

PLANNING BOARD FOR THE CITY OF CAMBRIDGE

GENERAL HEARING

Tuesday, April 16, 2013

7:04 p.m.

in

Central Square Senior Center
806 Massachusetts Avenue
Cambridge, Massachusetts

Hugh Russell, Chair
Steven Cohen, Member
H. Theodore Cohen, Member
Steven Winter, Member
Pamela Winters, Member

Community Development Staff:

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P R O C E E D I N G S

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HUGH RUSSELL: This is a meeting of the Cambridge Planning Board. For some of us, this brings back many happy memories of the years we spent meeting here.

The first item on our agenda is a review of the Board of Zoning Appeal Cases.

LIZA PADEN: Right. So the first case I would like to bring to your attention is 400 Main Street. Mr. Sousa is here to answer any questions that you might have.

MR. SOUSA: Good evening, Mr. Chairman and members of the Board. I am Ricardo Sousa from Prince Lobel on behalf of the applicant, Sprint.

Mr. Chairman, if I could, I would just like to hand out some photo simulations and plans.

(Handing documents to the Board.)

MR. SOUSA: This is a continuing effort by Sprint to modernize its network in the City of Cambridge. And the nature of this application is, Sprint has an existing wireless antennae installation on this building located at 400 Main Street as is shown on the plans. It was approved by this Board and also by the BZA a few years back, I would say about seven years back. And it is in the process of modernizing the site. So I would like to substitute three of the existing panel antennas with the new multi-mode antennas that will operation on two frequencies.

The nature of the installation is that eight of the antennas were located in stealth vent pipes. You will see those on the photo simulations, and also on the plans. So the antennas themselves are not visible to the public. And we would like to swap out two of those panel antennas for new panel antennas, also within those same vent pipes.

And then there were four antennas that were approved. If you look at the plans on page A-1, four additional panel antennas were approved on the facade on the one of the penthouses on the rooftop of the building. And those were originally installed. However, as part of Sprint-Nextel's future plans, they also decommissioned the Nextel aspect of their network. So the iDEN antennas have all come down. They are no longer part of the installation there.

So what we are left with is, on the facade, there will only be one surface-mounted antenna on the facade on the penthouse. And that will operate both our frequencies on the Sprint-Nextel network.

So it is a fairly de minimis change to the existing installation. There is really very little visual impact at all. And I think that bears out in the photo simulation that we handed

out.

And I am happy to answer any questions that you may have.

HUGH RUSSELL: I would agree with Mr. Sousa's characterization of this.

STEVEN WALKER: Yes. I think it is very well done. I didn't see lot of differences.

HUGH RUSSELL: So we would recommend that the Zoning Board act with your plans.

MR. SOUSA: Very good. Thank you, Mr. Chairman. Thank you, members of the Board. Have a good night.

LIZA PADEN: Another case that I wanted to bring to your attention is the farmers market, which is last case on the agenda.

Harvard University has hosted one of the farmers markets, and they are moving it from this space to this space. So physically, it is moving more on top of the overpass, instead of closer to Memorial Hall. So it is in the same general

location as it has been previously. So I don't think that is a case that is going to change anything.

HUGH RUSSELL: They just spent a fortune redoing the top of the overpass so that they can have these kinds of events.

LIZA PADEN: Right.

HUGH RUSSELL: And so if there no objection, I would also say we ought to recommend supporting this.

H. THEODORE COHEN: That is fine. I just have a question.

Is the fountain in front of the science center going to come back?

LIZA PADEN: I believe so, yes. That is part of their art installation.

The other case on the BZA agenda I wanted to bring to your attention is the first one. It is at 21 Cornelius Way. And it is adding a second parking space in the front yard setback.

If you are familiar with the homes over in this area off of Cardinal Medeiros Way, they are all of this, what is called, back-up sidewalk parking spaces. And this particular unit is asking to add a second one. They have an existing one, and they want to add a second one.

HUGH RUSSELL: So it seems like that is the pattern with the general planning, instead, that we have, of not wanting cars in the front yard doesn't apply to this case. There might be other reasons that abutters or other people might bring up. But we don't have that information.

H. THEODORE COHEN: Do we have a sketch?

(Pause.)

STEVEN WINTER: Mr. Chair, there is an opportunity here for us to say that we don't like cars in front of the houses. But in other words, I don't like vehicles in front of houses. I think it is a very bad idea.

But I hear you that, if it is good to go,

then it is good to go. I just think the devil is in the details, and that is one of those details.

HUGH RUSSELL: So we could make a recommendation saying that ordinarily we don't favor cars in front of houses. But, because that is the existing pattern on the street, we heeded to the Board of Zoning Appeals.

STEVEN WINTER: Thank you.

STEVEN COHEN: Mr. Chair, is this an application for a variance?

HUGH RUSSELL: I would imagine so, yes.

LIZA PADEN: Yes.

STEVEN COHEN: What possible grounds could there be for a variance for parking in the front yard?

HUGH RUSSELL: Well, on my 10 years on the Board of Zoning Appeals, I have heard many interesting and creative approaches to that question. I would suspect that none of them would survive court challenge at the court of

appeals level.

But also when I was on the Zoning Board, I recommended to several counselors that we change a lot of variances to special permits, and I got a lot on push back on that.

So although the Zoning Board frequently sees or uses special permit standards with these kinds of variances, the council argument was, well, if you grant one of these, and I really don't like it, then I can sue you, and I will win.

STEVEN WINTER: Or can at least appeal for an eternity.

HUGH RUSSELL: Right.

LIZA PADEN: Did anyone have any other questions on the BZA cases?

(Pause.)

LIZA PADEN: Now you want to do the update?

HUGH RUSSELL: Sure.

LIZA PADEN: So in the absence of Brian, who is out of town, the update for the schedule for the Planning Board, there will be -- the next two Tuesdays, you have off. And then May 7th, there is a public hearing for 130 CambridgePark Drive. And there will be a meeting on May 14th, which will be a single topic of the Kendall Square-Central Square zoning. And then there will be public hearings on May 21st.

I would also like to let you know that the second hearing scheduled for this evening, for 240 Sidney Street, the proponent has requested it be opened and continued to June 4th.

HUGH RUSSELL: And the reason for that is that we, because of sickness and airline operations, do not have a sufficient number of people to hear the case?

LIZA PADEN: Right. So they would prefer to be heard by seven Board members.

HUGH RUSSELL: As is their right.

LIZA PADEN: Right.

And there were no transcripts that came in from last week.

HUGH RUSSELL: So although I think we can't start the public hearing, we could start the briefing of the staff.

JEFF ROBERTS: Thank you.

I just thought it made sense in this case, since this is the first application of special set of zoning requirements that was adopted last year, I thought it made sense to just do a quick briefing, to get everyone back up to speed on that zoning. The Planning Board did see last year and recommended favorably.

The subject of the zoning is the redevelopment and renovation of elementary and middle school sites in the city. And this was zoning that was adopted by the City Council in anticipation of projects like the one that you are about to see, where existing buildings,

school sites, are being converted for a different use program, although the use is remaining the same as it was, a public elementary and middle school.

So the issue with these sites, just to retouch on what came up last year in the zoning, is that these are all located in low to moderate density residential zoning districts. Many of them have been there for a very long time, and they are an allowed use in those districts.

But because the zoning is those districts, the dimensional standards for FAR, height, setbacks, and the like are geared towards these finer grained residential neighborhoods, they cause a lot of issues when you are look at a building type like a school.

And the reality is that most of these sites throughout the City, about a dozen of them throughout the City, are nonconforming to those residential zoning district standards. So any

work to either redevelop the site or to renovate the site and significantly alter this would require variances from the BZA.

So the zoning that was adopted establishes a new set of dimensional standards that are better suited for school buildings. And those regulations apply only where there is an existing public municipal school site in place.

So there are some provisions in the new zoning -- this is what brings us to today's case -- where the Planning Board is required to grant approval. And in particular, Planning Board approval is needed when the overall floor area of a school is increased.

But the zoning establishes a limitation of an FAR of 1.25. So the Planning Board can approve FARs up to 1.25, and it can approve increases in height up to 55 feet, and can approve additional increases to 65 feet, but only in areas that have set away from the lot lines.

The Planning Board can grant other dimensional relief as provided in the zoning; but in this particular case, it is just the FAR and the height where the proponent is seeking relief.

And in reviewing a project, there are certain aspects to the project that the Planning Board is asked to look at that are specified in zoning. The Planning Board looks at how the height and bulk of the building are arranged on the lot. They look at how pedestrian, bicycle, and vehicular access and egress are treated by the proposal; how functions such as parking and loading, mechanical systems, trash handling, similar types of functions that may have impacts, how those are treated, whether they are situated away from neighbors, to what degree they are screened.

And also the Planning Board is looking at the overall operation of a proposed building within the context of the operation of upon the

existing site.

So one just note to throw in: Although this is a project that is more than 50,000 square feet, it is not subject to the Article 19 project review special permit. That only applies in higher density districts. So even though the proponent provided a traffic analysis that is in support of the project, the Planning Board doesn't have to make traffic impact findings for this type of project.

So I guess we are at time. So if there are any questions, I am happy to answer them. Otherwise, we can let the proponent start.

HUGH RUSSELL: Thank you.

So this is a Planning Board hearing in Planning Board case 277, 100 Putnam Avenue, special permit to construct a new building for the King School.

Who is up first? Mr. Rossi.

RICHARD ROSSI: Good evening, Mr. Chair

and members of the Planning Board. My name is Richard Rossi, deputy city manager for the City of Cambridge. And I am the City's overall project manager to build this school for the City of Cambridge.

We have with us tonight our consulting engineer, Perkins Eastman. And Mark Boise Watson. We have Michael Black, who is our construction project manager. We have Mr. Jim Malone from the school department, who is leading the effort on behalf of the schools. And this project comes to you with the full support of the City manager and the City Council and the school committee and the superintendent of schools.

This project represents our effort to support the innovation agenda that the schools have developed over the last few years. This facility will grow at -- the current facility houses approximately 774 staff and students. This facility will grow to 863. The whole effort

here is to be able to make a commitment to providing quality education in the City of Cambridge for our public schools.

The type and style of the building has really been built for the educational program. In addition to that, I think, as all of you know, the City is committed to neighborhood programming. And there will be some space in the building also for the Department of Human Services for their normal programming.

This is a large effort and a team process. We have involved all of the relevant city departments who have looked at this from all their various issues and concerns. In addition to that, we have a website that we maintain that has all the pertinent information relative to the project: Drawings, minutes, meeting notes, et cetera, et cetera. That is available to the public.

We have had 45 meetings between Cambridge

Public Schools staff and the City design team. We have met all of the utility companies. We have met with a net zero -- which you will probably hear more about in the architect's presentation -- advisory group. We have had budget meetings. We have had nine meetings just on traffic as it related to zoning. We have had four meetings with all the various City consultants. And we have had four community meetings. And we essentially offer an open door policy to anybody in the community who is concerned or has questions or issues about the project. We have tried to make it as transparent a project as we can.

We have made an offer and, in many cases, have been taken up on our offer, to visit and document all of the existing abutters in their property and homes so that we can assure people that this construction would not have an adverse impact on their property and, if it did, we would

want that documented.

This project will have significant benefits over and above what the existing site may have had in terms of having the ability to park approximately 70 vehicles underground. We will have compliant bicycle parking. We will have improved safety for buses and pedestrians and neighbors on Kinnaird Street.

There will be a recessed dropoff, which, if anybody is familiar at the site and what occurred there over there many years, I think the recessed dropoff will be a significant improvement to street safety and traffic management. The plans for Magee Street will have a bus pull-off. It will be more organized parking. There will be new sidewalks around the entire school site. Hayes Street and Kinnaird Street will also have new sidewalks. We are talking about street trees. We are talking about traffic coming where we can achieve it.

So as we look at this project, it is not just the building. We think of it as a complete public works project, which will have long-term benefits, not only for the school population, but for the abutting neighborhood.

So our public schools, I think, as many of you know, because we have been before the Planning Board and other boards and committees in the City, we go through a rigorous review, which results, I think, in a much improved public project.

And I think the community benefits by that. I think that the buildings that have been produced in the last several years are all high quality buildings which not only function well and provide the service that is needed for the uses of the building, but I think it has a been a really great benefit to the community and the way we think about the community and how it reacts to a building.

As I said, this would be a net zero project. This building will have a great amount of solar energy, and we are very excited about that.

And I think this would be a huge win for the school committee and for the abutters and the greater neighborhood, and also for the MLK neighborhood as a whole, the school community. Because I think as we move forward, this is really a commitment that the City of Cambridge is making to the youth of our city, to ensure them greater and quality education by doing so with a great building.

So with that, I am going to introduce John Pears and Mark Boise Watson from our design team, and they will take you through the project. And I thank you.

MARK BOISE WATSON: Thank you.

I am Mark Boise Watson from Boise Watson Architects. This is John Pears from Perkins

Eastman. We also have with us today, Bill Brown from Brown Sardina Landscape Architects, Kristin Ketches [phonetic] from Nish Engineering [phonetic] helping us with traffic, and Erin Gallagher on civil.

We are very happy to be with you at the end of a long and very complicated design process, which actually I think is simpler than most, from the zoning issues.

So I am going to reiterate and re-review the fairly simple zoning issues and special permits requested, which, because of the new article 5.54 of the zoning ordinance for municipal and K-8 schools, as Jeff explained, the zoning that we require your review of this evening are limited to the height and the gross square footage.

And I just am going to quickly just review the numbers on your screen. So basically, this school is going to replace the existing

Martin Luther King School, and actually consists of a K through 5 school that will be the King School; an 6 through 8 middle school, so one of the new middle schools that Cambridge -- the new system of middle schools that Cambridge has. So it will be a brand new facility.

And it will also have -- has now, and will have when we are done -- a preschool as part of the school, and John will go through that, as well as a very considerable publicly accessible and useable common areas within the building.

So the building that it is replacing is about 153,736 square feet. The zoning wouldn't require any special permit at all. In fact, if it goes up to the proposed size of 169,000 square feet, it requires a special permit for that floor area. Its maximum allowable would be 184,000 -- just over 184,000, which is an FAR of 1.25. So that is all laid out in the new zoning 5.54.

So the floor area is that third item, and

the second item is height. Actually, that says 50 feet, but I think the zoning says 45 feet. Doesn't it, Jeff? The base zoning allows 45 feet for the building.

And what is proposed actually allows it by special permit to go up to 55 feet anywhere on the site, and 65 feet only if that bulk is housed far away from property lines and abutters.

And John will go through how the building massing is really very carefully controlled, through a whole series of meetings and careful interaction with the neighbors, to respond to its site conditions, which are complex and many. And John will go over that.

So what we have essentially is a building that varies its height not longer than -- I don't know if any of you got a chance to look at the model. I am not going to try characterize where the height is, because it is complex. The building is modeled to fit its site. The second

item is to allow the special permit to go to 55, and the 65 feet in the areas that John will review in his presentation.

As Jeff also said, the Article 19 urban design guidelines, although they are not a requirement of this project, we used that format. Because there is lots of material that you have that speaks to the general urban design, a really thorough review of how this building is going to impact its surroundings.

So without further ado, I am going to hand this over to John.

JOHN PEARS: Good evening, and thank you for having us here tonight.

Way back about 14 months ago, when we started the project, I did a site visit and was pretty enamored with Sert's building. Jose Luis Sert is somebody I knew a bit of his work, but I didn't know about the King School.

And initially, in our pre-schematic

stage, feasibility study stage, we did a series of studies, and we had to by contract look at retaining the existing building, modifying the existing building extensively, or building a new building. And I elected to be the one who designed the retaining of the existing building. As the managing principal of the office, I get to decide who does which option. And I put my heart and soul into it.

And I was most disappointed in the end, when we found that, for just a multitude of reasons, we were unable to keep the existing building, not the least being the 10-foot-6 floor-to-floor heights, which would just not allow us to get the natural light and ventilation that we needed to get to produce a net zero energy school. We needed 14-foot floor-to-floor to start achieving that penetration and to get balanced light throughout to reduce the amount of energy.

Notwithstanding that, in the end, we found very extensive hazardous materials that were inside the joints of all of the concrete and would have needed us to deconstruct the building, remediate it, and reconstruct the building. And the list goes on.

The option that I came up with, I thought was kind of cool, but didn't look exactly like the other building at all. So I am not sure that in the end, whether the historicists would have applauded me or derided me. So in some ways, it is probably good that I didn't succeed.

We did, however, manage to keep a part of the building, because part of keeping a building is to do with the impact on the environment. And I was trying to keep as much as possible.

Fortunately, the entire back of the lower level, which is set into the hill, which has a lot of embodied energy in it, didn't have the same remediation issues, and we were able to keep

that. That allowed us to not have to do shoring and bracing along Putnam Ave., which is going to also reduce the amount of trucks coming to and from the site during construction and the amount of waste that comes out of the site, the amount of foundation, et cetera; so I feel a small little victory there.

And most importantly, we managed to get all the parking, bar seven spaces, within the existing building, at a price that you would normally never be able to do and do on a school; so a small victory.

The concept, as Mark mentioned, there is really four components to this project, and that is the complexity. One is the upper school. Another is the lower school. And then there is a pretty big shared component: It consists of a smaller gym, a larger gym, an auditorium for plays and events and music, as well as after school programs, quite a rich community

component. And so the partee and the concept is to have a private, a public.

And in this notion that arose during the design, which is King Street, people have been a bit confused. "Hold on. Do cars drive on King Street?" No. It is really a double/quadruple height space that is roofed with a translucent roof. It has a lot of glass. It lets in an enormous amount of light and allows free access through the site from Magee Street to Kinnaird and back again within the hours that the building is open, which, at times, is as late as 11:00 at night, and would allow access to all of these functions, which are rich and varied, while closing down the two schools and the preschool so that, from an energy point of view and a life safety point of view, we have actually closed them down. So that is the concept. That is the idea.

The existing site plan has essentially a

series of outdoor spaces. That is the footprint over there. There is parking, obviously, all over the show. There is quite a lot of asphalt. This is all asphalt through here, as well as here, but we have colored it differently to show the asphalt that is used for playing on versus the one that is used for parking on.

There is a courtyard which is only accessible through the school building, but has City Sprouts, which is a valuable community resource. There is a basketball court and there is a turf field and then a general play area and a preschool play area.

What we have tried to do in the new design, bearing in mind the fact that the school is actually larger than the number of students and faculty is, we have attempted to try to improve a number of situations, both in terms of the urban context of the school and how it relates to its neighbors, as well as the outdoor

play area.

If we click back again, you will see that there is a very large mass along Kinnaird Street, which all are windowless gyms. And they really do improve on the residential scale of the neighborhood in a nonpositive way. What we have been able to do is pull back the mass of the building considerably, by 60 or 70 feet further away from the street than it was before, and introduce a large amount of vegetation, both evergreen and deciduous; so we have got summer and winter covered.

And we put in a basketball court in that location, which would have a fence along two sides of it, but is open to the rest of the school. We have got the preschool play area, which would be fenced with gates during the day, but accessible at other times. We have a much better turf field area, that actually allows a running track and a lot of options. We are

replacing all the playground equipment that is there, some of which is wonderful, and I am still trying to see if we can reuse it. It isn't that easy, from a staging point of view, but part of sustainability is reduce d.

And I think importantly, while I love the internal courtyard, we have actually turned the courtyard outwards. And that was very conscious, because I think that along Putnam, the existing building, while quite well scaled for the neighborhood, and actually evocative, with its monitors and dormers, actually is a little unrelenting.

And if you look at the residential scale and the way that the residential housing here has more courtyards, and if you look at the motif of Cambridge courtyard buildings with bays, we actually felt creating a courtyard building might actually be better. It also allowed us to give access to the two separate schools separately,

which was one of the client's requirements.

From a site point of view, just as architects will do, they always think they can make things so much better than what is there.

So in the beginning, we had elaborate schemes of driving the buses onto the site and bringing them through and solving all of the issues of traffic. And there are some. But in the end, with extensive meetings with the neighborhood and with the school and with the teachers and the principals, it became apparent that we were just creating more problems than we were solving. And, in actual fact, going back to some situation that is similar to the existing and just slightly tweaking it helped.

So at the moment, in the morning, the school buses drop off on Putnam. And we have maintained that, actually, because it is a very quick process. I have spent two mornings out there, for an hour and a half each time, watching

it happen. Us and the crossing guard had long conversations, and she felt it worked perfectly.

And in fact, the more I spoke to people, it works quite well. So we are going to maintain that, but we are going to improve it by actually adding a raised crosswalk, which will make the crossing a lot safer from the opposite side of the street where parents drop off. And that will bring you directly into the courtyard for the two school entries.

There is an odd triangular-shaped piece of land that is used for parking next to the housing over here. And that is City-owned land. We were able to pick up all the spaces that we lost at the strange angled parking that would reverse back into the street, and straighten out the curb and put back all the parking. So we didn't actually lose any parking, but we gained some green space, and we improved a slightly unsafe situation.

Most exciting is, this was a bottleneck over here. So we actually -- and we had extensive meetings to make sure we could do this. We widened the street to create a drop-off lane for buses. Because unlike the morning, where the buses are there for a total of about a minute or less; in the afternoon, they are sometimes there for 20 minutes, half an hour and, if they arrive early, longer than that. So we are able to now get them to stop safely and drop off at that location, as well as maintaining the parking, as well as maintaining an option for people to get through.

Same issue here. Cars were driving onto the sidewalk on Kinnaird. We widened the road enough to get dropoff for that side.

And as you remember, King Street connects you through. Loading, we maintained the same exact curb cut, and it is not absolutely perfect. Neighbors have complained about the noise of

backing up trucks and the times that they come. But honestly, if we moved it, we would just move that noise. It is not possible to actually take away the noise.

We did maintain seven spaces on grade over there, including handicap ones that would have close proximity to the preschool. But dropoff and so on would occur there.

We have a loading dock here, as well as the recycling and trash. What is nice about this, it is way down, hidden away from all the neighbors. And there is extensive landscaping that goes around that area. And that is where you also get into the underground parking.

Setbacks -- and I need to speed up. I have been told 20 minutes, and I can see I am there already.

The setbacks are very carefully drafted. I think the model may be the thing that most clearly, actually, illustrates. It is almost

like you would take your hands with clay and pull the building from the sides to the top or put a big lump and pull them down. I think that is probably the part that I am most proud of the design team for having achieved, and that is an integration into the scale of the neighborhood.

For example, this is a one-story building, which is lower than the floor of this building here. And this is a two-story building, but it is set into the hill, so it is only one story high, so it is lower than this building over here. And this building here is a little bit lower than the new house that is just being constructed there.

And so my final, final piece, which only just happened in the last week, and might not be reflected in your drawing is, we have promised the neighbors over here and here that we would fight to get rid of the three-story portion in the corner there and reduce it to two stories.

And within the last week or so, we have managed to do that. So the new drawings do reflect that reduction in scale.

Height-wise, the only area that goes above the required height and goes to 63 feet is the area that is patched over here, which you will be able to see on the model. It is the central piece here. And that is 100 -- it is 91 feet away from the nearest property line there. It is 116 feet, probably about another 50 feet; so very, very far away from the property lines, where that gets to be taller. Everywhere else, the setbacks have been met or exceeded.

You can see how the building is set somewhat into the hill. The existing building is a four-story building by code, three-story building conceptually on any side that you go to because of the one-story drop. It looks like three stories. This building is exactly the same as the existing building in its

three-story/four-story relationship.

The only difference is we have added three-and-a-half feet per floor to the building. And I have made it very clear to neighbors that that is quite a lot. Three-and-a-half feet doesn't sound like much, but you multiply that by three, and you get 10-foot-6. 10-foot-6 is one story on the existing building. So we have tried to be very clear about the fact that it sounds like it might be the same height, but it is taller.

And same here. You can see how always the building gets shorter at the outer edges and taller in the middle. Same on this side. This is the common here. This is our famous underground parking here. That is the waterproofing details, the detail there. You can see the parking here again.

And most of the height is in this area here, which is about 54 feet at the higher point,

other than that one piece in the middle that is at about 63 feet from average grade.

Floor plans I am not going to go into, because I am not sure that is important, other than to say, here is the parking, and this is King Street accessible at this level from Kinnaird, and has the upper school gym, the lower school gym, and has the cafeteria for the upper and lower school and all of the food service, and the preschool down at this end here. And it is tucked underground for all of this area here, which is why that gym is so well tucked in.

This is the first floor, which you enter off Putnam courtyard, entry to the lower school, entry to the upper school. And very clear circulation.

Back again to King Street. At this point, you can access it off Magee, so you come in at that level; the other one, at the lower level. And it is connected by two elevators, in

case of breakdown, and ability for the two schools to use it, as well as two very large, light-filled stairways that create that connection.

As you go up, the building starts pulling back. So now you are looking at the roof, which will have photovoltaic panels flush with the roof; a small roof terrace, which will allow the school commons, the learning center, to be able to walk out on the roof terrace. They will be able to get onto this roof terrace for the lower school.

And then we have City Sprouts program that is accessible, that is accessible via elevator and via stairs, and is able to be used by the community and the students.

Then we go up, and now you can see the building is pulled all the way back over here, and you are just looking down on the floor below.

Photovoltaics, this is intended to be a

net zero energy building. So it is covered in photovoltaic cells on the roof, which means that we can't put any mechanicals on the roof, which is ultimately a fabulous thing. Because the roof is the roof, and we got low-slung photovoltaics. And that means the mechanicals are all in the building.

With one exception, that one there. That was so far away, we couldn't get the mechanicals to work out there. So we created a roof screen. That little building was a little short, and it needed a little help for identity, so we put a mechanical screen around that, to pick up some localized MEPs. But the rest is going to be this very clean look.

A couple of views. Putnam over here. The first view is looking -- this is Magee over here, so it is the corner of Putnam and Magee.

And I think that what I am pleased about is how well scaled the building is to the

neighborhood. I think this is the part that I am really excited by. This is the part I was talking about, where we managed to reduce that corner down to a two-story portion, building up to a three-story portion. And the size of the cutout is about 1,000 square feet. So if you think about it, it is the size of a 2,000-square-foot, two-story home that we managed to cut off that top corner. And that makes me feel real good because of a few neighbors who are the ones who were being impacted.

MEMBER OF THE PUBLIC: Are we not having eighth grade?

JOHN PEARS: No. We managed to push things and pull things and relocate things, and we have still got eighth grade, thank goodness.

So this is the view from Kinnaird, sort of looking flatly toward the terrace up on the top and then looking down a little bit to a new home that has just been constructed here.

And there will be, as I said, extensive planning and trees and flowers and shrubbery in that area, and it will mask the fact that there will be a fence on two sides of the basketball court up against the edge of the vegetation. And I think that the scale improvement along Kinnaird is immeasurable.

The view from Magee, this is down further on Magee, looking up to the corner. I think that we felt that the housing opposite was strong enough and of a scale that would match it. But what we did is we curved, by using a series of facets, that facade, picking up from the homes here, and that is noticeable on the model too. So it kind of formed an arc, which continued the urban gesture on that particular street. This is looking down Magee Street from the corner.

I am not going to go through these. They are elevations. But the 3-D drawings, I think, showed this. Other than to say that the

materials we are proposing, after much soul searching and flirtation with Cor-Ten steel, and then deciding, for many reasons, not to create all the planters and the low stuff out of Cor-Ten steel, we are actually going with essentially a masonry building, and a building that is fairly formal on Putnam, because that is the main entrance.

We did not want it to be symmetrical completely, because the two schools aren't identical. But we broke down the symmetry by cutting back that corner over here and by adding the staircase in this area where the staircase is around the corner.

So there would be a more earth-colored masonry that would form the base and all of the planters and work up into the courtyard. And there would be a much lighter type of masonry.

We are proposing very long precast stone elements that are about the size of a brick, but

are 32 inches long and 24 inches long, random lengths and widths, that have a slightly textured facade to them or face to them.

We have just begun our studies on creating patterning and things of that nature. We have done that type of thing. Mass College of Pharmacy on Longwood Ave. We have done a lot of type of texturing with the light-colored masonry material, and that is the kind of direction we are going.

Where we have solar panels on the exterior of the building, we have actually decided to use a darker material. And in this particular case, it would be a prepainted metal panel system, because the photovoltaics are a little dark; they are blue or black. And we didn't want to have this dark against the light and create this stripy kind of look. We wanted to blend a little bit more.

MARK BOISE WATSON: So the photovoltaics

are the horizontal element?

JOHN PEARS: Correct.

So those horizontal elements there, there are two jobs. They are sunshade, so they are set at an angle. They are about three feet in dimension, projecting three feet of the building. They do fit within the setbacks. And they are on individual metal frames that are custom designed to hold them, and they do two jobs. One is that they prevent any of the sun from touching the glass, but allow natural light through, light shilts to be bounced into the building. And they collect energy for us. So they have two jobs.

This is from Hayes Street as you come up. So you can see in the background King Street, and you can see the two gyms as a way in and out of the school to back play area. And then this is Kinnaird. It is hard to read into the elevation, because it is all piled up on top of each other. And meanwhile, it is very compact. This is shots

of the model, which you can see before you.

And that ends the presentation.

HUGH RUSSELL: Thank you very much.

So are there questions by the Board, or shall we go to public testimony?

STEVEN WINTER: I have lots of questions and comments, but I would move to hear public testimony first.

HUGH RUSSELL: Okay. So is there a sign-up sheet?

LIZA PADEN: Yes.

HUGH RUSSELL: So I will call people.

Also, I noticed the Mayor sitting over in the corner. Would you like to start, lead off our testimony?

HENRIETTA DAVIS: Sure.

I am pleased to be here at this presentation. This is a very important building for the Cambridge public school system. Those of you on the Planning Board should know that, in

addition to being the Mayor, I am also the chair of the school committee, so I stand here for my colleagues, Alice Turkel, Marc McGovern, and Fred Fanini, in support of having a wonderful new school building, which we urgently need. We wish we could have it there and in place now instead of what it is probably two years from now.

I have followed the process of the planning of this building. And I must say, I heard many objections from the public in the beginning, and the process that the architects and the City administration the followed has incorporated many of the -- has responded to much of what they heard from the neighbors. I am looking forward to hearing what the neighbors say, but I do hear this respect for the sense of scale and what the building looks like.

I also am a proponent of the netzeroing, you could say, of this building. This is an opportunity for the City to lead in energy

efficiency and to demonstrate what the best possible practice is for buildings in the future.

I am sure you all know that we are in a desperate state in terms of carbon emissions around the world, and we have to do all we can to decrease those emissions. One way this city has made a difference in the past 10 years is by modeling the very best behavior and the very best standards. And this is another opportunity, with the cooperation of this architect and the team that really knows this territory.

So I am very impressed and very proud to be here in support of this billing, and urge you to view it most favorably.

Thank you very much.

HUGH RUSSELL: Thank you.

The next speaker is Marc McGovern.

MARC MCGOVERN: Hello. Thank you for having me here tonight. I am Marc McGovern. I am a member of the Cambridge School Committee,

but I am also a Riverside resident. I grew up at 15 Present Street, still live there. In fact, if you look out this window, you can wave to my kids.

The King School is my neighborhood school. It is quite possibly the school where my two-and-a-half-year-old twins will attend in a couple of years. So this is something that is important to me, both as someone who has grown up here and whose family has been here for close to 100 years, as well as a school committee member.

I am excited that we are having this conversation because I also work in the field of education with many school districts around Massachusetts. And to be having a conversation about building a new building, and with two other buildings in the queue, is something that is not happening in other communities. And it just shows this city's commitment to education and to the youth of this city. I think it is something

that we should all be proud of.

We can certainly spend a lot of time debating heights and trees and this should go here and that should go there. But the overall picture, the fact that we can do this, and that we can actually give our kids the type of facility that they deserve, is something I think is wonderful about this city.

I would say that this is long overdue. When we looked, I was a strong supporter of the innovation agenda which restructured our schools. A key component of that is the facilities, giving these upper schools and the elementary schools that will share that space the facilities that they need to meet, not only the academic expectations that we have, but also the social expectations that we have. And so moving forward with this, and then subsequently the other buildings when those come before us is very important for fulfilling the vision that we had.

We took a very controversial vote in moving towards restructuring our schools. But at this point, it is now out of the School Committee's hands and it is in your hands and the hands of the City. And I hope that you will join us in our effort to bring social justice and academic excellence to all the students of Cambridge. And certainly, the students of the King School deserve that facility and that opportunity as much as anyone else, and I hope that you will support this moving forward.

Thank you.

HUGH RUSSELL: Thank you.

Alice Turkel?

ALICE TURKEL: Hi. I just want to agree with what my colleagues have said, especially the statements about it being a green building. And we should take pride it is in Cambridge, and Mr. McGovern about saying it was a controversial vote.

I did vote against this restructuring, but we are in it now. And it is really critical that we get this building to make this work. Right now, I think a lot of people would say that our high school is sort of the jewel of the crown of the Cambridge Public Schools.

And if you look at our enrollment -- I am one of the cochairs, with Mr. Fantini, of the control choice subcommittee of the School Committee. And what you see is, as our schools move from junior kindergarten to eighth grade, we reduce in numbers of children and we become a school system where a higher percentage of children qualify for free or reduced lunch. And then when high school happens, we see an influx of students again.

And what we need to do is make this innovation agenda really work. We need to have our upper schools be just as attractive as our lowest grades and our high school. And the key

to that, of course, is really what happens educationally, but the buildings don't hurt. And in fact, the buildings can hurt, when they are in bad repair.

And not only is it critical for this particular upper school to get this building as soon as we can -- and by the way, the triad that this building will serve right now has the highest percentage of low income children in it. So it will change, I think, the perception of that triad and draw on a more mixed group of people.

It is also really important because it is the first one and will be the flagship. But another reason this is important is because of its location. This, of the four proposed upper schools, this one is in the center of the city. And that is going to be visible in a special way, partly -- again, because of being the controlled choice cochair, we right now have not enough

classrooms and schools on the west side of town in proportion to the number of children who live there.

We have many more options on the east side of town. This is on the east side, but it is towards the west. It is in the middle of town. And we really think that bringing this building in and bringing it in quickly will help not only everything my colleagues have said, but also really aid in something that I care deeply about, and I think my colleagues do, which is having an integrated school system.

And I think it is really important that we are not having less children in upper grades because people are leaving the city and then coming back for high school. It is important that those middle schools be able to strengthen our school system. And you are now in a position to really help us do that.

So as my colleague said, yes, we can talk

about heights and details and where the plantings should go and all of those things, and they really matter a lot. But what really matters is keeping this project on schedule and getting it done.

Thank you all.

HUGH RUSSELL: Thank you.

The next speaker is Lawrence Adkins.

LAWRENCE ADKINS: My name is Lawrence Adkins. I live at 45 Hays Street, lifelong resident of Cambridge.

I am not going to spend my time up here with the controversies. I am here because, as an abutter, we are looking for a right school, a right building, nothing done in haste, everything done in future, and with recognition that it is in a neighborhood that has, for since 1969, been waiting for the arrival of the new Dr. Martin Luther King Junior School. We have not gotten it. We are still in the process of talking about

it.

We have before us a plan that some of us have attended well. There are some things, even tonight, that are not clear, particularly like the skin of the building.

We definitely don't want the fort skin. As it has been explained to me, that is what the cover of the school currently is, the fort, all the big blocks and one big mass of color. The shading, whatever way that they are demonstrating in these field structures.

I really suggest that all these things be presented so that we can see what they are before we agree to them. I am not talking against this project; I am talking in favor of the project. The last thing I want to do, for the third time, is have a project go up, tentatively be occupied, to have first the staff say how bad the building is, and then right there, not far behind, the children say how bad it is, both at the

kindergarten level and our higher level. Two often these buildings go up and we find out the ills too late.

Comments about decay, a building in this city has no business decaying if it is provided the correct maintenance. And for that building to have so much youth in it, as far as being time built and then have the level of decay to it can only be the fault of maintenance. There is nothing else.

I am in that business. Decay comes from -- you are in that business, so you know what makes decay. Living not more than a half a block away, if there is an element up there decaying the building, then it should make our house go down even faster.

So I strongly suggest tonight the plan that is being presented, the skins of it, let's see what it looks like. The shading of it, let's see what it looks like.

I am not looking to repeat this again. It is being mentioned that the building is going to take two years to build. I think it is going to be four.

I have to speak because this building is a re-re-done. I have lived there all my life. I was a graduate from the Hope School class of 1969, when the building, 100 Putnam Ave., was committed to Dr. Martin Luther King, Jr., whose life was taken for all of us. And that is what that building was to represent: A life of future education for every pupil in the City of Cambridge, not just the coast or, currently known as, the Riverside. It was to serve the City community as a whole. And unfortunately, it has not provided that.

Again, it is the same requirement. If you want right out of a building, you provide it that way. You want best out of a building, you maintain it that way.

HUGH RUSSELL: Thank you very much.

LAWRENCE ADKINS: Excuse me, sir. May I finish? I am only asking the same respect that I watched all of those so far. And I only have a very short statement, and I will be done.

HUGH RUSSELL: Okay.

LAWRENCE ADKINS: Too often, these assemblies happen, and I watch each time they come down the path. We all sit quietly and be told everything. But yet still, when the building goes through its increments, those are the components that were not known of. And I want this project to be the best that it is, and right.

And when it is finished, I don't want any more tiers to be added onto it, which I am not seeing in anything being presented. Sixty-five feet anywhere means when this project is done, that is it. I don't want to see another tier going up to meet the maximum of 65 feet.

So when you are done with this building, place a invisible barrier around it. It can't go up. And I know neighbors won't mind if some of it comes down, but the fact about going up should be closed. Because those are of us who live there, this is definitely going to have an impact on our life. And the length of time to finish this is certainly going to have the continuous impact. So four years is what I am looking at, and I want four years of the right project to finish.

Thank you.

HUGH RUSSELL: Thank you.

Fred Fantini?

FRED FANTINI: Thank you very much,
Mr. Chairman and the Board.

I actually am in favor of the project. Obviously, I was the cochair of the buildings committee with Nancy Tauber, and we recommended three schools to renovate. This was the first.

And we felt that this neighborhood was long overdue for a first class building.

And I will tell you, I had perfect attendance at every meeting. I felt it was important for me to go. I was very concerned that, when I come here and testify before you, you are hearing it from a person that has attended every single meeting regarding this process.

And I saw the architectural process. I saw them struggle with decisions, very difficult decisions. I saw them be refreshing in their openness to listen to issues, their creativity in resolving the issues, some at first that I didn't agree with, but I respected their process. I respected the process by Mr. Rossi and the City manager, who are very experienced in these designs, and who helped resolve issues that may have caused problems.

And so all in all, I am very excited

about this project. It is a great school for that neighborhood. It is consistent with the promise that the School Committee made regarding this innovation agenda. It is a very important part of the capital plan to support our children.

I look at this new design as futuristic in design. It is really exciting. I was glad I played an important part of it. And now, I hope that all of you will endorse this and let us move forward the two other renovations or redos that we have to do.

Thank you.

HUGH RUSSELL: Thank you.

Does anyone else wish to speak?

I should -- maybe I am tardy in saying that we do have a three-minute general time limit. I find it difficult to impose that on public servants.

JEFF SNYDER: Hello. My name is Jeff Snyder, 109 Kinnaird Street. I have attended

every planning meeting.

My statement is about the proposed Kinnaird Street basketball court. Several residents have living spaces that are exactly near or nearly near the proposed basketball court. Mine is one. We have gathered signatures from the group and the larger neighborhood. Most agree with the bedroom window problem and the streetscape idea or both. We have around 170 signatures regarding this across various documents.

Streetscape, the Kinnaird side of MLK is a long-neglected streetscape. You have to see it to believe it. A large, high mass, high concrete wall with an asphalt ground, which never worked as the play area that it was intended to be. The area instead over time became a parking area accessed by cars driving on the sidewalk.

Needless to say, we were thrilled when Perkins presented a series of plans up through

October creating streetscapes of play areas and green areas. Unfortunately, the current plan takes precedence and replaces it with concrete and 10-foot fencing. In talking to our neighbors, worries of basketballs and windows, it turns out that this block of pleasant and playful streetscape is a very big issue.

Bedroom windows. Excerpts from our circulated letter: We the undersigned are against the full-court basketball as designed in the latest MLK plan. We ask the court be pushed away from adjoining bedroom windows and living areas. There is room to do this. The direct adjoiners who suffer the most from the steady bounce by day and the midnight hijinks of weekend and summer nights, what is it about a concrete slab surrounded by 10-foot fencing that encourages midnight hijinks, we don't know; but we have lived near enough for long enough to know the concrete and fence attracts late-night

troubles, fireworks, broken bottles, mischief.

Not fun, when it is under your bedroom window.

The direct adjoiners are the ones forced by the design to become midnight callers to the police. Our point is, that a design that results in a solution of just calling the police, and often repeated by me at the last meeting, is a design that should be improved.

We also argue that full-court ball isn't a be-all. I am a teacher. I have monitored countless recesses. Kids love being out. They love play. A full court simply isn't the only way to kids. Full court ball is even a bit space limiting, since it is a five-on-five case. The design needs to accommodate activity for a few hundred students. There are two basketball spaces already in the building. Outdoor courts are within a couple minutes' walk. And we the neighbors desire another use of the nearby windows on Kinnaird Street.

What is certain from the community meetings, a common theme throughout, is that a full outdoor court consistently makes adjoining neighbors unhappy, the ones with bedroom windows right on or nearly on the court. Is not just the latest adjoiners unhappy; it is just consistently whoever abuts the court who is unhappy.

To finish, I would like to say the Cambridge schools are generally careful about keeping courts away from residences. MLK will be rare in placing a full court so close to so many residences.

Two other schools have full courts very close to residences. That is the Fletcher and the Amigos. But nine schools have much friendlier court designs, either by number of hoops or by placement, or by using nearby courts. Four schools have hoops well removed from residences. Four schools are in tight spaces, but mitigate by having just one hoop or using

temporary rolling hoops. And one school has a tight space and a full court, but it is in a courtyard, and so away from residences.

So we respectfully ask that MLK be redesigned to join the neighborhood-friendly nine schools as concerns the full court. As mentioned, we have in the area of about 170 signatures in support of the idea. And to anyone in the audience willing to support us, please let us know. We would be glad to take more signatures.

Thank you.

HUGH RUSSELL: Thank you very much.

JEFF SNYDER: What should we do with these signatures?

LIZA PADEN: I will take them.

HUGH RUSSELL: That is actually an interesting question, though, that we will have to address.

The next name is Olga Pelenski.

OLGA PELENSKI: Thank you very much for your time. I know there are a lot of interests and concerns, and it is a very exciting project.

HUGH RUSSELL: Can you give your name and address, please, and spell your name?

OLGA PELENSKI: Yes. Sorry. Olga Pelenski, P-E-L-E-N-S-K-I, at 108 Kinnaird Street.

I just wanted again to emphasize that there has been, from the beginning, a concern with the Kinnaird Street side of the Martin Luther King School design, and we were promised that those concerns would be addressed.

They were addressed, in fact. Many of them were addressed in the October plan that was presented to residents. The Kinnaird Street side residents were happy with the green spaces, the welcoming green spaces that were restored in the new plan that had been historically there, had been lost along the way.

We were told to go up to the landscape artist, put feedback as far as whether we wanted flowering trees, shrubs, flowers. The sprout garden was promised there for the schoolchildren, for the community.

And in February, after attending quite a few meetings since the spring, we were surprised to see that the Kinnaird Street side issues had dropped away and were no longer being addressed in the Martin Luther King, the new design plan. That included, as Jeffrey Snyder mentioned, the full basketball court on Kinnaird Street, the restoration of welcoming green spaces for schoolchildren and the community, rather than a high fence, and a concrete slab, and also parking.

Because Kinnaird Street is being looked at as a main thoroughfare for the school in the new plan. And that raises issues of exhaust, of air pollution. Residents that I spoke to, for

example, at 81 Kinnaird Street, mentioned they have seen oversized vehicles trying to turn onto Kinnaird hitting parked cars, blocking traffic while they were trying to make the turn. So that is also an issue.

If you can bear with me, I would like to read some of the numbers of the residents that are represented in the petition letters that have been presented to you with signatures. These by no means are all, but these are just a quick sample, because I know we don't have time to do that. These are all residents that are residents who are raising concerns with the new Martin Luther King design plan on Kinnaird Street.

81 Kinnaird; 82 Kinnaird; 89 Kinnaird;
94 Kinnaird; 98 Kinnaird; 97 to 99 Kinnaird;
108 Kinnaird; 108-1/2 Kinnaird; 112 Kinnaird;
118 Kinnaird; 182 Kinnaird; 514 Franklin;
534 Franklin; 582 Franklin; 32 Jay Street,
which -- 33 Jay Street and 32 are very close.

They are, in fact, the triple decker looking directly on the new plan.

560 Franklin; 488 Franklin; 810 Franklin; 62 Putnam.

We have quite a few, as Jeff Snyder mentioned, we have dozens and dozens and dozens of signatures that oppose this plan and ask respectfully that the design team, who I know have their hands full listening to different concerns, to revisit that plan.

We did ask for a meeting after February, and we did meet with the design team; but we would ask that those issues be addressed, because they have not.

So thank you very much for your time in this, and for listening.

HUGH RUSSELL: Thank you.

Who else would like to speak? Please come forward.

SAUNDRA GRAHAM: My name is Sandra

Graham, and I live at 189 Western Avenue. I am a lifelong resident of Cambridge. I lived in Riverside just about all of my life. I went to the Hoten School [phonetic]. My children went to the new Martin Luther King School. And I still live in Riverside.

I am very interested in this school because when my kids went to school, that school should have never been accepted. There was always problems at the Martin Luther King School. And this was when the kids were housed in the trailers down at Corporal Burns, and then they -- the School Committee, not the members, here, but the School Committee, acted quickly to take the school back. And they should have never done that. The heating system was no good, and there was a lot of problems with the school.

I have been going to these meetings. I haven't been to all of them, but I have been to most of them. And I have been listening to some

of the complaints. Some of them are worthwhile listening to. Kinnaird Street has real issues. I think what the architect tried to do is to work with them to kind of solve their problems.

The issue of the basketball court, that court needs to remain as a full court. The only kids that really use that court are 13 and younger or 14 and younger.

The other court, if you go to Corporal Burns court, nothing but Harvard students are there all of the time. You go to Hoyt Field, you see they are 17, 18 years old. There is really no place for these 13, 14-year-old kids to play.

Now I don't know what this petition is, and we have never been asked to sign it. So I am sure they took the petition where they know that they could get the signatures. You can go over to Franklin Street; that is quite a ways away. 62 Putnam is quite a ways away. Jay Street is quite a ways away. So I don't understand why

this petition went out and we didn't know about it.

I go there in the summer with my grandchildren almost every single night. I see none of these people at their playground. None. And I believe that the kids leave the playground and the basketball court about nine o'clock, if that late, because their parents come to get them when it gets dark. So I don't understand what the problem is with the basketball court is.

There is a new development that happened, tore down an old house, build condominiums. He is trying to sell them. He doesn't want a basketball court there. Well, we can't provide for people that we don't know. They don't live there. And so why should the community be chastised because of the new people who are coming into the city who don't know anything about the city.

I think we went through a tremendous

process in trying to understand how this building gets built, what is the size of the building, what is going on in the building. And I think the architect did a very good job. I support this project. I think it is a good project.

And I think the basketball court needs to remain. The School Committee came and told us that the full basketball court is part of their curriculum, and so it needs to be implemented.

Now I am sure I could go out and get a petition and have 170 people sign it. But where am I going? I am going all the way to Callender Street, Hews Street, Dodge Street, all of them streets around there that the school does really not impact. So I would say that doing a petition with people that you know might be opposed to a basketball court is not fair. I mean, you can do that all you want. I could go out and get a petition and probably get 300 signatures. But I am not going to do that, because I feel that the

basketball court needs to remain for the youth in our community.

And we put them out of the parks, where are they going to go? Out to the street, causing problems? Those kids don't cause problems. I don't believe any police or any officers have been in that park. Because I am there. I am there with my grandchildren. And I know that the police have not been called to that park. And we have a full basketball court right now, and the police have never been called to that court. So I would hope that you would consider the needs of the children and not allow these newcomers who come into the city and decide they don't want the basketball courts. Well, I don't think that is fair at all.

So I just would like to say that we have been through some changes. We are not completely going through changes. Some of us don't like masonry skin. So we will work through that. I

think it is workable. So I would hope that the Planning Board would take into consideration, one, the full curriculum of the school department, and, two, the children who need a basketball court in the area.

Thank you.

HUGH RUSSELL: Thank you.

Does anyone else wish to speak?

SHEILA HEADLEY: Good evening. My name is Sheila Headley, and I live directly across the street from the Martin Luther King School. I went to the Hoten School. I went to the Martin Luther King School.

I have dealt with a lot of things in the community around the school, but I knew the school was there when I came, and it is still there. It is not going anywhere. I dealt with parking in my driveway, lots of issues. But it happens when school is in. I have the weekends to myself. I have the evenings to myself.

I am tired of looking at the concrete structure that currently sits there, along with Peabody Terrace. So the both of them together is a nightmare. So if we can beautify the school, look at something nicer, it may help us to remain living in a community that we love and like to look at.

So I am with the City and beautifying the school and making it nicer. And again, ditto to people, what they have said about they put it up fast, it is falling down fast. Let's not do that again.

I did have issues around shadowing and things of that nature, but it seems like it has all been confined now.

And as for the park, I do have nieces and nephews that go to the park. A lot of the parks -- like they said, Corporal Burns -- the students, the Harvard students, have taken over a lot of the outside parks. And these little

community kids are bullied out of the park, not intentionally, but, you know, the people are too big or they are too many in numbers. So they come to these little quaint parks and they enjoy themselves and they meet their cousins.

Things of that nature need to continue. We don't have a community of people that come out and say things to people anymore, the village of raising the children. You can come out. You can say things to these children. These children are not fresh. They are not bad.

If you want to be a community, you want to live near a school, you should come out and address the children. Be kind to them. Speak to their parents. Those things help. But if you just walk away and complain about them, they are just looking at you as the bad neighbor, just like you are looking at them as the bad child.

So I agree in keeping in the park, keeping a basketball court for their exercise and

the other play issues that are going on. I do have a concern with what the skin of the school may look like, but I believe we will deal with that down the line.

And the process has been great. I have been at every meeting. My attendance is 100 percent. And I am here tonight just to say that I do wish for the school to move forward, for the City to move forward in getting it done and getting it over with. Thank you.

HUGH RUSSELL: Thank you.

Does anyone else wish to speak?

(Pause.)

(No voices heard.)

HUGH RUSSELL: I don't see anyone. Oh, sorry.

OLITA CANE: Good evening, neighbors. I have just one question. My name is Olita Cane. I live at 32 Kinnaird Street.

My question is this: There is a

beautiful playground at the King School that my grandson plays at, and he has met a lot of the children in the neighborhood there. He doesn't go to school here, but he has met a lot of the children there and enjoyed playing with them and they with him.

And now that playground, with all of that beautiful expensive equipment, is all blocked off. No one can play there. Nothing is happening there. The whole place is guarded with a fence.

And we wonder, one, where will that playground equipment go? Where will the playground be? It doesn't seem to have a playground particularly planned, other than the basketball court and a little bit of a playground for the preschool.

And I am wondering, if it is a neighborhood resource as well as a school, where will our playground be?

HUGH RUSSELL: Thank you.

OLITA CANE: Thank you.

HUGH RUSSELL: Is there anyone else who wishes to speak? Go ahead.

JUDITH POLGAR: Hi. My name is Judith Polgar. I live at 118 Kinnaird Street.

I haven't been to many of the meetings. My husband has been. It seems to be a thoughtful process. I am in favor of the new school and support everything that is going on.

My question is the basketball court. We are directly across the street from what will be a full-size court. And how do you keep the space for 13-year olds when some older guys want to come along and have pick-up games late into the evening? My concern is, who is going to control that? I am all in favor of the kids in the neighborhood having a place to play basketball. But who is going to control what goes on after dark, after they leave, and how can the

neighborhood control that?

HUGH RUSSELL: Thank you.

Next, please.

ELAINE THORNE: I am Elaine Thorne. I live at 40 Hayes Street in Cambridge.

I am an immediate abutter to the school now. I live next to the playground that exists for the smaller children and abutting the basketball court. I actually live on a site there was a full basketball court with two full hoops. It was removed for houses, and it was replaced in the school yard that currently exists now.

I am out there on Saturdays, cleaning the playground and the basketball court. We need the basketball court. It is probably a better location on Kinnaird Street because it is visible from the main street. All you have to do is, if there is a problem, call the police.

The school that we are going to get is a

great school. We are waiting for it. We support it. We have been to the meetings. We have had questions; we have had them addressed. We are still dealing with some additional questions. We will continue to understand what the facade of the building looks like. We will continue to understand how the open space interacts with the community in the back of the school with access with dropoff points.

We have lived in this neighborhood for 60-plus years, and our family has lived there longer. We are waiting for the school. We approve of the process. We have worked with them. They have listened to everything we said.

I would hate to see this basketball court be removed. They are correct; the Corporal Burns playground is used by much older children, and the Hoyt Field also. Kids use this playground in the early evenings. And I am not going to tell you that there hasn't been an issue maybe in the

park. But it is immediately addressed by the neighbors that sit on the street in the evenings during the summer months and can call the police. We know the police that walk the beat. We know the police that come in the cars, if necessary. There is the call box. I don't think that call box ever gets used, because we are neighbors there.

We want this building. We want it built as quickly, efficiently, and as right as possible. And we will continue to work with the architect and the City to get the best building we can have there.

And I think the basketball court should remain on Kinnaird Street. And as Ms. Graham said, we will get petitions as well to support it.

So I hope you will take our consideration under advisement and do the best for us. Thank you.

HUGH RUSSELL: Thank you.

Anyone else wish to speak?

(No voices heard.)

HUGH RUSSELL: With that, we are going to move on to the Board discussing and asking questions.

I would actually like to start out with asking Mr. Pears to discuss the basketball court. And one thing I am interested in is to know what sort of lighting is being proposed, at what levels, and at what times. That has something to do with how it gets used.

MR. PEARS: So we looked at many, many, many different locations for the basketball court. If you go back to the previous one, the basketball court is currently in the back corner of the site. And in the proposed, we are proposing moving it here.

The main reason that we looked at so many options is because the concern about it being on

Kinnaird was expressed many times at many meetings. And so we got our landscape architect, who is in the room, Bill Brown, to do multiple site designs. And one of them that was referred to had a basketball court in this back corner, and that is what the neighbors are referring to, that they saw a plan, and the plan was changed.

What I was careful to do with all of the meetings is to say, "We are having many, many, many meetings, and the design is going to change many, many, times. And therefore, each meeting we have, we cannot promise that what we are going to show you tonight will never change, because then we wouldn't need to have a second and a third and a fourth and a fifth and a sixth."

So one of the meetings earlier on definitely had the City Sprouts program in this location and a bit of a running around play area. What we found is that we could not create -- if we put the basketball court here, we could not

create geometrically a field that could actually be used for soccer. It just doesn't fit.

So what we decided then was that it was more important to be able to give the running field, rather than dividing this up into a very long, narrow space, we put the basketball court there.

So what we did in deference to the concerns of the neighborhood was to actually widen the street for parking. That moved the sidewalk back by 7 feet. Widen the actual sidewalk to 11 or 12 feet. And then provide a planting area -- and Bill will tell me -- it is 10 feet approximately, 8 or 10 feet. In that planting area, there is a series of deciduous and evergreen trees, the evergreen to create winter screening, and the deciduous to create the beauty that I have heard about that once existed in that location.

So we have basically created a scenario

that the fence itself, which occurs on that side and that side, doesn't occur here, because there is adequate fence there, and no danger of balls going over it. So what we have done in essence is used the vegetation as a screening for the fencing.

Besides a space issue, the other issue was that, if there are concerns about after-hours use of the court in a way that did not satisfy the neighbors, that we felt that this was a very easily visible route, as opposed to tucked into the back of the school, which is much harder to get to or see, and that it is much less likely that nefarious activities would occur in full view of the street and more visible from front yards than from backyards.

As far as light is concerned, we have not reached the point where we have worked with the school in terms of the houses. There have been general discussions about the fact that it would

not be a lit court, and so that, once the light was no longer available just from the natural lighting, that nobody would be able to play there anymore.

We have had conversations about the fact, even to the level that there is one streetlight quite close by here. And the way that it faces, which is mainly onto the street and with the trees there, it is very unlikely to be able to produce enough light for anybody to actually play basketball there. But it is an ongoing design thing, of streetlights and screening of streetlights.

HUGH RUSSELL: There is one other question. Is the court surface at the same level as the street, or is it above or below it?

MR. PEARS: The court surface, because of the fact that Kinnaird slopes upwards towards the corner, there is a slight grade change within this area. So this is the highest part of the

site. This is a little bit lower and, in each case, contiguous with the slope of the street.

Same with this. This is contiguous over here. And this, at one end, is close to flush with the street. And at the far end, because there is enough length over there, it probably drops by a foot or a foot and a half; you actually have to come up a little slope over there.

And we have got a bollard, carefully positioned, that is removable, so that maintenance vehicles can actually get in to control and plow and things like that. But it is approximately flush with the street, but a little bit higher on one corner.

HUGH RUSSELL: I was just -- the Longfellow court is like six feet below the Street, and it is a different kind of a situation.

Here, it is more or less at street level.

And through the plantings, you have this ability to see what is going on.

RICHARD ROSSI: If I may, Mr. Chair?

HUGH RUSSELL: Mr. Rossi, yes.

RICHARD ROSSI: Typically, we post the house of the playground facilities. And the schools, the recreation department, and the police all get to review the design, and they all work together on this.

I mean, we have situations in the city -- one that comes to my mind is the Baldwin School, where essentially the basketball court and the house next door are probably as far as I am from the wall. And I think that over the years, we have learned how to manage these things effectively, how to make the neighbors' lives good and quiet lives, and not ruin the effect on the neighborhood.

So I am convinced that this will be successful and it will work as we plan it to

work, and it will be an amenity for both the school and the neighborhood.

HUGH RUSSELL: Thank you.

Any other questions on this subject?

H. THEODORE COHEN: I just wanted to know, is the existing basketball court, or what was the existing basketball court lit?

MEMBERS OF THE PUBLIC: No.

STEVEN COHEN: Mr. Chair, I have a question for you. I have just a procedural question.

Before us tonight is an application, special permits for FAR and height. And some of the issues that we have heard tonight are in the nature of a design review, and perhaps even operational issues.

Being a new member of this Board, I would like to direct the question to you. And that is, to what extent does the Board provide a design review in the context of a special permit such as

this?

And if I could just mention one other follow-up question, which would be directed more at the applicant. Ordinarily, I think that the Planning Board should take a strong position in asserting its own independent judgment and review of such matters; but one must be cognizant of the tremendous process that has preceded the presentation tonight. And I think it would be appropriate to grant some due deference to that process. But I also hear that there are certain unresolved issues in the skin and perhaps other elements.

And so my question to the applicant is, to what extent are there still unresolved issues here? To what extent is this design still evolving? May it continue to evolve after this hearing? And to what extent is there ongoing process with the neighborhood, so neighbors can be aware of and participate and contribute to the

continued resolution of those issues?

RICHARD ROSSI: So we continue to operate in the neighborhood process, if we are granted the relief that we seek tonight, and the permit. We will continue to talk to the community, the school community neighborhood, the abutters. It does not end with tonight's meeting.

And we will, obviously, as we have done right up to today, we will continue to seek sort of design review input from the community development staff who work with the Planning Board, because I think that helps interpret for us some of the wishes that you may be asking us to consider.

So this is an ongoing process that will not end tonight. I foresee unfortunately many, many more meetings.

STEVEN COHEN: But it may end tonight or could end tonight, as far as this Board is concerned. So I am wondering to what extent

there are open issues, issues that we are seeing and hearing about tonight, that in fact, aren't finished, and are still subject to change.

MARK BOYS WATSON: My understanding of the design you are looking at is that we have been going through a process, obviously, of repeatedly consulting with neighbors and abutters and the surrounding community and the school community, and a huge amount of information is in the design.

We have also been going through a pricing process. I think John has been going through a pricing process. So there is a huge amount of information. And we think that the design is basically set. We have got the pricing under control for the building.

So what we are here with, and showed you tonight, is the design of the building. So the issues that are on going and that we would seek community development's further input with as it

is coming down to is, as John described, the precise definition of how that skin is made. I think John was up in Canada yesterday or the day before, just sort of trying to define cost-effective and beautiful ways of hanging that masonry skin on the building and things like that. So there are things that are unknown.

But what you have been shown accurately depicts the size, height, shape, and bulk of this building. An enormous amount of effort went into that, into making the traffic and circulation pattern for this school both highly similar to the existing condition, but in every respect improving upon it.

So I think in terms of traffic, circulation -- and you will see that the traffic plan was fully supported by the City's traffic department -- the size and bulk of the building, the height of the building, really we are three-quarters of the way through the design

development. So a lot of the kind of shape, the neighbors can be confident that we have described the extent of the building to them. So I just am saying the size the shape of the building is defined; the skin, maybe not. Sorry.

HUGH RUSSELL: So we are at this point, this is the first time we have been called upon to grant a permit of this sort. We are feeling our way. We are feeling our way in this process. And so we have several basic principles that we think about.

One is deference to other boards and processes that are going forward in the city, which would lead us to give a lot of weight to the proposal that is before us, because it has been through a lot of processes.

At the same time, we also have a paragraph in chapter 554.2 which gives us guidance as to how we should be evaluating this, and what in particular we should be looking at.

So it says that we use the general special permit criteria, that list of five things, the urban design guidelines of 1930, and we have to make a determination that the proposed changes to the lot have been designed to minimize or mitigate advance impacts on neighboring residential properties.

And then it goes on to say we should be considering the arrangement of building height and bulk within the lot; access and egress for pedestrians, bicycles, and motor vehicles, including pickup and dropoff areas; location and screening of functions such as parking, loading, trash handling, mechanical equipment; and the current impact on existing buildings and patterns of use on the site.

So it is a little hard to try to make sense of those two things. Because if you go into the urban design criteria, there are dozens of things we pay attention to.

I think where I come down on this -- I think what we should be doing is looking at the larger scale issue, and identifying the smaller scale issues, as I understand, that need to be further worked on within the process.

I thought Mr. Rossi's reference to the continuing design review by the community development department was very important, because that is usually a condition, and we don't need to condition that, because it is already going on.

So I think what we should be doing here is looking at that last list I just read, and then commenting. And I think we have to find that all of those things are fundamentally right. And frankly, I don't have difficulty doing that.

And then I have a couple of things I would like to see studied some more, and then we will have to, in our discussions, decide which other things are things that have to happen

before we vote, or are there things that can happen after we vote, through the continuing design process.

Is that clear?

STEVEN COHEN: Yes, fair enough.

HUGH RUSSELL: So I will take the chair's prerogative to put my issue on the table, which is the Putnam Avenue -- the appearance of the building on Putnam Avenue, which is -- if you could get one of those perspectives up, that would be helpful. Yes, exactly.

So I am concerned that there are very few windows that face Putnam Avenue, that if you walk down Putnam Avenue, you really can't see what is going on in the school.

And because of the stair tower that is a windowless stair tower, it is sort of forbidding from that direction. Every other direction, it is lively; there is all kinds of activity. And I think you ought to consider perhaps pedestrian

eye view along Putnam Avenue, maybe adding new windows that would allow people who were walking by to see what is happening inside the classrooms on the first floor.

I guess I would also comment that, for the last 42 years I have lived next door to the Longfellow building, and I have of course walked past it many, many times when school is in session.

And it is interesting to look. You know, you are 20 or 30 feet away. You are not really interfering with the teaching process, but you see what is going on. You see dialogue. You see things happening. And that I think makes it is a better kind of neighbor to have.

MR. PEARS: May I make a quick comment on that? I don't know if you know the Mass. College of Pharmacy building on Longwood Ave. But when Mayor Menino opened it, he said, "This is the first building I have seen on Longwood Avenue

that has windows to the street." And he said, "Not only that, but you can see all the science experiments going on and the people in the white coats. I like this building."

And that was one of my designs, so I definitely fully comprehend what you are referring to.

But this is a net zero energy building. One of the reasons that we are actually taking the other buildings out is the orientation is incorrect. It had a fundamental flaw. It was facing east and west. East and west, as you know, are incredibly difficult to control light. And most of the time, all of the blinds were closed in the existing building because of the extreme east and west light.

So what we did was incredible gymnastics to get all the classrooms to face north and south. And on the south, we can control those with the sun shades. And on the north, we don't

have any issue.

So when designing classroom, we also have teaching walls. And these are teaching walls that basically get light in from the corridor on one side and from the outside on the other side. And actually, the few windows we positioned there are very carefully positioned to balance the light and not cause glare within the classroom. So we intentionally created a scenario where we put these break-out spaces where kids can actually come out and sit on the floor and do classes outside of the classrooms. And we intentionally in the plan made sure that we could get those to occur in that location.

The reason was so that we could introduce these bays with glass. And the intentional reason of putting the stair there was to be able to introduce a new material that may have more glass in it and, in the final design, what the anticipation is that there will be a filigree of

C&C cut patterns that represent nature, and the light will dapple through.

So I think that the building definitely is not filled with windows along that edge the way it is on other sides. But instead, what the notion is -- and I am trying to find a -- maybe the very first view at the beginning, the cover.

As you move up and down the street, there is a very brief period of time that you are able to stand directly opposite one or either of the wings and perceive the amount of what I will call white space, versus the amount of fenestration, and that always your view is changing, and that you always will see the inside faces of the courtyards and the other faces of the building.

So instead, what the idea is for us is to spend a lot of time very carefully creating these facades, using brick patterning that is derived from history, but is not reference -- it is referencing history, but it is not totally

derivative, but is something that through its texture, is something that will really enhance that facade.

And I think that we feel pretty comfortable with the fact that those breakout spaces really are very pure and glassy and very daylight. And with the inside cheeks of the building that you see from all locations, that overall, it will be successful.

If we did add windows, we would need to do something to them. So we would need to put shutters over them or some kind of screening or vertical fins in order to screen them.

HUGH RUSSELL: Which would defeat the purpose of being able to look into it.

MR. PEARS: Exactly right.

HUGH RUSSELL: Because you are looking in at sort of the same angle at the sun is looking in.

MR. PEARS: Exactly right.

MARK BOYS WATSON: There is also -- did you point out the little active teaching area outside?

MR. PEARS: Okay. So on the plan, maybe.

So in order to enliven the street, one thing is that we really did spend a fair bit of time looking at how to create a courtyard that was able to be accessed by members of the public as well as the school, and that had stairs. You might say, Hey, handicap access, steps are not a good thing.

But Bill has managed to seamlessly integrate, since this road slopes slightly down into the courtyard, a wheelchair ramp, without noticing you are on a ramp. And it provides six or seven risers that actually could be a place for kids to wait when they are getting picked up.

And then at this area over here, where we have the glass up above of the bay and the break-out space, we have actually created a

raised -- because the sidewalk is dropped a couple of feet by there -- a raised area that would have a masonry bottom and a stone top, and would be a little outdoor teaching area. So it will have a small fence around it as well, wrought iron or something, so that you really enliven that corner. And with the enlivening that is going on over here, I think that there is not large distances of flat facade.

HUGH RUSSELL: Well, I think one of Sert's associates was Joseph Zelesky. And he referred to color of the King School when it was first done as pumpkin Jello, which was not a term that he felt was a good thing.

But I think your rendering looks rather like pumpkin Jello. I think if you are thinking of this -- and I see and think the patterning of things don't show in a rendering. That makes me feel a lot better.

MR. PEARS: Agreed.

HUGH RUSSELL: Do other members have comments?

PAMELA WINTERS: I just have a few comments. First of all, I have a warm spot in my heart for this school, because I did my student teaching here in 1975. So this school is so much better than the one that I taught in in 1975. I am very impressed with it.

I was going to have questions about the skin and the skin color and so forth, but it seems like that is a work in progress.

I am also very happy that the city will benefit from the number of improvements, not only the school, but other things that are going on around the school: The pickup areas, the sidewalks, and a number of other improvements that were enumerated in Sue Clippinger's memo.

So I think that it is going to be a better school, I think it is going to improve the city, and I am really looking forward to it.

And I do think that the skin and the color is important, and I think that is something that really needs to be paid attention to. So those are the only comments that I have.

H. THEODORE COHEN: Thank you.

Could you just tell me, if you know, what is the height of the current school?

MR. PEARS: Can I give that, not against average grade, but against Putnam? Because I know that offhand.

The other thing, I would need to --

H. THEODORE COHEN: Yes, if I am standing on Putnam street.

MR. PEARS: If you are standing on Putnam, there are three stores, and it is 10-foot-6 floor to floor. So that would be 31-foot-6, plus a parapet. And then on the corner of the building closest to these neighbors, there is another projection, which is a mechanical room, that goes up above 10 feet on

top of that. And all the way along, there is a series of monitors that go up about another 8 or 9 feet.

H. THEODORE COHEN: Are the monitors what I think of as the white wells?

MR. PEARS: Exactly right. They project up like bays or like dormers up above the building.

So if you added up those dormers, then you are getting up to the height that is more in the kind of 40-foot-above-grade range.

H. THEODORE COHEN: Forty feet. Okay.

And the proposed building on Putnam Street?

MR. PEARS: On Putnam, is 14-foot floor to floor. So 14 times 3 is 42. Plus, it is out of the ground by about two and a half feet, so 44 and a half feet above Putnam.

H. THEODORE COHEN: So if I was looking up Putnam Street, the facade is about two feet

taller than the existing to the top of the projection, whatever they are?

MR. PEARS: Yes. It is higher than the monitors. I think it might be more like three or four feet.

H. THEODORE COHEN: And then it gets higher in the middle as we go further away?

MR. PEARS: Exactly right.

H. THEODORE COHEN: I know it is still something to be discussed, the playground equipment you did mention earlier. It is a quite spectacular playground there right now. Is it intended that that orange area 5 in the rear will have some sort of playground structure?

MR. PEARS: Yes, indeed. And other than one or two pieces that were deemed not as safe as others, I think the idea is to have very similar quality and design on equipment.

H. THEODORE COHEN: Okay. Those are really my only concerns.

I was concerned about the lack of windows on the Putnam Street side, because that seems to be one of the major flaws of the existing building. And I think you have explained it as well as you can, and it makes sense.

I also agree that walking around the building, you would see lots of windows in and out of the building. And the courtyard, I really think is really excellent to put into the building, and to break up the massing of it.

I do think that the material of the facade and especially the color are very important. I had never heard of pumpkin Jello before, but I hope this does not end up being pumpkin Jello.

I think those were my only comments.

HUGH RUSSELL: On the pumpkin Jello comment, the King School was under design in Sert's office when was working in Sert's office. I didn't work on it myself. I didn't actually

work on the project, but it was going on a couple of tables away from me.

But this is not my first contact with the school program on this site. My second year at the School of Design, we studied this site as a site for an elementary school. I must say, you have done a lot better than I did.

STEVEN WINTER: I won't talk about pumpkin Jello.

I will mention that Durgin Park has the only coffee Jello in the world. So if you go to Durgin Park, have the coffee Jello.

These are comments, and they may be a little uncoordinated, but they are all in good spirit.

I just want to confirm that the Department of Human Services space is targeted and confirmed, that they have a home, the after school and the preschool and all of the other spaces. Because there is sometimes a difficult

relationship between the school and the Department of Human Services programs, which are enormously valuable programs, as we all know.

I really like the dual entrance, one for the big and one for the little. I think that is so charming, and it is reminiscent of the old school, if I can, where we had a boys and girls side; and this is now our 21st century twist on that.

I would be concerned about the soundproofing for the mechanicals that are over near Kinnaird, only because I don't know what they are and what you have done. And I would just ask for the staff to make sure that they work with you, because those mechanicals are, you know, it is just a drip, drip, drip that gets to you after a while. So I would ask that that be looked at and confirmed that we are not above levels.

The processes here, you know, they are

just excellent on so many levels, and I want to point it out. The process that Mark Boise Watson is doing, the City process, the school committee process, the community development staff, the residents that come to these meetings. There is a level of excellence in all of these processes; and that is why this building looks so good and it is going to be so successful.

I want to only say about the basketball court issue that I do know for a fact that there are courts throughout the city -- the Baldwin School is one -- where they are not used after dark. And it just didn't come easy, but it happened. And the tot lot across the street from the Baldwin closes at 7:00. It is posted, and nobody goes in there after the sun goes down.

But it might be an interesting issue, just to keep the promise to the community that we will revisit it.

The arrangement of the building size and

bulk in the lot I think is very, very well done. And John, I liked your allegory of the clay. I think that is exactly what has happened here. I also want to say that the materials that you provided were some of the best materials that I have ever seen on the Planning Board, because it let me look at the footprint of the old building, the footprint of the new building, and let me see how much you had done with so much less footprint, and it is a really impressive educational institution.

I see the pedestrians, the bicycles, the motor vehicles, the bus parking, the safety issues that are now mitigated. I see the access and egress for pedestrians, buses and motor vehicles with the pickup, dropoff. I think all those have been mitigated and are clear and taken care of.

I particularly like the raised table on Putnam. Vehicles are going much too fast on

Putnam. They are commuters, and they are hurrying home, and that will slow them down. I think that is a good idea.

I think that we have located and screened the parking, the loading, the trash handling, and the other mechanicals. I think we solved that issue on Kinnaird.

And I also want to say, putting the parking in the basement underground is just brilliant. And that is what we do in Cambridge now. We do it every time. And I am astonished that you were able to do it here, so that is really terrific.

The safety issues, the continuing design review, those are all things that I have touched on.

And really, the way that I want to end my comments is by saying that I think we have a top-of-the-line, world class design for an education institution. I am really, really proud

of this piece of work.

So I just think that this is -- go straight ahead. The issues that are holding it back are smaller logistical issues, and those can be solved. I have faith in the executive office of the City of Cambridge, and I have faith in Mark Boyce Watson, and I have faith in the community development department. Those things can be cleared up. We can deal with that stuff.

STEVEN COHEN: I have a few comments to have, so I will be brief.

I think the existing building is an interesting piece of urban sculpture and certainly deserves a footnote in the history of modern architecture. I am glad I don't live next to it. I wouldn't want to be look at it every day. As I look at this in the design, if I were a neighbor, I would be a happy guy. I think is a good looking design.

As far as the specific items that we have

to rule on, first of all, FAR, it hasn't even come in our discussion today. I certainly have no concerns about the FAR which is being proposed.

The same with height. It complies with the guidelines of the zoning. I have absolutely no qualms with the height and the massing of the building.

There is a myriad of fine grain details in design, and, frankly, it is difficult for me to get my hands around all of those details. But as I mentioned earlier, the process today has been extensive and profound and has great integrity. And I have every reason and confidence that that process will continue to address those fine grain details.

And therefore, as far as this Planning Board's responsibility goes, and in terms of granting a special permit, I am satisfied at this point. And I mean, I think that the proposal and

the application deserve to be approved.

HUGH RUSSELL: Is there any other comments that members want to make?

Steve, would you like to put your last comment on the form of a motion?

STEVEN COHEN: Sure. I move that the proposal before the Planning Board be approved.

HUGH RUSSELL: Is there a second?

STEVEN WINTER: I second.

HUGH RUSSELL: Is there a discussion on the motion?

(No voices heard.)

HUGH RUSSELL: So I am now thinking about making -- I think you really covered the findings in your decision, the primary findings. You also reviewed the findings about the Chapter 19 issues as that have been submitted. Those seem to be correct findings of the facts in this situation.

Are there particular conditions that -- I don't remember seeing conditions in your letter.

SUE CLIPPINGER: No.

STEVEN WINTER: Request for waiver of fee also? I don't think if we have to.

HUGH RUSSELL: Waiver of the?

STEVEN WINTER: Of the special permit application.

HUGH RUSSELL: That is a separate matter, I guess. We can take -- I guess that could be part of the motion.

So there is a fee schedule that funds the activities of the CD department in regard to these things. And in this case, it means one department of the City pays money to another department of the City. So it is kind of silly. I would have no problem with a second of the amendment that we also waive the fee.

I think we are ready to vote. All those in favor of granting the special permit, please raise your hand.

Five members voting in favor. Thank you.

MARK BOISE WATSON: Thank you all very much.

HUGH RUSSELL: We will take a break and then come back for the next item on our agenda.

(Recess taken at 9:17 p.m.)

(Recess ended at 9:30 p.m.)

HUGH RUSSELL: We are going to open the hearing of Planning Board 278, 240 Sidney Street. We have a request to postpone the hearing until June 4th.

Is there any motion?

STEVEN WINTER: I move to postpone.

HUGH RUSSELL: We will move to adjourn the hearing until June 4th. Second?

PAMELA WINTERS: Second.

HUGH RUSSELL: Pam is the second.

All those in favor?

(Voices heard.)

HUGH RUSSELL: All are in favor. Five members, in all favor.

I think on the procedural matter, we can do it the 4th?

LIZA PADEN: Yes.

HUGH RUSSELL: Then the next question is, do we wish to give any Town Gown comments we might have to Liza and the staff for transmission to the institutions?

STEVEN WINTER: I would prefer to submit in writing, rather than to -- I would prefer just to put them on an e-mail and send them to Liza.

PAMELA WINTERS: Great.

HUGH RUSSELL: I don't have any I am prepared to give tonight, so I would request that everybody send an e-mail to Liza. She will then distribute them.

Or you can just reply all to what she sends us, and everybody gets them, so we know what is being said.

STEVEN WINTER: There will be a memo from Hugh; right?

HUGH RUSSELL: Then I think what will happen to the comments is that the staff will compile the comments and bring them back to the Board, and then we can officially act on it.

LIZA PADEN: So what I will do is, I will send an e-mail out to the Board entitled "Town Gown Comments," and collect them that way. And then we will put them together in a memo for approval at a future meeting.

HUGH RUSSELL: Yes.

LIZA PADEN: Okay.

H. THEODORE COHEN: Did we make any at the time that anybody kept track of?

LIZA PADEN: No.

HUGH RUSSELL: Okay. I think that is the end of our agenda, and we are adjourned.

Thank you.

(Whereupon, at 9:33 p.m., the hearing was adjourned.)

COMMONWEALTH OF MASSACHUSETTS

Suffolk, ss.

I, Megan M. Castro, a Notary Public in
and for the Commonwealth of Massachusetts, do
hereby certify:

That the hearing that is hereinbefore set
forth is a true record of the testimony given by
all persons involved.

IN WITNESS WHEREOF, I have hereunto set
my hand this 27th day of May, 2013.

Megan M. Castro
Shorthand Reporter

My Commission expires:

August 23, 2013

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