COUNCIL OF THE CITY OF PHILADELPHIA

COMMITTEE OF THE WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, April 30, 2013
10:45 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILMAN CURTIS JONES, JR.
COUNCILWOMAN JANNIE L. BLACKWELL
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILMAN BRIAN J. O'NEILL
COUNCILMAN MARK SQUILLA
COUNCILMAN DAVID OH
COUNCILMAN W. WILSON GOODE, JR.
COUNCILMAN WILLIAM K. GREENLEE
COUNCILMAN JAMES KENNEY
COUNCILMAN KENYATTA JOHNSON
COUNCILWOMAN CINDY BASS
COUNCILWOMAN BLONDELL REYNOLDS BROWN

BILLS: 120338, 120339, 120651, 130141,
130142, 130150, 130163, 130178,
130179, 130180, 130181, 130182,
130183, 130254

RESOLUTIONS: 130190

- - -

COUNCIL PRESIDENT CLARKE: All right. Good morning. Sorry for the delay.

This is a Public Hearing of the Committee of the Whole regarding Bills No. 120338, 120339, 120651, 130141, 130142, 130150, 130163, 130178, 130179, 130180, 130181, 130182, 130183, 130254 and Resolutions 130190.

Mr. Decker, will you please read the titles of the bills and resolutions.

THE CLERK: Bill No. 120338 entitled, an Ordinance amending Section 19-1307 of The Philadelphia Code, entitled "Deferrals of Real Estate Tax," by further providing for certain deferrals of payment of a certain portion of Real Estate Taxes due the City of Philadelphia or the Philadelphia School District.

Bill No. 120339 entitled, an Ordinance amending Title 19 of The Philadelphia Code, by adding a new Chapter 19-2900A, entitled "Special Real Estate Tax Provisions for Low Income Taxpayers," providing for credits against real estate tax for certain low income taxpayers.

And Bill No. 120651 entitled, an Ordinance

amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes," by reducing the amount of real estate taxes to be exempted for certain improvements to, or construction of, certain residential, commercial, industrial or other business properties; and by reducing the duration of such exemptions.

Bill No. 130141 entitled, an Ordinance amending Chapter 19-2900 of The Philadelphia Code, entitled "Senior Citizen Special Tax Provisions," by providing for those circumstances where a participant in the tax freeze program authorized by that Chapter would owe less taxes as a result of a reduction in the tax rate or the assessed value of the taxpayer's property but for his or her prior enrollment in the program.

Bill No. 130142 entitled, an Ordinance phasing over a period of years the effects of the actual value initiative and authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia for Fiscal Year 2014 and thereafter by amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes,"; providing for a tax and tax rate on real

property; and by amending Chapter 19-1800 of The Philadelphia Code, entitled "School Tax Authorization," to further authorize the Board of Education of the School District of Philadelphia to impose a tax on real estate within the City of Philadelphia, and providing for a tax rate.

Bill No. 130150 entitled, an Ordinance authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia at a combined rate of 1% for Fiscal Year 2014 and thereafter, by amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes," to provide for a tax and tax rate on real property, and by amending Chapter 19-1800 of The Philadelphia Code, entitled "School Tax Authorization," to further authorize the Board of Education of the School District of Philadelphia to impose a tax and tax rate on real estate within the City of Philadelphia.

Bill No. 130163 entitled, an Ordinance amending Title 19 of The Philadelphia Code, entitled "Finance, Taxes and Collections," by amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes," by providing for

certain deferrals of payment of a certain portion of Real Estate Taxes due the City of Philadelphia or the Philadelphia School District, for owner-occupied properties that are the owner's primary residence, with a limitation of five years.

Bill No. 130178 entitled, an Ordinance to adopt a Capital Program for the six Fiscal Years 2014-2019 inclusive.

Bill No. 130179 entitled, an Ordinance to adopt a Fiscal 2014 Capital Budget.

Bill No. 130180 entitled, an Ordinance adopting the Operating Budget for Fiscal Year 2014.

Bill No. 130181 entitled, an Ordinance amending Chapters 19-1300 and 19-1800 of The Philadelphia Code, entitled, respectively, "Real Estate Taxes" and "School Tax Authorization," by establishing a tax rate for City real estate tax and authorizing and establishing a tax rate for School District real estate tax; and by revising the homestead exclusion.

Bill No. 130182 entitled, an Ordinance amending Chapter 19-1800 of The Philadelphia Code,

entitled "School Tax Authorization," by amending Section 19-1806, entitled "Authorization of Realty Use and Occupancy Tax," to further authorize the tax and to set the rate for such tax.

Bill No. 130183 entitled, an Ordinance amending Chapter 19-1500 of The Philadelphia Code, entitled "Wage and Net Profits Tax," by revising certain tax rates.

Bill No. 130254 entitled, an Ordinance phasing over a period of years the effects of the changes in real property assessments determined by the actual value initiative and authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia for Fiscal Year 2014 and thereafter by amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes,"; providing for a tax and tax rate on real property; and by amending Chapter 19-1800 of The Philadelphia Code, entitled "School Tax Authorization," to further authorize the Board of Education of the School District of Philadelphia to impose a tax on real estate within the City of Philadelphia, and providing for a tax rate.

And Resolution No. 130190 entitled, a

resolution providing for the approval by the Council of the City of Philadelphia of a Revised Five Year Financial plan for the City of Philadelphia covering Fiscal Years 2014 through 2018, and incorporating proposed changes with respect to Fiscal Year 2013, which is to be submitted by the Mayor to the Pennsylvania Intergovernmental Cooperation Authority pursuant to the Intergovernmental Cooperation Agreement, authorized by an ordinance of this Council approved by the Mayor on January 3, 1992 (Bill No. 1563-A), by and between the City and the Authority.

COUNCIL PRESIDENT CLARKE: Thank you, Mr. Decker.

Thank you. We will now start our public testimony. Ms. Lewis, will you please read the names of the first individuals who are testifying.

THE CLERK: Bertha Simmons, Darren Spielman and Steve Schatz. Bertha Simmons, Darren Spielman and Steve Schatz. Okay.

Cecelia Thompson and Helen Gym.

MS. SIMMONS: Okay. Good morning, everyone. I see all the children here. Would the

children please stand. We want to recognize the youth. Thank you. Thank you.

- - -

(Applause)

- - -

COUNCIL PRESIDENT CLARKE: All right. Before we -- Ms. Simmons.

MS. SIMMONS: Thank you.

COUNCIL PRESIDENT CLARKE: Ms. Simmons, before we start, just have a couple things. I just want to talk about the ground rules. You will be given three minutes to submit your testimony. We are asking that you please, and I emphasize please, adhere to those guidelines because we probably have around 70 people to testify today, so we want to make sure that everybody has an opportunity to get their testimony in. Thank you very much.

MS. SIMMONS: Thank you. I understand the one who is in charge of taking the prayer out of school is not here today. So who is representing him? I would like to know.

No one is here to represent him?

COUNCILWOMAN BLACKWELL: There he is.

MS. SIMMONS: Would you please come over here so I can see your face.

COUNCIL PRESIDENT CLARKE: Ms. Simmons, you want to come on with your testimony, please.

MS. SIMMONS: Yes. Because I want everyone in here to know, I know I am being rushed but everybody know they needs some prayer.

How was your raised up? Did you go to school? Did your mother, father, daddy, anybody teach you how to pray? Everybody, you need some prayer right now. Everybody in here needs some prayer. Who woke you up this morning brought you in here? How you going to get home and go to bed and sleep tonight? Don't forget to pray.

And the school needs the prayer. Because last month there were children coming out of school, before they can get out the door, they were fighting down the street. Everybody prays different. You don't have to say a big prayer. But just walk in and meet and greet each other. Because the kids even tell me all colors and all kind.

I used to deliver babies at JFK Hospital. They tell me, what is wrong with you old people?

You old people don't tell us what to do. You old people do not set an example for us. So what are we supposed to do, let the kids talk about us? We are supposed to raise the kids.

That fella who is not here today, I want him to step up today wherever he is and put the prayer back in school. And this young man who is here now, whenever you see him, you go back and tell him that we need the prayer back in school right today. The TV stations are waiting for him. All the newspapers are waiting for him. People outside today are waiting for him because I have him out here.

Everybody is waiting. Just put the prayer back in school and teach your children to meet and greet each other. Everybody says a different prayer, but you can say hello, how, are you. When I was in school, we always sang God Bless America --

COUNCILMAN JOHNSON: That's right.

MS. SIMMONS: -- and went on about our business. Everybody grew up different. But to get up here in Philadelphia you think you grown, you think you know it all, you think because you

are making more money, money don't get you nowhere. Money don't do nothing but make you think you are overly grown but you are not grown. Ask my daughter Jannie Blackwell because I raised her and she still ain't grown.

And I want all of you -- I don't care how old you get, respect yourself. Respect the youth because the youth is our future. We got to train them up and let them know they got to say a prayer because God is good. God is able. And God will watch over us morning, noon and night. When you leave here tonight, God gonna watch over. And all of you all that have the children, don't forget to tell your children to say thank you, Jesus. Or you pray for your children before you go home tonight and when you get home.

So thank you all. Thank you all. Thank you all.

COUNCIL PRESIDENT CLARKE: Thank you, Ms. Simmons.

- - -

(Applause)

- - -

MR. SPIELMAN: Thank you, Councilman

Clarke.

COUNCIL PRESIDENT CLARKE: Please proceed, sir.

MR. SPIELMAN: Thank you Councilman Clarke for convening this hearing and for the opportunity to testify today. Thank you, Council, for your commitment to the education of all Philadelphia's children. My name is Darren Spielman, and I am the Chief Executive Officer for the Philadelphia Education Fund.

I was born and raised in Philadelphia. And I came into consciousness believing that the challenges of children in our city were mine and mine to do something about. And I've spent my career in the service of young people.

At the Ed Fund, we have been champions for public education since 1985. We believe that opportunity is for all young people not only the fortunate few. We support more than 15,000 students, 600 teachers and 30 schools across our city. Grant more than $1 million a year in last dollar scholarship to send neighborhood high school students to college. We have helped transform Philadelphia's approach to dropout

prevention.

We know education at many levels from the city and system to school by school, teacher by teacher and child by child. Through the better times and the harder times, we have maintained a vision of a great public school system that delivers for children and is a desirable place for teachers to start their careers and to stay and succeed. Even though we have a long way to go to realize our vision, there have been successes.

Our on-time high school graduation rate was 44 percent in 2002. Last year we closed with an on-time rate of 64 percent. That's a long way to go, but that is real progress and shows we can improve when we have the basic resources that we need. We all want to see young people graduating prepared for college and career, energized, supportive, successful, professional teachers engaging safe, high functioning schools which is what makes the current financial situation so troubling.

Without additional support from the State and City, we are moving fast in the wrong direction. Instead of driving toward our vision

of a great public school system, we will be in a race to the bottom. We will collectively be making a decision to fail our children, our families and the hard working educators that serve them.

We know there is skepticism at times for Members of Council. You have heard it before. And to your credit, you have invested more two years running. But as an educator that often works with the School District and also critiques the district, I want you to know this crisis is real. When the District states their administrative costs are down to 3 percent of operation, we know this is true. We have walked the empty hallways at 440. We have struggled to work with the remaining overburdened staff, stretched beyond their capacity to meet the many needs of a large district.

When they took the unusual step of issuing a projected budget based on real revenue, they detailed for us a dire condition. And our work with the schools through our rising collaborative, we can tell you the loss to student, schools and neighborhoods if music teachers are discarded and

our work with our college access system, we can tell you that students hopes and dreams of college and career success will suffer if counselors are eliminated.

Our research and interventions around the early warning indicators of school dropouts has demonstrated that students need personal connections with adults and buildings.

COUNCIL PRESIDENT CLARKE: Mr. Spielman, you have to wrap up.

MR. SPIELMAN: Got you.

These connections improve attendance, behavior and performance, all of which dramatically improve chances of earning a diploma. The 60,000,000 you're being asked for today is gravely needed. As you know, it will not make the system whole, but it will set us on the path to recovery. A path that the Commonwealth will need to follow.

In the long term, we need the State to adopt a funding formula based on the real number of students served as 47 other states do. We need a formula weighted to account for the cost --

COUNCIL PRESIDENT CLARKE: Mr. Spielman,

wrap up means wrap up.

MR. SPIELMAN: Five seconds.

We need a formula that weighs the cost of our more challenging populations as 37 states do. A formula that rationally funds charters so that we stop pitting districts and charter schools and parents against each other. You are not facing this.

Right now, the children and families in every school and every district --

COUNCIL PRESIDENT CLARKE: Mr. Spielman. Mr. Spielman --

MR. SPIELMAN: Here you go.

COUNCIL PRESIDENT CLARKE: Sir, that means --

MR. SPIELMAN: I got you.

You are not facing this challenge alone. You play a pivotal role in helping to move Philadelphia forward.

Three things. Raise the 60 million locally. Advocate for the 120 million we need for the state to build ration --

- - -

(Witness microphone cut off.)

- - -

COUNCIL PRESIDENT CLARKE: Sir.

MR. SPIELMAN: (Keeps giving testimony with microphone cut off.)

COUNCIL PRESIDENT CLARKE: Sir, thank you.

Please proceed.

MS. THOMPSON: Good morning, Councilman President Darrell Clarke, Members of City Council, families and community. My name is Cecelia Thompson. I am a concerned parent of a public school receiving special education services.

I sat through most of the testimony yesterday. I read most of the budget and have gone through the school budgets. While the District paints a bleak picture of educational doom and gloom, I am urging City Council to provide the requested amount of 60 million to the School District of Philadelphia.

Yes. I agree you have done your part to fund our children's education. Yes. The District has said we will do better to properly manage the money and we will better educate the children in our charge. Yes. I too am frustrated of the bleak, educational results of those students in

our low income sections of the city. And yes, struggling learners, those who learn differently, students with disabilities and English-language learners have overall made little to no gains. However, please don't let children suffer because of adult mismanagement of financial, educational and human resources.

- - -

(Applause)

- - -

MS. THOMPSON: Our children need a chance to compete in this ever changing job world. Now while you cannot dictate how the money is spent, you do have the authority to have monthly public hearings to get updates on how the resources are being spent and how the children are doing.

Furthermore, you can have meetings where families can let you know what is actually going on in the schools. This can be done as a whole or via each council district. You need to regularly hear from families and students on how things are going especially since the closing of so many schools in Philadelphia.

Before making a decision in addition to the

requests for many of City Council yesterday, I would add the following in terms of transportation and showing the ride times for students with disabilities do not exceed one hour and they get to school on time.

In going through the school budgets for the 2013/2014 school year, the line items for students with disabilities called Low Incidents which are usually those living with autism, receiving life skill support and multiple disabilities have been eliminated. You can ask, will the 60 million restore services to this population. Because my time is short, I did list the schools that there is no support for the low incidence population.

I would just like to thank you for your continued support to the children and their families who attend public schools in Philadelphia. And while you were concerned about what the state is doing, I thank you for what you do. And you can't worry about the State. We are just happy that you are doing your part to help educate our children.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you.

Thank you much for your testimony, ma'am.

MS. GYM: Hello, everybody. I'm going to submit most of my comments, you know, to the public so that it's -- or to Council so that it's on record.

COUNCIL PRESIDENT CLARKE: State your name for the record, please.

MS. GYM: Thank you. My name is Helen Gym. I'm a Philadelphia public school parent and a cofounder of Parents United For Public Education. Parents United supports the 60 million in city money but we do not say this glibly. We are all tax residents. We have been here before. And all of us have felt the challenge of the past funding calls.

But we also want to state unequivocally that Superintendent Hite is the first superintendent during the State takeover never to have had a single amount of dollars allocated to him to promote a vision of teaching and learning in this district. As much as we want to say that this is Harrisburg's fault, you know, this conversation is about here and today.

The choices have run out for us. There is

no borrowing that we are looking at. There is no white savior on whatever dark horse coming in to rescue the day. And unfortunately, as much as we want to tie the conditions to Harrisburg, playing the Bergsmanship game with our schools with a Governor who will cut cash assistance for the poor is not going to bode well. This conversation is really about today.

The first -- you know, the one recommendation I do want to put on public record is that there seems to be some confusion about the consolidated budget which focuses and does include $180 million in City and State money. The request is that you look at the school-by-school budgets which stripped away schools of any contractual and legal mandates around educating children. That is where the District has shown what it will do.

We ask you to take a look at the school-by-school budgets. 20 percent across the board cuts. Maximum class sizes, no counselors, librarians, sports, assistant principals or even secretaries. If you take a look at South Philadelphia High School, which is supposed to double its numbers and take in Bach's school

closing. South's principal has already seen a million dollars cut from its budget over two years; $900,000 for next year alone. His per pupil spending goes from $8,500 down to 7,200. There is no secretary to take a phone call. No counselor for over 1,500 high school students that need it. No AP's to assist with safety issues.

So, we ask that you take a look at those budgets in particular. And the last thing I want to say is that as frustrating as this school education hearing is, a struggle as it is with it, this forum is really the only public place where the School District has been asked to be accountable for the questions it does.

We go all the time to the SRC and make public testimony. We ask questions all the time. Sometimes they answer them, but they really don't have to. For a lot of times, they don't. So, I ask City Council, I know it's so incredibly frustrating, this is such an important place for us and for the public to see your role.

So I thank you very much for all of that.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am.

Chair recognizes Councilman Jones.

COUNCILMAN JONES: Thank you. Mr. President, I will -- because of the lengthy agenda, limit to one question. But it's to you in particular, but to anyone else who will answer.

To the question that was raised by Councilwoman Blackwell yesterday, where do you stand on a locally controlled elected school board?

MS. GYM: I support it.

COUNCILMAN JONES: Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

Chair recognizes Councilman Johnson. Hold on one second, Ms. Gym, please.

COUNCILMAN JOHNSON: How you doing, Helen? Just one real quick question.

I want to go back to the statement regarding the portion of Dr. Hite's budget that wasn't designated toward doing -- you said something on the lines of vision or -- your opening statements.

Can you clarify that for me? That's all.

MS. GYM: He is the first superintendent to come in without a significant amount of money to support a vision of teaching and learning. So if you felt frustrated yesterday by a lack of teaching and learning options, and I know that I heard from a number of different council people that, you know, there are two things that I think are at play.

One, unlike Paul Vallas who came in with hundreds of millions of dollars of State money, unlike Dr. Ackerman who came in with both stimulus money and benefitted from the Rendell Era Funding Formula, Superintendent Hite has $0 in which to enact a vision of teaching and learning. That is partly why you didn't hear a vision of teaching and learning.

If I can take just a second, I also believe there is another reason why you didn't hear a vision of teaching and learning. And that is largely because we did not arrive in this situation accidentally, woefully or due to misfortune or whatever. We arrived here by a conscious set of choices that have taken us further and further away from public education.

We have chased down lots of different schemes over a State takeover that has promoted alternatives to public education other than the ones that we currently have. I'm not saying that the vision of public education that we had pre-takeover was one that we wanted. We have instead moved further away from the social contract that is public education.

What Paul Vallas, when he says that his top adviser said that it was his specific policy to use the power of the choice movement to starve the neighborhood public schools, then why are we not surprised today when we see the Germantown High Schools look the way they do. Or we see the University high schools look the way they do. When we chase after privatization schemes and reckless charter expansion, we will see hundreds of millions of dollars go out the door like that.

- - -

(Applause)

- - -

MS. GYM: If we honestly define -- if we define public education by hyper individualized choices like voting with our feet, then yeah, we

will subject our system, our social values and our social structure to just individuals over what is responsible to the broader society.

People absolutely have the right to choose. 30 percent of Lower Merion parents choose to send their children to a school other than their District public school. But you do not hear anyone in Lower Merion crying $26,000 per student public and saying that their schools aren't worth the money. That is where I would like to see us be.

COUNCILMAN JOHNSON: Good.

MS. GYM: Thank you.

COUNCIL PRESIDENT CLARKE: Thank you.

- - -

(Applause)

- - -

THE CLERK: The following three speakers please come forward. Deb Cunningham, Carol Blum and Katie Kelly. Deb Cunningham, Carol Blum and Katie Kelly.

Is Robert Petrone here?

COUNCIL PRESIDENT CLARKE: Morning.

MS. BLUM: Good morning, all. Thank you

for this opportunity to speak in front of Council this morning. My name is Carol Blum. And I am a long term resident of Philadelphia.

I am a homeowner here and I work in this City. I volunteer here and I vote here. I walk, bike ride, drive and use SEPTA here. I plant flowers and pick up trash here in Philadelphia. I love Philadelphia in many ways. I'm also the proud parent of two daughters at Meredith Elementary School.

But today I am ashamed to live in Philadelphia. I am ashamed to say that our City and State are showing such little regard for the most vulnerable among us, children and young people. Legislators are showing such little investment for education for young people in our city today.

Where is our moral compass when you can not promise children a reasonable education? I am here today to ask Council to support increased funding for public schools today. Now, I won't be singing the Whitney Houston song, "the Greatest Love Of All," you know the one where she sings, "I believe the children are our future, let them lead

the way." But if I had a sweeter voice, I would be singing that song to you today. Instead, I am here with a plea. I am a product of the public schools.

Back in the day in New York City, back then I had teachers who inspired me and were part of a valued community. In fact, I wanted to be an astronaut when I was a kid. I thought I might be an astronaut some day until I learned how much science and math I would have to endure, but that's not the point. I had a safe environment in school where I could concentrate on my work and I felt encouraged by my teachers. I felt valued in my school.

Although my elementary school did not have a name, it was called PS 197 in Brooklyn, I felt valued since I had access to books, learning and mentors. We had the audacity of hope back then.

In summary, I am making a plea to increase funding for public ed. Of course you as Council Members have choices. You have the privilege to work hard and earn money to have choices. Many among us here do not have such fortunate choices. Maybe you send your children to private schools or

parochial schools. We are here today to speak for the children who have no other choice aside from Philly public.

And we are here for the teachers who sweated over their lesson plans last night to try and teach the distracted kids, the wise guys, the super bright, the shy and the average kids who they greet every day in their classes. We are here to speak for almost 200,000 children who are looking up at you for a reasonable education and better chance at success.

Will you please increase funding for Philly Public. Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am.

MR. PETRONE: Good morning, Members of Council.

COUNCIL PRESIDENT CLARKE: Pull the mic a little closer.

MR. PETRONE: Yes. Thank you. Good morning, everyone.

COUNCIL PRESIDENT CLARKE: Good morning.

MR. PETRONE: Councilperson Blackwell, Councilman Squilla, everyone. Thank you for

having me. My name is Robert Petrone. I am not only the parent of three Meredith Elementary School students but I have also been your Assistant District Attorney for 15 years. As such, I am required to live in the City of Philadelphia. And I can't afford on a City workers salary to send my three children to private school. And I am not alone.

The Philadelphia public school system is essential to families like mine who make up a large part of Philadelphia's tax base. The School District's long term goal of privatizing urban education has created an emergency situation in the City with regard to the School District Budget. Realistically, we cannot run our public schools on the current budget for the upcoming school year where it allows only for a principal and teachers and no additional staff or supplies.

Imagine, if you will, City Hall with just a Mayor and the 17 Members of City Council, no secretaries, no support staff, no aides of any kind, no tip staff.

\- - -

(Applause)

- - -

MR. PETRONE: How well would you be able to serve the public under these conditions?

Now ask yourself, how well can our schools serve our students under this current budget plan?

This budget is effectively a de facto closing of all Philadelphia public schools. We need to adopt Dr. Hite's plan for 60 million more for the City and we need 120 million more from the State, but we are not going to get any more money from the State. Governor Corbett cut a million dollars in support for public education two years ago and it's never been restored.

While class sizes increase and we are losing programs and staff, the Governor proposes to give out money and tax breaks to corporations. Money that could and should be going to schools.

Look, budgets are about priorities and we need to make investing in our school system a priority. And we have to stop thinking -- my closing point.

We have to stop thinking of investing in the school system as money that doesn't make money. That is wrong. The school budget is a

threefold investment for the City of Philadelphia. It's an investment in the education of future Philadelphians. It's an investment in neighborhood stabilization. And it's an investment in the necessity of a tax base that will continue to support this City.

Thank you.

- - -

(Applause)

- - -

MR. PETRONE: With your permission, I would like to hand out copies of my comments to the Council. Thank you.

COUNCIL PRESIDENT CLARKE: Sure. Thank you, sir, for your passion.

Please proceed.

MS. KELLY: Thank you, Councilman Clarke and Philadelphia City Council for this opportunity to speak with you. My name is Katie Kelly. I am a resident of Queen Village and a lucky mother of kindergartener at Meredith Elementary and a four year old that hopes to attend Meredith in the future.

My public school experience started in

September when my son entered Meredith, a big brown square building in our neighborhood that, frankly, scared us all at first sight. And quickly came to life and transformed itself right before my eyes.

I now see teachers whose dedication awes me, a community that comes together no matter what, children whose minds and hearts and body what we all hope are City's future will be. I have learned that nothing compares to the phenomenal social, emotional and intellectual growth that an excellent neighborhood public school like Meredith provides. We need our Philadelphia neighborhood schools.

My children attend Meredith as a result of my desire for them to be raised in my beloved Philadelphia. I love our city. I'm excited about and committed to the transformation of our beloved Philadelphia that is happening and alive as a result of the dedication, time, effort, resources, creativity and investment bestowed by our residents upon our neighborhoods as they transform and flourish.

This will all end, I guarantee you, if

young families cannot raise their children in Philadelphia due to lack of schools. I would not be a Philadelphia public school parent if I did not so strongly desire for my children to live in our great city and to continue to celebrate and participate in its growth and rebirth. However, I cannot stay to participate in Philadelphia's growth and rebirth if my children are not able to attend Philadelphia public schools due to lack of funding.

I appreciate the frustrations expressed by fellow citizens regarding the questions about where the public school money goes and encourages all to find the answers and make sustainable budgets for the future. However, we are currently in a crisis and in the stakes of adults that have gotten us to this critical point cannot and should not become the problems of children.

Please don't ask the children of our City, the future of our City, many of our proudest residents to bear the impact of the mistakes of the adults that have been tasked with providing them with functional schools. It is wrong in every way to punish our children with sacrificing

their education and futures for the errors of adults.

Let us continue to work together to keep alive the awesome energy and transformation that is happening in our beloved Philadelphia. Let's keep our committed families in Philadelphia by providing good public education. It benefits every Philadelphian.

Please, please, please do not make me move to the suburbs. I don't like them.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you. Hold on one second, please. Hold on folks. Hold on one second, please.

Chair recognizes Councilman Goode.

COUNCILMAN GOODE: Thank you, Mr. President. Quick question for this panel and other panels that will come up.

Do you support modifying the ten year tax abatement.

MR. PETRONE: Modifying the ten year tax abatement?

COUNCILMAN GOODE: Right now it brings in zero revenue over ten years for new construction

and improvements. Under the Bill before Council, would bring in 70 percent of that revenue.

MR. PETRONE: Yes. Absolutely I support that.

MS. BLUM: Yes. I support that.

COUNCILMAN GOODE: Thank you. Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman. Councilman Oh? You're okay? Okay. Thank you.

THE CLERK: The following three speakers, Brett Schaeffer, Alicia Dorsey and Ken Derstine. Brett Schaeffer, Alicia Dorsey and Ken Derstine.

MR. SCHAEFFER: Good morning, Councilmembers.

COUNCIL PRESIDENT CLARKE: Good morning.

MR. SCHAEFFER: Thank you for the opportunity to speak today. My name is Brett Schaeffer. I'm the parent of two Philadelphia public school students. I also work at the Education Law Center, a statewide organization that helps ensure all children in Pennsylvania have access to a quality public education.

I know that the School District presented

some numbers yesterday. Today, I wanted to share with you a couple of other important numbers.

The first number is three. Our state is one of only three in the entire country that does not use a formula to calculate and distribute state education dollars. I know we're here today to talk about the City's role in funding our schools. I think it's important for everyone to understand the State's role.

Without an accurate, fair and transparent state funding formula for education dollars, school districts throughout Pennsylvania will go through harrowing budget process like this every year. Not knowing what money is coming from Harrisburg because the funding allocation are arbitrary and capricious. Most states use a funding formula that takes into account student differences and school district differences such as cost of living and tax effort, and calculates and distributes money to schools based on those factors. That means school district's like Philadelphia that have a high number of students with greater learning needs, such as students in poverty and students learning English, receive

necessary funding to address those needs.

The State must return to a sound education funding formula so all of our schools and students will receive adequate funding and equal opportunities to succeed.

The second number I want to talk about is 100. That is the number of school nurses who are no longer working in the School District of Philadelphia.

The Education Law Center with the help of the Lend Program of the Children's Hospital of Philadelphia conducted research during this school year to find out what impact losing more than a hundred school nurses has had on our public school students. The report that we are releasing later this week is alarming. Currently, 195 nurses are serving 150,000 public school students. That's a little more than one nurse for every thousand students.

What does that mean for our kids? For one, it means that nonmedical school personnel are administering medications and treatments to students on a regular basis. Think about that for one minute. And now imagine that for every first

grader who simply needs a bandaid for a scraped knee, there are thousands of first graders who need insulin or need an emergency inhaler to treat their asthma or, in some cases, may need an antidote to combat a potentially fatal allergic reaction.

Who should handle these cases? The parent that happened to volunteer in the classroom? The student teacher down the hall? No.

If the School District continues down this current path, we will realize the real cost of that. That is a quote from one of the current nurses. And we have to heed that warning and ensure that the District does not increase the nurse to student ratio.

The last number that I want to talk about today is zero. Zero is the number of school librarians we would have under the current proposed budget. And there is a report that I have shared with you that you all have that shows a direct correlation between access to a full time certified school librarian and student achievement. Students have higher scores on PSSA reading and writing tests with access to a school

librarian then students who do not have access then students who do not have access to a school librarian. That's a direct correlation, yet the District is proposing to cut all of our school librarians.

COUNCIL PRESIDENT CLARKE: Thank you.

MR. SCHAEFFER: I finally, I urge Council members to work with the District to find a solution to this crisis and ensure our schools have certified school librarians and professional school nurses. These are not extravagances or frivolous programs. These are essential components to developing healthy educated kids.

COUNCIL PRESIDENT CLARKE: Thank you, sir.

MR. SCHAEFFER: Thank you.

COUNCIL PRESIDENT CLARKE: Good morning, ma'am.

MS. DORSEY: Peace be with us. I would like to thank PCAPS for emailing me about today's proceedings. I am Alicia Dorsey, aka, Red Hen. Producer/Director of Red Hen Exploring Our Conditions airing 5:00 p.m. on Philly Cam on Sundays. I explore issues and concerns in our communities then arrange meetings with elected

officials to help assist with change and much needed resources in our community. Would love left to interview all members of City Council if possible.

My issue today is public education and the dollar allocated to the service. And considering how and who the money goes to, please place accountable and transparent measures of the allotments.

What did we learn from the charter school era? The model was experimentation. That was supposed to figure what works and what doesn't work and then what works incorporated into the public school system. Let's keep models as models and learn to incorporate different ideas that relate to diverse learning methods.

The community solution to quality education should not divide the community and the School District. The School District needs to research the community that they operate in. Better yet, hire folks from the community to operate our schools. Let's be more consumer friendly understanding that our future is the product.

Our current product is totally suffering

from post traumatic stress syndrome and post slavery stress syndrome. We need support systems and folks who care about our entire communities and not their blocks to represent us and ensure the School District of Philadelphia works in our best productive citizen interest and not the reformed conformed system of locking us up and throwing away the key.

Peace be with us.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am.

MR. DERSTINE: Good morning.

COUNCIL PRESIDENT CLARKE: Good morning.

MR. DERSTINE: My name is Ken Derstine. I am a retired teacher although I am still very much involved with my last school, Meredith school, as a volunteer.

Having listened to the testimony yesterday, I feel the need to speak about the crisis in Philadelphia's School District from the teacher's perspective. The teacher's perspective is rarely heard for many reasons. We hear plenty of talk about us and plenty of stereotyping from people who have never set foot in a Philadelphia School

District classroom, but there is very little talk to us about how we view the crisis and education.

Since I began teaching in Philadelphia in 1973, I have seen a lot. I cannot recall a year when there was not a budget crisis. My first years of teaching many people look back on as the golden years because under Superintendent Constance Clayton, we had a superintendent who had been a teacher and rose through the ranks to become superintendent. She had an intimate knowledge of the District and was constantly talking to us about developing curriculum.

Things were not great in terms of conditions, but we had the feeling year after year that we were making progress. There are many good people in the District. Teachers of my generation took a job in an urban district because we wanted to make a difference. We knew our pay would be lower than the rest of the state. We knew we would be constantly short of resources.

But many of us shared Dr. Martin Luther King's dream and looked on teaching in Philadelphia as a calling and not a job. This has been true of many teachers I have known over the

years. I am not saying this is true of every teacher. There are certainly some who burned out a long time ago. This is a human institution where there must be due process which protects the rights of both the students and the teachers.

Never in a million years did we foresee that No Child Left Behind would be used to stereotype teachers as incompetent and lazy for social conditions over which we have no control.

With the coming --

- - -

(Applause)

- - -

MR. DERSTINE: -- with the coming of No Child Left Behind and the state takeover of Philadelphia's public schools at the same time, there have been ever rising expectations even as resources were cut more and more each year.

Looking back, it seems that in the last ten years our schools have been like medieval village that has been encircled by an outside army, put under siege with them being suddenly starved of resources and support personnel until we have been weakened enough for the final assault.

What sense does it make that if a community school is not making AYP, it must be closed rather than being provided the resources, smaller classes, counters and other support staff that is needed in a school in an economically distressed community.

Now we hear that constant refrain that parents are choosing with their feet to leave the public schools for charters. I do not judge any parent for looking out for their child and taking them from the conditions in many public schools. However, I attended almost all of the school closing community meetings. I did not hear one parent say they wanted their school closed and they hated their teachers. Quite the opposite.

Granted, these were the families left behind in the charter school gold rush. But even looked at from a social perspective, it is clear that charters have been used by many politicians to divert parents from fighting for full funding for public schools.

Next year, No Child Left Behind requires 100 percent proficiency for a school to make AYP. I am appalled yesterday to hear Dr. Hite state as

a virtue the common course elimination of the reading of fiction. How can children develop their imaginations and dreams if they are not taught to appreciate great literature? How can they develop a love of reading if they are taught reading is just the collecting of information and nonfiction literature to prepare for the next test or for their job?

Can the public schools ever create great writers, scientists or inform citizens who promote and strengthen democracy for such a curriculum? Can it be any clearer that one of the goals of corporate eduction reform is to create workers who are efficient, obedient technocrats but not critical thinkers who approach life with dreams and passion, wanting to change the world for the better.

In Governor Corbett's first year as Governor he cut school funding statewide by one billion dollars with the deepest cuts being made in low income districts, especially Philadelphia. Funds which have not begun to be restored. At the same time, he increased the prison's budget by $700 million including the building of three new

prisons, some privately owned for-profit institutions. It is clear what his vision is for children from low income families.

When taking office, the governor and legislators take an oath to uphold the Constitution of the State of Pennsylvania. Our Article 3, Section 14 of the State Constitution says, "the general assembly say shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth."

Many of these politicians believe that teacher evaluations are a way to get rid of "bad teachers" and bring a renaissance of education. I say we should have an evaluation of politicians based on the fact that Article 3, Section 14 of the state constitution has never been followed for Philadelphia public schools.

In the 37 years I have taught here, my evaluation for these politicians is an F. I know I have not -- I know I have not spoken about the fiscal crisis we currently face. The solution lies in the lesson of this history that I have just recounted.

COUNCIL PRESIDENT CLARKE: Thank you, sir.

THE CLERK: Elizabeth Taylor, Sharon Easterling and Cheri Honkala.

COUNCIL PRESIDENT CLARKE: How many names did you read?

THE CLERK: Elizabeth Taylor, Sharon Easterling and Cheri Honkala.

MS. EASTERLING: That's Cheri. I am Sharon Easterling. Sharon Nielson is also presenting with me. Sharon, just go. We're wasting time.

MS. TAYLOR: I'm Elizabeth Taylor. Should I go?

THE CLERK: I have called the following. Elizabeth Taylor, Sharon Easterling and Cheri Honkala. Please come to the --

MS. EASTERLING: We were both asked to testify. We prepared our testimony together. Can we just go?

COUNCIL PRESIDENT CLARKE: Are both of your names on the list?

MS. NIELSON: Both of our names should be on there. We submitted both names together.

COUNCIL PRESIDENT CLARKE: You have to come based on -- the names that are called are the

people that are supposed to come up. Whose name was not called?

MS. NIELSON: Mine.

COUNCIL PRESIDENT CLARKE: Okay.

MS. NIELSON: I'll take five seconds.

MS. EASTERLING: Yeah. We could have been done.

COUNCIL PRESIDENT CLARKE: All right. Okay. I am just trying to accommodate everybody. We have a person whose name was called. Let's go, please.

MS. EASTERLING: Just go.

MS. NIELSON: Good morning. My name is Sharon Nielson. I'm the Director of Woodland Academy Child Development Center located in Southwest Philadelphia serving 120 children. I am also a member of Philadelphia For Early Childhood Education.

Philadelphia For Early Childhood Education, PECE, is a collaboration of experts in a community whose work with early childhood community impacts the lives of thousands of families and educators. We are parents, grandparents, teachers, directors, advocacy groups, training and resource

organization who share a passion and commitment to working with public institutions to support quality education. It's because of this commitment that we became concerned when the School District announced its intent to outsource 2,000 head start slides to the community partners.

For years, early childhood community has absorbed the burden of providing quality without adequate resources to cover the true costs of providing this care. The outsourcing of these 2,000 slots has the potential of weakening already fragile support for centers that provide quality care. By quality care, I am referring to those centers that have teachers with degrees and experience, classroom environments that are fully equipped to meet the changing needs of individual children. Centers that use established curriculums that is alive with Pennsylvania's early learning standards who provide screening and assessment for all children and are held accountable to deliver quality outcomes for children.

Quality centers provide support to parents in their role as the child's first teacher as well

as support children's learning at home. These centers provide leadership to the early childhood community. Unfortunately, we do not have enough high quality early childhood centers in Philadelphia.

Of the nearly 1,000 childcare centers, 104 or 10 percent have reached high quality standards through Pennsylvania's quality rating system. Keystone Stars. In fact, if you add up all the high quality early childhood education services in the city including Pre K Counts, Head Starts, Star 3 and 4 centers, you will just get over 12,000 seats, 12,000 highly qualified early childhood education seats to serve more than 100,000 children from birth to 5.

For more than 40 years of research has shown that investigating in high quality education yields one of the highest returns both in terms of helping children be successful and reducing costs to society. Significantly, high quality early childhood education results in children entering kindergarten ready to learn, thus closing achievement gaps between upper and lower income kids reducing the need for special education by

addressing behavioral and special needs early on. One recent study of Pre K Counts in Philadelphia showed decrease in the need for special education from 14 to 4 percent. Reduce the high school dropout rate and significantly reduce rates of incarceration. According to Nobel Prize winning Economist James Heckman, taken together every dollar invested in quality early education returns up to $17 to the individual and society.

Simply put, for the School District to be successful in educating and graduating more of our students, we need a strong early childhood education sector in this City.

COUNCIL PRESIDENT CLARKE: Thank you.

REVEREND EASTERLING: Thank you. Thank you, President Clarke. My name is Reverend Sharon Easterling. I am here also as a member of P.E.C.E. and the Executive Director of Delaware Valley Association for the Education of Young Children. I'm here on behalf of our 2,000 members; 15,000 early childhood educators in the city and more than a hundred thousand children under the age of 5 in the City of Philadelphia.

As you have heard, high quality early

education is the key to promoting academic success for our children despite the overwhelming wisdom of investing in early childhood education, there is a recent trend to divest from this critical resource. The School District is planning to spend $8 million less in providing headstart services in the coming year. And the City has curtailed even its modest investment in the childcare facilities fund. We are here to urge you to fully fund the school system, but to also begin investing in early childhood education by creating a fund of 2 to 4 million dollars to support high quality early childhood education.

Today there are hundreds of childcare programs who want to improve. They lack the resources to be able to do that. We have a robust effort in Philadelphia to improve educational opportunity through our great schools compact. The goal of this effort is that every child in Philadelphia will have access to a high quality school by 2016. Our goal for young children should be no less.

Our goal should be that every single preschooler in this city has access to a high

quality early childhood education. And until we do that, our efforts around ensuring educational opportunity for children will not be successful.

I urge you today to invest in early childhood education, as well.

COUNCIL PRESIDENT CLARKE: Thank you for your testimony.

MS. TAYLOR: Can I go?

COUNCIL PRESIDENT CLARKE: Please proceed.

MS. TAYLOR: Good morning. My name is Elizabeth Taylor. I teach history at Masterman. And I have three children, the oldest of whom is going to go to Houston Elementary for kindergarten and Mt. Airy in September.

As both a teacher and a parent, I implore you to approve the $60 million in additional funding that Superintendent Hite has requested. I also request that you demand that the State allocate adequate resources for the School District. The implosion of the School District will irreparably harm our city and our children. However, if our schools are supported financially with prudent policy, we can and will produce some of the best dollars in the country and in the

world.

At my school, arguably the most privileged in the District, the budget cuts will look like this; no books, no paper, no clubs, no counselors, no librarian, no secretary and six and a half fewer teachers. Is that really an acceptable educational experience for our students?

If you send your child to my school next year, there would be no one to answer the phone. No textbooks could be replaced, no paper to make copies. Imagine that your child couldn't be on the debate team or help public school newspaper, no counselor to assist with high school or college applications, or worse, if a classmate or parent should pass, no counselor to help.

In a building supposedly devoted to learning and study, no place to check out a book. You would have the maximum 33 children in each class. And those classes would be only the most basic. Only $5,400 would be spent on your child's education per year versus $20,000 per year in Lower Merion and our school is better.

Next year this will be the reality of my school, my students. To this City Council should

say a resounding no. If you decide not to fund the School District adequately, it will not just be Dr. Hite or SRC that is hurt, it will be the children of our City and indeed all of our residents. Should the 2013/14 Budget be implemented, many of the thousands of young families with the ability to move will do so. Philadelphia's population and tax base will shrink.

What of our children who do not live in families who do not have the option of transplanting themselves to a more affluent suburb? Shame on you and shame on all of us. If we turn our backs on the most vulnerable members of our society and condemn them to shelves of schools without even the most basic resources.

I have read that you hesitate to grant this funding request because you are not sure if the State will also fund the District appropriately. My response to you is that every dollar spent on a child's education is a dollar that they would not otherwise have. There is no down side. Pressure the State. Demand that Governor Corbett restore funding to the Rendell Era level. Show the State

that we care about our own children and they must as well.

I hope that all of you will put aside politics and instead put yourselves in the position of my students and their parents and agree to the School District's pecuniary request and pressure Harrisburg to do the same. I believe that you will do what is right for our children and that we in the City will have schools that we can be proud of.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you for your testimony, ma'am.

THE CLERK: Cheri Honkala, Guillermo Santos and Jenni Desnouee.

MS. HONKALA: My name is Cheri Honkala. I run an organization in Kensington called the Poor People's Economic Human Rights Campaign. I am the mother of two sons. My son Mark Webber is a successful actor with over 25 some films. He is a product of the Philadelphia school system and Philadelphia public school teachers.

If you go to the CAPA website, it will tell you if you go to the creative and performing arts

school you can become like Boys II Men or like my son Actor Mark Webber. Will this path to success be the case for other -- my other son Guillermo?

The economic crisis has grown. Hunger in Kensington is one of the highest in the country. The drugs these children see, the violence, the poverty, the shootings, the crack houses these children see every day makes it a daily joy for me to see the one positive thing is that they have one safe place that they feel safe to go to and that they love, Moffet Elementary School. One of Philadelphia's hidden secrets where the attendance is high, the grades are high.

The key to success is a vibrant music program, afterschool programs, the track teams, the drumming team, the student council, the bilingual staff and the daily dedication of some of Philadelphia's hardest working teachers around with a Arab population, a high Latino population an African American population. They all work well together and they love their school.

Yet next year if Moffet doesn't find the 300,000 measly little dollars needed for the school, none of this will exist. Moffet won't

even have money to buy one new school book or even paper or toner, nevermind buying a computer.

One study showed that children need computers to succeed in today's world. No. Actually, if the City and the State can't find it to get it together to find this money, our children will be fast tracked into prisons, drugs, unemployment. What you do now will have an impact on our children for years to come. They are the number one priority. Everything should cease and stop in our City until we find this money.

We are organized parents. We vote and we will watch what you do. We know how to watch the flow of money in Philadelphia. It has been forever leaving us, our community and our children. As parents, we will not stand by and let this happen to our children, our teachers and our future. Thank you.

COUNCIL PRESIDENT CLARKE: Thank you for your testimony.

MR. SANTOS: Good day. My name is Guillermo Santos, her child. I am currently going to John Moffet Elementary, and I will be going to Masterman next year, but that's not on topic.

Because basically, if you look at this Moffet, I am actually a little glad I am not going next year if all the cuts that's happening. This entire paper double sided is filled with horror of what's going on. A hidden message that no one understands because they don't care at all.

Here, I will read you some horrors. Let's see. Autistic support, gone; bilingual, gone; secretary, gone. No more books. Oh, look at that, kindergarten, how's that? Yes. Seems like that nothing of that happened ever in the rich -- I can't think of one rich school at all that's had this many budget cuts. Nope, not one.

And really, why? Why not us -- why us? You can take out of anything else; wars, prison. Give it to the children. Without schools, we will be going to those other things.

Thank you very much. It was a pleasure being here. And just to say before I finish, I would like to say that surrounding me are a few, not all, but a few of the Moffet students and parents who care about what is going on in the -- in our schools. So if I were you, I would give us the money.

COUNCIL PRESIDENT CLARKE: Thank you.

MR. SANTOS: Thank you very much.

COUNCIL PRESIDENT CLARKE: Thank you for your testimony.

MS. HONKALA: Just to finish up, a lot -- all of these young people have written statements and they will reading them in the hallway. And this is just the beginning of the fight. These children are learning about what happened during the Civil Rights Movement and how the children played a leadership role in that fight and the fight for public education and the access to it in Philadelphia has just begun.

COUNCIL PRESIDENT CLARKE: Okay. Thank you. Ms. Honkala, what you can do is go to the office. We will make copies and they can be read into the record, the statements from the children.

MS. HONKALA: Okay. Thank you.

MS. DESNOUEE: That's a tough act to follow. I would say if we support those children, we're in good hands.

Good morning, Council.

COUNCIL PRESIDENT CLARKE: Good morning.

MS. DESNOUEE: My name is Jenni Desnouee.

I am the Co-President of the Home and School Association of Kearny Elementary. Thank you for this opportunity.

First, of course, I cannot in good conscious leave this mic without asking for money. We need money. But after being in chambers yesterday and listening to testimony and your questions, I heard the voice of my tenth grade English teacher Ms. Potser in my ear. And she was admonishing me to slow down, take a breath, choose my words carefully and make sure that my concepts are clear. I would advise that we all need to do this.

First of all, there is a lot of talk yesterday about measurement and accountability. Whenever I hear these words, my guard goes up. I'm often asked about our schools PSSA scores. My answer is always the same. I have no idea. I haven't looked at them in years. As a parent and a third generation educator, I can tell you that I see learning going on in our building every day.

As parents, we know when our children are engaged, when they are supported, when they are advancing academically, when they want to go to

school. I support Dr. Hite's movement towards a more wholistic evaluation of teachers and administrators that involves looking at school climate and family engagement as well as academic achievement. This is in line with a national movement to ameliorate the damage high stakes testing has imparted on our system.

I encourage parents and non parents alike to broaden their understanding of standardized test to include the writings of Diane Ravitch, former assistant secretary of education and major architect of No Child Left Behind and early advocate of standardized tests. She now works tirelessly to reverse the monster that she helped create.

She laments the fact that standardized testing has become the blunt edge tool to label our children as failures, close our neighborhood schools, demonize teachers and usher in a wave of privatization of what should be the most public of institutions. These scores are being used to hurt rather than help our most vulnerable students. But the phrase that most concerns me is shared sacrifice. As a parent, I find these to be

dangerous words. If anything like the budget presented yesterday comes to pass, next year will take a unprecedented level of coordination and cooperation between all community players. The only thing our students will have in their corner are our teachers.

I am concerned that just months before the teachers contract, we are interjecting this phrases of shared sacrifice in our dialogue. There will be nothing but sacrifice from teachers next year. Their job descriptions will double with all the support staff expected to be cut. I cannot justify asking to bear more of a burden that should be shared by all of us, parents, nonparents and businesses. If we allow a collapse of our neighborhood schools, it will effect the life quality of ever person in Philadelphia.

We all know there are some teachers out there who are not serving our students. We all want more to be done to either support them in improving or working to have them leave the classroom. However, this is not the dominant narrative we should be telling. The overwhelming majority of teachers are going above and beyond.

And have disproportionately been sharing sacrifice for years.

I am afraid this sentiment is being used to push a political objective without enough thought to the damage it's doing. This language of shared sacrifice is dividing parents and teachers, the two most important allies in educating our children. Next year it will be more important than ever that these two groups trust each other and can work together for the health of their schools. As leaders, I look to you to craft a story that supports this relationship.

I was so happy to hear Dr. Hite say yesterday we need to make sure we have teachers that care and love our students. This is not possible unless they feel cared and loved for themselves. So let me just repeat my request.

More money, a more careful discussion of measurement and accountability and support for our teachers, the back bone of our education system.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you.

THE CLERK: The following three speakers, Ellen Schraeder, Carmen Patrascu and Aliesha

Jones.

MS. SCHRAEDER: Good morning.

COUNCIL PRESIDENT CLARKE: Good morning.

MS. SCHRAEDER: My name is Ellen Schraeder Sirvantea. My husband and I have two children at General George McCall Elementary in Center City, Philadelphia. We are grateful for what the Council is doing today. We understand you've been in this position before. This is a new SRC and Superintendent who seems to be more honest and conservative about their budget than the past.

I'm here to urge the City Council to act first on the matter of the school budget, otherwise Harrisburg will not act. They need to know that you will do everything in your power to help the children of Philadelphia and give them the education experience they deserve.

Please use the tax delinquency money to fix this crisis. Why make our children suffer because of the failure of the past? Think of the effect this will have on them in our City. Shouldn't the well being of the children come before other priorities including the pension giveaways? Find the money for the sake of our children and our

City so it can continue to grow and be a vibrant place for our families to raise children. Children are the lifeline of our fine city. Stop taking things away from education and start giving back.

My family is staying here. We are committed to making lives in the City work, so please do your job and fix this. You're in the public service to serve the public. Please use everything in your power to do so.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am. Morning.

MS. JONES: Good morning. My name is Aliesha Jones. I am Vice President of the Home and School at Gompers Elementary School in Wynnefield.

I understand that you need to be cautious in going forward in funding the School District and that there is concern about writing the District a blank check and not having enough accountability or knowing if it's going to improvement the AYP for the School District in the next coming year. However, this plea for funding

can not even begin to address AYP because it's for the basic operation of a school.

The budget as it stands leaves no money for counselors, aides, SS aids, security. There is no money for Saturday school and limited money for summer schools across the District. If you are concerned about adequate yearly progress now, imagine what the percentages will be like next year if it goes unsupported.

During the school closings, Dr. Hite made a statement that infuriated me. He said we have to learn to do more with less. And that upset me because we are already doing more with less. We are doing the most. Steadily each year our District's funding has decreased.

At Gompers Elementary School, we have lost our student waiting funding. Our Title One has been decreased from 174,000 to 54,000. We have lost four of our SS aides. We have lost five of our noon time aids and we only have two and we have no security guard. Our principal now plays double duty as security at the front desk, hallways, monitoring difficult lunch periods. As the parents of home and school, we had to arrange

our personal schedules to ensure that there is a parent presence every single day in the school.

We tutor. We donate our own funds to make adequate educational supplies. We create programming on our own and we're steadily trying to find grants to bring more into the school. If Council doesn't fund the School District, we will be hearing another statement that you expect us to do the impossible with nothing. We can't do any more than we already are.

COUNCIL PRESIDENT CLARKE: Thank you.

MS. JONES: Considering after Newtown and the abduction of the student at Bryant, don't our children deserve support for staff and safety? We have Council people that have children in the public school district. Would you like for your children to go to a school without these things next year?

I feel that if all city staff were required to have their children in the public school district, funding would be a nonissue. We would be funded. But it's not personal. Apparently, it's just political and it's just policy, correct? Not real children whose future's would be made or

broken by the quality of education they receive. If those 60 million is not invested in our students, who else will it be given to? What is more important?

We need your vote of confidence and the students of Philadelphia. If Council doesn't have faith in our students, how can we expect the Governor who already cut funds to education to build prisons to put more money into education or anyone else? How can we expect for more people to migrate into the City to buy property or to stay and pay taxes when they cannot have access to quality public schools and for their families?

How can you expect children to believe in their education when this is the best we can do? How can we be expected to continue to vote you into office when you can not vote for our children's safety and quality of education? I know that I will not. I know my Councilperson in Wynnefield, Councilman Jones supports us. But if the rest of you cannot support your districts, I will personally rally at any of your districts to ensure that we get someone in those districts that support public education.

COUNCIL PRESIDENT CLARKE: Thank you. Hold on one second, ma'am. I think the Councilman wanted to say something. I didn't know if you wanted to respond to what you said. You gave him props.

COUNCILMAN JONES: I just want you to know she means it. We had our day of service on Martin Luther King's birthday celebration. And at the school it was numerous young people, parents and the --

MS. JONES: 250.

COUNCILMAN JONES: Pardon me?

MS. JONES: 250 and 500 City volunteers.

COUNCILMAN JONES: So if you think she's not serious, she is. But I wanted to say publicly that as a result of that type of activism, Gompers was spared closing. It showed once and for all that parents, students from inner city communities care about the quality of education. I wanted to thank you guys publicly for giving us a sword and a shield as we go into battle on your behalf.

So, thank you very much.

MS. JONES: Thank you.

COUNCIL PRESIDENT CLARKE: Thank you.

THE CLERK: The following three speakers: Michael Davis, Catherine Blount and Jud Aaron.

COUNCIL PRESIDENT CLARKE: Good afternoon.

MR. DAVIS: Good afternoon. I guess I'm first up. I will be brief. I don't know how I can follow that up. It's been great testimony. I just wanted to -- I am here to address this letter that I received from --

COUNCIL PRESIDENT CLARKE: Just state your name for the record.

MR. DAVIS: Oh, Michael Davis. That I receive every couple years from the principals of my son's school. These letters always talk about cuts. Every two years I get one of these. The first one was to talk about no books and no afterschool programs or athletics, which did happen.

So then two years following, I received another letter saying that kindergarten would be cut to half days and that there would be no TAs in the kindergarten when my daughter was registered at a public school. There would be no TAs and that the school would be increasing their classroom sizes significantly to accommodate a

school closing down the street.

So, this is the latest letter. This letter is from Masterman where my son attends seventh grade. He had his teachers speak here just a few minutes ago, which is encouraging to me to see that they are advocating for education the teachers. Here I am as a parent of that son in that classroom advocating, as well.

So, this letter as Liz Taylor described the list of all the closings, is the third. And this one was given to me on breakfast table on Saturday morning while we were having our breakfast with my family. And my wife gives it to me. I see it's another one of those cuts that happens. So on Monday as I'm taking my student/son to the bus and we're on the bus together. We travel together. I work in Center City. He goes up to Masterman.

He -- I have my iPod on. And I'm listening to a podcast of some mathematical thing. So, he -- we don't usually discuss stuff on the bus because he's busy zoning out and I'm reading. So he looks at me. He hands this to me and he says, dad, mom wants you to do something. So I look at it and now that's echoing in my mind. And that's

why I'm here. This says, honey, can you handle this on behalf of our family.

Well, guys, can you handle this on behalf of all the families in the District? Can you do this? Can you get it done? Can you stop these letters from coming home to the parents?

Thank you.

MS. BLOUNT: Good morning, City Council President Darryl Clarke. You are my mother's representative. It's afternoon, I should say. Good afternoon, Councilman Jannie Blackwell. You are my representative. And good afternoon to the remaining Council members.

My name is Catherine Blount. I am a former resident of the Johnson Home and Jefferson manor. My mother still resides there and pays taxes, property taxes. I currently reside in West Philadelphia. I am home a owner and I pay property taxes. I am graduate of the Philadelphia public school system along with my brother who went to Gratz and was a basketball player. My brother John who is on Channel 10 and my sister Jean who had her own business.

I have been with the School District of

Philadelphia for 40 years, and I've been a Principal of Parkway Center City for 10 years. And in that time, in that time, I have watched young people grow, grow in the City, be protected in the City and become good upstanding citizens, professionals, et cetera. I am here for two reasons.

First, I want to encourage you to support the School District's leader Dr. Hite in raising additional revenue for the School District of Philadelphia. Not just the 60 million, but he is also intending to go to the State. And I am sure that you will monitor what is done with that money. Because I understand the people have concerns and it is your job to monitor. So, everybody is talking about who and what we will lose.

But more importantly, I am here for a second reason. I need to charge this City Council with the responsibility of allowing for identifying and developing dedicated funding for quality public education in the City of Philadelphia while at the same time finding dedicated funding streams for the city government

and quality city services because there is the conundrum. When the state looks at us and they see that we are not funding our schools, then they send the message why should we fund them? Our City Council will not fund them.

Property tax -- this is one last thing. Property tax in most areas of the Commonwealth is used to fund schools. What we are doing is using it beginning with Rizzo who took one third of the property tax, now continuing with AVI which will take anywhere from 43 to 46 percent of the property tax revenues to fund the City, city services, city government at the expense of the schools.

We need to stop that and we need to find a way to fund our educational system as well as fund our government. Thank you.

COUNCIL PRESIDENT CLARKE: Thank you. Go ahead, sir.

MR. AARON: Good afternoon, members of City Council.

COUNCIL PRESIDENT CLARKE: Good afternoon.

MR. AARON: Thanks for giving us an opportunity to be heard. My name is Jud Aaron.

My wife Sue and I are the parents of a first grader at Meredith School in South Philadelphia. And we have an older son who attended Meredith school and now attends the Philadelphia public high school.

I don't know how many of you here are familiar with Meredith school. Meredith is a poke in the eye to those who say that urban public schools fail. These students do not fail. Let me tell you what these kids do. They do everything that the SRC, the Mayor, the Governor and this City Council has asked them to do. They show up for school every day. They do their homework every night. They obey the rules, they learn and they excel. That's right. They excel in the all important PSSA standardized tests. They do all of that with a limited budget, limited funding, and limited resources.

Meredith is a testament to what students, urban public school students of diverse socioeconomic backgrounds can achieve even on a limited budget, but they cannot do the impossible. As a result of this proposed school budget as of next September, this school and every school will

have no nurse, no librarians, no secretaries, no school counselors and no classroom aides. How does a principal run a school without administrative staff? She doesn't, not very well.

Where do parents of an emotionally troubled child or special needs student turn for help when there is not a single school counselor. For most parents, there is no place to turn. What does a school without a library, without a room full of kids reading books, not much of a school.

For a school like Meredith where class size is already at the maximum allowable capacity, what is a classroom without a single classroom aide to assist overburdened teachers and to help out kids who are struggling with their school work. It's not much of a classroom. I am afraid.

COUNCILWOMAN BLACKWELL: Thank you. Will you tie it up, please. Your time is up.

MR. AARON: Thank you.

COUNCILWOMAN BLACKWELL: Thank you.

THE CLERK: The next three speakers. Larry Levin, Adrienne Kenton and Audrey Pierce.

MR. LEVIN: Good afternoon, members of Council. Thank you for this opportunity to

testify. My name is Larry Levin. I'm a lifelong resident of Philadelphia, product of the Philadelphia public schools.

I am here today first and foremost as the father of a School District parent. My child is at McCall Elementary. Secondly, as a husband of a School District of Philadelphia teacher. And lastly, as a Realtor who sees so much that the City has achieved about to hit a brick wall.

The combination of AVI implementation and its related increases and their request for more money by the School District are two very distressing developments. I see my daughter's future and family's livelihood tied up in these two initiatives. First, my daughter's education and future and wife's livelihood would be directly impacted by the draconian budget cuts proposed by the District.

My livelihood is affected both by the District cuts and the AVI. I see the schools as the most important economic development tool the City has at its disposal. Great neighborhoods, great schools are magnets for young professionals seeking to move in or even develop vibrant

communities. What would Society Hill be without McCall? Queen Village without Meredith? University City without Penn Alexander? I can go on, but I think you know the alternative.

How many more schools need to close before we even have more islands of despair. With AVI putting us much closer to par with our suburban counterparts in terms of taxation, why would any young professional choose to live in the city versus Montgomery, Bucks, Delaware or Chester County? Many of my young clients are distressed to be buying homes in this climate. And I'm afraid what will happen once AVI is fully implemented and the school budget is cut yet again.

How many will decide to sell when they can pay the same or slightly higher taxes in exchange for schools and other services that are far superior. I urge you to consider these two items in tandem. They are inextricably linked and require foresight and courage on the part of all our elected officials. That does not include another one time tax increase that only hits those of us who continue to do the right thing by paying

our bills on time and in full.

We need long term solutions. And I'm proposing you give serious consideration to the proposal put forth by the Greater Philadelphia Association of Realtors. GPAR was advised by several council members that we would need to find a way to save $240 million a year to have a 1 percent millage rate. They found it. It's a two-step approach.

According to Kevin Gillen of the Fells Institute of Government, Philadelphia only collects 85 percent of all real estate taxes; and therefore, misses out on $174 million a year. Also, the delinquency of real estate taxes alone over the last few years is 500 to 550 million. The State of New Jersey and 20 other states have instituted a tax lien sales certificate program. They collect 100 percent of all real estate taxes. Even the cities of Camden and Newark collect 97 to 98 percent of their taxes. Less than one percent of all tax lien sales in New Jersey are foreclosed. They are paid. The rest are paid up to 100 percent many by the lenders who need to protect their mortgages.

If we instituted New Jersey's program, overnight we would collect on an annual basis $174 million. We could collect a large portion of the back taxes owed amounting to approximately $340 million. This figure 300 million allocated over three years or $100 million per year plus the $174 million per year totals $274 million a year which exceeds the required amount and gets Philadelphia to a 1 percent millage rate.

Since the formula I just outlined gets the City to its budgetary goals with a 1 percent millage rate, I think it would be reasonable to increase the millage rate slightly to get the School District the funding it is seeking and at the same time demonstrate that your offices and City Council are serious about respecting the earnings of us hard working citizens by finally going after the culture of nonpayment that has pervaded our city for far too long.

COUNCILWOMAN BLACKWELL: Thank you. Your time is up. Would you just summarize.

MR. LEVIN: On behalf of all District parents, spouses, Realtors, private property owners and the business community and the

residents of Philadelphia, I encourage you to seriously consider these options.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you.

MS. KENTON: Good afternoon, distinguished members of Council, Councilman Squilla. I'm speaking before you as a lifelong Philadelphian and a proud citizen. I've been fortunate. I went away to college --

COUNCILWOMAN BLACKWELL: Excuse me. Could you give us your name?

MS. KENTON: Sure. My name is Adrienne Kenton.

COUNCILWOMAN BLACKWELL: Thank you.

MS. KENTON: And I am the mother of a son who attends Meredith and a daughter who attends Settlement Music School, a Scope Program. I been fortunate I went away to college, saw a bit of the world beyond Philadelphia area but returned home to the city I loved. The city that instilled in me a fierce independence and civic pride.

I chose to work in Philadelphia, to pay taxes in Philadelphia and to raise my family in Philadelphia all because I believe in the

potential of this great city. And I am not alone. There are countless citizens who dedicate ourselves to serve as your partners in making our City reach our fullest potential. We renovate playgrounds like Seger, Weccacoe, Taney, Palumbo. We clean parks. We are members of town watch. We are artists, educators, entrepreneurs. We are home owners and renters. We run the gamut of the socioeconomic spectrum and we are parents.

We believe in affordable public education. When public schools thrive, they provide an anchor in our neighborhoods, create community and provide a necessary resource to families many of whom cannot afford private education, many of whom do not get into the charter schools and have no intention of home schooling our children. Many of us need fully funded, safe, high quality public education at all levels.

Early childhood education, elementary education, middle, high school education. We need our public schools. I do not believe, and I am sure most of us do not believe, that this is an amenity.

Citizens pay taxes in good faith with the

expectation that our children and fellow citizens will have access to fully funded, safe, high quality public education. Too many families have moved out of Philadelphia in search of decent schooling for our children. This trend cannot continue. We are losing intellectual, financial and cultural capital.

We are your partners. We are your partners in making Philadelphia a thriving city. Please honor us and please serve us by funding our schools and offering the leadership and creativity that we as parents show you.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you.

MS. PIERCE: My name is Audrey Pierce. I'm the mother of an eighth grader at Chester Arthur High School in the Graduate Hospital area.

I would urge your foremost to fund the $60 million that Dr. Hite says the School District needs. I would urge you to triple that, to make up whatever the State doesn't offer them.

Fifty years ago the United States had the best education system in the world. We were the envy of everybody. And what's happened? Our

students rank 29th in math and science of all the industrialized countries in the world. And where are we headed? Do we honestly think that these policies and these debates are going to take us higher? Make things better? Seems like it's getting worse and worse. And where is it going to end? Are we going to be at the bottom three countries of the world?

We have had military commanders come out recently and say that it's a national security issue that our students aren't good enough to go into the military. Are we going to hire foreign people to come be in our military? Where are our kids headed in all this? I would like to see more of a sense of urgency about this.

I don't fault you people. I don't think it's your fault where we are right now. I think you are part of the solution. We are part of the solution. It's like there is a four-legged table. The State has been knocked out from us under us. Where is the support there? The parents are here. I think it's remarkable the articulate arguments that we have heard today.

And I was here yesterday. I was so

impressed by the Council members questions and their insights and the ideas that they had. But over and over I heard those same counselors say, who do we contact? What do we do? We don't know who to be in touch with about these things.

I would urge you to form, I don't know, an action committee tasked with a group of people who feel the will and the urgency to do something now. Every day that goes by there are more students dropping out of this system. Fifty years ago we had the best education system in the world. And now for thirty years I have heard people saying what are we going to do to fix it. But next year it's the same thing on and on and on while it degrades and crumbles underneath us.

Please lead us. You have heard the wonderful people here. We will support you. We will fight with you. Please lead us in this battle. I can't wait until Governor Corbett is out of office. Let's be ready when he is out of there. Let's hit the ground running. Let's support Dr. Hite. It's been chaos from the School District. I would like to see that end. I would like to see support and good leadership from you

and from the School District. I will help you. I will be there. I have got some kind of tax forgiveness on a home that I -- I will pay those taxes.

Please. Improve our schools. It's good for everybody.

COUNCILWOMAN BLACKWELL: Thank you.

MS. PIERCE: May I say one more thing?

COUNCILWOMAN BLACKWELL: Yes.

MS. PIERCE: Philadelphia started this wonderful country. The oldest democracy in the world. I would like to see Philadelphia inspire the country. Let's have a Philadelphia miracle. Let's get the best education system we can. Quit asking people to do miracles with nothing.

Let's let Philadelphia be the miracle that inspires the rest of the country to improve our education system and be back to being the best in the world. We can do it.

COUNCILWOMAN BLACKWELL: Thank you. Thank you very much.

THE CLERK: Doris Thomas and Shirley Maxton.

MS. THOMAS: Good afternoon, Council

members and Council President Darryl Clarke. This is Doris Thomas. I'm the President and CEO of Obama Edgy Vision. I'm a community activist as well as a graduate of Cheyney University with a Masters in Education Administration. I am very much an advocate for education, high quality education in the City of Philadelphia, in the urban areas such as Philadelphia as well as in Camden, new Jersey.

And I think it's appalling that the District has come to this level of crisis where money should be actually given by foundations, by big corporations as well as other individual philanthropy donors that want to support urban education in an underserved population such as Philadelphia.

I strongly am a supporter of William Hite, of Dr. Hite. I believe that you should support providing $60 million in additional educational funding. But I feel as though the charter school system has a system that apparently does not demonstrate transparency. And that we need to close down some of the charter schools that are operating unfairly towards the students as well as

the families in communities that are divesting from the community as well as the City of Philadelphia.

If you have any other parents that are interested in education reform or any parents or community members that are interested in changing the community, I think the school system is the nucleus of every urban school system of every school district. We need the schools. You can't close down schools and expect to run a city. Because, there again, everyone looks for a great educational school system.

If you are going to have a vision for a city, you have to have a great educational school system for the nation.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am.

MS. MAXTON: Hello. My name is Shirley Maxton. I work at Chester A. Arthur. I was a volunteer for seven years. I am President of the Home and School. I am big support of Philadelphia. I volunteer at the school for the blind.

Now our school is a small school. We have

248 children. Y'all want to bring 140 in there. We have a nurse twice a week, Tuesdays and Thursdays; art classes twice a week. The aides which I just became, I been put in five -- six years of volunteer. They tell us that we out. But the main thing is that my child, she's in the eighth grade.

The schools that -- they won't have anything. You're saying that no support staff, no aides, no programs, no art, no -- you know, no nothing. No papers, no book.

As a Home School President, we done raise money and gave to our school books, programs, different things. We have a place system. We are in the lunch room when the kids create chaos and get it straightened out. We also give teachers break so that they can get back there and teach our children the correct way. But you trying to take all of this out.

I agree with the other speakers earlier. How would y'all like for nobody to be in City Hall but the Governor, you know? That is ridiculous. I am saying, y'all, listen. We here to fight with, y'all. I was out here yesterday. That's

why I'm looking like this. I will be out here to support our school as long as we have to because it's not about us. It's about our future and our children are our future. So I'm asking y'all, please, please pass this bill. We need the support. What are our kids going to have in the future? They won't even -- we going to have a bunch of 12th grade ignorant people that can't even get a job.

So I'm just asking y'all, please, support our children. Thank you very much.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am. Council will stand in recess until 1:30.

- - -

(Committee of the Whole recessed at 12:32 p.m.)

- - -

(Committee of the Whole reconvened at 1:45 p.m.)

- - -

COUNCILWOMAN BLACKWELL: Good afternoon. We would like to continue with the three-minute time limit. Certainly we want to begin right away as there are many people here who would like to testify.

Is Carl Moore here? Carl Moore, Judith

Robinson and Madeline Shikomba. Is Ms. Shikomba here? Those three first, please come forward. Thanks.

Thank you all for your patience. We want to try to stick to our time limit to allow everyone an opportunity to speak. Thank you very much. Welcome to both of you. We thank you for your commitment. Thanks.

Please introduce yourself and begin your testimony.

MR. MOORE: My name is Carl S. Moore, resident of Philadelphia at 69 years old retired from the City, disabled Vet and a graduate of University of Pennsylvania from the PHA program.

COUNCILWOMAN BLACKWELL: Thank you.

MR. MOORE: Last time I came here to City Council I informed City Council that the present superintendent of schools thought y'all was crap. I said he would do certain things. He would do nothing. This Council is going to be forced to give him $60 million because he is going to have a gun to your head.

Last time I was here I gave statements, and I had served out statements whereas the fact that

teachers were saying how the different schools were cheating on the tests by giving students answers and things. I show where -- how the charter schools will be eventually taking over the system here in the City of Philadelphia.

During my last conversation here, the superintendent of school sent me a letter stating the fact if I would be kind enough to turn over all the written materials and tape recordings I had of people stealing money from the School District. I told him no. I am trying to get in agreement now with one of the TV station to give me a 30-minute program to show how these charter schools and different other people within the education system is robbing the people.

Our system, based on the information I got which I will leave with you, will show you that in 2017 the Philadelphia school system will be in bankrupt. At present time, the school system can't borrow no more money behind the fact they have borrowed on. What I am saying to you Madam Chairwoman is, if you do which you will probably have to give them the $60 million, please have some kind of paperwork saying what they are going

to do with our money.

They came in yesterday told you hope and prayer, whispers and everything. They made no promise of what they was going to do. So far they did nothing. The first time they came here they was talking about closing up the schools and that would solve the problem. I told you they was coming back and they back. They going to be back again next year. They was here the year before last.

If you notice a pattern of what is going on, the City of Philadelphia is hiring the same people to come from the same group. There is organization nationwide settle down and taking on the public school system. And they doing it. If you look at the article that was in yesterday's Daily News, it tells you about how it's going to be done and how it is going to be done.

If you take a look and read the article, everything that the Superintendent did that was a part of his training or course to be certified as a District Superintendent. This is only to frustrate these people here. You have to work with them. And you people have to work with them.

This is a system that is guaranteed to have privately taken over your educational institution. And would delegate discrimination. Oh, we ain't seen nothing yet.

That's it.

COUNCILWOMAN BLACKWELL: Thank you, Mr. Moore.

MR. MOORE: I will leave you my documentation of what I am saying and proof. I have a staff of people working for me to give documentation on what I am saying, proving on and certified statements made by other people. And will give it to you, share with you with City Council.

Give me one more emphasis. When you had Edison School -- you might remember when Edison School went down. I was wise enough and knew those suckers wouldn't let it die. I bought 10,000 shares at a dollar each. Edison went back up instantly within two or three months afterwards. They was selling right there for $3.50 a share and still going higher. But I sold my back and kept the money.

This is -- this $500 billion in education

of money spent throughout this nation. They got programs and plans. I have seen the programs and plans. I invested in the company that's coming here to do this. I am going to make money. If you don't take care of things, I am going to make money.

COUNCILWOMAN BLACKWELL: All right. Thank you very much, Mr. Moore. Ms. Robinson.

MS. ROBINSON: Yes. Good afternoon. My name is Judith Robinson. I am hear to testify on the School Budget Hearings.

I am a grandmother -- mother and grandmother. Nobody has to give me permission to stand up for African-American children. They have fought hard -- we have fought hard over many years to get the benefit of education. And it seems like that is the problem.

This educational process here is really not about education as much as it is about commerce. Charter schools, they did a pie chart at the SRC. They showed with a majority, a substantial amount of the operating budget is for charter schools. Representative James Roebuck did a report on charter and cyber charter schools, reform update

and comprehensive reform legislation. He has a House Bill 934 which I really would encourage everybody to get a copy of this report. Because as we all know, charter school expansion is taking a substantial amount of money away from the school budget. And we are not guaranteed that we are going to get any better education.

There are some good schools -- charter schools. There are some bad charter schools. There are some very bad and there are mediocre schools. So our tax dollars should not be taken to expand charter schools. Here is an advertisement that I saw in the paper, the Metro, about a state of the arts and science charter school that is string theory high school at 16th and Vine where they put a bunch of money into a building that was never a school. It was a former drug company at 16th and Vine, the GlaxoSmithKline building.

Where do they get a lot of money to put into that? Are we in need of another art and performing school? I thought there was a great one down South Philly. There was one built in Kensington. We keep allowing these things to go

on and not stop the nonsense. You all have an opportunity to do it now.

I understand that school -- delivery of education is changing. Why don't we just stop right now, shut it down, find out the best of charters, the best of traditional public education. And let's start right now from here. Let's not throw bad money after good because it's just not a value to our community.

When I saw a great chart that Senator Vincent Hughes created showing that when stimulus money was here, that Rendell gave so much money to education, well, you had money for education and you still didn't do a good job. So with money, without money, we are still talking about African-American children not getting an education.

They wanted to come through North Philly from Broad and 33rd Street shutting down 10 or 12 schools claiming that our children are not learning. If they are not learning, let's shut it down. Let's get it right. Let's save money. Because now we are talking about increase in taxes so we can pay for this deep hole that is being

built weakness with our schools.

I would really hope that we do not spend that kind of money because I see where capital budgets is a major problem. You putting $3 million on the roof. You got State intercept. The bond holders will be paid if you don't have the money there. The only people who are failing are our children.

So I just hope, too, as it relates to LP Hill School which is proposed to be closed, it's named after a great black educator and Cecil B. Moore along with black men who are strong, stood up to have that school built. I hope weakness and ignorance doesn't have it torn down in 2013. We will fight to have that school remain in the public domain. It should not have been closed. It should not be out of the public domain.

Our students should be using these schools and the names of these schools as beacon for them to do better in education. And it's unfortunate that they are not able to do that. Conscious asked the question, is it right? I say, no, it's not. We should not assault our children by shuffling them around to pay debt service. That

is what is going on. Most of the schools in North Philadelphia -- Temple university was the EMO for those schools. I am requesting right now information from our SRC regarding what happened with Temple University and their management of those schools that here they are three, four years later, they're talking about closing them because our children are not getting an education.

Temple is an education provider. They purvey education. They can't teach a fourth grade baby to read? Something is wrong with this system that is not educating black children over and over again. You have the Title One monies. They are about to run out. You have all kinds of foundations divying out cash.

This is not about education. This is about commerce. We need to stop using black children to pay that service.

COUNCILWOMAN BLACKWELL: Thank you, Ms. Robinson. Would you wind up. Your time is up, would you wind up, conclude your remarks.

MS. ROBINSON: Yes, I will.

COUNCILWOMAN BLACKWELL: Thank you.

MS. ROBINSON: We are talking about raising

taxes with AVI. I am just going to say before you move forward with that, talking about paying for the cost of schools, that you really find out whether it's fair or accurate. That's what the brochure said. It's not fair and it's not accurate because you don't have proper appraisal. I would just bear that you be cautious in that regard.

I would like to have a copy of this put in the record. It seems that most of you have not read Representative Roebuck's report. I encourage you to. Here is copies for you all to request from his office a copy of it.

In addition, I wrote a report to have -- to deal with our schools in an alternative plan for what the system has. These are for every one of the Council people. And I would like one of those put in the public record. This I would like in the public record is my report on what I have a vision for our school children. I'm not an educator. I can guarantee you that our children will learn.

COUNCILWOMAN BLACKWELL: Thank you very much.

MS. ROBINSON: Thank you.

COUNCILWOMAN BLACKWELL: Thank you both very much. Philadelphia Neighbors For Tax Action.

MR. MOORE: Madam President, I had just one point of information.

My organization did some research in helping this particular problem. We have taped several conversations from the Union League over there in the lunchroom and under the table of the chairs and all to back up the different statements. If anybody want a copy of all the tapes that we got that we did undercover, just ask me. And it names names.

MS. ROBINSON: Just one last thing. Where is your committee, ma'am? This is very important issue. I would expect to see more people in here from the Education Committee.

COUNCILWOMAN BLACKWELL: Well, I am sure they are in their offices listening.

MS. ROBINSON: I hope so.

COUNCILWOMAN BLACKWELL: We have our TVs in our office and we can clue in. Thank you very much.

Victoria Fernandez. And as you can see,

Councilman Bill Greenlee is here.

Victoria Fernandez, LaVerne Johnson, Lenora Early, Madeline Shikomba, Philadelphia Neighbors For Tax Action.

When you don't see our Council people, don't think they are not in their offices, that they are not aware or they are not listening to what is going on.

Thank you. Welcome. Please identify yourself and begin. Again, we thank Councilman Greenlee. He's always here.

MS. SHIKOMBA: My name is Madeline Shikomba. I represent the Philadelphia Neighbors for Tax Action.

Thank you members of City Council. I been before you before. You are familiar with me. I am here to tell you just how inaccurate and unfair AVI is. I went on a search for 1700 block of JFK. That happens to be the Comcast building.

Oh, I found something very interesting about this. Part of that is listed as vacant lot. I didn't know there was a vacant lot on 1700 block of Market. Is there? They ain't paying no land tax. They ain't paying no tax at all. What

little tax they paying, $13,500, how is that happening? I know they got a tax abatement on the building but on the land, too? I thought they was going to be paying taxes on the land. Okay. Why is it listed as vacant land and they not paying any taxes? How greedy can you be?

How many large commercial properties in this city are doing the same thing, not paying land tax and receiving tax abatements on their properties? According to the OPA website, property assessment is considered three approaches in developing market values; sale comparison, income and costs. Cost is supposed to be included in the formula.

The Mayor just reduced Liberty Tax places. And I see that Liberty Place was taxed at $28 million. If cost is included, how in the hell can you build a building today like Liberty Place for $28 million? Tell me. It can't be included in that formula. Okay. So, figures don't lie. But as my mom say, liars do figure. And OPA is a big liar.

Not only this a scam done on large commercial properties but also residential areas.

I live in the Naval Home area, so I decided to look at the Naval Home. So some of the similar things going on. Naval Home, the owners of it had 95,000 square feet. It's listed as vacant land. Has anybody seen the home lately. Hundreds of properties over there. Garage, security, I mean, you can't even get in there. Condos.

Now, we know condos they all got tax abatements, but not about the land value. I have yet to find out who is paying taxes on the land. And I thought they were only going to get abatements on the buildings, but they getting abatements on the land. Not only that, but every single condo in there that is sold from half million to over a million dollars are all been assessed at less than $487,000. Now you tell me OPA saying that these people cannot sell these homes, that they just paid a half million for, for $487,000? No. That is a big lie and somebody is lying. Whoever it is, I don't know.

We are being told the City don't have enough tax revenue. The tax is held at 1 percent. This is a lie because it's based on lies. All the reports you have, have been based on lies from

OPA. They have given you line reports on how much tax is being collected because they are not taxing the large commercial buildings and other residential areas that have condos at the price that they are supposed to be taxing them.

COUNCILWOMAN BLACKWELL: Thank you, Ms. Shikomba. Your time is up. Thank you.

And we know for the record, the President is here and certainly Majority Leader Jones is here. Councilwoman Blondell Reynolds-Brown is here. So, we are here. We are represented. Thank you.

MS. JOHNSON: Yes. My name is LaVerne Johnson. And I wanted to pass on my time on to Madam Shikomba so she can finish off what she is saying.

COUNCIL PRESIDENT CLARKE: Are you not interested in testifying? You are not interested in testifying?

MS. JOHNSON: No.

COUNCIL PRESIDENT CLARKE: Okay.

MS. SHIKOMBA: OPA is supposed to be paying taxes on small properties, the poor, the senior citizens, long time residents and everybody else.

We are being here to ask to support the lifestyle of the well to do and the rich. I refuse to do that. Okay? My T-shirt says Million Women's March. You know what, I am calling on the residents of Philadelphia to make a million resident march on the Mayor of Philadelphia. And if you can't get down there to see him -- if you can't down there to see him, then I tell you to call him. His number is 215-686-2181.

Not only that, but I ask you to call your Council people At Large. Some of these people are sitting on the fence and I don't know where they are at. I thank Councilman Clarke, Blackwell, Johnson, Squilla and Curtis Jones because they have been vocal opponents to AVI. I thank them for their support. Okay.

Also, I say to you, is that we have stopped trying to pass this bill onto us. Like I say, the Naval home, the 100 to the 500 Block of Governor's Place is not paying any taxes that are worth saying. They are being assessed at a low value.

Last night I went on the site for OPA. And was they cited there so called difficult formula. Have you seen it? It's on there now.

COUNCIL PRESIDENT CLARKE: No.

MS. SHIKOMBA: It's difficult all right. Especially when they said it's for everybody. Yet, how come everybody is not paying fair taxes. It's not difficult. I mean, I think I can get a computer program to figure it out. But I like to know how they figure out this mess when they have commercial properties of different sizes, residents of different sizes, including my property of which I been assessed 86 percent more as opposed to a new property that been decreased in value by 15 percent more.

I been raised at 319,000. And properties that sold for 463,000 was reduced to 364,000. You tell me how is that formula accurate and fair? I need an answer from OPA and I'm not getting one. Their formula is inaccurate and full of lies, basic lies. We have here petitions, not only us but other groups are here with petitions that we intend to present to the Mayor of Philadelphia concerning this crap. Okay. He's got to get off his can. Either he's not going to get reelected anyway because he can't run again. He wouldn't get reelected, at least if I had anything to say

about it.

But we have got to stop this, okay? And OPI has got to be stopped -- OPA. I'm sorry. OPA has got to be stopped. And AVI, that is something that cannot be implemented. It's so full of holes, it's worse than a sieve.

COUNCIL PRESIDENT CLARKE: Okay. Thank you. Let me briefly respond to a couple of things you have said.

One, with respect to the Council members that you do not see physically here, Council members have TVs in their offices. What they do -- we actually have other things to do. We have been having two months of hearings, so we watch the monitors in our office. Just because you don't physically see them here, doesn't mean that they are not watching this activity in the Council chambers. I can tell you, because I was just in my office because I have a meeting. You have other things you have to do but you still want to be able to keep abreast of what is going on in the chambers.

With respect to AVI, just want to be very candid because I believe in being so. This

notion -- and a lot of people believe this to be the case. That there is actually an opportunity to not move ahead with having a program that has actual values. That's not going to happen. For the simple fact that we delayed it last year, we went to the State, we got the State to delay it last year because we had no numbers whatsoever. We were being asked to vote for a budget and a program that had no numbers.

The State crafted a law that authorized us to delay it for a year. But in that law it says you must go towards full value. Whatever formula you use, it has to be based on full value. The most significant thing that Council members have been doing and our very capable staff is, one, making sure we had a sense of you knowing, individuals in the City, what the numbers mean and what they are.

The biggest part of the problem is the rollout where people got these forms. It said the assessment went from here to here. Understandably, you look at that and say my taxes must be going up, you know, based on this change in assessment. But more often than not, that was

not the case. The biggest thing was educating people to understand what all this means.

Second thing relates to what a lot of people in -- I have seen evidence of it in my District and other Council members where some of these assessments just are not accurate. It's our responsibility to figure out how to get accurate assessments. The worst thing that can happen is a program go into place and it's not based on accurate information.

So, that is kind of what we are wrestling with now with OPA and this whole issue about have a formula online. The things that they are required to do under the law and understanding they are now putting some of that on. And then gives us an opportunity to come up with a strategy to make sure that it's accurate and it's fair based on your perspective.

The second thing is, that it's unlikely that it's going to be the accurate -- the nature of it being completely accurate is not going to happen in this first year. Because in just about every case, the people have talked about us going to full value, even Rich McKeithen who is head of

OPA says this normally takes a couple years to get right. So the question then is, if it's not right and I am going to suffer as a result of inaccurate assessments, do I have any resource as an individual? So, that's the other thing that we are working on now.

This is a challenge. We have to figure it out. We have been very aggressively coming up with strategies to make sure that it minimizes any negative impact on the individual.

The last thing I heard you talking about with respect to tax abatements, there have been conversations about tax abatements for a while. And I said earlier, I introduced -- first year of the Nutter Administration I introduced two bills to introduce tax abatement. I couldn't get the votes to change it. Now I think it's probably the opportunity to have that conversation here, as well.

MS. SHIKOMBA: Got that right.

COUNCIL PRESIDENT CLARKE: But understanding that -- I may not necessarily agree with some of the proposals and other members have different things, personally, I think there should

be a tax abatements of a longer term in areas that really need tax abatement. Because you don't need the same -- listen -- you have areas in the City that, in all honesty, the likelihood it's going to be development in those areas is slim and none. If there is not a whole bunch of money to put into subsidizing or some tax proposal that allows it to go be developed -- that's just a simple reality.

Because I happen to represent a whole bunch of those areas. But similarly, in the areas down here, you don't need a tax abatement period. Reality is just not the same. As we have this conversation, we need to have a conversation in a comprehensive way. Should certain areas have longer tax abatements? Should certain areas have less tax abatements? I think that should be the debate.

And I think that now is the time to have that conversation in a very significant way. Because at the end of the day -- at the end of the day, you can't have a City where you have 50 to 60,000 vacant properties that are not contributing to the wealth of City. Because basically, you get no taxes whatsoever. That is, in my estimation,

that's my personal view in terms of how we should proceed.

MS. SHIKOMBA: That would be fine if the tax abatement was going to homes that would be in the low, you know, moderate income.

COUNCIL PRESIDENT CLARKE: That's a con --

MS. SHIKOMBA: Most of these home are 50 or 60,000 dollars. How is that acceptable for me?

COUNCIL PRESIDENT CLARKE: Ma'am, that's actually not true. Any property that's newly constructed or rehabbed, regardless of the income, get ten year tax abatements.

MS. SHIKOMBA: I know. But I'm saying, if you want to have continuation of tax abatement you saying for a longer period of time.

COUNCIL PRESIDENT CLARKE: Right.

MS. SHIKOMBA: I say no. Because if it's designed to build houses that are out of my reach to buy, it's only furthering benefiting the rich and putting the poor out of here.

COUNCIL PRESIDENT CLARKE: Okay.

MS. SHIKOMBA: Are you going to have it so it's designed specifically for low or moderate income, maybe we can talk. But right now with the

way that thing is going, these developments are not coming in here to build houses at my level.

COUNCIL PRESIDENT CLARKE: All right. Okay. Because we got to cut the debate because there is a lot of people on the list.

At the end of the day, over the last several years, this lady here and this Councilperson here and not enough according to Councilman Jones, affordable housing has been built in our Districts for low and moderate income people. And every one of those properties have low income people in those houses.

It can be done to support low income individuals for housing.

MS. SHIKOMBA: I hope so. Because at this rate, I don't want no tax abatement because it ain't helping me.

COUNCIL PRESIDENT CLARKE: All right. Well, that's you.

MS. SHIKOMBA: And they can leave after ten years.

COUNCIL PRESIDENT CLARKE: I understand. All right, ma'am. We got to -- okay. Thank you.

MS. EARLY: When the City talks about

tax --

COUNCIL PRESIDENT CLARKE: State your name for the record.

MS. EARLY: I'm sorry. My name is Lenora Early. I am part of this panel Philadelphia Neighbors For Tax Action.

When the City talks about tax abatement as a spur to development, it needs to think about where it's getting the revenue from for that abatement and what's it's going to -- and how it's also going to make up for the revenue that it's not getting. Right now what the City is doing is passing that buck onto residential home owners. And that is a very strong objection.

If you want that, then figure out how you're going to finance it without putting it on the backs of low income, middle income people who are striving to keep their own homes and pay their own honest taxes without also having the difference of the tax abatement being divied up among them.

Now, I have come before the panel and I have spoken before, and I want to refer to again the Pew study which I have done for -- this is the

third time. The Pew Report, which is entitled The Actual Value Initiative Overhauling Property Taxes in Philadelphia. Okay. Finds that in recent years no large city has set out to change all three, let's say, characteristics of this tax initiative.

That is, one, assessing 575,000 properties; two, giving a new tax value to them; and three, figuring out how to -- how the homeowners who are getting these huge tax increases are going to handle it.

No city has ever done that, obviously, because it's not a thing that should be done. Also, it says in this same report that the City is doing this of its own volition. Now we heard that there is some kind of legislation. We try to, you know, back track and find out exactly who introduced that legislation and what it actually says. Okay.

And also, we want to point out the actual value basis does not mean that the City has to use that as a raw figure. It can be -- in other words, what you think and what you are calling the actual value, there are a number of things you can

do with that including tier it and so on that the City is not talking about.

Now under the current system, and I want to say this in the time I have left -- I want to make sure I say this. Actual value is not just a Philadelphia thing. It is a nationwide thing. What it's really all about, the big picture of AVI, is to change the demographics of large cities so that poor people are pushed to the periphery and rich people who decide we want this, okay, price the other people, including middle class people who may be teachers, municipal employees. They won't be able to pay those taxes either because a $5,000 bill that you are getting today which is 3,000 or 4,000 more than what you were paying, will be a $7,000 bill or $10,000 bill in another five or ten years because AVI is open ended.

It says assessments every year. Property values are not going to go down. Why? One, because the value of the dollar is decreasing so every year you have to charge more. You know that at the grocery store. You have to charge more to get the same of what you were getting a year

before or two years before.

All right. So, AVI is about changing the demographics in a city. It's taken place in Pittsburgh. It started there in '05. They have the same problem that we have. Old value properties. Okay. Mine, my neighbors, we didn't put $200,000 in our houses. We are just trying to keep abreast of normal repairs. We are getting values higher than those people that have poured money into their properties.

Same thing in Pittsburgh, '05. They went to court. All right. As of now, there are 70,000 appeals to that system because the same thing happened in Pittsburgh. And that is low -- old construction was valued, has been valued. That is what happens with the system of AVI. It is designed to change the very tax structure. It's not about just unifying and fairness. That is not it at all. That is the overlying cover and the hype?

COUNCIL PRESIDENT CLARKE: Ma'am, thank you.

THE CLERK: Mr. Henry Nichols, President National Union of Hospitals and Healthcare Workers

1199C.

COUNCILWOMAN BLACKWELL: Nicholas.

THE CLERK: Nicholas, excuse me. Len Bullard and Miles Wilson.

MR. NICHOLAS: Thank you, Mr. Chairman and to my Council President Clarke. I'm here on an emergency mission. I never thought that I would have to come because no one worked harder than I have over the last 40 years for community political empowerment.

And I am here somewhat stressed out because for the last several months I been meeting with all of those who in charge with outcome of the schools almost on a weekly basis. And I am really stressed out because I can't believe in the fifth largest city everybody both at the local level and the state level is taking a walk on our next generation.

I been troubled when I looked at the numbers of kids who dropped out on the east side of Broad and the numbers of kids who dropped out on the west side of Broad. And when you compile the cyber schools, the charter school and the public school, the record indicate that all of

them have a failing grade. And that's problematic because we're on the verge as one of the fastest growing cities with the greatest possibility.

The question I ask is where do we get the next workforce from? On the side where Temple live, and I -- the union representing the largest number of Temple employees, they are building faster than any place in the universe. And I had to ask them, you are building. But where are you going to get the next workforce from?

We're headed towards a workforce crisis. But it is up to us. All of those -- and I am here personally because I am the largest parent in the Philadelphia School District. My members and their grandkids make up the largest single population, so I am invested. And all of my members live in Philadelphia. And on their behalf, we are prepared to do whatever we need to do to make sure that there will be a next generation.

It is ungodly for us to sit and witness that we can find money to build all of the jail cells we need and can't find any money for the schools. Something is wrong with that picture. I

think all of our elected officials, both State and here in City Council, have to fess up and say that we must make sure that the schools open in September.

Now, the numbers I been looking at, that's a serious question of whether they will be open or not. And we can't go and say we can't find the money. And I live in North Philly. Could have moved anywhere to live. I live in the heart -- right in the center. There are more job developings going on in North Philadelphia. Then next side of hill is going to be southside of hill north. You wouldn't know it.

Not one kid from Youth Builders is working. Not one woman is working. Not one black man is working. Not one is paying taxes who are working in our District because they are all getting paid in cash at the end of the day. And they should all be put in jail or give back our ten-year abatement that you gave them to build those buildings.

They should be help paying this bill for the schools because they are making an investment. The investment going to go to hell if we don't

educate the kids. They don't have any place to go if they can't go to school.

COUNCIL PRESIDENT CLARKE: Thank you.

MR. NICHOLAS: I am here to say it is time for the leadership in this body to fess up and provide the leadership necessary to get the schools open and get us back to a normal situation.

COUNCIL PRESIDENT CLARKE: Thank you.

MR. NICHOLAS: We will pay the taxes. My members are willing to pay our share.

COUNCIL PRESIDENT CLARKE: Thank you for your testimony, sir.

MR. WILSON: Good afternoon, Mr. President, Councilwoman Blackwell, other members of City council. My name is Miles Wilson. I am with the Philadelphia School Partnership.

The Partnership is a nonprofit working to help create and expand high performing schools that serve students from low income communities in the City. Last week our Great Schools fund announced $6 million in grants to support three innovative District high schools as they expand to add 1,600 additional students. Since 2011, we

have committed nearly $20 million to more than 20 schools of all different types. The fund is on its way to raising and investing $100 million over five years with the vast majority of that going to public schools.

Besides investing in Great Schools, PSP is committed to supporting collaboration, innovation and parent engagement in education. We created and now manage Great Philly Schools, a free multi-media information resource for students and their families to learn about more than 400 schools of all types. We provide facilitations, fund raising and project management for the Philadelphia Great Schools Compact.

The Compact is a collaborative effort among the School District, City charter and Catholic schools, the Mayor and the State to ensure that every student in Philadelphia has access to high quality school. I serve as Director of the Compact.

And I am here today on behalf of members of the Great Schools Compact in the Philadelphia Schools Partnership not just to support Superintendent Hite, the Mayor and many civic

leaders in the recommendation for more funding for City schools. But support the bold transformation that they, that we must pursue, that we already are pursuing.

There has been much talk of the historic nature of the School District's financial crisis. It's not a bluff. If it seems like one in the past few years, that is because the District formed a habit to borrow to cover its short falls. Only now the District has a total debt exceeding $3 billion. We are paying 11 cents on every dollar that is meant for kids, to banks and bond holders.

The collaboration that is occurring is also historic. No other city has the variety and number of education stakeholders committed to a common set of goals. The crisis and the collaboration have come together to create historic opportunity, not to begin a bold transformation but to accelerate one that is already underway and make our schools more productive places of learning for every child.

Seizing the day requires courage and boldness from you, the stewards of our cities and

its neighborhoods also from others. This must be Philadelphia's time for coming together for working together. Achieving fiscal sustainability and school improvement requires an interconnected set of investments in the futures of our students, our teachers and our educational leaders.

As the Superintendent and others have noted, these crucial investments include new revenue from the State, restoring a weighted student funding formula at the State, restructuring ad updating a collective bargaining agreement to yield both cost and savings and flexibility needed to match human resources to students' needs throughout the system.

Investing precious City taxpayer dollars in our schools will not get the job done alone. This is a challenging time. And our public schools now depend on the actions of many. Under a dedicated and clear eyed SRC, the District has made a difficult, painful but necessary decisions to cut hundreds of administrative jobs and closed under-enrolled and underpeforming schools.

Using its Renaissance Program, the District has launched turnarounds in about 30 schools

gaining dramatically better academic outcome for students in these cases. The District has pursued innovation, revamping teacher development and testing more personalized learning strategies. For the first time in history, the District is working hand in hand with charters and even Catholic schools to ensure the needs of students and families come first.

COUNCIL PRESIDENT CLARKE: Sir, ask you to wrap it up.

MR. WILSON: Certainly.

Finally, allow me to urge you to consider the symmetry of what the District seeks. When about 10 percent of the District schools are being closed, parents and students sacrificed. When SEIU made concessions worth about 10 percent of their contract workers, they sacrificed. When the District is lobbying the State to increase its funding by 10 percent, meaning taxpayers were sacrificed. The District seeks and the teachers and principals contracts about 10 percent matching support workers and requiring sacrifices from dedicated educators and $60 million more from the City.

When combined, last year's 40 million also equals about 10 percent increase. This is a time of shared sacrifice, a shared opportunity not just to save a system, but to make it more capable of fulfilling its mission.

Please don't let the moment pass. Thank you, Council President, Chairwoman Blackwell and other members of City Council.

COUNCIL PRESIDENT CLARKE: Thank you, sir.

MR. WILSON: Thank you.

MR. BULLARD: Good afternoon.

COUNCIL PRESIDENT CLARKE: Good afternoon, sir.

MR. BULLARD: My name is Len Bullard. I represent one of the gentrifying areas. My organization is called the ROAD, which stands for Residents Organized for Advocacy and Direction.

I would like to open by stating that we the people of Philadelphia are not relying on the budget. Over the past ten to eight years we have seen opportunity diminish, job disappear, income shrink and hope all but vanish. Many of us have worked all our lives to see ourselves taxed out of sustainable lifestyle why profit is made from our

distress. Greed has taken a stranglehold on our hard work causing home foreclosures, pensions to dwindled, prices to rise and stocks to drop and opportunity only a word to be whispered in the wind.

People, Philadelphia has a wound and we, the people, are bleeding profusely. In that context, I would like to bring up the issue of AVI.

My understanding is that the OPA has three formulas from which to work from, but it appears that they are not releasing the information either to other groups that have requested nor to City Council. In my opinion, it appears that they are holding out until they decide on the one formula which is a one size fit all formula that they can feed to City Council, which City Council will then spoon feed to us the residents and hope that we will happily gobble it up.

A friend of mine once said to me, well, Len -- and I'm sure some of you may know him President Ronald Reagan. He said, well, Len, it looks like fuzzy math to me.

AVI is a two-tiered system. That is that

those that have been long term, lifetime residents in gentrifying areas are being penalized for staying. Meanwhile, the newcomers are being allowed a tax abatement. A tax abatement which is the elephant in the room for which no one wants to touch. We all know the history of the tax abatement. And we all know who backed the tax abatement, and that was an ex-Councilman here in Chambers. And we know what happened to him.

This brings to me -- brings --

COUNCIL PRESIDENT CLARKE: Sir, what happened to him? I just saw him the other day.

MR. BULLARD: DiCicco?

COUNCIL PRESIDENT CLARKE: Yeah. He was here.

MR. BULLARD: We all know he's no longer.

COUNCIL PRESIDENT CLARKE: He retired. Oh, okay. The way you said it --

MR. BULLARD: Sort of forced retirement.

COUNCIL PRESIDENT CLARKE: -- most people would think, did somebody get in trouble.

MR. BULLARD: Forced retirement from wanting to take a flight.

COUNCIL PRESIDENT CLARKE: Okay. All

right.

MR. BULLARD: In that vein, I would like to bring up the issue of gentrification itself. The word itself is a slap in the face.

COUNCIL PRESIDENT CLARKE: If you can kind of wrap it up.

MR. BULLARD: The word gentrification derives from gentry which comes from the old French word gentrice, which is of gentle birth.

There is talks in the streets right now that AVI is a racist and classless tool that is being used to force out long term neighborhood residents. Gentrification -- AVI and gentrification run hand in hand to create a dynamic which only emerges in poor urban areas where residential shifts, urban planning and other phenomena effect the composition of the neighborhoods.

The results are the displacement of the poor, pre-gentrification residents who are unable to pay increased rents and property taxes. Those who are not sold out -- those who are gentrified not only feel that they have -- that they lack the economic resources to compete with these changes,

stereotypically, they are easily exploited by landlords, those who hold political power and developers. And eventually, are simply forced to leave due to these inabilities to resist the gentrification process.

COUNCIL PRESIDENT CLARKE: Okay.

MR. BULLARD: Just going to finish up now.

Gentrification, is just the fin above the water. Below it is the shark. In the end and after the shark has feasted, the people will have their say when it comes to AVI. By turning the acronym itself into Vote Out Incumbents.

COUNCIL PRESIDENT CLARKE: Okay. Thank you, sir. Thank you all very much for your testimony.

THE CLERK: Mary Goldman, Anne Gemmell and Hillary Kane. Sylana Christopher.

MS. GEMMELL: She actually is a Fight For Philly activist and she's unfortunately in the hospital. We have another activist that would -- her daughter is going to come up.

COUNCIL PRESIDENT CLARKE: Why don't you -- somebody else?

MS. GEMMELL: She's in the hospital.

Somebody else will take her place. Someone he just called.

THE CLERK: Is it Jaionna Hines?

MS. GEMMELL: Yes.

COUNCIL PRESIDENT CLARKE: Is going to speak on behalf of --

MS. GEMMELL: It's mother/daughter, yes.

COUNCIL PRESIDENT CLARKE: Okay. I got you.

COUNCILWOMAN BLACKWELL: Please begin. Identify yourself for the record, Ms. Goldman. Thank you.

MS. GOLDMAN: Good afternoon. My name is Mary Goldman. I am here representing the Southeastern Pennsylvania Chapter of Americans for Democratic Action, a nonpartisan national liberal political organization that advocates for transparency and accountability in government and progressive public policies to advance social and economic mobility and educational equity.

Indeed, ADA has been an advocate for our schools for many years. And we are here yet again to voice our strong support for public education. We are more than distressed with the

unconscionable situation in which we find our schools today, bankruptcy both financially and potentially structurally if the proposed staff cuts and lack of funding are implemented.

We remember that a minority child in rural south in the 1930s would likely have attended a school with classroom teachers and a principal, no counselor, no librarian, no sports teams, afterschool clubs or art or music classes. Today we consider that kind of school more like a third world educational experience than a public school in the richest nation on earth. And it would be a particular disgrace in one of the most education rich cities in our country.

But that is the school experience for almost 140,000 of Philadelphia's children that they will face in September if this School District budget has to operate only with currently committed funds. How will such funding affect educational quality?

First, it will likely lead to the exodus of middle class families not just from our schools but also from the City. It's also likely will lead to higher truancy and dropout rates,

increasing behavior problems, declines in college and career readiness, more juvenile justice, mischief, crime after school. All and all a huge setback from the educational momentum our schools have achieved in recent years, which sharply increased State funding under the previous governor and additional City revenues.

Additional resources enable the School District to reduce class size and add programs and services that have attracted more middle class families to public schools and traditionally middle class neighborhoods such as Mt. Airy, Center City, Society Hill, Queen Village and to generate higher academic performance in schools in some of our poorest neighborhoods.

During this period, we have also witnessed rising academic performance in many charter schools whose funding is tied to District per pupil funding per year. All these games for both poor/middle class families in both District and Charter schools are at risk if schools open in September without additional revenue.

Our message to you is simple. City Council must find a way to make sure our schools are

properly funded. You are responsible for the children of this City. It is up to you to help solve the District funding problems now. That is the bottom line for unemployed and working poor families who want their children to be able to enter the middle class. It's also the bottom line for middle class professionals who run the City and need good public schools if they are to remain here with their children.

The biggest determinant of quality of life in Philadelphia is not how low we can set corporate taxes, but how well our public schools work.

COUNCIL PRESIDENT CLARKE: Thank you.

MS. GOLDMAN: Without more City and State funds, we will undue years of progress and become that bleak picture of education in the rural south decades ago. Certainly not a District equal to the task of educating our youth and one that would be even more separate from our suburban Districts.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, ma'am.

COUNCILWOMAN BLACKWELL: There are a lot of

people waiting. Please proceed.

MS. GEMMELL: Sure. Thanks.

Good afternoon, Council President and Council colleagues. Thanks for affording the public an opportunity to voice concern about the very grave nature of this budget and education issues facing our City. Thank you, too, for all of your true leadership, meaning being accessible to constituents and willingness to respectfully listen. That is what today is about, so thanks again.

My name is Anne Gemmell. I'm the Political Director of Fight For Philly. It's a grass roots organization working for economic justice of the City, State and Federal level. I also serve as the Democratic Committee Woman in the Second Ward, 16th Division. Most importantly, the mom of three kids all of whom attend Philadelphia public schools.

My family has lived in the City for almost 20 years. For a while there, the City was steadily losing not just jobs but also population. But since 2006, Philadelphia has seen a steady and optimistic increase in our population. But

especially ages 18 to 34 year old people are coming to Philadelphia. It's cool again to live in Philadelphia. However, as these youngsters have families, they won't want to stay here but they simply can't. Because everywhere they turn, they are being told by leaders that schools are closing and that other school over there that is still open, that's full and it's also underfunded.

Who can look the parents of a 4 year old in the face and say this is a great place to raise your kids? Stay here. The reason we are here, Fight For Philly is here today, not just for tax fairness but also because every kid in Philadelphia needs your help.

Yes, education is a state responsibility. There is no doubt about it. I agree wholeheartedly. As you know, Governor Corbett has cut $1 billion from public education since 2010. When you multiply that over two years, it's actually a billion dollars he cut in the first year and then every time it's like exponential cuts because he's only adding tiny, tiny slivers on top of the cuts that he made the year before.

Philadelphia is caught in a statewide

crisis causing 70 percent of Pennsylvania Districts to increase class sizes and over 20,000 school professionals across the State have lost their jobs. Our schools are on the brink of starvation. Without new revenue, every Philadelphia school is looking at 40 percent cut to their school based budget over the past two years. This means, like you have heard before, the loss of so much saying one thing it is going to result in is racial and economic gaps and opportunities to learn.

Council President, yesterday you said that you would be meeting with Governor Corbett. I hope that that happens. I think it's a great idea, but frankly good luck. It's not -- meeting with him will probably not be fruitful. And it's not going to solve the problems that we face.

We at Fight For Philly see it clearly. The 1 percent has incredibly powerful influence over our government at all levels. At the federal level, corporations are rewarded by Wall Street as they avoid taxes. They are encouraged to do this. Some of America's most profitable corporations get refunds from us the taxpayers. Too big to fail

banks get taxpayer bailouts only to thank the taxpayer by rigging interest rates, collecting cancellations fees on toxic swap agreements and then selling cities and School Districts like ours mountains of debt until we are saddled by 12 percent of our budget.

Last year, it was 10 percent of our budget. This year it's 12 percent of our school's budget.

The only way we can get at these banks is going after the two things that they care about: Money and their brand. If we don't do it as leaders and as citizens, by refusing to reward them with future contracts and publicly diminishing their brand and shaming them -- shaming them for not waiving service fees, for not refunding cancellation fees on the swaps.

It's a disgrace. We need to throw down on that. That would solve all of our problems. There is the money right there.

I'm almost done.

Fight For Philly believes we need more than 60 million. And working people have paid more and gotten less for years and years. We appreciate Council's efforts to come up with ideas such as

the liquor tax. But we also think you need to look to where there is real money. The problem with pursuing the real money is you all need to ask the wealthiest Philadelphians among us to share the sacrifice, too.

The District was here yesterday talking about shared sacrifice. It's all about kids and teachers sharing the sacrifice. And you guys, you guys need to go after -- go big with the shared sacrifice message and go after the wealthiest of us, the most influential of us. They have lobbyists and they probably make regular donations to all of you, but it's timed for share sacrifice and it's time for tough votes.

It's time to shift the burden to those corporate interests who avoid paying their fair share. Nothing tells it better than AVI. The unfairness of AVI is disgusting. The inaccuracy is something that will be resolved over years. I actually believe that, that it's going to take a few years to resolve the inaccuracies.

The unfairness will never go away if we don't make a stand now with the -- with the corporate tax breaks that are resulting.

COUNCIL PRESIDENT CLARKE: Okay, ma'am.

MS. GEMMELL: I'm almost done.

COUNCIL PRESIDENT CLARKE: You said that like five minutes ago.

MS. GEMMELL: I know. I know.

COUNCIL PRESIDENT CLARKE: No really. You have to -- we have a lot of people.

MS. GEMMELL: I will get to the last paragraph.

So, the things that we want are cutting the free passes that's been said before. We also want the main thing on the table to make AVI more fair is Councilwoman Sanchez' Use and Occupancy Tax Reform Bill. This reforms the U&O and it offsets the unfairness that's built into the AVI thanks to our Mayor. It's a sad irony to me that Mayor Nutter ran for reelection as education Mayor.

I remember his Olivia Political Ad showed him dropping Olivia off at Masterman. It was a turning point in his campaign. Little did I know as I cast a vote for Michael Nutter he would be playing a role in the destruction and privatization of our public schools as he coddles and shelters the 1 percent even as our schools

teeter on the brink.

COUNCIL PRESIDENT CLARKE: Ms. Gemmell, that's it. That's it. Thank you very much.

Ma'am.

MS. CHRISTOPHER: My name is Sylana Christopher. I'm a resident of South Philadelphia. I am here today urging City Council and Mayor Nutter to raise the revenues to fully fund our schools.

I have two grandchildren in public schools and constantly worry about the quality of the education they are receiving. Our schools already operating on bare bones. And without new revenues, our children's future will be in deeper jeopardy. Teachers are outnumbered and stretched thin. Extra curricular activities have been cut. What next? Swapping school lunches for pencils and erasers.

Governor Corbett has prioritized $800 million in new corporate tax breaks on the backs of children, the elderly and the most vulnerable citizens. This is disgusting. He has repeatedly refused to do his job as governor and provide adequate funds to educate in our State.

So it is up to our City to find solutions.

Our schools are hanging on by a thread, and we need to find a solution. That solution is demanding corporation pay their fair share. Working people have paid more and gotten less for years. It is time for corporate interests who have avoided paying their fair share to support our City. Our schools and families are being under attack. It is up to you and local leaders, Mayor Nutter, City Council to raise the revenues we need to protect our schools from the harm we see ahead.

A mind is terrible thing to waste. As we know, it takes a village to raise a child.

COUNCIL PRESIDENT CLARKE: Thank you. Thank you so much. Thank you for your testimony.

Thank you very much.

THE CLERK: Jaionna Hines, David Bradley and Bernard Johnson.

COUNCILWOMAN BLACKWELL: Good afternoon. Feel free to identify yourself to the record and begin.

MR. BRADLEY: Good afternoon. My name is David Bradley. I'm a resident of Northwest

Philadelphia. I want to thank Councilwoman Bass for the work she does on behalf of our neighborhoods.

My wife and I have lived in Philadelphia for 20 years. When our Center City apartment was sold in 1998, we bought our current row home in Northwest Philadelphia choosing to stay in the City. Because as a young couple, we felt it was important to put our families roots down in the City and contribute to its growth.

We now have a fifth grader at Masterman. We have another son who is anticipating his applications to Central High School, to Science Leadership Academy, the Academy at Palumbo. As a theater director and arts educator and arts leader, I have created work with and for thousands of Philadelphia public school students through the great organizations, Philadelphia Young Playrights, the National Constitution Center, People's Light and Theater and the Music Nonprofit Live Connection among others including working with some great kids from Benjamin Rush High School at the Kimmel Center last week. They were terrific.

These young people are asking passionate questions about our constitution. They are writing plays about the future and the world they envision. They are playing music alongside professionals with joy and talent. Their minds are open, their voices are strong, their lives are full of promise.

If the proposed school budget is adopted, my City, our City, will tell them, we're sorry, we can't afford to nurture that promise. Do it on your own because the buck stop here and it died.

I am a parent and I stand fully behind the District's request for $60 million from the City and $120 million from the State. I am a taxpayer and I will pay more taxes through the AVI or a liquor by the drink tax or another suitable method if it means for funding for our schools. I will do it.

I have never testified in City Council before, but the decimation facing our kids and our schools brought me here. And let me tell you, it's an honor to be in this room where 37 years ago my grandfather Michael J. Bradley, a former U.S. Congressmen, made his farewell address to

public service. In that address, he spoke passionately about the need to stand for principal and make the sacrifices and compromises necessary to achieve those principles.

Today the principles are clear. Number one, our children deserve a great education.

Number two, to thrive, our City must offer that education to all or lose its citizenry to a devastating combination of poverty, neglect and suburban flight. And the sacrifices are clear. I am going to have to pay my share in taxes, even more taxes.

The State is going to have to live up to its responsibility to fund its principal urban School District. And the City will have to commit to more revenue. My grandfather served in Congress when the Depression and World War II showed this nation what a government's commitment to its citizen and that citizenry commitment to common purpose can achieve.

You can commit to those ideals again, Councilwoman. You can meet the District's request for funding or you can tell our kids and their parents that, yeah, there is a great education

waiting for them if they can get across the City line.

The other night my wife and I had a sobering conversation. We realized if this budget goes through, we have to leave the City. There is no quality education possible under this budget. Now you know what, my wife and I, wage taxpayers, property taxpayers, business taxpayers can afford to make that move, but too many in the City cannot make that choice.

But here is what I want to talk about.

COUNCILWOMAN BLACKWELL: Your time was up several minutes ago.

MR. BRADLEY: No. I got to talk to you about this. This is what is happening just up the street.

My son Noah and his pals Eddie and Jarod are at Masterman working on their science project. They are studying the affects of age on memory. No matter how old they get, they won't forget the spring when their leaders stood up for them and said since you are working hard for your education, we will work hard for your education. No matter what else they lose track of, they won't

forget the spring when the grown ups acted like the grown ups and set the stage for a better future for the kids.

And no matter what fades away, they won't forget when they learned about principle and sacrifice and doing the right thing from the City's leaders who stood up for them and stood up to the State and said there is no City without these kids. There is no growth without our schools. There is no reason for families to stay without a fully funded education.

Burn these months into our kids' memory. Have the courage to lead with your own action by meeting the $60 million request. Yes, ask for sacrifices.

COUNCILWOMAN BLACKWELL: Thank you.

MR. BRADLEY: Yes, ask for the help. Our kids won't forget. We won't forget.

COUNCILWOMAN BLACKWELL: Thank you, Mr. Bradley. Thank you.

MS. HINES: Good afternoon, Council members. Thank you for giving me this opportunity to testify. My name is Jaionna Hines. And I'm a 13 year old Philadelphia student. I'm here today

on behalf of all the students of Philadelphia urging Mayor Nutter to fund public education. Even though I am a charter school student, it is important for all students to receive the same education I received.

For example, I benefit from a small class size. Many kids in the public schools don't have this opportunity which makes it hard for them to learn. Everybody deserves a good education. It's unfair greedy corporations don't have to pay their fair share. That share could help out and put our schools back on the right path and have students excited to learn again.

Why are students asked to sacrifice while big corporations get additional tax breaks? Schools are closing down one by one. It is time our elected City leaders put up our schools and committees to the right path of prosperity. We will be presenting these petitions to Mayor Nutter that 1,500 Philadelphians have signed. This petition urging him to make big business and make nonprofits pay their fair share.

The time is now.

COUNCILWOMAN BLACKWELL: Thank you. Thank

you. Mr. Johnson.

MR. JOHNSON: Councilwoman Blackwell. Well, this isn't my first time speaking before this Council. My oldest daughter is -- well, I won't say her age but you know her. So, it's been a very long time that we been coming to this Council. And usually, we support the request for additional dollars. I don't know that we can support that request today.

If the burden is going to be shared, it has to be shared with the Masterman family as well as the West Philadelphia High School family. Maybe we should close Mastermans and the Centrals and the Franklin Learning Centers, send all those children back to the neighborhood schools. Send the money back to the neighborhood schools. Make sure that we all have equity in the system and then venture out. Then we will see what kind of partners we have within our own system.

We have an unequal system that allows some to have and others to have not. Yesterday when the question was asked about school lunches, I couldn't get it blown up but I have some lunches on this machine right here that no one would want

to eat at a school in your District and a school in Councilman Johnson's District. I will show you later. No one would want to eat these lunches. Our children who are the poorest of the poor are getting the bad end of the stick.

What I really came here today for was to say to Councilman Johnson, I don't see a transition plan for Tilden Middle School. The students at Tilden today in the classroom are struggling. They are struggling. They need all kind of supports. We had a superintendent sit here yesterday and talk about programs. We need to talk about services to those children.

How are those children going to welcome the children from Pepper? How are the children from Pasqual homes going to walk into the Tilden community safely? That is the kind of transition program and plan that we need to be putting together and we don't see it, Councilwoman.

So, will franklin -- will Ben Franklin High School have the same type of library that Central High School has? We don't hear that. Will there be more advanced placement classes at West Philadelphia High School or at Bartram High School

or at Ben Franklin High School? We don't hear that.

Will the football team get larger? Will the basketball team? Will there be more basketball opportunities for our students? We don't hear any of that. What I heard was we have to close these schools or the District will close down. So now we close the schools. And yesterday they sat here in the seat and said they couldn't talk about the kind of services that the children in those schools would get unless we get the money that this gentleman talking about we need.

We already sacrificed. My vote says if we can't guarantee an education across the board, equity across the board, then shut the system down. Let's figure it out from the bottom up. That is what I wanted to come here today and say.

Is that I think the children in my neighborhood, your neighborhood -- you're my Councilperson. There is no need to close Wilson School down.

COUNCILWOMAN BLACKWELL: I agree.

MR. JOHNSON: There was no need to close Pepper School down. There was no need to close

Shaw down.

And I'll leave.

If you had the choice of any one of those middle schools to keep open -- as much as I love Shaw, my kids graduated from Shaw -- I would have kept Pepper open for the land, the space, the opportunity that children have there, so they haven't thought about this. They cherry picked. And to pile all these students up into Tilden just makes no sense to me.

So, that's what I came here for today. This probably be one of my last times coming to this Council advocating for children in the City because it's getting very tiresome. It seems like there is plot, like there is a scheme, like there is a plan to run us out of this town. Suburban flights already occurred. They are coming back.

The regionalization of schools and where I was raised, that happened long time ago. Black folk in them neighborhoods is still struggling and the regionalized schools. My home is Darby. The people from Darby are still struggling even though they regionalized schools. I don't understand.

How is that we can spend $60 million to

bring an online education to compete with the cyber schools? I don't understand. How in the heck do the children who don't have the study skills, the children who don't spend enough time on task, the children who are homeless, how do they benefit from the $60 million that we're going to spend in cyber education?

Let me do this in close. I know that Mr. Acosta with your help and with Council Jones' help -- Councilman Jones' help sent a contingency of parents to Harrisburg. I understand that Representative Brown and Roebuck have agreed to hold joint sessions with City Council to discuss the educational needs of the children of this town. I would encourage that to happen and to happen before the May 30 deadline when the School District will vote on a budget.

It's time for us to come together and make sure that all our children get an appropriate quality education. Thank you for your time.

COUNCILWOMAN BLACKWELL: Thank you. Very important testimony.

THE CLERK: Mr. Jerry Jordan, President of the Philadelphia Federation of Teachers.

COUNCILWOMAN BLACKWELL: Good afternoon and thank you for your patience.

MR. JORDAN: Good afternoon, Councilwoman Blackwell and to the Members of City Council. It is my pleasure to be here this afternoon to talk about the School's District's budget.

While words like catastrophic devastating and painful are all appropriate, there are really no words to adequately capture the horrible state of our School District's finances nor illustrate what a low point we have reached. Let me begin by saying that there is no question that the City should honor the District's request for $60 million and that the Commonwealth, which is largely responsible for creating this financial mess, should provide our schools with the $120 million requested.

Frankly, however, the fact that we have reduced the subject of our children's future to dollars and cents should offend everyone in this room. It is sad and outrageous that when it comes to Philadelphia's children, our children, the conversation is focused on what we cannot do for them. Instead of talking about how we can give

our children the best education possible, we are exploring how much we can take away from them and still legally call ourselves a school system. We are ringing our hands of how to maintain the status quo long enough to keep our heads above water until we can meet here again next year and have the same conversation.

The District's numbers and their implications are startling and frightening. But today's reality is not much better. And I'm talking about schools that are functioning today. Most of our schools are already lacking librarian, full time nurses, full time art and music teachers. There is already a shortage of counselors in our schools. And the District's budget suggest taking away the few that are left.

Classrooms do not have enough paper to last a month much less a whole school year. There was no summer school in Philadelphia last year. There will be none this year. Extra curricular activities including sports will become rarities offered by fewer and fewer schools. Some schools aren't even funding enough to run their curricula.

CAPA, a performing arts school, has had to

cancel its annual school performance. Think about that. A performing arts academy with no performing art show case. That is what is happening today.

Our teachers and school staff are already digging to their own wallets to pay for day to day school supplies, materials and activities for their students. A vast majority of PFT members spend 300 to 1,000 dollars of their own money in the classroom annually. This year, many educators will spend over $1,000 to make sure their students have at least some of the things the School District can't provide.

If this budget vision comes to pass, educators will not be able to afford to work in Philadelphia's public schools. While every public school in Philadelphia will be negatively impacted, the heavy hand of budget cuts will come down hardest on our City's poorest children and families who rely on our schools for so much more than the three R's.

Faced with these issues, it boggles the mind that we are talking about anything except how to dramatically and permanently turn things

around. There is an utter absence of the roadmap for a better future for our schools. It's all tunnel with no light at the end.

These budget projections say this is where we are now and we don't know when or if we will ever be able to invest in our children. Austerity budgets are supposed to be painful but temporary foundations for future growth. This budget feels more like a wrecking ball. Yes, we have to deal with the finances. But the business approach we have been employing has not and will never work to create better schools for our children.

For 13 years, everything that has been tried by the SRC to correct the District's finances has driven us further into debt and further away from quality public education. The Rendell Administration's equitable school funding formula was eliminated by the Corbett Administration just as our schools were starting to see real growth.

This experiment must stop. It's time to return control of our schools to the citizens of Philadelphia. This is no longer just a Philadelphia problem. But Philadelphia must take

a lead role in uniting with other Pennsylvania School Districts in a sustained campaign to reinvest in public education. As we debate and argue over the next fiscal year, we run the very real risk of creating Philadelphia citizens who are unprepared to enter college much less compete in a global economy.

As we continue to look for twelve months of relief, we are creating long term pain for the future of Philadelphia. While we appreciate and support the recent efforts of the School District and the Mayor to obtain education funding from Harrisburg, simply asking for 120 million will not be enough to offset the loss of over $1 billion of education funding across the Commonwealth.

Thank you again for the opportunity to share these thoughts.

COUNCILWOMAN BLACKWELL: Thank you, Mr. Jordan. Thank you very much.

Next we will have the Cloudens, Mama Gail, Horace and Leah. Get ready y'all. Next we will have Orlando Acosta. He can get ready for the next group.

Thank you for your patience. We saw you

this morning. Feel free to identify yourself for the record and begin.

MS. CLOUDEN: Greetings. And thank you for allowing me to speak. I ask that you put pressure on the District to do what is deserving of the children of the Philadelphia public school system. I been attending meetings after meetings where the community, students and parents were informed schools were to close. And by transferring students to other locations, would allow for the District to unify academic opportunities.

Yesterday, from my understanding, it is no longer about the unification of academics. It is now the District's position to just provide students with the bear minimum. The SRC and School District needs to be held accountable for their past discretion of making bad decisions when it comes to children. It is evidenced by our communities employment and graduation rate that our children have been failed. Families for generations have been failed.

There has to be accountability. It doesn't matter if the superintendent is new. You have staff and board members that are not. $60 million

is a lot of money that can definitely benefit the children only if there is a memorandum of understanding attached. Without the memorandum, I believe it would be like dropping money in the street.

How much of this money would be designated for the children and in what manner? Academics, extra curriculum, et cetera. From my understanding, an inventory was already made from the programs -- for the programs of the schools that are closed. There is no need to pay out monies to a group or groups to create programs for children. The program just needs to be transferred to locations that are receiving students. This may also allow for more opportunities of neighboring schools to perhaps receive the same benefits.

There is no additional money spent there because a lot of those program receive grant funding. From my understanding, the District does not need money to assist in assessment of schools due to close because they started -- because they stated they made those assessments and that is why they are closing.

From my understanding, CTE programs already have their own money to provide their programs and the money to make upgrades to facilities to house those programs. There is no money needed there. Staff and administrators will be taking pay cuts and should due to the failure to educate our children. Usually, failure to be productive at your job usually results in termination. How many more chances do our children have to waste to just be able to be okay?

I'd like to see part of the 60 million or $120 million go back into the communities for tying homes, schools and community together. I'd like to see parent community involvement through a more grass root approach. This would allow for communities to be thriving again. As a community member and a business owner, part of my livelihood depends on the education of our children as well as the partnerships that can possibly be made through the school system.

Our community-based businesses doesn't always cost the overinflated corporate dollars that cause our roots to be uprooted to make way for expansions of universities and housing for

people from other countries, states and cities.

If $60 million of taxpayer money is given to the School District, there needs to be memorandum of understanding that is for the benefit of all the students in the public school system and for the surrounding communities and not outside agencies. We as community and taxpayer should be able to recycle our dollars.

In closing, there are over 50 over capacity schools. In the Northeast, there are 21 over capacity by 100 to 800 student. If money is given to each school based on the cost to run facility as well as per student basis, then there needs to be a balance where it would not be a possible fire hazard, children are comfortable to move about, cleaning staff is not overworked and safety as a whole can be carefully provided.

There is approximately, according to the District records, 8,785 over capacity students in the School District. A rough estimate of 3,945 students out of bounds. I state rough because some of those schools don't have that information provided. I am coming from a common sense approach.

In my opinion, the District have been doing things backwards. The school closings have been made after the request for more funds have been either granted or denied. Our Clouden's proposal which the District as well as members of this City Council, received a copy. Wasn't even discussed with the District's personnel after they offered the community the opportunity to help or make suggestions in the financial crisis that led to the closing of schools.

We have to invest in our children. Just housing them at locations called schools is criminal.

COUNCILWOMAN BLACKWELL: Thank you very much, Leah. Thank you.

MR. CLOUDEN: My name is Horace Clouden. I am just brief. Yesterday, the School Board said they needed the $60 million to buy back of services. We suggest is you buy back the old ways that worked. Basically, it's a basic format. K to 6, 7th, 8th, and 9th, 10th, 11th and 12th.

We believe that this proposal will help the entire City of Philadelphia. A lot of City Council members have expressed concerns about the

lack of CTE programs and the lack of basic good learning skills. The Superintendent talked about high quality seats. When he was forced to put on the carpet to explain what does he mean high quality seats, he only gave three examples which to me meant only up to 300 children.

Our Clouden Proposal will make it -- will be able to create better seats for everyone. What the City Council needs to look into is these capital budget projects. These are basically cash cows.

I think the last SRC meeting there was a resolution to grant up to $2 million of plumbing supplies. Why do you need $2 million of plumbing supplies? That should be a question. Because along with the plumbing supplies comes the labor. We already have buildings in place that we can make the transition that won't cost the School District anything.

That is all I have to say. Gail, go ahead.

MS. CLOUDEN: Greetings. I am Mama Gail. My name is Gail Clouden. And I love history.

Tomorrow is May Day or May 1. Every year, based on my research in the 1700s, Chief Taname

who was alive in the 1600, to welcome William Penn to the City was Lenape Indian and leader. He welcomed, William Penn, as I said, to this land. He was a man that welcomed strange people here to this place. Later it was called Philadelphia, City of Brotherly Love.

Long before there were labor unions, there were bells rung every May Day and there was a celebration for Chief Taname. Some people called him Saint Tamane. And there were festivals held. When I think about my childhood, every May 1 we had a celebration.

Just as that history has been ignored, lost and buried, so has the truth when it comes to public education here in Philadelphia. Oftentimes, we don't want to look at what the truth is. We don't want to deal with it because it's uncomfortable.

As I said, I love history. And it helps me to overstand what is happening as I grow older. We sat yesterday and listened to double talk, mumbling and sometimes it seemed like just plain lies. In the City of Brotherly Love, there were slaves and free Blacks celebrating side by side on

Sundays and holidays at Congo Square. We now say Washington Square Park.

No one talks about the attacks that took place here in this land on free Blacks in the 1800s because they dress nice or had nice homes. No one talks about the riots that took place and the hate that took place in this City that is called the City of Brotherly Love. We can't change anything that happened in the past, but we can change the future and it should not be ignored.

Too many of our people suffered from coming and being brought over. And those that were here when others arrived, there was suffering. It shouldn't be today. There is a mindset just as it was back then of entitlement that has been passed from generation to generation. And being at the School District, I am able to see contracts given to people, big contracts.

And I believe one SRC meeting I believe there was about $70 million given out -- I could be wrong -- in contracts. I have a concern. And I didn't come here to ask for money for the system. I didn't come here for that. I say that

if you decide to give them money, there should be many stipulations.

We see them grant -- as the schools have been being changed and the announcements have happened, we have seen them give out contracts after contract without a discussion because it was only one bidder. When you talk about money going to Arkansas, you talk about money going to San Francisco, even London.

I ask, are there services that people can provide here not even dealing with minority. That is whole other day where we are not getting what we are supposed to. I will give you a perfect example.

I am parent involvement specialist. And I'm good, very good. Five thousand dollars was what I was talked to about in a contract to do Sachs for promise academies. $150,000 was given, I just learned, to a group to work with promise academies or Sachs, excuse me. There is no discussion. And that is the biggest problem that we have with the system is that people don't talk.

Communication is the key. Being married 37 years, you know how to communicate. All we have

to do is talk about this instead of throwing money into a black -- what I call, a big black hole that keeps getting bigger, bigger, deeper, deeper and wider.

COUNCILWOMAN BLACKWELL: Thank you.

MS. CLOUDEN: Let me just finish by saying this. I wasn't going to say what I'm going to say, but I am going to say this.

Our children are not cotton to be sold or picked, and that's what I see. There isn't any cotton to pick, so people are going after our children. I tell them all the time, our babies are communities are not for sale. We have been on the auction block too long and it's over.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much to the Cloudens. And let me say that we did speak to the Superintendent directly with regard to the Clouden Proposal. We thank you for not only writing a plan for schools in Southwest but for the entire city. We thank all of you for your commitment to education and for the youth of our City and our school.

MS. CLOUDEN: Thank you. Jannie, please,

Jannie, talk about workman's compensation. How much money is not being paid to people. How much money is not being paid thereby saving the District money, please. Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much.

THE CLERK: Orlando Acosta, Regina Vicoli and Tomika Anglin.

COUNCILWOMAN BLACKWELL: We thank you, too, for taking a bus load of people sponsoring that trip to Harrisburg. Thank you, Mr. Acosta.

MR. ACOSTA: I thank you, Jannie. My name is Orlando Acosta. I'm basically here today to say a couple things.

When it comes down to the schools, I don't even know what to say. I really don't because it's frustrating when you talk to the SRC or you talk to the District, they hear nothing. They hear nothing whatsoever. They Cloudens gave them proposals directly to them that would save the District tons of money on a regular basis and gave them aspects of knowing what to do and put safety issues back into the District, different things of that sort. It's not like the District doesn't

have sensible plans that will work, but they pay that no attention whatsoever.

So, like many people have said, if the District does not bring the community into it as well, then they do need to shut the District down. Completely. Because we need to have sensible, we need to have sensible direct plans directly for everybody across the board economically that makes sense for everything, not only programs. But we need the services to provide certain things.

Because not only that, but we have housing situations. That's a major issue, myself included. Right now I'm homeless. I'm putting it out there because it affects kids, it affects adults and everybody. So, it's numbers behind this. It's people behind numbers and that's what all of this is getting lost at. It's people behind this.

And really, it's really tearing a lot of people down. When you talk about giving the District $60 million, I say hell no. Because if they can't manage the money that they have already had in the past, how they going to manage $60 million? And where is the accountability to

know how they going to be able to use it and where is it going to go? And do we know that if it's going to get to our children?

I went to Harrisburg, as you know, with a bus load of parents. Jannie, before you do any vote in this Council, we have to have Harrisburg come up there, the Black Caucus, the State legislatures immediately before all that even comes down to say, wait a minute. We need fundamental discussions and public record where it's fundamentally where the public has primary say and no transparency all across the board to know what the District is saying.

Because they didn't make any sense whatsoever yesterday when they were put to the mat to ask key particular questions. Ramos didn't have any answer whatsoever and whatnot. Before any vote comes down anywhere, they need to have the State legislatures come up there. And, you know, I reached out to Ms. Vanessa Brown, Mr. James Roebuck has all agreed to do it.

So, I am planning to set up a date to have everybody come up here but I want the public to know because all this back door discussion and all

this, no. It needs to stop. It needs to stop. Between the District and anybody involved with the District, it needs to stop.

COUNCILWOMAN BLACKWELL: Thank you.

MR. ACOSTA: That's all I have to say.

COUNCILWOMAN BLACKWELL: Would you stop back by the office before you leave.

MR. ACOSTA: Okay.

COUNCILWOMAN BLACKWELL: Okay.

MS. VICOLI: Good afternoon. Thank you for this opportunity.

COUNCILWOMAN BLACKWELL: Thank you.

MS. VICOLI: My name is Regina Vicoli and my son goes to Masterman. For the past four years I've said that with pride. A few months ago, my husband and I learned that he would be attending Masterman High School in the fall. Again, so much pride.

Before my husband retired, he worked for the Philadelphia Water Department and we were required to live in the City. When he retired, we were free to leave Philadelphia but then my son was accepted to Masterman and we knew we couldn't deny him such a great opportunity.

Masterman is a quality school in a City that is at its tipping point. Those who have fled the City cite the lack of quality education as their reason for doing so. Masterman is not only the number one school in Philadelphia but also the entire region including the suburbs to which many families flea.

The proposed budget for the Philadelphia School District is offensive and the taxpayers and parents and voters will not accept it. The school and its student cannot succeed without a library. A school without a library, I can't imagine it. It cannot succeed without a vice principal. It cannot succeed without a counselors. My son wouldn't have made it through fifth grade if it wasn't for the wonderful counselors who assisted him with his transition, not to mention their expertise in guiding our kids through the college application process.

It cannot succeed without responsible adults to supervise recess and lunch. It cannot succeed without new books and computers. Obsolete books and computers will hinder their success and ability to compete. It cannot succeed without an

office staff. Applications, absentee notes, balancing the books and phone calls, these tasks will stay whether there is a staff or not.

It cannot succeed without sports, music, orchestra and choir a reason why so many kids love going to school each day. You, too, should be proud and wholeheartedly support all the schools in the Philadelphia School District. Our kids deserve your respect. Our teachers deserve your respect. Our parents and Philadelphia voters deserve your respect. You must be proud, too.

Show your pride and respect and do the right thing. Find the funds to budget our schools so that they will continue to succeed. If Philadelphia cannot support that, its future is bleak.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much.

MS. ANGLIN: Good afternoon. My name is Tomika Anglin. On February 12, Councilman Goode Jr. challenged some of the language in Dr. Hite's statement regarding the use of savings gained by the school closures. He asked Dr. Hite not to ask

for money without providing the details on the uses for that money. I would ask that all Council members require the same.

The School District seems to be very selective when it comes to what they want to do as opposed to what the community wants and needs.

For example, 25 central office employees received pay raises while the District wants the teachers union to give back $133 million. Teachers are supposed to make bricks without straw, I mean, teach without supplies while there have been new central office positions created which pay six figures. The District approved a lump sum budget with no plan accept to ask for additional funds.

Superintendent Hite decided against any charter expansion recommendations, but that decision came on the heels of an approval of $15 million for the District to pay an outside intermediate unit to run its own cyber charter school. Principals did not receive an anticipated raise this year, and are now supposed to singlehandedly run an entire school. They hired law firms while creating a hostile work

environment for teachers, principals, counselors, nurses and librarians.

The central office spent $12 million above its budget. Where did they get $12 million? Bach could have gotten a new roof with that money or it could have been used to employ a few teachers or buy a few more books. Money has continued to flow into the District's hands and yet schools continue to fail.

What is wrong with this picture? If you give the District money with no reasonable accountability in place, they may just use it to authorize more charter seats and that only perpetuates the problem. As an educated man, Dr. Hite uses a whole lot of words but seldom provides any substantive answers when questioned.

This District has not shown themselves to be fiscally responsible even in the midst of these dire financial projections. Please don't continue to give them money without any accountability for its use.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much.

THE CLERK: Tina Kluetmeier, Carolyn Adams and Judy Vlad.

COUNCILWOMAN BLACKWELL: Good afternoon.

MS. ADAMS: Good afternoon. May I proceed?

COUNCILWOMAN BLACKWELL: Please.

MS. ADAMS: Thank you. Thanks for the opportunity and thank you for your patience in hearing all of us who feel so passionately about schools.

COUNCILWOMAN BLACKWELL: Thank you.

MS. ADAMS: My name is Carolyn Adams. I've been a resident of Philadelphia for 35 years, a teacher at Temple University in urban public policy for over 20 years. And for 7 years, I've been a Board Member of PCCY. I'm here today as a Chair of the Board for Public Citizens for Children and Youth.

The future of both Philadelphia and our children are dependent in large part on a stepped up investment in our public schools. The fiscal challenges that the District faces are part of a larger financial polarization that is taking place across the entire country. The latest census figures indicate that 57 percent of all children

living in the United States are low income or living in poverty. 57 percent. The picture is actually worse in Philadelphia. Where approximately 75 percent of students in our public schools are low income or living in poverty.

The trend toward a shrinking middle class has resulted in communities that are polarized by income. The concentration of poverty in the City means our District is more financially strapped than others and it also means that our District must invest more per child, not less, more per child to achieve good outcomes then other Districts where affluent kids enter school prepared to learn.

The School Reform Commission proposed a budget that is bare bones at best. We are grappling with a budget that will increase class sizes to 33, leave one school nurse to meet the needs of 1,500 students and will eliminate arts, sports and extra curriculars. These personnel and programs are resources that engage our students, that facilitate learning other subjects that prevent truancy and dropping out. Both research and our own personal experiences confirm this.

As we have these heart wrenching conversations, some Districts in neighboring counties are planning to add programs that prepare students for SAT exams and common core standards. These are schools that suffered State budget cuts, just as we did. They increase local taxes to maintain small class sizes, arts, music, extra curricular activities. But just keeping the doors open as they have been this year requires shared sacrifice here in Philly.

I am here today on behalf of the children and taxpayers who support the District's request for $60 million. Without these funds, the City, our students, our new superintendent and the economic prosperity of our City are being set up to fail. While any discussion of the District's financial management is fair because we all have to be accountable, I believe this new superintendent has shown the resolve to reduce wasteful spending. He's overseen the heart wrenching effort to close schools.

I'm sure there is more savings to be found. People have said that today. I am sure that's true. We can't fool ourselves into thinking there

is going to be enough money in savings to close the $300 million plus structural deficit. This reality is best evidenced by the fact that closing 24 schools only saves us $28 million.

We should squeeze every dime of waste out of the District and increase efficiency and we have to invest at the same time because we are losing ground. Over the past two years, the State's cut nearly a billion dollars in education funding, and the District's been forced to cut more than 330 million in spending for teaching and support.

In the last three years, the State discarded the groundbreaking school funding formula as you have heard today that recognized the extra cost of teaching students who do not speak English, who live in poverty or who have special needs. Right now Pennsylvania is only one of three states that don't have an education funding formula recognizing that.

COUNCILWOMAN BLACKWELL: Thank you. Would you try to conclude?

MS. ADAMS: Yes, ma'am. Yes, I will.

I know that some elected officials are

weary that new funds may not be used wisely. To this end, PCCY has some suggestions for recommendations that Council could make to accompany it's $60 million increase. These are the suggestions. I will just very briefly state them. I have some copies of this that I would like to make available to you, if I may.

First, starting with early childhood, the District saves funds by contracting out its head start slots to community providers. We are just suggesting that new funds be condition on the District agreeing to contract only with entities that are rated as high quality by the State, three star and four Keystone stars.

To boost students' attendance and affiliation with school, we think new funds should be conditioned on at least maintaining current levels of arts, sports and extra curriculars. To drive down student absenteeism and support children's health, we think new funds should ensure that at minimum the number of school nurses we have now should be maintained. And last, to promote strong teams of teachers who can produce positive learning gains with students, new funds

should be linked to efforts to affect the upcoming teachers union contract. Specifically, to permit site selection hiring in every school and end the practice of permitting teachers to transfer or be rehired outside of the site selection process.

These are a few ways we think this crisis gives us an opportunity to make sure that the funds that are being used are being used wisely.

Thank you for much for your patience.

COUNCILWOMAN BLACKWELL: Thank you.

THE CLERK: Stan Shapiro, George Matysik and Eric Blaustein.

COUNCILWOMAN BLACKWELL: Thank you. Thank you for your patience, gentleman.

MR. MATYSIK: Good afternoon, Madam Chair, Councilwoman Bass, my name is George Matysik. I'm Co-chair of the Friends of Mifflin School, public school for the East Falls neighborhood in the 4th District.

If you've ever been at Thomas Mifflin Elementary School, one of the first things you will notice is as you approach it is an engraving on the wall overlooking MidVale Avenue. The engraving bears a quote from the Greek philosopher

from nearly 2,000 years ago which says, "the foundation of every state is the education of its youth."

Yet for the last few years, the leaders of our provincial state have been eroding that foundation with drastic cuts to our public education system. If we continue to chip away at this foundation, the structure will collapse.

Young Philadelphians brought to the City by our amazing universities, career opportunities and arts and culture organization will continue to flea for the suburbs and other regions if we can not offer competitive education system. Those who are left will receive a hollow education without any access to arts, science, athletics and many of the subjects that prepare us for college and for life.

That said, I also understand City Council's hesitancy to fund the School District in Harrisburg's absence. In looking at the $300 million shortfall, it can be tempting to look at the total pie and think you are the only group coming to the table to possibly help. That you are in it alone, but you aren't. We are here with

you.

All across the City, friends group like ours are sprouting up to assist in funding programming, capital needs and to raise awareness of the great work our traditional schools are doing. While many of these groups are still in stages, we are here as partners and as allies in the future of funding of our traditional public schools and truly believe our best days can be ahead of us if we make this investment together. I would encourage members of Council to look to us as partners in taking a unified campaign to Harrisburg.

Finally, I mentioned I'm Co-chair of the Friends of Mifflin School, which is a volunteer position. My day job is as Government Affairs and Public Policy Director for Philabundance Food Bank for the Delaware Valley. With that hat on, I can tell you that while we can offer an array of short term solutions for hunger and poverty, the only way to truly end the cycle in Philadelphia is to invest in education and economic development.

At Philabundance, we want you to put us out of business. We want society as a whole to say

hunger and poverty are unacceptable and here is how we will end it for years to come. I would encourage you to continue your investment in public education and continue your investment in Philadelphia.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you.

MR. BLAUSTEIN: City Council President Clarke, City Council members, City Council members At Large, good afternoon. My name is Eric Blaustein. I am a proud Philadelphia public school teacher and the Philadelphia Federation of Teachers building representative at Hopkinson Elementary School.

On behalf of the faculty, students and community of Hopkinson, thank you for this opportunity to express our sentiments regarding the 2013/2014 School Budget. As for me, I'm also pleased to share with you that I am a product of the Philadelphia public school system, George Washington High School class of 1995.

Some of my best memories from my days at Washington were the many extra curricular programs offered to me. I took full advantage of these

opportunities in the areas of sports, music and the visual arts. When I went to school, it wasn't just about standardized testing.

The effect on one's self esteem that comes from participating in these and so many other activities is priceless. It's a feeling that you are a part of a team and that the team is part of you. It's the basic need that we all strive for, the feeling that we are wanted and that we all have value.

Additionally, our children learn the values of team spirit and teamwork. They learn that the team is greater than the individual. That feeling of success always -- also carries over into the classroom. Unfortunately, with these school budget cuts, many of our children will no longer know this experience and will look elsewhere for acceptance.

They will look to the streets, they will look to alleyways, they will look to alcohol and drugs and surely find danger. Some may even find jail or an early grave. If you are still not convinced of the power of the arts and sports, just take a walk down Broad Street pass the

Academy of Arts and the Kimmel Center. Don't forget about the steady stream of sports fans and concert goers in and around the stadiums and arenas in South Philly.

By the way, when was the last time there was a parade down Broad Street because Philly students passed a standardized test?

An effective school is not just comprised of solid activities. Every school deserves a school nurse. There is no one else who is able to manage chronic health conditions within the school day. School nurses manage students with diabetes and prevent lifelong complications from this disease. It's simple. Healthy kids learn better.

Counselors develop and enhance academics, social, problem solving, critical thinking and career skills. They provide a safe environment for children to express their concerns and so much more. Assistant principals have the capability to inspire and support school staff. They serve as liaisons between a large staff and the principal. They also assume the responsibility of disciplinary and mentor to disruptive students and again so much more.

As for the secretaries, let me say this, the principal is the boss but the secretary runs the school. Does anyone else here really think that one principal can effectively run a school without secretaries? They are the backbone of our school system.

In closing, I urge all of you to put the children of Philadelphia first and support public education. Also, please remind Governor Corbett that we are all waiting for him to accept his responsibility, as well.

Thank you again for this opportunity. And please, do not turn your backs on the children of Philadelphia.

COUNCILWOMAN BLACKWELL: Thank you.

MR. SHAPIRO: Councilwoman Blackwell, Councilwoman Bass, nice to see you both. I'm Stan Shapiro, Vice Chair of Neighborhood Network. Spent a little time here at City Council once upon a time. I just got a couple of points I want to make.

Over the last two days the papers have been full of reports that Council has no stomach for tax increases to help the School District. There

may be reasons as have been pointed out here by some people today not to give the School District more money.

One could be that the amount requested needs to be matched by the State if it's really to make a difference. You can object to the horrible contract the District seems to impose on the teachers. You may believe that the District's school closure program is completely misguided. There are other reasons that have been cited here today.

Council is a legislative body. It doesn't have to parcel out blank checks. It can condition a grant to the District on whatever performance measures that it wants, some of which have been mentioned here by PCCY a little while ago. And it can have any funds it appropriates revert to the general fund if those conditions aren't met. But to say that no money is available under any conditions is to ignore the consequences of the utter dismantling of the District that may occur if more funding is not forthcoming.

Councilmembers often say that the City must be business friendly. Therefore, we can't impose

higher taxes on corporations or their wealthy CEOs. But does anyone here think that businesses can thrive in a City with a lifeless school system? Are businesses going to thrive if they can't find competent employees even if they have the money to hire them? If the population of Philadelphia, already the second poorest of the nation's 20 largest cities, becomes even more impoverished because no one has the skills to get a decent job, is that business friendly?

These questions answer themselves. Monies for the schools must be raised assuming, and you can compel this, assuming that it's well spent. It can be raised in relatively easy ways. Certainly, part of it must come from more robust collection of back taxes. But unbelievably, the Mayor has proposed tax cutting while the schools rot. Offering to give away $167 million over five years in across the board wage tax cuts. By definition, such a cut is tilted towards the rich who simply don't need it.

It was reported the other day that Comcast CEO Brian Roberts is pulling down $29 million in compensation. If that were all in wages, the

Mayor's proposed cut would net Roberts a hundred thousand dollars over five years. That compares to $123 benefit for people earning the median Philadelphia wage of $34,200.

Roberts doesn't need that money. He probably wouldn't want it if he knew that all of the rescinded cuts combined could be used instead to maintain a functioning School District in his home town.

I am almost done.

Council need not raise the wage tax, it merely needs to freeze it. You get $167 million by doing that. It's true that most of the proposed cut -- because the Mayor wants to spend $167 million, I just wanted to say that again, on wage tax cuts which mostly help people like Brian Roberts.

Now it's true that most of the proposed cut is backloaded so a freeze won't immediately make large sums available. But by backloading the cut, the Mayor will build a general fund surplus in the next two fiscal years. Instead, you can spend that surplus on the School District and then cover future District subsidies from the funds that you

will get from canceling the backloaded cut in the latter years.

One Philadelphia, which is a coalition of a variety of groups: Fight for Philly, Neighborhood Networks, Move On and a variety of other groups, have proposed other revenue ideas for raising dollars from all the right places. But in considering even the slight pain that such measures might bring, please consider the overwhelming agony that we will all feel if our School District crumbles into dust.

Please Councilmembers, those of you who are here, those of you who may be listening, don't let that happen just to give Philadelphia's richest CEOs money they just don't need.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you both very much. Thank you.

THE CLERK: Hillary Linardopoulos, Steve Balbier and Galina Vinerova.

COUNCILWOMAN BLACKWELL: Thank you for your patience.

MS. LINARDOPOULOS: I just came here, so I'm good. Copies?

COUNCILWOMAN BLACKWELL: Okay. He'll get them. Thank you.

MS. LINARDOPOULOS: Good afternoon, Councilmembers. My name is Hillary Linardopoulos. And I teach third graders, which is why I just got here. Thank you for the opportunity to address you today.

Every year we are asked to do more with less. In the past several years, we have seen countless cuts to our budgets. Cuts to things that affect our daily lives as educators and more importantly, cuts that affect our students daily lives. Here are just a few examples.

Several years ago, when my school was designated as an empowerment school, one of the main components of that plan was to reduce class size. The idea behind the goal was if there are a significant number of student struggling, then a significant number of students need more intensive instruction and intervention. The type of instruction a struggling learner needs can happen much more successfully in a small class. Numbers matter a lot.

This year I have eight more students in my

class than I did last year. These numbers are only expected to grow as we prepare to receive several hundred students in neighboring Fairhill school. We have also seen our access to counseling services decrease drastically in the past few years. We went from two full-time counselors plus a bilingual counselor assistant to a full time and a half time counselor to now one counselor for more than 600 students. Our counselor is wonderful, but she is one person.

Many of our students have mental health concerns and precarious home lives. Now we are threatened with losing the one counselor that we do have.

Another cut we've endured. We went from two secretaries to one in the past couple of years. Our secretary is amazing despite the fact that she has double the work. In previous years, she always greets everyone with a smile on her face and fields requests from us all day long. And yet, we are threatened with losing her, as well. I do not know how our school could open its doors each day without her there.

One final example. Our English as a second

language and special education support teachers already support maximum case loads. The services they provide are invaluable to our students at my school which is 25 percent ELL and 14 percent special education. But they cannot provide the intensive interventions that our students need when our services are spread so thin. Again, the threat of further cuts is unthinkable.

The cuts we have already endured can go on, yet we have continued to make it work. We work diligently to teach good citizenship and encourage our students to value themselves as productive and conscious members of our society. Ensuring that our young people recognize themselves as part of the solution to what ails our City and society is one of the most important tasks we have as educators. But there is only so much a teacher and school community can do without resources.

If we continue to cut vital funding, the lessens that we try to teach our students may be drowned out by a larger message they hear when they are starved of resources. You are not worth it. Let us as educators do our job of proving to our students that each and every child is worth

it.

Please fund our schools, fund our students, and fund the bright future of our beautiful City. Thank you.

COUNCILWOMAN BLACKWELL: Thank you. Thank you.

THE CLERK: Patricia Solomon, Cathrine Camiel, Chris Lehmann.

COUNCILWOMAN BLACKWELL: Thank you. Good afternoon.

MR. LEHMANN: Good afternoon.

COUNCILWOMAN BLACKWELL: Thank you for your patience.

MR. LEHMANN: My pleasure.

COUNCILWOMAN BLACKWELL: Thanks.

MR. LEHMANN: Esteemed members of Council, my name is Chris Lehmann. I am the Founding Principal of the Science Leadership Academy.

In the seven years that Science Leadership Academy has been in existence, we have been recognized as the first urban high school to be named an Apple Distinguished High School. We have been named now for five years running. Ladies Home Journal named us one of the ten most amazing

schools in the entire country. And we have been cited by many education publications and organization as one of the top schools in this country. We have done this in a time of challenge to the School District of Philadelphia. And our community wishes nothing more than to be able to continue to provide the children in our care an amazing education.

Throughout the last several rounds of budget cuts, we have lost our librarian. We have lost a science teacher. We are lost a Spanish teacher and we have lost support staff. If there is no relief to the current budget situation, SLA will take a $500,000 cut which with the increased cost is effectively a $700,000 budget cut.

The real effect of these cuts to Science Leadership Academy will mean the end of our award winning engineering program. And currently, over 40 percent of SLA graduates go on to major and stem careers. It will mean the end to our video digital program which have placed students into the top film schools in this country and is currently being -- currently has our students out filming TedEx events, filming concerts at local

organizations and doing professional level film work such that our kids tell us when they come home from film school and college that they felt there freshmen film classes were a step backwards from what they did in high school.

It will mean the end of a full-time college counselor for our students despite the fact that nearly 40 percent of our students are the first in their families to go to college. And it will mean the end of all upper level Spanish classes as we will only be able to offer the State minimum in Spanish courses and nothing else. In addition, we will end our computer science engineering program and our statistic math classes and all upper level math class past the third year of the state mandated requirements.

We will end all upper level drama classes and of course all after school activities including all eleven of our sports teams. We will be left with nothing that resembles the nationally recognized school of excellence here in Philadelphia.

I understand that these are difficult times. I understand that City Council is and

should be asking very hard questions about the request made by the School District of Philadelphia. But now is the time to take care of all of Philadelphia's children. The cuts to Science Leadership Academy are being mirrored by cuts to schools all over this City as no school in the City will be able to offer a rich, public education for its children without relief.

We know the State will not necessarily act certainly not without City Council and the City acting first. I urge you and I beg you on behalf of our children to approve the District's request for $60 million and help us to ensure that Science Leadership Academy and the other schools in Philadelphia can provide a profound public education for Philadelphia's children.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much.

THE CLERK: Gail Robinson, Tammie Coleman and Sarah Boxmeyer and Sheri Sternthal.

MS. BOXMEYER: May name is Sarah Boxmeyer.

COUNCILWOMAN BLACKWELL: Thank you.

MS. BOXMEYER: I am here to share with you

how the Philadelphia School District music program changed my life. I have played at Carnegie Hall three times since my graduation from Girl's High School five years ago. I have been at Curtis Institute of Music student for the last three years.

How did it begin? I was given a beautiful french horn to borrow from my high school. I was given free lessons every week with a bass instructor. The esteemed all City orchestra happened to rehearse at Girls High and I was invited to join. This encouragement helped me to decide what I was going to do for the rest of my life. I was becoming directionless and music changed that. This would not have been the case if the music budget had been cut.

Music programs give kids something to look forward to at school. Not only does music bring hope to children's life but it teaches self discipline and how to work with others. The music program is a cultural investment for our City. We are the future musicians of the City and concert goers. We will fill out the concert halls. Taking away funds from the music program is not

the way to go.

Playing music should be kept available for all students not just the one in the suburbs who have all the money to buy expensive lessens and expensive instruments. My musical journey began with the School District and it has taken me around the world numerous times. I have gone to the Czech Republic. Last summer to Curtis Dresden Germany on a tour.

Let's be honest. Not everyone is going to be become a brain surgeon. Keeping creative and instructive musical activity at our school is what we need. We need to build kids up. The bottom line is that music enriches student. It enriches their lives and unites their families and their neighborhoods. Let's not have our City be caught on the wrong side of cultural history.

Thank you for having me.

COUNCILWOMAN BLACKWELL: Thank you.

MS. COLEMAN: Good afternoon. My name is Tammie Coleman.

(Witness bell rings.)

COUNCILWOMAN BLACKWELL: That was for her. Keep going.

MS. COLEMAN: I am a merit consultant from Title non public district. I thank you for taking the time to listen to me today.

Why do you think we can run schools like a low budget program in a 21st Century? It is bad enough I have had to teach in schools over 100 years old. Our schools must be fully funded. Our children need great teachers and staff in schools. The Title One funds in school improvement stimulus reduction means we are going backwards in education. The justice fighters and others like Dr. Martin Luther King and John F. Kennedy would be appalled.

Where is the character and what was promised and fought for the poor, minority and every student in public education? Closing schools and reducing funds is not the answer.

Cyber and charter schools are not the lone answer. It is bad enough we are number 32 in the world in math and science. We are around number 26 for all subjects in the world. Central office cuts means one person doing the job for five or six people and education is supposed to be about the children. I would like the people who

proposed these cuts to come spend the day in the Philadelphia public school or one who receives our services and see all the unsung heroe who work hard to educate our youth and dingy classrooms with few materials. Then I dare you to say we need to cut funding. Why pick on the poor minorities and all of our youth. Yet we continue to build jails that accommodate medical services for free.

The entire country would be affected because we won't have scientists and innovative thinkers because you did not give people a chance to develop their full potential.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very much.

MS. STERNTHAL: My name is Sheri Sternthal. I am an educator in the non public division of Philadelphia. I'm one teacher providing breakfast and lunch for kids who didn't get food in the morning. Parents drop their kids off as early as 7:15 in the morning and they want us to provide for their kids while they go to work.

Our students have trouble reading. And due

to the obligations, the parents don't spend time doing homework and giving them quality time for their children. As a reading teacher working with these kids every day, we provide support and listen and give encouragement. With virtual schools being set up, how do you expect kids to be successful when parents are not available as it is?

The students I see in Kensington are really needy and they like to have someone consistent in their lives to help them, listen to them. I can't imagine how they will do without a teacher sitting next to them.

As far as test scores, I feel it's important to measure what a child has learned from September to May, if they have learned to read and felt successful and not the number on the PSSA. Please put money into the Title one budget. Our kids need our TLC, consistency and the attention that we give them. And the charter and cyber schools are not the answer. It may be good for you and the budget, but it's not good for our children. And I've seen the kids be very successful when we give them the attention and the

TLC. And I have seen kids really make a lot of difference in their own reading because we are there working with them in small groups.

So thank you.

COUNCILWOMAN BLACKWELL: Thank you very much. Thank you very much.

Is there anyone else here who would like to testify or maybe who missed their name or wasn't here who came in? This is your opportunity. Feel free to come forward.

MS. WEINSTEIN: My name is Daphne Weinstein. I am a student at Central High School. I just want to talk about the services that were provided to me. I am a senior now, and I have gone through the college process. I have been a member of the cross country team and the swim team at my school, and these really made my time at Central. I love school. And coming into Central was a very different experience for me because I had attended private school prior to this.

I know a lot of kids in my neighborhood continue to attend private school because they are afraid of the effects that the budget cuts might have on their education. And I know that this is

a legitimate fear because many of my friends who attended public school were not prepared in the same way I was coming into Central. And I think that in light of this, counseling special needs and ESL are invaluable services in those schools and in really all schools in the City.

I think that really there is no way that the City is going to continue to attract the type of talent in terms of young adults that are coming into the City and trying to raise a family here if the school situation continues on the path that it is now. And I think that we have really seen that.

And I think that in order to foster the type of City that we want, which is one where people from all economic backgrounds and all ethnic backgrounds are coming together, we need a school system where people of all economic backgrounds are comfortable and are able to be fostered according to their needs.

So, that's really what I had to say.

COUNCILWOMAN BLACKWELL: Thank you.

MS. WEINSTEIN: Thank you.

COUNCILWOMAN BLACKWELL: Thank you for

coming and thank you very much. Thank you very much. Good afternoon.

MS. ECKLAND: Hi. Good afternoon. My name is Nabria Eckland.

COUNCILWOMAN BLACKWELL: Say your name again.

MS. ECKLAND: Nabria Eckland. I attend the Academy at Palumbo. I am a Junior.

COUNCILWOMAN BLACKWELL: You attend where? Pull the mic up, we can't hear you.

MS. ECKLAND: The academy at Palumbo. I'm a junior. I just wrote a letter. When I first read a letter my principal typed up from my school about the budget cuts, I was appalled. I thought this was a dream. These suggestions would affect not only the students, the teachers, the principals but all society. Who would think that in the nation of opportunity, would have its own citizens fighting for education.

Education should be a right. You shouldn't have to fight for it. Kids are our future. How will that be possible when in the future there might be more jails than schools? How will a school function, no counselors, no office aide, no

janitors, no extra curricular activities and no new books on top of all that?

Philadelphia State representative, the school legislatures, the political leaders that our parents elect to office should make sure that we are provided with these types of things. The parents tax money, where is it going? No more counselors, how? The very people who gain relationships with students and help them in high school to write their letters of recommendations for college will be cut.

No more extra curriculars. Why? The very skills that students develop in the time they spend making positive memories will no longer continue. How are the students supposed to feel no new books or computers? Where does it happen? Not in the suburbs. How will we apply to college? It's simply unfair.

To speak, the budget cut will do nothing but make progress inevitable because the ones who will be the future are getting stripped of their future.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you very

much. Is there anyone else who would like to testify? Yes, sir. Is that it? Is there anyone else? Please come forward at this time or we will assume that everyone has had an opportunity who would like to.

Thank you. You may sit in these seats, the black chairs. We will assume everyone else has had an opportunity or will not be testifying today.

Thank you very much. Thanks for your patience. Good evening. And please identify yourself and begin your testimony.

MR. BALBIER: Thank you. My name is Steve Balbier. I am a teacher at Harding Middle School.

COUNCILWOMAN BLACKWELL: Oh, we called you. Yes, you are here on the list.

MR. BALBIER: I am here. First I would like to applaud the two young ladies that just spoke before me. They were fantastic. It's great to see the student body of Philadelphia get involved in this just as much as so many of us are. Real quickly, I would like to hit three things.

One, we're killing. We're getting killed.

We're spending tons of money on charters, 30 percent. We are paying double for the same kid because oftentimes they are expelled from these charters and put right back in the neighborhood schools. Two paychecks go, the voided seat is taken by some of our most best, brightest, most studious on time, no truancy issues, no behaviour issues. Gone. And the District's is footing the bill for this.

It's frustrating, too, because I just want to hit -- because we are -- the neighborhoods schools have become essentially -- the mainstream schools has now become the outliers because so many of the best and brightest have been taken by the charters and they send everything back to the public schools. It's not the least restrictive environment for anyone.

The other thing I would like to address is the School District spending exponential sums of money on ideas that come with nothing but training. No tactile resources. No books that come with these trainings. I teach at a school. We didn't have textbooks for five years, but I attended countless, countless, countless

professional development trainings for things that produce no hard resource.

The thing that I would like to hit last is the people that are going to be cut first are going to be our noon time aides, our support staff. Which I think is the slap in the face because I think they are the lead staff. These are people from these neighborhoods, these public school neighborhoods. They are dangerous. They come from the same neighborhood as these children. They know their families. They grew up there. They have credibility. These people are who these children look up to, and they are going to be the first ones to go.

If you would like to see the public School District of Philadelphia turn into a complete disaster, take the neighborhood out of the neighborhood schools.

COUNCILWOMAN BLACKWELL: Thank you very much.

MR. BALBIER: They deserve their jobs.

COUNCILWOMAN BLACKWELL: Thank you. Thank you, Mr. Balbier. Thank you.

MR. POLLOCK: Hello. My name is Seth

Pollock. I want to thank the City Council for the opportunity to speak before you today. I am an English/Drama teacher at Harding Middle School. I actually teach with Mr. Balbier. He is an incredible math teacher. I would also like to thank all of my colleagues whether they be teachers, counselors, the lady who worked for Title One, everyone in my profession who came up here and spoke, we are united and that is good to know.

I didn't prepare a speech, so I can't really hand it out to you. You see, I've been teaching all week and I've been a little bit busy with that. I see over 200 students a day. I much rather spend all of my time and energy focused on them. There is a saying that's been going around lately. That is that the art of teaching is not lost, just the regard for it.

I have a daughter. I have another daughter on the way on Monday. My wife is going to have a C-section. And I don't want my daughters when I tell them that I am a teacher, I don't want them to go by the way side and not mean anything to them. I want it to mean something.

A little bit more about myself. I created a theater program at my school. There were absolutely no arts whatsoever at Harding. Not a choir, nothing. We started a choir with a math teacher. And we have had eight years of musicals that we put together with scotch tape and bubble gum on basically no funds whatsoever. In recent years, we have gotten funding from Arts Rising, which is a great, you know, arts advocacy group and partnership with them. However, their funding has been cut. Therefore, we have lost the resources that we had for the arts that we had that had nothing to do with the School District. Outside resources.

You know, at the end of the day when I look at this budget and when you look at this budget and you see that schools aren't going to have a single counselor, not a counselor, I don't know how you can look at that and not just think that there's is just no way that that can happen. We can not allow that to happen. I don't know how you can look at this budget and see that that some schools won't have a nurse.

I want you to think back when you were in

school, each and every one of you, those of you watching on Candid Camera. I want you to think back at your schooling when you went to school. Did you not have a nurse? Did you not have a counselor? Did you not have a secretary?

I don't see how -- I understand that it's numbers. I am not a numbers person. I am a writer. I am theater teacher. I understand that. I don't balance numbers. But at the end of the day, there is just no way that you can allow a school to go without a secretary. There is no way you can let a school go without a nurse. There is no way you can let a school go without the resources and the things that they need to function.

Listen, as Hillary said earlier, we have been asked to do more with less for years and years and years now. That is fine. We will continue to do more with less. But don't, don't, don't make -- don't take it any further. This budget -- if you look at this budget and you don't see how many parts of it cannot become a reality, then I just don't know what to tell you.

Thank you again for the opportunity to

speak.

COUNCILWOMAN BLACKWELL: Thank you. Please give us your name and begin your testimony.

MS. STEWART: Hi. My name is Allison Stewart. I am a fifth grade teacher at McCall Elementary School. I am here with my fellow workers here with me. I am also going off scribbled notes, so please disregard my stream of consciousness. I just really felt very compelled to get on my bike and get here as fast as I could.

Just if you're not familiar with McCall, it has a very high Chinese population because we pull from China town. In addition to that, we have many immigrants who -- where English is not their first language. I thought of them immediately when I thought about all the budget cuts. Because I don't know how they would make it -- they already feel so alienated and isolated their first year here. We already ask so much of them.

To take away our translators and our counselors and all of our support staff let alone Patty our secretary who deals with all of them coming in, we already wear so many hats as it is. Everybody. I see our nurse outside in the school

yard. I see her in the lunch room cleaning the tables. I see my principal -- it's a joke. I don't even know whether to laugh or cry. And in this case, cry. Excuse me.

Being in fifth grade we already have higher class sizes. The cap set per the union is 32/33. We are supposed to get a third fifth grade class next year. That is in the air right now, which means I could have 40 -- thank you -- students in my class. There is absolutely no way I can give quality education, one woman or man, to 40 students. They will absolutely get pushed to the back and in the way side.

Do I want that? No. But that's the God's honest truth. That is what will happen. When my class sizes go up and I am forced to now pay for the paper and any other class supplies that I will already need because they are not in the budget. And I am single woman. And I just bought a house last May. And I am trying to pay my bills. I went into teaching, I left the world of media to come into teaching not for the money. Nobody is in it for the money. But I already don't have a lot of money.

Now, in addition to this budget, our contract is up in August and then you want to take away more of that. I can't give any more. And that pains me to say, oh, we don't have the supplies we need to get the job done. Not only supplies but people. They are the back bone of our school. And I completely agree that when you take away lunch time aides and when you take away librarians and secretaries, what are you left with? It's a joke.

I thought this was out of the Onion, like the satirical newspaper. It was ridiculous. I just feel -- I really, really feel very passionately that we need to do something. I was with my fifth graders today giving them every Councilmember's email. You got to do this. You got to do that. That shouldn't be on a fifth graders back to beg for money. They already have so much going on in their lives. They are trying to navigate puberty and now I am giving them twenty e-mails to write.

It's just too much to require of them and to ask of them at such a young age and our home and school. Our Home and School association has

carried the back of our school for the last several years. That also is going to be -- that river is going to run dry real soon. Like the gentleman said before, we need to be putting our money towards resources and more long lasting effective change rather than year to year whatever.

I guess in all, I just really wanted to -- I just felt compelled to come out on behalf of all the librarians, all the secretaries, all the band teachers, everybody who makes our community what it is. Because when I think about how many hats we already wear without all of those people, it's not a school anymore. It's chaos. I am at a "good school". I can't even imagine.

You know, you do wonder who will this drive away. Not only will you drive away quality teachers but families. You know, it's been in the news that families are moving back into the City. The City is being more populated. Urban areas are where people are coming. That's the trend. They are going to go right back out to the suburbs. Because for -- we were gaining momentum in our neighborhood schools because of our Home and

School and the wonderful parents and community made it what it was. That will just go by the way side if we don't prove to them that we can be just as competitive as the suburban schools or the schools in Jersey or wherever they are going to flock to.

COUNCILWOMAN BLACKWELL: Thank you. Thank you very much. Thank you very much.

We would like to note that we have a statement from our Congreso that we will add to the -- we will give to the stenographer to read as if they were here to speak as well as many petitions speaking against AVI. They will also be made part of the record, and we will also keep a copy for the Administration.

And we just note that we thank all the Council people for being here. We note that many members of Council have been here, many of us have been in the classroom. We didn't create this program. We didn't create the agenda, nor did we create the cuts. We just want you to know, we didn't concur with them. Nobody asked us about them. We learned about them as you. Just FYI.

Councilman Jones.

COUNCILMAN JONES: Thank you, Madam Chair. I just wanted to thank everyone who came out today and their patience.

COUNCILWOMAN BLACKWELL: Yes.

COUNCILMAN JONES: To add to the record, the opinion that our children matter. And also thank you, Councilwoman Chair of Education for your dedication over the decades to this worthwhile cause. We have a lot to think about, a lot to do. And at the end of the day, our children are worth it.

So thank you, Madam Chair.

COUNCILWOMAN BLACKWELL: Thank you very much. Again, we reiterate, we thank you all.

Thank you Councilwoman Bass, Councilman Jones. We didn't mention Councilman Goode and all the Councilman people who have been here, Squilla. And certainly we appreciate all the dedication and your commitments, certainly was heard by all of us. We appreciate it.

This Committee will stand in recess until Wednesday, May 1, ten o'clock. At which time, we will reconvene here at Room 400 City hall. Again, thank you all.

(Committee of the Whole Public Hearing adjourned at 4:26 p.m.)

C E R T I F I C A T I O N

I, hereby certify that the proceedings and evidence noted are contained fully and accurately in the stenographic notes taken by me in the foregoing matter, and that this is a correct transcript of the same.

Court Reporter - Notary Public

(The foregoing certification of this transcript does not apply to any reproduction of the same by any means, unless under the direct control and/or supervision of the certifying reporter.)

A

Aaron 72:2 76:20 76:23,24 78:19
abatement 35:20 35:22 105:2 113:16 114:2,11 115:4,14 116:16 117:7,10,20 123:20 131:4,4 131:7,8
abatements 105:9 106:9,12,13 113:12,13 114:1 114:15,16 115:12
abduction 69:13
ability 56:7 176:24
able 11:10 31:2 34:8 53:16 100:21 110:21 119:13 137:5 159:15 160:6 164:10 165:8 167:8 169:18 174:1 190:10 200:6 201:11 202:7 209:19
abreast 110:21 120:8
absence 160:1 186:20
absentee 177:1
absenteeism 184:19
absolutely 26:4 36:3 216:3 219:10,12
absorbed 50:8
academic 53:1 63:4 128:1 136:14,17 162:11
academically 62:24
academics 162:13 163:7 190:15
academies 170:18 170:20
academy 49:15 146:14,14 159:2 190:1 199:18,20 200:17 202:5,14 210:8,11
accelerate 126:20
accept 176:10 178:14 191:10
acceptable 55:6 115:8
acceptance 189:18
accepted 175:23
access 15:1 28:17 36:23 39:21,24 40:1,2 53:20,24 61:12 70:12 85:2 125:18 186:15 197:4
accessible 138:8
accidentally 24:21
accommodate 49:9 72:24 206:8
accompany 184:4
account 15:23 37:17
accountability 62:15 65:19 67:22 134:18 162:22 173:24 179:12,20
accountable 22:14 41:8 50:21 162:16 182:18
accurate 37:10 102:4,6 109:15 112:6,7,10,17 112:20,21
accurately 225:6
achieve 77:21 148:4,20 181:12
achieved 79:9 136:5
achievement 39:23 51:23 63:5
Achieving 127:3
Ackerman 24:11
Acosta 156:9 161:22 172:7,11 172:12,13 175:5 175:8
acronym 133:12
act 61:19 66:12 66:14 202:9
acted 150:1
acting 202:11
action 87:7 103:3 104:4,14 117:6 134:16 150:13
actions 127:18
activism 71:16
activist 89:3 133:19,20
activities 144:16 158:21 159:7 182:8 189:6 190:9 201:18 211:1
activity 110:17 204:12
actor 57:20 58:2
actual 3:19 6:12 111:4 118:2,20 118:24 119:5
ad 127:11 143:18
ADA 134:21
Adams 180:1,4,6 180:11,11 183:23
add 19:2 51:9 124:24 136:9 182:3 222:10 223:5
adding 2:20 139:22
addition 18:24 102:14 201:12 218:13 220:1
additional 13:22 30:18 54:16 75:10 89:19 124:24 136:7,8 136:22 151:15 152:8 163:18 178:15
Additionally 189:11
address 38:1 68:1 72:7 147:24 148:1 196:6 213:18
addressing 52:1
adequate 38:4 50:9 54:19 68:7 69:4 144:24
adequately 56:2 157:9
adhere 8:14
adjourned 224:2
administering 38:22
Administration 89:5 113:15 160:19 222:15
Administration's 160:17
administrative 14:13 78:4 127:21
administrators 63:3 164:5
admonishing 62:10
adopt 5:8,11 15:21 31:8
adopted 147:8
adopting 5:13
Adrienne 78:22 83:12
adult 18:6
adults 15:8 34:16 34:22 35:2 173:15 176:21 209:9
advance 134:19
advanced 153:23
advancing 62:24
advantage 188:24
advertisement 98:13
advise 62:12
advised 81:5
adviser 25:10
advocacy 49:24 129:17 216:9
advocate 16:21 63:13 89:6 134:21
advocates 134:17
advocating 73:6,8 155:13
Affairs 187:16
affect 135:19 185:1 196:11,12 210:15
affiliation 184:16
affluent 56:12 181:13
afford 30:6 84:14 147:10 149:8 159:15
affordable 84:10 116:9
affording 138:4
afraid 65:3 78:16 80:13 208:23
African 58:20
African-Ameri... 97:14 99:16
afternoon 72:3,4 74:10,11,12 76:20,22 78:23 83:5 88:24 92:19 97:9 124:14 129:11 129:12 134:13 138:3 145:20,23 150:21 157:1,3 157:5 175:10 177:20 180:3,4 185:15 188:10 196:3 199:10,11

204:20 210:2,3
afterschool 58:15 72:16 135:9
age 52:23 149:19 152:5 220:23
agencies 165:7
agenda 23:4 222:20
ages 139:1
aggressively 113:8
ago 31:13 44:3 73:5 85:22 87:10 137:18 143:4 147:23 149:13 155:19 175:15 186:1 192:16 196:14 203:4
agony 195:10
agree 17:19 57:6 91:20 113:22 139:16 154:22 220:7
agreed 156:12 174:21
agreeing 184:12
agreement 7:9 94:12 127:12
agreements 141:3
ahead 76:19 111:3 145:12 167:20 187:10
aide 78:13 210:24
aides 30:21 68:4 68:19 78:2 91:3 91:10 214:5 220:8
aids 68:4,20
ails 198:15
ain't 11:5 96:3 104:23,24 116:17
air 219:8
airing 40:22
Airy 54:14 136:12
aka 40:20
alarming 38:16
alcohol 189:20
Alexander 80:3
Alicia 36:12,13 40:20
alienated 218:18
Aliesha 65:24 67:15
alike 63:8
alive 33:19 35:4 50:18 168:1
allergic 39:5
alleyways 189:20
allies 65:7 187:7
Allison 218:4
allocate 54:19
allocated 20:19 41:6 82:5
allocation 37:15
allotments 41:9
allow 64:15 93:5 128:12 162:10 163:15 164:15 216:21 217:10
allowable 78:12
allowed 131:4
allowing 75:20 98:24 162:4
allows 30:17 114:7 152:20
alongside 147:4
alternative 80:4 102:15
alternatives 25:3
amazing 186:10 197:17 199:24 200:8
ameliorate 63:6
amending 2:12,19 3:1,9,22 4:1,11 4:14,21,23 5:16 5:24 6:1,6,15,18
amenity 84:23
America 10:19
American 58:20
Americans 134:15
America's 140:23
amount 3:3 17:17 20:19 24:2 82:8 97:21 98:5 192:4
amounting 82:4
anchor 84:11
and/or 225:18
Anglin 172:8 177:20,21
Anne 133:16 138:12
announced 50:5 124:22
announcements 170:4
annual 82:2 159:1
annually 159:10
answer 22:17 23:5 55:9 62:18 109:16 174:17 193:11 205:17 205:19 207:21
answers 34:14 94:3 179:16
anticipated 178:21
anticipating 146:12
antidote 39:5
anybody 9:9 103:11 106:5 175:2
anymore 221:14
anyway 109:23
apartment 146:5
appalled 45:24 205:13 210:14
appalling 89:10
apparently 69:22 89:21
appeals 120:13
appears 130:11 130:14
applaud 212:18
Applause 8:4 11:22 18:9 25:20 26:16 30:24 32:9 44:12
Apple 199:22
application 176:19
applications 55:14 146:13 177:1
apply 211:17 225:16
appraisal 102:6
appreciate 34:11 46:4 141:23 161:10 223:18 223:20
approach 12:24 46:15 81:9 160:10 164:15 165:24 185:22
approaches 105:11
appropriate 156:19 157:8
appropriately 56:19
appropriates 192:17
approval 7:1 178:18
approve 54:16 202:12
approved 7:11 178:13
approximately 82:4 165:18 181:4
April 1:7
AP's 22:7
Arab 58:19
arbitrary 37:16
architect 63:12
area 83:19 85:17 106:1
areas 76:7 89:8 105:24 107:4 114:1,3,5,10,10 114:14,15 129:15 131:2 132:15 189:1 221:20
arenas 190:4
arguably 55:2
argue 161:4
arguments 86:22
Arkansas 170:8
army 44:21
arrange 40:24 68:24
array 187:19
arrive 24:20
arrived 24:22 169:14
art 91:3,10 98:21 135:9 158:13 159:3 215:17
Arthur 85:16 90:19
article 47:7,16 95:16,19
articulate 86:22
artists 84:7
arts 57:24 98:14 146:15,15 158:24 159:2 181:19 182:7 184:18 186:11 186:15 189:2,23 190:1 216:3,8,9 216:12
ashamed 27:11,12
aside 29:2 57:3
asked 15:15 22:13 48:16 62:17 77:12 100:22 111:8 151:14 152:22 177:24 196:8 217:17 222:22
asking 8:13 62:5 64:13 88:15 92:4,10 147:1 161:13 202:1
aspects 172:22

assault 44:24 100:23
assembly 47:8
assessed 3:14 106:16 108:21 109:10
assessing 118:7
assessment 50:20 105:11 111:21 111:24 163:21
assessments 6:11 112:6,8 113:4 119:19 163:23
assist 22:7 41:1 55:13 78:14 163:21 187:3
assistance 21:6
assistant 21:21 30:4 63:11 190:19 197:7
assisted 176:16
association 52:19 62:2 81:5 220:24
assume 190:22 212:4,7
assuming 193:12 193:13
asthma 39:4
astronaut 28:8,9
athletics 72:16 186:15
attached 163:3
attack 145:9
attacks 169:3
attend 19:17 32:22 33:15 34:9 138:18 208:22 210:7,9
attendance 15:12 58:12 184:15
attended 45:12 77:3 135:6 208:20 209:2 213:24
attending 162:7 175:16
attends 73:3 77:4 83:16,16
attention 173:2 207:19,24
Attorney 30:4
attract 209:8
attracted 136:10
auction 171:14
audacity 28:18
Audrey 78:22 85:15
August 220:2
Austerity 160:6
authority 7:8,13 18:14
Authorization 4:3 4:16 5:18 6:1,2 6:20
authorize 4:3,16 6:3,20 179:13
authorized 3:12 7:10 111:10
authorizing 3:19 4:8 5:20 6:12
autism 19:9
Autistic 60:8
available 184:7 192:19 194:20 204:2 207:7
Avenue 185:23
average 29:7
AVI 76:10 79:10 79:20 80:6,13 102:1 104:18 108:15 110:4,23 119:8,17 120:2 120:16 130:9,24 132:11,13 133:11 142:17 142:18 143:12 143:15 147:15 222:13
avoid 140:22 142:16
avoided 145:7
award 200:17
aware 104:7
awareness 187:4
awes 33:6
awesome 35:4
AYP 45:2,23 67:23 68:1
a.m 1:7

B

B 100:11
babies 9:23 171:12
baby 101:11
Bach 179:4
Bach's 21:24
back 10:7,8,9,15 23:19 28:5,5,18 43:6 44:19 65:20 67:5 82:4 88:18 91:17 95:8,8,8 96:19 96:23 103:10 118:17 123:19 124:7 151:12 152:15,16 155:17 164:12 166:18,19 169:16 172:23 174:24 175:7 178:9 193:16 213:4,15 216:24 217:3 219:13 220:6,18 221:1 221:19,22
backbone 191:5
backed 131:7
backgrounds 77:21 209:16,17 209:19
backloaded 194:19 195:1
backloading 194:20
backs 56:14 117:17 144:21 191:13
backwards 166:2 201:4 205:10
bad 47:13 98:9,10 99:8 153:5 162:17 205:5,19
bailouts 141:1
balance 165:14 217:9
balancing 177:2
Balbier 195:20 212:13,14,17 214:21,23 215:4
ball 160:9
band 221:10
bandaid 39:1
Bank 187:17
bankrupt 94:19
bankruptcy 135:2
banks 126:12 141:1,9
bare 144:13 181:16
bargaining 127:11
Bartram 153:24
base 30:11 32:5 56:8
based 14:20 15:21 37:20 47:16 48:24 94:16 106:23,24 111:13,23 112:9 112:18 140:7 165:12 167:24
basic 13:15 55:20 56:16 68:2 109:18 166:20 167:1 189:8
basically 60:1 114:23 166:20 167:10 172:13 216:7
basis 38:23 82:2 118:21 121:14 165:13 172:21
basketball 74:21 154:4,5
bass 1:15 146:1 185:16 191:17 203:9 223:15
battle 71:21 87:19
beacon 100:19
bear 34:21 64:13 102:7 162:15
bears 185:24
beautiful 199:3 203:7
becoming 203:14
bed 9:13
beg 202:11 220:18
began 43:3 204:5
beginning 61:8 76:9
begun 46:22 61:13
behalf 52:20 71:21 74:2,3 82:22 122:18 125:21 134:6 146:2 151:1 182:11 188:15 202:11 221:9
behavior 15:13 136:1
behavioral 52:1
behaviour 213:7
believe 12:17 24:17 27:24 47:12 57:7 70:14 83:24 84:10,21,22 89:18 110:24 111:1 121:15 142:20 163:4 166:22 169:20 169:20 182:18 187:9 192:8
believes 141:21
believing 12:12
bell 204:22
bells 168:8
beloved 33:16,18 35:5
Ben 153:20 154:1
benefit 97:16 151:6 156:6

163:1 165:5 194:3
benefiting 115:19
benefits 35:7 163:17
benefitted 24:12
Benjamin 146:22
Bergsmanship 21:5
Bernard 145:19
Bertha 7:19,20
best 42:6 54:24 70:15 85:23 87:11 88:14,18 99:5,6 158:1 181:16 183:3 187:9 188:22 213:6,14
bestowed 33:21
better 13:4 17:21 17:22 29:11 41:20 46:17 55:22 86:5 98:7 100:20 128:1 142:17 150:2 158:10 160:2,12 167:8 190:14
beyond 14:17 64:24 83:19
bidder 170:7
big 9:19 33:1 89:13 90:21 105:22 106:19 119:7 140:24 142:9 151:15,21 169:19 171:2
bigger 171:3,3
biggest 111:19 112:1 137:10 170:21
bike 27:6 218:10
bilingual 58:17 60:8 197:7
bill 2:11,18,24 3:8 3:17 4:7,20 5:7 5:10,12,15,23 6:5,9 7:11 36:1 92:5 98:2 104:1 108:18 119:14 119:16,16 123:22 143:14 213:9
billion 46:20 96:24 126:11 139:18,20 161:14 183:9
bills 1:20 2:5,10 81:1 113:15 219:20
birth 51:15 132:9
birthday 71:8
bit 83:18 215:13 216:1
black 100:11,12 101:12,17 123:15 155:19 171:2,2 174:7 212:7
Blacks 168:24 169:4
Blackwell 1:11 8:24 11:4 23:7 29:23 74:11 78:17,20 82:20 83:4,10,14 85:14 88:7,9,20 92:19 93:15 96:6 97:7 101:19,23 102:23 103:2,18 103:21 107:6 108:13 121:2 124:15 129:7 134:10 137:24 145:20 149:12 150:16,19 151:24 152:2 154:22 156:21 157:1,4 161:18 166:14 171:5,16 172:5,9 175:4,6 175:9,12 177:18 179:23 180:3,5 180:10 183:21 185:10,13 188:7 191:15,16 195:17,21 196:1 199:5,9,12,15 202:18,23 204:19,23 206:15 208:5 209:22,24 210:5 210:9 211:24 212:15 214:19 214:22 218:2 222:7 223:4,13
blank 67:21 192:13
Blaustein 185:12 188:8,11
bleak 17:15,24 137:17 177:16
bleeding 130:7
Bless 10:18
blind 90:23
block 104:18,22 108:19 171:14
blocks 42:4
Blondell 1:16 107:10
Blount 72:2 74:8 74:14
blown 152:23
bluff 126:7
Blum 26:19,20,24 27:2 36:5
blunt 63:17
board 4:3,16 6:20 21:20 23:9 154:14,15 162:24 166:17 173:8 174:12 180:15,16 193:19
bode 21:7
body 33:8 124:5 192:12 212:20
boggles 159:22
bold 126:2,19
boldness 126:24
bond 100:6 126:12
bone 65:20 220:6
bones 144:13 181:16
book 55:17 59:1 91:11
books 28:17 55:4 60:9 72:15 78:10 91:13 176:22,23 177:2 179:7 211:2,16 213:21
boost 184:15
born 12:11
borrow 94:20 126:9 203:8
borrowed 94:21
borrowing 21:1
boss 191:2
bottom 14:2 86:7 137:4,6 154:16 204:13
bought 96:18 146:6 219:19
bounds 165:21
Boxmeyer 202:21 202:22,22,24
Boys 58:1
Bradley 145:18 145:23,24 147:23 149:14 150:17,20
brain 204:11
brand 141:11,14
break 91:17
breakfast 73:11 73:12 206:19
breaks 31:16 142:24 144:20 151:15
breath 62:10
Brett 36:12,13,18
Brian 1:12 193:23 194:16
brick 79:9
bricks 178:10
brief 72:5 166:17
briefly 110:8 184:5
bright 29:7 199:3
brightest 213:6 213:14
bring 36:2 47:14 69:6 91:1 130:8 132:3 156:1 173:4 195:9 203:18
brings 35:23 131:10,10
brink 140:4 144:1
Broad 99:19 121:21,22 189:24 190:6
broaden 63:9
broader 26:3
brochure 102:5
broken 70:1
Brooklyn 28:16
brother 74:20,22
Brotherly 168:6 168:23 169:8
brought 9:12 147:21 169:13 186:9
brown 1:16 33:2 156:12 174:20
Bryant 69:13
bubble 216:6
buck 117:13 147:11
Bucks 80:10
budget 5:11,13 14:20 17:13 21:12 22:2 23:20 30:15,16 31:5,6,24 37:13 39:19 43:5 46:23 55:3 56:5 60:13 64:1 66:11,13 68:3 77:17,22,23 79:17 80:14 97:11,22 98:6 111:8 129:20

135:18 138:6 140:7 141:6,7,8 147:8 149:4,6 156:17 157:6 158:16 159:14 159:18 160:4,8 167:10 176:8 177:13 178:14 179:4 181:16,17 182:5 188:18 189:16 200:10 200:13,15 203:16 205:5 207:18,22 208:23 210:14 211:19 216:16 216:16,22 217:21,21 218:16 219:18 220:1
budgetary 82:11
budgets 17:14 19:6 21:14,19 22:9 31:18 34:15 100:4 160:7 196:10
build 16:22 70:9 105:18 115:18 116:2 122:22 123:20 194:21 204:13 206:8
Builders 123:14
building 33:2 46:24 55:16 62:21 98:17,19 104:19 105:3,18 122:7,9 188:13
buildings 15:8 106:12 107:3 123:21 167:17
built 98:23 100:1 100:13 116:10 143:15
Bullard 121:4 129:11,14,14 131:13,16,19,22 132:2,7 133:7
bunch 92:8 98:16 114:6,9
burden 50:8 64:13 142:15 152:10
buried 168:14
Burn 150:12
burned 44:2
bus 73:15,16,20 172:10 174:5
business 3:6 10:22 74:23 82:24 149:8 151:21 160:10 164:17 187:24 192:24 193:10
businesses 64:15 164:21 193:2,4
busy 73:21 215:13
buy 59:1 70:11 115:19 166:18 166:19 179:7 204:4
buying 59:2 80:12

C

C 225:2,2
calculate 37:5
calculates 37:19
call 22:5 108:9,10 158:3 171:2
called 19:8 28:16 48:13,24 49:2 49:10 57:17 108:23 129:16 134:2 166:12 168:5,9 169:8 212:15
calling 43:23 108:4 118:23
calls 20:15 177:2
Cam 40:22
Camden 81:19 89:9
Camera 217:2
Camiel 199:8
campaign 57:18 143:20 161:2 187:12
cancel 159:1
canceling 195:1
cancellation 141:16
cancellations 141:3
candid 110:24 217:2
cap 219:6
CAPA 57:23 158:24
capability 190:19
capable 111:15 129:4
capacity 14:17 78:12 165:9,11 165:19
capital 5:8,11 85:7 100:3 167:10 187:4
capricious 37:16
capture 157:9
care 11:6 42:3 50:10,13,13 57:1 60:6,22 65:15 71:19 97:5 141:10 200:7 202:3
cared 65:16
career 12:15 13:17 15:3 136:2 186:10 190:17
careers 13:8 200:20
careful 65:18
carefully 62:11 165:17
Carl 92:24,24 93:11
Carmen 65:24
Carnegie 203:2
Carol 26:19,20 27:2
Carolyn 180:1,11
carpet 167:4
carried 221:1
carries 189:14
case 58:3 111:2 112:1,23 159:3 198:2 203:15 219:4
cases 39:4,7 128:2
cash 21:6 101:15 123:18 167:10
cast 143:21
catastrophic 157:7
Catherine 72:2 74:14
Catholic 125:16 128:7
Cathrine 199:7
Caucus 174:7
caught 139:24 204:16
cause 164:23 223:9
causing 130:2 140:1
cautious 67:18 102:7
cease 59:10
Cecelia 7:22 17:9
Cecil 100:11
celebrate 34:5
celebrating 168:24
celebration 71:8 168:9,12
cells 122:23
census 180:23
center 36:21 38:10 49:15 66:6 73:17 75:2 123:10 136:13 146:5,19,23 190:1
centers 50:12,14 50:17,23 51:2,4 51:6,12 152:14
central 146:13 153:21 178:7,12 179:3 205:21 208:12,18,18 209:3
Centrals 152:13
cents 126:11 157:20
Century 205:5
CEO 89:2 193:23
CEOs 193:2 195:15
certain 2:14,15,23 3:4,5 5:1,1 6:8 93:19 114:14,15 173:10
certainly 44:2 92:21 107:9 128:11 137:18 193:15 202:10 223:18,19
certificate 81:17
certification 225:15
certified 39:22 40:10 95:21 96:12
certify 225:4
certifying 225:19
cetera 75:6 163:8
Chair 23:1,15 35:15 180:16 185:15 191:18 223:1,7,12
Chairman 121:5
chairs 103:10 212:7
Chairwoman 94:22 129:7
challenge 16:17 20:14 113:7 200:4
challenged 177:22
challenges 12:13 180:21
challenging 16:4 127:17

chambers 62:6 110:18,22 131:9
champions 12:16
chance 18:11 29:11 206:12
chances 15:14 164:9
change 41:1 46:16 111:23 113:17 118:4 119:8 120:17 169:9,10 221:6
changed 170:4 203:2,15
changes 6:11 7:5 132:24
changing 18:12 50:16 90:6 99:4 120:2
Channel 74:22
chaos 87:22 91:15 221:14
Chapter 2:20 3:1 3:9,13,22 4:1,11 4:14,23 5:24 6:6 6:15,18 134:15
Chapters 5:16
character 205:14
characteristics 118:5
charge 8:20 17:23 75:19 119:22,23 121:13
chart 97:20 99:10
charter 16:6 25:17 41:10 45:17 84:15 89:20,23 94:4 94:13 97:20,22 97:24,24 98:4,8 98:9,12,14 121:23 125:16 136:17,21 151:3 178:17,20 179:13 205:18 207:20
charters 16:5 45:9,19 99:6 128:6 213:1,4 213:15
chase 25:16
chased 25:1
cheating 94:2
check 55:17 67:21
checks 192:13
Cheri 48:3,7,8,14 57:14,16
cherry 155:8
Chester 80:10 85:16 90:19
Cheyney 89:4
Chief 12:9 167:24 168:9
child 13:4,4 44:7 44:15 45:10,22 49:15 53:19 55:8,11 59:22 63:12 78:6 79:5 91:6 126:22 135:5 145:14 181:11,12 198:24 207:15
childcare 51:6 53:9,14
childhood 49:17 49:19,21 50:7 51:2,4,10,13,21 52:12,21 53:3 53:11,13 54:1,5 84:19 168:11 184:8
children 7:24 8:1 9:16 10:15 11:13,14,15 12:8,13 13:7 14:3 16:9 17:22 18:5,11,16 19:16,22 21:16 26:6 27:14,19 27:24 28:24 29:2,9 30:7 33:8 33:15 34:1,4,8 34:18,19,24 36:22 46:2 47:3 49:16 50:17,20 50:22 51:15,19 51:21 52:20,22 53:2,21 54:3,12 54:21 55:18 56:4,10 57:1,8 58:6,8 59:3,7,9 59:16,17 60:16 61:9,10,17,20 62:22 63:18 65:8 66:5,16,19 66:22,24 67:2,3 69:14,15,17,20 69:24 70:14 84:16 85:1,5 91:1,18 92:4,11 97:14 99:16,20 100:8,23 101:8 101:12,17 102:20,21 135:16 137:2,5 137:9 144:21 148:6 152:15 153:4,13,14,15 153:15 154:10 154:18 155:7,13 156:3,4,5,14,19 157:22,22 158:1 159:19 160:6,12 162:6,18,20 163:2,7,13 164:7,9,18 165:15 166:11 167:6 171:9,12 174:3 180:17,19 180:24 182:11 189:11,16 190:18 191:8,13 200:7 202:4,8 202:12,16 205:8 205:24 207:3,23 214:10,13 223:6 223:11
children's 17:20 38:11 51:1 70:18 144:14 157:19 184:20 203:19
child's 50:24 55:20 56:21
China 218:13
Chinese 218:12
chip 186:7
choice 25:11 29:2 149:10 155:3
choices 20:24 24:23 25:24 28:21,22,23
choir 177:5 216:4 216:4
choose 26:4,5 62:10 80:9
choosing 45:8 146:7
chose 83:22
Chris 199:8,17
Christopher 133:17 144:5,6
chronic 190:11
CINDY 1:15
circumstances 3:11
cite 176:3
cited 108:23 192:10 200:2
cities 81:19 119:8 122:3 126:24 135:14 141:4 165:1 193:8
citizen 3:10 42:6 83:8 148:19
citizenry 148:8,19
citizens 34:12 46:10 75:5 82:17 84:2,24 85:1 107:24 141:12 144:22 160:22 161:5 180:16 210:19
citizenship 198:11
city 1:2,6 2:16 3:20 4:5,8,19 5:2,19 6:13,22 7:2,3,12 12:13 12:21 13:3,23 17:8,16 18:1 19:1 20:11 21:13 22:19 27:5,12,17 28:5 30:5,6,14,19,20 31:9 32:1,6,18 33:17 34:5,19 34:20 41:3 51:11 52:13,22 52:23 53:7,24 54:21 55:24 56:4 57:9 59:5 59:11 66:6,12 66:21 67:1,3,7 69:19 70:11 71:13,18 73:17 74:8 75:2,4,5,19 75:22,24 76:1,5 76:12,12,13,20 77:12 79:9,22 80:3,9 82:11,16 82:19 83:20,20 84:1,4 85:9 89:7 90:2,10,14 91:21 93:13,16 93:17 94:5 95:12 96:13 104:15 105:8 106:21 111:17 114:3,21,23 116:24 117:7,12 118:4,12,14,21 119:2 120:3 121:16 123:2 124:15,21 125:16 126:2,15 127:15 128:24 129:8 130:13,17 130:17 135:23 136:7,13,23 137:2,7,15 138:7,15,20,21 144:7 145:1,8 145:10 146:5,8 146:10 147:9,9

147:13,19 148:7 148:15 149:1,5 149:9 150:8 151:17 155:13 156:13 157:4,12 166:5,23,23 167:9 168:2,6 168:23 169:7,8 171:21,23 175:21 176:1,3 181:8 182:13,15 186:9,18 187:2 188:8,9,9 191:19 192:23 193:3 198:15 199:3 201:24 202:6,7,10,10 203:10,21,22 204:16 209:6,8 209:10,15 215:1 221:19,20 223:23
City's 33:9 37:7 150:7 159:19
civic 83:21 125:24
Civil 61:10
claiming 99:20
clarify 23:24
Clarke 1:10 2:2 7:14 8:6,9 9:3 11:19 12:1,2,4 15:9,24 16:11 16:14 17:2,5,8 19:24 20:6 22:23 23:13 26:14,23 29:14 29:18,22 32:14 32:17 35:12 36:8,16 40:6,14 40:16 42:10,13 48:1,4,19,23 49:4,8 52:14,16 54:6,9 57:12 59:19 61:1,3,14 61:23 65:22 66:3 67:12 69:11 71:1,24 72:3,9 74:9 76:18,22 89:1 90:16 92:12 107:17,21 108:13 109:1 110:7 113:21 115:6,9,16,21 116:3,18,22 117:2 120:21 121:6 124:3,9 124:12 128:9 129:9,12 131:11 131:14,17,20,24 132:5 133:6,13 133:22 134:5,8 137:14,22 143:1 143:3,6 144:2 145:15 188:9
class 21:20 31:14 55:19 78:11 119:11 135:22 136:9,10,12,20 137:6,7 140:2 151:6 181:6,17 182:7 188:21 196:16,22 197:1 201:15 219:6,7 219:10,16,17
classes 29:8 45:4 55:19 91:3 135:9 153:23 201:4,10,14,17
classless 132:11
classmate 55:14
classroom 39:8 43:1 50:15 64:22 72:24 73:8 78:2,13,13 78:16 135:7 153:9 159:10 189:15 222:19
classrooms 158:17 206:4
Clayton 43:8
clean 84:6
cleaning 165:16 219:1
clear 45:18 47:2 62:12 127:19 148:5,10
clearer 46:12
clearly 140:18
CLERK 2:11 7:19 26:18 36:11 48:2,6,13 57:14 65:23 72:1 78:21 88:22 120:23 121:3 133:16 134:3 145:18 156:23 172:7 180:1 185:11 195:19 199:7 202:20
clients 80:11
climate 63:4 80:12
close 63:18 80:5 89:23 90:10 152:13 154:7,7 154:8,20,23,24 156:8 162:9 163:22 182:21 183:1
closed 13:12 45:2 45:14 100:10,16 127:21 128:15 163:11
closer 29:19 80:7
closing 18:22 22:1 31:7,21 45:13 51:22 71:17 73:1 95:6 101:7 139:7 151:16 163:24 165:9 166:10 183:3 191:7 205:16
closings 68:10 73:10 166:2
closure 192:9
closures 177:24
Clouden 162:3 166:16,16 167:7 167:21,22 171:6 171:19,24
Cloudens 161:20 171:17 172:19
Clouden's 166:4
clubs 55:4 135:9
clue 103:22
coalition 195:3
coddles 143:23
Code 2:13,19 3:1 3:9,23 4:2,12,15 4:21,23 5:17,24 6:6,16,19
cofounder 20:10
Coleman 202:20 204:20,21 205:1
collaboration 49:20 125:7 126:14,18
collaborative 14:22 125:15
collapse 64:15 186:8
colleagues 138:4 215:6
collect 81:18,19 82:2,3
collected 107:2
collecting 46:6 141:2
collection 193:16
Collections 4:22
collective 127:11
collectively 14:2
collects 81:12
college 12:23 13:17 15:1,2 55:13 83:9,18 136:1 161:6 176:18 186:16 201:3,6,9 208:15 211:11 211:17
colors 9:21
combat 39:5
combination 79:10 148:9
combined 4:10 129:1 194:7
Comcast 104:19 193:22
come 9:1,4 24:2 26:19 35:18 48:15,23 49:1 59:9 66:22 86:9 86:13 89:11 93:2 95:13 99:18 109:4 112:16 117:22 121:8 126:18 128:8 133:21 141:24 154:17 156:18 159:18 169:23,24 174:7 174:19,23 188:2 193:15 201:2 206:1 208:10 212:3 213:20,22 214:10 219:22 221:9
comes 33:7 64:2 132:8 133:11 157:21 159:14 162:18 167:16 168:14 172:15 174:9,18 178:5 189:4
comfortable 165:15 209:19
coming 9:16 21:2 37:14 44:10,14 53:7 67:24 74:6 95:8 97:3 113:8 116:2 127:2 139:2 152:6 155:12,17 165:23 169:12 186:23 208:18 209:3,9,17 210:1 218:23 221:21
commanders 86:9
comments 20:3 32:12
commerce 97:19

101:17
commercial 3:5 105:7,24 107:3 109:8
Commission 181:15
commit 148:15,21
commitment 12:7 50:1,4 93:8 148:18,19 171:22
commitments 223:19
committed 33:18 35:6 67:7 125:1 125:7 126:16 135:19
committee 1:3 2:4 87:7 92:15,17 103:15,17 138:16 223:21 224:1
committees 151:18
common 46:1 126:17 148:20 165:23 182:4
Commonwealth 15:18 47:11 76:7 157:14 161:15
communicate 170:24
Communication 170:23
communities 40:24 42:3 71:18 80:1 90:1 124:20 162:19 164:12,16 165:6 171:13 181:7
community 17:9 28:7 33:7 41:2 41:17,18,20,21 45:1,6,13 49:20 49:21 50:6,7 51:3 59:15 64:4 82:24 84:12 89:3 90:2,6,7 99:9 121:9 153:17 162:8 164:13,14,16 165:7 166:8 173:4 178:6 184:10 188:16 198:18 200:6 221:11 222:1
community-bas... 164:21
compact 53:18 125:14,15,20,22
company 97:3 98:18
compares 33:10 194:2
comparison 105:12
compass 27:18
compel 193:13
compelled 218:9 221:9
compensation 172:1 193:24
compete 18:12 132:24 156:1 161:6 176:24
competent 193:5
competitive 186:13 222:4
compile 121:22
complete 214:16
completely 112:21 173:6 192:9 220:7
complications 190:13
components 40:13 196:16
composition 132:17
comprehensive 98:1 114:14
comprised 190:8
compromises 148:3
computer 59:2 109:6 201:13
computers 59:4 176:22,23 211:16
con 115:6
concentrate 28:12
concentration 181:8
concepts 62:11
concern 67:20 138:5 169:22
concerned 17:10 19:18 50:4 64:7 68:7
concerning 109:21
concerns 40:23 63:23 75:15 166:24 190:18 197:12
concert 190:3 203:22,23
concerts 200:24
concessions 128:16
conclude 101:21 183:22
concur 222:22
condemn 56:15
condition 14:21 184:11 192:13
conditioned 184:17
conditions 21:4 31:3 40:22 43:14 44:9 45:11 190:11 192:18,20
condo 106:14
condos 106:7,8 107:4
conducted 38:12
confidence 70:5
confirm 181:24
conformed 42:7
confusion 21:11
Congo 169:1
Congreso 222:10
Congress 148:17
Congressmen 147:24
Connection 146:21
connections 15:8 15:12
conscious 24:23 62:5 100:21 198:13
consciousness 12:12 218:9
consequences 192:20
conservative 66:11
consider 80:19 83:2 128:12 135:10 195:9
consideration 81:3
considered 105:11
considering 41:6 69:12 195:8
consistency 207:19
consistent 207:10
consolidated 21:12
Constance 43:8
constant 45:7
constantly 43:11 43:20 144:11
constituents 138:9
constitution 47:6 47:7,17 146:19 147:2
constructed 115:11
construction 3:4 35:24 120:15
consultant 205:1
consumer 41:22
contact 87:4
contained 225:6
context 130:8
contingency 156:10
continuation 115:14
continue 32:6 34:5 35:3 67:1 70:16 80:24 85:6 92:20 161:8 177:14 179:8,19 186:7 186:11 188:3,4 198:19 200:7 206:7 208:22 209:8 211:15 217:19
continued 19:16 179:7 198:10
continues 39:10 209:11
continuing 76:10
contract 25:8 64:8 128:17 170:6,17 184:12 185:2 192:7 220:2
contracting 184:9
contracts 128:21 141:13 169:18 169:19,22 170:5
contractual 21:15
contribute 146:10
contributing 114:22
control 44:9 160:22 225:18
controlled 23:8
conundrum 76:2
convening 12:5
conversation 20:23 21:7 94:6 113:18 114:13 114:13,19 149:4 157:23 158:7

conversations 103:8 113:13 182:2
convinced 189:23
cool 139:2
cooperation 7:8,9 64:4
coordination 64:3
copies 32:12 55:11 61:16 102:12 184:6 195:24
copy 98:3 102:9 102:13 103:11 166:6 222:15
Corbett 31:11 56:23 87:19 139:17 140:13 144:19 160:18 191:9
Corbett's 46:18
core 182:4
corner 64:5
corporate 46:13 137:12 142:16 142:24 144:20 145:6 164:22
corporation 145:4
corporations 31:16 89:13 140:21,23 151:10,15 193:1
correct 69:23 91:18 160:14 225:9
correlation 39:21 40:3
cost 15:23 16:3 37:19 39:11 102:3 105:13,17 127:12 164:22 165:12 167:18 183:16 200:15
costs 14:13 50:9 51:19 105:13
cotton 171:9,11
council 1:2,10 2:2 7:2,10,14 8:6,9 9:3 11:19 12:2,6 14:7 15:9,24 16:11,14 17:2,5 17:8,16 18:20 19:1,24 20:4,6 22:19,23 23:13 24:6 26:14,23 27:1,20 28:20 29:14,17,18,22 30:20 32:13,14 32:18 35:12 36:1,8,16 40:6,7 40:14,16 41:3 42:10,13 48:1,4 48:19,23 49:4,8 52:14 54:6,9 55:24 57:12 58:16 59:19 61:1,3,14,22,23 65:22 66:3,8,12 67:12 69:7,11 69:15 70:6 71:1 71:24 72:3,9 74:8,13 75:19 76:5,18,21,22 77:12 78:24 81:6 82:16 83:6 87:1 88:24 89:1 90:16 92:12,13 93:17,17,20 96:14 102:17 104:5,15 107:17 107:21 108:11 109:1 110:7,10 110:11,18 111:14 112:5 113:21 115:6,9 115:16,21 116:3 116:18,22 117:2 120:21 121:6 123:2 124:3,9 124:12,16 128:9 129:7,8,9,12 130:14,17,17 131:11,14,17,20 131:24 132:5 133:6,13,22 134:5,8 136:23 137:14,22 138:3 138:4 140:12 143:1,3,6 144:2 144:7 145:10,15 147:19 150:21 152:4,7 155:13 156:9,13 157:4 166:6,24 167:9 174:6 178:2 184:3 187:11 188:8,9,9 191:19,23 192:12 194:11 199:16 201:24 202:10 215:1 222:17,18
Councilman 1:10 1:12,12,13,13 1:14,14,15 10:20 11:24 12:4 17:7 23:1,2 23:11,14,15,17 26:12 29:24 32:17 35:15,16 35:23 36:6,9,9 70:20 71:2,6,12 71:14 74:11 83:6 104:1,10 108:13 116:9 153:2,7 156:10 177:21 222:24 223:1,5,15,16 223:17
Councilmembers 36:15 192:23 195:12 196:4
Councilmembe... 220:16
Councilperson 29:23 70:19 116:8 154:20
Councilwoman 1:11,11,15,16 8:24 23:7 78:17 78:20 82:20 83:4,10,14 85:14 88:7,9,20 92:19 93:15 96:6 97:7 101:19,23 102:23 103:2,18 103:21 107:6,10 121:2 124:15 134:10 137:24 143:13 145:20 146:1 148:22 149:12 150:16 150:19 151:24 152:2 153:19 154:22 156:21 157:1,3 161:18 166:14 171:5,16 172:5,9 175:4,6 175:9,12 177:18 179:23 180:3,5 180:10 183:21 185:10,13,16 188:7 191:15,16 191:17 195:17 195:21 196:1 199:5,9,12,15 202:18,23 204:19,23 206:15 208:5 209:22,24 210:5 210:9 211:24 212:15 214:19 214:22 218:2 222:7 223:4,7 223:13,15
Council's 141:24 186:18
counseling 197:5 209:4
counselor 22:6 55:13,15 78:7 135:8 197:7,8,9 197:10,13 201:7 216:18,18 217:5
counselors 15:3 21:20 55:4 68:4 78:2 87:3 158:15 176:14 176:16 179:1 190:15 197:7 210:24 211:8 215:7 218:21
counterparts 80:8
counters 45:4
counties 182:3
countless 84:2 196:10 213:24 213:24,24
countries 86:2,8 165:1
country 37:4 54:24 58:5 88:11,13,17 135:14 180:23 200:1,4,22 206:10 208:16
Counts 51:11 52:2
County 80:11
couple 8:10 37:2 72:12 110:8 113:1 146:8 172:14 191:20 197:16
courage 80:21 126:23 150:13
course 28:20 46:1 62:4 95:21 201:18
courses 201:12
court 120:12 225:12
cover 50:9 120:19 126:9 194:23
covering 7:4
cows 167:11
Co-chair 185:17 187:14
Co-President 62:1
crack 58:7
craft 65:11
crafted 111:10

crap 93:18 109:21
create 46:9,13 63:15 69:4 84:12 91:15 124:19 126:18 132:14 160:12 163:12 167:8 222:19,20,21
created 30:13 99:11 125:8 146:16 178:12 216:1
creating 53:12 157:15 161:5,9 178:24
creative 57:24 204:11
creativity 33:21 85:11
credibility 214:12
credit 14:8
credits 2:22
crime 136:3
criminal 166:13
crisis 14:11 34:16 40:9 42:19 43:2 43:5 47:22 58:4 66:19 89:11 122:11 126:6,17 140:1 166:9 185:6
critical 34:17 46:15 53:4 190:16
critiques 14:10
cross 208:16
crucial 127:8
crumbles 87:15 195:11
cry 219:3,4
crying 26:8
CTE 164:1 167:1
cultural 85:7 203:21 204:17
culture 82:18 186:11
Cunningham 26:19,20
current 13:20 30:16 31:5 39:11,12,18 41:24 119:3 146:6 184:17 200:13
currently 25:4 34:15 38:16 47:22 59:22 74:17 135:18 200:18,23,23
curricula 158:23
curricular 144:16 158:20 182:8 188:23 211:1
curriculars 181:20 184:18 211:12
curriculum 43:12 46:11 163:8
curriculums 50:18
curtailed 53:8
Curtis 1:10 108:14 203:4 204:8
cut 16:24 17:4 21:6 22:2 31:11 40:4 44:18 46:19 64:12 70:8 72:20 80:14 116:4 127:20 139:18 139:20 140:6 144:16 183:9,10 193:20 194:1,14 194:18,20 195:1 197:15 198:19 200:14,15 203:16 206:6 211:11,19 214:4 216:11
cuts 21:20 46:20 55:3 60:3,13 72:14 73:14 79:17,20 135:4 139:22,23 159:18 164:5 182:5 186:6 189:16 193:19 194:7,16 196:10 196:10,12 198:8 198:9 200:10,16 202:4,6 205:22 206:1 208:23 210:14 218:16 222:21
cutting 143:10 193:17
cyber 97:24 121:23 156:2,7 178:20 205:18 207:20
cycle 187:21
Czech 204:8
C-section 215:21

D

D 1:11
dad 73:23
daddy 9:9
daily 58:8,17 95:17 196:11,12
damage 63:6 65:5
danger 189:21
dangerous 64:1 214:9
Daphne 208:11
Darby 155:21,22
dare 206:5
dark 21:2
Darrell 1:10 17:8
Darren 7:19,20 12:8
Darryl 74:9 89:1
date 174:22
daughter 11:4 72:21 83:16 133:21 152:4 215:19,19
daughters 27:9 215:21
daughter's 79:13 79:15
David 1:13 145:18,24
Davis 72:2,4,11 72:11
day 21:3 28:5,9 29:8 58:8 59:21 62:21 69:2 71:7 77:13 87:9 114:20,21 116:6 123:18 126:23 131:12 159:6,6 167:23 168:8 170:12 177:6 187:16 190:12 193:22 197:20 197:23 206:1 207:4 215:14 216:15 217:10 223:10
days 72:20 187:9 188:22 191:22
de 31:6
deadline 156:16
deal 102:15 160:9 168:17
dealing 170:11
deals 218:22
Deb 26:19,20
debate 55:12 114:17 116:4 161:3
debates 86:4
debt 100:24 126:10 141:5 160:15
decades 137:18 223:8
decent 85:4 193:10
decide 56:1 80:16 119:10 130:15 170:1 203:13
decided 106:1 178:16
decimation 147:20
decision 14:3 18:24 178:18
decisions 127:20 162:17
Decker 2:9 7:15
declines 136:1
decrease 52:3 197:5
decreased 68:15 68:18 109:11
decreasing 119:21
dedicate 84:2
dedicated 75:21 75:24 127:18 128:23
dedication 33:6 33:20 58:17 223:8,18
deep 99:24
deeper 144:14 171:3,3
deepest 46:20
deferrals 2:13,15 5:1
deficit 183:2
define 25:22,23
definitely 163:1
definition 193:20
degrades 87:15
degrees 50:14
Delaware 52:18 80:10 187:18
delay 2:3 111:6 111:11
delayed 111:5
delegate 96:3
delinquency 66:18 81:14
deliver 9:23 50:21
delivers 13:7
delivery 99:3
demand 54:18 56:23
demanding 145:4
democracy 46:11 88:11

Democratic 134:16 138:16
demographics 119:8 120:3
demonize 63:19
demonstrate 82:15 89:22
demonstrated 15:7
denied 166:4
deny 175:24
Department 175:20
depend 127:18
dependent 180:19
depends 164:18
Depression 148:17
derives 132:8
Derstine 36:12,13 42:12,14,14 44:14
described 73:9
descriptions 64:11
deserve 66:17 69:14 148:6 177:9,9,11 214:21
deserves 151:9 190:9
deserving 162:5
designated 23:21 163:6 196:15
designed 115:18 115:23 120:17
desirable 13:7
desire 33:16 34:4
desk 68:22
Desnouee 57:15 61:19,24,24
despair 80:6
despite 53:2 197:17 201:7
destruction 143:22
detailed 14:21
details 178:1
determinant 137:10
determined 6:11
devastating 148:9 157:7
develop 46:2,5 79:24 190:15 206:13 211:13
developed 114:8
developers 133:3
developing 40:13 43:12 75:21 105:12
developings 123:11
development 49:15 79:21 114:5 117:8 128:3 187:22 214:1
developments 79:13 116:1
devoted 55:16
diabetes 190:12
dialogue 64:9
Diane 63:10
DiCicco 131:13
dictate 18:13
die 96:18
died 147:11
difference 43:18 117:20 192:6 208:2
differences 37:18 37:18
different 9:19 10:16,22 24:6 25:1 41:15 91:14 94:1,14 103:10 109:8,9 113:24 125:2 172:23 208:19
differently 18:2
difficult 68:23 108:23 109:2,5 127:20 201:23
digging 159:6
digital 200:21
diligently 198:11
dime 183:5
diminish 129:21
diminishing 141:14
dingy 206:4
diploma 15:14
dire 14:21 179:19
direct 39:21 40:3 173:7 225:18
direction 13:24 129:17
directionless 203:14
directly 79:16 171:18 172:20 173:7
director 49:14 52:18 125:19 138:13 146:15 187:17
directors 49:23
disabilities 18:3 19:4,8,10
disabled 93:13
disappear 129:21
disaster 214:17
discarded 14:24 183:14
disciplinary 190:23
discipline 203:20
discretion 162:17
discrimination 96:3
discuss 73:20 156:13
discussed 166:6
discussion 65:18 170:6,21 174:24 182:16
discussions 174:10
disease 190:14
disgrace 135:13 141:17
disgusting 142:18 144:22
dismantling 192:21
displacement 132:19
disposal 79:22
disproportionat... 65:1
disregard 218:8
disruptive 190:23
distinguished 83:5 199:22
distracted 29:6
distress 130:1
distressed 45:5 80:11 134:24
distressing 79:13
distribute 37:5
distributes 37:20
district 2:17 3:21 4:4,9,17 5:3,21 6:14,21 14:10 14:11,12,18 16:10 17:15,18 17:20 18:20 20:21 21:17 22:13 26:7 30:4 30:14 36:24 37:18 38:8 39:10,14 40:4,8 41:19,19 42:5 42:20 43:1,11 43:16,17 50:5 52:10 53:5 54:20,20 55:3 56:2,19 67:19 67:21,23 68:6 69:7,16,21 74:4 74:24 75:10 79:5,7,12,18,20 82:14,22 85:19 87:23 88:1 89:11 90:9 94:11 95:22 112:5 122:14 123:17 124:23 125:16 126:8,10 127:19,23 128:2 128:5,13,14,18 128:20 135:18 136:9,18,20 137:3,18 142:6 148:15 153:1,2 154:7 156:17 159:13 161:11 162:5,11,16 163:20 165:3,19 165:20 166:1,5 167:19 169:18 172:4,18,21,23 172:24 173:4,5 173:21 174:13 175:2,3 176:9 177:8 178:4,8 178:13,19 179:11,17 180:21 181:9,10 183:6 184:9,12 185:19 186:19 191:24 192:2,7 192:14,21 194:8 194:23,24 195:11 200:5 202:2 203:1 204:6 205:2 213:19 214:16 216:13
districts 16:6 37:12 46:21 70:21,22,23 116:10 137:20 140:2 141:4 161:2 181:13 182:2
district's 30:12 37:21 57:6 68:15 75:9 126:6 147:13 148:22 157:6,10 157:13 158:8,15 160:14 162:14 166:7 179:8

182:12,16 183:10 192:8 202:12 213:8
diverse 41:16 77:20
divert 45:20
divest 53:4
divesting 90:1
divide 41:18
dividing 65:6
divied 117:20
division 138:17 206:18
divying 101:15
documentation 96:9,11
doing 18:16 19:19 19:21 23:17,21 65:5 66:8 68:13 68:14 76:8 95:15 105:8 111:15 117:12 118:15 150:6 166:1 176:4 187:6 194:13 201:1 205:22 207:2
dollar 12:22 41:6 52:8 56:20,21 96:19 119:21 126:12
dollars 20:19 22:2 24:10 25:18 31:12 37:6,11 46:20 53:12 54:24 58:23 98:11 106:15 115:8 127:15 139:20 152:8 157:20 159:9 164:22 165:8 170:16 183:9 194:2 195:7
domain 100:16,17
dominant 64:22
donate 69:3
donations 142:12
donors 89:14
doom 17:16
door 9:17 25:18 174:24
doors 182:8 197:23
Doris 88:22 89:2
Dorsey 36:12,13 40:18,20
double 21:24 60:4 64:11 68:22 168:21 197:18 213:2
doubt 139:16
Dr 23:20 24:11 31:8 43:21 45:24 56:3 63:1 65:13 68:10 75:9 85:19 87:22 89:18 177:22,24 179:15 205:12
draconian 79:17
drama 201:17
dramatically 15:14 128:1 159:24
drastic 186:6
drastically 197:5
dream 43:22 210:15
dreams 15:2 46:3 46:15
Dresden 204:8
dress 169:5
drink 147:16
drive 27:6 184:19 221:16,17
driven 160:15
driving 13:24
drop 130:3 206:21
dropout 12:24 52:5 135:24
dropouts 15:6
dropped 121:20 121:21
dropping 87:10 143:19 163:4 181:23
drowned 198:21
drug 98:18
drugs 58:6 59:7 189:21
drumming 58:16
dry 221:3
due 2:16 5:2 24:21 34:2,9 44:4 133:4 163:22 164:6 206:24
duration 3:7
dust 195:11
duty 68:22
dwindled 130:3
dynamic 132:15

E

E 225:2
ear 62:9
earlier 91:20 113:14 217:16
early 15:6 49:17 49:19,21 50:7 50:19 51:2,4,10 51:13,20 52:1,8 52:12,21,24 53:3,11,13 54:1 54:4 63:12 84:19 104:3 116:24 117:4,5 184:8 189:22 206:21
earn 28:22
earning 15:14 194:3
earnings 82:17
earth 135:12
easily 133:1
east 121:20 185:18
Easterling 48:3,7 48:8,9,14,16 49:6,12 52:15 52:17
easy 193:14
eat 153:1,3
echoing 73:24
Eckland 210:3,4 210:7,7,11
economic 57:18 58:4 79:21 132:24 134:20 138:14 140:10 182:15 187:22 209:16,18
economically 45:5 173:8
Economist 52:7
economy 161:7
ed 12:16 28:20
Eddie 149:17
edge 63:17
Edgy 89:3
Edison 96:16,16 96:19
educate 17:22 19:22 124:1 144:24 164:6 206:4
educated 40:13 179:14
educating 21:16 52:11 65:7 101:12 112:1 137:19
education 4:4,17 6:21 12:7,10,17 13:2 17:11,20 20:10 22:11 24:24 25:3,5,8 25:23 27:16,19 29:10 30:13 31:12 32:2 35:1 35:7 36:21,23 37:6,11 38:2,10 41:5,17 43:2 47:10,14 49:18 49:19 50:3 51:10,14,17,21 51:24 52:3,8,13 52:19 53:1,3,11 53:13 54:1,5 55:21 56:21 61:12 63:11 65:20 66:17 67:4 70:1,8,9,15 70:18,24 71:19 73:6 75:22 79:15 84:10,14 84:18,19,20,20 85:3,23 87:11 88:14,18 89:5,6 89:7,15 90:5 94:15 96:24 97:16,19 98:7 99:4,7,13,13,17 100:20 101:8,9 101:10,16 103:17 125:8 126:16 134:23 135:13 137:17 138:6 139:15,18 143:17 144:12 148:6,8,24 149:6,23,23 150:11 151:2,5 151:9 154:14 156:1,7,20 158:1 160:16 161:3,12,15 164:18 168:15 171:22 176:3 183:9,19 186:2 186:7,13,14 187:22 188:4 191:9 198:1,5 200:2,8 202:8 202:16 205:11 205:16,23 208:24 210:19 210:20 219:11 223:7
educational 17:15 17:24 18:6 53:17 54:2 55:7 69:4 76:16 89:19 90:12,14

96:2 97:18 127:6 134:20 135:11,20 136:4 156:14
educator 14:9 62:20 100:11 102:21 146:15 206:18
educators 14:4 49:22 52:21 84:7 128:23 159:10,15 196:11 198:17 198:23
eduction 46:13
effect 64:16 66:20 132:17 189:4 200:16
effective 190:8 221:6
effectively 31:6 191:4 200:15
effects 3:18 6:10 208:23
efficiency 183:6
efficient 46:14 47:10
effort 33:20 37:19 53:17,19 125:15 182:21
efforts 54:2 141:24 161:11 185:1
eight 129:20 196:24 216:5
eighth 85:16 91:7
either 64:20 109:22 119:13 130:12 166:4
elderly 144:21
elect 211:5
elected 23:8 40:24 80:22 123:1 151:17 183:24
elementary 27:10 28:15 30:2 32:21 54:13 58:11 59:23 62:2 66:6 67:16 68:16 79:6 84:19 185:21 188:14 218:6
elephant 131:5
eleven 201:19
eliminate 181:19
eliminated 15:4 19:11 160:18
elimination 46:1
Elizabeth 48:2,6 48:11,14 54:11
ELL 198:4
Ellen 65:24 66:4
email 220:16
emailing 40:19
emergency 30:13 39:3 121:7
emerges 132:15
EMO 101:2
emotional 33:11
emotionally 78:5
emphasis 96:15
emphasize 8:14
employ 179:6
employees 119:12 122:7 178:7 193:5
employing 160:11
employment 162:19
empowerment 121:10 196:15
empty 14:15
enable 136:8
enact 24:14
encircled 44:21
encourage 63:8 75:8 83:1 98:2 102:11 156:15 187:11 188:3 198:11
encouraged 28:13 140:22
encouragement 203:12 207:5
encourages 34:13
encouraging 73:5
ended 119:18
endure 28:10
endured 197:15 198:9
energized 13:17
energy 35:4 215:15
engage 181:21
engaged 62:23
engagement 63:4 125:8
engaging 13:19
engineering 200:18 201:13
English 37:24 62:9 183:17 197:24 218:14
English-language 18:3
English/Drama 215:3
engraving 185:22 185:24
enhance 190:15
enriches 204:14 204:14
enrollment 3:16
ensure 36:22 39:14 40:9 42:4 69:1 70:23 125:17 128:7 184:21 202:13
ensuring 54:2 198:13
enter 137:6 161:6 181:13
entered 33:1
entering 51:21
entire 37:4 42:3 60:3 166:23 171:21 176:6 178:23 180:23 200:1 206:10
entities 184:12
entitled 2:11,13 2:18,20,24 3:2,8 3:10,17,23 4:2,7 4:12,15,20,22 4:24 5:7,10,12 5:15,17,23 6:1,2 6:5,7,9,16,19,24 118:1
entitlement 169:16
entrepreneurs 84:7
environment 28:11 179:1 190:17 213:17
environments 50:15
envision 147:4
envy 85:24
equal 38:4 137:18
equals 129:2
equipped 50:16
equitable 160:17
equity 134:20 152:17 154:15
era 24:12 41:11 56:24
erasers 144:18
Eric 185:12 188:10
eroding 186:5
errors 35:1
ESL 209:5
especially 18:22 46:21 109:3 139:1
essential 30:10 40:12
essentially 213:12
established 50:17
establishing 5:19 5:20
estate 2:14,16,21 2:23 3:2,3,20,23 4:5,8,13,18,24 5:2,18,19,21 6:13,16,22 81:12,14,18
esteem 189:4
esteemed 199:16 203:10
estimate 165:20
estimation 114:24
et 75:6 163:8
ethnic 209:17
evaluation 47:15 47:20 63:2
evaluations 47:13
evening 212:11
events 200:24
eventually 94:4 133:3
everybody 8:17 9:7,10,11,18 10:14,16,22 20:2 49:9 75:16 85:24 88:6 98:3 107:24 109:3,4 121:16 151:9 173:8,15 174:23 218:24 221:11
evidence 112:4 225:5
evidenced 162:18 183:3
exactly 118:17
example 10:2 151:6 170:14 178:7 197:24
examples 167:5 196:13
exams 182:4
exceed 19:4
exceeding 126:10
exceeds 82:8
excel 77:15,15
excellence 201:21
excellent 33:12
exchange 80:17
excited 33:17 151:13
exclusion 5:22
excuse 83:10 121:3 170:20 219:4

Executive 12:9 52:18
exempted 3:3
exemptions 3:7
exist 58:24
existence 199:20
exodus 135:21
expand 98:12 124:19,23
expansion 25:17 98:4 178:17
expansions 164:24
expect 69:8 70:7 70:10,14 90:10 103:16 207:6
expectation 85:1
expectations 44:17
expected 64:12 70:16 197:2
expelled 213:3
expense 76:13
expensive 204:4,5
experience 32:24 50:15 55:7 66:17 135:11,15 189:17 208:19
experiences 181:24
experiment 160:21
experimentation 41:11
expertise 176:18
experts 49:20
explain 167:4
exploited 133:1
explore 40:23
exploring 40:21 158:2
exponential 139:21 213:19
express 188:17 190:18
expressed 34:11 166:24
extra 144:16 158:20 163:8 181:20 182:7 183:16 184:18 188:23 211:1,12
extravagances 40:11
ex-Councilman 131:8
eye 77:8
eyed 127:19
eyes 33:5
e-mails 220:21

F

F 47:20 205:12 225:2
face 9:2 47:22 132:4 135:17 139:10 140:17 197:20 214:6
Faced 159:22
faces 180:21
facilitate 181:22
facilitations 125:12
facilities 53:9 164:3
facility 165:12
facing 16:7,17 138:7 147:20
fact 28:7 47:16 51:9 63:16 93:24 94:8,20 111:5 157:18 183:3 197:17 201:7
facto 31:6
factors 37:21
faculty 188:15
fades 150:4
fail 14:3 77:9,9 140:24 179:9 182:16
failed 162:20,21
failing 100:7 122:1
failure 66:20 164:6,7
failures 63:18
fair 37:10 102:4,5 109:4,15 112:17 142:16 143:12 145:4,7 151:11 151:22 182:17
Fairhill 197:3
fairness 120:18 139:13
faith 70:7 84:24
fall 175:17
falls 126:9 185:18
familiar 77:7 104:16 218:11
families 14:4 16:9 17:9 18:18,21 19:17 30:10 34:1 35:6 45:16 47:3 49:22 56:7 56:11 67:2 70:13 74:4 84:13 85:3 90:1 125:11 128:8 135:22 136:11 136:20 137:5 139:4 145:8 146:9 150:10 159:20 162:20 176:7 201:9 204:15 214:11 221:18,19
family 63:4 67:6 73:13 74:2 83:23 138:20 152:11,12 209:10
family's 79:14
fans 190:2
fantastic 212:19
far 80:18 82:19 95:4 207:14
farewell 147:24
fast 13:23 59:7 218:10
faster 122:8
fastest 122:2
fatal 39:5
father 9:9 79:5
fault 20:22 86:16 86:17
fear 209:1
feasted 133:10
February 177:21
federal 138:15 140:20
Federation 156:24 188:12
feed 130:17,18
feel 42:19 58:10 65:16 69:19 87:8 89:20 132:23 145:21 162:1 180:8 195:10 207:14 208:9 211:15 218:18 220:13 220:13
feeling 43:14 189:6,9,13
feels 160:8
fees 141:3,15,16
feet 25:24 45:8 106:4
fella 10:5
fellow 34:12 85:1 218:6
Fells 81:10
felt 20:14 24:4 28:13,13,16 146:8 201:3 207:17 218:9 221:9
fence 108:12
Fernandez 103:24 104:2
fess 123:2 124:5
festivals 168:10
fewer 55:6 158:22 158:22
fiction 46:2
fields 197:20
fierce 83:21
fifth 121:15 146:11 176:15 218:5 219:5,7 220:15,17
Fifty 85:22 87:10
fight 61:8,11,12 87:18 91:23 100:15 133:18 138:13 139:12 140:18 141:21 195:4 210:21
fighters 205:11
fighting 9:18 45:20 210:19
figure 41:12 82:5 105:21 109:6,7 112:7 113:7 117:15 118:22 154:16
figures 105:20 178:13 180:24
figuring 118:9
fill 203:23
filled 60:4
film 200:22 201:1 201:3,4
filming 200:24,24
films 57:20
fin 133:8
final 44:24 197:24
finally 40:7 82:17 128:12 187:14
finance 4:22 117:16
finances 157:10 160:10,15
financial 7:3 13:20 18:6 85:6 126:6 157:15 166:9 179:19 180:22 182:17
financially 54:22 135:2 181:9
find 34:14 38:13 40:8 58:22 59:5 59:6,11 63:24 66:23 69:6

76:15 81:6 99:5 102:3 106:10 118:17 122:22 122:23 123:7 135:1 136:24 145:1,3 177:13 189:21,21 193:5
finding 75:23
Finds 118:3
fine 67:3 115:3 217:18
finish 60:19 61:5 107:15 133:7 171:6
fire 165:14
firms 178:24
first 7:18 20:17 21:9 24:1 33:3 37:3 38:24 39:2 43:5 46:18 50:24 62:4,14 66:13 72:5,15 75:8 77:1 79:4 79:15 93:2 95:5 112:22 113:14 128:5,8 135:21 139:20 152:3 184:8 185:21 191:8 199:21 201:8 202:11 210:12 212:17 214:4,14 218:15 218:18
fiscal 3:21 4:10 5:8,11,13 6:14 7:4,6 47:22 127:3 161:4 180:20 194:22
fiscally 179:18
fit 130:16
five 5:5 7:3 16:2 49:5 68:19 91:4 119:17 125:4 143:4 170:16 193:18 194:2 199:23 203:4 205:22 213:23
fix 66:18 67:8 87:13
flea 176:7 186:12
fled 176:2
flexibility 127:13
flight 131:23 148:10
flights 155:17
flock 222:6
flourish 33:23
flow 59:14 179:7
flowers 27:7
focused 157:23 215:15
focuses 21:12
folk 155:20
folks 35:13 41:21 42:3
follow 15:19 61:20 72:6
followed 47:17
following 19:2 26:18 36:11 48:13 65:23 72:1,18
food 187:17 206:20
fool 182:24
foot 42:24
football 154:3
footing 213:8
force 132:12
forced 93:20 131:19,22 133:3 167:3 183:10 219:16
foreclosed 81:22
foreclosures 130:2
foregoing 225:8 225:15
foreign 86:12
foremost 79:4 85:18
foresee 44:6
foresight 80:21
forever 59:15
forget 9:14 11:13 149:20 150:1,5 150:18,18 190:2
forgiveness 88:3
form 87:6
format 166:20
formed 126:9
former 63:11 74:14 98:17 147:23
forms 111:20
formula 15:21,23 16:3,5 24:13 37:5,11,17 38:3 82:10 105:14,20 108:23 109:15 109:17 111:12 112:13 127:10 130:15,16 160:18 183:15 183:20
formulas 130:11
forth 81:4
forthcoming 192:22
fortunate 12:19 28:23 83:8,18
forum 22:12
forward 16:19 26:19 67:19 93:2 102:2 203:18 208:10 212:3
for-profit 47:1
foster 209:14
fostered 209:20
fought 97:15,15 205:15
found 81:8 104:20 182:22
foundation 186:2 186:6,8
foundations 89:12 101:15 160:8
Founding 199:17
four 32:21 68:19 101:6 175:14 184:14
fourth 101:10
four-legged 86:19
fragile 50:12
Francisco 170:9
franklin 152:14 153:20,20 154:1
frankly 33:3 140:15 157:18
free 125:9 143:11 145:21 162:1 168:24 169:4 175:22 203:9 206:9 208:10
freeze 3:12 194:12,19
french 132:9 203:8
freshmen 201:4
friend 130:20
friendly 41:22 192:24 193:10
friends 185:17 187:2,15 209:1
frightening 158:9
frivolous 40:12
front 27:1 68:22
fruitful 140:16
frustrate 95:23
frustrated 17:23 24:4
frustrating 22:10 22:20 172:17 213:10
frustrations 34:11
fulfilling 129:5
full 39:21 45:20 78:9 81:1 109:17 110:5 111:12,13 112:24 139:8 147:7 158:13,13 188:24 191:23 197:8 206:13
fullest 84:4
fully 50:15 53:10 80:13 84:17 85:2 144:8 147:12 150:11 205:7 225:6
full-time 197:6 201:6
function 210:24 217:15
functional 34:23
functioning 13:19 158:11 194:8
fund 12:10,16 17:20 53:9,10 53:12 56:1,19 69:7 76:4,5,8,12 76:16,16 85:18 124:21 125:2,13 144:9 148:14 151:2 186:19 192:18 194:21 199:2,2,3
fundamental 174:10
fundamentally 174:11
funded 69:22 84:17 85:2 137:1 150:11 205:7
funding 15:21 20:14 24:12 27:21 28:20 29:12 34:10 37:7,11,15,17 38:1,3,4 45:20 46:19 54:17 56:18,24 67:19 67:24 68:15,17 69:21 75:21,24 76:3 77:17 82:14 85:10 89:20 126:1 127:10 128:19 135:4,19 136:6 136:18,19 137:3 147:17 148:23

158:23 160:17 161:12,15 163:20 183:10 183:14,20 187:3 187:8 192:22 198:19 206:6 216:8,10
funds 16:5 46:22 69:3 70:8 135:19 137:16 144:24 166:3 177:13 178:15 182:13 184:1,9 184:11,16,20,24 185:8 192:17 194:24 203:24 205:9,17 216:7
further 2:14 4:3 4:16 6:3,20 24:24,24 25:7 160:15,16 198:8 217:20
furthering 115:19
Furthermore 18:17
future 11:8 27:24 32:2,23 33:9 34:15,20 41:23 59:18 79:14,16 92:3,4,7 141:13 144:14 147:3 150:3 157:19 160:2,8 161:10 169:10 177:15 180:18 187:8 194:24 199:3 203:22 210:21 210:22 211:21 211:22
futures 35:1 127:5
future's 69:24
fuzzy 130:23
FYI 222:23

G

Gail 161:20
167:20,21,22 202:20
gain 211:8
gained 177:23
gaining 128:1 221:23
gains 18:4 184:24
Galina 195:20
game 21:5
games 136:19
gamut 84:8
gaps 51:23 140:10
Garage 106:6
Gemmell 133:16 133:18,24 134:4 134:7 138:2,12 143:2,5,8 144:2
general 47:8 66:6 192:18 194:21
generate 136:14
generation 43:16 62:20 121:18 122:20 169:17 169:17
generations 162:21
gentle 132:9
gentleman 154:12 185:14 221:4
gentrice 132:9
gentrification 132:3,7,13,14 133:5,8
gentrified 132:22
gentrifying 129:15 131:2
gentry 132:8
George 66:6 185:11,16 188:20
Germantown 25:13
Germany 204:9
getting 86:6 99:16 101:8 106:12 109:16 117:9,12 118:10 119:14 119:24 120:8 123:17 153:5 155:14 170:12 171:3 173:17 211:21 212:24
Gillen 81:10
Girls 203:11
Girl's 203:3
give 31:16 60:16 60:23 66:16 81:3 83:11 91:16 93:21 94:12,23 96:10 96:13,15 97:13 123:19 157:24 170:1,5,13 178:9 179:11,20 192:2 193:18 195:14 203:17 206:12 207:5,20 207:24 218:3 219:10 220:3 222:11
giveaways 66:23
given 8:12 70:3 73:11 89:12 107:1 165:2,11 169:18,21 170:18 203:7,9
gives 73:13 112:16 185:7
giving 17:3 67:4 71:20 76:23 94:2 118:8 150:22 173:20 207:2 220:15,20
glad 60:2
GlaxoSmithKline 98:18
glibly 20:12
global 161:7
gloom 17:16
go 9:8,13 10:8 11:15 13:9,14 16:13 22:15 23:19 25:18 37:12 48:10,12 48:18 49:10,12 54:8,13 57:23 57:24 58:10 61:15 62:24 69:17 71:21 75:12 76:18 80:3 86:11 98:24 111:12 112:9 114:8 119:20 123:7,24 124:1,2 142:9,9 142:10,22 164:12 167:20 174:2 198:9 200:19 201:9 204:1 206:23 213:5 214:14 215:23 217:11 217:12,13 219:16 221:22 222:2
goal 30:12 53:19 53:21,23 196:17
goals 46:12 82:11 126:17
gobble 130:19
God 10:18 11:10 11:10,10,12
God's 219:14
goers 190:3 203:23
goes 22:4 34:13 41:7 62:16 68:9 73:17 87:9 149:5 175:14
going 9:13 18:18 18:22 19:6 20:2 21:7 31:10,17 54:13 59:22,23 60:2,5,17,22 62:21 64:24 67:19,22 82:18 86:4,6,7,12 87:13 90:13 92:6,7 93:20,21 94:24 95:4,8,11 95:17,18 96:22 97:4,5 98:7 101:1 102:1 104:8 105:4 106:3,11 109:22 110:21 111:4,23 112:20,21,23 113:3 114:4 115:4,22 116:1 117:10,11,16 118:10 119:20 122:10 123:11 123:12,24 125:4 133:7,21 134:5 140:9,17 141:10 142:20 148:11 148:13 152:10 153:14,16 156:6 170:7,8 171:7,7 171:8,11 173:23 174:1,2,3 177:6 183:1 193:4 203:13 204:10 204:24 205:10 209:8 211:7 214:4,5,13 215:16,20 216:17 218:7 220:19 221:2,3 221:22 222:5
gold 45:17
golden 43:7
Goldman 133:16 134:11,13,14 137:15
Gompers 67:16 68:16 71:16
gonna 11:12
good 2:2 7:23 11:10 17:7 26:12,24 29:16 29:20,22 35:7 36:14,16 40:16 42:12,13 43:15 49:13 54:10 59:21 61:21,22 61:23 62:4 66:2 66:3 67:14 72:3

72:4 74:8,11,12 75:5 76:20,22 78:23 83:5 84:24 86:11 87:24 88:5,24 92:19 97:9 98:8 99:8,14 124:14 129:11,12 134:13 137:8 138:3 140:15 145:20,23 150:21 151:9 157:1,3 167:1 170:16,16 175:10 177:20 180:3,4 181:12 185:15 188:10 195:24 196:3 198:11 199:9,11 204:20 207:21 207:22 210:2,3 212:11 215:9 221:15
Goode 1:13 35:15 35:16,23 36:6 177:21 223:16
gotten 34:17 141:23 145:5 179:5 216:8
government 75:24 76:13,17 81:11 134:18 140:20 187:16
government's 148:18
governor 21:6 31:11,15 46:18 46:19 47:4 56:23 70:8 77:11 87:19 91:22 136:7 139:17 140:13 144:19,23 191:9
Governor's 108:19
GPAR 81:5
grade 62:8 73:4 91:7 92:8 101:10 122:1 176:15 218:5 219:5,7
grader 39:1 77:2 85:16 146:11
graders 39:2 196:5 220:15,18
grades 58:13
graduate 74:19 85:17 89:4 93:13
graduated 155:5
graduates 200:19
graduating 13:16 52:11
graduation 13:11 162:19 203:3
grandchildren 144:10
grandfather 147:23 148:16
grandkids 122:15
grandmother 97:12,13
grandparents 49:23
grant 12:21 56:17 163:19 167:13 170:3 192:14
granted 45:16 166:4
grants 69:6 124:22
grappling 181:17
grass 138:13 164:15
grateful 66:7
Gratz 74:21
grave 138:6 189:22
gravely 15:16
great 13:6 14:1 34:5 43:13 46:4 46:9 53:18 72:6 79:22,23 84:1 90:11,14 98:22 99:10 100:11 124:21 125:6,9 125:14,22 139:10 140:14 146:18,22 148:6 148:24 175:24 187:5 205:8 212:19 216:9
greater 37:23 81:4 189:13
greatest 27:22 122:3
Greed 130:1
greedy 105:6 151:10
Greek 185:24
Greenlee 1:14 104:1,11
greet 9:20 10:16 29:8
Greetings 162:3 167:21
greets 197:19
grew 10:22 214:11
grocery 119:23
ground 8:11 87:21 183:8
groundbreaking 183:14
group 87:7 95:13 161:23 163:12 170:19 186:22 187:2 216:9
groups 49:24 65:9 109:19 130:13 163:12 187:6 195:4,5 208:3
grow 67:1 75:4,4 168:20 197:2
growing 122:3
grown 10:23 11:3 11:3,5 58:4 150:1,2
growth 33:12 34:6,8 146:10 150:9 160:8,20
guarantee 33:24 102:21 154:14
guaranteed 96:1 98:6
guard 62:16 68:21
guess 72:4 221:8
guidelines 8:14
guiding 176:18
Guillermo 57:14 58:3 59:22
gum 216:7
gun 93:22
guys 29:6 71:20 74:3 142:8,9
Gym 7:22 20:2,8 20:8 23:10,16 24:1 25:22 26:13

H

habit 126:9
half 55:5 72:20 106:14,18 197:8
hall 1:6 30:19 39:9 91:21 203:2 223:23
halls 203:23
hallway 61:7
hallways 14:15 68:23
hand 32:12 128:6 128:6 132:14,14 159:18 215:12
handle 39:7 74:1 74:3 118:11
hands 61:21 73:22 158:4 179:8
hanging 145:2
happen 59:17 72:17 80:13 111:4 112:8,22 114:9 156:15,16 195:14 196:21 211:16 216:20 216:21 219:15
happened 39:8 60:11 61:9 85:24 101:4 120:14 131:9,12 155:19 169:9 170:5 203:11
happening 33:19 35:5 60:3 105:2 149:15 159:4 168:20
happens 73:14 104:19 120:16 140:14
happily 130:19
happy 19:21 65:13
hard 14:4 28:22 82:17 97:15,15 130:2 149:22,23 151:8 202:1 206:4 214:2
harder 13:5 121:8
hardest 58:18 159:19
Harding 212:14 215:3 216:3
harm 54:21 145:11
Harrisburg 21:4 37:15 57:7 66:14 156:11 161:13 172:11 174:4,6 187:13
Harrisburg's 20:22 186:20
harrowing 37:13
hat 187:18
hate 169:7
hated 45:15
hats 218:23 221:12
hazard 165:15
head 50:6 51:11 93:22 112:24 184:9
headed 86:3,14 122:11

heads 158:5
headstart 53:6
health 65:10 184:20 190:11 197:11
Healthcare 120:24
healthy 40:13 190:14
hear 18:21 24:15 24:18 26:7 42:22 45:7,13 45:24 62:16 65:13 97:10 153:22 154:1,6 172:18,19 198:21 210:10
heard 14:7 24:6 42:22 52:24 62:8 76:24 86:23 87:3,12 87:16 113:11 118:15 140:8 154:6 183:15 223:19
hearing 2:4 12:5 22:11 69:8 180:8 224:1
hearings 18:15 97:11 110:14
heart 123:9 182:1 182:20
hearts 33:8
heavy 159:18
heck 156:3
Heckman 52:7
heed 39:13
heels 178:18
held 50:20 106:22 162:16 168:10
Helen 7:22 20:8 23:17
hell 105:17 123:24 173:21
hello 10:17 20:2 90:18 214:24
help 19:21 38:10 41:1 55:12,15 63:22 66:16 78:6,14 88:1 123:22 124:19 137:2 139:14 150:17 151:11 156:9,10,10 166:8,22 186:23 191:24 194:16 202:13 207:11 211:9
helped 12:23 63:14 203:12
helping 16:18 51:19 103:7 116:17
helps 36:22 168:19
Hen 40:20,21
Henry 120:23
heroe 206:3
hesitancy 186:19
hesitate 56:17
He'll 196:1
Hi 210:3 218:4
hidden 58:12 60:5
high 12:22 13:11 13:19 21:23 22:6 25:13,15 37:22 51:4,7,10 51:17,20 52:4 52:24 53:13,20 53:24 55:13 58:13,13,19 63:6 77:5 84:17 84:20 85:2,17 89:6 98:15 124:19,23 125:18 146:13 146:22 152:12 153:20,22,24,24 154:1 167:3,4 175:17 184:13 188:21 199:21 199:22 201:5 203:3,8,11 208:12 211:9 218:12
higher 39:23 80:17 86:5 96:22 120:9 135:24 136:14 193:1 219:5
highest 51:18 58:5
highly 51:13
hill 80:1 100:10 123:12,12 136:13
Hillary 133:17 195:19 196:4 217:16
hinder 176:23
Hines 134:3 145:18 150:21 150:23
hire 41:21 86:12 193:6
hired 178:23
hiring 95:12 185:3
historic 126:5,15 126:19
history 47:23 54:11 128:5 131:6 167:22 168:13,19 204:17
hit 79:9 87:21 212:22 213:11 214:3
Hite 20:17 24:13 45:24 54:17 56:3 65:13 68:10 75:9 85:19 87:22 89:17,18 125:24 177:24 178:16 179:15
Hite's 23:20 31:8 63:1 177:22
hits 80:23
hold 23:15 35:12 35:13,13 71:1 133:2 156:13
holders 100:6 126:13
holding 130:15
hole 99:24 171:2
holes 110:6
holidays 169:1
hollow 186:14
home 9:13 11:15 11:16 51:1 62:1 67:15 68:24 74:6,15,18 83:19 84:8,16 88:3 90:21 91:12 106:1,2,3 106:5 108:19 115:7 117:13 130:2 146:6 155:21 194:9 197:12 199:24 201:3 220:23,24 221:24
homeless 156:5 173:13
homeowner 27:4
homeowners 118:9
homes 80:12 106:18 115:4 117:18 153:16 164:13 169:5
homestead 5:22
homework 77:13 207:2
honest 66:10 117:19 204:10 219:15
honestly 25:22 86:3
honesty 114:4
honey 74:1
Honkala 48:3,7 48:15 57:14,16 57:16 61:5,15 61:18
honor 85:10 147:22 157:13
hope 28:18 33:9 57:3 95:2 100:2 100:9,13 103:20 116:15 129:22 130:18 140:14 203:19
hopes 15:2 32:22
Hopkinson 188:13,16
Horace 161:21 166:16
horn 203:8
horrible 157:9 192:6
horror 60:4
horrors 60:7
horse 21:2
hospital 9:23 38:11 85:17 133:20,24
Hospitals 120:24
hostile 178:24
hour 19:4
house 98:2 164:3 219:19
houses 58:7 115:18 116:2,12 120:7
housing 116:9,14 164:24 166:12 173:11
Houston 27:22 54:13
how's 60:10
huge 118:10 136:3
Hughes 99:11
human 18:7 44:3 57:18 127:13
hundred 38:14 52:22 194:1 197:3
hundreds 24:10 25:17 53:14 106:5 127:21
hunger 58:4 187:20 188:1

hurt 56:3 63:21
husband 66:5 79:6 175:16,19
hype 120:20
hyper 25:23

I

idea 62:18 140:15 196:17
ideals 148:21
ideas 41:15 87:2 141:24 195:6 213:20
identify 104:9 134:11 145:21 162:1 212:11
identifying 75:21
ignorance 100:14
ignorant 92:8
ignore 192:20
ignored 168:13 169:11
II 58:1 148:17
illustrate 157:10
imaginations 46:3
imagine 30:19 38:24 55:11 68:8 176:12 207:12 221:15
immediately 174:8 194:19 218:15
immigrants 218:14
impact 34:21 38:13 59:8 113:10
impacted 79:17 159:18
impacts 49:21
imparted 63:7
implementation 79:10
implemented 56:6 80:14 110:5 135:4
implications 158:9
implore 54:15
implosion 54:20
important 22:20 37:2,8 65:7,8 70:4 77:16 79:21 103:15 146:9 151:4 156:22 198:16 207:15
importantly 75:18 138:17 196:12
impose 4:5,18 6:22 192:7,24
impossible 69:9 77:22
impoverished 193:9
impressed 87:1
improve 13:15 15:12,14 53:15 53:17 88:5,17
improvement 67:23 127:4 205:9
improvements 3:4 36:1
improving 64:21
inabilities 133:4
inaccuracies 142:21
inaccuracy 142:18
inaccurate 104:17 109:17 113:3
incarceration 52:6
incidence 19:14
Incidents 19:8
include 21:12 63:10 80:22 127:8
included 105:13 105:17,19 173:13
including 46:24 51:11 66:23 109:9 119:1,11 146:21 158:21 176:6 201:19
inclusive 5:9
income 2:21,23 18:1 46:21 47:3 51:23 105:13 115:5,11,24 116:10,12,13 117:17,17 124:20 129:21 181:1,5,8
incompetent 44:8
incorporate 41:15
incorporated 41:13
incorporating 7:5
increase 28:19 29:12 31:14 39:14 80:23 82:13 99:23 128:18 129:2 138:24 140:2 181:17 182:6 183:6 184:4
increased 27:20 46:23 132:21 136:6 200:14
increases 79:11 118:10 191:24
increasing 72:23 136:1
incredible 215:5
incredibly 22:19 140:19
Incumbents 133:12
independence 83:21
Indian 168:2
indicate 121:24 180:24
indicators 15:6
individual 50:16 52:9 89:13 113:5,10 189:13
individualized 25:23
individuals 7:18 26:2 111:17 116:14
industrial 3:5
industrialized 86:2
inevitable 211:20
inextricably 80:20
influence 140:19
influential 142:11
inform 46:10
information 46:6 94:16 101:4 103:5 112:10 125:10 130:12 165:22
informed 93:17 162:8
infuriated 68:11
inhaler 39:3
initiative 3:19 6:12 118:2,6
initiatives 79:15
inner 71:18
innovation 125:7 128:3
innovative 124:23 206:11
insights 87:2
inspire 88:12 190:20
inspired 28:6
inspires 88:17
instantly 96:20
instilled 83:20
Institute 81:11 203:5
instituted 81:17 82:1
institution 44:3 96:2
institutions 47:2 50:2 63:21
instruction 196:20,21
instructive 204:12
instructor 203:10
instruments 204:5
insulin 39:3
intellectual 33:11 85:6
intend 109:20
intending 75:12
intensive 196:19 198:6
intent 50:5
intention 84:16
intercept 100:5
interconnected 127:4
interest 42:6 141:2
interested 90:5,6 107:18,18
interesting 104:20
interests 142:16 145:6
Intergovernme... 7:8,9
interjecting 64:8
intermediate 178:20
intervention 196:20
interventions 15:5 198:6
interview 41:3
intimate 43:10
introduce 93:9 113:16
introduced 113:14,15 118:18
invaluable 198:3 209:5
inventory 163:9
invest 54:4 160:6 166:11 181:11

183:7 187:22
invested 14:8 52:8 70:2 97:3 122:16
investigating 51:17
investing 31:19 31:22 53:3,11 125:3,6 127:15
investment 27:16 32:1,2,3,5 33:21 53:8 123:23,24 180:20 187:10 188:3,4 203:21
investments 127:5,8
invited 203:12
involved 42:16 175:2 212:21
involvement 164:14 170:15
involves 63:3
iPod 73:18
irony 143:16
irreparably 54:21
islands 80:6
isolated 218:18
issue 41:5 86:11 103:16 112:12 130:8 132:3 173:12
issues 22:7 40:23 138:7 159:22 172:23 213:7,8
issuing 14:19
items 19:7 80:19

J

J 1:12 147:23
jail 122:22 123:19 189:22
jails 206:8 210:23
Jaionna 134:3 145:18 150:23
James 1:14 52:7 97:23 174:21
janitors 211:1
Jannie 1:11 11:4 74:11 171:24 172:1,12 174:5
January 7:11
Jarod 149:17
Jean 74:23
Jefferson 74:15
Jenni 57:15 61:24
jeopardy 144:15
Jerry 156:23
Jersey 81:16,21 89:9 222:5
Jersey's 82:1
Jesus 11:14
JFK 9:23 104:18
job 18:12 43:17 43:23 46:8 64:11 67:8 75:15 92:9 99:14 123:10 127:16 129:21 144:23 164:8 187:16 193:10 198:23 205:22 220:5
jobs 127:21 138:22 140:4 214:21
John 59:23 74:22 205:12
Johnson 1:15 10:20 23:15,17 26:12 74:15 104:2 107:13,14 107:20 108:14 145:19 152:1,2 153:7 154:23
Johnson's 153:2
join 203:12
joint 156:13
joke 219:2 220:10
Jones 1:10 23:1,2 23:11 66:1 67:14,15 69:12 70:20 71:6,11 71:12,13,14,23 107:9 108:14 116:9 156:9,10 222:24 223:1,5 223:16
Jordan 156:23 157:3 161:19
Journal 199:24
journey 204:5
joy 58:8 147:5
Jr 1:10,13 177:22
Jud 72:2 76:24
judge 45:9
Judith 92:24 97:10
Judy 180:2
junior 210:8,12
justice 136:2 138:14 205:11
justify 64:13
juvenile 136:2

K

K 1:14 51:11 52:2 166:20
Kane 133:17
Katie 26:20,21 32:19
Kearny 62:2
keep 35:3,6 41:14 98:24 110:21 117:18 120:8 155:4 158:5 204:24 222:14
keeping 182:8 204:11
keeps 17:3 171:3
Kelly 26:20,21 32:17,19
Ken 36:12,13 42:14
Kennedy 205:12
KENNEY 1:14
Kensington 57:17 58:5 98:24 207:9
Kenton 78:22 83:5,12,13,15
KENYATTA 1:15
kept 96:23 155:6 204:2
Kevin 81:10
key 42:8 53:1 58:14 170:23 174:16
Keystone 51:9 184:14
kid 28:8 123:14 139:13 213:2
kids 9:21 10:3,4 29:6,7 38:20 40:13 51:24 77:10 78:10,14 86:14 91:15 92:6 121:20,21 124:1 126:12 138:18 139:11 142:7 146:22 147:20 148:23 150:3,9,12,18 151:7 155:5 173:14 176:18 177:5,8 181:13 190:14 201:2 203:17 204:13 206:20,21,23 207:4,6,19,23 208:1,21 210:21
killed 212:24
killing 212:24
Kimmel 146:23 190:1
kind 9:22 30:22 88:2 94:8,24 100:3 112:11 118:16 132:5 135:10 152:18 153:11,17 154:10
kindergarten 51:22 54:13 60:10 72:19,21
kindergartener 32:21
kinds 101:14
King 205:12
King's 43:22 71:8
Kluetmeier 180:1
knee 39:2
knew 43:18,19 96:17 175:23 194:6
knocked 86:20
know 8:22 9:6,6,7 10:24 11:9 13:2 14:6,11,14 15:16 18:18 20:3,22 21:9 22:19 24:5,7 27:23 36:24 37:6 47:20,21 59:13 62:22 64:18 66:15 70:19,19 71:3,6 72:5 77:6 80:4 87:4,6 91:10,22 98:4 104:22 105:2 106:8,20 107:8 108:4,12 109:7 111:23 115:5,13 118:17 119:22 123:13 130:21 131:6,7 131:9,16 139:17 143:5,5,20 145:14 149:7 152:5,8 156:8 160:5 170:24 172:16 174:1,2 174:4,13,20,24 183:24 189:17 197:22 202:9 208:21,24 214:11 215:10 216:9,15,18,21 217:23 218:17 219:3 221:16,18 222:21
knowing 37:14 67:22 111:16 172:22
knowledge 43:11

known 43:24

L

L 1:10,11
label 63:17
labor 167:16 168:7
lack 24:4 34:2,9 53:15 132:23 135:4 167:1,1 176:3
lacking 158:12
ladies 199:23 212:18
lady 116:7 215:7
laments 63:16
land 104:23 105:3 105:4,5,9 106:4 106:9,10,13 155:6 168:3 169:4
landlords 133:2
language 65:5 177:22 198:1 218:15
large 14:18 30:11 82:3 105:7,23 107:3 108:11 118:4 119:8 180:19 188:10 190:21 194:20
largely 24:20 157:15
larger 154:3 180:22 198:21
largest 121:16 122:6,13,15 193:8
Larry 78:21 79:1
lasting 221:5
lastly 79:8
lately 106:5 215:17
latest 73:2 180:23
Latino 58:19
laugh 219:3
launched 127:24
LaVerne 104:2 107:13
law 36:21 38:10 111:10,11 112:14 178:24
lazy 44:8
lead 27:24 87:16 87:18 135:21,24 150:13 161:1 214:7
leader 75:9 107:9 146:16 168:2
leaders 65:11 126:1 127:6 139:6 141:12 145:9 149:21 150:7 151:17 186:4 211:4
leadership 51:2 61:11 85:11 87:24 124:5,6 138:8 146:14 199:18,19 200:17 202:5,14
League 103:8
Leah 161:21 166:15
learn 18:2 41:10 41:15 51:22 68:12 77:14 102:22 125:11 140:11 151:9,13 181:14 189:11 189:12 190:14
learned 28:9 33:10 150:5 170:19 175:16 207:15,16 222:23
learner 196:21
learners 18:2,4
learning 20:20 24:3,5,14,16,19 28:17 37:23,24 41:16 50:19 51:1 55:17 61:9 62:21 99:21,21 126:22 128:4 152:14 167:2 181:22 184:24
leave 11:12 45:8 62:5 64:21 94:17 96:8 116:20 133:4 149:5 155:2 175:7,22 181:18
leaves 68:3
leaving 59:15
led 166:9
left 41:3 44:7,15 45:16,22 63:12 119:4 158:16 186:14 201:20 219:21 220:9
legal 21:16
legally 158:3
legislation 98:1 118:16,18
legislative 192:12
legislators 27:15 47:5
legislatures 174:8 174:19 211:4
legitimate 209:1
Lehmann 199:8 199:11,14,16,17
Len 121:3 129:14 130:21,22
Lenape 168:2
Lend 38:11
lenders 81:23
lengthy 23:3
Lenora 104:2 117:4
lessens 198:20 204:4
lesson 29:5 47:23
lessons 203:9
letter 72:7,19 73:2,2,9 94:7 210:12,13
letters 72:13 74:6 211:10
let's 35:5 41:14,22 49:10 60:7 87:20,21,21 88:13,14,16 99:7,8,21,22,22 118:5 154:16 204:10,16
level 56:24 64:3 89:11 116:2 121:16,17 138:15 140:21 201:1,10,14,17
levels 13:2 84:18 140:20 184:18
Levin 78:22,23 79:1 82:22
Lewis 7:17
liaisons 190:21
liar 105:22
liars 105:21
liberal 134:16
Liberty 105:15,16 105:18
librarian 39:22 40:1,3 55:5 135:8 158:12 200:10
librarians 21:21 39:18 40:5,10 78:1 179:2 220:9 221:10
library 78:9 153:21 176:11 176:12
lie 105:20 106:19 106:23
lien 81:17,21
lies 47:23 106:23 106:24 109:17 109:18 168:23
life 19:9 33:4 46:15 64:17 137:10 186:17 203:2,14,19
lifeless 193:3
lifeline 67:3
lifelong 79:1 83:7 190:13
lifestyle 108:1 129:24
lifetime 131:1
light 146:20 160:3 209:4
likelihood 114:4
limit 23:4 92:21 93:5
limitation 5:5
limited 68:5 77:17,17,18,22
Linardopoulos 195:19,23 196:3 196:4
line 19:7 63:5 107:1 137:4,6 149:2 204:14
lines 23:22
linked 80:20 185:1
liquor 142:1 147:16
list 19:13 48:20 73:10 116:5 212:16
listed 104:21 105:5 106:4
listen 91:23 114:3 138:10 205:3 207:5,11 217:16
listened 42:18 168:21
listening 62:7 73:18 103:19 104:7 195:13
literature 46:4,7
little 18:4 27:13 27:15 29:19 38:18 43:1 58:23 60:2 105:1 143:20 191:19 192:16 215:13 216:1
live 27:11 30:5 34:4 56:10 80:9 106:1 122:6,17 123:8,9,9 139:2

146:21 148:13 175:21 183:17
lived 138:20 146:4
livelihood 79:14 79:16,19 164:17
lives 49:22 67:7 129:23 147:6 196:11,13 197:12 204:15 207:11 220:19
living 19:9 37:19 181:1,2,5
Liz 73:9
load 172:10 174:5
loads 198:2
lobbying 128:18
lobbyists 142:12
local 121:16 145:9 182:6 200:24
locally 16:21 23:8
located 49:15
locations 162:10 163:14 166:12
locking 42:7
London 170:9
lone 205:18
long 13:9,13 15:20 27:3 30:12 44:3 81:2 82:19 92:2 107:24 131:1 132:12 152:6 155:19 158:5 161:9 168:7 171:14 197:20 221:5
longer 38:8 114:1 114:15 115:15 131:16 160:23 162:13 189:16 211:14
look 21:14,18,22 22:8 25:14,15 31:18 43:6 55:3 60:1,9 65:11 73:23 95:16,19 106:2 111:22 139:9 142:2 161:8 167:9 168:16 186:21 187:11 189:17 189:19,20,20 203:17 214:13 216:15,16,19,22 217:21
looked 43:22 45:18 62:19 121:19
looking 21:1 29:10 44:19 45:10 63:3 92:1 123:5 140:6 186:20
looks 73:22 76:2 90:11 130:23
lose 75:17 148:8 149:24
losing 31:15 38:13 85:6 138:22 183:8 197:13,21
loss 14:23 140:9 161:14
lost 68:16,19,19 140:3 168:13 173:17 200:10 200:11,11,12 215:18 216:11
lot 22:18 43:4 61:5 62:14 98:20 104:21,22 111:1 112:3 116:5 137:24 143:7 163:1,19 166:23 173:19 179:15 196:23 208:1,21 219:24 223:9,10
lots 25:1
love 27:8,23 33:17 41:2 46:5 58:11 58:21 65:15 155:4 167:22 168:6,19,23 169:8 177:5 208:18
loved 65:16 83:20
low 2:21,23 18:1 19:8,14 46:21 47:3 108:21 115:5,23 116:10 116:12,13 117:17 120:14 124:20 137:11 157:11 181:1,5 205:5
lower 26:5,8 43:19 51:23 55:22
LP 100:9
luck 140:15
lucky 32:20
lump 178:14
lunch 68:23 91:15 176:21 206:20 219:1 220:8
lunches 144:17 152:22,23 153:3
lunchroom 103:9
Luther 43:21 71:8 205:12
lying 106:20

M

machine 152:24
Madam 94:21 103:4 107:15 185:15 223:1,12
Madeline 93:1 104:3,12
magnets 79:23
main 91:6 143:12 196:16
mainstream 213:12
maintain 158:4 182:7 194:8
maintained 13:5 184:22
maintaining 184:17
maintenance 47:9
major 63:11 100:4 173:12 200:19
majority 64:24 97:21 107:9 125:4 159:8
making 11:1 14:3 18:24 28:19 43:15 45:2 67:7 84:3 85:9 111:16 123:23 162:17 211:14
Mama 161:20 167:21
man 10:7 123:15 168:4 179:14 219:11
manage 17:21 125:9 173:22,23 190:11,12
management 101:5 125:13 182:17
mandated 201:16
mandates 21:16
manner 163:7
manor 74:15
march 108:4,6
MARIA 1:11
Mark 1:12 57:19 58:2
market 104:23 105:12
married 170:23
Martin 43:21 71:7 205:12
Mary 133:16 134:14
Masterman 54:11 59:24 73:3,17 143:19 146:11 149:18 152:11 175:14,17,23 176:1,4
Mastermans 152:13
Masters 89:5
mat 174:15
match 127:13
matched 192:5
matching 128:21
materials 94:9 159:7 206:5
math 28:10 86:1 130:23 201:14 201:15 205:20 215:5 216:4
mathematical 73:19
matter 33:7 66:13 149:20,24 150:4 162:23 196:23 223:6 225:8
Matysik 185:11 185:15,16
maximum 21:20 55:18 78:12 198:2
Maxton 88:23 90:18,19
Mayor 7:7,11 30:20 77:11 105:15 108:6 109:20 125:17 125:24 143:16 143:16,17 144:8 145:10 151:2,19 161:12 193:17 194:14,21
Mayor's 194:1
ma'am 20:1 22:24 29:15 40:17 42:11 57:13 67:13 71:2 90:17 92:13 103:15 115:9 116:23 120:21 137:23 143:1 144:4 183:23
McCall 66:6 79:6 80:2 218:5,11
McKeithen 112:24

mean 38:20 106:6 109:5 110:16 111:17 118:21 167:4 178:11 200:17,20 201:6 201:9 215:23,24
meaning 128:19 138:8
means 16:1,15 37:21 38:21 71:7 112:2 140:8 147:17 181:9,10 205:10 205:22 219:9 225:17
meant 126:12 167:6
measly 58:23
measure 207:15
measurement 62:15 65:19
measures 41:8 192:15 195:9
media 219:21
median 194:3
medical 206:8
medications 38:22
medieval 44:20
mediocre 98:10
meet 9:20 10:15 14:17 50:16 148:22 158:6 181:18
meeting 110:19 121:12 140:13 140:15 150:14 167:12 169:20
meetings 18:17 40:24 45:13 162:7,7
member 49:17 52:17 164:17 180:15 208:16
members 14:7 17:8 28:21 29:16 30:20 40:8 41:3 52:21 56:14 74:13 76:20 78:23 81:6 83:6 84:6 87:1 89:1 90:6 104:15 110:10 110:12 111:14 112:5 113:23 122:14,17 124:11,15 125:21 129:8 150:22 157:4 159:8 162:24 166:5,24 178:3 187:11 188:9,9 198:13 199:16 222:18
memorandum 163:2,3 165:4
memories 188:22 211:14
memory 149:19 150:12
men 58:1 100:12
mental 197:11
mention 176:17 223:16
mentioned 187:14 192:16
mentor 190:23
mentors 28:18
Meredith 27:9 30:2 32:21,22 33:1,13,15 42:16 77:2,3,7,7 77:19 78:11 80:2 83:16
merely 194:12
Merion 26:5,8 55:22
merit 205:1
mess 109:7 157:16
message 60:5 76:4 136:23 142:10 198:21
met 192:18
method 147:16
methods 41:16
Metro 98:13
mic 29:18 62:5 210:10
Michael 72:2,11 143:21 147:23
microphone 16:24 17:4
middle 84:20 117:17 119:11 135:22 136:10 136:12 137:6,7 153:8 155:4 181:6 212:14 215:3
midst 179:18
MidVale 185:23
Mifflin 185:17,20 187:15
migrate 70:11
Miles 121:4 124:16
military 86:9,12 86:13
millage 81:8 82:9 82:12,13
million 12:21 16:20,21 17:17 19:11 20:11 21:13 22:2 31:8 31:9,11 44:6 46:24 53:6,12 54:16 70:2 75:11 81:7,13 81:15 82:3,5,5,6 82:7,7 85:19 89:19 93:21 94:23 100:5 105:17,19 106:15,15,18 108:3,5 124:22 125:1,3 128:23 129:1 141:22 144:20 147:13 147:14 150:14 155:24 156:6 157:14,17 161:13 162:24 164:11,12 165:2 166:18 167:13 167:14 169:21 173:21,24 178:9 178:19 179:3,4 182:13 183:2,4 183:11 184:4 186:21 193:18 193:23 194:12 194:15 202:13
millions 24:10 25:18
mind 73:24 145:13 159:23
minds 33:8 147:5
mindset 169:15
mine 12:13,14 30:10 49:3 120:6 130:20
minimizes 113:9
minimum 162:15 184:21 201:11
minorities 206:7
minority 135:5 170:11 205:15
minute 38:24 174:9
minutes 8:12 73:5 143:4 149:13
miracle 88:13,16
miracles 88:15
mirrored 202:5
mischief 136:3
misfortune 24:22
misguided 192:9
mismanagement 18:6
missed 208:8
misses 81:13
mission 121:7 129:5
mistakes 34:21
mobility 134:20
model 41:11
models 41:14,14
moderate 115:5 115:23 116:10
modest 53:8
modifying 35:19 35:21
Moffet 58:11,22 58:24 59:23 60:1,21
mom 73:23 105:21 138:17
moment 129:6
momentum 136:4 221:23
Monday 73:15 215:20
money 11:1,1,2 17:22 18:13 20:12 21:13 24:2,10,12 26:10 28:22 31:10,16,17,23 31:24 34:13 37:14,20 41:7 59:1,6,11,14 60:24 62:5,6 65:18 66:18,24 68:3,5,5 70:9 75:14 79:12 89:12 91:13 94:10,20 95:1 96:23 97:1,4,6 98:5,16,20 99:8 99:12,12,13,14 99:15,22 100:3 100:7 114:6 120:10 122:22 122:23 123:8 141:11,19 142:2 142:3 152:16 154:11 159:9 163:1,4,6,18,21 164:2,3,4 165:2 165:11 169:23 170:1,7,8 171:1 172:2,3,4,21 173:22 178:1,2 179:5,7,11,20

183:1 192:3,19 193:6 194:5 195:15 204:4 207:18 211:7 213:1,20 219:22 219:23,24 220:18 221:5
monies 101:13 163:12 193:11
monitor 75:13,15
monitoring 68:23
monitors 110:15
monster 63:14
Montgomery 80:10
month 9:16 158:18
monthly 18:14
months 64:7 96:20 110:14 121:12 150:12 161:8 175:15
Moore 92:24,24 93:11,11,16 96:7,8 97:8 100:12 103:4
moral 27:18
morning 2:3 7:23 9:12 11:11 17:7 26:23,24 27:2 29:16,21,22 36:14,16 40:16 42:12,13 49:13 54:10 61:22,23 66:2,3 67:13,14 73:12 74:8 162:1 206:21,22
mortgages 81:24
mother 9:9 32:20 57:19 74:16 83:15 85:16 97:12
mother's 74:9
mother/daughter 134:7
mountains 141:5
move 16:18 35:9 56:7 79:24 102:2 111:3 149:9 165:15 195:5
moved 25:7 85:4 123:9
movement 25:11 61:10 63:1,6
moving 13:23 221:19
Mt 54:14 136:12
multiple 19:10
multiply 139:19
multi-media 125:10
mumbling 168:22
municipal 119:12
music 14:24 58:14 83:17 135:9 146:20 147:4 158:13 177:4 182:7 189:1 203:1,5,14,16 203:17,18,20,24 204:2,14
musical 204:5,12
musicals 216:5
musicians 203:22

N

N 225:2
Nabria 210:4,7
name 12:8 17:9 20:6,8 27:2 28:16 30:1 32:19 36:18 42:14 49:1,10 49:13 52:16 54:10 57:16 59:21 61:24 66:4 67:14 72:10 74:14 76:24 79:1 83:11,12 85:15 90:18 93:11 97:10 104:12 107:13 117:2,4 124:16 129:14 134:13 138:12 144:5 145:23 150:23 166:16 167:22 172:12 175:13 177:20 180:11 185:16 188:10 196:4 199:17 202:22 204:20 206:17 208:8,11 210:3 210:5 212:13 214:24 218:3,4
named 100:11 199:22,23,24
names 7:18 48:4 48:20,21,22,24 100:19 103:13 103:13
narrative 64:23
nation 90:15 97:1 135:12 148:18 210:18
national 63:5 86:10 120:24 134:16 146:19
nationally 201:20
nationwide 95:14 119:6
nation's 193:8
nature 112:20 126:6 138:6
Naval 106:1,2,3 108:19
navigate 220:20
nearly 51:6 125:1 183:9 186:1 201:8
necessarily 113:22 202:9
necessary 38:1 84:13 124:6 127:20 148:3
necessity 32:5
need 9:10 10:9 13:16 15:7,18 15:20,22 16:3 16:21 18:11,20 22:7 31:8,9,19 33:13 39:3,3,4 42:2,19 51:24 52:3,12 59:3 62:6,12 65:14 66:14 67:18 70:5 75:19 76:15,15 80:5 81:2,6,23 84:17 84:20 89:22 90:9 92:5 98:21 101:17 109:16 114:2,2,11,13 122:18,23 137:8 141:17,21 142:1 142:3,9 145:3 145:11 148:2 153:10,12,18 154:12,20,23,24 163:11,21 167:14 173:5,6 173:7,10 174:9 174:18 189:8 193:21 194:5,11 195:15 196:19 198:6 204:13,13 205:8 206:6 207:19 209:17 217:14 219:18 220:5,14 221:4
needed 15:16 41:2 45:5 58:23 127:13 164:4 166:18
needs 9:7,11,15 14:18 37:23 38:1 39:1 41:19 47:11 50:16 52:1 78:6 85:20 117:8 127:14 128:7 139:14 156:14 162:16 163:13 165:3,13 167:9 175:1,1,3 178:6 181:19 183:18 187:4 192:5 194:12 196:21 209:4,20
needy 207:10
negative 113:10
negatively 159:17
neglect 148:9
neighborhood 12:22 25:12 32:4 33:2,12,14 63:18 64:16 132:12 152:15 152:16 154:19 154:19 185:18 191:18 195:4 208:21 213:4 214:10,17,18 221:24
neighborhoods 14:24 33:22 79:22 84:12 127:1 132:18 136:12,15 146:3 155:20 204:16 213:11 214:8,9
neighboring 163:16 182:2 197:3
neighbors 103:3 104:3,13 117:6 120:6
net 6:7 194:1
Network 191:18
Networks 195:5
never 20:18 31:13 42:24 44:6 47:17 98:17 121:7 142:22 147:19 160:11
nevermind 59:2
new 2:20 28:5 35:24 46:24 59:1 66:9 81:16 81:21 82:1 89:9 109:11 118:8 127:8 140:5 144:13,20 162:23 176:22

178:12 179:5 182:14,18 184:1 184:11,16,20,24 211:2,16
Newark 81:19
newcomers 131:3
newly 115:10
news 95:17 221:19
newspaper 55:12 220:12
newspapers 10:11
Newtown 69:12
nice 169:5,5 191:17
Nicholas 121:2,3 121:5 124:4,10
Nichols 120:23
Nielson 48:9,21 49:3,5,13,14
night 11:11 29:5 77:14 108:22 149:3
Noah 149:17
Nobel 52:6
non 63:8 205:2 206:18
nonfiction 46:7
nonissue 69:21
nonmedical 38:21
nonparents 64:15
nonpartisan 134:16
nonpayment 82:18
nonprofit 124:18 146:20
nonprofits 151:22
nonsense 99:1
noon 11:11 68:20 214:5
Nope 60:13
normal 120:8 124:7
normally 113:1
north 99:18 101:1 123:8,11,13
Northeast 165:10
Northwest 145:24 146:7
Notary 225:12
note 222:9,16,17
noted 127:8 225:5
notes 177:1 218:8 225:7
notice 95:11 185:22
notion 111:1
nucleus 90:8
number 15:21 24:6 37:3,22 38:6,7 39:16,17 59:10 108:9 118:24 122:7 126:16 148:5,7 176:5 184:21 196:18,19 205:19,20 207:17
numbers 21:24 37:1,2 111:7,9 111:17 121:20 121:21 123:5 158:8 173:15,16 196:22 197:1 217:7,7,9
numerous 71:9 204:7
nurse 38:18 39:15 78:1 91:2 181:18 190:10 216:23 217:4,12 218:24
nurses 38:7,14,16 39:13 40:11 158:13 179:2 184:21 190:12
nurture 147:10
Nutter 113:15 143:17,21 144:8 145:10 151:2,19

O

O 225:2
oath 47:5
Obama 89:3
obedient 46:14
obey 77:14
object 192:6
objection 117:14
objective 65:4
obligations 207:1
Obsolete 176:22
obtain 161:12
obviously 118:12
Occupancy 6:3 143:13
occur 192:21
occurred 155:17
occurring 126:14
offend 157:20
offensive 176:9
offer 85:21 148:7 186:13 187:19 201:11 202:7
offered 158:22 166:7 188:24
offering 85:11 193:18
office 47:4 61:16 70:17 87:20 102:13 103:22 110:15,19 175:7 177:1 178:7,12 179:3 205:21 210:24 211:5
Officer 12:9
offices 82:15 103:19 104:6 110:12
officials 41:1 80:22 123:1 183:24
offset 161:14
offsets 143:14
oftentimes 168:16 213:3
oh 1:13 36:9 60:9 72:11 96:3 104:20 131:17 212:15 220:4
okay 7:21,23 36:9 36:9 49:4,9 61:14,18 105:4 105:20 107:21 108:3,16 109:21 110:2,7 115:21 116:4,23 118:3 118:19 119:10 120:6 131:18,24 133:6,13 134:8 143:1 164:10 175:8,9 196:1
old 9:24 10:1,1 11:7 32:22 93:12 120:5,14 132:8 139:1,9 149:20 150:24 166:19 205:7
older 77:3 168:20
oldest 54:12 88:11 152:4
Olivia 143:18,19
once 71:17 80:13 130:20 191:19
ones 25:4 211:20 214:14
one's 189:4
Onion 220:11
online 112:13 156:1
on-time 13:11,13
OPA 105:10,21 106:17 107:1,22 108:22 109:16 110:3,3 112:12 113:1 130:10
open 119:17 123:3,6 124:7 129:18 136:21 139:8 147:6 155:4,6 182:9 197:22
opening 23:23
operate 41:20,21 135:18
operating 5:13 89:24 97:22 144:13
operation 14:14 68:2
OPI 110:3
opinion 130:14 166:1 223:6
opponents 108:15
opportunities 38:5 140:11 154:5 162:11 163:16 186:10 189:1
opportunity 8:17 12:5,18 27:1 32:18 36:18 53:18 54:3 62:3 76:24 78:24 93:6 99:2 111:2 112:16 113:18 126:19 129:3,21 130:4 138:5 150:22 151:8 155:7 161:16 166:8 175:11,24 180:7 185:7 188:17 191:12 196:6 208:9 210:18 212:4,8 215:2 217:24
opposed 109:11 178:6
opposite 45:15
optimistic 138:24
option 56:11
options 24:5 83:2
orchestra 177:5 203:10
order 209:14
ordinance 2:12,18 2:24 3:8,17 4:7 4:20 5:7,10,12 5:15,23 6:5,9 7:10
organization 36:21 50:1 57:17 95:14 103:6 129:16

134:17 138:14 186:11 200:3
organizations 146:18 201:1
organized 59:12 129:17
Orlando 161:22 172:7,13
outcome 121:13 128:1
outcomes 50:21 181:12
outliers 213:13
outlined 82:10
outnumbered 144:15
outrageous 157:21
outside 10:12 44:21 165:7 178:19 185:5 216:14 218:24
outsource 50:5
outsourcing 50:10
overall 18:4
overburdened 14:16 78:14
Overhauling 118:2
overinflated 164:22
overlooking 185:23
overly 11:3
overlying 120:19
overnight 82:2
overseen 182:20
overstand 168:20
overwhelming 53:2 64:23 195:10
overworked 165:16
owe 3:13
owed 82:4
owned 47:1
owner 74:18 164:17
owners 82:24 84:8 106:3 117:13
owner's 5:4
owner-occupied 5:4
o'clock 223:22
O'NEILL 1:12

P

paid 81:22,22 100:6 106:18 123:17 141:22 145:5 172:2,3
pain 161:9 195:8
painful 127:20 157:8 160:7
pains 220:4
paints 17:15
pals 149:17
Palumbo 84:5 146:14 210:8,11
panel 35:17 117:5 117:22
panels 35:18
paper 55:4,10 59:2 60:4 98:13 158:17 219:17
papers 91:11 191:22
paperwork 94:24
par 80:7
parade 190:6
paragraph 143:9
parcel 192:13
Pardon 71:12
parent 17:10 20:9 27:9 30:2 34:3 36:19 39:7 45:10,14 54:15 55:14 62:19 63:24 69:2 73:7 79:5 122:13 125:8 147:12 164:14 170:15
parents 16:7 20:10,11 26:5 45:8,20 49:23 50:23 57:5 59:12,16 60:22 62:22 63:8,8 64:14 65:6 68:24 71:9,18 74:6 77:1 78:5,8 82:23 84:9 85:12 86:21 90:4,5 128:15 139:9 148:24 156:11 162:8 174:5 176:10 177:10 206:21 207:1,7 211:5,7 222:1
Park 169:2
parks 84:6
Parkway 75:2
parochial 29:1
part 17:19 19:21 28:6 30:11 80:21 86:18,18 95:21 104:21 111:19 117:5 164:11,17 180:19,21 189:7 189:7 193:15 198:14 222:14
participant 3:12
participate 34:6,7
participating 189:5
particular 22:9 23:5 103:7 135:13 174:16
partly 24:15
partners 50:6 84:3 85:8,8 152:19 187:7,12
partnership 124:17,18 125:23 216:10
partnerships 164:19
parts 217:22
Pasqual 153:16
pass 55:15 64:2 92:5 107:14 108:18 129:6 159:14 189:24
passed 169:16 190:7
passes 143:11
passing 117:13
passion 32:15 46:16 50:1
passionate 147:1
passionately 148:2 180:8 220:14
path 15:17,18 39:11 58:2 151:12,18 209:11
patience 93:4 157:2 161:24 180:7 185:9,14 195:22 199:13 212:11 223:3
Patrascu 65:24
Patricia 199:7
pattern 95:11
Patty 218:22
Paul 24:9 25:9
pay 43:18 70:12 74:18 80:17 83:22 84:24 88:3 99:24 100:24 101:18 117:18 119:13 124:10,11 132:21 145:4 147:15 148:11 151:10,22 159:6 163:11 164:5 173:1 178:8,13 178:19 219:16 219:20
paychecks 213:5
paying 80:24 102:2 104:23,24 105:1,4,5,8 106:10 107:22 108:20 109:4 119:16 123:16 123:22 126:11 142:16 145:7 213:2
payment 2:15 5:1
pays 74:16
PCAPS 40:19
PCCY 180:15 184:2 192:16
Peace 40:18 42:9
PECE 49:20
pecuniary 57:6
penalized 131:2
pencils 144:17
Penn 80:3 168:1,3
Pennsylvania 1:6 7:7 36:22 37:12 47:6 93:14 134:15 140:1 161:1 183:18
Pennsylvania's 50:18 51:8
pension 66:23
pensions 130:2
people 8:15 9:24 10:1,2,11 12:15 12:18 13:16 24:6 26:4 27:15 27:16 42:23 43:6,16 49:1 61:6 69:15 70:10 71:9 75:4 75:14 86:13,16 87:7,12,17 88:15 92:8,22 94:10,14,15 95:13,23,24 96:10,12 100:7 102:17 103:16 104:5 106:17 108:11,11 111:1 111:20 112:2,4 112:23 116:5,11 116:12 117:17

119:9,10,11,12 120:9 129:19 130:6,7 131:20 133:10 138:1 139:1 141:22 143:7 145:5 147:1 155:22 165:1 168:4,9 169:12,19 170:10,22 171:11 172:2,10 173:3,16,17,20 182:23 192:2 194:3,16 198:14 205:23,24 206:12 209:16 209:18 211:8 214:4,8,12 220:6 221:13,21 222:17 223:17
People's 57:18 146:20
Pepper 153:15 154:24 155:6
percent 13:12,13 14:13 21:19 26:5 36:2 45:23 51:7 52:4 76:11 81:8,12,18,20 81:20,23 82:9 82:11 106:22 109:10,12 128:14,16,19,21 129:2 140:1,6 140:19 141:6,7 141:8 143:24 180:24 181:2,4 198:4,4 200:19 201:8 213:2
percentages 68:8
perfect 170:13
performance 15:13 136:14,17 159:1 192:14
performing 57:24 98:22 124:19 158:24 159:2,3
period 3:18 6:10 114:11 115:15 136:16
periods 68:23
periphery 119:9
permanently 159:24
permission 32:11 97:13
permit 185:2
permitting 185:4
perpetuates 179:14
person 49:10 64:17 197:10 205:22 217:7
personal 15:7 69:1,22 115:1 181:24
personalized 128:4
personally 70:22 113:24 122:13
personnel 38:21 44:23 166:7 181:20
perspective 42:21 42:21 45:18 112:18
pervaded 82:19
petition 151:21
petitions 109:18 109:19 151:19 222:13
Petrone 26:22 29:16,20,23 30:1 31:2 32:11 35:21 36:3
Pew 117:24 118:1
PFT 159:8
PHA 93:14
phasing 3:18 6:10
phenomena 132:17
phenomenal 33:11
Philabundance 187:17,23
Philadelphia 1:2 1:6 2:13,16,17 2:19 3:1,9,20,21 3:23 4:2,4,6,9 4:10,12,15,17 4:19,21,23 5:2,3 5:17,24 6:6,13 6:14,16,19,21 6:23 7:2,4 10:23 12:9,11 16:19 17:18 18:23 19:18 20:9 21:23 27:3,7,8 27:12 30:6,9 31:7 32:1,18 33:14,17,19 34:2,3,9 35:5,6 36:19 37:22 38:9,12 42:5,24 43:3,23 46:21 47:18 49:16,17 49:19 51:5 52:2 52:23 53:17,20 57:21,22 59:14 61:13 64:17 66:7,16 70:6 74:18,19 75:1 75:11,23 77:2,4 79:2,3,7 81:4,11 82:9 83:1,19,22 83:23,24 85:4,9 88:10,12,13,16 89:7,8,16 90:3 90:22 93:12 94:5,18 95:12 101:2 103:3 104:3,13 108:5 108:6 109:20 117:5 118:3 119:6 122:14,17 123:11 124:17 125:14,18,22 129:19 130:6 137:11 138:18 138:23 139:2,3 139:14,24 140:6 144:7 146:1,4,7 146:17,18 150:24 151:1 152:12 153:24 156:24 158:19 159:17 160:23 160:24,24 161:5 161:10 162:6 166:23 168:5,15 175:20,22 176:5 176:8 177:8,10 177:15 180:12 180:18 181:3 187:21 188:5,11 188:12,20 191:8 191:14 193:7 194:4 195:3 200:5 201:22 202:3,15 203:1 206:2,19 211:3 212:20 214:16
Philadelphian 35:8 83:7
Philadelphians 32:3 142:4 151:20 186:9
Philadelphia's 12:7,24 30:11 34:7 42:20 44:16 56:8 58:12,18 127:2 135:16 157:22 159:16 195:14 202:4,16
philanthropy 89:14
Philly 29:3,12 40:22 98:23 99:18 123:8 125:9 133:19 138:13 139:12 140:18 141:21 182:10 190:4,6 195:4
philosopher 185:24
phone 22:5 55:9 177:2
phrase 63:23
phrases 64:9
physically 110:11 110:16
pick 27:7 171:11 206:6
picked 155:8 171:10
picture 17:15 119:7 122:24 137:17 179:10 181:2
pie 97:20 186:22
Pierce 78:22 85:15,15 88:8 88:10
pile 155:9
pitting 16:6
Pittsburgh 120:4 120:11,14
pivotal 16:18
place 13:7 22:12 22:20 41:7 55:17 58:10 67:2 78:8 91:14 105:16,18 108:20 112:9 120:3 122:8 124:1 134:1 139:10 167:17 168:5 169:4,6,7 179:12 180:22
placed 200:21
placement 153:23
places 105:15 126:22 195:7
plain 168:22
plan 7:3 31:5,8 102:15 153:8,18 155:16 171:20 178:14 196:16
planning 53:5 132:16 174:22 182:3
plans 29:5 97:2,3 173:1,7

plant 27:6
play 16:18 24:8
played 61:11 203:2
player 74:21
players 64:4
playgrounds 84:5
playing 21:4 143:22 147:4 204:2
Playrights 146:19
plays 68:21 147:3
plea 28:3,19 67:24
please 2:9 7:17 8:1,13,14 9:1,4 12:2 17:6 18:5 20:7 23:16 26:19 29:12 32:16 34:19 35:9,9,9,13,14 41:7 48:15 49:11 54:9 66:18 67:8,9 78:18 85:9,10 87:16,18 88:5 92:5,5,10 93:2,9 94:23 104:9 129:6 134:10 138:1 171:24 172:4 179:19 180:5 191:9,13 195:9,12 199:2 207:18 212:3,11 218:2,8
pleased 188:19
pleasure 60:18 157:5 199:14
plenty 42:22,23
plot 155:15
plumbing 167:13 167:14,16
plus 82:6 183:2 197:7
podcast 73:19
point 28:11 31:21 34:17 103:5 118:20 143:20 157:11 176:2
pointed 192:1
points 191:20
poke 77:7
polarization 180:22
polarized 181:7
policies 86:4 134:19
policy 25:10 54:23 69:23 180:14 187:17
political 65:4 69:23 121:10 133:2 134:17 138:12 143:18 211:4
politicians 45:19 47:12,15,20
politics 57:4
Pollock 214:24 215:1
poor 21:6 57:17 107:23 115:20 119:9 132:15,20 137:4 153:4 205:15 206:6
poorest 136:15 153:4 159:19 193:7
poor/middle 136:20
populated 221:20
population 19:12 19:14 56:8 58:19,19,20 89:15 122:16 138:22,24 193:6 218:12
populations 16:4
portion 2:15 5:1 23:20 82:3
position 57:5 66:9 162:14 187:16
positions 178:12
positive 58:9 184:24 211:14
possibility 122:3
possible 41:4 65:16 149:6 158:1 165:14 210:22
possibly 164:19 186:23
post 42:1,1
potential 50:11 84:1,4 206:13
potentially 39:5 135:3
Potser 62:9
poured 120:9
poverty 37:24 58:7 148:9 181:2,5,8 183:17 187:20 188:1
power 25:11 66:15 67:10 133:2 189:23
powerful 140:19
practice 185:4
pray 9:10,14 11:15
prayer 8:20 9:7 9:11,12,15,19 10:7,9,14,17 11:9 95:3
prays 9:18
Pre 51:11 52:2
precarious 197:12
precious 127:15
prepare 46:7 182:3 186:16 197:2 215:11
prepared 13:17 48:17 122:18 181:14 209:2
preschooler 53:24
presence 69:2
present 1:9 93:17 94:19 109:20
presented 36:24 64:2
presenting 48:9 151:19
President 1:10 2:2 7:14 8:6,9 9:3 11:19 12:2 15:9,24 16:11 16:14 17:2,5,8 19:24 20:6 22:23 23:3,12 23:13 26:14,23 29:14,18,22 32:14 35:12,17 36:7,8,16 40:6 40:14,16 42:10 42:13 48:1,4,19 48:23 49:4,8 52:14,16 54:6,9 57:12 59:19 61:1,3,14,23 65:22 66:3 67:12,15 69:11 71:1,24 72:3,9 74:9 76:18,22 89:1,2 90:16,20 91:12 92:12 103:4 107:8,17 107:21 109:1 110:7 113:21 115:6,9,16,21 116:3,18,22 117:2 120:21,23 121:6 124:3,9 124:12,14 128:9 129:7,9,12 130:22 131:11 131:14,17,20,24 132:5 133:6,13 133:22 134:5,8 137:14,22 138:3 140:12 143:1,3 143:6 144:2 145:15 156:23 188:8
pressure 56:22 57:7 162:4
prevent 181:23 190:13
prevention 13:1
previous 136:6 197:18
pre-gentrificati... 132:20
pre-takeover 25:6
price 107:4 119:11
priceless 189:6
prices 130:3
pride 83:21 175:15,18 177:12
primary 5:5 174:11
principal 22:1 30:17 68:21 75:2 78:3 135:7 148:2,14 176:13 190:21 191:2,4 199:18 210:13 219:2
principals 21:21 72:12 128:21 178:21 179:1 190:19 210:17
principle 150:5
principles 148:4,5
prior 3:16 208:20
priorities 31:18 66:23
prioritized 144:19
priority 31:20 59:10
prison 60:15
prisons 47:1 59:7 70:9
prison's 46:23
private 28:24 30:8 82:23 84:14 208:20,22
privately 47:1 96:2
privatization 25:16 63:20

143:23
privatizing 30:12
privilege 28:21
privileged 55:2
Prize 52:6
probably 8:15 94:22 113:17 140:16 142:12 155:12 194:6
problem 95:7 97:17 100:4 103:7 111:19 120:5 142:2 160:24 170:21 179:14 190:16
problematic 122:1
problems 34:18 136:1 137:3 140:17 141:18
proceed 12:2 17:6 32:16 54:9 115:2 138:1 180:4
proceedings 40:20 225:5
process 37:13 44:4 97:18 133:5 176:19 185:5 208:15
produce 54:23 184:23 214:2
Producer/Direc... 40:21
product 28:3 41:23,24 57:21 79:2 188:19
productive 42:6 126:22 164:7 198:12
profession 215:8
professional 13:18 40:10 80:9 201:1 214:1
professionals 75:6 79:23 137:7 140:3 147:5
proficiency 45:23
profit 129:24
profitable 140:23
Profits 6:7
profound 202:15
profusely 130:7
program 3:12,16 5:8 38:11 58:15 81:17 82:1 83:17 93:14 94:13 109:6 111:3,9 112:9 127:23 153:18 163:13,19 192:9 200:18,21 201:13 203:1,21 203:24 205:5 216:2 222:20
programming 69:5 187:4
programs 31:15 40:12 53:15 58:15 72:16 91:10,13 97:2,2 136:9 153:12 163:10,10,12 164:1,2,4 167:1 173:9 181:21 182:3 188:23 203:17
progress 13:14 43:15 68:7 137:16 211:20
progressive 134:19
project 125:13 149:18
projected 14:20
projections 160:4 179:19
projects 167:10
promise 27:19 95:4 147:7,10 170:18,19
promised 205:15
promote 20:20 46:10 184:23
promoted 25:2
promoting 53:1
proof 96:9
proper 102:6
properly 17:21 137:1
properties 3:6 5:4 105:7,10,24 106:6 107:23 109:8,13 114:22 116:11 118:7 120:6,10
property 3:15 4:1 4:14 6:11,18 70:11 74:17,19 76:6,7,10,12 82:23 105:11 109:10,11 115:10 118:2 119:19 132:21 149:8
proposal 81:4 114:7 166:4,22 167:7 171:19
proposals 113:23 172:20
proposed 7:5 39:19 77:23 79:17 100:10 135:3 147:8 176:8 181:15 193:17 194:1,14 194:18 195:6 206:1
proposes 31:15
proposing 40:4 81:3
props 71:5
prosperity 151:18 182:15
protect 81:24 145:11
protected 75:4
protects 44:4
proud 27:9 57:10 83:8 177:7,11 188:11
proudest 34:20
prove 222:3
provide 4:13 17:17 47:8 50:12,19,23 51:2 84:11,12 124:6 125:12 144:24 157:16 159:13 162:14 164:2 170:11 173:10 190:17 198:3,5 200:7 202:15 206:22 207:4
provided 45:3 165:17,23 208:14 211:6
provider 101:9
providers 184:10
provides 33:13 179:16
providing 2:14,22 3:11,24 4:6,24 6:17,23 7:1 34:22 35:7 50:8 50:10 53:6 89:19 178:1 206:19
provincial 186:5
proving 96:11 198:23
Provisions 2:21 3:10
prudent 54:23
PS 28:16
PSP 125:6
PSSA 39:23 62:17 77:16 207:17
puberty 220:20
public 2:4 7:16 12:17 13:6 14:1 17:10 18:14 19:17 20:4,9,10 21:10 22:12,16 22:21 24:24 25:3,5,8,12,23 26:7,9 27:21 28:3,20 29:3,13 30:9,15 31:3,7 31:12 32:24 33:12 34:3,9,13 35:7 36:20,23 38:14,17 41:5 41:14 44:16 45:9,11,21 46:9 47:10,18 50:2 55:12 57:22 61:12 63:20 67:9,9 69:16,20 70:13,24 72:22 74:20 75:22 77:4,8,20 79:3 84:10,11,17,21 85:3 95:15 99:6 100:16,17 102:18,19 121:24 125:5 127:17 134:19 134:23 135:11 136:11 137:8,12 138:5,18 139:18 143:23 144:10 146:17 148:1 151:2,7 159:16 159:16 160:16 161:3 162:6 165:5 168:15 174:10,11,23 180:13,16,20 181:4 185:17 186:6 187:8,17 188:4,11,20 191:8 202:7,15 205:2,16 206:2 206:18 209:2 213:16 214:8,15 224:1 225:12
publications 200:2
publicly 71:15,20 141:13
pull 29:18 210:10

218:12
pulling 193:23
punish 34:24
pupil 22:4 136:19
purpose 148:20
pursuant 7:8
pursue 126:3
pursued 128:2
pursuing 126:4 142:3
purvey 101:10
push 65:4
pushed 119:9 219:12
put 10:6,14 21:10 44:21 52:10 57:3,4 70:9 81:4 91:4 98:16,20 102:9,18 114:6 120:7 123:19 146:9 151:11,17 162:4 167:3 172:22 174:15 187:23 191:7 207:18 213:4 216:6
putting 80:7 100:4 112:15 115:20 117:16 153:18 173:13 221:4
P.E.C.E 52:18
p.m 40:22 92:15 92:17 224:2

Q

qualified 51:13
quality 36:23 41:17 50:3,8,12 50:13,21,23 51:4,7,8,10,17 51:20 52:8,24 53:13,20 54:1 64:17 70:1,13 70:18 71:19 75:22 76:1 84:17 85:3 89:6 125:19 135:20 137:10 144:11 149:6 156:20 160:16 167:3,5 176:1,3 184:13 207:2 219:11 221:17
Queen 32:20 80:2 136:13
question 23:4,6 23:18 35:17 100:22 113:2 122:4 123:6 152:22 157:12 167:15
questioned 179:16
questions 22:14 22:16 34:12 62:8 87:1 147:2 174:16 193:11 202:1
quick 23:18 35:17
quickly 33:4 212:22
QUINONES-S... 1:11
Quit 88:14
Quite 45:15
quo 158:5
quote 39:12 185:24

R

R 225:2
race 14:2
racial 140:10
racist 132:11
raise 10:4 16:20 34:1 67:2 83:23 91:12 139:10 144:8 145:10,14 178:22 187:4 194:11 209:10
raised 9:8 11:4 12:11 23:6 33:16 109:13 155:19 193:12 193:14
raises 178:8
raising 75:9 101:24 125:3,13 195:6
rally 70:22
Ramos 174:16
ran 143:17
rank 86:1
ranks 43:9
rarely 42:21
rarities 158:21
rate 3:14,24 4:6 4:10,13,18 5:19 5:20 6:4,17,23 13:11,13 52:5 81:8 82:9,12,13 116:16 162:19
rated 184:13
rates 6:8 52:5 135:24 141:2
rating 51:8
ratio 39:15
ration 16:22
rationally 16:5
Ravitch 63:10
raw 118:22
reach 84:4 115:18
reached 51:7 157:11 174:20
reaction 39:6
read 2:9 7:17 17:13 48:5 56:17 60:7 61:16 95:19 101:11 102:11 207:16 210:13 222:11
readiness 136:2
reading 39:24 46:2,5,6 61:7 73:21 78:10 206:24 207:3 208:2
ready 51:22 87:20 161:21,22
Reagan 130:22
real 2:13,15,21,22 3:2,3,19,23,24 4:5,8,12,14,18 4:24 5:2,17,19 5:21 6:11,12,16 6:17,22 13:14 14:12,20 15:21 23:18 39:11 69:24 81:12,14 81:18 142:2,3 160:20 161:5 200:16 212:22 221:3
Realistically 30:15
reality 55:23 114:8,12 158:10 183:3 217:22
realize 13:10 39:11
realized 149:4
really 21:8 22:12 22:17 55:6 60:14 97:18 98:2 100:2 102:3 114:2 119:7 121:14 143:6 153:6 157:8 172:16 173:19,19 191:3 192:5 207:9 208:1,17 209:6 209:7,12,21 215:12 218:9 220:13,13 221:8
Realtor 79:8
Realtors 81:5 82:23
Realty 6:2
reason 24:18 75:19 139:11 150:10 176:4 177:5
reasonable 27:19 29:10 82:12 179:11
reasons 42:22 75:7 192:1,10
rebirth 34:6,8
recall 43:4
receive 37:24 38:4 70:1 72:12 151:4 163:17,19 178:21 186:14 197:2
received 72:8,18 151:5 166:6 178:8
receives 206:2
receiving 17:11 19:9 105:9 144:12 163:14
recess 92:13 176:21 223:21
recessed 92:15
reckless 25:17
recognize 8:1 198:14
recognized 183:15 199:21 201:21
recognizes 23:1 23:15 35:15
recognizing 183:20
recommendation 21:10 126:1
recommendatio... 178:17 184:3 211:10
reconvene 223:23
reconvened 92:17
record 20:5,7 21:10 61:17 72:10 102:10,18 102:19 107:8 117:3 121:24 134:11 145:21 162:2 174:10 222:14 223:5
recordings 94:9
records 165:19
recounted 47:24

recovery 15:18
recycle 165:8
Red 40:20,21
reduce 52:4,5 136:9 182:19 196:16
reduced 105:15 109:14 157:19
reducing 3:2,6 51:19,24 205:17
reduction 3:14 205:10
reelected 109:22 109:24
reelection 143:17
refer 117:23
referring 50:13
reform 46:13 90:5 97:24 98:1 143:14 181:15
reformed 42:7
reforms 143:14
refrain 45:7
refunding 141:16
refunds 140:24
refuse 108:2
refused 144:23
refusing 141:12
regard 27:13 30:14 102:8 171:18 215:18
regarding 2:5 23:20 34:12 101:4 177:23 188:17
regardless 115:11
Regina 172:7 175:13
region 176:6
regionalization 155:18
regionalized 155:21,23
regions 186:12
registered 72:21
regular 38:23 142:12 172:21
regularly 18:20
rehabbed 115:11
rehearse 203:11
rehired 185:5
reinvest 161:3
reiterate 223:14
relate 41:16
related 79:11
relates 100:9 112:3
relationship 65:12
relationships 211:9
relatively 193:14
releasing 38:15 130:12
relief 161:9 200:13 202:8
rely 159:20
relying 129:19
remain 100:15 137:8
remaining 14:16 74:13
remarkable 86:22
remarks 101:21
remember 96:16 135:5 143:18
remind 191:9
renaissance 47:14 127:23
Rendell 24:12 56:24 99:12 160:17
renovate 84:4
renters 84:8
rents 132:21
repairs 120:8
repeat 65:17
repeatedly 144:23
replaced 55:10
report 38:15 39:19 97:23 98:3 102:11,14 102:19 118:1,14
reported 193:22
reporter 225:12 225:19
reports 106:24 107:1 191:23
represent 8:23 42:4 104:13 114:9 129:15
representative 74:10,12 97:23 102:11 156:12 188:13 211:3
represented 107:11
representing 8:21 122:6 134:14
reproduction 225:17
Republic 204:8
request 21:13 54:18 56:18 57:6 65:17 79:11 102:12 147:13 148:22 150:14 152:7,9 157:13 166:3 182:12 202:2,12
requested 17:17 54:17 130:13 157:17 192:4
requesting 101:3
requests 19:1 197:20
require 80:21 178:3 220:22
required 30:5 69:19 82:8 112:14 175:21
requirements 201:16
requires 45:22 126:23 127:4 182:9
requiring 128:22
rescinded 194:7
rescue 21:3
research 15:5 38:12 41:19 51:16 103:6 167:24 181:23
resembles 201:20
reside 74:17
residence 5:5
resident 27:3 32:20 74:15 79:2 93:12 108:6 144:6 145:24 180:12
residential 3:5 105:24 107:4 117:13 132:16
residents 20:13 33:22 34:21 56:5 83:1 107:24 108:5 109:9 129:17 130:18 131:1 132:13,20
resides 74:16
resist 133:4
resolution 6:24 7:1 167:13
resolutions 1:22 2:8,10
resolve 142:21 182:19
resolved 142:19
resounding 56:1
resource 49:24 53:5 84:13 113:4 125:10 214:2
resources 13:15 18:7,15 33:20 41:2 43:20 44:18,23 45:3 50:9 53:16 54:19 56:16 77:18 127:13 132:24 136:8 181:21 198:18 198:22 213:21 216:12,14 217:14 221:5
respect 7:6 11:7,7 110:10,23 113:12 177:9,10 177:11,12
respectfully 138:9
respecting 82:16
respectively 5:17
respond 71:4 110:8
response 56:20
responsibility 75:20 112:7 139:15 148:14 190:22 191:11
responsible 26:3 137:1 157:15 176:20 179:18
rest 43:19 70:21 81:22 88:17 203:13
restore 19:12 56:23
restored 31:13 46:22
restoring 127:9
restrictive 213:16
restructuring 127:11
result 3:13 33:15 33:20 71:16 77:23 113:3 140:10
resulted 181:7
resulting 142:24
results 17:24 51:21 132:19 164:8
retired 42:15 93:12 131:17 175:19,21
retirement 131:19,22
return 38:2 160:22
returned 83:19
returns 51:18 52:8
revamping 128:3

revenue 14:20 35:24 36:2 75:10 106:22 117:9,11 127:9 136:22 140:5 148:16 195:6
revenues 76:12 136:7 144:8,14 145:10
Reverend 52:15 52:16
reverse 63:14
revert 192:17
Revised 7:2
revising 5:21 6:7
reward 141:12
rewarded 140:21
REYNOLDS 1:16
Reynolds-Brown 107:10
rich 60:11,12 108:2 112:24 115:19 119:10 135:14 193:20 202:7
richest 135:12 195:14
rid 47:13
ride 19:3 27:6
ridiculous 91:22 220:12
rigging 141:2
right 2:2 8:6 9:11 10:10,20 16:9 26:4 33:4 35:23 49:8 57:8 77:15 80:24 86:17 92:21 96:21 97:7 99:5,7,22 100:22 101:3 109:2 113:2,2 113:20 115:16 115:24 116:3,18 116:23 117:12 120:2,12 123:10 132:1,10 141:19 150:6 151:12,18 152:24 173:13 177:13 183:18 195:7 210:20 213:4 219:8 221:22
rights 44:5 57:18 61:10
ringing 158:4
rings 204:22
riots 169:6
rise 130:3
rising 14:22 44:17 136:17 216:8
risk 136:21 161:5
river 221:3
Rizzo 76:9
ROAD 129:16
roadmap 160:1
robbing 94:15
Robert 26:22 30:1
Roberts 193:23 194:1,5,17
Robinson 93:1 97:8,9,10 101:20,22,24 103:1,14,20 202:20
robust 53:16 193:15
Roebuck 97:23 156:12 174:21
Roebuck's 102:11
role 16:18 22:21 37:7,9 50:24 61:11 143:22 161:1
rollout 111:20
Ronald 130:22
roof 100:5 179:5
room 1:6 78:9 91:15 131:5 147:22 157:21 219:1 223:23
root 164:15
roots 138:13 146:9 164:23
rose 43:9
rot 193:18
rough 165:20,21
rounds 200:9
row 146:6
rules 8:11 77:14
run 20:24 30:15 57:17 78:3 84:8 90:10 101:14 109:23 132:14 137:7 155:16 158:23 161:4 165:12 178:20 178:23 191:4 205:4 221:3
rung 168:8
running 14:9 87:21 199:23
runs 191:2
rural 135:5 137:17
rush 45:17 146:22
rushed 9:6
R's 159:21

S

S 93:11
Sachs 170:18,20
sacrifice 63:24 64:9,10 65:1,6 129:3 142:5,7,8 142:10,13 150:6 151:14 182:10
sacrificed 128:15 128:17,20 154:13
sacrifices 128:22 148:3,10 150:15
sacrificing 34:24
sad 143:16 157:21
saddled 141:5
safe 13:19 28:11 58:10,10 84:17 85:2 190:17
safely 153:17
safety 22:7 69:14 70:18 165:16 172:22
Saint 168:10
sake 66:24
salary 30:7
sale 105:12 171:13
sales 81:17,21
San 170:8
Sanchez 143:13
sang 10:18
Santos 57:14 59:21,22 61:2
Sarah 202:21,22
sat 17:12 154:9 168:21 182:4
satirical 220:12
Saturday 68:5 73:11
save 81:7 99:22 129:4 172:20
saves 183:4 184:9
saving 172:3
savings 127:12 177:23 182:22 183:1
savior 21:2
saw 83:18 98:13 99:10 131:12 161:24
saying 25:4 26:9 44:1 72:19 87:12 91:9,23 94:1,21,24 96:9 96:11 106:17 107:16 108:21 115:13,15 140:9 157:12 171:6 174:13 215:16
says 10:16 25:9 47:8 73:22 74:1 85:19 108:3 111:11 113:1 118:14,19 119:19 154:13 186:1
scam 105:23
scared 33:3
Schaeffer 36:12 36:13,14,17,19 40:7,15
Schatz 7:20,21
schedules 69:1
scheme 155:15
schemes 25:2,16
scholarship 12:22
school 2:17 3:21 4:2,4,9,15,17 5:3,18,21 6:1,14 6:19,21 8:21 9:9 9:15,17 10:7,9 10:15,18 12:23 13:3,3,6,11 14:1 14:10 15:6 16:10 17:11,14 17:18 19:5,6,7 20:9 21:23,24 22:6,10,13 23:8 26:6,7 27:10 28:12,14,15 30:3,8,9,11,14 30:17 31:19,23 31:24 32:24 33:13 34:3,13 36:20,24 37:12 37:18,21 38:7,8 38:12,14,14,17 38:21 39:10,17 39:22,24 40:2,4 40:10,11 41:10 41:14,18,19 42:5,16,16,20 42:24 45:2,5,12 45:14,17,23 46:19 50:5 52:4 52:10 53:5,10 53:21 54:19,20 55:2,8,12,13,22 55:24 56:2 57:6 57:21,22 58:1 58:11,21,24 59:1 60:12 62:1 63:1,3 66:13 67:16,16,19,23 68:2,5,10,16,24

69:2,6,7,16,17 69:20 71:9 72:13,22,23 73:1 74:20,24 75:9,10 77:2,4,5 77:7,13,20,23 77:24,24 78:2,3 78:7,9,10,11,15 79:5,7,12 80:14 82:14 83:17 84:20 85:17,19 87:22 88:1 89:20 90:7,8,9 90:12,14,21,22 90:24,24 91:12 91:13 92:2 94:7 94:10,18,19 95:15 96:16,17 97:11 98:4,5,15 98:15,17,22 99:3 100:10,13 100:15 102:20 121:23,24 122:14 124:2,17 125:16,19 126:6 127:4 135:7,10 135:11,15,17 136:3,8 139:7 140:3,6,7 141:4 144:17 146:13 146:17,23 147:8 148:15 151:3 152:12,22 153:1 153:1,8,21,22 153:24,24 154:1 154:21,24 156:16 157:10 158:3,18,19,24 159:1,5,7,12,17 160:17 161:2,11 162:6,16 164:20 165:3,5,12,20 166:2,17 167:18 169:18 171:23 175:17 176:1,5 176:9,10,12 177:6,8,24 178:4,21,23 181:13,15,18 183:14 184:16 184:21 185:3,17 185:18,21 186:19 187:15 188:12,14,18,20 188:21 189:2,15 190:8,9,10,11 190:12,20 191:3 191:4,6,24 192:2,9 193:3 194:8,23 195:11 196:14,15 197:4 197:22 198:4,18 199:21,22 200:5 201:3,5,18,21 202:2,6 203:1,4 203:8,18 204:6 204:12 205:9 206:2 208:12,17 208:18,20,22 209:2,11,18 210:13,24 211:4 211:10 212:14 213:19,22 214:9 214:15 215:3 216:2,13 217:1 217:3,11,12,13 218:6,24 220:7 220:24,24 221:1 221:14,15 222:1

schooling 84:16 85:5 217:3

schools 12:20 13:19 14:22,23 16:6 18:19,23 19:13,17 21:5 21:15 25:12,14 25:15 26:9 27:21 28:4,24 29:1 30:16 31:4 31:7,17 33:14 34:2,9,23 37:8 37:20 38:3 40:9 41:22 44:16,20 45:9,11,21 46:9 47:18 53:18 54:22 56:16 57:9 60:16,23 62:17 63:19 64:16 65:11 68:6 70:13 76:3 76:8,14 77:9 79:3,20,23 80:5 80:18 84:11,15 84:21 85:11 88:5 89:23 90:9 90:10 91:8 93:18 94:1,4,14 95:6 97:20,22 97:24 98:8,9,9 98:11,12 99:20 100:1,18,19 101:1,3,6 102:3 102:15 121:14 121:23 122:24 123:3,23 124:7 124:19,21,23 125:2,5,6,9,12 125:14,17,22,23 126:2,21 127:16 127:17,22,24 128:7,14 134:22 135:2,22 136:4 136:11,14,18,21 136:21,24 137:8 137:12 138:19 139:6 140:4 143:23,24 144:9 144:10,12 145:2 145:8,11 147:17 147:21 150:10 151:7,12,16,17 152:15,16 154:7 154:8,11 155:4 155:18,21,23 156:2 157:16 158:11,12,15,22 158:22 159:16 159:20 160:2,12 160:19,22 162:9 163:10,16,21 164:13 165:10 165:22 166:10 166:12 170:3 171:20 172:15 177:7,13 179:8 180:9,20 181:5 182:5,21 183:4 187:5,9 193:12 193:17 199:2 200:1,3,22 202:6,14 205:4 205:6,7,8,17,18 207:6,21 209:5 209:6 210:23 213:5,12,13,16 214:18 216:17 216:23 221:24 222:4,5

school's 141:8 157:6

school-by-school 21:14,19

Schraeder 65:24 66:2,4,4

science 28:10 86:1 98:14 146:13 149:18 186:15 199:18,19 200:11,16 201:13 202:5,13 205:20

scientists 46:10 206:11

Scope 83:17

scores 39:23 62:17 63:21 207:14

scotch 216:6

scraped 39:1

screening 50:19

scribbled 218:8

search 85:4 104:18

seat 154:9 213:5

seats 51:13,14 167:3,5,8 179:13 212:6

second 23:16 24:17 35:13,14 38:6 71:2 75:19 112:3,19 138:16 193:7 197:24

Secondly 79:6

seconds 16:2 49:5

secretaries 21:22 30:21 78:1 191:1,5 197:16 220:9 221:10

secretary 22:5 55:5 60:9 63:11 191:2 197:17 217:5,11 218:22

secrets 58:12

Section 2:12 6:2 47:7,16

sections 18:1

sector 52:13

security 68:4,21 68:22 86:10 106:6

see 7:24 9:2 10:8 13:16 22:21 25:13,14,17 26:10 33:6 58:6 58:8,9 60:8 62:21 73:5,13 76:3 79:13,20 86:14 87:23,24 88:12 100:3 103:16,24 104:5 105:16 108:7,8 110:11,16 129:23 140:18 145:12 152:18 153:7,19 160:20 164:11,14 169:18 170:3 171:10 191:17 206:3 207:9 212:20 214:15 215:12,14 216:17,22 217:6 217:22 218:24 219:1,2

seeking 79:24

82:14
seeks 128:13,20
seen 22:1 43:4 96:4 97:2 106:5 108:24 112:4 129:21 138:23 170:5 196:9 197:4 207:23 208:1 209:12
sees 79:8
Seger 84:5
SEIU 128:16
Seizing 126:23
seldom 179:15
selection 185:3,5
selective 178:5
self 189:4 203:19
sell 80:16 106:17
selling 96:21 141:4
Senator 99:10
send 12:22 26:5 28:24 30:7 55:8 76:4 152:14,15 213:15
senior 3:10 107:23 208:14
sense 45:1 86:15 111:16 155:10 165:23 173:9 174:14
sensible 173:1,6,7
sent 94:7 156:10
sentiment 65:3
sentiments 188:17
separate 137:20
SEPTA 27:6
September 33:1 54:14 77:24 123:4 135:17 136:22 207:16
serious 71:15 81:3 82:16 123:6
seriously 83:2
serve 14:4 31:3,5 47:10 51:14 67:9 84:3 85:10 124:20 125:19 138:15 190:20
served 15:22 93:24 148:16
service 12:15 41:6 67:9 71:7 100:24 101:18 141:15 148:1
services 17:11 19:12 51:10 53:7 76:1,13 80:18 136:10 153:13 154:10 166:19 170:10 173:10 197:5 198:2,7 206:3,8 208:13 209:5
serving 38:17 49:16 64:19
sessions 156:13
set 6:4 10:2 15:17 24:23 42:24 118:4 126:17 127:5 137:11 150:2 174:22 182:15 207:6 219:6
setback 136:4
Seth 214:24
settle 95:14
Settlement 83:17
seven 90:20 199:19
seventh 73:3
shame 56:13,13
shaming 141:14 141:15
Shapiro 185:11 191:16,18
share 37:1 50:1 96:13,22 124:11 142:5,13,17 145:4,7 148:11 151:11,11,22 161:17 188:19 202:24
shared 39:20 43:21 63:23 64:9,14 65:5 129:3,3 142:7,9 152:10,11 182:9
shares 96:19
sharing 65:1 142:8
shark 133:9,10
Sharon 48:2,6,8,9 48:10,14 49:14 52:16
sharply 136:5
Shaw 155:1,5,5
shelters 143:24
shelves 56:15
Sheri 202:21 206:17
shield 71:21
shift 142:15
shifts 132:16
Shikomba 93:1,1 104:3,12,13 107:7,15,22 109:2 113:20 115:3,7,13,17 115:22 116:15 116:20
Shirley 88:22 90:18
shootings 58:7
short 19:13 43:20 126:9 187:19
shortage 158:14
shortfall 186:21
show 56:24 77:12 85:12 94:3,13 94:17 153:2 159:3 177:12
showed 52:3 59:3 71:17 97:21 143:18 148:18
showing 19:3 27:13,15 99:11
shown 21:17 51:17 179:17 182:19
shows 13:14 39:20
shrink 56:9 129:22
shrinking 181:6
shuffling 100:24
shut 99:5,21 154:15 173:5
shutting 99:19
shy 29:7
side 56:22 121:20 121:22 122:5 123:12 168:24 168:24 204:17 215:23 219:13 222:3
sided 60:4
siege 44:22
sieve 110:6
sight 33:3
signed 151:20
significant 24:2 111:14 114:19 196:18,19
significantly 51:20 52:5 72:24
similar 106:2
similarly 114:10
Simmons 7:19,20 7:23 8:7,8,9,19 9:1,3,5 10:21 11:20
simple 111:5 114:8 136:23 190:14
simply 39:1 52:10 133:3 139:5 161:13 193:21 211:18
singing 27:22 28:2
single 20:19 53:23 69:2 78:7,13 106:14 122:15 216:18 219:19
singlehandedly 178:23
sings 27:23
sir 12:3 16:14 17:2,5 32:15 40:14 48:1 76:19 124:13 128:9 129:9,13 131:11 133:14 212:2
Sirvantea 66:5
sister 74:22
sit 122:21 153:11 212:6
site 108:22 185:3 185:5
sitting 108:12 207:12
situation 13:20 24:21 30:13 124:8 135:1 200:13 209:11
situations 173:12
six 5:8 55:5 91:4 178:13 205:23
size 78:11 130:16 136:9 151:7 196:17
sizes 21:20 31:14 72:24 109:8,9 140:2 181:18 182:7 219:6,16
skepticism 14:6
skill 19:10
skills 156:4 167:2 190:17 193:9 211:13
SLA 200:13,19
slap 132:4 214:6
slavery 42:2
slaves 168:24
sleep 9:14
slides 50:6
slight 195:8
slightly 80:17 82:13
slim 114:5
slivers 139:22

slots 50:11 184:10
slow 62:10
small 90:24 107:23 151:6 182:7 196:22 208:3
smaller 45:3
smile 197:19
sobering 149:4
social 25:7 26:1,2 33:11 44:9 45:18 134:19 190:16
society 26:3 51:20 52:9 56:15 80:1 136:13 187:24 198:13,15 210:17
socioeconomic 77:21 84:9
sold 96:22 106:14 109:14 132:22 146:6 171:9
solid 190:9
Solomon 199:7
solution 40:9 41:17 47:22 86:18,19 145:3 145:3 198:15
solutions 81:2 145:1 187:20
solve 95:7 137:3 140:17 141:18
solving 190:16
somebody 106:19 131:21 133:23 134:1
somewhat 121:11
son 33:1 57:19 58:2,3 73:3,7 77:3 83:15 146:12 149:17 175:14,22 176:14
song 27:22 28:2
sons 57:19
son's 72:13
soon 221:3
sorry 2:3 110:3 117:4 147:9
sort 131:19 172:24
sound 38:2
south 21:22 77:2 98:23 135:6 137:17 144:6 190:4
Southeastern 134:15
southside 123:12
Southwest 49:16 171:20
South's 22:1
space 155:6
Spanish 200:11 201:10,12
spared 71:17
speak 27:1 29:1,9 32:19 36:18 42:19 73:4 93:6 134:6 162:4 171:18 183:17 211:19 215:2 218:1 222:12
speakers 26:18 36:11 65:23 72:1 78:21 91:20
speaking 83:7 152:3 222:13
special 2:20 3:10 17:11 51:24 52:1,3 78:6 183:18 198:1,5 209:4
specialist 170:15
specific 25:10
specifically 115:23 185:2
spectrum 84:9
speech 215:11
spend 53:6 100:2 155:24 156:4,7 159:9,11 194:14 194:22 206:1 207:1 211:14 215:15
spending 22:4 182:20 183:11 213:1,19
spent 12:14 18:13 18:16 55:20 56:20 97:1 163:18 179:3 191:19 193:13
Spielman 7:19,20 11:24 12:4,8 15:9,11,24 16:2 16:11,12,13,16 17:3
spirit 189:12
spoke 148:1 212:19 215:9
spoken 47:21 117:23
sponsoring 172:10
spoon 130:18
sports 21:21 135:8 158:21 177:4 181:20 184:18 189:1,23 190:2 201:19
spouses 82:23
spread 198:7
spring 149:21 150:1
sprouting 187:3
spur 117:8
square 33:2 106:4 169:1,2
squeeze 183:5
Squilla 1:12 29:24 83:6 108:14 223:17
SRC 22:15 56:3 66:9 77:11 97:20 101:4 127:19 160:14 162:15 167:12 169:20 172:17
SS 68:4,19
stabilization 32:4
stadiums 190:3
staff 14:16 30:18 30:21,22 31:15 45:4 58:17 64:12 69:14,19 78:4 91:9 96:10 111:15 135:3 159:5 162:24 164:5 165:16 177:1,3 190:20 190:21 200:12 205:8 214:6,7 218:21
stage 150:2
stages 187:7
stakeholders 126:16
stakes 34:16 63:6
Stan 185:11 191:17
stand 8:1 23:8 59:16 92:13 97:14 142:23 147:12 148:2 223:21
standardized 63:9,13,16 77:16 189:3 190:7
standards 50:19 51:7 182:4
stands 68:3 129:16
star 51:11 184:14
stars 51:9 184:14
start 7:16 8:10 13:8 50:6 67:4 99:7 184:10
started 32:24 88:10 120:4 163:22 216:4
starting 160:19 184:8
startling 158:9
Starts 51:11
starvation 140:5
starve 25:11
starved 44:22 198:22
state 13:22 15:20 16:22 19:19,20 20:6,16,18 21:13 24:10 25:2 27:13 31:10,11 37:3,6 37:11 38:2 43:19 44:15 45:24 47:6,7,17 54:18 56:19,23 56:24 59:5 72:9 75:12 76:2 81:16 85:21 86:20 98:14 100:5 111:6,6 111:10 117:2 121:17 123:1 125:17 127:9,10 128:18 136:6 137:15 138:15 139:15 140:3 144:24 147:14 148:13 150:8 157:9 165:21 174:7,19 182:5 183:13 184:5,13 186:2,5 192:5 201:11,15 202:9 211:3
stated 163:23
statement 23:19 68:11 69:8 177:23 222:10
statements 23:23 61:6,17 93:23 93:24 96:12 103:11
states 14:12 15:22 16:4 37:16 81:16 85:22 165:1 181:1 183:19
statewide 36:21

46:19 139:24
State's 37:9 183:9
stating 94:7 129:18
station 94:12
stations 10:10
statistic 201:14
status 158:5
stay 13:8 34:7 70:11 139:4,11 146:7 150:10 177:3
staying 67:6 131:3
steadily 68:14 69:5 138:22
steady 138:23 190:2
stealing 94:10
stem 200:20
stenographer 222:11
stenographic 225:7
step 10:6 14:19 201:4
stepped 180:19
stereotype 44:8
stereotypically 133:1
stereotyping 42:23
Sternthal 202:21 206:17,17
Steve 7:20,21 195:19 212:13
stewards 126:24
Stewart 218:4,5
stick 93:5 153:5
stimulus 24:11 99:11 205:9
stipulations 170:2
stocks 130:3
stomach 191:23
stood 100:12 149:21 150:7,7
stop 16:6 31:20 31:22 59:11 67:3 74:5 76:15 99:1,4 101:17 110:2 147:11 160:21 175:1,1 175:3,6
stopped 108:17 110:3,4
store 119:23
story 65:12
straightened 91:16
strange 168:4
stranglehold 130:1
strapped 181:9
strategies 113:9 128:4
strategy 112:16
straw 178:11
stream 190:2 218:8
streams 75:24
street 9:18 73:1 99:19 140:21 149:16 163:5 189:24 190:6
streets 132:10 189:19
strengthen 46:11
stress 42:1,2
stressed 121:11 121:15
stretched 14:17 144:15
string 98:15
stripped 21:15 211:21
strive 189:8
striving 117:18
strong 52:12 100:12 117:14 134:23 147:6 184:23
strongly 34:4 89:17
structural 183:2
structurally 135:3
structure 26:2 120:17 186:8
struggle 22:11
struggled 14:15
struggling 18:2 78:15 153:10,10 155:20,22 196:18,21
student 14:23 26:8 37:17 39:9 39:15,22 58:16 68:17 69:13 78:6 125:18 127:10 150:24 151:3 165:11,13 176:11 184:19 196:18 203:5 204:14 205:16 208:12 212:20
students 12:20,23 15:2,7,22 17:24 18:3,21 19:3,7 22:6 30:3 31:5 36:20 37:22,23 37:24 38:3,15 38:17,19,23 39:23 40:1,2 44:5 52:12 55:7 55:24 57:5 60:21 63:22 64:5,19 65:15 70:3,6,7 71:18 77:9,19,20 86:1 86:11 87:9 89:24 94:2 100:18 124:20 124:24 125:10 127:5,14 128:2 128:7,15 146:17 151:1,4,12,14 153:9 154:5 155:9 159:8,11 162:8,10,15 163:15 165:5,19 165:21 181:4,19 181:21 182:4,14 183:16 184:15 184:24 188:15 190:7,12,23 196:12,19,24 197:3,9,11 198:3,6,12,20 198:24 199:2 200:21,23 201:7 201:8 204:3 206:24 207:9 210:16 211:9,13 211:15 215:14 219:9,12
student/son 73:15
studious 213:7
study 52:2 55:17 59:3 117:24 156:3
studying 149:19
stuff 73:20
subject 26:1 157:19
subjects 181:22 186:16 205:21
submit 8:12 20:3
submitted 7:7 48:22
subsidies 194:24
subsidizing 114:7
substantial 97:21 98:5
substantive 179:16
suburb 56:13
suburban 80:7 137:20 148:10 155:16 222:4
suburbs 35:10 176:6 186:12 204:3 211:17 221:22
succeed 13:9 38:5 59:4 176:11,13 176:14,20,22,24 177:4,14
success 15:3 29:11 53:1 58:2 58:14 176:23 189:14
successes 13:10
successful 13:18 51:19 52:11 54:3 57:20 207:7,17,24
successfully 196:22
suckers 96:18
suddenly 44:22
Sue 77:1
suffer 15:3 18:5 66:19 113:3
suffered 169:12 182:5
suffering 41:24 169:14
suggest 158:16 166:19
suggesting 184:11
suggestions 166:9 184:2,5 210:15
suitable 147:16
sum 178:14
summarize 82:21
summary 28:19
summer 68:6 158:19 204:8
sums 194:20 213:19
Sundays 40:23 169:1
super 29:7
superintendent 20:17,18 24:1 24:13 43:7,8,10 54:17 66:10 93:18 94:7 95:20,22 125:24 127:7 153:11 162:23 167:2 171:18 178:16 182:14,19
superior 80:19
supervise 176:21

supervision 225:19
supplies 30:18 69:4 159:7 167:14,15,16 178:11 219:17 220:5,6
support 12:19 13:22 19:10,14 19:16 23:10 24:3 27:20 30:21 31:12 32:6 35:19 36:3 36:5 42:2 44:23 45:4 47:9 50:2 50:12,23 51:1 53:13 60:8 61:20 63:1 64:12,20 65:19 69:14 70:21,24 75:8 86:21 87:17,22,24 89:14,18 90:21 91:9 92:2,6,10 108:1,16 116:13 124:22 125:23 126:2 128:22 134:23 145:7 152:7,9 161:11 177:7,15 182:12 183:12 184:19 190:20 191:8 198:1,2 200:12 207:4 214:5 218:21
supported 54:22 62:23
supporter 89:17
supporting 125:7
supportive 13:18
supports 20:11 65:12 70:20 153:11
supposed 10:3,4 21:23 41:12 49:1 105:13 107:5,22 160:7 170:13 178:10 178:22 205:23 211:15 219:7
supposedly 55:16
sure 8:16 32:14 56:18 62:11 65:14 75:12 83:12 84:22 103:18 111:16 112:17 113:9 119:5 122:19 123:3 130:21 136:24 138:2 152:17 156:19 159:11 182:22 182:23 185:7 211:5
surely 189:21
surgeon 204:11
surplus 194:21,23
surprised 25:13
surrounding 60:20 165:6
sustainability 127:3
sustainable 34:14 129:24
sustained 161:2
swap 141:3
Swapping 144:17
swaps 141:16
sweated 29:5
sweeter 28:1
swim 208:16
sword 71:20
Sylana 133:17 144:5
symmetry 128:13
syndrome 42:1,2
system 13:3,6 14:1 15:1,17 26:1 30:9 31:19 31:23 41:14 42:7 47:10 51:8 53:10 57:21 63:7 65:20 74:20 76:16 85:23 87:10,11 88:14,18 89:21 89:21 90:7,8,12 90:15 91:14 94:5,15,16,18 94:19 95:15 96:1 101:11 102:16 119:3 120:13,16 127:14 129:4 130:24 152:17 152:19,20 154:15 158:3 162:6 164:20 165:6 169:24 170:22 186:7,13 188:20 191:6 193:4 209:18
systems 42:2

T

T 225:2,2
table 73:11 86:19 103:9 143:12 186:23
tables 219:2
tactile 213:21
take 21:18,22,24 22:5,8 24:17 47:5 49:5 60:15 62:10 64:3 76:11 86:4 91:19 95:19 97:5 131:23 134:1 142:20 158:2 160:24 189:24 200:14 202:3 214:17 217:20 218:20 220:2,8,8
taken 24:23 52:7 96:2 98:11 120:3 130:1 204:6 213:6,14 225:7
takeover 20:18 25:2 44:15
takes 37:17 113:1 145:14
talent 147:5 209:9
talk 8:11 10:3 37:7 38:6 39:16 42:22 43:1 62:14 72:13,15 115:24 126:5 149:11,14 153:12,13 154:10 157:5 168:21 170:7,8 170:22 171:1 172:1,17,18 173:20 208:13
talked 112:23 167:2 170:17
talking 43:12 75:16 95:6 99:15,23 101:7 101:24 102:2 113:11 119:2 142:6 154:12 157:24 158:11 159:23
talks 116:24 117:7 132:10 169:3,6
Tamane 168:10
Tammie 202:20 204:21
Taname 167:24 168:9
tandem 80:20
Taney 84:5
tape 94:9 216:6
taped 103:7
tapes 103:12
TAs 72:20,22
task 137:19 156:5
tasked 34:22 87:7
tasks 177:2 198:16
taught 46:4,5 47:19
tax 2:14,21,23 3:10,12,14,24 3:24 4:2,5,6,13 4:13,15,18,18 5:18,19,19,20 5:21 6:1,3,4,4,7 6:8,17,17,19,22 6:23 20:13 30:11 31:16 32:5 35:19,21 37:19 56:8 66:18 76:6,7,10 76:12 80:23 81:17,21 88:2 98:11 103:3 104:4,14,24,24 105:1,2,9,9,15 106:8,22,22 107:2 113:12,13 113:16 114:1,2 114:7,11,15,16 115:4,12,14 116:16 117:1,6 117:7,20 118:5 118:8,10 120:17 131:4,4,6,7 139:12 142:1,24 143:13 144:20 147:16 151:15 191:24 193:17 193:19 194:11 194:16 211:7
taxation 80:8
taxed 105:16 129:23
taxes 2:16 3:2,3 3:13,20,24 4:8 4:13,22,24 5:2 5:18 6:13,17 70:12 74:16,17 74:19 80:17 81:12,14,18,20 82:4 83:23 84:24 88:4 99:23 102:1 105:4,6 106:10 107:23 108:20 109:4 111:22 114:24 117:19

118:2 119:13 123:16 124:10 132:21 137:12 140:22 147:15 148:11,12 182:6 193:1,16
taxing 107:2,5
taxpayer 127:15 141:1,2 147:14 165:2,7
taxpayers 2:22,23 128:19 140:24 149:7,8,8 176:9 182:12
taxpayer's 3:15
Taylor 48:2,6,11 48:11,14 54:8 54:10,11 73:9
teach 9:10 10:15 29:6 54:11 91:17 101:10 178:11 196:5 198:11,20 205:6 213:22 215:4
teacher 13:3,4 39:9 42:15 43:9 44:2 47:13 50:24 54:15 62:9 79:7 128:3 180:13 188:12 198:17 200:11 200:12 206:19 207:3,12 212:14 215:3,5,22 216:5 217:8 218:5
teachers 12:20 13:8,18 14:24 28:6,13 29:4 30:18 33:6 43:16,24 44:5,8 45:15 47:14 49:23 50:14 55:6 57:22 58:18 59:17 63:2,19 64:6,8 64:10,18,24 65:6,14,20 73:4 73:7 78:14 91:16 94:1 119:12 127:6 128:20 135:7 142:8 144:15 156:24 158:14 159:5 177:9 178:9,10 179:1 179:6 184:23 185:2,4 188:13 192:8 198:1 205:8 210:16 215:7 221:11,18
teacher's 42:20 42:21
teaches 203:19
teaching 20:20 24:3,5,14,15,19 43:3,6,22 183:11,16 215:13,17 219:21,22
team 55:12 58:16 154:3,4 189:7,7 189:12,13 208:16,16
teams 58:15 135:8 184:23 201:19
teamwork 189:12
tearing 173:19
technocrats 46:14
TedEx 200:24
teeter 144:1
tell 9:21,24 10:1,9 11:14 14:23 15:2 57:23 62:20 77:10 91:5 104:17 105:19 106:16 108:8 109:15 110:18 147:9,21 148:23 171:12 187:19 201:2 215:22 217:23
telling 64:23
tells 95:17 142:17
Temple 101:2,5,9 122:5,7 180:13
temporary 160:7
tempting 186:21
ten 35:19,21,24 44:19 115:12 116:20 119:17 129:20 199:24 223:22
tenth 62:8
ten-year 123:19
term 15:20 27:3 30:12 81:2 114:1 131:1 132:12 161:9 187:20
termination 164:8
terms 19:2 43:13 51:18 80:8 115:1 209:9
terrible 145:13
terrific 146:24
test 46:7 63:10 190:7 207:14
testament 77:19
testified 147:19
testify 8:16 12:6 48:17 79:1 92:23 97:10 150:23 208:8 212:2
testifying 7:18 107:18,19 212:8
testimony 7:17 8:13,18 9:4 17:3 17:12 20:1 22:16 42:18 48:17 54:7 57:13 59:20 61:4 62:7 72:6 93:10 124:13 133:15 145:16 156:22 212:12 218:3
testing 63:7,17 128:4 189:3
tests 39:24 63:13 77:16 94:2
textbooks 55:10 213:23
thank 7:14,16 8:2 8:2,8,18,19 11:14,17,17,17 11:19,24 12:4,6 17:5 19:15,19 19:23,24 20:1,8 22:22,23 23:2 23:11,13 26:13 26:14,24 29:13 29:14,20,24 32:7,13,14,17 35:11,12,16 36:6,6,8,10,17 40:6,14,15,19 42:10 48:1 52:14,15,15 54:6 57:11,12 59:18,19 60:18 61:1,2,3,14,18 62:2 65:21,22 67:11,12 69:11 71:1,20,22,23 71:24 74:7 76:17,18 78:17 78:19,20,24 82:20 83:3,4,14 85:13,14 88:7 88:20,20 90:16 92:11,12 93:4,6 93:7,15 96:6 97:7 101:19,23 102:23 103:1,2 103:22 104:9,10 104:15 107:6,7 107:12 108:13 108:15 110:7 116:23 120:21 121:5 124:3,9 124:12 129:6,9 129:10 133:13 133:14 134:12 137:14,21,22 138:7 141:1 144:3 145:15,16 145:16,17 146:1 150:16,19,20,22 151:24,24 156:20,21 157:2 161:16,18,19,24 162:3 166:14,15 171:5,15,16,19 171:21,24 172:4 172:5,9,11,12 175:4,10,12 177:17,18 179:22,23 180:6 180:7,10 183:21 185:9,10,13,13 188:6,7,16 191:12,15 195:16,17,18,21 196:2,6 199:4,5 199:5,9,12 202:17,18,23 204:18,19 205:2 206:14,15 208:4 208:5,6 209:22 209:23,24 210:1 210:1 211:23,24 212:6,10,13 214:19,22,22,23 215:1,6 217:24 218:2 219:9 222:7,7,8,16 223:1,2,7,12,13 223:14,15,24
thanks 76:23 93:3 93:8 138:2,4,10 143:15 180:6 199:15 212:10
theater 146:15,20 216:2 217:8
theory 98:15
thin 144:16 198:7
thing 22:9 58:9 64:5 73:19 76:6 80:24 87:14 88:8 91:6 103:14 105:8 111:14 112:1,3

112:8,19 113:5 113:11 116:1 118:13 119:6,6 120:11,13 140:9 143:12 145:13 150:6 177:13 213:18 214:3
things 8:10 16:20 18:21 24:7 43:13 60:17 67:4 69:17 86:5 87:5 91:14 93:19 94:3 97:5 98:24 106:3 110:8,13,20 112:13 113:24 118:24 141:10 143:10 159:12 159:24 166:2 172:14,23 173:10 185:21 196:10 211:6 212:23 214:1 217:14
think 10:23,24,24 11:3 24:7 37:8 38:23 60:12 66:20 71:2,14 80:4 82:12 86:3 86:16,17,22 89:10 90:7 104:6 109:5 113:17,24 114:16,18 117:8 118:23 123:1 131:21 140:14 142:1 154:18 159:1 167:12 168:11 184:16 184:20 185:6 186:22 191:3 193:2 205:4 209:3,7,12,14 210:17 214:6,7 216:19,24 217:2 221:12 223:9
thinkers 46:15 206:12
thinking 31:20,22 182:24 190:16
third 62:20 73:10 76:9 118:1 135:10 196:5 201:15 219:7
thirty 87:12
Thomas 88:22,24 89:2 185:20
Thompson 7:22 17:7,10 18:11
thorough 47:9
thought 28:8 65:4 93:18 98:22 105:3 106:11 121:7 155:8 210:14 218:15 218:16 220:11
thoughts 161:17
thousand 38:18 52:22 170:16 194:2
thousands 39:2 49:22 56:6 146:16
thread 145:2
threat 198:8
threatened 197:13,21
three 8:12 16:20 26:18 30:2,7 36:11 37:3,4 46:24 54:12 65:23 72:1 78:21 82:6 86:7 93:2 96:20 101:6 105:11 118:5,8 124:22 130:10 138:17 159:21 167:5 183:13,19 184:13 203:3,5 212:22
threefold 32:1
three-minute 92:20
thrive 84:11 148:7 193:3,4
thriving 85:9 164:16
throw 99:8 141:17
throwing 42:8 171:1
Thursdays 91:3
tie 21:4 78:18
tied 79:14 136:18
tier 119:1
Tilden 153:8,9,16 155:9
tilted 193:20
time 19:5,13 22:15,16 33:20 39:21 44:3,16 46:23 48:10 68:20 75:3,3,23 78:18 80:23 81:1 82:15,21 92:21 93:5,16 93:23 94:19 95:5 101:20 107:7,14,24 114:18 115:15 118:1 119:4 124:4 127:2,17 128:5 129:2 139:21 142:14 142:15 145:6 149:12 151:16 151:23 152:3,6 155:19 156:4,18 156:20 158:13 158:13 160:21 171:12 183:7 190:5 191:19,20 197:8,8 200:4 202:3 205:3 207:1,2 208:17 211:13 212:3 213:7 214:5 215:15 220:8 223:22
timed 142:13
times 13:5,5 14:6 19:3 22:18 155:12 201:24 203:3 204:7
Tina 180:1
tiny 139:22,22
tip 30:22
tipping 176:2
tirelessly 63:14
tiresome 155:14
Title 2:19 4:21 68:17 101:13 205:2,9 207:18 215:8
titles 2:9
TLC 207:19 208:1
today 8:16,21 10:5,6,10,12 12:6 15:15 20:23 21:8 25:13 27:11,17 27:20,21 28:2 29:1 36:18 37:1 37:6 39:17 41:5 53:14 54:4 66:8 79:4 86:23 105:18 119:14 125:21 135:2,9 138:10 139:12 144:7 148:5 150:24 152:9 153:6,9 154:17 155:11 158:11 159:4 169:15 172:13 180:15 182:11,23 183:15 192:2,11 196:7 205:3 212:9 215:2 220:15 223:2
today's 40:19 59:4 158:10
told 94:11 95:2,7 106:21 139:6
Tomika 172:8 177:21
Tomorrow 167:23
toner 59:2
tonight 9:14 11:12,16
tons 172:21 213:1
tool 63:17 79:21 132:11
top 25:9 139:23 200:3,22 211:2
topic 59:24
torn 100:14
total 126:10 186:22
totally 41:24
totals 82:7
touch 87:5 131:6
tough 61:19 142:14
tour 204:9
town 84:6 155:16 156:15 194:9 218:13
toxic 141:3
track 58:15 118:17 149:24
tracked 59:7
traditional 99:6 187:5,8
traditionally 136:11
train 11:8
training 49:24 95:21 213:21
trainings 213:22 214:1
transcript 225:9 225:16
transfer 185:4
transferred 163:14
transferring 162:9
transform 12:24 33:22
transformation 33:18 35:4

126:2,20
transformed 33:4
transition 153:8 153:17 167:18 176:17
translators 218:20
transparency 89:22 134:18 174:12
transparent 37:10 41:8
transplanting 56:12
transportation 19:2
trash 27:7
traumatic 42:1
travel 73:16
treat 39:3
treatments 38:22
trend 53:4 85:5 181:6 221:21
tried 160:14
trip 172:11
triple 85:20
trouble 131:21 206:24
troubled 78:5 121:19
troubling 13:21
truancy 135:24 181:23 213:7
true 14:14 43:24 44:1 50:9 115:10 138:8 182:24 194:13 194:18
truly 187:9,21
trust 65:9
truth 168:14,17 219:15
try 29:5 93:5 118:16 183:22 198:20
trying 49:9 69:5 91:18 94:11 108:18 120:7 209:10 219:20 220:19
Tuesday 1:7
Tuesdays 91:2
tunnel 160:3
turn 56:14 78:6,8 94:8 139:5 159:24 191:13 214:16
turnarounds 127:24
turning 133:11 143:20
tutor 69:3
TV 10:10 94:12
TVs 103:21 110:12
twelve 161:8
twenty 220:21
twice 91:2,3
two 14:8 22:2 24:7 27:9 31:12 36:19 57:19 65:7,9 66:5 68:20 72:14,18 75:6 79:12,15 80:19 96:20 110:14 113:15 118:8 120:1 139:19 140:7 141:10 144:10 148:7 183:8 191:22 194:22 197:6,16 212:18 213:5
two-step 81:9
two-tiered 130:24
tying 164:13
type 71:16 153:21 196:20 209:8,15
typed 210:13
types 125:2,12 211:6
T-shirt 108:3

U

unable 132:20
unacceptable 188:1
unbelievably 193:16
uncomfortable 168:18
unconscionable 135:1
undercover 103:12
underfunded 139:8
underneath 87:15
underpeforming 127:22
underserved 89:15
understand 8:19 37:9 66:8 67:18 75:14 99:3 112:2 116:22 155:23 156:2,11 186:18 201:23 201:24 217:6,8
Understandably 111:22
understanding 41:23 63:9 112:14 113:22 130:10 162:12 163:3,9,20 164:1 165:4
understands 60:6
underway 126:21
under-enrolled 127:22
undue 137:16
unemployed 137:4
unemployment 59:8
unequal 152:20
unequivocally 20:16
unfair 104:17 151:10 211:18
unfairly 89:24
unfairness 142:18 142:22 143:15
unfortunate 100:20
unfortunately 21:3 51:3 133:19 189:15
ungodly 122:21
unification 162:13
unified 187:12
unify 162:11
unifying 120:18
union 103:8 120:24 122:6 178:9 185:2 219:6
unions 168:7
unit 178:20
united 20:10,11 85:22 181:1 215:9
unites 204:15
uniting 161:1
universe 122:8
universities 164:24 186:10
university 25:15 80:3 89:4 93:14 101:2,5 180:13
unprecedented 64:3
unprepared 161:6
unsung 206:3
unsupported 68:9
unthinkable 198:8
unusual 14:19
upcoming 30:16 185:1
update 97:24
updates 18:15
updating 127:11
upgrades 164:3
uphold 47:5
upper 51:23 201:10,14,17
uprooted 164:23
ups 150:1,2
upset 68:12
upstanding 75:5
urban 30:12 43:17 77:8,20 89:8,14 90:8 132:15,16 148:14 180:13 199:21 221:20
urge 40:7 53:9 54:4 66:12 80:19 85:18,20 87:6 128:12 191:7 202:11
urgency 86:15 87:8
urging 17:16 144:7 151:2,21
use 6:3 25:11 27:6 37:5,16 50:17 66:18 67:9 111:13 118:21 143:13 174:1 177:23 179:12 179:21
uses 178:2 179:15
usher 63:19
usually 19:9 73:20 152:7 164:7,8
utter 160:1 192:21
U&O 143:14
U.S 147:24

V

vacant 104:21,22 105:5 106:4 114:22
Vallas 24:9 25:9
Valley 52:19 187:18
value 3:15,19 6:12 99:9 106:9

108:21 109:12 111:12,13 112:24 118:2,8 118:21,24 119:5 119:21 120:5 189:10 198:12
valued 28:7,13,17 120:15,15
values 26:1 105:12 111:4 119:20 120:9 189:11
Vanessa 174:20
vanish 129:22
variety 126:15 195:4,5
vast 125:4 159:8
vein 132:2
venture 152:18
verge 122:2
versus 55:21 80:10
Vet 93:13
vibrant 58:14 67:1 79:24
vice 67:15 176:13 191:18
Vicoli 172:7 175:10,13,13
Victoria 103:24 104:2
video 200:20
view 43:2 115:1
village 32:20 44:20 80:2 136:13 145:14
Vincent 99:11
Vine 98:16,18
Vinerova 195:20
violence 58:6
virtual 207:5
virtue 46:1
vision 13:6,10,24 20:20 23:22 24:3,14,15,19 25:5 47:2 89:3 90:13 102:20 159:14
visual 189:2
vital 198:19
Vlad 180:2
vocal 108:15
voice 28:1 62:8 134:23 138:5
voices 147:6
voided 213:5
volition 118:15
volunteer 27:5 39:8 42:17 90:20,22 91:5 187:15
volunteers 71:13
vote 27:5 59:12 70:5,16,17 111:8 133:12 143:21 154:13 156:17 174:6,18
voters 176:10 177:10
votes 113:17 142:14
voting 25:24
vulnerable 27:14 56:14 63:22 144:22

W

W 1:13
wage 6:7 149:7 193:19 194:4,11 194:16
wages 193:24
wait 87:19 174:9
waiting 10:10,11 10:12,14 68:17 138:1 149:1 191:10
waiving 141:15
walk 9:20 27:5 121:17 153:16 189:24
walked 14:14
wall 79:9 140:21 185:23
wallets 159:6
want 8:1,11,16 9:4,5 10:5 11:6 13:16 14:11 20:16,21 21:4 21:10 22:9 23:19 38:6 39:16 53:15 62:24 64:20 71:6 75:8 89:14 91:1 92:21 93:4 103:11 110:21 110:23 115:14 116:16 117:15 117:23 118:20 119:3,4,10 137:5 139:4 143:10,11 146:1 149:11 152:24 153:3 168:16,17 174:23 178:5 187:23,24 191:20 194:6 206:22 208:13 209:15 213:10 215:1,21,22,24 216:24 217:2 219:14 220:2 222:21
wanted 25:6 28:7 37:1 43:17 45:14 71:3,4,15 71:19 72:7 99:18 107:14 154:17 189:9 194:15 221:8 223:2
wanting 46:16 131:23
wants 73:23 131:5 178:6,8 192:15 194:14
War 148:17
Ward 138:16
warning 15:6 39:13
wars 60:15
Washington 169:2 188:21,23
wasn't 23:21 166:6 171:7 176:16 189:2 208:8
waste 145:13 164:9 183:5
wasteful 182:20
wasting 48:10
watch 11:11,12 59:13,13 84:6 110:15
watched 75:3
watching 110:17 217:2
water 133:9 158:6 175:20
wave 63:19
way 13:9,13 25:14 25:15 28:1 34:24 47:13 76:16 81:7 91:18 114:14,19 116:1 125:3 131:18 136:24 141:9 164:23 187:21 190:5 204:1 209:3,7 215:20,23 216:20 217:10 217:11,13 219:10,13 222:2
ways 27:8 166:19 185:6 193:14
weakened 44:24
weakening 50:11
weakness 100:1 100:13
wealth 114:23
wealthiest 142:4 142:10
wealthy 193:1
wear 218:23 221:13
weary 184:1
Webber 57:19 58:2
website 57:23 105:10
Weccacoe 84:5
Wednesday 223:22
week 38:16 91:2,3 124:21 146:23 203:9 215:13
weekly 121:14
weighs 16:3
weighted 15:23 127:9
Weinstein 208:11 208:12 209:23
welcome 93:7 104:9 153:14 168:1
welcomed 168:3,4
went 10:21 74:21 83:8,18 96:17 96:19 104:18 108:22 111:6,21 120:11 174:4 189:2 197:6,15 217:3 219:21
west 74:17 121:22 152:12 153:23
we're 37:6 48:10 61:21 69:5 73:16 122:2,11 147:9 156:6 212:24,24 213:1
we've 197:15
whatnot 174:17
whatsoever 111:7 114:24 172:19 173:2 174:15,17 216:3,7
whispered 130:4
whispers 95:3
white 21:2
Whitney 27:22
wholeheartedly 139:17 177:7
wholistic 63:2
wider 171:4

wife 73:13 77:1 146:4 149:3,7 215:20
wife's 79:16
William 1:14 89:17 168:1,3
willing 124:11
willingness 138:9
Wilson 1:13 121:4 124:14,16 128:11 129:10 154:20
wind 101:20,21 130:5
winning 52:6 200:18
wisdom 53:2
wise 29:6 96:17
wisely 184:1 185:8
wishes 200:6
witness 16:24 122:21 204:22
witnessed 136:16
woefully 24:21
woke 9:12
woman 123:15 138:16 219:11 219:19
Women's 108:3
wonder 221:16
wonderful 87:17 88:11 176:16 197:10 222:1
Woodland 49:14
word 130:4 132:4 132:7,9
words 62:11,16 64:1 118:23 157:7,9 179:15
work 14:16,21 15:1 27:4 28:12 28:22 35:3 36:20 40:8 41:13 49:21 58:20 65:10 67:7 73:17 78:15 83:22 90:19 95:23,24 130:2,11 137:13 146:2,16 149:23 159:15 160:11 170:19 173:1 178:24 187:5 197:18 198:10 198:10 201:2 203:20 206:3,23
worked 121:8 129:23 166:20 175:19 215:7
workers 30:7 46:13 120:24 128:17,22 218:7
workforce 122:5 122:10,11
working 14:4 38:8 50:2 58:18 64:21 82:17 96:10 113:6 123:14,15,16,16 124:18 127:3 128:6 137:4 138:14 141:22 145:5 146:21 149:18,22 207:3 208:3
workman's 172:1
works 14:10 41:12,13 42:5 63:13
world 18:12 46:16 55:1 59:4 83:19 85:23 86:2,8 87:11 88:12,19 135:11 147:3 148:17 204:7 205:20,21 219:21
worry 19:20 144:11
worse 55:14 86:6 86:6 110:6 181:3
worst 112:8
worth 26:9 108:20 128:16 198:22,24 223:11
worthwhile 223:9
wouldn't 96:18 109:23 123:13 176:15 194:6
wound 130:6
wrap 15:10 16:1,1 128:10 132:6
wrecking 160:9
wrenching 182:1 182:21
wrestling 112:11
write 211:10 220:21
writer 217:8
writers 46:10
writing 39:24 67:20 147:3 171:20
writings 63:10
written 61:6 94:9
wrong 9:24 13:23 31:24 34:23 101:11 122:24 169:22 179:10 204:17
wrote 102:14 210:12
Wynnefield 67:17 70:20

Y

yard 219:1
yeah 25:24 49:6 131:14 148:24
year 3:21 4:11 5:13 6:14 7:3,6 12:21 13:12 19:7 22:3 30:17 32:22 35:19,21 37:14 38:13 43:4,14,14 44:18 45:22 46:18 53:7 55:9 55:21,21,23 58:22 59:24 60:2 64:2,11 65:8 67:24 68:9 68:14 69:18 81:7,13 82:6,7,7 87:13 95:9,9 111:5,7,11 112:22 113:14 115:12 119:19 119:22,24 136:19 139:1,9 139:21,23 141:7 141:8 150:24 158:6,18,19,20 159:10 161:4 167:23 178:22 182:9 196:8,24 197:1 201:15 218:19 219:8 221:6,6
yearly 68:7
years 3:18 5:6,8 6:10 7:4 14:9 22:3 30:4 31:12 35:24 43:6,7 44:1,6,20 47:19 50:7 51:16 59:9 62:19 65:2 72:12,14,18 75:1,2 81:15 82:6 85:22 87:10,12 90:20 91:5 93:12 97:15 101:6 113:1 116:7,21 118:4 119:17 120:1 121:9 125:4 126:8 129:20 134:22 136:5 137:16 138:21 139:19 140:8 141:23,23 142:19,21 145:6 146:5 147:22 160:13 170:24 175:14 180:12 180:14,14 183:8 183:13 186:1,4 188:2 193:19 194:2,22 195:2 196:9,14 197:6 197:17,18 199:19,23 203:4 203:6 205:7 213:23 216:5,8 217:17,18,18 221:2
year's 129:1
yesterday 17:13 19:1 23:7 24:4 37:1 42:18 45:24 62:7,15 64:2 65:14 86:24 91:24 95:2 140:12 142:6 152:21 153:12 154:8 162:12 166:17 168:21 174:15
yesterday's 95:16
yield 127:12
yields 51:18
York 28:5
young 10:7 12:15 12:18 13:16 27:14,16 34:1 52:19 53:21 56:6 61:6 71:9 75:4 79:23 80:9 80:11 146:8,18 147:1 186:9 198:14 209:9 212:18 220:23
youngsters 139:3
youth 8:2 11:7,8 123:14 137:19 171:22 180:17 186:3 206:4,7
y'all 91:1,21,23 91:24 92:4,10 93:18 161:21

Z

zero 35:24 39:17 39:17
zoning 73:21

$

$0 24:13
$1 12:21 139:18 161:14
$1,000 159:11
$10,000 119:16
$100 82:6 125:3
$12 179:3,4
$120 147:14 157:17 164:12
$123 194:3
$13,500 105:1
$133 178:9
$15 178:19
$150,000 170:18
$167 193:18 194:12,15
$17 52:9
$174 81:13 82:3,7
$180 21:13
$2 167:13,14
$20 125:1
$20,000 55:21
$200,000 120:7
$240 81:7
$26,000 26:8
$274 82:7
$28 105:17,19 183:4
$29 193:23
$3 100:5 126:11
$3.50 96:22
$300 183:2 186:20
$34,200 194:4
$340 82:5
$487,000 106:16 106:19
$5,000 119:14
$5,400 55:20
$500 96:24
$500,000 200:14
$6 124:22
$60 54:16 85:19 89:19 93:21 94:23 128:23 147:13 150:14 155:24 156:6 157:14 162:24 165:2 166:18 173:21,24 182:13 184:4 202:13
$7,000 119:16
$70 169:21
$700 46:24
$700,000 200:15
$8 53:6
$8,500 22:4
$800 144:20
$900,000 22:3

0

05 120:4,11

1

1 81:8 82:9,11 106:22 140:19 143:24 167:23 168:11 223:22
1% 4:10
1,000 51:6 159:9
1,500 22:6 151:20 181:19
1,600 124:24
1:30 92:13
1:45 92:17
10 51:7 74:22 75:2 99:19 128:14,16,19,21 129:2 141:7
10th 166:21
10,000 96:19
10:45 1:7
100 38:7 45:23 81:18,23 108:19 165:11 205:6
100,000 51:14
104 51:6
11 126:11
11th 166:21
1199C 121:1
12 99:19 141:6,8 177:21
12th 92:8 166:21
12,000 51:12,13
12:32 92:15
120 16:21 31:9 49:16 161:13
120338 1:20 2:5 2:11
120339 1:20 2:5 2:18
120651 1:20 2:6 2:24
13 150:24 160:13
130141 1:20 2:6 3:8
130142 1:20 2:6 3:17
130150 1:20 2:6 4:7
130163 1:20 2:6 4:20
130178 1:20 2:6 5:7
130179 1:21 2:7 5:10
130180 1:21 2:7 5:12
130181 1:21 2:7 5:15
130182 1:21 2:7 5:23
130183 1:21 2:7 6:5
130190 1:22 2:8 6:24
130254 1:21 2:7 6:9
14 47:7,16 52:4 198:4
140 91:1
140,000 135:16
15 30:4 109:12
15,000 12:19 52:21
150,000 38:17
1563-A 7:12
16th 98:15,18 138:17
1600 168:1
17 30:20
1700 104:18,22
1700s 167:24
174,000 68:18
18 139:1
1800s 169:5
19 2:19 4:21
19-1300 3:1,22 4:12,23 5:16 6:15
19-1307 2:12
19-1500 6:6
19-1800 4:1,14 5:16,24 6:18
19-1806 6:2
19-2900 3:9
19-2900A 2:20
1930s 135:6
195 38:16
197 28:16
1973 43:4
1985 12:17
1992 7:11
1995 188:21
1998 146:6

2

2 53:12
2,000 50:6,11 52:20 186:1
20 21:19 81:16 125:1 138:21 146:5 180:14 193:8
20,000 140:2
200 215:14
200,000 29:9
2002 13:12
2006 138:23
2010 139:18
2011 124:24
2013 1:7 7:6 100:14
2013/14 56:5
2013/2014 19:7 188:18
2014 3:22 4:11 5:11,14 6:15 7:4
2014-2019 5:9
2016 53:21
2017 94:18
2018 7:5
21 165:10
21st 205:5
215-686-2181 108:9
24 183:4
248 91:1
25 57:20 178:7 198:4
250 71:11,13
26 205:21
29th 86:1

3

3 7:11 14:13 47:7 47:16 51:12
3,000 119:15
3,945 165:20
30 1:7 12:20 26:5 127:24 156:16 213:1
30-minute 94:13
300 82:5 159:9 167:6
300,000 58:23
319,000 109:13
32 205:19
32/33 219:6
33 55:18 181:18
33rd 99:19
330 183:11
34 139:1
35 180:12
364,000 109:14
37 16:4 47:19 147:22 170:23

4

4 51:12 52:4 53:12 139:9
4th 185:18

4,000 119:15
4:26 224:2
40 51:16 75:1 121:9 129:1 140:6 200:19 201:8 219:9,11
400 1:6 125:11 223:23
43 76:11
44 13:12
440 14:15
46 76:11
463,000 109:14
47 15:22

5

5 51:15 52:23
5:00 40:22
50 114:21 115:7 165:9
500 71:13 81:15 108:19
54,000 68:18
550 81:15
57 180:24 181:2
575,000 118:7

6

6 166:21
60 16:20 17:17 19:11 20:11 31:8 70:2 75:11 141:22 164:11
60,000 114:22 115:8
60,000,000 15:15
600 12:20 197:9
64 13:13
69 93:12

7

7 180:14
7th 166:21
7,200 22:4
7:15 206:22
70 8:15 36:2 140:1
70,000 120:12
75 181:4

8

8th 166:21
8,785 165:19
800 165:11
85 81:12
86 109:10

9

9th 166:21
934 98:2
95,000 106:4
97 81:19
98 81:20