

## **Green Hedges Campus Plan**

### **Overview**

The Town of Vienna Council Vision, as expressed in the 2019 Strategic Plan, asserts an aspiration to build on Vienna’s “strong hometown culture and treasured traditions while enhancing its reputation as a premier destination for connected and healthy living as well as notable economic development within a safe and inviting setting.” While education appears, in passing, in the strategic goal of “Vienna as a safe community,” we would like to suggest that a vibrant educational landscape, providing families with a range of options for schooling their children, is essential to the Council Vision.

For 70 years, Green Hedges School has been an important part of that educational landscape, which includes public, parochial, and private schools. As the only independent school located in Vienna, Green Hedges has the immense good fortune to call this town its home. Likewise, Vienna has the immense good fortune to recognize Green Hedges as an important entity in its robust educational landscape.

The Campus Plan presented here is an essential next step in maintaining and enhancing the excellence of this important institution in the Town of Vienna while improving the conditions for the Windover Heights neighborhood that we have called home for the past seven decades. Now is the time for Green Hedges to implement this Campus Plan and update its Conditional Use Permit (CUP). The two most recent projects, 2000’s expansion of Kilmer Hall and 2013’s construction of the Karen Wiechelt Stable, were 13 years apart—and the latter was almost 13 years ago—and the current student enrollment cap has been in place since 1985.

Our improvement plan is holistic, multi-faceted and aimed at improving the health, safety and wellbeing of the community. First, it is well past time to provide fresh educational spaces, throughout our program, that meet current standards for today’s learners; that are designed and equipped in a manner that inspires students’ engagement, active learning, and creativity; and that are located and organized across our campus in ways that promote coherence, collaboration, and community, all while maintaining the level of intimacy that characterizes our small-school setting.

Second, we recognize that we are fortunate to operate in the beautiful Windover Heights neighborhood, and minimizing our impact on our neighbors is core to this new plan. Therefore, in addition to providing fresh educational spaces for our community, we will implement a range of physical improvements aimed at addressing concerns raised by our neighbors. Specifically, we will widen our driveway to improve traffic flow, add parking, install noise-abatement fencing around our playground and field, significantly increase our landscaping buffers, update and enhance stormwater-management facilities and add sidewalks along our property line on Windover Avenue.

Third, recognizing that the education of young people has changed dramatically since the mid-1990s, Green Hedges is working to provide the very best experience for young learners in a small-school setting. To do so, we would like to add eight (8) new faculty and staff position to drive innovations in

teaching and learning, introduce new and emerging technologies, and support different types of learners in a manner that only Green Hedges can offer, all with the goal of having the students in our care thrive in all aspects of education and social-emotional development.

Finally, and obviously related to implementing all the above improvements, we are asking for a modest 10% increase in our student enrollment cap. Without the higher enrollment cap envisioned in this proposal, Green Hedges will be hampered by a fixed tuition base at 190 students, putting us at a significant risk relative to competitor schools with respect to the ever-increasing cost of education. The small proposed increase in the enrollment cap will provide Green Hedges with the necessary financial flexibility to finance the much-needed improvements of this plan while keeping tuition competitive for the school's long-term viability. Furthermore, the improvements outlined in this plan mitigate the impact of adding twenty (20) students to the enrollment cap and eight (8) additional faculty and staff.

No discussion of the enrollment cap at Green Hedges would be complete without acknowledging a critical feature of our identity, namely that Green Hedges has always been, and intends to remain, a small school—in our language, a Small Wonder. In a culture that disproportionately prizes size and scale, Green Hedges recognizes the value of the kinds of relationships—and the enthusiastic and deep learning they encourage—that become possible in smaller school settings, designed with the young learner in mind. The Green Hedges campus both reflects and underscores the importance of a level of intimacy in the physical environment as well as in the teaching and learning process. Green Hedges would be a small school at its current enrollment cap of 190 students, and it would still be a small school at the proposed enrollment of 210 students, true in absolute terms as well as at each grade level.

As we wrote to Town of Vienna leaders in July 2025, looking toward our future, Green Hedges will strive to provide a best-in-class setting for preschool, elementary, and middle school education, with a physical plant that enhances the excellence of the student experience; remain a small school . . . a Small Wonder; and commit to physical plant improvements that maintain the intimacy of our current campus and the character of the neighborhood of which we are such an important part.

## **Green Hedges Campus Detailed Improvement Plan**

The following section provides detailed analyses of how the Campus Plan improves key conditions for the neighborhood and the school community, inclusive of the enrollment and faculty increases. Specifically, we have included details on the following:

1. Traffic and Circulation, particularly at arrival and dismissal times
2. Parking
3. Sound Management
4. Buffers with adjacent neighbors
5. Stormwater Management
6. Academic Footprint

### **Traffic & Circulation**

To quantify our improvements to traffic and circulation, we collected data for arrival and dismissal for our existing conditions and then used that data to project the impact with the revised conditions (new traffic circulation and increased enrollment). Data was collected on multiple days for each entrance from October 1, 2025, to October 14, 2025. To get an accurate representation, data collection took place on different days of the week and under different weather conditions. Because faculty and staff arrive prior to students and leave after students, they are not included in the traffic analysis presented below.

Currently, Green Hedges uses the Windover Avenue entrance for our Montessori and two-year-old children and the Nutley Street entrance for Lower School and Middle School students. For reference, please see the chart below for the start times for Green Hedges School relative to other neighborhood schools (Louise Archer Elementary School and James Madison High School).

<b>School (entrance locations)</b>	<b>Start Time</b>	<b>End Time</b>
Louise Archer (Nutley Street)	9:00 a.m.	4:00 p.m.
James Madison (Sunrise Road, James Madison Drive, & Nutley Street)	8:10 a.m.	2:55 p.m.
Green Hedges (Nutley Street & Windover Avenue)	8:15 a.m.	3:15-3:30 p.m. (depending on grade)

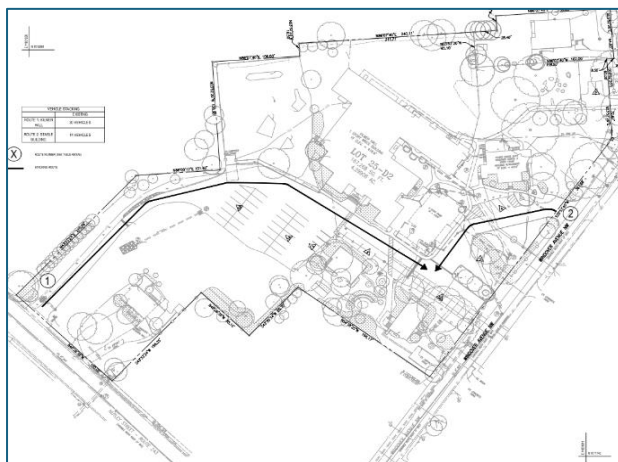
The table below shows a comparison of traffic management under existing conditions versus the proposed plan (at maximum enrollment) for Windover Avenue and Nutley Street. With the new traffic flow, there is a notable increase in our ability to handle more vehicles on campus, avoiding traffic overflow onto neighborhood streets, even with the modest enrollment increase. For details on the traffic assessment, please see the supplemental Traffic Analysis document.

	Windover Avenue		Nutley Street	
	Existing	Proposed (cap)	Existing	Proposed (cap)
Vehicle Stacking (see images below)	14	18	30	54
<b>ARRIVAL ANALYSIS</b>				
Processing Time: Arrival	4.5 mins	3.5 mins*	3 mins	3 mins
Maximum number of vehicles per 5-minute interval: Arrival (based on data collection & future projections)	17	20	15	20
Capacity of vehicles per 5-minute interval: Arrival	16	26	50	90
Difference in Actuals vs. Capacity	-1: Occasional and brief back-up on Windover can occur	+6: No anticipated back-up on Windover	+35: No back-up on Nutley	+70: No back-up on Nutley
<b>DISMISSAL ANALYSIS^</b>				
Processing time: Dismissal	5 mins	5 mins	5 mins	5 mins
Maximum number of vehicles per 5-minute interval: Dismissal (based on data collection & future projections)	8	9	10	14
Capacity of vehicles per 5-minute interval: Dismissal	14	18	30	54
Difference in Actuals vs. Capacity	+6: No back-up on Windover	+9: No back-up on Windover	+20: No back-up on Nutley	+40: No back-up on Nutley

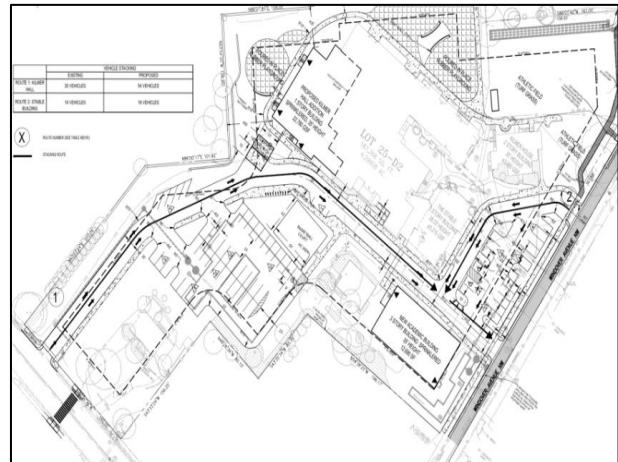
\*Note: reduced processing time driven by consolidation of Montessori classrooms into The Stable.

^Dismissal has a reduced number of vehicles due to staggered dismissal times with after-care, after school enrichment and athletic activities.

### Existing Conditions



### Proposed Conditions



## **Parking**

Based on the proposed conditions highlighted in the above picture, Green Hedges School will be able to increase parking by 6 additional spots for a new total of 62 parking spots on campus. This increase exceeds Town's requirements for parking.

## **Sound Management**

Based on feedback from the Planning Commission in February, the school hired Polysonics, a Virginia-based professional consulting firm, specializing in acoustics, audio-visual systems design and technology infrastructure solutions. They were contracted on February 9, 2026, to measure, document, and analyze playground noise at the Green Hedges School and recommend effective measures to reduce sound experienced at neighboring properties. A sound technician was on campus March 10, 2026, from approximately 9am to 1pm to perform noise testing at two locations and observe existing conditions and school practices; this timeframe represented the busiest outdoor play period during a typical school day.

A report was issued late April 2026, that presented the data, and highlighted actionable findings, regulatory context, and practical recommendations. A summary of the full report is provided below but please review the supplemental Polysonics report for additional details.

### **1. Context**

- Polysonics' report highlights locations of adjacent dwellings, number of students on the playground, and location of students on the playground to understand existing conditions and recommend potential mitigations.
- Vienna, VA does not have a noise ordinance that specifies maximum permitted sound levels for residential districts.
- Fence/barrier height is capped at 6 feet by zoning.

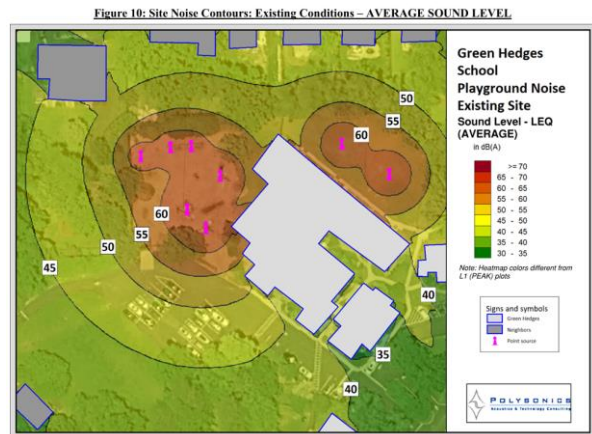
### **2. Noise Levels & Observations**

- Peak playground activity involved up to 60 elementary-age students (~3 classrooms of students at a given time).
  - The report also considered the impact of adding additional students to a typical outdoor play period and determined that due to the group of 30-60 students that regularly use the play areas at one time, a nominal addition of students would be negligible from a sound perspective. For example, adding 5 additional students to this group during outdoor play would have no noticeable impact on noise.
- Peak sound levels measured during recess were 74.84 dBA (Meter #1) and 69.20 dBA (Meter #2). While average sound levels experienced by neighbors are lower (approx. 56.9 dBA and 54.8 dBA) – see figures below.

## Peak Noise Levels



## Average Noise Levels

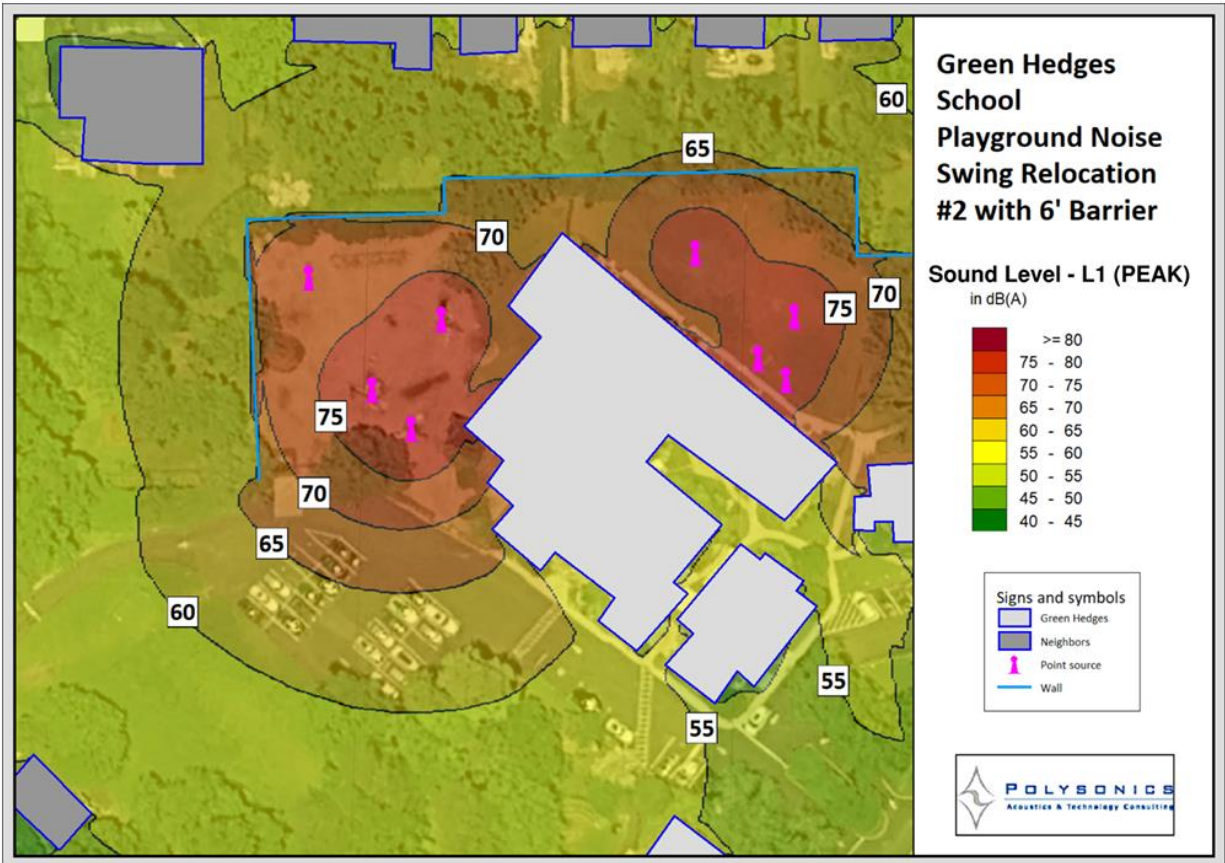


- For reference, average home noise is approximately 40dB, normal conversation and background music is 60dB, office noise and driving in a vehicle at 60mph is approximately 70dB, and an average radio and vacuum cleaner is around 75dB.
- HUD advises that standard home construction provides a minimum 20 dB noise reduction. Therefore, the noise level experienced inside is substantially lower than the noise level measured outside.

### 3. Mitigation Strategies & Community Benefits

- Physical Barrier: Adding a 6' mass-loaded vinyl barrier to the existing fence structures reduces sound levels by about 3 dB at the most affected neighboring site.
- Administrative Controls: Enforcing a 15' buffer zone (no play near the fence) and relocating play equipment farther from the property line. In addition to installing buffer plantings per town code, the school will add another physical barrier/fence to keep children away from the buffer zone.
- Combining the administrative controls with the 6' mass-loaded vinyl barrier, provides a total of ~4.5 dB reduction in sound levels (see figure below at peak noise level with mitigation efforts).
  - These mitigation efforts will noticeably reduce peak playground noise for neighbors, demonstrating the school's commitment to being a good community partner.
  - These actions address neighbor concerns, align with best practices, and respect local zoning constraints.

**Figure 15: Site Noise Contours With 6' Barrier and Administrative Controls (Swing #2)**



**4. Regulatory & Practical Considerations**

- No municipal noise limits apply to playground activity; mitigation is voluntary and proactive.
- Recommended barrier materials (mass-loaded vinyl, STC rating  $\geq 15$ ) are readily available and easy to install.

**Summary:**

- The school’s planned mitigation measures (barrier and buffer zone) will reduce playground noise exposure to neighboring homes by up to 4.5 dB.
- A modest increase in students on the playground will not result in noise level increases. As the modest increase in students is intended to be distributed across all grades, we anticipate no more than approximately 5 more students at any single recess period and which will not lead to a subsequent noise level increase.
- These steps are practical, effective, and show responsiveness to community feedback.

### ***Buffers with Adjacent Neighbors***

As mentioned above, the Campus Plan will add improved fencing and landscaping buffers along our property line. Until the Zoning Ordinance was revised, effective January 1, 2024, no buffers were previously required between the school and adjacent properties. The school proposes to meet this new requirement to the greatest extent practical when dealing with a site that has long been developed. The following table highlights the buffer conditions currently and in the proposed plan, followed by a narrative detailing the plantings.

<b>Property</b>	<b>Existing Buffer</b> (Approx)	<b>Proposed Buffer</b>	<b>Notes</b>
245 Nutley	Ranges from 0' to 8'	15'	Modified driveway access to increase buffers. Maintain current fence.
221 Nutley	Ranges from 3' to 5'	Mostly 15' except: <ul style="list-style-type: none"> <li>• 3' along a portion of HOS house</li> <li>• 10' by parking area due to requirement for safe car passage</li> </ul>	Field relocated to allow for greater buffers but unable to move retaining wall along HOS house property line. Parking areas supplemented with additional shrubs as able; Adding Acoustiblok or similar material per neighbor request.
213 Nutley	15'	15'	No changes needed
434 Knoll*	South section 6' to 8'; East 0'	15'	Modified driveway access and reduced playground size. Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
428 Knoll*	0' to 8'	15'	Reduced playground size. Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
424 Knoll*	15'	15'	Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
420 Knoll*	15'	15'	Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
416 Knoll*	15'	15'	Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
412 Knoll*	15'	15'	Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding Acoustiblok or similar material to fence.
206 Lewis* (owned by Green Hedges)	0' – 9'	15'	Relocating field with smaller size to accommodate increase in buffers. Adding landscaping to meet Zoning Ordinance width and planting requirements. Adding fence with Acoustiblok or similar material.
435 Windover	10'	15' except for 30 feet for stormwater management	Stormwater facilities were reconfigured to increase buffer to maximum degree possible. Relocating shed to accommodate additional landscaping to meet Zoning Ordinance width and planting requirements.

\*Denotes properties adjacent to playground and field. Adding internal fence/barrier to help keep children outside of landscaped/buffer zone.

The buffer planting plan will use a layered combination of large canopy trees, understory trees, and evergreen or semi-evergreen shrubs, with final selections to be made from the approved Town of Vienna planting list. This mix will provide long-term height, mid-level structure, and year-round screening, while supporting ecological goals and maintaining a natural appearance. The planning palette will include both native and adaptive species to ensure resiliency and suitability to site conditions (see appendix for list of plantings that may be used).

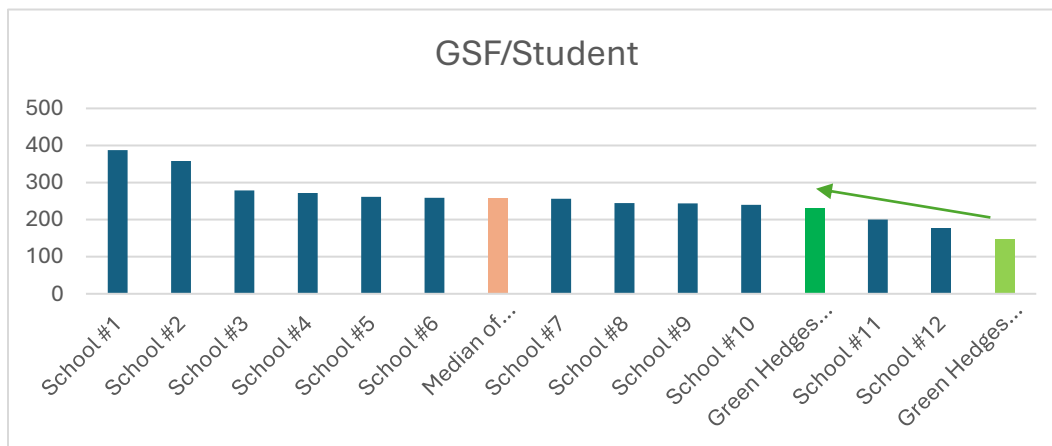
### **Stormwater Management**

Currently, there is only one underground detention facility on the site in the existing parking lot closest to Windover Avenue which detains a portion of runoff from Kilmer Hall. This means that the majority of stormwater from the school is undetained and untreated to three (3) existing outfalls. One outfall is on Nutley Street, near the Head of School house; one is on Windover Avenue, northeast of the intersection of Nutley and Windover; and the third is near 206 Lewis Street. The school proposes three (3) additional underground detention structures and two (2) manufactured treatment devices in the first phase of construction. Stormwater will be detained in the underground structures which will store and slowly release runoff, and the manufactured treatment devices will treat the stormwater. There will be no increase in water draining toward adjacent properties from the amount that drains toward those properties today. For more information, please refer to the Stormwater Management supplemental document.

### **Additional Educational Footprint**

The existing Green Hedges School is significantly undersized (56% vs. median) relative to peer preschool-Grade 8 independent schools in the DMV area. Understanding that we operate in a residential neighborhood within Vienna and have limited lot expansion opportunities, our goal is to remain small but have facilities that position us closer to the median gross square footage (GSF)/student for comparable schools (~91% of median).

#### **Preschool-Grade 8 Independent Schools in the DMV Area\***



\* Comparator school Gross Square Footage based on The Stonehouse Group database and last published enrollment. Schools include: Alexandria Country Day School, Browne Academy, Burgundy Farm Country Day School, Capitol Hill Day School, Congressional School, Flint Hill LS+MS, Harford Day School, Langley School, Lowell School, The River School, Westminster School, Woods Academy.

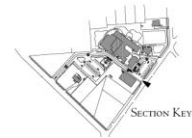
To achieve this goal, we will replace our existing Rice Arts Building with a multi-level New Academic Building that is consistent with the look and feel of The Stable so that it blends nicely with nearby homes. Additionally, we will expand the existing Multipurpose Room in Kilmer Hall to improve our gymnasium and performance space. Please see the supplemental document (Green Hedges Educational Spaces) to review the detailed floor plans to see how the new gross square footage will be used to enhance the Green Hedges teaching and learning experience.

**The New Academic Building – View Facing Windover**

Conceptual Only



GREEN HEDGES SCHOOL - NEW ACADEMIC BUILDING  
 CONCEPT STUDY - BUILDING HEIGHT CONTEXT  
 SCALE = 1/16" = 1'-0"



The conceptual elevations for the New Academic Building have been designed to minimize building mass along Windover Avenue and retain a residential neighborhood appearance (similar to the look and feel of the large homes across the street). The New Academic Building has been placed along Windover Avenue to create an attractive street edge. The proposed modifications will further improve conditions on Windover Avenue with the removal of two parking spaces accessed from Windover Avenue, removal of a curb cut on Windover Avenue, and installation of a sidewalk, all of which will provide visual and safety improvements over the existing conditions.

## **Appendix**

Although specific species have not yet been chosen, all plants will be selected from the list below:

### **Large Canopy Trees:**

<b>Common Name</b>	<b>Scientific Name</b>
Swamp White Oak	<i>Quercus bicolor</i>
Bur Oak	<i>Quercus macrocarpa</i>
Swamp Chestnut Oak	<i>Quercus michauxii</i>
Pin Oak	<i>Quercus palustris</i>
Willow Oak	<i>Quercus phellos</i>
Northern Red Oak	<i>Quercus rubra</i>
Post Oak	<i>Quercus stellata</i>
American Linden	<i>Tilia americana</i>

### **Understory Trees:**

<b>Common Name</b>	<b>Scientific Name</b>
Sweetbay Magnolia	<i>Magnolia virginiana</i>
Deodar Cedar	<i>Cedrus deodara</i>
Atlas Cedar	<i>Cedrus atlantica</i>
Nellie Stevens Holly (tree form)	<i>Ilex</i> × ' <i>Nellie Stevens</i> '
Willow Oak	<i>Quercus phellos</i>
Northern Red Oak	<i>Quercus rubra</i>
Post Oak	<i>Quercus stellata</i>
American Linden	<i>Tilia americana</i>

### **Shrubs:**

<b>Common Name</b>	<b>Scientific Name</b>
Inkberry Holly	<i>Ilex glabra</i>
American Holly	<i>Ilex opaca</i>
Wax Myrtle	<i>Morella cerifera</i>
Fragrant Sumac	<i>Rhus aromatica</i>