

1 HUNTINGDON AREA SCHOOL DISTRICT  
2 HUNTINGDON COUNTY, PENNSYLVANIA

3 RE: ACT 780  
4 PUBLIC HEARING  
5 JACKSON-MILLER ELEMENTARY SCHOOL

6 DATE: FEBRUARY 16, 2011 6:37 P.M.  
7 PLACE: HUNTINGDON AREA HIGH SCHOOL  
8 AUDITORIUM  
9 2400 CASSADY AVENUE  
10 HUNTINGDON, PA 16652

11 BOARD MEMBERS: DAVID C. BERGER  
12 K. MICHAEL HONSTINE  
13 DONNA K. ISENBERG  
14 DR. RONALD A. LONG  
15 JANICE R. METZGAR  
16 TAMMY PETERSON  
17 J. DENNIS REIF  
18 PETER D. ROTHSTEIN  
19 RICHARD SCIALABBA

20 SUPERINTENDENT: JILL D. ADAMS  
21 DIRECTOR OF EL. ED: JEFFREY W. COPPES  
22 BUSINESS ADMINISTRATOR: MELINDA L. STUCK  
23 SOLICITOR: CARL P. BEARD, ESQ.

24 Jo Nell Snider Court Reporting Service  
25 P. O. Box 202  
East Freedom, PA 16637

1 MR. BEARD: Good evening everyone. My name is Carl  
2 Beard. I serve as district solicitor. Many of you are  
3 already aware from the discussions that have been held way  
4 before action back at the January board meeting regarding  
5 scheduling what is commonly referred to as a Section 780  
6 hearing.

7 I have some introductory remarks that I'd like to  
8 make that are kind of a formal beginning of this type of  
9 hearing. And as you know, the hearing is being held  
10 pursuant to Section 780 of the Public School Code of 1949  
11 as amended which requires the scheduling of a public  
12 hearing not less than 3 months before a determination is  
13 made whether Jackson Miller Elementary School should be  
14 permanently closed. The provisions of the school code  
15 provide that this hearing shall be held publicly, and I  
16 believe that was discussed previously, is in accordance  
17 with Act 38, which is also referred to as Section 780 of  
18 the Public School Code.

19 Act 38 provides as follows: In the event of a  
20 permanent closing of a public school or substantially all  
21 of the school facilities the board of school directors  
22 shall hold a public hearing on a question not less than 3  
23 months prior to the decision of the board related to the  
24 closing of the school. Notice of the hearing shall be  
25 given in a newspaper of general circulation in the school

1 I N D E X

2 Opening:

3 Carl Beard, Esq. Pg. 3

4 Presentation:

5 Superintendent Jill Adams Pg. 9  
6 Sean Powers Pg. 12  
7 Jeffrey Coppes Pg. 13  
8 Melinda Stuck Pg. 17  
9 Supt. Jill Adams Pg. 21  
10 Jeffrey Coppes Pg. 25  
11 Melinda Stuck Pg. 30  
12 Andrew Socie, Jr. Pg. 32  
13 Melinda Stuck Pg. 35  
14 Supt. Jill Adams Pg. 38

15 Carl Beard, Esq. Pg. 39

16 Comments:

17 Beth Powell Pg. 40  
18 Kent Robb Pg. 45  
19 Cathy Troup Pg. 46  
20 Laurie McLaughlin Pg. 51  
21 Taylor Lightner Pg. 56  
22 Harry Houck Pg. 56  
23 Phyllis Corl Pg. 58  
24 Heather Keller Pg. 61  
25 Rick Byler Pg. 63  
Susan Wentzel Pg. 69  
Timothy Grove Pg. 73  
Peney Wright Pg. 96

26 Questions:

27 Timothy Grove Pg. 77  
28 Joie Escudro Pg. 79  
29 Kristen Boncorsi Pg. 84  
30 Steve Jackson Pg. 86  
31 Charles Lightner Pg. 87  
32 Brad Finkle Pg. 90  
33 Ken Morder Pg. 96  
34 Timothy Grove Pg. 98

1 district at least 15 days prior to the date of such  
2 hearing. And we did talk about that, the board did discuss  
3 at an open public meeting and we did at that meeting talk  
4 about scheduling 2 hearings, the first one beginning  
5 tonight on February 16th.

6 So by a resolution that was adopted by the board on  
7 January 17, 2011, notice was published in the Daily News,  
8 Huntingdon PA, on January 28, 2011 setting Wednesday,  
9 February 16, 2011 at 6:30 p.m. as the date and time for the  
10 hearing. Accordingly, upon the review of the school code  
11 and the board's resolution as solicitor I find that the  
12 hearing has been duly constituted and properly convened  
13 pursuant to what's required by the school code.

14 I want to just let you know and we did talk about it  
15 previously, in the school code at Section 1311 it sets  
16 forth the reasons and authority for a school board to close  
17 a school. That section permits the closing of a school for  
18 the following reasons: On account of small number of  
19 pupils in attendance, the condition of the then existing  
20 school building, for purposes of better gradation and  
21 classifications or other reasons.

22 The purpose of this hearing is informational. It's  
23 like a legislative hearing where people come and testify  
24 before group centers or if you watch congress or the  
25 general assembly here in Pennsylvania. The purpose is for

5

1 the board to review certain facts and details of the  
2 contemplated school closing so that they can later consider  
3 these facts. Again, consideration and final decision may  
4 not be made by law for 90 days after this hearing.

5 We'll have several parts. At least for the first  
6 part it would be background, superintendent and principals  
7 will describe the background which is part of the  
8 consideration of possibly closing the school. And these  
9 presentations are going to be made by Power Point, as you  
10 can see.

11 When the Power Point is completed we'll then take  
12 questions eventually from the audience if you need  
13 clarification on anything that may be stated. Quite  
14 honestly, as part of this you also will hear presentations  
15 from Mindy Stuck much as you have seen the other evening  
16 relative to the budget, but this will be specifically  
17 pertaining to Jackson Miller and other possible, you know,  
18 options that would be outlined.

19 Then part 2 of the hearing is the public testimony.  
20 That would be anything that you would want the board of  
21 school directors to consider and weigh. It's an  
22 opportunity for you through oral or written testimony to  
23 make comments regarding the school closing or anything that  
24 you feel would be pertinent to the board, you know, making  
25 its decision down the road.

7

1 remain open for 30 days, so if you think of something after  
2 this meeting that you would like the board to consider, put  
3 your thoughts in writing to the board in care of the board  
4 secretary or the superintendent and that information will  
5 be shared with the board of school directors.

6 I have also been informed so that you have access to  
7 this, if there's not enough copies of the Power Point  
8 presentation Miss Adams has indicated that she will work  
9 with Janet and Mr. Myers or whatever, we will insure that  
10 it's on the website so that you do have access to it.

11 So at this point that basically concludes the opening  
12 statements and we are going to just begin the slide,  
13 hopefully this static mouse doesn't give me a hard time.

14 We had opening remarks, we'll cover format for public  
15 participation and compliance with the school code and as  
16 you can see, critical issues, key points considered,  
17 elementary program considerations, transportation,  
18 financial considerations for consolidation options,  
19 comments, questions and answers and ultimately adjournment.

20 This is the mission of the school district: Working  
21 together to inspire all students to become lifelong  
22 learners and productive global citizens. Vision: Every  
23 day, all students are challenged to develop their full  
24 potential and experience success, leaving school inspired  
25 and eager to return the next day. And the values that we

6

1 When you testify for purposes of the stenographer  
2 that we have here this evening please state your name and  
3 your address, whether you are a resident, if you want to  
4 state whether you are a parent or staff member as some of  
5 you have done in the past that's fine too, or whatever  
6 combination of those that you are. If at all possible and  
7 you have a difficult name spelling, the stenographer may  
8 ask you to spell your name simply for ease. As I stated  
9 before when we had a discussion of the public meeting, when  
10 you are building the school you have to have an Act 34  
11 hearing, when you are contemplating closing a school you  
12 need to have an Act 38. In both instances, it's required  
13 that you have a stenographic record, hence, the reason for  
14 the stenographer this evening.

15 As far as when you testify, you know, we always try  
16 to give everybody an opportunity. I believe the other  
17 evening given you know, the importance of this particular  
18 issue, approximately 5 minutes, give everybody 5 minutes to  
19 make their statement and/or provide some testimony. If you  
20 need a little bit more time than that we'll try to be  
21 respectful and not cut anyone off but as you know, we try  
22 to stay within those particular parameters.

23 As far as you know, the record, itself, just as we  
24 did with the middle school issue and the hearing that was  
25 actually held over at the middle school, this record will

8

1 hope to foster: Safety, respect, collaboration and  
2 empowerment.

3 We already addressed 5 minutes, the second bullet  
4 there, if you could just begin your comments with your full  
5 name, current address and state if you are resident. We  
6 said this before, we don't want to defer to one particular  
7 individual where 30 people are going to talk and therefore  
8 somebody gets 150 minutes. And as we said before, comments  
9 can be submitted up to 30 days after the hearing tonight.

10 Already read this into the record, it's just a slide,  
11 once again, you won't have the benefit of the stenographic  
12 record for a period of time but this slide will be  
13 available to you so what I stated previously as to the  
14 requirements is outlined on this slide.

15 Section 1311, just so you can see what I had outlined  
16 to you previously as to the reasons why a school could be  
17 closed, and prior to the hearing this evening I actually  
18 did address that schools can be closed simply for economic  
19 reasons and those can be directly tied to budgetary  
20 considerations by a board of school directors if they so  
21 choose.

22 At this point in time that concludes remarks by the  
23 solicitor. We are going to turn it over to Miss Adams and  
24 the rest of the administrative team for this presentation.  
25 Thank you.

1 SUPERINTENDENT ADAMS: I would just like to go back  
2 to, lets see if I can get there, I would like to begin my  
3 remarks with our mission, vision and values.

4 And I just want to say to the school board members  
5 tonight, I know that this is not an easy task that we have  
6 embarked on and it's not one that this administrative team  
7 has taken lightly. In fact, I would say it's probably for  
8 me, personally, and most of my colleagues the hardest thing  
9 that we have ever done. This has been a team approach, all  
10 the way along the way, and I just, I want to say tonight  
11 that the members who will speak from our team will be Mr.  
12 Coppes, elementary education director, Mr. Sean Powers,  
13 assistant to the elementary assistant principal, Mrs.  
14 Stuck, our business manager and Andy Socie, our buildings  
15 and grounds coordinator.

16 However, I have to recognize the efforts put into  
17 this project, efforts by Dianne Ferrenberg, Janet Shaffer  
18 and the rest of the administrative staff. We have team  
19 meetings, this is a collaboration and it's not a work of  
20 one person. We have been and will continue to incorporate  
21 ideas from our faculty, our staff and our community of  
22 learners.

23 We begin tonight's process I believe first and  
24 foremost with the education of our students on our mind;  
25 but we have funding issues. And we have, not just in

1 of how those numbers declined. We are as a team, sorry, we  
2 are as a team very interested in this number because we  
3 feel that this team has worked very hard in 2010-11 to  
4 bring that number down as far as it is and that has to do  
5 we believe with the development of our own cyber charter  
6 school, primarily at our high school level.

7 You have had this slide before. The Pennsylvania  
8 Department of Education enrollment projections.

9 And then the next slide is the 13 year enrollment  
10 history for our particular district. And I want to point  
11 out to you that the 11-12 numbers you see in that column,  
12 that was derived by using a 4 year, the top was derived,  
13 the kindergarten, pre-K kindergarten, that number that we  
14 used for those students was derived by a 4 year average  
15 because we had no other way to do that, and then the other  
16 numbers follow suit from year to year.

17 I just need to point out and really accentuate that  
18 any chart that you see that we give you it could be  
19 different from day to day because of the way that we enter  
20 students in and students come in and students leave our  
21 school district.

22 Okay, well oh boy, I think that Sean is next and I'll  
23 try to get it where he needs it to be, because I am way,  
24 okay, way past where I need to be, Sean. I have a heavy  
25 finger I guess, okay.

1 Huntingdon Area School District but throughout this  
2 Commonwealth. We have been through some of these issues,  
3 we have an Act 48 issue puts limits on school board fund  
4 balances, we have talked about that, Mrs. Stuck will talk a  
5 little bit more about that.

6 We have Act 1 limits, Act 1 requirements that limit  
7 the amount of tax revenue that we are able to realize in  
8 our school district.

9 And the adjusted tax index for 2011-2012 has been set  
10 as we talked about at our last school board meeting, at a  
11 1.9%. And Mrs. Stuck indicated that we will be able to  
12 realize and generate, you see the amount there, \$156,234  
13 additional real estate dollars.

14 We have some critical issues before us, again, as  
15 does every school district; but this team has focused on 3  
16 critical issue areas: Number 1, the decrease in our  
17 student population, and you'll hear information and have  
18 information on that this evening; critical issue number 2,  
19 a decrease in local, state and federal funding; and  
20 critical issue 3, increased costs.

21 As it relates to critical issue number 1 a decrease  
22 in student enrollment, our declining enrollment from 2002  
23 to 2011 has been 460 students, and that's an 18% decrease.

24 And this next slide just gives you, and this has been  
25 presented in the past to you, just gives you the breakdown

1 Mr. Powers is going to present the next few slides of  
2 information to you. Sorry.

3 SEAN POWERS: Good evening. I'm Sean Powers. I'm  
4 the assistant elementary principal. I want to make just I  
5 think 1 comment before I talk about these next few slides,  
6 which focus in a little bit more closely at the building  
7 level on changes that have happened over time and current  
8 status with enrollment.

9 I guess what I want to say is we all consider what  
10 happens in schools to be way more than just the numbers, I  
11 will say it that way, and we are going to be presenting a  
12 lot of numbers tonight because we can't avoid them and it's  
13 important for us to talk about them, but that's not the  
14 only way that we see things in schools.

15 So, this particular slide shows change over time in  
16 enrollment in the 6 buildings, and this, the column  
17 enrollment 99-2000 shows where we were about 11 years ago.

18 To the left of that is capacities that are created  
19 for Department of Education and those numbers come from  
20 formulas based on reimbursements whenever there is a  
21 building program or renovation or a new building so that's  
22 where those, that's where those numbers come from.

23 This column shows percentage of capacity in 99-2000,  
24 and for Jackson Miller in particular, that building was at  
25 70% that year. And then if you follow that row out to the

13

1 right, projected enrollment 11-12 at 63, it's dropped to  
2 42% of capacity. The last column is the number of current  
3 teachers in the building.

4 This slide shows by grade level and for just the  
5 elementary schools, total student in each by grade. I  
6 think it's pretty self explanatory.

7 And this shows what happens at the classroom level.  
8 Of course for Brady Henderson and Jackson Miller there's  
9 not a lot of change because there's at most 1 per level.  
10 2nd grade and 3rd grade combined at Jackson Miller for a  
11 total of 17 students, 4th and 5th for a total of 20.

12 That's why it looks different there. And the Southside and  
13 Standing Stone numbers are just averages for how many  
14 students per classroom in those different grades.

15 And Mrs. Stuck is going to take it over from this  
16 point. Mr. Coppes, excuse me.

17 JEFFREY COPPES: Good evening. For those that don't  
18 know me I am Jeff Coppes, I am the director of elementary  
19 education, and I'd just like to just take a second and  
20 extend my appreciation to all of you. These are really  
21 huge decisions that are in our community right now and  
22 they're very difficult I know for our students and their  
23 families and staff and our board and all of our employees  
24 of our district. And we appreciate you being here and your  
25 input will be taken throughout this whole process.

14

1 The first slide I want to show about really talks a  
2 little bit about Sean said it's numbers, and we do a lot of  
3 number, looking at numbers from the district for a lot of  
4 purposes. And one of the ones we look at is about student  
5 achievement; but I think as we look at the potential idea  
6 of consolidation, mom's and dad's really are concerned  
7 about well, how do the other schools perform, and this is  
8 data that we look at, and but it's like Sean said, it's  
9 just numbers.

10 You know, our true picture started really our  
11 elementary schools back really on June 4, 2000 and I  
12 remember the date very well when we really looked to try to  
13 embark on changing our district from one way to another.  
14 At one time we really had just a system of schools instead  
15 of a school system and we became very committed to have a  
16 school system where opportunities for boys and girls would  
17 be the same from school to school no matter what teacher  
18 they had or what school they were.

19 At one time 3rd grade at Jackson, activities could be  
20 very different than Southside or Standing Stone or all the  
21 schools, and we worked diligently. You know, if you know  
22 our staff members well, they spent 300 days at least in  
23 staff development since 2001. They have the same  
24 resources. And we worked really hard to have schools where  
25 85 to 95% of what we do are the same in all of our schools

15

1 because we do have children that go from school to school  
2 throughout the entire school year, transfer.

3 But this shows you some data that might be of  
4 interest to you. You can see when we track these from 2001  
5 all the way over you can see where our averages are for our  
6 schools in reading, and while we're about constant  
7 improvement, this is a 10 year average basically for  
8 reading and for mathematics.

9 I think it's interesting to note the first 3 years  
10 when we were working on this our reading average across the  
11 district was 60%, and it grew to an average of 75% the last  
12 3 years of growth of 15%. We showed a lot of consistent  
13 work across the district. And mathematics, the first 3  
14 years if you look at the average it would be 65% and the  
15 last 3 years we are at 83% of growth, 18%. It had a lot to  
16 do about consistent work across the district.

17 Each school is a little bit different based on the  
18 population, obviously, we have different kinds of learners  
19 in our schools but we have a lot of consistent achievement.  
20 So right now the district at this point over the last 3  
21 years we're at 75% and we are at 83 in mathematics.

22 This is one I think that's really important to look  
23 at. Throughout the school year, most mom's and dad's know  
24 we get an assessment called the 4Sight. And the 4Sight  
25 assessment is given September and November and January and

16

1 May and it's really helped us to use not to see how we're  
2 going to do on the PSSA's, that's not what our schools are  
3 about. Our schools are about creating climates and  
4 environments where boys and girls just have to read and  
5 write because they have to read and write, not because we  
6 care about test scores, and that's really not our focus;  
7 but these scores give us ideas about our strength for  
8 certain areas in reading and mathematics and our teachers  
9 use that as guide or instruction.

10 I think it's really incredible at this point in the  
11 school year that we have 79 or almost 80% of our children  
12 in mid January are proficient at the end of the 3rd, 4th  
13 and 5th grade standards for reading. And that excites me,  
14 not because of what they could do on a state assessment but  
15 we could have 90% of our children in our schools in grades  
16 3, 4 and 5 across the district at proficient or advanced  
17 marks, and that is huge. That's a huge number for our  
18 students, our staffs, our families, we're just really proud  
19 of that.

20 Mathematics is lower. And it's always lower because  
21 if no one ever showed you how to do square roots and said  
22 do this problem, you would be clueless. So a lot of the  
23 math content that's really assessed at this point at the  
24 end of the year has not been taught, so these next 2 months  
25 are really huge. So there is a discrepancy in mathematics,

1 but the reminder of that is that we're in the 80's in  
2 grades 3 through 5 in mathematics which is I think really  
3 exemplary for our school district.

4 So at this point I am just going to pass this to  
5 Mindy, all right,

6 MELINDA STUCK: Hello, I am Mindy Stuck. I'm the  
7 business administrator for the school district.

8 I am going to review some of the budget information  
9 that we have been presenting to the school board. We  
10 presented much of this information Monday evening at the  
11 preliminary budget adoption.

12 The second critical issue we want to discuss is the  
13 decrease in local, state and federal funding. As we  
14 mentioned before, the state has supplanted 1 billion  
15 dollars of school subsidy money. As that translates to the  
16 Huntingdon Area School District, we have the potential to  
17 receive 1.2 million dollars in reduced state funding next  
18 year.

19 This slide shows the recent history of the state  
20 subsidy numbers that go to all school districts, and of  
21 particular concern is the supplanted moneys the ARRA funds  
22 that the state began to, this was the amount that they had  
23 committed to school districts and then came back and  
24 supplanted the \$655,000 worth of ARRA moneys. Thus, their  
25 commitment that year to us out of the state funds was 4

1 compare budget to budget with our preliminary budget that  
2 was adopted on Monday will be 1.4 million dollars, or 5.5%.  
3 We are looking, however, at a deficit of about 2.4 million  
4 because of the erosion of the revenues.

5 To begin with, the retirement numbers, whoops. The  
6 share that the school district pays is in this column right  
7 here. You can see in '09 our share was 4.76, and 10, 4.78,  
8 5.64 and next year 8.65. And as you can see, this is when  
9 it begins to spike right here, and these will be our  
10 contribution percentages in the next several years.

11 JILL ADAMS: I'd just ask Mindy to stop for one  
12 second. There was a statement made, I think it was Monday  
13 night by a community member that the Huntingdon Area School  
14 District has not been paying their share to the public  
15 school employees' retirement system, and you can clearly  
16 see that that's not so. The employee pays their piece of  
17 their part but we, as well, do pay. One of the things I  
18 think that people have said to me, well why don't we pay  
19 more or why don't we do a larger amount? We cannot. This  
20 is what is set and this is what we must set, send in.  
21 Mindy will tell you what we've tried to do this year, in  
22 terms of trying to warrant those higher numbers. Thanks.

23 MELINDA STUCK: Earlier you heard under Act 48 that  
24 we are bound by an 8% limit on our fund balance. However,  
25 you can designate funds which the school board has chosen

1 million 871.

2 Likewise, in 1011 they did the same thing and then  
3 just came back last week and supplanted it further with the  
4 federal EduJobs money. Many school districts anticipated  
5 that this would fill part of the gap when we lost these  
6 stimulus moneys that run out this year, however, they are  
7 being used to further supplant the state subsidy dollars in  
8 the current year.

9 As this translates to the Huntingdon Area School  
10 District, you can see the recent history of our state  
11 subsidy moneys that we received, we received supplanted  
12 \$921,000 in 09-10 and in 10-11 \$930,000. Then 2 weeks ago  
13 we are estimating our share of the fed EduJobs money at  
14 about 265, and that is the 1.2 million dollars. That has  
15 been supplanted from our subsidy dollars. Again, the  
16 governor's budget doesn't come out until March 8th so we  
17 don't know what, again, what that commitment will be, but  
18 some people are suggesting that we will be back to a level  
19 of funding of 06-07 or 07-08.

20 Critical issue number 3: Increased costs. Again, we  
21 reviewed this at finance committee meetings as well as  
22 during the preliminary budget adoption. We are looking at  
23 increased costs in retirement, health care, employment  
24 contracts, charter schools and special education including  
25 English language learners. Our increased costs, when we

1 to do over the years. Last year when the rate was set it  
2 was originally 8.22% rather than the 5.64. On the advice  
3 of the finance committee, PASBO and PASA we left that in  
4 our budget so we will be moving that money to a designated  
5 fund balance category to offset these spikes that will be  
6 coming in future years.

7 This chart shows the history, again, the rates taken  
8 from the previous chart and the employer costs. That is  
9 our share that we pay based on a payroll of 11 million 700  
10 thousand dollars. I held that number constant, though it  
11 may change from year to year, just to show the increase  
12 that we will be faced with.

13 Health care. Health care offers a lot of  
14 uncertainties. Our school district belongs to an insurance  
15 consortium, we are self funded, meaning we pay all claims.  
16 It is through Highmark Blue Cross Blue Shield. Last year  
17 we were looking at a 20% increase. The prior year it was  
18 also a 20% increase, however, the only reason it's not  
19 showing that here is because we had a reduction in staff  
20 that year. Next year we are anticipating a 10% increase,  
21 or \$258,000.

22 We are also facing some uncertainty as we go into our  
23 budget next year because we are without employment  
24 contracts for all 4 negotiating classes.

25 Charter schools also pose a problem for our district.

1 As you can see, this is the history of expenses that come  
2 right out of our general fund budget that we must pay to  
3 charter schools. It peaked last year at about 777,000 or  
4 I'm sorry, in 08-09. We were pleased to see a decline in  
5 09-10 and we attribute that to the online courses that we  
6 are offering here in our own school district.

7 To show you the amount of money we must pay charter  
8 schools, it's based on a formula based on our budget, it's  
9 \$7,893 per student for non special ed, and 16,000 for a  
10 special ed student. And I just give you some ideas of what  
11 that translates into; but now that is based on all non  
12 special ed students.

13 Special education, over the last 8 years the district  
14 has spent 12 million, almost 13 million more than it  
15 receives in special ed subsidy. Additionally, our English  
16 language learners population has increased significantly.  
17 As you can see, in 08-09 we only had 6 and in the current  
18 year we have 18. Right now our staff has actually grown to  
19 2 full-time staff members.

20 This chart actually shows a history of not only our  
21 special ed subsidy that we received but also the  
22 expenditures and then the difference that gets passed onto  
23 our local taxpayers shows the expenditure increase and also  
24 it as a percentage.

25 JILL ADAMS: As you know, recently and I think a few

1 trying to do.

2 And these are some key points that we try to  
3 consider, we are considering. Our primary objective is to  
4 provide the most thorough and efficient educational program  
5 and services through those areas you see there through  
6 educational opportunities, academic programs, and I won't  
7 read down those lists.

8 Other key areas that we really have to take into  
9 consideration are taken into consideration and really  
10 taking an active role in are the areas of the economic  
11 conditions that we find ourselves in, political conditions  
12 that we find ourselves in, and demand that the Pennsylvania  
13 Department mandates that we have that we must consider when  
14 we, when we are working with our students. Those mandates  
15 include no child left behind, IDEA, state standards, state  
16 mandates, AYP and so many more. But as Mr. Coppes said,  
17 it's really more than that, it's we are, we focus on all  
18 those areas yet we are told that students all through this  
19 Commonwealth don't measure up, that we are not doing  
20 enough. In the next years to come we must improve, make  
21 improvements to AYP 10%, on the reading and the math areas.

22 There's uncertainty all around us. So, my charge,  
23 not a popular charge, has to do with cost effectiveness.  
24 And in my capacity as a commissioned officer of the state  
25 of Pennsylvania, I'm charged by the Pennsylvania

1 of the board members sat in with the administration and a  
2 few community members, we worked on a course called the new  
3 fiscal reality. And some of these points that I am going  
4 to touch on were highlighted in this, in these  
5 presentations, but there are areas that we have been  
6 working on for sometime now. We have to make difficult  
7 adjustments in our future, we know that. We have been  
8 doing that, we feel, this team. As it pertained to  
9 retirements we would look to see if we could make  
10 adjustments in our class rooms, in our buildings so that we  
11 could downsize through attrition, we have been looking all  
12 areas, all principals, looking at all of the areas under  
13 their guise and trying to see where we could cut down.

14 But one of the things that we know in our future is  
15 that we have uncertainty at all levels, at local, state and  
16 federal with our revenues. We know we have rising  
17 expenditures, and so we need to focus on the relationship  
18 between spending and student outcomes by using data, the  
19 data that you have seen and the data that you have yet to  
20 see, to try to make decisions, the wisest decisions that we  
21 possibly can make. And we are trying to reconsider  
22 standard operating procedures and services to determine  
23 what is required and essential versus comfortable and  
24 historic, and it hurts all of us. But what we try to do is  
25 mitigate any effect on our students, that's what we're

1 constitution, you see the article section there, to provide  
2 for the maintenance and support of a thorough and efficient  
3 system of public education to serve the needs of the  
4 Commonwealth. That's why we are here giving you this  
5 information.

6 These are the considerations, the options that we  
7 have been considering as a team. You see them all there  
8 because for tomorrow night we will be talking to you about  
9 the Brady-Henderson Mill Creek Area School.

10 So we have option 1, there's no, absolutely no change  
11 at all. We continue with 4 elementary schools. I must say  
12 to you as your commissioned officer I don't see that as an  
13 option, but we have it there because this board and this  
14 community, that is one that we are hearing.

15 Option 2, Jackson Miller and Standing Stone combined  
16 at Standing Stone. We have considered option 3, Brady  
17 Henderson, Mill Creek and Southside at Southside.

18 Option 4, Brady Henderson, Mill Creek and Standing  
19 Stone combined at Standing Stone.

20 Option 5, Jackson Miller, Brady Henderson, Mill Creek  
21 and Standing Stone combined at Standing Stone.

22 Option 6, Brady Henderson, Mill Creek buses 3 and bus  
23 42 and Standing Stone combined at Standing Stone. Brady  
24 Henderson Mill Creek buses 43 and 44 and Southside combined  
25 at Southside.

25

1 And finally option 7, Brady Henderson Mill Creek  
2 buses 3 and 42 Jackson Miller and Standing Stone combined  
3 at Standing Stone and Brady Henderson Mill Creek buses 43  
4 and 44 and Southside combined at Southside.

5 We are going to talk about option 1, 2, 5 and 7 this  
6 evening. You will see information about those options,  
7 because they are directly related to Jackson Miller  
8 elementary school.

9 Tomorrow evening we will deal with the other options,  
10 and the data that goes along with those options. And Mr.  
11 Coppes will take it from here.

12 MR. COPPES: Okay. As Miss Adams said, these  
13 definitely are recommendations, are options, they're not  
14 recommendations at this point nor are what you are going to  
15 see staff recommendations. The recommendation is clearly  
16 going to come through the process of these hearings and our  
17 staffing recommendation will have a lot to do with as we  
18 see the state budget coming in.

19 But really option 1 is business as usual, the  
20 operation of all 4 schools. And again, as Ms. Adams said  
21 earlier, kindergarten enrollment figures for next year are  
22 projected based on a 4 year average. We went to a 4 year  
23 average because 4 years ago we had the largest class at  
24 Standing Stone, so across the district on average this  
25 shows a little bit larger group than we normally have. And

27

1 classes, but we expect to have kindergarten children, 67 of  
2 those for an enrollment figure of 404. The year that we  
3 opened up Standing Stone in 99-2000 we had 510 children in  
4 that school.

5 Option 2, oh gees, I am sorry about that. Option 2,  
6 pretty much shows the combination of Jackson Miller and  
7 Standing Stone. If we took the 63 children from Jackson  
8 Miller and 404 we'd have a total of 467. Again, the first  
9 year we opened Standing Stone we had 510.

10 Now these columns represent both staffing and  
11 available rooms. Right now we have 22 children, 22  
12 teachers at Standing Stone, classroom teachers, not total  
13 teachers, not art and music, not phys ed, not special  
14 education, 22 regular education teachers. And if we would  
15 move Jackson Miller in with just those teachers it would be  
16 21; but what we're going to show you are numbers that we  
17 don't expect to have class sizes of 30 at any of these  
18 things. But we are showing you what would it be for each  
19 one of these options for staffing. We are not making a  
20 recommendation. Obviously, those of us that work in the  
21 elementary grades would never want to support a class size  
22 of 30, but if you see if you would add 1 more teacher with  
23 23 classrooms, you can see we most likely would have put  
24 that in 5th grade to lower that number, and we have a  
25 couple in the 23s, but right now we have a couple like that

26

1 you can see, right now, it's same staffing, there's  
2 actually 4 teachers, because that's a language arts  
3 staffing, but if you are a Jackson Miller mom and dad you  
4 know that we actually have 4 and a half teachers there  
5 because we have somebody that helps with mathematics in the  
6 afternoon. This figure represents 63 students and that is  
7 the assumption that all children will return to Jackson  
8 Miller next year and not into a charter school, okay?

9 Option 1 continues with Brady you can see our  
10 projected enrollment next year is 115 with an estimated 19  
11 in kindergarten. We are in the process right now of  
12 kindergarten registration, getting names in, they're coming  
13 in quickly but we do not know the final numbers and often  
14 we do not know those numbers to the day before school  
15 starts in a lot of our schools. You can see their average  
16 class size around 19, I think earlier we talked about the  
17 class size average in the district, K through 5 was 18.26 I  
18 believe.

19 Under option 1 Southside would have a projected  
20 enrollment of 325 with a class size average of 18 across  
21 there. We have 3 teachers at every grade level there  
22 presently, and if that option would continue next year that  
23 would probably stay the same.

24 And the last one would be Standing Stone. We have 22  
25 teachers. That will change based on the size of the

28

1 at Standing Stone and also at Brady if you look back on  
2 that. But 24 classrooms you can see we are reducing the  
3 class size to 19. These 3 numbers here pretty much  
4 represent the district average right now, between 18 and 19  
5 so 24 rooms, we would have, you know, 24 teachers, class  
6 size would be 19, 25 rooms class size of 19, 26 rooms, 18,  
7 and this actually, 28 rooms represents more than the  
8 combined staff of Standing Stone and Jackson Miller right  
9 now as it exists. But those are classrooms that are  
10 available right now in that school.

11 Option 5 represents Brady, Jackson and Standing Stone  
12 combined and that's just an option. We're not saying  
13 that's the best option, but that shows you 115 children  
14 from Brady, 63 from Jackson Miller and 404 for Standing  
15 Stone for 582 total students. And you can see just with  
16 Standing Stone teachers alone, with 22 teachers that exist  
17 there now, it would be an average class size of 36. And  
18 you can see these numbers, they're there, we are showing  
19 them. Those are not recommendations in any way. We are  
20 just saying that's what it would look like if you just  
21 stayed with that many teachers, and you can see as we add  
22 23 they slowly start to reduce to where we are at here all  
23 the way up to 28 rooms with 6 additional teachers at  
24 Standing Stone we have a class size of 21 with 28 class  
25 teachers, option 5.

29

1 Option 7 is a little more complicated to look at  
 2 because you have to look at both schools at the same time.  
 3 Option 7 talks about Brady bus 3 and bus 42 children with  
 4 all the Jackson Miller Students at Standing Stone, and then  
 5 Brady's bus 43 and 44 children with Southside which is  
 6 below here. And you can see if we combine the Jackson,  
 7 those students on those 2 bus runs and Standing Stone we  
 8 have a total of 514 which is pretty close to the first year  
 9 that we opened that school. If you put all of those  
 10 students in there with just Standing Stone existing staff  
 11 we'd have 22 teachers with a class size of 23. And there  
 12 again, you see, I am just going to use the word  
 13 ridiculously large numbers. There again, we are just  
 14 showing you those numbers, what it would look like.  
 15 And as it goes across from all the way from 22  
 16 teachers to back here where we have 27 teachers, 27 rooms  
 17 with 19, and 28 rooms with 18 since the average class size.  
 18 The same thing with Southside, and you know, we are showing  
 19 Brady here tonight because this is a combination option  
 20 basically. If you took those 2 bus runs, bus 43 and 44 at  
 21 Brady, there again, the estimated numbers on these  
 22 kindergarten numbers are a little bit different. We are  
 23 not sure, these are not based on a 4 year average, these 2  
 24 asterisks, they're based on the number of students that  
 25 ride those buses right now divided by the 6 grades. So we

30

1 could be a student here or there, a number or 2, but we  
 2 probably feel it's pretty consistent. You can see the  
 3 combined group of those 2 where Brady would be 60 and 325  
 4 would be at 385 and I think the first year Southside was  
 5 open there were over 400 and you can see with present  
 6 present that is a typo, that should say Southside teachers  
 7 class rooms, class size, the present 18 teachers the class  
 8 size would be 21, and then we have a big bubble right  
 9 there, 25, which is like 1 class at Standing Stone and 1 at  
 10 Brady right now, but 19 rooms, these are the available  
 11 rooms that you have at Southside right now, you go down to  
 12 20 students with a class time average with 20 it's 19, and  
 13 these all represent some decimal, so 21 teachers with 21  
 14 classrooms with 18 average class size and also with a 22.  
 15 So those show you some options about how those  
 16 students could possibly fit in the 2 largest schools by a  
 17 combination of a couple different options and we'll show  
 18 you some more of those tomorrow evening as well.  
 19 MELINDA STUCK: I'd now like to talk about  
 20 transportation. I have been working extensively with  
 21 Dianne Ferrenberg, our secretary of transportation to come  
 22 up with some different scenarios.  
 23 In the current school year, 10-11, the total cost to  
 24 transport Jackson Miller Elementary students is about  
 25 \$162,000. The school district is required to pay

31

1 approximately 21% of that because the rest is made up with  
 2 state subsidy. This is really the only state subsidy that  
 3 has been growing and that can be depended on, and it's  
 4 based on a formula. So our overall cost for that  
 5 transportation is about \$34,000. If we extend the runs and  
 6 bring those children into Standing Stone that cost would  
 7 increase total to \$214,000. Again at our 21%, our share  
 8 could be 45,000 which would be an increase to the district  
 9 of \$11,000.  
 10 We are working with contractors, we are doing runs  
 11 and our main goal at this point is to insure that no child  
 12 is on the bus longer than an hour.  
 13 UNIDENTIFIED: 1 way?  
 14 MELINDA STUCK: 1 way, yes. We are using this is for  
 15 elementary students and the guideline we are using is we  
 16 actually have a child from Southside that is on the bus for  
 17 approximately that length of time.  
 18 DENNY REIF: Mindy, your current gross --  
 19 MELINDA STUCK: Yes.  
 20 DENNY REIF: Cost at Jackson --  
 21 MELINDA STUCK: Yes.  
 22 DENNY REIF: For elementary students --  
 23 MELINDA STUCK: Yes.  
 24 DENNY REIF: How did you derive that considering the  
 25 fact that afternoon runs you have middle and high school

32

1 students on the same buses?  
 2 MELINDA STUCK: We are just going based on formulas.  
 3 DENNY REIF: That 161, that gross for Jackson Miller  
 4 includes middle and high school students in the afternoon,  
 5 it's not just elementary.  
 6 MELINDA STUCK: We actually could pull out the middle  
 7 school and high school in the afternoon and these numbers  
 8 would go down. We are showing the high end and the maximum  
 9 cost that would be incurred in the district at this point.  
 10 We don't feel we would change the afternoon runs at all,  
 11 they would continue to be the same, so we are really trying  
 12 to show by this slide the increase in costs to the school  
 13 district by moving those children into Standing Stone.  
 14 ANDREW SOCIE, JR.: Andy Socie, building and grounds  
 15 supervisor. I'd like to present some more numbers  
 16 concerning elementary school long short range projected  
 17 HVAC and roofing costs, starting out with Southside, boiler  
 18 life expectancy remaining there is about 20 years. At that  
 19 time your boiler replacement cost would be \$75,000.  
 20 Chiller live expectancy there is around 15 years, at  
 21 that time it would be around \$60,000 to replace those  
 22 chiller barrels.  
 23 Energy management control replacement costs, we  
 24 presently have a system there that within about 3 years  
 25 will probably be unable to actually support anymore and we



33

1 would end up spending around \$75,000 to upgrade that to a  
 2 version that we could support.  
 3 Brady Henderson boiler life expectancy 15 years,  
 4 boiler replacement costs right around 75,000. That number  
 5 could change a little bit depending on what we do with the  
 6 replacement costs down at the bottom, that \$300,000 we'd  
 7 have an option there to either continue on with a steam  
 8 heat system or pursue something similar to like the water,  
 9 hot water systems that we have in the other buildings.  
 10 The AC at Brady Henderson is actually split units.  
 11 There's no chillers there. Each class room has its own  
 12 individual air conditioning unit. Those are pretty close  
 13 to reaching their life expectancy and we expect to start  
 14 having to replace them over the next you know, 1 to 5 years  
 15 as they go down for a total cost of around \$100,000.  
 16 Energy management control replacement costs for  
 17 Brady, that would be replacing the pneumatic system that's  
 18 there, it's original with the building, that would be a  
 19 replacement cost of around \$90,000.  
 20 Standing Stone boiler life expectancy is 20 years,  
 21 boiler replacement costs \$75,000, same with the chiller  
 22 life as Southside, 15 years, chiller replacement costs  
 23 \$60,000. The same situation as Southside at Standing Stone  
 24 with a system for energy management control that we can no  
 25 longer get support or upgrades for, so we'd be looking at a

34

1 cost basically to upgrade or change that system of \$75,000.  
 2 Jackson Miller boiler life expectancy is 5 years,  
 3 boiler replacement costs of \$30,000. Jackson Miller is  
 4 similar to Brady where they have split units there.  
 5 They're reaching their life expectancy within the next 1 to  
 6 5 years with replacement costs totalling \$25,000. The  
 7 energy management control replacement costs, same system as  
 8 Southside, we'd need to upgrade or change that and that  
 9 cost would be 20,000.  
 10 Roofing replacement costs, Southside estimated rubber  
 11 membrane roof life expectancy is about 10 years, the, when  
 12 we have to replace that roof at Southside the estimated  
 13 rubber membrane replacement cost would be around \$545,000.  
 14 Yearly roof maintenance for us right now is about  
 15 \$5,940. If we weren't performing that roof maintenance  
 16 work you'd be looking at probably replacing the roof at  
 17 Southside in another 5 years.  
 18 We do have shingles at Southside, estimated shingle  
 19 roof life expectancy when the school is built 10 year  
 20 shingles were installed, that school is 11 years old, we  
 21 estimate 1 to 3 years left on those shingles, estimated  
 22 shingled roof replacement costs around \$120,000.  
 23 Drain repair costs for Southside is \$8000. They're  
 24 going to be completed over the next year. Those drains,  
 25 there's probably 10 drains on that roof that have to be

35

1 lowered. If we don't lower those drains again, that would  
 2 probably cut your life expectancy of that roof to about 10  
 3 years.  
 4 Brady Henderson has a rubber membrane roof with the  
 5 life expectancy of 7 years. To replace that roof would be  
 6 \$240,957 yearly roof maintenance cost of \$2516.  
 7 Standing Stone, roof life expectancy of 10 years,  
 8 similar to and the same type of roof as Southside,  
 9 estimated rubber membrane replacement cost of \$391,500  
 10 yearly roof maintenance \$4620. Standing Stone also has a  
 11 shingled area with the same type of shingles as Southside,  
 12 about 1 to 3 years left on those with a replacement cost of  
 13 \$80,000, and it also has some draining lowering issues for  
 14 that roof, for a total of about \$8000.  
 15 Jackson Miller estimated rubber roof membrane life  
 16 expectancy of 7 years, replacement cost of \$164,961, and  
 17 yearly roof maintenance cost of \$1722. Thank you.  
 18 MELINDA STUCK: Okay, now we are going to look at the  
 19 cost savings considerations in the Jackson Miller closing,  
 20 we pulled out some costs and we actually pulled out some  
 21 detail dating back to 07-08, and we'll give you even  
 22 further detail in each of these categories on following  
 23 slides. But the overall cost of Jackson Miller, excuse me,  
 24 I pushed the wrong button, is about \$403,000. Now that  
 25 does include staff, utilities and maintenance we're

36

1 estimating to be about \$50,000 next year, this year we are  
 2 estimating it to be about 49,000, computer access, 12 and a  
 3 half thousand dollars. And on staffing, our current staff  
 4 right now is at this cost. However, we realize that if  
 5 staff were to be eliminated it would be starting positions  
 6 and these would be the equivalent of that savings in the  
 7 starting positions, salary and benefits. Next year we  
 8 anticipate this number growing to 433,000 due to the  
 9 changes in the benefit costs. Likewise, the starting  
 10 salary would, is estimated to increase to about 342,000.  
 11 Miscellaneous costs includes insurance and mileage. We  
 12 have numerous people that drive out to Jackson Miller once  
 13 or twice a cycle and this is the cost. We also have detail  
 14 on that. And then the additional costs of transportation  
 15 as a deduct from the savings which brings us to on 10-11  
 16 numbers, about 386,000 on 11-12 numbers, 404,000.  
 17 This slide actually shows the detail of the  
 18 maintenance numbers that you saw on the previous slide. We  
 19 have it broken down, and we are actually even showing you  
 20 the history on phone back to 07-08, estimated next year at  
 21 32, this is actually our year to date column where we are  
 22 right now. We have electric, heating oil, water testing,  
 23 bottled water, tank inspection fee, boiler fee, pest  
 24 control, repairs and maintenance, security system,  
 25 inspections, refuse, copier supplies and again down here

37

1 are our totals.

2 The computer access we have broken down by the WAN,

3 the anti virus, the e-mail filtering and the library system

4 that went into place in 08-09, for a total of \$2500.

5 To show the savings on the salary and benefits, on

6 the previous slide we have the teaching staff, the para,

7 clerical, custodial, cafeteria for the total and then the

8 equivalent in a starting. Now when you see certain numbers

9 here this starting is actually higher than the actual and

10 that would have to do with benefits selected. When we did

11 a starting salary we came up with an average expected

12 benefit package, actually some of these employees opted out

13 of that.

14 Miscellaneous would include the insurance and the

15 mileage, we estimated about 492 trips at 30 miles at 51

16 cents a mile. We have the librarian and special ed with

17 about 30 trips a year, principal, maintenance delivery,

18 director of special ed, nurse, PT, OT, speech, the half

19 time math that goes down every day, technology and the

20 director of buildings and grounds. If anything, we are

21 probably a little light on this number, but with all these

22 savings we actually were very conservative and if anything,

23 we tried to go on the low side.

24 This is the same slide that you saw earlier, the

25 combination of Jackson Miller and Standing Stone that Mr.

38

1 Coppes went over and at the bottom we show the savings for

2 each of these options selected. So again, if they were to

3 combine into the current Standing Stone with the current

4 Standing Stone teachers, the savings would be \$403,000. If

5 we move over to 23 teachers we lose about almost \$50,000,

6 it's about \$49,000 each step over. So even with 28 rooms

7 there is a savings of \$108,000.

8 Option 5 combining Brady, Jackson and Standing Stone,

9 the overall savings if they were all put into, using the

10 staff at Standing Stone would be 1,041,458. And likewise,

11 if we moved over and went to 23 teachers, 992,000, 24

12 teachers 943, 894, 844, 795, and 746.

13 Option 7, as described earlier, again, the savings

14 along the bottom.

15 JILL ADAMS: In conclusion, that's a lot for you all

16 to take in in one evening and we understand that. We

17 appreciate your attention to this matter before us.

18 Again, we have our options. I, along with my

19 colleagues in this administrative team truly believe that

20 option 1 is not an option for us in the atmosphere that we

21 find ourselves in, so we have 2, 3, 4, 5, 6, 7, again, we

22 will review 3, 4, and 6 tomorrow evening. As it pertains

23 to Jackson Miller we have option 2, 5, and 7, and we

24 anticipate in the next 30 days as well as this evening we

25 will get information, ideas, questions, concerns, so that

39

1 you will be able to as a board come to a decision at the

2 end of this process.

3 We know it's hard, and we just want to say thank you

4 for the opportunity to bring this information to you. And

5 we bring it to you with heavy hearts, it's not what we

6 would like to do, necessarily, it's what we, I, must do,

7 bring you this information.

8 And that concludes our team's part of this

9 presentation and I'll turn it over to Attorney Beard.

10 MR. BEARD: At this point in time the second part

11 would be an opportunity for individuals to come to the

12 podium, state your name and address and outline for the

13 board anything that you would like them to consider or take

14 away.

15 And as Miss Adams said, even after this evening, this

16 is not a final thing. This is going to be a fluid process.

17 As you know, the board does have committee meetings and

18 regular meetings each month. Information will come back,

19 I'm quite sure questions will be raised that will cause the

20 administration to turn around and bring more information

21 forward to the board in a written format or Power Point or

22 discussed.

23 So even beyond tonight you have the opportunity at

24 the open meetings to provide comment both at the committee

25 and the regular meetings for the board to consider, you

40

1 know, that they attend those board meetings and take what

2 you have to say under advisement. So at this point in time

3 if anybody wants to step forward, state your name, address,

4 whether you are a resident of the district or not and

5 present any information you'd like the board and

6 administration to consider.

7 BETH POWELL: My name is Beth Powell. I live at 3983

8 Powells Road, Petersburg, PA. I am a parent of a Jackson

9 Miller student.

10 There are some things that you do need to take into

11 consideration. My middle school and my high school

12 children get on the bus at 2:45. They do not get home

13 until 4:05 or 4:10. That is an hour and 25 minutes. Are

14 you expecting my 9 year old to sit on a bus and behave that

15 long? It's not going to happen. He will not behave. My

16 children get in trouble on the bus repeatedly with each

17 other, they don't fight with the other children, they fight

18 with each other.

19 My students right now, my child right now rides 45

20 minutes, my elementary student with the middle school and

21 the high school students. You don't want to put the 7th

22 and 8th graders in with the high school because you say

23 it's a bad influence yet my elementary school child has

24 ridden since kindergarten with the middle school and the

25 high school students. He's learned lots of swear words, I

1 can tell you, and he's learned lots about sex. But I don't  
2 have a choice because of where I live. You are taking one  
3 of my choices from me.

4 You are forcing my child now to ride an hour and 25  
5 minutes with these students. If the McKinney girl who  
6 lives in Alan Seeger rides, add another half an hour onto  
7 their bus ride, my students do not get home until 4:30.

8 Thank God her parents pick her up. This is not a lie, you  
9 can ask any parent whose students get off.

10 If my child is sick, it takes me 2 minutes to get to  
11 the school. I can go in my barn clothes and the secretary  
12 doesn't even look sideways at me, and trust me, I don't  
13 smell or look good. If I have to drive into Standing Stone  
14 I'm going to have to change, I'm going to have to take the  
15 car, it's going to take me half an hour to 45 minutes to  
16 get my child but it will easily be a 20 minute ride back  
17 home. So now my child has suffered for an extra additional  
18 hour because he now goes to a school 17 miles from my  
19 house? These things are important.

20 You are saying that his education is the most  
21 important thing to you. You say my child has to be eager  
22 to go to school. My child does not want to go. He  
23 prepared a speech tonight but now he's too afraid to come  
24 up and give it so I will give it to you in a written form,  
25 whoever the secretary is I will hand it to you and you can

1 read his exact words.

2 If we go to the doctor's office, right now it's a 34  
3 mile round trip for me to take my child from the elementary  
4 school to the doctor's. If my child is at Standing Stone,  
5 I let them go to school, I pick them up, I take them to the  
6 doctor's and I take them back it is a 102 mile round trip.  
7 102 miles for a doctor's visit. Would you expect that of  
8 your patients, Dr. Long? It's ridiculous. I can't do that  
9 so do you know what my middle school and my high school  
10 students do when they have a doctor's appointment? They  
11 miss the whole day because I can't do it. My doctors are  
12 in State College. 34 miles to here, 34 miles to there, 34  
13 miles back again, not to say the cost of gas, and as I told  
14 you before \$13,000 a year, I don't have extra gas money.

15 There's little things, like the butterfly garden  
16 that's dedicated to one of our teachers that passed. If  
17 Jackson Elementary is closed, who is going to take care of  
18 that garden? And why did we even bother to dedicate it if  
19 there's not going to be anyone there to appreciate it?

20 This is a school that has roots. This is a school  
21 that loves each other. We took the time to plant the  
22 flowers, make it beautiful, tell the children what it was  
23 for a teacher that's no longer there. You are  
24 disrespecting her by closing the school.

25 Mr. Coppes, you may not recall this, but at a meeting

1 you and I had one time in your office you looked me square  
2 in the eyes and you said, "Jackson Miller is the best kept  
3 secret in Pennsylvania. You are getting a private  
4 education at the public cost." Yeah. You are taking that  
5 from me if you say Jackson Miller needs to close.

6 My child has been getting almost straight A's since  
7 kindergarten. He is petrified of going into the school. I  
8 want you as a school board if you close down Jackson Miller  
9 I want you to follow Eli Gavis Lynch Powell's grades. I  
10 want to see how he does in the other school. I want to see  
11 if he continues his straight A's at Standing Stone. My son  
12 has problems with math. He does very well at math but it  
13 frustrates him. When he gets frustrated they allow him to  
14 go into another room and sometimes take his tests or to  
15 calm down.

16 Right now he has 12 children in his class. Yes, they  
17 make fun of him when he cries. How is he going to feel  
18 when he's in a class of 25 and they're making fun of him,  
19 are they going to have a room where he can go to calm down?

20 You can ask Mrs. Shoemaker, when Eli had to take his  
21 mad minutes she made sure he had time on his own to take  
22 them, did he not, Mrs. Shoemaker? You cared enough about  
23 him to make sure he had the environment he needed to learn.  
24 Is a teacher with more than 12 students going to have the  
25 time to make sure that my child who is intelligent has a

1 little bit of extra care?

2 Elementary is your building block. If you do not  
3 have a good elementary background you might as well forget  
4 middle school and high school. If you are not taught to  
5 read and write you are not going to go anywhere.

6 I took a boy in who was 15 years old. I only kept  
7 him for 6 months because he didn't want to stay after that.  
8 He could not read. He could not read at all. Now he was  
9 from Juniata County. I will say the Huntingdon High School  
10 did try to help him read. I hired a private tutor to help  
11 him read.

12 But if you disrupt these children like this and you  
13 move them, what is my son going to get from 4th grade? Are  
14 you taking one of his building blocks from him? Are you  
15 making it less than what it could have been? Is he not  
16 going to go on to excel in math like he could have? I  
17 truly am worried. He is your future. He will sit some day  
18 somewhere like you are. He will make decisions. He will  
19 be the one that holds your future.

20 And right now he's a very angry little boy. When he  
21 cried for 2 hours one night and could not be consoled what  
22 was I to tell him? What was I to tell him? Do you have  
23 any answers for me? I didn't want to see my son cry for 2  
24 hours. He wanted to know why he wasn't important. He  
25 wanted to know why nobody cared. He wanted to know why his

45

1 teachers weren't considered good enough - that's the way he  
2 saw it - when he thinks they're excellent.

3 I can tell you Mrs. Hodgson took my oldest child and  
4 turned her into a reader, turned her into a student that  
5 excelled. She's now at main campus at Penn State. She  
6 went into the Air Force to pay for her college. She is a  
7 very intelligent child and I give those ladies over there  
8 all the credit.

9 I don't have much more to say, that's it, but I  
10 really want you to consider, I know you have your numbers  
11 and I know you have to look at those, I really do, but you  
12 also have to consider each life that you are taking into  
13 your hands. Eli, would you stand up and let them see you?  
14 That's a face to go with the numbers. That's the smart  
15 little boy that is hurting. Thank you.

16 KENT ROBB: Kent Robb, 13415 Sleepy Hollow Lane,  
17 Huntingdon.

18 Mrs. Adams, you said none of the options, in  
19 particular option number 1 was not an option to you, but I  
20 notice you have 7 options and I was unable to attend Monday  
21 night's board meeting, but I understand there was a lot of  
22 overwhelming response for the board to consider what's  
23 going to happen with the middle school. And I was  
24 interested to see none of the options exhibited any savings  
25 that would be benefitted or realized if the board did not

46

1 pursue the middle school option in its current state. And  
2 I know this meeting isn't to hear about the middle school,  
3 but no sane person can divide the middle school project  
4 from what's happening to Brady Henderson and Jackson Miller  
5 elementary schools.

6 Also I'd like to know just for my own personal  
7 interest, where do you buy 10 year shingles, shingles that  
8 have a 10 year warranty that are going to cost the district  
9 between Standing Stone and Southside \$200,000 to replace?  
10 That's unbelievable. I wouldn't build a dog house and put  
11 10 year shingles on. Obviously, that was not a good  
12 choice.

13 And last but not least, as you said option 1 is not  
14 an option in your mind, well putting my children on a bus 1  
15 hour a day both to and from school is not an option.

16 CATHY TROUP: Hi. My name is Cathy Troup and I'm a  
17 resident of Jackson Township, it's 12025 Cumminsville Lane,  
18 Huntingdon.

19 I first just have a question. I am not sure if you  
20 guys can answer it; but are other options going to be  
21 considered if they are presented in writing to you as a  
22 board, can we add an option 8 to that, is that a  
23 possibility?

24 MR. BEARD: You can add an option, you can certainly  
25 write in.

47

1 CATHY TROUP: Okay.

2 MR. BEARD: And share it with the board both verbally  
3 or in writing, option 8, 9 or 10.

4 CATHY TROUP: Okay, I'd like to share verbally and  
5 then I will submit it in writing to this board as well, and  
6 it also involves the middle school. I would like an option  
7 to be possibly added that we no longer build the new middle  
8 school which is going to cost the district they say around  
9 22 million when it's said and done, you know, it probably  
10 will cost more, that possibly Standing Stone could be made  
11 into the middle school and the children from Standing Stone  
12 could be moved between Jackson Brady and Southside  
13 Elementaries. So I will present that in writing.

14 I was going to start tonight by reading to you the  
15 mission, vision and value statements from the Huntingdon  
16 area school board but since the solicitor has already done  
17 that I'm not going to repeat that information; but in the  
18 values, empowerment is listed as one of the values of the  
19 Huntingdon Area School District.

20 And I just want to give a little definition of  
21 empowerment that I got out of the dictionary. And it says  
22 that empowerment fosters power in people for use in their  
23 own lives, their communities and in their society by acting  
24 on issues they define as important.

25 When I read that and saw that as a value I realized

48

1 this is a very important subject to me. Jackson Miller is  
2 very important to me as a mother of 2 children that attend  
3 there. After I read the definition in the dictionary my  
4 daughter came home from school yesterday and informed me  
5 that she entered a poster in a contest as did many other  
6 third graders in her class and the top prize was a thousand  
7 dollars. And she and some of her classmates couldn't wait  
8 to find out if they won that money because they were going  
9 to take that money and give it to the school so they could  
10 save their school. So I really didn't need to go to a  
11 dictionary to find a definition of that. All I had to do  
12 was go to the 3rd grade class at Jackson Elementary and  
13 find out what empowerment really is.

14 There was also a young lady that spoke at the meeting  
15 on Monday and it took a lot of courage for her to get up  
16 and stand up in front of everybody and you know, give her  
17 recommendation that she feels we do need a middle school,  
18 which I feel we do as well. Does it need to be a separate  
19 22 million dollar building? I don't think so.

20 Look at Jackson Miller and the quality of education  
21 those children are receiving. They don't have the best of  
22 everything, they don't have air conditioning in the entire  
23 school, their playground is the same playground I played  
24 with many, many years ago, and that doesn't matter, that  
25 doesn't matter to our children. All that they care about

1 is the quality of education and the teachers there.

2 I would like to go ahead and thank all the board  
3 members for taking the time to listen to our concerns and I  
4 ask you to give this issue a lot of thought and please keep  
5 all the children who will be directly impacted in mind when  
6 making your final decision. Understand that this decision  
7 is going to effect all elementary school children, not just  
8 those at Jackson Miller, all the students across the entire  
9 district.

10 It's very important that you also consider the  
11 community, the community involved. If you do decide that  
12 closing Jackson Miller is the best option it's going to  
13 effect everybody in that community, including myself who  
14 has a small business of my own, I may no longer have a job.

15 Secondly, I want to recognize the entire Jackson  
16 Miller staff. Our school district is so fortunate to have  
17 the privilege of having each one of you to influence and  
18 educate our children and I personally thank you for that.  
19 In the event that the school would close it's just so  
20 special to me that my children at least got to have the  
21 education at Jackson Miller that they have had up to this  
22 point. Thank you for all your hard work, your time and for  
23 making my children's second home as special as their first.  
24 You truly do inspire my children to be lifelong learners  
25 and productive global citizens, according to the Huntingdon

1 Area School District's mission, value and vision.

2 As a board you do have the resources to make your  
3 decision based on finances and you have the attendance  
4 records to show a decline in enrollment which is not only  
5 at the elementary level but it in fact, effects your entire  
6 school district, and you need to keep that in mind as well.  
7 What I would like to reinforce to you as a parent, a  
8 community member and as an individual who had the privilege  
9 to attend Jackson Miller are the facts that I know about  
10 this wonderful school.

11 Jackson Miller is an impressive school. I can  
12 compare the teaching staff to nothing. They are in a  
13 league of their own. The educational experiences that my  
14 children encounter on a daily basis amaze me. What makes  
15 it so outstanding are the teachers, the staff, how  
16 respectful they are. They are valued community members.  
17 They lead by example and the children strive to accomplish  
18 what they see before them, the wonderful teaching staff.  
19 These children love their school.

20 The benefits of Jackson Miller go beyond the teaching  
21 staff and curriculum. The parental involvement is  
22 absolutely astonishing. I've often compared it to a co-op  
23 school myself except the parents are not required to be  
24 there. They don't put in these hours. They choose to be  
25 there and they want to be there as do the children in the

1 school.

2 My children live the vision of the Huntingdon Area  
3 School District. They are challenged every day to develop  
4 their full potential and experience success. They leave  
5 school inspired and eager to return the next day. I credit  
6 Jackson Miller Elementary School with inspiring my children  
7 to be lifelong learners and productive global citizens.

8 Finally, I ask that you consider the values that you  
9 represent as Huntingdon Area school board members and  
10 administrators. I ask that you show these children that  
11 they are all an important part of the district. Assure  
12 them that their safety is in mind, you respect them enough  
13 to make a decision that is in the best interest of them and  
14 you collaborate with them and you find out firsthand how  
15 important Jackson Miller is to them and lastly, empower  
16 them. They are the future of this county and you need to  
17 make their education count. Thank you.

18 LAURIE McLAUGHLIN: My name is Laurie McLaughlin and  
19 my address is 12323 Kenwood Drive, Petersburg. I have a  
20 4th grader at Jackson Miller Elementary.

21 We all know this is an emotionally charged issue and  
22 revolves around money and budgets and a situation that we  
23 are in in this economy that is hard. And I value each of  
24 your efforts and time in this process and I would echo what  
25 several of you have said tonight in that this is something

1 that I really truly believe we need to figure out together.

2 What's a little bit disheartening to me is the amount  
3 of effort spent on the numbers and the money and the lack  
4 of effort spent on looking at what is truly, in my opinion,  
5 the heart of education. And yet there are not, you can't  
6 do one without the other. And I have some thoughts I want  
7 to share with you that address a few of the issues tonight.  
8 I am looking forward to perusing back through all of the  
9 material that you shared and I appreciate the detail that  
10 went into that process, I truly do.

11 I guess what I want to highlight for you is something  
12 that Cathy said and that's something I think you have heard  
13 before but I need to just echo again. Jackson Miller  
14 Elementary is a community. It is not only a community of  
15 students and teachers and parents but it is part of a  
16 community. It is the heart of a community. And I, it's  
17 not simple. I was going to say simply but it is not  
18 simple. You cannot take that community of students and bus  
19 them to another community and expect that community to  
20 continue to exist in the same way that it does. It is  
21 already tearing this community apart. The kids get an  
22 excellent education there but it is community based, it is  
23 small classroom based, the teachers are phenomenal.

24 I can't tell you how much I value and love the  
25 teachers at Jackson Miller. I mean no disrespect to the

53

1 teachers at the other schools and I am sure they do a  
2 wonderful job, but the teachers at Jackson Miller empower,  
3 as Cathy said, our children to make a difference and to go  
4 into this world and learn new things and to make a  
5 difference. And that is unique at this school because the  
6 classroom sizes are small and they make an effort to work  
7 together as a team that is above and beyond any other.

8 I would also say to you that in the interactions I  
9 have had with the middle school teachers, some of which are  
10 my friends, my other son is a 7th grader at the middle  
11 school, I have heard comments from teachers that Jackson  
12 Miller students are prepared above none other. And no  
13 disrespect to the other schools, but they are prepared; not  
14 only academically but socially, they are prepared in  
15 regards to being responsible, interacting with other  
16 children and treating people the way that we all want to be  
17 treated.

18 I will go back to some information and I am sorry if  
19 I am going to get this a little bit wrong, but something  
20 that Mr. Coppes was pointing out in the PSSA test scores.  
21 This was in the slides tonight, not the 3rd to 5th in the  
22 4Sight but the PSSAs reading, Jackson Miller was at 90%.  
23 The other 3 schools were at 69 and 66. Math, Jackson  
24 Miller was at 95, and the others were below. You have an  
25 academically strong school and I firmly believe that is

54

1 part of why the community is so strong.

2 I also want to ask a question about the budget and  
3 how some of those numbers are prepared and created and I  
4 guess maybe not so much even the budget but the numbers as  
5 far as how they're going to fit into those schools. Again,  
6 Ms. Adams you say option 1 is not an option. Well, I echo  
7 Kent Robb. My child cannot ride on a bus for an hour, that  
8 is unacceptable. And it would be even more than an hour  
9 each way.

10 But the numbers just don't make sense to me. You  
11 know, you said that Standing Stone has a capacity of 575,  
12 well option 5 was 582 students. I don't get it. Are we  
13 going to put them in other spaces in the building? And  
14 then option 7 was 574. So I just don't see putting, the  
15 only option in terms of the numbers that make sense is to  
16 put the Jackson Miller students at Standing Stone and the  
17 Brady Henderson students at Southside. I don't see the  
18 other options combining feasible in terms of numbers.

19 I firmly believe that it is important to show my  
20 children and the students in our community the right to  
21 voice your opinion, and so I feel like I need to say to you  
22 that I want you to go look at all this information, I value  
23 the time that you are spending, I value the connections  
24 that you are making to make the right decision, but truly,  
25 when it comes down to it I want you to make the right

55

1 decision and that involves so many things.

2 Do I believe my 4th grader will be okay at Standing  
3 Stone? In my heart of hearts I do. He probably would be  
4 for 1 year. Do I believe it's the right thing to close  
5 Jackson Miller? No.

6 Shawn came home today and he just finished reading  
7 the 4th grader, a book called Lemonade Stand. And he's  
8 becoming a little mini entrepreneur and planning his  
9 lemonade stand and he's got it all figured how much money  
10 he's going to make. And I know this appeals to my heart  
11 strings and it appeals to yours and it's hard to look  
12 beyond that, but let me just tell you my notes are written  
13 on the blue paper that he handed me today from Mr. Coppes  
14 informing us of this meeting and he handed it to me and he  
15 said, "Mom, all my lemonade money is going to save our  
16 school. That's just the way it is." And he marched off.  
17 And I couldn't talk to him for a few minutes because he  
18 needed his space.

19 These kids care about their school, they care about  
20 having that place, that space, that community, that home as  
21 an opportunity for them to learn and grow and it's an  
22 excellent one, and implore you to look at other options to  
23 help us with this financial crisis beyond closing Jackson  
24 Miller and Brady Henderson. It just doesn't seem like the  
25 right option. And for \$108,000 it really doesn't seem like

56

1 the right option.

2 So I thank you for your time, I thank you for your  
3 effort, I look forward to future pieces of information and  
4 contributing to helping to make this work. Thank you.

5 TAYLOR LIGHTNER: Hi. My name is Taylor Lightner. I  
6 live at 2305 Cassady Avenue, right by the school. I am a  
7 7th grader and I am on student council. I feel we should  
8 keep Jackson Miller open. If you close Jackson and/or  
9 Brady that means the school board will also definitely vote  
10 yes to build a new middle school. I love the middle school  
11 but I feel it is best to put the 6th graders in the  
12 elementary schools. This means you, the school board, need  
13 to keep Jackson and Brady open. The 7th grade and 8th  
14 graders should be placed in the high school.

15 Why do I feel this way? Because I want my parents  
16 and grandparents and other taxpayers to be able to afford  
17 to live in Huntingdon. This will not be possible for many  
18 if you close Brady and Jackson and build a new middle  
19 school. Please keep the schools open and do not build a  
20 new middle school. Thank you for your time.

21 HARRY HOUCK: You probably get tired of seeing me.  
22 My name is Harry Houck and I live on Stone Creek Ridge in  
23 Henderson Township. I have nothing to do with Jackson  
24 Miller other than the fact I will put a few things and I  
25 won't take a whole lot of your time because I know you have

57

1 something to say.

2 3 months ago I started on being concerned over the

3 closing of the elementary school. As a contractor my

4 business had expanded to the Centre County region.

5 Traveling through the McAlevy's Fort I saw many students

6 standing along the road at 6 o'clock to 6:30 waiting for a

7 bus to travel to Huntingdon Area Middle School and High

8 School. Understanding these children were of age to attend

9 the middle school or high school, knowing the temperature

10 was near zero I often thought of stopping and let them get

11 warm in my van. But at the fear of being accused of an

12 abduction I didn't. So if closing is your decision

13 tonight, adjust those school hours in Huntingdon County so

14 these 6 and 7 year old children are not subject to this

15 situation. Today a lot of these children are brought to

16 school by parents, grandparents who will not be able to

17 afford to travel to Huntingdon.

18 I was on a mission when I started this project, now I

19 have an obligation to my friends, my neighbors, and my past

20 customers, parents, grandparents, and great grandparents;

21 most important, the great children of this area. So if

22 tonight I feel like maybe I have saved 1 child from

23 frostbite, possibly the loss of fingers or toes, I have

24 done my best and ask you, at what price are you willing to

25 spend for a child? Please put those 6th graders back in

58

1 these beautiful buildings.

2 And tonight I thank you and tomorrow night I will

3 speak again on behalf of another great school and Monday

4 night. Please stand with me as I will be back here to

5 attend another presentation. Thank you and God bless you.

6 PHYLLIS CORL: My name is Phyllis Corl. And I was

7 formerly Phyllis Stever and was secretary at Jackson Miller

8 for almost 30 years. Prior to that I served on a township

9 school board as secretary. Mr. Powers has heard this story

10 when I visited Jackson Miller and he said it should be in

11 writing. When we built Jackson Miller we sacrificed a lot

12 and we had good men and made plans and we built a wonderful

13 school.

14 And I would like to thank each board member here for

15 the time that you spend. I have been there, I have done

16 that. You have a tough job. And I do hear it's going to

17 be this way and I have heard some board members are oh,

18 they're not quite sure that should be that way concerning

19 the elementary schools and the middle school. And I thank

20 you for your time.

21 I spoke earlier at one of the meetings here, I feel

22 strongly about the smaller schools. My 3 children went to

23 Jackson Miller, 9 of my 11 grandchildren, and I have 3, no

24 5 great grandchildren in Jackson Miller right now. Cathy,

25 who spoke, is one of my granddaughters. I was near tears

59

1 as I heard her speak. I'm very proud of her.

2 Option number 1 of course you know is my choice to

3 keep the 4 elementary schools open. I would urge you to

4 put the 6th grade back into the elementary schools. We

5 started out that way when I started to work in 1968 at

6 Jackson Miller we had 6 grades, no kindergarten, and then

7 kindergarten came in. We made do. The school was built

8 for 99. We had 130 students in that school with 3

9 classrooms.

10 I think I worked 20 years before I had an office. I

11 sat in the hall inside the front door. When it was real

12 cold I got up and stood against the wall behind the filing

13 cabinet. It was cold. I furnished Kleenex for the rooms,

14 and I brought my children's soft balls to school for them

15 to play. We made do.

16 And I think in all this you have an important lesson

17 for our community and our young people. I grew up in a

18 generation where you had to make do and some of you did

19 and/or your parents and grandparents did. With all the

20 technology and all the wonderful things that we have for

21 our students the bottom line is can they read, write, do

22 math?

23 And when we think of the fragileness of our world, if

24 tomorrow no computer worked, no cell phone worked, how do

25 you think our students would react? I have been in

60

1 restaurants where the computer, the cash register computer

2 has gone down. People are at a loss how to add up and take

3 6% tax.

4 But I think the biggest lesson through all this and

5 it is money, I understand. I understand people with

6 limited incomes are going to be effected. There's no new

7 jobs going into this area. We just saw where Mutual

8 Benefit had layoffs, I still call it fiberglass, I think

9 that's gone, basically, except for a few people, there's

10 nothing new coming in for a tax base for our community. We

11 are going to have to learn to make do and I think you all

12 have very important jobs in making these decisions.

13 Thank you again for all your work. I pray for you, I

14 pray for your decisions, I pray that you stand by your

15 values and look to this community for the influence you

16 will have on it. I've done volunteer work probably for 50

17 years, and at the time you are doing it and you are running

18 to meetings and it goes on and on, you don't know, but I

19 have found in the last couple years things have come back

20 to me and I am thankful for the time I have spent in my

21 community.

22 So I would urge you to keep the 4 elementary schools

23 open. Put 6th grade back. Yes, you changed the curriculum

24 but every year curriculum was changed. If I count I

25 couldn't even keep count of the time well, we have a new

61

1 reading program, a new math program, things change. That's  
2 nothing new - change.

3 Please combine the high school and forget this middle  
4 school. We can't afford that. There's no way. People are  
5 going to lose their homes. So again thank you and God  
6 bless you.

7 HEATHER KELLER: Hello. My name is Heather Keller.  
8 I live at 11249 Marlboro Lane in Petersburg and my daughter  
9 is a 3rd grade student at Jackson Miller. And I wanted to  
10 share what she said to me before I left this evening. She  
11 said, "Mom, can I come to the meeting with you this  
12 evening?" And I told her it was more important, she had 2  
13 pages of math homework and 15 pages of reading to do  
14 tonight for homework. Her daddy is at home with her now.  
15 She struggles with math some so I felt it was more  
16 important for her to be at home than to be here but I told  
17 her that I'd share her view with you.

18 She asked me if I thought that it would do any good  
19 for the students, themselves, to address the board and  
20 their teachers and all involved to tell them why it's  
21 important to her and her friends and everybody involved,  
22 why it's important to her to keep the school open. Her  
23 concern is, she said, "Mommy, if I get sick where am I?  
24 I'd have to call Pappy to come get me." Which he would,  
25 not a problem, but as a parent echoing what Beth said, you

63

1 thing for she already does now.

2 I just think it would be a shame not to look at the  
3 options of putting 6th grade back and putting 7th through  
4 12th at the high school. I mean, I have heard it said that  
5 you don't want the 7th and 8th graders introduced into the  
6 high school world. Well heaven forbid, my freshman year of  
7 high school we had our own wing because they didn't want  
8 9th graders in with the upper classmen. So take the 9th  
9 grade wing and put the 7th and 8th graders in there. It's  
10 feasible. And when my 8 year old asked why this couldn't  
11 be done I don't understand why an adult can't understand  
12 how to get it done. Thank you.

13 RICK BYLER: I'm Rick Byler. I live on 12960  
14 Greenwood Road Huntingdon, that's right beside the school,  
15 Jackson Miller. Actually Jackson Miller was taken off of  
16 my farm years ago before I purchased it but right beside it  
17 I see what goes on there every day. It's the most  
18 wonderful thing in the world to watch kids play every day  
19 when you are up in the barns working.

20 But one idea that I had there with some of the slides  
21 you had there, if you put the 2 schools combined into 2  
22 schools it looked like you are going to be pretty well  
23 filled up. What if in a few years you are going to have  
24 like a 5 or 10% increase in students? Where are you going  
25 to put them? What are you going to do with the buildings?

62

1 know, 100 some mile round trip to get them to the doctor if  
2 they're in here.

3 Myself, I am on disability, I have lost over \$9000  
4 worth of income because of my disability. My husband lost  
5 a very good paying job 3 years ago because of the downfall  
6 in the economy and we have been unable to make up the  
7 \$20,000 loss in his income. We are getting by the best we  
8 can.

9 I don't see how any of this is going to help by  
10 closing our small schools down. We have had small schools  
11 as long as the school district has been here. I was a  
12 student at Brady when I was in elementary school. I felt I  
13 got a good education there. They fought for me, I had a  
14 learning disability that went unknown until I was in 4th  
15 grade but it was found, and they helped me become the  
16 student that I was able to become farther into my high  
17 school years.

18 The bus ride situation is not a good thing because my  
19 daughter is too much like me and if Mrs. Adams recalls as I  
20 was a student for her once, I spent a lot of time in her  
21 office because of the long bus ride. I got myself into  
22 trouble because of my mouth and not putting up with other  
23 people picking on other children. It usually wasn't at my  
24 expense, I was standing up for somebody else. And I see  
25 that in my daughter and I know that she will do the same

64

1 Are you going to sell them, are you going to keep on  
2 maintenance? There's still maintenance costs involved even  
3 if a building is empty. You can't just let it grow up, you  
4 just can't let it go, tumble down, whatever. There's still  
5 going to be a cost.

6 And also, what's going to happen to the teachers at  
7 Jackson Miller now, will they be getting jobs somewhere  
8 else, will they have to go the whole way into Huntingdon?  
9 Hopefully you're not going to cut them out because they're  
10 the best teachers you have. And my son would attribute to  
11 that.

12 We just had our parent teacher meetings last night  
13 and I have a son in 3rd grade too, and sometimes he has a  
14 hard time staying focused so she has to kind of move him  
15 around to get him to write and stuff and yes, she took the  
16 time to do that and I really appreciate that. I know my  
17 son does, too. He's a very bright student, he just  
18 sometimes gets bored and loses focus. And I don't think if  
19 he's in a bigger classroom that would happen.

20 I also have a 5 year old foster son that could start  
21 kindergarten next year. Coming from the environment he  
22 did, he's just like any other 5 year old, he can't stand to  
23 sit still very long. Putting him on a bus for an hour is  
24 going to be a nightmare for him, I'm going to tell you  
25 that, and then sitting in school all day it's even going to



65

1 be worse. We walk to my barns every, whenever he walks  
2 along with me he says, "That's going to be my school next  
3 year", because he sees the fun my son has there now and how  
4 much he enjoys it.

5 And I don't think we could even bring the 5 year old  
6 to Huntingdon because I don't think he would be able to  
7 take that kind of a trip plus sitting in school all day,  
8 sitting another hour coming home just from what he's been  
9 through, all the trauma, trauma he'd been through already  
10 that's just not going to happen. It can't work. So we'll  
11 have to take him somewhere else probably.

12 Also, you know, closing Jackson Miller would be  
13 closing the best school in the district. Like other people  
14 said, I don't want to downgrade the other schools, it's  
15 just the way the format is. And I would encourage any of  
16 you if all of you sometime just sit in Jackson Miller and  
17 watch what goes on. Sit in one of the writer celebrations.  
18 It's just amazing what those kids can do. Just feel the  
19 environment, the learning environment that's there, the  
20 caring that the teachers put into their, you know, and  
21 that's why they're on top.

22 Mrs. McLaughlin said there is a reason for that and  
23 what she had said about the middle school teachers saying  
24 that their kids are more prepared, that's not just our  
25 school district, I know somebody that teaches in Indian

67

1 how many jobs did those 3 things take away from our  
2 community? Smaller banks had to close. How many dairy  
3 farms in Big Valley and Stone Valley areas had milking cows  
4 in them with family farms 10, 15 years ago are empty now?  
5 And there's how many families looking for work? And look  
6 what it did to our economy, you know, jobless rate is  
7 phenomenal.

8 And of course, how many small businesses had to close  
9 because of the mega stores opening? I think small business  
10 is coming back and I think it's going to happen with  
11 schools too.

12 And you can follow along the line of everybody else  
13 and say yeah, we'll consolidate and I know the high school  
14 is going to do the same thing some day probably. Keep your  
15 eye on Mifflin County and see what happens to their  
16 juvenile crime rate. Half the students next year that were  
17 in sports aren't going to be in sports that were this year  
18 weren't going to be next year, they'll be on the streets.  
19 You know what happens to kids that go on streets with  
20 nothing to do.

21 And they were talking about elementary education  
22 tonight. That's where it all starts and it's been said  
23 before. And they are a community there, they're a family  
24 there. I think you should use Jackson as a role model  
25 instead of trying to close it down to further the

66

1 Valley Middle School and the same thing with the Union  
2 Elementary in Belleville, they are a very small school and  
3 the same as Jackson Miller, you know, pretty much the same  
4 kind of trip, you know how things work. He can tell them  
5 students before he knows where they come from. He just  
6 said they are much more prepared.

7 And I know it seems like consolidating is the way  
8 everything is going right now, consolidating schools, but  
9 consolidating went to a lot of different businesses, say  
10 the banking, even dairy farms and stores, you know, you see  
11 the mega banks and how they went broke, and then of course  
12 we had to spend billions of dollars to bail them out just  
13 to spend billions of dollars for CEO's and big wigs of the  
14 company to get their bonuses. It's just a waste of money,  
15 so you know, didn't work in that.

16 And dairy farms, you know we consolidated dairy farms  
17 and made them bigger and you started having diseases you  
18 didn't even hear of 20 years ago, so it didn't really work  
19 there. People are coming back to small value added when  
20 they come to the farm to buy, which might save my farm some  
21 day because that's what I am looking into doing.

22 And even the stores like Walmart, they promised the  
23 world, they have everything there and everything American  
24 made and you know, the quality just went downhill. Try to  
25 find something made in America at Walmart any more. And

68

1 education, make education better for the other schools.

2 I think we also should look at how we spend our  
3 money, you know, America is probably known as the most  
4 wasteful country in the world. We throw away more things  
5 and people buy our junk and make stuff up and sell it back  
6 to us. But I know Huntingdon County is in the same line.  
7 We tore out lockers and bleachers that were probably better  
8 quality or same quality as ones we put in and it totally  
9 destroyed them. And what are we teaching the kids by doing  
10 that? We need to use what we have as it's been said, be  
11 smart with what we have, be smart with our money.

12 And I think that we should be talking to Harrisburg,  
13 we should be sending letters to Harrisburg saying we're not  
14 going to water down our environment for education for our  
15 kids because if they don't get the education we need  
16 they're not going to dig themselves out of the hole we put  
17 them in financially or whatever, our generation, they have  
18 a terrible debt and everything else to dig out. They have  
19 to have the education to do that and it starts in a small  
20 community schools like this.

21 So my challenge to you tonight is you know, either  
22 lead or follow. Lead the charge to, okay Harrisburg or  
23 Washington or whatever, we are going to fight to keep our  
24 schools small and we are going to keep our education at a  
25 high standard and not water it down and make it

1 consolidated and just make it numbers again. We make our  
2 students names and not numbers. And I think if we'd all  
3 contribute to that, parents, teachers, board members, you  
4 know, Harrisburg especially right now has to know that  
5 education is probably the most important thing in our state  
6 right now for our kids, and we need to give that to them.

7 I appreciate the time that you're here for us  
8 tonight. I know you have a tough decision and I'm thankful  
9 for the opportunities that we have and I just pray that you  
10 make the best of the opportunities that we have.

11 SUSAN WENTZEL: Good evening. My name is Susan  
12 Wentzel W-e-n-t-z-e-l, I live at 12753 Greenwood Road in  
13 Huntingdon, Pennsylvania. I have 2 children who have been  
14 deeply affected by their education at Jackson Miller  
15 Elementary School. The oldest is currently in 7th grade  
16 and he was, by the way, supposed to be the first class in  
17 there of the new high school last year or the new middle  
18 school last year when it was originally going to open, but  
19 that didn't happen. The other one is in 3rd grade. He's  
20 in the combined 2-3 classroom.

21 We have heard tonight a lot of the personal  
22 experiences from people who have gone to Jackson Miller  
23 elementary and people who live there in the community and  
24 that is the heart of what this is about for all of us, as  
25 you know. So what I share with you will be some personal

1 experiences and just some general thoughts that I have as  
2 well.

3 Dillon is in 7th grade. Since he started school in  
4 kindergarten this is the 4th time I have personally been  
5 involved in this discussion. So that's, I am better at  
6 grammar than math but that's every 2 years, basically.  
7 This is the furthest it's gone but it still continues to  
8 happen. And during that time the effects that it has had  
9 on our community in general is that people have decided to  
10 be afraid to send their people to our school because of  
11 fear of it is closing. It is just this thing that hangs  
12 over our heads; but while that continues to happen, and  
13 resources continue to be taken away, in that we are now  
14 down to 4 and a half teachers at our school and they  
15 perform jobs, the quality of the performance is like there  
16 are 10 of them there with what those people do there. They  
17 are an amazing group of people. So our resources have been  
18 taken away, and people decide not to send their children  
19 there; but those of us who do choose to go there we persist  
20 with what we have.

21 And we continue to outperform the other schools in  
22 the district in standardized testing. And I for one have  
23 had chosen with my older son not to send him to Standing  
24 Stone because of the distance and the class sizes and the  
25 other things and chose to leave him at Jackson Miller where

1 he would not receive gifted services because I thought that  
2 the education he was receiving from his regular teachers  
3 was already above and beyond and that he would not benefit  
4 from that. So even though services have been taken away or  
5 do not exist, those of us that stay there choose to stay  
6 there because of the quality of education that our teachers  
7 give our children and that we have. So we do persist.

8 And I think that the test scores show, my husband's  
9 point is that, because this is a combined effort, my  
10 husband's point is that all of these things have shown that  
11 it's time to give Jackson Miller the attention that it  
12 deserves and to recognize it scholastically for what it is  
13 and to give it the TLC that it needs to continue to provide  
14 excellent students to our middle school and high school.

15 If that's not possible for the school board to do  
16 that, then I am a supporter of the group of people that  
17 have offered to do that for you and to open a charter  
18 school there. And that discussion in and of itself as you  
19 know has already created some descension in our community;  
20 but as someone who likes to try to find common ground I  
21 think that what we all agree on is that we want a school  
22 there and ideally we would like it to be Jackson Miller,  
23 but if it can't, there is a group of people who have  
24 offered to have an alternative available. So that's also  
25 something to consider.

1 There's been a lot of talk about the bus ride and the  
2 length of it, and first I just want to say that when you  
3 try to figure out how long or how short or how appropriate  
4 a bus ride is for a child and what the right age for that  
5 child to be taking the bus ride of that length, it's hard  
6 to come up with a good guideline and I am simply confused  
7 or I guess confounded by saying that there's already 1  
8 student at Southside that rides a bus for an an hour so  
9 we're going to use that as our norm? And I am sorry, that  
10 should definitely be the exception to the rule and not  
11 the rule. You can't hold that as a standard. That's just  
12 ridiculous.

13 We, there's been lots of talk about having elementary  
14 school children on the bus for that long, kindergarten in  
15 particular but even older children, for example, if you  
16 want them to be well rounded and do things besides school,  
17 my oldest son, Dillon, plays baseball, and he gets, he has  
18 about a 45 minute ride both ways to school. He gets home  
19 about 3:30 in the afternoon and by 4:30 I have to have him  
20 down at Woodcock field so he can be at baseball practice 5  
21 nights a week once it starts in mid-March, and that's a  
22 good 45 minute ride for us.

23 And yes, we talked about getting everyone up early  
24 but you know what, there's a tail end to that too. And a  
25 lot of us like to do things with everyone in our community

73

1 as a whole, the Huntingdon community, and that's just  
2 another thing that I don't really hear people talk about.  
3 I hear them talk about the beginning point but you have to  
4 understand how it effects the rest of your life because  
5 school is not the only part of your life. So that's just a  
6 major consideration.

7 And I guess wow to Cathy Troup. I like your idea  
8 about Standing Stone as the middle school. I have never  
9 even thought about that, but that seems like it could be an  
10 interesting idea.

11 And I just remember one other person from the school  
12 board commenting about that the worst thing that could  
13 happen with this discussion or schools closing would be for  
14 the community to fall apart, and I can tell you that for  
15 sure, having larger class sizes in bigger schools is not a  
16 way to put people together to build a community spirit and  
17 neither is it putting them on a bus for 2 hours a day.  
18 Your spirit happens when you are at your school and with  
19 your friends, because you cannot transport that feeling and  
20 that experience that you get to a bus ride and you can't  
21 minimize that, you can't capture that essence in a 1 hour  
22 bus ride with your friends.

23 So thank you and we'll wait with bated breath to find  
24 out what happens next.

25 TIMOTHY GROVE: My name is Timothy Grove. My address

74

1 is 10097 Mountain Road, Mill Creek, Pennsylvania.

2 I have heard such wonderful suggestions and options I  
3 wonder why you are not on the school board also or why the  
4 school board isn't bigger or open to more suggestions and  
5 ideas. This thing is so massive I don't see how a limited  
6 number of people can solve this problem.

7 And some, I have many questions, and I have only  
8 attended a couple of these meetings, but one of the  
9 questions was is how much money do we get from the federal  
10 government and state government for each student? And I  
11 don't know if you answered that in some other meeting I  
12 wasn't here or not. That seems to be the things that holds  
13 you in your decision making is how much money are we  
14 getting from the federal and state government and you are  
15 bound by certain things that you have to comply with, No  
16 Child Left Behind, and I heard some of the parents mention  
17 that we need to kickback and we need to address this. And  
18 I don't know how many times I have heard that there were  
19 many valedictorians that graduated from Huntingdon High  
20 School that came out of Jackson Miller. That's awesome. I  
21 am getting goose bumps thinking about that. And the fact  
22 that every one of these parents stood up here and spoke so  
23 wonderfully shows you that they probably also went to  
24 Jackson Miller. I don't think you want to lose that in  
25 your community. That's very valuable. I mean, I know you

75

1 all heard when we were growing up that if we lost the  
2 American farmer our country was done and that's one of the  
3 assets we still have left - agriculture. So you don't want  
4 to take away from that community and put those kids on a  
5 bus, they ride 45 minutes or however long it is, if those  
6 kids can sacrifice 45 minutes on a bus they can probably  
7 sacrifice pencils or a kick ball and maybe the parents  
8 instead of having to drive to town can spend that money on  
9 the kick ball and the pencils. There's many options that  
10 haven't been covered, many options that have been brought  
11 up here.

12 I see an option where because the high school here  
13 isn't completely filled up that you can even take the  
14 middle school, stick it in the upper tier and block that  
15 off so the school would be separate. That ground that's  
16 above there, I don't know if it still belongs to the high  
17 school or not but that's been there and it's probably not  
18 going to settle, it's above ground. You could use the same  
19 cafeteria to feed the whole population of students and  
20 you'd have more room.

21 I think there's certain comfort zones that we are  
22 used to that we could probably give up, and I am sure that  
23 you are stuck by the laws, the mandates that you have in  
24 front of you that are keeping you from doing some of this,  
25 but I don't think you can solve it by yourself and I think

76

1 the solution to close schools and to spend all that money  
2 on the middle school is only going to hurt this community,  
3 the entire Huntingdon Area School District as a whole. I  
4 believe there are enough people that would be willing to  
5 sacrifice, there would be fund raising probably made if  
6 people didn't have to spend it in their taxes. There's  
7 probably a better way. I think there is probably a better  
8 way than just closing schools and spending money on  
9 something that may not work out in the future.

10 What if the dollar is so weak right now, it's under  
11 valued at 40%, the economics part. We do the math, we know  
12 we are going to lose anyways. There has got to be some way  
13 we can present this, you know, kick it back, present it to  
14 the federal government, the state government. Work  
15 something else out.

16 I am very proud of the community I see at Jackson  
17 Miller and how wonderful the parents and students. They  
18 love their class. I taught in different, I taught in the  
19 United States Army and I know that the optimum class was 15  
20 students, and you have that already, so that means they're  
21 getting the best teacher attention that they need. And if  
22 you up that to 18 or higher than that you are going to lose  
23 in the quality of your education. And I heard Jill Adams  
24 mention that's the utmost importance and part of the  
25 mission. Jackson Miller may be under populated but like

1 she said, more people would move into the community no  
2 doubt if they knew the school wasn't going to close.

3 I had many other things written down in notes but I  
4 don't want to keep anybody's time. I waited till last to  
5 talk because I am not even from Jackson Miller, but I do  
6 have, I am a taxpayer in Jackson Miller. So listen to  
7 these wonderful people. They can probably help solve the  
8 problem. Thank you.

9 MR. BEARD: Any other speakers? Yes sir.

10 TIMOTHY GROVE: I wanted to ask as solicitor what is  
11 the role of solicitor?

12 MR. BEARD: Solicitor would be an attorney similar to  
13 county has an attorney, townships have attorneys.

14 TIMOTHY GROVE: So you represent both sides, the  
15 school district and the community or --

16 MR. BEARD: I am employed in the capacity as  
17 solicitor to represent the board of school directors and to  
18 insure that the district is protected in the event that it  
19 is litigated against or any other legal matter that the  
20 district may have for whatever comes along in a school  
21 arena, school operations.

22 TIMOTHY GROVE: So you are representing the school  
23 board basically?

24 MR. BEARD: That is correct.

25 TIMOTHY GROVE: Okay, so the information that you

1 shared with us earlier today about the laws and all that,  
2 is there a place where we can find all that?

3 MR. BEARD: Yes, you can look in the school code  
4 portion which is 24 Purdon's the what if you go on the  
5 website and look at the Section 780 that's listed in 24  
6 Purdon's, as is section 1311. That won't be very  
7 beneficial as far as understanding what appellate cases or  
8 case law has come down over the years in the place 30 or 40  
9 years from the various courts in regard to school closing  
10 or potential school closing issues but there are places out  
11 there that you can access that information.

12 TIMOTHY GROVE: The reason I asked that question is I  
13 wondered maybe not people sitting here wouldn't know that  
14 information and also the fact that it will be the school  
15 board's decision to make these decisions that they're going  
16 to make. But the loss of students in the future from those  
17 decisions they might want to know what their rights are and  
18 how they could find them.

19 MR. BEARD: Actually I believe that the one group may  
20 have actually retained counsel. One of the meetings that  
21 we held I actually saw the one individual who is  
22 representing that group, I know him personally, I knew his  
23 father who was a practicing attorney down in the Mifflin  
24 County area, so I do know there's somebody out there at the  
25 present time.

1 TIMOTHY GROVE: Thank you.

2 MR. BEARD: Sure.

3 FROM THE AUDIENCE: Is this the time to ask  
4 questions?

5 MR. BEARD: You can ask questions, you may not get  
6 all of the answers because there's a lot of information  
7 that as time rolls on, I have actually been taking notes of  
8 course, the stenographer will have everything but just  
9 notes that I would pass along to the superintendent and  
10 administration and the business manager of things that in  
11 the near future that should be brought forth and shared  
12 with the board either in handouts or Power Point, but you  
13 are certainly welcome to ask a question and if we certainly  
14 don't know the answer I will take a note and that's  
15 something else that will be answered in the near future.

16 JOIE ESCUADRO: If I ask a question do I need to  
17 state my name and all that? My name is Joie Escudro  
18 J-o-i-e E-s-c-u-a-d-r-o. Thank you. I have a question.  
19 You said earlier, not you but the lady I think her name is  
20 Mindy, that we pay the charter schools \$777,000. Now if  
21 more students go to charter school do we pay them more, do  
22 we pay by student?

23 MR. BEARD: Yes, you pay by student, either pay  
24 roughly 8000 for regular ed students or you pay the 16  
25 almost 17,000 for a special needs student.

1 JOIE ESCUADRO: So this lady here who spoke earlier  
2 saying that they are looking at starting a charter school  
3 school in Jackson Miller, so if half of the students from  
4 Jackson Miller decided that they just want to stay in  
5 Jackson Miller and go to the charter school are we losing  
6 that money, is the district going to lose that money as  
7 well?

8 MR. BEARD: The district will actually have the money  
9 come out of its coffers to go to the charter school.  
10 There's no getting around that.

11 JOIE ESCUADRO: Okay, my other question is, the  
12 gentleman who seems to be the engineer, I do not know his  
13 name, I'm sorry, but he said that we spent \$100,000 for  
14 individual AC units in Brady Henderson. I was just  
15 wondering how many rooms there are to spend \$100,000 in  
16 individual AC units?

17 MR. BEARD: The answer was 24.

18 JOIE ESCUADRO: 24 rooms. And these are like the  
19 box, this is like the box air conditioning that you put by  
20 the window, is this it?

21 MR. BEARD: Correct.

22 DAVID BERGER: My understanding was that the hundred  
23 thousand was for replacing all the units in that whole  
24 building is that correct? Not per unit.

25 JOIE ESCUADRO: Yes, yes, so for 24 boxes of air

81

1 conditioning we spend a hundred thousand dollars.  
 2 MR. BEARD: Yes.  
 3 PETER ROTHSTEIN: We haven't spent that, that's an  
 4 estimate for when the time comes to replace them, is that  
 5 correct?  
 6 JOIE ESCUADRO: Okay, I understand, thank you. But  
 7 we are planning to spend 100K for 24 boxes of air  
 8 conditioning?  
 9 MR. BEARD: We could.  
 10 JOIE ESCUADRO: We could.  
 11 MR. BEARD: We could.  
 12 JOIE ESCUADRO: Thank you. Just a clarification, I'm  
 13 sorry, because I am so confused I can't form my own opinion  
 14 without knowing all these things. Now there's 1 last  
 15 question, now I can't find it. Hold on. In option 2 --  
 16 PETER ROTHSTEIN: Sorry, can I also, Andy might also  
 17 be able to address it better but those are split unit air  
 18 conditioners. If you were to do something like that in  
 19 your house it would probably cost several thousand dollars,  
 20 4 to 7 or 8 thousand for 1 perhaps, so they're not window  
 21 unit air conditioners, it's a more complicated than that.  
 22 JOIE ESCUADRO: Okay, thank you. Thank you. Now we  
 23 said that option 2 that we are saving \$108,000 if we keep  
 24 all of the staff or all of the teachers all the classroom,  
 25 all 28 classrooms we are saving 108,000 but also somewhere

82

1 after that we said well this is for when we hire them as  
 2 starting salary. Is this 108,000, is that of the  
 3 assumption that all of these teachers will be hired or you  
 4 are going to hire new teachers with starting salary, like  
 5 if I am teaching at Jackson Miller, for example, for 15  
 6 years and I eventually transfer to Standing Stone do I, am  
 7 I, do I lose my tenure, do I start receiving the starting  
 8 salary, and if not, if this 108,000 means it's going to be  
 9 lower than that because you are not assuming that all of  
 10 the new employees that you transfer is not going to be on  
 11 the starting salary scheme?  
 12 MR. BEARD: We are going to let Mindy address that  
 13 for you but there's a couple questions that came up  
 14 relative to the jobs in the event of a school closing. In  
 15 the event of a school closing, no matter what it is, and  
 16 the school would close, and there would be a reduction in  
 17 staff, those individuals that have tenure which is now  
 18 under the law 3 years of a satisfactory service and you  
 19 have tenure, each teacher at least in the elementary school  
 20 they have elementary certification, some may have guidance,  
 21 some may have reading specialist and the like, but based on  
 22 their seniority from the time that they have worked in  
 23 Huntingdon and the school would close the school board  
 24 would be obligated to realign them into another teaching  
 25 position that their certification would carry them.

83

1 As far as the slide that went across from just taking  
 2 existing students and putting them in the class that  
 3 basically envisioned that no additional teachers from the  
 4 closed school would go into that building. The slide that  
 5 Mindy had put together on the far right that reflected  
 6 \$108,000 I am going to let her address that but that is an  
 7 estimated annual savings by going that direction with that  
 8 option.  
 9 JOIE ESCUADRO: I understand that. I just want to  
 10 know that when she did that, Mindy, when you did that did  
 11 you have the assumption that you will keep these teachers  
 12 at their current level with their current salary?  
 13 MELINDA STUCK: Yes. They have more seniority than  
 14 other teachers that if those positions were eliminated it  
 15 would be starting teachers at the bottom of the scale.  
 16 That's why instead of showing their salaries as savings  
 17 because they would retain their jobs, they would just be at  
 18 a different location. It would be teachers at the bottom  
 19 of the scale with less seniority.  
 20 JOIE ESCUADRO: So this 108 no teacher is going to  
 21 suffer from this \$108,000 savings?  
 22 MELINDA STUCK: On that one, that's correct, yes.  
 23 JOIE ESCUADRO: And the staff, the non teaching  
 24 personnel, we transferred all the teachers but --  
 25 MELINDA STUCK: Right. They also have more seniority

84

1 than other people so they also could bump and the people  
 2 lower on the scale --  
 3 JOIE ESCUADRO: Yes, but this 108,000 reflects our  
 4 savings when we transfer the classroom and that is the  
 5 teachers but it does not reflect what happens when we  
 6 transfer the other personnel too, like the maintenance  
 7 people and the secretary?  
 8 MELINDA STUCK: Yes it does, yes, I also transferred  
 9 their positions into a starting salary as well because  
 10 there are people below them on the seniority scale.  
 11 They're in a different union but it works the same way.  
 12 JOIE ESCUADRO: Thank you. Those are my 3 questions.  
 13 Thank you very much. By the way, my address is 2817 Chapel  
 14 Hill Road and my kids go to Standing Stone. Thank you.  
 15 KRISTEN BONCORSI: My name is Kristen Boncorsi, I'm  
 16 at 2903 Morning Hills Road, Huntingdon, and my kids go to  
 17 Standing Stone.  
 18 My one question I just keep coming back to is why has  
 19 it not been an option or not listed as an option to put the  
 20 6th graders back to the elementary and the 7th and 8th  
 21 graders into the high school? I mean, I have heard it  
 22 mentioned over and over here but why has that not been  
 23 something that you guys have thought about to do, is it  
 24 too, I guess that's my question.  
 25 JILL ADAMS: I think that we have as a team and that

1 is not, we didn't choose that, we can certainly add that  
 2 for the board.  
 3 KRISTEN BONCORSI: Why not, I mean, why did you guys  
 4 not even list that as an option?  
 5 JILL ADAMS: We had, we have been, we entered this  
 6 project with the middle school 2006, I believe there's a  
 7 time line and I can get that for you, we have had a series  
 8 of public meetings, and we talked about that, and we  
 9 believed our direction was that we were having a middle  
 10 school. So that's why you don't see it reflected here.  
 11 KRISTEN BONCORSI: So you are saying because the  
 12 meetings like awhile back --  
 13 JILL ADAMS: And the actions that we took and the  
 14 board took it was our understanding and our direction that  
 15 we were having a middle school and we were going forward.  
 16 KRISTEN BONCORSI: Right. I guess I would strongly  
 17 like to see that be put back on as an option. I'm not sure  
 18 that's the best option or not obviously, but I think it's  
 19 something that should be very strongly looked at because it  
 20 would be the least disruptive to the students in the  
 21 elementary schools, it seems to me at least from what I  
 22 have heard but I would, I think that should be definitely  
 23 one of the options myself. So thank you.  
 24 MR. BEARD: Any other questions at this point? If  
 25 there are no other, are you raising your hand? Okay, come

1 on up.  
 2 STEVE JACKSON: I am Steve Jackson. My address is  
 3 209 2nd Street in Huntingdon. I drive school bus for the  
 4 school district and my question is, how are we going to  
 5 transport these elementary kids to and from? Currently we  
 6 leave here 2:50 in the afternoon, I get Jackson Miller at  
 7 3:30. I am not done until almost 4:30. And that's all  
 8 grades, from 2:50 to 4:30. So if we have a high school and  
 9 middle school at 2:50 are we staying in town to pick up  
 10 these elementary kids or is somebody else going to bring  
 11 them to us to meet me? How is it going to be done?  
 12 MR. BEARD: Do we have an answer for that tonight?  
 13 No. But I will tell you that the transportation issues  
 14 when looking at school closings or consolidations actually  
 15 creates one of the more interesting issues. And as we were  
 16 talking through one of the notations that I made was to  
 17 address the various issues on timing from some of the  
 18 statements that were made of the length of the bus ride and  
 19 what it would impact, you would have to sit down, look at  
 20 current busing, look at what your option is, and then that  
 21 is something else that Mindy and her staff along with the  
 22 other administrators are going to have to formulate for the  
 23 school board in the ensuing weeks and months to project  
 24 exactly what the duration of those bus rides would be and  
 25 what it would mean and whether it's possible to do it

1 within the confines of the number of current runs or are  
 2 you going to have to add runs so that you don't have what  
 3 you are currently faced with you do middle school, high  
 4 school, and then you got to do the elementaries, so that,  
 5 we don't know, at this point. Would you agree? Mindy said  
 6 they are looking at many options. So that's the best  
 7 answer we can provide you tonight, but we do know that  
 8 transportation is going to be an issue that has to be  
 9 addressed, yes sir.  
 10 STEVE JACKSON: I thank you.  
 11 MR. BEARD: Any others? We do the best we can. We  
 12 are not going to say no, we just may not have the answer to  
 13 every question.  
 14 CHARLES LIGHTNER: My name is Charlie Lightner, I  
 15 live at 206 2nd Street. I just have something that I,  
 16 first of all, I don't have any children in the school but I  
 17 do have grandchildren that attend the schools and I'm also  
 18 a concerned property owner; but I am just confused on this  
 19 option issue. Did this board not have the option that is  
 20 being discussed here tonight presented to them? Did this  
 21 board know of that option or were they not even allowed to  
 22 choose that option or don't they have any choice in the  
 23 option and the option is decided and presented to them just  
 24 to vote on it?  
 25 MR. BEARD: No the board, to answer your question,

1 the board can choose any option that the board --  
 2 CHARLES LIGHTNER: Was the board given the option  
 3 that was talked about here tonight to discuss?  
 4 MR. BEARD: I am not going to get into a debate with  
 5 you but one of the options is option 1 to keep all 4  
 6 schools. That is an option for the board, that is not what  
 7 the recommendation of the superintendent. The board could  
 8 decide that they could keep all 4 schools, that is an  
 9 option, that is on the sheet.  
 10 CHARLES LIGHTNER: And the board could decide to do  
 11 that and do the increase to the high school and change of  
 12 the --  
 13 MR. BEARD: Well I think what Miss Adams is trying to  
 14 say is that for the last 4 years the board has gone through  
 15 a process way before it passed, looking at possible options  
 16 to pass financing resolutions back in 2006 with the, before  
 17 an Act 1 index came into play and over the years the board  
 18 has been looking at the options and for at least I believe  
 19 somebody is going to have to help me here, since the 1970's  
 20 they have had a middle school option that has been ongoing.  
 21 And --  
 22 CHARLES LIGHTNER: So is the fact that the talk about  
 23 the new middle school, is that decision totally already  
 24 made and there's not going to be any further discussion on  
 25 that?

1 MR. BEARD: The board can certainly discuss that but  
 2 I will indicate to you that a lot of steps have already  
 3 been taken along the way on financing options.  
 4 CHARLES LIGHTNER: Does the community not have the  
 5 option to vote on that?  
 6 MR. BEARD: Not at this point the community does not  
 7 have --  
 8 CHARLES LIGHTNER: So you are saying the decision  
 9 actually has been made, we are not telling these people  
 10 that in some of this conversation, we're kind of like  
 11 skirting past that?  
 12 MR. BEARD: No sir, I have been here in the district  
 13 for the last 3 to 4 years and for the last 3 to 4 years  
 14 there have been ongoing discussions in the public on an  
 15 ongoing basis over a 4 years period of time there has been  
 16 Act 34 hearings with the public regarding the construction  
 17 of the middle school, the options that were available, and  
 18 it was presented to the board and the board chose to  
 19 continue on with the middle school project and to move in  
 20 that direction.  
 21 There have been financing plans put in place, they  
 22 secured an architect, has committed well over a million  
 23 dollars in that regard, they have hired you want to call it  
 24 clerk of the works, you know, at a fixed monthly rate, they  
 25 have made commitments to outside agencies, financial

1 advisors, banks to actually go ahead and sell the bonds and  
 2 there are significant outlays of well over a million maybe  
 3 even closing in on 2 million dollars that has already been  
 4 committed to a point where the project is on task to move  
 5 forward.  
 6 CHARLES LIGHTNER: I may be wrong, I'm not sure that  
 7 the community totally understood that. And I may be wrong  
 8 but I just felt that.  
 9 FROM THE AUDIENCE: You are not wrong.  
 10 BRAD FINKLE: Brad Finkle, Mill Creek. And my  
 11 question was, due to the change in the economic times I do  
 12 think that why shouldn't we present all the information  
 13 about if we would stop on the middle school and just cut  
 14 the loss to 2 million versus another 20, and shifting the  
 15 kids, why couldn't we had this figured in with 1 of these  
 16 options?  
 17 MR. BEARD: Well one of the things that the board  
 18 needs to take under advisement and I know you are saying  
 19 you don't understand it but sir, in all due respect this  
 20 has been out there like transparency for like a 4 year  
 21 period and the board has to understand and their  
 22 information has been gathered and more likely than not  
 23 won't be presented tomorrow night, but certainly there is a  
 24 board meeting on February 21st. The board is aware and if  
 25 not, they certainly should be as to the ramifications.

1 That can be an option, but it's a costly option that will  
 2 be fraught with a lot of claims for breaches, loss of  
 3 profits, can have significant implications for long range  
 4 planning to turn around and scrap a project that is on the  
 5 brink of moving forward.  
 6 The only thing that's left, the bonds have all been  
 7 sold. That is already a done deal. The only thing that  
 8 hasn't been done is to secure the money, but the  
 9 transaction is already complete, the only thing left is  
 10 intent to award the contracts to move forward. But you  
 11 would have to sit down on a piece of paper and look at what  
 12 has already been expended and where you are going to go.  
 13 If you are going to turn around and put people back in, the  
 14 6th graders back into the elementary schools you are going  
 15 to have to look at what needs to be accomplished, that's 1  
 16 thing.  
 17 To turn around and what would be needed for the  
 18 middle school I think at the Act 34 hearing and even prior  
 19 to that the board has been apprised of renovation options  
 20 and quite honestly with the condition of the middle school  
 21 and the outlay of moneys for the renovation, itself, as  
 22 opposed to demolition and new construction, there was a  
 23 significant amount of cost. To now turn around and say we  
 24 want to explore another option of taking the 7th and 8th  
 25 graders here, I am not sure that that could be easily done

1 at the drop of a hat. It would take some significant time  
 2 for the architect to look at those options but in the  
 3 meantime the whole middle school project that has been  
 4 planned over a 4 year period would have to be scrapped and  
 5 while that is being done much like some other schools in  
 6 the area that I will not name that embarked on a large  
 7 construction project and then stopped it, they are  
 8 embroiled in a lot of litigation over the issue of trying  
 9 to return money, what are the costs, it's in federal court,  
 10 you are going to have breach of contract claims with  
 11 financial advisors you are probably maybe say a bond  
 12 counsel, you'll have the architect has already been paid  
 13 significant sums of money, and there are a lot of other  
 14 unknowns as to what's going to come at it from the  
 15 litigation.  
 16 If you are saying in the long run how it's going to  
 17 wash out, I can't answer that tonight but we'll certainly  
 18 ask some people by Monday so the board knows what it, the  
 19 potential exposure is.  
 20 And I wasn't here for Monday but I believe Mindy  
 21 Stuck is well aware of some of the ramifications and we  
 22 will, already secured some information from bond counsel,  
 23 we need to track down the rest of it but it is a costly,  
 24 costly you know, consideration and would require swift  
 25 action but it would also land you in a lot of litigation

1 for the next few years. And you may turn around and end up  
2 expending another half a million to another million dollars  
3 on architectural fees to start all over again to look at  
4 this whole process to do something other than what was  
5 already thoughtfully steadfastly planned out over a 4 year  
6 period.

7 BRAD FINKLE: That was the only thing I didn't know  
8 due to the change in economic times if, I mean, if it was  
9 even looked at that we could see if, to present it to the  
10 board a little bit.

11 MR. BEARD: I think the one gentleman, Mr. Fowler who  
12 lives close to the elementary school, and talked about  
13 Harrisburg I think he raises some good points from you  
14 know, what is occurring at the Harrisburg level. Back in  
15 2006 when the concept of tax reform was being bantered  
16 about historically that came through act 50 then it was act  
17 72, that didn't work well because Governor Rendell only got  
18 about 80 or so school districts to opt that direction, and  
19 Act 1 came down. And Act 1 was predicated upon looking at  
20 some tax relief and some homestead exemptions and the like,  
21 and one of the formulas that was built in with the Act 1  
22 index was to drive that against CPI and state weekly wage  
23 and the like and nobody ever envisioned back in 2006 when  
24 the economy was kicking butt that we would be in where  
25 we're at in 2010-11 and 11-12, and what's a real kicker for

1 schools is that they cannot raise taxes above the Act 1  
2 index which Mindy had put up there for 11-12 is 1.42 mills  
3 equated to a 1.9 which is the adjusted index for the school  
4 that only raises \$152,000.

5 So what is happening along with our other slides is  
6 you see that the district spends about a million dollars  
7 more a year in special education funding. And the problem  
8 is is that state and federal government has not been living  
9 up to its obligations over the years. Pennsylvania has had  
10 litigation challenging funding formulas but when  
11 commitments are made and a commitment was made 4 or 5 years  
12 ago to keep this funding formula in place but they have  
13 reneged at the state level, and now we're at a very  
14 difficult time where the PSERS rates are completely out of  
15 control, health care is out of control, special education  
16 funding is up but if the state would fund it a million  
17 dollars we probably wouldn't even be here as opposed to  
18 taking it out of the taxpayer coffers.

19 And you know, now we have a proposed budget that's  
20 going to come up that's going to take the schools or  
21 possibly the schools, to funding levels that go back 4 or 5  
22 years, its going to cost every school district hundreds of  
23 thousands if not millions of dollars as to where they're  
24 going to come. And you raise an excellent point as do all  
25 of you, but it's simply not the school board that has

1 placed it there, it's certainly the legislature clearly  
2 aware of the squeeze that they are placing school boards  
3 in.

4 When it comes to laying off the staff, you can't lay  
5 them off simply to say well it's bad economic times,  
6 there's provisions in the school code, 1124 that says you  
7 can only do it for these reasons. Now there's actually a  
8 bill that hasn't gotten a second sponsor but actually was  
9 going to add a provision to the school code to lay off for  
10 economic reasons. It doesn't currently exist. And it came  
11 across my desk, Miss Adams is probably aware of it as maybe  
12 Janice might be from her ties to PSBA and the executive  
13 board, but a voucher bill was put in today that is  
14 extremely disconcerting and going to have significant  
15 financial impact on school districts.

16 So at this point in time, no action can be taken,  
17 it's a wait and see, and yes, the school board is going to  
18 have some tough issues ahead of it, but all of these  
19 information that's being shared the board is certainly  
20 going to have to weigh, but Huntingdon isn't going to be  
21 left alone. I get the newspaper, I read it, and it's all  
22 over.

23 I was in a school district last night that outlined  
24 to me that they're 20 million dollars short and they have a  
25 140 million dollar budget. We are in some tough times.

1 BRAD FINKLE: I wish you'uns luck.

2 MR. BEARD: Thank you.

3 PENEY WRIGHT: Hi. Peney Wright, 306 4th Street here  
4 in Huntingdon. I'm a second grade teacher at Standing  
5 Stone Elementary School. I just wanted to add a thought,  
6 the last 2 gentlemen, you have had the support of the  
7 community for the ongoing past 4 years to build the middle  
8 school because they have had faith in the benefit it would  
9 have to our school district and our community; but that has  
10 occurred without the discussion about closing 2 elementary  
11 schools, the changes in the economic climate, the federal  
12 government changes in the retirement policies which I know  
13 are vast, the changes in the health care. You have got to  
14 be open to every idea proposed to you. You have got to be  
15 open to any idea that's a possibility to the future, and  
16 consider all options. You cannot just stick with what you  
17 have been thinking is going happen. Too much has changed.  
18 KEN MORDER: Hi. My name is Ken Morder, and I live  
19 here in Huntingdon, 1526 Moore Street. You are saying  
20 since 2006 this was already planned to build a middle  
21 school?

22 MR. BEARD: The concept of moving forward with the  
23 construction project was envisioned by the school board  
24 because they passed a resolution at that time, a debt  
25 resolution that in essence would allow, give them



1 flexibility under the new act 1 legislation, but  
2 immediately after that act was passed the board has been  
3 looking for at least 3 solid years at a building project,  
4 yes sir.

5 KEN MORDER: Like the mind was made up in 2006,  
6 right? What I am saying is --

7 MR. BEARD: Minds weren't made up in 2006. They have  
8 to pass --

9 KEN MORDER: You are saying they was going to build a  
10 new one in 2006, they talked about it.

11 MR. BEARD: They looked at a building project but if  
12 you didn't pass the funding resolution back then you would  
13 be left out in the cold, you couldn't build anything.

14 KEN MORDER: That's my whole thing, if we planned on  
15 doing this this long why wait until now and all of a sudden  
16 drop a bomb on everybody? Why couldn't this have been  
17 built in a little bit at a time where we could look at  
18 things and maybe like everybody is saying figured out  
19 something different?

20 I mean, Huntingdon is going to collapse. It ain't  
21 going to be able to hold this. And if anybody thinks it  
22 is, I am retired, the people downtown you talk to business  
23 people they ain't going to be able to do it because people  
24 are going to have to raise the rent. They ain't going to  
25 be able to do it. It's going to be a welfare town is what

1 it's going to end up at. And that's something for  
2 everybody to think about, it's going to get a lot worse, so  
3 better think about it before you just jump into 20 million  
4 dollars. I'd sooner lose 2 than lose 20.

5 MR. BEARD: Anybody else? Going once, going twice?

6 TIMOTHY GROVE: Timothy Grove, 10097 Mountain Road,  
7 Mill Creek, Pennsylvania. I wanted to ask how many people  
8 in here would think that losing the 1 million dollars would  
9 be more beneficial than spending the 20 million dollars?  
10 Thank you.

11 MR. BEARD: Okay. Any others? Going twice? You  
12 guys that watch Auction King should buy it here on the  
13 third one.

14 Okay, we would like to thank all of you, I want to  
15 turn it over to Miss Adams but we certainly like to thank  
16 all of you for coming out. I know, I think all of you have  
17 hit it on the head. I believe all the board members are  
18 astutely aware as all the administrators, this is a very  
19 difficult issue. We'll take all of this under advisement,  
20 all of the other questions, particularly the transportation  
21 will be looked at, and you have the opportunity to submit  
22 written ideas, comments as well, you are welcome to come to  
23 the committee meetings, the regular board meetings, provide  
24 comment, and rest assured that no decision can be made for  
25 at least a 90 day period of time.

1 So on behalf of the district, the board,  
2 administration I'd like to thank you and I'll turn it over  
3 to Miss Adams for any concluding remarks she'd like to  
4 make.

5 JILL ADAMS: The only addition I have is that the  
6 information will be on our website, the Huntingdon website,  
7 and we'll get this up and then we'll have tomorrow night's  
8 presentation there as well. Thank you all for coming.  
9 Good night.

10 (Meeting concludes at 9:25 p.m.)

1 COUNTY OF BLAIR :  
 : §

2 COMMONWEALTH OF PENNSYLVANIA :  
3 I, Jo Nell Snider, Reporter-Notary Public, authorized to  
4 administer oaths within and for the Commonwealth of  
5 Pennsylvania and take depositions in the trial of causes,  
6 do hereby certify that the foregoing is the:

7 Act 780 Hearing - Huntingdon Area School District  
8 I further certify that that the questions and answers  
9 were taken down stenographically by the said Jo Nell  
10 Snider, a Reporter-Notary Public, approved and agreed to,  
11 and afterwards reduced to typewriting under the direction  
12 of the said Reporter.

13 I further certify that the proceedings and evidence are  
14 contained fully and accurately in the notes taken by me on  
15 the within matter, and that this is a correct transcript of  
16 the same.

17 WITNESS my hand and seal in the Township of Freedom,  
18 County of Blair, State of Pennsylvania, this 5th day of  
19 April, 2011.

20  
21 \_\_\_\_\_  
22 Jo Nell Snider, RPR  
23 Notary Public  
24  
25

<b>\$</b>	<p><b>07-08</b> [3] - 18:19, 35:21, 36:20  <b>08-09</b> [3] - 21:4, 21:17, 37:4  <b>09-10</b> [2] - 18:12, 21:5</p>	<p><b>12960</b> [1] - 63:13  <b>12th</b> [1] - 63:4  <b>13</b> [3] - 2:6, 11:9, 21:14  <b>130</b> [1] - 59:8  <b>1311</b> [3] - 4:15, 8:15, 78:6</p>	<p>98:4, 98:9  <b>20%</b> [2] - 20:17, 20:18  <b>20,000</b> [1] - 34:9  <b>2000</b> [1] - 14:11  <b>2001</b> [2] - 14:23, 15:4  <b>2002</b> [1] - 10:22  <b>2006</b> [8] - 85:6, 88:16, 93:15, 93:23, 96:20, 97:5, 97:7, 97:10  <b>2010-11</b> [2] - 11:3, 93:25  <b>2011</b> [6] - 1:6, 4:7, 4:8, 4:9, 10:23, 100:19  <b>2011-2012</b> [1] - 10:9  <b>202</b> [1] - 1:23  <b>206</b> [1] - 87:15  <b>209</b> [1] - 86:3  <b>21</b> [6] - 2:7, 27:16, 28:24, 30:8, 30:13  <b>21%</b> [2] - 31:1, 31:7  <b>21st</b> [1] - 90:24  <b>22</b> [10] - 26:24, 27:11, 27:14, 28:16, 29:11, 29:15, 30:14, 47:9, 48:19  <b>23</b> [5] - 27:23, 28:22, 29:11, 38:5, 38:11  <b>2305</b> [1] - 56:6  <b>23s</b> [1] - 27:25  <b>24</b> [10] - 28:2, 28:5, 38:11, 78:4, 78:5, 80:17, 80:18, 80:25, 81:7  <b>2400</b> [1] - 1:8  <b>25</b> [6] - 2:8, 28:6, 30:9, 40:13, 41:4, 43:18  <b>26</b> [1] - 28:6  <b>265</b> [1] - 18:14  <b>27</b> [2] - 29:16  <b>28</b> [7] - 4:8, 28:7, 28:23, 28:24, 29:17, 38:6, 81:25  <b>2817</b> [1] - 84:13  <b>2903</b> [1] - 84:16  <b>2:45</b> [1] - 40:12  <b>2:50</b> [3] - 86:6, 86:8, 86:9  <b>2nd</b> [3] - 13:10, 86:3, 87:15</p>	<p>15:15, 15:20, 16:16, 17:2, 18:20, 24:16, 24:22, 25:2, 26:21, 28:3, 29:3, 32:24, 34:21, 35:12, 38:21, 38:22, 53:23, 57:2, 58:22, 58:23, 59:8, 62:5, 67:1, 82:18, 84:12, 89:13, 97:3  <b>30</b> [11] - 2:8, 7:1, 8:7, 8:9, 27:17, 27:22, 37:15, 37:17, 38:24, 58:8, 78:8  <b>300</b> [1] - 14:22  <b>306</b> [1] - 96:3  <b>32</b> [2] - 2:9, 36:21  <b>325</b> [2] - 26:20, 30:3  <b>34</b> [7] - 6:10, 42:2, 42:12, 89:16, 91:18  <b>342,000</b> [1] - 36:10  <b>35</b> [1] - 2:9  <b>36</b> [1] - 28:17  <b>38</b> [4] - 2:10, 3:17, 3:19, 6:12  <b>385</b> [1] - 30:4  <b>386,000</b> [1] - 36:16  <b>39</b> [1] - 2:11  <b>3983</b> [1] - 40:7  <b>3:30</b> [2] - 72:19, 86:7  <b>3rd</b> [8] - 13:10, 14:19, 16:12, 48:12, 53:21, 61:9, 64:13, 69:19</p>
	<b>1</b>			
	<p><b>1</b> [43] - 10:6, 10:16, 10:21, 12:5, 13:9, 17:14, 24:10, 25:5, 25:19, 26:9, 26:19, 27:22, 30:9, 31:13, 31:14, 33:14, 34:5, 34:21, 35:12, 38:20, 45:19, 46:13, 46:14, 54:6, 55:4, 57:22, 59:2, 72:7, 73:21, 81:14, 81:20, 88:5, 88:17, 90:15, 91:15, 93:19, 93:21, 94:1, 97:1, 98:8  <b>1,041,458</b> [1] - 38:10  <b>1.2</b> [2] - 17:17, 18:14  <b>1.4</b> [1] - 19:2  <b>1.42</b> [1] - 94:2  <b>1.9</b> [1] - 94:3  <b>1.9%</b> [1] - 10:11  <b>10</b> [13] - 15:7, 19:7, 34:11, 34:19, 34:25, 35:2, 35:7, 46:7, 46:8, 46:11, 47:3, 67:4, 70:16  <b>10%</b> [3] - 20:20, 23:21, 63:24  <b>10-11</b> [3] - 18:12, 30:23, 36:15  <b>100</b> [1] - 62:1  <b>10097</b> [2] - 74:1, 98:6  <b>100K</b> [1] - 81:7  <b>1011</b> [1] - 18:2  <b>102</b> [2] - 42:6, 42:7  <b>108</b> [1] - 83:20  <b>108,000</b> [4] - 81:25, 82:2, 82:8, 84:3  <b>11</b> [4] - 12:17, 20:9, 34:20, 58:23  <b>11-12</b> [5] - 11:11, 13:1, 36:16, 93:25, 94:2  <b>1124</b> [1] - 95:6  <b>11249</b> [1] - 61:8  <b>115</b> [2] - 26:10, 28:13  <b>12</b> [5] - 2:6, 21:14, 36:2, 43:16, 43:24  <b>12025</b> [1] - 46:17  <b>12323</b> [1] - 51:19  <b>12753</b> [1] - 69:12</p>	<p><b>13415</b> [1] - 45:16  <b>140</b> [1] - 95:25  <b>15</b> [9] - 4:1, 32:20, 33:3, 33:22, 44:6, 61:13, 67:4, 76:19, 82:5  <b>15%</b> [1] - 15:12  <b>150</b> [1] - 8:8  <b>1526</b> [1] - 96:19  <b>16</b> [3] - 1:6, 4:9, 79:24  <b>16,000</b> [1] - 21:9  <b>161</b> [1] - 32:3  <b>16637</b> [1] - 1:24  <b>16652</b> [1] - 1:9  <b>16th</b> [1] - 4:5  <b>17</b> [4] - 2:7, 4:7, 13:11, 41:18  <b>17,000</b> [1] - 79:25  <b>18</b> [8] - 21:18, 26:20, 28:4, 28:6, 29:17, 30:7, 30:14, 76:22  <b>18%</b> [2] - 10:23, 15:15  <b>18.26</b> [1] - 26:17  <b>19</b> [9] - 26:10, 26:16, 28:3, 28:4, 28:6, 29:17, 30:10, 30:12  <b>1949</b> [1] - 3:10  <b>1968</b> [1] - 59:5  <b>1970's</b> [1] - 88:19</p>	<p><b>2</b> [35] - 4:4, 5:19, 10:18, 16:24, 18:12, 21:19, 24:15, 25:5, 27:5, 29:7, 29:20, 29:23, 30:1, 30:3, 30:16, 38:21, 38:23, 41:10, 44:21, 44:23, 48:2, 61:12, 63:21, 69:13, 70:6, 73:17, 81:15, 81:23, 90:3, 90:14, 96:6, 96:10, 98:4  <b>2-3</b> [1] - 69:20  <b>2.4</b> [1] - 19:3  <b>20</b> [13] - 13:11, 30:12, 32:18, 33:20, 41:16, 59:10, 66:18, 90:14, 95:24, 98:3,</p>	<p><b>3</b> [36] - 2:3, 3:12, 3:22, 10:15, 10:20, 15:9, 15:12, 15:13,</p>
		<b>2</b>		<b>4</b>
				<p><b>4</b> [33] - 11:12, 11:14, 14:11, 16:16, 17:25, 20:24, 24:11, 24:18, 25:20, 25:22, 25:23, 26:2, 26:4, 29:23, 38:21, 38:22, 59:3, 60:22, 70:14, 81:20, 88:5, 88:8, 88:14, 89:13, 89:15, 90:20, 92:4, 93:5, 94:11, 94:21, 96:7  <b>4.76</b> [1] - 19:7  <b>4.78</b> [1] - 19:7  <b>40</b> [2] - 2:13, 78:8  <b>40%</b> [1] - 76:11  <b>400</b> [1] - 30:5  <b>404</b> [3] - 27:2, 27:8, 28:14  <b>404,000</b> [1] - 36:16  <b>42</b> [3] - 24:23, 25:2, 29:3  <b>42%</b> [1] - 13:2  <b>43</b> [4] - 24:24, 25:3,</p>
			<b>3</b>	
<b>'</b>				
<b>'09</b> [1] - 19:7				
<b>0</b>				
<b>06-07</b> [1] - 18:19				

<p>29:5, 29:20  <b>433,000</b> [1] - 36:8  <b>44</b> [4] - 24:24, 25:4,  29:5, 29:20  <b>45</b> [7] - 2:14, 40:19,  41:15, 72:18, 72:22,  75:5, 75:6  <b>45,000</b> [1] - 31:8  <b>46</b> [1] - 2:14  <b>460</b> [1] - 10:23  <b>467</b> [1] - 27:8  <b>48</b> [2] - 10:3, 19:23  <b>49,000</b> [1] - 36:2  <b>492</b> [1] - 37:15  <b>4:05</b> [1] - 40:13  <b>4:10</b> [1] - 40:13  <b>4:30</b> [4] - 41:7, 72:19,  86:7, 86:8  <b>4Sight</b> [3] - 15:24,  53:22  <b>4th</b> [9] - 13:11,  16:12, 44:13, 51:20,  55:2, 55:7, 62:14,  70:4, 96:3</p>	<p><b>60</b> [1] - 30:3  <b>60%</b> [1] - 15:11  <b>61</b> [1] - 2:17  <b>63</b> [5] - 2:17, 13:1,  26:6, 27:7, 28:14  <b>65%</b> [1] - 15:14  <b>66</b> [1] - 53:23  <b>67</b> [1] - 27:1  <b>69</b> [2] - 2:18, 53:23  <b>6:30</b> [2] - 4:9, 57:6  <b>6:37</b> [1] - 1:6  <b>6th</b> [7] - 56:11,  57:25, 59:4, 60:23,  63:3, 84:20, 91:14</p>	<p><b>85</b> [1] - 14:25  <b>86</b> [1] - 2:22  <b>87</b> [1] - 2:23  <b>871</b> [1] - 18:1  <b>894</b> [1] - 38:12  <b>8th</b> [7] - 18:16,  40:22, 56:13, 63:5,  63:9, 84:20, 91:24</p>	<p>4:10  <b>account</b> [1] - 4:18  <b>accurately</b> [1] -  100:14  <b>accused</b> [1] - 57:11  <b>achievement</b> [2] -  14:5, 15:19  <b>ACT</b> [1] - 1:3  <b>act</b> [4] - 93:16, 97:1,  97:2  <b>Act</b> [16] - 3:17, 3:19,  6:10, 6:12, 10:3, 10:6,  19:23, 88:17, 89:16,  91:18, 93:19, 93:21,  94:1, 100:7  <b>acting</b> [1] - 47:23  <b>action</b> [3] - 3:4,  92:25, 95:16  <b>actions</b> [1] - 85:13  <b>active</b> [1] - 23:10  <b>activities</b> [1] - 14:19  <b>actual</b> [1] - 37:9  <b>Adams</b> [16] - 2:5,  2:7, 2:10, 7:8, 8:23,  25:12, 25:20, 39:15,  45:18, 54:6, 62:19,  76:23, 88:13, 95:11,  98:15, 99:3  <b>ADAMS</b> [9] - 1:16,  9:1, 19:11, 21:25,  38:15, 84:25, 85:5,  85:13, 99:5  <b>add</b> [10] - 27:22,  28:21, 41:6, 46:22,  46:24, 60:2, 85:1,  87:2, 95:9, 96:5  <b>added</b> [2] - 47:7,  66:19  <b>addition</b> [1] - 99:5  <b>additional</b> [5] -  10:13, 28:23, 36:14,  41:17, 83:3  <b>Additionally</b> [1] -  21:15  <b>address</b> [16] - 6:3,  8:5, 8:18, 39:12, 40:3,  51:19, 52:7, 61:19,  73:25, 74:17, 81:17,  82:12, 83:6, 84:13,  86:2, 86:17  <b>addressed</b> [2] - 8:3,  87:9  <b>adjournment</b> [1] -  7:19  <b>adjust</b> [1] - 57:13  <b>adjusted</b> [2] - 10:9,  94:3  <b>adjustments</b> [2] -  22:7, 22:10  <b>administer</b> [1] -</p>	<p>100:4  <b>administration</b> [5] -  22:1, 39:20, 40:6,  79:10, 99:2  <b>administrative</b> [4] -  8:24, 9:6, 9:18, 38:19  <b>ADMINISTRATOR</b>  [1] - 1:17  <b>administrator</b> [1] -  17:7  <b>administrators</b> [3] -  51:10, 86:22, 98:18  <b>adopted</b> [2] - 4:6,  19:2  <b>adoption</b> [2] - 17:11,  18:22  <b>adult</b> [1] - 63:11  <b>advanced</b> [1] - 16:16  <b>advice</b> [1] - 20:2  <b>advisement</b> [3] -  40:2, 90:18, 98:19  <b>advisors</b> [2] - 90:1,  92:11  <b>affected</b> [1] - 69:14  <b>afford</b> [3] - 56:16,  57:17, 61:4  <b>afraid</b> [2] - 41:23,  70:10  <b>afternoon</b> [7] - 26:6,  31:25, 32:4, 32:7,  32:10, 72:19, 86:6  <b>afterwards</b> [1] -  100:11  <b>age</b> [2] - 57:8, 72:4  <b>agencies</b> [1] - 89:25  <b>ago</b> [10] - 12:17,  18:12, 25:23, 48:24,  57:2, 62:5, 63:16,  66:18, 67:4, 94:12  <b>agree</b> [2] - 71:21,  87:5  <b>agreed</b> [1] - 100:10  <b>agriculture</b> [1] - 75:3  <b>ahead</b> [3] - 49:2,  90:1, 95:18  <b>ain't</b> [3] - 97:20,  97:23, 97:24  <b>Air</b> [1] - 45:6  <b>air</b> [7] - 33:12, 48:22,  80:19, 80:25, 81:7,  81:17, 81:21  <b>Alan</b> [1] - 41:6  <b>allow</b> [2] - 43:13,  96:25  <b>allowed</b> [1] - 87:21  <b>almost</b> [7] - 16:11,  21:14, 38:5, 43:6,  58:8, 79:25, 86:7  <b>alone</b> [2] - 28:16,  95:21</p>
<b>5</b>	<b>7</b>	<b>9</b>		
<p><b>5</b> [26] - 6:18, 8:3,  16:16, 17:2, 24:20,  25:5, 26:17, 28:11,  28:25, 33:14, 34:2,  34:6, 34:17, 38:8,  38:21, 38:23, 54:12,  58:24, 63:24, 64:20,  64:22, 65:5, 72:20,  94:11, 94:21  <b>5.5%</b> [1] - 19:2  <b>5.64</b> [2] - 19:8, 20:2  <b>50</b> [2] - 60:16, 93:16  <b>51</b> [2] - 2:15, 37:15  <b>510</b> [2] - 27:3, 27:9  <b>514</b> [1] - 29:8  <b>56</b> [2] - 2:15, 2:16  <b>574</b> [1] - 54:14  <b>575</b> [1] - 54:11  <b>58</b> [1] - 2:16  <b>582</b> [2] - 28:15, 54:12  <b>5th</b> [5] - 13:11,  16:13, 27:24, 53:21,  100:18</p>	<p><b>7</b> [13] - 25:1, 25:5,  29:1, 29:3, 35:5,  35:16, 38:13, 38:21,  38:23, 45:20, 54:14,  57:14, 81:20  <b>70%</b> [1] - 12:25  <b>700</b> [1] - 20:9  <b>72</b> [1] - 93:17  <b>73</b> [1] - 2:18  <b>746</b> [1] - 38:12  <b>75%</b> [2] - 15:11,  15:21  <b>75,000</b> [1] - 33:4  <b>77</b> [1] - 2:21  <b>777,000</b> [1] - 21:3  <b>780</b> [6] - 1:3, 3:5,  3:10, 3:17, 78:5,  100:7  <b>79</b> [2] - 2:21, 16:11  <b>795</b> [1] - 38:12  <b>7th</b> [11] - 40:21,  53:10, 56:7, 56:13,  63:3, 63:5, 63:9,  69:15, 70:3, 84:20,  91:24</p>	<b>A</b>		
<b>6</b>	<b>8</b>			
<p><b>6</b> [11] - 12:16, 21:17,  24:22, 28:23, 29:25,  38:21, 38:22, 44:7,  57:6, 57:14, 59:6  <b>6%</b> [1] - 60:3</p>	<p><b>8</b> [5] - 21:13, 46:22,  47:3, 63:10, 81:20  <b>8%</b> [1] - 19:24  <b>8.22%</b> [1] - 20:2  <b>8.65</b> [1] - 19:8  <b>80</b> [1] - 93:18  <b>80%</b> [1] - 16:11  <b>80's</b> [1] - 17:1  <b>8000</b> [1] - 79:24  <b>83</b> [1] - 15:21  <b>83%</b> [1] - 15:15  <b>84</b> [1] - 2:22  <b>844</b> [1] - 38:12</p>			

<p><b>alternative</b> [1] - 71:24  <b>amaze</b> [1] - 50:14  <b>amazing</b> [2] - 65:18, 70:17  <b>amended</b> [1] - 3:11  <b>America</b> [2] - 66:25, 68:3  <b>American</b> [2] - 66:23, 75:2  <b>amount</b> [7] - 10:7, 10:12, 17:22, 19:19, 21:7, 52:2, 91:23  <b>Andrew</b> [1] - 2:9  <b>ANDREW</b> [1] - 32:14  <b>Andy</b> [3] - 9:14, 32:14, 81:16  <b>angry</b> [1] - 44:20  <b>annual</b> [1] - 83:7  <b>answer</b> [8] - 46:20, 79:14, 80:17, 86:12, 87:7, 87:12, 87:25, 92:17  <b>answered</b> [2] - 74:11, 79:15  <b>answers</b> [4] - 7:19, 44:23, 79:6, 100:8  <b>anti</b> [1] - 37:3  <b>anticipate</b> [2] - 36:8, 38:24  <b>anticipated</b> [1] - 18:4  <b>anticipating</b> [1] - 20:20  <b>anyways</b> [1] - 76:12  <b>apart</b> [2] - 52:21, 73:14  <b>appeals</b> [2] - 55:10, 55:11  <b>appellate</b> [1] - 78:7  <b>appointment</b> [1] - 42:10  <b>appreciate</b> [6] - 13:24, 38:17, 42:19, 52:9, 64:16, 69:7  <b>appreciation</b> [1] - 13:20  <b>apprised</b> [1] - 91:19  <b>approach</b> [1] - 9:9  <b>appropriate</b> [1] - 72:3  <b>approved</b> [1] - 100:10  <b>April</b> [1] - 100:19  <b>architect</b> [3] - 89:22, 92:2, 92:12  <b>architectural</b> [1] - 93:3  <b>area</b> [6] - 35:11, 47:16, 57:21, 60:7, 78:24, 92:6</p>	<p><b>AREA</b> [2] - 1:1, 1:7  <b>Area</b> [12] - 10:1, 17:16, 18:9, 19:13, 24:9, 47:19, 50:1, 51:2, 51:9, 57:7, 76:3, 100:7  <b>areas</b> [11] - 10:16, 16:8, 22:5, 22:12, 23:5, 23:8, 23:10, 23:18, 23:21, 67:3  <b>arena</b> [1] - 77:21  <b>Army</b> [1] - 76:19  <b>ARRA</b> [2] - 17:21, 17:24  <b>art</b> [1] - 27:13  <b>article</b> [1] - 24:1  <b>arts</b> [1] - 26:2  <b>assembly</b> [1] - 4:25  <b>assessed</b> [1] - 16:23  <b>assessment</b> [3] - 15:24, 15:25, 16:14  <b>assets</b> [1] - 75:3  <b>assistant</b> [3] - 9:13, 12:4  <b>assuming</b> [1] - 82:9  <b>assumption</b> [3] - 26:7, 82:3, 83:11  <b>Assure</b> [1] - 51:11  <b>assured</b> [1] - 98:24  <b>asterisks</b> [1] - 29:24  <b>astonishing</b> [1] - 50:22  <b>astutely</b> [1] - 98:18  <b>atmosphere</b> [1] - 38:20  <b>attend</b> [7] - 40:1, 45:20, 48:2, 50:9, 57:8, 58:5, 87:17  <b>attendance</b> [2] - 4:19, 50:3  <b>attended</b> [1] - 74:8  <b>attention</b> [3] - 38:17, 71:11, 76:21  <b>attorney</b> [3] - 77:12, 77:13, 78:23  <b>Attorney</b> [1] - 39:9  <b>attorneys</b> [1] - 77:13  <b>attribute</b> [2] - 21:5, 64:10  <b>attrition</b> [1] - 22:11  <b>Auction</b> [1] - 98:12  <b>audience</b> [1] - 5:12  <b>AUDIENCE</b> [2] - 79:3, 90:9  <b>AUDITORIUM</b> [1] - 1:8  <b>authority</b> [1] - 4:16  <b>authorized</b> [1] - 100:3  <b>available</b> [6] - 8:13,</p>	<p>27:11, 28:10, 30:10, 71:24, 89:17  <b>Avenue</b> [1] - 56:6  <b>AVENUE</b> [1] - 1:8  <b>average</b> [18] - 11:14, 15:7, 15:10, 15:11, 15:14, 25:22, 25:23, 25:24, 26:15, 26:17, 26:20, 28:4, 28:17, 29:17, 29:23, 30:12, 30:14, 37:11  <b>averages</b> [2] - 13:13, 15:5  <b>avoid</b> [1] - 12:12  <b>award</b> [1] - 91:10  <b>aware</b> [6] - 3:3, 90:24, 92:21, 95:2, 95:11, 98:18  <b>awesome</b> [1] - 74:20  <b>awhile</b> [1] - 85:12  <b>AYP</b> [2] - 23:16, 23:21</p>	<p>79:23, 80:8, 80:17, 80:21, 81:2, 81:9, 81:11, 82:12, 85:24, 86:12, 87:11, 87:25, 88:4, 88:13, 89:1, 89:6, 89:12, 90:17, 93:11, 96:2, 96:22, 97:7, 97:11, 98:5, 98:11  <b>Beard</b> [4] - 2:3, 2:11, 3:2, 39:9  <b>beautiful</b> [2] - 42:22, 58:1  <b>became</b> [1] - 14:15  <b>become</b> [3] - 7:21, 62:15, 62:16  <b>becoming</b> [1] - 55:8  <b>began</b> [1] - 17:22  <b>begin</b> [5] - 7:12, 8:4, 9:2, 9:23, 19:5  <b>beginning</b> [3] - 3:8, 4:4, 73:3  <b>begins</b> [1] - 19:9  <b>behalf</b> [2] - 58:3, 99:1  <b>behave</b> [2] - 40:14, 40:15  <b>behind</b> [2] - 23:15, 59:12  <b>Behind</b> [1] - 74:16  <b>Belleville</b> [1] - 66:2  <b>belongs</b> [2] - 20:14, 75:16  <b>below</b> [3] - 29:6, 53:24, 84:10  <b>beneficial</b> [2] - 78:7, 98:9  <b>benefit</b> [5] - 8:11, 36:9, 37:12, 71:3, 96:8  <b>Benefit</b> [1] - 60:8  <b>benefits</b> [4] - 36:7, 37:5, 37:10, 50:20  <b>benefitted</b> [1] - 45:25  <b>BERGER</b> [2] - 1:11, 80:22  <b>beside</b> [2] - 63:14, 63:16  <b>best</b> [15] - 28:13, 43:2, 48:21, 49:12, 51:13, 56:11, 57:24, 62:7, 64:10, 65:13, 69:10, 76:21, 85:18, 87:6, 87:11  <b>Beth</b> [3] - 2:13, 40:7, 61:25  <b>BETH</b> [1] - 40:7  <b>better</b> [8] - 4:20, 68:1, 68:7, 70:5, 76:7, 81:17, 98:3</p>	<p><b>between</b> [4] - 22:18, 28:4, 46:9, 47:12  <b>beyond</b> [6] - 39:23, 50:20, 53:7, 55:12, 55:23, 71:3  <b>big</b> [2] - 30:8, 66:13  <b>Big</b> [1] - 67:3  <b>bigger</b> [4] - 64:19, 66:17, 73:15, 74:4  <b>biggest</b> [1] - 60:4  <b>bill</b> [2] - 95:8, 95:13  <b>billion</b> [1] - 17:14  <b>billions</b> [2] - 66:12, 66:13  <b>bit</b> [13] - 6:20, 10:5, 12:6, 14:2, 15:17, 25:25, 29:22, 33:5, 44:1, 52:2, 53:19, 93:10, 97:17  <b>BLAIR</b> [1] - 100:1  <b>Blair</b> [1] - 100:18  <b>bleachers</b> [1] - 68:7  <b>bless</b> [2] - 58:5, 61:6  <b>block</b> [2] - 44:2, 75:14  <b>blocks</b> [1] - 44:14  <b>blue</b> [1] - 55:13  <b>Blue</b> [2] - 20:16  <b>board</b> [88] - 3:4, 3:21, 3:23, 4:2, 4:6, 4:16, 5:1, 5:20, 5:24, 7:2, 7:3, 7:5, 8:20, 9:4, 10:3, 10:10, 13:23, 17:9, 19:25, 22:1, 24:13, 39:1, 39:13, 39:17, 39:21, 39:25, 40:1, 40:5, 43:8, 45:21, 45:22, 45:25, 46:22, 47:2, 47:5, 47:16, 49:2, 50:2, 51:9, 56:9, 56:12, 58:9, 58:14, 58:17, 61:19, 69:3, 71:15, 73:12, 74:3, 74:4, 77:17, 77:23, 79:12, 82:23, 85:2, 85:14, 86:23, 87:19, 87:21, 87:25, 88:1, 88:2, 88:6, 88:7, 88:10, 88:14, 88:17, 89:1, 89:18, 90:17, 90:21, 90:24, 91:19, 92:18, 93:10, 94:25, 95:13, 95:17, 95:19, 96:23, 97:2, 98:17, 98:23, 99:1  <b>BOARD</b> [1] - 1:11  <b>board's</b> [2] - 4:11, 78:15  <b>boards</b> [1] - 95:2</p>
<b>B</b>		<p><b>background</b> [3] - 5:6, 5:7, 44:3  <b>bad</b> [2] - 40:23, 95:5  <b>bail</b> [1] - 66:12  <b>balance</b> [2] - 19:24, 20:5  <b>balances</b> [1] - 10:4  <b>ball</b> [2] - 75:7, 75:9  <b>balls</b> [1] - 59:14  <b>banking</b> [1] - 66:10  <b>banks</b> [3] - 66:11, 67:2, 90:1  <b>bantered</b> [1] - 93:15  <b>barn</b> [1] - 41:11  <b>barns</b> [2] - 63:19, 65:1  <b>barrels</b> [1] - 32:22  <b>base</b> [1] - 60:10  <b>baseball</b> [2] - 72:17, 72:20  <b>based</b> [16] - 12:20, 15:17, 20:9, 21:8, 21:11, 25:22, 26:25, 29:23, 29:24, 31:4, 32:2, 50:3, 52:22, 52:23, 82:21  <b>basis</b> [2] - 50:14, 89:15  <b>bated</b> [1] - 73:23  <b>BEARD</b> [38] - 1:18, 3:1, 39:10, 46:24, 47:2, 77:9, 77:12, 77:16, 77:24, 78:3, 78:19, 79:2, 79:5,</p>		

<p><b>boiler</b> [9] - 32:17, 32:19, 33:3, 33:4, 33:20, 33:21, 34:2, 34:3, 36:23</p> <p><b>bomb</b> [1] - 97:16</p> <p><b>BONCORSI</b> [4] - 84:15, 85:3, 85:11, 85:16</p> <p><b>Boncorsi</b> [2] - 2:22, 84:15</p> <p><b>bond</b> [2] - 92:11, 92:22</p> <p><b>bonds</b> [2] - 90:1, 91:6</p> <p><b>bonuses</b> [1] - 66:14</p> <p><b>book</b> [1] - 55:7</p> <p><b>bored</b> [1] - 64:18</p> <p><b>bother</b> [1] - 42:18</p> <p><b>bottled</b> [1] - 36:23</p> <p><b>bottom</b> [6] - 33:6, 38:1, 38:14, 59:21, 83:15, 83:18</p> <p><b>bound</b> [2] - 19:24, 74:15</p> <p><b>Box</b> [1] - 1:23</p> <p><b>box</b> [2] - 80:19</p> <p><b>boxes</b> [2] - 80:25, 81:7</p> <p><b>boy</b> [4] - 11:22, 44:6, 44:20, 45:15</p> <p><b>boys</b> [2] - 14:16, 16:4</p> <p><b>BRAD</b> [3] - 90:10, 93:7, 96:1</p> <p><b>Brad</b> [2] - 2:23, 90:10</p> <p><b>Brady</b> [33] - 13:8, 24:9, 24:16, 24:18, 24:20, 24:22, 24:23, 25:1, 25:3, 26:9, 28:1, 28:11, 28:14, 29:3, 29:19, 29:21, 30:3, 30:10, 33:3, 33:10, 33:17, 34:4, 35:4, 38:8, 46:4, 47:12, 54:17, 55:24, 56:9, 56:13, 56:18, 62:12, 80:14</p> <p><b>Brady's</b> [1] - 29:5</p> <p><b>Brady-Henderson</b> [1] - 24:9</p> <p><b>breach</b> [1] - 92:10</p> <p><b>breaches</b> [1] - 91:2</p> <p><b>breakdown</b> [1] - 10:25</p> <p><b>breath</b> [1] - 73:23</p> <p><b>bright</b> [1] - 64:17</p> <p><b>bring</b> [8] - 11:4, 31:6, 39:4, 39:5, 39:7, 39:20, 65:5, 86:10</p> <p><b>brings</b> [1] - 36:15</p>	<p><b>brink</b> [1] - 91:5</p> <p><b>broke</b> [1] - 66:11</p> <p><b>broken</b> [2] - 36:19, 37:2</p> <p><b>brought</b> [4] - 57:15, 59:14, 75:10, 79:11</p> <p><b>bubble</b> [1] - 30:8</p> <p><b>budget</b> [17] - 5:16, 17:8, 17:11, 18:16, 18:22, 19:1, 20:4, 20:23, 21:2, 21:8, 25:18, 54:2, 54:4, 94:19, 95:25</p> <p><b>budgetary</b> [1] - 8:19</p> <p><b>budgets</b> [1] - 51:22</p> <p><b>build</b> [10] - 46:10, 47:7, 56:10, 56:18, 56:19, 73:16, 96:7, 96:20, 97:9, 97:13</p> <p><b>building</b> [18] - 4:20, 6:10, 12:6, 12:21, 12:24, 13:3, 32:14, 33:18, 44:2, 44:14, 48:19, 54:13, 64:3, 80:24, 83:4, 97:3, 97:11</p> <p><b>buildings</b> [7] - 9:14, 12:16, 22:10, 33:9, 37:20, 58:1, 63:25</p> <p><b>built</b> [6] - 34:19, 58:11, 58:12, 59:7, 93:21, 97:17</p> <p><b>bullet</b> [1] - 8:3</p> <p><b>bump</b> [1] - 84:1</p> <p><b>bumps</b> [1] - 74:21</p> <p><b>bus</b> [33] - 24:22, 29:3, 29:5, 29:7, 29:20, 31:12, 31:16, 40:12, 40:14, 40:16, 41:7, 46:14, 52:18, 54:7, 57:7, 62:18, 62:21, 64:23, 72:1, 72:4, 72:5, 72:8, 72:14, 73:17, 73:20, 73:22, 75:5, 75:6, 86:3, 86:18, 86:24</p> <p><b>buses</b> [6] - 24:22, 24:24, 25:2, 25:3, 29:25, 32:1</p> <p><b>BUSINESS</b> [1] - 1:17</p> <p><b>business</b> [8] - 9:14, 17:7, 25:19, 49:14, 57:4, 67:9, 79:10, 97:22</p> <p><b>businesses</b> [2] - 66:9, 67:8</p> <p><b>busing</b> [1] - 86:20</p> <p><b>butt</b> [1] - 93:24</p> <p><b>butterfly</b> [1] - 42:15</p> <p><b>button</b> [1] - 35:24</p>	<p><b>buy</b> [4] - 46:7, 66:20, 68:5, 98:12</p> <p><b>Byler</b> [2] - 2:17, 63:13</p> <p><b>BYLER</b> [1] - 63:13</p>	<p><b>certainly</b> [11] - 46:24, 79:13, 85:1, 89:1, 90:23, 90:25, 92:17, 95:1, 95:19, 98:15</p> <p><b>certification</b> [2] - 82:20, 82:25</p> <p><b>certify</b> [3] - 100:6, 100:8, 100:13</p> <p><b>challenge</b> [1] - 68:21</p> <p><b>challenged</b> [2] - 7:23, 51:3</p> <p><b>challenging</b> [1] - 94:10</p> <p><b>change</b> [15] - 12:15, 13:9, 20:11, 24:10, 26:25, 32:10, 33:5, 34:1, 34:8, 41:14, 61:1, 61:2, 88:11, 90:11, 93:8</p> <p><b>changed</b> [3] - 60:23, 60:24, 96:17</p> <p><b>changes</b> [5] - 12:7, 36:9, 96:11, 96:12, 96:13</p> <p><b>changing</b> [1] - 14:13</p> <p><b>Chapel</b> [1] - 84:13</p> <p><b>charge</b> [3] - 23:22, 23:23, 68:22</p> <p><b>charged</b> [2] - 23:25, 51:21</p> <p><b>CHARLES</b> [7] - 87:14, 88:2, 88:10, 88:22, 89:4, 89:8, 90:6</p> <p><b>Charles</b> [1] - 2:23</p> <p><b>Charlie</b> [1] - 87:14</p> <p><b>chart</b> [4] - 11:18, 20:7, 20:8, 21:20</p> <p><b>Charter</b> [1] - 20:25</p> <p><b>charter</b> [11] - 11:5, 18:24, 21:3, 21:7, 26:8, 71:17, 79:20, 79:21, 80:2, 80:5, 80:9</p> <p><b>child</b> [22] - 23:15, 31:11, 31:16, 40:19, 40:23, 41:4, 41:10, 41:16, 41:17, 41:21, 41:22, 42:3, 42:4, 43:6, 43:25, 45:3, 45:7, 54:7, 57:22, 57:25, 72:4, 72:5</p> <p><b>Child</b> [1] - 74:16</p> <p><b>children</b> [51] - 15:1, 16:11, 16:15, 26:7, 27:1, 27:3, 27:7, 27:11, 28:13, 29:3, 29:5, 31:6, 32:13, 40:12, 40:16, 40:17, 42:22, 43:16, 44:12,</p>	<p>46:14, 47:11, 48:2, 48:21, 48:25, 49:5, 49:7, 49:18, 49:20, 49:24, 50:14, 50:17, 50:19, 50:25, 51:2, 51:6, 51:10, 53:3, 53:16, 54:20, 57:8, 57:14, 57:15, 57:21, 58:22, 62:23, 69:13, 70:18, 71:7, 72:14, 72:15, 87:16</p> <p><b>children's</b> [2] - 49:23, 59:14</p> <p><b>Chiller</b> [1] - 32:20</p> <p><b>chiller</b> [3] - 32:22, 33:21, 33:22</p> <p><b>chillers</b> [1] - 33:11</p> <p><b>choice</b> [4] - 41:2, 46:12, 59:2, 87:22</p> <p><b>choices</b> [1] - 41:3</p> <p><b>choose</b> [7] - 8:21, 50:24, 70:19, 71:5, 85:1, 87:22, 88:1</p> <p><b>chose</b> [2] - 70:25, 89:18</p> <p><b>chosen</b> [2] - 19:25, 70:23</p> <p><b>circulation</b> [1] - 3:25</p> <p><b>citizens</b> [3] - 7:22, 49:25, 51:7</p> <p><b>claims</b> [3] - 20:15, 91:2, 92:10</p> <p><b>clarification</b> [2] - 5:13, 81:12</p> <p><b>class</b> [32] - 22:10, 25:23, 26:16, 26:17, 26:20, 27:17, 27:21, 28:3, 28:5, 28:6, 28:17, 28:24, 29:11, 29:17, 30:7, 30:9, 30:12, 30:14, 33:11, 43:16, 43:18, 48:6, 48:12, 69:16, 70:24, 73:15, 76:18, 76:19, 83:2</p> <p><b>classes</b> [2] - 20:24, 27:1</p> <p><b>classifications</b> [1] - 4:21</p> <p><b>classmates</b> [1] - 48:7</p> <p><b>classmen</b> [1] - 63:8</p> <p><b>classroom</b> [9] - 13:7, 13:14, 27:12, 52:23, 53:6, 64:19, 69:20, 81:24, 84:4</p> <p><b>classrooms</b> [6] - 27:23, 28:2, 28:9, 30:14, 59:9, 81:25</p> <p><b>clearly</b> [3] - 19:15,</p>
<b>C</b>		<p><b>cabinet</b> [1] - 59:13</p> <p><b>cafeteria</b> [2] - 37:7, 75:19</p> <p><b>calm</b> [2] - 43:15, 43:19</p> <p><b>campus</b> [1] - 45:5</p> <p><b>cannot</b> [6] - 19:19, 52:18, 54:7, 73:19, 94:1, 96:16</p> <p><b>capacities</b> [1] - 12:18</p> <p><b>capacity</b> [5] - 12:23, 13:2, 23:24, 54:11, 77:16</p> <p><b>capture</b> [1] - 73:21</p> <p><b>car</b> [1] - 41:15</p> <p><b>care</b> [12] - 7:3, 16:6, 18:23, 20:13, 42:17, 44:1, 48:25, 55:19, 94:15, 96:13</p> <p><b>cared</b> [2] - 43:22, 44:25</p> <p><b>caring</b> [1] - 65:20</p> <p><b>CARL</b> [1] - 1:18</p> <p><b>Carl</b> [3] - 2:3, 2:11, 3:1</p> <p><b>carry</b> [1] - 82:25</p> <p><b>case</b> [1] - 78:8</p> <p><b>cases</b> [1] - 78:7</p> <p><b>cash</b> [1] - 60:1</p> <p><b>CASSADY</b> [1] - 1:8</p> <p><b>Cassady</b> [1] - 56:6</p> <p><b>categories</b> [1] - 35:22</p> <p><b>category</b> [1] - 20:5</p> <p><b>CATHY</b> [3] - 46:16, 47:1, 47:4</p> <p><b>Cathy</b> [6] - 2:14, 46:16, 52:12, 53:3, 58:24, 73:7</p> <p><b>causes</b> [1] - 100:5</p> <p><b>celebrations</b> [1] - 65:17</p> <p><b>cell</b> [1] - 59:24</p> <p><b>centers</b> [1] - 4:24</p> <p><b>Centre</b> [1] - 57:4</p> <p><b>cents</b> [1] - 37:16</p> <p><b>CEO's</b> [1] - 66:13</p> <p><b>certain</b> [5] - 5:1, 16:8, 37:8, 74:15, 75:21</p>		

<p>25:15, 95:1  <b>clerical</b> [1] - 37:7  <b>clerk</b> [1] - 89:24  <b>climate</b> [1] - 96:11  <b>climates</b> [1] - 16:3  <b>close</b> [17] - 4:16, 29:8, 33:12, 43:5, 43:8, 49:19, 55:4, 56:8, 56:18, 67:2, 67:8, 67:25, 76:1, 77:2, 82:16, 82:23, 93:12  <b>closed</b> [5] - 3:14, 8:17, 8:18, 42:17, 83:4  <b>closely</b> [1] - 12:6  <b>closing</b> [25] - 3:20, 3:24, 4:17, 5:2, 5:8, 5:23, 6:11, 35:19, 42:24, 49:12, 55:23, 57:3, 57:12, 62:10, 65:12, 65:13, 70:11, 73:13, 76:8, 78:9, 78:10, 82:14, 82:15, 90:3, 96:10  <b>closings</b> [1] - 86:14  <b>clothes</b> [1] - 41:11  <b>clueless</b> [1] - 16:22  <b>co</b> [1] - 50:22  <b>co-op</b> [1] - 50:22  <b>Code</b> [2] - 3:10, 3:18  <b>code</b> [8] - 3:14, 4:10, 4:13, 4:15, 7:15, 78:3, 95:6, 95:9  <b>coffers</b> [2] - 80:9, 94:18  <b>cold</b> [3] - 59:12, 59:13, 97:13  <b>collaborate</b> [1] - 51:14  <b>collaboration</b> [2] - 8:1, 9:19  <b>collapse</b> [1] - 97:20  <b>colleagues</b> [2] - 9:8, 38:19  <b>College</b> [1] - 42:12  <b>college</b> [1] - 45:6  <b>column</b> [6] - 11:11, 12:16, 12:23, 13:2, 19:6, 36:21  <b>columns</b> [1] - 27:10  <b>combination</b> [5] - 6:6, 27:6, 29:19, 30:17, 37:25  <b>combine</b> [3] - 29:6, 38:3, 61:3  <b>combined</b> [14] - 13:10, 24:15, 24:19, 24:21, 24:23, 24:24, 25:2, 25:4, 28:8,</p>	<p>28:12, 30:3, 63:21, 69:20, 71:9  <b>combining</b> [2] - 38:8, 54:18  <b>comfort</b> [1] - 75:21  <b>comfortable</b> [1] - 22:23  <b>Coming</b> [1] - 64:21  <b>coming</b> [10] - 20:6, 25:18, 26:12, 60:10, 65:8, 66:19, 67:10, 84:18, 98:16, 99:8  <b>comment</b> [3] - 12:5, 39:24, 98:24  <b>commenting</b> [1] - 73:12  <b>comments</b> [6] - 5:23, 7:19, 8:4, 8:8, 53:11, 98:22  <b>Comments</b> [1] - 2:12  <b>commissioned</b> [2] - 23:24, 24:12  <b>commitment</b> [3] - 17:25, 18:17, 94:11  <b>commitments</b> [2] - 89:25, 94:11  <b>committed</b> [4] - 14:15, 17:23, 89:22, 90:4  <b>committee</b> [5] - 18:21, 20:3, 39:17, 39:24, 98:23  <b>common</b> [1] - 71:20  <b>commonly</b> [1] - 3:5  <b>COMMONWEALTH</b> [1] - 100:2  <b>Commonwealth</b> [4] - 10:2, 23:19, 24:4, 100:4  <b>communities</b> [1] - 47:23  <b>community</b> [47] - 9:21, 13:21, 19:13, 22:2, 24:14, 49:11, 49:13, 50:8, 50:16, 52:14, 52:16, 52:18, 52:19, 52:21, 52:22, 54:1, 54:20, 55:20, 59:17, 60:10, 60:15, 60:21, 67:2, 67:23, 68:20, 69:23, 70:9, 71:19, 72:25, 73:1, 73:14, 73:16, 74:25, 75:4, 76:2, 76:16, 77:1, 77:15, 89:4, 89:6, 90:7, 96:7, 96:9  <b>company</b> [1] - 66:14  <b>compare</b> [2] - 19:1, 50:12  <b>compared</b> [1] - 50:22</p>	<p><b>complete</b> [1] - 91:9  <b>completed</b> [2] - 5:11, 34:24  <b>completely</b> [2] - 75:13, 94:14  <b>compliance</b> [1] - 7:15  <b>complicated</b> [2] - 29:1, 81:21  <b>comply</b> [1] - 74:15  <b>computer</b> [5] - 36:2, 37:2, 59:24, 60:1  <b>concept</b> [2] - 93:15, 96:22  <b>concern</b> [2] - 17:21, 61:23  <b>concerned</b> [3] - 14:6, 57:2, 87:18  <b>concerning</b> [2] - 32:16, 58:18  <b>concerns</b> [2] - 38:25, 49:3  <b>concludes</b> [4] - 7:11, 8:22, 39:8, 99:10  <b>concluding</b> [1] - 99:3  <b>conclusion</b> [1] - 38:15  <b>condition</b> [2] - 4:19, 91:20  <b>conditioners</b> [2] - 81:18, 81:21  <b>conditioning</b> [5] - 33:12, 48:22, 80:19, 81:1, 81:8  <b>conditions</b> [2] - 23:11  <b>confines</b> [1] - 87:1  <b>confounded</b> [1] - 72:7  <b>confused</b> [3] - 72:6, 81:13, 87:18  <b>Congress</b> [1] - 4:24  <b>connections</b> [1] - 54:23  <b>conservative</b> [1] - 37:22  <b>consider</b> [16] - 5:2, 5:21, 7:2, 12:9, 23:3, 23:13, 39:13, 39:25, 40:6, 45:10, 45:12, 45:22, 49:10, 51:8, 71:25, 96:16  <b>consideration</b> [7] - 5:3, 5:8, 23:9, 40:11, 73:6, 92:24  <b>considerations</b> [5] - 7:17, 7:18, 8:20, 24:6, 35:19  <b>considered</b> [4] - 7:16, 24:16, 45:1,</p>	<p>46:21  <b>considering</b> [3] - 23:3, 24:7, 31:24  <b>consistent</b> [4] - 15:12, 15:16, 15:19, 30:2  <b>consoled</b> [1] - 44:21  <b>consolidate</b> [1] - 67:13  <b>consolidated</b> [2] - 66:16, 69:1  <b>consolidating</b> [3] - 66:7, 66:8, 66:9  <b>consolidation</b> [2] - 7:18, 14:6  <b>consolidations</b> [1] - 86:14  <b>consortium</b> [1] - 20:15  <b>constant</b> [2] - 15:6, 20:10  <b>constituted</b> [1] - 4:12  <b>constitution</b> [1] - 24:1  <b>construction</b> [4] - 89:16, 91:22, 92:7, 96:23  <b>contained</b> [1] - 100:14  <b>contemplated</b> [1] - 5:2  <b>contemplating</b> [1] - 6:11  <b>content</b> [1] - 16:23  <b>contest</b> [1] - 48:5  <b>continue</b> [10] - 9:20, 24:11, 26:22, 32:11, 33:7, 52:20, 70:13, 70:21, 71:13, 89:19  <b>continues</b> [4] - 26:9, 43:11, 70:7, 70:12  <b>contract</b> [1] - 92:10  <b>contractor</b> [1] - 57:3  <b>contractors</b> [1] - 31:10  <b>contracts</b> [3] - 18:24, 20:24, 91:10  <b>contribute</b> [1] - 69:3  <b>contributing</b> [1] - 56:4  <b>contribution</b> [1] - 19:10  <b>control</b> [7] - 32:23, 33:16, 33:24, 34:7, 36:24, 94:15  <b>convened</b> [1] - 4:12  <b>conversation</b> [1] - 89:10  <b>coordinator</b> [1] -</p>	<p>9:15  <b>copier</b> [1] - 36:25  <b>copies</b> [1] - 7:7  <b>COPPEs</b> [3] - 1:17, 13:17, 25:12  <b>Coppes</b> [11] - 2:6, 2:8, 9:12, 13:16, 13:18, 23:16, 25:11, 38:1, 42:25, 53:20, 55:13  <b>Corl</b> [2] - 2:16, 58:6  <b>CORL</b> [1] - 58:6  <b>Correct</b> [1] - 80:21  <b>correct</b> [5] - 77:24, 80:24, 81:5, 83:22, 100:15  <b>Cost</b> [1] - 31:20  <b>cost</b> [29] - 23:23, 30:23, 31:4, 31:6, 32:9, 32:19, 33:15, 33:19, 34:1, 34:9, 34:13, 35:6, 35:9, 35:12, 35:16, 35:17, 35:19, 35:23, 36:4, 36:13, 42:13, 43:4, 46:8, 47:8, 47:10, 64:5, 81:19, 91:23, 94:22  <b>costly</b> [3] - 91:1, 92:23, 92:24  <b>costs</b> [25] - 10:20, 18:20, 18:23, 18:25, 20:8, 32:12, 32:17, 32:23, 33:4, 33:6, 33:16, 33:21, 33:22, 34:3, 34:6, 34:7, 34:10, 34:22, 34:23, 35:20, 36:9, 36:11, 36:14, 64:2, 92:9  <b>council</b> [1] - 56:7  <b>counsel</b> [3] - 78:20, 92:12, 92:22  <b>count</b> [3] - 51:17, 60:24, 60:25  <b>country</b> [2] - 68:4, 75:2  <b>County</b> [7] - 44:9, 57:4, 57:13, 67:15, 68:6, 78:24, 100:18  <b>COUNTY</b> [2] - 1:1, 100:1  <b>county</b> [2] - 51:16, 77:13  <b>couple</b> [6] - 27:25, 30:17, 60:19, 74:8, 82:13  <b>courage</b> [1] - 48:15  <b>course</b> [6] - 13:8, 22:2, 59:2, 66:11, 67:8, 79:8</p>
---	--	--	---	--

<p><b>courses</b> [1] - 21:5  <b>court</b> [1] - 92:9  <b>Court</b> [1] - 1:23  <b>courts</b> [1] - 78:9  <b>cover</b> [1] - 7:14  <b>covered</b> [1] - 75:10  <b>cows</b> [1] - 67:3  <b>CPI</b> [1] - 93:22  <b>created</b> [3] - 12:18, 54:3, 71:19  <b>creates</b> [1] - 86:15  <b>creating</b> [1] - 16:3  <b>credit</b> [2] - 45:8, 51:5  <b>Creek</b> [12] - 24:9, 24:17, 24:18, 24:20, 24:22, 24:24, 25:1, 25:3, 56:22, 74:1, 90:10, 98:7  <b>cried</b> [1] - 44:21  <b>cries</b> [1] - 43:17  <b>crime</b> [1] - 67:16  <b>crisis</b> [1] - 55:23  <b>Critical</b> [1] - 18:20  <b>critical</b> [7] - 7:16, 10:14, 10:16, 10:18, 10:20, 10:21, 17:12  <b>Cross</b> [1] - 20:16  <b>cry</b> [1] - 44:23  <b>Cumminsville</b> [1] - 46:17  <b>current</b> [15] - 8:5, 12:7, 13:2, 18:8, 21:17, 30:23, 31:18, 36:3, 38:3, 46:1, 83:12, 86:20, 87:1  <b>curriculum</b> [3] - 50:21, 60:23, 60:24  <b>custodial</b> [1] - 37:7  <b>customers</b> [1] - 57:20  <b>cut</b> [5] - 6:21, 22:13, 35:2, 64:9, 90:13  <b>cyber</b> [1] - 11:5  <b>cycle</b> [1] - 36:13</p>	<p>14:12, 36:21  <b>dating</b> [1] - 35:21  <b>daughter</b> [4] - 48:4, 61:8, 62:19, 62:25  <b>DAVID</b> [2] - 1:11, 80:22  <b>days</b> [6] - 4:1, 5:4, 7:1, 8:9, 14:22, 38:24  <b>deal</b> [2] - 25:9, 91:7  <b>debate</b> [1] - 88:4  <b>debt</b> [2] - 68:18, 96:24  <b>decide</b> [4] - 49:11, 70:18, 88:8, 88:10  <b>decided</b> [3] - 70:9, 80:4, 87:23  <b>decimal</b> [1] - 30:13  <b>decision</b> [17] - 3:23, 5:3, 5:25, 39:1, 49:6, 50:3, 51:13, 54:24, 55:1, 57:12, 69:8, 74:13, 78:15, 88:23, 89:8, 98:24  <b>decisions</b> [8] - 13:21, 22:20, 44:18, 60:12, 60:14, 78:15, 78:17  <b>decline</b> [2] - 21:4, 50:4  <b>declined</b> [1] - 11:1  <b>declining</b> [1] - 10:22  <b>decrease</b> [5] - 10:16, 10:19, 10:21, 10:23, 17:13  <b>dedicate</b> [1] - 42:18  <b>dedicated</b> [1] - 42:16  <b>deduct</b> [1] - 36:15  <b>deeply</b> [1] - 69:14  <b>defer</b> [1] - 8:6  <b>deficit</b> [1] - 19:3  <b>define</b> [1] - 47:24  <b>definitely</b> [3] - 25:13, 56:9, 85:22  <b>definition</b> [3] - 47:20, 48:3, 48:11  <b>definitively</b> [1] - 72:10  <b>delivery</b> [1] - 37:17  <b>demand</b> [1] - 23:12  <b>demolition</b> [1] - 91:22  <b>DENNIS</b> [1] - 1:14  <b>DENNY</b> [5] - 31:18, 31:20, 31:22, 31:24, 32:3  <b>Department</b> [3] - 11:8, 12:19, 23:13  <b>depended</b> [1] - 31:3  <b>depositions</b> [1] - 100:5</p>	<p><b>derive</b> [1] - 31:24  <b>derived</b> [3] - 11:12, 11:14  <b>descension</b> [1] - 71:19  <b>describe</b> [1] - 5:7  <b>described</b> [1] - 38:13  <b>deserves</b> [1] - 71:12  <b>designate</b> [1] - 19:25  <b>designated</b> [1] - 20:4  <b>desk</b> [1] - 95:11  <b>destroyed</b> [1] - 68:9  <b>detail</b> [5] - 35:21, 35:22, 36:13, 36:17, 52:9  <b>details</b> [1] - 5:1  <b>determination</b> [1] - 3:12  <b>determine</b> [1] - 22:22  <b>develop</b> [2] - 7:23, 51:3  <b>development</b> [2] - 11:5, 14:23  <b>Dianne</b> [2] - 9:17, 30:21  <b>dictionary</b> [3] - 47:21, 48:3, 48:11  <b>difference</b> [3] - 21:22, 53:3, 53:5  <b>different</b> [14] - 11:19, 13:12, 13:14, 14:20, 15:17, 15:18, 29:22, 30:17, 30:22, 66:9, 76:18, 83:18, 84:11, 97:19  <b>difficult</b> [5] - 6:7, 13:22, 22:6, 94:14, 98:19  <b>dig</b> [2] - 68:16, 68:18  <b>diligently</b> [1] - 14:21  <b>Dillon</b> [2] - 70:3, 72:17  <b>direction</b> [6] - 83:7, 85:9, 85:14, 89:20, 93:18, 100:11  <b>directly</b> [3] - 8:19, 25:7, 49:5  <b>DIRECTOR</b> [1] - 1:17  <b>DIRECTOR</b> [4] - 9:12, 13:18, 37:18, 37:20  <b>directors</b> [5] - 3:21, 5:21, 7:5, 8:20, 77:17  <b>disability</b> [3] - 62:3, 62:4, 62:14  <b>disconcerting</b> [1] - 95:14  <b>discrepancy</b> [1] - 16:25  <b>discuss</b> [4] - 4:2, 17:12, 88:3, 89:1</p>	<p><b>discussed</b> [3] - 3:16, 39:22, 87:20  <b>discussion</b> [6] - 6:9, 70:5, 71:18, 73:13, 88:24, 96:10  <b>discussions</b> [2] - 3:3, 89:14  <b>diseases</b> [1] - 66:17  <b>disheartening</b> [1] - 52:2  <b>disrespect</b> [2] - 52:25, 53:13  <b>disrespecting</b> [1] - 42:24  <b>disrupt</b> [1] - 44:12  <b>disruptive</b> [1] - 85:20  <b>distance</b> [1] - 70:24  <b>District</b> [8] - 10:1, 17:16, 18:10, 19:14, 47:19, 51:3, 76:3, 100:7  <b>DISTRICT</b> [1] - 1:1  <b>district</b> [52] - 3:2, 4:1, 7:20, 10:8, 10:15, 11:10, 11:21, 13:24, 14:3, 14:13, 15:11, 15:13, 15:16, 15:20, 16:16, 17:3, 17:7, 19:6, 20:14, 20:25, 21:6, 21:13, 25:24, 26:17, 28:4, 30:25, 31:8, 32:9, 32:13, 40:4, 46:8, 47:8, 49:9, 49:16, 50:6, 51:11, 62:11, 65:13, 65:25, 70:22, 77:15, 77:18, 77:20, 80:6, 80:8, 86:4, 89:12, 94:6, 94:22, 95:23, 96:9, 99:1  <b>District's</b> [1] - 50:1  <b>districts</b> [5] - 17:20, 17:23, 18:4, 93:18, 95:15  <b>divide</b> [1] - 46:3  <b>divided</b> [1] - 29:25  <b>doctor</b> [1] - 62:1  <b>doctor's</b> [5] - 42:2, 42:4, 42:6, 42:7, 42:10  <b>doctors</b> [1] - 42:11  <b>dog</b> [1] - 46:10  <b>dollar</b> [3] - 48:19, 76:10, 95:25  <b>dollars</b> [24] - 10:13, 17:15, 17:17, 18:7, 18:14, 18:15, 19:2, 20:10, 36:3, 48:7, 66:12, 66:13, 81:1, 81:19, 89:23, 90:3,</p>	<p>93:2, 94:6, 94:17, 94:23, 95:24, 98:4, 98:8, 98:9  <b>done</b> [16] - 6:5, 9:9, 47:9, 47:16, 57:24, 58:15, 60:16, 63:11, 63:12, 75:2, 86:7, 86:11, 91:7, 91:8, 91:25, 92:5  <b>DONNA</b> [1] - 1:12  <b>door</b> [1] - 59:11  <b>doubt</b> [1] - 77:2  <b>down</b> [32] - 5:25, 11:4, 22:13, 23:7, 30:11, 32:8, 33:6, 33:15, 36:19, 36:25, 37:2, 37:19, 43:8, 43:15, 43:19, 54:25, 60:2, 62:10, 64:4, 67:25, 68:14, 68:25, 70:14, 72:20, 77:3, 78:8, 78:23, 86:19, 91:11, 92:23, 93:19, 100:9  <b>downfall</b> [1] - 62:5  <b>downgrade</b> [1] - 65:14  <b>downhill</b> [1] - 66:24  <b>downsize</b> [1] - 22:11  <b>downtown</b> [1] - 97:22  <b>Dr</b> [1] - 42:8  <b>DR</b> [1] - 1:12  <b>Drain</b> [1] - 34:23  <b>draining</b> [1] - 35:13  <b>drains</b> [3] - 34:24, 34:25, 35:1  <b>Drive</b> [1] - 51:19  <b>drive</b> [5] - 36:12, 41:13, 75:8, 86:3, 93:22  <b>drop</b> [2] - 92:1, 97:16  <b>dropped</b> [1] - 13:1  <b>due</b> [4] - 36:8, 90:11, 90:19, 93:8  <b>duly</b> [1] - 4:12  <b>duration</b> [1] - 86:24  <b>during</b> [2] - 18:22, 70:8</p>
<b>D</b>				
<p><b>dad</b> [1] - 26:3  <b>dad's</b> [2] - 14:6, 15:23  <b>daddy</b> [1] - 61:14  <b>Daily</b> [1] - 4:7  <b>daily</b> [1] - 50:14  <b>dairy</b> [4] - 66:10, 66:16, 67:2  <b>data</b> [6] - 14:8, 15:3, 22:18, 22:19, 25:10  <b>DATE</b> [1] - 1:6  <b>date</b> [4] - 4:1, 4:9,</p>				<b>E</b>
				<p><b>e-mail</b> [1] - 37:3  <b>E-s-c-u-a-d-r-o</b> [1] - 79:18  <b>eager</b> [3] - 7:25, 41:21, 51:5  <b>early</b> [1] - 72:23  <b>ease</b> [1] - 6:8</p>

<p><b>easily</b> [2] - 41:16, 91:25</p> <p><b>East</b> [1] - 1:24</p> <p><b>easy</b> [1] - 9:5</p> <p><b>echo</b> [3] - 51:24, 52:13, 54:6</p> <p><b>echoing</b> [1] - 61:25</p> <p><b>economic</b> [7] - 8:18, 23:10, 90:11, 93:8, 95:5, 95:10, 96:11</p> <p><b>economics</b> [1] - 76:11</p> <p><b>economy</b> [4] - 51:23, 62:6, 67:6, 93:24</p> <p><b>ED</b> [1] - 1:17</p> <p><b>ed</b> [9] - 21:9, 21:10, 21:12, 21:15, 21:21, 27:13, 37:16, 37:18, 79:24</p> <p><b>educate</b> [1] - 49:18</p> <p><b>education</b> [31] - 9:12, 9:24, 13:19, 18:24, 21:13, 24:3, 27:14, 41:20, 43:4, 48:20, 49:1, 49:21, 51:17, 52:5, 52:22, 62:13, 67:21, 68:1, 68:14, 68:15, 68:19, 68:24, 69:5, 69:14, 71:2, 71:6, 76:23, 94:7, 94:15</p> <p><b>Education</b> [2] - 11:8, 12:19</p> <p><b>educational</b> [3] - 23:4, 23:6, 50:13</p> <p><b>EduJobs</b> [2] - 18:4, 18:13</p> <p><b>effect</b> [3] - 22:25, 49:7, 49:13</p> <p><b>effected</b> [1] - 60:6</p> <p><b>effectiveness</b> [1] - 23:23</p> <p><b>effects</b> [3] - 50:5, 70:8, 73:4</p> <p><b>efficient</b> [2] - 23:4, 24:2</p> <p><b>effort</b> [5] - 52:3, 52:4, 53:6, 56:3, 71:9</p> <p><b>efforts</b> [3] - 9:16, 9:17, 51:24</p> <p><b>either</b> [4] - 33:7, 68:21, 79:12, 79:23</p> <p><b>EL</b> [1] - 1:17</p> <p><b>electric</b> [1] - 36:22</p> <p><b>elementaries</b> [1] - 87:4</p> <p><b>Elementaries</b> [1] - 47:13</p> <p><b>Elementary</b> [11] - 3:13, 30:24, 42:17,</p>	<p>44:2, 48:12, 51:6, 51:20, 52:14, 66:2, 69:15, 96:5</p> <p><b>ELEMENTARY</b> [1] - 1:4</p> <p><b>elementary</b> [40] - 7:17, 9:12, 9:13, 12:4, 13:5, 13:18, 14:11, 24:11, 25:8, 27:21, 31:15, 31:22, 32:5, 32:16, 40:20, 40:23, 42:3, 44:3, 46:5, 49:7, 50:5, 56:12, 57:3, 58:19, 59:3, 59:4, 60:22, 62:12, 67:21, 69:23, 72:13, 82:19, 82:20, 84:20, 85:21, 86:5, 86:10, 91:14, 93:12, 96:10</p> <p><b>Eli</b> [3] - 43:9, 43:20, 45:13</p> <p><b>eliminated</b> [2] - 36:5, 83:14</p> <p><b>embark</b> [1] - 14:13</p> <p><b>embarked</b> [2] - 9:6, 92:6</p> <p><b>embroiled</b> [1] - 92:8</p> <p><b>emotionally</b> [1] - 51:21</p> <p><b>employed</b> [1] - 77:16</p> <p><b>employee</b> [1] - 19:16</p> <p><b>employees</b> [3] - 13:23, 37:12, 82:10</p> <p><b>employees'</b> [1] - 19:15</p> <p><b>employer</b> [1] - 20:8</p> <p><b>employment</b> [2] - 18:23, 20:23</p> <p><b>empower</b> [2] - 51:15, 53:2</p> <p><b>empowerment</b> [5] - 8:2, 47:18, 47:21, 47:22, 48:13</p> <p><b>empty</b> [2] - 64:3, 67:4</p> <p><b>encounter</b> [1] - 50:14</p> <p><b>encourage</b> [1] - 65:15</p> <p><b>end</b> [8] - 16:12, 16:24, 32:8, 33:1, 39:2, 72:24, 93:1, 98:1</p> <p><b>energy</b> [2] - 33:24, 34:7</p> <p><b>Energy</b> [2] - 32:23, 33:16</p> <p><b>engineer</b> [1] - 80:12</p> <p><b>English</b> [2] - 18:25, 21:15</p>	<p><b>enjoys</b> [1] - 65:4</p> <p><b>enrollment</b> [13] - 10:22, 11:8, 11:9, 12:8, 12:16, 12:17, 13:1, 25:21, 26:10, 26:20, 27:2, 50:4</p> <p><b>ensuing</b> [1] - 86:23</p> <p><b>enter</b> [1] - 11:19</p> <p><b>entered</b> [2] - 48:5, 85:5</p> <p><b>entire</b> [6] - 15:2, 48:22, 49:8, 49:15, 50:5, 76:3</p> <p><b>entrepreneur</b> [1] - 55:8</p> <p><b>environment</b> [5] - 43:23, 64:21, 65:19, 68:14</p> <p><b>environments</b> [1] - 16:4</p> <p><b>envisioned</b> [3] - 83:3, 93:23, 96:23</p> <p><b>equated</b> [1] - 94:3</p> <p><b>equivalent</b> [2] - 36:6, 37:8</p> <p><b>erosion</b> [1] - 19:4</p> <p><b>ESCUADRO</b> [14] - 79:16, 80:1, 80:11, 80:18, 80:25, 81:6, 81:10, 81:12, 81:22, 83:9, 83:20, 83:23, 84:3, 84:12</p> <p><b>Escuadro</b> [2] - 2:21, 79:17</p> <p><b>especially</b> [1] - 69:4</p> <p><b>ESQ</b> [1] - 1:18</p> <p><b>Esq</b> [2] - 2:3, 2:11</p> <p><b>essence</b> [2] - 73:21, 96:25</p> <p><b>essential</b> [1] - 22:23</p> <p><b>estate</b> [1] - 10:13</p> <p><b>estimate</b> [2] - 34:21, 81:4</p> <p><b>estimated</b> [12] - 26:10, 29:21, 34:10, 34:12, 34:18, 34:21, 35:9, 35:15, 36:10, 36:20, 37:15, 83:7</p> <p><b>estimating</b> [3] - 18:13, 36:1, 36:2</p> <p><b>evening</b> [20] - 3:1, 5:15, 6:2, 6:14, 6:17, 8:17, 10:18, 12:3, 13:17, 17:10, 25:6, 25:9, 30:18, 38:16, 38:22, 38:24, 39:15, 61:10, 61:12, 69:11</p> <p><b>event</b> [5] - 3:19, 49:19, 77:18, 82:14, 82:15</p>	<p><b>eventually</b> [2] - 5:12, 82:6</p> <p><b>evidence</b> [1] - 100:13</p> <p><b>exact</b> [1] - 42:1</p> <p><b>exactly</b> [1] - 86:24</p> <p><b>example</b> [3] - 50:17, 72:15, 82:5</p> <p><b>excel</b> [1] - 44:16</p> <p><b>excelled</b> [1] - 45:5</p> <p><b>excellent</b> [5] - 45:2, 52:22, 55:22, 71:14, 94:24</p> <p><b>except</b> [2] - 50:23, 60:9</p> <p><b>exception</b> [1] - 72:10</p> <p><b>excites</b> [1] - 16:13</p> <p><b>excuse</b> [2] - 13:16, 35:23</p> <p><b>executive</b> [1] - 95:12</p> <p><b>exemplary</b> [1] - 17:3</p> <p><b>exemptions</b> [1] - 93:20</p> <p><b>exhibited</b> [1] - 45:24</p> <p><b>exist</b> [4] - 28:16, 52:20, 71:5, 95:10</p> <p><b>existing</b> [3] - 4:19, 29:10, 83:2</p> <p><b>exists</b> [1] - 28:9</p> <p><b>expanded</b> [1] - 57:4</p> <p><b>expect</b> [5] - 27:1, 27:17, 33:13, 42:7, 52:19</p> <p><b>expectancy</b> [13] - 32:18, 32:20, 33:3, 33:13, 33:20, 34:2, 34:5, 34:11, 34:19, 35:2, 35:5, 35:7, 35:16</p> <p><b>expected</b> [1] - 37:11</p> <p><b>expecting</b> [1] - 40:14</p> <p><b>expended</b> [1] - 91:12</p> <p><b>expending</b> [1] - 93:2</p> <p><b>expenditure</b> [1] - 21:23</p> <p><b>expenditures</b> [2] - 21:22, 22:17</p> <p><b>expense</b> [1] - 62:24</p> <p><b>expenses</b> [1] - 21:1</p> <p><b>experience</b> [3] - 7:24, 51:4, 73:20</p> <p><b>experiences</b> [3] - 50:13, 69:22, 70:1</p> <p><b>explanatory</b> [1] - 13:6</p> <p><b>explore</b> [1] - 91:24</p> <p><b>exposure</b> [1] - 92:19</p> <p><b>extend</b> [2] - 13:20, 31:5</p> <p><b>extensively</b> [1] -</p>	<p>30:20</p> <p><b>extra</b> [3] - 41:17, 42:14, 44:1</p> <p><b>extremely</b> [1] - 95:14</p> <p><b>eye</b> [1] - 67:15</p> <p><b>eyes</b> [1] - 43:2</p> <hr/> <p style="text-align: center;"><b>F</b></p> <hr/> <p><b>face</b> [1] - 45:14</p> <p><b>faced</b> [2] - 20:12, 87:3</p> <p><b>facilities</b> [1] - 3:21</p> <p><b>facing</b> [1] - 20:22</p> <p><b>fact</b> [7] - 9:7, 31:25, 50:5, 56:24, 74:21, 78:14, 88:22</p> <p><b>facts</b> [3] - 5:1, 5:3, 50:9</p> <p><b>faculty</b> [1] - 9:21</p> <p><b>faith</b> [1] - 96:8</p> <p><b>fall</b> [1] - 73:14</p> <p><b>families</b> [3] - 13:23, 16:18, 67:5</p> <p><b>family</b> [2] - 67:4, 67:23</p> <p><b>far</b> [7] - 6:15, 6:23, 11:4, 54:5, 78:7, 83:1, 83:5</p> <p><b>farm</b> [3] - 63:16, 66:20</p> <p><b>farmer</b> [1] - 75:2</p> <p><b>farms</b> [5] - 66:10, 66:16, 67:3, 67:4</p> <p><b>father</b> [1] - 78:23</p> <p><b>fear</b> [2] - 57:11, 70:11</p> <p><b>feasible</b> [2] - 54:18, 63:10</p> <p><b>February</b> [3] - 4:5, 4:9, 90:24</p> <p><b>FEBRUARY</b> [1] - 1:6</p> <p><b>fed</b> [1] - 18:13</p> <p><b>federal</b> [10] - 10:19, 17:13, 18:4, 22:16, 74:9, 74:14, 76:14, 92:9, 94:8, 96:11</p> <p><b>fee</b> [2] - 36:23</p> <p><b>feed</b> [1] - 75:19</p> <p><b>fees</b> [1] - 93:3</p> <p><b>felt</b> [3] - 61:15, 62:12, 90:8</p> <p><b>Ferrenberg</b> [2] - 9:17, 30:21</p> <p><b>few</b> [10] - 12:1, 12:5, 21:25, 22:2, 52:7, 55:17, 56:24, 60:9, 63:23, 93:1</p> <p><b>fiberglass</b> [1] - 60:8</p>
--	---	---	---	---



<p><b>field</b> [1] - 72:20  <b>fight</b> [3] - 40:17, 68:23  <b>figure</b> [4] - 26:6, 27:2, 52:1, 72:3  <b>figured</b> [3] - 55:9, 90:15, 97:18  <b>figures</b> [1] - 25:21  <b>filing</b> [1] - 59:12  <b>fill</b> [1] - 18:5  <b>filled</b> [2] - 63:23, 75:13  <b>filtering</b> [1] - 37:3  <b>final</b> [4] - 5:3, 26:13, 39:16, 49:6  <b>Finally</b> [1] - 51:8  <b>finally</b> [1] - 25:1  <b>finance</b> [2] - 18:21, 20:3  <b>finances</b> [1] - 50:3  <b>financial</b> [5] - 7:18, 55:23, 89:25, 92:11, 95:15  <b>financially</b> [1] - 68:17  <b>financing</b> [3] - 88:16, 89:3, 89:21  <b>fine</b> [1] - 6:5  <b>finger</b> [1] - 11:25  <b>fingers</b> [1] - 57:23  <b>finished</b> [1] - 55:6  <b>Finkle</b> [2] - 2:23, 90:10  <b>FINKLE</b> [3] - 90:10, 93:7, 96:1  <b>firmly</b> [2] - 53:25, 54:19  <b>first</b> [14] - 4:4, 5:5, 9:23, 14:1, 15:9, 15:13, 27:8, 29:8, 30:4, 46:19, 49:23, 69:16, 72:2, 87:16  <b>firsthand</b> [1] - 51:14  <b>fiscal</b> [1] - 22:3  <b>fit</b> [2] - 30:16, 54:5  <b>fixed</b> [1] - 89:24  <b>flexibility</b> [1] - 97:1  <b>flowers</b> [1] - 42:22  <b>fluid</b> [1] - 39:16  <b>focus</b> [5] - 12:6, 16:6, 22:17, 23:17, 64:18  <b>focused</b> [2] - 10:15, 64:14  <b>follow</b> [5] - 11:16, 12:25, 43:9, 67:12, 68:22  <b>following</b> [2] - 4:18, 35:22  <b>follows</b> [1] - 3:19</p>	<p><b>forbid</b> [1] - 63:6  <b>Force</b> [1] - 45:6  <b>forcing</b> [1] - 41:4  <b>foregoing</b> [1] - 100:6  <b>foremost</b> [1] - 9:24  <b>forget</b> [2] - 44:3, 61:3  <b>form</b> [2] - 41:24, 81:13  <b>formal</b> [1] - 3:8  <b>format</b> [3] - 7:14, 39:21, 65:15  <b>formerly</b> [1] - 58:7  <b>formula</b> [3] - 21:8, 31:4, 94:12  <b>formulas</b> [4] - 12:20, 32:2, 93:21, 94:10  <b>formulate</b> [1] - 86:22  <b>Fort</b> [1] - 57:5  <b>forth</b> [2] - 4:16, 79:11  <b>fortunate</b> [1] - 49:16  <b>forward</b> [9] - 39:21, 40:3, 52:8, 56:3, 85:15, 90:5, 91:5, 91:10, 96:22  <b>foster</b> [2] - 8:1, 64:20  <b>fosters</b> [1] - 47:22  <b>fought</b> [1] - 62:13  <b>Fowler</b> [1] - 93:11  <b>fragileness</b> [1] - 59:23  <b>fraught</b> [1] - 91:2  <b>Freedom</b> [2] - 1:24, 100:17  <b>freshman</b> [1] - 63:6  <b>friends</b> [5] - 53:10, 57:19, 61:21, 73:19, 73:22  <b>FROM</b> [2] - 79:3, 90:9  <b>front</b> [3] - 48:16, 59:11, 75:24  <b>frostbite</b> [1] - 57:23  <b>frustrated</b> [1] - 43:13  <b>frustrates</b> [1] - 43:13  <b>full</b> [4] - 7:23, 8:4, 21:19, 51:4  <b>full-time</b> [1] - 21:19  <b>fully</b> [1] - 100:14  <b>fun</b> [3] - 43:17, 43:18, 65:3  <b>fund</b> [6] - 10:3, 19:24, 20:5, 21:2, 76:5, 94:16  <b>funded</b> [1] - 20:15  <b>funding</b> [11] - 9:25, 10:19, 17:13, 17:17, 18:19, 94:7, 94:10, 94:12, 94:16, 94:21, 97:12  <b>funds</b> [3] - 17:21,</p>	<p>17:25, 19:25  <b>furnished</b> [1] - 59:13  <b>furtherest</b> [1] - 70:7  <b>future</b> [12] - 20:6, 22:7, 22:14, 44:17, 44:19, 51:16, 56:3, 76:9, 78:16, 79:11, 79:15, 96:15</p>	<p>91:14, 91:25  <b>grades</b> [8] - 13:14, 16:15, 17:2, 27:21, 29:25, 43:9, 59:6, 86:8  <b>graduated</b> [1] - 74:19  <b>grammar</b> [1] - 70:6  <b>grandchildren</b> [3] - 58:23, 58:24, 87:17  <b>granddaughters</b> [1] - 58:25  <b>grandparents</b> [5] - 56:16, 57:16, 57:20, 59:19  <b>great</b> [4] - 57:20, 57:21, 58:3, 58:24  <b>Greenwood</b> [2] - 63:14, 69:12  <b>grew</b> [2] - 15:11, 59:17  <b>gross</b> [2] - 31:18, 32:3  <b>ground</b> [3] - 71:20, 75:15, 75:18  <b>grounds</b> [3] - 9:15, 32:14, 37:20  <b>group</b> [8] - 4:24, 25:25, 30:3, 70:17, 71:16, 71:23, 78:19, 78:22  <b>Grove</b> [5] - 2:18, 2:21, 2:24, 73:25, 98:6  <b>GROVE</b> [8] - 73:25, 77:10, 77:14, 77:22, 77:25, 78:12, 79:1, 98:6  <b>grow</b> [2] - 55:21, 64:3  <b>growing</b> [3] - 31:3, 36:8, 75:1  <b>grown</b> [1] - 21:18  <b>growth</b> [2] - 15:12, 15:15  <b>guess</b> [8] - 11:25, 12:9, 52:11, 54:4, 72:7, 73:7, 84:24, 85:16  <b>guidance</b> [1] - 82:20  <b>guide</b> [1] - 16:9  <b>guideline</b> [2] - 31:15, 72:6  <b>guise</b> [1] - 22:13  <b>guys</b> [4] - 46:20, 84:23, 85:3, 98:12</p>	<p style="text-align: center;"><b>H</b></p> <p><b>Half</b> [1] - 67:16  <b>half</b> [8] - 26:4, 36:3, 37:18, 41:6, 41:15, 70:14, 80:3, 93:2  <b>hall</b> [1] - 59:11  <b>hand</b> [3] - 41:25, 85:25, 100:17  <b>handed</b> [2] - 55:13, 55:14  <b>handouts</b> [1] - 79:12  <b>hands</b> [1] - 45:13  <b>hangs</b> [1] - 70:11  <b>hard</b> [9] - 7:13, 11:3, 14:24, 39:3, 49:22, 51:23, 55:11, 64:14, 72:5  <b>hardest</b> [1] - 9:8  <b>Harrisburg</b> [6] - 68:12, 68:13, 68:22, 69:4, 93:13, 93:14  <b>Harry</b> [2] - 2:16, 56:22  <b>HARRY</b> [1] - 56:21  <b>hat</b> [1] - 92:1  <b>head</b> [1] - 98:17  <b>heads</b> [1] - 70:12  <b>health</b> [3] - 18:23, 94:15, 96:13  <b>Health</b> [2] - 20:13  <b>hear</b> [7] - 5:14, 10:17, 46:2, 58:16, 66:18, 73:2, 73:3  <b>heard</b> [15] - 19:23, 52:12, 53:11, 58:9, 58:17, 59:1, 63:4, 69:21, 74:2, 74:16, 74:18, 75:1, 76:23, 84:21, 85:22  <b>Hearing</b> [1] - 100:7  <b>hearing</b> [20] - 3:6, 3:9, 3:12, 3:15, 3:22, 3:24, 4:2, 4:10, 4:12, 4:22, 4:23, 5:4, 5:19, 6:11, 6:24, 8:9, 8:17, 24:14, 91:18  <b>HEARING</b> [1] - 1:3  <b>hearings</b> [3] - 4:4, 25:16, 89:16  <b>heart</b> [5] - 52:5, 52:16, 55:3, 55:10, 69:24  <b>hearts</b> [2] - 39:5, 55:3  <b>heat</b> [1] - 33:8  <b>HEATHER</b> [1] - 61:7  <b>Heather</b> [2] - 2:17, 61:7</p>
<b>G</b>		<p><b>gap</b> [1] - 18:5  <b>garden</b> [2] - 42:15, 42:18  <b>gas</b> [2] - 42:13, 42:14  <b>gathered</b> [1] - 90:22  <b>Gavis</b> [1] - 43:9  <b>gees</b> [1] - 27:5  <b>general</b> [5] - 3:25, 4:25, 21:2, 70:1, 70:9  <b>generate</b> [1] - 10:12  <b>generation</b> [2] - 59:18, 68:17  <b>gentleman</b> [2] - 80:12, 93:11  <b>gentlemen</b> [1] - 96:6  <b>gifted</b> [1] - 71:1  <b>girl</b> [1] - 41:5  <b>girls</b> [2] - 14:16, 16:4  <b>given</b> [4] - 3:25, 6:17, 15:25, 88:2  <b>global</b> [3] - 7:22, 49:25, 51:7  <b>goal</b> [1] - 31:11  <b>God</b> [3] - 41:8, 58:5, 61:5  <b>goose</b> [1] - 74:21  <b>government</b> [7] - 74:10, 74:14, 76:14, 94:8, 96:12  <b>Governor</b> [1] - 93:17  <b>governor's</b> [1] - 18:16  <b>gradation</b> [1] - 4:20  <b>grade</b> [2] - 13:4, 13:5, 13:10, 14:19, 16:13, 26:21, 27:24, 44:13, 48:12, 56:13, 59:4, 60:23, 61:9, 62:15, 63:3, 63:9, 64:13, 69:15, 69:19, 70:3, 96:4  <b>grader</b> [5] - 51:20, 53:10, 55:2, 55:7, 56:7  <b>graders</b> [12] - 40:22, 48:6, 56:11, 56:14, 57:25, 63:5, 63:8, 63:9, 84:20, 84:21,</p>		

<p><b>heating</b> [1] - 36:22  <b>heaven</b> [1] - 63:6  <b>heavy</b> [2] - 11:24, 39:5  <b>held</b> [6] - 3:3, 3:9, 3:15, 6:25, 20:10, 78:21  <b>Hello</b> [2] - 17:6, 61:7  <b>help</b> [6] - 44:10, 55:23, 62:9, 77:7, 88:19  <b>helped</b> [2] - 16:1, 62:15  <b>helping</b> [1] - 56:4  <b>helps</b> [1] - 26:5  <b>hence</b> [1] - 6:13  <b>Henderson</b> [17] - 13:8, 24:9, 24:17, 24:18, 24:20, 24:22, 24:24, 25:1, 25:3, 33:3, 33:10, 35:4, 46:4, 54:17, 55:24, 56:23, 80:14  <b>hereby</b> [1] - 100:6  <b>Hi</b> [4] - 46:16, 56:5, 96:3, 96:18  <b>high</b> [28] - 11:6, 31:25, 32:4, 32:7, 32:8, 40:11, 40:21, 40:22, 40:25, 42:9, 44:4, 56:14, 57:9, 61:3, 62:16, 63:4, 63:6, 63:7, 67:13, 68:25, 69:17, 71:14, 75:12, 75:16, 84:21, 86:8, 87:3, 88:11  <b>HIGH</b> [1] - 1:7  <b>High</b> [3] - 44:9, 57:7, 74:19  <b>higher</b> [3] - 19:22, 37:9, 76:22  <b>highlight</b> [1] - 52:11  <b>highlighted</b> [1] - 22:4  <b>Highmark</b> [1] - 20:16  <b>Hill</b> [1] - 84:14  <b>Hills</b> [1] - 84:16  <b>hire</b> [2] - 82:1, 82:4  <b>hired</b> [3] - 44:10, 82:3, 89:23  <b>historic</b> [1] - 22:24  <b>historically</b> [1] - 93:16  <b>history</b> [7] - 11:10, 17:19, 18:10, 20:7, 21:1, 21:20, 36:20  <b>hit</b> [1] - 98:17  <b>Hodgson</b> [1] - 45:3  <b>Hold</b> [1] - 81:15  <b>hold</b> [3] - 3:22,</p>	<p>72:11, 97:21  <b>holds</b> [2] - 44:19, 74:12  <b>hole</b> [1] - 68:16  <b>Hollow</b> [1] - 45:16  <b>home</b> [11] - 40:12, 41:7, 41:17, 48:4, 49:23, 55:6, 55:20, 61:14, 61:16, 65:8, 72:18  <b>homes</b> [1] - 61:5  <b>homestead</b> [1] - 93:20  <b>homework</b> [2] - 61:13, 61:14  <b>honestly</b> [2] - 5:14, 91:20  <b>HONSTINE</b> [1] - 1:11  <b>hope</b> [1] - 8:1  <b>hopefully</b> [1] - 7:13  <b>Hopefully</b> [1] - 64:9  <b>hot</b> [1] - 33:9  <b>Houck</b> [2] - 2:16, 56:22  <b>HOUCK</b> [1] - 56:21  <b>hour</b> [13] - 31:12, 40:13, 41:4, 41:6, 41:15, 41:18, 46:15, 54:7, 54:8, 64:23, 65:8, 72:8, 73:21  <b>hours</b> [5] - 44:21, 44:24, 50:24, 57:13, 73:17  <b>house</b> [3] - 41:19, 46:10, 81:19  <b>huge</b> [4] - 13:21, 16:17, 16:25  <b>hundred</b> [2] - 80:22, 81:1  <b>hundreds</b> [1] - 94:22  <b>Huntingdon</b> [34] - 4:8, 10:1, 17:16, 18:9, 19:13, 44:9, 45:17, 46:18, 47:15, 47:19, 49:25, 51:2, 51:9, 56:17, 57:7, 57:13, 57:17, 63:14, 64:8, 65:6, 68:6, 69:13, 73:1, 74:19, 76:3, 82:23, 84:16, 86:3, 95:20, 96:4, 96:19, 97:20, 99:6, 100:7  <b>HUNTINGDON</b> [4] - 1:1, 1:1, 1:7, 1:9  <b>hurt</b> [1] - 76:2  <b>hurting</b> [1] - 45:15  <b>hurts</b> [1] - 22:24  <b>husband</b> [1] - 62:4  <b>husband's</b> [2] - 71:8, 71:10</p>	<p><b>HVAC</b> [1] - 32:17</p> <p style="text-align: center;"><b>I</b></p> <p><b>idea</b> [6] - 14:5, 63:20, 73:7, 73:10, 96:14, 96:15  <b>IDEA</b> [1] - 23:15  <b>ideally</b> [1] - 71:22  <b>ideas</b> [6] - 9:21, 16:7, 21:10, 38:25, 74:5, 98:22  <b>immediately</b> [1] - 97:2  <b>impact</b> [2] - 86:19, 95:15  <b>impacted</b> [1] - 49:5  <b>implications</b> [1] - 91:3  <b>implore</b> [1] - 55:22  <b>importance</b> [2] - 6:17, 76:24  <b>important</b> [20] - 12:13, 15:22, 41:19, 41:21, 44:24, 47:24, 48:1, 48:2, 49:10, 51:11, 51:15, 54:19, 57:21, 59:16, 60:12, 61:12, 61:16, 61:21, 61:22, 69:5  <b>impressive</b> [1] - 50:11  <b>improve</b> [1] - 23:20  <b>improvement</b> [1] - 15:7  <b>improvements</b> [1] - 23:21  <b>include</b> [3] - 23:15, 35:25, 37:14  <b>includes</b> [2] - 32:4, 36:11  <b>including</b> [2] - 18:24, 49:13  <b>income</b> [2] - 62:4, 62:7  <b>incomes</b> [1] - 60:6  <b>incorporate</b> [1] - 9:20  <b>increase</b> [11] - 20:11, 20:17, 20:18, 20:20, 21:23, 31:7, 31:8, 32:12, 36:10, 63:24, 88:11  <b>Increased</b> [1] - 18:20  <b>increased</b> [4] - 10:20, 18:23, 18:25, 21:16  <b>incredible</b> [1] - 16:10  <b>incurred</b> [1] - 32:9</p>	<p><b>index</b> [5] - 10:9, 88:17, 93:22, 94:2, 94:3  <b>Indian</b> [1] - 65:25  <b>indicate</b> [1] - 89:2  <b>indicated</b> [2] - 7:8, 10:11  <b>individual</b> [6] - 8:7, 33:12, 50:8, 78:21, 80:14, 80:16  <b>individuals</b> [2] - 39:11, 82:17  <b>influence</b> [3] - 40:23, 49:17, 60:15  <b>information</b> [26] - 7:4, 10:17, 10:18, 12:2, 17:8, 17:10, 24:5, 25:6, 38:25, 39:4, 39:7, 39:20, 40:5, 47:17, 53:18, 54:22, 56:3, 77:25, 78:11, 78:14, 79:6, 90:12, 90:22, 92:22, 95:19, 99:6  <b>Information</b> [1] - 39:18  <b>informational</b> [1] - 4:22  <b>informed</b> [2] - 7:6, 48:4  <b>informing</b> [1] - 55:14  <b>input</b> [1] - 13:25  <b>inside</b> [1] - 59:11  <b>inspection</b> [1] - 36:23  <b>inspections</b> [1] - 36:25  <b>inspire</b> [2] - 7:21, 49:24  <b>inspired</b> [2] - 7:24, 51:5  <b>inspiring</b> [1] - 51:6  <b>installed</b> [1] - 34:20  <b>instances</b> [1] - 6:12  <b>instead</b> [4] - 14:14, 67:25, 75:8, 83:16  <b>instruction</b> [1] - 16:9  <b>insurance</b> [3] - 20:14, 36:11, 37:14  <b>insure</b> [3] - 7:9, 31:11, 77:18  <b>intelligent</b> [2] - 43:25, 45:7  <b>intent</b> [1] - 91:10  <b>interacting</b> [1] - 53:15  <b>interactions</b> [1] - 53:8  <b>interest</b> [3] - 15:4, 46:7, 51:13</p>	<p><b>interested</b> [2] - 11:2, 45:24  <b>interesting</b> [3] - 15:9, 73:10, 86:15  <b>introduced</b> [1] - 63:5  <b>introductory</b> [1] - 3:7  <b>involved</b> [5] - 49:11, 61:20, 61:21, 64:2, 70:5  <b>involvement</b> [1] - 50:21  <b>involves</b> [2] - 47:6, 55:1  <b>ISENBERG</b> [1] - 1:12  <b>issue</b> [15] - 6:18, 6:24, 10:3, 10:16, 10:18, 10:20, 10:21, 17:12, 18:20, 49:4, 51:21, 87:8, 87:19, 92:8, 98:19  <b>issues</b> [12] - 7:16, 9:25, 10:2, 10:14, 35:13, 47:24, 52:7, 78:10, 86:13, 86:15, 86:17, 95:18  <b>itself</b> [3] - 6:23, 71:18, 91:21</p> <p style="text-align: center;"><b>J</b></p> <p><b>JACKSON</b> [3] - 1:4, 86:2, 87:10  <b>Jackson</b> [99] - 2:22, 3:13, 5:17, 12:24, 13:8, 13:10, 14:19, 24:15, 24:20, 25:2, 25:7, 26:3, 26:7, 27:6, 27:7, 27:15, 28:8, 28:11, 28:14, 29:4, 29:6, 30:24, 31:20, 32:3, 34:2, 34:3, 35:15, 35:19, 35:23, 36:12, 37:25, 38:8, 38:23, 40:8, 42:17, 43:2, 43:5, 43:8, 46:4, 46:17, 47:12, 48:1, 48:12, 48:20, 49:8, 49:12, 49:15, 49:21, 50:9, 50:11, 50:20, 51:6, 51:15, 51:20, 52:13, 52:25, 53:2, 53:11, 53:22, 53:23, 54:16, 55:5, 55:23, 56:8, 56:13, 56:18, 56:23, 58:7, 58:10, 58:11, 58:23, 58:24, 59:6, 61:9, 63:15, 64:7, 65:12, 65:16, 66:3, 67:24, 69:14, 69:22, 70:25, 71:11,</p>
---	--	---	--	---

<p>71:22, 74:20, 74:24, 76:16, 76:25, 77:5, 77:6, 80:3, 80:4, 80:5, 82:5, 86:2, 86:6</p> <p><b>JACKSON-MILLER</b> [1] - 1:4</p> <p><b>Janet</b> [2] - 7:9, 9:17</p> <p><b>Janice</b> [1] - 95:12</p> <p><b>JANICE</b> [1] - 1:13</p> <p><b>January</b> [5] - 3:4, 4:7, 4:8, 15:25, 16:12</p> <p><b>Jeff</b> [1] - 13:18</p> <p><b>Jeffrey</b> [2] - 2:6, 2:8</p> <p><b>JEFFREY</b> [2] - 1:17, 13:17</p> <p><b>Jill</b> [4] - 2:5, 2:7, 2:10, 76:23</p> <p><b>JILL</b> [8] - 1:16, 19:11, 21:25, 38:15, 84:25, 85:5, 85:13, 99:5</p> <p><b>Jo</b> [4] - 1:23, 100:3, 100:9, 100:21</p> <p><b>job</b> [4] - 49:14, 53:2, 58:16, 62:5</p> <p><b>jobless</b> [1] - 67:6</p> <p><b>jobs</b> [7] - 60:7, 60:12, 64:7, 67:1, 70:15, 82:14, 83:17</p> <p><b>JOIE</b> [15] - 79:16, 79:18, 80:1, 80:11, 80:18, 80:25, 81:6, 81:10, 81:12, 81:22, 83:9, 83:20, 83:23, 84:3, 84:12</p> <p><b>Joie</b> [2] - 2:21, 79:17</p> <p><b>Jr</b> [1] - 2:9</p> <p><b>JR</b> [1] - 32:14</p> <p><b>jump</b> [1] - 98:3</p> <p><b>June</b> [1] - 14:11</p> <p><b>Juniata</b> [1] - 44:9</p> <p><b>junk</b> [1] - 68:5</p> <p><b>juvenile</b> [1] - 67:16</p>	<p><b>Ken</b> [2] - 2:24, 96:18</p> <p><b>KENT</b> [1] - 45:16</p> <p><b>Kent</b> [3] - 2:14, 45:16, 54:7</p> <p><b>Kenwood</b> [1] - 51:19</p> <p><b>kept</b> [2] - 43:2, 44:6</p> <p><b>key</b> [3] - 7:16, 23:2, 23:8</p> <p><b>kick</b> [3] - 75:7, 75:9, 76:13</p> <p><b>kickback</b> [1] - 74:17</p> <p><b>kicker</b> [1] - 93:25</p> <p><b>kicking</b> [1] - 93:24</p> <p><b>kids</b> [16] - 52:21, 55:19, 63:18, 65:18, 65:24, 67:19, 68:9, 68:15, 69:6, 75:4, 75:6, 84:14, 84:16, 86:5, 86:10, 90:15</p> <p><b>kind</b> [5] - 3:8, 64:14, 65:7, 66:4, 89:10</p> <p><b>kindergarten</b> [14] - 11:13, 25:21, 26:11, 26:12, 27:1, 29:22, 40:24, 43:7, 59:6, 59:7, 64:21, 70:4, 72:14</p> <p><b>kinds</b> [1] - 15:18</p> <p><b>King</b> [1] - 98:12</p> <p><b>Kleenex</b> [1] - 59:13</p> <p><b>knowing</b> [2] - 57:9, 81:14</p> <p><b>known</b> [1] - 68:3</p> <p><b>knows</b> [2] - 66:5, 92:18</p> <p><b>KRISTEN</b> [4] - 84:15, 85:3, 85:11, 85:16</p> <p><b>Kristen</b> [2] - 2:22, 84:15</p>	<p>15:20, 18:3, 21:3, 21:13, 26:24, 46:13, 60:19, 64:12, 69:17, 69:18, 77:4, 81:14, 88:14, 89:13, 95:23, 96:6</p> <p><b>Last</b> [2] - 20:1, 20:16</p> <p><b>lastly</b> [1] - 51:15</p> <p><b>Laurie</b> [2] - 2:15, 51:18</p> <p><b>LAURIE</b> [1] - 51:18</p> <p><b>law</b> [3] - 5:4, 78:8, 82:18</p> <p><b>laws</b> [2] - 75:23, 78:1</p> <p><b>lay</b> [2] - 95:4, 95:9</p> <p><b>laying</b> [1] - 95:4</p> <p><b>layoffs</b> [1] - 60:8</p> <p><b>Lead</b> [1] - 68:22</p> <p><b>lead</b> [2] - 50:17, 68:22</p> <p><b>league</b> [1] - 50:13</p> <p><b>learn</b> [4] - 43:23, 53:4, 55:21, 60:11</p> <p><b>learned</b> [2] - 40:25, 41:1</p> <p><b>learners</b> [7] - 7:22, 9:22, 15:18, 18:25, 21:16, 49:24, 51:7</p> <p><b>learning</b> [2] - 62:14, 65:19</p> <p><b>least</b> [11] - 4:1, 5:5, 14:22, 46:13, 49:20, 82:19, 85:20, 85:21, 88:18, 97:3, 98:25</p> <p><b>leave</b> [4] - 11:20, 51:4, 70:25, 86:6</p> <p><b>leaving</b> [1] - 7:24</p> <p><b>Left</b> [1] - 74:16</p> <p><b>left</b> [11] - 12:18, 20:3, 23:15, 34:21, 35:12, 61:10, 75:3, 91:6, 91:9, 95:21, 97:13</p> <p><b>legal</b> [1] - 77:19</p> <p><b>legislation</b> [1] - 97:1</p> <p><b>legislative</b> [1] - 4:23</p> <p><b>legislature</b> [1] - 95:1</p> <p><b>Lemonade</b> [1] - 55:7</p> <p><b>lemonade</b> [2] - 55:9, 55:15</p> <p><b>length</b> [4] - 31:17, 72:2, 72:5, 86:18</p> <p><b>less</b> [4] - 3:12, 3:22, 44:15, 83:19</p> <p><b>lesson</b> [2] - 59:16, 60:4</p> <p><b>letters</b> [1] - 68:13</p> <p><b>level</b> [11] - 11:6, 12:7, 13:4, 13:7, 13:9, 18:18, 26:21, 50:5, 83:12, 93:14, 94:13</p>	<p><b>levels</b> [2] - 22:15, 94:21</p> <p><b>librarian</b> [1] - 37:16</p> <p><b>library</b> [1] - 37:3</p> <p><b>lie</b> [1] - 41:8</p> <p><b>life</b> [16] - 32:18, 33:3, 33:13, 33:20, 33:22, 34:2, 34:5, 34:11, 34:19, 35:2, 35:5, 35:7, 35:15, 45:12, 73:4, 73:5</p> <p><b>lifelong</b> [3] - 7:21, 49:24, 51:7</p> <p><b>light</b> [1] - 37:21</p> <p><b>lightly</b> [1] - 9:7</p> <p><b>Lightner</b> [4] - 2:15, 2:23, 56:5, 87:14</p> <p><b>LIGHTNER</b> [8] - 56:5, 87:14, 88:2, 88:10, 88:22, 89:4, 89:8, 90:6</p> <p><b>likely</b> [2] - 27:23, 90:22</p> <p><b>Likewise</b> [2] - 18:2, 36:9</p> <p><b>likewise</b> [1] - 38:10</p> <p><b>limit</b> [2] - 10:6, 19:24</p> <p><b>limited</b> [2] - 60:6, 74:5</p> <p><b>limits</b> [2] - 10:3, 10:6</p> <p><b>line</b> [4] - 59:21, 67:12, 68:6, 85:7</p> <p><b>list</b> [1] - 85:4</p> <p><b>listed</b> [3] - 47:18, 78:5, 84:19</p> <p><b>listen</b> [2] - 49:3, 77:6</p> <p><b>lists</b> [1] - 23:7</p> <p><b>litigated</b> [1] - 77:19</p> <p><b>litigation</b> [4] - 92:8, 92:15, 92:25, 94:10</p> <p><b>live</b> [13] - 32:20, 40:7, 41:2, 51:2, 56:6, 56:17, 56:22, 61:8, 63:13, 69:12, 69:23, 87:15, 96:18</p> <p><b>lives</b> [3] - 41:6, 47:23, 93:12</p> <p><b>living</b> [1] - 94:8</p> <p><b>local</b> [4] - 10:19, 17:13, 21:23, 22:15</p> <p><b>location</b> [1] - 83:18</p> <p><b>lockers</b> [1] - 68:7</p> <p><b>LONG</b> [1] - 1:12</p> <p><b>Look</b> [1] - 48:20</p> <p><b>look</b> [32] - 14:4, 14:5, 14:8, 15:14, 15:22, 22:9, 28:1, 28:20, 29:1, 29:2, 29:14, 35:18, 41:12, 41:13, 45:11, 54:22, 55:11,</p>	<p>55:22, 56:3, 60:15, 63:2, 67:5, 68:2, 78:3, 78:5, 86:19, 86:20, 91:11, 91:15, 92:2, 93:3, 97:17</p> <p><b>looked</b> [7] - 14:12, 43:1, 63:22, 85:19, 93:9, 97:11, 98:21</p> <p><b>looking</b> [19] - 14:3, 18:22, 19:3, 20:17, 22:11, 22:12, 33:25, 34:16, 52:4, 52:8, 66:21, 67:5, 80:2, 86:14, 87:6, 88:15, 88:18, 93:19, 97:3</p> <p><b>looks</b> [1] - 13:12</p> <p><b>lose</b> [9] - 38:5, 61:5, 74:24, 76:12, 76:22, 80:6, 82:7, 98:4</p> <p><b>loses</b> [1] - 64:18</p> <p><b>losing</b> [2] - 80:5, 98:8</p> <p><b>loss</b> [6] - 57:23, 60:2, 62:7, 78:16, 90:14, 91:2</p> <p><b>lost</b> [4] - 18:5, 62:3, 62:4, 75:1</p> <p><b>love</b> [4] - 50:19, 52:24, 56:10, 76:18</p> <p><b>loves</b> [1] - 42:21</p> <p><b>low</b> [1] - 37:23</p> <p><b>lower</b> [6] - 16:20, 27:24, 35:1, 82:9, 84:2</p> <p><b>lowered</b> [1] - 35:1</p> <p><b>lowering</b> [1] - 35:13</p> <p><b>luck</b> [1] - 96:1</p> <p><b>Lynch</b> [1] - 43:9</p>
<b>K</b>	<b>L</b>			<b>M</b>
<p><b>keep</b> [19] - 49:4, 50:6, 56:8, 56:13, 56:19, 59:3, 60:22, 60:25, 61:22, 64:1, 68:23, 68:24, 77:4, 81:23, 83:11, 84:18, 88:5, 88:8, 94:12</p> <p><b>Keep</b> [1] - 67:14</p> <p><b>keeping</b> [1] - 75:24</p> <p><b>KELLER</b> [1] - 61:7</p> <p><b>Keller</b> [2] - 2:17, 61:7</p> <p><b>KEN</b> [4] - 96:18, 97:5, 97:9, 97:14</p>	<p><b>lack</b> [1] - 52:3</p> <p><b>ladies</b> [1] - 45:7</p> <p><b>lady</b> [3] - 48:14, 79:19, 80:1</p> <p><b>land</b> [1] - 92:25</p> <p><b>Lane</b> [3] - 45:16, 46:17, 61:8</p> <p><b>language</b> [3] - 18:25, 21:16, 26:2</p> <p><b>large</b> [2] - 29:13, 92:6</p> <p><b>larger</b> [3] - 19:19, 25:25, 73:15</p> <p><b>largest</b> [2] - 25:23, 30:16</p> <p><b>last</b> [21] - 10:10, 13:2, 15:11, 15:15,</p>			<p><b>mad</b> [1] - 43:21</p> <p><b>mail</b> [1] - 37:3</p> <p><b>main</b> [2] - 31:11, 45:5</p> <p><b>maintenance</b> [13] - 24:2, 34:14, 34:15, 35:6, 35:10, 35:17, 35:25, 36:18, 36:24, 37:17, 64:2, 84:6</p> <p><b>major</b> [1] - 73:6</p> <p><b>management</b> [4] - 32:23, 33:16, 33:24, 34:7</p> <p><b>manager</b> [2] - 9:14, 79:10</p> <p><b>mandates</b> [4] - 23:13, 23:14, 23:16, 75:23</p>

<p><b>March</b> [2] - 18:16, 72:21</p> <p><b>marched</b> [1] - 55:16</p> <p><b>marks</b> [1] - 16:17</p> <p><b>Marlboro</b> [1] - 61:8</p> <p><b>massive</b> [1] - 74:5</p> <p><b>material</b> [1] - 52:9</p> <p><b>math</b> [12] - 16:23, 23:21, 37:19, 43:12, 44:16, 59:22, 61:1, 61:13, 61:15, 70:6, 76:11</p> <p><b>Math</b> [1] - 53:23</p> <p><b>mathematics</b> [7] - 15:8, 15:13, 15:21, 16:8, 16:25, 17:2, 26:5</p> <p><b>Mathematics</b> [1] - 16:20</p> <p><b>matter</b> [7] - 14:17, 38:17, 48:24, 48:25, 77:19, 82:15, 100:15</p> <p><b>maximum</b> [1] - 32:8</p> <p><b>McAlevy's</b> [1] - 57:5</p> <p><b>McKinney</b> [1] - 41:5</p> <p><b>McLaughlin</b> [4] - 2:15, 51:18, 65:22</p> <p><b>mean</b> [8] - 52:25, 63:4, 74:25, 84:21, 85:3, 86:25, 93:8, 97:20</p> <p><b>meaning</b> [1] - 20:15</p> <p><b>means</b> [4] - 56:9, 56:12, 76:20, 82:8</p> <p><b>meantime</b> [1] - 92:3</p> <p><b>measure</b> [1] - 23:19</p> <p><b>meet</b> [1] - 86:11</p> <p><b>Meeting</b> [1] - 99:10</p> <p><b>meeting</b> [14] - 3:4, 4:3, 6:9, 7:2, 10:10, 42:25, 45:21, 46:2, 48:14, 55:14, 61:11, 74:11, 90:24</p> <p><b>meetings</b> [16] - 9:19, 18:21, 39:17, 39:18, 39:24, 39:25, 40:1, 58:21, 60:18, 64:12, 74:8, 78:20, 85:8, 85:12, 98:23</p> <p><b>mega</b> [2] - 66:11, 67:9</p> <p><b>MELINDA</b> [15] - 1:17, 17:6, 19:23, 30:19, 31:14, 31:19, 31:21, 31:23, 32:2, 32:6, 35:18, 83:13, 83:22, 83:25, 84:8</p> <p><b>Melinda</b> [3] - 2:7, 2:8, 2:9</p> <p><b>member</b> [4] - 6:4,</p>	<p>19:13, 50:8, 58:14</p> <p><b>members</b> [12] - 9:4, 9:11, 14:22, 21:19, 22:1, 22:2, 49:3, 50:16, 51:9, 58:17, 69:3, 98:17</p> <p><b>MEMBERS</b> [1] - 1:11</p> <p><b>membrane</b> [5] - 34:11, 34:13, 35:4, 35:9, 35:15</p> <p><b>men</b> [1] - 58:12</p> <p><b>mention</b> [2] - 74:16, 76:24</p> <p><b>mentioned</b> [2] - 17:14, 84:22</p> <p><b>METZGAR</b> [1] - 1:13</p> <p><b>MICHAEL</b> [1] - 1:11</p> <p><b>mid</b> [2] - 16:12, 72:21</p> <p><b>mid-March</b> [1] - 72:21</p> <p><b>middle</b> [48] - 6:24, 6:25, 31:25, 32:4, 32:6, 40:11, 40:20, 40:24, 42:9, 44:4, 45:23, 46:1, 46:2, 46:3, 47:6, 47:7, 47:11, 48:17, 53:9, 53:10, 56:10, 56:18, 56:20, 57:9, 58:19, 61:3, 65:23, 69:17, 71:14, 73:8, 75:14, 76:2, 85:6, 85:9, 85:15, 86:9, 87:3, 88:20, 88:23, 89:17, 89:19, 90:13, 91:18, 91:20, 92:3, 96:7, 96:20</p> <p><b>Middle</b> [2] - 57:7, 66:1</p> <p><b>Mifflin</b> [2] - 67:15, 78:23</p> <p><b>might</b> [6] - 15:3, 44:3, 66:20, 78:17, 81:16, 95:12</p> <p><b>mile</b> [4] - 37:16, 42:3, 42:6, 62:1</p> <p><b>mileage</b> [2] - 36:11, 37:15</p> <p><b>miles</b> [6] - 37:15, 41:18, 42:7, 42:12, 42:13</p> <p><b>milking</b> [1] - 67:3</p> <p><b>Mill</b> [11] - 24:9, 24:17, 24:18, 24:20, 24:22, 24:24, 25:1, 25:3, 74:1, 90:10, 98:7</p> <p><b>MILLER</b> [1] - 1:4</p> <p><b>Miller</b> [84] - 3:13,</p>	<p>5:17, 12:24, 13:8, 13:10, 24:15, 24:20, 25:2, 25:7, 26:3, 26:8, 27:6, 27:8, 27:15, 28:8, 28:14, 29:4, 30:24, 32:3, 34:2, 34:3, 35:15, 35:19, 35:23, 36:12, 37:25, 38:23, 40:9, 43:2, 43:5, 43:8, 46:4, 48:1, 48:20, 49:8, 49:12, 49:16, 49:21, 50:9, 50:11, 50:20, 51:6, 51:15, 51:20, 52:13, 52:25, 53:2, 53:12, 53:22, 53:24, 54:16, 55:5, 55:24, 56:8, 56:24, 58:7, 58:10, 58:11, 58:23, 58:24, 59:6, 61:9, 63:15, 64:7, 65:12, 65:16, 66:3, 69:14, 69:22, 70:25, 71:11, 71:22, 74:20, 74:24, 76:17, 76:25, 77:5, 77:6, 80:3, 80:4, 80:5, 82:5, 86:6</p> <p><b>million</b> [23] - 17:17, 18:1, 18:14, 19:2, 19:3, 20:9, 21:14, 47:9, 48:19, 89:22, 90:2, 90:3, 90:14, 93:2, 94:6, 94:16, 95:24, 95:25, 98:3, 98:8, 98:9</p> <p><b>millions</b> [1] - 94:23</p> <p><b>mills</b> [1] - 94:2</p> <p><b>mind</b> [6] - 9:24, 46:14, 49:5, 50:6, 51:12, 97:5</p> <p><b>Minds</b> [1] - 97:7</p> <p><b>Mindy</b> [14] - 5:15, 17:5, 17:6, 19:11, 19:21, 31:18, 79:20, 82:12, 83:5, 83:10, 86:21, 87:5, 92:20, 94:2</p> <p><b>mini</b> [1] - 55:8</p> <p><b>minimize</b> [1] - 73:21</p> <p><b>minute</b> [3] - 41:16, 72:18, 72:22</p> <p><b>minutes</b> [13] - 6:18, 8:3, 8:8, 40:13, 40:20, 41:5, 41:10, 41:15, 43:21, 55:17, 75:5, 75:6</p> <p><b>Miscellaneous</b> [2] - 36:11, 37:14</p> <p><b>Miss</b> [8] - 7:8, 8:23, 25:12, 39:15, 88:13,</p>	<p>95:11, 98:15, 99:3</p> <p><b>miss</b> [1] - 42:11</p> <p><b>mission</b> [6] - 7:20, 9:3, 47:15, 50:1, 57:18, 76:25</p> <p><b>mitigate</b> [1] - 22:25</p> <p><b>model</b> [1] - 67:24</p> <p><b>mom</b> [1] - 26:3</p> <p><b>Mom</b> [2] - 55:15, 61:11</p> <p><b>mom's</b> [2] - 14:6, 15:23</p> <p><b>Mommy</b> [1] - 61:23</p> <p><b>Monday</b> [8] - 17:10, 19:2, 19:12, 45:20, 48:15, 58:3, 92:18, 92:20</p> <p><b>money</b> [27] - 17:15, 18:4, 18:13, 20:4, 21:7, 42:14, 48:8, 48:9, 51:22, 52:3, 55:9, 55:15, 60:5, 66:14, 68:3, 68:11, 74:9, 74:13, 75:8, 76:1, 76:8, 80:6, 80:8, 91:8, 92:9, 92:13</p> <p><b>moneys</b> [5] - 17:21, 17:24, 18:6, 18:11, 91:21</p> <p><b>month</b> [1] - 39:18</p> <p><b>monthly</b> [1] - 89:24</p> <p><b>months</b> [6] - 3:12, 3:23, 16:24, 44:7, 57:2, 86:23</p> <p><b>Moore</b> [1] - 96:19</p> <p><b>Morder</b> [2] - 2:24, 96:18</p> <p><b>MORDER</b> [4] - 96:18, 97:5, 97:9, 97:14</p> <p><b>Morning</b> [1] - 84:16</p> <p><b>most</b> [10] - 9:8, 13:9, 15:23, 23:4, 27:23, 41:20, 57:21, 63:17, 68:3, 69:5</p> <p><b>mother</b> [1] - 48:2</p> <p><b>Mountain</b> [2] - 74:1, 98:6</p> <p><b>mouse</b> [1] - 7:13</p> <p><b>mouth</b> [1] - 62:22</p> <p><b>move</b> [8] - 27:15, 38:5, 44:13, 64:14, 77:1, 89:19, 90:4, 91:10</p> <p><b>moved</b> [2] - 38:11, 47:12</p> <p><b>moving</b> [4] - 20:4, 32:13, 91:5, 96:22</p> <p><b>MR</b> [38] - 3:1, 25:12, 39:10, 46:24, 47:2, 77:9, 77:12, 77:16,</p>	<p>77:24, 78:3, 78:19, 79:2, 79:5, 79:23, 80:8, 80:17, 80:21, 81:2, 81:9, 81:11, 82:12, 85:24, 86:12, 87:11, 87:25, 88:4, 88:13, 89:1, 89:6, 89:12, 90:17, 93:11, 96:2, 96:22, 97:7, 97:11, 98:5, 98:11</p> <p><b>music</b> [1] - 27:13</p> <p><b>must</b> [7] - 19:20, 21:2, 21:7, 23:13, 23:20, 24:11, 39:6</p> <p><b>Mutual</b> [1] - 60:7</p> <p><b>Myers</b> [1] - 7:9</p>
<b>N</b>				
<p><b>name</b> [24] - 3:1, 6:2, 6:7, 6:8, 8:5, 39:12, 40:3, 40:7, 46:16, 51:18, 56:5, 56:22, 58:6, 61:7, 69:11, 73:25, 79:17, 79:19, 80:13, 84:15, 87:14, 92:6, 96:18</p> <p><b>names</b> [2] - 26:12, 69:2</p> <p><b>near</b> [4] - 57:10, 58:25, 79:11, 79:15</p> <p><b>necessarily</b> [1] - 39:6</p> <p><b>need</b> [25] - 5:12, 6:12, 6:20, 11:17, 11:24, 22:17, 34:8, 40:10, 48:10, 48:17, 48:18, 50:6, 51:16, 52:1, 52:13, 54:21, 56:12, 68:10, 68:15, 69:6, 74:17, 76:21, 79:16, 92:23</p> <p><b>needed</b> [3] - 43:23, 55:18, 91:17</p> <p><b>needs</b> [7] - 11:23, 24:3, 43:5, 71:13, 79:25, 90:18, 91:15</p> <p><b>negotiating</b> [1] - 20:24</p> <p><b>neighbors</b> [1] - 57:19</p> <p><b>Nell</b> [4] - 1:23, 100:3, 100:9, 100:21</p> <p><b>never</b> [2] - 27:21, 73:8</p> <p><b>new</b> [20] - 12:21, 22:2, 47:7, 53:4, 56:10, 56:18, 56:20, 60:6, 60:10, 60:25, 61:1, 61:2, 69:17,</p>				

<p>82:4, 82:10, 88:23, 91:22, 97:1, 97:10  <b>News</b> [1] - 4:7  <b>newspaper</b> [2] - 3:25, 95:21  <b>next</b> [29] - 7:25, 10:24, 11:9, 11:22, 12:1, 12:5, 16:24, 17:17, 19:8, 19:10, 20:23, 23:20, 25:21, 26:8, 26:10, 26:22, 33:14, 34:5, 34:24, 36:1, 36:20, 38:24, 51:5, 64:21, 65:2, 67:16, 67:18, 73:24, 93:1  <b>Next</b> [2] - 20:20, 36:7  <b>night</b> [9] - 19:13, 24:8, 44:21, 58:2, 58:4, 64:12, 90:23, 95:23, 99:9  <b>night's</b> [2] - 45:21, 99:7  <b>nightmare</b> [1] - 64:24  <b>nights</b> [1] - 72:21  <b>nobody</b> [2] - 44:25, 93:23  <b>non</b> [3] - 21:9, 21:11, 83:23  <b>none</b> [3] - 45:18, 45:24, 53:12  <b>norm</b> [1] - 72:9  <b>normally</b> [1] - 25:25  <b>Notary</b> [3] - 100:3, 100:10, 100:22  <b>notations</b> [1] - 86:16  <b>note</b> [2] - 15:9, 79:14  <b>notes</b> [5] - 55:12, 77:3, 79:7, 79:9, 100:14  <b>nothing</b> [5] - 50:12, 56:23, 60:10, 61:2, 67:20  <b>Notice</b> [1] - 3:24  <b>notice</b> [2] - 4:7, 45:20  <b>November</b> [1] - 15:25  <b>Number</b> [1] - 10:16  <b>number</b> [21] - 4:18, 10:18, 10:21, 11:2, 11:4, 11:13, 13:2, 14:3, 16:17, 18:20, 20:10, 27:24, 29:24, 30:1, 33:4, 36:8, 37:21, 45:19, 59:2, 74:6, 87:1  <b>numbers</b> [39] - 11:1, 11:11, 11:16, 12:10,</p>	<p>12:12, 12:19, 12:22, 13:13, 14:2, 14:3, 14:9, 17:20, 19:5, 19:22, 26:13, 26:14, 27:16, 28:3, 28:18, 29:13, 29:14, 29:21, 29:22, 32:7, 32:15, 36:16, 36:18, 37:8, 45:10, 45:14, 52:3, 54:3, 54:4, 54:10, 54:15, 54:18, 69:1, 69:2  <b>numerous</b> [1] - 36:12  <b>nurse</b> [1] - 37:18</p>	<p>24:14, 26:24, 27:19, 38:16, 41:2, 42:16, 43:1, 44:14, 44:19, 44:21, 47:18, 49:17, 52:6, 55:22, 58:21, 58:25, 63:20, 65:17, 69:19, 70:22, 73:11, 74:8, 74:22, 75:2, 78:19, 78:21, 83:22, 84:18, 85:23, 86:15, 86:16, 88:5, 90:17, 93:11, 93:21, 97:10, 98:13  <b>One</b> [2] - 19:17, 78:20  <b>ones</b> [2] - 14:4, 68:8  <b>ongoing</b> [4] - 88:20, 89:14, 89:15, 96:7  <b>online</b> [1] - 21:5  <b>op</b> [1] - 50:22  <b>open</b> [15] - 4:3, 7:1, 30:5, 39:24, 56:8, 56:13, 56:19, 59:3, 60:23, 61:22, 69:18, 71:17, 74:4, 96:14, 96:15  <b>opened</b> [3] - 27:3, 27:9, 29:9  <b>Opening</b> [1] - 2:2  <b>opening</b> [3] - 7:11, 7:14, 67:9  <b>operating</b> [1] - 22:22  <b>operation</b> [1] - 25:20  <b>operations</b> [1] - 77:21  <b>opinion</b> [3] - 52:4, 54:21, 81:13  <b>opportunities</b> [4] - 14:16, 23:6, 69:9, 69:10  <b>opportunity</b> [7] - 5:22, 6:16, 39:4, 39:11, 39:23, 55:21, 98:21  <b>opposed</b> [2] - 91:22, 94:17  <b>opt</b> [1] - 93:18  <b>opted</b> [1] - 37:12  <b>optimum</b> [1] - 76:19  <b>option</b> [60] - 24:10, 24:13, 24:16, 25:1, 25:5, 25:19, 26:19, 26:22, 28:12, 28:13, 28:25, 29:19, 33:7, 38:20, 38:23, 45:19, 46:1, 46:13, 46:14, 46:15, 46:22, 46:24, 47:3, 47:6, 49:12, 54:6, 54:12, 54:14, 54:15, 55:25, 56:1,</p>	<p>75:12, 81:15, 81:23, 83:8, 84:19, 85:4, 85:17, 85:18, 86:20, 87:19, 87:21, 87:22, 87:23, 88:1, 88:2, 88:5, 88:6, 88:9, 88:20, 89:5, 91:1, 91:24  <b>Option</b> [13] - 24:15, 24:18, 24:20, 24:22, 26:9, 27:5, 28:11, 29:1, 29:3, 38:8, 38:13, 59:2  <b>options</b> [33] - 5:18, 7:18, 24:6, 25:6, 25:9, 25:10, 25:13, 27:19, 30:15, 30:17, 38:2, 38:18, 45:18, 45:20, 45:24, 46:20, 54:18, 55:22, 63:3, 74:2, 75:9, 75:10, 85:23, 87:6, 88:5, 88:15, 88:18, 89:3, 89:17, 90:16, 91:19, 92:2, 96:16  <b>oral</b> [1] - 5:22  <b>original</b> [1] - 33:18  <b>originally</b> [2] - 20:2, 69:18  <b>OT</b> [1] - 37:18  <b>ourselves</b> [3] - 23:11, 23:12, 38:21  <b>outcomes</b> [1] - 22:18  <b>outlay</b> [1] - 91:21  <b>outlays</b> [1] - 90:2  <b>outline</b> [1] - 39:12  <b>outlined</b> [4] - 5:18, 8:14, 8:15, 95:23  <b>outperform</b> [1] - 70:21  <b>outside</b> [1] - 89:25  <b>outstanding</b> [1] - 50:15  <b>overall</b> [3] - 31:4, 35:23, 38:9  <b>overwhelming</b> [1] - 45:22  <b>own</b> [10] - 11:5, 21:6, 33:11, 43:21, 46:6, 47:23, 49:14, 50:13, 63:7, 81:13  <b>owner</b> [1] - 87:18</p>	<p><b>package</b> [1] - 37:12  <b>pages</b> [2] - 61:13  <b>paid</b> [1] - 92:12  <b>paper</b> [2] - 55:13, 91:11  <b>Pappy</b> [1] - 61:24  <b>para</b> [1] - 37:6  <b>parameters</b> [1] - 6:22  <b>parent</b> [6] - 6:4, 40:8, 41:9, 50:7, 61:25, 64:12  <b>parental</b> [1] - 50:21  <b>parents</b> [12] - 41:8, 50:23, 52:15, 56:15, 57:16, 57:20, 59:19, 69:3, 74:16, 74:22, 75:7, 76:17  <b>part</b> [14] - 5:6, 5:7, 5:14, 5:19, 18:5, 19:17, 39:8, 39:10, 51:11, 52:15, 54:1, 73:5, 76:11, 76:24  <b>participation</b> [1] - 7:15  <b>particular</b> [9] - 6:17, 6:22, 8:6, 11:10, 12:15, 12:24, 17:21, 45:19, 72:15  <b>particularly</b> [1] - 98:20  <b>parts</b> [1] - 5:5  <b>PASA</b> [1] - 20:3  <b>PASBO</b> [1] - 20:3  <b>pass</b> [5] - 17:4, 79:9, 88:16, 97:8, 97:12  <b>passed</b> [5] - 21:22, 42:16, 88:15, 96:24, 97:2  <b>past</b> [6] - 6:5, 10:25, 11:24, 57:19, 89:11, 96:7  <b>patients</b> [1] - 42:8  <b>pay</b> [14] - 19:17, 19:18, 20:9, 20:15, 21:2, 21:7, 30:25, 45:6, 79:20, 79:21, 79:22, 79:23, 79:24  <b>paying</b> [2] - 19:14, 62:5  <b>payroll</b> [1] - 20:9  <b>pays</b> [2] - 19:6, 19:16  <b>peaked</b> [1] - 21:3  <b>pencils</b> [2] - 75:7, 75:9</p>
	<p><b>O</b></p>	<p><b>ones</b> [2] - 14:4, 68:8  <b>ongoing</b> [4] - 88:20, 89:14, 89:15, 96:7  <b>online</b> [1] - 21:5  <b>op</b> [1] - 50:22  <b>open</b> [15] - 4:3, 7:1, 30:5, 39:24, 56:8, 56:13, 56:19, 59:3, 60:23, 61:22, 69:18, 71:17, 74:4, 96:14, 96:15  <b>opened</b> [3] - 27:3, 27:9, 29:9  <b>Opening</b> [1] - 2:2  <b>opening</b> [3] - 7:11, 7:14, 67:9  <b>operating</b> [1] - 22:22  <b>operation</b> [1] - 25:20  <b>operations</b> [1] - 77:21  <b>opinion</b> [3] - 52:4, 54:21, 81:13  <b>opportunities</b> [4] - 14:16, 23:6, 69:9, 69:10  <b>opportunity</b> [7] - 5:22, 6:16, 39:4, 39:11, 39:23, 55:21, 98:21  <b>opposed</b> [2] - 91:22, 94:17  <b>opt</b> [1] - 93:18  <b>opted</b> [1] - 37:12  <b>optimum</b> [1] - 76:19  <b>option</b> [60] - 24:10, 24:13, 24:16, 25:1, 25:5, 25:19, 26:19, 26:22, 28:12, 28:13, 28:25, 29:19, 33:7, 38:20, 38:23, 45:19, 46:1, 46:13, 46:14, 46:15, 46:22, 46:24, 47:3, 47:6, 49:12, 54:6, 54:12, 54:14, 54:15, 55:25, 56:1,</p>	<p><b>OT</b> [1] - 37:18  <b>ourselves</b> [3] - 23:11, 23:12, 38:21  <b>outcomes</b> [1] - 22:18  <b>outlay</b> [1] - 91:21  <b>outlays</b> [1] - 90:2  <b>outline</b> [1] - 39:12  <b>outlined</b> [4] - 5:18, 8:14, 8:15, 95:23  <b>outperform</b> [1] - 70:21  <b>outside</b> [1] - 89:25  <b>outstanding</b> [1] - 50:15  <b>overall</b> [3] - 31:4, 35:23, 38:9  <b>overwhelming</b> [1] - 45:22  <b>own</b> [10] - 11:5, 21:6, 33:11, 43:21, 46:6, 47:23, 49:14, 50:13, 63:7, 81:13  <b>owner</b> [1] - 87:18</p>	<p><b>package</b> [1] - 37:12  <b>pages</b> [2] - 61:13  <b>paid</b> [1] - 92:12  <b>paper</b> [2] - 55:13, 91:11  <b>Pappy</b> [1] - 61:24  <b>para</b> [1] - 37:6  <b>parameters</b> [1] - 6:22  <b>parent</b> [6] - 6:4, 40:8, 41:9, 50:7, 61:25, 64:12  <b>parental</b> [1] - 50:21  <b>parents</b> [12] - 41:8, 50:23, 52:15, 56:15, 57:16, 57:20, 59:19, 69:3, 74:16, 74:22, 75:7, 76:17  <b>part</b> [14] - 5:6, 5:7, 5:14, 5:19, 18:5, 19:17, 39:8, 39:10, 51:11, 52:15, 54:1, 73:5, 76:11, 76:24  <b>participation</b> [1] - 7:15  <b>particular</b> [9] - 6:17, 6:22, 8:6, 11:10, 12:15, 12:24, 17:21, 45:19, 72:15  <b>particularly</b> [1] - 98:20  <b>parts</b> [1] - 5:5  <b>PASA</b> [1] - 20:3  <b>PASBO</b> [1] - 20:3  <b>pass</b> [5] - 17:4, 79:9, 88:16, 97:8, 97:12  <b>passed</b> [5] - 21:22, 42:16, 88:15, 96:24, 97:2  <b>past</b> [6] - 6:5, 10:25, 11:24, 57:19, 89:11, 96:7  <b>patients</b> [1] - 42:8  <b>pay</b> [14] - 19:17, 19:18, 20:9, 20:15, 21:2, 21:7, 30:25, 45:6, 79:20, 79:21, 79:22, 79:23, 79:24  <b>paying</b> [2] - 19:14, 62:5  <b>payroll</b> [1] - 20:9  <b>pays</b> [2] - 19:6, 19:16  <b>peaked</b> [1] - 21:3  <b>pencils</b> [2] - 75:7, 75:9</p>
			<p><b>P</b></p>	<p><b>Peney</b> [2] - 2:19, 96:3  <b>PENNEY</b> [1] - 96:3  <b>Penn</b> [1] - 45:5  <b>PENNSYLVANIA</b> [2] - 1:1, 100:2</p>

<p><b>Pennsylvania</b> [12] - 4:25, 11:7, 23:12, 23:25, 43:3, 69:13, 74:1, 94:9, 98:7, 100:5, 100:18</p> <p><b>People</b> [3] - 60:2, 61:4, 66:19</p> <p><b>people</b> [41] - 4:23, 8:7, 18:18, 19:18, 36:12, 47:22, 53:16, 59:17, 60:5, 60:9, 62:23, 65:13, 68:5, 69:22, 69:23, 70:9, 70:10, 70:16, 70:17, 70:18, 71:16, 71:23, 73:2, 73:16, 74:6, 76:4, 76:6, 77:1, 77:7, 78:13, 84:1, 84:7, 84:10, 89:9, 91:13, 92:18, 97:22, 97:23, 98:7</p> <p><b>per</b> [4] - 13:9, 13:14, 21:9, 80:24</p> <p><b>percentage</b> [2] - 12:23, 21:24</p> <p><b>percentages</b> [1] - 19:10</p> <p><b>perform</b> [2] - 14:7, 70:15</p> <p><b>performance</b> [1] - 70:15</p> <p><b>performing</b> [1] - 34:15</p> <p><b>perhaps</b> [1] - 81:20</p> <p><b>period</b> [6] - 8:12, 89:15, 90:21, 92:4, 93:6, 98:25</p> <p><b>permanent</b> [1] - 3:20</p> <p><b>permanently</b> [1] - 3:14</p> <p><b>permits</b> [1] - 4:17</p> <p><b>persist</b> [2] - 70:19, 71:7</p> <p><b>person</b> [3] - 9:20, 46:3, 73:11</p> <p><b>personal</b> [3] - 46:6, 69:21, 69:25</p> <p><b>personally</b> [4] - 9:8, 49:18, 70:4, 78:22</p> <p><b>personnel</b> [2] - 83:24, 84:6</p> <p><b>pertained</b> [1] - 22:8</p> <p><b>pertaining</b> [1] - 5:17</p> <p><b>pertains</b> [1] - 38:22</p> <p><b>pertinent</b> [1] - 5:24</p> <p><b>perusing</b> [1] - 52:8</p> <p><b>pest</b> [1] - 36:23</p> <p><b>PETER</b> [3] - 1:14, 81:3, 81:16</p> <p><b>Petersburg</b> [3] -</p>	<p>40:8, 51:19, 61:8</p> <p><b>PETERSON</b> [1] - 1:13</p> <p><b>petrified</b> [1] - 43:7</p> <p><b>Pg</b> [32] - 2:3, 2:5, 2:6, 2:6, 2:7, 2:7, 2:8, 2:8, 2:9, 2:9, 2:10, 2:11, 2:13, 2:14, 2:14, 2:15, 2:15, 2:16, 2:16, 2:17, 2:17, 2:18, 2:18, 2:19, 2:21, 2:21, 2:22, 2:22, 2:23, 2:23, 2:24, 2:24</p> <p><b>phenomenal</b> [2] - 52:23, 67:7</p> <p><b>phone</b> [2] - 36:20, 59:24</p> <p><b>Phyllis</b> [3] - 2:16, 58:6, 58:7</p> <p><b>PHYLLIS</b> [1] - 58:6</p> <p><b>phys</b> [1] - 27:13</p> <p><b>pick</b> [3] - 41:8, 42:5, 86:9</p> <p><b>picking</b> [1] - 62:23</p> <p><b>picture</b> [1] - 14:10</p> <p><b>piece</b> [2] - 19:16, 91:11</p> <p><b>pieces</b> [1] - 56:3</p> <p><b>place</b> [6] - 37:4, 55:20, 78:2, 78:8, 89:21, 94:12</p> <p><b>PLACE</b> [1] - 1:7</p> <p><b>placed</b> [2] - 56:14, 95:1</p> <p><b>places</b> [1] - 78:10</p> <p><b>placing</b> [1] - 95:2</p> <p><b>planned</b> [4] - 92:4, 93:5, 96:20, 97:14</p> <p><b>planning</b> [3] - 55:8, 81:7, 91:4</p> <p><b>plans</b> [2] - 58:12, 89:21</p> <p><b>plant</b> [1] - 42:21</p> <p><b>play</b> [3] - 59:15, 63:18, 88:17</p> <p><b>played</b> [1] - 48:23</p> <p><b>playground</b> [2] - 48:23</p> <p><b>plays</b> [1] - 72:17</p> <p><b>pleased</b> [1] - 21:4</p> <p><b>plus</b> [1] - 65:7</p> <p><b>pneumatic</b> [1] - 33:17</p> <p><b>podium</b> [1] - 39:12</p> <p><b>point</b> [24] - 7:11, 8:22, 11:10, 11:17, 13:16, 15:20, 16:10, 16:23, 17:4, 25:14, 31:11, 32:9, 39:10, 40:2, 49:22, 71:9, 71:10, 73:3, 85:24,</p>	<p>87:5, 89:6, 90:4, 94:24, 95:16</p> <p><b>Point</b> [5] - 5:9, 5:11, 7:7, 39:21, 79:12</p> <p><b>pointing</b> [1] - 53:20</p> <p><b>points</b> [4] - 7:16, 22:3, 23:2, 93:13</p> <p><b>policies</b> [1] - 96:12</p> <p><b>political</b> [1] - 23:11</p> <p><b>popular</b> [1] - 23:23</p> <p><b>populated</b> [1] - 76:25</p> <p><b>population</b> [4] - 10:17, 15:18, 21:16, 75:19</p> <p><b>portion</b> [1] - 78:4</p> <p><b>pose</b> [1] - 20:25</p> <p><b>position</b> [1] - 82:25</p> <p><b>positions</b> [4] - 36:5, 36:7, 83:14, 84:9</p> <p><b>possibility</b> [2] - 46:23, 96:15</p> <p><b>possible</b> [6] - 5:17, 6:6, 56:17, 71:15, 86:25, 88:15</p> <p><b>possibly</b> [7] - 5:8, 22:21, 30:16, 47:7, 47:10, 57:23, 94:21</p> <p><b>poster</b> [1] - 48:5</p> <p><b>potential</b> [6] - 7:24, 14:5, 17:16, 51:4, 78:10, 92:19</p> <p><b>POWELL</b> [1] - 40:7</p> <p><b>Powell</b> [2] - 2:13, 40:7</p> <p><b>Powell's</b> [1] - 43:9</p> <p><b>Powells</b> [1] - 40:8</p> <p><b>Power</b> [5] - 5:9, 5:11, 7:7, 39:21, 79:12</p> <p><b>power</b> [1] - 47:22</p> <p><b>POWERS</b> [1] - 12:3</p> <p><b>Powers</b> [5] - 2:6, 9:12, 12:1, 12:3, 58:9</p> <p><b>practice</b> [1] - 72:20</p> <p><b>practicing</b> [1] - 78:23</p> <p><b>pray</b> [4] - 60:13, 60:14, 69:9</p> <p><b>pre</b> [1] - 11:13</p> <p><b>pre-K</b> [1] - 11:13</p> <p><b>predicated</b> [1] - 93:19</p> <p><b>preliminary</b> [3] - 17:11, 18:22, 19:1</p> <p><b>prepared</b> [7] - 41:23, 53:12, 53:13, 53:14, 54:3, 65:24, 66:6</p> <p><b>present</b> [12] - 12:1, 30:5, 30:6, 30:7, 32:15, 40:5, 47:13, 76:13, 78:25, 90:12, 93:9</p>	<p><b>presentation</b> [5] - 7:8, 8:24, 39:9, 58:5, 99:8</p> <p><b>Presentation</b> [1] - 2:4</p> <p><b>presentations</b> [3] - 5:9, 5:14, 22:5</p> <p><b>presented</b> [7] - 10:25, 17:10, 46:21, 87:20, 87:23, 89:18, 90:23</p> <p><b>presenting</b> [2] - 12:11, 17:9</p> <p><b>presently</b> [2] - 26:22, 32:24</p> <p><b>pretty</b> [8] - 13:6, 27:6, 28:3, 29:8, 30:2, 33:12, 63:22, 66:3</p> <p><b>previous</b> [3] - 20:8, 36:18, 37:6</p> <p><b>previously</b> [4] - 3:16, 4:15, 8:13, 8:16</p> <p><b>price</b> [1] - 57:24</p> <p><b>primarily</b> [1] - 11:6</p> <p><b>primary</b> [1] - 23:3</p> <p><b>principal</b> [3] - 9:13, 12:4, 37:17</p> <p><b>principals</b> [2] - 5:6, 22:12</p> <p><b>private</b> [2] - 43:3, 44:10</p> <p><b>privilege</b> [2] - 49:17, 50:8</p> <p><b>prize</b> [1] - 48:6</p> <p><b>problem</b> [6] - 16:22, 20:25, 61:25, 74:6, 77:8, 94:7</p> <p><b>problems</b> [1] - 43:12</p> <p><b>procedures</b> [1] - 22:22</p> <p><b>proceedings</b> [1] - 100:13</p> <p><b>process</b> [10] - 9:23, 13:25, 25:16, 26:11, 39:2, 39:16, 51:24, 52:10, 88:15, 93:4</p> <p><b>productive</b> [3] - 7:22, 49:25, 51:7</p> <p><b>proficient</b> [2] - 16:12, 16:16</p> <p><b>profits</b> [1] - 91:3</p> <p><b>program</b> [5] - 7:17, 12:21, 23:4, 61:1</p> <p><b>programs</b> [1] - 23:6</p> <p><b>project</b> [13] - 9:17, 46:3, 57:18, 85:6, 86:23, 89:19, 90:4, 91:4, 92:3, 92:7, 96:23, 97:3, 97:11</p> <p><b>projected</b> [5] - 13:1,</p>	<p>25:22, 26:10, 26:19, 32:16</p> <p><b>projections</b> [1] - 11:8</p> <p><b>promised</b> [1] - 66:22</p> <p><b>properly</b> [1] - 4:12</p> <p><b>property</b> [1] - 87:18</p> <p><b>proposed</b> [2] - 94:19, 96:14</p> <p><b>protected</b> [1] - 77:18</p> <p><b>proud</b> [3] - 16:18, 59:1, 76:16</p> <p><b>provide</b> [8] - 3:15, 6:19, 23:4, 24:1, 39:24, 71:13, 87:7, 98:23</p> <p><b>provides</b> [1] - 3:19</p> <p><b>provision</b> [1] - 95:9</p> <p><b>provisions</b> [2] - 3:14, 95:6</p> <p><b>PSBA</b> [1] - 95:12</p> <p><b>PSERS</b> [1] - 94:14</p> <p><b>PSSA</b> [1] - 53:20</p> <p><b>PSSA's</b> [1] - 16:2</p> <p><b>PSSAs</b> [1] - 53:22</p> <p><b>PT</b> [1] - 37:18</p> <p><b>Public</b> [5] - 3:10, 3:18, 100:3, 100:10, 100:22</p> <p><b>public</b> [13] - 3:11, 3:20, 3:22, 4:3, 5:19, 6:9, 7:14, 19:14, 24:3, 43:4, 85:8, 89:14, 89:16</p> <p><b>PUBLIC</b> [1] - 1:3</p> <p><b>publicly</b> [1] - 3:15</p> <p><b>published</b> [1] - 4:7</p> <p><b>pull</b> [1] - 32:6</p> <p><b>pulled</b> [2] - 35:20</p> <p><b>pupils</b> [1] - 4:19</p> <p><b>purchased</b> [1] - 63:16</p> <p><b>Purdon's</b> [2] - 78:4, 78:6</p> <p><b>purpose</b> [2] - 4:22, 4:25</p> <p><b>purposes</b> [3] - 4:20, 6:1, 14:4</p> <p><b>pursuant</b> [2] - 3:10, 4:13</p> <p><b>pursue</b> [2] - 33:8, 46:1</p> <p><b>pushed</b> [1] - 35:24</p> <p><b>Put</b> [1] - 60:23</p> <p><b>put</b> [30] - 7:2, 9:16, 27:23, 29:9, 38:9, 40:21, 46:10, 50:24, 54:13, 54:16, 56:11, 56:24, 57:25, 59:4, 63:9, 63:21, 63:25,</p>
---	---	---	--	--

65:20, 68:8, 68:16, 73:16, 75:4, 80:19, 83:5, 84:19, 85:17, 89:21, 91:13, 94:2, 95:13 <b>puts</b> [1] - 10:3 <b>Putting</b> [1] - 64:23 <b>putting</b> [7] - 46:14, 54:14, 62:22, 63:3, 73:17, 83:2	53:22, 55:6, 61:1, 61:13, 82:21 <b>real</b> [3] - 10:13, 59:11, 93:25 <b>realign</b> [1] - 82:24 <b>reality</b> [1] - 22:3 <b>realize</b> [3] - 10:7, 10:12, 36:4 <b>realized</b> [2] - 45:25, 47:25 <b>really</b> [32] - 11:17, 13:20, 14:1, 14:6, 14:10, 14:11, 14:12, 14:14, 14:24, 15:22, 16:1, 16:6, 16:10, 16:18, 16:23, 16:25, 17:2, 23:8, 23:9, 23:17, 25:19, 31:2, 32:11, 45:10, 45:11, 48:10, 48:13, 52:1, 55:25, 64:16, 66:18, 73:2 <b>reason</b> [4] - 6:13, 20:18, 65:22, 78:12 <b>reasons</b> [7] - 4:16, 4:18, 4:21, 8:16, 8:19, 95:7, 95:10 <b>receive</b> [2] - 17:17, 71:1 <b>received</b> [3] - 18:11, 21:21 <b>receives</b> [1] - 21:15 <b>receiving</b> [3] - 48:21, 71:2, 82:7 <b>recent</b> [2] - 17:19, 18:10 <b>recently</b> [1] - 21:25 <b>recognize</b> [3] - 9:16, 49:15, 71:12 <b>recommendation</b> [5] - 25:15, 25:17, 27:20, 48:17, 88:7 <b>recommendations</b> [4] - 25:13, 25:14, 25:15, 28:19 <b>reconsider</b> [1] - 22:21 <b>record</b> [5] - 6:13, 6:23, 6:25, 8:10, 8:12 <b>records</b> [1] - 50:4 <b>reduce</b> [1] - 28:22 <b>reduced</b> [2] - 17:17, 100:11 <b>reducing</b> [1] - 28:2 <b>reduction</b> [2] - 20:19, 82:16 <b>referred</b> [2] - 3:5, 3:17 <b>reflect</b> [1] - 84:5 <b>reflected</b> [2] - 83:5,	85:10 <b>reflects</b> [1] - 84:3 <b>reform</b> [1] - 93:15 <b>refuse</b> [1] - 36:25 <b>regard</b> [2] - 78:9, 89:23 <b>regarding</b> [3] - 3:4, 5:23, 89:16 <b>regards</b> [1] - 53:15 <b>region</b> [1] - 57:4 <b>register</b> [1] - 60:1 <b>registration</b> [1] - 26:12 <b>regular</b> [6] - 27:14, 39:18, 39:25, 71:2, 79:24, 98:23 <b>REIF</b> [6] - 1:14, 31:18, 31:20, 31:22, 31:24, 32:3 <b>reimbursements</b> [1] - 12:20 <b>reinforce</b> [1] - 50:7 <b>related</b> [2] - 3:23, 25:7 <b>relates</b> [1] - 10:21 <b>relationship</b> [1] - 22:17 <b>relative</b> [2] - 5:16, 82:14 <b>relied</b> [1] - 93:20 <b>remain</b> [1] - 7:1 <b>remaining</b> [1] - 32:18 <b>remarks</b> [5] - 3:7, 7:14, 8:22, 9:3, 99:3 <b>remember</b> [2] - 14:12, 73:11 <b>reminder</b> [1] - 17:1 <b>Rendell</b> [1] - 93:17 <b>reneged</b> [1] - 94:13 <b>renovation</b> [3] - 12:21, 91:19, 91:21 <b>rent</b> [1] - 97:24 <b>repair</b> [1] - 34:23 <b>repairs</b> [1] - 36:24 <b>repeat</b> [1] - 47:17 <b>repeatedly</b> [1] - 40:16 <b>replace</b> [6] - 32:21, 33:14, 34:12, 35:5, 46:9, 81:4 <b>replacement</b> [17] - 32:19, 32:23, 33:4, 33:6, 33:16, 33:19, 33:21, 33:22, 34:3, 34:6, 34:7, 34:10, 34:13, 34:22, 35:9, 35:12, 35:16 <b>replacing</b> [3] - 33:17, 34:16, 80:23 <b>Reporter</b> [3] - 100:3,	100:10, 100:12 <b>Reporter-Notary</b> [2] - 100:3, 100:10 <b>Reporting</b> [1] - 1:23 <b>represent</b> [6] - 27:10, 28:4, 30:13, 51:9, 77:14, 77:17 <b>representing</b> [2] - 77:22, 78:22 <b>represents</b> [3] - 26:6, 28:7, 28:11 <b>require</b> [1] - 92:24 <b>required</b> [5] - 4:13, 6:12, 22:23, 30:25, 50:23 <b>requirements</b> [2] - 8:14, 10:6 <b>requires</b> [1] - 3:11 <b>resident</b> [4] - 6:3, 8:5, 40:4, 46:17 <b>resolution</b> [5] - 4:6, 4:11, 96:24, 96:25, 97:12 <b>resolutions</b> [1] - 88:16 <b>resources</b> [4] - 14:24, 50:2, 70:13, 70:17 <b>respect</b> [3] - 8:1, 51:12, 90:19 <b>respectful</b> [2] - 6:21, 50:16 <b>response</b> [1] - 45:22 <b>responsible</b> [1] - 53:15 <b>rest</b> [6] - 8:24, 9:18, 31:1, 73:4, 92:23, 98:24 <b>restaurants</b> [1] - 60:1 <b>retain</b> [1] - 83:17 <b>retained</b> [1] - 78:20 <b>retired</b> [1] - 97:22 <b>retirement</b> [4] - 18:23, 19:5, 19:15, 96:12 <b>retirements</b> [1] - 22:9 <b>return</b> [4] - 7:25, 26:7, 51:5, 92:9 <b>revenue</b> [1] - 10:7 <b>revenues</b> [2] - 19:4, 22:16 <b>review</b> [4] - 4:10, 5:1, 17:8, 38:22 <b>reviewed</b> [1] - 18:21 <b>revolves</b> [1] - 51:22 <b>RICHARD</b> [1] - 1:15 <b>RICK</b> [1] - 63:13 <b>Rick</b> [2] - 2:17, 63:13	<b>ridden</b> [1] - 40:24 <b>ride</b> [16] - 29:25, 41:4, 41:7, 41:16, 54:7, 62:18, 62:21, 72:1, 72:4, 72:5, 72:18, 72:22, 73:20, 73:22, 75:5, 86:18 <b>rides</b> [4] - 40:19, 41:6, 72:8, 86:24 <b>Ridge</b> [1] - 56:22 <b>ridiculous</b> [2] - 42:8, 72:12 <b>ridiculously</b> [1] - 29:13 <b>rights</b> [1] - 78:17 <b>rising</b> [1] - 22:16 <b>road</b> [2] - 5:25, 57:6 <b>Road</b> [7] - 40:8, 63:14, 69:12, 74:1, 84:14, 84:16, 98:6 <b>Robb</b> [3] - 2:14, 45:16, 54:7 <b>ROBB</b> [1] - 45:16 <b>role</b> [3] - 23:10, 67:24, 77:11 <b>rolls</b> [1] - 79:7 <b>RONALD</b> [1] - 1:12 <b>roof</b> [18] - 34:11, 34:12, 34:14, 34:15, 34:16, 34:19, 34:22, 34:25, 35:2, 35:4, 35:5, 35:6, 35:7, 35:8, 35:10, 35:14, 35:15, 35:17 <b>roofing</b> [1] - 32:17 <b>Roofing</b> [1] - 34:10 <b>room</b> [4] - 33:11, 43:14, 43:19, 75:20 <b>rooms</b> [16] - 22:10, 27:11, 28:5, 28:6, 28:7, 28:23, 29:16, 29:17, 30:7, 30:10, 30:11, 38:6, 59:13, 80:15, 80:18 <b>roots</b> [2] - 16:21, 42:20 <b>ROTHSTEIN</b> [3] - 1:14, 81:3, 81:16 <b>roughly</b> [1] - 79:24 <b>round</b> [3] - 42:3, 42:6, 62:1 <b>rounded</b> [1] - 72:16 <b>row</b> [1] - 12:25 <b>RPR</b> [1] - 100:21 <b>rubber</b> [5] - 34:10, 34:13, 35:4, 35:9, 35:15 <b>rule</b> [2] - 72:10, 72:11 <b>run</b> [2] - 18:6, 92:16
<b>Q</b>				
<b>quality</b> [8] - 48:20, 49:1, 66:24, 68:8, 70:15, 71:6, 76:23 <b>Questions</b> [1] - 2:20 <b>questions</b> [13] - 5:12, 7:19, 38:25, 39:19, 74:7, 74:9, 79:4, 79:5, 82:13, 84:12, 85:24, 98:20, 100:8 <b>quickly</b> [1] - 26:13 <b>quite</b> [3] - 39:19, 58:18, 91:20 <b>Quite</b> [1] - 5:13				
<b>R</b>				
<b>raise</b> [3] - 94:1, 94:24, 97:24 <b>raised</b> [1] - 39:19 <b>raises</b> [2] - 93:13, 94:4 <b>raising</b> [2] - 76:5, 85:25 <b>ramifications</b> [2] - 90:25, 92:21 <b>range</b> [2] - 32:16, 91:3 <b>rate</b> [4] - 20:1, 67:6, 67:16, 89:24 <b>rates</b> [2] - 20:7, 94:14 <b>rather</b> [1] - 20:2 <b>RE</b> [1] - 1:3 <b>reaching</b> [2] - 33:13, 34:5 <b>react</b> [1] - 59:25 <b>read</b> [14] - 8:10, 16:4, 16:5, 23:7, 42:1, 44:5, 44:8, 44:10, 44:11, 47:25, 48:3, 59:21, 95:21 <b>reader</b> [1] - 45:4 <b>reading</b> [12] - 15:6, 15:8, 15:10, 16:8, 16:13, 23:21, 47:14,				

<p><b>running</b> [1] - 60:17  <b>runs</b> [8] - 29:7,  29:20, 31:5, 31:10,  31:25, 32:10, 87:1,  87:2</p>	<p>19:25, 20:14, 21:6,  25:8, 26:8, 26:14,  27:4, 28:10, 29:9,  30:23, 30:25, 31:25,  32:4, 32:7, 32:12,  32:16, 34:19, 34:20,  40:11, 40:20, 40:21,  40:22, 40:23, 40:24,  40:25, 41:11, 41:18,  41:22, 42:4, 42:5,  42:9, 42:20, 42:24,  43:7, 43:8, 43:10,  44:4, 45:23, 46:1,  46:2, 46:3, 46:15,  47:6, 47:8, 47:11,  47:16, 48:4, 48:9,  48:10, 48:17, 48:23,  49:7, 49:16, 49:19,  50:6, 50:10, 50:11,  50:19, 50:23, 51:1,  51:5, 51:9, 53:5, 53:9,  53:11, 53:25, 55:16,  55:19, 56:6, 56:9,  56:10, 56:12, 56:14,  56:19, 56:20, 57:3,  57:9, 57:13, 57:16,  58:3, 58:9, 58:13,  59:14, 61:3, 61:4,  61:22, 62:11, 62:12,  62:17, 63:4, 63:6,  63:7, 63:14, 64:25,  65:2, 65:7, 65:13,  65:23, 65:25, 66:2,  67:13, 69:17, 69:18,  70:3, 70:10, 70:14,  71:14, 71:15, 71:18,  71:21, 72:14, 72:16,  72:18, 73:5, 73:8,  73:11, 73:18, 74:3,  74:4, 75:12, 75:14,  75:15, 75:17, 76:2,  77:2, 77:15, 77:17,  77:20, 77:21, 77:22,  78:3, 78:9, 78:10,  78:14, 79:21, 80:2,  80:3, 80:5, 80:9,  82:14, 82:15, 82:16,  82:19, 82:23, 83:4,  84:21, 85:6, 85:10,  85:15, 86:3, 86:4,  86:8, 86:9, 86:14,  86:23, 87:3, 87:4,  87:16, 88:11, 88:20,  88:23, 89:17, 89:19,  90:13, 91:18, 91:20,  92:3, 93:12, 93:18,  94:3, 94:22, 94:25,  95:2, 95:6, 95:9,  95:15, 95:17, 95:23,  96:8, 96:9, 96:21,</p>	<p>96:23  <b>School</b> [21] - 3:10,  3:13, 3:18, 10:1,  17:16, 18:9, 19:13,  24:9, 44:9, 47:19,  50:1, 51:3, 51:6, 57:7,  57:8, 66:1, 69:15,  74:20, 76:3, 96:5,  100:7  <b>SCHOOL</b> [3] - 1:1,  1:4, 1:7  <b>schools</b> [62] - 8:18,  12:10, 12:14, 13:5,  14:7, 14:11, 14:14,  14:21, 14:24, 14:25,  15:6, 15:19, 16:2,  16:3, 16:15, 18:24,  20:25, 21:3, 21:8,  24:11, 25:20, 26:15,  29:2, 30:16, 46:5,  53:1, 53:13, 53:23,  54:5, 56:12, 56:19,  58:19, 58:22, 59:3,  59:4, 60:22, 62:10,  63:21, 63:22, 65:14,  66:8, 67:11, 68:1,  68:20, 68:24, 70:21,  73:13, 73:15, 76:1,  76:8, 79:20, 85:21,  87:17, 88:6, 88:8,  91:14, 92:5, 94:1,  94:20, 94:21, 96:11</p>	<p><b>security</b> [1] - 36:24  <b>see</b> [63] - 5:10, 7:16,  8:15, 9:2, 10:12,  11:11, 11:18, 12:14,  15:4, 15:5, 16:1,  18:10, 19:7, 19:8,  19:16, 21:1, 21:4,  21:17, 22:9, 22:13,  22:20, 23:5, 24:1,  24:7, 24:12, 25:6,  25:15, 25:18, 26:1,  26:9, 26:15, 27:22,  27:23, 28:2, 28:15,  28:18, 28:21, 29:6,  29:12, 30:2, 30:5,  37:8, 43:10, 44:23,  45:13, 45:24, 50:18,  54:14, 54:17, 62:9,  62:24, 63:17, 66:10,  67:15, 74:5, 75:12,  76:16, 85:10, 85:17,  93:9, 94:6, 95:17  <b>Seeger</b> [1] - 41:6  <b>seeing</b> [1] - 56:21  <b>seem</b> [2] - 55:24,  55:25  <b>sees</b> [1] - 65:3  <b>selected</b> [2] - 37:10,  38:2  <b>self</b> [2] - 13:6, 20:15  <b>sell</b> [3] - 64:1, 68:5,  90:1  <b>send</b> [4] - 19:20,  70:10, 70:18, 70:23  <b>sending</b> [1] - 68:13  <b>seniority</b> [5] - 82:22,  83:13, 83:19, 83:25,  84:10  <b>sense</b> [2] - 54:10,  54:15  <b>separate</b> [2] - 48:18,  75:15  <b>September</b> [1] -  15:25  <b>series</b> [1] - 85:7  <b>serve</b> [2] - 3:2, 24:3  <b>served</b> [1] - 58:8  <b>Service</b> [1] - 1:23  <b>service</b> [1] - 82:18  <b>services</b> [4] - 22:22,  23:5, 71:1, 71:4  <b>set</b> [4] - 10:9, 19:20,  20:1  <b>sets</b> [1] - 4:15  <b>setting</b> [1] - 4:8  <b>settle</b> [1] - 75:18  <b>several</b> [4] - 5:5,  19:10, 51:25, 81:19  <b>sex</b> [1] - 41:1  <b>Shaffer</b> [1] - 9:17</p>	<p><b>shall</b> [3] - 3:15, 3:22,  3:24  <b>shame</b> [1] - 63:2  <b>share</b> [12] - 18:13,  19:6, 19:7, 19:14,  20:9, 31:7, 47:2, 47:4,  52:7, 61:10, 61:17,  69:25  <b>shared</b> [5] - 7:5,  52:9, 78:1, 79:11,  95:19  <b>Shawn</b> [1] - 55:6  <b>sheet</b> [1] - 88:9  <b>Shield</b> [1] - 20:16  <b>shifting</b> [1] - 90:14  <b>shingle</b> [1] - 34:18  <b>shingled</b> [2] - 34:22,  35:11  <b>shingles</b> [7] - 34:18,  34:20, 34:21, 35:11,  46:7, 46:11  <b>Shoemaker</b> [2] -  43:20, 43:22  <b>short</b> [3] - 32:16,  72:3, 95:24  <b>show</b> [13] - 14:1,  20:11, 21:7, 27:16,  30:15, 30:17, 32:12,  37:5, 38:1, 50:4,  51:10, 54:19, 71:8  <b>showed</b> [2] - 15:12,  16:21  <b>showing</b> [8] - 20:19,  27:18, 28:18, 29:14,  29:18, 32:8, 36:19,  83:16  <b>shown</b> [1] - 71:10  <b>shows</b> [15] - 12:15,  12:17, 12:23, 13:4,  13:7, 15:3, 17:19,  20:7, 21:20, 21:23,  25:25, 27:6, 28:13,  36:17, 74:23  <b>sick</b> [2] - 41:10,  61:23  <b>side</b> [1] - 37:23  <b>sides</b> [1] - 77:14  <b>sideways</b> [1] - 41:12  <b>significant</b> [6] - 90:2,  91:3, 91:23, 92:1,  92:13, 95:14  <b>significantly</b> [1] -  21:16  <b>similar</b> [4] - 33:8,  34:4, 35:8, 77:12  <b>simple</b> [2] - 52:17,  52:18  <b>simply</b> [6] - 6:8,  8:18, 52:17, 72:6,  94:25, 95:5</p>
<b>S</b>				
<p><b>sacrifice</b> [3] - 75:6,  75:7, 76:5  <b>sacrificed</b> [1] - 58:11  <b>safety</b> [1] - 51:12  <b>Safety</b> [1] - 8:1  <b>salaries</b> [1] - 83:16  <b>salary</b> [10] - 36:7,  36:10, 37:5, 37:11,  82:2, 82:4, 82:8,  82:11, 83:12, 84:9  <b>sane</b> [1] - 46:3  <b>sat</b> [2] - 22:1, 59:11  <b>satisfactory</b> [1] -  82:18  <b>save</b> [3] - 48:10,  55:15, 66:20  <b>saved</b> [1] - 57:22  <b>saving</b> [2] - 81:23,  81:25  <b>savings</b> [15] - 35:19,  36:6, 36:15, 37:5,  37:22, 38:1, 38:4,  38:7, 38:9, 38:13,  45:24, 83:7, 83:16,  83:21, 84:4  <b>saw</b> [7] - 36:18,  37:24, 45:2, 47:25,  57:5, 60:7, 78:21  <b>scale</b> [4] - 83:15,  83:19, 84:2, 84:10  <b>scenarios</b> [1] - 30:22  <b>scheduling</b> [3] - 3:5,  3:11, 4:4  <b>scheme</b> [1] - 82:11  <b>scholastically</b> [1] -  71:12  <b>school</b> [249] - 3:14,  3:20, 3:21, 3:24, 3:25,  4:10, 4:13, 4:15, 4:16,  4:17, 4:20, 5:2, 5:8,  5:21, 5:23, 6:10, 6:11,  6:24, 6:25, 7:5, 7:15,  7:20, 7:24, 8:16, 8:20,  9:4, 10:3, 10:8, 10:10,  10:15, 11:6, 11:21,  14:15, 14:16, 14:17,  14:18, 15:1, 15:2,  15:17, 15:23, 16:11,  17:3, 17:7, 17:9,  17:15, 17:20, 17:23,  18:4, 19:6, 19:15,</p>				



<p><b>sit</b> [6] - 40:14, 44:17, 64:23, 65:16, 86:19, 91:11</p> <p><b>Sit</b> [1] - 65:17</p> <p><b>sitting</b> [4] - 64:25, 65:7, 65:8, 78:13</p> <p><b>situation</b> [4] - 33:23, 51:22, 57:15, 62:18</p> <p><b>size</b> [15] - 26:16, 26:17, 26:20, 26:25, 27:21, 28:3, 28:6, 28:17, 28:24, 29:11, 29:17, 30:7, 30:8, 30:14</p> <p><b>sizes</b> [4] - 27:17, 53:6, 70:24, 73:15</p> <p><b>skirting</b> [1] - 89:11</p> <p><b>Sleepy</b> [1] - 45:16</p> <p><b>slide</b> [18] - 7:12, 8:10, 8:12, 8:14, 10:24, 11:7, 11:9, 12:15, 13:4, 14:1, 17:19, 32:12, 36:17, 36:18, 37:6, 37:24, 83:1, 83:4</p> <p><b>slides</b> [6] - 12:1, 12:5, 35:23, 53:21, 63:20, 94:5</p> <p><b>slowly</b> [1] - 28:22</p> <p><b>small</b> [12] - 4:18, 49:14, 52:23, 53:6, 62:10, 66:2, 66:19, 67:8, 67:9, 68:19, 68:24</p> <p><b>Smaller</b> [1] - 67:2</p> <p><b>smaller</b> [1] - 58:22</p> <p><b>smart</b> [3] - 45:14, 68:11</p> <p><b>smell</b> [1] - 41:13</p> <p><b>Snider</b> [4] - 1:23, 100:3, 100:10, 100:21</p> <p><b>socially</b> [1] - 53:14</p> <p><b>SOCIE</b> [1] - 32:14</p> <p><b>Socie</b> [3] - 2:9, 9:14, 32:14</p> <p><b>society</b> [1] - 47:23</p> <p><b>soft</b> [1] - 59:14</p> <p><b>sold</b> [1] - 91:7</p> <p><b>SOLICITOR</b> [1] - 1:18</p> <p><b>solicitor</b> [7] - 3:2, 4:11, 8:23, 47:16, 77:10, 77:11, 77:17</p> <p><b>Solicitor</b> [1] - 77:12</p> <p><b>solid</b> [1] - 97:3</p> <p><b>solution</b> [1] - 76:1</p> <p><b>solve</b> [3] - 74:6, 75:25, 77:7</p> <p><b>someone</b> [1] - 71:20</p> <p><b>sometime</b> [2] - 22:6,</p>	<p>65:16</p> <p><b>sometimes</b> [3] - 43:14, 64:13, 64:18</p> <p><b>somewhere</b> [4] - 44:18, 64:7, 65:11, 81:25</p> <p><b>son</b> [11] - 43:11, 44:13, 44:23, 53:10, 64:10, 64:13, 64:17, 64:20, 65:3, 70:23, 72:17</p> <p><b>sooner</b> [1] - 98:4</p> <p><b>sorry</b> [7] - 11:1, 21:4, 27:5, 53:18, 72:9, 80:13, 81:13</p> <p><b>Sorry</b> [2] - 12:2, 81:16</p> <p><b>Southside</b> [30] - 13:12, 14:20, 24:17, 24:24, 24:25, 25:4, 26:19, 29:5, 29:18, 30:4, 30:6, 30:11, 31:16, 32:17, 33:22, 33:23, 34:8, 34:10, 34:12, 34:17, 34:18, 34:23, 35:8, 35:11, 46:9, 47:12, 54:17, 72:8</p> <p><b>space</b> [2] - 55:18, 55:20</p> <p><b>spaces</b> [1] - 54:13</p> <p><b>speakers</b> [1] - 77:9</p> <p><b>special</b> [14] - 18:24, 21:9, 21:10, 21:12, 21:15, 21:21, 27:13, 37:16, 37:18, 49:20, 49:23, 79:25, 94:7, 94:15</p> <p><b>Special</b> [1] - 21:13</p> <p><b>specialist</b> [1] - 82:21</p> <p><b>specifically</b> [1] - 5:16</p> <p><b>speech</b> [2] - 37:18, 41:23</p> <p><b>spell</b> [1] - 6:8</p> <p><b>spelling</b> [1] - 6:7</p> <p><b>spend</b> [11] - 57:25, 58:15, 66:12, 66:13, 68:2, 75:8, 76:1, 76:6, 80:15, 81:1, 81:7</p> <p><b>spending</b> [5] - 22:18, 33:1, 54:23, 76:8, 98:9</p> <p><b>spends</b> [1] - 94:6</p> <p><b>spent</b> [8] - 14:22, 21:14, 52:3, 52:4, 60:20, 62:20, 80:13, 81:3</p> <p><b>spike</b> [1] - 19:9</p> <p><b>spikes</b> [1] - 20:5</p>	<p><b>spirit</b> [2] - 73:16, 73:18</p> <p><b>split</b> [3] - 33:10, 34:4, 81:17</p> <p><b>sponsor</b> [1] - 95:8</p> <p><b>sports</b> [2] - 67:17</p> <p><b>square</b> [2] - 16:21, 43:1</p> <p><b>squeeze</b> [1] - 95:2</p> <p><b>staff</b> [27] - 6:4, 9:18, 9:21, 13:23, 14:22, 14:23, 20:19, 21:18, 21:19, 25:15, 28:8, 29:10, 35:25, 36:3, 36:5, 37:6, 38:10, 49:16, 50:12, 50:15, 50:18, 50:21, 81:24, 82:17, 83:23, 86:21, 95:4</p> <p><b>staffing</b> [6] - 25:17, 26:1, 26:3, 27:10, 27:19, 36:3</p> <p><b>staffs</b> [1] - 16:18</p> <p><b>stand</b> [6] - 45:13, 48:16, 55:9, 58:4, 60:14, 64:22</p> <p><b>Stand</b> [1] - 55:7</p> <p><b>standard</b> [3] - 22:22, 68:25, 72:11</p> <p><b>standardized</b> [1] - 70:22</p> <p><b>standards</b> [2] - 16:13, 23:15</p> <p><b>standing</b> [2] - 57:6, 62:24</p> <p><b>Standing</b> [54] - 13:13, 14:20, 24:15, 24:16, 24:18, 24:19, 24:21, 24:23, 25:2, 25:3, 25:24, 26:24, 27:3, 27:7, 27:9, 27:12, 28:1, 28:8, 28:11, 28:14, 28:16, 28:24, 29:4, 29:7, 29:10, 30:9, 31:6, 32:13, 33:20, 33:23, 35:7, 35:10, 37:25, 38:3, 38:4, 38:8, 38:10, 41:13, 42:4, 43:11, 46:9, 47:10, 47:11, 54:11, 54:16, 55:2, 70:23, 73:8, 82:6, 84:14, 84:17, 96:4</p> <p><b>start</b> [6] - 28:22, 33:13, 47:14, 64:20, 82:7, 93:3</p> <p><b>started</b> [7] - 14:10, 57:2, 57:18, 59:5, 66:17, 70:3</p>	<p><b>starting</b> [14] - 32:17, 36:5, 36:7, 36:9, 37:8, 37:9, 37:11, 80:2, 82:2, 82:4, 82:7, 82:11, 83:15, 84:9</p> <p><b>starts</b> [4] - 26:15, 67:22, 68:19, 72:21</p> <p><b>State</b> [3] - 42:12, 45:5, 100:18</p> <p><b>state</b> [32] - 6:2, 6:4, 8:5, 10:19, 16:14, 17:13, 17:14, 17:17, 17:19, 17:22, 17:25, 18:7, 18:10, 22:15, 23:15, 23:24, 25:18, 31:2, 39:12, 40:3, 46:1, 69:5, 74:10, 74:14, 76:14, 79:17, 93:22, 94:8, 94:13, 94:16</p> <p><b>statement</b> [2] - 6:19, 19:12</p> <p><b>statements</b> [3] - 7:12, 47:15, 86:18</p> <p><b>States</b> [1] - 76:19</p> <p><b>static</b> [1] - 7:13</p> <p><b>status</b> [1] - 12:8</p> <p><b>stay</b> [6] - 6:22, 26:23, 44:7, 71:5, 80:4</p> <p><b>stayed</b> [1] - 28:21</p> <p><b>staying</b> [2] - 64:14, 86:9</p> <p><b>steadfastly</b> [1] - 93:5</p> <p><b>steam</b> [1] - 33:7</p> <p><b>stenographer</b> [4] - 6:1, 6:7, 6:14, 79:8</p> <p><b>stenographic</b> [2] - 6:13, 8:11</p> <p><b>stenographically</b> [1] - 100:9</p> <p><b>step</b> [2] - 38:6, 40:3</p> <p><b>steps</b> [1] - 89:2</p> <p><b>Steve</b> [2] - 2:22, 86:2</p> <p><b>STEVE</b> [2] - 86:2, 87:10</p> <p><b>Steвер</b> [1] - 58:7</p> <p><b>stick</b> [2] - 75:14, 96:16</p> <p><b>still</b> [7] - 60:8, 64:2, 64:4, 64:23, 70:7, 75:3, 75:16</p> <p><b>stimulus</b> [1] - 18:6</p> <p><b>Stone</b> [56] - 13:13, 14:20, 24:15, 24:16, 24:19, 24:21, 24:23, 25:2, 25:3, 25:24, 26:24, 27:3, 27:7, 27:9, 27:12, 28:1, 28:8, 28:11, 28:15, 28:16, 28:24, 29:4,</p>	<p>29:7, 29:10, 30:9, 31:6, 32:13, 33:20, 33:23, 35:7, 35:10, 37:25, 38:3, 38:4, 38:8, 38:10, 41:13, 42:4, 43:11, 46:9, 47:10, 47:11, 54:11, 54:16, 55:3, 56:22, 67:3, 70:24, 73:8, 82:6, 84:14, 84:17, 96:5</p> <p><b>stood</b> [2] - 59:12, 74:22</p> <p><b>stop</b> [2] - 19:11, 90:13</p> <p><b>stopped</b> [1] - 92:7</p> <p><b>stopping</b> [1] - 57:10</p> <p><b>stores</b> [3] - 66:10, 66:22, 67:9</p> <p><b>story</b> [1] - 58:9</p> <p><b>straight</b> [2] - 43:6, 43:11</p> <p><b>Street</b> [4] - 86:3, 87:15, 96:3, 96:19</p> <p><b>streets</b> [2] - 67:18, 67:19</p> <p><b>strength</b> [1] - 16:7</p> <p><b>strings</b> [1] - 55:11</p> <p><b>strive</b> [1] - 50:17</p> <p><b>strong</b> [2] - 53:25, 54:1</p> <p><b>strongly</b> [3] - 58:22, 85:16, 85:19</p> <p><b>struggles</b> [1] - 61:15</p> <p><b>Stuck</b> [10] - 2:7, 2:8, 2:9, 5:15, 9:14, 10:4, 10:11, 13:15, 17:6, 92:21</p> <p><b>STUCK</b> [15] - 1:17, 17:6, 19:23, 30:19, 31:14, 31:19, 31:21, 31:23, 32:2, 32:6, 35:18, 83:13, 83:22, 83:25, 84:8</p> <p><b>stuck</b> [1] - 75:23</p> <p><b>student</b> [22] - 10:17, 10:22, 13:5, 14:4, 21:9, 21:10, 22:18, 30:1, 40:9, 40:20, 45:4, 56:7, 61:9, 62:12, 62:16, 62:20, 64:17, 72:8, 74:10, 79:22, 79:23, 79:25</p> <p><b>students</b> [63] - 7:21, 7:23, 9:24, 10:23, 11:14, 11:20, 13:11, 13:14, 13:22, 16:18, 21:12, 22:25, 23:14, 23:18, 26:6, 28:15, 29:7, 29:10, 29:24,</p>
---	--	---	---	--

<p>30:12, 30:16, 30:24, 31:15, 31:22, 32:1, 32:4, 40:19, 40:21, 40:25, 41:5, 41:7, 41:9, 42:10, 43:24, 49:8, 52:15, 52:18, 53:12, 54:12, 54:16, 54:17, 54:20, 57:5, 59:8, 59:21, 59:25, 61:19, 63:24, 66:5, 67:16, 69:2, 71:14, 75:19, 76:17, 76:20, 78:16, 79:21, 79:24, 80:3, 83:2, 85:20</p> <p><b>Students</b> [1] - 29:4</p> <p><b>stuff</b> [2] - 64:15, 68:5</p> <p><b>subject</b> [2] - 48:1, 57:14</p> <p><b>submit</b> [2] - 47:5, 98:21</p> <p><b>submitted</b> [1] - 8:9</p> <p><b>subsidy</b> [9] - 17:15, 17:20, 18:7, 18:11, 18:15, 21:15, 21:21, 31:2</p> <p><b>substantially</b> [1] - 3:20</p> <p><b>success</b> [2] - 7:24, 51:4</p> <p><b>sudden</b> [1] - 97:15</p> <p><b>suffer</b> [1] - 83:21</p> <p><b>suffered</b> [1] - 41:17</p> <p><b>suggesting</b> [1] - 18:18</p> <p><b>suggestions</b> [2] - 74:2, 74:4</p> <p><b>suit</b> [1] - 11:16</p> <p><b>sums</b> [1] - 92:13</p> <p><b>superintendent</b> [4] - 5:6, 7:4, 79:9, 88:7</p> <p><b>Superintendent</b> [1] - 2:5</p> <p><b>SUPERINTENDENT</b> [2] - 1:16, 9:1</p> <p><b>supervisor</b> [1] - 32:15</p> <p><b>supplant</b> [1] - 18:7</p> <p><b>supplanted</b> [6] - 17:14, 17:21, 17:24, 18:3, 18:11, 18:15</p> <p><b>supplies</b> [1] - 36:25</p> <p><b>support</b> [6] - 24:2, 27:21, 32:25, 33:2, 33:25, 96:6</p> <p><b>supporter</b> [1] - 71:16</p> <p><b>supposed</b> [1] - 69:16</p> <p><b>Supt</b> [2] - 2:7, 2:10</p> <p><b>Susan</b> [2] - 2:18, 69:11</p> <p><b>SUSAN</b> [1] - 69:11</p>	<p><b>swear</b> [1] - 40:25</p> <p><b>swift</b> [1] - 92:24</p> <p><b>system</b> [13] - 14:14, 14:15, 14:16, 19:15, 24:3, 32:24, 33:8, 33:17, 33:24, 34:1, 34:7, 36:24, 37:3</p> <p><b>systems</b> [1] - 33:9</p> <hr/> <p style="text-align: center;"><b>T</b></p> <hr/> <p><b>tail</b> [1] - 72:24</p> <p><b>talks</b> [2] - 14:1, 29:3</p> <p><b>TAMMY</b> [1] - 1:13</p> <p><b>tank</b> [1] - 36:23</p> <p><b>task</b> [2] - 9:5, 90:4</p> <p><b>taught</b> [4] - 16:24, 44:4, 76:18</p> <p><b>tax</b> [6] - 10:7, 10:9, 60:3, 60:10, 93:15, 93:20</p> <p><b>taxes</b> [2] - 76:6, 94:1</p> <p><b>taxpayer</b> [2] - 77:6, 94:18</p> <p><b>taxpayers</b> [2] - 21:23, 56:16</p> <p><b>Taylor</b> [2] - 2:15, 56:5</p> <p><b>TAYLOR</b> [1] - 56:5</p> <p><b>teacher</b> [9] - 14:17, 27:22, 42:23, 43:24, 64:12, 76:21, 82:19, 83:20, 96:4</p> <p><b>teachers</b> [57] - 13:3, 16:8, 26:2, 26:4, 26:21, 26:25, 27:12, 27:13, 27:14, 27:15, 28:5, 28:16, 28:21, 28:23, 28:25, 29:11, 29:16, 30:6, 30:7, 30:13, 38:4, 38:5, 38:11, 38:12, 42:16, 45:1, 49:1, 50:15, 52:15, 52:23, 52:25, 53:1, 53:2, 53:9, 53:11, 61:20, 64:6, 64:10, 65:20, 65:23, 69:3, 70:14, 71:2, 71:6, 81:24, 82:3, 82:4, 83:3, 83:11, 83:14, 83:15, 83:18, 83:24, 84:5</p> <p><b>teaches</b> [1] - 65:25</p> <p><b>teaching</b> [8] - 37:6, 50:12, 50:18, 50:20, 68:9, 82:5, 82:24, 83:23</p> <p><b>team</b> [14] - 8:24, 9:6, 9:9, 9:11, 9:18, 10:15,</p>	<p>11:1, 11:2, 11:3, 22:8, 24:7, 38:19, 53:7, 84:25</p> <p><b>team's</b> [1] - 39:8</p> <p><b>tearing</b> [1] - 52:21</p> <p><b>tears</b> [1] - 58:25</p> <p><b>technology</b> [2] - 37:19, 59:20</p> <p><b>temperature</b> [1] - 57:9</p> <p><b>tenure</b> [3] - 82:7, 82:17, 82:19</p> <p><b>terms</b> [3] - 19:22, 54:15, 54:18</p> <p><b>terrible</b> [1] - 68:18</p> <p><b>test</b> [3] - 16:6, 53:20, 71:8</p> <p><b>testify</b> [3] - 4:23, 6:1, 6:15</p> <p><b>testimony</b> [3] - 5:19, 5:22, 6:19</p> <p><b>testing</b> [2] - 36:22, 70:22</p> <p><b>tests</b> [1] - 43:14</p> <p><b>thankful</b> [2] - 60:20, 69:8</p> <p><b>THE</b> [2] - 79:3, 90:9</p> <p><b>themselves</b> [2] - 61:19, 68:16</p> <p><b>therefore</b> [1] - 8:7</p> <p><b>thinking</b> [2] - 74:21, 96:17</p> <p><b>thinks</b> [2] - 45:2, 97:21</p> <p><b>third</b> [2] - 48:6, 98:13</p> <p><b>thorough</b> [2] - 23:4, 24:2</p> <p><b>thoughtfully</b> [1] - 93:5</p> <p><b>thoughts</b> [3] - 7:3, 52:6, 70:1</p> <p><b>thousand</b> [7] - 20:10, 36:3, 48:6, 80:23, 81:1, 81:19, 81:20</p> <p><b>thousands</b> [1] - 94:23</p> <p><b>Throughout</b> [1] - 15:23</p> <p><b>throughout</b> [3] - 10:1, 13:25, 15:2</p> <p><b>throw</b> [1] - 68:4</p> <p><b>tied</b> [1] - 8:19</p> <p><b>tier</b> [1] - 75:14</p> <p><b>ties</b> [1] - 95:12</p> <p><b>timing</b> [1] - 86:17</p> <p><b>TIMOTHY</b> [8] - 73:25, 77:10, 77:14, 77:22, 77:25, 78:12, 79:1, 98:6</p> <p><b>Timothy</b> [5] - 2:18,</p>	<p>2:21, 2:24, 73:25, 98:6</p> <p><b>tired</b> [1] - 56:21</p> <p><b>TLC</b> [1] - 71:13</p> <p><b>today</b> [4] - 55:6, 55:13, 78:1, 95:13</p> <p><b>Today</b> [1] - 57:15</p> <p><b>toes</b> [1] - 57:23</p> <p><b>together</b> [5] - 7:21, 52:1, 53:7, 73:16, 83:5</p> <p><b>tomorrow</b> [7] - 24:8, 30:18, 38:22, 58:2, 59:24, 90:23, 99:7</p> <p><b>Tomorrow</b> [1] - 25:9</p> <p><b>tonight</b> [25] - 4:5, 8:9, 9:5, 9:10, 12:12, 29:19, 39:23, 41:23, 47:14, 51:25, 52:7, 53:21, 57:13, 57:22, 58:2, 61:14, 67:22, 68:21, 69:8, 69:21, 86:12, 87:7, 87:20, 88:3, 92:17</p> <p><b>tonight's</b> [1] - 9:23</p> <p><b>took</b> [9] - 27:7, 29:20, 42:21, 44:6, 45:3, 48:15, 64:15, 85:13, 85:14</p> <p><b>top</b> [3] - 11:12, 48:6, 65:21</p> <p><b>tore</b> [1] - 68:7</p> <p><b>total</b> [13] - 13:5, 13:11, 27:8, 27:12, 28:15, 29:8, 30:23, 31:7, 33:15, 35:14, 37:4, 37:7</p> <p><b>totalling</b> [1] - 34:6</p> <p><b>totally</b> [3] - 68:8, 88:23, 90:7</p> <p><b>totals</b> [1] - 37:1</p> <p><b>touch</b> [1] - 22:4</p> <p><b>tough</b> [4] - 58:16, 69:8, 95:18, 95:25</p> <p><b>town</b> [3] - 75:8, 86:9, 97:25</p> <p><b>Township</b> [3] - 46:17, 56:23, 100:17</p> <p><b>township</b> [1] - 58:8</p> <p><b>townships</b> [1] - 77:13</p> <p><b>track</b> [2] - 15:4, 92:23</p> <p><b>transaction</b> [1] - 91:9</p> <p><b>transcript</b> [1] - 100:15</p> <p><b>transfer</b> [5] - 15:2, 82:6, 82:10, 84:4, 84:6</p>	<p><b>transferred</b> [2] - 83:24, 84:8</p> <p><b>translates</b> [3] - 17:15, 18:9, 21:11</p> <p><b>transparency</b> [1] - 90:20</p> <p><b>transport</b> [3] - 30:24, 73:19, 86:5</p> <p><b>transportation</b> [8] - 7:17, 30:20, 30:21, 31:5, 36:14, 86:13, 87:8, 98:20</p> <p><b>trauma</b> [2] - 65:9</p> <p><b>travel</b> [2] - 57:7, 57:17</p> <p><b>Traveling</b> [1] - 57:5</p> <p><b>treated</b> [1] - 53:17</p> <p><b>treating</b> [1] - 53:16</p> <p><b>trial</b> [1] - 100:5</p> <p><b>tried</b> [2] - 19:21, 37:23</p> <p><b>trip</b> [5] - 42:3, 42:6, 62:1, 65:7, 66:4</p> <p><b>trips</b> [2] - 37:15, 37:17</p> <p><b>trouble</b> [2] - 40:16, 62:22</p> <p><b>TROUP</b> [3] - 46:16, 47:1, 47:4</p> <p><b>Troup</b> [3] - 2:14, 46:16, 73:7</p> <p><b>true</b> [1] - 14:10</p> <p><b>truly</b> [7] - 38:19, 44:17, 49:24, 52:1, 52:4, 52:10, 54:24</p> <p><b>trust</b> [1] - 41:12</p> <p><b>Try</b> [1] - 66:24</p> <p><b>try</b> [11] - 6:15, 6:20, 6:21, 11:23, 14:12, 22:20, 22:24, 23:2, 44:10, 71:20, 72:3</p> <p><b>trying</b> [8] - 19:22, 22:13, 22:21, 23:1, 32:11, 67:25, 88:13, 92:8</p> <p><b>tumble</b> [1] - 64:4</p> <p><b>turn</b> [10] - 8:23, 39:9, 39:20, 91:4, 91:13, 91:17, 91:23, 93:1, 98:15, 99:2</p> <p><b>turned</b> [2] - 45:4</p> <p><b>tutor</b> [1] - 44:10</p> <p><b>twice</b> [3] - 36:13, 98:5, 98:11</p> <p><b>type</b> [3] - 3:8, 35:8, 35:11</p> <p><b>typewriting</b> [1] - 100:11</p> <p><b>typo</b> [1] - 30:6</p>
---	---	---	---	---

U	V			
<p><b>ultimately</b> [1] - 7:19  <b>unable</b> [3] - 32:25, 45:20, 62:6  <b>unacceptable</b> [1] - 54:8  <b>unbelievable</b> [1] - 46:10  <b>uncertainties</b> [1] - 20:14  <b>uncertainty</b> [3] - 20:22, 22:15, 23:22  <b>Under</b> [1] - 26:19  <b>under</b> [10] - 19:23, 22:12, 40:2, 76:10, 76:25, 82:18, 90:18, 97:1, 98:19, 100:11  <b>understood</b> [1] - 90:7  <b>UNIDENTIFIED</b> [1] - 31:13  <b>Union</b> [1] - 66:1  <b>union</b> [1] - 84:11  <b>unique</b> [1] - 53:5  <b>unit</b> [4] - 33:12, 80:24, 81:17, 81:21  <b>United</b> [1] - 76:19  <b>units</b> [5] - 33:10, 34:4, 80:14, 80:16, 80:23  <b>unknown</b> [1] - 62:14  <b>unknowns</b> [1] - 92:14  <b>up</b> [45] - 8:9, 23:19, 27:3, 28:23, 30:22, 31:1, 33:1, 37:11, 41:8, 41:24, 42:5, 45:13, 48:15, 48:16, 49:21, 59:12, 59:17, 60:2, 62:6, 62:22, 62:24, 63:19, 63:23, 64:3, 68:5, 72:6, 72:23, 74:22, 75:1, 75:11, 75:13, 75:22, 76:22, 82:13, 86:1, 86:9, 93:1, 94:2, 94:9, 94:16, 94:20, 97:5, 97:7, 98:1, 99:7  <b>upgrade</b> [3] - 33:1, 34:1, 34:8  <b>upgrades</b> [1] - 33:25  <b>upper</b> [2] - 63:8, 75:14  <b>urge</b> [2] - 59:3, 60:22  <b>usual</b> [1] - 25:19  <b>utilities</b> [1] - 35:25  <b>utmost</b> [1] - 76:24</p>	<p><b>valedictorians</b> [1] - 74:19  <b>Valley</b> [3] - 66:1, 67:3  <b>valuable</b> [1] - 74:25  <b>value</b> [8] - 47:15, 47:25, 50:1, 51:23, 52:24, 54:22, 54:23, 66:19  <b>valued</b> [2] - 50:16, 76:11  <b>values</b> [6] - 7:25, 9:3, 47:18, 51:8, 60:15  <b>van</b> [1] - 57:11  <b>various</b> [2] - 78:9, 86:17  <b>vast</b> [1] - 96:13  <b>verbally</b> [2] - 47:2, 47:4  <b>version</b> [1] - 33:2  <b>versus</b> [2] - 22:23, 90:14  <b>view</b> [1] - 61:17  <b>virus</b> [1] - 37:3  <b>Vision</b> [1] - 7:22  <b>vision</b> [4] - 9:3, 47:15, 50:1, 51:2  <b>visit</b> [1] - 42:7  <b>visited</b> [1] - 58:10  <b>voice</b> [1] - 54:21  <b>volunteer</b> [1] - 60:16  <b>vote</b> [3] - 56:9, 87:24, 89:5  <b>voucher</b> [1] - 95:13</p>	<p><b>wasteful</b> [1] - 68:4  <b>watch</b> [4] - 4:24, 63:18, 65:17, 98:12  <b>water</b> [6] - 33:8, 33:9, 36:22, 36:23, 68:14, 68:25  <b>ways</b> [1] - 72:18  <b>weak</b> [1] - 76:10  <b>website</b> [4] - 7:10, 78:5, 99:6  <b>Wednesday</b> [1] - 4:8  <b>week</b> [2] - 18:3, 72:21  <b>weekly</b> [1] - 93:22  <b>weeks</b> [2] - 18:12, 86:23  <b>weigh</b> [2] - 5:21, 95:20  <b>welcome</b> [2] - 79:13, 98:22  <b>welfare</b> [1] - 97:25  <b>Wentzel</b> [2] - 2:18, 69:12  <b>WENTZEL</b> [2] - 69:11, 69:12  <b>whole</b> [11] - 13:25, 42:11, 56:25, 64:8, 73:1, 75:19, 76:3, 80:23, 92:3, 93:4, 97:14  <b>whoops</b> [1] - 19:5  <b>wigs</b> [1] - 66:13  <b>willing</b> [2] - 57:24, 76:4  <b>window</b> [2] - 80:20, 81:20  <b>wing</b> [2] - 63:7, 63:9  <b>wisest</b> [1] - 22:20  <b>wish</b> [1] - 96:1  <b>WITNESS</b> [1] - 100:17  <b>won</b> [1] - 48:8  <b>wonder</b> [1] - 74:3  <b>wondered</b> [1] - 78:13  <b>wonderful</b> [9] - 50:10, 50:18, 53:2, 58:12, 59:20, 63:18, 74:2, 76:17, 77:7  <b>wonderfully</b> [1] - 74:23  <b>wondering</b> [1] - 80:15  <b>Woodcock</b> [1] - 72:20  <b>word</b> [1] - 29:12  <b>words</b> [2] - 40:25, 42:1  <b>works</b> [2] - 84:11, 89:24  <b>world</b> [6] - 53:4,</p>	<p>59:23, 63:6, 63:18, 66:23, 68:4  <b>worried</b> [1] - 44:17  <b>worse</b> [2] - 65:1, 98:2  <b>worst</b> [1] - 73:12  <b>worth</b> [2] - 17:24, 62:4  <b>wow</b> [1] - 73:7  <b>Wright</b> [2] - 2:19, 96:3  <b>WRIGHT</b> [1] - 96:3  <b>write</b> [6] - 16:5, 44:5, 46:25, 59:21, 64:15  <b>writer</b> [1] - 65:17  <b>writing</b> [6] - 7:3, 46:21, 47:3, 47:5, 47:13, 58:11  <b>written</b> [6] - 5:22, 39:21, 41:24, 55:12, 77:3, 98:22</p>	<p>35:12, 35:16, 44:6, 48:24, 58:8, 59:10, 60:17, 60:19, 62:5, 62:17, 63:16, 63:23, 66:18, 67:4, 70:6, 78:8, 78:9, 82:6, 82:18, 88:14, 88:17, 89:13, 89:15, 93:1, 94:9, 94:11, 94:22, 96:7, 97:3  <b>yesterday</b> [1] - 48:4  <b>you'uns</b> [1] - 96:1  <b>young</b> [2] - 48:14, 59:17  <b>yourself</b> [1] - 75:25</p>
	<b>W</b>		<b>Y</b>	<b>Z</b>
	<p><b>wage</b> [1] - 93:22  <b>wait</b> [4] - 48:7, 73:23, 95:17, 97:15  <b>waited</b> [1] - 77:4  <b>waiting</b> [1] - 57:6  <b>walk</b> [1] - 65:1  <b>walks</b> [1] - 65:1  <b>wall</b> [1] - 59:12  <b>Walmart</b> [2] - 66:22, 66:25  <b>WAN</b> [1] - 37:2  <b>wants</b> [1] - 40:3  <b>warm</b> [1] - 57:11  <b>warrant</b> [1] - 19:22  <b>warranty</b> [1] - 46:8  <b>wash</b> [1] - 92:17  <b>Washington</b> [1] - 68:23  <b>waste</b> [1] - 66:14</p>	<p><b>year</b> [71] - 11:9, 11:12, 11:14, 11:16, 12:25, 15:2, 15:7, 15:23, 16:11, 16:24, 17:18, 17:25, 18:6, 18:8, 19:8, 19:21, 20:1, 20:11, 20:16, 20:17, 20:20, 20:23, 21:3, 21:18, 25:21, 25:22, 26:8, 26:10, 26:22, 27:2, 27:9, 29:8, 29:23, 30:4, 30:23, 34:19, 34:24, 36:1, 36:7, 36:20, 36:21, 37:17, 40:14, 42:14, 46:7, 46:8, 46:11, 55:4, 57:14, 60:24, 63:6, 63:10, 64:20, 64:21, 64:22, 65:3, 65:5, 67:16, 67:17, 67:18, 69:17, 69:18, 90:20, 92:4, 93:5, 94:7  <b>Yearly</b> [1] - 34:14  <b>yearly</b> [3] - 35:6, 35:10, 35:17  <b>years</b> [58] - 12:17, 15:9, 15:12, 15:14, 15:15, 15:21, 19:10, 20:1, 20:6, 21:13, 23:20, 25:23, 32:18, 32:20, 32:24, 33:3, 33:14, 33:20, 33:22, 34:2, 34:6, 34:11, 34:17, 34:20, 34:21, 35:3, 35:5, 35:7,</p>		<b>§</b>
				<b>§</b> [1] - 100:1