

HAMPTON TOWNSHIP UCC HEARING BOARD

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Hearing: Case Number 21-01, Hampton High School

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Verbatim record of hearing held at
Hampton Township Community Center
3101 McCully Road,
Allison Park, Pennsylvania
April 12, 2021

MEMBERS OF THE BOARD

- Dean Hess - Chairperson
- Jim Venture - Vice Chairperson
- Dan Nugent - Secretary
- Jeff Bauman - Member

ALSO PRESENT:

Amanda Gold-Lukas - Land Use Administrator

I N D E X

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No. 21-01
Hampton High School

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Speakers:

Michael Loughead

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Cassandra Renninger

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Chris Brown

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1 All in favor?

2 (All Board members present indicated in the
3 affirmative.)

4 CHAIRPERSON HESS: All right. Next, we have
5 election of Vice Chairperson. Do we have a motion?

6 MR. BAUMAN: I'd make a motion to nominate Jim
7 Venture.

8 MR. NUGENT: Second.

9 CHAIRPERSON HESS: We have a second.

10 All in favor?

11 (All Board members present indicated in the
12 affirmative.)

13 CHAIRPERSON HESS: All right. Next, we have
14 election of Secretary.

15 MR. VENTURE: I make a motion to nominate Mr. Dan
16 Nugent.

17 MR. BAUMAN: Second.

18 CHAIRPERSON HESS: We have a second.

19 All in favor?

20 (All Board members present indicated in the
21 affirmative.)

22 CHAIRPERSON HESS: Congratulations to you, folks.
23 That ends the election.

24 So, now we have decisions and hearings. Hearing
25 of Case Number 21-01, Hampton High School, 2929 McCully

1 Road.

2 If someone would like to come up and introduce
3 themselves in the microphone.

4 MR. BAUMAN: Before that, I just want to disclose
5 that I am the boy's middle school soccer coach at
6 Hampton. So, I am an independent contractor; and while
7 my stipend is greatly appreciated, it has not been an
8 incredibly significant amount of money. So, I believe
9 that I can participate in this matter without any
10 conflict or hesitation. I will gladly hear from someone
11 if they disagree.

12 CHAIRPERSON HESS: All right. Thank you for that
13 transparency.

14 MR. LOUGHEAD: I think I have met some of you. I
15 am Dr. Michael Loughead. I am the Superintendent at the
16 Hampton Township School District.

17 Chairperson, we just want to thank you for this
18 opportunity to be here tonight to talk about these
19 issues as we continue to design and make progress.

20 We are very excited about this as a school
21 district. We have been working on this now for several
22 years. We think these enhancements are going to make
23 our buildings safer, more up-to-date, improve flow in
24 and out of the building, for parking; and really,
25 contribute to the community. So, we are glad to be

1 here. We have a great team.

2 I have several Board members with me this evening
3 who wanted to come as well to be supportive of this
4 effort. So, we thank you.

5 This is a great Township and a great school
6 district. We are very glad to be here to work on this
7 with you. So, thank you for the opportunity.

8 CHAIRPERSON HESS: Yep, I appreciate you coming
9 here.

10 MS. RENNINGER: My name is Cassandra Renninger
11 and with me is Chris Brown. We are architects with VEBH
12 Architecture.

13 I am just going to take two minutes, hopefully,
14 to give you a quick overview of the overall project;
15 then we are going to jump into the UCC request.

16 So, we have been working with the District over
17 the last few years. We have developed a master plan of
18 improvements for the high school. The master plan
19 includes: Site re-design, renovations, comprehensive
20 renovations, two small additions, and a series of
21 capital improvements to just maintain the facility.

22 All of these improvements are basically focused
23 on safety and security of the students and staff, the
24 function and how well it supports the academic
25 performance of the building and maintenance.

1 We -- through that process of master planning, we
2 identified Phase One, which is what we are about to
3 proceed into. It includes: Site upgrades; one addition
4 for the media center, which is a keystone to future
5 renovation projects; some minor renovations within the
6 building that mostly have to do with infrastructure; and
7 then a full roof replacement and repair project.

8 At this point, I am going to turn it over to
9 Chris. He is going to, kind of, walk through the UCC
10 waiver request.

11 MR. BROWN: Good evening. Amanda, do you have
12 that presenta- --

13 MS. GOLD-LUKAS: Yep.

14 MR. BROWN: I sent over some slides this morning.
15 Hopefully, we can condense this and I can, kind of, lay
16 this out so we can get through it relatively quickly.

17 This is the overall site plan. I am just going
18 back to what Cassie was saying. You can see on the
19 right side, there is an in-fill in the courtyard. That
20 is the media center, and that will be part of Phase One
21 that we are proceeding on right now.

22 On the left side, on the, kind of, back corner,
23 in the second addition, we are proposing with the future
24 phase of the project.

25 If you could go to the next slide?

1 That is showing the overall floor plan. We will
2 be talking more about this with the Planning Commission
3 coming up. We are basically doing a renovation of the
4 entire high school from end to end.

5 There are two additions that are part of it. The
6 bulk of the work is actually in the building, redoing
7 the roof, and on the site.

8 So, if we could go ahead to the next slide?
9 So, this slide is just a summary of the letter and
10 exhibits we had sent.

11 Just to kind of boil it down, since we are here
12 tonight asking for a variance to Section 423.4 of the
13 2015 ICC and, you know, that says "If you are in an area
14 that has been identified as having tornado wind speeds
15 of 215 miles an hour, you are required to build a storm
16 shelter;" and then it goes on to define a storm shelter
17 as this very complex, reinforced wall, you know, ability
18 to hold water and have operational plumbing for days --
19 for hours and hours after an event. It is a complicated
20 piece of the building.

21 So, we are asking for a waiver for that for three
22 reasons: The first reason is that we think a
23 215-mile-an-hour wind speed is inappropriately
24 classified for Hampton Township and in this area of
25 Pennsylvania. We have some exhibits in there that we

1 can get to in a second.

2 Basically, overtime, the -- there is a map that
3 shows where this 215-mile-an-hour wind speed can occur,
4 and it has kind of grown in our direction.

5 But over that time, we have not seen any storms
6 of that magnitude or anywhere close. Just to give you
7 some idea on, you know, there is the classification of
8 tornadoes from EF0 up to EF5.

9 The strongest storms -- the EF5 storms, they
10 start at 200 miles an hour. This classification is
11 starting at 215 miles an hour. So it's, like, the
12 biggest of the biggest tornado possible.

13 If you look historically of what we have seen in
14 this area, there is nothing recorded of the EF5 level in
15 Allegheny County or our surrounding counties.

16 I have put in the letter, you know, since 1950 --
17 that's actually just the data you can get with the
18 National Weather Service. We don't know of anything
19 before then either. It's not, like, something that
20 happened here.

21 If you look at the area of the county where
22 Hampton is located, there have been two tornados in the
23 data we have. We have that going back to 1950.

24 In 1970, there was an F1. So, that is wind
25 speeds between about 73 and 112 miles an hour. In 1992,

1 there was an F0. So, that is between 40 and 72 miles an
2 hour. So, they're much, much lower in scale. They are
3 nowhere near that 215-mile-an-hour number.

4 I also want to be clear that we are trying to
5 build a safe building for the students and for everybody
6 in the community. So, we are designing to the wind
7 speeds required in the code.

8 What the code requires is for wind speeds, it
9 classifies different categories. Schools are three and,
10 like, fire stations and hospitals are four. Those are
11 both lumped together in the code in terms of the base
12 wind speed you have to meet, and that is a
13 120-mile-an-hour wind speed.

14 So, no matter what we do, we are designing to
15 that and that is already above and beyond the kind of
16 level of tornado we have seen here over the last 75
17 years that we have data for.

18 So, we feel like we're still constructing a very
19 safe and secure school for the students we have.

20 The second reason that we were requesting a
21 waiver is because of the more commonsense part of this.
22 When you read this provision of the code, it's really
23 not written for the kind of project that we are doing
24 here. It is clearly intended for a more standalone
25 building where you can do the whole building as a storm

1 shelter or a large new part of a new building as a storm
2 shelter.

3 Like I said, most of our project is all interior
4 renovations, moving around walls and rearranging things
5 inside. So, we fall under the existing building code.
6 The existing building code has no mention of the storm
7 shelters. It's not a part of that code.

8 When you are in that code and you do a new
9 addition, as you know, you go out to the regular
10 building code and that is where you come into these
11 requirements. When you read these requirements, again,
12 it doesn't really have anything that addresses our kind
13 of situation.

14 It's not clear exactly how many occupants we
15 design this for. I think we ended up designing it for
16 just those in that part of the building. So, it
17 wouldn't cover everyone else in the building.

18 Then there are all the elements, you know, to
19 help preserve the open space around here. We have
20 tucked these additions in tight in the building. So, a
21 lot of the walls and parts of those additions are the
22 existing building. We are just, kind of, filling off
23 the end of that.

24 So, we would be taking a lot of existing walls
25 and making them part of that. Again, that is not what

1 the code anticipates.

2 Lastly, a lot of other authorities and
3 municipalities and states have been looking at these
4 regulations and just pulling out the storm shelter.
5 They feel that it's an excessive requirement.

6 Earlier this year in January, in southern
7 Allegheny County, in Baldwin -- the Baldwin/White Hall
8 School District is actually building a brand new school.
9 They went in and felt that this was an overly -- it
10 didn't really apply to them. They didn't have these
11 kinds of winds down there either.

12 They requested to their UCC Board that they waive
13 these requirements, and they agreed down there and
14 unanimously waived the requirements there.

15 Then across the country, there are several states
16 -- Ohio, Michigan, Iowa, and others have also adopted
17 the code, and then seen this provision rule in, and gone
18 back and basically struck out this 423 part of the code
19 while leaving the entire rest of the 2015 code in place.

20 So, for those three reasons, you know, the
21 classification, the way it works in our particular
22 project with relatively small additions, and the fact
23 that other municipalities have recognized this as kind
24 of an overkill requirement on some of these buildings,
25 we feel that this requirement should be waived in our

1 case.

2 With that, I would be happy to answer any
3 questions. I do have the exhibits up there, which are
4 the same ones that we went through in the packet we've
5 submitted.

6 CHAIRPERSON HESS: I have a couple questions to
7 start off with. I looked at those maps. It looks like
8 they looked at 1985 and said, "We better nudge it over
9 there." That is the only F5 that ever touched
10 Pennsylvania. It was devastating.

11 My question is more about the building, really.
12 You said that you sort of have a master plan and you
13 eluded to the media centers to what comes next. So, I'm
14 assuming you're expanding out that way sometime in the
15 future.

16 MR. BROWN: No. So, this is -- it is part of the
17 -- we started out designing the entire renovation of the
18 high school all as one piece. We would like to do it
19 all at once. We were trying to phase it.

20 What happens within the building is the media
21 center -- where the library is now, it will move over
22 into the media center space. That will allow where the
23 tower is to become the main entry into the building. We
24 just, kind of, want to have as the internal --

25 CHAIRPERSON HESS: The internal changes --

1 MS. RENNINGER: It's more of a phased keystone to
2 the project.

3 CHAIRPERSON HESS: Okay. Not another wing?

4 MR. BROWN: Yeah. You can't make that entry
5 without that.

6 MS. RENNINGER: Can you pull that site plan back
7 up?

8 CHAIRPERSON HESS: All right. I just wanted to
9 understand that.

10 MS. RENNINGER: Well, this (indicating) one is
11 fine, too. There are two places on this plan that are,
12 kind of, ringed with a yellow dashed line. This is the
13 fully envisioned master plan that includes two small
14 additions.

15 The one that is in Phase One is in the one to the
16 right. You can see that we are, kind of, wedging it
17 between the two existing classroom wings. So, we're
18 really building an addition that is one new exterior
19 wall and three existing interior walls.

20 CHAIRPERSON HESS: Okay, I understand. Just so
21 that was mentioned --

22 MS. ASHLEY: Yes, I'm sorry if that was
23 confusing.

24 CHAIRPERSON HESS: I wanted to clarify that. So,
25 you know, looking forward, we were at first, a media

1 center; then the future phase, additional, the gym
2 lobby. The rest of the building is as is. Construction
3 and the wind ratings that exist -- there are no other
4 improvements, correct?

5 MR. BROWN: That is correct.

6 CHAIRPERSON HESS: Okay. That is a significant
7 point in that I think that the idea of a, you know,
8 shelter is a great idea; but when it's surrounded by
9 that much stuff that is going to blow away, that makes
10 me wonder.

11 My other question is what is the protocol right
12 now with the School District in the case of a tornado
13 warning for Hampton? Are the occupants evacuating and
14 dispersed? Is that what we do, or are they hunkering
15 down in there?

16 MR. LOUGHEAD: I think it depends on how much
17 notice we would have. If there is substantial notice,
18 you know, in advance, we would evacuate the building.

19 If it is something within a short period of time,
20 we would -- obviously, we would move away from the glass
21 into the hallways. There is no basement in the
22 building, other than the wrestling room. We would take
23 advantage of all those spaces and places. We do
24 practice those drills regularly.

25 CHAIRPERSON HESS: How many occupants are in this

1 projected build-out plan, so to say?

2 MR. LOUGHEAD: So, right now, there are
3 approximately 900 to 950 students in the high school; in
4 addition, of course, is the staff.

5 We have done some projections of enrollment, and
6 we don't see enrollment substantially increasing. What
7 we see is perhaps a steady increase over time.

8 We are seeing elementary enrollments starting to
9 tick up again as houses turnover in the community.
10 Perhaps, you would see the high school trickle down and
11 then back up again. It has been historically with over
12 1,000 students in the high school.

13 This isn't designed to take care of additional
14 growth. This is designed to comp- -- allow for the
15 kinds of programs that we're going to need at the high
16 school and making those adjustments for what is here
17 now.

18 CHAIRPERSON HESS: Right. Okay. Does anyone
19 else want to ask a question?

20 MR. VENTURE: The media space itself, what do you
21 anticipate doing in the way of the structure? Like,
22 what are you going to -- obviously, you can't -- I would
23 assume, you're not going to utilize the existing walls
24 and footer due to the additional roof load and you
25 probably haven't --

1 MR. BROWN: We are essentially creating a steel
2 structure for the roof.

3 MR. VENTURE: You're just going to go steel
4 inside and --

5 MR. BROWN: Steel inside and then it will come
6 down and it will join with the walls that exist at the
7 perimeter.

8 MR. VENTURE: And the new foundation for the
9 steel walls?

10 MR. BROWN: Yes.

11 MR. VENTURE: I mean, have you assessed the delta
12 -- I mean, to me, like, if it was just building, you
13 know, entries, it wouldn't be as big.

14 But the fact that you're building a place of
15 assembly and an assembly area, have you assessed the
16 delta for the District on what the -- the additional
17 cost -- you know, the furniture fixtures, that's all
18 set. I mean, the delta is really the cost of the
19 structure. I mean, you would have to go --

20 MS. RENNINGER: It's actually more than that.
21 Chris, do you want to run through some of the things --
22 because the structure is only one piece of it. The rest
23 of it is the storm shelter requirements. So, the delta
24 is far more than just designing the structure.

25 MR. VENTURE: There are elements of the storm

1 structure that require, like you said, you know, a
2 hunker down place, et cetera, et cetera. Have you
3 assessed looking at least at part of the structure?

4 Like, right now, you mentioned the wrestling
5 room. Obviously, you have that area. You know, did you
6 look at --

7 MR. BROWN: So, when you look at these codes --
8 and we have looked at all of those and we have looked at
9 many, many options for this. The place like the
10 wrestling room, that was one of our first thoughts.
11 When you do that, what it says is, "Should any of the
12 part of a building collapse, you have to bear the whole
13 weight of that."

14 So, if the whole gym collapses, we have to go in
15 and basically rebuild the gym floor above the wrestling
16 room to that structural load.

17 Again, the same thing happens with the media
18 center. You know, we would have to go in and basically
19 rebuild the walls around those three sides to hold the
20 wind loads.

21 MR. VENTURE: You would have to do CMU, plus --

22 MR. BROWN: What the code says is you have to
23 assume the whole rest if the building collapses, so then
24 your four walls --

25 MR. VENTURE: To a standalone building.

1 MR. BROWN: -- have to stand alone. So, since
2 we're reusing three walls, we have to go in and -- I
3 mean, reinforce them. To reinforce them effectively
4 means tear them down and build them again.

5 MR. VENTURE: You're building a wall inside there
6 right now. Replacing that wall with -- you're not
7 building a wall, more like columns.

8 MR. BROWN: We're building columns that hold the
9 roof above. The walls around those three sides --

10 MR. VENTURE: You need to maintain the walls.

11 MR. BROWN: They need to be maintained, exactly.

12 MR. VENTURE: And what is that cost difference?

13 MS. RENNINGER: On just the structure?

14 MR. VENTURE: Yeah, on the structure itself. For
15 the sake of the School Board, have they looked at --
16 obviously, we do -- I did structural (inaudible...) --
17 and we did all the work on the buildings in Tennessee to
18 the schools that got devastated.

19 MS. RENNINGER: Yeah.

20 MR. VENTURE: And I know that it has never
21 happened here, you know; neither has the, you know, --
22 we do a lot of dam design. We have to design spillways
23 to the probable maximum flood, 20 inches in one day.
24 That has never happened here either.

25 At some point -- you know, the environment is

1 changing. You know, we have a lot more natural
2 disasters.

3 At some point, things do change. I just don't
4 want to be the one that tells the School District they
5 don't have to do this and then have something happen.

6 You know, I want to make sure you properly vetted
7 -- you know, maybe you don't go as far as completely
8 designing to the -- you know, for the storm structure.

9 I do know that the 18 Building Code has actually
10 went into that section and sort of updated it because
11 the 15 is really unclear. The 18 does get into a little
12 bit more detail regarding the existing structures and,
13 you know, details what you have to do.

14 I just want to make sure that you advise the
15 School Board that what, you know, --

16 MS. RENNINGER: Yeah. I --

17 MR. VENTURE: -- they could and couldn't do to
18 make it -- obviously, the wrestling room isn't
19 sufficient, but at least it's something.

20 MS. RENNINGER: Well, that's exactly what I was
21 going to mention. I think there are probably protocols
22 that could be established with the District to improve
23 their tornado responsiveness; for instance, finding
24 places like the wrestling room where it offers, you
25 know, a degree of enhanced safety over the existing

1 building, things like that.

2 One of the things with regard to the storm
3 shelter is that -- let's suppose that we weren't seeking
4 the waiver, the storm shelter that we would be designing
5 for would only be for the occupants of that media
6 center.

7 MR. VENTURE: Correct.

8 MS. RENNINGER: So, you know, it would be better
9 to try to look for ways to find some way to find a
10 compromise for the media -- for the wrestling room, for
11 instance, because it has a greater capacity than what we
12 would be required to do; because structurally, it is a
13 basement. You know, it is a fairly stout structure, but
14 it doesn't meet the requirements of what the 2015 storm
15 shelter requires.

16 You know, I understand your point, Jim. It is --
17 you know, nobody wants to be the one that says it's
18 okay. But, you know, I think that when you look at the
19 historical data that we -- that we brought, the factor
20 of safety that you're talking about is actually pretty
21 exponential compared to that ten percent, you know,
22 maybe that you're talking about on some of the other
23 factors on safety.

24 The recorded wind speeds are -- I mean, they just
25 are not anywhere close to the 250. So, you know, there

1 is the structural component of this, and then there is
2 the storm structural component of this. They both come
3 together in this waiver request, and it's just a little
4 ambiguous when it comes to what that really even means
5 practically for the District with this addition.

6 MR. VENTURE: Yeah. I would still want to
7 properly vet the cost associated with, at least,
8 upgrading that assembly area to provide maybe more of a
9 shelter than, you know, --

10 MS. RENNINGER: So, what would be the -- can
11 you --

12 MR. VENTURE: Again, this is just a form to
13 discuss --

14 MS. RENNINGER: No, I know. I'm just wondering
15 what would be some of the criteria. Like, what's the --

16 MR. VENTURE: My thoughts would be to design, at
17 least, that area to sustain a higher wind.

18 MS. RENNINGER: Okay.

19 MR. VENTURE: Which probably wouldn't require
20 probably something other than a steel wall. It would
21 probably require more of a CMU system.

22 I think you could at least -- you know, if the
23 District would take a look at their plan, maybe they
24 have enough areas that could be used in the event of
25 this and then you wouldn't have to. If you say, "Hey,

1 there is, you know, three or four places that you can
2 maybe look at --

3 MS. RENNINGER: Okay. So, one scenario is to
4 enhance the structure of the addition to handle another
5 wind speed. Another scenario would be to identify
6 places within the building -- because, like, some of
7 this existing building was built in 1968.

8 MR. VENTURE: Right.

9 MS. RENNINGER: And some of it was built in 1999.
10 So, the 1999 structural capacity is a lot more -- is
11 going to be a lot more rigorous than the 1968.

12 So, maybe if we could set a threshold for
13 portions of the building that meet a higher threshold
14 and find that level of, you know, an emergency response
15 plan that takes those things into consideration.

16 MR. VENTURE: That's what I'm -- you know, I'm
17 just talking out loud and trying to figure out what is
18 best for --

19 MS. RENNINGER: No, I just want to have some
20 actionable items.

21 MR. VENTURE: The delta is, you know, \$100,000 to
22 put it at a block and beef up the ceilings to provide a
23 -- instead of half -- instead of less than half of 250,
24 you know, you get to -- and there may be a number there
25 that you can look at and say, "Hey, we can get the 180,

1 or something, and can supply some level of protection."
2 You know, I think that is better than just saying, "You
3 know what? We never had that here. Forget about it.
4 We don't have to do it." Again, I'm speaking for
5 myself. I'm not speaking anybody else.

6 MS. RENNINGER: One of the things too that is
7 important to point out is that on that addition, the
8 existing walls that we're leaving are all masonry walls.

9 MR. VENTURE: Right.

10 MS. RENNINGER: So, we already have a degree of
11 protection with those masonry walls.

12 MR. VENTURE: Correct.

13 MS. RENNINGER: Even though they are existing,
14 they were built in 1999, or they were started at least
15 in 1999 and completed a little bit later than that. So,
16 they are reinforced -- like, reinforced masonry walls.

17 MR. VENTURE: That's the first thing I looked at.
18 To me, that's a logical place if you're going to do some
19 area of fuse, if you want to call it that. That's
20 probably not a bad area to look at.

21 Just to say, "We don't want to do it," I think it
22 is at least worth looking at. I'm not saying the entire
23 modification of the Code. I think there are elements
24 that I agree that don't make a lot of sense in this
25 situation. I think, you know, --

1 CHAIRPERSON HESS: I think if you're re-roofing
2 and opening up the top of that wall -- if it's CMU
3 construction, you can probably drop steel all the way
4 down there and try to reduce -- if it is reinforced,
5 it's not reinforced enough.

6 MS. RENNINGER: Yeah, it's probably on four-foot
7 centers or something.

8 CHAIRPERSON HESS: Maybe you can get it to
9 two-foot centers.

10 MS. RENNINGER: It's possible that we might be
11 able to expose --

12 MR. VENTURE: Again, you might not know that
13 until you open stuff up and see what you have. I think,
14 you know, for the safety of this District, it's worth at
15 least looking at.

16 MS. RENNINGER: So, it looks -- it sounds to me
17 like what I'm hearing from you is that the primary
18 concern would be structural enhancement or identifying
19 areas of more significant structural, but the storm
20 structure like requirements are less of the concern. If
21 we can come up with a plan for the structural
22 capacity --

23 MR. VENTURE: That's my opinion. I think maybe
24 look at the entire school, and maybe look at your
25 contingency plan in the event of a tornado and whether

1 it is an F2 or F3. I think the entry and the facade
2 area, you are not going to be able to do anything with.
3 Don't even look at those. It may be an opportunity to
4 save lives, who knows. I think it is worth looking at
5 as opposed to just --

6 MS. RENNINGER: Well, it does make a difference
7 even in a building that is not necessarily designed to
8 be structured where you are relative to, you know, wind
9 and windows, and all that kind of stuff. So, I think we
10 can work with the District to identify a plan for those,
11 you know, contingencies, and take a look at the existing
12 structure and see if there are ways to make some
13 enhancements.

14 MR. NUGENT: So, it is my understanding that you
15 take that -- the addition now is going to have
16 pre-existing, which are now, exterior walls.

17 MS. RENNINGER: Yeah.

18 MR. NUGENT: So, it seems to me, when I'm looking
19 at it, that if you reinforce the fourth -- the new wall,
20 you got exterior walls in a --

21 CHAIRPERSON HESS: Well, they're not building a
22 second wall.

23 MR. NUGENT: By putting this in and doing nothing
24 else, you improve this structure. You, by yourself, --
25 interior walls that were made to be --

1 MR. VENTURE: My point is that you probably have
2 an area that without a significant amount of effort
3 could be used in a situation of a tornado if you design
4 it properly.

5 MS. RENNINGER: And I just want to be clear, even
6 for the audience's perspective, you know, as Chris
7 mentioned, it is designed -- like, the Code requires it
8 to be designed for a certain structural wind speed that
9 would be in a tornado classification.

10 We are talking about these very over and above
11 extreme tornado conditions that we are talking about.

12 CHAIRPERSON HESS: Right.

13 MR. VENTURE: Again, I don't know if you will get
14 there; you know, and you might not. The cost to get
15 there might be way too much. You might be able to get
16 part way there, you know, and protect something.

17 CHAIRPERSON HESS: That's why I brought up the
18 occupancy issue, and what would happen in the case of a
19 storm. You know, if you have enough warning, certainly
20 it is better to get everyone going home.

21 MR. LOUGHEAD: We don't do that. I apologize,
22 but there is a zero chance of that happening.

23 CHAIRPERSON HESS: Well, that's why I asked.

24 MR. LOUGHEAD: They -- those warnings, those
25 tracks of those storms change rapidly. Unless you are

1 willing every time you go to a, you know, TOR:CON 6, to
2 send everybody home for the day.

3 The more likely scenario, the scenario that we
4 deal with down south and west of here is that the stuff
5 blows up and you end up in a storm box. You don't have
6 time to put kids on buses. There is not any chance of
7 that.

8 CHAIRPERSON HESS: The reason I ask is because I
9 grew up in Ohio. I was sent home for tornados.

10 MR. LOUGHEAD: That's almost like a snow day.

11 CHAIRPERSON HESS: Right.

12 MR. LOUGHEAD: As soon as they put out a warning
13 for an area, --

14 CHAIRPERSON HESS: Well, they waited for, you
15 know, a tornado warning. As soon as it hit warning, we
16 were, you know, sent home. That's why I asked that
17 question.

18 (Inaudible cross-talk.)

19 CHAIRPERSON HESS: But they're not talking about
20 building a second wall in there. They are talking about
21 putting steel frame up and using the exterior existing
22 wall, and that is not designed for this wind.

23 If an F5 hit that and you built that storm around
24 the -- the storm cellar there around the media center,
25 that's the only thing that would be left there.

1 Everything else would be gone.

2 MR. NUGENT: Right now, the way it exists, if a
3 mile wide F5 hit that, no one is going to recognize that
4 there was a school there.

5 CHAIRPERSON HESS: Or anything else around here.

6 MR. NUGENT: That's a pretty serious stretch.

7 CHAIRPERSON HESS: Yeah. Well, anyway, it sounds
8 like what we're dealing with here is this is a technical
9 variance.

10 You know, when you meet code requirements, you
11 meet them all or you don't. I think what we're talking
12 about here in the back of our decision of the Board
13 here, would be grant the appeal with conditions.

14 The conditions would be to study and try to
15 harden new area as much as possible. In conjunction to
16 that, if there isn't a plan for a tornado, then let's
17 get one.

18 If you have to write it out in place, where is
19 everyone going? Like you say, if they're just hunkering
20 in the hallways and that's the best we can do, well,
21 that's good to know.

22 MS. RENNINGER: Understood.

23 CHAIRPERSON HESS: We make these decisions in
24 private. So, we will make it as quickly as possible. I
25 know how school projects are --

1 MS. RENNINGER: Okay.

2 CHAIRPERSON HESS: -- go, go, go. If you have
3 any data in the meantime that you do look back and say,
4 "Hey, I think that we can do X, Y, Z," and you get to
5 that point, please share that with us. That can help us
6 out in the decision that we make.

7 I mean, if it has been looked at a little bit,
8 and very quickly you can say, "We got this, this, and
9 this and we think we have an occupancy for this many
10 people," that's the other thing.

11 I mean, the media center is full of furniture and
12 media stuff. You're not going to pack people in there.

13 MR. VENTURE: We don't want to just set something
14 and say, "This is what you have to do." We want to work
15 with you to say, "Hey. What's a practical thing we can
16 do to, sort of, address the concern without meeting the
17 actual requirement?"

18 MS. RENNINGER: Okay.

19 CHAIRPERSON HESS: Thank you.

20 MS. RENNINGER: Thank you.

21

22 (The hearing terminated at 7:41 p.m.)

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CERTIFICATE OF REPORTER

I hereby certify that the proceedings and evidence taken by me in the above-entitled matter are fully and accurately indicated in my notes and that this is a true and correct transcript of same.

Lauren Bauer

Lauren E. Bauer, Reporter

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