

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

-----/

NOVEMBER 17, 2023
9:00 A.M.

2000 SMITH STREET
NORTH PROVIDENCE, RI

PRESENT:

- G. RICHARD FOSSA, CHAIRMAN
- MAYOR CHARLES LOMBARDI (PARTIAL)
- MARIA VALLEE
- JAMES FUOROLI
- DR. FRANK PALLOTTA
- JOSEPH GOHO
- LISA CASINELLI
- STEVEN PITASSI
- CHUCK POLLOCK
- ROBERT O'BRIEN
- MATTHEW MCBURNIE, LEFT FIELD
- CHRIS SPIEGEL, LEFT FIELD
- PHILIP CONTE, STUDIO JAED

SUSAN V. FITZPATRICK
CERTIFIED COURT REPORTER

1 THE CHAIRMAN: Okay, we are going to record this
2 meeting because Sue Fitzpatrick couldn't make it. So speak
3 up so everyone will be heard. We called this meeting because
4 we were trying to make deadlines and we don't want to fall
5 behind. So I'm going to turn it over to you.

6 MR. MCBURNIE: All right, so --

7 MR. RUGGERIO: Chief, before we do that, can we
8 just do a roll call?

9 THE CHAIRMAN: Oh, okay.

10 MR. RUGGERIO: So we'll know if we have a
11 quorum.

12 THE CHAIRMAN: Okay. Dino Autiello, not here.
13 Donna Hanley, but I don't think Donna is a --

14 MR. GOHO: Not a voting member.

15 THE CHAIRMAN: She's not a voting member.

16 MR. RUGGERIO: Okay.

17 THE CHAIRMAN: Lisa Casinelli?

18 MS. CASINELLI: Here.

19 THE CHAIRMAN: Here. Frank, Dr. Pallotta, is
20 here. Richard Fossa is here. Jennifer.

21 MR. FUOROLI: She's not a voting member either.

22 THE CHAIRMAN: Not a voting member, okay. Jim
23 Fuoroli is here, Joe Goho is here. Sue Fitzpatrick, she's
24 not here. Joseph Nickerson. Maria Vallee is here. Mario
25 Martone is missing in action. Mayor Charles Lombardi won't

1 be here, Robert O'Brien won't be here, Ron Baccala won't be
2 here. Steve Pitassi is present. Where's Tommy Norato?

3 VOICE: He's working.

4 THE CHAIRMAN: He's putting someone down, I
5 guess he has to be where he is. He's a funeral director, by
6 the way. All right, do we have --

7 MR. RUGGERIO: All right, so we have 8.

8 DR. PALLOTTA: We have 8.

9 MR. POLLOCK: You forgot me.

10 MR. RUGGERIO: Did you call Chuck?

11 THE CHAIRMAN: I didn't.

12 MR. RUGGERIO: Member Pollock is also here, so
13 we have 8. So I believe, is it 14 voting members?

14 THE CHAIRMAN: You're not on this?

15 MR. POLLOCK: I wasn't on at the beginning, so
16 it might not be on there. Yeah, that's all.

17 THE CHAIRMAN: Oh, all right. Pollock is not on
18 this one. So you might have 9. So 2, 3, 4, 5, 6, 7, 8, 9,
19 14, 15.

20 MR. RUGGERIO: We have a quorum.

21 THE CHAIRMAN: Pollock is not on the list. Do
22 you see it on there? He's not on there.

23 MS. VALLEE: (Inaudible).

24 MR. POLLOCK: Yeah, the second list came out,
25 right.

1 DR. PALLOTTA: Yes, he's on the second list,
2 he's on the second list.

3 THE CHAIRMAN: So we've got 9, so we're okay,
4 right?

5 DR. PALLOTTA: We've got 8.

6 MR. RUGGERIO: We have 8 voting member with
7 Chuck, we have a quorum.

8 THE CHAIRMAN: It's all yours, my friend.

9 MR. MCBURNIE: All right, so for the agenda
10 today, we, on every one of the school building committee
11 meetings we have a current financial status discussion. We
12 will then move into the updated elementary school program
13 design. Phil, everyone should have a handout of the design.
14 Unfortunately there's not a TV in the room, but we'll go
15 through.

16 THE CHAIRMAN: They're giving a class, so we
17 don't have the TV here.

18 MR. MCBURNIE: No problem. And then we will
19 have discussion/action, and that will be discussion and
20 possible vote on the realigned project delivery and methods
21 following the change in elementary school program scope of
22 work. So first item, Maria, do you have a financial update
23 for the meeting?

24 MS. VALLEE: No.

25 MR. MCBURNIE: Okay.

1 MR. SPIEGEL: May I add one thing? The first
2 PayGo application is ready for Maria's review, it will be
3 sent to her by the end of the day.

4 THE CHAIRMAN: Speak up to we are hearing it on
5 the -- Maria, speak up so we get it on the tape.

6 MS. VALLEE: I think we are missing an AIA
7 document for the request.

8 MR. SPIEGEL: Oh, that's for the invoice. For
9 the Pay-Go application --

10 MS. VALLEE: No, for the PayGo, they are
11 requiring an AIA, because as I was waiting to hear back from
12 you I was trying to get all the information, like copies of
13 invoices, and they need the AIA contract.

14 MR. MCBURNIE: So that one would be for Studio
15 JAED.

16 MS. VALLEE: I believe so.

17 MR. MCBURNIE: And Charlie just said that he is
18 good with the latest edit. So he's going to send that over
19 to me for me to send to Lisa for the Mayor to sign. So we
20 should have that.

21 MS. VALLEE: So that PayGo, we can't submit it
22 unless we have all the documentation that they are requiring.

23 MR. SPIEGEL: Okay.

24 MR. MCBURNIE: And the one that was sent out by
25 me is signed already, correct, Charlie?

1 MR. RUGGERIO: Which one?

2 MR. MCBURNIE: They authored, they executed it,
3 right?

4 MR. RUGGERIO: Studio JAED?

5 MR. MCBURNIE: Yes.

6 MR. RUGGERIO: They did sign it, yes.

7 MR. MCBURNIE: All right, so that will be
8 simple. Okay, any other financial related questions?

9 (BRIEF PAUSE)

10 MR. MCBURNIE: Okay, we'll move into the updated
11 elementary school program design.

12 MR. SPIEGEL: Before I turn it over to Phil,
13 just a couple of comments. So you're going to be seeing a
14 few design changes today on the plan. These are a direct
15 result of the school building committee having tasked us with
16 continuing to try to find value in the design at every step
17 of the process, which would make the project, make sure that
18 we don't eliminate any scope and the project remains on
19 budget. Also, some of these design changes are a result of
20 our meeting with Doctor Joe DaSilva, of which Frank Pallotta
21 and Jimmy were also present. You'll see some specific things
22 on the site plan which Dr. DaSilva was insistent on, and we
23 can walk through those. Phil?

24 MR. CONTE: Great, good morning everyone. I'll
25 begin with the first page which is the current --

1 MR. RUGGERIO: Phil, state your name so Sue
2 knows.

3 MR. CONTE: Sure, Philip Conte, Studio JAED.
4 The first plan is the revised site plan for Whelan
5 Elementary. And if you recall, there was some comment from
6 this committee to incorporate the parking closer to Mineral
7 Spring Avenue, which we have been able to do. We have also
8 been able to move the secure playground area closer to the
9 building and attach it to the building so there's convenient
10 access to that area, as well as provide additional closer
11 handicapped parking and drop off to the front, as well as a
12 service road across the back. We were able to do this
13 because we had transitioned Whelan from a single story
14 building to a partial 2 story building. If you go to the
15 next page, there are 2 plans. The top one is the main level
16 plan, which is consistent with the previous program. But
17 where we had a wing of classrooms that would have extended
18 north of this plan vertically, we have actually created it an
19 exact amount of classroom space on a lower level beneath the
20 existing classrooms on the main level. So the bottom plan
21 represents the second floor of the building, but it's not a
22 second floor above the main level. I would like to call your
23 attention to the next page, which is a rendering of the 2
24 story portion of the building. So we have been able to
25 utilize the grade much more efficiently by moving the

1 building closer to the street. That allows us to have 2
2 stories on the bus drop off loop. It reduced the amount of
3 perimeter of the building in terms of finish materials, and
4 it allowed for that service road across the back. So we have
5 made a much more compact building; and when buildings are
6 compact, structural steel becomes more efficient, the roofing
7 becomes more efficient and we are able to reduce a
8 significant amount of perimeter finish materials. There has
9 been no change to the programatic functions, they are
10 consistent with what we started originally. But the design
11 is no longer a single story structure, it is now a partial 2
12 story structure. And fits much, much better into the site.

13 THE CHAIRMAN: Less expensive or more expensive?

14 MR. CONTE: Let's say this, there's more
15 economies to construction in a compact 2 story building than
16 there is a sprawling one story building. So all of these
17 changes bring value added benefit to the project, whether
18 it's costs, whether it's efficiency, whether it's schedule,
19 et cetera. The next plan is the --

20 MR. MCBURNIE: Phil, one quick question on
21 Whelan.

22 MR. CONTE: Yes.

23 MR. MCBURNIE: So we're looking at a substantial
24 less amount of excavation?

25 MR. CONTE: Correct.

1 MR. MCBURNIE: Because of the location?

2 MR. CONTE: Correct.

3 MR. MCBURNIE: That will save money.

4 MR. SPIEGEL: That will save a lot of money. So
5 I think the question that may be on people's minds is is this
6 2 story building going to require an elevator.

7 MR. CONTE: Correct, and we have incorporated an
8 elevator into the project.

9 MR. SPIEGEL: And the cost of the site work, the
10 efficiency, I can see the lower level plan and the upper
11 level plan are exact, so that's going to save you a lot of
12 money on steel efficiency. We are competent that the savings
13 and site work, smaller building footprint, will offset the
14 cost of the elevator.

15 MR. CONTE: Yes.

16 MR. MCBURNIE: And then one other question on
17 the plan here, it might be tough to see, but is there fencing
18 separating the play area?

19 MR. CONTE: Oh absolutely, absolutely.

20 MR. MCBURNIE: From the road there?

21 MR. CONTE: Absolutely.

22 MR. MCBURNIE: Okay, I just want to state that.
23 Okay.

24 MR. CONTE: The next site plan is the site plan
25 for Greystone, which has not changed.

1 MAYOR LOMBARDI: Phil, hold on, if I can ask you
2 a question.

3 MR. CONTE: Yes.

4 MAYOR LOMBARDI: That driveway in the back of
5 the building coming from Alexander?

6 MR. CONTE: Yes.

7 MAYOR LOMBARDI: Do we have to run this by RIDE?

8 MR. SPIEGEL: So this was --

9 MR. CONTE: So this is a result of a meeting
10 with RIDE.

11 MAYOR LOMBARDI: But has it been back to them?

12 MR. CONTE: No, we have not made the submission
13 to RIDE. We had an informal review at our office with RIDE.
14 That's where some of these changes have developed. In the
15 beginning of December we will be making our submission to
16 RIDE.

17 MR. SPIEGEL: So Dr. DaSilva wanted to see this
18 road in the back of the building for a number of reasons.
19 The first reason is deliveries. Schools get a lot of
20 deliveries, if you're only going through one door, it can
21 cause disruption to operations. So Dr. DaSilva wanted to see
22 that there. Also, for emergency service vehicles, they
23 wanted to be able for emergency vehicles to access the site
24 from multiple angles. That's another reason for this, and it
25 also provides egress in case of needing to evacuate a little

1 quicker as opposed to a slope that people have to get out.
2 So this was insisted upon by RIDE.

3 MAYOR LOMBARDI: This is the first exposure of
4 this, correct?

5 MR. SPIEGEL: Yes.

6 MAYOR LOMBARDI: To this committee?

7 MR. CONTE: Correct.

8 MR. POLLOCK: Phil, the plan for that access
9 road is not for parents and whatnot to use that, that's for
10 deliveries and emergency vehicles, et cetera, correct?

11 MR. CONTE: Sure. As we develop the project,
12 operationally that may come up. The intent is, number one,
13 to provide for service. But it may have other benefits
14 operationally, depending upon how they will either organize
15 arrival or dismissal.

16 MAYOR LOMBARDI: So Joe, you've seen this?

17 MR. GOHO: No, this is the first I'm hearing
18 about this road. It makes sense in the --

19 MAYOR LOMBARDI: No no, the whole design, the
20 new design?

21 MR. GOHO: This is the first I'm hearing about
22 the road and this piece of it.

23 MAYOR LOMBARDI: And the 2 level?

24 MR. GOHO: You had mentioned it, you had
25 mentioned it --

1 MR. CONTE: Correct.

2 MR. GOHO: This was feedback from Dr. DaSilva.

3 MR. CONTE: Yes.

4 MR. GOHO: That there would be some adjustments,
5 possibly a more compact building.

6 MR. CONTE: Yes.

7 MR. GOHO: It does makes sense though, Jimmy,
8 because you know, all the, you drive into the front of
9 Whelan, with only one entrance, a lot of times there's trucks
10 there, there's deliveries there and it makes it very --

11 MR. FUOROLI: Don't you think the parents will
12 use it or whatever?

13 MR. GOHO: Yeah, they may end up using this,
14 they may end up using it. I mean, that may be a benefit,
15 but, or we can put up signage.

16 MR. FUOROLI: Yeah.

17 MR. GOHO: You know, whatever.

18 MR. SPIEGEL: Cones in the morning is what my
19 school does.

20 MR. GOHO: Yeah.

21 MR. CONTE: One thing that is of value to this
22 now is that you have on all 4 sides of the building the
23 ability to either receive or discharge students. You have a
24 pedestrian piece on Alexander, you have vehicular on
25 Alexander, you have the bus drop off and then you have the

1 loop in the front. So you are afforded a lot of flexibility
2 here.

3 MR. GOHO: So to answer the Mayor's question,
4 when we met, me, you and Louise and Cindy with Phil last
5 week --

6 MR. FUOROLI: Yes, I don't remember (inaudible).

7 MR. GOHO: Yes, this wasn't on there.

8 MR. CONTE: Yeah, we reviewed the program of the
9 building.

10 MR. GOHO: Right, okay.

11 MR. CONTE: The 2 story piece.

12 MAYOR LOMBARDI: Well, that's what I'm asking,
13 the 2 story piece, so you guys knew about this?

14 MR. FUOROLI: Yes.

15 MR. GOHO: Yeah, the access road, no, the 2
16 story piece, the compact design of the building, you did
17 mention that to us when we met with you last week.

18 MR. CONTE: Yes.

19 MAYOR LOMBARDI: The reason why I ask these
20 questions, let me just get it off my chest, that any new
21 design at any of this project comes to this committee first.
22 You understand that, right?

23 MR. CONTE: Yup, yup. What we presented to RIDE
24 at our office was the original designs that we had discussed.
25 Following that, we reacted to them, and now we're presenting

1 it to you, and then this would go back to RIDE.

2 MR. MCBURNIE: Is Terry Street a one way?

3 THE CHAIRMAN: What's that?

4 MR. MCBURNIE: Terry Street?

5 MR. FUOROLI: Yes, it is.

6 MR. MCBURNIE: So then for parents to drop off
7 without using the service road, they'd have to come down
8 Alexander and turn on to Terry Street?

9 MR. SPIEGEL: That's how they, that's how they
10 currently come down is they turn on to Terry Street.

11 MR. MCBURNIE: Off of Mineral Spring or off of
12 Alexander?

13 MR. SPIEGEL: No no, that's a one way. So they
14 come off the street that's not visible on the southern side
15 of the plan. They come in and they take a left and then
16 another left.

17 MR. CONTE: They come from the street off here
18 and come around.

19 MR. MCBURNIE: Okay. So would the bus route be
20 the same route for the parents, getting into the building?

21 MR. FUOROLI: I would think it should be.

22 MR. SPIEGEL: So it would be, but there's only 5
23 buses and they all can get off the street.

24 MR. MCBURNIE: Okay.

25 MR. SPIEGEL: So yeah, I understand where you're

1 going, yeah, we're worried about bus and traffic congestion,
2 buses unloading and then you have got the cars to back up.
3 So as long as the buses are off the street, which Phil shows
4 that's 1, 2, 3, 4, 5 here on the plan that can fit. I think
5 this mitigates that impact.

6 MR. MCBURNIE: Okay.

7 MR. CONTE: Currently buses and cars are on both
8 on the street.

9 MR. MCBURNIE: Yes, understood.

10 MR. GOHO: Phil, let me just ask this question.
11 So when we met last week, some of the program questions that
12 you had were specifically related to special education, bump
13 out areas and how they are going to be used, where they
14 should be located in the building. So I think that's why you
15 needed input from us and from Ms. VanAvery. But she's not a
16 member of this committee. So I agree with the Mayor,
17 obviously bring everything here. But if you need program
18 feedback, would you bring it to this committee first and then
19 go back to say, say I have to involve like the building
20 principal or special ed director and they say -- they may
21 differ from the feedback that is given to this committee.
22 Then you, you get the program input from them and they want
23 to make changes, do we have to come back to this committee?
24 So I just want to make sure --

25 MR. CONTE: Sure, so --

1 MR. GOHO: -- what the process is, everybody
2 knows what the process is here.

3 MR. CONTE: Sure, let's talk about what the
4 process was to get this far and then the next step, because
5 there are multiple levels of all (inaudible). So before we
6 developed the plan, we had design meetings with the principal
7 and the administration to make sure programatically we were
8 accommodating the program. That was completed, that's what
9 generated the initial schematic design. Then we went and
10 asked for an informal meeting with RIDE so that they would be
11 on board. And they had some comments, as Chris mentioned.
12 One of them was this road here at Whelan. We will go ahead
13 and submit in early December our schematic design to RIDE.
14 Our work is proceeding. There will be another round of
15 programatic meetings, again, with the administration and the
16 principal to make sure, for example, minor details now, the
17 special ed resource room, is it better located here or is it
18 better located next to another space in the room. We will
19 have that round of discussions again, just like we did
20 previously, make any revisions. And we'll be coming back to
21 this group again before we make our design development
22 submission. And we'll also at that time have any other
23 comments from RIDE on our submissions.

24 MR. SPIEGEL: To add to that, I do want to be
25 clear, we cannot and we will not submit anything to the Rhode

1 Island Department of Education until it clears through this
2 committee. That is essential to the process, it's by
3 statute. So we cannot submit any documents to RIDE, to
4 RIDE's portal, unless we have a sign off from the school
5 building committee.

6 MR. CONTE: If there's no other questions on
7 Whelan, we can quickly look at Greystone. For all intent and
8 purpose, the site plan at Greystone has not changed. We
9 still have separate parent drop off and bus drop off as well
10 as the necessary play areas and parking. If we go to the
11 floor plan, again for all intent and purpose, the floor plan
12 has not changed on the first floor. What we have added on
13 the following sheet is a partial second floor component,
14 which stacks over the first drawing. That's how we are
15 consolidating going from 3 schools to 2 schools.

16 MR. SPIEGEL: And that has not changed from the
17 last submission, Greystone was a 2 story school at that time.
18 That has not changed.

19 MR. CONTE: And the last page is just a
20 conceptual rendering of Greystone.

21 MR. SPIEGEL: I would like to add to Phil's
22 comment, in our meeting with RIDE, with Jimmy and Dr.
23 Pallotta, RIDE was very happy overall with the design of the
24 building, they felt it facilitated 21st century learning.
25 They liked some of the elements that would make the school

1 different and fostering sort of collaborative culture, which
2 is there big push. Jimmy or Dr. Pallotta, do you guys have
3 any comments on the, Jimmy or Dr. Pallotta, do you have any
4 other comments on the RIDE meeting?

5 DR. PALLOTTA: Yes, SLAM was also there, right?

6 MR. SPIEGEL: SLAM was there, yes.

7 DR. PALLOTTA: I thought Joe DaSilva was, had a
8 lot of good input, insightful input, onto the building based
9 on what he's seeing in other schools that are being built
10 around the state. He was very helpful to us, particularly
11 with the Whelan project, to incorporate the changes. I was
12 satisfied with his input, in everybody's input.

13 MR. FUOROLI: It was one of the better meetings
14 we have ever had with him.

15 MR. SPIEGEL: Yes, he can, it depends, it
16 depends.

17 MR. FUOROLI: (Inaudible).

18 MR. SPIEGEL: Some of those meetings go the
19 other way. Okay.

20 MR. MCBURNIE: So Phil, my question is centered
21 around the size of this versus kind of the last, the last
22 design that we saw back when we decided to go 3 to 2. So
23 this is now, are we at 70, almost 76 thousand?

24 MR. CONTE: That's 76 thousand square feet for
25 Greystone.

1 MR. MCBURNIE: And prior to this we were at 63
2 for the combined or 64?

3 MR. CONTE: Maybe a little bit, yeah.

4 MR. MCBURNIE: Something like that.

5 MR. CONTE: I would say the mid 60s at least.

6 MR. MCBURNIE: And am I understanding that the
7 increase in square footage is because this is now a 4 track
8 school?

9 MR. CONTE: Correct.

10 MR. MCBURNIE: Okay, so that is something to
11 consider going up in size to make it the 4 track is it will
12 have an impact to the budget because we are adding about 13
13 thousand square feet or so, around there. So we will relook
14 at the bucket with this larger school, but is there any area
15 for cutting down on the added square footage?

16 MR. CONTE: So our first and our initial
17 reaction to any cost cutting measures would be to maybe start
18 reducing the size of the classroom. Not necessarily, at
19 least at this point, reducing classrooms.

20 MR. MCBURNIE: Okay.

21 MR. CONTE: In my opinion, it would be criminal
22 to not build Greystone as big as it can be so that you have
23 some flexibility in the future for growth. If there is a
24 bubble that comes through or if there is a reason to, you
25 know, take a classroom for another function. So we want to

1 make Greystone 4 track. If that means we need to tighten up
2 the classrooms a little bit, we certainly can. The size of
3 these classrooms are in line with the RIDE guidelines, but we
4 are afforded the flexibility to, you know, deviate from that
5 and reduce as we need to. In other communities we have done
6 that.

7 MR. GOHO: Matt, can you expand on that, like
8 when you said, you know, making Greystone bigger and making
9 it a 4 track school is going to add to the, you know,
10 increase budget, what budget?

11 MR. MCBURNIE: So when we, when had the meeting
12 maybe about a month ago to go from 3 to 2 and consolidate,
13 the assumed square footage of consolidated Greystone and
14 Centredale was about 63 thousand, 64 thousand square feet.

15 MR. GOHO: So it assumed that we had a 3 track
16 school?

17 MR. MCBURNIE: Yes.

18 MR. SPIEGEL: With a few flexible classrooms.
19 So it was a 3 track school with 2 flexible classrooms. So we
20 have increased it to 75?

21 MR. MCBURNIE: 76.

22 MR. SPIEGEL: 76 thousand square feet.

23 MR. MCBURNIE: Yes, so at that time, assumptions
24 in the design were a 3 track school with flexible classrooms.
25 What I see here is a 4 track school. Are there flexible

1 classrooms as well?

2 MR. CONTE: No.

3 MR. MCBURNIE: No, okay. So that's a change in
4 the program with added square footage. So we can look at the
5 budget and see what that does to the budget, still holding
6 the \$765 per square foot assumption for construction costs.

7 MR. GOHO: So a 3 track school was like
8 literally designed and priced out at some point?

9 MR. MCBURNIE: That was the --

10 MR. GOHO: (Inaudible).

11 MR. MCBURNIE: That was the quick design for a
12 70 percent schematic design. That came before the committee,
13 that was when we voted, well, when the committee voted to go
14 to a consolidated Greystone to take over the Centredale, that
15 was the design that was shown at that point.

16 MR. SPIEGEL: It was the same design that was
17 shown to the school committee.

18 DR. PALLOTTA: So between the 2 schools, when we
19 had the 3 school project, the square footage between the 2
20 schools was a total of approximately?

21 MR. MCBURNIE: It was just under 70 thousand, I
22 believe, because it was 34 and 32.

23 DR. PALLOTTA: For the 2 schools, Centredale and
24 Greystone?

25 MR. MCBURNIE: Yes, if you add them together.

1 DR. PALLOTTA: So now we're going to go to what,
2 68 thousand square feet, or roughly?

3 MR. MCBURNIE: What's on here is --

4 DR. PALLOTTA: Square footage?

5 MR. MCBURNIE: Is 76 thousand. What we looked
6 at when we voted to consolidate, when the committee voted to
7 consolidate, was about 64 thousand, 65 thousand, so that kind
8 of took the 2, combined it into one, apples to apples. Not
9 -- and that was a 3 track school, both of those were 3 track.
10 This is now a 4 track school, so slightly larger than the 2
11 separate ones were.

12 DR. PALLOTTA: With the 3 schools, the square
13 footage cost was lower?

14 MR. SPIEGEL: Oh no, the square footage costs
15 were much higher.

16 DR. PALLOTTA: Were higher.

17 MR. MCBURNIE: Much higher, \$920 per square feet
18 on average across the 3.

19 DR. PALLOTTA: When had the 3 schools?

20 MR. MCBURNIE: Yes.

21 DR. PALLOTTA: So it's not going to be 7 change?

22 MR. SPIEGEL: It was in the 950s across the
23 board, around 950, just we'll say 950 for all 3 schools. Now
24 you've got a school that's --

25 DR. PALLOTTA: So the 2 schools, the square

1 footage cost is what, under 800?

2 MR. MCBURNIE: It's \$765 per square foot. And
3 the reason for that is because the square footage skews the
4 number. If you are building a 30 thousand square foot
5 school, you still need the foundations, site work, structural
6 steel, everything that goes into building the building. But
7 now you spread that dollar value over a larger school, so
8 that's why that number drops.

9 MR. SPIEGEL: And then the other thing is as
10 Phil alluded to, you find efficiencies when you build 2
11 stories, right. You can condense the building footprint,
12 there's less site work, your steel is more efficient, the
13 building in general is usually more efficient. Do you
14 remember what the efficiency number is?

15 MR. CONTE: No, I don't.

16 MR. MCBURNIE: We can --

17 MR. SPIEGEL: You can build a much more
18 efficient building.

19 MR. MCBURNIE: We can discuss this further in
20 the next agenda item because the Whelan number is still at
21 \$965 per square feet, but that will be open for more
22 discussion next. So with all that said -- yes, Mayor?

23 MAYOR LOMBARDI: If I may, I think we talked
24 about, especially with Greystone, make sure we're not
25 building a school that we're maxing out now and not plan a

1 little bit for the future.

2 MR. MCBURNIE: Right, right.

3 MAYOR LOMBARDI: Correct, right?

4 MR. GOHO: Yeah, you can't build a classroom and
5 have to add portable classrooms -- I mean a brand new school
6 having consolidated one school and then have to put portable
7 classroom on it later.

8 MR. SPIEGEL: We all agreed that a 4 track
9 school is the right way to go and that's why we've tasked
10 Phil as part of this Whelan thing is by looking at ways that
11 we can continue to make the buildings more efficient,
12 continuing to value manage the project, not sacrifice scope,
13 but make sure that we can find any efficiency possible to
14 keep the project going.

15 MR. MCBURNIE: So my initial statement was just
16 to say the budget will have to be revised with this larger
17 square foot and see if we have to make any sort of changes
18 within this design, keeping it a 4 track and keeping the
19 capacity available for future.

20 MR. GOHO: Yes, I mean when you say it's going
21 to impact the budget, that caught my by surprise because we
22 did vote on the concept of consolidating from 3 schools to 2.

23 MR. MCBURNIE: Correct.

24 MR. GOHO: But this committee never really voted
25 on a number or a budget. So, I mean I don't know why it

1 would even be anticipated.

2 MR. MCBURNIE: Well, when I say --

3 MR. GOHO: When you build a school and design a
4 3 track school and then that would be the number that you are
5 basing your, you know, the pitch to the building committee.

6 MR. MCBURNIE: Right. When we looked at that
7 consolidation, the consolidated Greystone was smaller than
8 what we are looking at now. So this is an update from when
9 the committee voted on that. And when I say impact to the
10 budget, I mean on the cost side, not on the funding side. So
11 we are still at 125 million, that's where the project as a
12 whole stands. But just to see where it shakes out on the
13 cost side to see if any changes need to be made within the
14 design.

15 MR. GOHO: But what Phil is saying is if we have
16 to find some efficiencies, we can do it by keeping the same
17 number of classrooms, which would keep it at 4 tracks, but
18 make those classrooms smaller?

19 MR. SPIEGEL: So there's ways to do it, reduce
20 the size of hallways, reduce the size of classrooms, there
21 are efficiencies to be found. But that's why we challenge
22 Phil and his team and SLAM to say make the building more
23 efficient, make the building more efficient, make the
24 building more efficient, because that's the way that we're
25 going to be able to keep all of your scope and have -- make

1 sure it's a 4 track school so that you are primed for future
2 growth. It's not an easy process, that's why we have to be
3 aggressive with Phil. And Phil, I'm sorry, but you know,
4 that is what this process is at this point.

5 MR. MCBURNIE: Phil, what are the rooms at now
6 for square footage? I just can't see.

7 MR. CONTE: I believe it's like 850. It aligns
8 with the RIDE guidelines.

9 MR. MCBURNIE: Okay. And how, just off the top
10 of your head, how low could it go?

11 MR. SPIEGEL: I've seen a --

12 MR. MCBURNIE: Is it 800?

13 MR. CONTE: Well, you can, you can get into the
14 high 7s.

15 MR. MCBURNIE: High 7s, okay, so we'll say 800
16 for just an idea. Okay.

17 MAYOR LOMBARDI: I think efficiency is very,
18 very important. But to jeopardize, you know, future
19 enrollment, for efficiency, you've got to be careful of that.

20 MR. MCBURNIE: Right, right.

21 MAYOR LOMBARDI: What you predict as far as a
22 percentage, that may -- we may attract additional students.

23 MR. GOHO: Well, the NESDEC is showing an
24 enrollment over the next 10 years of plus or minus one
25 percent. But what we have seen is NESDEC, even within 2 to 3

1 years, there enrollments shift, right? So what I anticipate,
2 and we're seeing it at Whelan -- excuse me, we are seeing it
3 at McGuire and Stephen Olney, like people are moving into the
4 town, they are moving to those locations, and it's for the
5 new schools, because those 2 schools are packed.

6 MR. SPIEGEL: If you build it, they will come.

7 MR. GOHO: Now when we have 5 new elementary
8 schools, you know, you're going to have, obviously,
9 especially surrounding communities, they're going to see that
10 North Providence is more desirable, so that's a benefit to
11 all the taxpayers, homeowners and whatnot. But you're
12 probably going to have people from charter schools that come
13 back into the town as well.

14 MR. SPIEGEL: So I think -- I'm sorry.

15 MR. GOHO: And I don't think the -- the NESDEC
16 enrollment doesn't account for that. So the NESDEC
17 enrollment projection just looks at natural births. It
18 doesn't take into account, okay, you're going to have new
19 buildings and that may attract, you know, more families.

20 MAYOR LOMBARDI: I think our demographics as to
21 where we are and the communities that we abut, I mean if you
22 lived in the city or you lived in Pawtucket, you know,
23 wouldn't you want to send your children here if you had the
24 opportunity?

25 MR. SPIEGEL: You'll be the only district in

1 Rhode Island that has all new elementary schools. You'll be
2 the only one.

3 MR. GOHO: Yes, and like I said at the previous
4 meeting, if we open up a 3 track school, we would immediately
5 have excessive class size in the primary grades, which would
6 cost us money, and our parents would be irate. So I don't
7 even know how a 3 track school was even looked at as feasible
8 and figured into the -- I mean, I've got to be honest, I
9 looked at the numbers combined, our current enrollment, and I
10 saw massive overages K through 3. So I don't even know how a
11 3 track school got put to paper and budgeted. That's just my
12 honest opinion.

13 THE CHAIRMAN: Joe, you have to be getting a lot
14 of additional students from the Marieville area and the
15 Lymansville area because those are like, seem to be the 2
16 oldest areas in town where people, like in Lymansville, most
17 of those old families are gone. The families are moving are
18 younger families with children. So you take the DiStefano's,
19 there were no kids in that family, they all sold their
20 houses, their houses are gone. Those houses are occupied by
21 people with kids now. No one is going to move into a house,
22 a husband and wife, and move in a 3 bedroom home.

23 MR. RUGGERIO: Chief, I actually have a
24 question.

25 THE CHAIRMAN: Yes.

1 MR. RUGGERIO: Is there was in any of the
2 projections, the zoning changes and the density changes
3 through some of the proposed state zoning changes, were those
4 considered at all as part of this?

5 MR. SPIEGEL: So those would be considered if a
6 full demographic study was done way during the phase stage 1
7 at the very beginning of this project. RIDE tells us to use
8 the NESDEC numbers, NESDEC numbers are based on cohort
9 survival, which is just a way of saying births and things
10 like that. Unfortunately, NESDEC numbers do not take into
11 account new starts and building construction, permits that
12 have been issued for building construction, any of those
13 other things. I think one of the things that would limit a
14 giant increase in enrollment is that North Providence is
15 primarily built out. There's just a little area, is that
16 true, Mr. Mayor?

17 MAYOR LOMBARDI: Yes, we are about 99 percent
18 developed.

19 MR. SPIEGEL: But, having said that, if we look
20 at East Providence high school, now high school is a little
21 bit different than an elementary school, but East Providence
22 high school after it was completed, they saw a retainage of
23 close to 90 students. So 90 students that would be going out
24 of district to other schools came back to East Providence
25 high school. So substantial, but it also, you know, in terms

1 of the school operations budget, the more students you can
2 keep in the schools, the less money you're -- les North
3 Providence taxpayer money that's going to charter schools
4 outside of the district, so.

5 MAYOR LOMBARDI: And I think that's why, very
6 very important, especially as Dick just mentioned, at that
7 end, we closed that Marieville School. So now all we have is
8 going to be Whelan School. So I think we need to make sure
9 we dot our I's and cross our T's to address the future
10 possibility of the additional future enrollment.

11 MR. SPIEGEL: So, and another thing just to kind
12 of keep in this conversation, unfortunately, RIDE also limits
13 your funding based on your projected amount of students. So
14 we can't over (inaudible) based on -- they will only
15 reimburse you for what your projected number of students are.
16 So we couldn't make this a 5 track school if we have the
17 money and just say we know we're going to get more kids.
18 RIDE will support it. RIDE will support a 4 track school.

19 MR. GOHO: And a 4 track school more than covers
20 any anticipated enrollment. And as I said, when I
21 immediately looked at a 3 track school, I immediately saw
22 increased costs for the school department. I don't even know
23 how that ever got put pen to paper. Everybody had the
24 enrollment numbers currently. So to hear that, you know,
25 going to a 4 track school is going to impact the budget, it's

1 like, it's disappointing to hear that. But the bright side,
2 as you're saying, the class size can be shaved to mitigate
3 that.

4 MR. CONTE: Yes, there's a lot of budget
5 strategies we will have as we develop these documents
6 further.

7 MR. SPIEGEL: Yeah, we are continuing to
8 challenge the architect for any efficiencies, we are
9 continuing to look at project delivery methods to see if we
10 can, how we can manage this project more effectively. It's,
11 we are very early stage still, there's still a lot of work to
12 do. As you get more into a project, the drawings get more
13 finalized, stuff like that, the price.

14 MR. GOHO: No, it's just, I hate to be, I'm not
15 trying to beat a dead horse, but everybody had the enrollment
16 numbers, so how a 3 track school could have been put together
17 as feasible, presented to this committee as feasible and a
18 number attached to that, and given the current enrollment,
19 I'm not even talking about projections, we are talking about
20 what we have currently, it's only going to increase. But
21 we're good, RIDE is good with 4?

22 MR. SPIEGEL: Mm-hmm, RIDE is good with 4.

23 MR. CONTE: Yes.

24 MR. MCBURNIE: Just to add a little
25 clarification to that, at the last -- the budget was based on

1 square footage, not 3 track versus 4 track. So assuming 66
2 thousand square feet, what can fit in there. And I think
3 that's what's been figured out is a 4 track cannot fit within
4 the 66 thousand square feet, so that's why there's been an
5 increase of the building size.

6 MR. SPIEGEL: But we're at 76 thousand right
7 now, we just need to keep knocking off a little bit. And
8 just the classrooms alone, I think, is a couple thousand
9 square feet right there, so.

10 MR. MCBURNIE: And we're at a very conservative
11 dollars per central square foot value as well. So if we go
12 through a program change and that number comes down, then
13 it --

14 MR. SPIEGEL: And we have 8 million in our
15 owner's contingency, 8 million, plus the 5 million in health
16 and safety projects too. There's, there's a lot of avenues.
17 We want to keep that health and safety money because there
18 are improvements that need to be done to the middle school
19 and to the high school as well.

20 MAYOR LOMBARDI: What do you see happening, if I
21 may, with the, maybe a loaded question, the square footage
22 cost, where do you see that going?

23 MR. MCBURNIE: Going down a little bit. Only
24 because we are at schematic design now. So when that number
25 is generated by a contractor, a construction manager or even

1 a third party estimator, they have to put unknowns into the
2 number so they have contingencies within there own numbers.
3 And then on top of that they have contingencies. So when the
4 design is further developed, there's less unknowns and
5 they're able to quantify actual what's on paper to cost.

6 MR. SPIEGEL: And Dr. DaSilva made that point in
7 our meeting as well, he talked about the contingency,
8 contingencies and things like that that factor into this.

9 MAYOR LOMBARDI: Mainly because the scary part
10 was we were at 2 schools 3 years ago was at 550 or whatever,
11 and then all of a sudden the numbers went to a thousand
12 dollars, and that last problem with the 25 million, now we're
13 back down to maybe 750, 765, so.

14 MR. MCBURNIE: Right, and also, we've been doing
15 some homework and looking at other projects that are being
16 completed throughout the state, similar size to what
17 Greystone would be, and they're under the \$700 value, so.

18 MR. SPIEGEL: Yes, substantially.

19 MR. MCBURNIE: Once we get to full construction
20 documents, we can see where that number really falls.

21 MR. GOHO: I guess I probably would have
22 preferred, had you said with the 4 track school, which has
23 been approved by RIDE, we are still within the project
24 budget.

25 MR. MCBURNIE: Yes.

1 MR. GOHO: That's what I would have preferred
2 you said, for the record. But I get what you're saying.

3 MR. MCBURNIE: Yes, okay.

4 MR. SPIEGEL: Yeah, there's, some of the most
5 recent buildings that we've seen signed there GMPs are 671,
6 682, 650, Newport I think is 650.

7 MR. MCBURNIE: And then also what we're talking
8 about with the budget, this is considering Whelan as well.
9 So Whelan is still at a high dollars per square foot value.
10 So if that number comes down, then that budget can support
11 the added square footage in Greystone. So they can offset a
12 bit.

13 MR. SPIEGEL: And that's another driving reason
14 behind that, this 2 story approach now, well, not really 2
15 story, but one story with the basement level is to make the
16 building much more efficient to bring that cost per square
17 foot down.

18 MR. MCBURNIE: The last Whelan design did not
19 have this shifted footprint, correct?

20 MR. SPIEGEL: Correct.

21 MR. MCBURNIE: So it was added, okay.

22 THE CHAIRMAN: So are we still talking rebid
23 here?

24 MR. SPIEGEL: I think that's the next item.

25 MR. MCBURNIE: Well, that's the next item on the

1 agenda.

2 THE CHAIRMAN: Okay.

3 MR. MCBURNIE: All right, any other questions on
4 the design? As it stands now? And my last question is what
5 is our next deliverable with RIDE.

6 THE CHAIRMAN: Can I just say one thing?

7 MR. MCBURNIE: Yes.

8 THE CHAIRMAN: I think everyone, and I spoke
9 with a number of people on the committee over the last 3 or 4
10 weeks, and everyone was, some people were surprised at that
11 bump that we got, I think everyone was, per square foot,
12 okay. And, but if you, I don't know if I read it somewhere
13 or heard it somewhere, but I was talking with Matt this
14 morning, and you might have heard the Pawtucket soccer field
15 jumped \$13.6 million from there original. And that just, I
16 just read that yesterday or heard it somewhere. So 13.6, so
17 it's, in a way it feels good that hey, well, we're not the
18 only one.

19 MR. SPIEGEL: I think that also goes to talk
20 about how expensive site work is, right, a soccer stadium
21 is --

22 THE CHAIRMAN: Yes, they said it was material,
23 it was labor and --

24 MR. SPIEGEL: So if we can shrink the building
25 footprint.

1 THE CHAIRMAN: And I think building schools is a
2 little more difficult than building a soccer field, you know.

3 MR. SPIEGEL: But if we can use the grade to our
4 advantage, that's less, less site work. If we can continue
5 to keep the building footprint smaller, it's less site work,
6 the building is more efficient. We use the ways that we
7 continue to keep the project on track moving forward.

8 MR. MCBURNIE: Okay, my last question on the
9 design side, what is our next RIDE deliverable?

10 MR. CONTE: So our next RIDE deliverable is
11 schematic design, and at that time we will want to make sure
12 we have an estimate that aligns with this plan. We intend to
13 send these to our third party cost estimator the first week
14 in December.

15 MR. MCBURNIE: Okay. So then we'll need this
16 committee and the school committee to vote to submit to RIDE.

17 MR. SPIEGEL: We will need another round of
18 approvals, yes, because we have changed the, we changed from
19 a 3 track to a 4 track. So yes, we will need to -- or a 3
20 track with extra classrooms to a 4 track. It's really an net
21 add on of 4 classrooms, I believe, right?

22 MR. GOHO: Four classrooms.

23 MR. SPIEGEL: Four classrooms.

24 MR. MCBURNIE: Okay. All right, we'll get that
25 on the schedule. So the next item on the agenda is

1 discussion and possible vote on realigned project delivery
2 and methods following change in elementary school program
3 scope of work.

4 MR. RUGGERIO: So as we go into that item, Matt,
5 I would just also acknowledge that we have the Mayor present
6 from the start of the meeting. He is an additional voting
7 member, bringing the number to 10 from 9.

8 MR. MCBURNIE: So the reason, so where we stand
9 now with the elementary schools, we went out to bid for
10 construction manager, Dimeo was the awarded construction
11 manager. They had all 3 schools, Greystone, Centredale and
12 Whelan within one project. The change in program has been so
13 significant now that we would like to put it to this
14 committee to discuss whether or not a change in project
15 delivery method, essentially a go back out for a bid on the 2
16 schools now, and I would recommend we put in the request for
17 proposals for 3, or 2 options. One is bidding on both the
18 Greystone and the Whelan school, and then 2 below that, so 3
19 total options, either both or either.

20 MR. SPIEGEL: So now before we get into that, I
21 would just like to discuss the genesis of where this
22 happened. So at a meeting with Dr. DaSilva and RIDE, we
23 explained how drastic the program scope has changed. Dr.
24 Pallotta and Jimmy were at the meeting, and Dr. Pallotta
25 really fed into this concept of because the scope of work has

1 changed so much, would we be able to realize value by looking
2 at alternative project delivery methods. Now when we first
3 bid this project, as Matt said, these were 3 schools, they
4 were 3 primarily identical schools. They were all very, very
5 small as well. So when you have 3 buildings like that, it
6 makes much more sense to have one construction manager
7 managing all 3 projects at the same time. You have
8 efficiency of scale, you can stagger your subcontractors,
9 they move from one building to the next, there's, there's a
10 lot of efficiencies, and we have been talking about today
11 efficiencies. Efficiency means money, it means cost savings
12 of the project. And, you know, after that meeting, Dr.
13 Pallotta, Jimmy was at the meeting as well, including Dr.
14 DaSilva, they asked us to investigate the possibility of
15 changing the project delivery method due to the drastic
16 change in scope from what was originally bid to now. We have
17 spoken with legal counsel, I would ask now that Charlie, if
18 you have anything to say about this.

19 MR. RUGGERIO: I would just note that the
20 existing agreement with Dimeo affords us the opportunity
21 through a specific design phase to terminate our relationship
22 with there services as the, as the manager for that project.
23 So we have an opportunity now, and now is the time if we're
24 considering making this change, to make it before we go any
25 further through the design phase. And that provision is

1 specifically set forth in there agreement. So if we're going
2 to make this decision now, it's really the time to do so.

3 MR. SPIEGEL: And I want to reinforce this is,
4 this has to do with the change in program scope. This
5 doesn't have to do with performance or anything like that.
6 This has to do with how drastically this program has changed
7 and whether the Town of North Providence sees value or would
8 realize value from a rebidding.

9 MR. MCBURNIE: Yes, Mayor?

10 THE CHAIRMAN: Excuse me, again, speak up
11 because this is being taped and Sue Fitzpatrick is going to
12 have to type this up.

13 MAYOR LOMBARDI: I think because of the
14 significant change in this project, or 2 projects, this to me
15 is a no brainer, we need to go out to rebid. I think even as
16 of the last meeting, if Whelan didn't change and now we are
17 looking at a significant change there also, even if Whelan
18 didn't change and we combined Centredale and Greystone into
19 one school, even at that point I thought we should have
20 rebid, because it's a different project. And if you're
21 building up and not increasing the footprint, so to say, the
22 numbers have to change. I'm not a contractor, but I'll
23 guarantee you that if you went out to rebid right now on the
24 Whelan and Greystone, the numbers, they're going to change
25 significantly. There's no doubt in my mind, so.

1 MR. MCBURNIE: So there are a couple of parts to
2 that. When we bid out for construction manager, we bid for
3 pre-construction, there general conditions and fee. They,
4 the dollars per square foot values that we are receiving are
5 trade costs that have come from subcontractors and come from
6 the construction market in the region. So just as a
7 statement, if we do go out to rebid, if the drawings are
8 further developed, we absolutely may see a change in dollars
9 per square foot because the estimate can have less
10 contingencies within the line items. But I do want to say
11 that whoever rebids, they will not be bidding on a trade cost
12 basis, they will be bidding again on pre-construction,
13 general conditions and fee. Now, that will decrease because
14 there are less project sites. So there is not 3 separate
15 project sites with 3 superintendents, 3 project managers, 3
16 project engineers, safety, everything that goes into managing
17 a construction project. Now there's 2, it's more, they'll be
18 able to spread their oversight in a different way, so that
19 will show a reduction in general conditions.

20 MR. SPIEGEL: But again, this all has to do with
21 a substantial change in the scope of work from what was
22 originally bid out to what we are now faced with because of
23 the value management exercises that we've had to do over the
24 last 2 months to deal with rising construction prices.
25 Superintendent?

1 MR. GOHO: So if I understand what you're
2 saying, you said at this meeting, Dr. Pallotta and Jimmy were
3 there, Dr. Pallotta brought up this concept of realizing
4 savings due to the scope change or realizing value. And
5 RIDE, Joe DaSilva, said yes, this would be something that
6 they would support, number 1. Number 2, so the question I
7 would have then would be obviously anybody would still be
8 allowed to bid, including Dimeo, to rebid?

9 MR. SPIEGEL: Yes, yes.

10 MR. GOHO: And also this would not put the
11 project in any sort of delay?

12 MR. SPIEGEL: No.

13 MR. GOHO: Because we still haven't put any
14 shovels in the ground and have several months still in the
15 design.

16 MR. SPIEGEL: So the design, the design keeps
17 moving forward.

18 MR. GOHO: Yes.

19 MR. SPIEGEL: But we were going to have to value
20 engineer this project (inaudible), the design keeps moving
21 forward. We still have time, we can't -- we do not want to
22 wait a long time, right? Again, there's \$800 million in
23 construction that was approved on Tuesday in Rhode Island,
24 just sort of a billion dollars. We want to get this project
25 bid out very quickly. Again, to make sure that we -- and the

1 reason we bid it out so early in the very very beginning even
2 before schematic design was done was to A, to get a handle on
3 these costs and increases to see where we were; and B,
4 because we wanted to make sure that the contractors' dance
5 cards aren't full. I would encourage this group if a
6 decision is made today, that based on the drastic change in
7 scope, to look at an alternative project delivery method,
8 that we move very, very quickly to again put this work out.
9 And there are, as Matt said, there are multiple options about
10 how we can do this. We need to investigate those. We will
11 make a recommendation to this committee. But I think all
12 that needs to be decided right now is that does this
13 committee feel that the program scope, because it has so
14 drastically changed and the direction that Dr. Pallotta sort
15 of, you know, challenged us as the OPM, to look at and see if
16 there were cost savings, I would change your wording from Dr.
17 DaSilva supports to Dr. DaSilva is insistent upon taking a
18 look at this methodology as well.

19 MR. GOHO: So he didn't raise any concerns with
20 the schedule, the time line, you know, he was more than in
21 support of this, he actually directed it?

22 MR. FUOROLI: Yes.

23 MR. SPIEGEL: He didn't, I wouldn't say -- yes,
24 yeah, I mean I don't want to put a word in Dr. DaSilva's
25 mouth.

1 MR. GOHO: No, well that's good, because Phil
2 had mentioned that any other designs still have to go before
3 RIDE, so if you're saying -- that's why I wanted to clarify
4 is Dr. DaSilva on board with this, and you're saying pretty
5 much this was --

6 MR. SPIEGEL: Yes, yes, I think Jimmy made a lot
7 of great comments at that meeting too. Dr. Pallotta, yes,
8 was the genesis of this change.

9 MR. GOHO: And Dr. Pallotta is -- I mean Dr.
10 DaSilva is on board, more than on board. Okay, that's,
11 because I don't want any bumps in the road from RIDE is my
12 question, is my point.

13 MAYOR LOMBARDI: So I'm going make a motion we
14 rebid.

15 MR. FUOROLI: Second.

16 DR. PALLOTTA: So we're going to rebid, we have
17 2 options to rebid. One, one bid for both schools or --

18 MR. MCBURNIE: So I would recommend --

19 DR. PALLOTTA: -- bid on separate schools.

20 MR. MCBURNIE: I would recommend we put one
21 request for proposal out and within that we give the bid
22 response the option to bid on both or either.

23 MR. SPIEGEL: So I would just, before we get
24 into that, I would just ask the motion be framed as that the
25 committee is approving an alternative delivery method based

1 on the drastic change in scope for the Whelan and Greystone
2 schools. Counselor, does that motion --

3 MR. RUGGERIO: I think, I like the way that
4 that's characterized.

5 MR. MCBURNIE: Is that clear enough, though, to
6 say that we're?

7 MR. RUGGERIO: Could you say that again, let me
8 make sure I got it down.

9 THE CHAIRMAN: Say that again.

10 MAYOR LOMBARDI: I'll add that into my motion.
11 (Inaudible.

12 THE CHAIRMAN: The Mayor made the motion, but
13 just repeat what you said and repeat it out loud.

14 MR. MCBURNIE: Hold on one second, do we have to
15 clearly state that we are going to terminate the current
16 agreement?

17 MR. RUGGERIO: Yes, I would, as part of the
18 motion, I would recommend that we send notice to Dimeo of our
19 intent to terminate the existing agreement and rebid the
20 project pursuant to, you know, basically what you just said.

21 MR. SPIEGEL: Okay, so we, the recommended
22 motion on the table would be that the school building
23 committee terminate the current agreement for Dimeo due to
24 the drastic change in scope and change project delivery
25 method related to the Greystone and Whelan elementary school

1 projects. Does that work, Mr. Mayor?

2 THE CHAIRMAN: The Mayor made the motion.

3 MAYOR LOMBARDI: I'll make that motion.

4 DR. PALLOTTA: I'll second.

5 THE CHAIRMAN: Seconded by Dr. Pallotta. All in
6 favor?

7 (ALL WERE IN FAVOR)

8 THE CHAIRMAN: All opposed? The ayes have it.
9 Okay, so that's unanimous. Do we need another motion now?

10 DR. PALLOTTA: No, but with the incorporation of
11 severing the previous contractor, Dimeo, built into that, do
12 we owe Dimeo?

13 MR. SPIEGEL: Yes, we need to investigate the
14 pre-construction fee.

15 MR. MCBURNIE: So as part of there bid, they bid
16 on a pre-construction amount which was a dollar value per
17 month. I am going to now request from them they provide a
18 basic T and M backup, time and material backup, for any labor
19 that they have expended to date, and that will be owed to
20 them based on there pre-construction agreement that was
21 within the RFP response.

22 MR. SPIEGEL: And we also want to be clear that
23 we would like Dimeo to come back and rebid these projects. I
24 mean it's --

25 DR. PALLOTTA: Once we pay that cost that we owe

1 to Dimeo, then our relationship with the previous bid is
2 severed, it's gone?

3 MR. MCBURNIE: Yes, yes. Yes, I do want to say
4 that the exercise that Dimeo went through is the same
5 exercise that any other construction manager would go through
6 as far as estimating the drawings as they saw to date at a 70
7 percent schematic design level. After they estimated, we
8 compared that to the third party estimator and reconciled,
9 and that's where we got to the dollars per square foot values
10 that we saw. Again, high, but early on in design. So going
11 out to bid, if we go to a similar project delivery method
12 where it's a construction manager for both schools, they will
13 also be going out to the street to get subcontractor input
14 for there pricing exercise. So as the design develops, we'll
15 start to see, potentially, that number come down. But I
16 don't want anyone to be surprised if we go out for a rebid
17 and the market pricing comes back still at a high value. So
18 there's a potential to save on the market pricing, but
19 there's a potential that it could stay the same.

20 MR. SPIEGEL: Yeah, it's a risk, there's a risk
21 with anything like this. But I think because of the drastic
22 change in scope, again, that is the primary mover.

23 THE CHAIRMAN: So we're going out to bid, so we
24 will have new builders, or we'll probably have the same
25 bidders but with different numbers.

1 MR. SPIEGEL: We hope you have the same bidders.

2 THE CHAIRMAN: Or costs? Dimeo is out right
3 now. If we go out to bid, is there going to be a cost from
4 Dimeo for any work that's he done already?

5 MR. MCBURNIE: Yes, pre-construction.

6 THE CHAIRMAN: How much will that cost be, or
7 about how much will that cost be?

8 MR. SPIEGEL: We need to take a look at there
9 time and material backup before we tell you that.

10 THE CHAIRMAN: Okay.

11 MAYOR LOMBARDI: I think they said there was a
12 monthly cost.

13 MR. MCBURNIE: There was a monthly cost in there
14 bid. And it was --

15 THE CHAIRMAN: And what was that money?

16 MR. MCBURNIE: It was 40 thousand, around 40
17 thousand per month.

18 THE CHAIRMAN: So how many months was it now?

19 MR. MCBURNIE: About 5 months. So, but that's
20 an overall, so I need to see there actual billing to date.

21 THE CHAIRMAN: Listen, this all depends on the
22 bottom line. If the bottom line is better than what we
23 wanted, if it's not better, then --

24 MR. FUOROLI: Matt, do we have to come back to
25 the committee before we go in to rebid on what we want to do

1 with design build or --

2 MR. MCBURNIE: I would say, I would say we get
3 the RFP ready and go out to bid. Because after we receive
4 the bids back, we can meet as a committee and decide which
5 method.

6 MR. RUGGERIO: Matt, in the RFP, would the
7 bidder identify the delivery method?

8 MR. MCBURNIE: Yes.

9 MR. RUGGERIO: Okay.

10 MR. MCBURNIE: So we will request in there that
11 they identify the delivery method and the costs associated
12 with that. So for instance, if a construction manager wants
13 to bid both schools, that's their delivery method,
14 construction management, both schools, here's the price for
15 that. If one, if a construction manager wants to take
16 Greystone because it's the larger one, but doesn't want the
17 little one, they will say that in there bid. And then if a
18 general contractor comes in and just wants to do Whelan
19 because now it's small enough that they can handle it and
20 they can bond for it, then they'll state that in there bid.
21 So we'll ask the bidders to respond with a very clear, what
22 is their project delivery method and the costs associated
23 with it.

24 MR. SPIEGEL: We are trying to give you as much
25 flexibility as possible.

1 MR. GOHO: So can you give everybody in this
2 room a refresher on the process and the time line of the
3 approval that had to happen for the current bids so that we
4 are prepared for the next rounds?

5 MR. SPIEGEL: Sure. So the process is is that
6 we go out, they submit qualifications packages. We review
7 there qualifications packages with your selected committee.
8 Qualifications account for 70 percent of the total point
9 value awarded. We will then shortlist several companies
10 based on the qualification scores.

11 MR. MCBURNIE: And we will also ask for a bid
12 amount.

13 MR. SPIEGEL: I'll get to that in a second.
14 Yes, and then we will ask for a cost for there general
15 conditions, there fee and there pre-construction number, just
16 as we had in the previous project. Once we have shortlisted
17 candidates, then we will look at there numbers and we will
18 apply there numbers into the formula, that will account for
19 30 percent of this whole thing, and then we will have
20 interviews. In every single case so far that we have done
21 for North Providence, it has come down to the interviews that
22 has made that final decision and which contractor you're
23 going to hire. Like I said, cost only accounts for 30
24 percent of this because this is a working relationship over,
25 over 5 years, and you need to be able to work with the

1 company that you're with.

2 MR. MCBURNIE: And again, cost is not trade
3 cost, that is not the cost of the project, that is cost of
4 there service. So pre-construction, oversight and there fee
5 that they make.

6 MR. SPIEGEL: And just to reiterate it, the
7 construction manager or general contractor -- construction
8 manager does not make any more money if the price of the
9 project goes up. They have a fee, a flat fee that they
10 charge for the work. So if the project costs \$86 million now
11 and it finishes up at \$92 million, they still only get there
12 fee that they proposed on the \$86 million.

13 MR. GOHO: So the subcommittee that interviewed
14 and recommended Dimeo will do the same thing with this round,
15 and I guess so from that point, just refresh my memory, what
16 are the processes within the town and the school department
17 regarding approval? Because I know the town council, school
18 committee and purchasing board all have a role in all this,
19 so I just want to make sure that we are ready to do what we
20 need to do.

21 MR. SPIEGEL: So the select committee would make
22 a recommendation to the school building committee. The
23 school building committee would make a recommendation to the
24 school committee. The school committee will make a
25 recommendation to the purchasing board, and then the

1 purchasing board makes a recommendation to the town council.
2 I believe that's the full way it goes.

3 MR. MCBURNIE: Just to be clear, the way that it
4 proceeded last time was the interview committee made a
5 recommendation to the purchasing board, and the purchasing
6 board approved it.

7 MR. FUOROLI: Right.

8 MS. VALLEE: That's correct.

9 MR. MCBURNIE: So if we want to go through
10 committee committee committee, we can, but it will take more
11 time and it will --

12 MS. VALLEE: No, Matt's right, that was the
13 process.

14 MAYOR LOMBARDI: What was that again?

15 MR. MCBURNIE: So the interview committee
16 interviewed the candidates, made a selection recommendation,
17 recommended the selected bidder to the procurement board.
18 They approved that, and then a PO could be issued. So that
19 was the process last time.

20 MAYOR LOMBARDI: So it will be from the
21 committee to the purchasing board?

22 MR. MCBURNIE: Yes, purchasing board.

23 MAYOR LOMBARDI: At that point shouldn't we,
24 well, we represent everyone here, both the school committee
25 and the council be notified or be told?

1 MS. VALLEE: Mayor, I believe that the, you are
2 missing one step, the committee, the subcommittee
3 interviewed, the committee that was interviewed, they gave
4 there decision or what there recommendation was to this
5 committee.

6 MR. SPIEGEL: Yes, school building committee.

7 MR. MCBURNIE: We did not come to this committee
8 for any vote last time. We, we did discuss it, but we didn't
9 require it.

10 MS. VALLEE: Right, they gave the
11 recommendation. And then the vote goes to the purchasing
12 board.

13 MR. MCBURNIE: We can do that.

14 MS. VALLEE: And when we presented to the
15 purchasing board, it said that we had interviewed them, we
16 recommended, we gave the report to the building committee and
17 then it was --

18 MR. MCBURNIE: So we could do that same process.

19 MS. VALLEE: (Inaudible) we made the
20 recommendation.

21 MR. MCBURNIE: That way members of the school
22 committee and the town council are represented as part of
23 this building committee.

24 MR. SPIEGEL: Yes, that's what I said, because
25 we have members of both on the interview committee.

1 THE CHAIRMAN: Yes.

2 DR. PALLOTTA: That's, there's 2 pieces to it.
3 I mean the school committee and the town council has already
4 approved the concept. The planning board piece is the fiscal
5 piece. We don't have anything to do with that, we don't, we
6 have no authority over that. So I mean, you know, to go
7 through all the committees I think is just a waste of time.

8 MR. SPIEGEL: All right.

9 DR. PALLOTTA: We have already approved the
10 concept.

11 MR. MCBURNIE: So we can do a subcommittee
12 interview, and then the selection of that subcommittee comes
13 to this school building committee and that's, and then it
14 goes to the purchasing board.

15 MR. SPIEGEL: Yes, that's what we did last time,
16 as Maria said. Sorry, I got a little confused here.

17 DR. PALLOTTA: But we don't have any
18 jurisdiction over any of the fiscal piece, you can cut out
19 the meeting, school committee meeting.

20 MR. MCBURNIE: He just wanted more meetings.

21 MR. SPIEGEL: I did, I like meetings.

22 MAYOR LOMBARDI: He needs to justify his job.

23 MR. SPIEGEL: All right, I think this meeting is
24 ready to be over.

25 THE CHAIRMAN: You're not the Chairman! Does

1 anyone, anyone have any questions or comments before we
2 adjourn?

3 (BRIEF PAUSE)

4 THE CHAIRMAN: Okay, if not, there's a motion to
5 adjourn.

6 DR. PALLOTTA: So moved.

7 THE CHAIRMAN: By Dr. Pallotta.

8 MR. POLLOCK: Second.

9 THE CHAIRMAN: And seconded by Mr. Pollock. All
10 in favor? The ayes have it.

11 (TAPE ENDS)

12

13

14

15

16

17

18

19

20

21

22

23

24

25

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

C E R T I F I C A T E

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

In witness whereof, I hereunto set my hand this 4th day of January, 2024.

SUSAN V. FITZPATRICK
CERTIFIED SHORTHAND REPORTER
NOTARY PUBLIC, STATE OF RHODE ISLAND

My Commission expires 07/19/26

\$	38:3, 38:4, 38:5, 38:7, 40:14, 40:15	800 [3] - 23:1, 26:12, 26:15	aggressive [1] - 26:3	attach [1] - 7:9
\$700 [1] - 33:17	30 [3] - 23:4, 49:19, 49:23	850 [1] - 26:7	ago [2] - 20:12, 33:10	attached [1] - 31:18
\$765 [2] - 21:6, 23:2	32 [1] - 21:22		agree [1] - 15:16	attention [1] - 7:23
\$800 [1] - 41:22	34 [1] - 21:22	9	agreed [1] - 24:8	attract [2] - 26:22, 27:19
\$86 [2] - 50:10, 50:12	4	9 [4] - 3:18, 4:3, 37:7	agreement [6] - 38:20, 39:1, 44:16, 44:19, 44:23, 45:20	authored [1] - 6:2
\$92 [1] - 50:11	4 [25] - 3:18, 12:22, 15:4, 19:7, 19:11, 20:1, 20:9, 20:25, 22:10, 24:8, 24:18, 25:17, 26:1, 30:18, 30:19, 30:25, 31:21, 31:22, 32:1, 32:3, 33:22, 35:9, 36:19, 36:20, 36:21	90 [2] - 29:23	ahead [1] - 16:12	authority [1] - 53:6
\$920 [1] - 22:17	40 [2] - 47:16	950 [2] - 22:23	AIA [3] - 5:6, 5:11, 5:13	Autiello [1] - 2:12
\$965 [1] - 23:21	4th [1] - 55:10	99 [1] - 29:17	aided [1] - 55:7	available [1] - 24:19
0	5	9:00 [1] - 1:8	Alexander [5] - 10:5, 12:24, 12:25, 14:8, 14:12	Avenue [1] - 7:7
07/19/26 [1] - 55:15	5 [8] - 3:18, 14:22, 15:4, 27:7, 30:16, 32:15, 47:19, 49:25	A	aligns [2] - 26:7, 36:12	avenues [1] - 32:16
1	550 [1] - 33:10	A.M [1] - 1:8	ALL [1] - 45:7	average [1] - 22:18
1 [3] - 15:4, 29:6, 41:6	6	ability [1] - 12:23	allowed [2] - 8:4, 41:8	awarded [2] - 37:10, 49:9
10 [2] - 26:24, 37:7	6 [1] - 3:18	able [11] - 7:7, 7:8, 7:12, 7:24, 8:7, 10:23, 25:25, 33:5, 38:1, 40:18, 49:25	allows [1] - 8:1	ayes [2] - 45:8, 54:10
125 [1] - 25:11	60s [1] - 19:5	absolutely [4] - 9:19, 9:21, 40:8	alluded [1] - 23:10	
13 [1] - 19:12	63 [2] - 19:1, 20:14	abut [1] - 27:21	almost [1] - 18:23	Baccala [1] - 3:1
13.6 [2] - 35:15, 35:16	64 [3] - 19:2, 20:14, 22:7	access [4] - 7:10, 10:23, 11:8, 13:15	alone [1] - 32:8	backup [3] - 45:18, 47:9
14 [2] - 3:13, 3:19	65 [1] - 22:7	accommodating [1] - 16:8	alternative [3] - 38:2, 42:7, 43:25	based [9] - 18:8, 29:8, 30:13, 30:14, 31:25, 42:6, 43:25, 45:20, 49:10
15 [1] - 3:19	650 [2] - 34:6	account [5] - 27:16, 27:18, 29:11, 49:8, 49:18	amount [7] - 7:19, 8:2, 8:8, 8:24, 30:13, 45:16, 49:12	basement [1] - 34:15
17 [1] - 1:8	66 [2] - 32:1, 32:4	accounting [1] - 49:23	AND [1] - 1:1	basic [1] - 45:18
2	671 [1] - 34:5	abundant [1] - 55:6	angles [1] - 10:24	basing [1] - 25:5
2 [41] - 3:18, 7:14, 7:15, 7:23, 8:1, 8:11, 8:15, 9:6, 11:23, 13:11, 13:13, 13:15, 15:4, 17:15, 17:17, 18:22, 20:12, 20:19, 21:18, 21:19, 21:23, 22:8, 22:10, 22:25, 23:10, 24:22, 26:25, 27:5, 28:15, 33:10, 34:14, 37:15, 37:17, 37:18, 39:14, 40:17, 40:24, 41:6, 43:17, 53:2	68 [1] - 22:2	acknowledge [1] - 37:5	answer [1] - 13:3	basis [1] - 40:12
2000 [1] - 1:9	682 [1] - 34:6	action [1] - 2:25	anticipate [1] - 27:1	beat [1] - 31:15
2023 [1] - 1:8	7	actual [2] - 33:5, 47:20	anticipated [2] - 25:1, 30:20	becomes [2] - 8:6, 8:7
2024 [1] - 55:10	7 [2] - 3:18, 22:21	add [9] - 5:1, 16:24, 17:21, 20:9, 21:25, 24:5, 31:24, 36:21, 44:10	application [2] - 5:2, 5:9	bedroom [1] - 28:22
21st [1] - 17:24	70 [5] - 18:23, 21:12, 21:21, 46:6, 49:8	added [6] - 8:17, 17:12, 19:15, 21:4, 34:11, 34:21	apples [2] - 22:8	begin [1] - 6:25
25 [1] - 33:12	75 [1] - 20:20	adding [1] - 19:12	approval [2] - 49:3, 50:17	beginning [4] - 3:15, 10:15, 29:7, 42:1
3	750 [1] - 33:13	additional [5] - 7:10, 26:22, 28:14, 30:10, 37:6	apply [1] - 49:18	behind [2] - 2:5, 34:14
3 [42] - 3:18, 15:4, 17:15, 18:22, 20:12, 20:15, 20:19, 20:24, 21:7, 21:19, 22:9, 22:12, 22:18, 22:19, 22:23, 24:22, 25:4, 26:25, 28:4, 28:7, 28:10, 28:11, 28:22, 30:21, 31:16, 32:1, 33:10, 35:9, 36:19, 37:11, 37:17, 37:18,	76 [6] - 18:23, 18:24, 20:21, 20:22, 22:5, 32:6	address [1] - 30:9	approach [1] - 34:14	below [1] - 37:18
	765 [1] - 33:13	adjourn [2] - 54:2, 54:5	approval [2] - 49:3, 50:17	beneath [1] - 7:19
	7s [2] - 26:14, 26:15	adjustments [1] - 12:4	approvals [1] - 36:18	benefit [3] - 8:17, 12:14, 27:10
	8	administration [2] - 16:7, 16:15	approved [6] - 33:23, 41:23, 51:6, 51:18, 53:4, 53:9	benefits [1] - 11:13
	8 [8] - 3:7, 3:8, 3:13, 3:18, 4:5, 4:6, 32:14, 32:15	advantage [1] - 36:4	architect [1] - 31:8	better [6] - 8:12, 16:17, 16:18, 18:13, 47:22, 47:23
		afforded [2] - 13:1, 20:4	area [7] - 7:8, 7:10, 9:18, 19:14, 28:14, 28:15, 29:15	between [2] - 21:18, 21:19
		affords [1] - 38:20	areas [3] - 15:13, 17:10, 28:16	bid [26] - 37:9, 37:15, 38:3, 38:16, 40:2, 40:22, 41:8, 41:25, 42:1, 43:17, 43:19, 43:21, 43:22, 45:15, 46:1, 46:11, 46:23, 47:3, 47:14, 48:3, 48:13, 48:17, 48:20, 49:11
		agenda [4] - 4:9, 23:20, 35:1, 36:25	arrival [1] - 11:15	bidder [2] - 48:7, 51:17
			associated [2] - 48:11, 48:22	bidders [3] - 46:25, 47:1, 48:21
			assumed [2] - 20:13, 20:15	bidding [3] - 37:17,
			assuming [1] - 32:1	
			assumption [1] - 21:6	
			assumptions [1] - 20:23	

<p>40:11, 40:12 bids [2] - 48:4, 49:3 big [2] - 18:2, 19:22 bigger [1] - 20:8 billing [1] - 47:20 billion [1] - 41:24 births [2] - 27:17, 29:9 bit [7] - 19:3, 20:2, 24:1, 29:21, 32:7, 32:23, 34:12 board [17] - 16:11, 22:23, 43:4, 43:10, 50:18, 50:25, 51:1, 51:5, 51:6, 51:17, 51:21, 51:22, 52:12, 52:15, 53:4, 53:14 bond [1] - 48:20 bottom [3] - 7:20, 47:22 brainer [1] - 39:15 brand [1] - 24:5 BRIEF [2] - 6:9, 54:3 bright [1] - 31:1 bring [4] - 8:17, 15:17, 15:18, 34:16 bringing [1] - 37:7 brought [1] - 41:3 bubble [1] - 19:24 bucket [1] - 19:14 budget [17] - 6:19, 19:12, 20:10, 21:5, 24:16, 24:21, 24:25, 25:10, 30:1, 30:25, 31:4, 31:25, 33:24, 34:8, 34:10 budgeted [1] - 28:11 build [7] - 19:22, 23:10, 23:17, 24:4, 25:3, 27:6, 48:1 builders [1] - 46:24 building [56] - 4:10, 6:15, 7:9, 7:14, 7:21, 7:24, 8:1, 8:3, 8:5, 8:15, 8:16, 9:6, 9:13, 10:5, 10:18, 12:5, 12:22, 13:9, 13:16, 14:20, 15:14, 15:19, 17:5, 17:24, 18:8, 23:4, 23:6, 23:11, 23:13, 23:18, 23:25, 25:5, 25:22, 25:23, 25:24, 29:11, 29:12, 32:5, 34:16, 35:24, 36:1, 36:2, 36:5, 36:6, 38:9, 39:21, 44:22, 50:22, 50:23, 52:6, 52:16, 52:23, 53:13 BUILDING [2] - 1:3, 1:6</p>	<p>buildings [5] - 8:5, 24:11, 27:19, 34:5, 38:5 built [3] - 18:9, 29:15, 45:11 bump [2] - 15:12, 35:11 bumps [1] - 43:11 bus [5] - 8:2, 12:25, 14:19, 15:1, 17:9 buses [4] - 14:23, 15:2, 15:3, 15:7</p> <p style="text-align: center;">C</p> <p>candidates [2] - 49:17, 51:16 cannot [3] - 16:25, 17:3, 32:3 capacity [1] - 24:19 cards [1] - 42:5 careful [1] - 26:19 cars [2] - 15:2, 15:7 case [2] - 10:25, 49:20 Casinelli [1] - 2:17 CASINELLI [2] - 1:15, 2:18 caught [1] - 24:21 centered [1] - 18:20 central [1] - 32:11 Centredale [5] - 20:14, 21:14, 21:23, 37:11, 39:18 century [1] - 17:24 certainly [1] - 20:2 CERTIFIED [2] - 1:25, 55:14 certify [1] - 55:5 cetera [2] - 8:19, 11:10 CHAIRMAN [45] - 1:12, 2:1, 2:9, 2:12, 2:15, 2:17, 2:19, 2:22, 3:4, 3:11, 3:14, 3:17, 3:21, 4:3, 4:8, 4:16, 5:4, 8:13, 14:3, 28:13, 28:25, 34:22, 35:2, 35:6, 35:8, 35:22, 36:1, 39:10, 44:9, 44:12, 45:2, 45:5, 45:8, 46:23, 47:2, 47:6, 47:10, 47:15, 47:18, 47:21, 53:1, 53:25, 54:4, 54:7, 54:9 Chairman [1] - 53:25 challenge [2] - 25:21, 31:8 challenged [1] - 42:15 change [27] - 4:21, 8:9, 21:3, 22:21,</p>	<p>32:12, 37:2, 37:12, 37:14, 38:16, 38:24, 39:4, 39:14, 39:16, 39:17, 39:18, 39:22, 39:24, 40:8, 40:21, 41:4, 42:6, 42:16, 43:8, 44:1, 44:24, 46:22 changed [11] - 9:25, 17:8, 17:12, 17:16, 17:18, 36:18, 37:23, 38:1, 39:6, 42:14 changes [11] - 6:14, 6:19, 8:17, 10:14, 15:23, 18:11, 24:17, 25:13, 29:2, 29:3 changing [1] - 38:15 characterized [1] - 44:4 charge [1] - 50:10 Charles [1] - 2:25 CHARLES [1] - 1:12 Charlie [3] - 5:17, 5:25, 38:17 charter [2] - 27:12, 30:3 chest [1] - 13:20 chief [1] - 28:23 Chief [1] - 2:7 children [2] - 27:23, 28:18 CHRIS [1] - 1:17 Chris [1] - 16:11 Chuck [2] - 3:10, 4:7 CHUCK [1] - 1:16 Cindy [1] - 13:4 city [1] - 27:22 clarification [1] - 31:25 clarify [1] - 43:3 class [3] - 4:16, 28:5, 31:2 classroom [5] - 7:19, 19:18, 19:25, 24:4, 24:7 classrooms [18] - 7:17, 7:20, 19:19, 20:2, 20:3, 20:18, 20:19, 20:24, 21:1, 24:5, 25:17, 25:18, 25:20, 32:8, 36:20, 36:21, 36:22, 36:23 clear [5] - 16:25, 44:5, 45:22, 48:21, 51:3 clearly [1] - 44:15 clears [1] - 17:1 close [1] - 29:23 closed [1] - 30:7 closer [4] - 7:6, 7:8, 7:10, 8:1</p>	<p>cohort [1] - 29:8 collaborative [1] - 18:1 combined [4] - 19:2, 22:8, 28:9, 39:18 coming [2] - 10:5, 16:20 comment [2] - 7:5, 17:22 comments [7] - 6:13, 16:11, 16:23, 18:3, 18:4, 43:7, 54:1 Commission [1] - 55:15 COMMITTEE [2] - 1:3, 1:6 committee [55] - 4:10, 6:15, 7:6, 11:6, 13:21, 15:16, 15:18, 15:21, 15:23, 17:2, 17:5, 21:12, 21:13, 21:17, 22:6, 24:24, 25:5, 25:9, 31:17, 35:9, 36:16, 37:14, 42:11, 42:13, 43:25, 44:23, 47:25, 48:4, 49:7, 50:18, 50:21, 50:22, 50:23, 50:24, 51:4, 51:10, 51:15, 51:21, 51:24, 52:2, 52:3, 52:5, 52:6, 52:7, 52:16, 52:22, 52:23, 52:25, 53:3, 53:13, 53:19 committees [1] - 53:7 communities [3] - 20:5, 27:9, 27:21 compact [5] - 8:5, 8:6, 8:15, 12:5, 13:16 companies [1] - 49:9 company [1] - 50:1 compared [1] - 46:8 competent [1] - 9:12 completed [3] - 16:8, 29:22, 33:16 component [1] - 17:13 computer [1] - 55:7 computer-aided [1] - 55:7 concept [5] - 24:22, 37:25, 41:3, 53:4, 53:10 conceptual [1] - 17:20 concerns [1] - 42:19 condense [1] - 23:11 conditions [4] - 40:3, 40:13, 40:19, 49:15 cones [1] - 12:18 confused [1] - 53:16 congestion [1] - 15:1</p>	<p>conservative [1] - 32:10 consider [1] - 19:11 considered [2] - 29:4, 29:5 considering [2] - 34:8, 38:24 consistent [2] - 7:16, 8:10 consolidate [3] - 20:12, 22:6, 22:7 consolidated [4] - 20:13, 21:14, 24:6, 25:7 consolidating [2] - 17:15, 24:22 consolidation [1] - 25:7 construction [29] - 8:15, 21:6, 29:11, 29:12, 32:25, 33:19, 37:10, 38:6, 40:2, 40:3, 40:6, 40:12, 40:17, 40:24, 41:23, 45:14, 45:16, 45:20, 46:5, 46:12, 47:5, 48:12, 48:14, 48:15, 49:15, 50:4, 50:7 CONTE [45] - 1:18, 6:24, 7:3, 8:14, 8:22, 8:25, 9:2, 9:7, 9:15, 9:19, 9:21, 9:24, 10:3, 10:6, 10:9, 10:12, 11:7, 11:11, 12:1, 12:3, 12:6, 12:21, 13:8, 13:11, 13:18, 13:23, 14:17, 15:7, 15:25, 16:3, 17:6, 17:19, 18:24, 19:3, 19:5, 19:9, 19:16, 19:21, 21:2, 23:15, 26:7, 26:13, 31:4, 31:23, 36:10 Conte [1] - 7:3 contingencies [4] - 33:2, 33:3, 33:8, 40:10 contingency [2] - 32:15, 33:7 continue [3] - 24:11, 36:4, 36:7 continuing [4] - 6:16, 24:12, 31:7, 31:9 contract [1] - 5:13 contractor [6] - 32:25, 39:22, 45:11, 48:18, 49:22, 50:7 contractors [1] - 42:4 convenient [1] - 7:9 conversation [1] -</p>
---	--	--	---	--

<p>30:12 copies [1] - 5:12 correct [14] - 5:25, 8:25, 9:2, 9:7, 11:4, 11:7, 11:10, 12:1, 19:9, 24:3, 24:23, 34:19, 34:20, 51:8 cost [27] - 9:9, 9:14, 19:17, 22:13, 23:1, 25:10, 25:13, 28:6, 32:22, 33:5, 34:16, 36:13, 38:11, 40:11, 42:16, 45:25, 47:3, 47:6, 47:7, 47:12, 47:13, 49:14, 49:23, 50:2, 50:3 costs [10] - 8:18, 21:6, 22:14, 30:22, 40:5, 42:3, 47:2, 48:11, 48:22, 50:10 council [5] - 50:17, 51:1, 51:25, 52:22, 53:3 counsel [1] - 38:17 counselor [1] - 44:2 couple [3] - 6:13, 32:8, 40:1 COURT [1] - 1:25 covers [1] - 30:19 created [1] - 7:18 criminal [1] - 19:21 cross [1] - 30:9 culture [1] - 18:1 current [7] - 4:11, 6:25, 28:9, 31:18, 44:15, 44:23, 49:3 cut [1] - 53:18 cutting [2] - 19:15, 19:17</p>	<p>decision [4] - 39:2, 42:6, 49:22, 52:4 decrease [1] - 40:13 delay [1] - 41:11 deliverable [3] - 35:5, 36:9, 36:10 deliveries [4] - 10:19, 10:20, 11:10, 12:10 delivery [14] - 4:20, 31:9, 37:1, 37:15, 38:2, 38:15, 42:7, 43:25, 44:24, 46:11, 48:7, 48:11, 48:13, 48:22 demographic [1] - 29:6 demographics [1] - 27:20 density [1] - 29:2 Department [1] - 17:1 department [2] - 30:22, 50:16 design [42] - 4:13, 6:11, 6:14, 6:16, 6:19, 8:10, 11:19, 11:20, 13:16, 13:21, 16:6, 16:9, 16:13, 16:21, 17:23, 18:22, 20:24, 21:11, 21:12, 21:15, 21:16, 24:18, 25:3, 25:14, 32:24, 33:4, 34:18, 35:4, 36:9, 36:11, 38:21, 38:25, 41:15, 41:16, 41:20, 42:2, 46:7, 46:10, 46:14, 48:1 designed [1] - 21:8 designs [2] - 13:24, 43:2 desirable [1] - 27:10 details [1] - 16:16 develop [2] - 11:11, 31:5 developed [5] - 10:14, 16:6, 29:18, 33:4, 40:8 development [1] - 16:21 develops [1] - 46:14 deviate [1] - 20:4 Dick [1] - 30:6 differ [1] - 15:21 different [5] - 18:1, 29:21, 39:20, 40:18, 46:25 difficult [1] - 36:2 Dimeo [13] - 37:10, 38:20, 41:8, 44:18, 44:23, 45:11, 45:12, 45:23, 46:1, 46:4,</p>	<p>47:2, 47:4, 50:14 dino [1] - 2:12 direct [1] - 6:14 directed [1] - 42:21 direction [1] - 42:14 director [2] - 3:5, 15:20 disappointing [1] - 31:1 discharge [1] - 12:23 discuss [4] - 23:19, 37:14, 37:21, 52:8 discussed [1] - 13:24 discussion [4] - 4:11, 4:19, 23:22, 37:1 discussion/action [1] - 4:19 discussions [1] - 16:19 dismissal [1] - 11:15 disruption [1] - 10:21 DiStefano's [1] - 28:18 district [3] - 27:25, 29:24, 30:4 Doctor [1] - 6:20 document [1] - 5:7 documentation [1] - 5:22 documents [3] - 17:3, 31:5, 33:20 dollar [2] - 23:7, 45:16 dollars [7] - 32:11, 33:12, 34:9, 40:4, 40:8, 41:24, 46:9 done [6] - 20:5, 29:6, 32:18, 42:2, 47:4, 49:20 donna [1] - 2:13 Donna [1] - 2:13 door [1] - 10:20 dot [1] - 30:9 doubt [1] - 39:25 down [12] - 3:4, 14:7, 14:10, 19:15, 32:12, 32:23, 33:13, 34:10, 34:17, 44:8, 46:15, 49:21 DR [24] - 1:14, 3:8, 4:1, 4:5, 18:5, 18:7, 21:18, 21:23, 22:1, 22:4, 22:12, 22:16, 22:19, 22:21, 22:25, 43:16, 43:19, 45:4, 45:10, 45:25, 53:2, 53:9, 53:17, 54:6 Dr [26] - 2:19, 6:22, 10:17, 10:21, 12:2, 17:22, 18:2, 18:3, 33:6, 37:22, 37:23,</p>	<p>37:24, 38:12, 38:13, 41:2, 41:3, 42:14, 42:16, 42:17, 42:24, 43:4, 43:7, 43:9, 45:5, 54:7 drastic [6] - 37:23, 38:15, 42:6, 44:1, 44:24, 46:21 drastically [2] - 39:6, 42:14 drawing [1] - 17:14 drawings [3] - 31:12, 40:7, 46:6 drive [1] - 12:8 driveway [1] - 10:4 driving [1] - 34:13 drop [6] - 7:11, 8:2, 12:25, 14:6, 17:9 drops [1] - 23:8 due [3] - 38:15, 41:4, 44:23 during [1] - 29:6</p>	<p>eliminate [1] - 6:18 emergency [3] - 10:22, 10:23, 11:10 encourage [1] - 42:5 end [4] - 5:3, 12:13, 12:14, 30:7 ENDS [1] - 54:11 engineer [1] - 41:20 engineers [1] - 40:16 enrollment [11] - 26:19, 26:24, 27:16, 27:17, 28:9, 29:14, 30:10, 30:20, 30:24, 31:15, 31:18 enrollments [1] - 27:1 entrance [1] - 12:9 especially [3] - 23:24, 27:9, 30:6 essential [1] - 17:2 essentially [1] - 37:15 estimate [2] - 36:12, 40:9 estimated [1] - 46:7 estimating [1] - 46:6 estimator [3] - 33:1, 36:13, 46:8 et [2] - 8:19, 11:10 evacuate [1] - 10:25 exact [2] - 7:19, 9:11 example [1] - 16:16 excavation [1] - 8:24 excessive [1] - 28:5 excuse [2] - 27:2, 39:10 executed [1] - 6:2 exercise [3] - 46:4, 46:5, 46:14 exercises [1] - 40:23 existing [3] - 7:20, 38:20, 44:19 expand [1] - 20:7 expended [1] - 45:19 expensive [3] - 8:13, 35:20 expires [1] - 55:15 explained [1] - 37:23 exposure [1] - 11:3 extended [1] - 7:17 extra [1] - 36:20</p>
D			E	
<p>dance [1] - 42:4 DaSilva [13] - 6:20, 6:22, 10:17, 10:21, 12:2, 18:7, 33:6, 37:22, 38:14, 41:5, 42:17, 43:4 daSilva [1] - 43:10 DaSilva's [1] - 42:24 date [3] - 45:19, 46:6, 47:20 dead [1] - 31:15 deadlines [1] - 2:4 deal [1] - 40:24 December [3] - 10:15, 16:13, 36:14 decide [1] - 48:4 decided [2] - 18:22, 42:12</p>				
				F
<p>faced [1] - 40:22 facilitated [1] - 17:24 factor [1] - 33:8 fall [1] - 2:4 falls [1] - 33:20 families [4] - 27:19, 28:17, 28:18 family [1] - 28:19</p>				

<p>far [4] - 16:4, 26:21, 46:6, 49:20</p> <p>favor [2] - 45:6, 54:10</p> <p>FAVOR [1] - 45:7</p> <p>feasible [3] - 28:7, 31:17</p> <p>fed [1] - 37:25</p> <p>fee [8] - 40:3, 40:13, 45:14, 49:15, 50:4, 50:9, 50:12</p> <p>feedback [3] - 12:2, 15:18, 15:21</p> <p>feet [10] - 18:24, 19:13, 20:14, 20:22, 22:2, 22:17, 23:21, 32:2, 32:4, 32:9</p> <p>felt [1] - 17:24</p> <p>fencing [1] - 9:17</p> <p>few [2] - 6:14, 20:18</p> <p>field [2] - 35:14, 36:2</p> <p>FIELD [2] - 1:17, 1:17</p> <p>figured [2] - 28:8, 32:3</p> <p>final [1] - 49:22</p> <p>finalized [1] - 31:13</p> <p>financial [3] - 4:11, 4:22, 6:8</p> <p>finish [2] - 8:3, 8:8</p> <p>finishes [1] - 50:11</p> <p>first [15] - 4:22, 5:1, 6:25, 7:4, 10:19, 11:3, 11:17, 11:21, 13:21, 15:18, 17:12, 17:14, 19:16, 36:13, 38:2</p> <p>fiscal [2] - 53:4, 53:18</p> <p>fit [3] - 15:4, 32:2, 32:3</p> <p>fits [1] - 8:12</p> <p>Fitzpatrick [4] - 2:2, 2:23, 39:11, 55:4</p> <p>FITZPATRICK [2] - 1:24, 55:13</p> <p>flat [1] - 50:9</p> <p>flexibility [4] - 13:1, 19:23, 20:4, 48:25</p> <p>flexible [4] - 20:18, 20:19, 20:24, 20:25</p> <p>floor [6] - 7:21, 7:22, 17:11, 17:12, 17:13</p> <p>following [4] - 4:21, 13:25, 17:13, 37:2</p> <p>foot [11] - 21:6, 23:2, 23:4, 24:17, 32:11, 34:9, 34:17, 35:11, 40:4, 40:9, 46:9</p> <p>footage [14] - 19:7, 19:15, 20:13, 21:4, 21:19, 22:4, 22:13, 22:14, 23:1, 23:3, 26:6, 32:1, 32:21, 34:11</p>	<p>footprint [6] - 9:13, 23:11, 34:19, 35:25, 36:5, 39:21</p> <p>foregoing [1] - 55:6</p> <p>forgot [1] - 3:9</p> <p>formula [1] - 49:18</p> <p>forth [1] - 39:1</p> <p>forward [3] - 36:7, 41:17, 41:21</p> <p>Fossa [1] - 2:20</p> <p>FOSSA [1] - 1:12</p> <p>fostering [1] - 18:1</p> <p>foundations [1] - 23:5</p> <p>four [2] - 36:22, 36:23</p> <p>framed [1] - 43:24</p> <p>FRANK [1] - 1:14</p> <p>FRANK [2] - 2:19, 6:20</p> <p>friend [1] - 4:8</p> <p>front [3] - 7:11, 12:8, 13:1</p> <p>full [4] - 29:6, 33:19, 42:5, 51:2</p> <p>function [1] - 19:25</p> <p>functions [1] - 8:9</p> <p>funding [2] - 25:10, 30:13</p> <p>funeral [1] - 3:5</p> <p>FUOROLI [14] - 1:13, 2:21, 12:11, 12:16, 13:6, 13:14, 14:5, 14:21, 18:13, 18:17, 42:22, 43:15, 47:24, 51:7</p> <p>Fuoroli [1] - 2:23</p> <p>future [7] - 19:23, 24:1, 24:19, 26:1, 26:18, 30:9, 30:10</p>	<p>24:20, 24:24, 25:3, 25:15, 26:23, 27:7, 27:15, 28:3, 30:19, 31:14, 33:21, 34:1, 36:22, 41:1, 41:10, 41:13, 41:18, 42:19, 43:1, 43:9, 49:1, 50:13</p> <p>grade [2] - 7:25, 36:3</p> <p>grades [1] - 28:5</p> <p>great [2] - 6:24, 43:7</p> <p>Greystone [23] - 9:25, 17:7, 17:8, 17:17, 17:20, 18:25, 19:22, 20:1, 20:8, 20:13, 21:14, 21:24, 23:24, 25:7, 33:17, 34:11, 37:11, 37:18, 39:18, 39:24, 44:1, 44:25, 48:16</p> <p>ground [1] - 41:14</p> <p>group [2] - 16:21, 42:5</p> <p>growth [2] - 19:23, 26:2</p> <p>guarantee [1] - 39:23</p> <p>guess [3] - 3:5, 33:21, 50:15</p> <p>guidelines [2] - 20:3, 26:8</p> <p>guys [2] - 13:13, 18:2</p>	<p>higher [3] - 22:15, 22:16, 22:17</p> <p>hire [1] - 49:23</p> <p>hmm [1] - 31:22</p> <p>hold [2] - 10:1, 44:14</p> <p>holding [1] - 21:5</p> <p>home [1] - 28:22</p> <p>homeowners [1] - 27:11</p> <p>homework [1] - 33:15</p> <p>honest [2] - 28:8, 28:12</p> <p>hope [1] - 47:1</p> <p>horse [1] - 31:15</p> <p>house [1] - 28:21</p> <p>houses [3] - 28:20</p> <p>husband [1] - 28:22</p>	<p>input [7] - 15:15, 15:22, 18:8, 18:12, 46:13</p> <p>insightful [1] - 18:8</p> <p>insisted [1] - 11:2</p> <p>insistent [2] - 6:22, 42:17</p> <p>instance [1] - 48:12</p> <p>intend [1] - 36:12</p> <p>intent [4] - 11:12, 17:7, 17:11, 44:19</p> <p>interview [4] - 51:4, 51:15, 52:25, 53:12</p> <p>interviewed [5] - 50:13, 51:16, 52:3, 52:15</p> <p>interviews [2] - 49:20, 49:21</p> <p>investigate [3] - 38:14, 42:10, 45:13</p> <p>invoice [1] - 5:8</p> <p>invoices [1] - 5:13</p> <p>involve [1] - 15:19</p> <p>irate [1] - 28:6</p> <p>ISLAND [2] - 1:1, 55:14</p> <p>Island [4] - 17:1, 28:1, 41:23, 55:5</p> <p>issued [2] - 29:12, 51:18</p> <p>item [6] - 4:22, 23:20, 34:24, 34:25, 36:25, 37:4</p> <p>items [1] - 40:10</p>
	<p style="text-align: center;">G</p> <p>general [7] - 23:13, 40:3, 40:13, 40:19, 48:18, 49:14, 50:7</p> <p>generated [2] - 16:9, 32:25</p> <p>genesis [2] - 37:21, 43:8</p> <p>giant [1] - 29:14</p> <p>given [2] - 15:21, 31:18</p> <p>GMPs [1] - 34:5</p> <p>Goho [1] - 2:23</p> <p>GOHO [44] - 1:14, 2:14, 11:17, 11:21, 11:24, 12:2, 12:4, 12:7, 12:13, 12:17, 12:20, 13:3, 13:7, 13:10, 13:15, 15:10, 16:1, 20:7, 20:15, 21:7, 21:10, 24:4,</p>	<p style="text-align: center;">H</p> <p>hallways [1] - 25:20</p> <p>hand [1] - 55:9</p> <p>handicapped [1] - 7:11</p> <p>handle [2] - 42:2, 48:19</p> <p>handout [1] - 4:13</p> <p>Hanley [1] - 2:13</p> <p>happy [1] - 17:23</p> <p>hate [1] - 31:14</p> <p>head [1] - 26:10</p> <p>health [2] - 32:15, 32:17</p> <p>hear [3] - 5:11, 30:24, 31:1</p> <p>heard [4] - 2:3, 35:13, 35:14, 35:16</p> <p>hearing [3] - 5:4, 11:17, 11:21</p> <p>helpful [1] - 18:10</p> <p>hereby [1] - 55:5</p> <p>hereunto [1] - 55:9</p> <p>high [9] - 26:14, 29:20, 29:22, 29:25, 32:19, 34:9, 46:10, 46:17</p> <p>High [1] - 26:15</p>	<p style="text-align: center;">I</p> <p>I's [1] - 30:9</p> <p>idea [1] - 26:16</p> <p>identical [1] - 38:4</p> <p>identify [2] - 48:7, 48:11</p> <p>immediately [3] - 28:4, 30:21</p> <p>impact [5] - 15:5, 19:12, 24:21, 25:9, 30:25</p> <p>important [2] - 26:18, 30:6</p> <p>improvements [1] - 32:18</p> <p>IN [2] - 1:5, 45:7</p> <p>Inaudible [1] - 52:19</p> <p>inaudible [3] - 30:14, 41:20, 44:11</p> <p>inaudible [5] - 3:23, 13:6, 16:5, 18:17, 21:10</p> <p>including [2] - 38:13, 41:8</p> <p>incorporate [2] - 7:6, 18:11</p> <p>incorporated [1] - 9:7</p> <p>incorporation [1] - 45:10</p> <p>increase [5] - 19:7, 20:10, 29:14, 31:20, 32:5</p> <p>increased [2] - 20:20, 30:22</p> <p>increases [1] - 42:3</p> <p>increasing [1] - 39:21</p> <p>informal [2] - 10:13, 16:10</p> <p>information [1] - 5:12</p> <p>initial [3] - 16:9, 19:16, 24:15</p>	<p style="text-align: center;">J</p> <p>JAED [4] - 1:18, 5:15, 6:4, 7:3</p> <p>JAMES [1] - 1:13</p> <p>January [1] - 55:10</p> <p>Jennifer [1] - 2:20</p> <p>jeopardize [1] - 26:18</p> <p>Jim [1] - 2:22</p> <p>Jimmy [9] - 6:21, 12:7, 17:22, 18:2, 18:3, 37:24, 38:13, 41:2, 43:6</p> <p>job [1] - 53:22</p> <p>Joe [6] - 2:23, 6:20, 11:16, 18:7, 28:13, 41:5</p> <p>JOSEPH [1] - 1:14</p> <p>Joseph [1] - 2:24</p> <p>jumped [1] - 35:15</p> <p>jurisdiction [1] - 53:18</p> <p>justify [1] - 53:22</p>

<p style="text-align: center;">K</p> <p>keep [9] - 24:14, 25:17, 25:25, 30:2, 30:12, 32:7, 32:17, 36:5, 36:7</p> <p>keeping [3] - 24:18, 25:16</p> <p>keeps [2] - 41:16, 41:20</p> <p>kids [3] - 28:19, 28:21, 30:17</p> <p>kind [3] - 18:21, 22:7, 30:11</p> <p>knocking [1] - 32:7</p> <p>knows [2] - 7:2, 16:2</p>	<p>16:17, 16:18</p> <p>location [1] - 9:1</p> <p>locations [1] - 27:4</p> <p>LOMBARDI [30] - 1:12, 10:1, 10:4, 10:7, 10:11, 11:3, 11:6, 11:16, 11:19, 11:23, 13:12, 13:19, 23:23, 24:3, 26:17, 26:21, 27:20, 29:17, 30:5, 32:20, 33:9, 39:13, 43:13, 44:10, 45:3, 47:11, 51:14, 51:20, 51:23, 53:22</p> <p>Lombardi [1] - 2:25</p> <p>look [9] - 17:7, 21:4, 29:19, 31:9, 42:7, 42:15, 42:18, 47:8, 49:17</p> <p>looked [5] - 22:5, 25:6, 28:7, 28:9, 30:21</p> <p>looking [6] - 8:23, 24:10, 25:8, 33:15, 38:1, 39:17</p> <p>looks [1] - 27:17</p> <p>loop [2] - 8:2, 13:1</p> <p>loud [1] - 44:13</p> <p>Louise [1] - 13:4</p> <p>low [1] - 26:10</p> <p>lower [3] - 7:19, 9:10, 22:13</p> <p>Lymansville [2] - 28:15, 28:16</p>	<p>Martone [1] - 2:25</p> <p>massive [1] - 28:10</p> <p>material [3] - 35:22, 45:18, 47:9</p> <p>materials [2] - 8:3, 8:8</p> <p>Matt [4] - 35:13, 37:4, 38:3, 42:9</p> <p>matt [3] - 20:7, 47:24, 48:6</p> <p>Matt's [1] - 51:12</p> <p>MATTHEW [1] - 1:17</p> <p>maxing [1] - 23:25</p> <p>Mayor [11] - 2:25, 5:19, 15:16, 23:22, 29:16, 37:5, 39:9, 44:12, 45:1, 45:2, 52:1</p> <p>MAYOR [30] - 1:12, 10:1, 10:4, 10:7, 10:11, 11:3, 11:6, 11:16, 11:19, 11:23, 13:12, 13:19, 23:23, 24:3, 26:17, 26:21, 27:20, 29:17, 30:5, 32:20, 33:9, 39:13, 43:13, 44:10, 45:3, 47:11, 51:14, 51:20, 51:23, 53:22</p> <p>Mayor's [1] - 13:3</p> <p>MCBURNIE [103] - 1:17, 2:6, 4:9, 4:18, 4:25, 5:14, 5:17, 5:24, 6:2, 6:5, 6:7, 6:10, 8:20, 8:23, 9:1, 9:3, 9:16, 9:20, 9:22, 14:2, 14:4, 14:6, 14:11, 14:19, 14:24, 15:6, 15:9, 18:20, 19:1, 19:4, 19:6, 19:10, 19:20, 20:11, 20:17, 20:21, 20:23, 21:3, 21:9, 21:11, 21:21, 21:25, 22:3, 22:5, 22:17, 22:20, 23:2, 23:16, 23:19, 24:2, 24:15, 24:23, 25:2, 25:6, 26:5, 26:9, 26:12, 26:15, 26:20, 31:24, 32:10, 32:23, 33:14, 33:19, 33:25, 34:3, 34:7, 34:18, 34:21, 34:25, 35:3, 35:7, 36:8, 36:15, 36:24, 37:8, 39:9, 40:1, 43:18, 43:20, 44:5, 44:14, 45:15, 46:3, 47:5, 47:13, 47:16, 47:19, 48:2, 48:8, 48:10, 49:11, 50:2, 51:3,</p>	<p>51:9, 51:15, 51:22, 52:7, 52:13, 52:18, 52:21, 53:11, 53:20</p> <p>McGuire [1] - 27:3</p> <p>mean [12] - 12:14, 24:5, 24:20, 24:25, 25:10, 27:21, 28:8, 42:24, 43:9, 45:24, 53:3, 53:6</p> <p>means [3] - 20:1, 38:11</p> <p>measures [1] - 19:17</p> <p>meet [1] - 48:4</p> <p>meeting [22] - 2:2, 2:3, 4:23, 6:20, 10:9, 16:10, 17:22, 18:4, 20:11, 28:4, 33:7, 37:6, 37:22, 37:24, 38:12, 38:13, 39:16, 41:2, 43:7, 53:19, 53:23</p> <p>MEETING [1] - 1:5</p> <p>meetings [7] - 4:11, 16:6, 16:15, 18:13, 18:18, 53:20, 53:21</p> <p>member [8] - 2:14, 2:15, 2:21, 2:22, 3:12, 4:6, 15:16, 37:7</p> <p>members [3] - 3:13, 52:21, 52:25</p> <p>memory [1] - 50:15</p> <p>mention [1] - 13:17</p> <p>mentioned [5] - 11:24, 11:25, 16:11, 30:6, 43:2</p> <p>met [3] - 13:4, 13:17, 15:11</p> <p>method [11] - 37:15, 38:15, 42:7, 43:25, 44:25, 46:11, 48:5, 48:7, 48:11, 48:13, 48:22</p> <p>methodology [1] - 42:18</p> <p>methods [4] - 4:20, 31:9, 37:2, 38:2</p> <p>mid [1] - 19:5</p> <p>middle [1] - 32:18</p> <p>might [4] - 3:16, 3:18, 9:17, 35:14</p> <p>million [10] - 25:11, 32:14, 32:15, 33:12, 35:15, 41:22, 50:10, 50:11, 50:12</p> <p>mind [1] - 39:25</p> <p>minds [1] - 9:5</p> <p>Mineral [2] - 7:6, 14:11</p> <p>minor [1] - 16:16</p>	<p>minus [1] - 26:24</p> <p>missing [3] - 2:25, 5:6, 52:2</p> <p>mitigate [1] - 31:2</p> <p>mitigates [1] - 15:5</p> <p>money [11] - 9:3, 9:4, 9:12, 28:6, 30:2, 30:3, 30:17, 32:17, 38:11, 47:15, 50:8</p> <p>month [3] - 20:12, 45:17, 47:17</p> <p>monthly [2] - 47:12, 47:13</p> <p>months [4] - 40:24, 41:14, 47:18, 47:19</p> <p>morning [3] - 6:24, 12:18, 35:14</p> <p>most [2] - 28:16, 34:4</p> <p>motion [11] - 43:13, 43:24, 44:2, 44:10, 44:12, 44:18, 44:22, 45:2, 45:3, 45:9, 54:4</p> <p>mouth [1] - 42:25</p> <p>move [7] - 4:12, 6:10, 7:8, 28:21, 28:22, 38:9, 42:8</p> <p>moved [1] - 54:6</p> <p>mover [1] - 46:22</p> <p>moving [7] - 7:25, 27:3, 27:4, 28:17, 36:7, 41:17, 41:20</p> <p>MR [306] - 2:6, 2:7, 2:10, 2:14, 2:16, 2:21, 3:7, 3:9, 3:10, 3:12, 3:15, 3:20, 3:24, 4:6, 4:9, 4:18, 4:25, 5:1, 5:8, 5:14, 5:17, 5:23, 5:24, 6:1, 6:2, 6:4, 6:5, 6:6, 6:7, 6:10, 6:12, 6:24, 7:1, 7:3, 8:14, 8:20, 8:22, 8:23, 8:25, 9:1, 9:2, 9:3, 9:4, 9:7, 9:9, 9:15, 9:16, 9:19, 9:20, 9:21, 9:22, 9:24, 10:3, 10:6, 10:8, 10:9, 10:12, 10:17, 11:5, 11:7, 11:8, 11:11, 11:17, 11:21, 11:24, 12:1, 12:2, 12:3, 12:4, 12:6, 12:7, 12:11, 12:13, 12:16, 12:17, 12:18, 12:20, 12:21, 13:3, 13:6, 13:7, 13:8, 13:10, 13:11, 13:14, 13:15, 13:18, 13:23, 14:2, 14:4, 14:5, 14:6, 14:9,</p>
<p style="text-align: center;">L</p> <p>labor [2] - 35:23, 45:18</p> <p>larger [5] - 19:14, 22:10, 23:7, 24:16, 48:16</p> <p>last [19] - 13:4, 13:17, 15:11, 17:17, 17:19, 18:21, 31:25, 33:12, 34:18, 35:4, 35:9, 36:8, 39:16, 40:24, 51:4, 51:19, 52:8, 53:15</p> <p>latest [1] - 5:18</p> <p>learning [1] - 17:24</p> <p>least [2] - 19:5, 19:19</p> <p>left [2] - 14:15, 14:16</p> <p>LEFT [2] - 1:17, 1:17</p> <p>legal [1] - 38:17</p> <p>les [1] - 30:2</p> <p>less [10] - 8:13, 8:24, 23:12, 30:2, 33:4, 36:4, 36:5, 40:9, 40:14</p> <p>level [9] - 7:15, 7:19, 7:20, 7:22, 9:10, 9:11, 11:23, 34:15, 46:7</p> <p>levels [1] - 16:5</p> <p>limit [1] - 29:13</p> <p>limits [1] - 30:12</p> <p>line [6] - 20:3, 40:10, 42:20, 47:22, 49:2</p> <p>Lisa [2] - 2:17, 5:19</p> <p>LISA [1] - 1:15</p> <p>list [4] - 3:21, 3:24, 4:1, 4:2</p> <p>listen [1] - 47:21</p> <p>literally [1] - 21:8</p> <p>lived [2] - 27:22</p> <p>loaded [1] - 32:21</p> <p>located [3] - 15:14,</p>	<p style="text-align: center;">M</p> <p>main [3] - 7:15, 7:20, 7:22</p> <p>manage [2] - 24:12, 31:10</p> <p>management [2] - 40:23, 48:14</p> <p>manager [12] - 32:25, 37:10, 37:11, 38:6, 38:22, 40:2, 46:5, 46:12, 48:12, 48:15, 50:7, 50:8</p> <p>managers [1] - 40:15</p> <p>managing [2] - 38:7, 40:16</p> <p>Maria [4] - 2:24, 4:22, 5:5, 53:16</p> <p>MARIA [1] - 1:13</p> <p>Maria's [1] - 5:2</p> <p>Marieville [2] - 28:14, 30:7</p> <p>Mario [1] - 2:24</p> <p>market [3] - 40:6, 46:17, 46:18</p>			

<p>14:11, 14:13, 14:17, 14:19, 14:21, 14:22, 14:24, 14:25, 15:6, 15:7, 15:9, 15:10, 15:25, 16:1, 16:3, 16:24, 17:6, 17:16, 17:19, 17:21, 18:6, 18:13, 18:15, 18:17, 18:18, 18:20, 18:24, 19:1, 19:3, 19:4, 19:5, 19:6, 19:9, 19:10, 19:16, 19:20, 19:21, 20:7, 20:11, 20:15, 20:17, 20:18, 20:21, 20:22, 20:23, 21:2, 21:3, 21:7, 21:9, 21:10, 21:11, 21:16, 21:21, 21:25, 22:3, 22:5, 22:14, 22:17, 22:20, 22:22, 23:2, 23:9, 23:15, 23:16, 23:17, 23:19, 24:2, 24:4, 24:8, 24:15, 24:20, 24:23, 24:24, 25:2, 25:3, 25:6, 25:15, 25:19, 26:5, 26:7, 26:9, 26:11, 26:12, 26:13, 26:15, 26:20, 26:23, 27:6, 27:7, 27:14, 27:15, 27:25, 28:3, 28:23, 29:1, 29:5, 29:19, 30:11, 30:19, 31:4, 31:7, 31:14, 31:22, 31:23, 31:24, 32:6, 32:10, 32:14, 32:23, 33:6, 33:14, 33:18, 33:19, 33:21, 33:25, 34:1, 34:3, 34:4, 34:7, 34:13, 34:18, 34:20, 34:21, 34:24, 34:25, 35:3, 35:7, 35:19, 35:24, 36:3, 36:8, 36:10, 36:15, 36:17, 36:22, 36:23, 36:24, 37:4, 37:8, 37:20, 38:19, 39:3, 39:9, 40:1, 40:20, 41:1, 41:9, 41:10, 41:12, 41:13, 41:16, 41:18, 41:19, 42:19, 42:22, 42:23, 43:1, 43:6, 43:9, 43:15, 43:18, 43:20, 43:23, 44:3, 44:5, 44:7, 44:14, 44:17, 44:21, 45:13, 45:15, 45:22, 46:3, 46:20, 47:1, 47:5, 47:8, 47:13, 47:16, 47:19, 47:24, 48:2, 48:6,</p>	<p>48:8, 48:9, 48:10, 48:24, 49:1, 49:5, 49:11, 49:13, 50:2, 50:6, 50:13, 50:21, 51:3, 51:7, 51:9, 51:15, 51:22, 52:6, 52:7, 52:13, 52:18, 52:21, 52:24, 53:8, 53:11, 53:15, 53:20, 53:21, 53:23, 54:8 MS [13] - 2:18, 3:23, 4:24, 5:6, 5:10, 5:16, 5:21, 5:18, 5:12, 52:1, 52:10, 52:14, 52:19 multiple [3] - 10:24, 16:5, 42:9</p>	<p>Notary [1] - 55:4 note [1] - 38:19 notes [1] - 55:7 notice [1] - 44:18 notified [1] - 51:25 NOVEMBER [1] - 1:8 number [22] - 10:18, 11:12, 23:4, 23:8, 23:14, 23:20, 24:25, 25:4, 25:17, 30:15, 31:18, 32:12, 32:24, 33:2, 33:20, 34:10, 35:9, 37:7, 41:6, 46:15, 49:15 numbers [13] - 28:9, 29:8, 29:10, 30:24, 31:16, 33:2, 33:11, 39:22, 39:24, 46:25, 49:17, 49:18</p>	<p>opposed [2] - 11:1, 45:8 option [1] - 43:22 options [4] - 37:17, 37:19, 42:9, 43:17 organize [1] - 11:14 original [2] - 13:24, 35:15 originally [3] - 8:10, 38:16, 40:22 outside [1] - 30:4 overages [1] - 28:10 overall [2] - 17:23, 47:20 oversight [2] - 40:18, 50:4 owe [2] - 45:12, 45:25 owed [1] - 45:19 own [1] - 33:2 owner's [1] - 32:15</p>	<p>46:8 PAUSE [2] - 6:9, 54:3 Pawtucket [2] - 27:22, 35:14 Pay [1] - 5:9 pay [1] - 45:25 Pay-Go [1] - 5:9 PayGo [3] - 5:2, 5:10, 5:21 pedestrian [1] - 12:24 pen [1] - 30:23 people [7] - 11:1, 27:3, 27:12, 28:16, 28:21, 35:9, 35:10 people's [1] - 9:5 per [13] - 21:6, 22:17, 23:2, 23:21, 32:11, 34:9, 34:16, 35:11, 40:4, 40:9, 45:16, 46:9, 47:17 percent [7] - 21:12, 26:25, 29:17, 46:7, 49:8, 49:19, 49:24 percentage [1] - 26:22 performance [1] - 39:5 perimeter [2] - 8:3, 8:8 permits [1] - 29:11 phase [3] - 29:6, 38:21, 38:25 phil [1] - 15:10 Phil [18] - 4:13, 6:12, 6:23, 7:1, 8:20, 10:1, 11:8, 13:4, 15:3, 18:20, 23:10, 24:10, 25:15, 25:22, 26:3, 26:5, 43:1 Phil's [1] - 17:21 PHILIP [1] - 1:18 Philip [1] - 7:3 piece [8] - 11:22, 12:24, 13:11, 13:13, 13:16, 53:4, 53:5, 53:18 pieces [1] - 53:2 Pitassi [1] - 3:2 PITASSI [1] - 1:15 pitch [1] - 25:5 plan [22] - 6:14, 6:22, 7:4, 7:16, 7:18, 7:20, 8:19, 9:10, 9:11, 9:17, 9:24, 11:8, 14:15, 15:4, 16:6, 17:8, 17:11, 23:25, 36:12 planning [1] - 53:4 plans [1] - 7:15 PLANTATIONS [1] - 1:1 play [2] - 9:18, 17:10</p>
N		O	P	
<p>name [1] - 7:1 natural [1] - 27:17 necessarily [1] - 19:18 necessary [1] - 17:10 need [20] - 5:13, 15:17, 20:1, 20:5, 23:5, 25:13, 30:8, 32:7, 32:18, 36:15, 36:17, 36:19, 39:15, 42:10, 45:9, 45:13, 47:8, 47:20, 49:25, 50:20 needed [1] - 15:15 needing [1] - 10:25 needs [2] - 42:12, 53:22 NESDEC [7] - 26:23, 26:25, 27:15, 27:16, 29:8, 29:10 net [1] - 36:20 never [1] - 24:24 new [9] - 11:20, 13:20, 24:5, 27:5, 27:7, 27:18, 28:1, 29:11, 46:24 Newport [1] - 34:6 next [17] - 7:15, 7:23, 8:19, 9:24, 16:4, 16:18, 23:20, 23:22, 26:24, 34:24, 34:25, 35:5, 36:9, 36:10, 36:25, 38:9, 49:4 Nickerson [1] - 2:24 Norato [1] - 3:2 NORTH [2] - 1:2, 1:10 north [1] - 7:18 North [5] - 27:10, 29:14, 30:2, 39:7, 49:21 NOTARY [1] - 55:14</p>		<p>O'Brien [1] - 3:1 O'BRIEN [1] - 1:16 obviously [3] - 15:17, 27:8, 41:7 occupied [1] - 28:20 OF [3] - 1:1, 1:2, 55:14 office [2] - 10:13, 13:24 offset [2] - 9:13, 34:11 old [1] - 28:17 oldest [1] - 28:16 Olney [1] - 27:3 once [3] - 33:19, 45:25, 49:16 one [40] - 3:18, 4:10, 5:1, 5:14, 5:24, 6:1, 7:15, 8:16, 8:20, 9:16, 10:20, 11:12, 12:9, 12:21, 14:2, 14:13, 16:12, 18:13, 22:8, 24:6, 26:24, 28:2, 28:21, 29:13, 34:15, 35:6, 35:18, 37:12, 37:17, 38:6, 38:9, 39:19, 43:17, 43:20, 44:14, 48:15, 48:16, 48:17, 52:2 ones [1] - 22:11 open [2] - 23:21, 28:4 operationally [2] - 11:12, 11:14 operations [2] - 10:21, 30:1 opinion [2] - 19:21, 28:12 OPM [1] - 42:15 opportunity [3] - 27:24, 38:20, 38:23</p>	<p>packages [2] - 49:6, 49:7 packed [1] - 27:5 page [4] - 6:25, 7:15, 7:23, 17:19 Pallotta [15] - 2:19, 6:20, 17:23, 18:2, 18:3, 37:24, 38:13, 41:2, 41:3, 42:14, 43:7, 43:9, 45:5, 54:7 PALLOTTA [24] - 1:14, 3:8, 4:1, 4:5, 18:5, 18:7, 21:18, 21:23, 22:1, 22:4, 22:12, 22:16, 22:19, 22:21, 22:25, 43:16, 43:19, 45:4, 45:10, 45:25, 53:2, 53:9, 53:17, 54:6 paper [3] - 28:11, 30:23, 33:5 parent [1] - 17:9 parents [5] - 11:9, 12:11, 14:6, 14:20, 28:6 parking [3] - 7:6, 7:11, 17:10 part [6] - 24:10, 29:4, 33:9, 44:17, 45:15, 52:22 PARTIAL [1] - 1:12 partial [3] - 7:14, 8:11, 17:13 particularly [1] - 18:10 parts [1] - 40:1 party [3] - 33:1, 36:13,</p>	

<p>playground [1] - 7:8 plus [2] - 26:24, 32:15 PO [1] - 51:18 point [10] - 19:19, 21:8, 21:15, 26:4, 33:6, 39:19, 43:12, 49:8, 50:15, 51:23 Pollock [4] - 3:12, 3:17, 3:21, 54:9 POLLOCK [6] - 1:16, 3:9, 3:15, 3:24, 11:8, 54:8 portable [2] - 24:5, 24:6 portal [1] - 17:4 portion [1] - 7:24 possibility [2] - 30:10, 38:14 possible [4] - 4:20, 24:13, 37:1, 48:25 possibly [1] - 12:5 potential [2] - 46:18, 46:19 potentially [1] - 46:15 pre [8] - 40:3, 40:12, 45:14, 45:16, 45:20, 47:5, 49:15, 50:4 pre-construction [8] - 40:3, 40:12, 45:14, 45:16, 45:20, 47:5, 49:15, 50:4 predict [1] - 26:21 preferred [2] - 33:22, 34:1 prepared [1] - 49:4 PRESENT [1] - 1:11 present [3] - 3:2, 6:21, 37:5 presented [3] - 13:23, 31:17, 52:14 presenting [1] - 13:25 pretty [1] - 43:4 previous [5] - 7:16, 28:3, 45:11, 46:1, 49:16 previously [1] - 16:20 price [3] - 31:13, 48:14, 50:8 priced [1] - 21:8 prices [1] - 40:24 pricing [3] - 46:14, 46:17, 46:18 primarily [2] - 29:15, 38:4 primary [2] - 28:5, 46:22 primed [1] - 26:1 principal [3] - 15:20, 16:6, 16:16 print [1] - 55:7</p>	<p>problem [2] - 4:18, 33:12 proceeded [1] - 51:4 proceeding [1] - 16:14 process [12] - 6:17, 16:1, 16:2, 16:4, 17:2, 26:2, 26:4, 49:2, 49:5, 51:13, 51:19, 52:18 processes [1] - 50:16 procurement [1] - 51:17 program [17] - 4:12, 4:21, 6:11, 7:16, 13:8, 15:11, 15:17, 15:22, 16:8, 21:4, 32:12, 37:2, 37:12, 37:23, 39:4, 39:6, 42:13 programatic [2] - 8:9, 16:15 programmatically [1] - 16:7 project [45] - 4:20, 6:17, 6:18, 8:17, 9:8, 11:11, 13:21, 18:11, 21:19, 24:12, 24:14, 25:11, 29:7, 31:9, 31:10, 31:12, 33:23, 36:7, 37:1, 37:12, 37:14, 38:2, 38:3, 38:12, 38:15, 38:22, 39:14, 39:20, 40:14, 40:15, 40:16, 40:17, 41:11, 41:20, 41:24, 42:7, 44:20, 44:24, 46:11, 48:22, 49:16, 50:3, 50:9, 50:10 projected [2] - 30:13, 30:15 projection [1] - 27:17 projections [2] - 29:2, 31:19 projects [6] - 32:16, 33:15, 38:7, 39:14, 45:1, 45:23 proposal [1] - 43:21 proposals [1] - 37:17 proposed [2] - 29:3, 50:12 provide [3] - 7:10, 11:13, 45:17 Providence [8] - 27:10, 29:14, 29:20, 29:21, 29:24, 30:3, 39:7, 49:21 PROVIDENCE [3] - 1:1, 1:2, 1:10 provides [1] - 10:25 provision [1] - 38:25</p>	<p>PUBLIC [1] - 55:14 Public [1] - 55:4 purchasing [10] - 50:18, 50:25, 51:1, 51:5, 51:21, 51:22, 52:11, 52:15, 53:14 purpose [2] - 17:8, 17:11 pursuant [1] - 44:20 push [1] - 18:2 put [13] - 12:15, 24:6, 28:11, 30:23, 31:16, 33:1, 37:13, 37:16, 41:10, 41:13, 42:8, 42:24, 43:20 putting [1] - 3:4</p>	<p>45:23, 46:16, 47:25 rebidding [1] - 39:8 rebids [1] - 40:11 receive [2] - 12:23, 48:3 receiving [1] - 40:4 recent [1] - 34:5 recommend [4] - 37:16, 43:18, 43:20, 44:18 recommendation [10] - 42:11, 50:22, 50:23, 50:25, 51:1, 51:5, 51:16, 52:4, 52:11, 52:20 recommended [4] - 44:21, 50:14, 51:17, 52:16 reconciled [1] - 46:8 record [3] - 2:1, 34:2, 55:6 reduce [4] - 8:7, 20:5, 25:19, 25:20 reduced [2] - 8:2, 55:7 reducing [2] - 19:18, 19:19 reduction [1] - 40:19 refresh [1] - 50:15 refresher [1] - 49:2 regarding [1] - 50:17 region [1] - 40:6 reimburse [1] - 30:15 reinforce [1] - 39:3 reiterate [1] - 50:6 related [3] - 6:8, 15:12, 44:25 relationship [3] - 38:21, 46:1, 49:24 relook [1] - 19:13 remains [1] - 6:18 remember [2] - 13:6, 23:14 rendering [2] - 7:23, 17:20 repeat [2] - 44:13 report [1] - 52:16 REPORTER [2] - 1:25, 55:14 represent [1] - 51:24 represented [1] - 52:22 represents [1] - 7:21 request [5] - 5:7, 37:16, 43:21, 45:17, 48:10 require [2] - 9:6, 52:9 requiring [2] - 5:11, 5:22 resource [1] - 16:17 respond [1] - 48:21</p>	<p>response [2] - 43:22, 45:21 result [3] - 6:15, 6:19, 10:9 retainage [1] - 29:22 review [3] - 5:2, 10:13, 49:6 reviewed [1] - 13:8 revised [2] - 7:4, 24:16 revisions [1] - 16:20 RFP [3] - 45:21, 48:3, 48:6 RHODE [2] - 1:1, 55:14 Rhode [4] - 16:25, 28:1, 41:23, 55:5 RI [1] - 1:10 Richard [1] - 2:20 RICHARD [1] - 1:12 RIDE [32] - 10:7, 10:10, 10:13, 10:16, 11:2, 13:23, 14:1, 16:10, 16:13, 16:23, 17:3, 17:22, 17:23, 18:4, 20:3, 26:8, 29:7, 30:12, 30:18, 31:21, 31:22, 33:23, 35:5, 36:9, 36:10, 36:16, 37:22, 41:5, 43:3, 43:11 RIDE's [1] - 17:4 rising [1] - 40:24 risk [2] - 46:20 road [11] - 7:12, 8:4, 9:20, 10:18, 11:9, 11:18, 11:22, 13:15, 14:7, 16:12, 43:11 ROBERT [1] - 1:16 Robert [1] - 3:1 role [1] - 50:18 roll [1] - 2:8 Ron [1] - 3:1 roofing [1] - 8:6 room [4] - 4:14, 16:17, 16:18, 49:2 rooms [1] - 26:5 roughly [1] - 22:2 round [4] - 16:14, 16:19, 36:17, 50:14 rounds [1] - 49:4 route [2] - 14:19, 14:20 RUGGERIO [2] - 2:7, 2:10, 2:16, 3:7, 3:10, 3:12, 3:20, 4:6, 6:1, 6:4, 6:6, 7:1, 28:23, 29:1, 37:4, 38:19, 44:3, 44:7, 44:17, 48:6, 48:9 run [1] - 10:7</p>
Q				
<p>qualification [1] - 49:10 qualifications [3] - 49:6, 49:7, 49:8 quantify [1] - 33:5 questions [6] - 6:8, 13:20, 15:11, 17:6, 35:3, 54:1 quick [2] - 8:20, 21:11 quicker [1] - 11:1 quickly [3] - 17:7, 41:25, 42:8 quorum [3] - 2:11, 3:20, 4:7</p>				
R				
<p>raise [1] - 42:19 RE [1] - 1:5 reacted [1] - 13:25 reaction [1] - 19:17 read [2] - 35:12, 35:16 ready [4] - 5:2, 48:3, 50:19, 53:24 realigned [2] - 4:20, 37:1 realize [2] - 38:1, 39:8 realizing [2] - 41:3, 41:4 really [6] - 24:24, 33:20, 34:14, 36:20, 37:25, 39:2 reason [8] - 10:19, 10:24, 13:19, 19:24, 23:3, 34:13, 37:8, 42:1 reasons [1] - 10:18 rebid [13] - 34:22, 39:15, 39:20, 39:23, 40:7, 41:8, 43:14, 43:16, 43:17, 44:19,</p>				

S				
<p>sacrifice [1] - 24:12</p> <p>safety [3] - 32:16, 32:17, 40:16</p> <p>satisfied [1] - 18:12</p> <p>save [4] - 9:3, 9:4, 9:11, 46:18</p> <p>savings [4] - 9:12, 38:11, 41:4, 42:16</p> <p>saw [6] - 18:22, 28:10, 29:22, 30:21, 46:6, 46:10</p> <p>scale [1] - 38:8</p> <p>scary [1] - 33:9</p> <p>schedule [3] - 8:18, 36:25, 42:20</p> <p>schematic [7] - 16:9, 16:13, 21:12, 32:24, 36:11, 42:2, 46:7</p> <p>school [68] - 4:10, 4:12, 4:21, 6:11, 6:15, 12:19, 17:4, 17:17, 17:25, 19:8, 19:14, 20:9, 20:16, 20:19, 20:24, 20:25, 21:7, 21:17, 21:19, 22:9, 22:10, 22:24, 23:5, 23:7, 23:25, 24:5, 24:6, 24:9, 25:3, 25:4, 26:1, 28:4, 28:7, 28:11, 29:20, 29:21, 29:22, 29:25, 30:1, 30:16, 30:18, 30:19, 30:21, 30:22, 30:25, 31:16, 32:18, 32:19, 33:22, 36:16, 37:2, 37:18, 39:19, 44:22, 44:25, 50:16, 50:17, 50:22, 50:23, 50:24, 51:24, 52:6, 52:21, 53:3, 53:13, 53:19</p> <p>SCHOOL [2] - 1:3, 1:6</p> <p>School [2] - 30:7, 30:8</p> <p>schools [33] - 10:19, 17:15, 18:9, 21:18, 21:20, 21:23, 22:12, 22:19, 22:23, 22:25, 24:22, 27:5, 27:8, 27:12, 28:1, 29:24, 30:2, 30:3, 33:10, 36:1, 37:9, 37:11, 37:16, 38:3, 38:4, 43:17, 43:19, 44:2, 46:12, 48:13, 48:14</p> <p>scope [16] - 4:21, 6:18, 24:12, 25:25, 37:3, 37:23, 37:25, 38:16, 39:4, 40:21,</p>	<p>41:4, 42:7, 42:13, 44:1, 44:24, 46:22</p> <p>scores [1] - 49:10</p> <p>second [11] - 3:24, 4:1, 4:2, 7:21, 7:22, 17:13, 43:15, 44:14, 45:4, 49:13, 54:8</p> <p>seconded [2] - 45:5, 54:9</p> <p>secure [1] - 7:8</p> <p>see [22] - 3:22, 6:21, 9:10, 9:17, 10:17, 10:21, 20:25, 21:5, 24:17, 25:12, 25:13, 26:6, 27:9, 31:9, 32:20, 32:22, 33:20, 40:8, 42:3, 42:15, 46:15, 47:20</p> <p>seeing [4] - 6:13, 18:9, 27:2</p> <p>seem [1] - 28:15</p> <p>sees [1] - 39:7</p> <p>select [1] - 50:21</p> <p>selected [2] - 49:7, 51:17</p> <p>selection [2] - 51:16, 53:12</p> <p>send [5] - 5:18, 5:19, 27:23, 36:13, 44:18</p> <p>sense [3] - 11:18, 12:7, 38:6</p> <p>sent [2] - 5:3, 5:24</p> <p>separate [4] - 17:9, 22:11, 40:14, 43:19</p> <p>separating [1] - 9:18</p> <p>service [6] - 7:12, 8:4, 10:22, 11:13, 14:7, 50:4</p> <p>services [1] - 38:22</p> <p>set [2] - 39:1, 55:9</p> <p>several [2] - 41:14, 49:9</p> <p>severed [1] - 46:2</p> <p>severing [1] - 45:11</p> <p>shakes [1] - 25:12</p> <p>shaved [1] - 31:2</p> <p>sheet [1] - 17:13</p> <p>shift [1] - 27:1</p> <p>shifted [1] - 34:19</p> <p>SHORTHAND [1] - 55:14</p> <p>shortlist [1] - 49:9</p> <p>shortlisted [1] - 49:16</p> <p>shovels [1] - 41:14</p> <p>show [1] - 40:19</p> <p>showing [1] - 26:23</p> <p>shown [2] - 21:15, 21:17</p> <p>shows [1] - 15:3</p> <p>shrink [1] - 35:24</p>	<p>side [6] - 14:14, 25:10, 25:13, 31:1, 36:9</p> <p>sides [1] - 12:22</p> <p>sign [3] - 5:19, 6:6, 17:4</p> <p>signage [1] - 12:15</p> <p>signed [2] - 5:25, 34:5</p> <p>significant [4] - 8:8, 37:13, 39:14, 39:17</p> <p>significantly [1] - 39:25</p> <p>similar [2] - 33:16, 46:11</p> <p>simple [1] - 6:8</p> <p>single [3] - 7:13, 8:11, 49:20</p> <p>site [14] - 6:22, 7:4, 8:12, 9:9, 9:13, 9:24, 10:23, 17:8, 23:5, 23:12, 35:20, 36:4, 36:5</p> <p>sites [2] - 40:14, 40:15</p> <p>size [10] - 18:21, 19:11, 19:18, 20:2, 25:20, 28:5, 31:2, 32:5, 33:16</p> <p>skews [1] - 23:3</p> <p>SLAM [3] - 18:5, 18:6, 25:22</p> <p>slightly [1] - 22:10</p> <p>slope [1] - 11:1</p> <p>small [2] - 38:5, 48:19</p> <p>smaller [4] - 9:13, 25:7, 25:18, 36:5</p> <p>SMITH [1] - 1:9</p> <p>soccer [3] - 35:14, 35:20, 36:2</p> <p>sold [1] - 28:19</p> <p>someone [1] - 3:4</p> <p>somewhere [3] - 35:12, 35:13, 35:16</p> <p>sorry [3] - 26:3, 27:14, 53:16</p> <p>sort [5] - 18:1, 24:17, 41:11, 41:24, 42:14</p> <p>southern [1] - 14:14</p> <p>space [2] - 7:19, 16:18</p> <p>special [3] - 15:12, 15:20, 16:17</p> <p>specific [2] - 6:21, 38:21</p> <p>specifically [2] - 15:12, 39:1</p> <p>SPIEGEL [79] - 1:17, 5:1, 5:8, 5:23, 6:12, 9:4, 9:9, 10:8, 10:17, 11:5, 12:18, 14:9, 14:13, 14:22, 14:25, 16:24, 17:16, 17:21, 18:6, 18:15, 18:18,</p>	<p>20:18, 20:22, 21:16, 22:14, 22:22, 23:9, 23:17, 24:8, 25:19, 26:11, 27:6, 27:14, 27:25, 29:5, 29:19, 30:11, 31:7, 31:22, 32:6, 32:14, 33:6, 33:18, 34:4, 34:13, 34:20, 34:24, 35:19, 35:24, 36:3, 36:17, 36:23, 37:20, 39:3, 40:20, 41:9, 41:12, 41:16, 41:19, 42:23, 43:6, 43:23, 44:21, 45:13, 45:22, 46:20, 47:1, 47:8, 48:24, 49:5, 49:13, 50:6, 50:21, 52:6, 52:24, 53:8, 53:15, 53:21, 53:23</p> <p>spoken [1] - 38:17</p> <p>sprawling [1] - 8:16</p> <p>spread [2] - 23:7, 40:18</p> <p>Spring [2] - 7:7, 14:11</p> <p>square [35] - 18:24, 19:7, 19:13, 19:15, 20:13, 20:14, 20:22, 21:4, 21:6, 21:19, 22:2, 22:4, 22:12, 22:14, 22:17, 22:25, 23:2, 23:3, 23:4, 23:21, 24:17, 26:6, 32:1, 32:2, 32:4, 32:9, 32:11, 32:21, 34:9, 34:11, 34:16, 35:11, 40:4, 40:9, 46:9</p> <p>stacks [1] - 17:14</p> <p>stadium [1] - 35:20</p> <p>stage [2] - 29:6, 31:11</p> <p>stagger [1] - 38:8</p> <p>stand [1] - 37:8</p> <p>stands [2] - 25:12, 35:4</p> <p>start [3] - 19:17, 37:6, 46:15</p> <p>started [1] - 8:10</p> <p>starts [1] - 29:11</p> <p>State [1] - 55:5</p> <p>STATE [2] - 1:1, 55:14</p> <p>state [7] - 7:1, 9:22, 18:10, 29:3, 33:16, 44:15, 48:20</p> <p>statement [2] - 24:15, 40:7</p> <p>status [1] - 4:11</p> <p>statute [1] - 17:3</p> <p>stay [1] - 46:19</p> <p>steel [4] - 8:6, 9:12,</p>	<p>23:6, 23:12</p> <p>stenographic [1] - 55:6</p> <p>step [3] - 6:16, 16:4, 52:2</p> <p>Stephen [1] - 27:3</p> <p>Steve [1] - 3:2</p> <p>STEVEN [1] - 1:15</p> <p>still [17] - 17:9, 21:5, 23:5, 23:20, 25:11, 31:11, 33:23, 34:9, 34:22, 41:7, 41:13, 41:14, 41:21, 43:2, 46:17, 50:11</p> <p>stories [2] - 8:2, 23:11</p> <p>story [15] - 7:13, 7:14, 7:24, 8:11, 8:12, 8:15, 8:16, 9:6, 13:11, 13:13, 13:16, 17:17, 34:14, 34:15</p> <p>strategies [1] - 31:5</p> <p>STREET [1] - 1:9</p> <p>Street [4] - 14:2, 14:4, 14:8, 14:10</p> <p>street [7] - 8:1, 14:14, 14:17, 14:23, 15:3, 15:8, 46:13</p> <p>structural [2] - 8:6, 23:5</p> <p>structure [2] - 8:11, 8:12</p> <p>students [8] - 12:23, 26:22, 28:14, 29:23, 30:1, 30:13, 30:15</p> <p>STUDIO [1] - 1:18</p> <p>Studio [3] - 5:14, 6:4, 7:3</p> <p>study [1] - 29:6</p> <p>stuff [1] - 31:13</p> <p>subcommittee [4] - 50:13, 52:2, 53:11, 53:12</p> <p>subcontractor [1] - 46:13</p> <p>subcontractors [2] - 38:8, 40:5</p> <p>submission [4] - 10:12, 10:15, 16:22, 17:17</p> <p>submissions [1] - 16:23</p> <p>submit [6] - 5:21, 16:13, 16:25, 17:3, 36:16, 49:6</p> <p>substantial [3] - 8:23, 29:25, 40:21</p> <p>substantially [1] - 33:18</p> <p>sudden [1] - 33:11</p> <p>Sue [4] - 2:2, 2:23,</p>

<p>7:1, 39:11 superintendent [1] - 40:25 superintendents [1] - 40:15 support [5] - 30:18, 34:10, 41:6, 42:21 supports [1] - 42:17 surprise [1] - 24:21 surprised [2] - 35:10, 46:16 surrounding [1] - 27:9 survival [1] - 29:9 SUSAN [2] - 1:24, 55:13 Susan [1] - 55:4</p>	<p>together [2] - 21:25, 31:16 Tommy [1] - 3:2 took [1] - 22:8 top [3] - 7:15, 26:9, 33:3 total [3] - 21:20, 37:19, 49:8 tough [1] - 9:17 Town [1] - 39:7 town [8] - 27:4, 27:13, 28:16, 50:16, 50:17, 51:1, 52:22, 53:3 TOWN [1] - 1:2 track [34] - 19:7, 19:11, 20:1, 20:9, 20:15, 20:19, 20:24, 20:25, 21:7, 22:9, 22:10, 24:8, 24:18, 25:4, 26:1, 28:4, 28:7, 28:11, 30:16, 30:18, 30:19, 30:21, 30:25, 31:16, 32:1, 32:3, 33:22, 36:7, 36:19, 36:20 tracks [1] - 25:17 trade [3] - 40:5, 40:11, 50:2 traffic [1] - 15:1 transcription [1] - 55:8 transitioned [1] - 7:13 trucks [1] - 12:9 true [2] - 29:16, 55:6 try [1] - 6:16 trying [4] - 2:4, 5:12, 31:15, 48:24 Tuesday [1] - 41:23 turn [4] - 2:5, 6:12, 14:8, 14:10 TV [2] - 4:14, 4:17 type [1] - 39:12</p>	<p>50:9, 50:11 update [2] - 4:22, 25:8 updated [2] - 4:12, 6:10 upper [1] - 9:10 utilize [1] - 7:25</p> <p style="text-align: center;">V</p> <p>VALLEE [13] - 1:13, 3:23, 4:24, 5:6, 5:10, 5:16, 5:21, 5:18, 5:12, 5:2:1, 5:2:10, 5:2:14, 5:2:19 Vallee [1] - 2:24 value [17] - 6:16, 8:17, 12:21, 23:7, 24:12, 32:11, 33:17, 34:9, 38:1, 39:7, 39:8, 40:23, 41:4, 41:19, 45:16, 46:17, 49:9 values [2] - 40:4, 46:9 VanAvery [1] - 15:15 vehicles [3] - 10:22, 10:23, 11:10 vehicular [1] - 12:24 versus [2] - 18:21, 32:1 vertically [1] - 7:18 visible [1] - 14:14 VOICE [1] - 3:3 vote [6] - 4:20, 24:22, 36:16, 37:1, 52:8, 52:11 voted [6] - 21:13, 22:6, 24:24, 25:9 voting [7] - 2:14, 2:15, 2:21, 2:22, 3:13, 4:6, 37:6</p>	<p>30:8, 34:8, 34:9, 34:18, 37:12, 37:18, 39:16, 39:17, 39:24, 44:1, 44:25, 48:18 whereof [1] - 55:9 whole [3] - 11:19, 25:12, 49:19 wife [1] - 28:22 wing [1] - 7:17 witness [1] - 55:9 word [1] - 42:24 wording [1] - 42:16 worried [1] - 15:1</p>
T	U	W	Y
<p>T's [1] - 30:9 table [1] - 44:22 TAPE [1] - 54:11 tape [1] - 5:5 taped [1] - 39:11 tasked [2] - 6:15, 24:9 taxpayer [1] - 30:3 taxpayers [1] - 27:11 team [1] - 25:22 terminate [4] - 38:21, 44:15, 44:19, 44:23 terms [2] - 8:3, 29:25 Terry [4] - 14:2, 14:4, 14:8, 14:10 THE [44] - 2:1, 2:9, 2:12, 2:15, 2:17, 2:19, 2:22, 3:4, 3:11, 3:14, 3:17, 3:21, 4:3, 4:8, 4:16, 5:4, 8:13, 14:3, 28:13, 28:25, 34:22, 35:2, 35:6, 35:8, 35:22, 36:1, 39:10, 44:9, 44:12, 45:2, 45:5, 45:8, 46:23, 47:2, 47:6, 47:10, 47:15, 47:18, 47:21, 53:1, 53:25, 54:4, 54:7, 54:9 third [3] - 33:1, 36:13, 46:8 thousand [19] - 18:23, 18:24, 19:13, 20:14, 20:22, 21:21, 22:2, 22:5, 22:7, 23:4, 32:2, 32:4, 32:6, 32:8, 33:11, 47:16, 47:17 throughout [1] - 33:16 tighten [1] - 20:1 today [4] - 4:10, 6:14, 38:10, 42:6</p>	<p>unanimous [1] - 45:9 under [3] - 21:21, 23:1, 33:17 understood [1] - 15:9 unfortunately [3] - 4:14, 29:10, 30:12 unknowns [2] - 33:1, 33:4 unless [2] - 5:22, 17:4 unloading [1] - 15:2 up [17] - 2:3, 5:4, 5:5, 11:12, 12:13, 12:14, 12:15, 15:2, 19:11, 20:1, 28:4, 39:10, 39:12, 39:21, 41:3</p>	<p>wait [1] - 41:22 waiting [1] - 5:11 walk [1] - 6:23 wants [3] - 48:12, 48:15, 48:18 waste [1] - 53:7 ways [3] - 24:10, 25:19, 36:6 week [4] - 13:5, 13:17, 15:11, 36:13 weeks [1] - 35:10 WERE [1] - 45:7 whatnot [2] - 11:9, 27:11 Whelan [22] - 7:4, 7:13, 8:21, 12:9, 16:12, 17:7, 18:11, 23:20, 24:10, 27:2,</p>	<p>years [4] - 26:24, 27:1, 33:10, 49:25 yesterday [1] - 35:16 younger [1] - 28:18 yup [2] - 13:23</p>
	Z		<p>zoning [2] - 29:2, 29:3</p>