

01 TRANSCRIPT OF JOINT SCHOOL COMMITTEE MEETING JANUARY 24, 2007  
02 Meeting of the Joint Advisory Committee was held on Wednesday,  
03 January 24, 2007 at Portsmouth Council Chambers, City Hall  
04 Attendance: Present: Chair: Joanne Grasso, Concilor  
05 City Council Member: Ned Raynolds,  
06 Tom Ferrini  
07 School Board Members: Nancy Novelline  
08 Clayburgh, Sheri Ham Garrity, Mitchell  
09 Shuldman  
10 Planning Board: Anthony Coviello  
11 Advisory Members: Rose Sulley, Eric  
12 Weinrieb  
13 Ex-Officio: Robert Lister, John Stokel,  
14 Steve Bartlett, Helen Maldini  
15 Presentation: Presenters:  
16 Team Design - Dan Bisson, Jim Delisle,  
17 Nery Bordas  
18 Appledore Engineering - Greg Mikolaities  
19 Department of Education - Edward Murdough  
20 City Attorney: Bob Sullivan  
21 City Manager: John Bohenko  
22 Geo Insight - Mike Pettis  
23

01 CHAIR GRASSO: Good evening. I'd like to  
02 welcome you to the January 24th meeting of JSAC  
03 Committee. We are a fact-finding committee and I'd  
04 like to start by having everyone go around, introduce  
05 themselves. I'll start. I'm Joanne Grasso, City  
06 Council. And over here?  
07 JSAC/MR. LISTER: Good evening. Bob Lister,  
08 Superintendent of Schools.  
09 JSAC/MR. STOKEL: I'm John Stokel, principal  
10 of Portsmouth Middle School.  
11 JSAC/MR. BARTLETT: Steve Bartlett, business  
12 administrator, Portsmouth School Department.  
13 JSAC/MS. MALDINI: Helen Maldini, Newington  
14 School Board Chair.  
15 JSAC/MS. GARRITY: Sheri Ham Garrity,  
16 Portsmouth School Board.  
17 JSAC/MR. SHULDMAN: Mitch Shuldman,  
18 Portsmouth School Board.  
19 JSAC/MR. COVIELLO: Tony Coviello, Portsmouth  
20 Planning Board.  
21 JSAC/MR. WEINRIEB: Eric Weinrieb, advisory  
22 member.  
23 JSAC/MR. FERRINI: Tom Ferrini, Assistant

01 Mayor.  
02 JSAC/MS. SULLEY: Rose Sulley, advisory  
03 member.

04 JSAC/MS. FRISBEE: Jean Frisbee, secretary to  
05 the assistant superintendent.  
06 JSAC/MS. CLAYBURGH: Nancy Novelline  
07 Clayburgh, Portsmouth School Board.  
08 CHAIR GRASSO: I'd like to have the first  
09 item of business would be the approval of the minutes  
10 from our January 10th meeting.  
11 JSAC: So moved.  
12 JSAC: Second.  
13 CHAIR GRASSO: Any discussion? All in favor?  
14 JSAC: Aye.  
15 CHAIR GRASSO: Opposed? I'd like to say  
16 first that we are a fact-finding committee and we will  
17 tonight have a public presentation of facts on two  
18 sites for the Portsmouth Middle School. No questions  
19 or input from the public at this time. On February  
20 7th there will be a public comment session at the  
21 middle school. The school board also will be holding  
22 a public hearing on whichever site is selected. When  
23 it gets to the council level, they will also be

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01 holding a public hearing. I would suggest that the  
02 committee members jot down questions as the  
03 presentation goes along and then afterwards you'll be  
04 free to ask all the questions you want. With that,  
05 I'd like to turn it over to Dr. Lister.  
06 JSAC/MR. LISTER: Thank you very much. I  
07 would just like to make some introductions for the  
08 people at home so they know who is in the hall this  
09 evening. I'd like to acknowledge Mr. Ed Murdough who  
10 is with the State Department of Education; Bob  
11 Sullivan who is the Portsmouth city attorney; with  
12 Team Design, Nery Bordas, Dan Bisson and Jim Delisle;  
13 I'd like to recognize from Appledore Engineering Greg  
14 Mikolaities; from Geo InSight Mike Penny; and several  
15 other people in the audience which includes city  
16 councilor Christine Dwyer, school board member Ann  
17 Walker, city council member Harold Whitehouse, city  
18 manager John Bohenko, and there are several teachers  
19 and concerned residents and residents of Portsmouth  
20 and we welcome you here this evening. And with that,  
21 I would like to turn it right over to Team Design so  
22 they can begin and presenting will be Nery Bordas, Dan  
23 Bisson and Jim Delisle.

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01 MR. BISSON/TEAM DESIGN: Hello. I'm Dan  
02 Bisson from Team Design. What we're going to do is go  
03 through the informational facts first, after which  
04 this board will be the matrix and will come up with  
05 some costing estimates on the two sites. Then we'll  
06 pass out this packet, which is a series of data and  
07 the reports are in summary form. Also available,  
08 we're going to give the SAU the entire packet, which

09 is a lot larger, which has all the backup on the  
10 reports. For tonight, we're just going to give you  
11 the executive summaries.

12 First of all, I'd like to say that for the  
13 past two months we've been digitally looking at the  
14 two sites. We've compiled a lot of information in the  
15 past couple years but at this point we have now gone  
16 into another area, refining some of the information.

17 Team Design was charged to affirm that  
18 Parrott Ave existing middle school along with the  
19 Peirce property is a viable site for future expansion  
20 of the middle school. That was one of the charges.  
21 And also to validate the site can support a proposed  
22 middle school for the school board's educational  
23 narrative. Those are the key areas.

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01 For both sides, Parrott Ave and Peirce  
02 property as well as, Parrott Ave and Jones Ave,  
03 looking at conceptual designs, they're not completed  
04 in the sense that these are the plans that are going  
05 to be used. These are basically plans that have  
06 articulated the educational specifications that we  
07 have today.

08 We also have preliminary costs. The same  
09 thing there. These costs are not the costs of these  
10 projects. They're basically comparisons. We've also  
11 retained the services of Hutter Construction, Gary  
12 Bertram. He was the construction manager for the high  
13 school. So he worked with our people on costing to  
14 try to get the most up to date costing on today's  
15 building construction. We basically also did quite a  
16 bit of review on Jones Ave regarding wetlands, the  
17 landfill and archaeological issues.

18 We have done a lot of work previously. So  
19 we're not going to revisit a lot of the information  
20 such as the matrix regarding other parcels in the  
21 city. We really are focusing on just these two  
22 parcels. We also made sure that not only that we  
23 adhere to the educational specification and narrative,

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01 we also used the New Hampshire Department of Ed  
02 guidelines and rules. The reason for that is to be  
03 able to take availability of financial aid, state  
04 financial aid. So we're really trying to work within  
05 that context. We really tried to make apples for  
06 apples comparisons throughout the whole process and  
07 I'll start off by handing out the matrix regarding the  
08 investigation of the middle school on both parcels.  
09 And once we get that passed out, we'll talk about what  
10 that entails.

11 What we've done on Parrott Ave, and every  
12 time I say Parrott Ave, just so everybody understands,  
13 that's the existing middle school site. So that's to

14 clarify. When I say Jones Ave, that's the new site.  
15 It seems to have gotten that notation and we just keep  
16 using it. So that's what we've been doing. On  
17 Parrott Ave we started off with a variety of schemes  
18 to a point where we narrowed it down to five and then  
19 we narrowed it down to two. What we're gonna show on  
20 this matrix is A, which is one. We have some boards.  
21 We'll also show you B, because there's some pros and  
22 cons of both of them. But we actually worked our way  
23 down from five that were promising to two.

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01 The issues on Parrott Ave is the restrictions  
02 of the land mass, the streets and the availability of  
03 reusing and basically renovating the existing  
04 structure. Over here, just a comparison, and I'll go  
05 down Parrott first. The building square footage is  
06 about 180,000 square feet. And the future  
07 expandability on Parrott Ave is, once we basically  
08 fulfilled that obligation of that site, there is  
09 really no other place to grow. The site presently  
10 with the Peirce Family Trust is 5.7 acres. Parking  
11 space is about 199. Bus pick-up and drop-off seven  
12 spaces. Parents pick-up and drop-off, seven.  
13 Playfields onsite, no. Playfields offsite, there will  
14 be five fields dedicated to be placed offsite.

15 What I'd like to do at this point is probably  
16 present the plan and the site plan and then go through  
17 the issues of permitting, waivers, etc. So what we  
18 have here, and I'll let Greg Mikolaities review these.  
19 This is an aerial photograph with an overlay and this  
20 is a blowup of that whole area. Generally Parrott  
21 Ave, the light tan is existing and the (inaudible) is  
22 the proposed new. The library is here. This is a  
23 parking area with some circulation, some parking here.

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01 I'll let Greg explain the theory on how we came up  
02 with that design.

03 MR. MIKOLAITIES/APPLEDORE: Greg Mikolaities  
04 from Appledore Engineering, Portsmouth, New Hampshire.  
05 As Dan explained, here's an aerial, and I know it's  
06 difficult with the lighting in this section here, but  
07 there's Parrott Ave. This is the existing parking  
08 lot. Here's the ball field basically and the softball  
09 field that is just to the left of the middle school.  
10 And what we're showing here, this is roughly the  
11 property line right where my hand is, right where that  
12 pointer is here. This would be what is known, the  
13 Peirce land over here.

14 What we've done to accommodate this site for  
15 a middle school, couple things. One is the main  
16 entrance would be over here. We've created a parent  
17 drop-off area here. We come with one-way circulation  
18 around the building and we have bus drop-off here and

19 here, and as Dan mentioned, that gives us seven bus  
20 drop-off areas, seven parent drop-off spots in here.  
21 We'd have some visitor parking here, which not shown  
22 on this plan is the additional parking that would be  
23 for the library over here. That is the current

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01 library footprint. And with the plan, the parking  
02 between this area and this area we have 199 parking  
03 spaces. And again, we'd have one-way circulation back  
04 through here. That's really it. As you can see, as  
05 Dan mentioned, we have, you know, we've gone to the  
06 property lines. We've maximized it. Dan will go  
07 through the footprint to, you know, compare this site  
08 to the other site. This is the footprint to get that  
09 180,000 square feet. And one of the assumptions as we  
10 go through the presentation, you'll see there are no  
11 ball fields here, and we need to talk about either,  
12 you know, some type of easement across the street for  
13 use of those ball fields or using the ball fields on  
14 the Jones Ave site, constructing them there as opposed  
15 to, obviously there's no room left for fields on this  
16 site.

17 MR. BISSON/TEAM DESIGN: The design of the  
18 building is to keep and restore the exterior. It's a  
19 very handsome building, very nicely done  
20 architecturally. And to do that on this particular  
21 scheme, what you see here in brown and this gray  
22 outline is what we would salvage and save. The back  
23 end, which is the gym, which is much too small, the

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01 classrooms in the back, which are just not very  
02 functional, and to reconfigure this part of the  
03 existing building internally would be very difficult  
04 to try to achieve some of the program requirements for  
05 the middle school. So what you wind up with is this  
06 is renovated, this area for the shell and the roof  
07 would remain intact and the inside would be basically  
08 gutted.

09 The whole idea was trying to get a gymnasium  
10 and an auditorium into this facility. We tried  
11 several times to slide them in up to this point. The  
12 width just doesn't afford both those spaces, that kind  
13 of flexibility. So on this scheme, we really looked  
14 at outside the original box or footprint, is to put an  
15 auditorium and a gym. That coupled with the site plan  
16 really works very well in the presentation of the  
17 parking area. It also is pushed back away from the  
18 library giving the library façade a nice presentation.  
19 We would mimic the architecture of the middle school  
20 and the library to enhance that downtown feeling.

21 Here would be a three-story, actually a four-  
22 story area of the middle school. Three of the stories  
23 would be the grade 6, 7 and 8 for the team teaching.

01 These areas would be a combination of a variety of  
02 administration, unified arts, special ed, etc., and  
03 the other two boards will give you some idea of what's  
04 above those spaces. But in general, these are your  
05 large spaces, which would be auditorium and gymnasium.

06 JSAC: How does the location of the new  
07 auditorium compare to the location of the original  
08 auditorium? Is there any relation?

09 MR. BISSON/TEAM DESIGN: They're basically  
10 still in the same plane but the old auditorium was in  
11 here and it was actually very small. We were trying  
12 to find anything. It was probably a fairly small  
13 auditorium, probably very unique. It probably didn't  
14 sit much more than three, four hundred. We're looking  
15 at six hundred. So we just could not fit that in  
16 there. And as I said, we actually brought some of the  
17 other schemes, C, D and E and even some yellow trace  
18 to show you. We just could not slide it in.

19 Here are the other floors. The second floor  
20 here is just the open spaces below for the auditorium  
21 and the gym. This is wrapped around with lockers,  
22 music areas, computer areas. Again, one of the team  
23 teaching areas for a grade level here is 7. And over

01 here is the media center. The cafeteria is below the  
02 media center. And that's the special ed suites up  
03 above. Again, another grade level, which is 8. And  
04 then on the fourth floor is simply because we just  
05 needed more space. This is basically foreign language  
06 and some shared space to meet all the other program  
07 needs. The difficulty with old buildings is trying to  
08 arrange spaces to meet the Ed specifications. Very  
09 clean-cut. Very straightforward. When we redesign an  
10 existing building, there are some pros and cons with  
11 the relationships. These relationships may not be the  
12 ones that the educators would want finally but at  
13 least we have portrayed getting as many of those  
14 spaces within the context of the existing and  
15 additions as we could. The issue with this is you  
16 wind up having to have some compromise. We have under  
17 scheme B, which helped that, but it came to a small  
18 cost, or maybe a large cost, depending how you look at  
19 it.

20 It's the same general footprint but it starts  
21 off with salvaging more of the existing building floor  
22 plan, which can be a good thing simply because you  
23 don't have to do as much destructive. Here's the

01 demo. The demo takes away the classroom addition that  
02 took over the auditorium, the library and cafeteria

03 and the gym and locker areas. This area would remain  
04 and be renovated.

05 On the first floor, you can see, it's a total  
06 flip. Economically, we put a four-story classroom  
07 area. Three of the stories would be grade 6, 7 and 8.  
08 This is more conducive to the educational narrative  
09 that we were given. We wound up with a gym in this  
10 area, but as I said before, the auditorium became the  
11 Achilles heel. What we did is did an oversized  
12 cafeteria/auditorium as a compromise, but it gave all  
13 the other spaces a little more elbow room, a little  
14 more definitive concern with the educational  
15 narrative.

16 These spaces here are a little easier because  
17 it's more of a renovation than a total gut teardown.  
18 The same thing goes true here. All the facades would  
19 remain. We would repoint the bricks, for instance,  
20 match the old mortar, match the old windows, putting  
21 in panning that would reflect some of the molding that  
22 was once there. Some of the windows there now are  
23 kind of replacement of the era when they were

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01 replaced, didn't take much into account on details.  
02 The other floors kind of mimic this repetitiveness of  
03 classrooms.

04 JSAC: One thing I notice there, Dan, is  
05 that, I don't know if anybody else can see this, but  
06 the 6th grade in this scheme it looks like the 6th  
07 grade wing is then adjacent to what would be the new  
08 7th and 8th, so they're sort of all lined up?

09 MR. BISSON/TEAM DESIGN: They're all stacked.  
10 The 6, 7 and 8 are always stacked on all the schemes,  
11 believe it or not. The first scheme there's 6, 7 and  
12 8. So this is 6, this is 7, this is a shared space,  
13 and the fourth is 8. So they're stacked.

14 JSAC: Okay. Sorry. I thought we were still  
15 - -

16 MR. BISSON/TEAM DESIGN: So what happens is  
17 the teaching area, the classroom areas are all in one  
18 area, which is something that the educators tend to  
19 like. And the thing is, we'll take advantage of  
20 construction techniques. If we can stack buildings,  
21 plumbing, walls, it's more economical. So here on the  
22 second floor, these are oversized spaces where the gym  
23 and the cafeteria, because there's really no place to

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01 put a floor, so they're kind of a hollow space if you  
02 were to physically cut it. As I say, here is the  
03 shared special ed area, and again administration and  
04 some of the unified arts. On the third floor, this  
05 would be the 7th grade and then again we start getting  
06 some of the larger space back, such as the media space  
07 here. This is a roofed area from the gym, and then a

08 series of language, foreign language art. And on the  
09 fourth floor we picked up the 8th grade. So that's a  
10 series of events that occurred on scheme B. It was a  
11 compromise but it better matched the educational  
12 narrative.

13 What happens with this is some of the waivers  
14 and permits that may be required because of this site,  
15 seismic code conformance. We have a report from Peter  
16 Stefason (ph) that clearly states it's very  
17 impractical and there's a footnote on that, that it's  
18 very impractical to be able to bring this up to  
19 seismic. We would attempt to bring it as close as we  
20 could but we would have to work with local officials  
21 to exempt us from the letter of the law in the sense  
22 of meeting seismic, which is something that is done.  
23 It's a way of salvaging a building.

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01 The other part is land purchase. There would  
02 be a land purchase needed on taking over the Peirce  
03 Family Trust. Unlike the other site, there's no  
04 permitting for wetlands. So you're clean from that.  
05 There's no landfill to deal with. So that's a no.  
06 Archaeological review, it doesn't trigger anything in  
07 that respect. And, but it does have an issue with the  
08 acreage of the site. Department of Ed requires a  
09 certain acreage. The one thing you'll note when we  
10 get into the estimates, because of the playfields not  
11 being here, we would have to build new fields. The  
12 practical matter is to use the Jones Ave site.  
13 They're available. And we could actually take over  
14 that site and build the same number of fields as we  
15 would with Jones Ave Middle School. So that's  
16 available. If it's available for one, why not for the  
17 other?

18 And then, another big issue is temporary  
19 modules. In either case A or B, the amount of  
20 construction and the amount of disturbance, we really  
21 would not want students and staff to be in any part of  
22 that building under construction. And for that  
23 reason, we would have to have modules put temporarily

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01 somewhere. We discussed a variety of options with  
02 people from the SAU and what was looked at as probably  
03 the most practical is Coll Field near Little Harbor  
04 School and to take over that field with a series of  
05 modules. There'd be about 22 classrooms and about 15  
06 support spaces such as unified arts, music, special  
07 ed, guidance and offices. Those would all be self-  
08 contained. We're looking at modules. We actually got  
09 some numbers for refurbished. Because we're leasing  
10 them, there's no need to lease brand new ones. It's  
11 temporary.

12 We would take advantage of trying to couple

13 Little Harbor's supports for cafeteria. There'll be  
14 some other issues about parking, septic, etc., etc.,  
15 but I put some costs and established some kind of  
16 guideline on how much that would cost in the real  
17 world. The lease would be for two years. It would  
18 cost something to set up and tear down. Some of the  
19 setup we would definitely have covered walkways to  
20 protect the children. We would have bathrooms  
21 available because I think it would overtax the  
22 facilities at Little Harbor. We would have offices,  
23 in some of them built offices within the units, not

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01 just open classrooms. So we would look at a series of  
02 them having partitions, so they'd be a little more  
03 conducive to an office environment. So that's what  
04 we're looking at as part of this matrix.

05 At this point, are there any questions on  
06 Parrott before I go to Jones? Yeah. Anybody.

07 JSAC: Just as I look at that, in one of the  
08 schemes that you had, you had the unified arts in the  
09 front right hand side of the current building and you  
10 had all the other classes in the back in scheme B. So  
11 the only way from front to back is through that  
12 corridor right there in front of the - -

13 MR. BISSON/TEAM DESIGN: On this level it's  
14 this corridor here.

15 JSAC: And then what floors would that be on?

16 MR. BISSON/TEAM DESIGN: This corridor would  
17 be on the first, second and third.

18 JSAC: Okay.

19 MR. BISSON/TEAM DESIGN: The fourth would be  
20 pretty much a standalone 8th grade because - -

21 JSAC: So 6th is on the second floor?

22 MR. BISSON/TEAM DESIGN: First floor.

23 JSAC: First floor. Seventh?

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01 MR. BISSON/TEAM DESIGN: Is a shared space on  
02 the second for special ed.

03 JSAC: Okay.

04 MR. BISSON/TEAM DESIGN: Third floor is 7th  
05 and fourth floor is 8th.

06 JSAC: Okay. Thank you.

07 MR. BISSON/TEAM DESIGN: And on scheme A it's  
08 similar, 6th on the first, second 7th, third 8th, upper  
09 floor shared space.

10 JSAC: Got it.

11 MR. BISSON/TEAM DESIGN: So - -

12 MS. SULLEY: One question Dan.

13 CHAIR GRASSO: Rose, could you speak into the  
14 mike.

15 JSAC/MS. SULLEY: Sorry. You may have said  
16 this, and I think I may have missed it. I just wanted  
17 to make sure that the buffer that was part of the deed

18 restriction for the Peirce family land, was that  
19 maintained with parking spaces?  
20 MR. BISSON/TEAM DESIGN: No.  
21 JSAC/MS. SULLEY: That was not with  
22 maintaining the buffer, the parking?  
23 MR. BISSON/TEAM DESIGN: No. We need the

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01 availability of that entire parcel. Things of that  
02 nature, the buffers were probably more landscaping or  
03 fencing than an actual buffer. We just simply need  
04 the entire parcel to be able to put that.  
05 JSAC/MS. SULLEY: Thank you.  
06 MR. BISSON/TEAM DESIGN: Yeah.  
07 JSAC: I have a bunch of questions. You said  
08 playing fields are offsite. That's not including all  
09 the playing fields across the street at Parrott Ave?  
10 MR. BISSON/TEAM DESIGN: There is a - -  
11 You're going to have to deliberate that because I've  
12 heard two different scenarios of the Leary fields  
13 being used. That comes with some requirements by the  
14 Department of Education of signing those fields over  
15 to the school for their use. Ed Murdough is here and  
16 he could probably address how that waiver would be  
17 required because you need to have absolute  
18 availability for your program as priority one. So  
19 again, Ed could answer specifically how that would  
20 work.  
21 JSAC: I just think there should be a  
22 footnote on here. I mean, you look at the photo and  
23 it's kind of hard to ignore the giant playing fields

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01 right across the street. You put it down - -  
02 MR. BISSON/TEAM DESIGN: On note 2 I actually  
03 did place that other options would be Leary Field to  
04 be acquired or a written agreement by the city to have  
05 full access to those fields. So footnote 2 has that.  
06 JSAC: Okay. I saw - - It didn't have a  
07 footnote.  
08 MR. BISSON/TEAM DESIGN: Yeah. If you look  
09 down below. And that one, we didn't know what to do  
10 with because we've heard two different scenarios and  
11 it's gonna come down to if they're really serious to  
12 use Parrott Ave the next step is to entertain how to  
13 obtain that waiver and the city would have to work  
14 with the school department to write something. And  
15 again, Ed Murdough is here explaining how that process  
16 is for a waiver.  
17 JSAC: I'm sure there's a process for it. I  
18 don't question about that. The parking, did you look  
19 at, I guess it's probably hard for you to look at any,  
20 you know, any shared use agreements. I mean, parking  
21 didn't include the municipal parking lot as just a  
22 couple units away or - -

23 MR. BISSON/TEAM DESIGN: Correct. Well we

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01 assume being a city type area the parking here  
02 probably wouldn't have to be as stringent as an  
03 offsite because the offsite is what you have, what you  
04 build. Here, you have off street parking. You also  
05 have adjoining areas. We actually talked about if  
06 parking is a real issue - - Where's the aerial? It  
07 really shows it up. Two options were discussed. One  
08 is doing a parking garage to this end of the parking  
09 area. There's approximately 100 parking. By going to  
10 put a small parking garage, two stories, you double  
11 that parking instantly. That would equate to about  
12 \$20,000 per parking space to build a parking garage.  
13 So that's another thing outside the box, getting more  
14 parking if you really think you need it. The other  
15 one really thinking outside the box is this parking  
16 area here. I forget. What's the name of this street  
17 Greg?

18 MR. MIKOLAITIES/APPLEDORE: Junkins Street  
19 and Pleasant.

20 MR. BISSON/TEAM DESIGN: Yeah. That parking  
21 lot is not that far away, about .2 miles of actually  
22 developing a joint venture with the city and having a  
23 parking garage there. Footprint wise, there's about

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01 300 parking spaces. If you did two or three stories,  
02 there's an opportunity to have significant amount of  
03 parking there that's also useable in the evenings and  
04 during weekends that you might permit staff of X  
05 amount of parking spaces and then in the evenings and  
06 in the weekends it's definitely useable. I know I use  
07 that parking space a lot going downtown. It might be  
08 more practical there because behind the school people  
09 may not know of it or it may be very difficult to  
10 maintain security because it is behind another  
11 building and maybe a lot of people won't quite know  
12 that it exists. So there's two options of  
13 capitalizing on different techniques of getting more  
14 parking.

15 JSAC: Or reducing the onsite parking?

16 MR. BISSON/TEAM DESIGN: Or even - - Correct.  
17 Or even reducing the onsite parking.

18 JSAC: Where does the Peirce property line  
19 fall on that drawing? Is that drawing - -

20 MR. BISSON/TEAM DESIGN: Yes. It is  
21 approximately - - Let's see. Right about there.  
22 There's - - Right there. This part here is the Peirce  
23 property.

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01 JSAC: It's like three times - -

02 JSAC: Is that parking lot to the (inaudible)  
03 parking lot, is that big enough for a football field  
04 or some type of field?  
05 MR. BISSON/TEAM DESIGN: Greg?  
06 MR. MIKOLAITIES/APPLEDORE: Yeah. For a  
07 middle school field. Sure.  
08 JSAC: How big is it?  
09 MR. MIKOLAITIES/APPLEDORE: A middle school  
10 field can be whatever you want. I mean do you want to  
11 put a soccer field? Is that what you mean, or a  
12 baseball field?  
13 JSAC: Yeah. Room for regulation - -  
14 MR. BISSON/TEAM DESIGN: 64, 64 - - If you're  
15 trying to put in a perspective, you know, there's the  
16 existing baseball, you know, middle school field here  
17 and this field. That's this big, and that's about  
18 two-thirds the size. So if you're trying to get a  
19 sense of what's out there now and what you would see  
20 if you (inaudible) that parking lot, it's about two-  
21 thirds of what you have now.  
22 JSAC: I guess, I don't know if that was - -  
23 Can it fit a regulation lacrosse, soccer field for a

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01 middle school?  
02 MR. MIKOLAITIES/APPLEDORE: Yes.  
03 JSAC: Okay. And if may continue. Sorry.  
04 The seismic code conformance, subject near to my  
05 heart, you're only talking about the existing  
06 building, any new addition would certainly be  
07 seismically - -  
08 MR. BISSON/TEAM DESIGN: Oh absolutely. That  
09 would be no matter what we do new on this site or the  
10 other.  
11 JSAC: Now, is your structural engineer  
12 saying they cannot buttress the new building?  
13 MR. BISSON/TEAM DESIGN: They can buttress it  
14 but they feel it's very impractical to do a full-blown  
15 design to fully make it come up to seismic. They feel  
16 that by working with the city they could probably get  
17 some exemptions so not to achieve full compliance.  
18 JSAC: Now is that compliance with the  
19 current building code?  
20 MR. BISSON/TEAM DESIGN: Correct.  
21 JSAC: Because the one they'd most likely be  
22 adopting this year, at the end of this year, is the  
23 reduction about 25 percent - -

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01 MR. BISSON/TEAM DESIGN: We'd be more than  
02 happy to talk to the town officials and having them  
03 agree to that.  
04 JSAC: Okay. That's it for now. Thank you.  
05 CHAIR GRASSO: Ned?  
06 JSAC/MR. RAYNOLDS: Thank you. I have two

07 questions, two areas of questions. One somewhat  
08 relates a little bit of the answer just now about  
09 parking. But my first one has to do with the  
10 potential how would you do this, the phasing, the  
11 timing and the use of temporary classrooms. I  
12 appreciate, you know, that you went that far and  
13 looked into feasibility and cost and gave that thought  
14 to how that might be done. But it still - - It seems  
15 that that would be probably the last resort that we'd  
16 want to do. I wondered if particularly, can we put  
17 the scheme B floor plan back there? Yeah.  
18 Particularly if in this configuration the classroom  
19 wing, the 6, 7, 8 stacked wing is going to be all new  
20 construction on what is now the ball field, why would  
21 it not be possible to tackle this whole project, you  
22 know, phase, several maybe three year phased approach  
23 and essentially build that building as, you know,

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01 almost a standalone building in, you know, year one,  
02 while middle school goes on as it is next door. And  
03 then, you know, when that's done and ready, have all  
04 the classes in there. You know, I know there's  
05 transitional things but - - And then in year two or  
06 maybe it's summer number two and maybe a couple months  
07 in the fall construct the middle phase, which is the  
08 gym and the auditorium/cafeteria, which are sort of  
09 big spaces, maybe wouldn't take as long to construct  
10 as all the interior walls of the classroom wing. And  
11 then that's year two and then the school year goes and  
12 then perhaps year three, you know, summer three and  
13 maybe a couple months in the fall you renovate the old  
14 wing. Did you think about that?

15 MR. BISSON/TEAM DESIGN: Yeah. We actually  
16 went around and around on that. A couple of things.  
17 One, I don't think you'll be able to take the three-  
18 story and have the entire staff and students occupy  
19 this comfortably while constructions is going on here.  
20 The biggest part also is, if this is a standalone,  
21 we'd have to design it truly with its mechanical,  
22 electrical, totally separate. So that would be  
23 designed into it. So that would add some costs in the

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01 phasing process. So that is a truly standalone, in  
02 the essence of utilities.

03 JSAC/MR. RAYNOLDS: Where would - - Sorry.  
04 Just on that, where would the utilities and, where  
05 would they go?

06 MR. BISSON/TEAM DESIGN: Boiler room would be  
07 somewhere in here, mechanical room - -

08 JSAC/MR. RAYNOLDS: There. Okay.

09 MR. BISSON/TEAM DESIGN: In that general  
10 area. So you'd have to try to configure a couple of  
11 options. Two mechanical rooms, two electrical

12 entrances that one would be abandoned at a later date,  
13 because you still need to do something ongoing here.  
14 So it would be definitely an option but you would have  
15 to add some costs in that phasing.

16 JSAC/MR. RAYNOLDS: Okay.

17 MR. BISSON/TEAM DESIGN: But I don't think  
18 you'd really get the full value of all the students to  
19 stay onsite. This is a pretty tough site. You'd  
20 still probably use, have half the students be in some  
21 other facility and half of them be here. And I see  
22 that would be practical. But you'd have to plan that  
23 in with the designing of it. So it's kind of, you're

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01 on track, we can do that, but there's some added costs  
02 and there's some savings. And the bottom line, I  
03 think you're gonna get kind of close to the same  
04 costs.

05 JSAC/MR. RAYNOLDS: So I just raised that as  
06 one - -

07 MR. BISSON/TEAM DESIGN: But it is. Yeah.

08 JSAC/MR. RAYNOLDS: Another possible sort of  
09 - -

10 MR. BISSON/TEAM DESIGN: The biggest thing  
11 too is the contractor staging, the site. If, for  
12 instance, you did build this here, this area here is  
13 still gonna be used by a contractor to stage and have  
14 materials. So it is also the logistics of having safe  
15 areas to drop off, pick up children and parking, etc.  
16 So it can be done but you're gonna have to have some  
17 offsite staging areas for the contractor, in essence  
18 making this zone safe for students and allowing him to  
19 - - And that's done in the cities all the time. It's  
20 just an added cost, can be done.

21 JSAC/MR. RAYNOLDS: Okay. Thanks. That's  
22 just another - - Obviously if we wanted to do that,  
23 that would be a whole separate - -

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01 MR. BISSON/TEAM DESIGN: Yeah. And we  
02 discussed that - -

03 JSAC/MR. RAYNOLDS: Big planning process.

04 MR. BISSON/TEAM DESIGN: Yeah. Big plan.

05 JSAC/MR. RAYNOLDS: My second question then,  
06 you touched on it, like I said, but with regard to the  
07 parking. This would clearly be more expensive but it  
08 might be worth it given what we gain and if it becomes  
09 part of, you know, part of the desired goal. Did you  
10 think about, or would it be possible I guess, to  
11 particularly if that middle section of the new  
12 building would be auditorium and gym, would it be  
13 possible to put parking underneath those? Not  
14 necessarily underground, but perhaps put those spaces  
15 on - -

16 MR. BISSON/TEAM DESIGN: That was one of our

17 schemes we actually - - I think we may even have it  
18 here. Issues on that is the cost, of course, because  
19 now you have to separate a place of assembly from  
20 parking. That's a real bad mix code wise because  
21 you're really having a large occupancy. So fire  
22 rating that whole structure is expensive.  
23 JSAC/MR. RAYNOLDS: But office buildings are

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01 built with parking garages underneath - -  
02 MR. BISSON/TEAM DESIGN: Absolutely.  
03 JSAC/MR. RAYNOLDS: All the time - -  
04 MR. BISSON/TEAM DESIGN: It's assembly.  
05 JSAC/MR. RAYNOLDS: Public assembly.  
06 MR. BISSON/TEAM DESIGN: Then my assembly has  
07 to have egress out of that space to an area of refuge.  
08 I have to come down another area. So that became an  
09 issue of coding and egress. And we discovered that  
10 because it would have been expensive. It's still not  
11 off the table. If money is one of those areas where  
12 you spend a little more and stay here, it's a viable  
13 option. You can get a reasonable amount of parking  
14 underneath but you'd have to raise that whole building  
15 and scheme A would be the more practical one to  
16 attempt that. And I agree, you don't want that below  
17 because this is actually in the floodplain zone. The  
18 building - -  
19 JSAC/MR. RAYNOLDS: No. I didn't mean that.  
20 MR. BISSON/TEAM DESIGN: Because this  
21 building is only a foot and a half - -  
22 JSAC/MR. RAYNOLDS: You would gain, of  
23 course, a playing field, an actual full size playing

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01 field onsite adjacent with the programmatic gains that  
02 that would give plus provide that, retain the open  
03 space and the green space, sort of buffer between the  
04 school and the Richards Avenue. So okay. Thanks.  
05 CHAIR GRASSO: Nancy?  
06 JSAC/MS. CLAYBURGH: I just had a question  
07 about the music and chorus rooms. I didn't hear that  
08 mentioned. Did you include that in the unified arts  
09 or - - I'm just curious where the music and band and  
10 chorus rooms would be.  
11 MR. BISSON/TEAM DESIGN: On scheme B we could  
12 not get them on the same level. They would be on two  
13 floors here and here. Where this area here below is  
14 where the cafeteria/auditorium would be. So they are  
15 separated. It's not ideal. On the other scheme  
16 they're closer to the auditorium. They're actually  
17 right next to the stage area. So that's why these two  
18 schemes, we presented because they both have pluses  
19 and minuses and we felt that we should share both of  
20 them.  
21 JSAC/MS. CLAYBURGH: And my other question is

22 the unified arts is sort of on one end of the building  
23 and the classrooms are, and then there's all this

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01 office and special ed, nurse's office and all that in  
02 the middle, and then the classroom space is over  
03 there. Okay.

04 MR. BISSON/TEAM DESIGN: And that's part of  
05 the compromises of recycling an old building, is you  
06 try to do the best you can. These labels can move.  
07 If this was serious, we can make it better, but it's  
08 going to be still somewhat of a compromise.

09 JSAC/MS. CLAYBURGH: Thank you.

10 CHAIR GRASSO: Eric?

11 JSAC/MR. WEINRIEB: Couple questions relating  
12 to parking. First of all, all the parking today is on  
13 the Peirce land. Right. I'm sorry. All the parking  
14 today is on the Peirce land?

15 MR. BISSON/TEAM DESIGN: There is a parking  
16 strip and I believe it's all - - Yes, it is all on the  
17 Peirce.

18 JSAC/MR. WEINRIEB: How many spaces do they  
19 have today?

20 MR. BISSON/TEAM DESIGN: John might be able  
21 to answer that.

22 MR. BOHENKO/CITY MANAGER: The actual spaces  
23 that would be considered the school department

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01 property is about six because the parking lot adjacent  
02 to the building is Peirce property.

03 JSAC/MR. WEINRIEB: Right. That's what I'm  
04 asking, is how many spaces are available today? You  
05 people are parking on the Peirce land yet I don't  
06 think there are any spaces physically on the school.  
07 How many spaces are out there today that they're  
08 using?

09 MR. BOHENKO/CITY MANAGER: Between the  
10 parking lot, which is adjacent to the field, and the  
11 municipal lot, which is between Parrott and the end of  
12 the softball field near the library, if you add up all  
13 those spaces, you're probably talking 125, 130 spaces  
14 that will be city property, not school department  
15 property right now.

16 JSAC/MR. WEINRIEB: But it's all on the  
17 Peirce land that you use - -

18 MR. BOHENKO/CITY MANAGER: It's all on the  
19 Peirce land. Correct.

20 JSAC/MR. WEINRIEB: Okay.

21 MR. BISSON/TEAM DESIGN: This would be about  
22 199.

23 JSAC/MR. WEINRIEB: I guess, how did you

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01 decide on the 199 when it really does appear that,  
02 yeah, we have deficient parking, but it seems like 199  
03 is excessive at this point in my eyes based on my  
04 experiences being down there on a daily basis, that,  
05 you know, people that work in town can still use the  
06 area, the people using the school still use the area  
07 and at night functions seem to be able to work okay  
08 using street areas and using the tennis court parking  
09 that wasn't discussed earlier as well as the old Bank  
10 East parking lot. So, I feel like the 199 is very  
11 much excessive for this site. I guess what I'd say is  
12 I'd like to see that concept to go back towards  
13 utilizing something that is multipurpose field with a  
14 synthetic surface versus paving it and keeping it as  
15 open area.

16 CHAIR GRASSO: Tom?

17 JSAC/MR. FERRINI: Dan, to what extent are  
18 you aware of any study that has been done by the city,  
19 so we won't surmise about the number of spaces? Has  
20 any actual traffic study been doing counting staff,  
21 parents, all that sort of thing, and has anything like  
22 that been done to date of which you are aware?

23 MR. BISSON/TEAM DESIGN: Not that I'm aware.

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01 JSAC/MR. FERRINI: Okay. With respect to  
02 Ned's offering, say perhaps you did the ball field  
03 there and you did put parking underneath the building,  
04 do you have a sense as to how many spaces that might  
05 entail? And if you did any - - Even if it's not part  
06 of your presentation, I'm just wondering if there are  
07 any calculations, because we're gonna want all that  
08 information.

09 MR. BISSON/TEAM DESIGN: That's about 100.  
10 That's probably two thirds of that, probably 60  
11 spaces.

12 JSAC/MR. FERRINI: Underneath. So that would  
13 change the total of 199 in what fashion?

14 MR. BISSON/TEAM DESIGN: Um, hmmm. Yes.

15 JSAC/MR. FERRINI: In what fashion would it  
16 change it? It would go to 99?

17 MR. BISSON/TEAM DESIGN: Just subtract - -

18 JSAC/MR. FERRINI: About 30. Right?  
19 Subtract about 30? Take away 30 and you'd get 170.

20 MR. BISSON/TEAM DESIGN: Um, hmmm. Yes.

21 JSAC/MR. FERRINI: Because a lot of them are  
22 up front. Okay.

23 MR. BISSON/TEAM DESIGN: Yeah. Right

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01 here.

02 JSAC/MR. FERRINI: I have one other question.  
03 Is there a point in time in this presentation, perhaps  
04 after you've gone through the other parcel, where  
05 there'll be a menu of costs?

06 MR. BISSON/TEAM DESIGN: Yes.  
07 JSAC/MR. FERRINI: Of all of these mix and  
08 match type items as well such as underground parking,  
09 not underground but under the building parking, the  
10 add-ons that you looked at?  
11 MR. BISSON/TEAM DESIGN: We can give you some  
12 unit costs and calculate them right here. That's why  
13 we're here. But we do have a menu of costs, breakdown  
14 between the two, and we looked at apples for apples  
15 and then we look at the differences and we gave those  
16 a separate cost. So you can plug in and plug out  
17 exactly what you're stating.  
18 JSAC/MR. FERRINI: Thank you.  
19 CHAIR GRASSO: Tony?  
20 JSAC/MR. COVIELLO: Can I ask Greg a question  
21 about parking? Greg?  
22 MR. MIKOLAITIES/APPLEDORE: Yeah. Just to  
23 respond to that one, one of the concepts we did, we

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01 got about 60 spaces underneath there.  
02 JSAC/MR. COVIELLO: Yeah. For a total of  
03 170.  
04 MR. MIKOLAITIES/APPLEDORE: Well, the 60 plus  
05 - -  
06 JSAC/MR. COVIELLO: You left out the ones out  
07 front. 150.  
08 MR. MIKOLAITIES/APPLEDORE: Okay.  
09 JSAC/MR. COVIELLO: Greg, I'm not playing  
10 dumb with this question. I really don't know. How do  
11 you choose a number of spaces? Do you just try to fit  
12 as many spaces as you can here? I'm looking at Jones  
13 Ave versus Parrott Ave. I know you haven't spoken  
14 about Jones Ave yet but I see the same building size.  
15 Jones Ave, I don't want to use the word "proposing,"  
16 in lack of another word, 339 spaces and then Parrott  
17 Ave is 199. So are you saying this is the maximum we  
18 can fit here and that's - -  
19 MR. MIKOLAITIES/APPLEDORE: Yeah. For the  
20 Parrott Ave site, that's the maximum we could fit and  
21 on the Jones Ave, that's more relative to school usage  
22 and loads out there, if you will.  
23 MR. BISSON/TEAM DESIGN: Actually when we did

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01 Parrott, they asked for, the school district asked for  
02 180. They asked for about 180 parking spaces. Can we  
03 get about 180.  
04 MR. MIKOLAITIES/APPLEDORE: Target number was  
05 180.  
06 MR. BISSON/TEAM DESIGN: That wasn't the  
07 target number. And more would be better. That was  
08 kind of the way it was looked at. As for Jones Ave,  
09 that target was developed because of it being no other  
10 parking available. If you're there, that's the only

11 place you can park. And especially for assemblies.  
12 JSAC/MR. COVIELLO: So is it based on - - So  
13 it's based on having an auditorium of 500 - -  
14 MR. BISSON/TEAM DESIGN: Different events.  
15 JSAC/MR. COVIELLO: Capacity, square footage,  
16 building.  
17 MR. BISSON/TEAM DESIGN: Right.  
18 JSAC/MR. COVIELLO: Okay. Thank you.  
19 CHAIR GRASSO: Tom? Excuse me.  
20 JSAC/MR. FERRINI: Just to belabor parking,  
21 which we often do in this city, if - - I'm still not  
22 sure the nature and extent of the analysis that's been  
23 done to look at parking here and the calculations and

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01 the determination needed by the school department. So  
02 to try to break it down, and some other guys here know  
03 more about parking than I do, if the school department  
04 indicates a need, that's step one. So we believe the  
05 need is 180. We presume that is not for assembly  
06 space and such. That's to run day-to-day operations.  
07 MR. BISSON/TEAM DESIGN: Staff, and visitors  
08 and parents.  
09 JSAC/MR. FERRINI: Right. Day-to-day  
10 operations. Okay. And so, the presumption is if we  
11 go forward with Parrott Ave that because of other  
12 available parking in the area, on street parking, etc.  
13 for assemblies and the like, you'd make up that need  
14 at that point in time. Because there are no other  
15 sites available if you do Jones Ave, and I'm sure  
16 we'll get to that later, the number goes up for that  
17 reason?  
18 MR. BISSON/TEAM DESIGN: Correct.  
19 JSAC/MR. FERRINI: Are you comfortable that  
20 the level of data input as to the amount of cars  
21 needed is sufficient to do this kind of thing or do  
22 you think it would require further study for either  
23 site?

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01 MR. BISSON/TEAM DESIGN: I think further  
02 study would always be needed as you go into a project  
03 of any nature. Once you do the conceptual, then you  
04 refine it and you ask the question again, and then you  
05 look at more data.  
06 JSAC/MR. FERRINI: Okay. Thank you.  
07 CHAIR GRASSO: Mitch?  
08 JSAC/MR. SCHULDMAN: Yes. My question is  
09 really, what I would like to see is for you to put up  
10 scheme A and scheme B and then talk a little bit about  
11 how you feel that each of the educational areas meet  
12 or don't meet the narrative because you say B fits  
13 better - -  
14 MR. BISSON/TEAM DESIGN: Yeah. I'm not going  
15 to go there. I'm going to let people like John

16 address that. I have some idea but I think it's more  
17 - -

18 JSAC/MR. SCHULDMAN: Well in your thinking  
19 about how you came up with it and you have the  
20 narrative in the back of your mind as you were working  
21 out your plans, I'm just curious as to what you see  
22 the deficiencies are with, you mentioned scheme B is  
23 better. I'm just curious. To see them side by side

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01 could be helpful.

02 MR. BISSON/TEAM DESIGN: I'm going to be  
03 asking Nery to help me a little bit. She's the person  
04 who did a tremendous amount of work in the past month  
05 here. These are side-by-side A and B. What excited  
06 us about A was the assembling spaces being in this  
07 area because it's really close to the two parking  
08 areas. That just made a lot of sense. It also took  
09 upon us to do much more demolition in this area here  
10 to achieve a team teaching atmosphere from middle  
11 school concept. Where it has on this one, this team  
12 teaching area was more appropriate and what we had  
13 visited on different sites and what the school  
14 district and school department articulated as a team  
15 teaching area, positions of different classrooms, etc.  
16 The other part here is on the first floor of B, all  
17 the admin was captured on one floor. On A, I believe  
18 it's on a two level area. So here's some pluses and  
19 minuses and as we go through you're gonna see them  
20 just like that. One's better in one arena and one's  
21 not as good as the other. And to pick one or the  
22 other, as I say, is more of the educators to really  
23 debate that amongst themselves because they'll

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01 probably debate it amongst themselves and have  
02 different opinions.

03 JSAC/MR. SCHULDMAN: I'm sorry. So what  
04 you're saying is, to do A you're really trying to fit  
05 the instructional space into a smaller confined space,  
06 you'd have to do more demolition; whereas B, you  
07 actually designed the space more freely?

08 MR. BISSON/TEAM DESIGN: Correct.

09 JSAC/MR. SCHULDMAN: There were less  
10 constraints in thinking about how to do the building.

11 MR. BISSON/TEAM DESIGN: But on B when it was  
12 all said and done, I could not fit a full auditorium  
13 because I ran out of square footage.

14 JSAC/MR. SCHULDMAN: Along with a separate  
15 cafeteria - -

16 MR. BISSON/TEAM DESIGN: Right.

17 JSAC/MR. SCHULDMAN: Might be combined.

18 MR. BISSON/TEAM DESIGN: Combines a  
19 cafeteria/auditorium and getting a seating capacity  
20 about 400 versus 600. So we thought that was a

21 reasonable thinking outside the box concept just so at  
22 least we can look at Parrott Ave as they're all  
23 options.

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01 JSAC/MR. SCHULDMAN: Right.  
02 MR. BISSON/TEAM DESIGN: As I say, we had  
03 five of them and one of them was parking underneath,  
04 this scheme here.  
05 JSAC/MR. SCHULDMAN: Well thank you. That  
06 helps.  
07 MR. BISSON/TEAM DESIGN: And if you go up,  
08 you'll see different comparisons of different unified  
09 arts being clustered better in one scheme and less in  
10 others. So they vary as you keep looking at it.  
11 CHAIR GRASSO: Tony?  
12 JSAC/MR. COVIELLO: Does one scheme encroach  
13 more into the Peirce land?  
14 MR. BISSON/TEAM DESIGN: What we tried to do  
15 is make sure both schemes have the same impact on the  
16 Peirce property.  
17 CHAIR GRASSO: Ned?  
18 JSAC/MR. RAYNOLDS: I noted a different  
19 number between the auditorium capacity. You just said  
20 600 in scheme A, where it's a standalone auditorium,  
21 separate cafeteria. Combined it's a little smaller  
22 space and it's only a 400 seat auditorium?  
23 MR. BISSON/TEAM DESIGN: Correct.

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01 JSAC/MR. RAYNOLDS: Would that - - Would it  
02 be possible in that smaller space to use a balcony to  
03 give you more, raise the capacity auditorium, so that  
04 wouldn't be as much of a compromise?  
05 MS. BORDAS/TEAM DESIGN: You mean in scheme  
06 A?  
07 MR. BISSON/TEAM DESIGN: In scheme B.  
08 JSAC/MR. RAYNOLDS: Smaller space.  
09 MS. BORDAS/TEAM DESIGN: We are doing two  
10 levels - -  
11 MR. BISSON/TEAM DESIGN: It's two levels  
12 already.  
13 MS. BORDAS/TEAM DESIGN: (inaudible) little  
14 bit of, you know, the visuals, but it would be hard to  
15 compare the two of them because there's a lot of  
16 things that goes on and through the auditorium.  
17 MR. BISSON/TEAM DESIGN: But we did split the  
18 floor space. So it is double tiered. So the back end  
19 is actually raised.  
20 JSAC/MR. RAYNOLDS: Elevated, so they could  
21 see.  
22 MR. BISSON/TEAM DESIGN: So you could see.  
23 So site distances.

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01 JSAC/MR. RAYNOLDS: Could you still put a  
02 balcony to give you another 150 seats in the  
03 auditorium?  
04 MR. BISSON/TEAM DESIGN: I do not know. I  
05 would have to really detail that out with some  
06 sections. There'd be issues of accessibility too once  
07 we get up there because we'd have to have access,  
08 handicap access. But it's plausible that you could  
09 devise maybe some additional space in a balcony  
10 setting.  
11 JSAC/MR. RAYNOLDS: Thanks.  
12 CHAIR GRASSO: Nancy?  
13 JSAC/MS. CLAYBURGH: I just have a question.  
14 Do we know how many spaces, parking spaces, the  
15 library is asking for? Does that come into this  
16 formula at all? I mean we want to make sure we  
17 obviously have enough spaces for the library as well  
18 as for the middle school. So - -  
19 MR. BISSON/TEAM DESIGN: I was not asked to  
20 use any of this for library space. I assume it would  
21 be shared because of the (inaudible) position.  
22 Library currently has 18 spaces. They are currently  
23 also sharing I believe Peirce Ave for parking,

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01 especially off school hours. So I'd assume that  
02 relationship would continue. I'd just assume that. I  
03 wasn't told did I feel as though there was a slicing  
04 of Peirce Ave was X amount for library. I looked at  
05 it just the way it's being used today is the way it  
06 would be used.  
07 JSAC/MS. CLAYBURGH: Thank you.  
08 CHAIR GRASSO: Sheri?  
09 JSAC/MS. GARRITY: Is there any differences  
10 between A and B on the timeframes to get them  
11 completed? Like, is two years like the thought  
12 process for either or whatever timeframe?  
13 MR. BISSON/TEAM DESIGN: Jim? Timeframe for  
14 - - Same timeframe.  
15 JSAC/MS. GARRITY: Okay. Thank you.  
16 CHAIR GRASSO: Any other questions from the  
17 committee? Helen?  
18 JSAC/MS. MALDINI: I have one. Ned had  
19 mentioned doing some of the new construction in steps  
20 and stuff and I know you'd have to have a safe buffer  
21 zone. But I'd have to ask John with construction so  
22 close and then the noise, I mean, you know, the kids,  
23 you know, with air, I can see in June the windows

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01 open. And the other thing is, if you did B, you know,  
02 you'd have a gym. You'd have to start taking down - -  
03 MR. BISSON/TEAM DESIGN: That's the problem.  
04 JSAC/MS. MALDINI: And doing some of that.

05 So, you know, you'd have kids in this section of the  
06 building without the administrative and then no gym  
07 for a year.

08 MR. BISSON/TEAM DESIGN: That's a dilemma and  
09 we do it all the time and it's always a hardship. One  
10 that we did in like multiple phases, six or seven, was  
11 Oyster River. It worked but talking to the educators,  
12 they'd never do it again, because it was very  
13 disruptive.

14 JSAC/MS. MALDINI: But they also had more  
15 land fields and - -

16 MR. BISSON/TEAM DESIGN: Yes. They had more  
17 opportunity to do it in phases because they grew out  
18 quite a bit. It is one of those hardships, but like  
19 anything else, once you're done, you're done, and  
20 everybody kind of looks at that as that happened, but  
21 it is difficult for whoever is there at the time, that  
22 they have to live through that. And you have to be  
23 very careful in your specifications and in your design

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01 and your phasing to be able to calculate if you're  
02 gonna have occupation, how it's phased, (inaudible)  
03 put up, how are safety issues. You get heavily  
04 involved with local building inspectors. So they're  
05 involved. And construction meetings to make sure all  
06 those issues are basically taken care of. Fire  
07 departments are always concerned about having fire  
08 alarms active, sprinklers active. And that costs  
09 money to coordinate but it's done. This one - -

10 JSAC/MS. MALDINI: But I mean once they,  
11 let's say you did the four stories with the  
12 classrooms, I mean, the rest of the building and the  
13 renovated section would have to be totally vacated?

14 MR. BISSON/TEAM DESIGN: Yes.

15 JSAC/MS. MALDINI: Because you can't - -  
16 Okay.

17 MR. BISSON/TEAM DESIGN: And part of the  
18 four-story might not have finished classrooms, so  
19 there's large enough space for lunch. So you might  
20 have to kind of build in two phases. Some of it may  
21 be temporary and many areas with movable partitions.

22 JSAC/MS. MALDINI: Which would be the cost.

23 MR. BISSON/TEAM DESIGN: Some areas may be no

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01 walls between classrooms because that might become the  
02 cafeteria temporarily. So you'd have kind of like a  
03 series of documents that shows phase A, B, C and how  
04 they would evolve, but it's done. I'm not saying it  
05 can't be done.

06 CHAIR GRASSO: Sheri?

07 JSAC/MS. GARRITY: One more question about  
08 cost then. If it was over a two-year plan to get this  
09 accomplished as compared to three years, so what do

10 costs usually go up each year? Like, is the general  
11 increase and the cost over one year to another a  
12 certain percentage?

13 MR. BISSON/TEAM DESIGN: Over the years we've  
14 used five percent for a year. Just recently we've  
15 been going up to seven to eight percent for a year  
16 (inaudible).

17 JSAC/MS. GARRITY: Great. Thank you.

18 CHAIR GRASSO: John?

19 JSAC/MR. STOKEL: Dan, can you be a bit more  
20 specific and actually show me where the music programs  
21 are located on which floors because we do have about  
22 half the student body involved in band or chorus or  
23 both. So I have some real concerns on the spaces

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01 there. So where they actually exist and what floors  
02 they exist on.

03 MS. BORDAS/TEAM DESIGN: (inaudible) the  
04 music program would be located in the back with the  
05 music instruments and the music classrooms and above  
06 that area, up in the second floor, we're gonna have a  
07 choral and music studio in that - - The instrument  
08 area will be like a double story room and also you  
09 will have the opportunity to use the stage also as  
10 another teaching space for music. Scheme B, we are  
11 located in the second and third floor of this wing.  
12 First we had in the second level the music studio with  
13 a music library classroom, a small choral area - -

14 JSAC/MR. STOKEL: What do you mean by small?

15 MS. BORDAS/TEAM DESIGN: Well, it's not like  
16 a - - I mean, we got to be between walls. In this  
17 renovation, we are not disrupting, you know, the  
18 integrity of the whole building.

19 JSAC/MR. STOKEL: So it really does not fit  
20 the narrative?

21 MS. BORDAS/TEAM DESIGN: It will lack - -

22 MR. BISSON/TEAM DESIGN: It lacks some square  
23 footage.

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01 JSAC/MR. STOKEL: Thank you.

02 CHAIR GRASSO: Okay. Any further questions  
03 from the committee at this time? Okay. We'll let  
04 them go on and if you think of any on this side, just  
05 jot them down and - -

06 MR. BISSON/TEAM DESIGN: We'll come back and  
07 pass out and then we can go back and review both.  
08 Once you see the other one, I'm sure you're going to  
09 think of other questions.

10 CHAIR GRASSO: You had some good questions.

11 MR. BISSON/TEAM DESIGN: We're going to  
12 change the boards to the Jones Ave site. I'm going to  
13 go through the matrix again. Start off with that,  
14 then delve into site and then building. Building

15 square footage, I noticed a typo. These should be  
16 swapped. There's basically 100 square feet  
17 difference. In other words, Jones Ave should be  
18 180,000 and Parrott 179,900. As for future  
19 expandability, the Jones Ave has expandability built  
20 into it for about 150 students. Site acreage is 33  
21 acres. Parking space is 339. Bus pick up is 10.  
22 Parents is 19. Playfields onsite is 5 with a notation  
23 on 2. And this notation is also if elected on

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01 Parrott to be the same.

02 When we work on this site, we are going to be  
03 coming near two playfields for the high school. Those  
04 have been noted as being consistently wet. We will  
05 have some overburden when we basically would do this  
06 project and we would basically redo those fields and  
07 bring them up and correct those deficiencies. So  
08 that's why there's a note 2. Those two would be  
09 repaired.

10 Playfields offsite, note they'll be on the  
11 same site. Some of the - - And I'll come back to the  
12 waivers after we review plans. Same idea as what we  
13 did at Parrott Ave. And I'll let Greg go through the  
14 site but generically this is Route 1, this is the area  
15 of Route 1 over here. This is the high school. This  
16 is called Jones Ave because this is Jones Ave.  
17 There's no road of accessibility other than emergency  
18 off Jones Ave. So there'll be no access. Everything  
19 will come off Route 1. We need two egresses to meet  
20 the Department of Ed guidelines.

21 [END OF FIRST SIDE OF TAPE 1]

22 And that would be emergency gated only. So if people  
23 have any concern being abutters, we're not using that

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01 as an entrance. There's fairly significant wetlands  
02 in this area here. That will remain mostly intact and  
03 Greg will go through the wetlands review. There's a  
04 large landfill here, which I'll speak to briefly, and  
05 we have somebody here who can speak to it in detail  
06 after Greg's done with the wetlands. And there's also  
07 some archaeological review that we've done that I'll  
08 review. But I'll have Greg start off with site.

09 MR. MIKOLAITIES/APPLEDORE ENGINEERING: This  
10 is probably half a dozen iteration we've done on this  
11 site and for you folks that took the site walk and saw  
12 some preliminary plans, we actually had the school  
13 over in this area. If you recall, it was right in  
14 this area. That created a rather larger wetlands  
15 disturbance. So working with Team Design over the  
16 last couple months, we've rotated the school, brought  
17 it back over here. If you can see this dark purple  
18 line, that's the landfill. So there were a number of  
19 considerations when we looked at the Jones Ave site.

20 One was obviously the wetlands. Two was Sagamore  
21 Creek and the proper environmental setbacks from  
22 Sagamore Creek. Next was the vehicle access, how to  
23 get into the site. Obviously Jones Ave is a

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01 residential site, residential street, small in nature.  
02 So we looked at a number of - - If you recall, we had  
03 half a dozen options we looked at and we came up with  
04 a configuration to come up here, access, basically  
05 right up past the movie theater. The school has some  
06 right of way up through here, that we would swing  
07 around, kind of hug that softball field, if you will,  
08 and then follow the cross country trail up the site.  
09 For those of you who have taken site walks, you see  
10 it's a really nice entryway up into the site.

11 We also looked at the pedestrian connection  
12 between the proposed middle school and high school and  
13 you'll note we have sidewalks actually going all the  
14 way out to Route 1. Landfill limits. We had to keep  
15 the building outside the landfill limits and then we  
16 also looked at making this economical as we could, the  
17 earthwork, the cuts and fills. So we did preliminary  
18 grading plans. We did some topography. And then we  
19 tried to get the athletic fields, all the proper  
20 (inaudible). So having said all that, we've moved the  
21 building back up into this location. We've provided  
22 - - Again, just to try to be consistent on this  
23 matrix, we provided the parents drop-off, the bus

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01 drop-off and the parking that we've talked quite a bit  
02 about on parking.

03 Our opinion on this site hasn't changed since  
04 last summer. You know, we've continued to do work and  
05 we still think it's a viable site for a middle school.  
06 One of the things we did, and you'll see as we get  
07 further in the presentation, on the footnotes here  
08 about these offsite playfields, again, we just assume  
09 that those playfields would stay as they are in both  
10 concepts and this upper area would be preserved for  
11 some, you know, future building. Again, we just tried  
12 to be consistent with both options.

13 So the biggest thing since last time was the  
14 wetlands impact. One of the charges we had was to,  
15 you know, really pursue that more and see how viable  
16 it is to fill the wetlands. So our first pass at  
17 this, we have about 148,000 square feet of wetlands,  
18 and again, that was very conceptual in nature. This  
19 plan here is about 44,000 square feet of wetlands  
20 impact. So we're right around an acre and I'm  
21 confident we can get it under that magic acre, you  
22 know, if we get into the design phase.

23 To further pursue that, we had a site walk

01 with the Army Corps representative and EPA  
02 representative and I can tell you I've taken these  
03 site walks for 20 years and that is probably one of  
04 the most positive readings I had with the regulatory  
05 people. And again, in the context of there's been a  
06 heck of a lot of work that Team Design has done since  
07 2003, looking at the alternate sites. In the context  
08 to get this middle school program, the amount of land  
09 you need, you know, there is some leniency, if you  
10 will, on the wetlands impact. If this was a  
11 presentation for 20 house lots, you want to fill an  
12 acre, I'm not sure that site walk would have been the  
13 same feeling. But it was an extremely positive  
14 meeting.

15 Secondly, we followed that up with a meeting  
16 with DES, their field representative, and very similar  
17 feelings. You know, there's an alternative analysis  
18 that's been done. All these other sites have been  
19 looked at in the city and if it turns out that the  
20 Parrott Avenue site is not viable or not, you know,  
21 conducive for the city, then this would be an  
22 alternative. With that you need a permit, you need  
23 mitigation compensation and the packet you'll get

01 later on tonight there's a letter from our wetlands  
02 consultant that basically is a three-page letter that  
03 summarizes the meetings, the discussions and really  
04 what you need to do to permit that. So that's all  
05 been addressed there. And that's really it about  
06 site. I think we'll go through (inaudible) and we can  
07 answer questions.

08 MR. BISSON/TEAM DESIGN: The other part was  
09 the landfill reuse executive summary. Basically I  
10 have Mike Penny here but I'll give you a briefing of  
11 what was discovered. He had reviewed some borings  
12 that he had not seen. He's done some probing. He's  
13 done further investigation and basically the  
14 conclusion is that the site is fairly insignificant in  
15 the sense of its materials that they have not found  
16 any evidence of and generally what would have to occur  
17 is simple engineering controls would be placed on the  
18 site and basically the landfill permit would be  
19 amended. It wouldn't be reactivated. It wouldn't be  
20 a very large exercise. So I'd like Mike to take like  
21 five minutes and hit a few bullets on that so that in  
22 case somebody wants to get more into the landfill  
23 issue.

01 MR. PENNY/GEO INSIGHT: Good evening. Mike  
02 Penny from Geo InSight out of Manchester. Some of the  
03 things that I'll just reiterate a little bit quickly

04 what Dan is talking about. We did an evaluation of  
05 (inaudible) data that was present for the site and  
06 found very favorable geotechnical conditions from the  
07 perspective of can this site support loads associated  
08 with new athletic fields. That was kind of checking  
09 off one box. Something we looked at was data that the  
10 city has been collecting over the years with regard to  
11 groundwater quality and found kind of as we had  
12 suspected, groundwater quality out there is really not  
13 an issue at all. There's just a couple compounds that  
14 are above drinking water standards and they're only  
15 above by a small amount and the general trends for the  
16 groundwater constituents that are still there are all  
17 basically going down.

18 So when you look at this site compared to  
19 probably many other sites that some of you live on or  
20 near, very insignificant, and the groundwater quality  
21 issue would not pose any kind of a problem with regard  
22 to the proposed development. The landfill is required  
23 to continue monitoring the groundwater quality for a

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01 number of years. So that would happen regardless. So  
02 check that box off.

03 The next thing we looked at was landfill gas.  
04 Again, the city has been monitoring landfill gas in  
05 actual vents that are present within the footprint of  
06 the landfill and then there's also some gas monitoring  
07 points around the perimeter of the landfill. And we  
08 checked those points. The city's data shows basically  
09 no significant landfill gas being produced from this  
10 landfill, which is consistent with our expectations  
11 because the landfill is so old and the type of waste  
12 that was there, the fact that it was all burned, it's  
13 really kind of just an innocuous mass of ash right  
14 now. So, we actually put in some additional kind of  
15 temporary probes in between where the landfill is now  
16 and where the new school would go just to kind of  
17 satisfy ourselves that there isn't something that was  
18 overlooked, not that the existing layout is  
19 insufficient because it's perfectly fine, and we  
20 didn't find anything. And one thing in particular we  
21 looked for that the city has not been looking for is  
22 hydrogen sulfide, which there is some literature that  
23 suggests certain types of ash can produce hydrogen

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01 sulfide over time, but we didn't find any evidence of  
02 that in any of the points that we monitored. So we  
03 checked that box off.

04 And then finally the city has been also  
05 monitoring the landfill over time for settlement and  
06 consolidation. All landfills will slowly over time  
07 kind of degrade and their surface grade topography  
08 changes a little bit and again the data trends for

09 landfill sediment have all been favorable. It has  
10 been settling but we're really at a phase now where  
11 it's tailing off and the settlement curve, if you  
12 will, is starting to flatten out, which is very  
13 consistent with an old landfill.

14 So, as Dan mentioned, we would still propose  
15 certain controls that would address those issues even  
16 though I'm standing here right now saying they're not  
17 significant. There would still be protection for  
18 potential gas migration as part of the development.  
19 The fields would be built in a certain way to make  
20 sure that even if there's some settlement it's not  
21 gonna affect the nature of the fields. We would still  
22 try to collect and root away any kind of gas that  
23 might somehow seep out of the landfill. So, very

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01 simple engineering procedures and controls. They  
02 would be simple. They wouldn't really affect the  
03 design or layout.

04 Finally, if this were to go forward, Geo  
05 InSight would work with Appledore and we kind of would  
06 tweak the design and layout of the fields to be as  
07 compatible as possible with the existing landfill  
08 topography, still trying to maintain orientation,  
09 proper orientation of the fields with regard to  
10 sunlight and whatnot. But there could be some subtle  
11 shifting of the fields both location wise and  
12 elevation wise that could save some money on fill,  
13 because what we really, while it is definitely  
14 possible to cut into the landfill and kind of recap  
15 the area that we cut into, the more easier solution is  
16 just to build on top of it, although that now involves  
17 bringing in a lot of fill. So one option would be  
18 possibly to cut into small portions of the landfill,  
19 save on bringing in fill. So that cut in fill,  
20 although it's straightforward, would require a little  
21 bit of thought. But again, very doable, very simple  
22 from an engineering perspective.

23 So our conclusion is that it's still the same

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01 as our original assessment that the reuse of the  
02 landfill could be a perfectly wonderful adjunct to  
03 this project and we don't see any major roadblocks at  
04 all.

05 CHAIR GRASSO: Thank you.

06 JSAC: Can I ask a question or do you want me  
07 to wait?

08 CHAIR GRASSO: Would you wait and we'll - -

09 MR. PENNY: You're gonna wait. Okay.

10 CHAIR GRASSO: We'll wait Mike. Thank you.

11 MR. BISSON/TEAM DESIGN: Leads us up to the  
12 archaeological study by Victoria Bunker. She  
13 completed phase 1A preliminary archaeological

14 recognizance and basically found some areas that has  
15 some value historically for our archaeological areas  
16 but they're not within the building zone. They occur  
17 near the area of these playfields but because of the  
18 150 foot setback we're not gonna be touching them so  
19 they become an area of no concern.

20 There was a house of some significance that  
21 was on the landfill that has been since removed.  
22 Historically she found some data on it but since it's  
23 no longer there and it's probably mixed in with the

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01 landfill, that's no longer a concern. There was a  
02 small foundation found, 10 x 10 near an area that  
03 looked like a quarry. That is a concern in the sense  
04 that it's there. That would require a 1B review,  
05 which would be some digging to substantiate if there  
06 is some significance to that site. The significance  
07 that would be looked at is something unique in either  
08 historical timeline. The foundation is dated 1941.  
09 That's considered historical, anything over 50 years  
10 old. So something as significant such as George  
11 Washington slept here or some significant person or  
12 entity happened to be there or an event such as a war  
13 or signing of a treaty or the architecture is unique,  
14 but all we have remaining is the foundation. But  
15 because of the state statutes we have to go through  
16 that phase 1B. If that phase 1B shows no evidence, it  
17 would stop there. They would record their findings  
18 and keep it for posterity. It could actually be  
19 included as part of the project. It's in an area  
20 where we could contemplate using it as part of an  
21 educational tool. Approximately in this area here,  
22 seeing what happens, that foundation may be salvaged.  
23 We don't know. But that would be an issue. The other

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01 part is if it was of significance it would go through  
02 a review process with the state of New Hampshire  
03 historical resources, and that would be a process.  
04 Same thing there. Once that finding is resolved, they  
05 would record it and it would still not stop the  
06 project from going forward unless some extremely  
07 unique thing was found beyond what we even have  
08 discovered. Again, discovering some very unique,  
09 something underneath something else.

10 So that gives us a fairly clear indication  
11 that this site is fairly insignificant in the sense of  
12 archaeological findings but we still need to do some  
13 more due diligence to complete that process. We were  
14 asked to do a 1A and we have completed it. So the 1B  
15 - - As I said before, we have those reports in detail  
16 and the unique thing about the historical one is  
17 there's a tremendous amount of information  
18 historically. If somebody's a historian, it's pretty

19 fun reading because she actually talks about other  
20 sites nearby which is quite unique. I mean, it was  
21 just interesting.

22 That brings us up to looking at the waivers,  
23 permits, etc., continuing on the bottom of this,

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01 seismic on Jones Ave conformance. We do need it.  
02 Land purchase is city owned, so that's not an issue.  
03 Wetlands permit, Greg went over that. There's some  
04 mitigation issues. Nothing stopping us other than  
05 finding some mitigation methods, if we were to stay on  
06 the site. That really depends on doing an assessment  
07 this spring on egg masses on the vernal pool.

08 Landfill, as you heard from Mike, we're  
09 pretty clean on that but there's still a permit needed  
10 or an amendment to a permit.

11 Archaeological review is a 1B required.

12 Waivers for site or room size, being a new  
13 site, we won't have to go through that.

14 And temporary modules, because you're  
15 building a new building, you don't have to deal with  
16 that issue.

17 If there are any questions, we can answer  
18 them or we can move on to the costing of the two  
19 schemes. So whatever you wish.

20 CHAIR GRASSO: Questions. Helen?

21 JSAC/MS. MALDINI: Okay. With construction  
22 of a new building, timeframe of like building and  
23 parking, even if you held off the fields?

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01 MR. BISSON/TEAM DESIGN: It still would be  
02 close to two years because the site development costs  
03 of getting into the sight is what's gonna trigger that  
04 opposite the site development.

05 JSAC/MS. MALDINI: Okay.

06 MR. BISSON/TEAM DESIGN: It's gonna take some  
07 time.

08 CHAIR GRASSO: Sheri, you had a question?

09 JSAC/MS. GARRITY: Yeah. Back on the  
10 landfill, I was just wondering like what is the number  
11 one issue concern, or the question you always get from  
12 the normal average person who doesn't know anything  
13 about landfills and why we would want to put fields on  
14 top of it?

15 MR. BISSON/TEAM DESIGN: Well, I think  
16 probably the number one concern is most people think  
17 that somehow there's gonna be toxic poisons or  
18 something just exploding and emanating from the  
19 landfill and yeah, there may be some landfills  
20 somewhere that are like that but most landfills are  
21 pretty innocuous and in particular older landfills  
22 like this one, where it was a burning dump basically  
23 and then received ash later, I mean, you wouldn't want

01 to dig down into it and eat the ash, and we're going  
02 to keep the cap that's there and then we're building  
03 more soil over it. So we're gonna make that very  
04 difficult to do obviously. But there's really nothing  
05 about this landfill that should frighten anybody or  
06 cause people anxiety. And I know it's hard to accept  
07 if you don't really understand landfills, like if  
08 you've been around them. And I do, and I sometimes  
09 treat them a little too, not from a technical point of  
10 view I guess, but I don't know - - It's difficult to  
11 try to get a layperson to understand the variety of  
12 things that are in landfills, what causes  
13 contamination.

14 The things that you really need to be  
15 concerned about are landfills that accepted large  
16 quantities of industrial waste, sludges, drums, things  
17 of that nature. That's kind of a whole different can  
18 of worms. Here, we know a little bit about the  
19 history. We have some recounting from people that  
20 actually worked there about what went on and that  
21 information is good. But most importantly we have  
22 physical monitoring data that really verifies that  
23 what went in there is not causing significant harm to

01 the environment. And that's kind of what you try to  
02 reiterate to folks I guess.

03 JSAC/MS. GARRITY: Okay. And last but not  
04 least, do you know if we're putting two fields on top  
05 of that or three or one or - - Do you know how many  
06 fields we're trying to turn that into? Two?

07 MR. BISSON/TEAM DESIGN: Yeah. It's two now  
08 but that's just conceptual. So - -

09 JSAC: It's a geometry exercise.

10 JSAC/MS. GARRITY: Okay.

11 MR. BISSON/TEAM DESIGN: Could be three.

12 JSAC/MS. GARRITY: It could be three.

13 MR. BISSON/TEAM DESIGN: Part of the field  
14 could overlap on the landfill. The other part could  
15 be on natural ground. So there's really - - There's a  
16 lot of things you could fool around with.

17 JSAC/MS. GARRITY: Okay. Thank you.

18 CHAIR GRASSO: Eric?

19 JSAC/MR. WEINRIEB: I just have a couple  
20 quick questions. You talked about sidewalks linking  
21 back to the high school but there was no discussion  
22 about constructing sidewalks on Jones Ave and linking  
23 it to the current sidewalk system all the way up to

01 Broad Street.

02 JSAC: There is no sidewalk.

03 MR. BISSON/TEAM DESIGN: Did everyone hear  
04 that?  
05 JSAC: No. I don't think - -  
06 MR. BISSON/TEAM DESIGN: I think that that's  
07 a very key element to this project because there is a  
08 significant population that would still be able to  
09 walk, ride their bikes and so forth and Jones Ave is  
10 undersized. So we need to take that into  
11 consideration if we are going to site it out here.  
12 UNIDENTIFIED: As Dan mentioned, to get  
13 school funding, you need to have a secondary access.  
14 So there'd be a gated access. The current paved  
15 driveway that comes off of Jones Ave that has the  
16 gate, that would basically remain in the same place.  
17 So it would be gated and paved and you would have  
18 access to Jones Ave that way. But again, with the  
19 understanding that we don't want to introduce any  
20 traffic to Jones Ave, vehicle traffic. Correct.  
21 JSAC/MR. WEINRIEB: What I was asking was,  
22 Jones Ave as we know is undersized but we would be  
23 introducing a lot of pedestrian and bicycle traffic on

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01 that. So I would like to see included in the estimate  
02 and design a linkage to I think the end of the  
03 sidewalk system is at the end of Broad Street and  
04 Jones. So we would need to continue from Broad Street  
05 down to the site, which would include widening the  
06 roadway, putting curbs and sidewalks in all the way  
07 down there regardless if we're not introducing  
08 vehicles.  
09 MR. BISSON/TEAM DESIGN: John, can you speak  
10 to that? We talked about that, where the kids are  
11 coming from.  
12 MR. BOHENKO/CITY MANAGER: I think we  
13 mentioned from the beginning of the project looking at  
14 Jones Ave that Jones Ave would not be an access point  
15 for vehicles. Now, to say to someone you can't walk  
16 down Jones Ave to school, of course is not going to  
17 happen. So we have to look at what kind of numbers  
18 we're talking about using Jones if you want to be  
19 looking at sidewalks and things like that. You know,  
20 I think a number would just be someone picking  
21 something out of the air. You'd have to actually look  
22 at that and see if that's going to be viable.  
23 JSAC/MR. WEINRIEB: I think knowing the

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01 area, knowing the people who have children in the  
02 area, I think there is going to be a significant  
03 amount of traffic going in that direction.  
04 CHAIR GRASSO: Well that may be something  
05 that the city could look at as a project in the  
06 capital plan in a year or two as far as, you know,  
07 what happens on Jones Avenue.

08 JSAC/MR. WEINRIEB: What I'm concerned with  
09 is us getting into a hole and actually having to do  
10 eminent domain to take land along those right of ways  
11 of those people that live in the residences. So we're  
12 getting into a school and then suddenly we have an  
13 eminent domain issue creating a sidewalk there. So I  
14 just want to kind of bring it forward at this point to  
15 discuss that issue.

16 CHAIR GRASSO: Okay. Rose?

17 JSAC/MS. SULLEY: I'm glad that Eric brought  
18 up the elephant that was in the room. My question was  
19 going to be what happens when, although we say that  
20 Jones Avenue is not an access, what happens when  
21 people who live on the south side of the city use  
22 Jones Avenue as a drop-off point for their children,  
23 because that's going to happen. I don't see people

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01 from the south side trekking all the way through  
02 Portsmouth, down Middle Street, going around the movie  
03 theater, around ball fields, you know, adding on  
04 another four miles, maybe not that much, but it'll be  
05 a big added trek. People will still use Jones Avenue  
06 even though we don't call it an access point. So what  
07 happens when that occurs and the building is built?  
08 Does the city all of a sudden say, we need to widen  
09 Jones Avenue to make that safe? You're probably going  
10 to say there's a - -

11 MR. BISSON/TEAM DESIGN: It's an enforcement  
12 issue.

13 CHAIR GRASSO: Tom?

14 JSAC/MR. FERRINI: No. I think it's simple.  
15 I think to not take that into consideration given the  
16 magnitude of all the other planning that we're doing  
17 now is just not prudent. Of course we would want to  
18 know that. Of course we would want to have proper  
19 access there even if it is not vehicular access. And  
20 I certainly think that if you do this much planning  
21 and you don't have the cost in the sense of what  
22 that's going to be, I don't know why you wouldn't go  
23 through that exercise. It's not that hard to do. And

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01 I think Rose is absolutely right. People will use  
02 that as an informal drop-off area. So for us to put  
03 our head in the sand and say no it's not going to  
04 happen when it's a public road, is just not practical.  
05 That's all. But I have an additional question for  
06 Mark with regard to the landfill.

07 MR. PENNY/GEO INSIGHT: Mike.

08 JSAC/MR. FERRINI: Mike rather. Mike. Sorry  
09 about that. And that is, given the settling and given  
10 that you indicated that the landfill is at the low end  
11 of the curve, I presume you plot these, you have data,  
12 you know what a landfill that's made out of a certain

13 material is going to settle at and you have the actual  
14 data so you can kind of chart it. I presume since  
15 many communities build sports fields on landfills that  
16 that's fairly common?

17 MR. PENNY/GEO INSIGHT: Yes, it is.

18 JSAC/MR. FERRINI: That the technology is  
19 there to construct a field that accounts for whatever  
20 settling there may be or is that much of a concern in  
21 this case?

22 MR. PENNY/GEO INSIGHT: You're absolutely  
23 right. If we suspected that this landfill was going

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01 to settle even 6 or 12 inches over the next five-year  
02 period and we were going to plan on building fields on  
03 it anyway, there could be things that we would do to  
04 make that settlement very unnoticeable, to make the  
05 maintenance of the fields minimized. If we thought  
06 that the landfills were going to settle three or four  
07 feet because it's freshly placed fill, that would be  
08 different. We could minimize the settlement but there  
09 would still be quite a bit of maintenance that would  
10 have to happen every year. Here, because of the  
11 nature of what's in there and the type of settlement  
12 that has already occurred and it's just barely  
13 occurring now, we wouldn't expect settlement to be  
14 more than an inch or two.

15 JSAC/MR. FERRINI: Just an additional  
16 question on that. Regardless of where a middle school  
17 gets built, there are probably going to be sports  
18 fields out there somewhere, and so the community has  
19 to ask the question, by the way, and is there also the  
20 technology available if we were to put more sports  
21 fields out there, for example? If you have an  
22 overlapped field, given that we're talking about an  
23 inch and the dreaded Peyton Manning's probably not

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01 gonna play there but if you're gonna have that kind of  
02 thing, can you overlap and can you build one part of  
03 the field one way and account for that or am I  
04 splitting hairs so fine with the amount of potential  
05 settlement that it's not worth asking?

06 MR. PENNY/GEO INSIGHT: Yeah. I don't think  
07 I understand your question. You're saying - -

08 JSAC/MR. FERRINI: Well, say we put more  
09 fields out there or change the configuration so that  
10 you had a field that overlapped from landfill to non-  
11 landfill - -

12 MR. PENNY/GEO INSIGHT: Okay.

13 UNIDENTIFIED: Differential settlement.

14 JSAC/MR. FERRINI: Right. Good term.  
15 Differential settlement. I like that. So if you had  
16 a differential settlement, one place that settles, one  
17 place that doesn't, is there a way to build that so

18 you can account for that or try to?  
19 MR. PENNY/GEO INSIGHT: There is but that  
20 would not be a concern here. I think the main thing  
21 that I'd be concerned about is you have basically a  
22 sloping hillside now and you want to build some flat  
23 plateaus for the playing fields. So you're adding - -

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01 One side of the field, you're barely putting any soil  
02 on at all but on the downhill side you're gonna be  
03 putting, I don't know, 8 or 10 feet of fill. So  
04 that's where the main load is gonna occur and that's  
05 really gonna be in the main body of the landfill. So  
06 that situation really isn't gonna go - - There won't  
07 be many situations where that overlap will happen on  
08 the downhill side of the landfill just because of the  
09 way that things are set up now. But because of the  
10 way the landfill was closed, they actually did some, I  
11 guess I'd call it preloading, but they brought in ash  
12 and they left it in large piles for quite a long  
13 period of time, perhaps on purpose. It wasn't really  
14 clear in the reports I read, but that helped settle  
15 and crunch down the existing material that was there  
16 already. So that part of it has probably already been  
17 done for us.

18 JSAC/MR. FERRINI: Thank you.

19 CHAIR GRASSO: Okay. Eric?

20 JSAC/MR. WEINRIEB: Dan, you had a comment on  
21 getting the building, you have built in expansion.  
22 Can you explain what that means?

23 MR. BISSON/TEAM DESIGN: I'll bring it over

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01 here to the mike. The expandability on this building  
02 has an end piece that can have a two classroom over  
03 two classroom over two classroom, so six classrooms  
04 times 25 is 150 students.

05 JSAC/MR. WEINRIEB: Okay. So there's nothing  
06 in the construction that's built into the systems for  
07 that at this point?

08 MR. BISSON/TEAM DESIGN: It would be.

09 JSAC/MR. WEINRIEB: It would be?

10 MR. BISSON/TEAM DESIGN: We always do that.

11 So the mechanical and electrical systems would be able  
12 to carry those. So virtually over a summer you can  
13 build six classrooms in two to three months. We do  
14 this over and over. Dover Middle School actually  
15 built 12 classrooms in two and a half months without  
16 missing a beat because mechanical and electrical were  
17 all there, and we would do the same here.

18 CHAIR GRASSO: Yes. Ned and then Nancy.

19 JSAC/MR. RAYNOLDS: Thank you. I have a  
20 question but first I do want to say that I agree with  
21 the point that Eric made in the discussion that there  
22 clearly would be additional substantial, you know,

23 bike and pedestrian traffic, not to mention the car

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01 traffic for sort of unsanctioned drop-off or something  
02 that would be on Jones Avenue and that we absolutely  
03 ought to, as Councilor Ferrini said, cost that out and  
04 it would have to be considered a part of the cost of  
05 putting the middle school on this site.

06 My question here is, what is the distance,  
07 what is the length of the access road from Route 1,  
08 they would be coming off Route 1, right, just north of  
09 the Bowl-A-Rama plaza? Right? And then coming in as  
10 we see it. What's the approximate, you know, length,  
11 distance from Route 1 to I guess the main parking lot  
12 right as below the school?

13 MR. BISSON/TEAM DESIGN: There's the front  
14 door.

15 JSAC/MR. RAYNOLDS: Okay.

16 MR. BISSON/TEAM DESIGN: Greg's gonna  
17 actually - -

18 JSAC/MR. RAYNOLDS: Are the parking lots for  
19 teachers and staff to the north of the school?

20 MR. BISSON/TEAM DESIGN: There's a series of  
21 parking lots and that would be divided up by staff and  
22 teachers, depending where they are in the building.  
23 That would be more again of our principal allocating

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01 - -

02 JSAC/MR. RAYNOLDS: Okay. I mean, I just,  
03 you know, is it half a mile or is it a mile and a half  
04 or what?

05 JSAC: About half a mile, 2,600 feet.

06 JSAC/MR. RAYNOLDS: About a half a mile.

07 Okay. And again, if that road would be coming off of  
08 Route 1 just to the north of the Bowl-A-Rama, right,  
09 which is kind of a curious intersection place right  
10 now, it's just before the flyover, there's that little  
11 loop, will come to a stop sign and then cross to go  
12 into the public housing development there. Right? It  
13 seems to me that that would require that making that  
14 an access road to the middle school would require a  
15 substantial upgrade to that intersection. Am I right?

16 MR. BISSON/TEAM DESIGN: Not really. I mean  
17 if you think about it, you have a high school sitting  
18 right there. You know, whatever improvements you have  
19 for the high school - -

20 JSAC/MR. RAYNOLDS: You have a high school  
21 100 yards to the north with a left turn, you know, but  
22 100 yards to the south, you know, you have that  
23 already, that kind of strange intersection, and Route

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01 1 is a major commuter route.

02 MR. BISSON/TEAM DESIGN: Okay. You have the  
03 benefit - - You have a high school right there. So  
04 you know what the traffic is. You know what the  
05 turning lanes are. As we get into the cost estimates,  
06 we have assumed that you would add a left turn lane,  
07 designate a left turn lane to get in there. Also, I'm  
08 sure you're aware, there's the bypass committee.  
09 There's work being done there. We have been in  
10 contact with NHDOT. We want to make sure they don't  
11 get too far ahead of this for some reason if this  
12 project was to go. You know, we want to make sure  
13 they don't come up with some design that would  
14 preclude an entrance or a median or something to that  
15 effect. So we've been in contact with DOT making them  
16 aware that something is happening. We don't know what  
17 but please keep us in the loop and actually the city  
18 has representatives on that committee anyway. So we  
19 don't think that's getting too far ahead of us.  
20 JSAC/MR. RAYNOLDS: Great. I'm glad, very  
21 glad to hear that, because as Councilor Ferrini said,  
22 I'm pretty sure that regardless of whether or not we  
23 do the middle school on this site we're certainly

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01 looking at building some new athletic fields and that  
02 would - -  
03 MR. BISSON/TEAM DESIGN: Right. Sooner or  
04 later I believe that area is gonna get some kind of  
05 use, especially now that we've kind of done a lot of  
06 the homework on the landfill. That's good information  
07 for the city to have for whatever purpose in the  
08 future. And keeping the DOT in the loop I think is  
09 premium to make sure that that access is viable in the  
10 future.  
11 JSAC/MR. RAYNOLDS: Thanks.  
12 CHAIR GRASSO: Nancy?  
13 JSAC/MS. CLAYBURGH: I would just like to  
14 comment on the sidewalks on Jones Avenue. I know - -  
15 Many other neighborhoods in the city, sidewalks have  
16 been built. I'm thinking recently of the one on Ocean  
17 Road where quite a bit, a good length of sidewalk was  
18 built on the road and I don't know, and it did go into  
19 people's yards. So I don't know exactly how that  
20 happened, but I know that it's been done in the city  
21 before. So obviously we need to look into that, but  
22 that's just an example of a neighborhood that had  
23 sidewalks added to it, and I might add it's very

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01 attractive. If anybody's ever been down - - I just  
02 happen to travel that way a lot. So there certainly  
03 have been scenarios in the city where sidewalks have  
04 been built.  
05 JSAC: And there wasn't an eminent domain  
06 involved - -

07 JSAC/MS. CLAYBURGH: I never heard of that.  
08 I never read it in the paper. So I don't - -  
09 JSAC: City has a right of way.  
10 JSAC/MS. CLAYBURGH: However they do - - The  
11 other thing, regarding the question about the road,  
12 the access road, the new access road to the middle  
13 school. I'm assuming we would not have the kids go to  
14 school at the same time. The high school will not  
15 start at the same time as the middle school if we're  
16 gonna have two roads that converge on each other. I  
17 drive my kids to school every day to Portsmouth High  
18 School and it's a well thought out plan about how you  
19 get off of Route 1 onto Alumni Drive, there's a  
20 crossing guard there. You can't go out on Alumni  
21 Drive. You have to go out on Summit Ave. There's  
22 another crossing guard there. It's pretty well  
23 thought out and pretty well developed and there's

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01 minimal problems in the morning driving your kids,  
02 dropping your kids off at the high school. And I  
03 know, I'm very confident that that kind of traffic  
04 pattern whether we go to Parrott Ave or Jones Ave, I'm  
05 sure the school department will work with the police  
06 and the principal and everyone to make sure that the  
07 traffic pattern works because we tried a couple of  
08 different things at the high school, especially when  
09 we got the new high school. It took a couple of  
10 different ideas to be tossed out before it was made.  
11 I think it's perfect, but, you know, I wouldn't worry  
12 about that. I really have confidence in the police  
13 and the school department that all of that will be  
14 worked out.

15 CHAIR GRASSO: Tony, then Rose.  
16 JSAC/MR. COVIELLO: I think some of Eric's  
17 concerns might have been just cost, not is it doable.  
18 What is the cost associated with that. Question about  
19 the site layout, Greg. I'm assuming that area to the  
20 north, the dark green area, is forested. I'm assuming  
21 from my experience out there. Is that just some area  
22 you're trying to avoid for some reason or - - Page 9.  
23 MR. MIKOLAITIES/APPLEDORE: It doesn't belong

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01 to us.  
02 JSAC/MR. COVIELLO: That's not the property?  
03 MR. MIKOLAITIES/APPLEDORE: No.  
04 JSAC/MR. COVIELLO: I can't see the property  
05 line here. I'm sorry.  
06 MR. MIKOLAITIES/APPLEDORE: Yeah. The  
07 property line actually, it's a dark line right through  
08 here.  
09 JSAC/MR. COVIELLO: - - see it on the other  
10 one, Greg. Oh, I see over here in the red. Thanks.  
11 I'm sorry. I thought the color signified - - For some

12 reason if we did the school there, how many more  
13 fields could you add? If you put fields where that  
14 orange school building is, I mean could you add three  
15 more fields there?

16 MR. MIKOLAITIES/APPLEDORE: If it was going  
17 to be strictly just for fields, I would lay things out  
18 a lot different. I would stack fields up closer  
19 together and my guess, one, two, three, four, five.  
20 You could get two or three more. I mean, you know,  
21 you'd want some type of central park. You'd do a  
22 different design. What we tried to do, you'll see as  
23 we get further in the presentation. We just wanted to

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01 be consistent with the fields. I didn't try to do a  
02 separate plan that said, you know, we'll get eight  
03 fields if the school wasn't there or something, but  
04 I'm confident you'd get more than is shown.

05 JSAC/MR. COVIELLO: I know this is schematic  
06 and I'm sure it's on its way to being more than that,  
07 the field, not the baseball, there's two fields inside  
08 the landfill, not the baseball field, the multipurpose  
09 field, is that orientation, that's probably because of  
10 the sun?

11 MR. MIKOLAITIES/APPLEDORE: Solar  
12 orientation. Sure.

13 JSAC/MR. COVIELLO: Now, that orientation  
14 seems to be contrary to being able to step the field  
15 down as you go down that slope. So I guess question,  
16 the southern end of that field would only be a ten-  
17 foot fill. Is that what I heard? When I'm out there,  
18 I can't tell - - When I'm out there, it looks like a  
19 30 to 40 foot drop over that distance.

20 MR. MIKOLAITIES/APPLEDORE: Yeah. We've done  
21 a detailed grading plan and a detailed cuts and fills  
22 analysis to try to balance the site. So we've stepped  
23 it. I mean, we've stepped it, as Mike mentioned, we

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01 try to work with the contours.

02 JSAC/MR. COVIELLO: But you can't step it  
03 across the playing field. Right?

04 MR. MIKOLAITIES/APPLEDORE: No. You would  
05 step it here, you would step it up here. You would  
06 tier fields. We tier fields all the time.

07 JSAC/MR. COVIELLO: Cutting? Would you be  
08 cutting at the northern end?

09 MR. MIKOLAITIES/APPLEDORE: No. We want to  
10 - - We want to preserve the cap and we're going up.

11 JSAC/MR. COVIELLO: You said you could - -

12 MR. MIKOLAITIES/APPLEDORE: You could. You  
13 know what? Part of that engineering exercise, you  
14 know, all this - - Exactly. You know, five fields and  
15 someone said we want seven, then you start looking  
16 like Mike mentioned, okay, maybe we start using a

17 landfill. It's just an engineering exercise. I mean  
18 what we're representing here and what we represent as  
19 we get further in the presentation, you know, cost,  
20 how we lay these things out, the cuts and fills, what  
21 we assume for ledge and all that good stuff.

22 JSAC/MR. COVIELLO: My concern regardless of  
23 where the building goes is more on that field,

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01 especially so - - I mean, it's a beautiful area and  
02 especially if you're driving along Route 1 coming over  
03 the bridge there next to the Dinner Horn and you're  
04 looking down the creek, you can see the landfill now  
05 quite easily - -

06 MR. MIKOLAITIES/APPLEDORE: Sure. Yeah.

07 JSAC/MR. COVIELLO: I think there's going to  
08 be a large concern aesthetically if there's any sort  
09 of hill growing out of that area there. We may be  
10 looking into doing cuts there.

11 MR. MIKOLAITIES/APPLEDORE: What you have to  
12 keep in mind, right now you're mowing this. It's a  
13 landfill that has to be mowed. You got to keep the  
14 vegetations off it. You're gonna look at the same  
15 thing. You're gonna be mowing it, and I'm not sure  
16 your perception. I ride that road all the time by,  
17 you know, Dinner Horn. I'm not sure you're gonna see  
18 those undulations, you know, across Sagamore Creek and  
19 up there. I mean, if you were gonna stick, you know,  
20 bleachers or lights or something, obviously you'd  
21 start looking at visual effects, but at the end of the  
22 day you're mowing this thing now, you're gonna mow it  
23 for eternity. So if you're mowing it for a landfill,

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01 if you're mowing it for fields, I don't know.

02 JSAC/MR. COVIELLO: I don't see a problem  
03 with there being grass. I see a problem with hills  
04 blocking scenery. And I guess this is what my  
05 question is. It doesn't sound like there's going to  
06 be that great of a hill.

07 MR. MIKOLAITIES/APPLEDORE: No. In fact,  
08 everything's gonna be blended in and it's actually  
09 going to be very attractive quite frankly. I mean,  
10 it's gonna be - -

11 JSAC/MR. COVIELLO: It's a beautiful area. I  
12 know it's gonna be attractive.

13 MR. MIKOLAITIES/APPLEDORE: Now one of the  
14 things that DES did say and also the regulators is,  
15 you know, they may want us to plant more of a buffer  
16 along the creek to kind of keep people out of there.  
17 You know what I mean? Kind of preserve that area.  
18 And again, that's a discussion for, you know, some  
19 future date. So, if anything, you may see more  
20 vegetation than less, you know, around the perimeter  
21 landfill.

22 CHAIR GRASSO: Rose?  
23 JSAC/MS. SULLEY: That was a great

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01 (inaudible) question Greg. It was about sedimentation  
02 and the effects of all this development on Sagamore  
03 Creek. I realize that the wetlands impact is sort of  
04 known. We've not heard discussion on that. If you  
05 could or if somebody could - -

06 MR. MIKOLAITIES/APPLEDORE: No. The wetlands  
07 impacts are detailed. They're to the square foot,  
08 44,086, whatever it is. So we have details of those  
09 wetlands impacts with field survey, wetlands flagging  
10 and also the grading. We would, again, I'm going to  
11 keep saying it, I know it looks engineered because  
12 it's on CAD, it's pretty pictures, but sometimes a  
13 computer gets ahead of us. But this is really a  
14 geometry exercise to see if everything fits and that's  
15 the program that the school department was looking  
16 for. So we got the program on it, the parking spaces,  
17 all that stuff. It's certainly - - You can debate if  
18 you want six fields, you know, 350 spaces or 250  
19 spaces. That's something that as you program the  
20 site. As far as sedimentation, we did keep a 150-foot  
21 buffer off of Sagamore Creek, which talking with the  
22 coastal zone people that's more than they wanted. So  
23 we took that into account.

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01 Secondly, the field turf playing fields are  
02 getting cheaper and cheaper to build, more economical.  
03 We just finished doing the site design for the new  
04 Exeter High School and, you know, they did a cost  
05 analysis for that field. You get four different teams  
06 on that field, use it all year round, no fertilizer,  
07 no mowing. You can talk to them about the payback.  
08 So clearly this would be an opportunity or something  
09 if you were going to build playing fields out there to  
10 explore the field turf stuff. We just talked with a  
11 vendor last week and those prices are about a third of  
12 what they were two years ago. It's becoming a very  
13 competitive industry. And this would be a good  
14 application. Again, no mowing, no fertilizing, stuff  
15 like that. Those are things you program, you talk  
16 about as you get into design process. But at this  
17 point again, it was just, our exercise was just to try  
18 to make an apples to apples comparison with these two  
19 sites so you folks can debate that.

20 CHAIR GRASSO: Eric?

21 JSAC/MR. WEINRIEB: I guess - - I know it's  
22 only schematic, but I actually wanted to compliment  
23 you on the layout. I really do like the way it lays

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01 out and it looks like you've really taken into  
02 consideration avoiding the onsite wetlands. I don't  
03 know if you met all the 100-foot setbacks everywhere  
04 for the local ordinance, but it really looks like you  
05 made a great effort in staying away from the onsite  
06 wetland. I assume that the majority of wetlands  
07 impacts were actually on the access?

08 MR. MIKOLAITIES/APPLEDORE: Yeah. They're  
09 shown right here on this plan. You can see the darker  
10 area. There's some access out here behind the ball  
11 fields and then on the access and there's a couple,  
12 you know, pockets over here. The state wants us to  
13 look at this one just to see if we can minimize that  
14 one. So again, you know, we're at the 44,000. They  
15 would like us to be under the acre. So if we could,  
16 and I'm sure we could. We just - -

17 JSAC/MR. WEINRIEB: Okay. I mean, should it  
18 move forward - - I don't think I would feel  
19 comfortable with a synthetic field on the landfill  
20 with the fact that you could have some settlement  
21 whereas the other site I think that would be a more  
22 applicable use because we wouldn't want to go in and  
23 have to shim up a synthetic field down the road, but

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01 the other areas I think that would be a great  
02 application.

03 MR. MIKOLAITIES/APPLEDORE: That would be  
04 something to talk to the manufacturer. And again,  
05 that's a whole engineering exercise.

06 CHAIR GRASSO: Down the road a bit. Okay.  
07 Nancy?

08 JSAC/MS. CLAYBURGH: I just have a question  
09 for Dan. Were you planning to talk about the  
10 educational narrative as it fits into this site?

11 MR. BISSON/TEAM DESIGN: I need to do - -

12 JSAC/MS. CLAYBURGH: Oh okay. All right.  
13 Then we'll wait until there's other questions. I just  
14 wanted to make sure we - -

15 MR. BISSON/TEAM DESIGN: Once we're done with  
16 the site, I was gonna walk you through the building  
17 plans like we did on Parrott.

18 MS. CLAYBURGH: Okay.

19 CHAIR GRASSO: Well, let me see if there are  
20 any more questions on the site. Not that you can't  
21 come back to it later. Okay Dan, let's go.

22 MR. BISSON/TEAM DESIGN: A couple of years  
23 ago we already started on a prototype school before we

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01 even had a site that we worked with the committee and  
02 it was basically a hub and it actually had three  
03 spokes. And when we were asked to minimize the impact  
04 of wetlands, we took one of the hubs, which was a  
05 classroom wing, and stacked it on a two story becoming

06 a three story, which actually works fairly well  
07 because all three schemes have a three story classroom  
08 wing, six on the lower, seven and eight in the uppers.  
09 From that hub we have the academics area down in this  
10 side here. From that area we also from the hub we  
11 would mimic what's at Parrott Ave. You enter Parrott  
12 Ave, that little rotunda, if we were to stay at  
13 Parrott Ave, we would definitely recapture that,  
14 totally renovate it to what it was. Here we would  
15 mimic it because that's something that's unique at  
16 Parrott Ave and we'd bring that forward here. So we'd  
17 have that kind of round entrance with a painted  
18 ceiling, trying to mimic something from the past.  
19 Going down the corridor on this side would be  
20 a lot of the administration, the unified arts, and  
21 going down to the auditorium and the gym. That would  
22 also be separated to a point where public use could  
23 have full access by just closing some simple doors

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01 along this area here, and that would be self-  
02 supporting as community use. In the center we have  
03 cafeteria and the library. Here and here, same thing,  
04 a couple of doors. We could have that captured as  
05 public use. So this is a very friendly design for  
06 public use as well as educationally. It has the three  
07 components of educational, administration and  
08 assembly.

09 On the second floor it mimics that same issue  
10 of classrooms, some special ed and some unified arts.  
11 And then on the third, it's grade 8, which is simply  
12 the classroom. And you can see how that kind of  
13 mimics on Parrott Ave, our scheme B. That's why I  
14 said our scheme B reflects closer to this type of  
15 design with the issue of the auditorium becoming  
16 something outside the box and making it a  
17 cafeteria/auditorium. So that's where that design  
18 came from, it came from this scenario.

19 So as I had mentioned before, this layout  
20 because it's new, it is a lot easier to design around  
21 the educational narrative simply because you can. The  
22 limitations are much less restrictive. Both  
23 facilities would have the same kind of materials.

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01 When we get into the cost, (inaudible) having durable  
02 materials, mimicking the architecture of Portsmouth.  
03 It would be very different. It would match very  
04 similar to what Parrott Ave has right now, at least in  
05 the sense of discussing a design. So we're looking at  
06 both buildings being similar in materials and nature,  
07 etc., etc. So we kept them apples for apples. Any  
08 questions on the building design?

09 CHAIR GRASSO: Okay. Sheri?

10 JSAC/MS. GARRITY: Does the amount of space

11 that it takes up on land, is that the same as about  
12 the same amount of space it would take up on Parrott  
13 Ave?

14 MR. BISSON/TEAM DESIGN: This would take a  
15 little more I believe - - Square footage.

16 MS. BORDAS/TEAM DESIGN: There's four floors  
17 and here we only contemplate - -

18 MR. BISSON/TEAM DESIGN: So this would take a  
19 little more footprint.

20 CHAIR GRASSO: Tony?

21 JSAC/MR. COVIELLO: As you probably know, the  
22 city is really looking at sustainability. Is there  
23 any chance this building or have you considered being

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01 LEADS certified of this building?

02 MR. BISSON/TEAM DESIGN: We've actually  
03 offered that in our past proposals and it's still on  
04 the table and we would joint venture with an expert to  
05 actually be a consultant to do that if so desired. If  
06 not LEADS, sustainability, same thing. All our master  
07 specs have LEADS or sustainability built into the  
08 specs. We can plug those in pretty quickly and  
09 actually have, during the process of recording using  
10 materials and where do they go and how, especially on  
11 Parrott Ave, how they're recycled. So we have that  
12 built into our master specs. So it's a real easy plug  
13 in if you desire it. As I say, we're actually talking  
14 to one consultant on a project right now to look at  
15 having a LEADS certified building. Also, in-house we  
16 have a gentleman who is attempting to get certified.  
17 The school market has made LEADS difficult and LEADS  
18 is actually developing a new standard just for schools  
19 to make it a little easier. So we're excited about  
20 that.

21 CHAIR GRASSO: Any other questions? Yes  
22 Rose.

23 JSAC/MS. SULLEY: I do. My question is

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01 actually for Mr. Murdough.

02 MR. BISSON/TEAM DESIGN: So you didn't drive  
03 here for nothing.

04 MR. MURDOUGH/DEPT OF EDUCATION: I was sure I  
05 didn't.

06 JSAC/MS. SULLEY: My question is sort of  
07 twofold. One is regarding the space guidelines. So  
08 if we could be clear. This classroom size and  
09 acreage, are they guidelines or are they requirements?

10 MR. MURDOUGH/DEPT OF EDUCATION: They are  
11 requirements. They are administrative rules, which  
12 carry the weight of law in this state. But if I could  
13 just make a comment. What I've seen here tonight in  
14 these two concepts, one of which has two options,  
15 everything I've seen I believe is doable within the

16 state requirements and whichever of these options you  
17 would choose, I think we can make work. So - -  
18 JSAC/MS. SULLEY: You've blown my spec. I  
19 wasn't expecting that comment.  
20 CHAIR GRASSO: Tom?  
21 JSAC/MR. FERRINI: Just to clarify that  
22 because I think I recall asking you a similar question  
23 that evoked that answer when first a presentation was

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01 made to the City Council and School Board back some  
02 time ago. So that I may be clear, do you mean by  
03 that, if we were to construct a middle school at  
04 Parrott Ave and we were to consider Jones Ave for  
05 fields, for example, that the waivers would be likely  
06 received such that the state contribution would be the  
07 same in either case to the cost of the construction?  
08 MR. BISSON/TEAM DESIGN: From what I've seen  
09 here tonight. Yes.  
10 JSAC/MR. FERRINI: Thank you.  
11 CHAIR GRASSO: Nancy?  
12 JSAC/MS. CLAYBURGH: If we did the Parrott  
13 Avenue but did not do the Jones Avenue fields, that  
14 would not be acceptable. Correct?  
15 MR. BISSON/TEAM DESIGN: Well, you would have  
16 to address the issues of playfields somewhere somehow.  
17 You have, is it the Leary Field across the street? If  
18 you can obtain an agreement with the city that the  
19 schools would have priority use during the school  
20 year, that would be acceptable. So you need to have a  
21 building that meets the requirements, you need to  
22 address issues such as parking and bus access and so  
23 forth and your co-curricular activities. So there

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01 may be various ways to do that.  
02 CHAIR GRASSO: Helen?  
03 JSAC/MS. MALDINI: With the question with the  
04 offsite fields. Would transportation have to be a  
05 factor in that waiver also?  
06 MR. BISSON/TEAM DESIGN: Yes. We'd need to  
07 know what your plan is to make it work. Sure.  
08 JSAC/MS. MALDINI: All right.  
09 CHAIR GRASSO: Yes. Rose?  
10 JSAC/MS. SULLEY: This question is for Dan.  
11 On the matrix, note number 7 for waiver for site and  
12 room size on the Parrott Ave scheme A, is that a  
13 waiver for both site and room size or is that strictly  
14 site size?  
15 MR. BISSON/TEAM DESIGN: Yes. As I mentioned  
16 before, scheme A and B on Parrott Ave, some of the  
17 spaces do not meet the State Department of Ed  
18 guidelines precisely. For instance, I mentioned  
19 before, if you have an 865 square foot classroom and  
20 you need 900, those are items you'd have to ask for a

21 formal waiver. Typically if they're close and you can  
22 have the board endorse that that meets the educational  
23 specs, there is a way of getting those waivers. But

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01 again, the Board's got to look at it and see if it  
02 meets their needs. So they apply to the Department of  
03 Ed with a letter explaining their position on hey  
04 we're missing just a little but, but here's our  
05 program, and it's a matter of dialogue between the  
06 Portsmouth School Department and Department of Ed to  
07 get that waiver.

08 JSAC/MS. SULLEY: When we get those packets  
09 - - I'm sorry. When we get those packets, will it be  
10 evident to us which spaces would require those  
11 waivers? Will it be plain to us when we're looking at  
12 it?

13 UNIDENTIFIED: Can I answer that? Would you  
14 mind if I answer that?

15 MS. SULLEY: Oh no, go ahead.

16 MR. MURDOUGH/DEPT OF EDUCATION: Okay. First  
17 of all, this is a concept. So I'm not going to pay  
18 any attention to this frankly. When you get to a  
19 final design and you've actually decided that math  
20 room 202 is 865 feet, then you could request a waiver,  
21 in which case we'd say, okay, it's 865 feet, you need  
22 to have 36 square feet per pupil. So rather than 30  
23 pupils in that room, maybe you could only have 27 and

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01 that's what we'd say, okay, as long as you restrict  
02 the numbers of students in that class to whatever  
03 amount calculates out.

04 CHAIR GRASSO: Tony and then Ned.

05 JSAC/MR. COVIELLO: I just had a suggestion  
06 for Mr. Murdough. I don't know where he lives. Maybe  
07 we should try to get all the questions to him done  
08 right now. So if he wants to leave at a reasonable  
09 hour. Just a suggestion.

10 MR. MURDOUGH/DEPT OF EDUCATION: Don't worry  
11 about it. I live in Keene, but that's okay.

12 CHAIR GRASSO: Ned?

13 JSAC/MR. RAYNOLDS: Good. My question was a  
14 follow up to Mr. Murdough. You actually came very  
15 close to answering it there when you cited some of the  
16 figures in your answer to Rose. I was going to ask in  
17 the 900 square foot standard for a classroom, was  
18 there an assumed, an underlying square foot per  
19 student, and you said yes it's 36. Is that - -

20 MR. MURDOUGH/DEPT OF EDUCATION: That's  
21 correct.

22 JSAC/MR. RAYNOLDS: Okay.

23 MR. MURDOUGH/DEPT OF EDUCATION: Which comes

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01 out to 25, not 30. Doing my arithmetic quickly.  
02 JSAC/MR. RAYNOLDS: Oh, all right. So 25  
03 square feet per - -  
04 MR. MURDOUGH/DEPT OF EDUCATION: No. 36  
05 square feet per children, per child in a 900 square  
06 foot classroom is a classroom for 25 students.  
07 JSAC/MR. RAYNOLDS: 25. Okay. That was what  
08 I was getting at. Would it - - Would it be a part of  
09 our request for waiver, the likelihood of being  
10 granted a waiver or whatever for that if - - I know  
11 that in our school department we currently have and  
12 it's a part of our program to strive for class sizes  
13 in the sort of 18 to 20 student range. Right? Is  
14 that correct Dr. Lister?  
15 JSAC/DR. LISTER: That's correct.  
16 JSAC/MR. RAYNOLDS: 18 to 20.  
17 JSAC/DR. LISTER: 16 to 18.  
18 JSAC/MR. RAYNOLDS: So if we strive to 16 to  
19 20 students times 25, you know, you come up with well  
20 - - Is that - - Would that be a factor? You take that  
21 into account?  
22 MR. MURDOUGH/DEPT OF EDUCATION: Absolutely.  
23 You know, that would be part of your request

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01 explaining to us that normally we don't have more than  
02 18 or whatever the number is in the classroom.  
03 JSAC/MR. RAYNOLDS: Okay. Thank you.  
04 CHAIR GRASSO: Okay. Over here. Sheri?  
05 JSAC/MS. GARRITY: Is there an actual cost  
06 and timeframe involved with getting waivers? Like I  
07 don't know anything about a waiver. So you're talking  
08 to somebody who doesn't have a clue. So, like, is  
09 there a timeframe, like do you get one and then  
10 something else comes along and then you have to get  
11 another one, or do we ask for like ten waivers before  
12 you start the project or as each one comes up you ask  
13 for - -  
14 MR. MURDOUGH/DEPT OF EDUCATION: We look at a  
15 waiver request as a total package. So we don't want  
16 to see a waiver request for each individual room and  
17 another waiver request for the parking lot or whatever  
18 else it may be. We want to see a total package with  
19 all the waiver issues addressed so that we can then  
20 make a decision based on the total package and  
21 determine that yes this proposal even with the waiver  
22 request does meet the needs of these children  
23 educationally and that's how we look at it. You need

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01 to have your waivers approved before you start  
02 construction. The sooner, the better. But again, you  
03 need to have enough information to make an actual  
04 request, which you do not have here yet tonight, but

05 you're getting there.  
06 CHAIR GRASSO: Helen?  
07 JSAC/MS. MALDINI: Waivers regarding  
08 classroom size. Would that be the only way that you  
09 would waive that, is to reduce, waive the size is to  
10 reduce the number of students in that class?  
11 MR. MURDOUGH/DEPT OF EDUCATION: Yes. If  
12 you've got a smaller than standard classroom, we would  
13 say then this is the maximum number of students  
14 assigned to a class in that room. Yes.  
15 JSAC/MS. MALDINI: Okay. So I guess the  
16 question, the rest of this goes to Dan. With the  
17 Parrott Ave remodeling, was that taken into  
18 consideration whereas if a classroom wasn't large  
19 enough, is there another classroom for - - What do you  
20 do during the day with these ten kids? I mean, you  
21 know, was that taken into consideration?  
22 MR. BISSON/TEAM DESIGN: At this point it's  
23 schematic - -

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01 JSAC/MS. MALDINI: Right.  
02 MR. BISSON/TEAM DESIGN: And if we got real  
03 serious on Parrott Ave, we'd have to sit down and  
04 really look at your educational specifications.  
05 JSAC/MS. MALDINI: Okay.  
06 MR. BISSON/TEAM DESIGN: Don't forget. The  
07 DOE, Department of Ed, are minimal standards.  
08 JSAC/MS. MALDINI: Right.  
09 MR. BISSON/TEAM DESIGN: So there's two ways  
10 of looking at it. There is the program that the  
11 school district is trying to achieve in different  
12 areas and they have different needs that may be  
13 required that's above DOE. There's certain programs  
14 that you've grown, such as music and others, that you  
15 have students and staff for. You need to meet those  
16 needs as well as DOE. So unless you're willing, for  
17 instance, like in the music, is reduce the amount of  
18 offerings and still meet DOE. You know, you got to  
19 look at and weigh both of those before you go to DOE.  
20 To simply use minimums as a way of designing a school  
21 is not appropriate. It's your program. Your program  
22 draws a design.  
23 JSAC/MS. MALDINI: Right.

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01 MR. BISSON/TEAM DESIGN: So you got to go  
02 through that process.  
03 JSAC/MS. MALDINI: Well yeah. You know, like  
04 I said, were there enough classrooms and using the  
05 Parrott Ave and redoing that - -  
06 MR. BISSON/TEAM DESIGN: There are several  
07 deficiencies in the Parrott Ave on both A and B.  
08 JSAC/MS. MALDINI: Okay. Well I know the  
09 choir room, the music room would have been one.

10 MR. BISSON/TEAM DESIGN: But that doesn't  
11 meet your program needs in the sense of how many  
12 students you educate in your music program right now.  
13 You're busting from the seams right now. What was  
14 requested was the adequate space. We determined that  
15 by square footage, by how many students, how many  
16 instruments. If you have so many instruments, it's  
17 fairly easy to calculate how much space you need. You  
18 have so many people (inaudible) program. It's just a  
19 mathematical computation. So if you're going to  
20 reduce the space and agree to reduce the number of  
21 students in that space, you may have to go back and  
22 revise your spec. So you may have to work it  
23 backwards and forwards before you agree, as Ed said,

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01 on the entire package. Because I agree, I think the  
02 entire package needs to be looked at.  
03 JSAC/MS. MALDINI: Yes. Thank you.  
04 CHAIR GRASSO: Dr. Lister?  
05 JSAC/DR. LISTER: Thank you. My questions  
06 are for Dan Bisson. Although I'd like to - - If we  
07 don't get the opportunity later, I'd like to thank Ed  
08 Murdough for being here this evening because he  
09 certainly brings with him a lot of knowledge and  
10 experience, and we appreciate that. I just have a  
11 couple of questions I would like to ask. One is the  
12 fields of the city, athletics and recreation  
13 department, you know that we have, we're starving for  
14 more field space. Everyone is looking for space for  
15 - -  
16 [END OF SECOND SIDE OF TAPE 1]  
17 everything, from Little League all the way to varsity  
18 sports. So even thinking about taking any space away  
19 at this point and when we talked before about modules  
20 on Coll Field, not that Coll field has been targeted  
21 to maybe receive several temporary classrooms, but  
22 that would certainly impact the recreation department  
23 in a lot of ways. I'm sure there's someone watching

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01 television right now who is a little concerned with  
02 that. So I just bring that out. Obviously if we had  
03 to put modular classrooms someplace for two years, it  
04 just seems to be really difficult to be able to do  
05 that. So I just mention that because fields are at a  
06 premium in the city of Portsmouth. I also want to  
07 just ask, when you talk about the access road coming  
08 off Route 1 going into the Jones Ave site, where that  
09 comes around the softball field and the soccer field,  
10 would those be repaired or brought up to code or  
11 whatever.  
12 MR. BISSON/TEAM DESIGN: Correct. As I  
13 mentioned - -  
14 JSAC/DR. LISTER: As part of this plan?

15 MR. BISSON/TEAM DESIGN: Right. When you  
16 look at the cost when you bring it up, we've included  
17 the costs of upgrading those fields, raising them,  
18 because we're gonna wind up with some materials, extra  
19 materials. Part of Jones Ave site has a significant  
20 amount of ledge material. So that can be crushed  
21 onsite and used as underlayment to help drain that  
22 field. So we work closely with Appledore to take  
23 advantage of that, why export material when you have

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01 some fields that are typically wet and soggy, fix  
02 them. We're right there.

03 JSAC/DR. LISTER: Because obviously we're  
04 trying to get the biggest bang for our buck here.

05 MR. BISSON/TEAM DESIGN: Absolutely.

06 JSAC/DR. LISTER: As far as - -

07 MR. BISSON/TEAM DESIGN: It would cost more  
08 to export it than - -

09 JSAC/DR. LISTER: And solving several issues  
10 at once if we can.

11 MR. BISSON/TEAM DESIGN: Right.

12 JSAC/DR. LISTER: I'd also like to ask, and I  
13 know that the city of Portsmouth as well as the  
14 surrounding towns are always concerned what is the  
15 growth over the next several years. And there are  
16 accurate statistics and surveys that are being done  
17 all the time. I guess my concern would be around  
18 class size and the educational narrative because that  
19 would be my main concern along with Mr. Stokel. We've  
20 asked the teachers at the middle school, and looked at  
21 the requirements as far as what might be needed for an  
22 educational narrative to provide an education for  
23 students. I'm concerned about scheme B at Parrott

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01 Avenue because - - I wasn't real clear before. Does  
02 that make sense as far as the educational narrative?  
03 Does that complete the educational narrative, scheme  
04 B?

05 MR. BISSON/TEAM DESIGN: It doesn't fulfill  
06 it as nicely as the new project and it doesn't fulfill  
07 in the sense that it meets all the square footage that  
08 the narrative asks for. I was not able to provide all  
09 the same kind of spaces as a new site in regards to  
10 equal square footage per space. But for this  
11 exercise, I felt it was more important to have an  
12 apples for apples so the square footage is similar so  
13 when we get into the costs, if you wanted to add more  
14 to Parrott, it just raises the cost. But at least  
15 it's a talking point of two very different projects.  
16 Parrott Ave would have to increase in size to meet the  
17 same goals that we achieved on Jones Ave or the  
18 program has to be trimmed down. And that's what  
19 happens with facilities of this nature. The program

20 has to be looked at over and over again. It's a  
21 cycle. What do you really need? We started off with  
22 a much larger narrative that's been scoped down two  
23 years ago with (inaudible) and we came to a conclusion

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01 that this was a very medium based narrative. It  
02 wasn't extravagant and it wasn't real low. It was  
03 trying to strive to meet what is being taught in the  
04 school that presently lacks tremendous amount of space  
05 for what you're offering to the students. So the  
06 narrative reflects those needs - -

07 JSAC/DR. LISTER: And to go along with the  
08 growth, my last question would be, as far as the  
09 growth with the towns, I mean we do have Newington  
10 students who come to Portsmouth Middle School and  
11 we're really trying to provide a real partnership with  
12 them. But I guess I would not want to be on record or  
13 be known as Portsmouth is a city that only built  
14 classrooms for 25 students and now they're in a  
15 situation where they need to expand that if there was  
16 a lot of growth. So I guess I'm having difficulty  
17 talking about only building classrooms for 25 students  
18 or 20 students when in fact we don't know what the  
19 growth is going to be even though we do have some  
20 information. I think we need to plan for growth. We  
21 need to plan for the sustainability piece of that and  
22 be able to provide the space that we need to be able  
23 to provide the education.

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01 MR. BISSON/TEAM DESIGN: The uniqueness of  
02 Jones Ave, there's enough property to plan growth  
03 because there's enough available land and we show that  
04 on our plan that it's expandable. With Parrott Ave,  
05 once we fulfill that site, whatever building plan it's  
06 probably going to be that's it.

07 JSAC/DR. LISTER: And Dan, do you also have  
08 copies of the plans to send to the - -

09 MR. BISSON/TEAM DESIGN: Yes. When we made  
10 the packets, all of these things have been reduced and  
11 as I mentioned to Mrs. Grasso, what we'll do is send  
12 you UPS large scale plans so you can look at them  
13 large scale, put a scale to them, really get into them  
14 if you wish.

15 JSAC/DR. LISTER: We would also like to make  
16 those available to the community as well.

17 MR. BISSON/TEAM DESIGN: But the handouts  
18 that we have tonight have all the reductions in them.  
19 And we actually developed a packet that are basically  
20 loose. So you could actually run them through the  
21 copy very quickly. So we actually give you an unbound  
22 set as well.

23 JSAC/DR. LISTER: Thank you.

01 CHAIR GRASSO: I just wanted to mention too  
02 talking about using Leary Field, we might also  
03 infringe upon the dog park. I don't know if anyone  
04 wants to take those calls.

05 JSAC: I have a question. Dan, I'd like to  
06 drill down a little bit into the assumptions  
07 understanding that there's schematics and actually for  
08 Mr. Murdough, it's good that he's been kind enough to  
09 remain given that he has to ride over Mount Monadnock  
10 or whatever. But the question that I have is in  
11 scheme A and scheme B, do you have a sense for what  
12 percentage of rooms, be they unified arts or  
13 classrooms or whatever they may be, cafeteria, and I  
14 guess there's two levels of programming. There's DOE  
15 for the state of New Hampshire as you say. So do you  
16 have a sense for each of those, what percentage of  
17 rooms would not be compliant in that regard? And then  
18 to the extent that you know, if you do, with regard to  
19 Portsmouth's programming to what extent they do not  
20 comply with the requests made? And can you give us a  
21 sense of percentage or is that just too much at this  
22 point?

23 MR. BISSON/TEAM DESIGN: In this schematic,

01 and by just reviewing, it can be played with but it  
02 would be hard to give you a hard percentage. But I  
03 can maybe delve into a range, DOE 5 to 10 percent  
04 deficiencies with DOE.

05 JSAC: In each of the schemes?

06 MR. BISSON/TEAM DESIGN: Correct. They're  
07 equal in the sense that some in one area and some in  
08 the other, and maybe with the educational narrative 10  
09 to 15 as a range.

10 JSAC: Thank you.

11 MR. BISSON/TEAM DESIGN: That's a guess.

12 JSAC: No. I quite understand that it's not  
13 qualified.

14 CHAIR GRASSO: Okay. Eric and then Tony.  
15 Oh, I'm sorry.

16 JSAC/MR. WEINRIEB: I guess - - We keep  
17 talking about the fields and I think there is another  
18 alternative with athletic fields that hasn't been  
19 discussed, and I don't know where it is. My  
20 understanding is there was a proposal out there with  
21 the city to build athletic fields out at the old stump  
22 dump, which is just beyond the (inaudible). And it  
23 wasn't part of their purview but it is an area should

01 Parrott Ave stay there that we don't necessarily need  
02 to go out into the Jones Ave area to build athletic  
03 fields, that that is an area that could be considered

04 as we move forward.  
05 CHAIR GRASSO: I think Tony, you could  
06 address that from the CIP that's in the site - - CIP  
07 - - But isn't it one field with the stump?  
08 JSAC: It's one field.  
09 JSAC: It's just one field.  
10 CHAIR GRASSO: One field. Yes Tony?  
11 JSAC/MR. COVIELLO: This question is for Dr.  
12 Lister. I'm floored by your comment. I'm shocked.  
13 And let me explain why. On the planning board we  
14 receive projections for population growth and all of  
15 them say flat or even dipping down. And on the  
16 planning board we've had projects come through where  
17 major development or increase in population where  
18 they've requested impact from the school department,  
19 how would this impact the schools, and we've always  
20 received positive, it's not going to be an impact on  
21 the school, we have room from them. And then recently  
22 in the paper the town of Newington, or Newmarket, I'm  
23 sorry, is looking at their school system. It's a very

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01 popular topic there. And reducing it and all this  
02 stuff. And they had an expert come in and their  
03 expert said it was, and I can't quote him exactly, I'm  
04 going through two sources through the paper, but he  
05 was saying basically talking about in the future  
06 Portsmouth and the surrounding towns are gonna have a  
07 shortage of students. They're gonna have empty  
08 classrooms was one of the comments he uses. And  
09 obviously he's probably, you know, a little bit  
10 exaggerating. So, you know, I hear all this  
11 information coming from different points and to hear  
12 your comment, I'm floored. And I'm not trying to say  
13 you're wrong. Can you offer more of an explanation?  
14 JSAC/DR. LISTER: Just, I would be concerned  
15 with growth. I've read those same reports. I've seen  
16 those statistics. That's why I said, I believe the  
17 city in Portsmouth is collecting information and doing  
18 surveys. I would be concerned with any growth that  
19 might happen in the towns. I don't know about the  
20 growth in the towns. I'm not familiar with those  
21 numbers. And just looking at also thinking about this  
22 building being used by the community as well. So in  
23 addition to being a middle school, you know, the

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01 community education, one of the things frankly I like  
02 about the Jones Ave site is the auditorium and the  
03 facility that would be available for the community to  
04 use.  
05 JSAC/MR. COVIELLO: Not just the classrooms.  
06 It's the other - -  
07 JSAC/DR. LISTER: So the classroom space is  
08 certainly important as well and maybe not as much

09 about growth as the use of the facility. Teachers are  
10 doing lots of different things with kids today that  
11 they need space for and we want to give them the space  
12 to be able to do that. Kids aren't sitting in rows  
13 any more like they used to.

14 JSAC/MR. COVIELLO: Okay. Thank you.

15 CHAIR GRASSO: Mr. Stokel?

16 JSAC/MR. STOKEL: Dan, could you go back to  
17 Parrott, scheme A or B, I don't think it makes any  
18 difference, and kind of walk us through the traffic  
19 pattern, because I'm still confused there? For bus  
20 drop-off and parent drop-off and all that.

21 MR. BISSON/TEAM DESIGN: As I said with both  
22 sites, they're different in the sense of one you've  
23 got freedom on Parrott Ave to make do. The parent

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01 drop-off would use this circular drive here, coming  
02 in, dropping off in this front. And the buses would  
03 have to go to the back end and drop off three and  
04 three or three and four on the side. So they're  
05 intermingled, you know, with some of the parking area.  
06 It's a little more restricted and there's not as many  
07 drop-off points.

08 JSAC/MR. STOKEL: So in the afternoon, where  
09 are the 11 buses going to be?

10 MR. BISSON/TEAM DESIGN: You'll have to stack  
11 them. This does not - -

12 JSAC/MR. STOKEL: I don't understand what  
13 stack means.

14 MR. BISSON/TEAM DESIGN: You have to put them  
15 somewhere else. They have to be cued in. That's  
16 something that this lacks. We cannot cue in the total  
17 amount of buses - -

18 JSAC/MR. STOKEL: So we don't have parking  
19 for the buses in the afternoon? How many buses can we  
20 accommodate in the afternoon at dismissal?

21 MR. BISSON/TEAM DESIGN: As I say, there's  
22 seven.

23 JSAC/MR. STOKEL: Seven. So the other four

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01 would wait someplace and come in afterwards?

02 MR. BISSON/TEAM DESIGN: That's a logistical  
03 problem.

04 JSAC/MR. STOKEL: Where are the buses  
05 anyways? In the back of the building and they're  
06 coming out onto Rogers? Right?

07 MR. BISSON/TEAM DESIGN: Correct.

08 JSAC/MR. STOKEL: Okay. Thank you.

09 JSAC/MS. MALDINI: Can the bus make that  
10 corner without going into both lanes?

11 MR. BISSON/TEAM DESIGN: This is one-way  
12 traffic.

13 JSAC/MS. MALDINI: Right. But still - - But

14 you've got other traffic coming down that street.  
15 MR. BISSON/TEAM DESIGN: As I say - -  
16 JSAC/MS. MALDINI: So you won't have any  
17 other traffic because if you've got buses pulled over  
18 on the right or pretty much, you're not gonna get  
19 another car coming on the other side of that as the  
20 road is right now.  
21 MR. BISSON/TEAM DESIGN: You mean this  
22 turning radius here?  
23 JSAC/MS. MALDINI: No. From the building.

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01 MR. BISSON/TEAM DESIGN: Here?  
02 JSAC/MS. MALDINI: Right there. Yeah.  
03 MR. BISSON/TEAM DESIGN: That basically is  
04 all paved.  
05 JSAC/MS. MALDINI: I understand it's one way  
06 but has anyone ever parked on that - - I mean, there  
07 are buses now that sit from the stop sign. There's  
08 two or three buses that sit up there to the end of the  
09 current building.  
10 JSAC: Helen, you're up front on Parrott.  
11 He's in the back of the building. He's not on  
12 Parrott.  
13 JSAC/MS. MALDINI: Oh, okay. So Parrott - -  
14 Okay.  
15 MR. BISSON/TEAM DESIGN: This is Rogers and  
16 this - -  
17 JSAC/MS. MALDINI: There we go. That's what  
18 I'm looking at. Rogers. Okay. We're okay. I  
19 thought we were on Rogers. I'm like, you can't have  
20 buses and cars there. Okay.  
21 CHAIR GRASSO: Nancy?  
22 JSAC/MS. CLAYBURGH: I just have a question.  
23 I think maybe - - I don't know if Attorney Sullivan

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01 can help us. Does the city council have to vote on  
02 the eminent domain issue as far as the Peirce property  
03 is concerned or is that issue resolved? I mean, I  
04 guess my question is, if we're not gonna get the land,  
05 should we even be talking about Parrott Ave?  
06 MR. SULLIVAN/CITY ATTORNEY: The land that's  
07 being referred to all night long is the Peirce  
08 property. It's actually owned by the city of  
09 Portsmouth.  
10 CHAIR GRASSO: Bob, would you take the mike  
11 please?  
12 MR. SULLIVAN/CITY ATTORNEY: The land which  
13 has been referred ultimately as the Trust Property or  
14 the Peirce property is actually owned by the city of  
15 Portsmouth. It is, however, subject to a restriction  
16 put on to it by the Estate of Peirce maybe 100 years  
17 ago that it be used for park and no other purpose. So  
18 the taking that we're talking about is not taking

19 Peirce land or trust land, it is taking that  
20 restriction off of the land that we already own. With  
21 that clarification in mind, the simple answer to your  
22 question is yes, City Council actually will be  
23 required in order to take that restriction off the

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01 land. In general, the process is that the city would  
02 have to hire an outside appraiser to perform a  
03 narrative appraisal. That value reached by the  
04 appraiser would have to then be offered typically to  
05 the property owner, in this case offered to the  
06 Charitable Trust in the Attorney General's Office to  
07 see if they felt that it was adequate value for the  
08 restriction. And if they did, then the process  
09 actually ends there. Deeds and paperwork would have  
10 to be exchanged and approved by the court but it will  
11 be over at that point. Otherwise, there's appeals to  
12 the board of tax land appeals, superior court,  
13 whatever. It could take some time but - - The  
14 Charitable Trust Unit of the Attorney General's Office  
15 has said consistently from the beginning that if we  
16 went through that process we would be able to take  
17 that restriction from the land.

18 JSAC: What happens to the money Bob?

19 MR. SULLIVAN/CITY ATTORNEY: The concept that  
20 we have discussed with them in the past and as yet  
21 this is unrealized concept but it's out there, is that  
22 the city would use any funds allocated for this  
23 purpose and place them into a recreational trust to be

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01 held by our own trustees or trust funds and that money  
02 would then be available for recreational purposes.  
03 And the thinking is that the Peirce restriction for a  
04 park and no other purpose, that's kind of a  
05 recreational concept. So that if the money that got  
06 paid to remove that restriction was dedicated to  
07 recreational uses in the future, then in effect the  
08 city would have implemented the intention of the  
09 original Peirce property owners.

10 JSAC: Does it make sense to ask the City  
11 Council to vote on this now so that that issue will be  
12 resolved, and then we move on? Does that make sense  
13 to resolve that issue so we can then move on about  
14 which site we can look at seriously?

15 MR. SULLIVAN/CITY ATTORNEY: Well it  
16 certainly might. Let's say for example that the City  
17 Council by a 9 to nothing vote told you that there was  
18 no possible way they were ever gonna institute eminent  
19 domain proceedings, then that would have the practical  
20 effect of removing the Parrott Avenue site from your  
21 consideration.

22 JSAC: So the vote would have to be 9 to 0?  
23 Is that - -

01 MR. SULLIVAN/CITY ATTORNEY: Well no. I'm  
02 just trying to state that as an obvious example.  
03 JSAC: Okay. Well, I don't know. To me that  
04 makes sense. I mean, why don't we bury that hatchet  
05 and then we can move on. If the City Council isn't  
06 going to vote for that, then Parrott Avenue is a moot  
07 point. I'm done.  
08 CHAIR GRASSO: Any other questions for Bob  
09 while he has the mike? Thank you very much. People  
10 that have questions, I hope - - Let's get the  
11 questions and make them succinct and then we want to  
12 go on and get the cost, the figures. Okay.  
13 MR. BISSON/TEAM DESIGN: May I ask - - Ed  
14 Murdough has a few clarifications - -  
15 CHAIR GRASSO: Of course.  
16 MR. MURDOUGH/DEPT OF EDUCATION: I just have  
17 a couple of things that were brought up earlier that  
18 if you don't mind I'd like to make a comment on.  
19 First one is sustainability, and thank you for  
20 bringing that up. We do have a program within the  
21 school building aid program that we call high  
22 performance schools, which is a process for a similar  
23 to lead but it is different. If you construct a

01 building that meets the criteria, you can receive an  
02 additional 3 percent in state aid on top of the 40  
03 percent that this project would qualify for. The  
04 renovation or the new construction theoretically  
05 either one could qualify for that. My opinion, and  
06 this is a new program, we don't have many examples.  
07 My opinion is that it's very difficult to do it with a  
08 renovation but keep that in mind that that is  
09 available. The other comment I just wanted to make  
10 when you were talking about, someone was talking about  
11 phase construction and what you'd have to do. The  
12 Raymond School District is in their third year of  
13 renovation of a middle school on a tight site,  
14 actually not quite as tight as this one, because they  
15 did have room to bring some portables in onsite, but  
16 you might want to talk to them about how they've dealt  
17 with the issues and so forth. So - -  
18 And I guess one other point that is somewhat  
19 of a negative, but I do want to make you aware of, the  
20 discussion you're having about possibly upgrading  
21 Jones Avenue and some of the other properties. Any  
22 work that you do that's not on school property would  
23 not be eligible for school building aid. Not that I

01 think you shouldn't do those things but I just want to  
02 make sure that you understand that.

03 CHAIR GRASSO: Any other questions for Mr.  
04 Murdough?

05 JSAC: So does that mean if the city decided  
06 to build athletic fields on Jones Ave, on city  
07 property, that would not come into the state aid?

08 MR. MURDOUGH/DEPT OF EDUCATION: If the  
09 schools are going to use those athletic fields, they  
10 would. I'm talking about the sidewalks on Jones  
11 Avenue that you were talking about that would be off  
12 the school site itself. Any of that work,  
13 unfortunately, would not be eligible for - -

14 JSAC: Is there a point where the renovation  
15 and addition costs would make the state say we're not  
16 gonna participate in that because you can build new  
17 - - Is there some formula there?

18 MR. MURDOUGH/DEPT OF EDUCATION: Well there  
19 are maximum costs per square foot limits that we set  
20 every year and we publish in October of every year.  
21 So building aid will be calculated up to that limit.  
22 You are free to build more expensive than that, but we  
23 would prorate the building aid up to that limit. So

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01 whether it's new construction or renovation, whatever  
02 it ends up being, that's the maximum amount per square  
03 foot that we're gonna pay.

04 JSAC: I guess I wasn't clear. If the  
05 renovation and addition turn out to cost more than  
06 what a brand new facility would cost, would the state  
07 be concerned?

08 MR. MURDOUGH/DEPT OF EDUCATION: Well, let me  
09 answer, give you the same answer in a different way.  
10 That could not happen as far as the state's concerned,  
11 because we're only going to pay a certain amount. If  
12 you choose to build something, be it new or  
13 renovation, that exceeds that cost, the difference is  
14 on your own. So the simple answer to your question is  
15 no, that's your local decision understanding that if  
16 option A or option B, one or the other, is  
17 significantly more expensive, then you may not get  
18 building aid on the entire amount.

19 CHAIR GRASSO: Helen? Yes.

20 JSAC/MS. MALDINI: With the Parrott Ave  
21 remodel, they would have to get modular units and  
22 offsite and, you know, do some type of walkways and  
23 relocating them. Would that come under the

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01 construction and would the state monies also apply - -

02 MR. MURDOUGH/DEPT OF EDUCATION: Yes.

03 JSAC/MS. MALDINI: To those rents and  
04 temporary walkways and that type of thing?

05 MR. MURDOUGH/DEPT OF EDUCATION: Yes. That's  
06 all necessary to do the construction. It would be  
07 considered part of the cost of construction.

08 JSAC/MS. MALDINI: Okay.  
09 CHAIR GRASSO: Eric?  
10 JSAC/MR. WEINRIEB: It's actually a two-part  
11 question for both. Because utilities may or may not  
12 be at the property line bringing sewer and water to  
13 the site and looping it if necessary, that would be  
14 included if it was offsite?  
15 MR. MURDOUGH/DEPT OF EDUCATION: We start at  
16 the property line.  
17 JSAC/MR. WEINRIEB: You start at the property  
18 line. So there could be some (inaudible) Jones Ave  
19 and I was gonna ask Greg if he could explain the  
20 utility sewer and water for the site.  
21 MR. MIKOLAITIES/APPLEDORE: Again, we didn't  
22 speak with the city, you know, public works about  
23 water and sewer, but we made worst case guesses. We

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01 brought the sewer and water in from Lafayette Road and  
02 brought it that half a mile, and that's in the cost  
03 estimates. So we tried to be worst case. There may  
04 be a shorter, cheaper way on Jones Ave. I tried to be  
05 worst case on it.  
06 JSAC/MR. WEINRIEB: Thank you.  
07 CHAIR GRASSO: Any other questions? I guess  
08 we'll turn it back to Dan and go to the last part of  
09 his presentation.  
10 MR. BISSON/TEAM DESIGN: At this point I  
11 think we can pass out these brochures. Do the  
12 handouts first? These are the handouts on the cost.  
13 We'll put three boards up, which will reflect what you  
14 are getting.  
15 CHAIR GRASSO: Are we all set?  
16 MR. BISSON/TEAM DESIGN: Okay. These are  
17 comparison costs. Please don't equate this that this  
18 will, this is what, if you chose one will cost.  
19 Construction costs in the past six to eight  
20 months has spiked and come down. We're actually  
21 seeing a trend of it coming down further but we don't  
22 know what's around the corner in two or three years  
23 from now. This project could take years before it

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01 gets to the point where you put a shovel in the  
02 ground.  
03 The other point is we actually consulted with  
04 Hutter Construction for the simple reason of trying to  
05 gain some understanding of costs not only from our  
06 experience but also from a contractor. So that  
07 relationship with Portsmouth High School was cherished  
08 and he was graceful enough to sit down with Jim and to  
09 really hammer out these costs of being an apples for  
10 apples.  
11 A lot of the questions you may have, I will  
12 defer to Jim Delisle because in our office Jim is the

13 person who reviews all the construction estimates.  
14 I'll go in order where I presented, Parrott A, B, and  
15 then Jones.

16 Parrott A is the design with the auditorium,  
17 and the site work cost is 1,250,000. It's a small  
18 site. There isn't as much impact as you will see with  
19 Jones Ave. Building, demolition, renovation,  
20 additions, 26,800,000. And if you need details of  
21 square foot costs, Jim can do that. I want to go  
22 through these first.

23 Because of Parrott Ave being in the area of

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01 the library, we looked at all the drawings for the  
02 library. We actually got the geotechnical report from  
03 the library and piles will be needed. Piles will have  
04 to be driven about 33 feet into the soil to hit  
05 bedrock. We tried to look at alternatives. There  
06 could be some floating slabs or other things but we  
07 chose what was given. Library geotechnical report  
08 recommended piles. So we thought that was a point to  
09 use. That's almost 1,650,000 add.

10 Offsite portable classrooms, as I said, we  
11 got some numbers from Newmarket. They've gone through  
12 and proposing to put some modules up. We got their  
13 leasing rates. We got their setup costs and we got  
14 their teardown costs and we allocated 22 classrooms  
15 and 15 other modules for support space, unified arts  
16 and other teaching spaces, and we came up with  
17 \$3,000,000 for a period of two months, I mean two  
18 years.

19 Asbestos removal, there were asbestos  
20 information and logs on the existing middle school.  
21 We took those quantities, called up an abatement  
22 hygienist, got the current numbers, did the math, came  
23 up to be about 900,000 to abate all the asbestos that

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01 remains. There's ceiling tile, there's floor tile,  
02 there's pipe fittings, etc.

03 The purchase price for Peirce was one that I  
04 called Mr. Sulley on and it was one of those, what do  
05 you put, and the language is what would be  
06 appropriately projected or appropriately considered a  
07 reasonable number would be 2,000,000. As for what it  
08 will be, we don't know, but we have to come up with a  
09 number.

10 That subtotal came out to about 34.6 million.  
11 We added the soft costs. This is total project cost.  
12 This includes architectural engineering fees,  
13 furnishings, clerk of the works, insurances, attorney.  
14 There's a category about 50 other items that you'd  
15 have to put into this project. So we put that in. So  
16 total project cost is \$41,000,000.

17 Offsite playfields, right now we're

18 anticipating constructing Jones Ave area for  
19 playfields. To meet an apples for apples on the Jones  
20 Ave cost, we put a footnote. There is an option of  
21 the Leary Fields. So if you wish you can take that  
22 number out from the bottom, if you want to play that  
23 what if game. That's why we kept it at the bottom.

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01 So that came out to be \$48,000,000. As I say, this is  
02 not the cost that would be to do this project. This  
03 is an apples for apples across the board unit cost  
04 that we developed with Hutter and Jim looking at the  
05 types of renovation that would occur.

06 Scheme B, which is removing the auditorium  
07 and doing a cafetorium, and in essence reduces some  
08 square footage because of the auditorium but it allows  
09 us to add square footage to some of the program spaces  
10 to meet the educational specifications. So with that  
11 said, same cost for site development. Building is  
12 very similar, 26.7 million. Piles would be the same.  
13 The offsite is 3 million.

14 There is some discussion of phasing but to  
15 add the cost of implement phasing versus reducing  
16 (inaudible) at this point in time would be a wash. It  
17 could be some added savings if you got into it  
18 further. Asbestos removal would be the same. The  
19 purchase of the land is the same, 2 million, coming to  
20 a total of 34,500,000, 20 percent adding 6.9 and the  
21 subtotal 41 and then the offsite, again being 7 and  
22 48. The reason for the 7 is you have to build the  
23 whole structure of getting the road in, and you'll see

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01 in a minute there's very little difference in the  
02 sense of getting the site prepped. Bringing in power,  
03 bringing in water. We expect a small facility up  
04 there simply because of support, having bathrooms,  
05 having a space to store things, etc. So that's in  
06 that number as part of the development of the site.

07 Jones Ave site work is much greater, 8.5  
08 million. That's quite a road to build in there.  
09 There's a lot of infrastructure to be built in there.  
10 We're also including some offsite improvements I  
11 believe in the order of a quarter million dollars to  
12 do the left hand turn, etc., etc. Building square  
13 footage, 180, 23.4 million dollars. We separated  
14 these out simply because they are different and we  
15 wanted you to know that. Land cap, there is some  
16 monitoring. There is some additional work to be done  
17 on that that would be different from a standard flat  
18 site. We added 250,000. Wetlands mitigation, we took  
19 the worst case scenario. If those vernal pools have  
20 value, they would be mitigated in term of matching it  
21 somewhere else in the city. So we would actually  
22 mitigate it and recreate it. That could be lessened

23 if they were considered not as functional and would be

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01 more of a wetlands. Offsite improvements - - That's  
02 even separated. I'm sorry. 275,000, subtotal of  
03 32.5, adding the soft cost of 6.5 came out to  
04 39,150,000. So I'll open to discussion. And as I  
05 say, a lot of this stuff is going to be probably Jim  
06 to help address and I'll have him have the mike over  
07 there and I'll stand over here.

08 CHAIR GRASSO: All right. Nancy?

09 JSAC/MS. CLAYBURGH: Just a quick one. On  
10 Jones Avenue, the playfields are in the first - - That  
11 includes the playfields. Correct?

12 MR. DELISLE/TEAM DESIGN: Yes. The 8.5  
13 includes the playfields.

14 JSAC/MS. CLAYBURGH: That's fine. I just  
15 wanted to clarify that.

16 CHAIR GRASSO: Eric?

17 JSAC/MR. WEINRIEB: Okay. I have a couple  
18 questions. In the site work you said there was 4  
19 million of offsite and that's at the Route 1  
20 intersection for the left hand road intersection?

21 MR. DELISLE/TEAM DESIGN: No. He said a  
22 quarter million.

23 JSAC/MR. WEINRIEB: Oh, quarter million.

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01 Okay. And that would not be covered. Right? Because  
02 that's not on the property as part of the state  
03 education?

04 MR. DELISLE/TEAM DESIGN: Correct. The state  
05 aid would not cover it.

06 JSAC/MR. WEINRIEB: Okay. And I guess the  
07 reason that you started to explain is that the 7  
08 million for offsite and improvements really is  
09 essentially the entire site less prepping for a  
10 building.

11 MR. DELISLE/TEAM DESIGN: Correct. And the  
12 same would hold true in the 275,000 on all schemes  
13 would not be covered under state aid.

14 JSAC/MR. WEINRIEB: Okay. And by the way,  
15 state aid is not the entire amount, just so the public  
16 knows. It's a percent.

17 MR. DELISLE/TEAM DESIGN: Right.

18 JSAC/MR. WEINRIEB: From what I understand  
19 right now, it could be either 30 or 40 percent. It  
20 depends on how it's structured with a neighboring  
21 school district.

22 MR. DELISLE/TEAM DESIGN: That's right.

23 JSAC/MR. WEINRIEB: So it's not 100 percent

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01 reimbursement. It's 30 to 40.

02 CHAIR GRASSO: Tony?  
03 JSAC/MR. COVIELLO: How confident are you in  
04 the numbers? I mean, can you give us, is this plus or  
05 minus 5 million, plus or minus 10 million?  
06 MR. BISSON/TEAM DESIGN: At this point right  
07 now I had a long conversation with Gary Bertram at  
08 Hutter. He's looking at, what he's bidding on right  
09 now, what the numbers are going for right now, that's  
10 all we can really do. I'll break it out. It was  
11 basically \$130 a square foot for new construction,  
12 \$175 for renovation on Parrott Ave, (inaudible).  
13 That's what it breaks down to. Talking to other  
14 contractors also besides Hutter, it's actually pretty  
15 much what everybody (inaudible).  
16 MR. DELISLE/TEAM DESIGN: They're not  
17 inflated or deflated. They're not like a 5 million  
18 dollar capture if you were to debate. Because if you  
19 debated the numbers, they would be across the board  
20 apples for apples. So if you lower one project, for  
21 instance, 5 million, you'd lower the other one 5.  
22 JSAC/MR. COVIELLO: So the absolute number is  
23 not important for the - -

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01 MR. DELISLE/TEAM DESIGN: Correct.  
02 JSAC/MR. COVIELLO: Purpose of this  
03 discussion. It's the relative.  
04 MR. DELISLE/TEAM DESIGN: The relative  
05 comparisons.  
06 JSAC/MR. COVIELLO: Relative comparisons.  
07 JSAC: I'm still having a hard time with the  
08 relative because we don't have apples to apples yet.  
09 I mean we haven't figured out what part is funded by  
10 the state and what part is not. We don't know what  
11 the total cost to the unuser is, being the city, and  
12 the taxpayers. So that's the number that matters,  
13 what's coming out of everybody's tax bill. And things  
14 like the Peirce land purchase, 2 million dollars, well  
15 that could be rolled into the offsite playfields, what  
16 I took from Attorney Sullivan said. So there's things  
17 like that that just has to be flushed out.  
18 MR. DELISLE/TEAM DESIGN: That's why they  
19 were separated, so you could do that, have a dialogue.  
20 JSAC/MR. FERRINI: I think one thought for  
21 consideration, not arguing it either way, is that we  
22 have these costs with the underlying assumptions that  
23 are in the process of being explained. I presume

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01 we'll be provided with those assumptions so that we'll  
02 know in terms of cost per square foot, renovation,  
03 etc. We need that detail. But as this committee then  
04 decides what it's going to do, the bonding analysis  
05 and a projection as to what the state payback would be  
06 under their program and what the city would pay from a

07 tax perspective, from my perspective is ultimately  
08 going to be done not by the school board, not by this  
09 committee but by the City Council and that this number  
10 is the raw data which will spin that out, so that that  
11 analysis will have to be done and the community will  
12 have to have an opportunity to understand it. I don't  
13 think it's within the scope of our charge here, but  
14 Tony's point I think is well taken and we're gonna  
15 have to have that sort of pro forma schedule A,  
16 schedule B, schedule C kind of thing when we get to  
17 the council level and it will have to be well  
18 explained to the public and so forth.

19 CHAIR GRASSO: Ned, your hand was up.

20 JSAC/MR. RAYNOLDS: Yeah. Well, actually  
21 - - That was really well said by Councilor Ferrini. I  
22 was going to - - I was going to make a suggestion for  
23 all of us actually given the late hour that we focus

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01 any questions that we have, that they first of all be  
02 truly questions and that they be questions that the  
03 experts here need to, questions that they answer, and  
04 they be clarifying questions of the information that  
05 we've been given because there's obviously a lot more  
06 analysis of this information is needed and more  
07 discussion that this committee will have. It's not  
08 the time here to have it. You know, and the guys have  
09 questions, pro and con, but that we clarify what we've  
10 got and what else we're gonna get, the supporting  
11 information, so that we can then do - -

12 MR. BISSON/TEAM DESIGN: As I say, before we  
13 leave tonight, I want to give you this ring binder  
14 which has a lot of the reports, the executive  
15 summaries. So that way you can digest that on your  
16 own. Because to give it to you during the  
17 (inaudible), we're just so afraid. Everybody has a  
18 certain passion for something and I didn't want you to  
19 - -

20 JSAC/MR. RAYNOLDS: And if I could Madam  
21 Chairman, maybe we should establish a, you know, if  
22 we're all gonna get this information, we should  
23 probably establish a systematic way of everybody reads

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01 it, comes up with any clarifying questions they would  
02 like answered and then we channel them in, you know,  
03 preview perhaps to the experts in a way that's  
04 manageable for everybody and transparent as well.

05 CHAIR GRASSO: We can do that. Nancy?

06 JSAC/MS. CLAYBURGH: I just have a question  
07 for Mr. Murdough. I don't know if you can do this.  
08 Is it possible to look down this list and say, the  
09 state does reimburse 30 to 40 percent for the first  
10 item but not the second item, but the third item and  
11 not the fourth item? Is it possible to do that?

12 MR. MURDOUGH/DEPT OF EDUCATION: Basically  
13 really the only thing that we're not going to  
14 reimburse, excuse me, is any work done outside the  
15 property line of the school property, which is a very,  
16 very small part of this total amount. And I don't  
17 think it really is going to affect your decision  
18 making one way or the other.  
19 JSAC/MS. CLAYBURGH: So we can sort of almost  
20 take this total and take 30 or 40 percent of that  
21 depending on our relationship with the neighboring  
22 town?  
23 MR. MURDOUGH/DEPT OF EDUCATION: Yes. Does

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01 everyone understand the 30 or 40, that if you - -  
02 Okay. Portsmouth is a single town district and as  
03 such is entitled to 30 percent school building aid.  
04 You do have the Newington students in this school,  
05 however, the current agreement with Newington does not  
06 meet the requirements to increase the aid but if you  
07 upgrade the agreement to meet those requirements, you  
08 get an additional 10 percent taking you up to 40.  
09 CHAIR GRASSO: Steve?  
10 JSAC/MR. BARTLETT: Ed, you mentioned the  
11 sustainable building program, the additional 3  
12 percent. Would that be over and above the 30 or 40?  
13 MR. MURDOUGH/DEPT OF EDUCATION: Yes. So  
14 you'd get 33 or 43 percent. I don't know if this will  
15 help or make things worse. Laconia has recently  
16 approved a middle school project. They're about to  
17 start. They're finishing up design. It's about  
18 114,000 square feet, roughly two-thirds the size of  
19 which you're proposing here. It's basically a two-  
20 phase teardown and rebuild the school. So they're  
21 gonna end up with a completely new school on the same  
22 site when it's all done. Really minimal site work.  
23 No piles, that sort of thing. No athletic fields

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01 because there's no changes to the athletic field  
02 situation. They're talking 25 million. So I would  
03 say based on the difference in size and all, these are  
04 certainly in the ballpark. If that helps.  
05 CHAIR GRASSO: Any other questions? I agree  
06 with Ned that if we have any questions, we ought to  
07 talk to the people who are here now and keep the hour  
08 in mind, I'd like to wind it up in the next three or  
09 four minutes please if we could. Tony?  
10 JSAC/MR. COVIELLO: Did you say that the  
11 costs for the intersection on Lafayette Road was 4  
12 million?  
13 MR. DELISLE/TEAM DESIGN: No. Quarter - -  
14 JSAC/MR. COVIELLO: Quarter - -  
15 MR. DELISLE/TEAM DESIGN: For offsite  
16 improvements. That's a figure that's there, 275.

17 JSAC/MR. COVIELLO: 275.  
18 CHAIR GRASSO: 275. Yeah.  
19 JSAC/MR. COVIELLO: Okay. Thank you.  
20 CHAIR GRASSO: Anything else? Helen?  
21 JSAC/MS. MALDINI: Isn't the DOT doing work  
22 there? Would that be back-charged to the city? Is  
23 that - - Or no, it doesn't - - It would just be - -

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01 MR. MIKOLAITIES/APPLEDORE: We just try to be  
02 as conservative as possible.  
03 JSAC/MS. MALDINI: Okay.  
04 MR. MIKOLAITIES/APPLEDORE: If you beat the  
05 DOT project for some reason - -  
06 JSAC/MS. MALDINI: Then it might be zero or  
07 it could be half that or - -  
08 MR. MIKOLAITIES/APPLEDORE: No. The DOT  
09 would probably want you to - -  
10 JSAC/MS. MALDINI: Take it in.  
11 MR. DELISLE/TEAM DESIGN: Historically,  
12 they're gonna pass the burden on to you.  
13 JSAC/MS. MALDINI: One way or another. Yeah.  
14 MR. DELISLE/TEAM DESIGN: Politically you can  
15 get them to pay part of it. It's happened. But as  
16 Greg says, we're being conservative.  
17 CHAIR GRASSO: Any other questions from the  
18 group? Could we just give a round of applause to  
19 these wonderful men who came here tonight and women  
20 who came here tonight with all this wonderful  
21 information for us? Thank you very much.  
22 MR. BISSON/TEAM DESIGN: I'm going to pass  
23 these out to everybody and I want somebody to pick up

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01 the box. I have the full report, which has the  
02 inserts of the full reports, probably to you. And if  
03 anybody wants those, they can go through them. I have  
04 four bound and one loose. So if somebody desperately  
05 needs one tonight, I have a couple of extras. As I  
06 said, I will get you whatever you need either by hand  
07 delivering them or UPS. I'll get you large size  
08 plans, whatever you need to do your deliberation. So  
09 right now Nery and Jim are gonna pass that out.  
10 CHAIR GRASSO: I want to thank Dan for all  
11 the extra work that you put in here above and beyond  
12 and yes the next meeting will be two weeks from  
13 tonight at the middle school at 7, probably in the  
14 library.  
15 JSAC: February 7th.  
16 CHAIR GRASSO: If there aren't any questions  
17 or comments, motion to adjourn.  
18 JSAC: So moved.  
19 JSAC: I have one question. The public input  
20 at the next meeting, is that going to be similar to  
21 the last time where they talk - - If there's no

22 response - - It's not an interactive discussion?  
23 UNIDENTIFIED: It's not interactive. No.

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01 CHAIR GRASSO: And we'll do that first thing  
02 so - - All in favor?  
03 JSAC: Aye.  
04 CHAIR GRASSO: All right. We are adjourned.  
05 (End)  
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