

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
TOWN OF NORTH PROVIDENCE
SCHOOL BUILDING COMMITTEE

MEETING IN RE:

SCHOOL BUILDING COMMITTEE

-----/

MAY 4, 2023
9:00 A.M.

2000 SMITH STREET
NORTH PROVIDENCE, RI

PRESENT:

- G. RICHARD FOSSA, CHAIRMAN
- MAYOR CHARLES LOMBARDI
- ALBERT COSTA
- JAMES FUOROLI
- MARIA VALLEE
- DR. FRANK PALLOTTA
- JOSEPH GOHO
- LISA CASINELLI
- CHUCK POLLOCK
- STEVEN PITASSI
- MARIO MARTONE
- THOMAS NORATO
- MATTHEW MCBURNIE, LEFT FIELD
- TRACY DONNELLY, STUDIO JAED
- RODNEY DASILVA

SUSAN V. FITZPATRICK
CERTIFIED COURT REPORTER

1 THE CHAIRMAN: All right, I'll call this meeting
2 to order and I'll hand it over to the boss.

3 MR. MCBURNIE: Good morning everyone. So on the
4 screen here I have the agenda for today's building committee
5 meeting. The first item will be to discuss, review and
6 approve submission of the elementary school schematic design
7 for school committee review. Now, those of you who are on
8 the school committee may say we just reviewed this back on
9 the 23rd, which is true. But per the RIDE requirements, you
10 need an SBC recommendation to the school committee and then a
11 school committee recommendation to RIDE. So I was not at
12 that meeting, I was out of town, but I believe the school
13 committee did approve submission to RIDE. So this is to make
14 sure that we have everything in line for the paperwork. So
15 really, it's kind of a paperwork thing. But I will turn this
16 over to Tracy from Studio JAED for the design overview
17 presentation.

18 MS. DONNELLY: Yes, thank you. My name is Tracy
19 Donnelly, I'm from Studio JAED Architects, and we will just
20 run through the agenda, the schematic design, so we can give
21 a project update and talk about the next steps. Project
22 update, work completed to date, we have been working with the
23 school district for interviews and programming, that's
24 approximately 85 percent complete. We have developed,
25 obviously, the schematic design plans based on that, and we

1 will continue to develop those throughout the process. We
2 have had meetings with teachers and administration. We have
3 worked with maintenance facilities and food service to get
4 input into these plans. The educational specification is
5 what drives the spaces and the layouts, and that process is
6 about 85 percent complete. There has been geotechnical
7 investigation that has started, that's approximately 25
8 percent complete. And we will be meeting with all the
9 authorities that have jurisdiction, and that would be fire,
10 police and building departments, to get their input on the
11 design and incorporate any comments they have, starting from
12 schematic design through the construction documents. So
13 right now, the floor plans are for, obviously, the Whelan,
14 Centredale and Greystone new construction school buildings.
15 The commonalities that we have are all buildings right now
16 are single story buildings. They're all new construction on
17 the existing site. The students and staff would remain on
18 site, the buildings would remain open, and adjacent to the
19 existing buildings will be the new construction. So as we
20 develop that, there will be a lot of planning, logistics
21 plans that are developed to separate parent drop off, bus
22 traffic, construction activities, all ongoing on the same
23 site. There will be a lot of coordination between the school
24 department and the town and discussions with the construction
25 manager that has been brought on board, and that is Dimeo.

1 And we will be looking for equity and parity with the recent
2 Olney and McGuire school buildings.

3 MR. MCBURNIE: And just an additional comment
4 for the discussions with Dimeo, we have already begun to meet
5 with them, Studio JAED and Slam, to review there schedule
6 versus the design schedule to see what early packages are
7 required to meet the overall project schedule. And we're
8 trying to see with them if we do deliver some packages a
9 little early, if there can be savings in terms of general
10 conditions by shrinking some of the construction schedule.

11 MS. DONNELLY: And then some of the features
12 that are in all of the buildings are separate phys ed and
13 cafeteria dining spaces, a lot of small group breakout
14 instruction rooms. You'll see when we look at the plan
15 between each 2 sets of classrooms there's a little breakout
16 space. So you can immediately have pullout and utilize those
17 spaces to give individual instruction immediately to the
18 students. There is dedicated spaces for special education.
19 We are of course designing high performance building systems,
20 maximizing the indoor air quality technology, security and
21 separation of vehicular traffic for the most safe site
22 improvements that we will have. This is the site plan for
23 the proposed Whelan Elementary School. The purple building
24 on your far right is the new layout. It is outside of the
25 footprint of the existing school. Some of it does get pretty

1 close, but it is outside of the footprint of the existing
2 school. So that school will remain open while we develop and
3 construct the new building. The red dot that's on site is
4 the new main entrance location, and the bus drop off is just
5 underneath the new building. And that is completely
6 separated from what would be the parent drop off, which is in
7 the lot and right, yes, right where Matt is showing that,
8 with parking around in that area for staff and visitors, and
9 parents if they wanted to come in as well.

10 MAYOR LOMBARDI: Can I ask a question?

11 MR. MCBURNIE: Yes.

12 MS. DONNELLY: Sure.

13 MAYOR LOMBARDI: Because I know there was a
14 discussion concerning the parking and the play area.

15 MS. DONNELLY: Yes.

16 MAYOR LOMBARDI: And we thought to try to
17 rearrange it with the parking closer to Mineral Spring and
18 try to get that area there where the parking is so that the
19 students, whenever they are going out, would not have to walk
20 through or around, did we talk about that?

21 MR. GOHO: We didn't, but that makes sense. I'm
22 looking at that.

23 MAYOR LOMBARDI: So I didn't know if there was
24 any further discussion with, you know, the architect, so to
25 say, to try to work that out. I'm a little concerned, I

1 personally feel that the parking should be closer to Mineral
2 Spring.

3 MS. DONNELLY: So we did hear that comment and
4 we are working with the civil engineers to develop a new plan
5 so we can show that potentially at the next building
6 committee meeting. But you can see with the space that's
7 there, that's something that could probably easily be
8 switched, we could flip flop those and still keep the
9 building in the same location.

10 MAYOR LOMBARDI: I don't think that when we had
11 talked about it or met that it would interfere with any of
12 the building construction.

13 MS. DONNELLY: Right.

14 MAYOR LOMBARDI: I thought it would make it a
15 little bit easier.

16 MS. DONNELLY: Yes.

17 MAYOR LOMBARDI: I just thought that, again --

18 MS. DONNELLY: Yes, so we are currently looking
19 at that, just wasn't ready to present yet. But that is an
20 option that we're pursuing.

21 MAYOR LOMBARDI: Thank you.

22 MR. MARTONE: I have a comment. With the fields
23 attached to the school, that is part of the, the field is
24 part of the construction process?

25 MR. MCBURNIE: Yes.

1 MS. DONNELLY: Yes.

2 MR. MARTONE: And irrigation is part of it as
3 well?

4 MR. MCBURNIE: Is irrigation being designed into
5 it?

6 MS. DONNELLY: I would have to look and see if
7 it is, if it was --

8 (OFF THE RECORD COMMENTS)

9 MR. MARTONE: So irrigation doesn't qualify for
10 reimbursement?

11 MR. MCBURNIE: I don't believe it qualifies as
12 part of the reimbursement. As of right now I don't think
13 it's in the design. But if you would like it to be added
14 into the design, then that could be considered. This design
15 stage is still very early in the design process, it's
16 schematic design, so there's still design development to
17 follow and then final construction document development. So
18 this is still an early, early picture of where we are.

19 MR. POLLOCK: Yes, I, my belief is we should do
20 what we can to get the irrigation at the beginning because
21 I'm just not confident it's going to get done.

22 MR. MCBURNIE: After, okay.

23 MR. POLLOCK: Why not do it and then we don't
24 have to do any other kind of digging. I think irrigation
25 should be done, whether it's us or part of this design,

1 because I just don't trust it getting done later on.

2 MR. MARTONE: Well, I mean, like you said it's
3 still early, so I think we can talk about it. But I do think
4 it makes sense, no matter how you do it, Jimmy, to
5 coordinate, I mean before we lay the field down.

6 MR. MCBURNIE: Yes.

7 MR. MARTONE: But it doesn't make sense to lay
8 the field down and then pick it back up. So I think we just
9 have to figure out how to work it.

10 MR. MCBURNIE: And if it were technically
11 separate from the project, say directly from the town to an
12 irrigation contractor, they can work in tandem with the
13 project subcontractors to make sure that before we lay
14 topsoil, you lay the irrigation.

15 MR. MARTONE: Okay.

16 MR. MCBURNIE: So that can be planned and if
17 that is the direction the town wants to go, Studio JAED can
18 make provisions for it up to the point that the irrigation
19 contractor would take it.

20 MR. MARTONE: So I would just ask that that be
21 kept in mind and that we make a, we make a decision one way
22 or the other with this building committee on what we are
23 going to do with that.

24 MS. DONNELLY: Correct, and we'll also try to
25 pursue, obviously, reimbursement with RIDE so that if we can

1 maximize the reimbursement and put it in the project, we
2 certainly would do that.

3 MR. MARTONE: Well, I mean, and this doesn't
4 have anything, but it doesn't make sense to me that they
5 would reimburse you to put a field but not reimburse you
6 money to put the equipment in to keep the field so it's
7 decent, but.

8 MS. DONNELLY: Yes.

9 MR. GOHO: That is true, Mario, that happened at
10 McGuire. That happened at McGuire, right, Jimmy? They would
11 not reimburse for the irrigation. It doesn't make sense,
12 but.

13 MR. POLLOCK: Right, and now when you go back
14 out --

15 MR. GOHO: Which is ridiculous, I mean we should
16 do it while the --

17 MR. POLLOCK: While it's ongoing, I agree.

18 MR. MCBURNIE: Tracy, I have one question. If
19 this parking area were to be shifted over to here and the
20 field shifted here, would we have a requirement for ADA spots
21 somewhere closer to the actual building?

22 MS. DONNELLY: Probably not. But as long as
23 they're still in the front of the parking area, and I'm not
24 sure if they -- 2 areas completely flip or the parking is a
25 little bit more towards the street and the field could go up

1 parallel to it. We are looking at all of those options.

2 MR. MCBURNIE: Okay.

3 MS. DONNELLY: Yes.

4 DR. PALLOTTA: So you put the parking closer to
5 the building for the staff, obviously, right?

6 MR. MCBURNIE: Yes.

7 DR. PALLOTTA: But the kids coming out of the
8 building would have to walk through the parking lot to get to
9 the field for recess?

10 MR. MCBURNIE: It looks like they would have a
11 path around the parking lot. That's what it looks like in
12 this drawing. And Tracy, correct me if I'm wrong.

13 MS. DONNELLY: Right.

14 MR. MCBURNIE: But I would imagine you would
15 make a path for them to get to the play area versus just
16 traversing through the parking lot?

17 MS. DONNELLY: Correct. That's why I was saying
18 maybe the field and the parking are parallel so that the
19 students could directly access the play areas.

20 DR. PALLOTTA: I agree. I think they should be
21 flip flopped, I think that's --

22 MR. MCBURNIE: So that the students don't have
23 to walk through a parking area?

24 DR. PALLOTTA: Yes, exactly.

25 MR. GOHO: Also, if you irrigate the field,

1 right, I mean obviously if you run a water line through the
2 parking lot towards the building, it makes sense to --

3 MR. MCBURNIE: Yes, I mean you have area over
4 here that you can run it. So they wouldn't have to, if it
5 stayed like this, they wouldn't have to go through the
6 parking lot, it wouldn't make sense to do that, to your
7 point.

8 MR. GOHO: Yes.

9 MR. MCBURNIE: But I think what I'm hearing is
10 Studio JAED still has options of flipping that so the
11 students don't have to do that and the irrigation could go
12 right from your water service to the field.

13 DR. PALLOTTA: Yes, and the parent drop off is
14 where the buses are going to be?

15 MR. MCBURNIE: The parent drop off right now --

16 MS. DONNELLY: No, is cars.

17 MR. MCBURNIE: -- is shown right here. But this
18 would be their loop in, drop off here, out.

19 MS. DONNELLY: And buses are completely separate
20 in that area.

21 MR. MCBURNIE: And the buses, yes.

22 MAYOR LOMBARDI: If I may, if I remember
23 correctly, there were 2 concerns when we talked with Phil,
24 not concerns, but just the parent drop off, and more
25 importantly, the ingress or egress, they wanted it to be as

1 far back from Mineral Spring as possible. And I think that's
2 the right thing. When they had talked about rearranging the
3 parking and getting it over, so the, right along the street
4 there, they could bring the driveway that way and still
5 utilize the same ingress or egress as to where it is now so
6 it wouldn't conflict with, I don't know, backup traffic into
7 Mineral Spring, I think.

8 MR. MCBURNIE: Okay.

9 MAYOR LOMBARDI: So that was one of the concerns
10 of more importantly the drop off.

11 MS. DONNELLY: Okay.

12 DR. PALLOTTA: That's because of the line of
13 cars that would be lined up, you don't want to back them up
14 into Mineral Spring, right?

15 MAYOR LOMBARDI: That's why. So it's a little
16 bit of, I know it might be a little bit of a chore, but I
17 think for safety they have got to try to take a look at that
18 and do whatever they can.

19 MR. MCBURNIE: Okay.

20 MS. DONNELLY: Okay.

21 MAYOR LOMBARDI: Now right here, like I said, if
22 I may, excuse me, right here (indicating), they were talking
23 about maybe moving it here and having the traffic still come
24 back out. Now, what does that do for the drop off?

25 MR. MCBURNIE: This road here is a one way,

1 correct?

2 MR. GOHO: Yes.

3 MR. MCBURNIE: Okay, so really parent line would
4 conflict with potentially buses and -- but it would go down
5 this road and then return down Alexander Street, coming this
6 way?

7 MAYOR LOMBARDI: See, that would be coming from
8 Woodward Road, which is a little more accessible, so to say,
9 and then make a right to come down Alexander into that --

10 MR. MCBURNIE: Understood.

11 MAYOR LOMBARDI: -- school into the, whatever
12 the name of the street is there.

13 MR. MCBURNIE: Okay. So I'm hearing that it is,
14 there's a few main points here. Do not have the students
15 traverse parking lots to get the fields, and also be
16 cognizant of parent drop off with traffic backup into Mineral
17 Spring. Okay. Any other questions on Whelan? Yes, sir?

18 MR. DASILVA: When you say field, are you
19 talking the recess yard during the school day?

20 MR. MCBURNIE: They have it noted as athletic
21 field and play area. So I would say yes, if they go out for
22 recess to the play area, and then maybe the athletic field is
23 maybe more for gym. I don't know how the programming would
24 be.

25 MR. DASILVA: So I personally taught elementary

1 school for 43 years. The closer the recess yard is to the
2 school, the better for the security. And the parent parking
3 lot is where it is now, that can just be modified. So I
4 really think, when we talk about fields, a field isn't that
5 important for a school. But your recess area, you're talking
6 K through 5, so it's not like the older kids walking around,
7 you're talking the little ones, so it's more important to
8 have it closer to the building then, for supervision. They
9 don't go out there by themselves.

10 MS. DONNELLY: Right.

11 MR. DASILVA: They need adults. And the farther
12 they are away from Mineral Spring Avenue, the better.

13 MS. DONNELLY: Okay.

14 MR. MCBURNIE: Okay. All right, any other
15 questions on Whelan? No.

16 MS. DONNELLY: I don't know if everyone has seen
17 the floor plan or not, but this is the floor plan for Whelan.
18 Where is red dot is is the main entrance. And this school
19 and all the schools will have a true security vestibule where
20 you come in and you check in at a security window, you would
21 be buzzed in from the exterior and you would also be buzzed
22 in either from the vestibule or into the office, the
23 reception area, to gain access to the school. The blue area
24 in front there is your administration area and nurse suite.
25 The light blue area above that is the dining commons and the

1 kitchen. And then off of that, the green is the phys
2 ed/music space. The general classrooms are in yellow. And
3 you can see between each classroom we have the purple, which
4 is the bump out room or the space that you could take
5 students to work specialized items. The orange or peach area
6 in the corner is the media/art space. And then we have
7 obviously some support areas, toilet rooms, storage and
8 dedicated special ed spaces. Yes?

9 MR. POLLOCK: Can you just show the, you might
10 call it phys ed and gym?

11 MS. DONNELLY: The gym is the green and there's
12 a, and it's also a shared space with music. The days would
13 alternate whether it's being used as the gymnasium or as the
14 music room. There is a PE office, music storage and PE
15 storage off of that space. And then just below that to the
16 right is the dining commons, which is open to the corridor.
17 And both of those spaces have direct access to the exterior,
18 and there would be a courtyard outdoor area there that the
19 students --

20 DR. PALLOTTA: Size of the gym?

21 MS. DONNELLY: The gym is --

22 MR. MCBURNIE: I can't read it.

23 MS. DONNELLY: It's 2,600 square feet.

24 DR. PALLOTTA: It's bigger than the one that's
25 currently there right?

1 MS. DONNELLY: They don't have gyms, they have
2 cafegymatoriums. So it's not a dedicated space, it's a
3 shared space.

4 MR. MARTONE: But when you say phys ed space,
5 it's going to be a gym though, right?

6 MS. DONNELLY: Yes.

7 MS. MARTONE: With basketball hoops?

8 MS. DONNELLY: Yes.

9 MR. GOHO: But that new space is still bigger
10 than the space that they now that's shared?

11 MS. DONNELLY: I believe so, I would have to
12 look up what that square footage was. I believe it is, yes.

13 MR. MCBURNIE: All right.

14 MS. DONNELLY: This is a rendering, concept
15 rendering showing the main entry, the drop off area, kind of
16 that courtyard that's in between the dining commons and the
17 phys ed area. And as can you see, it's all one story with
18 some sloped roofs, pitched roofs. This is Centredale,
19 similar concept where we have a one story building outside of
20 the footprint of the existing building. With separate parent
21 drop off and bus drop off areas.

22 MR. MCBURNIE: Parent drop off is through here
23 (indicating)?

24 MS. DONNELLY: Yes, you can see coming off of
25 that back road, the parent drop off could be stacked all

1 along that road and queue up to the sidewalk. There's
2 sidewalk all the way around there to the main entrance. And
3 then they could turn and go out the same way or continue
4 through and go out to the other road. The buses would come
5 in on that separate entrance, loop around, drop off in front
6 of the school and then exit back out again as well.

7 MR. POLLOCK: That's South Brookside, that's
8 still going to be the street that they come in now?

9 MR. MCBURNIE: Yes, South Brookside.

10 MS. DONNELLY: Yes. Yes. And then you can see
11 there are some play areas shown and field areas shown on this
12 site as well.

13 MAYOR LOMBARDI: So if I may, I know the
14 topography of that property where we put the playground, the
15 new playground, are we okay there, does there need to be a
16 wall built for the street up at the top? Where that red dot
17 is would be to the right, am I correct? Where those
18 properties are, those lot lines, that's, there's a
19 significant height difference there, am I correct in what I'm
20 saying?

21 MS. DONNELLY: Yes, some of that will be graded
22 out so it won't be as significant. And then that will
23 determine whether we need to have a retaining wall along that
24 area or not.

25 MR. POLLOCK: Where are the fields going to be

1 over here?

2 MS. DONNELLY: So the circle, just, yes, that's
3 like a play area which would have your equipment on it. And
4 then in back there's a flat area which they could have a play
5 field in that area.

6 MR. POLLOCK: Is that playground that's there
7 now going to be able to go down to a level ground?

8 MS. DONNELLY: Yes. All of the existing play
9 areas would have to be relocated because of the site
10 constraints that we have.

11 MR. POLLOCK: Okay, thank you.

12 MR. MCBURNIE: Any other questions on Centredale
13 as far as the plan layout?

14 (BRIEF PAUSE)

15 MS. DONNELLY: This is the floor plan for
16 Centredale. Similar concept where you come in and you would
17 have, be entered into a secure vestibule. There will be a
18 transaction window where you could be vetted at that point,
19 and you would either drop something off through that
20 vestibule, to that window in the vestibule, or you could come
21 in to the main office or be provided access to the remainder
22 of the school by being buzzed in. So most people would
23 probably come into the main office or just drop off a lunch
24 or something and then exit the vestibule and not even have to
25 come into the school. So up above is the main office,

1 administration. The blue, lighter blue is the dining commons
2 and the cafeteria. The orange color is the media center/art
3 room. And then the green, the same color concept as the
4 other plan, is the PE/music room. The classrooms are the
5 yellow, and again, all have a room that they have off of that
6 for a bump out or to bring a student into for specialized
7 education. There are dedicated special education rooms.
8 There's one right at the end in the lighter orange color, an
9 academic room there. And then of course your support, toilet
10 rooms and that type of stuff. And here is the concept
11 rendering for Centredale.

12 DR. PALLOTTA: Where is the handicapped ramp?

13 MS. DONNELLY: So you can't see it very well.

14 Yeah, it's right there, it goes up the side.

15 THE CHAIRMAN: It's on the side there, see it?

16 MS. DONNELLY: Yes, and it's not shown with
17 rails. Because of the grading, it would be a sloped walkway,
18 that's what we are proposing for now. Depending on how the
19 actual grades work out, that's the intent.

20 MR. MCBURNIE: Here is the ramp on the plan.

21 MS. DONNELLY: Yes.

22 MR. MARTONE: I have a question. Is the PE and
23 music combined space, is that like a trending thing now? Is
24 that the most, I guess, and I don't know how much music goes
25 on, but I know the gyms do get a lot of use. And so if the

1 idea would be to be like one day as a gym and then the next
2 day as a music day and you're set up in that gym, that
3 they're not going to take down, you know, the gym becomes
4 unusable at night. Is that, I don't know, is that something
5 that --

6 MS. DONNELLY: So the whole concept of the
7 entire design is to be very flexible and to be multi use. So
8 that's the concept for all the spaces. The media center/art
9 room is a combined space, the classrooms themselves will have
10 very flexible furniture so they can be set up in different
11 configurations. But that's the intent is just constantly
12 flowing and changing and being able to adapt to how the
13 instructors intend to use that.

14 THE CHAIRMAN: So in that green area, will that
15 be a gymnasium floor?

16 MS. DONNELLY: Yes, and this one does have a
17 partition, whether it's a mesh partition or a folding
18 partition, that could divide the spaces. So if you did want
19 to leave up some phys ed equipment or some music equipment
20 and then utilize the other half for another purpose, you
21 could do that.

22 THE CHAIRMAN: So you would have 2 things going
23 on at once?

24 MS. DONNELLY: Yes.

25 MR. POLLOCK: What's the square footage on this?

1 MR. MCBURNIE: Three thousand.

2 MR. POLLOCK: Is the it same as Whelan's?

3 MS. DONNELLY: It's a little bit bigger, it's
4 about 2,800, I believe.

5 MR. POLLOCK: So Whelan won't have a partition,
6 this is going to have a partition?

7 MR. MCBURNIE: Correct.

8 MS. DONNELLY: One of the reasons Whelan does
9 not right now is the configuration of the space and how you
10 would get access doors into the 2 separate spaces. But if
11 it's something that is desired, we could always add one that
12 they go maybe 6 feet from the edge of the wall so you could
13 still get around that.

14 MR. MCBURNIE: So this is not an acoustic
15 partition though, so you don't create 2 completely separate
16 spaces. It's more of like a curtain, right, Tracy?

17 MS. DONNELLY: A mesh curtain.

18 MR. POLLOCK: Yes.

19 THE CHAIRMAN: It's a separation.

20 MR. MCBURNIE: It's just a separation?

21 MS. DONNELLY: Yes.

22 MR. MCBURNIE: Any other questions on
23 Centredale?

24 (BRIEF PAUSE)

25 MS. DONNELLY: And this is Greystone. Again,

1 all following the same concept of one story building,
2 separated bus drop off and parent drop off and parking areas,
3 and then access to the play areas. So to the left of the
4 building is the parent drop off and queue line, you can see
5 coming up towards that red dot. And the, right there, yup.
6 And then the staff and visitor parking, and then on the other
7 side of the building is the bus drop off lane.

8 MR. MCBURNIE: This is the main entry?

9 MS. DONNELLY: Yes, that's the main entry. And
10 because we do have that separated parent and bus drop off, of
11 course there's an entry vestibule on the other side where
12 students could come directly in. But then when the buses
13 weren't dropping off, that would be shut, locked down, and
14 the visitors would have to come to the new secure vestibule.

15 THE CHAIRMAN: Could you show me that bus entry
16 again and exit?

17 MR. MCBURNIE: Right here from Middle Street.

18 THE CHAIRMAN: What street is that on?

19 MR. MCBURNIE: Middle Street.

20 THE CHAIRMAN: Okay, because I have a woman who
21 has called me and she lives on Middle Street, and she is
22 saying I'm not going to have buses coming right in front of
23 my house? I don't think it reaches her house at this point.

24 MS. DONNELLY: Maybe, I don't know the concern,
25 but maybe she's worried that the buses --

1 THE CHAIRMAN: Can you give me a copy of this
2 plan and I'll show her and show her where her house is.

3 MR. MCBURNIE: Yes.

4 MS. DONNELLY: I was going to say maybe one of
5 the concerns is that the buses are going to drop off in the
6 street. But if you show her they're actually going to pull
7 off onto the site to a drop off area, that may help.

8 THE CHAIRMAN: The, her other concern was when
9 we switch the field and the school, she would be -- right now
10 she's basically behind the school.

11 MS. DONNELLY: Okay.

12 THE CHAIRMAN: And when you switch it, she will
13 be behind the field. So there are, I don't know if you have
14 been on the site.

15 MS. DONNELLY: Yes, I have.

16 THE CHAIRMAN: There's like all trees that
17 separate that. Are we going to leave those trees or are we
18 going to have something so she's not just looking right into
19 the --

20 MS. DONNELLY: Right, so that green is a tree or
21 a --

22 THE CHAIRMAN: So that's Middle Street right
23 here, right?

24 MS. DONNELLY: Yes.

25 MR. MCBURNIE: This is Middle Street. So if

1 this is behind the school.

2 THE CHAIRMAN: Right now the school is here, so
3 her house is about here (indicating).

4 MAYOR LOMBARDI: Rich, I think she's the second
5 house.

6 THE CHAIRMAN: Yes, I think she's the second
7 house, she's right in about here. But you could see the, you
8 can just about see the school, so that's not bothering her.
9 But she was concerned that if this greenery comes down, now
10 she's going to have an open field and the kids are going to
11 be running around, obviously.

12 MS. DONNELLY: Right.

13 THE CHAIRMAN: It's going to be a field.

14 MS. DONNELLY: So the intent is to keep the
15 greenery there as much as we can.

16 THE CHAIRMAN: As long as she's bordered off.

17 MS. DONNELLY: And the building will be replaced
18 by the field area.

19 MAYOR LOMBARDI: So one question, the size, only
20 because this was an issue from a couple of weeks ago, the
21 size of the field as it is now, was the new configuration, is
22 there a change in square footage or yardage, is it bigger, is
23 it going to be smaller?

24 MR. MCBURNIE: I would say it would be very
25 similar.

1 MS. DONNELLY: Yes, it's very close in size.

2 MR. MCBURNIE: And if you're looking at the plan
3 to scale, if you needed to make it larger, you could take
4 some of this area (indicating).

5 MAYOR LOMBARDI: Some of that.

6 MR. MCBURNIE: Yes.

7 THE CHAIRMAN: It's used as --

8 MS. DONNELLY: Play area.

9 THE CHAIRMAN: It's not like they're, they're
10 not playing official games.

11 MS. DONNELLY: Right, right.

12 (OFF THE RECORD COMMENTS)

13 MR. MARTONE: One question I had though, if
14 there were lights on the field, would the plan be to keep the
15 lights or replace the lights?

16 MS. DONNELLY: Yes, so you could see this
17 actually says relocated light fixture there. Right, right
18 there.

19 MR. MCBURNIE: So yes.

20 MS. DONNELLY: They would be relocated.

21 MAYOR LOMBARDI: So I think we are going to have
22 to check with recreation to see how much use that field gets.

23 MR. FUOROLI: The only use that field gets
24 basically is the school and the Jets.

25 MAYOR LOMBARDI: No, but my question is how much

1 use does it get later on.

2 MR. FUOROLI: It doesn't.

3 MAYOR LOMBARDI: Do they need the lighting?

4 MR. FUOROLI: The Jets need the lights, yes,
5 they do.

6 MR. DASILVA: I think they're the ones that put
7 them up.

8 MAYOR LOMBARDI: What's that?

9 MR. DASILVA: I think they're the ones that put
10 up the lights.

11 (OFF THE RECORD COMMENTS)

12 MR. MCBURNIE: Your transformer is on a pole
13 down here, so it's close. It's, you're making it kind of
14 easier by moving the lights that way.

15 MAYOR LOMBARDI: My question is going to be do
16 you really need the lights.

17 MR. MCBURNIE: Any other questions on the site
18 plan?

19 (BRIEF PAUSE)

20 MS. DONNELLY: And this is the Greystone floor
21 plan. Again, where the main entry is, you would come into a
22 secure vestibule. This is actually not where the secured --
23 the main secured vestibule is with the admin, it's on the
24 lower level right to the far left. Yes, so that's the secure
25 vestibule that would be utilized when school is in session

1 for a visitor. That's where you have your transaction window
2 and direct access to administration. The other doors would
3 be utilized during parent drop off or bus drop off, as we
4 mentioned.

5 MR. MCBURNIE: This is also a secured vestibule
6 on both the exterior and the interior?

7 MS. DONNELLY: It would be secured, but that's
8 not the transaction window there.

9 MR. MCBURNIE: Okay.

10 MS. DONNELLY: Okay? So this is the only school
11 that will have the dedicated pre-K program in it. So to the
12 far right are the pre-K rooms, each with a shared toilet
13 room. The kindergarten rooms are also in this area with a
14 dedicated toilet room. And then the remainder of the
15 classrooms are the yellow that are located in pairs,
16 depending whether you have 2 first grades, 2 second grades,
17 with the breakout space in between each one of those rooms.
18 The aqua blue, I guess we'll call it, is going to be the
19 kitchen and the dining commons. And the pink peach color is
20 your art/media center. And then the green is your phys
21 ed/music space, very similar to what we just saw at
22 Centredale where we would have the partition in between this
23 one and still have access into each side. And this is the
24 concept rendering for Greystone. The renderings are
25 obviously showing very similar materials. They would all be

1 the same and then some of the metal panels would reflect the
2 color of that school and their mascot for that school.

3 DR. PALLOTTA: That grass area is not part of
4 the field, right?

5 MS. DONNELLY: No. No, it's between the
6 sidewalk, the walkway and the school.

7 DR. PALLOTTA: It's not part of the field?

8 MR. MCBURNIE: Not part of the field itself, no.

9 DR. PALLOTTA: That's going to require more
10 maintenance.

11 MS. DONNELLY: Okay, it could be something else,
12 it could be stone or something.

13 DR. PALLOTTA: No, I'm just saying.

14 MR. GOHO: Yes, just a small detail, but Jimmy
15 and I have been dealing with a painting fiasco right now at
16 one of our schools. So I do notice like the red at Greystone
17 in the rendering, and I saw the yellow at Centredale.

18 MS. DONNELLY: Yes.

19 MR. GOHO: I don't recall what mascot --

20 MS. DONNELLY: Blue, I believe.

21 MR. GOHO: -- Whelan has, so we really have to
22 talk about that because, I mean, you know --

23 MS. DONNELLY: The whale, the bee and the tiger.

24 MR. GOHO: Yes, I mean I would love to have
25 everything just K through 12 be cougars blue and gold.

1 MS. DONNELLY: Okay.

2 MR. GOHO: So that's in theory, right?

3 MS. DONNELLY: Yes.

4 MR. GOHO: It's problematic because Birchwood is
5 like the bobcats in purple and then Ricci is the eagles and
6 they're red. So while we're doing all of this --

7 MS. DONNELLY: Yes.

8 MR. GOHO: But I don't want to get into
9 something with the elementary schools where we have all these
10 different mish mash colors.

11 MR. DASILVA: So it looks like Garden City.

12 MR. GOHO: Yes. So I just wanted to have --

13 MS. DONNELLY: Are you thinking of maintenance
14 and having to paint different colors or just a --

15 MAYOR LOMBARDI: Uniformity.

16 MS. DONNELLY: The look of it?

17 MR. GOHO: Just some consistency, uniformity.

18 MS. DONNELLY: Okay.

19 MR. GOHO: I mean because logos may, I don't
20 want to -- logos may change, I mean, you know, if you put a
21 rainbow, all the schools K through 12 will all be cougars at
22 some point, so I don't want to get locked into a color scheme
23 for their logo.

24 MS. DONNELLY: Okay. That's something we can
25 take a look at and make them all consistent.

1 MR. GOHO: Yes, you know, the building committee
2 can actually flesh this out, but I just want to put it on the
3 radar.

4 MS. DONNELLY: Sure.

5 MR. FUOROLI: Yes, because they just changed it
6 up at McGuire.

7 MR. GOHO: Yeah, one school, their school colors
8 are teal. Like I wouldn't want the exterior of the building
9 to be teal.

10 MS. DONNELLY: Right.

11 MR. MCBURNIE: Yes.

12 MS. DONNELLY: Okay, as we continue to develop
13 the renderings and the exterior materials, we can explore
14 that more. So our next steps, we are looking to submit the
15 schematic design submission to RIDE's portal the week of
16 September 4. We are currently working with the construction
17 manager and the OPM to start to develop some of the cost and
18 look at, as Matt said, early procurement packages and
19 scheduling to get ahead of that. And if that turns into the
20 early bid packages that we have to do separate drawings for,
21 that's something we can work on as well. The next step after
22 that would be the design development. We would continue to
23 develop the building and the site and continue with end user
24 engagement just like we did today. We will take input and
25 continue to develop that into the drawings.

1 MR. MCBURNIE: So for this group to understand,
2 what we are asking for today, again, is a motion to approve
3 submission of the elementary school schematic design for
4 school committee review. Now again, like I said in the
5 beginning, school committee has already approved submission
6 to RIDE. But as part of our submission to RIDE, we need
7 recommendations from the school building committee and the
8 school committee. So we are going kind of back in time, but
9 it's to make sure the paperwork lines up. I will also say
10 the design update for -- that you just saw now, and for the
11 high school, Phil with Studio JAED will be providing an
12 overall update to the town council on September 5. I have
13 that added to that agenda, so that will be shared with that
14 group as well. You'll see it again. So I would ask that at
15 this point we make that motion to approve submission of the
16 elementary school schematic design for school committee
17 review.

18 MR. MARTONE: I'll make that motion.

19 MR. POLLOCK: Second.

20 DR. PALLOTTA: Second.

21 THE CHAIRMAN: As you just stated, I believe you
22 have that, right, because I don't know if we want to repeat
23 that.

24 MR. MARTONE: For submission of elementary
25 school design for school committee.

1 MR. MCBURNIE: For schematic design.

2 MR. POLLOCK: Second.

3 DR. PALLOTTA: Second.

4 THE CHAIRMAN: You have got 3 seconds over here.

5 MAYOR LOMBARDI: I have just one question.

6 Hypothetically, and I don't think it could be an issue, but
7 you're going to be presenting to the council on the 5th.

8 MR. MCBURNIE: Yes.

9 MAYOR LOMBARDI: Supposing there's a suggestion
10 or a question, maybe this motion, and I can't tell you how to
11 make the motion, but maybe this motion should be, you know,
12 pending --

13 THE CHAIRMAN: Subject to?

14 MAYOR LOMBARDI: -- town council review.

15 MR. MCBURNIE: I would suggest not to add that
16 into the motion only because RIDE does not require the town
17 council review. I understand what you're saying, Mayor. But
18 if there is a desired change or a question or any type of
19 comment, this is schematic design, RIDE will allow changes to
20 the design.

21 MAYOR LOMBARDI: I just don't want this
22 committee to have to get a, an us and them, so to say, with
23 the council or a council person, that's all.

24 MR. MCBURNIE: Understood.

25 THE CHAIRMAN: So let me ask a question. We

1 have a councilman here, do you think that --

2 MR. MARTONE: So I mean the reason why I, I
3 guess I'm comfortable with the motion is based on what you
4 just said, my understanding is that if somebody comes up with
5 a phenomenal idea that we hadn't thought about, even after
6 this submission, we can still make the change.

7 MS. DONNELLY: Yes.

8 MR. MCBURNIE: Absolutely, yes.

9 MR. MARTONE: So as long as that's something
10 that we can do, I'm okay with that. And Mayor, I expect that
11 we will get some suggestions. Once we get them at the
12 council, we will bring them back here and we will see.

13 MR. MCBURNIE: This process will happen again at
14 design development, it will happen again at construction
15 documents. So this will happen 2 more times as we go through
16 the design process. We did the same with the high school.

17 THE CHAIRMAN: I want to just be careful we
18 don't lose time.

19 MR. MCBURNIE: That's part of the reason to
20 approve this now, to get it into it.

21 THE CHAIRMAN: Okay, and I don't want to say
22 okay, we did this, but now we're late for this, you know.

23 MR. MCBURNIE: Yes.

24 THE CHAIRMAN: I don't want to get into that
25 kind of thing. I don't, I don't think we want to get into

1 that kind of a situation.

2 MR. MCBURNIE: So Mayor, are you okay with the
3 motion?

4 THE CHAIRMAN: So the motion was made, and
5 seconded by Mr. Dr. Pallotta. All in favor?

6 (ALL WERE IN FAVOR)

7 THE CHAIRMAN: All opposed? The ayes have it.

8 MR. MCBURNIE: Thank you.

9 MS. DONNELLY: Thank you.

10 THE CHAIRMAN: Anything else?

11 MR. MCBURNIE: No, that was it for the design
12 presentation. And then a second item was added to the agenda
13 regarding Studio JAED's stage 2 invoicing, it says \$75
14 thousand payment on here.

15 DR. PALLOTTA: Yes, I can speak. I asked to put
16 that on the agenda. In reviewing, I periodically review the
17 invoices that we get at the school department, and I noticed
18 that, I just want clarification on this. I think it was back
19 in September there was a discussion about the \$75 thousand
20 payment to Studio JAED to start working on the stage 2
21 submission. And I believe Maria, Al, and Al Conte were going
22 to get together to work that out. I want to make sure
23 there's no confusion. The school department had a grant for
24 a hundred thousand dollars, which was applied to reviewing
25 the infrastructure of the buildings. That was separate and

1 apart from this \$75 thousand, bond. I think Mario Carreno
2 was at the meeting from RIDE, and he suggested that that cost
3 should be attributed to the bond. And then I asked the
4 question whether or not that amount would be attributed to
5 the bond. The answer was yes. So in reviewing the invoices,
6 I see that we got, the town, Studio JAED billed the town on 3
7 separate occasions for Studio JAED to complete the stage 2
8 process.

9 MR. MCBURNIE: Yes.

10 DR. PALLOTTA: Those bills were then transferred
11 to the school department. Those bills should not be
12 transferred to the school department. That's part of the
13 bond where you're going to get the 80 percent reimbursement.
14 Those bills transferred to the school department, you're not
15 going to get the reimbursement because it has no attachment
16 to the hundred thousand dollar grant that we received from
17 RIDE for Studio JAED to do other work. So I just want to
18 bring that to the building committee's attention that the
19 cost, which is -- we have gotten 3 separate invoices now, it
20 totals \$150 thousand, is that correct?

21 MR. MCBURNIE: Correct.

22 DR. PALLOTTA: So, you know, I'm recommending
23 that those bills do not come to the school department because
24 you're not going to get the reimbursement. So, and the
25 billings went to the town, went to, let me see who's

1 attention, went to Maria's attention. So I just want
2 clarification on that, that these bills from Studio JAED will
3 be consumed by the bond so you guys get the reimbursement.
4 So we shouldn't be receiving any more of these invoices from
5 the town to the school department. Otherwise you're not
6 going to get, you're not going to get reimbursement.

7 MR. MCBURNIE: Yes, I had ordered it. It was my
8 -- so this stage 2 submission was prior to Left Field being
9 brought in.

10 MS. CASINELLI: Okay.

11 MR. MCBURNIE: So I was just trying to
12 facilitate the invoicing, and I assumed it was part of the
13 school department because it was on, it was part of the stage
14 2 prior to the project starting. But maybe that was in my
15 error, which --

16 MS. CASINELLI: Yes, we paid for the stage 1
17 submission from that technical assistance grant.

18 DR. PALLOTTA: Yes, but this is stage 2.

19 MS. CASINELLI: Right, that was stage 2, right.

20 MR. MCBURNIE: So the, just to clarify, and Dr.
21 Pallotta, you are correct, they total 150 thousand, that is
22 separate from Studio JAED's contract with the town for design
23 for the elementary schools and their contract with Shawmut
24 for the design build for the high school. This is just RIDE
25 stage 2 submission, so 150 thousand is the total. It will

1 not increase. They completed that scope of work and
2 delivered the submission to RIDE per the dates that were
3 required, so that scope of work is closed. So 150 thousand
4 will be the total for that service.

5 DR. PALLOTTA: So that will come in to the town
6 for payment, \$150 thousand, so you get the reimbursement.

7 MR. MCBURNIE: If that is what this committee
8 requires. Yes, Maria?

9 MS. VALLEE: So I, just like Matt said, I got
10 the invoices and so did Al and Matt, the second one, right?

11 MR. MCBURNIE: Yes.

12 MS. VALLEE: And I also assumed that it had to
13 do with the design for the building of the auditorium. So
14 that's why I thought it was, because nothing was being done
15 or worked on the elementary schools yet. So I know that you
16 had the grant for 4 million for the auditorium, so I wasn't
17 aware that that was for stage 2 or anything because the only
18 purchase order that the town has for Studio JAED, and correct
19 me if I'm wrong, Al did the purchase order, is for the design
20 of the elementary schools. I don't have a purchase order
21 for --

22 MR. COSTA: And the high school admin.

23 MS. VALLEE: And the high school admin. I don't
24 have an invoice, a purchase order for the submission. So
25 that's why I put one and one together. Once I submitted the

1 invoices and I forwarded them to Lisa, I never heard
2 anything. So I assumed and, you know, I didn't hear from the
3 school department, I didn't hear from anybody that it wasn't
4 being handled. So if you're saying that that is a
5 submission, it is supposed to be paid from the bond, then
6 just do a purchase order, send me the invoice and I'll pay
7 for it.

8 DR. PALLOTTA: It says on the invoice stage 2
9 submission, elementary school projects.

10 MS. VALLEE: Right, and like I said, I received
11 --

12 DR. PALLOTTA: Do you need to see those?

13 MS. VALLEE: No, I've seen them. Like I said, I
14 just saw a purchase order.

15 MS. CASINELLI: I wasn't sure when I saw it
16 either.

17 MS. VALLEE: Yes, I wasn't either. So that's
18 why I brought them to you because I only had 2 purchase
19 orders. I only had 2 purchase orders, like I said, I had one
20 for the construction and one for the administrative building,
21 which you have a \$4 million bond. That's why I said let's
22 keep it all separate because it's a lot easier to handle.
23 But we wanted to the 4 million in here and put the bond
24 together, so that's complicating it a little bit more.

25 MR. GOHO: Yes, so Matt, just to make sure I

1 understand this correctly, the school auditorium, we have
2 been awarded up to 3.8 million.

3 MR. MCBURNIE: Yes.

4 MR. GOHO: So, but that's really based on our
5 reimbursement rate. So we have been awarded 80 percent of up
6 to 3.8 million, it's the difference between the 80 percent
7 and the 3.8 million that would have to be paid for by the --

8 MR. MCBURNIE: It's my --

9 MR. GOHO: The auditorium project was
10 incorporated into the bond for that reason.

11 MR. MCBURNIE: Yes, the only component of that
12 that I understand differently is that the auditorium grant is
13 locked in at a full grant of the 3.8 million, it's not 80
14 percent of that.

15 MR. MARTONE: We talked about it last time.
16 That was my understanding as well was that the 3.8 was
17 essentially going to be like \$3.8 million that the town and
18 the school would be contributing towards, it would be a full
19 3.8, not 80 percent.

20 MR. MCBURNIE: The 3.8 that you receive to fund
21 the project.

22 MR. MARTONE: Right.

23 MR. MCBURNIE: Right, you don't have to -- you
24 are not reimbursed 80 percent of 3.8 million, you receive a
25 hundred percent of 3.8 million to go towards the auditorium,

1 and that's why we have to have that complete by June of '24
2 to meet that grant requirement.

3 DR. PALLOTTA: Because that was a grant?

4 MR. MCBURNIE: Correct, correct. So that grant
5 is separate from the RIDE 80 percent reimbursement, which is
6 80 percent of your \$125 million bond.

7 MR. MARTONE: Right, but when the presentation
8 came through originally, if I remember correctly, and I could
9 have it wrong, the 3.8 was factored in in the sense that we
10 have a \$125 million bond, but the auditorium was part of it,
11 so it's not really not going to be \$125 million bond, it's
12 going to be a \$121 million bond.

13 MR. MCBURNIE: Right, but your -- but that's
14 separate from, that's like funding, internal funding buckets
15 for you. That's separate from what you have as far as
16 reimbursement values.

17 MR. GOHO: Yes, I mean Mario is correct, it is
18 125 minus --

19 MR. MCBURNIE: The 3.8, yes.

20 MR. GOHO: The 3.8. But I remember Mario
21 Carreno explaining to us the benefits of incorporating that
22 into the bond because then the reimbursement rate would be
23 higher than doing it as a stand alone.

24 MR. MCBURNIE: Yes.

25 MR. GOHO: Which our reimbursement rate would

1 only be 60 percent. So I would interpret that to mean that
2 it's 80 percent of 3.8.

3 MR. MCBURNIE: I think we would have to get
4 added clarification from Mario Carreno for that.

5 MS. CASINELLI: I have the paperwork in my
6 office. I can forward you the paperwork.

7 MR. GOHO: Well, we are either going to get 3.8
8 fully or 80 percent of 3.8.

9 MR. MCBURNIE: Did he say it was, if you
10 incorporate that, you can get 80 percent of the other
11 projects?

12 MR. GOHO: Yes.

13 MR. MCBURNIE: Or without that incorporated you
14 would only get 60 percent for the other projects?

15 MR. GOHO: Anything that we do stand alone --

16 MR. MCBURNIE: Is just 60 percent.

17 MR. GOHO: It doesn't include the 20 percent
18 bonuses.

19 MR. MCBURNIE: Bonus monies, okay.

20 MR. GOHO: That's why he said you're better off
21 incorporating that bond, that project into the bond, because
22 the reimbursement rate will get you the extra 20 percent.

23 MR. MCBURNIE: Yes, understood, okay.

24 MR. MARTONE: I have one question. So the money
25 that's owed to Studio JAED, are we sure that that particular

1 bill is eligible for the 80 percent reimbursement?

2 MR. MCBURNIE: I would have to check on that
3 because that's part of, that's part of the stage 2
4 submission. So you technically don't know what your
5 reimbursement is until you submit stage 2, and this is work
6 done prior. So this would be a question that I'll have to
7 check with Chris and go back to RIDE on to confirm.

8 MS. CASINELLI: I had asked Mario about it is
9 this normally something incorporated into the bond, and he
10 said a lot of districts do do that to handle it that way.

11 MR. MCBURNIE: Okay.

12 MS. DONNELLY: So design fees are eligible for
13 reimbursement at whatever rate you get.

14 MR. MCBURNIE: Okay.

15 MR. MARTONE: So it certainly makes sense to
16 handle it at the bond. On the flip side, if it's not
17 reimbursable, from my perspective, and I may be selfish, but
18 the lower the bond is the better it is, I think, for
19 everybody because every dollar that bond goes up is more
20 money that our taxpayers are going to have to pay. So, you
21 know, as long as it's reimbursable, I think that that totally
22 makes sense, it's worth it. If it's not, then my preference
23 would be to talk about to potentially paying, even if the
24 town is paying, paying it in a different way in order to
25 potentially avoid, you know, increasing that total bottom

1 line of the bond.

2 MR. MCBURNIE: Yes.

3 MAYOR LOMBARDI: So I have a couple of
4 questions. And maybe one of them might be for you, Maria.
5 Was this bid, this service, was it bid?

6 MS. DONNELLY: I believe so.

7 MR. MCBURNIE: When was it, did you say, last
8 September?

9 MR. GOHO: August 1st.

10 MS. DONNELLY: Design services?

11 MAYOR LOMBARDI: The \$150 thousand from Studio
12 JAED, and maybe I can help a little. This has nothing to do
13 with the agreement with Shawmut?

14 MR. MCBURNIE: Nothing to do with the agreement
15 with Shawmut.

16 MS. DONNELLY: That's correct, totally separate.

17 MAYOR LOMBARDI: Okay, so that's that. So then
18 what other payments have we made, Maria, you know, toward
19 this construction project?

20 MS. VALLEE: I haven't received one invoice yet
21 from --

22 MR. MCBURNIE: You have only received Left
23 Field's invoices.

24 MS. VALLEE: I have only received Left Field's
25 invoices for the studies that were approved and for the OPM

1 services, that's it.

2 MR. MCBURNIE: Yes, so Shawmut and Studio JAED
3 are together and they have not submitted a first requisition
4 yet, which is typical because they're getting through the
5 pre-construction and really just started. So their
6 requisitions will begin, and Studio JAED has invoiced for
7 elementary school design, but there was an issue with the PO
8 that we are working through. So no payments have been made
9 yet to Shawmut or Studio JAED. The only payments I believe
10 have been made to Left Field.

11 MS. VALLEE: Correct.

12 MR. COSTA: Correct.

13 MAYOR LOMBARDI: But let's put that aside, the
14 Studio JAED with Shawmut. My question is who -- did someone
15 sign this PO for the 150 thousand or the 75 and 75 for Studio
16 JAED?

17 MR. MCBURNIE: Who would this PO number --

18 DR. PALLOTTA: Somebody assigned the purchase
19 order --

20 MR. MCBURNIE: What would this purchase order
21 be?

22 DR. PALLOTTA: -- by the town.

23 MAYOR LOMBARDI: That's what I'm just saying, I
24 just want to know, because it's been going on for quite some
25 time and there's a little confusion, you know. Studio JAED

1 was here and then Studio JAED continued to be here, but only
2 as part of Shawmut.

3 MR. MCBURNIE: Correct. And also for the design
4 for the elementary schools.

5 MAYOR LOMBARDI: So again, the design for the
6 elementary schools, and maybe I'm just forgetting it, did we
7 bid that?

8 MR. MCBURNIE: Yes, the design for the
9 elementary schools is completely separate from this \$150
10 thousand service. This \$150 thousand service is what you had
11 JAED do prior to going out to bid for architectural and
12 engineering services for the elementary schools. So this is
13 separate from the design.

14 MAYOR LOMBARDI: Did this committee ask for
15 that?

16 MR. MCBURNIE: For this 150 thousand?

17 MS. CASINELLI: For the stage 2 submission?
18 Remember Mario had come in and we met and said, you know,
19 instead of -- it's time to build a new Centredale building,
20 you know, and that's when he, when it was decided that we
21 were going to go that route to do the build because of the
22 reimbursement rate.

23 MR. GOHO: Yes, Mario specifically talked about
24 a change order to the contract with Phil. And I remember Al
25 saying something to the effect of we can go, we can go up to

1 a certain ceiling by town charter. And so all, so it was
2 left that Al and Maria and Phil would work all of this out up
3 to a certain amount to include all of this work.

4 MR. MCBURNIE: Okay, this must have been a year
5 ago or so.

6 MR. GOHO: Yes.

7 MAYOR LOMBARDI: That's why I'm asking the
8 questions.

9 MR. GOHO: It was, it was September.

10 MR. MCBURNIE: Okay.

11 MR. GOHO: So I don't know if there's anything
12 you want to add, Al, but.

13 MR. COSTA: We had generated a PO, I thought,
14 for it, but.

15 MS. VALLEE: For the 150?

16 MR. COSTA: For the 150, because it's 2023-106,
17 but I don't know what happened to it.

18 MS. VALLEE: Because I only have those 2 POs.

19 MR. COSTA: Because I wasn't here at the
20 beginning of this, so.

21 MS. VALLEE: I only have 2 POs, I don't know if
22 that's the PO for the one of those that we have already.

23 MR. COSTA: Right.

24 MS. VALLEE: And it's just using that PO number.

25 MR. COSTA: I have to look.

1 MS. VALLEE: Yes, we're going to have to look.
2 But regardless of it, did you go out to bid for the services,
3 for the submission, for the 150?

4 MR. COSTA: No, this was before me being
5 involved.

6 MS. VALLEE: So who went out to bid for --

7 DR. PALLOTTA: So that's the final amount?

8 MS. CASINELLI: Well, we had gone out to, we
9 had, Studio JAED was on the master price list, I think Mario
10 had presented us a list and we picked 3 companies to come in
11 for the fee assessment and stage 1 submission, and that's how
12 Studio JAED was awarded that. And I think at that point they
13 were part of the discussion, and that's when -- I believe you
14 guys said okay, we're going to just do a separate contract
15 with Studio JAED, because our work with them was done at that
16 point with that grant. We had done the stage 1 and the fees
17 assessments, we had done that whole report and submitted it
18 to RIDE. And that's when Mario came out and said you got
19 this reimbursement rate of --

20 MS. VALLEE: Yes, there shouldn't be a problem
21 if they are on the master price.

22 MR. COSTA: Yes, they are on the master price.

23 MS. VALLEE: And they did the submission?

24 MS. CASINELLI: Right, they did the stage 1.

25 MR. MCBURNIE: So then to the Mayor's question

1 of was it put out to bid, it was not because they are on the
2 MPA and they were selected. Okay.

3 MR. GOHO: Their original contract with the
4 school department came off of the MPA.

5 MR. MCBURNIE: Okay.

6 MR. GOHO: We interviewed 3 companies and
7 selected, recommended them. The school committee approved
8 them, and then once it became apparent that we were moving in
9 this direction, Mario came to a building committee meeting, I
10 believe it was in September, Phil was there, Phil Conte was
11 there.

12 MR. COSTA: I was there.

13 MR. GOHO: Al was there. And the first thing
14 Mario said was okay, now obviously we are moving in a much
15 more comprehensive direction than we originally thought, we
16 have to do a change order to increase the amount that we
17 would potentially pay Studio JAED because their work now was
18 going to be much more extensive. So our recommendation is
19 you include that as part of the bond because it would be
20 reimbursable.

21 MR. MCBURNIE: Okay.

22 MR. GOHO: So when I talked to Mario and I
23 talked to Phil, they all, pretty much they all had the same
24 recollection.

25 MR. MCBURNIE: Okay, based on the way that I'm

1 reading their invoice, there was a purchase order created,
2 this 2023-106. I don't know, having not been around at that
3 time, if that was a change order to an existing PO.

4 MAYOR LOMBARDI: What's the date on that?

5 MR. MCBURNIE: February 14, 2023, that's the
6 date of the invoice. I don't know what the date of the PO
7 is.

8 MAYOR LOMBARDI: So you don't have the date of
9 the PO?

10 MR. MCBURNIE: No, I have not seen a PO from
11 them.

12 THE CHAIRMAN: Do you know?

13 MR. COSTA: You have to check finance.

14 (OFF THE RECORD COMMENTS)

15 MR. MCBURNIE: That was for the RIDE submission.
16 But this, they have here noted for professional services
17 through period ending January 31st, so that was, this was
18 their bill for January.

19 MR. COSTA: Prior to January.

20 MR. MCBURNIE: Yes, prior, because they might
21 have stacked it, you're right. Yes, so this work was done in
22 2022, which makes sense for them to have made a submission in
23 February of 2023.

24 MS. CASINELLI: Right, because stage 2 was due
25 in February, yes.

1 MR. MCBURNIE: Correct, correct, yes. So it
2 does stand out there, they should be paid for the service
3 because they did complete the stage 2 exactly how you wanted
4 it and you did obtain the max amount of bonus points. I
5 would say that if the design services, and this is just my
6 opinion, which is worth nothing, but if the design services
7 are going to be reimbursed up to the 80 percent, then it
8 could be put into part of the project.

9 MR. GOHO: And that's why Mario brought this
10 concept up at a building committee meeting.

11 MR. MCBURNIE: Yes, I understand that, yes.

12 MAYOR LOMBARDI: So why aren't we just paying
13 the 150?

14 MR. MCBURNIE: We can.

15 MAYOR LOMBARDI: No, I'm just asking.

16 DR. PALLOTTA: The 150?

17 MAYOR LOMBARDI: No, I'm just saying that if you
18 owed me 150, I want the 150, if the work has been completed.

19 MR. MCBURNIE: Yes, we are paying. They have
20 invoiced 150, they have invoiced a total of 150, this is one
21 invoice for 75 thousand.

22 DR. PALLOTTA: There's 3 separate invoices,
23 January, February --

24 MAYOR LOMBARDI: Well, you're only showing one,
25 that's why I asked.

1 MR. MCBURNIE: Right. There's 45, and then 30 I
2 think is the last one. Yes, 30, right.

3 DR. PALLOTTA: Do you need a motion for that? I
4 mean that's got to come from the bond, it's a bond expense.

5 MR. MCBURNIE: Right.

6 DR. PALLOTTA: It's a completion of stage 2,
7 which was submitted already.

8 MS. VALLEE: I think that there should be a
9 motion that the committee instruct me to pay the 150 out of
10 the bond proceeds. Yes. I think we should make a motion.

11 DR. PALLOTTA: Is that a motion?

12 MS. VALLEE: Yes.

13 DR. PALLOTTA: Is that a motion?

14 MS. VALLEE: Yes.

15 DR. PALLOTTA: I'll second it.

16 THE CHAIRMAN: Motion was made by Maria Vallee,
17 seconded by Dr. Pallotta. All in favor?

18 (ALL WERE IN FAVOR)

19 THE CHAIRMAN: All opposed? The ayes have it.

20 MR. MCBURNIE: So Maria, one question for you,
21 should I package these 3 together?

22 MS. VALLEE: No, Al, Dr. Pallotta has the 3
23 invoices, Al will do the purchase order and we will cut the
24 check this week.

25 MR. MCBURNIE: Okay.

1 MS. VALLEE: Yes, he will get paid this week.

2 MR. MCBURNIE: Okay.

3 MAYOR LOMBARDI: And in the future, there will
4 be no separate billing like this, correct?

5 MR. MCBURNIE: No. No, in the future and
6 starting very soon, there will be one monthly requisition
7 summary that Left Field puts together that will have all of
8 the individuals, whether it's Shawmut, Studio JAED, Shawmut's
9 subcontractors, Left Field, the environmental engineer, any
10 of the consultants, that will be all packaged as one invoice
11 for a monthly invoice, and Maria, Chris and I will review
12 that for payment to the specific firms.

13 THE CHAIRMAN: On this 150, are we going to be
14 eligible for 80 percent reimbursement?

15 MR. MCBURNIE: That is what was said as part of
16 this meeting is that design fees are --

17 THE CHAIRMAN: That's the most important thing,
18 I don't want to pay 150, I want to pay 20 percent of that.

19 MR. MCBURNIE: Right.

20 DR. PALLOTTA: No, it's all eligible.

21 MR. MCBURNIE: Yes, Maria?

22 MS. VALLEE: My question is the 3.8 million, the
23 grant, how will those invoices be handled?

24 MS. CASINELLI: I was just going to say to you,
25 you and I need to like work to get them submitted.

1 MS. VALLEE: Because those are the first
2 invoices we're going to be receiving, right, for the
3 auditorium.

4 MR. MCBURNIE: Right.

5 MS. VALLEE: I don't want this happening again.
6 So how do we handle this, because comes out of the 3.8.

7 MR. MCBURNIE: So I've already instructed
8 Shawmut as they set up their funding within their internal
9 departments to treat it as separate jobs. So there will be
10 separate invoices for the auditorium and the addition, and
11 there will be separate GMPs, so guaranteed maximum price
12 agreements, one for the auditorium, one for the addition. So
13 everything will be separate for those two.

14 MS. CASINELLI: So maybe forward those to me
15 because I can just submit for the reimbursement through the
16 grant.

17 MS. VALLEE: So that's what we'll do, you will
18 submit them two together.

19 MR. MCBURNIE: Yes.

20 MS. VALLEE: We will have 2 separate ones, and
21 then I will submit to Lisa with the approval for payment for
22 the, the ones that are being paid out of the grant.

23 MS. CASINELLI: Right.

24 MR. MCBURNIE: Yes, and that will be very simple
25 to do because of me having them set them up as separate jobs.

1 So everything will be separate, they won't, nothing will be
2 charged to the other that's on there.

3 MS. CASINELLI: Perfect.

4 MS. VALLEE: Thank you.

5 MR. MCBURNIE: Okay, that was it for our agenda.

6 MR. COSTA: The last thing is discussion of the
7 bond, which was supposed to be put on the agenda, which I did
8 not do. So when we do the agendas moving forward, we will
9 incorporate that. I take the blame for it because I should
10 have added it.

11 MR. MCBURNIE: Okay.

12 MR. COSTA: But when we do them, we have got to
13 make sure we list the bond.

14 MR. MCBURNIE: You mean overall update of the
15 bond?

16 MR. COSTA: Every single school committee we
17 have got to add it.

18 MR. MCBURNIE: Okay.

19 MS. VALLEE: Yes, because the last meeting I
20 wanted discuss and provide an update to the committee about
21 the first band, the bond participation notes. And Charlie
22 Ruggiero was there, the attorney, and said that I couldn't
23 because it wasn't placed on the agenda.

24 MR. COSTA: So that's on me.

25 MS. VALLEE: So we were supposed to put

1 something, so this is the second meeting that I have the
2 update, which I can't discuss because it wasn't in the
3 agenda. So I just want it on the record that, you know,
4 twice I tried to update the committee with the first band.
5 So it will have to wait until the next meeting.

6 MR. MCBURNIE: Okay.

7 MR. COSTA: Yes, we have to make sure it's on.

8 MR. MCBURNIE: All set?

9 THE CHAIRMAN: Is that it, any other questions?

10 MR. GOHO: Matt, 2 things. Can you just give us
11 an update, I don't know if the building committee is fully
12 aware regarding the elevator resolution in regards to the
13 admin building, and then the second thing regarding an
14 incident that has arisen with the handicapped student at the
15 high school?

16 MR. MCBURNIE: Okay. So taking the ADA elevator
17 issue first. As part of the design review, through the
18 state, there came out a requirement to provide an elevator
19 for ADA use between the second level of the addition, which
20 is the admin space, and the ground level of the addition,
21 which is storage and concession and bathroom space. There
22 was a lot of back and forth, and it was leaning towards they
23 were going to require an elevator even though there was a
24 separation of use of the space. But then Phil with Studio
25 JAED reviewed the documentation that this state agency was

1 reviewing, and they had incorrect documentation. Phil then
2 reviewed in detail our updated plans. They stated that there
3 would not be an ADA elevator requirement as part of the
4 addition and that the only items that would need to be added
5 into the design would be an area of refuge at the ground
6 level of the stairwell as well as a call button for
7 emergencies, and that is being incorporated into the design
8 as we speak now. So that is a big bullet dodged as far as a
9 million, 1.5 type of cost that doesn't have to be added to
10 the project. The other item that has recently come up, it's
11 my understanding that there's a student now, a freshman at
12 the high school, that requires wheelchair access to the
13 field. I have heard definitely the football field,
14 potentially the baseball field. Right now the way the field
15 is set up, there is ADA access to the spectator area of the
16 bleachers, but not ADA access from the school without going
17 on to a public way to get to the field. There is an ADA
18 accessible area off of the street, but this student would
19 then need to leave school grounds, go on the public street
20 and get back on to school grounds, which I do not believe is
21 an allowable means of pathway. So Studio JAED, Phil Conte,
22 is, I believe he was going on site today to shoot grades to
23 determine what type of ramp would need be built to provide
24 access for this student from the area closest to the gym,
25 closest to the parking lot, to the field of the football

1 field, and then potentially from the football field to the
2 baseball field. This will be a large expense. Right now we
3 are just estimating on site with the Shawmut superintendent.
4 Approximately 300 foot length of ramp based on dropping about
5 20 feet at an 8 percent grade. So that would, very rough
6 numbers, maybe a quarter million dollars, yeah, quarter
7 million dollars, close to \$300 thousand, just kind of very
8 quick estimate. And that's just from the school area right
9 outside the gym, the gym area, to the football field. That
10 is not including another ramp for access to the baseball
11 field. So this is something that is very much a hot item and
12 is in flux right now. It's, nothing has been drawn yet or
13 really been planned yet. They are shooting grades to get
14 information on the site to come up with kind of a draft plan
15 for this ramp.

16 MAYOR LOMBARDI: If I could, only because being
17 involved in the discussions, I would get ready and try to do
18 whatever we can to make sure this is ADA accessible. I think
19 we have the obligation to provide that. I didn't want to
20 hear it, to be very honest with you, but I think that whole
21 area needs to have the availability for any student to
22 partake in any activities there. Now, the question was you
23 have a wheelchair, why do you need to be on the football
24 field. My answer to that is yes, you're right, but I don't
25 think we can question that. I think if it's a student that's

1 attending our school, then he or she should have the
2 availability to ingress or egress any area that any other
3 student can.

4 MR. MCBURNIE: Correct.

5 MAYOR LOMBARDI: So I just think, and by the
6 way, did we say we are ahead of the game on the spending on
7 this facility right now?

8 MR. MCBURNIE: On the addition?

9 MAYOR LOMBARDI: Admin building.

10 MR. MCBURNIE: Yes.

11 MR. GOHO: Yes, I would agree with the Mayor
12 because there would potentially be reasons for a wheelchair
13 student to be on the field. Sometimes outdoor pep rallies
14 are held on the field. I believe he would be to get to the
15 stands from the parking lot. Sometimes phys ed classes are
16 held on the field. So there could be reasons. So I agree
17 with the Mayor. Plus, the woman who Phil was dealing with
18 regarding the elevator issue was very good with us, very
19 flexible. We bargained in good faith with her, and so if
20 there's any issue that arises from this, she would be the
21 same person looking at it.

22 MR. MCBURNIE: Exactly.

23 MR. GOHO: So I think for all those reasons, you
24 know, something needs to be done expeditiously.

25 MR. MCBURNIE: Yes.

1 MR. GOHO: And like the Mayor said, and I have
2 been told too, preliminarily we are significantly under
3 budget on this project.

4 MR. POLLOCK: Yes, I also spoke with the Mayor
5 and Joe, and the disadvantage that we have is that our fields
6 are set so low, where most schools aren't like that. And
7 that's why this is an issue. If the school was at a level
8 ground, it's not an issue, but I agree.

9 MAYOR LOMBARDI: We met there the other day with
10 the young lady that's running the job, so to say.

11 MR. MCBURNIE: Christine.

12 MAYOR LOMBARDI: Christine and Jimmy and myself,
13 Dick, the building inspector, to see what would be the best
14 way and maybe the least expensive way to get that student --
15 and by the way, it may be only one student now, but we don't
16 know what's going to happen in the future, it may be a number
17 of students. So I think we have that obligation, by the way,
18 whether we like to hear it or not, but we have got the
19 obligation to do it.

20 THE CHAIRMAN: The ADA rules are the ADA rules,
21 whether it's for one or a hundred one. So I mean there's no
22 question there. But there are some questions about why
23 someone has to be on the football field. Now in this case
24 right now, this young man, and by the way, I'm sympathetic to
25 anyone who is ADA, I have said this. I had a sister who was

1 blind and crippled when she became -- when she was 12 years
2 old, my younger sister, so I understand the problems. And
3 there was no ADA then, you picked her up, took her wherever
4 you wanted to and wheeled her in the wheelchair. So in this
5 case I think he, what does he do, he takes the score, he's a
6 scorer?

7 MAYOR LOMBARDI: Yes, they said he might be a
8 scorer, he might not be.

9 THE CHAIRMAN: A scorer. And like I'm saying,
10 in the meantime we have got to work on getting this access to
11 the field one way or the other, because if it isn't the
12 football field, it's going to be the baseball field.

13 MR. MCBURNIE: Right.

14 THE CHAIRMAN: So it's not an easy one. I mean
15 we were on there, everybody has got a different idea. But
16 it's not going to be cheap, by the way, but whatever it is
17 it's got to get done.

18 MR. MCBURNIE: My understanding is that it's
19 simply because he is a student of the school. Whether he
20 would do anything on the field or not, you would need the
21 field to provide --

22 THE CHAIRMAN: Well like I said, if he's
23 scoring, you can score from, you know, we can get him like
24 somewhere where he could see the game, see the, you know.

25 MS. DONNELLY: Right.

1 THE CHAIRMAN: But like I said, at this point, I
2 don't know how we can get him on the field.

3 MAYOR LOMBARDI: You know, the sad part is,
4 let's put this young fellow aside a minute. You may have
5 someone that's got a walker that needs to get down there,
6 down on to the field. Or, you know, someone with the
7 crutches that needs to have that accessibility.

8 MR. MCBURNIE: That can't use the stairs, yes.

9 MR. POLLOCK: Yes, the only accessibility there
10 now are the stairs coming in from Smithfield Road. And
11 that's actually right with the, right now where the rest room
12 is.

13 MR. MARTONE: So right now is there --

14 THE CHAIRMAN: If anybody has got an idea how we
15 could do it, please come up with it, we're ready.

16 MR. MARTONE: Right now the access would be
17 through the parking lot and then you could get as far as the,
18 where the press box is, right, where they sit --

19 MAYOR LOMBARDI: That's it, but you're still
20 about 15 feet up, Mario.

21 MR. MARTONE: Yes, but my question is is the
22 access, is it okay to have the access directly from the
23 parking lot, like not from the school, or like it's okay to
24 have --

25 MR. MCBURNIE: So that has to be part of the

1 discussion, because if there are to be gym classes held on
2 the field, this student would need to be able to take the
3 same path as the other students and not be segregated.

4 MAYOR LOMBARDI: A quick, if I may, and I think
5 the quickest way or maybe the easiest or maybe the least
6 expensive is to have this student come by the press box on
7 the lower end, just keep going straight, open that up to be
8 able to come down on the further end of the field, on the
9 Smithfield Road side.

10 MR. MARTONE: Towards Smithfield Road and wind
11 back around.

12 MAYOR LOMBARDI: Right, so at least it would be
13 a grade, a softer, easier grade down.

14 MR. MCBURNIE: Yes, you have grade requirements,
15 you can't go more than an inch per foot.

16 THE CHAIRMAN: I was going to say that's the
17 problem.

18 MR. MCBURNIE: Yes, there will be switchbacks.
19 Yes, yes, sir?

20 (OFF THE RECORD COMMENTS)

21 MR. PITASSI: I just want to say this came to me
22 through Councilman DiLorenzo, because I guess the family
23 approached him, and I'm sure others. But I think the family
24 would be extremely appreciative and any families going
25 forward that we have access for people that are handicapped

1 or have issues, you know, to get to the field. So I think
2 this is well worth the funds that we have to spend for it.

3 MR. FUOROLI: And we worked with this family
4 for, from when we went to Johnston.

5 MAYOR LOMBARDI: Yes, we had an issue -- not an
6 issue. But Steven, if I may, we worked with this family down
7 at Ricci, very very appreciative. They're not, you know,
8 they're not being, you know, fresh about it, so to say. So
9 we do have the opportunity at this school here.

10 MR. MCBURNIE: So for this, the solution for
11 this, I think the quickest one is a ramp, similar to what we
12 are building for access to the press box at the top of the
13 bleachers. That will be the quickest, probably the cheapest.
14 I don't know if that's what you want to be the permanent
15 solution because it will be viewing a ramp that wraps around
16 the field. Another solution is an ADA lift, but with that
17 comes some substructure for the foundations for the steel for
18 the lift to ride on.

19 MAYOR LOMBARDI: And then the maintenance is
20 another issue with the lift.

21 MR. MCBURNIE: The maintenance, yes. So maybe a
22 ramp is the easiest, and it's definitely the quickest.
23 Because lead time on the lift, you may not be until next
24 summer to get the lift. So that is what Shawmut and Studio
25 JAED are looking at right now is putting a ramp.

1 MR. GOHO: Can we just have this as a recurring
2 item on the agenda so we can update the building committee?

3 MR. MCBURNIE: Sure.

4 MR. GOHO: Al, we would like to have this as a
5 recurring item on the agenda.

6 MR. COSTA: I'm sorry, say it again.

7 MR. GOHO: We would just like to have this as a
8 recurring item on the agenda just as an update.

9 MR. COSTA: The ADA?

10 MR. MCBURNIE: The ADA ramp for the field.

11 MR. COSTA: Okay, I'll add that.

12 MR. MCBURNIE: And it will also be a recurring
13 item on the Tuesday meetings, yes.

14 MAYOR LOMBARDI: So, well then let me ask you,
15 Mr. Chairman, let's assume in 2 weeks, again, the time frame
16 that they come back, Studio JAED or Shawmut comes back, maybe
17 you, Chris, you guys say look, we think this is the best way.
18 Can we, you know, proceed, or do we call a special meeting of
19 this building committee to afford them the opportunity to
20 comment? I just think that it's an issue that needs to get
21 squared away, the sooner the better, because it's not going
22 to interfere, it's not going to interfere with the
23 construction of the admin building.

24 MR. MCBURNIE: No, correct.

25 MAYOR LOMBARDI: So all I want to make sure is

1 that we are not kicking the can down the road, well, let's
2 wait till that meeting and now we move it to the next
3 meeting. I just think that maybe with Jimmy --

4 THE CHAIRMAN: We can call a special meeting
5 anyway, Mayor.

6 MAYOR LOMBARDI: But it's up to you, whatever
7 way you want to handle it.

8 MR. MCBURNIE: We could do that. If the
9 committee as a whole would like to see it and provide
10 approval, or if that should be a subcommittee item or if
11 that's a small meeting. It doesn't matter for me, and I know
12 Shawmut will just, they will move forward at risk and begin
13 building it as long as we have, you know, approval of the
14 layout.

15 MAYOR LOMBARDI: Maybe a subcommittee meeting
16 might be the right thing only to keep it moving.

17 MR. MCBURNIE: Yes.

18 MR. MARTONE: But if they started building that,
19 I mean there are football games scheduled as well. That's,
20 you know.

21 MR. FUOROLI: Yes, we won't be in the way.

22 MR. MCBURNIE: We wouldn't be in the way.

23 MAYOR LOMBARDI: Yes, it's not going to
24 interfere with where the football games are.

25 DR. PALLOTTA: You would have to approve it

1 because it's an additional expense.

2 MR. MCBURNIE: It will be a change order to
3 Shawmut, yes.

4 THE CHAIRMAN: I don't know how long a project
5 like this is going to be to get done. You know, that's going
6 to be a little while.

7 MAYOR LOMBARDI: But Dick, weather wise, the
8 sooner the better.

9 THE CHAIRMAN: On, no no. Listen, I want to
10 start tomorrow. But what I'm saying is how long is it going
11 to take to do this project?

12 MR. MCBURNIE: Realistically probably about 6
13 weeks.

14 THE CHAIRMAN: Six weeks.

15 MR. MCBURNIE: Only because, because it will
16 take 2 weeks to design it --

17 THE CHAIRMAN: Football season will be over.

18 MR. MCBURNIE: And then about 3 to 4 weeks to
19 build it.

20 THE CHAIRMAN: No, that's what I'm saying, half
21 of the football season will be over by then, almost.

22 MR. COSTA: So you have got to do a motion on
23 that?

24 THE CHAIRMAN: It's not like something you're
25 going to, you know, just going to lay a patch down.

1 (OFF THE RECORD COMMENTS)

2 MR. MARTONE: I would recommend we do that at
3 the next meeting.

4 THE CHAIRMAN: So what's our final conclusion?
5 So we are going to move forward to see how we could do it. I
6 think everybody agrees with that.

7 MAYOR LOMBARDI: So would this committee be okay
8 or in favor of, let's assume Shawmut came back in a couple of
9 weeks or Studio JAED and said look, this is what we think
10 should be done, you know, they've got a number, we'll call a
11 special meeting right away and, you know, say hey look, this
12 is what we got, this is what it's going to look like and this
13 is how much it's going to be.

14 THE CHAIRMAN: Let's do something like when
15 Shawmut comes back with a time frame and a monetary number of
16 what it's going to cost, that we will have a quick meeting,
17 yes or no. I don't think anyone is going to disagree, it's
18 something we have to have. And we'll just take it from
19 there.

20 MR. MCBURNIE: Okay.

21 MAYOR LOMBARDI: I think it's just a matter of
22 approving the design and cost, but I don't think we can say
23 no.

24 THE CHAIRMAN: No, we can't say no, I mean
25 that's the ADA rules, so.

1 MR. MCBURNIE: So then once I receive an update
2 from Studio JAED and Shawmut and I have something that the
3 committee can review, should I call a full school building
4 committee special meeting or a subcommittee special meeting?

5 THE CHAIRMAN: Just call a meeting.

6 MR. POLLOCK: Just call a meeting.

7 MR. MCBURNIE: Okay, school building committee
8 meeting.

9 THE CHAIRMAN: And it's only going to be a 5
10 minute meeting.

11 MAYOR LOMBARDI: And state the reason for it and
12 try to bring as much information as you can.

13 MR. MCBURNIE: Yes, absolutely.

14 MAYOR LOMBARDI: Of the design, and actually
15 it's the design and the cost. And the cost really isn't
16 that, I shouldn't say important, it is.

17 THE CHAIRMAN: But I think it's the timing more
18 than the cost right now because whatever the cost is it is.

19 MR. COSTA: Matt, how long is going to take to
20 get pretty much an idea of what it's going to cost?

21 MR. MCBURNIE: Probably about 2 weeks.

22 THE CHAIRMAN: Two weeks, everything is a couple
23 of weeks, just to get the cost.

24 MR. COSTA: So that brings us to the 14th, so do
25 you tentatively want to do a meeting on the 21st?

1 MR. MCBURNIE: Sure. Why don't we tentatively
2 plan for the 14th and I'll put a little fire to both JAED and
3 Shawmut.

4 THE CHAIRMAN: September 14.

5 MR. COSTA: So I'm going to add bond update and
6 that, okay.

7 MR. MARTONE: I was just going to say, do the
8 bond update too.

9 DR. PALLOTTA: And that's reimbursable?

10 MR. MCBURNIE: It will be part of the project,
11 yes.

12 THE CHAIRMAN: Okay, do we need a motion for
13 that?

14 MR. COSTA: We can't because it 's not on the
15 agenda.

16 MR. MCBURNIE: No, we can't. I know.

17 THE CHAIRMAN: All right, so just, you write it
18 down. So the plan is we are going to meet on the 14th. We
19 will, at that point, we'll have a number for what the cost is
20 going to be.

21 MR. MCBURNIE: I will push them to do that.

22 MAYOR LOMBARDI: And by the way, if I say, I
23 don't think the issue, we were just chatting here, is the
24 baseball field. Once that student has the ability to reach
25 the end of the field there where Jimmy and his crew park,

1 that's all parking. And then they have the ramp, the roadway
2 that goes down into the field that the league uses. So the
3 accessibility to the baseball field, I don't think at this
4 point in time, Jimmy --

5 THE CHAIRMAN: Mayor, is that grade going down
6 to the baseball field --

7 MAYOR LOMBARDI: I don't think that's a bad
8 grade, right?

9 THE CHAIRMAN: That's a pretty steep grade
10 though.

11 MR. FUOROLI: So now, they can park right on
12 Smithfield Road and go right over there.

13 THE CHAIRMAN: Yes, but they're saying he's got
14 to be able to come from the school to there without going on
15 to the street.

16 MR. MCBURNIE: Right.

17 MAYOR LOMBARDI: Well, he's not going on the
18 street. Even if the worst case scenario was he's on that 150
19 foot of the sidewalk, he comes out the gate, down the
20 sidewalk and back in the other gate.

21 THE CHAIRMAN: I thought we discussed that the
22 other day that he could, if that's the case, he can go down
23 and get back on the field through Smithfield Road and he's on
24 the field at that point.

25 MR. FUOROLI: The parent don't want that.

1 MAYOR LOMBARDI: The other thing is we've got to
2 make sure what the ADA requirements are.

3 THE CHAIRMAN: Well, that's what I'm saying, I
4 don't know if that the ADA, I don't know.

5 MR. POLLOCK: I say we get this part of it done
6 and then we can --

7 MAYOR LOMBARDI: Yes, I think this is the most
8 important, the football field.

9 THE CHAIRMAN: I'm just thinking of that grade,
10 that's a pretty steep grade from the football field to the
11 baseball if you're in the wheelchair.

12 MAYOR LOMBARDI: It's a steep grade behind the
13 dugout, but the further you get to the street, the closer you
14 get to the street --

15 THE CHAIRMAN: But you're talking of getting on
16 the sidewalk, Mayor?

17 MAYOR LOMBARDI: No, I'm talking about where
18 they drive down for delivery of supplies and stuff.

19 THE CHAIRMAN: Oh, okay. Hey, whatever it is,
20 it is. Whatever it is, we have got to comply with the rules.

21 MAYOR LOMBARDI: Okay, let's make a motion.

22 THE CHAIRMAN: You said we don't need a motion.

23 MAYOR LOMBARDI: No, you call a special meeting.

24 THE CHAIRMAN: Yes, well we --

25 MR. MARTONE: Well, it will all be properly

1 noticed.

2 THE CHAIRMAN: So we are going to meet on the
3 14th anyway, because he said it's going to take about 2 weeks
4 to figure it out.

5 MR. MARTONE: Motion to adjourn.

6 MR. POLLOCK: Second.

7 THE CHAIRMAN: All in favor?

8 (ALL WERE IN FAVOR)

9 THE CHAIRMAN: All opposed? The ayes have it.

10 (ADJOURNED AT 10:40 A.M.)

11

12 **C E R T I F I C A T E**

13

14 I, Susan V. Fitzpatrick, a Notary Public in and
15 for the State of Rhode Island, hereby certify that the
16 foregoing are a true and accurate record of my stenographic
17 notes that were reduced to print through computer-aided
18 transcription.

19 In witness whereof, I hereunto set my hand this
20 6th day of September, 2023.

21

22 **SUSAN V. FITZPATRICK**
23 **CERTIFIED SHORTHAND REPORTER**
24 **NOTARY PUBLIC, STATE OF RHODE ISLAND**

25

My Commission expires 07/19/26

24

25

\$	2023 [4] - 1:8, 49:5, 49:23, 72:20	9	afford [1] - 64:19	Architects [1] - 2:19
\$121 [1] - 40:12	2023-106 [2] - 46:16, 49:2	9:00 [1] - 1:8	agency [1] - 55:25	architectural [1] - 45:11
\$125 [3] - 40:6, 40:10, 40:11	21st [1] - 68:25	A	agenda [13] - 2:4, 2:20, 31:13, 34:12, 34:16, 54:5, 54:7, 54:23, 55:3, 64:2, 64:5, 64:8, 69:15	area [39] - 5:8, 5:14, 5:18, 9:19, 9:23, 10:15, 10:23, 11:3, 11:20, 13:21, 13:22, 14:5, 14:23, 14:24, 14:25, 15:5, 15:18, 16:15, 16:17, 17:24, 18:3, 18:4, 18:5, 20:14, 23:7, 24:18, 25:4, 25:8, 27:13, 28:3, 56:5, 56:15, 56:18, 56:24, 57:8, 57:9, 57:21, 58:2
\$150 [5] - 35:20, 37:6, 43:11, 45:9, 45:10	23rd [1] - 2:9	A.M [2] - 1:8, 72:10	agendas [1] - 54:8	areas [9] - 9:24, 10:19, 15:7, 16:21, 17:11, 18:9, 22:2, 22:3
\$300 [1] - 57:7	25 [1] - 3:7	ability [1] - 69:24	ago [2] - 24:20, 46:5	arisen [1] - 55:14
\$75 [3] - 34:13, 34:19, 35:1	3	able [5] - 18:7, 20:12, 62:2, 62:8, 70:14	agree [5] - 9:17, 10:20, 58:11, 58:16, 59:8	arises [1] - 58:20
'	3 [10] - 32:4, 35:6, 35:19, 39:24, 47:10, 48:6, 50:22, 51:21, 51:22, 66:18	absolutely [2] - 33:8, 68:13	agreement [2] - 43:13, 43:14	art/media [1] - 27:20
'24 [1] - 40:1	3.8 [17] - 39:2, 39:6, 39:7, 39:13, 39:16, 39:17, 39:19, 39:20, 39:25, 40:9, 40:19, 40:20, 41:2, 41:7, 41:8, 52:22, 53:6	academic [1] - 19:9	agreements [1] - 53:12	aside [2] - 44:13, 61:4
0	30 [2] - 51:1, 51:2	access [19] - 10:19, 14:23, 15:17, 18:21, 21:10, 22:3, 27:2, 27:23, 56:12, 56:15, 56:16, 56:24, 57:10, 60:10, 61:16, 61:22, 62:25, 63:12	agrees [1] - 67:6	assessment [1] - 47:11
07/19/26 [1] - 72:23	300 [1] - 57:4	accessibility [3] - 61:7, 61:9, 70:3	ahead [2] - 30:19, 58:6	assessments [1] - 47:17
1	31st [1] - 49:17	accessible [3] - 13:8, 56:18, 57:18	aided [1] - 72:17	assigned [1] - 44:18
1 [4] - 36:16, 47:11, 47:16, 47:24	4	accurate [1] - 72:16	air [1] - 4:20	assistance [1] - 36:17
1.5 [1] - 56:9	4 [6] - 1:8, 30:16, 37:16, 38:21, 38:23, 66:18	acoustic [1] - 21:14	Al [11] - 34:21, 37:10, 37:19, 45:24, 46:2, 46:12, 48:13, 51:22, 51:23, 64:4	assumed [3] - 36:12, 37:12, 38:2
10:40 [1] - 72:10	43 [1] - 14:1	activities [2] - 3:22, 57:22	ALBERT [1] - 1:13	AT [1] - 72:10
12 [3] - 28:25, 29:21, 60:1	45 [1] - 51:1	actual [2] - 9:21, 19:19	Alexander [2] - 13:5, 13:9	athletic [2] - 13:20, 13:22
125 [1] - 40:18	5	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	ALL [3] - 34:6, 51:18, 72:8	attached [1] - 6:23
14 [2] - 49:5, 69:4	5 [3] - 14:6, 31:12, 68:9	activities [2] - 3:22, 57:22	allow [1] - 32:19	attachment [1] - 35:15
14th [4] - 68:24, 69:2, 69:18, 72:3	5th [1] - 32:7	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	allowable [1] - 56:21	attending [1] - 58:1
15 [1] - 61:20	6	adapt [1] - 20:12	almost [1] - 66:21	attention [3] - 35:18, 36:1
150 [18] - 36:21, 36:25, 37:3, 44:15, 45:16, 46:15, 46:16, 47:3, 50:13, 50:16, 50:18, 50:20, 51:9, 52:13, 52:18, 70:18	6 [2] - 21:12, 66:12	add [6] - 21:11, 32:15, 46:12, 54:17, 64:11, 69:5	alone [2] - 40:23, 41:15	attorney [1] - 54:22
1st [1] - 43:9	60 [3] - 41:1, 41:14, 41:16	added [7] - 7:13, 31:13, 34:12, 41:4, 54:10, 56:4, 56:9	amount [5] - 35:4, 46:3, 47:7, 48:16, 50:4	attributed [2] - 35:3, 35:4
2	6th [1] - 72:20	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	AND [1] - 1:1	auditorium [10] - 37:13, 37:16, 39:1, 39:9, 39:12, 39:25, 40:10, 53:3, 53:10, 53:12
2 [35] - 4:15, 9:24, 11:23, 20:22, 21:10, 21:15, 27:16, 33:15, 34:13, 34:20, 35:7, 36:8, 36:14, 36:18, 36:19, 36:25, 37:17, 38:8, 38:18, 38:19, 42:3, 42:5, 45:17, 46:18, 46:21, 49:24, 50:3, 51:6, 53:20, 55:10, 64:15, 66:16, 68:21, 72:3	7	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	answer [2] - 35:5, 57:24	August [1] - 43:9
2,600 [1] - 15:23	75 [3] - 44:15, 50:21	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	anyway [2] - 65:5, 72:3	authorities [1] - 3:9
2,800 [1] - 21:4	8	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	apart [1] - 35:1	availability [2] - 57:21, 58:2
20 [4] - 41:17, 41:22, 52:18, 57:5	8 [2] - 39:24, 57:5	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	apparent [1] - 48:8	Avenue [1] - 14:12
2000 [1] - 1:9	80 [14] - 35:13, 39:5, 39:6, 39:13, 39:19, 39:24, 40:5, 40:6, 41:2, 41:8, 41:10, 42:1, 50:7, 52:14	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	applied [1] - 34:24	avoid [1] - 42:25
2022 [1] - 49:22	85 [2] - 2:24, 3:6	ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	appreciative [2] - 62:24, 63:7	awarded [3] - 39:2, 39:5, 47:12
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	approached [1] - 62:23	aware [2] - 37:17, 55:12
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	approval [3] - 53:21, 65:10, 65:13	eyes [3] - 34:7, 51:19,
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	approve [6] - 2:6, 2:13, 31:2, 31:15, 33:20, 65:25	
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	approved [3] - 31:5, 43:25, 48:7	
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	approving [1] - 67:22	
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	aqua [1] - 27:18	
		ADA [18] - 9:20, 55:16, 55:19, 56:3, 56:15, 56:16, 56:17, 57:18, 59:20, 59:25, 60:3, 63:16, 64:9, 64:10, 67:25, 71:2, 71:4	architect [1] - 5:24	

72:9	board [1] - 3:25	bus [8] - 3:21, 5:4, 16:21, 22:2, 22:7, 22:10, 22:15, 27:3	66:9, 66:14, 66:17, 66:20, 66:24, 67:4, 67:14, 67:24, 68:5, 68:9, 68:17, 68:22, 69:4, 69:12, 69:17, 70:5, 70:9, 70:13, 70:21, 71:3, 71:9, 71:15, 71:19, 71:22, 71:24, 72:2, 72:7, 72:9	20:9
B	bobcats [1] - 29:5	button [1] - 56:6	change [8] - 24:22, 29:20, 32:18, 33:6, 45:24, 48:16, 49:3, 66:2	comfortable [1] - 33:3
backup [2] - 12:6, 13:16	bond [31] - 35:1, 35:3, 35:5, 35:13, 36:3, 38:5, 38:21, 38:23, 39:10, 40:6, 40:10, 40:11, 40:12, 40:22, 41:21, 42:9, 42:16, 42:18, 42:19, 43:1, 48:19, 51:4, 51:10, 54:7, 54:13, 54:15, 54:21, 69:5, 69:8	button [1] - 56:6	changed [1] - 30:5	coming [7] - 10:7, 13:5, 13:7, 16:24, 22:5, 22:22, 61:10
bad [1] - 70:7	bonus [1] - 50:4	buzzed [3] - 14:21, 18:22	changes [1] - 32:19	comment [5] - 4:3, 6:3, 6:22, 32:19, 64:20
band [2] - 54:21, 55:4	Bonus [1] - 41:19	C	changing [1] - 20:12	COMMENTS [6] - 7:8, 25:12, 26:11, 49:14, 62:20, 67:1
bargained [1] - 58:19	bonuses [1] - 41:18	cafegymatoriums [1] - 16:2	charged [1] - 54:2	comments [1] - 3:11
baseball [8] - 56:14, 57:2, 57:10, 60:12, 69:24, 70:3, 70:6, 71:11	bordered [1] - 24:16	cafeteria [2] - 4:13, 19:2	CHARLES [1] - 1:12	Commission [1] - 72:23
based [5] - 2:25, 33:3, 39:4, 48:25, 57:4	boss [1] - 2:2	careful [1] - 33:17	Charlie [1] - 54:21	COMMITTEE [2] - 1:3, 1:6
basketball [1] - 16:7	bothering [1] - 24:8	Carreno [3] - 35:1, 40:21, 41:4	charter [1] - 46:1	committee [33] - 2:4, 2:7, 2:8, 2:10, 2:11, 2:13, 6:6, 8:22, 30:1, 31:4, 31:5, 31:7, 31:8, 31:16, 31:25, 32:22, 37:7, 45:14, 48:7, 48:9, 50:10, 51:9, 54:16, 54:20, 55:4, 55:11, 64:2, 64:19, 65:9, 67:7, 68:3, 68:4, 68:7
bathroom [1] - 55:21	bottom [1] - 42:25	cars [2] - 11:16, 12:13	chatting [1] - 69:23	committee's [1] - 35:18
became [2] - 48:8, 60:1	box [3] - 61:18, 62:6, 63:12	case [4] - 59:23, 60:5, 70:18, 70:22	cheap [1] - 60:16	commonalities [1] - 3:15
becomes [1] - 20:3	breakout [3] - 4:13, 4:15, 27:17	case [4] - 59:23, 60:5, 70:18, 70:22	cheapest [1] - 63:13	commons [5] - 14:25, 15:16, 16:16, 19:1, 27:19
bee [1] - 28:23	BRIEF [3] - 18:14, 21:24, 26:19	CASINELLI [15] - 1:15, 36:10, 36:16, 36:19, 38:15, 41:5, 42:8, 45:17, 47:8, 47:24, 49:24, 52:24, 53:14, 53:23, 54:3	check [6] - 14:20, 25:22, 42:2, 42:7, 49:13, 51:24	companies [2] - 47:10, 48:6
begin [2] - 44:6, 65:12	bring [5] - 12:4, 19:6, 33:12, 35:18, 68:12	ceiling [1] - 46:1	chore [1] - 12:16	complete [6] - 2:24, 3:6, 3:8, 35:7, 40:1, 50:3
beginning [3] - 7:20, 31:5, 46:20	brings [1] - 68:24	center [1] - 27:20	Chris [3] - 42:7, 52:11, 64:17	completed [3] - 2:22, 37:1, 50:18
beginning [3] - 7:20, 31:5, 46:20	Brookside [2] - 17:7, 17:9	center/art [2] - 19:2, 20:8	Christine [2] - 59:11, 59:12	completely [5] - 5:5, 9:24, 11:19, 21:15, 45:9
behind [4] - 23:10, 23:13, 24:1, 71:12	brought [4] - 3:25, 36:9, 38:18, 50:9	Centredale [9] - 3:14, 16:18, 18:12, 18:16, 19:11, 21:23, 27:22, 28:17, 45:19	CHUCK [1] - 1:16	completion [1] - 51:6
belief [1] - 7:19	buckets [1] - 40:14	certainty [2] - 46:1, 46:3	circle [1] - 18:2	complicating [1] - 38:24
below [1] - 15:15	budget [1] - 59:3	certainly [2] - 9:2, 42:15	City [1] - 29:11	comply [1] - 71:20
benefits [1] - 40:21	build [4] - 36:24, 45:19, 45:21, 66:19	CERTIFIED [2] - 1:24, 72:22	civil [1] - 6:4	component [1] - 39:11
best [2] - 59:13, 64:17	BUILDING [2] - 1:3, 1:6	certify [1] - 72:15	clarification [3] - 34:18, 36:2, 41:4	comprehensive [1] - 48:15
better [6] - 14:2, 14:12, 41:20, 42:18, 64:21, 66:8	building [43] - 2:4, 3:10, 4:19, 4:23, 5:3, 5:5, 6:5, 6:9, 6:12, 8:22, 9:21, 10:5, 10:8, 11:2, 14:8, 16:19, 16:20, 22:1, 22:4, 22:7, 24:17, 30:1, 30:8, 30:23, 31:7, 35:18, 37:13, 38:20, 45:19, 48:9, 50:10, 55:11, 55:13, 58:9, 59:13, 63:12, 64:2, 64:19, 64:23, 65:13, 65:18, 68:3, 68:7	CHAIRMAN [73] - 1:12, 2:1, 19:15, 20:14, 20:22, 21:19, 22:15, 22:18, 22:20, 23:1, 23:8, 23:12, 23:16, 23:22, 24:2, 24:6, 24:13, 24:16, 25:7, 25:9, 31:21, 32:4, 32:13, 32:25, 33:17, 33:21, 33:24, 34:4, 34:7, 34:10, 49:12, 51:16, 51:19, 52:13, 52:17, 55:9, 59:20, 60:9, 60:14, 60:22, 61:1, 61:14, 62:16, 65:4, 66:4,	clarify [1] - 36:20	computer [1] - 72:17
between [9] - 3:23, 4:15, 15:3, 16:16, 27:17, 27:22, 28:5, 39:6, 55:19	built [2] - 17:16, 56:23	Chairman [1] - 64:15	classes [2] - 58:15, 62:1	computer-aided [1] - 72:17
bid [8] - 30:20, 43:5, 45:7, 45:11, 47:2, 47:6, 48:1	bump [2] - 15:4, 19:6	CHAIRMAN [73] - 1:12, 2:1, 19:15, 20:14, 20:22, 21:19, 22:15, 22:18, 22:20, 23:1, 23:8, 23:12, 23:16, 23:22, 24:2, 24:6, 24:13, 24:16, 25:7, 25:9, 31:21, 32:4, 32:13, 32:25, 33:17, 33:21, 33:24, 34:4, 34:7, 34:10, 49:12, 51:16, 51:19, 52:13, 52:17, 55:9, 59:20, 60:9, 60:14, 60:22, 61:1, 61:14, 62:16, 65:4, 66:4,	classroom [1] - 15:3	concern [2] - 22:24, 23:8
bid [8] - 30:20, 43:5, 45:7, 45:11, 47:2, 47:6, 48:1			classrooms [5] - 4:15, 15:2, 19:4, 20:9, 27:15	
big [1] - 56:8			close [4] - 5:1, 25:1, 26:13, 57:7	
bigger [4] - 15:24, 16:9, 21:3, 24:22			closed [1] - 37:3	
bill [2] - 42:1, 49:18			closer [7] - 5:17, 6:1, 9:21, 10:4, 14:1, 14:8, 71:13	
billed [1] - 35:6			closest [2] - 56:24, 56:25	
billing [1] - 52:4			cognizant [1] - 13:16	
billings [1] - 35:25			color [6] - 19:2, 19:3, 19:8, 27:19, 28:2, 29:22	
bills [5] - 35:10, 35:11, 35:14, 35:23, 36:2			colors [3] - 29:10, 29:14, 30:7	
Birchwood [1] - 29:4			combined [2] - 19:23,	
bit [6] - 6:15, 9:25, 12:16, 21:3, 38:24				
blame [1] - 54:9				
bleachers [2] - 56:16, 63:13				
blind [1] - 60:1				
blue [7] - 14:23, 14:25, 19:1, 27:18, 28:20, 28:25				

<p>concerned [2] - 5:25, 24:9</p> <p>concerning [1] - 5:14</p> <p>concerns [4] - 11:23, 11:24, 12:9, 23:5</p> <p>concession [1] - 55:21</p> <p>conclusion [1] - 67:4</p> <p>conditions [1] - 4:10</p> <p>confident [1] - 7:21</p> <p>configuration [2] - 21:9, 24:21</p> <p>configurations [1] - 20:11</p> <p>confirm [1] - 42:7</p> <p>conflict [2] - 12:6, 13:4</p> <p>confusion [2] - 34:23, 44:25</p> <p>considered [1] - 7:14</p> <p>consistency [1] - 29:17</p> <p>consistent [1] - 29:25</p> <p>constantly [1] - 20:11</p> <p>constraints [1] - 18:10</p> <p>construct [1] - 5:3</p> <p>construction [16] - 3:12, 3:14, 3:16, 3:19, 3:22, 3:24, 4:10, 6:12, 6:24, 7:17, 30:16, 33:14, 38:20, 43:19, 44:5, 64:23</p> <p>consultants [1] - 52:10</p> <p>consumed [1] - 36:3</p> <p>Conte [3] - 34:21, 48:10, 56:21</p> <p>continue [6] - 3:1, 17:3, 30:12, 30:22, 30:23, 30:25</p> <p>continued [1] - 45:1</p> <p>contract [5] - 36:22, 36:23, 45:24, 47:14, 48:3</p> <p>contractor [2] - 8:12, 8:19</p> <p>contributing [1] - 39:18</p> <p>coordinate [1] - 8:5</p> <p>coordination [1] - 3:23</p> <p>copy [1] - 23:1</p> <p>corner [1] - 15:6</p> <p>correct [23] - 8:24, 10:12, 10:17, 13:1, 17:17, 17:19, 21:7, 35:20, 35:21, 36:21, 37:18, 40:4, 40:17, 43:16, 44:11, 44:12,</p>	<p>45:3, 50:1, 52:4, 58:4, 64:24</p> <p>correctly [3] - 11:23, 39:1, 40:8</p> <p>corridor [1] - 15:16</p> <p>cost [13] - 30:17, 35:2, 35:19, 56:9, 67:16, 67:22, 68:15, 68:18, 68:20, 68:23, 69:19</p> <p>COSTA [26] - 1:13, 37:22, 44:12, 46:13, 46:16, 46:19, 46:23, 46:25, 47:4, 47:22, 48:12, 49:13, 49:19, 54:6, 54:12, 54:16, 54:24, 55:7, 64:6, 64:9, 64:11, 66:22, 68:19, 68:24, 69:5, 69:14</p> <p>cougars [2] - 28:25, 29:21</p> <p>council [7] - 31:12, 32:7, 32:14, 32:17, 32:23, 33:12</p> <p>Councilman [1] - 62:22</p> <p>councilman [1] - 33:1</p> <p>couple [4] - 24:20, 43:3, 67:8, 68:22</p> <p>course [3] - 4:19, 19:9, 22:11</p> <p>COURT [1] - 1:24</p> <p>courtyard [2] - 15:18, 16:16</p> <p>create [1] - 21:15</p> <p>created [1] - 49:1</p> <p>crew [1] - 69:25</p> <p>crippled [1] - 60:1</p> <p>crutches [1] - 61:7</p> <p>curtain [2] - 21:16, 21:17</p> <p>cut [1] - 51:23</p>	<p>definitely [2] - 56:13, 63:22</p> <p>deliver [1] - 4:8</p> <p>delivered [1] - 37:2</p> <p>delivery [1] - 71:18</p> <p>department [11] - 3:24, 34:17, 34:23, 35:11, 35:12, 35:14, 35:23, 36:5, 36:13, 38:3, 48:4</p> <p>departments [2] - 3:10, 53:9</p> <p>design [48] - 2:6, 2:16, 2:20, 2:25, 3:11, 3:12, 4:6, 7:13, 7:14, 7:15, 7:16, 7:25, 20:7, 30:15, 30:22, 31:3, 31:10, 31:16, 31:25, 32:1, 32:19, 32:20, 33:14, 33:16, 34:11, 36:22, 36:24, 37:13, 37:19, 42:12, 43:10, 44:7, 45:3, 45:5, 45:8, 45:13, 50:5, 50:6, 52:16, 55:17, 56:5, 56:7, 66:16, 67:22, 68:14, 68:15</p> <p>designed [1] - 7:4</p> <p>designing [1] - 4:19</p> <p>desired [2] - 21:11, 32:18</p> <p>detail [2] - 28:14, 56:2</p> <p>determine [2] - 17:23, 56:23</p> <p>develop [8] - 3:1, 3:20, 5:2, 6:4, 30:12, 30:17, 30:23, 30:25</p> <p>developed [2] - 2:24, 3:21</p> <p>development [4] - 7:16, 7:17, 30:22, 33:14</p> <p>Dick [2] - 59:13, 66:7</p> <p>difference [2] - 17:19, 39:6</p> <p>different [5] - 20:10, 29:10, 29:14, 42:24, 60:15</p> <p>differently [1] - 39:12</p> <p>digging [1] - 7:24</p> <p>DiLorenzo [1] - 62:22</p> <p>Dimeo [2] - 3:25, 4:4</p> <p>dining [6] - 4:13, 14:25, 15:16, 16:16, 19:1, 27:19</p> <p>direct [2] - 15:17, 27:2</p> <p>direction [3] - 8:17, 48:9, 48:15</p> <p>directly [4] - 8:11,</p>	<p>10:19, 22:12, 61:22</p> <p>disadvantage [1] - 59:5</p> <p>disagree [1] - 67:17</p> <p>discuss [3] - 2:5, 54:20, 55:2</p> <p>discussed [1] - 70:21</p> <p>discussion [6] - 5:14, 5:24, 34:19, 47:13, 54:6, 62:1</p> <p>discussions [3] - 3:24, 4:4, 57:17</p> <p>district [1] - 2:23</p> <p>districts [1] - 42:10</p> <p>divide [1] - 20:18</p> <p>document [1] - 7:17</p> <p>documentation [2] - 55:25, 56:1</p> <p>documents [2] - 3:12, 33:15</p> <p>dodged [1] - 56:8</p> <p>dollar [2] - 35:16, 42:19</p> <p>dollars [3] - 34:24, 57:6, 57:7</p> <p>done [14] - 7:21, 7:25, 8:1, 37:14, 42:6, 47:15, 47:16, 47:17, 49:21, 58:24, 60:17, 66:5, 67:10, 71:5</p> <p>Donnelly [1] - 2:19</p> <p>DONNELLY [89] - 1:18, 2:18, 4:11, 5:12, 5:15, 6:3, 6:13, 6:16, 6:18, 7:1, 7:6, 8:24, 9:8, 9:22, 10:3, 10:13, 10:17, 11:16, 11:19, 12:11, 12:20, 14:10, 14:13, 14:16, 15:11, 15:21, 15:23, 16:1, 16:6, 16:8, 16:11, 16:14, 16:24, 17:10, 17:21, 18:2, 18:8, 18:15, 19:13, 19:16, 19:21, 20:6, 20:16, 20:24, 21:3, 21:8, 21:17, 21:21, 21:25, 22:9, 22:24, 23:4, 23:11, 23:15, 23:20, 23:24, 24:12, 24:14, 24:17, 25:1, 25:8, 25:11, 25:16, 25:20, 26:20, 27:7, 27:10, 28:5, 28:11, 28:18, 28:20, 28:23, 29:1, 29:3, 29:7, 29:13, 29:16, 29:18, 29:24, 30:4, 30:10, 30:12, 33:7, 34:9, 42:12, 43:6, 43:10,</p>	<p>43:16, 60:25</p> <p>doors [2] - 21:10, 27:2</p> <p>dot [4] - 5:3, 14:18, 17:16, 22:5</p> <p>down [23] - 8:5, 8:8, 13:4, 13:5, 13:9, 18:7, 20:3, 22:13, 24:9, 26:13, 61:5, 61:6, 62:8, 62:13, 63:6, 65:1, 66:25, 69:18, 70:2, 70:5, 70:19, 70:22, 71:18</p> <p>Dr [4] - 34:5, 36:20, 51:17, 51:22</p> <p>DR [37] - 1:14, 10:4, 10:7, 10:20, 10:24, 11:13, 12:12, 15:20, 15:24, 19:12, 28:3, 28:7, 28:9, 28:13, 31:20, 32:3, 34:15, 35:10, 35:22, 36:18, 37:5, 38:8, 38:12, 40:3, 44:18, 44:22, 47:7, 50:16, 50:22, 51:3, 51:6, 51:11, 51:13, 51:15, 52:20, 65:25, 69:9</p> <p>draft [1] - 57:14</p> <p>drawing [1] - 10:12</p> <p>drawings [2] - 30:20, 30:25</p> <p>drawn [1] - 57:12</p> <p>drive [1] - 71:18</p> <p>drives [1] - 3:5</p> <p>driveway [1] - 12:4</p> <p>drop [27] - 3:21, 5:4, 5:6, 11:13, 11:15, 11:18, 11:24, 12:10, 12:24, 13:16, 16:15, 16:21, 16:22, 16:25, 17:5, 18:19, 18:23, 22:2, 22:4, 22:7, 22:10, 23:5, 23:7, 27:3</p> <p>dropping [2] - 22:13, 57:4</p> <p>due [1] - 49:24</p> <p>dugout [1] - 71:13</p> <p>during [2] - 13:19, 27:3</p>
	D			
	<p>DASILVA [7] - 1:19, 13:18, 13:25, 14:11, 26:6, 26:9, 29:11</p> <p>date [5] - 2:22, 49:4, 49:6, 49:8</p> <p>dates [1] - 37:2</p> <p>days [1] - 15:12</p> <p>dealing [2] - 28:15, 58:17</p> <p>decent [1] - 9:7</p> <p>decided [1] - 45:20</p> <p>decision [1] - 8:21</p> <p>dedicated [6] - 4:18, 15:8, 16:2, 19:7, 27:11, 27:14</p>			
	E			
			<p>eagles [1] - 29:5</p> <p>early [8] - 4:6, 4:9, 7:15, 7:18, 8:3, 30:18, 30:20</p> <p>easier [4] - 6:15, 26:14, 38:22, 62:13</p> <p>easiest [2] - 62:5,</p>	

<p>63:22 easily [1] - 6:7 easy [1] - 60:14 ed [7] - 4:12, 15:8, 15:10, 16:4, 16:17, 20:19, 58:15 ed/music [2] - 15:2, 27:21 edge [1] - 21:12 education [3] - 4:18, 19:7 educational [1] - 3:4 effect [1] - 45:25 egress [3] - 11:25, 12:5, 58:2 either [5] - 14:22, 18:19, 38:16, 38:17, 41:7 Elementary [1] - 4:23 elementary [15] - 2:6, 13:25, 29:9, 31:3, 31:16, 31:24, 36:23, 37:15, 37:20, 38:9, 44:7, 45:4, 45:6, 45:9, 45:12 elevator [6] - 55:12, 55:16, 55:18, 55:23, 56:3, 58:18 eligible [4] - 42:1, 42:12, 52:14, 52:20 emergencies [1] - 56:7 end [5] - 19:8, 30:23, 62:7, 62:8, 69:25 ending [1] - 49:17 engagement [1] - 30:24 engineer [1] - 52:9 engineering [1] - 45:12 engineers [1] - 6:4 entered [1] - 18:17 entire [1] - 20:7 entrance [4] - 5:4, 14:18, 17:2, 17:5 entry [6] - 16:15, 22:8, 22:9, 22:11, 22:15, 26:21 environmental [1] - 52:9 equipment [4] - 9:6, 18:3, 20:19 equity [1] - 4:1 error [1] - 36:15 essentially [1] - 39:17 estimate [1] - 57:8 estimating [1] - 57:3 exactly [3] - 10:24, 50:3, 58:22 excuse [1] - 12:22</p>	<p>existing [7] - 3:17, 3:19, 4:25, 5:1, 16:20, 18:8, 49:3 exit [3] - 17:6, 18:24, 22:16 expect [1] - 33:10 expeditiously [1] - 58:24 expense [3] - 51:4, 57:2, 66:1 expensive [2] - 59:14, 62:6 expires [1] - 72:23 explaining [1] - 40:21 explore [1] - 30:13 extensive [1] - 48:18 exterior [5] - 14:21, 15:17, 27:6, 30:8, 30:13 extra [1] - 41:22 extremely [1] - 62:24</p>	<p>28:7, 28:8, 56:13, 56:14, 56:17, 56:25, 57:1, 57:2, 57:9, 57:11, 57:24, 58:13, 58:14, 58:16, 59:23, 60:11, 60:12, 60:20, 60:21, 61:2, 61:6, 62:2, 62:8, 63:1, 63:16, 64:10, 69:24, 69:25, 70:2, 70:3, 70:6, 70:23, 70:24, 71:8, 71:10 Field [4] - 36:8, 44:10, 52:7, 52:9 Field's [2] - 43:23, 43:24 fields [5] - 6:22, 13:15, 14:4, 17:25, 59:5 figure [2] - 8:9, 72:4 final [3] - 7:17, 47:7, 67:4 finance [1] - 49:13 fire [2] - 3:9, 69:2 firms [1] - 52:12 first [8] - 2:5, 27:16, 44:3, 48:13, 53:1, 54:21, 55:4, 55:17 FITZPATRICK [2] - 1:23, 72:21 Fitzpatrick [1] - 72:14 fixture [1] - 25:17 flat [1] - 18:4 flesh [1] - 30:2 flexible [3] - 20:7, 20:10, 58:19 flip [4] - 6:8, 9:24, 10:21, 42:16 flipping [1] - 11:10 floor [6] - 3:13, 14:17, 18:15, 20:15, 26:20 flop [1] - 6:8 flopped [1] - 10:21 flowing [1] - 20:12 flux [1] - 57:12 folding [1] - 20:17 follow [1] - 7:17 following [1] - 22:1 food [1] - 3:3 foot [3] - 57:4, 62:15, 70:19 footage [3] - 16:12, 20:25, 24:22 Football [1] - 66:17 football [12] - 56:13, 56:25, 57:1, 57:9, 57:23, 59:23, 60:12, 65:19, 65:24, 66:21, 71:8, 71:10 footprint [3] - 4:25, 5:1, 16:20</p>	<p>foregoing [1] - 72:16 forgetting [1] - 45:6 forth [1] - 55:22 forward [6] - 41:6, 53:14, 54:8, 62:25, 65:12, 67:5 forwarded [1] - 38:1 FOSSA [1] - 1:12 foundations [1] - 63:17 frame [2] - 64:15, 67:15 FRANK [1] - 1:14 fresh [1] - 63:8 freshman [1] - 56:11 front [4] - 9:23, 14:24, 17:5, 22:22 full [3] - 39:13, 39:18, 68:3 fully [2] - 41:8, 55:11 fund [1] - 39:20 funding [3] - 40:14, 53:8 funds [1] - 63:2 FUOROLI [9] - 1:13, 25:23, 26:2, 26:4, 30:5, 63:3, 65:21, 70:11, 70:25 furniture [1] - 20:10 future [3] - 52:3, 52:5, 59:16</p>	<p>64:4, 64:7 gold [1] - 28:25 grade [10] - 57:5, 62:13, 62:14, 70:5, 70:8, 70:9, 71:9, 71:10, 71:12 graded [1] - 17:21 grades [5] - 19:19, 27:16, 56:22, 57:13 grading [1] - 19:17 grant [13] - 34:23, 35:16, 36:17, 37:16, 39:12, 39:13, 40:2, 40:3, 40:4, 47:16, 52:23, 53:16, 53:22 grass [1] - 28:3 green [6] - 15:1, 15:11, 19:3, 20:14, 23:20, 27:20 greenery [2] - 24:9, 24:15 Greystone [5] - 3:14, 21:25, 26:20, 27:24, 28:16 ground [4] - 18:7, 55:20, 56:5, 59:8 grounds [2] - 56:19, 56:20 group [3] - 4:13, 31:1, 31:14 guaranteed [1] - 53:11 guess [4] - 19:24, 27:18, 33:3, 62:22 guys [3] - 36:3, 47:14, 64:17 gym [13] - 13:23, 15:10, 15:11, 15:20, 15:21, 16:5, 20:1, 20:2, 20:3, 56:24, 57:9, 62:1 gymnasium [2] - 15:13, 20:15 gyms [2] - 16:1, 19:25</p>	
F		G		H	
<p>facilitate [1] - 36:12 facilities [1] - 3:3 facility [1] - 58:7 factored [1] - 40:9 faith [1] - 58:19 families [1] - 62:24 family [4] - 62:22, 62:23, 63:3, 63:6 far [8] - 4:24, 12:1, 18:13, 26:24, 27:12, 40:15, 56:8, 61:17 favor [4] - 34:5, 51:17, 67:8, 72:7 FAVOR [3] - 34:6, 51:18, 72:8 features [1] - 4:11 February [4] - 49:5, 49:23, 49:25, 50:23 fee [1] - 47:11 fees [3] - 42:12, 47:16, 52:16 feet [4] - 15:23, 21:12, 57:5, 61:20 fellow [1] - 61:4 few [1] - 13:14 fiasco [1] - 28:15 FIELD [1] - 1:18 field [66] - 6:23, 8:5, 8:8, 9:5, 9:6, 9:20, 9:25, 10:9, 10:18, 10:25, 11:12, 13:18, 13:21, 13:22, 14:4, 17:11, 18:5, 23:9, 23:13, 24:10, 24:13, 24:18, 24:21, 25:14, 25:22, 25:23, 28:4,</p>	<p>gain [1] - 14:23 game [2] - 58:6, 60:24 games [3] - 25:10, 65:19, 65:24 Garden [1] - 29:11 gate [2] - 70:19, 70:20 general [2] - 4:9, 15:2 generated [1] - 46:13 geotechnical [1] - 3:6 GMPs [1] - 53:11 GOHO [48] - 1:15, 5:21, 9:9, 9:15, 10:25, 11:8, 13:2, 16:9, 28:14, 28:19, 28:21, 28:24, 29:2, 29:4, 29:8, 29:12, 29:17, 29:19, 30:1, 30:7, 38:25, 39:4, 39:9, 40:17, 40:20, 40:25, 41:7, 41:12, 41:15, 41:17, 41:20, 43:9, 45:23, 46:6, 46:9, 46:11, 48:3, 48:6, 48:13, 48:22, 50:9, 55:10, 58:11, 58:23, 59:1, 64:1,</p>	<p>half [2] - 20:20, 66:20 hand [2] - 2:2, 72:19 handicapped [3] - 19:12, 55:14, 62:25 handle [5] - 38:22, 42:10, 42:16, 53:6, 65:7 handled [2] - 38:4, 52:23 hear [5] - 6:3, 38:2, 38:3, 57:20, 59:18 heard [2] - 38:1, 56:13 hearing [2] - 11:9, 13:13</p>			

<p>height [1] - 17:19</p> <p>held [3] - 58:14, 58:16, 62:1</p> <p>help [2] - 23:7, 43:12</p> <p>hereby [1] - 72:15</p> <p>hereunto [1] - 72:19</p> <p>high [8] - 4:19, 31:11, 33:16, 36:24, 37:22, 37:23, 55:15, 56:12</p> <p>higher [1] - 40:23</p> <p>honest [1] - 57:20</p> <p>hoops [1] - 16:7</p> <p>hot [1] - 57:11</p> <p>house [6] - 22:23, 23:2, 24:3, 24:5, 24:7</p> <p>hundred [4] - 34:24, 35:16, 39:25, 59:21</p> <p>hypothetically [1] - 32:6</p>	<p>information [2] - 57:14, 68:12</p> <p>infrastructure [1] - 34:25</p> <p>ingress [3] - 11:25, 12:5, 58:2</p> <p>input [3] - 3:4, 3:10, 30:24</p> <p>inspector [1] - 59:13</p> <p>instead [1] - 45:19</p> <p>instruct [1] - 51:9</p> <p>instructed [1] - 53:7</p> <p>instruction [2] - 4:14, 4:17</p> <p>instructors [1] - 20:13</p> <p>intend [1] - 20:13</p> <p>intent [3] - 19:19, 20:11, 24:14</p> <p>interfere [4] - 6:11, 64:22, 65:24</p> <p>interior [1] - 27:6</p> <p>internal [2] - 40:14, 53:8</p> <p>interpret [1] - 41:1</p> <p>interviewed [1] - 48:6</p> <p>interviews [1] - 2:23</p> <p>investigation [1] - 3:7</p> <p>invoice [9] - 37:24, 38:6, 38:8, 43:20, 49:1, 49:6, 50:21, 52:10, 52:11</p> <p>invoiced [3] - 44:6, 50:20</p> <p>invoices [13] - 34:17, 35:5, 35:19, 36:4, 37:10, 38:1, 43:23, 43:25, 50:22, 51:23, 52:23, 53:2, 53:10</p> <p>invoicing [2] - 34:13, 36:12</p> <p>involved [2] - 47:5, 57:17</p> <p>irrigate [1] - 10:25</p> <p>irrigation [10] - 7:2, 7:4, 7:9, 7:20, 7:24, 8:12, 8:14, 8:18, 9:11, 11:11</p> <p>Island [1] - 72:15</p> <p>ISLAND [2] - 1:1, 72:22</p> <p>issue [13] - 24:20, 32:6, 44:7, 55:17, 58:18, 58:20, 59:7, 59:8, 63:5, 63:6, 63:20, 64:20, 69:23</p> <p>issues [1] - 63:1</p> <p>item [9] - 2:5, 34:12, 56:10, 57:11, 64:2, 64:5, 64:8, 64:13, 65:10</p>	<p>items [2] - 15:5, 56:4</p> <p>itself [1] - 28:8</p>	<p style="text-align: center;">J</p> <p>JAED [35] - 1:18, 2:16, 2:19, 4:5, 8:17, 11:10, 31:11, 34:20, 35:6, 35:7, 35:17, 36:2, 37:18, 41:25, 43:12, 44:2, 44:6, 44:9, 44:14, 44:16, 44:25, 45:1, 45:11, 47:9, 47:12, 47:15, 48:17, 52:8, 55:25, 56:21, 63:25, 64:16, 67:9, 68:2, 69:2</p> <p>JAED's [2] - 34:13, 36:22</p> <p>JAMES [1] - 1:13</p> <p>January [4] - 49:17, 49:18, 49:19, 50:23</p> <p>Jets [2] - 25:24, 26:4</p> <p>Jimmy [7] - 8:4, 9:10, 28:14, 59:12, 65:3, 69:25, 70:4</p> <p>job [1] - 59:10</p> <p>jobs [2] - 53:9, 53:25</p> <p>Joe [1] - 59:5</p> <p>Johnston [1] - 63:4</p> <p>JOSEPH [1] - 1:15</p> <p>June [1] - 40:1</p> <p>jurisdiction [1] - 3:9</p>	<p>late [1] - 33:22</p> <p>lay [5] - 8:5, 8:7, 8:13, 8:14, 66:25</p> <p>layout [3] - 4:24, 18:13, 65:14</p> <p>layouts [1] - 3:5</p> <p>lead [1] - 63:23</p> <p>league [1] - 70:2</p> <p>leaning [1] - 55:22</p> <p>least [3] - 59:14, 62:5, 62:12</p> <p>leave [3] - 20:19, 23:17, 56:19</p> <p>Left [6] - 36:8, 43:22, 43:24, 44:10, 52:7, 52:9</p> <p>LEFT [1] - 1:18</p> <p>left [3] - 22:3, 26:24, 46:2</p> <p>length [1] - 57:4</p> <p>level [6] - 18:7, 26:24, 55:19, 55:20, 56:6, 59:7</p> <p>lift [5] - 63:16, 63:18, 63:20, 63:23, 63:24</p> <p>light [2] - 14:25, 25:17</p> <p>lighter [2] - 19:1, 19:8</p> <p>lighting [1] - 26:3</p> <p>lights [7] - 25:14, 25:15, 26:4, 26:10, 26:14, 26:16</p> <p>line [6] - 2:14, 11:1, 12:12, 13:3, 22:4, 43:1</p> <p>lined [1] - 12:13</p> <p>lines [2] - 17:18, 31:9</p> <p>LISA [1] - 1:15</p> <p>Lisa [2] - 38:1, 53:21</p> <p>list [3] - 47:9, 47:10, 54:13</p> <p>listen [1] - 66:9</p> <p>lives [1] - 22:21</p> <p>located [1] - 27:15</p> <p>location [2] - 5:4, 6:9</p> <p>locked [3] - 22:13, 29:22, 39:13</p> <p>logistics [1] - 3:20</p> <p>logo [1] - 29:23</p> <p>logos [2] - 29:19, 29:20</p> <p>LOMBARDI [75] - 1:12, 5:10, 5:13, 5:16, 5:23, 6:10, 6:14, 6:17, 6:21, 11:22, 12:9, 12:15, 12:21, 13:7, 13:11, 17:13, 24:4, 24:19, 25:5, 25:21, 25:25, 26:3, 26:8, 26:15, 29:15, 32:5, 32:9,</p>	<p>32:14, 32:21, 43:3, 43:11, 43:17, 44:13, 44:23, 45:5, 45:14, 46:7, 49:4, 49:8, 50:12, 50:15, 50:17, 50:24, 52:3, 57:16, 58:5, 58:9, 59:9, 59:12, 60:7, 61:3, 61:19, 62:4, 62:12, 63:5, 63:19, 64:14, 64:25, 65:6, 65:15, 65:23, 66:7, 67:7, 67:21, 68:11, 68:14, 69:22, 70:7, 70:17, 71:1, 71:7, 71:12, 71:17, 71:21, 71:23</p> <p>look [13] - 4:14, 7:6, 12:17, 16:12, 29:16, 29:25, 30:18, 46:25, 47:1, 64:17, 67:9, 67:11, 67:12</p> <p>looking [9] - 4:1, 5:22, 6:18, 10:1, 23:18, 25:2, 30:14, 58:21, 63:25</p> <p>looks [3] - 10:10, 10:11, 29:11</p> <p>loop [2] - 11:18, 17:5</p> <p>lose [1] - 33:18</p> <p>love [1] - 28:24</p> <p>low [1] - 59:6</p> <p>lower [3] - 26:24, 42:18, 62:7</p> <p>lunch [1] - 18:23</p>
I					M
<p>idea [5] - 20:1, 33:5, 60:15, 61:14, 68:20</p> <p>imagine [1] - 10:14</p> <p>immediately [2] - 4:16, 4:17</p> <p>important [5] - 14:5, 14:7, 52:17, 68:16, 71:8</p> <p>importantly [2] - 11:25, 12:10</p> <p>improvements [1] - 4:22</p> <p>IN [4] - 1:5, 34:6, 51:18, 72:8</p> <p>inch [1] - 62:15</p> <p>incident [1] - 55:14</p> <p>include [3] - 41:17, 46:3, 48:19</p> <p>including [1] - 57:10</p> <p>incorporate [3] - 3:11, 41:10, 54:9</p> <p>incorporated [4] - 39:10, 41:13, 42:9, 56:7</p> <p>incorporating [2] - 40:21, 41:21</p> <p>incorrect [1] - 56:1</p> <p>increase [2] - 37:1, 48:16</p> <p>increasing [1] - 42:25</p> <p>indicating [2] - 12:22, 16:23</p> <p>indicating) [2] - 24:3, 25:4</p> <p>individual [1] - 4:17</p> <p>individuals [1] - 52:8</p> <p>indoor [1] - 4:20</p>			K		
			<p>keep [7] - 6:8, 9:6, 24:14, 25:14, 38:22, 62:7, 65:16</p> <p>kept [1] - 8:21</p> <p>kicking [1] - 65:1</p> <p>kids [3] - 10:7, 14:6, 24:10</p> <p>kind [9] - 2:15, 7:24, 16:15, 26:13, 31:8, 33:25, 34:1, 57:7, 57:14</p> <p>kindergarten [1] - 27:13</p> <p>kitchen [2] - 15:1, 27:19</p>		
			L		
		<p>lady [1] - 59:10</p> <p>lane [1] - 22:7</p> <p>large [1] - 57:2</p> <p>larger [1] - 25:3</p> <p>last [5] - 39:15, 43:7, 51:2, 54:6, 54:19</p>			<p>main [12] - 5:4, 13:14, 14:18, 16:15, 17:2, 18:21, 18:23, 18:25, 22:8, 22:9, 26:21, 26:23</p> <p>maintenance [5] - 3:3, 28:10, 29:13, 63:19, 63:21</p> <p>man [1] - 59:24</p> <p>manager [2] - 3:25, 30:17</p> <p>MARIA [1] - 1:14</p> <p>Maria [9] - 34:21, 37:8, 43:4, 43:18, 46:2, 51:16, 51:20, 52:11, 52:21</p> <p>Maria's [1] - 36:1</p> <p>MARIO [1] - 1:17</p> <p>Mario [15] - 9:9, 35:1, 40:17, 40:20, 41:4, 42:8, 45:18, 45:23, 47:9, 47:18, 48:9, 48:14, 48:22, 50:9,</p>

<p>61:20</p> <p>MARTONE [31] - 1:17, 6:22, 7:2, 7:9, 8:2, 8:7, 8:15, 8:20, 9:3, 16:4, 16:7, 19:22, 25:13, 31:18, 31:24, 33:2, 33:9, 39:15, 39:22, 40:7, 41:24, 42:15, 61:13, 61:16, 61:21, 62:10, 65:18, 67:2, 69:7, 71:25, 72:5</p> <p>mascot [2] - 28:2, 28:19</p> <p>mash [1] - 29:10</p> <p>master [3] - 47:9, 47:21, 47:22</p> <p>materials [2] - 27:25, 30:13</p> <p>Matt [7] - 5:7, 30:18, 37:9, 37:10, 38:25, 55:10, 68:19</p> <p>matter [3] - 8:4, 65:11, 67:21</p> <p>MATTHEW [1] - 1:18</p> <p>max [1] - 50:4</p> <p>maximize [1] - 9:1</p> <p>maximizing [1] - 4:20</p> <p>maximum [1] - 53:11</p> <p>MAY [1] - 1:8</p> <p>Mayor [10] - 32:17, 33:10, 34:2, 58:11, 58:17, 59:1, 59:4, 65:5, 70:5, 71:16</p> <p>MAYOR [75] - 1:12, 5:10, 5:13, 5:16, 5:23, 6:10, 6:14, 6:17, 6:21, 11:22, 12:9, 12:15, 12:21, 13:7, 13:11, 17:13, 24:4, 24:19, 25:5, 25:21, 25:25, 26:3, 26:8, 26:15, 29:15, 32:5, 32:9, 32:14, 32:21, 43:3, 43:11, 43:17, 44:13, 44:23, 45:5, 45:14, 46:7, 49:4, 49:8, 50:12, 50:15, 50:17, 50:24, 52:3, 57:16, 58:5, 58:9, 59:9, 59:12, 60:7, 61:3, 61:19, 62:4, 62:12, 63:5, 63:19, 64:14, 64:25, 65:6, 65:15, 65:23, 66:7, 67:7, 67:21, 68:11, 68:14, 69:22, 70:7, 70:17, 71:1, 71:7, 71:12, 71:17, 71:21, 71:23</p>	<p>Mayor's [1] - 47:25</p> <p>MCBURNIE [172] - 1:18, 2:3, 4:3, 5:11, 6:25, 7:4, 7:11, 7:22, 8:6, 8:10, 8:16, 9:18, 10:2, 10:6, 10:10, 10:14, 10:22, 11:3, 11:9, 11:15, 11:17, 11:21, 12:8, 12:19, 12:25, 13:3, 13:10, 13:13, 13:20, 14:14, 15:22, 16:13, 16:22, 17:9, 18:12, 19:20, 21:1, 21:7, 21:14, 21:20, 21:22, 22:8, 22:17, 22:19, 23:3, 23:25, 24:24, 25:2, 25:6, 25:19, 26:12, 26:17, 27:5, 27:9, 28:8, 30:11, 31:1, 32:1, 32:8, 32:15, 32:24, 33:8, 33:13, 33:19, 33:23, 34:2, 34:8, 34:11, 35:9, 35:21, 36:7, 36:11, 36:20, 37:7, 37:11, 39:3, 39:8, 39:11, 39:20, 39:23, 40:4, 40:13, 40:19, 40:24, 41:3, 41:9, 41:13, 41:16, 41:19, 41:23, 42:2, 42:11, 42:14, 43:2, 43:7, 43:14, 43:22, 44:2, 44:17, 44:20, 45:3, 45:8, 45:16, 46:4, 46:10, 47:25, 48:5, 48:21, 48:25, 49:5, 49:10, 49:15, 49:20, 50:1, 50:11, 50:14, 50:19, 51:1, 51:5, 51:20, 51:25, 52:2, 52:5, 52:15, 52:19, 52:21, 53:4, 53:7, 53:19, 53:24, 54:5, 54:11, 54:14, 54:18, 55:6, 55:8, 55:16, 58:4, 58:8, 58:10, 58:22, 58:25, 59:11, 60:13, 60:18, 61:8, 61:25, 62:14, 62:18, 63:10, 63:21, 64:3, 64:10, 64:12, 64:24, 65:8, 65:17, 65:22, 66:2, 66:12, 66:15, 66:18, 67:20, 68:1, 68:7, 68:13, 68:21, 69:1, 69:10, 69:16, 69:21, 70:16</p> <p>McGuire [4] - 4:2, 9:10, 30:6</p>	<p>mean [19] - 8:2, 8:5, 9:3, 9:15, 11:1, 11:3, 28:22, 28:24, 29:19, 29:20, 33:2, 40:17, 41:1, 51:4, 54:14, 59:21, 60:14, 65:19, 67:24</p> <p>means [1] - 56:21</p> <p>meantime [1] - 60:10</p> <p>media [2] - 19:2, 20:8</p> <p>media/art [1] - 15:6</p> <p>meet [5] - 4:4, 4:7, 40:2, 69:18, 72:2</p> <p>meeting [29] - 2:1, 2:5, 2:12, 3:8, 6:6, 35:2, 48:9, 50:10, 52:16, 54:19, 55:1, 55:5, 64:18, 65:2, 65:3, 65:4, 65:11, 65:15, 67:3, 67:11, 67:16, 68:4, 68:5, 68:6, 68:8, 68:10, 68:25, 71:23</p> <p>MEETINGS [1] - 1:5</p> <p>meetings [2] - 3:2, 64:13</p> <p>mentioned [1] - 27:4</p> <p>mesh [2] - 20:17, 21:17</p> <p>met [3] - 6:11, 45:18, 59:9</p> <p>metal [1] - 28:1</p> <p>Middle [4] - 22:17, 22:21, 23:22, 23:25</p> <p>middle [1] - 22:19</p> <p>might [7] - 12:16, 15:9, 43:4, 49:20, 60:7, 60:8, 65:16</p> <p>million [18] - 37:16, 38:21, 38:23, 39:2, 39:6, 39:7, 39:13, 39:17, 39:24, 39:25, 40:6, 40:10, 40:11, 40:12, 52:22, 56:9, 57:6, 57:7</p> <p>mind [1] - 8:21</p> <p>Mineral [7] - 5:17, 6:1, 12:1, 12:7, 12:14, 13:16, 14:12</p> <p>minus [1] - 40:18</p> <p>minute [2] - 61:4, 68:10</p> <p>mish [1] - 29:10</p> <p>modified [1] - 14:3</p> <p>monetary [1] - 67:15</p> <p>money [3] - 9:6, 41:24, 42:20</p> <p>monies [1] - 41:19</p> <p>monthly [2] - 52:6, 52:11</p>	<p>morning [1] - 2:3</p> <p>most [6] - 4:21, 18:22, 19:24, 52:17, 59:6, 71:7</p> <p>motion [21] - 31:2, 31:15, 31:18, 32:10, 32:11, 32:16, 33:3, 34:3, 34:4, 51:3, 51:9, 51:10, 51:11, 51:13, 51:16, 66:22, 69:12, 71:21, 71:22, 72:5</p> <p>move [3] - 65:2, 65:12, 67:5</p> <p>moving [6] - 12:23, 26:14, 48:8, 48:14, 54:8, 65:16</p> <p>MPA [2] - 48:2, 48:4</p> <p>MR [307] - 2:3, 4:3, 5:11, 5:21, 6:22, 6:25, 7:2, 7:4, 7:9, 7:11, 7:19, 7:22, 7:23, 8:2, 8:6, 8:7, 8:10, 8:15, 8:16, 8:20, 9:3, 9:9, 9:13, 9:15, 9:17, 9:18, 10:2, 10:6, 10:10, 10:14, 10:22, 10:25, 11:3, 11:8, 11:9, 11:15, 11:17, 11:21, 12:8, 12:19, 12:25, 13:2, 13:3, 13:10, 13:13, 13:18, 13:20, 13:25, 14:11, 14:14, 15:9, 15:22, 16:4, 16:9, 16:13, 16:22, 17:7, 17:9, 17:25, 18:6, 18:11, 18:12, 19:20, 19:22, 20:25, 21:1, 21:2, 21:5, 21:7, 21:14, 21:18, 21:20, 21:22, 22:8, 22:17, 22:19, 23:3, 23:25, 24:24, 25:2, 25:6, 25:13, 25:19, 25:23, 26:2, 26:4, 26:6, 26:9, 26:12, 26:17, 27:5, 27:9, 28:8, 28:14, 28:19, 28:21, 28:24, 29:2, 29:4, 29:8, 29:11, 29:12, 29:17, 29:19, 30:1, 30:5, 30:7, 30:11, 31:1, 31:18, 31:19, 31:24, 32:1, 32:2, 32:8, 32:15, 32:24, 33:2, 33:8, 33:9, 33:13, 33:19, 33:23, 34:2, 34:8, 34:11, 35:9, 35:21,</p> <p>36:7, 36:11, 36:20, 37:7, 37:11, 37:22, 38:25, 39:3, 39:4, 39:8, 39:9, 39:11, 39:15, 39:20, 39:22, 39:23, 40:4, 40:7, 40:13, 40:17, 40:19, 40:20, 40:24, 40:25, 41:3, 41:7, 41:9, 41:12, 41:13, 41:15, 41:16, 41:17, 41:19, 41:20, 41:23, 41:24, 42:2, 42:11, 42:14, 42:15, 43:2, 43:7, 43:9, 43:14, 43:22, 44:2, 44:12, 44:17, 44:20, 45:3, 45:8, 45:16, 45:23, 46:4, 46:6, 46:9, 46:10, 46:11, 46:13, 46:16, 46:19, 46:23, 46:25, 47:4, 47:22, 47:25, 48:3, 48:5, 48:6, 48:12, 48:13, 48:21, 48:22, 48:25, 49:5, 49:10, 49:13, 49:15, 49:19, 49:20, 50:1, 50:9, 50:11, 50:14, 50:19, 51:1, 51:5, 51:20, 51:25, 52:2, 52:5, 52:15, 52:19, 52:21, 53:4, 53:7, 53:19, 53:24, 54:5, 54:6, 54:11, 54:12, 54:14, 54:16, 54:18, 54:24, 55:6, 55:7, 55:8, 55:10, 55:16, 58:4, 58:8, 58:10, 58:11, 58:22, 58:23, 58:25, 59:1, 59:4, 59:11, 60:13, 60:18, 61:8, 61:9, 61:13, 61:16, 61:21, 61:25, 62:10, 62:14, 62:18, 62:21, 63:3, 63:10, 63:21, 64:1, 64:3, 64:4, 64:6, 64:7, 64:9, 64:10, 64:11, 64:12, 64:24, 65:8, 65:17, 65:18, 65:21, 65:22, 66:2, 66:12, 66:15, 66:18, 66:22, 67:2, 67:20, 68:1, 68:6, 68:7, 68:13, 68:19, 68:21, 68:24, 69:1, 69:5, 69:7, 69:10, 69:14, 69:16, 69:21, 70:11, 70:16, 70:25, 71:5, 71:25, 72:5, 72:6</p> <p>MS [132] - 2:18, 4:11,</p>
--	---	--	--

<p>5:12, 5:15, 6:3, 6:13, 6:16, 6:18, 7:1, 7:6, 8:24, 9:8, 9:22, 10:3, 10:13, 10:17, 11:16, 11:19, 12:11, 12:20, 14:10, 14:13, 14:16, 15:11, 15:21, 15:23, 16:1, 16:6, 16:7, 16:8, 16:11, 16:14, 16:24, 17:10, 17:21, 18:2, 18:8, 18:15, 19:13, 19:16, 19:21, 20:6, 20:16, 20:24, 21:3, 21:8, 21:17, 21:21, 21:25, 22:9, 22:24, 23:4, 23:11, 23:15, 23:20, 23:24, 24:12, 24:14, 24:17, 25:1, 25:8, 25:11, 25:16, 25:20, 26:20, 27:7, 27:10, 28:5, 28:11, 28:18, 28:20, 28:23, 29:1, 29:3, 29:7, 29:13, 29:16, 29:18, 29:24, 30:4, 30:10, 30:12, 33:7, 34:9, 36:10, 36:16, 36:19, 37:9, 37:12, 37:23, 38:10, 38:13, 38:15, 38:17, 41:5, 42:8, 42:12, 43:6, 43:16, 43:20, 43:24, 44:11, 45:17, 46:15, 46:18, 46:21, 46:24, 47:1, 47:6, 47:8, 47:20, 47:23, 47:24, 49:24, 51:8, 51:12, 51:14, 51:22, 52:1, 52:22, 52:24, 53:1, 53:5, 53:14, 53:17, 53:20, 53:23, 54:3, 54:4, 54:19, 54:25, 60:25</p> <p>multi [1] - 20:7</p> <p>music [7] - 15:12, 15:14, 19:23, 19:24, 20:2, 20:19</p> <p>must [1] - 46:4</p>	<p>58:24, 61:5, 61:7, 64:20</p> <p>never [1] - 38:1</p> <p>new [13] - 3:14, 3:16, 3:19, 4:24, 5:3, 5:4, 5:5, 6:4, 16:9, 17:15, 22:14, 24:21, 45:19</p> <p>next [9] - 2:21, 6:5, 20:1, 30:14, 30:21, 55:5, 63:23, 65:2, 67:3</p> <p>night [1] - 20:4</p> <p>NORATO [1] - 1:17</p> <p>normally [1] - 42:9</p> <p>NORTH [2] - 1:2, 1:10</p> <p>Notary [1] - 72:14</p> <p>NOTARY [1] - 72:22</p> <p>noted [2] - 13:20, 49:16</p> <p>notes [2] - 54:21, 72:17</p> <p>nothing [6] - 37:14, 43:12, 43:14, 50:6, 54:1, 57:12</p> <p>notice [1] - 28:16</p> <p>noticed [2] - 34:17, 72:1</p> <p>number [6] - 44:17, 46:24, 59:16, 67:10, 67:15, 69:19</p> <p>numbers [1] - 57:6</p> <p>nurse [1] - 14:24</p>	<p>20:1, 20:16, 21:8, 21:11, 22:1, 23:4, 24:19, 25:13, 27:17, 27:23, 28:16, 30:7, 32:5, 37:10, 37:25, 38:19, 38:20, 41:24, 43:4, 43:20, 46:22, 50:20, 50:24, 51:2, 51:20, 52:6, 52:10, 53:12, 59:15, 59:21, 60:11, 60:14, 63:11</p> <p>ones [5] - 14:7, 26:6, 26:9, 53:20, 53:22</p> <p>ongoing [2] - 3:22, 9:17</p> <p>open [5] - 3:18, 5:2, 15:16, 24:10, 62:7</p> <p>opinion [1] - 50:6</p> <p>OPM [2] - 30:17, 43:25</p> <p>opportunity [2] - 63:9, 64:19</p> <p>opposed [3] - 34:7, 51:19, 72:9</p> <p>option [1] - 6:20</p> <p>options [2] - 10:1, 11:10</p> <p>orange [3] - 15:5, 19:2, 19:8</p> <p>order [16] - 2:2, 37:18, 37:19, 37:20, 37:24, 38:6, 38:14, 42:24, 44:19, 44:20, 45:24, 48:16, 49:1, 49:3, 51:23, 66:2</p> <p>ordered [1] - 36:7</p> <p>orders [2] - 38:19</p> <p>original [1] - 48:3</p> <p>originally [2] - 40:8, 48:15</p> <p>otherwise [1] - 36:5</p> <p>outdoor [2] - 15:18, 58:13</p> <p>outside [4] - 4:24, 5:1, 16:19, 57:9</p> <p>overall [3] - 4:7, 31:12, 54:14</p> <p>overview [1] - 2:16</p> <p>owed [2] - 41:25, 50:18</p>	<p>painting [1] - 28:15</p> <p>pairs [1] - 27:15</p> <p>Pallotta [4] - 34:5, 36:21, 51:17, 51:22</p> <p>PALLOTTA [37] - 1:14, 10:4, 10:7, 10:20, 10:24, 11:13, 12:12, 15:20, 15:24, 19:12, 28:3, 28:7, 28:9, 28:13, 31:20, 32:3, 34:15, 35:10, 35:22, 36:18, 37:5, 38:8, 38:12, 40:3, 44:18, 44:22, 47:7, 50:16, 50:22, 51:3, 51:6, 51:11, 51:13, 51:15, 52:20, 65:25, 69:9</p> <p>panels [1] - 28:1</p> <p>paperwork [5] - 2:14, 2:15, 31:9, 41:5, 41:6</p> <p>parallel [2] - 10:1, 10:18</p> <p>parent [16] - 3:21, 5:6, 11:13, 11:15, 11:24, 13:3, 13:16, 14:2, 16:20, 16:22, 16:25, 22:2, 22:4, 22:10, 27:3, 70:25</p> <p>parents [1] - 5:9</p> <p>parity [1] - 4:1</p> <p>park [2] - 69:25, 70:11</p> <p>parking [26] - 5:8, 5:14, 5:17, 5:18, 6:1, 9:19, 9:23, 9:24, 10:4, 10:8, 10:11, 10:16, 10:18, 10:23, 11:2, 11:6, 12:3, 13:15, 14:2, 22:2, 22:6, 56:25, 58:15, 61:17, 61:23, 70:1</p> <p>part [27] - 6:23, 6:24, 7:2, 7:12, 7:25, 28:3, 28:7, 28:8, 31:6, 33:19, 35:12, 36:12, 36:13, 40:10, 42:3, 45:2, 47:13, 48:19, 50:8, 52:15, 55:17, 56:3, 61:3, 61:25, 69:10, 71:5</p> <p>partake [1] - 57:22</p> <p>participation [1] - 54:21</p> <p>particular [1] - 41:25</p> <p>partition [7] - 20:17, 20:18, 21:5, 21:6, 21:15, 27:22</p> <p>patch [1] - 66:25</p> <p>path [3] - 10:11, 10:15, 62:3</p>	<p>pathway [1] - 56:21</p> <p>PAUSE [3] - 18:14, 21:24, 26:19</p> <p>pay [6] - 38:6, 42:20, 48:17, 51:9, 52:18</p> <p>paying [5] - 42:23, 42:24, 50:12, 50:19</p> <p>payment [5] - 34:14, 34:20, 37:6, 52:12, 53:21</p> <p>payments [3] - 43:18, 44:8, 44:9</p> <p>PE [3] - 15:14, 19:22</p> <p>PE/music [1] - 19:4</p> <p>peach [2] - 15:5, 27:19</p> <p>pending [1] - 32:12</p> <p>people [2] - 18:22, 62:25</p> <p>pep [1] - 58:13</p> <p>per [3] - 2:9, 37:2, 62:15</p> <p>percent [25] - 2:24, 3:6, 3:8, 35:13, 39:5, 39:6, 39:14, 39:19, 39:24, 39:25, 40:5, 40:6, 41:1, 41:2, 41:8, 41:10, 41:14, 41:16, 41:17, 41:22, 42:1, 50:7, 52:14, 52:18, 57:5</p> <p>perfect [1] - 54:3</p> <p>performance [1] - 4:19</p> <p>period [1] - 49:17</p> <p>periodically [1] - 34:16</p> <p>permanent [1] - 63:14</p> <p>person [2] - 32:23, 58:21</p> <p>personally [2] - 6:1, 13:25</p> <p>perspective [1] - 42:17</p> <p>phenomenal [1] - 33:5</p> <p>Phil [11] - 11:23, 31:11, 45:24, 46:2, 48:10, 48:23, 55:24, 56:1, 56:21, 58:17</p> <p>phys [8] - 4:12, 15:1, 15:10, 16:4, 16:17, 20:19, 27:20, 58:15</p> <p>pick [1] - 8:8</p> <p>picked [2] - 47:10, 60:3</p> <p>picture [1] - 7:18</p> <p>pink [1] - 27:19</p> <p>PITASSI [2] - 1:16, 62:21</p> <p>pitched [1] - 16:18</p> <p>placed [1] - 54:23</p>
N	O	P		
<p>name [2] - 2:18, 13:12</p> <p>need [19] - 2:10, 14:11, 17:15, 17:23, 26:3, 26:4, 26:16, 31:6, 38:12, 51:3, 52:25, 56:4, 56:19, 56:23, 57:23, 60:20, 62:2, 69:12, 71:22</p> <p>needed [1] - 25:3</p> <p>needs [5] - 57:21,</p>	<p>obligation [3] - 57:19, 59:17, 59:19</p> <p>obtain [1] - 50:4</p> <p>obviously [9] - 2:25, 3:13, 8:25, 10:5, 11:1, 15:7, 24:11, 27:25, 48:14</p> <p>occasions [1] - 35:7</p> <p>OF [3] - 1:1, 1:2, 72:22</p> <p>OFF [6] - 7:8, 25:12, 26:11, 49:14, 62:20, 67:1</p> <p>office [6] - 14:22, 15:14, 18:21, 18:23, 18:25, 41:6</p> <p>official [1] - 25:10</p> <p>old [1] - 60:2</p> <p>older [1] - 14:6</p> <p>Olney [1] - 4:2</p> <p>once [6] - 20:23, 33:11, 37:25, 48:8, 68:1, 69:24</p> <p>one [44] - 8:21, 9:18, 12:9, 12:25, 15:24, 16:17, 16:19, 19:8,</p>	<p>package [1] - 51:21</p> <p>packaged [1] - 52:10</p> <p>packages [4] - 4:6, 4:8, 30:18, 30:20</p> <p>paid [6] - 36:16, 38:5, 39:7, 50:2, 52:1, 53:22</p> <p>paint [1] - 29:14</p>		

<p>plan [17] - 4:14, 4:22, 6:4, 14:17, 18:13, 18:15, 19:4, 19:20, 23:2, 25:2, 25:14, 26:18, 26:21, 57:14, 69:2, 69:18</p> <p>planned [2] - 8:16, 57:13</p> <p>planning [1] - 3:20</p> <p>plans [5] - 2:25, 3:4, 3:13, 3:21, 56:2</p> <p>PLANTATIONS [1] - 1:1</p> <p>play [11] - 5:14, 10:15, 10:19, 13:21, 13:22, 17:11, 18:3, 18:4, 18:8, 22:3, 25:8</p> <p>playground [3] - 17:14, 17:15, 18:6</p> <p>playing [1] - 25:10</p> <p>plus [1] - 58:17</p> <p>PO [10] - 44:7, 44:15, 44:17, 46:13, 46:22, 46:24, 49:3, 49:6, 49:9, 49:10</p> <p>point [12] - 8:18, 11:7, 18:18, 22:23, 29:22, 31:15, 47:12, 47:16, 61:1, 69:19, 70:4, 70:24</p> <p>points [2] - 13:14, 50:4</p> <p>pole [1] - 26:12</p> <p>police [1] - 3:10</p> <p>POLLOCK [21] - 1:16, 7:19, 7:23, 9:13, 9:17, 15:9, 17:7, 17:25, 18:6, 18:11, 20:25, 21:2, 21:5, 21:18, 31:19, 32:2, 59:4, 61:9, 68:6, 71:5, 72:6</p> <p>portal [1] - 30:15</p> <p>POs [2] - 46:18, 46:21</p> <p>possible [1] - 12:1</p> <p>potentially [8] - 6:5, 13:4, 42:23, 42:25, 48:17, 56:14, 57:1, 58:12</p> <p>pre [3] - 27:11, 27:12, 44:5</p> <p>pre-construction [1] - 44:5</p> <p>pre-K [2] - 27:11, 27:12</p> <p>preference [1] - 42:22</p> <p>preliminarily [1] - 59:2</p> <p>present [1] - 6:19</p> <p>PRESENT [1] - 1:11</p> <p>presentation [3] -</p>	<p>2:17, 34:12, 40:7</p> <p>presented [1] - 47:10</p> <p>presenting [1] - 32:7</p> <p>press [3] - 61:18, 62:6, 63:12</p> <p>pretty [5] - 4:25, 48:23, 68:20, 70:9, 71:10</p> <p>price [4] - 47:9, 47:21, 47:22, 53:11</p> <p>print [1] - 72:17</p> <p>problem [2] - 47:20, 62:17</p> <p>problematic [1] - 29:4</p> <p>problems [1] - 60:2</p> <p>proceed [1] - 64:18</p> <p>proceeds [1] - 51:10</p> <p>process [7] - 3:1, 3:5, 6:24, 7:15, 33:13, 33:16, 35:8</p> <p>procurement [1] - 30:18</p> <p>professional [1] - 49:16</p> <p>program [1] - 27:11</p> <p>programming [2] - 2:23, 13:23</p> <p>project [17] - 2:21, 4:7, 8:11, 8:13, 9:1, 36:14, 39:9, 39:21, 41:21, 43:19, 50:8, 56:10, 59:3, 66:4, 66:11, 69:10</p> <p>projects [3] - 38:9, 41:11, 41:14</p> <p>properly [1] - 71:25</p> <p>properties [1] - 17:18</p> <p>property [1] - 17:14</p> <p>proposed [1] - 4:23</p> <p>proposing [1] - 19:18</p> <p>provide [6] - 54:20, 55:18, 56:23, 57:19, 60:21, 65:9</p> <p>provided [1] - 18:21</p> <p>PROVIDENCE [3] - 1:1, 1:2, 1:10</p> <p>providing [1] - 31:11</p> <p>provisions [1] - 8:18</p> <p>public [2] - 56:17, 56:19</p> <p>Public [1] - 72:14</p> <p>PUBLIC [1] - 72:22</p> <p>pull [1] - 23:6</p> <p>pullout [1] - 4:16</p> <p>purchase [12] - 37:18, 37:19, 37:20, 37:24, 38:6, 38:14, 38:18, 38:19, 44:18, 44:20, 49:1, 51:23</p> <p>purple [3] - 4:23, 15:3,</p>	<p>29:5</p> <p>purpose [1] - 20:20</p> <p>pursue [1] - 8:25</p> <p>pursuing [1] - 6:20</p> <p>push [1] - 69:21</p> <p>put [19] - 9:1, 9:5, 9:6, 10:4, 17:14, 26:6, 26:9, 29:20, 30:2, 34:15, 37:25, 38:23, 44:13, 48:1, 50:8, 54:7, 54:25, 61:4, 69:2</p> <p>puts [1] - 52:7</p> <p>putting [1] - 63:25</p>	<p>reason [4] - 33:2, 33:19, 39:10, 68:11</p> <p>reasons [4] - 21:8, 58:12, 58:16, 58:23</p> <p>receive [3] - 39:20, 39:24, 68:1</p> <p>received [5] - 35:16, 38:10, 43:20, 43:22, 43:24</p> <p>receiving [2] - 36:4, 53:2</p> <p>recent [1] - 4:1</p> <p>recently [1] - 56:10</p> <p>reception [1] - 14:23</p> <p>recess [5] - 10:9, 13:19, 13:22, 14:1, 14:5</p> <p>recollection [1] - 48:24</p> <p>recommend [1] - 67:2</p> <p>recommendation [3] - 2:10, 2:11, 48:18</p> <p>recommendations [1] - 31:7</p> <p>recommended [1] - 48:7</p> <p>recommending [1] - 35:22</p> <p>RECORD [6] - 7:8, 25:12, 26:11, 49:14, 62:20, 67:1</p> <p>record [2] - 55:3, 72:16</p> <p>recreation [1] - 25:22</p> <p>recurring [4] - 64:1, 64:5, 64:8, 64:12</p> <p>red [6] - 5:3, 14:18, 17:16, 22:5, 28:16, 29:6</p> <p>reduced [1] - 72:17</p> <p>reflect [1] - 28:1</p> <p>refuge [1] - 56:5</p> <p>regarding [4] - 34:13, 55:12, 55:13, 58:18</p> <p>regardless [1] - 47:2</p> <p>regards [1] - 55:12</p> <p>reimbursable [4] - 42:17, 42:21, 48:20, 69:9</p> <p>reimburse [3] - 9:5, 9:11</p> <p>reimbursed [2] - 39:24, 50:7</p> <p>reimbursement [23] - 7:10, 7:12, 8:25, 9:1, 35:13, 35:15, 35:24, 36:3, 36:6, 37:6, 39:5, 40:5, 40:16, 40:22, 40:25, 41:22, 42:1, 42:5, 42:13,</p>	<p>45:22, 47:19, 52:14, 53:15</p> <p>relocated [3] - 18:9, 25:17, 25:20</p> <p>remain [3] - 3:17, 3:18, 5:2</p> <p>remainder [2] - 18:21, 27:14</p> <p>remember [5] - 11:22, 40:8, 40:20, 45:18, 45:24</p> <p>rendering [5] - 16:14, 16:15, 19:11, 27:24, 28:17</p> <p>renderings [2] - 27:24, 30:13</p> <p>repeat [1] - 31:22</p> <p>replace [1] - 25:15</p> <p>replaced [1] - 24:17</p> <p>report [1] - 47:17</p> <p>REPORTER [2] - 1:24, 72:22</p> <p>require [3] - 28:9, 32:16, 55:23</p> <p>required [2] - 4:7, 37:3</p> <p>requirement [4] - 9:20, 40:2, 55:18, 56:3</p> <p>requirements [3] - 2:9, 62:14, 71:2</p> <p>requires [2] - 37:8, 56:12</p> <p>requisition [2] - 44:3, 52:6</p> <p>requisitions [1] - 44:6</p> <p>resolution [1] - 55:12</p> <p>rest [1] - 61:11</p> <p>retaining [1] - 17:23</p> <p>return [1] - 13:5</p> <p>review [11] - 2:5, 2:7, 4:5, 31:4, 31:17, 32:14, 32:17, 34:16, 52:11, 55:17, 68:3</p> <p>reviewed [3] - 2:8, 55:25, 56:2</p> <p>reviewing [4] - 34:16, 34:24, 35:5, 56:1</p> <p>Rhode [1] - 72:15</p> <p>RHODE [2] - 1:1, 72:22</p> <p>RI [1] - 1:10</p> <p>Ricci [2] - 29:5, 63:7</p> <p>rich [1] - 24:4</p> <p>RICHARD [1] - 1:12</p> <p>RIDE [16] - 2:9, 2:11, 2:13, 8:25, 31:6, 32:16, 32:19, 35:2, 35:17, 36:24, 37:2, 40:5, 42:7, 47:18, 49:15</p>
Q		<p>qualifies [1] - 7:11</p> <p>qualify [1] - 7:9</p> <p>quality [1] - 4:20</p> <p>quarter [2] - 57:6</p> <p>questions [9] - 13:17, 14:15, 18:12, 21:22, 26:17, 43:4, 46:8, 55:9, 59:22</p> <p>queue [2] - 17:1, 22:4</p> <p>quick [3] - 57:8, 62:4, 67:16</p> <p>quickest [4] - 62:5, 63:11, 63:13, 63:22</p> <p>quite [1] - 44:24</p>	R	
		<p>radar [1] - 30:3</p> <p>rails [1] - 19:17</p> <p>rainbow [1] - 29:21</p> <p>rallies [1] - 58:13</p> <p>ramp [12] - 19:12, 19:20, 56:23, 57:4, 57:10, 57:15, 63:11, 63:15, 63:22, 63:25, 64:10, 70:1</p> <p>rate [7] - 39:5, 40:22, 40:25, 41:22, 42:13, 45:22, 47:19</p> <p>RE [1] - 1:5</p> <p>reach [1] - 69:24</p> <p>reaches [1] - 22:23</p> <p>read [1] - 15:22</p> <p>reading [1] - 49:1</p> <p>ready [3] - 6:19, 57:17, 61:15</p> <p>realistically [1] - 66:12</p> <p>really [10] - 2:15, 13:3, 14:4, 26:16, 28:21, 39:4, 40:11, 44:5, 57:13, 68:15</p> <p>rearrange [1] - 5:17</p> <p>rearranging [1] - 12:2</p>		

ride [1] - 63:18
RIDE's [1] - 30:15
ridiculous [1] - 9:15
risk [1] - 65:12
road [6] - 12:25, 13:5, 16:25, 17:1, 17:4, 65:1
Road [6] - 13:8, 61:10, 62:9, 62:10, 70:12, 70:23
roadway [1] - 70:1
RODNEY [1] - 1:19
roofs [2] - 16:18
room [10] - 15:4, 15:14, 19:3, 19:4, 19:5, 19:9, 20:9, 27:13, 27:14, 61:11
rooms [7] - 4:14, 15:7, 19:7, 19:10, 27:12, 27:13, 27:17
rough [1] - 57:5
route [1] - 45:21
Ruggerio [1] - 54:22
rules [4] - 59:20, 67:25, 71:20
run [3] - 2:20, 11:1, 11:4
running [2] - 24:11, 59:10

S

sad [1] - 61:3
safe [1] - 4:21
safety [1] - 12:17
savings [1] - 4:9
saw [5] - 27:21, 28:17, 31:10, 38:14, 38:15
SBC [1] - 2:10
scale [1] - 25:3
scenario [1] - 70:18
schedule [4] - 4:5, 4:6, 4:7, 4:10
scheduled [1] - 65:19
scheduling [1] - 30:19
schematic [10] - 2:6, 2:20, 2:25, 3:12, 7:16, 30:15, 31:3, 31:16, 32:1, 32:19
scheme [1] - 29:22
School [1] - 4:23
school [81] - 2:6, 2:7, 2:8, 2:10, 2:11, 2:12, 2:23, 3:14, 3:23, 4:2, 4:25, 5:2, 6:23, 13:11, 13:19, 14:1, 14:2, 14:5, 14:18, 14:23, 17:6, 18:22, 18:25, 23:9, 23:10, 24:1, 24:2, 24:8,

25:24, 26:25, 27:10, 28:2, 28:6, 30:7, 31:3, 31:4, 31:5, 31:7, 31:8, 31:11, 31:16, 31:25, 33:16, 34:17, 34:23, 35:11, 35:12, 35:14, 35:23, 36:5, 36:13, 36:24, 37:22, 37:23, 38:3, 38:9, 39:1, 39:18, 44:7, 48:4, 48:7, 54:16, 55:15, 56:12, 56:16, 56:19, 56:20, 57:8, 58:1, 59:7, 60:19, 61:23, 63:9, 68:3, 68:7, 70:14
SCHOOL [2] - 1:3, 1:6
schools [12] - 14:19, 28:16, 29:9, 29:21, 36:23, 37:15, 37:20, 45:4, 45:6, 45:9, 45:12, 59:6
scope [2] - 37:1, 37:3
score [2] - 60:5, 60:23
scorer [3] - 60:6, 60:8, 60:9
scoring [1] - 60:23
screen [1] - 2:4
season [2] - 66:17, 66:21
second [14] - 24:4, 24:6, 27:16, 31:19, 31:20, 32:2, 32:3, 34:12, 37:10, 51:15, 55:1, 55:13, 55:19, 72:6
seconded [2] - 34:5, 51:17
seconds [1] - 32:4
secure [4] - 18:17, 22:14, 26:22, 26:24
secured [4] - 26:22, 26:23, 27:5, 27:7
security [4] - 4:20, 14:2, 14:19, 14:20
see [27] - 4:6, 4:8, 4:14, 6:6, 7:6, 13:7, 15:3, 16:17, 16:24, 17:10, 19:13, 19:15, 22:4, 24:7, 24:8, 25:16, 25:22, 31:14, 33:12, 35:6, 35:25, 38:12, 59:13, 60:24, 65:9, 67:5
segregated [1] - 62:3
selected [2] - 48:2, 48:7
selfish [1] - 42:17
send [1] - 38:6
sense [11] - 5:21, 8:4,

8:7, 9:4, 9:11, 11:2, 11:6, 40:9, 42:15, 42:22, 49:22
separate [31] - 3:21, 4:12, 8:11, 11:19, 16:20, 17:5, 21:10, 21:15, 23:17, 30:20, 34:25, 35:7, 35:19, 36:22, 38:22, 40:5, 40:14, 40:15, 43:16, 45:9, 45:13, 47:14, 50:22, 52:4, 53:9, 53:10, 53:11, 53:13, 53:20, 53:25, 54:1
separated [3] - 5:6, 22:2, 22:10
separation [4] - 4:21, 21:19, 21:20, 55:24
September [8] - 30:16, 31:12, 34:19, 43:8, 46:9, 48:10, 69:4, 72:20
service [7] - 3:3, 11:12, 37:4, 43:5, 45:10, 50:2
services [7] - 43:10, 44:1, 45:12, 47:2, 49:16, 50:5, 50:6
session [1] - 26:25
set [8] - 20:2, 20:10, 53:8, 53:25, 55:8, 56:15, 59:6, 72:19
sets [1] - 4:15
shared [5] - 15:12, 16:3, 16:10, 27:12, 31:13
Shawmut [18] - 36:23, 43:13, 43:15, 44:2, 44:9, 44:14, 45:2, 52:8, 53:8, 57:3, 63:24, 64:16, 65:12, 66:3, 67:8, 67:15, 68:2, 69:3
Shawmut's [1] - 52:8
shifted [2] - 9:19, 9:20
shoot [1] - 56:22
shooting [1] - 57:13
SHORTHAND [1] - 72:22
show [6] - 6:5, 15:9, 22:15, 23:2, 23:6
showing [4] - 5:7, 16:15, 27:25, 50:24
shown [4] - 11:17, 17:11, 19:16
shrinking [1] - 4:10
shut [1] - 22:13
side [7] - 19:14, 19:15, 22:7, 22:11, 27:23, 42:16, 62:9

sidewalk [6] - 17:1, 17:2, 28:6, 70:19, 70:20, 71:16
sign [1] - 44:15
significant [2] - 17:19, 17:22
significantly [1] - 59:2
similar [6] - 16:19, 18:16, 24:25, 27:21, 27:25, 63:11
simple [1] - 53:24
simply [1] - 60:19
single [2] - 3:16, 54:16
sister [2] - 59:25, 60:2
sit [1] - 61:18
site [15] - 3:17, 3:18, 3:23, 4:21, 4:22, 5:3, 17:12, 18:9, 23:7, 23:14, 26:17, 30:23, 56:22, 57:3, 57:14
situation [1] - 34:1
six [1] - 66:14
size [4] - 15:20, 24:19, 24:21, 25:1
Slam [1] - 4:5
sloped [2] - 16:18, 19:17
small [3] - 4:13, 28:14, 65:11
smaller [1] - 24:23
SMITH [1] - 1:9
Smithfield [5] - 61:10, 62:9, 62:10, 70:12, 70:23
softer [1] - 62:13
solution [3] - 63:10, 63:15, 63:16
someone [4] - 44:14, 59:23, 61:5, 61:6
sometimes [2] - 58:13, 58:15
somewhere [2] - 9:21, 60:24
soon [1] - 52:6
sooner [2] - 64:21, 66:8
sorry [1] - 64:6
South [2] - 17:7, 17:9
space [20] - 4:16, 6:6, 15:2, 15:4, 15:6, 15:12, 15:15, 16:2, 16:3, 16:4, 16:9, 16:10, 19:23, 20:9, 21:9, 27:17, 27:21, 55:20, 55:21, 55:24
spaces [10] - 3:5, 4:13, 4:17, 4:18, 15:8, 15:17, 20:8, 20:18, 21:10, 21:16
special [9] - 4:18,

15:8, 19:7, 64:18, 65:4, 67:11, 68:4, 71:23
specialized [2] - 15:5, 19:6
specific [1] - 52:12
specifically [1] - 45:23
specification [1] - 3:4
spectator [1] - 56:15
spend [1] - 63:2
spending [1] - 58:6
spots [1] - 9:20
Spring [7] - 5:17, 6:2, 12:1, 12:7, 12:14, 13:17, 14:12
square [4] - 15:23, 16:12, 20:25, 24:22
squared [1] - 64:21
stacked [2] - 16:25, 49:21
staff [4] - 3:17, 5:8, 10:5, 22:6
stage [21] - 7:15, 34:13, 34:20, 35:7, 36:8, 36:13, 36:16, 36:18, 36:19, 36:25, 37:17, 38:8, 42:3, 42:5, 45:17, 47:11, 47:16, 47:24, 49:24, 50:3, 51:6
stairs [2] - 61:8, 61:10
stairwell [1] - 56:6
stand [3] - 40:23, 41:15, 50:2
stands [1] - 58:15
start [3] - 30:17, 34:20, 66:10
started [3] - 3:7, 44:5, 65:18
starting [3] - 3:11, 36:14, 52:6
STATE [2] - 1:1, 72:22
state [3] - 55:18, 55:25, 68:11
State [1] - 72:15
stayed [1] - 11:5
steel [1] - 63:17
steep [3] - 70:9, 71:10, 71:12
stenographic [1] - 72:16
step [1] - 30:21
steps [2] - 2:21, 30:14
STEVEN [1] - 63:6
STEVEN [1] - 1:16
still [15] - 6:8, 7:15, 7:16, 7:18, 8:3, 9:23, 11:10, 12:4, 12:23, 16:9, 17:8, 21:13, 27:23, 33:6, 61:19

<p>stone ^[1] - 28:12 storage ^[4] - 15:7, 15:14, 15:15, 55:21 story ^[4] - 3:16, 16:17, 16:19, 22:1 straight ^[1] - 62:7 STREET ^[1] - 1:9 street ^[13] - 9:25, 12:3, 13:12, 17:8, 17:16, 22:18, 23:6, 56:18, 56:19, 70:15, 70:18, 71:13, 71:14 Street ^[6] - 13:5, 22:17, 22:19, 22:21, 23:22, 23:25 student ^[15] - 19:6, 55:14, 56:11, 56:18, 56:24, 57:21, 57:25, 58:3, 58:13, 59:14, 59:15, 60:19, 62:2, 62:6, 69:24 students ^[12] - 3:17, 4:18, 5:19, 10:19, 10:22, 11:11, 13:14, 15:5, 15:19, 22:12, 59:17, 62:3 studies ^[1] - 43:25 Studio ^[34] - 2:16, 2:19, 4:5, 8:17, 11:10, 31:11, 34:13, 34:20, 35:6, 35:7, 35:17, 36:2, 36:22, 37:18, 41:25, 43:11, 44:2, 44:6, 44:9, 44:14, 44:15, 44:25, 45:1, 47:9, 47:12, 47:15, 48:17, 52:8, 55:24, 56:21, 63:24, 64:16, 67:9, 68:2 STUDIO ^[1] - 1:18 stuff ^[2] - 19:10, 71:18 subcommittee ^[3] - 65:10, 65:15, 68:4 subcontractors ^[2] - 8:13, 52:9 subject ^[1] - 32:13 submission ^[24] - 2:6, 2:13, 30:15, 31:3, 31:5, 31:6, 31:15, 31:24, 33:6, 34:21, 36:8, 36:17, 36:25, 37:2, 37:24, 38:5, 38:9, 42:4, 45:17, 47:3, 47:11, 47:23, 49:15, 49:22 submit ^[5] - 30:14, 42:5, 53:15, 53:18, 53:21 submitted ^[5] - 37:25, 44:3, 47:17, 51:7,</p>	<p>52:25 substructure ^[1] - 63:17 suggest ^[1] - 32:15 suggested ^[1] - 35:2 suggestion ^[1] - 32:9 suggestions ^[1] - 33:11 suite ^[1] - 14:24 summary ^[1] - 52:7 summer ^[1] - 63:24 superintendent ^[1] - 57:3 supervision ^[1] - 14:8 supplies ^[1] - 71:18 support ^[2] - 15:7, 19:9 supposed ^[3] - 38:5, 54:7, 54:25 supposing ^[1] - 32:9 Susan ^[1] - 72:14 SUSAN ^[2] - 1:23, 72:21 switch ^[2] - 23:9, 23:12 switchbacks ^[1] - 62:18 switched ^[1] - 6:8 sympathetic ^[1] - 59:24 systems ^[1] - 4:19</p>	<p>55:9, 59:20, 60:9, 60:14, 60:22, 61:1, 61:14, 62:16, 62:20, 65:4, 66:4, 66:9, 66:14, 66:17, 66:20, 66:24, 67:1, 67:4, 67:14, 67:24, 68:5, 68:9, 68:17, 68:22, 69:4, 69:12, 69:17, 70:5, 70:9, 70:13, 70:21, 71:3, 71:9, 71:15, 71:19, 71:22, 71:24, 72:2, 72:7, 72:9 themselves ^[2] - 14:9, 20:9 theory ^[1] - 29:2 they've ^[1] - 67:10 thinking ^[2] - 29:13, 71:9 THOMAS ^[1] - 1:17 thousand ^[18] - 21:1, 34:14, 34:19, 34:24, 35:1, 35:16, 35:20, 36:21, 36:25, 37:3, 37:6, 43:11, 44:15, 45:10, 45:16, 50:21, 57:7 three ^[1] - 21:1 throughout ^[1] - 3:1 tiger ^[1] - 28:23 timing ^[1] - 68:17 today ^[3] - 30:24, 31:2, 56:22 today's ^[1] - 2:4 together ^[7] - 34:22, 37:25, 38:24, 44:3, 51:21, 52:7, 53:18 toilet ^[4] - 15:7, 19:9, 27:12, 27:14 tomorrow ^[1] - 66:10 took ^[1] - 60:3 top ^[2] - 17:16, 63:12 topography ^[1] - 17:14 topsoil ^[1] - 8:14 total ^[5] - 36:21, 36:25, 37:4, 42:25, 50:20 totally ^[2] - 42:21, 43:16 totals ^[1] - 35:20 toward ^[1] - 43:18 towards ^[7] - 9:25, 11:2, 22:5, 39:18, 39:25, 55:22, 62:10 TOWN ^[1] - 1:2 town ^[18] - 2:12, 3:24, 8:11, 8:17, 31:12, 32:14, 32:16, 35:6,</p>	<p>35:25, 36:5, 36:22, 37:5, 37:18, 39:17, 42:24, 44:22, 46:1 TRACY ^[1] - 1:18 Tracy ^[5] - 2:16, 2:18, 9:18, 10:12, 21:16 traffic ^[5] - 3:22, 4:21, 12:6, 12:23, 13:16 transaction ^[3] - 18:18, 27:1, 27:8 transcription ^[1] - 72:18 transferred ^[3] - 35:10, 35:12, 35:14 transformer ^[1] - 26:12 traverse ^[1] - 13:15 traversing ^[1] - 10:16 treat ^[1] - 53:9 tree ^[1] - 23:20 trees ^[2] - 23:16, 23:17 rending ^[1] - 19:23 tried ^[1] - 55:4 true ^[4] - 2:9, 9:9, 14:19, 72:16 trust ^[1] - 8:1 try ^[7] - 5:16, 5:18, 5:25, 8:24, 12:17, 57:17, 68:12 trying ^[2] - 4:8, 36:11 Tuesday ^[1] - 64:13 turn ^[2] - 2:15, 17:3 turns ^[1] - 30:19 twice ^[1] - 55:4 two ^[3] - 53:13, 53:18, 68:22 type ^[4] - 19:10, 32:18, 56:9, 56:23 typical ^[1] - 44:4</p>	<p>61:20, 62:7, 65:6 update ^[14] - 2:21, 2:22, 31:10, 31:12, 54:14, 54:20, 55:2, 55:4, 55:11, 64:2, 64:8, 68:1, 69:5, 69:8 updated ^[1] - 56:2 user ^[1] - 30:23 uses ^[1] - 70:2 utilize ^[3] - 4:16, 12:5, 20:20 utilized ^[2] - 26:25, 27:3</p>
V				
<p>Vallee ^[1] - 51:16 VALLEE ^[31] - 1:14, 37:9, 37:12, 37:23, 38:10, 38:13, 38:17, 43:20, 43:24, 44:11, 46:15, 46:18, 46:21, 46:24, 47:1, 47:6, 47:20, 47:23, 51:8, 51:12, 51:14, 51:22, 52:1, 52:22, 53:1, 53:5, 53:17, 53:20, 54:4, 54:19, 54:25 values ^[1] - 40:16 vehicular ^[1] - 4:21 versus ^[2] - 4:6, 10:15 vestibule ^[12] - 14:19, 14:22, 18:17, 18:20, 18:24, 22:11, 22:14, 26:22, 26:23, 26:25, 27:5 vetted ^[1] - 18:18 viewing ^[1] - 63:15 visitor ^[2] - 22:6, 27:1 visitors ^[2] - 5:8, 22:14</p>				
W				
<p>wait ^[2] - 55:5, 65:2 walk ^[3] - 5:19, 10:8, 10:23 walker ^[1] - 61:5 walking ^[1] - 14:6 walkway ^[2] - 19:17, 28:6 wall ^[3] - 17:16, 17:23, 21:12 wants ^[1] - 8:17 water ^[2] - 11:1, 11:12 weather ^[1] - 66:7 week ^[3] - 30:15, 51:24, 52:1 weeks ^[11] - 24:20,</p>				

64:15, 66:13, 66:14,
66:16, 66:18, 67:9,
68:21, 68:22, 68:23,
72:3

WERE [3] - 34:6,
51:18, 72:8

whale [1] - 28:23

wheelchair [5] -
56:12, 57:23, 58:12,
60:4, 71:11

wheeled [1] - 60:4

Whelan [8] - 3:13,
4:23, 13:17, 14:15,
14:17, 21:5, 21:8,
28:21

Whelan's [1] - 21:2

whereof [1] - 72:19

whole [4] - 20:6,
47:17, 57:20, 65:9

wind [1] - 62:10

window [5] - 14:20,
18:18, 18:20, 27:1,
27:8

wise [1] - 66:7

witness [1] - 72:19

woman [2] - 22:20,
58:17

Woodward [1] - 13:8

worried [1] - 22:25

worst [1] - 70:18

worth [3] - 42:22,
50:6, 63:2

wraps [1] - 63:15

write [1] - 69:17

Y

yard [2] - 13:19, 14:1

yardage [1] - 24:22

year [1] - 46:4

years [2] - 14:1, 60:1

yellow [4] - 15:2, 19:5,
27:15, 28:17

young [3] - 59:10,
59:24, 61:4

younger [1] - 60:2

yup [1] - 22:5