20 seconds.
MS. CORDRY: Well, 224 is a lot closer to 4 than it is to 3, isn't it?
MR. GUCKERT: It's a car every 16 seconds.
MS. CORDRY: Okay.
MR. GUCKERT: It's a car every 16 to 20 seconds is what, is what I've been saying.
MS. CORDRY: Okay. But my question to you was do you expect cars to go through any slower at Wheaton than at Sterling?
MR. GUCKERT: I don't remember that question.
MS. CORDRY: That's my question right now. I think that was -- my question now. The 16 pumps at Sterling and 16 pumps at Wheaton, is there any reason cars would go through any slower at Wheaton than they would at Sterling?
MR. GUCKERT: Any slower at Wheaton. Would they go slower at Wheaton than they would at Sterling? No. I think they, they'd be coming out about, about the same depending on the number of gallons that were pumped that day.
MS. CORDRY: And if cars are lined up waiting to

get to a station, whether it's 10 cars or 20 or 30, they're going to try to fill up the pumps as quickly as possible, are they not?
MR. GUCKERT: Who's going to try to fill up the pumps?
MS. CORDRY: The cars that are waiting. They're going to try to fill up, come in and fill up any empty pump as quickly as possible, is that not correct?
MR. GUCKERT: You mean the drivers of the car?
MS. CORDRY: Yes. The drivers.
MR. GROSSMAN: Ms. Cordry, where is this getting us?
MR. GUCKERT: I don't understand.
MR. GROSSMAN: I just don't understand what you expect me to assess from this part of your cross-examination. Mister, Dr. Adelman says I'm taking too long in conducting this hearing.
MS. CORDRY: Well, I --
MR. GROSSMAN: So just --
MS. ADELMAN: Did you say that?
MR. ADELMAN: More or less.
MS. CORDRY: I can't get to these until I can set up and show where the answers are, where the invalidities are, where the inaccuracies are so --
MR. GUCKERT: But inaccuracies that don't bear on

anything I would recommend are not material here.
MS. CORDRY: But I think one of these inaccuracies is, one of the questions is, and I'll ask it this way because I was trying to set it up but I will ask it this way is, which I think is what I was asking, it may be fair, if you assume Wheaton is going to sell less than Sterling, an assumption I don't necessarily accept, but if you assume it's going to sell less, it may be reasonable to assume you will have les people in queue. But if you have people in queue, they will be moving forward at the same rate, they will still be trying to get through, there would still be the same number of cars, there will be more traffic coming into the parking lot, into the crowded area with no reason to think at the peak hours they will not be coming through just as fast as at Sterling. So that was the question I was trying to get to.
MR. GROSSMAN: Yes. But so what in terms of my final analysis here. That, that's the point. Really, I mean, what -- you're trying to build, you know, kind of a speculation on top of a speculation here and there's plenty of evidence that has been produced that's direct evidence about these things. There's also plenty of evidence that you can, and some of which you have produced on your end of it. Why do I want to engage in that kind of speculation on top of a speculation. You really think I'm going to be

doing that as part of my analysis of this case?
MS. CORDRY: Well, I don't know but I do know that --
MR. GROSSMAN: But --
MS. CORDRY: -- we just had testimony about how many cars they expect to be going through. I am trying to put in contrary testimony, you know, ask him --
MR. GROSSMAN: You're not putting contrary testimony in.
MS. CORDRY: I'm --
MR. GROSSMAN: You're cross-examining the witness.
MS. CORDRY: I understand.
MR. GROSSMAN: That's the point.
MS. CORDRY: I understand that.
MR. GROSSMAN: I'm trying to tell you that you're, you are, you're engaging in a lot of cross-examination that's not, that can't bear on what I would have to analyze as a practical matter, okay? That's, that's my point.
MS. CORDRY: Okay.
MR. GROSSMAN: It's a concern that, and it does take a lot of time and I'm trying to, to get us down to that which is really material to what I have to analyze.
MS. CORDRY: Okay.
MR. GROSSMAN: And I've given you a lot of leeway.
MS. CORDRY: Well --

MR. GROSSMAN: Nobody -- I'm really a patient guy.
MS. CORDRY: I understand.
MR. GROSSMAN: Too patient some, some people will say.
MS. CORDRY: And I am just trying to --
MR. GROSSMAN: But it can't go on forever trying to draw out of this witness minute differences that, that don't really bear on what I have to analyze.
MS. CORDRY: Okay. All right. I understand that. My only, my only problem, and I will move on, is if there's testimony in the record as to how many cars there will be, how many and so forth, it's a problem if I think there's clear basis to show the numbers are different than that.
MR. GROSSMAN: Then show it --
MS. CORDRY: If we don't cross-examine --
MR. GROSSMAN: Well, you --
MS. CORDRY: That's what I'm trying to get at. I'm trying to get at one thing, how many cars actually go through Sterling. And then is there any reason to think in terms of through-put that it's going to be any different at Wheaton.
MR. GROSSMAN: No. But a lot of the questions you ask call for the witness to give kind of a fuzzy speculation on things as opposed to just introducing your own evidence on the point.

MS. CORDRY: But --
MR. GROSSMAN: And I --
MS. CORDRY: Okay.
MR. GROSSMAN: Look, I understand, you know, I try not to limit you because I think you're entitled to attack the witness', the weight of the witness' evidence and his credibility but after awhile, it's cumulative and not, not leading to any evidence from which I can reach any conclusions, okay?
MS. CORDRY: All right. Let me, let me just put in one last piece here and then we'll move from this area. I'm looking for this. The real questions, Your Honor, there are things I can say but I'm not the expert. If I say them --
MR. GROSSMAN: I understand but, I mean, that's --
MS. CORDRY: If I say them, they're not going to have the weight as an expert, if you put the question to him, agrees with them so that's, that's the concern I have here, some of the questions I'm going to ask him. All right. This one is marked as 503A. Again, 503A is an exhibit that I prepared and sent over to your counsel. And what I will do is let you just compare this momentarily, this is the source where I got it from because I don't, this is something that was sent, the numbers I got this from were sent by your counsel but I don't believe they have been

introduced by them. This is the hourly totals for the exit count from Sterling.
MR. GUCKERT: All right. If you say so.
MS. CORDRY: All right. As soon as the, this comes back up, you can see on here. I'll let you look at the first few minutes so you can, the first couple quarter hour. These actually, these are actually quarter hour periods.
MR. GROSSMAN: And what are you attempting to establish here.
MS. CORDRY: Just that what the hourly totals are at Sterling and that this exhibit, I just want to ask him this was an exhibit they prepared.
MR. GUCKERT: No, it isn't. I didn't prepare this exhibit.
MS. CORDRY: The numbers are from an exhibit you prepared which I'm going to show you in a moment and let you look at them and because this was given, these, here's what was given to us by your counsel. This is the exit count from Sterling. Mr. Guckert, if you'd look at the screen, please.
MR. GROSSMAN: What exhibit was that?
MS. CORDRY: It was, part of it was put in as Exhibit 509.
MR. GROSSMAN: Okay.

MS. CORDRY: It's also -- Exhibit 56B and C had actually three tabs at the bottom.
MR. GROSSMAN: Okay.
MS. CORDRY: And the exhibit, when it was sent to us, also had the three tabs but only the first tab was actually copied and submitted as Exhibit 509.
MR. GROSSMAN: And 503A is whose exhibit?
MS. CORDRY: 503A is mine and what I'm --
MR. GROSSMAN: Okay.
MS. CORDRY: -- saying is that what I did was I took the third tab here at the bottom where it says hourly totals for ext count, I simply copied that over onto another Excel spreadsheet. And if you just want to look at the total here vehicles against the total of my sheet for the first several minutes, you can just see 70, 77, 91. Let me actually boost that view up a little bit so it's easier to see.
MR. GROSSMAN: So do the total vehicle counts appear on the underlying data that was sent to you or did you, that was part of your summary?
MS. CORDRY: No. That, that -- this chart here, what you're seeing here, that's their chart.
MR. GROSSMAN: Okay.
MS. CORDRY: All I did was copy that chart, paste it in another spreadsheet so I would have it in a separate

document. And the only thing I added to that was the vehicles per minute calculation.
MR. GROSSMAN: Okay.
MS. CORDRY: Just dividing that number of total vehicles by 60.
MR. GROSSMAN: Okay. Because total vehicles is by the hour?
MS. CORDRY: That's actually by the quarter hour I believe that is.
MR. GROSSMAN: So why did you divide it by 60?
MS. CORDRY: I'm sorry. No. That is by hour. I'm sorry. Every 15 minutes is an hourly total and then 15 -- in other words, 6:30 to 7:30, 6:45 to 7:45, 7:00 to 8:00.
MR. GROSSMAN: So my question is the total vehicles --
MS. CORDRY: That is an hourly total, yes.
MR. GROSSMAN: That's an hourly total. So then you --
MS. CORDRY: And --
MR. GROSSMAN: -- divided it by, each one of those total vehicle numbers by 60 to get a vehicle per minute.
MS. CORDRY: Right. Right.
MR. GROSSMAN: Okay.
MS. CORDRY: But the quarter hours are 6:30 to 6:45, 7:00, 7:15.

MR. GROSSMAN: Does that bear on my, in what I'm asking?
MS. CORDRY: No. I just -- that's why I was stating the quarter hour.
MR. GROSSMAN: Okay.
MS. CORDRY: Yes. So that is the vehicles per minute and so if you look at those numbers on your counsel's chart and look at the ones that are in my chart --
MR. GUCKERT: Go ahead.
MS. CORDRY: -- can you agree that those are the same?
MR. GUCKERT: You -- the numbers are manipulated in a way that don't make sense to me.
MS. CORDRY: I haven't manipulated anything except for doing a vehicle per minute calculation on the far side there.
MR. GUCKERT: I -- Mr. Grossman, if we had 12 hours in the day, how come we have 36 lines here it looks like?
MS. CORDRY: Because you're doing them by quarter hour, ever quarter --
MR. GUCKERT: I --
MS. CORDRY: My point every quarter hour you did another hourly calculation.
MR. GUCKERT: Mr. Grossman, that's my point.

This, this data is not presented in an appropriate way that makes sense for me to review quite frankly.
MS. CORDRY: Mr. Guckert, you understand this is your data?
MR. GUCKERT: It's not, it's not the way it was compiled. You --
MS. CORDRY: Mr. Guckert, when you look at the chart that's --
MR. GUCKERT: You manipulated --
MS. CORDRY: -- on the screen --
MR. GUCKERT: You manipulated the final column and I just, I'm just not convinced that, quickly like this, that, that it's, it's correct.
MS. CORDRY: Well, before we get to the final column, the rest of it was the lanes and the total vehicles. Is that the same?
MR. GUCKERT: You've repeated, you've repeated the data every 15 minutes, that's correct.
MS. CORDRY: And that's exactly what you gave to us through your counsel.
MR. GUCKERT: It appears to be correct. I haven't studied it.
MS. CORDRY: Okay.
MR. GUCKERT: But I'll assume you copied it correctly.

MS. CORDRY: Okay. And if I do a vehicle per minute number, if I divide those numbers by 60, I believe that you can eyeball them or I'll give you a calculator.
MR. GROSSMAN: So once again, where it this going? What am I -- so I see you have a, on the second page -- you never number your pages. It would be really nice if you actually numbered pages.
MS. CORDRY: I'm sorry. Yeah.
MR. GROSSMAN: I see an average on, on page 2 and you say for the whole day, it's 3.6 vehicles per minute.
MS. CORDRY: Right.
MR. GROSSMAN: Correct?
MS. CORDRY: Right.
MR. GROSSMAN: So okay. So and then you have a peak hour calculation. So where is that getting me? What --
MS. CORDRY: Okay.
MR. GROSSMAN: What's the reason for this?
MS. CORDRY: The reason for this is, and perhaps I won't even ask the witness any but I would just like to have him agree that these are the same numbers that they had there so if I come back and testify about it, we're not having that dispute about it.
MR. GUCKERT: Other than the last column.
MS. CORDRY: Other than the last column.

MR. GROSSMAN: Okay.
MS. CORDRY: And if in fact the last column simply shows the hourly totals divided by 60, is it fair to say, eyeballing this chart, that starting 9:45 and running through 7:00, the totals are at or about four cars per minute the entire time?
MR. GUCKERT: Yeah. It's what I have on Exhibit 510. It's pretty close to what I have on line 6, the bottom half of Exhibit 510. It averages about a car every 16 seconds in the peak hour.
MS. CORDRY: And what I want to do is put this exhibit in just to give you more context of that, not just for that but how many cars that is per minute.
MR. GROSSMAN: All right. Do you recall that on March 11th, you testified that there were, on average, 2.7 sales per minute at Sterling on Saturday?
MR. GUCKERT: Excuse me?
MS. CORDRY: Do you recall testifying at your last testimony that there were 2.7 cars per minute exiting that Sterling on Saturdays? Look at page 179 in your testimony.
MR. GUCKERT: I've got -- on a Saturday?
MS. CORDRY: Page 179, if you look at line 19.
MR. GUCKERT: Yeah. I'm saying it's about 2.75 on the average.
MS. CORDRY: Okay. And that's because you were

doing it, counting cars all the way up through 9:00, is that correct?
MR. GUCKERT: That's for 12-and-a-half hours. On Exhibit 510, line 7. If you look at Exhibit 510, if you get that and look at line 7, we say 2.75.
MS. CORDRY: That's the queue length.
MR. GUCKERT: No. It's average --
MS. CORDRY: I'm sorry. Okay. At the bottom. I see that, yes.
MR. GUCKERT: Uh-huh. Approximate.
MS. CORDRY: We'll come back to that.
MR. GUCKERT: We're talking about random arrivals.
MR. GROSSMAN: Why do we need to come back to that?
MS. CORDRY: Again, we want to have the correct numbers here. As a consequence of building the station, you're aware that there's going to be approximately 100 spaces that will be displaced from being near the store to being farther away from the store?
MR. GROSSMAN: You mean parking spaces?
MS. CORDRY: Parking spaces, yeah.
MR. GUCKERT: I'm sorry. How many spaces?
MS. CORDRY: Approximately 100.
MR. GUCKERT: I think that wasn't, wasn't my testimony. I didn't testify to that as I recall.

MS. CORDRY: I didn't ask you if you testified to that. I asked you are you aware that that's the fact?
MR. GUCKERT: My -- I don't know. I didn't testify to that. Somebody else testified to that so am I aware? No. I'm not aware.
MS. CORDRY: Do you have any idea how many spaces will be displaced from one place to the other?
MR. GUCKERT: I'd have to spend some time doing it. That wasn't my, wasn't my job.
MR. GROSSMAN: When you say displaced, first of all, are you saying -- that's not my recollection of the number that's actually going to be eliminated. That's -- you're saying these spaces moved around?
MS. CORDRY: Yes. I'm saying displaced.
MR. GROSSMAN: Some will go to the corner.
MS. CORDRY: There's 100 spaces that will be displaced from near the store to farther away from the store.
MR. GROSSMAN: I see. Okay.
MS. CORDRY: On the far side of the gas station. We put in Exhibit 381A which was previously put in. It's the net parking spaces comparison.
MR. GROSSMAN: Right, right.
MR. GUCKERT: What number is this?
MR. GROSSMAN: This is 381A.

MS. CORDRY: 381A.
MR. GUCKERT: This is your exhibit, correct?
MS. CORDRY: Yes.
MR. GUCKERT: Okay.
MS. CORDRY: This indicates that there were previously 156 spaces plus --
MR. GUCKERT: I didn't testify to this. I --
MR. GROSSMAN: No. She's not saying that you did.
MR. GUCKERT: Oh.
MR. GROSSMAN: She is asking, I'm not sure what she's asking exactly but --
MR. GUCKERT: Okay.
MR. GROSSMAN: -- she's presenting you with her compilation of parking spaces.
MR. GUCKERT: Okay.
MS. CORDRY: Do you have any reason to have any numbers different than this?
MR. GUCKERT: Mr. Grossman, it's hard for me to answer questions sometimes, but the answer is I have no reason to believe one way or the other.
MS. CORDRY: Okay. If I proffer to you and as an expert, if you take as a hypothetical that we are moving 103 spaces from near the store to the other side of the gas station, so the people, those 103 spaces, people there will have to be walking back and forth in front of the station,

that presents an additional amount of conflict between the station traffic -- I'm sorry.
MR. GROSSMAN: That's a legitimate question.
MS. CORDRY: I know. I'm just trying to see exactly how I want to phrase it.
MR. GROSSMAN: You can ask him a hypothetical based on the facts.
MS. CORDRY: Yes.
MR. SILVERMAN: We're training her.
MS. CORDRY: That presents an additional opportunity for there to be conflict between the pedestrians and the people moving through the parking lot, correct?
MR. GUCKERT: Will there be more, more people walking from your parking spaces, your 100 and some spaces, right?
MS. CORDRY: Right.
MR. GUCKERT: East and west across the front of the gas facility.
MS. CORDRY: Yes.
MR. GUCKERT: They, they very well may be doing that
MS. CORDRY: Okay. And is there a rough approximation of how fast people walk that traffic engineers use when they're using?
MR. GUCKERT: Four feet per second.

MS. CORDRY: I thought I've seen you use three-and-a-half feet on some of your other exhibits.
MR. GUCKERT: The answer is four feet per second is what traffic engineers use.
MS. CORDRY: Okay. All right. The gas station itself, the bays across the gas station, that's approximately 120 feet, is that correct?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. So at four feet per second, okay, that will take someone 30 seconds to walk across in front of the gas station.
MR. GUCKERT: Yes.
MS. CORDRY: And you're going to have about four cars a minute coming out.
MR. GUCKERT: Yes.
MS. CORDRY: During peak hours on Saturday.
MR. GUCKERT: Yes. In the peak hour on Saturday, yes.
MS. CORDRY: So during that 30 seconds, likely at least two of those cars will be interacting with that pedestrian.
MR. GUCKERT: That's, that could really be the case. That's -- you're exactly right.
MS. CORDRY: Okay. And that's, of course, for each pedestrian who is walking across there.

MR. GUCKERT: Each and every one.
MS. CORDRY: And do you recall approximately how many people you showed on your supplemental traffic analysis as going in and out of the mall?
MR. GUCKERT: No.
MS. CORDRY: Do you recall the, would the number approximately 1600 sound right?
MR. GUCKERT: I'd have to check that.
MS. CORDRY: Okay. And if those persons are walking across the front and interacting with at least two of the cars, that can slow down those cars being able to exit?
MR. GUCKERT: If the 1600 people --
MS. CORDRY: No, no. I'm back to one person now.
MR. GUCKERT: Oh.
MS. CORDRY: Each one of those people walking across there. If each one of those people is --
MR. GUCKERT: Each one of what people?
MS. CORDRY: Walking across in front of the station.
MR. GUCKERT: Which, which -- how many?
MS. CORDRY: The one we just talked about. The one that we said, as they're walking across there --
MR. GUCKERT: See, see, you're -- I think you're trying to confuse me because you're, you're mixing, you're

mixing questions there and I just need to make sure that the record is as straight as can be. Now, are you talking about the people from the 103 spaces?
MS. CORDRY: I'm talking about all of the people in the parking lot in addition. Certainly, the 103 spaces, all of those people will have to walk across the filling station, correct?
MR. GUCKERT: No. That's not correct.
MS. CORDRY: Well, if they're going from that part of the parking lot up to the store, the most logical way they would do it would be to walk across --
MR. GUCKERT: Not, not with this great new path that we're building for everyone.
MS. CORDRY: Well, that will still be in front of the cars, will it not?
MR. GUCKERT: Not necessarily. We don't know how many cars are going to be going up here versus, versus coming back out to the Ring Road.
MS. CORDRY: Well, whichever cars are going up there, they will still be interacting with those people walking across that path.
MR. GUCKERT: Wherever that is but it's, but I can't give you a number of cars or pedestrians.
MS. CORDRY: I don't think I asked you a number at this moment.

MR. GUCKERT: Oh, gee.
MS. CORDRY: I think I asked you if those people are there, whether it's one person or the 100 or even the entire group --
MR. GUCKERT: I thought I testified that they'll interact with the cars. Pedestrians will interact with the cars.
MS. CORDRY: And the next question was and if they are walking across there and cars are having to wait for the pedestrian to go by, that will slow down the process of cars being able to come out of the station.
MR. GUCKERT: If, if it makes sense for pedestrians to walk in front of the cars exiting the station versus using the parking lot, they would simply have to wait a millisecond until they cleared in order to continue to exit from the station.
MS. CORDRY: Well --
MR. GUCKERT: It's not going to be a delay in my opinion.
MS. CORDRY: For one person.
MR. GUCKERT: It's not going to be a delay. Pedestrians are not going to be delaying the cars. Either the cars give way or the pedestrians give way.
MS. CORDRY: And none of that causes a delay?
MR. GUCKERT: In my opinion, those milliseconds is

not going to be a delay in my opinion.
MS. CORDRY: Okay. Now, that's for one pedestrian. And we said it's going to take them, they're going to move four feet a minute so that's not just milliseconds, correct?
MR. GUCKERT: No. That's not what I said.
MS. CORDRY: Well, you did say a pedestrian would move four feet per minute.
MR. GUCKERT: I did not say that.
MS. ROSENFELD: Per second.
MR. GROSSMAN: Per second.
MS. CORDRY: I'm sorry. Per second. I'm sorry, yes. Okay. And as they walk across, that's not going to be milliseconds that they can be in front of a car, correct?
MR. GUCKERT: You don't know when the car is leaving. Which pedestrian, what is the name of the pedestrian, what is the size and shape of the car. We don't know that, okay?
MS. CORDRY: We know --
MR. GUCKERT: What we know is pedestrians will give way to cars and vice versa. What we also know is that we're building a, a pedestrian path east-west across, well, maybe not across the entire lot because I'm not sure that's going to be permitted, but we're building a pedestrian path halfway across the parking lot.

MS. CORDRY: And as all the pedestrians congregate in that area, that's going to be even more of a combined area where there may be delays from cars being able to go through them, isn't that not correct?
MR. GUCKERT: No. I don't think that's the case. I think that's, that's stretching what is reality in a parking lot with pedestrians.
MS. CORDRY: Okay.
MR. GUCKERT: That's what I think.
MS. CORDRY: You're aware, are you not, that as pedestrians walk up and down that drive aisle, that cars have to slow to a, the pedestrians pace behind them.
MR. GUCKERT: Of course.
MS. CORDRY: Right. So it certainly would not be at all surprising that cars would also be blocked as they're trying to get out of the gas station area and delay that pedestrian?
MR. GUCKERT: Cars would be blocked out of -- you have to point to me what you're saying now because that --
MS. CORDRY: Anywhere. Coming out of the station, as the pedestrians move through the lot, they could block cars trying to come out of the station and slow up the passage of cars.
MR. GUCKERT: I'm not sure. I'm not sure that's the case. It could be. It could be. Cars could block

heads. Heads could block cars.
MS. CORDRY: Speaking of the pedestrian path and the one that was around the Ring Road, you originally testified that you didn't think it would have any effect on the safety of --
MR. GUCKERT: I'm sorry. I wasn't speaking of the pedestrian for around the Ring Road.
MS. CORDRY: I know that. I'm moving on to another question, Mr. Guckert, okay?
MR. GUCKERT: Okay.
MS. CORDRY: Okay. Is that okay?
MR. GUCKERT: Go ahead.
MS. CORDRY: All right.
MR. GUCKERT: You said the pedestrian, speaking of the pedestrian path around the Ring Road.
MS. CORDRY: Yes. And that's what I'm speaking of now.
MR. GUCKERT: Yes. Go ahead.
MS. CORDRY: When that was originally, when the site was originally zoned, there was a pedestrian path shown on the plans, correct?
MR. GUCKERT: Likely.
MS. CORDRY: And then it was taken out and you testified back in May that you didn't think it would have any effect on the safety of the site with that pedestrian

path being removed.
MR. GUCKERT: Could have.
MS. CORDRY: And you're aware that the, of course, the Park and Planning said that it should go back in?
MR. GUCKERT: I am aware of that
MS. CORDRY: Okay. So it --
MR. GROSSMAN: When you said Park and Planning said it should go back in --
MS. CORDRY: Yes.
MR. GROSSMAN: -- I'm not sure what you mean by that. Park and Planning reviewed the plans to put in a pedestrian path and they, the ultimately approved one that everybody agreed to. I'm not, I'm not sure they ever said it should be put back in. They said --
MS. CORDRY: Okay. I think --
MR. GROSSMAN: I sent it over there. I --
MS. CORDRY: I think there was strong pressure from them in any case. Well, however you want to characterize that --
MR. GROSSMAN: I'm sorry. I'm not sure what you mean it was strong pressure from them.
MS. CORDRY: Well, there was certainly discussion about having only a three foot path and they said that wouldn't be safe, it needed to be a five foot path, it needed to be fully ADA compliant and all of those parts that

we went through last time.
MR. GROSSMAN: I don't recall them ever, I don't recall the technical staff every saying there should be that pedestrian path. I think what happened was when it was revealed early on in the case that it was not appearing on the plans, I asked whether there could be a path and then the, the applicant agreed to putting a path there and then the path they agreed to did not meet technical staff's approval so they made suggestions and ultimately, it was, it was changed to meet what technical staff suggested as the, as the proper form of the path.
MS. ROSENFELD: Actually --
MR. GROSSMAN: I don't think they were pressuring.
MS. ROSENFELD: Mr. Grossman, I think it was shown on the plans that were presented to the Planning Board and it was removed on the plans that were later filed and updated.
MR. GROSSMAN: I understand but I, but, Ms. Cordry said that technical staff said there had to be a pedestrian path or something like that. I just don't recall that being the case. Not since I got the case. I mean, the technical staff review of the path that was proposed after the plans came to, to me was not from their pressure. It was from what developed during a hearing and we submitted plans to them which were then corrected based on their analysis of

what would be safe. I just didn't understand the premise for her suggestion that the technical staff required it.
MS. CORDRY: Okay.
MS. HARRIS: Mr. Grossman, can we, at some point, take a break, a five minute break?
MR. GROSSMAN: Shall we do that now?
MS. CORDRY: Sure.
MS. HARRIS: And if I could, also, and I should have said this earlier, Mr. Guckert has to catch a five, has to leave at 5:00 to catch a train so we have a hard stop at 5:00 if that's acceptable.
MR. GROSSMAN: That's fine.
MS. HARRIS: Okay. Thank you.
(Whereupon, at 3:24 p.m., a brief recess was taken.)
MR. GROSSMAN: Back on the record.
MS. CORDRY: Okay. I hesitate to do this, but let me ask one question back on this chart and then I'll move away.
MR. GROSSMAN: All right.
MS. CORDRY: Which is this is again going back to, this is the same chart your counsel sent over earlier this month with the, the changes, the corrected versions of the queue and the exit count and the hourly total counts that we were looking at before.

MR. GUCKERT: Okay.
MS. CORDRY: Okay. This one I see for Saturday, it shows for 12.5 hours 3.2 cars per hour, and your chart here is showing 2.75. Can you tell me why you would have the two different numbers?
MR. GUCKERT: Yeah. This is Sterling. Mine is for Wheaton.
MS. CORDRY: Okay. All right. Thanks. And that, again, is based on the fact because there's less cars at Wheaton, you're assuming fewer cars will go through the pumps.
MR. GUCKERT: The whole premise has been gas sales.
MS. CORDRY: Okay. All right. So let's see. We're back to -- all right. First of all, you have your chart 120B. I think that was A or B, whichever, the one has the big picture with your supplemental traffic analysis on there.
MR. SILVERMAN: This one?
MS. CORDRY: Yeah. Uh-huh.
MR. GUCKERT: What is the number?
MS. CORDRY: It's either 128A or B. I'm not sure which, which one corresponds to the large size chart that --
MR. GUCKERT: 128 will do.
MS. CORDRY: Okay. If you look at the, the exit

or entryway there to the mall on the west side by the Costco, you see there's a set of numbers there for people going in and coming out.
MR. GROSSMAN: On the west side?
MS. CORDRY: Yes. Where you enter Costco from the west side.
MR. GROSSMAN: Oh, okay. I understand. Yes. I understand.
MR. GUCKERT: The pedestrians.
MS. CORDRY: Yes.
MR. GUCKERT: Location 13?
MS. CORDRY: Well, you have the chart there. I don't have it right in front of me.
MR. GUCKERT: Go ahead.
MS. CORDRY: Okay. What's the number you have there for peak hour?
MR. GUCKERT: Pedestrians?
MS. CORDRY: Yes.
MR. GUCKERT: 5:00 to 6:00 p.m.
MS. CORDRY: Okay.
MR. GUCKERT: And I'm referring now to Exhibit 128. 5:00 to 6:00 p.m., 839 going in and 789 coming out.
MS. CORDRY: So a little over 1600 total?
MR. GUCKERT: Correct.
MS. CORDRY: Okay. So --

MR. GUCKERT: Two-way, two-way movements.
MS. CORDRY: Right. So that's the 1600 figure I gave you before, correct?
MR. GUCKERT: I don't know but okay.
MS. CORDRY: Well, never mind. That is you agree that there is roughly 1600, a little over 1600 people going in and out at the peak hour?
MR. GUCKERT: At 5:00 to 6:00 p.m., that's correct.
MS. CORDRY: Okay. All right. So regardless of your view of the current location, is it fair to say that you and Costco would have preferred to put it in the original location in the corner of Ring Road?
MR. GROSSMAN: Well, wait a minute. You're saying he and Costco would have preferred.
MS. CORDRY: Well --
MR. GROSSMAN: He can't speak for Costco.
MS. CORDRY: Well, he can if they had discussions about it.
MR. GROSSMAN: Well, all right. You can ask him that question.
MS. CORDRY: And I'm sure they discussed this, I would expect, when it was being planned and put together.
MR. GROSSMAN: All right. So let's, let's break that down. Do you have a preference as to where it would be

put?
MR. GUCKERT: I haven't given it thought.
MR. GROSSMAN: All right.
MS. CORDRY: And between --
MR. GROSSMAN: Did Costco express to you a preference?
MR. GUCKERT: No.
MS. CORDRY: Well, the first location was put in the Ring, in the corner of the Ring Road, correct?
MR. GUCKERT: Yes.
MS. CORDRY: Was there any discussion between yourself and Costco as to whether that was the best location to put the station?
MR. GUCKERT: No.
MS. CORDRY: Did Costco ever express any opinion to you at all as to why they chose to put it there as opposed to where they are now proposing it, next to the store?
MR. GUCKERT: No.
MS. CORDRY: Now, whether you had any discussion about it or not, would you agree that having it in the corner of the Ring Road where people could exit right back out onto the Ring Road is preferable to having them have to weave through the parking lot before they get back out to the Ring Road?

MR. GROSSMAN: Preferable from a --
MS. CORDRY: From a traffic, pedestrian safety, movement point of view.
MR. GROSSMAN: Okay. That's a legitimate question.
MR. GOECKE: I'd object to that, Mr. Grossman. That's a moot question because the ordinance precludes us from locating it there so.
MR. GROSSMAN: I know. I'm going to overrule that objection and let him answer whether it's preferable from the traffic flows, pedestrian safety, et cetera perspective as a traffic transportation engineer.
MR. GUCKERT: I think it likely would have been better moved to the west in the corner.
MS. CORDRY: Okay. Now, you've also been comparing this -- well, first off, let me back up one second. You talked a quite about how the traffic flows through the station is very regimented, correct? I think that's the word you've used.
MR. GUCKERT: Talking about on my redirect or earlier?
MS. CORDRY: I'm talking about it any time in your testimony. Have you not, a number of times, said the traffic flow through the station is a very regimented flow?
MR. GUCKERT: I have said that.

MS. CORDRY: Okay. And that's one of the things you think is good about the way the station is set up is that it's regimented.
MR. GUCKERT: It's organized.
MS. CORDRY: Okay. Organized, regimented. You see any difference between those two terms?
MR. GUCKERT: Could be. It's organized.
MS. CORDRY: Okay. All right. We'll stop saying regimented. We'll start saying organized.
MR. GUCKERT: Very good.
MS. CORDRY: Once --
MR. GUCKERT: Makes me feel better.
MS. CORDRY: I'm very happy to make you feel better, Mr. Guckert. Once you get out from the station area and get back into the parking lot, is it fair to say a parking lot is not a very organized or very regimented environment?
MR. GUCKERT: No.
MS. CORDRY: You're saying a parking lot is an organized environment?
MR. GUCKERT: Yes. It's got uniform, uniform drive aisles, uniform parking spaces. It's not as if there, there, they cross diagonally so it, it too is regimented.
MS. CORDRY: Well, certainly compared to your little gas station area, it's not nearly as regimented as

your gas station, correct?
MR. GUCKERT: It's, it's organized. The parking lot is an organized place for cars to park, access, circulate. It's organized.
MS. CORDRY: Okay. My question to you was once you get out in the parking lot, it's not as organized as your gas station, correct?
MR. GUCKERT: It's, it's a different use.
MS. CORDRY: My question to you is once you get out into the parking lot, it's not as organized as your gas station, correct?
MR. GUCKERT: My answer to you is that it's a different use. It's, it's not the same use. It's not as organized inside the store as it is in other places. As you, as you walk through the, into the store, it's not as organized as maybe it is in the aisles in the store. It's a different use.
MS. CORDRY: Okay.
MR. GUCKERT: But they're both organized.
MS. CORDRY: I can ask the question again but you obviously don't want to answer that particular question so let me ask you this.
MR. GROSSMAN: No. He answered it.
MS. CORDRY: No. He -- I asked him if it was less organized than the gas station.

MR. GROSSMAN: I know. He's saying you are comparing oranges and apples. He's saying he can't make the comparison that you want to make as to which one is more organized because they are different uses.
MS. CORDRY: Well, I understand they're --
MR. GROSSMAN: It's not possible to make --
MS. CORDRY: -- different but are you --
MR. GROSSMAN: That's what his answer was so I don't --
MS. CORDRY: Well, I understand his answer and I, I can't believe that you can't actually compare different uses as to which is more organized than the other but --
MR. GROSSMAN: Well --
MS. CORDRY: -- he obviously is not --
MR. GROSSMAN: He doesn't --
MS. CORDRY: -- willing to make any --
MR. GROSSMAN: He doesn't agree with you so.
MS. CORDRY: Okay. In the gas station, you don't have anybody pulling out, backing out of the station, correct?
MR. GUCKERT: That's correct.
MS. CORDRY: You don't have anybody walking up and down the aisles in the station with a shopping cart.
MR. GUCKERT: That is very correct.
MS. CORDRY: And you don't have anybody walking up

and down the aisles with, pushing a stroller.
MR. GROSSMAN: Where is this going?
MS. CORDRY: The point is I am trying to show why it is disorganized once you get out of there.
MR. GROSSMAN: So what?
MS. CORDRY: Because --
MR. GROSSMAN: How is that going to help me to make --
MS. CORDRY: Because they put their station in --
MR. GROSSMAN: -- a recommendation in this case?
MS. CORDRY: -- the middle of an area that is a very difficult area to get around and he wants to say it's all fine. I'm pointing out that it's not fine. He, he spent a lot of time talking about how organized the station is and what I'm saying is the instant you go outside of the station, you are in a very disorganized environment. And what I'm pointing out is some of the ways it is disorganized out there compared to being in the station.
MR. GROSSMAN: I just don't see how that really -- your characterization of it as organized or not organized is just so imprecise as to not yield any useful information.
MS. CORDRY: Okay.
MR. GROSSMAN: Okay? So what --
MS. CORDRY: But that's why I was asking very specific questions. What is different about being out there

than being in the station.
MR. GROSSMAN: What is different about being out where than --
MS. CORDRY: Being in the parking lot. What are the differences about being --
MR. GROSSMAN: It's a matter of common sense. I mean, people have an experience --
MS. CORDRY: Well, I understand but my common sense and Mr. Guckert's common sense --
MR. GROSSMAN: I know, but I just, I don't understand how, how is it, how would I ever translate that into real evidence, what is more organized or not, a parking lot versus a gas station? I just don't see that that's useful.
MS. CORDRY: Well, then I think about half of Mr. Guckert's testimony isn't useful either because that's been a lot of what we've been hearing testimony about and that's what I'm trying to explore.
MR. GROSSMAN: No. I think he compared the regimentation of this type of gas station with other types where people enter from different angles, et cetera. That was the comparison that he made, that --
MS. CORDRY: I'm getting to that as well, yes.
MR. GROSSMAN: -- one gas station versus another gas station but.

MS. CORDRY: I'm getting to that as well, but it's also that this gas station is going to flow right back into a parking lot so --
MR. GROSSMAN: I understand and I've understood and received evidence about the various conflicts that may occur but to get a characterization of it as organized or more organized is useless, okay?
MS. CORDRY: Okay. Okay. All right. In talking about other gas stations, you suggested that a lot of them are on corners of two arterials, correct?
MR. GUCKERT: Yes.
MS. CORDRY: Many of them in this area, I'm not sure if I would say most but certainly, many in this area are not on corners. They are on one side of a major arterial and not at a corner.
MR. GUCKERT: When, when I testified, my recollection is to, was to compare the difference between a gas station that's at the corner of main and main on two arterials or one arterial versus the access and design of stations that are located within parking lots.
MS. CORDRY: I understand.
MR. GUCKERT: And --
MS. CORDRY: My question to you --
MR. GUCKERT: And therefore, the purpose was to look at the issue of whether or not this station, as

designed, is as good as or better than and whether or not a station not on an arterial and whether a station on an arterial may create more of a nuisance than a gas station that's within private property driving out onto a Ring Road.
MS. CORDRY: Okay. Your answer. My question to you was is it not a fact that many, if not most, of the gas stations in this area are on the side of a major arterial, not necessarily at a corner?
MR. GUCKERT: In this area? What area?
MS. CORDRY: In the, for instance, the study area that we have been looking at around the station, the roughly 28 other --
MR. GROSSMAN: The defined neighborhood or the --
MS. CORDRY: Well, the study area which was the --
MR. GROSSMAN: -- bigger, the market area?
MS. CORDRY: The area that was defined as the market study area, the roughly two-and-a-half mile radius or so.
MR. GROSSMAN: The market needs area.
MS. CORDRY: Yeah. The market needs area that the 28 other, 27, 28 other stations.
MR. GUCKERT: I did not study the other 28 or the needs study so I don't know whether, most is 51 percent, whether that's true or not.
MS. CORDRY: Well, I didn't say. I said -- okay.

Let me ask you the question again. Is it true that many of the stations in this area --
MR. GROSSMAN: But that's the question. You said this area.
MS. CORDRY: And again, I'm saying this study area, the market --
MR. GROSSMAN: But he said he did not study that study area. He was not the needs analysis person.
MS. CORDRY: I understand he didn't study it but I -- and he also said he didn't know exactly how many most is. I'm asking if he's not aware that many of them in that, in the couple miles around this area are on the side of major arterials, not at corners.
MR. GUCKERT: I do not know.
MS. CORDRY: A station on the side of a major arterial that is not at a corner, then you will have one way in and one way out, correct?
MR. GUCKERT: Not necessarily. I do not know the answer.
MS. CORDRY: Well, if the traffic is at a major arterial and it's running in one direction, you would go in the first --
MR. GUCKERT: Not necessarily.
MS. CORDRY: Would most people go in the first entrance they come to and go out the other entrance?

MR. GUCKERT: Well, these --
MR. GROSSMAN: Once again, where is this going?
MS. CORDRY: I am trying to explore with him what he has just been talking about in why it's better and why it's not. I have to ask questions. I want to -- I am trying to explore why the fact that a station on an arterial is not less safe than this station.
MR. GROSSMAN: Why don't you ask that question?
MS. CORDRY: Because I will not get the answer I want to try --
MR. GROSSMAN: Well, yes. That's not --
MS. CORDRY: Because he'll say no.
MR. GROSSMAN: That's not the point.
MS. CORDRY: He'll just say no. I have to ask specific questions, Mr. Grossman. I can't ask a question like that because he'll say no. That doesn't, that doesn't get me anywhere.
MR. GROSSMAN: I don't know what he's going to answer, but you have an elliptical way of approaching it that is not, is producing a lot of not useful information when you could, you could get directly to your point. That's my problem.
MS. CORDRY: Well --
MR. GROSSMAN: I don't want to limit you. I want to try to get to useful information.

MS. CORDRY: Well --
MR. GROSSMAN: And that's, that's the problem. You're asking a very elliptical way. Just ask the question.
MS. CORDRY: Well, I thought the question I was asking was very simple. Do not most cars, I thought all --
MR. GOECKE: He answered no, not necessarily.
MS. CORDRY: So then I was trying to get at why, why do you say not necessarily then?
MR. GUCKERT: Because a car may pass the first entrance to go in the second entrance in order to get to the convenience store or the car wash, or to get to the left side of the car versus the right side of the car depending on how the pumps are currently being used as you observe going by, so it depends. So not -- necessarily is not the right answer and I'm not going to answer it's necessarily going to do it because I think there's reasons why they don't.
MS. CORDRY: Okay. So then my next question to you was don't most people go in the first entrance and not the second entrance?
MR. GUCKERT: I would have to, to stay and look at that and see. Some do.
MS. CORDRY: Okay.
MR. GUCKERT: Maybe 51 percent do. Maybe they're the same ones walking in front of the cars. I don't know.

MS. CORDRY: Okay. But you're, you're ready to opine on a lot of things but that's not one thing you're ready to opine on. Okay.
MR. GROSSMAN: Don't comment on it.
MS. CORDRY: All right. Okay. And when these cars are coming out --
MR. GUCKERT: Which cars?
MR. GROSSMAN: Well, let her ask the question.
MS. CORDRY: Let me finish. Cars are coming out of the station on the main road. If they are at this corner that you've talked about, the corner of an arterial, there will typically be either a stop sign or a stop light at that corner of those arterials, correct?
MR. GUCKERT: Typically, a traffic signal, yes.
MS. CORDRY: So that would be a place where that car could then come out safely when that signal is a stop sign or a stop light.
MR. GUCKERT: Well, we hope they'll all come out safely.
MS. CORDRY: Okay. And that would also certainly give cars room to enter then as well when you have those kind of stops.
MR. GUCKERT: Well, you've got -- not, not necessarily as well because when you have a traffic signal, it alternates the right-of-way. Cars may be making a right

turn from the opposite direction, making a left turn so, no. At a major arterial, you almost always have movement going through an intersection.
MS. CORDRY: In any case, if you have a station on a main road, it is clear who has the right-of-way between the car coming out of the station and the cars on the main road, correct?
MR. GUCKERT: That's correct. The cars coming out of the gas station have to yield to pedestrians and other cars.
MS. CORDRY: Okay. And when cars are coming out of the gas station here, there is no clearly defined determination as to who has the right-of-way, is that correct?
MR. GUCKERT: Incorrect.
MS. CORDRY: Is there any legally defined right-of-way between cars leaving the gas station versus cars in the parking lot?
MR. GUCKERT: Yes.
MS. CORDRY: And what legal determination is that?
MR. GUCKERT: Article 66-and-a-half of the Motor Vehicle Code.
MS. CORDRY: And what does that say?
MR. GUCKERT: It says that cars must yield to pedestrians.

MS. CORDRY: I asked you other cars, Mr. Guckert. Please listen to the question.
MR. GUCKERT: Please, please listen to my answer. Cars must yield to pedestrians. It's in Article 66-and-a-half of the Motor Vehicle Code.
MR. GROSSMAN: No. But she's asking you do cars have to yield to other cars.
MR. GUCKERT: Only if they don't want to hit them, okay? I mean --
MR. GROSSMAN: The question she asked --
MR. GUCKERT: I mean, I don't know how to, how to answer that.
MS. CORDRY: My --
MR. GROSSMAN: Well, that's the question.
MS. CORDRY: Okay.
MR. GUCKERT: The car on the right, the car on the right, according to Article 66-and-a-half, has the right-of-way.
MR. GROSSMAN: All right. Mr. Guckert, that's the question. The question is is there a legal right-of-way in, on a private property here for a car exiting the gas station vis-à-vis a car in the parking lot already. Is there a legal right-of-way?
MR. GUCKERT: I didn't understand that to be the question.

MR. GROSSMAN: I think that's what she's asking.
MS. CORDRY: Yes.
MR. GROSSMAN: Is that correct?
MS. CORDRY: That is what I was asking. I thought that was exactly what I asked.
MR. GUCKERT: So a car in the parking lot versus a car coming out of the gas station.
MR. GROSSMAN: Right.
MS. CORDRY: Yes.
MR. GUCKERT: Well, where would the car coming out of the gas station be located and where would the car in the parking lot be located?
MS. CORDRY: My question to you is simply is there any defined right-of-way between those two cars in the same way that there is a defined right-of-way between a car leaving a gas station on a main road and a car on the main road?
MR. GUCKERT: That's, that's not a correct question to ask because once you're in the parking lot, you have, you have normal driver behavior and right-of-way.
MR. GROSSMAN: No. I think that's a legitimate question. The question is you testified that on the street, on the main street, the car from the gas station must yield to other vehicles on the street, correct?
MR. GUCKERT: It must stop before entering the

roadway.
MR. GROSSMAN: They have to yield to the --
MR. GUCKERT: Right.
MR. GROSSMAN: -- other cars on the street.
MR. GUCKERT: They have to stop and yield to the cars on the street.
MR. GROSSMAN: All right. Now, the question is now move it over to this proposed gas station. A car coming out of that gas station --
MR. GUCKERT: Right.
MR. GROSSMAN: -- going north let's say.
MR. GUCKERT: Uh-huh.
MR. GROSSMAN: And if there's a car on the, on, yes. Crossing east to west. Does the car, is there a law, a regulation that requires the car coming out of the gas station to yield to the car going east-west?
MR. GUCKERT: And I'll answer the question again, Mr. Grossman. The answer is yes. It's Article 66-and-a-half. Says that when you enter a driveway, and I believe, I'm not a lawyer and I don't even want to play one, but a, this would be considered entering a driveway from a stopped situation and the car leaving the gas station would have to yield to the car on the east-west driveway.
MR. GROSSMAN: Okay. That's the question.
MR. GUCKERT: That was the answer.

MS. CORDRY: So here's -- okay. That's one of my questions then. Do you view that as an open driveway that people are going to be using to go into and out of the parking lot?
MR. GROSSMAN: People. You mean people in cars or people --
MS. CORDRY: People in cars, yes.
MR. GUCKERT: Do I view, do I view the east-west --
MS. CORDRY: That area right above the parking lot exit there.
MR. GUCKERT: Ask the question again.
MS. CORDRY: Is it your understanding that that area directly above where the pumps are, between the pumps and that, I guess that's a set of islands there above it, that there's an aisle, you know, space across there, do you view that as a aisle that people are going to be coming in and out of?
MR. GUCKERT: That cars will be using? That cars will be using?
MS. CORDRY: Yes. This area right across here. Do you view this as an area that cars in general will be using?
MR. GUCKERT: Sure.
MS. CORDRY: So that as cars are leaving the

parking area, trying to leave the parking area, they may be now coming into, I don't know if we can necessarily call it conflict but they will be interacting with cars coming off of the road and trying to drive across there.
MR. GUCKERT: Cars, cars leaving the gas will be interacting with cars that are on the drive aisle, both the north-south and the east-west drive aisles.
MS. CORDRY: Okay. So you're not going to try to restrict that or tell people not to come in that? That's going to be a place people can cut across there?
MR. GUCKERT: It's -- cut across, no. It can be a drive aisle that they can use to maneuver their way into and out of the parking lot.
MS. CORDRY: Okay. So that's one more set of interactions that cars will be having. They won't be -- cars, as they leave the station, won't just drive straight up. They will also have interaction with cars coming across there.
MR. GUCKERT: Of course they will.
MS. CORDRY: Well, not necessarily of course. I had pretty much assumed that that was going to be restricted, you were going to try to get cars out of the parking, I'm sorry, out of the gas station up into the drive aisles but --
MR. GROSSMAN: You mean, Ms. Cordry, that there

would be a sign posted at either end of that east-west drive aisle immediately north of the gas station that would say do not enter?
MS. CORDRY: Well, I had, I had pretty much thought that was the way that was going to be operated, that they weren't expecting to be a lot of cars there because that's another place then, if cars back up on that aisle, that you're going to have restrictions of cars being able to get out of the gas station which is going to cause, you know, additional issues.
MR. GROSSMAN: Well, let me ask Ms. Harris if that's part of the plan. I don't recall that ever being discussed, but was there any plan that would restrict that drive aisle, the east-west drive aisle immediately north of the gas station, restricting that to cars exiting? In other words, there would be two, would there be two no entry or one way signs on either side of that?
MS. HARRIS: That has not been any discussion about that to my knowledge. I don't believe there has been.
MR. GROSSMAN: All right.
MS. CORDRY: So that would be then people could drive there. If there's any backing up of cars on that aisle, that would cause a restriction of people being able to get out of the gas station. If anyone has any trouble getting out of that aisle out onto the north-south drive

aisle or the other direction.
MR. GROSSMAN: They would interact.
MS. CORDRY: Yes.
MR. GROSSMAN: I don't think -- he's already testified to that so.
MS. CORDRY: Again, we were talking about on the main road --
MR. GROSSMAN: Every time you say the word again, it scares me so let's --
MS. CORDRY: I want to go back to --
MR. GROSSMAN: Let's not do an again.
MS. CORDRY: I want to go back to the station on the main road.
MR. GROSSMAN: Okay.
MS. CORDRY: And the pedestrians walking in front of that other sidewalk. Generally along the main road, there is a sidewalk, correct?
MR. GUCKERT: Correct.
MS. CORDRY: And pedestrians normally would be walking on the sidewalk?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. In a parking lot, they may be walking anywhere within this whole area, is that correct, anywhere within the parking lot?
MR. GUCKERT: Within the parking lot, that's

correct.
MS. CORDRY: Okay. They could be coming out from behind a car.
MR. GUCKERT: They could be.
MS. CORDRY: Where you would not have visibility of them until they stepped out into the aisle.
MR. GUCKERT: Until you could see them.
MS. CORDRY: Okay. As opposed to when you're in a station and they're on the sidewalk in front of you, you have clear visibility of them on that sidewalk.
MR. GUCKERT: No. Not true.
MS. CORDRY: And tell us why it's not true.
MR. GUCKERT: Because typically, you're exiting and an angle and you have to look around, and it really makes it a bit more difficult versus a 90 degree angle --
MS. CORDRY: But you're still --
MR. GUCKERT: -- that you're looking.
MS. CORDRY: They are still in front of you there.
MR. GUCKERT: I answered the question but you didn't like my answer so you, you, when you exit from a gas station on an arterial, you're typically at about a 30 degree angle, 50/60 degree angle, and you have to look over your left shoulder. It does make it much more difficult for the, for the driver exiting to see the pedestrian. In this particular case, you will have the, you're at a 90 degree

angle and quite frankly, it makes it a whole lot easier to see pedestrians if they happen to be walking in front of the exit to the gas station.
MS. CORDRY: Okay. If they're walking in front. And if they're walking, if they're stepping out of the drive aisle, that will not be as easy as if they're walking in front of you across the aisle.
MR. GUCKERT: I don't know whether there's a question there.
MS. CORDRY: All right. Are you aware that the pedestrian that was killed in the parking lot last year was killed by a driver making one of those nice 90 degree turns out of the, one of the parking lanes into a drive aisle?
MR. GROSSMAN: By the parking lot, you're referring to which parking lot?
MS. CORDRY: Actually, I think Tuckerman Lane I believe it was. Are you aware of the pedestrian killed --
MR. GROSSMAN: Well, wait, wait, wait. Which parking lot. So you said Tuckerman Lane.
MS. CORDRY: Yes.
MR. GROSSMAN: What parking lot? What parking lot on Tuckerman Lane?
MS. CORDRY: Seven Locks.
MR. GROSSMAN: So it was --
MS. CORDRY: Are you aware of that pedestrian

accident last year?
MR. GROSSMAN: Hold on one second. I just want to make sure we're talking, what accident we're talking about because I assumed when you asked the question at first you were talking about an accident --
MS. CORDRY: No.
MR. GROSSMAN: -- in the parking lot --
MS. CORDRY: No.
MR. GROSSMAN: -- at the mall.
MS. CORDRY: No one has been killed yet at the mall.
MR. GROSSMAN: Okay. So, so you're talking about an accident at, at Cabin John --
MS. CORDRY: Yes. Cabin John Shopping Center.
MR. GROSSMAN: -- Shopping Center. Okay. So now ask your question.
MS. CORDRY: Are you aware of that pedestrian accident last year, Mr. Guckert?
MR. GUCKERT: No.
MS. CORDRY: Are you aware of the County Executive's Pedestrian Safety Initiatives with respect to parking lot safety?
MR. GUCKERT: I've seen the information that the opposition provided.
MS. CORDRY: And are you aware then that they've

done two separate initiatives on this in the last four years?
MR. GUCKERT: No.
MS. CORDRY: Okay. Because we put in information about two separate initiatives so are you saying you haven't looked at actually both of those sets of information?
MR. GUCKERT: No. I said I wasn't aware of two separate initiatives.
MS. CORDRY: Okay. Because I thought you said you had just looked at the information we put in, and we did put in information about two initiatives. Is that part of your role in becoming, you know, a traffic and pedestrian safety and so forth expert, to be aware of these kind of initiatives that the County Executive has with respect to safety issues?
MR. GUCKERT: No.
MS. CORDRY: Do you try to follow that at all?
MR. GUCKERT: I do not.
MS. CORDRY: So if the County Executive's position is that parking lots are danger zones, would you disagree with -- let's see. If that's the approach they took in their first campaign in 2009, are you aware of that at all, that campaign?
MR. GUCKERT: Am I aware of the campaign that the County Executive thinks they're danger zones?

MS. CORDRY: Yeah. That they ran a campaign in 2009 --
MR. GUCKERT: I, I --
MS. CORDRY: -- with a theme that parking lots are danger zones.
MR. GUCKERT: Am I aware that they think they're danger zones?
MS. CORDRY: That that was the campaign they ran in 2009.
MR. GUCKERT: I'm aware that they have a campaign. What is the, what is the question?
MS. CORDRY: The question is are you aware --
MR. GUCKERT: You keep changing the question on me. You've got to, you've got to give me a little break here. You keep changing the question.
MS. CORDRY: Are you aware that the County Executive's campaign in 2009 was based on the theme that parking lots are danger zones?
MR. GUCKERT: I remember reading that
MS. CORDRY: Okay. And when do you remember reading about that?
MR. GUCKERT: From documents that the opposition gave.
MS. CORDRY: Okay. And before that, you had no idea about that particular initiative.

MR. GUCKERT: Correct.
MS. CORDRY: Would you disagree with that position of the County Executive?
MR. GUCKERT: I have, in all my years, I've never heard or seen or read of parking lots being danger zones, so I would say I find it highly unusual that they'd be considered danger zones.
MS. CORDRY: Okay. So you are disagreeing with the County Executive's position that they are danger zones?
MR. GUCKERT: You want -- I thought I just answered that question.
MR. GROSSMAN: Yes. I think he answered that.
MS. CORDRY: Well, he said he hadn't read anything about it so I'm just asking are you disagreeing with the County Executive's position that they are danger zones.
MR. GROSSMAN: I think he's answered.
MS. CORDRY: Okay. All right. Are you aware that the County Executive had another initiative last year with respect to parking lot safety and pedestrians in parking lots?
MR. GUCKERT: Very possibly.
MS. CORDRY: What does that mean?
MR. GUCKERT: That means I may have read something about it.
MS. CORDRY: And what may you have read about it?

MR. GUCKERT: I may have read a document indicating that they had a campaign.
MS. CORDRY: And do you know why that campaign was initiated last year?
MR. GUCKERT: Do not.
MS. CORDRY: Are you aware at all that parking lot accidents have been increasing over the last several years, pedestrian accidents in parking lots have been increasing over the last several years?
MR. GUCKERT: No.
MS. CORDRY: Is that anything you consider important to know about in terms of determining whether parking lots are danger zones or not?
MR. GUCKERT: No.
MS. CORDRY: Would it surprise you to know that parking lot accidents were up almost 30 percent in 2012 over the previous year?
MR. GUCKERT: It really doesn't matter. In, in our industry, what's important is whether the parking lot is safely designed. Accidents, in and of themselves, Mr. Grossman, are a chance occurrence. You really need to understand why the accident occurred. You need to understand what the, what the pedestrian was doing, what he was wearing, the time of day, the weather conditions, the same thing with the driver. So the fact that there are

accidents really are inconsequential. The same thing on the road. You've got to understand what the cause is of the accident for it to be of importance. Having a political campaign about accidents in a parking lot does not tell the whole story. You really need to understand what occurred and that's why I answered the way I did.

MS. CORDRY: Okay. I'd like to put in two exhibits at this point. They are from the current campaign.

MR. GROSSMAN: Well, didn't you already put in --

MS. CORDRY: No. These are --

MR. GROSSMAN: -- everything?

MS. CORDRY: No. These came in in March. These are new issues that came up from the March Pedestrian Safety Committee.

MR. GROSSMAN: All right. Which one is first?

MS. CORDRY: The pretty colored one will be first.

MR. GROSSMAN: All right. So that will be Exhibit 512 which is --

MS. CORDRY: It's a report dated 2/11/14 from the Montgomery County Police Department on accidents last year.

MR. GROSSMAN: Report of 2/11/14 --

MS. CORDRY: Just starting into 2014.

MR. GROSSMAN: -- by Montgomery County Police Department re: pedestrian crash data?

MS. CORDRY: Yes.

(Exhibit No. 512 was marked for identification.)

MR. GROSSMAN: And then Exhibit 513 --

MS. CORDRY: Is a briefing given to the Pedestrian and Bicycle and Traffic Safety Advisory Committee on March 6th.

MR. GROSSMAN: All right. That's March 6, 2014 briefing -- who did they brief?

MS. CORDRY: This was the Pedestrian, Pedestrian, Bicycle and Traffic Safety Advisory Committee, the County's --

MR. GROSSMAN: No. But who briefed whom?

MS. CORDRY: This was one of the County Executive people, I'll have to get her name for you before we come back, and she was briefing the Pedestrian, Bicycle and Traffic Safety Advisory Committee.

MR. GROSSMAN: Okay. So it's briefing by County Executive personnel of the Pedestrian, Bicycle and Traffic Safety Advisory Committee.

MS. CORDRY: Right. I have the woman's name at home. I will send it in after this hearing.

MR. GROSSMAN: Okay.

(Exhibit No. 513 was marked for identification.)

MS. CORDRY: And she didn't number her pages

either so this is, this is not my fault this time.

MR. GROSSMAN: I'm not saying anything.

MS. CORDRY: If you look at Exhibit 512 --

MR. GUCKERT: Yes.

MS. CORDRY: -- and you see it says in red, at the bottom, it says red text numbers, preliminary could be subject to change?

MR. GUCKERT: Yes.

MS. CORDRY: So the number for total collisions in 2013 and 454, that's still preliminary. Do you see that?

MR. GUCKERT: Yes.

MS. CORDRY: But it's already 31 more than were in 2012.

MR. GUCKERT: Whose fault?

MS. CORDRY: Why don't you answer my question first?

MR. GUCKERT: Who was at fault?

MR. GROSSMAN: Well, that's not --

MS. CORDRY: Why don't you answer my question?

MR. GROSSMAN: That's not the question that's asked.

MR. GUCKERT: Okay. What's the question?

MS. CORDRY: The question was that number is already 31 higher than the year before, correct?

MR. GUCKERT: Okay.

MS. CORDRY: Okay. And if you see down there, a couple line down, it says serious pedestrian collisions were 18 percent of all the collisions.

MR. GUCKERT: Yes.

MS. CORDRY: Okay. Now --

MR. GROSSMAN: Do you know when they say that the number is preliminary and could be subject to change, do we know that that means the change must be up as opposed to down?

MS. CORDRY: Yes.

MR. GROSSMAN: Could they --

MS. CORDRY: Yes.

MR. GROSSMAN: Could they find out that some of these figures for, for example, it's listed as 50 for October, which is considerably higher than any of the other numbers, could be erroneously --

MS. CORDRY: No. These are ones that are put on there as investigations are done so this is a not yet, there may be more investigations still being completed but it's my understanding of attending this briefing, this is, these are, it's going to go up from here. It's not going to go down.

MR. GROSSMAN: I don't know.

MR. GOECKE: That's not what the document says.

MS. CORDRY: Well --

MR. GOECKE: It just says they're subject to change.
MS. CORDRY: Well, I will say that --
MR. GOECKE: It could change in either direction.
MS. CORDRY: -- it's my understanding, again, from that briefing, that there will be a county stat report on this before the end of the month, so we should have some more documents at that point.
MR. GROSSMAN: If it makes either side feel better, don't see how this is going to, whether it's higher or lower from 2013 to 2012, I don't see how it affects what I have to recommend here.
MS. CORDRY: Well --
MR. GROSSMAN: I mean, it could be increasing if it said, if it increased from 2010 to 2014 or 2008 to 2012 or '13, I might say okay, you know, we have a trend that I might be able to look at and it might mean something. I can't see that these numbers particularly tell me anything about increases or decreases.
MS. CORDRY: Okay.
MR. GROSSMAN: Do they?
MS. CORDRY: The County Executive does believe that we had a falling rate before and it bottomed out in 2011, and it's been going up and continues to appear to go up and if I could just go on to some more of the --

MR. GROSSMAN: I'll be willing to bet my nickel that if you ask Dr. Adelson, he's going to tell you, Adelman I should say, he's going to tell you that statistic, there's no statistically significant trend line you can draw here over that number of years and that, and this data.
MS. CORDRY: Well, whether it's statistically significant, it is significant to the County Executive to try to --
MR. GROSSMAN: That's not the point. I mean, if you're going to, if you're going to try to demonstrate it -- I mean, seriously. I just don't see it as being any evidence here if it's, if it was from 2008, there were 444 collisions, 2009, there were 453. Then it seems to have dropped down in 2011 but come back up again in 2012 and 2013. I don't know that I can reach any conclusions from that. I don't have anything that I --
MR. SILVERMAN: Well, you certainly can conclude that there's a serious problem with accidents in parking lots.
MR. GROSSMAN: Well, I know there are accidents --
MR. SILVERMAN: Whether it's getting worse or better.
MR. GROSSMAN: I know there are accidents in parking lots but I think she was trying to show me something about an increase in the amount.

MS. CORDRY: Actually, I was just trying to show one step at a time. This step was that there are more pedestrian accidents than the year before. Now, when we turn to --
MR. GROSSMAN: What difference does it make? It could be a year to year variation. That's not important. If there were, just because there were more accidents this year than last year and if they dip down in the next year, would I conclude that parking lots have gotten a lot safer? No. I wouldn't. So it doesn't make a difference. Your fluctuation doesn't make a difference.
MS. CORDRY: Mr. Grossman, what --
MR. GROSSMAN: I don't know what you're laughing about.
MS. CORDRY: I don't know what I can put in to prove things if I can't put in the numbers and the statistics and what's happening and the data, and this may not yet be fully statistical significant but the point is what I am trying to do and also show from this, the next chart as well where there's more data about the parking lot accidents, and we will have more data, that parking lot accidents appear to be increasing. And if you'll let me have him look at the next chart, which is actually parking lot accidents --
MR. GROSSMAN: I'll let you have him look at it

but what I'm saying to you is I think that you put in evidence that there is a safety issue in parking lots. You clearly have. What I'm telling you is that the change over time here does not appear to me to yield any significant evidence here. I can't reach a conclusion from this data that there is an increase in parking lot accidents.
MS. CORDRY: I, I'm not asking you to necessarily find anything at the moment. I'm just trying to put the data in --
MR. GROSSMAN: Okay.
MS. CORDRY: -- and go through here. And in the briefing --
MR. GROSSMAN: I don't want to waste a lot of time establishing whether or not the County Executive thinks there's an increasing trend in parking lot accidents when this data doesn't seem to bear that, or at least I cannot reach any conclusions from this data.
MS. HARRIS: Mr. Guckert, if I ask, I mean Mr. Grossman. I've been doing that all day. If I could also note this seems, to some extent, to be a continuation of Ms. Cordry's direct testimony when she was testifying about this. It seems outside the scope of what --
MR. GROSSMAN: Well, here's the thing. I assume that they're going to use this as part of their surrebuttal and so if they want to question Mr. Guckert on this type of

exhibit, I don't see anything wrong with that so I let them put it in, put it in for that purpose. So, you know, I assume that. I assume that this kind of a chart released by the police department is reliable information and we can rely on it. I just don't see it as showing me a trend that I can rely on. That's all.

MS. CORDRY: Well, I'm not sure how much of a trend it is but the data is what it is.

MR. GROSSMAN: Right.

MS. CORDRY: And then if we could look at Exhibit 513 --

MR. GROSSMAN: Do you agree with me, Dr. Adelman?

MR. ADELMAN: I'm in enough trouble already.

MR. GROSSMAN: All right.

MS. CORDRY: If you look at Exhibit 513 and page 2, page labeled PIO Parking Lot Pedestrian Safety Education Campaign.

MR. GROSSMAN: Page 2. Yes.

MS. CORDRY: Okay. And I put that in just to show that these are the numbers for parking lot accidents, not just pedestrian accidents, as a whole.

MR. GROSSMAN: Okay.

MS. CORDRY: And whether it's statistically significant or not, the trend that it's going on and the concern that they have over the last couple of years of

increases there.

MR. GROSSMAN: Right.

MS. CORDRY: Just say we don't have 2013 yet. When we have it, I'll be happy to give it to you.

MR. GROSSMAN: That looks like a more significant climb.

MS. CORDRY: Right.

MR. GROSSMAN: I don't know whether it's over enough, enough period of time.

MS. CORDRY: And we are talking about parking lot accidents here which is what I was trying to get to. If we turn to the next page, 83, 83 percent of the parking lot pedestrian collisions occurred in private retail parking lots such as those at malls, strip malls, fast food restaurants and so forth as opposed to I guess office buildings or personal -- if we turn back a couple more pages, the research.

MS. HARRIS: Where is the question in any of this?

MS. CORDRY: Okay.

MR. GROSSMAN: That's a fair question right there.

MS. CORDRY: Well --

MR. GROSSMAN: Where is the question?

MS. CORDRY: That, I would simply point out. If we turn back a couple more pages to the page labeled research, you stated it was very important to know exactly

who did what and why things happened and so forth and who was at fault, is that correct?

MR. GUCKERT: Yes.

MS. CORDRY: Okay. You see what this says is that there's been virtually no studies on the subject of parking lot safety?

MR. GUCKERT: And that's why I said what I said.

MS. CORDRY: And doesn't that indicate that until you know that, you can't tell what is important or not, that in fact, we need more studies on this and you can't just assume that things are safe in a parking lot?

MR. GUCKERT: I look at it that there hasn't been a rationale reason for anyone in the world to study this but Montgomery County.

MR. GROSSMAN: But doesn't this hurt you? Doesn't this piece -- assuming this is, I take this as fact that there are virtually no studies on the subject, doesn't that hurt your, your case --

MS. CORDRY: No. I think --

MR. GROSSMAN: -- on this point?

MS. CORDRY: No. The problem is that private, that it's the problem of who can do these studies because as we've heard, parking, private parking lots do not have government police enforcement on them.

MR. GROSSMAN: I'm not, I'm not legislating here.

You're not, you're not, there's not evidence for legislation to or even for administrative or executive action to conduct a study. The question here is whether or not there's evidence regarding parking lot safety and if you introduce something that says to me there are no studies, virtually no studies on the subject --

MS. CORDRY: Well, what that says to me --

MR. GROSSMAN: -- doesn't that hurt your case?

MR. CORDRY: -- is that what he's indicating that, that he's making, he's offering opinions about parking lot safety and whether it's safe or not and so forth and --

MR. GROSSMAN: No. I don't think -- what he said --

MS. CORDRY: -- I'm not sure what he's basing that on because there are no studies for him to base that on.

MR. GROSSMAN: No. What he said was it depends on the circumstances of the accident. I, I don't see how you could fault that statement.

MS. CORDRY: Well, I don't but then if he doesn't know what the circumstances of the accidents are, I don't know how he can opine as to whether or not there is more or less safety in parking lots and so forth. He's speaking in a vacuum it seems to me.

MR. GROSSMAN: Well, all right. I think I gather your point but I think that what he testified to was that

when you exit from a regimented station such as this on a right angle, it's less dangerous than exiting on an angle. I mean, I think he can testify about that kind of point. I'm not sure there's no evidence regarding that. I think he can testify about that.

MS. CORDRY: I mean, I think --

MR. GROSSMAN: This --

MS. CORDRY: Well, I think you can look back at the rest of his testimony and see what his views are about whether or not we should be concerned about pedestrian safety in these parking lots. I think we've heard a lot of testimony that it's a parking lot as if that was an answer. And what I'm pointing out is that we don't have answers as to how many accidents there are in parking lots. Montgomery County has found that the numbers are increasing, that is a matter of great concern to Montgomery County and that they are on the forefront of doing it, but Mr. Guckert does not seem to have any awareness of much of this so.

MR. GROSSMAN: I think you've raised a legitimate concern. The question is does it translate into any evidence that I can use to reach a conclusion. That's the problem. I --

MS. CORDRY: Well, I mean --

MR. GROSSMAN: Mr. Silverman wants to be heard.

MS. CORDRY: Okay.

MR. GROSSMAN: We try to keep him silent on most of the days.

MR. SILVERMAN: It seems to me it behooves the Hearing Examiner, as well as --

MR. GROSSMAN: Do you want me to go ahead and conduct my own study?

MR. SILVERMAN: No. No, sir. No, sir. But to be, but to be a little bit more sensitive and not to be cavalier about, about this issue of parking lots. I know you're not executing the County Executive's policy but when the County Policy says there's a problem, I think it behooves people to say well, what can I do to solve the problem.

MR. GROSSMAN: No, no, no. You're --

MR. SILVERMAN: In my role. In my role.

MR. GROSSMAN: In your role but I, if you're suggesting I'm being cavalier because I'm saying that just because the issue exist doesn't mean that I can conclude that there's evidence, that's an unfair characterization of what I've said here. I'm not being cavalier about it. I agree there is an issue that's been presented. There's an issue of parking lot safety but the statement of what's in Exhibit 513 that Ms. Cordry presented is that there's virtually no study of it and so that, that leaves me somewhat in a quandary about, you know, what I can conclude

in an evidentiary way here because if I don't have the evidence in front of me, I can't make a conclusion. It's not my role to tell the County Executive to conduct a study.

MS. CORDRY: Well, the County Executive is conducting a study. That's the point.

MR. GROSSMAN: I understand, right.

MS. CORDRY: Yes. And, and this witness is not aware of them, is not aware of what's being learned at this point. Let me, let me ask you. Last summer, according to this, the County Executive convened a meeting with property managers and other experts to try to learn more about what was happening with parking lot accidents and to try to determine what to do to remedy them. Were you aware of that meeting?

MR. GUCKERT: No.

MS. CORDRY: You didn't participate in it of course?

MR. GUCKERT: No.

MS. CORDRY: Do you have any idea if Westfield was aware of that meeting?

MR. GUCKERT: No.

MS. CORDRY: And a couple pages down further, there's an establishing partnership with property managers and owners on this issue. I see Westfield isn't listed there either.

MR. GROSSMAN: So what?

MS. CORDRY: Do you have any idea if Costco is aware of this County Executive issue?

MR. GUCKERT: No. It just looks here as if the County Executive's solution is to distribute 15,000 reusable bags.

MR. GROSSMAN: I don't know if there's any --

MS. CORDRY: Well, I don't think that's the only thing --

MR. GROSSMAN: I don't know --

MR. GUCKERT: Well, that's --

MS. CORDRY: -- the County Executive --

MR. GUCKERT: This is, this is an educational outreach.

MR. GROSSMAN: What's the next page in the handout?

MS. CORDRY: Yes. That is one of the things they did.

MR. GROSSMAN: But look --

MS. CORDRY: And palm cards. Okay.

MR. GUCKERT: I'm not aware.

MS. CORDRY: Okay.

MR. GUCKERT: I'm looking at this for the first time.

MR. SILVERMAN: Nobody's shocked by that.

MR. GROSSMAN: We're not, this is not time for commentary, Mr. Silverman, okay? If you have commentary, in your, in oral argument at the end of the case, you can give it. All right.
MS. CORDRY: So does any of your current knowledge about what the County Executive is concerned --
MR. GUCKERT: Reusable bags. Wow.
MR. GROSSMAN: And it's not time for your commentary either, Mr. Guckert.
MR. GUCKERT: I'm sorry. It should have been under my breath.
MS. CORDRY: Do you think it's a bad idea to try to be putting out educational materials about trying to increase awareness?
MR. GROSSMAN: We've had enough on this topic. It's not necessary to ask the question. It wasn't necessary for Mr. Guckert to make the comment.
MS. CORDRY: Well, I think it's --
MR. GUCKERT: I apologize, sir.
MS. CORDRY: It is a concern whether this, whether this is an issue in which Mr. Guckert has a real concern and insight on this issue.
MR. GROSSMAN: We've beaten this horse already, so let's just move on.
MS. CORDRY: All right. So I won't ask a

conclusory question. I'll just let Mr. Guckert's views stand as they stand. Okay. Move to a slightly different area. In terms, again, of talking about the way the structure functions here. We talked about this parking lot ad nauseum. I'm going to talk about something different for a moment.
MR. GROSSMAN: Bless you.
MS. CORDRY: The garage. We have talked about last time that contrary to April and May when the garage wasn't very well used and it is now being heavily used, at least the second floor, correct?
MR. GUCKERT: The second floor is being substantially used, yes.
MS. CORDRY: Okay. And that was the floor that was reserved for Costco.
MR. GUCKERT: I don't know if it was reserved for Costco but that's where the Costco entrance goes out.
MS. CORDRY: Okay. So we'll let the testimony itself stand for itself that it's, that there has been testimony that it is, that that was what was reserved for Costco. All right. And would it also be fair to say that notwithstanding the garage now being heavily used, that the southwest lot is still also being fully utilized.
MR. GROSSMAN: Well, the premise of your question is perhaps not entirely correct because there was testimony

that, that the upper level of the garage was not heavily used so --
MS. CORDRY: I'm still talking about the second level. The second level --
MR. GROSSMAN: Oh.
MS. CORDRY: -- was not heavily used.
MR. GROSSMAN: You didn't say.
MS. CORDRY: The second level was not heavily used back in April and May, correct? A year ago April.
MR. GUCKERT: Correct.
MS. CORDRY: Okay. And now it is being heavily used.
MR. GUCKERT: Correct.
MS. CORDRY: Okay. And notwithstanding that, the southwest parking lot is also still being very heavily used, correct?
MR. GUCKERT: Correct.
MS. CORDRY: Okay. That would indicate, would it not, that there's not been a drop off in business overall coming to the Costco store?
MR. GUCKERT: I, I don't know. It seems like that that's possible.
MS. CORDRY: Okay. Now, in terms of the way the garage itself functions, you've been over there and looked at the garage, right, you're familiar with that --

MR. GUCKERT: Yes.
MS. CORDRY: -- what I'll call the Penney's garage, the one on the east side of the store.
MR. GUCKERT: Yes.
MS. CORDRY: Okay. And on the first floor, there are several different ways you can come in the ground level floor, correct?
MR. GUCKERT: Correct.
MS. CORDRY: Okay. But to get up to the second and third floor, there's only the one ramp that goes up.
MR. GUCKERT: Correct.
MS. CORDRY: Okay. So everyone going up to those spaces has to use just that one up and down ramp.
MR. GUCKERT: Correct.
MS. CORDRY: So there are roughly 750 spaces on the second and third floor.
MR. GUCKERT: Combined?
MS. CORDRY: Yes.
MR. GUCKERT: It's -- that sounds about right.
MS. CORDRY: Okay. And is that roughly comparable to what is in that whole western parking lot area?
MR. GUCKERT: You mean for Target --
MS. CORDRY: For Target and --
MR. GUCKERT: -- and for Costco?
MS. CORDRY: Yes. Okay. And as we talked about,

there are five or six different ways you can get into the, the western parking lot spaces, correct?
MR. GUCKERT: Yes.
MS. CORDRY: As opposed to only one way to get in the garage.
MR. GUCKERT: One way to get up to the --
MS. CORDRY: To the second and --
MR. GUCKERT: -- to the other two levels.
MS. CORDRY: -- and third floor spaces.
MR. GUCKERT: Yes.
MS. CORDRY: Okay. So if anyone is parking on the ramp, if they're going to leave, they all have to go down one way. There's not, it's not a two way in and out. There is only one way to go out --
MR. GUCKERT: Correct.
MS. CORDRY: -- of the store. And if they pull out, they may have to pull out and block both lanes of traffic for a bit while they exit.
MR. GUCKERT: Sure.
MS. CORDRY: Okay. As opposed to the flat parking where people can generally stay in one lane versus the other and not necessarily block both lanes as they're pulling out.
MR. GUCKERT: Stay in one lane versus --
MS. CORDRY: In other words, if you're pulling out of your, your drive space, you can pull right next to your

drive lane there. You don't have to pull out into the other side and necessarily block both lanes of traffic.
MR. GUCKERT: I'm not sure I understand the question but if a car --
MR. GROSSMAN: I'm not sure I understand where this, where is this line getting us? It's okay for me to ask.
MS. CORDRY: Okay. One more, one more question.
MR. GROSSMAN: Okay? That's part of my job --
MS. CORDRY: Yes. One more question.
MR. GROSSMAN: -- is to make sure the evidence that you're --
MS. CORDRY: I guess just --
MR. GROSSMAN: -- trying to illicit is relevant.
MS. CORDRY: I usually figured I'm supposed to ask the witness as opposed to my testimony but I will tell you that --
MR. GROSSMAN: No. I'm not asking you to testify. I'm asking you what the, where the line of questioning is leading me so I know if it's relevant.
MS. CORDRY: Okay. The line of questioning is leading to saying whether you're going to have traffic and blockage and slow downs in the garage more than even more on the parking lot and why it is easy for those spaces to get blocked up and congestion, and it goes to the traffic, it

goes to Mr. Sullivan's numbers.
MR. GROSSMAN: I'm not sure. Are you saying you're leading to whether there's going to be traffic congestion at the garage?
MS. CORDRY: Yes.
MR. GROSSMAN: From the gas station?
MS. CORDRY: Well, where the station -- whether there's traffic and congestion now and whether that, would you bring in more traffic, whether that will increase. I'm just trying to get at --
MR. GROSSMAN: I'm just trying to understand what, where your line is going. You're trying to find out if there's going to be congestion in the garage due to the addition of the gas station?
MS. CORDRY: No. Right now, I'm just trying to get a baseline of what is the traffic and congestion in the garage and whether, because again, this goes back to Mr. Sullivan's numbers that he's going to be using. He's used certain numbers, he's made certain assumptions about how fast somebody can get into and out of the garage and park and so forth, and I'm asking Mr. Guckert, as a traffic expert, some of those questions.
MR. GROSSMAN: I'm going to let you go into the line but I just, I'm not sure that it's ever going to translate into anything if it doesn't relate to the addition

of the gas station.
MS. CORDRY: Well --
MR. GROSSMAN: I understand it's --
MS. CORDRY: It does go to --
MR. GROSSMAN: If you're aiming it in terms of the background figures but of course -- well, I think that most of what Mr. Sullivan talked about in terms of background was background figures from --
MS. CORDRY: I understand.
MR. GROSSMAN: -- monitors as opposed to what's happening.
MS. CORDRY: I understand. But part of his calculations include how much he is assuming parking in the garage, how long he figures it takes somebody to get into the garage, how long he figures it takes to get out, how fast they're driving through the garage, and I just wanted to go into those numbers a little bit so that --
MR. GROSSMAN: All right. I'm going to let you but you know I don't recall that. You're saying that Mr. Sullivan's calculations included estimates about speed in the garage --
MS. CORDRY: Yes.
MR. GROSSMAN: -- and getting out of the garage?
MS. CORDRY: Yes.
MR. GROSSMAN: I just didn't recall that

MS. CORDRY: It wasn't a huge part but it's definitely part of his numbers and so forth.
MR. GROSSMAN: I'll take your word for it. Go ahead. Ask your questions.
MS. CORDRY: Okay. In any case, anyone blocking, anyone pulling into or out of on that ramp can block all the traffic going up to and down --
MR. GUCKERT: Until they pull, until they pull in or until they pull out, yes.
MS. CORDRY: Okay.
MR. GUCKERT: It's, it's like a parking aisle.
MS. CORDRY: Okay. And again, just in general, if those spaces are mostly full up there, it takes people awhile to drive up and down the aisles and find a spot, correct?
MR. GUCKERT: On the second level, yes.
MS. CORDRY: Okay. And again, if they're following somebody through the parking aisle who is pushing their cart and walking in a driving pace, they're going to be, I'm sorry. If they're driving behind somebody walking along with a cart and they're happy to drive at the speed the person is walking, that means that person driving will be going two, three, four, five miles an hour, correct?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. Did you do any observing at

the mall, either in the lots or in the garage, over the holiday period this year?
MR. GROSSMAN: In person or his organization?
MS. CORDRY: Him or his organization from let's say Thanksgiving through New Year's Day.
MR. GUCKERT: I think we probably did.
MS. CORDRY: Well, you think you did or you did and if --
MR. GUCKERT: Well, I have to check my files.
MS. CORDRY: Okay.
MR. GUCKERT: I know I was, I've been out there over the last year. I, I do not remember if I was there between Thanksgiving and Christmas. I may have been.
MS. CORDRY: Okay. You can check that between now and next time.
MR. GUCKERT: Yes.
MS. CORDRY: Okay.
MR. GUCKERT: And you want to know precisely between November 27th and December 25th --
MS. CORDRY: Well, actually --
MR. GUCKERT: -- of 2013?
MS. CORDRY: -- I think I said around Thanksgiving and New Year's Day. That general holiday period, yes.
MR. GUCKERT: Okay. So in 2013?
MS. CORDRY: Yes, 2013. With the warehouse

opened, yes.
MR. GROSSMAN: And is your question of him whether he did any traffic analysis or counts, or are you asking if he just happened to be by there shopping?
MS. CORDRY: Has he observed, has he done any studies, has he done any work, has he --
MR. GROSSMAN: All right.
MS. CORDRY: -- done anything back out there at the mall in the holiday period.
MR. GROSSMAN: Okay.
MS. CORDRY: Because I would ask him questions about it but I would have to know if he was there first before I could ask him questions.
MR. GROSSMAN: I understand.
MS. CORDRY: So he said he didn't know, so I asked him to find out. All right. Last time, Mr. Grossman, you asked us to think somewhat about the question of what would be some of the alternative traffic uses in the, in the mall area, and we put an exhibit in about some of those and I wanted to ask Mr. Guckert, you know, what we put in there and ask him about some of the figures, analyses and I think that would probably take us through 5:00 nicely. This would be exhibit, we submitted this as Exhibit 500A.
MR. GROSSMAN: I -- you'll have to refresh my recollection as to what I asked you in what context.

MS. CORDRY: You had asked if we didn't put, if Westfield and Costco didn't put the gas station in that area and there was some other alternative something put in there, what kind of traffic might be generated by those other alterative somethings.
MR. GROSSMAN: Oh. In order to compare, when the suggestion is made that, that putting in the gas station creates more traffic, more pollution, et cetera, the question is what if there were other uses --
MS. CORDRY: Right.
MR. GROSSMAN: -- wouldn't they have the same impact so are you really accomplishing anything?
MS. CORDRY: Or would they have very different impacts, yes. All right. So this is my analysis but I'm going to ask you some questions of what I put in here, and I'm just going to sort of ask them generally and whatever you respond to them, you will either be agreeing or disagreeing with, with what I put in here. There's some numbers here which we can -- actually, let me do one other thing which is hand out this Institute of Transportation Engineers trip generation statistics, and that would be 500B.
MR. GROSSMAN: The, the four page is 500A?
MS. CORDRY: Yes. We gave that to your counsel some time ago. Did you have any chance to look at that

particular exhibit, the four page document?
MR. GUCKERT: Yes.
MS. CORDRY: Okay. I guess I could ask you quickly. Do you agree with everything that's in there?
MR. GUCKERT: That I can't remember. I agree with the -- I don't know if you want me to answer this question or not.
MS. CORDRY: Well, that was, that was somewhat facetious. It's probably simpler to go through bit by bit but I thought maybe I'd short circuit.
MR. GUCKERT: Well, no. I think it might, it might serve us all well that if you go to page 4, I'm trying to cut to the chase here --
MR. GROSSMAN: Unnumbered page 4?
MR. GUCKERT: Unnumbered page 4, yes.
MS. CORDRY: Some of them I do number. I will be better at numbering these.
MR. GROSSMAN: It would be a good thing. It's useful for exhibits too.
MS. CORDRY: Actually, I tend to number them in WordPerfect but when I save them in Word for other people who use that benighted program, it doesn't always carry over the numbers and I don't always notice that, so I will try to be more careful to make sure it gets the numbers carried over.

MR. GROSSMAN: You're still holding out for WordPerfect.
MS. CORDRY: I love WordPerfect.
MR. GROSSMAN: I know other, other people who do that too. I finally gave in --
MS. CORDRY: Don't do it. Don't do it.
MR. GROSSMAN: -- years ago. Well, it's too late now. The county is on Word so.
MS. CORDRY: So is my office but I still use WordPerfect. But anyway, okay, yes.
MR. GUCKERT: I think that in reading this, the bottom line that you came up with is that the other uses on page 4 of 500A generate less traffic than the gas station.
MS. CORDRY: Yes.
MR. GUCKERT: Okay.
MS. CORDRY: Okay.
MR. GUCKERT: And I, I do not take issue with that.
MS. CORDRY: Okay. So maybe we short circuit that and just say we agree that -- that would cover both retail uses and housing and --
MR. GROSSMAN: Of the ones --
MS. CORDRY: -- restaurants.
MR. GROSSMAN: Of the ones you listed I presume.
MS. CORDRY: Well, I, I discussed retail and I

discussed housing and I discussed restaurants.
MR. GROSSMAN: Okay.
MS. CORDRY: Housing would be pretty simple, correct?
MR. GUCKERT: Yes. Correct.
MS. CORDRY: There's no way housing would generate as many --
MR. GUCKERT: Correct.
MS. CORDRY: Okay.
MR. GROSSMAN: Okay.
MS. CORDRY: All right. Well, that was fast.
MR. GROSSMAN: How much more cross-examination do you estimate that you have?
MS. CORDRY: A good bit partially on the Highway Capacity Manual and then on other traffic issues so I mean, I can start on the Highway Capacity Manual issues but, you know, I've got a lot on that. I don't know. I mean, at least a couple more hours I would say.
MS. HARRIS: For your total cross?
MS. CORDRY: Yeah.
MR. SILVERMAN: Dr. Adelman has cross too.
MR. GROSSMAN: Dr. Adelman, you're going to, you're proposed cross would be on different issues than --
MR. ADELMAN: I'm busily removing questions from my pile, yes.

MR. GROSSMAN: All right.
MR. ADELMAN: Or trying to do so.
MS. CORDRY: I mean, there's a couple of things I can do with the highway thing just in terms of setting things up. I mean, we wanted to introduce the intermediate highway capacity analysis. There were three done all together, and I wanted to put that one in. We could do that.
MR. GROSSMAN: Yes. What I'd like to do then is, is instead of terminating at 5:00, terminate at 10 to 5:00 because I don't want to cut Mr. Guckert too close to his time that he has to get to the station.
MS. CORDRY: All right. Let's see where we -- here we go. Let's, let's go ahead and put this one in then.
MS. HARRIS: Mr. Grossman, given that Ms. Cordry has a couple more hours and Mr. Adelman is still crossing and that will presumably take most of the 29th and then we have Mr. Sullivan on the --
MR. GROSSMAN: 1st.
MS. HARRIS: -- 1st. Don't shoot the person that asks the question, but do we need another date and if so, we should identify it in the -- I don't want to wait until the 29th to identify another date.
MR. GROSSMAN: Yes. All right. Let's talk about, let's -- perhaps we do the rest of your cross-examination

on --
MS. CORDRY: Yes. Let's just get this in. We can mark it. What's our next exhibit number, and you can do that and --
MR. GROSSMAN: Our next exhibit number is 514 but I just want to, in terms of, I think it's true that we will actually need a couple more days. You're getting me perilously close to the record. And they're going to be in May so we've already got May 1 taken. What are other days that are good for everybody in May? They could be the following week. I could tell you that they can't be on May 16th.
MS. ROSENFELD: I'm sorry. What number is --
MR. GROSSMAN: We have some other hearings that are scheduled also but we may be able to, and it's hard to get rooms during this period of time because the Council is doing its budget hearings so, so we can assume that we'll have to be here. So I would say, you know, I'll take a look at our other calendar but let's hear what other days are good for people. How about during the week of May 5?
MR. GOECKE: I'm available the 7th and the 8th.
MR. GROSSMAN: The 7th is a Wednesday. This room is always occupied by the Board of Appeals on Wednesdays. So the 8th? We could do the, perhaps the 8th and the 9th. Is that, how does that look?

MS. CORDRY: Would that be a Friday? I thought --
MR. GOECKE: Thursday.
MS. CORDRY: Well, the 8th is Thursday but the 9th is Friday. I thought that was usually a problem for some reason. Maybe not.
MR. GOECKE: I'm not available the 9th. I'm available the 8th.
MS. CORDRY: Okay.
MR. GROSSMAN: Ellen, if you're monitoring, would you, would you bring in a current calendar, hearing calendar? I think we're okay then but I just want to make sure.
MS. HARRIS: Did we previously determine that the 2nd was not available or did we not --
MS. ADELMAN: We can't have the 2nd because Dr. Cole is not available on the 2nd should we need him after the 1st.
MR. GROSSMAN: Well, May 1 is going to be Mr. Sullivan. I don't know that we need Dr. Cole on the 2nd.
MS. ADELMAN: We'll have a jetlagged Dr. Cole on May 1st.
MR. GROSSMAN: That will be fine.
MS. ADELMAN: But on May 2nd, he has, he has a commitment so he won't be available.
MS. CORDRY: I think I have something on the 2nd.

MS. ROSENFELD: What day were you looking at?
MS. CORDRY: I think I have something. I don't have it right in my head but I think I've got something that day and it's --
MS. ROSENFELD: Well, if Hank can't be here, that doesn't work.
MR. GOECKE: I'm available May 2nd.
MS. ROSENFELD: Yes, but she said Hank is not.
MR. GROSSMAN: You said you were available, Mr. Goecke on the --
MR. GOECKE: On the 2nd.
MR. GROSSMAN: -- 8th?
MR. GOECKE: On the 8th, yes.
MR. GROSSMAN: Okay. How does May 8th sound to everybody?
MS. CORDRY: I think so.
MR. GROSSMAN: All right.
MS. HARRIS: Is that a Thursday?
MR. GROSSMAN: Yes. It's a Thursday, yes.
MR. GUCKERT: I'm not going to finish by next time. Guaranteed. What is -- the 8th you said? I got the 8th. I put that down now.
MR. GROSSMAN: You may finish the next time.
MS. CORDRY: You might.
MR. GROSSMAN: Ms. Cordry is going to promise to

speed up. All right. And what about the following? Well, if you can't -- how about other days during, during that first week in May? I mean second week in May rather. You know, May 5, May 6.
MR. GOECKE: I'm not available May -- I'm going to be out of town the 5th and 6th.
MR. GROSSMAN: Okay.
MR. GOECKE: And I've got a hearing on the 9th.

MR. GROSSMAN: All right. So how about the following week May 12, 13.
MR. GOECKE: May 12, 12 is good. I'm wide open.
MR. GROSSMAN: While you are all cogitating that, I'm going to go run in, since they obviously didn't hear me inside, and get the hearing calendar.
MS. ADELMAN: So we've got the 1st and the 8th, isn't that correct?
MR. GOECKE: Yes. And the 29th.
MS. ADELMAN: And the 29th.
MR. GOECKE: Yes.
MS. ADELMAN: The 29th is Mr. Guckert.
MR. GOECKE: Right.
MR. GROSSMAN: Okay. All right. So we're good May 8. We're good May 12. Do we have a third day here? How about May 13?

MS. HARRIS: The rest of that week looks fine with us.
MR. SILVERMAN: I can't do May 13th.
MR. GROSSMAN: I'm sorry. What did you say, Ms. Harris?
MS. HARRIS: I said the rest of the week looks fine for us.
MR. GROSSMAN: Oh, okay.
MS. HARRIS: But then Mr. Silverman said he couldn't do the 13th.
MR. GROSSMAN: Okay. How about the 15th?
MR. SILVERMAN: Yes.
MR. GROSSMAN: Okay. So May 8, 12 and 15.
MR. SILVERMAN: Oh, no, I can't. I'm sorry. I can't do that.
MS. ROSENFELD: I'm, I'm checking.
MR. SILVERMAN: I can't do the 15th.
MR. GROSSMAN: How about the 16th?
MR. SILVERMAN: Yes.
MR. GROSSMAN: All right. So check the 16th.
MS. CORDRY: 8, 12 --
MR. GROSSMAN: 8, 12 and 16.
MS. CORDRY: That's very symmetrical.
MS. ADELMAN: No May 16th I have down. Why do I have --

MR. GROSSMAN: Oh, that's me. I can't do the 16th. All right. That moves us -- let's say the 19th?
MS. HARRIS: Mr. Silverman, there's no flexibility in your schedule that week?
MR. SILVERMAN: You know, that Tuesday and Thursday I can't. I'm available every other day.
MR. GROSSMAN: May, did we say May 11 was a problem?
MS. HARRIS: That's a Sunday, isn't it?
MR. GROSSMAN: Oh, it's Sunday. Well, we can meet on Sunday.
MS. HARRIS: That's fine.
MS. CORDRY: I'm probably open.
MR. GROSSMAN: See, usually our calendars don't have Sundays on them so.
MS. CORDRY: At least you could park.
MS. ROSENFELD: We have May 8th. What was the other day we were looking at?
MR. GROSSMAN: May 8, May 12 and now, now I'm looking at May --
MR. GOECKE: 16th.
MS. CORDRY: 16th he can't.
MR. GROSSMAN: May 19, May 20.
MR. GOECKE: Those work for me.
MR. SILVERMAN: Either one.

MR. GROSSMAN: May 20?
MR. SILVERMAN: Yeah.
MR. GROSSMAN: I'm talking to Ms. Rosenfeld.
MS. ROSENFELD: I think so. I have a daughter graduating from high school sometime --
MR. GROSSMAN: Mazel tov.
MS. ROSENFELD: -- in May and I didn't write down the date so if we could hold some of these dates and I will let you know --
MR. GROSSMAN: Okay.
MS. ROSENFELD: -- if it's --
MR. GROSSMAN: All right.
MS. ROSENFELD: Aside from that, I don't think I have a problem.
MS. CORDRY: She'd like to block out May therefore.
MS. ROSENFELD: How bad am I?
MS. HARRIS: Are you sure it's not June?
MS. ROSENFELD: I did this last time. I'm awful. I just texted her.
MR. GROSSMAN: Anybody remember the book Seven Days in may? Well, that's -- all right. May 8, May 12 and May 20 are our tentative dates.
MS. CORDRY: 8, 12 --
MS. ADELMAN: Oh, we got rid of the 19th?

MR. GROSSMAN: Yes. We got rid of the 19th. We --
MS. CORDRY: May 12, 20. Got it. Okay.
MR. GROSSMAN: 8, 12, 20. And you'll let me know, Ms. Rosenfeld?
MS. ROSENFELD: Yes, I will.
MR. GROSSMAN: Okay.
MS. HARRIS: And how many dates do we actually think we need of those three or are you thinking that we'll --
MR. GROSSMAN: I'm thinking that we'll schedule all of them and then we'll eliminate them happily.
MR. SILVERMAN: We've got them all set in the record now.
MS. HARRIS: Okay.
MS. CORDRY: Yes. We have a goal.
MR. GROSSMAN: Please. It's not my goal to set the record. All right. And we'll send out a notice when we get Ms. Rosenfeld letting me know. All right. And, Mr. Guckert, I think we're finished with you for today.
MS. CORDRY: Yes.
MR. GROSSMAN: So thank you very much, sir.
MR. GUCKERT: Thank you.
MR. GROSSMAN: And we will see you on April 29. And I guarantee you that Dr. Adelman will be a speedy cross-

examination because he says I'm taking too long.
MR. ADELMAN: For the record, I said the process was taking too long. It was not intended as a reference to you.
MR. GROSSMAN: I understand.
MR. ADELMAN: It's the process.
MS. CORDRY: Are we off the record?
MR. GROSSMAN: No. We're on the record still.
MS. CORDRY: Okay.
MR. GROSSMAN: I can have a little humor on the record.
MR. ADELMAN: I was just noting that.
MR. GROSSMAN: All right. So you had some additional exhibits you wanted to have marked.
MS. CORDRY: I think just the one.
MR. GROSSMAN: Okay.
MS. CORDRY: And we put that one up there so.
MR. GROSSMAN: Oh, you did? Where is that?
MS. CORDRY: I think the third or the version 2 of the parking lot one. That was 514 I think you said it would be. Not the parking lot one. It's the Highway Capacity Manual analysis, the third version of it.
MR. GROSSMAN: No, but I mean do you have another exhibit to mark?
MS. ADELMAN: That's it.

MS. CORDRY: That's it. That's what I'm saying.
MR. GROSSMAN: This?
MS. CORDRY: It would be one that should be labeled 3/12, I believe, at the bottom.
MR. GROSSMAN: Oh. This is what you put up there? I just wasn't -- it's labeled 3/12.
MS. CORDRY: Yeah. Yeah. And it should have an F rating on the end, the far side.
MR. GROSSMAN: Okay, yes. A 119.17?
MS. CORDRY: Yes. Yes. I like that one best of all.
MR. GROSSMAN: All right. So that will be Exhibit 514 and that is -- and this is produced by you?
MS. CORDRY: No. No, no. I --
MR. GROSSMAN: Who produced this?
MS. CORDRY: Counsel did.
MS. HARRIS: Mr. Guckert.
MR. GROSSMAN: Oh, Mr. Guckert's thing?
MS. CORDRY: Yeah.
MR. GROSSMAN: Okay.
MS. CORDRY: It's actually the second version. There was the first version and the third version that they put in. This one came in the middle of those two.
MR. GROSSMAN: All right. So this is Guckert HCM analysis dated 3/12/14.

(Exhibit No. 514 was marked for identification.)
MR. GROSSMAN: Okay.
MS. CORDRY: All right. For the record, I am returning the magical pointer.
MR. GROSSMAN: Thank you. All right then. Anything else before we adjourn? All right.
MR. GOECKE: I don't think so.
MR. GROSSMAN: All right. Then we will meet back here on April 29th. Thank you.
(Whereupon, at 4:52 p.m., the hearing was concluded.)

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 Costco Wholesale Corporation
Special Exception No. S-2863
OZAH No. 13-12

By:

Josephine Hayes, Transcriber

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