

**In The Matter Of:**  
*Wilmington Education Improvement Commission*  
*William Penn High School*

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*Public Hearing*  
*December 1, 2015*

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IN THE MATTER OF:

WILMINGTON EDUCATION IMPROVEMENT COMMISSION

REDISTRICTING IN THE CITY OF WILMINGTON  
AND NEW CASTLE COUNTY: A TRANSITION,  
RESOURCE, AND IMPLEMENTATION PLAN  
REDISTRICTING COMMITTEE

Public Meeting of the Redistricting  
Committee of the Wilmington Education  
Improvement Commission, taken pursuant to  
notice at William Penn High School, 713 East  
Basin Road, New Castle, Delaware beginning at  
6:30 p.m. on Tuesday, December 1, 2015, before  
Jennifer M. Guy, Registered Professional  
Reporter and Notary Public.

BEFORE:

JOE PIKA  
HENRY HARPER



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1 MR. LAWS: Good evening,  
2 everybody. Welcome to William Penn High School  
3 this evening for the public hearing, I guess  
4 it's the second public hearing for the WEIC  
5 draft plan that's out for the consolidation of  
6 some of the districts and redistricting and  
7 other plans going forward.

8 Hopefully you all have had a  
9 chance to review the plan, and will be more  
10 than willing to share your comments with the  
11 gentlemen that are here this evening. So you  
12 can give all your comments, put it on the plan,  
13 and bring it to the commission.

14 With that, I'll turn it over to  
15 Dr. Joe Pika.

16 DR. PIKA: Thank you, Ted, and  
17 thank you for hosting this evening.

18 I'm Joe Pika, and I'm the hearing  
19 officer for tonight. I'm joined here at the  
20 front table by Henry Harper, who is the  
21 co-chair of the Redistricting Committee of the  
22 Wilmington Education Improvement Commission,  
23 and by Greg Coverdale, a member of the State  
24 Board of Education.



1                   These public hearings are an  
2 extension of a process of soliciting public  
3 input. In advance of these public hearings, we  
4 held nine town hall meetings, including one  
5 held in each of the four districts, at least  
6 one, and at schools in the City of Wilmington,  
7 as well as in New Castle County.

8                   All of the Wilmington Education  
9 Improvement Commission meetings, including  
10 meetings at each of the five committees, have  
11 been open to the public and posted on the  
12 commission and district websites. To get the  
13 word out about the public meeting, including  
14 the hearings, postings have been made to the  
15 solutionsfordelawareschools.com website; the  
16 Solutions for Wilmington's Schools Facebook  
17 page; the district websites; and with community  
18 organizations such as the YMCA. The  
19 information was also shared by the members of  
20 the commission and its committees with their  
21 networks, and notice has been published in the  
22 News Journal.

23                   Just a few procedural items for  
24 the record. I'm reading from a script



1 primarily because this is a formal hearing that  
2 has certain required elements to it. Later in  
3 the script, I'll explain how those in  
4 attendance can make comments.

5 The script: Good evening, I  
6 declare this public hearing to be open. My  
7 name is Joe Pika; I'm the co-chair of the  
8 Redistricting Committee of the Wilmington  
9 Education Improvement Commission. I have been  
10 appointed by the chair of the Wilmington  
11 Education Improvement Commission to conduct  
12 this public hearing.

13 The WEIC interim redistricting  
14 report was released on November the 17th. We  
15 are here tonight to gather public comment.  
16 This is not a question-and-answer period. I  
17 repeat that, this is not a question-and-answer  
18 period.

19 This hearing provides the  
20 Wilmington Education Improvement Commission and  
21 the State Board of Education with an  
22 opportunity to receive public comment on the  
23 interim report released on November 17th.

24 Others here in attendance, we



1 have the chair of the commission, Tony Allen,  
2 an alum of William Penn, I believe; and Dan  
3 Rich, who is a policy director for the  
4 commission; Jeff Taschner, who is executive  
5 director of DSEA; our state senator, who is a  
6 member of the commission, as well; Ted Laws,  
7 who you heard from earlier, who is also a  
8 member of the commission.

9 A court reporter is also present  
10 tonight, sitting here at the table, so that an  
11 accurate record of this hearing can be made.

12 It will be necessary for each speaker to  
13 clearly identify him or herself by name and  
14 affiliation before beginning to speak so that  
15 the court reporter will be able to note who you  
16 are in the transcript. The record of this  
17 hearing and the other four hearings will be  
18 provided to the members of the Wilmington  
19 Education Improvement Commission and the  
20 members of the State Board of Education,  
21 together with any written or electronic  
22 comments received at this hearing or outside of  
23 this hearing between November the 17th and  
24 January the 14th.



1                   This meeting is being recorded,  
2 and that recording will also be posted and  
3 shared with the State Board of Education for  
4 their review.

5                   We will proceed in the following  
6 manner. We will take comments from anyone who  
7 desires to speak. There are sign-up sheets in  
8 the back of the room. Five of you have signed  
9 up to this point. Those wishing to offer  
10 testimony during the hour and a half provided  
11 for the public hearing must sign up. Sign up  
12 began at 6:00 p.m., and it will end at 7:30  
13 p.m., at which time I will collect the  
14 remaining sign-up sheets.

15                  I will allow individuals to speak  
16 in the order in which they signed up. I will  
17 begin with the first sign-up sheets now. Each  
18 individual will have three minutes to speak.  
19 Each group will be allowed five minutes to  
20 speak. Those giving testimony will be given a  
21 30-second warning, more or less, here is our  
22 warning man right here, and be told to stop  
23 after their time is up.

24                  For those who have come this



1 evening with questions, I'm very sorry, the  
2 procedural guidelines do not allow questions to  
3 be answered during this public hearing.

4 Our first speaker tonight, and I  
5 will hand over the microphone since we only  
6 have one working microphone tonight, is Robert  
7 Cathell. Is that correct?

8 MR. CATHELL: Cathell.

9 DR. PIKA: Would you please come  
10 forward?

11 MR. CATHELL: Sure. Thank you.  
12 My name is Robert Cathell. I live in Newark.  
13 I reside in the Christina School District.

14 I oppose what you're doing, to be  
15 point blank. Not because you want to help the  
16 students, I agree with that. It's the means by  
17 which you want to fund this. I'm just an  
18 uneducated plumber, but it only took me ten  
19 minutes to go online tonight to look up some  
20 stats and numbers. You have to forgive me, I'm  
21 nervous; that's why I'm shaking. When I look  
22 at these numbers, for the numbers of students  
23 Delaware is funding, this is based on 2013  
24 numbers, and I got it off ballotpedia.org. I





1 can't testify to the accuracy of these, but  
2 Delaware spends on average \$13,837 per student;  
3 Maryland spends \$13,829 per student; PA,  
4 \$13,864 per student; New Jersey, \$17,572. When  
5 I look at these numbers, we're on par with  
6 everybody else for funding.

7 I don't disagree with what you  
8 want to do. I'm opposed to the way you want to  
9 fund it by reassessing all the properties in  
10 Delaware. You have a lot of retirees, people  
11 that bought their properties years ago, living  
12 on a fixed income, soon to be myself, and I  
13 look at this, I look at what I pay in Christina  
14 School District right now, \$3,800 a year for my  
15 taxes, two-thirds of that goes to school taxes.

16 You are putting a burden on the  
17 people of Delaware that they just can't fund.  
18 You've lost more jobs with GM, Chrysler,  
19 AstraZeneca, DuPont going out of here, and  
20 you're not, Markell is not creating the jobs we  
21 need. You can't come out of high school and  
22 get a decent paying job and raise a family  
23 anymore. It's ridiculous.

24 I think the problem is the



1 Department of Education needs to take a serious  
2 look at their spending. When you look at the  
3 administration-to-pupil-ratio, Delaware, one to  
4 286 students; Maryland, 1 to 243 students; New  
5 Jersey, 1 to 287; Pennsylvania, 1 to 344.

6 Delaware only has 129,000 students in public  
7 education K through 12. Maryland, 859,000.  
8 Jersey; 1,392,000. PA, 1,763,000.

9 The biggest discrepancy I see is  
10 the number of school districts. Delaware has  
11 44, Maryland has 25. How does a state the size  
12 of Maryland have less school districts than we  
13 do? Our funding is there. If you've got to do  
14 something, you need to sue Christiana School  
15 District or these school districts for not  
16 putting the proper amount of funding into the  
17 schools. You don't need more funding as far as  
18 I'm concerned. Thank you.

19 DR. PIKA: Thank you,  
20 Mr. Cathell.

21 Lee Jarmon.

22 MR. JARMON: Thank you. Good  
23 evening. My name is Lee Jarmon, and I  
24 represent the Overview Gardens and Garfield



1 Park Citizens' Association. Can everybody hear  
2 me?

3 DR. PIKA: Little louder.

4 MR. JARMON: Can you hear me  
5 better now? I represent the Overview Gardens  
6 and Garfield Park Civic Association. I am a  
7 lifelong member of the Colonial School  
8 District. My children graduated from William  
9 Penn, Colonial School District, and I am doing  
10 everything that I possibly can to support the  
11 school district.

12 I also represent the 913th  
13 Alliance, which is a conglomeration of 12 civic  
14 associations, and those civic associations  
15 certainly report to Colonial School District  
16 and the work that they're doing. And I just  
17 want to stand here tonight and say that I fully  
18 support the position the Colonial School Board  
19 has taken on redistricting. And I am certain  
20 that some things must be done, but at this  
21 point in time, I fully support the Colonial  
22 School District's stance.

23 DR. PIKA: Thank you, Mr. Jarmon.

24 Pam Lane.



1 MS. LANE: Hi, my name is Pam  
2 Lane. I am an individual, not representing  
3 anyone but myself and my family. I live in the  
4 Colonial School District, and I do not support  
5 the way we're going about this redistricting  
6 either. I notice you want to reassess all the  
7 property taxes, and I have four children, I'm a  
8 stay-at-home mom, my husband works very hard so  
9 I can stay home and be there for my children  
10 and raise my children and be that constant  
11 support at home. And if a large property  
12 increase goes up and taxes go up, I seriously  
13 have to look at getting a job outside of my  
14 home, and that's not what I'm designed to do,  
15 I'm designed to stay home and take care of my  
16 children.

17 And I feel like burdening the  
18 rest of the whole state to try and fix a few  
19 problems, I think we already need to look at  
20 what the problems are. First of all, I think  
21 we spend way too much money on charter schools.  
22 I think we need to put the money back into the  
23 public school system and allow it to work. So  
24 much money is being funded into charter schools



1 that it's pulling the money out of public  
2 schools. Obviously the public schools need  
3 more to take care of the students that they  
4 have. I don't think by hitting the taxpayer up  
5 for more and more money. Like the Colonial  
6 School District is going to need to go out for  
7 referendum because they are doing a good job  
8 here, but they are going to need to supplement  
9 what they're getting.

10 So if we do a big tax assessment  
11 to fund this plan here, our taxes are going to  
12 go up. Then when Colonial School District  
13 wants to go out for referendum, who is going to  
14 pay for that? No one, because our taxes have  
15 already gone up. This does not seem fair for  
16 everyone else in the state to have to carry the  
17 burden for this, so I do not support it.

18 DR. PIKA: Thank you very much.  
19 Dawn Alexander.

20 MS. ALEXANDER: Hi. Thank you.  
21 My name is Dawn Alexander, and I teach in --  
22 well, I work in the Colonial School District,  
23 but I live in the City of Wilmington; I'm a Red  
24 Clay resident. And I taught at Warner



1 Elementary School for five years and have  
2 recently come back to Colonial. So I'm  
3 speaking as a Colonial employee, but I'm also  
4 speaking as a city resident and a Red Clay  
5 resident.

6 I asked the committee to, the  
7 commission, pardon me, to read and understand  
8 the U.S. Department of Health and Human  
9 Services of the U.S. Department of Education's  
10 policy statement on inclusion of children with  
11 disabilities and early childhood programs. The  
12 Division of Early Childhood and the National  
13 Association of the Education of Young Children  
14 recommend educating young children with special  
15 needs and children without special needs  
16 together. That is the model that we follow in  
17 Colonial School District, and it is best  
18 practice.

19 Unfortunately, in Red Clay School  
20 District, that was not the model that was  
21 followed. I taught preschool at Warner  
22 Elementary for five years, and children were  
23 segregated. Children with special needs were  
24 in three of the classrooms, and children who



1 received Title 1 funding were in three of the  
2 classrooms. They were not integrated. It's an  
3 antiquated model. And it's concerning that  
4 this is the model that Red Clay believes is  
5 best practice while national organizations have  
6 said time and time again that this is not the  
7 best way to educate children.

8           So commission, and anyone else  
9 who is a city resident or lives in Red Clay,  
10 I'm grateful that Colonial is keeping their  
11 children, and if all of Christina children are  
12 going to Red Clay, please ensure that Red Clay  
13 is implementing best practice when it comes to  
14 young children with and without special needs.  
15 Thank you very much.

16           DR. PIKA: Thank you very much.  
17           Emily Falcon.

18           MS. FALCON: Good evening,  
19 Colonial Nation, and for those of you visiting  
20 our district for this meeting, welcome to  
21 William Penn.

22           My name is Emily Falcon, and I am  
23 the chief financial officer for Colonial as  
24 well as a member of the Funding Student Success



1 committee. I would like to register my  
2 comments on the financial portion of the draft  
3 plan.

4 For clarification purposes, while  
5 I have shared these comments with the Colonial  
6 Board of Education, the following views are my  
7 own and reflective of my experiences on the  
8 committee, not of any official position or  
9 opinion of the school board.

10 While I agree with most of the  
11 concepts captured in this plan, I have concerns  
12 that the report as currently written is not an  
13 accurate reflection of the committee's  
14 discussions and recommendations.

15 The following areas are where I  
16 believe the report should be modified to better  
17 reflect the discussions of the committee.

18 First, the recommendation to initially provide  
19 weighted units for low income and ELL students  
20 to only those districts impacted by  
21 redistricting was not agreed upon by the  
22 committee. As the draft report points out  
23 several times, concentrated student poverty is  
24 a statewide issue, and the committee agreed





1 that it should be recognized and funded as  
2 such, and that pilot funding among a subset of  
3 districts was not desirable.

4           While there was not consensus,  
5 there was a broad agreement among members of  
6 the committee that changing our resource  
7 allocation system to a weighted student model,  
8 as recommended by WEIC, is not necessary to  
9 achieve improvements in student success. The  
10 current unit structure certainly needs to be  
11 enhanced in the ways described to provide  
12 resources more equitably, but it is inaccurate  
13 to leave readers with the impression that the  
14 committee agreed that abandoning the current  
15 structure in favor of a weighted student  
16 funding model was the desired future state.

17           Next, the section detailing the  
18 fiscal impact of redistricting on local  
19 revenues should also reflect the following  
20 factors. The allocation factor used for  
21 distributing revenues among the districts in  
22 the New Castle County tax pool is outdated and  
23 ineffective because it is not updated to  
24 reflect changes in how special education units



1 are funded and used. It has been frozen since  
2 2012 because of this disparity, so the revenues  
3 are not following the shifts in student  
4 population. This mechanism must be fixed if  
5 the tax pool is to remain in existence.

6 Making changes to the New Castle  
7 County tax pool, including redistricting, will  
8 impact all four districts in the pool since  
9 allocating the pooled resources among the four  
10 districts is a zero sum game; for one district  
11 to gain revenue, another district must lose it.  
12 Any changes being recommended to the tax pool  
13 should first examine the effects on all four  
14 districts to make sure that there are no  
15 unintended gaps.

16 Additionally, there are several  
17 references to enhance funding for programs in  
18 early childhood education as well as college  
19 and career readiness. I agree that these are  
20 areas worthy of additional investment; however,  
21 these topics were not discussed in any detail  
22 by the funding committee, so I do not believe  
23 that the report should reflect the committee's  
24 endorsement of these concepts.



1                   In closing, the work of the  
2 funding committee produced some solid  
3 recommendations on how investments can be  
4 targeted to address concentrated poverty and  
5 other facts that inhibit student success, but  
6 it generated more questions than answers on how  
7 this funding can be provided in a sustainable,  
8 equitable manner at both the state and local  
9 levels. Thank you.

10                  DR. PIKA: Thank you very much.  
11 And if you're interested, you can submit that  
12 as an exhibit. Thank you very much.

13                  We will check now to see if there  
14 are any more sign-ups. No more sign-ups? Is  
15 there anyone else here who wishes to speak, go  
16 on the record at the public hearing?

17                  MS. MATOS: I guess I will.

18                  DR. PIKA: Wait, and if you'd  
19 come forward, then we can all hear you.

20                  The next speaker is Maria Matos.

21                  MS. MATOS: Okay. This is very  
22 informal. Hi, my name is Maria Matos. I am  
23 the CEO and president of the Latin American  
24 Community Center in Wilmington, Delaware. I've



1 been there for about 21 years, a long time. I  
2 didn't have gray hair when I started.

3                   And I just want to commend Tony  
4 and his group for taking this work. I've been  
5 in the City of Wilmington for a very, very long  
6 time. I know this is a very controversial  
7 issue, but this isn't about black students or  
8 white students or Latino students. This is  
9 about poor kids. Because if Latino families  
10 have the resources, their kids are doing well.  
11 If black or African American families have  
12 resources, their kids are doing well. If  
13 Anglos have money, I guarantee you, their  
14 students are doing well. My grandchildren are  
15 doing well. They're doing well.

16                   It's poor kids. It's the poor  
17 kids. It's the kids that do not have  
18 educational toys. It's the kids that the  
19 parents have never finished school that do not  
20 have the vocabulary that these kids need. It's  
21 the kids that live in rat-infested, roach-  
22 infested houses that need the support. You may  
23 not want to hear that, it's not very popular,  
24 but it is the truth. It's the kids that wake



1 up in the morning and they don't have a room  
2 with a dresser drawer to pick out a tie, a pair  
3 of pants, clean, clean pair of clothes. Those  
4 are not the kids that we're talking about.  
5 We're talking about the kids that do not have  
6 clothes, or if they have clothes, they're  
7 dirty, pick them up from the floor, put them  
8 on. And they may not find a hair brush.  
9 They've got to search for it, where is it?  
10 Ever see her going to school without hair  
11 combed? It's because they can't find a brush,  
12 and maybe the mom is, I don't know, strung out  
13 on drugs. It's the truth.

14                   Thirty seconds? I'm the only one  
15 speaking, what's wrong with you?

16                   Anyway, those are the kids that  
17 we're talking about. And I know we talk about  
18 our property taxes. I live right here, right  
19 here, what's this development right here next  
20 to -- oh, jeez, I've been there five years, I  
21 can't even think. I'm glad I'm not teaching  
22 school, I can't even think -- Penn Acres. You  
23 know, my grandkids have so much toys, their  
24 rooms look like a toy store, but not these



1 kids. Give me one second, one more second.

2 I just want to tell the State  
3 Board of Education, I wrote this down, they  
4 need to approve this plan. If at the minimum  
5 the only thing that happens is that these  
6 11,500 Wilmington children that are in 23  
7 separate governing units, if the only thing  
8 that happens is that these governing units come  
9 together and create a plan, talk to each other.  
10 It's not competition, it's little kids that are  
11 going to end up -- you're going to end up  
12 paying for them anyway, either in jail or food  
13 stamps or welfare, so you might as well pay for  
14 them in the front end instead of the back end.  
15 And that's what I do in Wilmington. Thank you  
16 very much.

17 DR. PIKA: Thank you very much.

18 All right, we have no other  
19 speakers signed up. What we have done in the  
20 past when this happens is to suspend the  
21 hearing temporarily. We will come back into  
22 session should there be a flood of people  
23 coming in through the doors, or at the very end  
24 of the evening. We have to continue the



1 hearing until at least 8:00 p.m.

2 So for those people who have made  
3 their statements and are happy to go home,  
4 drive safely, and for those who will remain,  
5 you're welcome to interact and visit.

6 MR. CATHELL: Can I make one  
7 further comment what I said earlier?

8 DR. PIKA: Let me just look here.

9 MR. CATHELL: Delaware's per  
10 capita funding ranks 11th in the nation, 2013.  
11 SAT scores were among the lowest in the  
12 country. It's not a funding issue. The  
13 funding is there, it's a community issue, it's  
14 a parent issue, it's something else, but it's  
15 not funding. When you see those kind of  
16 numbers, it's telling you something is wrong in  
17 the system itself. It's not a funding issue.  
18 Thank you.

19 DR. PIKA: That was Mr. Cathell.

20 All right, so we'll suspend the  
21 hearing tonight and you can all visit with each  
22 other if you'd like, and we can reconvene at  
23 such point that it makes sense.

24 (A brief recess was taken.)



1 DR. PIKA: I'd now like to call  
2 this public hearing back into session. We have  
3 no additional names on the sign-up sheets. Is  
4 there anyone else here who has not had an  
5 opportunity to speak that would like to do so?

6 Seeing none, I now declare this  
7 hearing closed. I want to thank you for coming  
8 this evening. All comments made today or  
9 submitted between November the 7th and December  
10 the 8th will be considered as part of the final  
11 report as submitted by WEIC to the State Board  
12 of Education on December the 15th. All comment  
13 made today or submitted between November the  
14 17th and January the 14th will be available to  
15 the State Board of Education to consider.  
16 Thank you very much for your activity this  
17 evening. Thank you; good night.

18 (Hearing adjourned at 8:00 p.m.)  
19  
20  
21  
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23  
24





## 1 CERTIFICATE OF REPORTER

2  
3 I, Jennifer M. Guy, RPR, do hereby certify  
4 that the foregoing record, pages 1 to 24  
5 inclusive, is a true and accurate transcript of  
6 my stenographic notes taken on December 1,  
7 2015, in the above-captioned matter.

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9 

10 Jennifer M. Guy, RPR  
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<b>\$</b>	allow (3) 6:15 7:2 11:23	being (3) 6:1 11:24 17:12	changing (1) 16:6
\$13,829 (1) 8:3	allowed (1) 6:19	believe (3) 5:2 15:16 17:22	charter (2) 11:21,24
\$13,837 (1) 8:2	already (2) 11:19 12:15	believes (1) 14:4	check (1) 18:13
\$13,864 (1) 8:4	also (7) 3:19 5:7,9 6:2 10:12 13:3	best (4) 13:17 14:5, 7,13	chief (1) 14:23
\$17,572 (1) 8:4	16:19	better (2) 10:5 15:16	childhood (3) 13:11, 12 17:18
\$3,800 (1) 8:14	alum (1) 5:2	between (3) 5:23 23:9,13	children (17) 10:8 11:7,9,10,16
<b>A</b>	American (2) 18:23 19:11	big (1) 12:10	13:10,13,14,15,22, 23,24 14:7,11,11, 14 21:6
abandoning (1) 16:14	among (5) 16:2,5,21 17:9 22:11	biggest (1) 9:9	Christiana (1) 9:14
able (1) 5:15	amount (1) 9:16	black (2) 19:7,11	Christina (3) 7:13 8:13 14:11
accuracy (1) 8:1	Anglos (1) 19:13	blank (1) 7:15	Chrysler (1) 8:18
accurate (2) 5:11 15:13	another (1) 17:11	Board (10) 2:24 4:21 5:20 6:3 10:18 15:6,9 21:3 23:11, 15	Citizens' (1) 10:1
achieve (1) 16:9	answered (1) 7:3	both (1) 18:8	City (5) 3:6 12:23 13:4 14:9 19:5
Acres (1) 20:22	answers (1) 18:6	bought (1) 8:11	Civic (3) 10:6,13,14
activity (1) 23:16	antiquated (1) 14:3	brief (1) 22:24	clarification (1) 15:4
additional (2) 17:20 23:3	anymore (1) 8:23	bring (1) 2:13	classrooms (2) 13:24 14:2
Additionally (1) 17:16	anyone (5) 6:6 11:3 14:8 18:15 23:4	broad (1) 16:5	Clay (7) 12:24 13:4, 19 14:4,9,12,12
address (1) 18:4	Anyway (2) 20:16 21:12	brush (2) 20:8,11	clean (2) 20:3,3
adjourned (1) 23:18	appointed (1) 4:10	burden (2) 8:16 12:17	clearly (1) 5:13
administration-to-pupil-ratio (1) 9:3	approve (1) 21:4	burdening (1) 11:17	closed (1) 23:7
advance (1) 3:3	areas (2) 15:15 17:20	<b>C</b>	closing (1) 18:1
affiliation (1) 5:14	asked (1) 13:6	call (1) 23:1	clothes (3) 20:3,6,6
African (1) 19:11	assessment (1) 12:10	capita (1) 22:10	co-chair (2) 2:21 4:7
after (1) 6:23	Association (3) 10:1,6 13:13	captured (1) 15:11	collect (1) 6:13
again (1) 14:6	associations (2) 10:14, 14	care (2) 11:15 12:3	college (1) 17:18
ago (1) 8:11	AstraZeneca (1) 8:19	career (1) 17:19	Colonial (16) 10:7,9, 15,18,21 11:4 12:5,12,22 13:2,3, 17 14:10,19,23 15:5
agree (3) 7:16 15:10 17:19	attendance (2) 4:4,24	carry (1) 12:16	combed (1) 20:11
agreed (3) 15:21,24 16:14	available (1) 23:14	Castle (3) 3:7 16:22 17:6	come (7) 6:24 7:9 8:21 13:2 18:19 21:8,21
agreement (1) 16:5	average (1) 8:2	Cathell (9) 7:7,8,8,11, 12 9:20 22:6,9,19	comes (1) 14:13
Alexander (3) 12:19, 20,21	<b>B</b>	Center (1) 18:24	coming (2) 21:23 23:7
all (15) 2:8,12 3:8 8:9 11:6,20 14:11 17:8,13 18:19 21:18 22:20,21 23:8,12	back (6) 6:8 11:22 13:2 21:14,21 23:2	CEO (1) 18:23	commend (1) 19:3
Allen (1) 5:1	ballotpediaorg (1) 7:24	certain (2) 4:2 10:19 16:10	comment (4) 4:15,22 22:7 23:12
Alliance (1) 10:13	based (1) 7:23	chair (2) 4:10 5:1	comments (8) 2:10,12 4:4 5:22 6:6 15:2,
allocating (1) 17:9	before (1) 5:14	chance (1) 2:9	
allocation (2) 16:7,20	began (1) 6:12	changes (3) 16:24 17:6,12	
	begin (1) 6:17		
	beginning (1) 5:14		

<p>5 23:8 commission (15) 2:13, 22 3:9,12,20 4:9, 11,20 5:1,4,6,8,19 13:7 14:8 Committee (12) 2:21 4:8 13:6 15:1,8,17, 22,24 16:6,14 17:22 18:2 committees (2) 3:10,20 committee's (2) 15:13 17:23 community (3) 3:17 18:24 22:13 competition (1) 21:10 concentrated (2) 15:23 18:4 concepts (2) 15:11 17:24 concerned (1) 9:18 concerning (1) 14:3 concerns (1) 15:11 conduct (1) 4:11 conglomeration (1) 10:13 consensus (1) 16:4 consider (1) 23:15 considered (1) 23:10 consolidation (1) 2:5 constant (1) 11:10 continue (1) 21:24 controversial (1) 19:6 correct (1) 7:7 country (1) 22:12 County (3) 3:7 16:22 17:7 court (2) 5:9,15 Coverdale (1) 2:23 create (1) 21:9 creating (1) 8:20 current (2) 16:10,14 currently (1) 15:12</p>	<p>decent (1) 8:22 declare (2) 4:6 23:6 Delaware (8) 7:23 8:2, 10,17 9:3,6,10 18:24 Delaware's (1) 22:9 Department (3) 9:1 13:8,9 described (1) 16:11 designed (2) 11:14,15 desirable (1) 16:3 desired (1) 16:16 desires (1) 6:7 detail (1) 17:21 detailing (1) 16:17 development (1) 20:19 director (2) 5:3,5 dirty (1) 20:7 disabilities (1) 13:11 disagree (1) 8:7 discrepancy (1) 9:9 discussed (1) 17:21 discussions (2) 15:14, 17 disparity (1) 17:2 distributing (1) 16:21 district (18) 3:12,17 7:13 8:14 9:15 10:8,9,11,15 11:4 12:6,12,22 13:17, 20 14:20 17:10,11 districts (11) 2:6 3:5 9:10,12,15 15:20 16:3,21 17:8,10,14 District's (1) 10:22 Division (1) 13:12 done (2) 10:20 21:19 doors (1) 21:23 down (1) 21:3 Dr (14) 2:15,16 7:9 9:19 10:3,23 12:18 14:16 18:10, 18 21:17 22:8,19 23:1</p>	<p>drugs (1) 20:13 DSEA (1) 5:5 DuPont (1) 8:19 during (2) 6:10 7:3</p> <p style="text-align: center;"><b>E</b></p> <p>each (7) 3:5,10 5:12 6:17,19 21:9 22:21 earlier (2) 5:7 22:7 early (3) 13:11,12 17:18 educate (1) 14:7 educating (1) 13:14 Education (19) 2:22, 24 3:8 4:9,11,20, 21 5:19,20 6:3 9:1, 7 13:13 15:6 16:24 17:18 21:3 23:12,15 educational (1) 19:18 Education's (1) 13:9 effects (1) 17:13 either (2) 11:6 21:12 electronic (1) 5:21 Elementary (2) 13:1,22 elements (1) 4:2 ELL (1) 15:19 else (6) 8:6 12:16 14:8 18:15 22:14 23:4 Emily (2) 14:17,22 employee (1) 13:3 end (6) 6:12 21:11, 11,14,14,23 endorsement (1) 17:24 enhance (1) 17:17 enhanced (1) 16:11 ensure (1) 14:12 equitable (1) 18:8 equitably (1) 16:12 even (2) 20:21,22 evening (11) 2:1,3,11, 17 4:5 7:1 9:23 14:18 21:24 23:8, 17 Ever (1) 20:10 everybody (3) 2:2 8:6</p>	<p>10:1 everyone (1) 12:16 everything (1) 10:10 examine (1) 17:13 executive (1) 5:4 exhibit (1) 18:12 existence (1) 17:5 experiences (1) 15:7 explain (1) 4:3 extension (1) 3:2</p> <p style="text-align: center;"><b>F</b></p> <p>Facebook (1) 3:16 factor (1) 16:20 factors (1) 16:20 facts (1) 18:5 fair (1) 12:15 Falcon (3) 14:17,18, 22 families (2) 19:9,11 family (2) 8:22 11:3 far (1) 9:17 favor (1) 16:15 feel (1) 11:17 few (2) 3:23 11:18 final (1) 23:10 financial (2) 14:23 15:2 find (2) 20:8,11 finished (1) 19:19 first (5) 6:17 7:4 11:20 15:18 17:13 fiscal (1) 16:18 five (6) 3:10 6:8,19 13:1,22 20:20 fix (1) 11:18 fixed (2) 8:12 17:4 flood (1) 21:22 floor (1) 20:7 follow (1) 13:16 followed (1) 13:21 following (5) 6:5 15:6, 15 16:19 17:3 food (1) 21:12 forgive (1) 7:20 formal (1) 4:1 forward (3) 2:7 7:10</p>
<p style="text-align: center;"><b>D</b></p>	<p>draft (3) 2:5 15:2,22 drawer (1) 20:2 dresser (1) 20:2 drive (1) 22:4</p>	<p></p>	<p></p>
<p>Dan (1) 5:2 Dawn (2) 12:19,21 December (2) 23:9,12</p>	<p></p>	<p></p>	<p></p>

<p>18:19 four (6) 3:5 5:17 11:7 17:8,9,13 front (2) 2:20 21:14 frozen (1) 17:1 fully (2) 10:17,21 fund (4) 7:17 8:9,17 12:11 funded (3) 11:24 16:1 17:1 funding (18) 7:23 8:6 9:13,16,17 14:1, 24 16:2,16 17:17, 22 18:2,7 22:10, 12,13,15,17 further (1) 22:7 future (1) 16:16</p>	<p>20:9 governing (2) 21:7,8 graduated (1) 10:8 grandchildren (1) 19:14 grandkids (1) 20:23 grateful (1) 14:10 gray (1) 19:2 Greg (1) 2:23 group (2) 6:19 19:4 guarantee (1) 19:13 guess (2) 2:3 18:17 guidelines (1) 7:2</p>	<p>him (1) 5:13 his (1) 19:4 hitting (1) 12:4 home (5) 11:9,11,14, 15 22:3 Hopefully (1) 2:8 hosting (1) 2:17 hour (1) 6:10 houses (1) 19:22 how (5) 4:3 9:11 16:24 18:3,6 however (1) 17:20 Human (1) 13:8 husband (1) 11:8</p>	<p>issue (6) 15:24 19:7 22:12,13,14,17 items (1) 3:23 itself (1) 22:17</p>
<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<p>gain (1) 17:11 game (1) 17:10 gaps (1) 17:15 Gardens (2) 9:24 10:5 Garfield (2) 9:24 10:6 gather (1) 4:15 generated (1) 18:6 gentlemen (1) 2:11 get (2) 3:12 8:22 getting (2) 11:13 12:9 give (2) 2:12 21:1 given (1) 6:20 giving (1) 6:20 glad (1) 20:21 GM (1) 8:18 go (7) 7:19 11:12 12:6,12,13 18:15 22:3 goes (2) 8:15 11:12 going (11) 2:7 8:19 11:5 12:6,8,11,13 14:12 20:10 21:11, 11 gone (1) 12:15 Good (6) 2:1 4:5 9:22 12:7 14:18 23:17 got (3) 7:24 9:13</p>	<p>hair (3) 19:2 20:8,10 half (1) 6:10 hall (1) 3:4 hand (1) 7:5 happens (3) 21:5,8,20 happy (1) 22:3 hard (1) 11:8 Harper (1) 2:20 Health (1) 13:8 hear (4) 10:1,4 18:19 19:23 heard (1) 5:7 hearing (20) 2:3,4,18 4:1,6,12,19 5:11, 17,22,23 6:11 7:3 18:16 21:21 22:1, 21 23:2,7,18 hearings (4) 3:1,3,14 5:17 held (2) 3:4,5 help (1) 7:15 Henry (1) 2:20 her (1) 20:10 here (17) 2:11,19 4:15,24 5:10 6:21, 22 8:19 10:17 12:8,11 18:15 20:18,19,19 22:8 23:4 herself (1) 5:13 Hi (3) 11:1 12:20 18:22 High (2) 2:2 8:21</p>	<p>identify (1) 5:13 impact (2) 16:18 17:8 impacted (1) 15:20 implementing (1) 14:13 impression (1) 16:13 Improvement (6) 2:22 3:9 4:9,11,20 5:19 improvements (1) 16:9 inaccurate (1) 16:12 including (4) 3:4,9,13 17:7 inclusion (1) 13:10 income (2) 8:12 15:19 increase (1) 11:12 individual (2) 6:18 11:2 individuals (1) 6:15 ineffective (1) 16:23 infested (1) 19:22 informal (1) 18:22 information (1) 3:19 inhibit (1) 18:5 initially (1) 15:18 input (1) 3:3 instead (1) 21:14 integrated (1) 14:2 interact (1) 22:5 interested (1) 18:11 interim (2) 4:13,23 investment (1) 17:20 investments (1) 18:3</p>	<p>jail (1) 21:12 January (2) 5:24 23:14 Jarmon (5) 9:21,22, 23 10:4,23 jeez (1) 20:20 Jeff (1) 5:4 Jersey (3) 8:4 9:5,8 job (3) 8:22 11:13 12:7 jobs (2) 8:18,20 Joe (3) 2:15,18 4:7 joined (1) 2:19 Journal (1) 3:22</p>
			<b>K</b>
			<p>keeping (1) 14:10 kids (15) 19:9,10,12, 16,17,17,18,20,21, 24 20:4,5,16 21:1, 10 kind (1) 22:15</p>
			<b>L</b>
			<p>Lane (3) 10:24 11:1, 2 large (1) 11:11 Later (1) 4:2 Latin (1) 18:23 Latino (2) 19:8,9 LAWS (2) 2:1 5:6 least (2) 3:5 22:1 leave (1) 16:13 Lee (2) 9:21,23 less (2) 6:21 9:12 levels (1) 18:9 lifelong (1) 10:7 like (7) 11:17 12:5 15:1 20:24 22:22</p>

<p>23:1,5 Little (2) 10:3 21:10 live (5) 7:12 11:3 12:23 19:21 20:18 lives (1) 14:9 living (1) 8:11 local (2) 16:18 18:8 long (2) 19:1,5 look (11) 7:19,21 8:5, 13,13 9:2,2 11:13, 19 20:24 22:8 lose (1) 17:11 lost (1) 8:18 lot (1) 8:10 louder (1) 10:3 low (1) 15:19 lowest (1) 22:11</p>	<p>minutes (3) 6:18,19 7:19 model (6) 13:16,20 14:3,4 16:7,16 modified (1) 15:16 mom (2) 11:8 20:12 money (6) 11:21,22, 24 12:1,5 19:13 more (12) 2:9 6:21 8:18 9:17 12:3,5,5 16:12 18:6,14,14 21:1 morning (1) 20:1 most (1) 15:10 much (11) 11:21,24 12:18 14:15,16 18:10,12 20:23 21:16,17 23:16 must (4) 6:11 10:20 17:4,11 My (20) 4:6 7:12 8:14 9:23 10:8 11:1,3,8,9,10,13, 15 12:21 14:22 15:1,6,7 18:22 19:14 20:23 myself (2) 8:12 11:3</p>	<p>New (5) 3:7 8:4 9:4 16:22 17:6 Newark (1) 7:12 News (1) 3:22 Next (3) 16:17 18:20 20:19 night (1) 23:17 nine (1) 3:4 none (1) 23:6 note (1) 5:15 notice (2) 3:21 11:6 November (5) 4:14,23 5:23 23:9,13 now (6) 6:17 8:14 10:5 18:13 23:1,6 number (1) 9:10 numbers (6) 7:20,22, 22,24 8:5 22:16</p>	<p>8:19,21 12:1,6,13 15:22 20:2,12 outdated (1) 16:22 outside (2) 5:22 11:13 over (2) 2:14 7:5 Overview (2) 9:24 10:5 own (1) 15:7</p>
<p><b>M</b></p>	<p><b>N</b></p>	<p><b>O</b></p>	<p><b>P</b></p>
<p>made (5) 3:14 5:11 22:2 23:8,13 make (3) 4:4 17:14 22:6 makes (1) 22:23 Making (1) 17:6 man (1) 6:22 manner (2) 6:6 18:8 Maria (2) 18:20,22 Markell (1) 8:20 Maryland (5) 8:3 9:4, 7,11,12 MATOS (4) 18:17,20, 21,22 may (2) 19:22 20:8 maybe (1) 20:12 means (1) 7:16 mechanism (1) 17:4 meeting (3) 3:13 6:1 14:20 meetings (3) 3:4,9,10 member (5) 2:23 5:6, 8 10:7 14:24 members (4) 3:19 5:18,20 16:5 microphone (2) 7:5,6 might (1) 21:13 minimum (1) 21:4</p>	<p>name (8) 4:7 5:13 7:12 9:23 11:1 12:21 14:22 18:22 names (1) 23:3 Nation (2) 14:19 22:10 National (2) 13:12 14:5 necessary (2) 5:12 16:8 need (11) 8:21 9:14, 17 11:19,22 12:2, 6,8 19:20,22 21:4 needs (6) 9:1 13:15, 15,23 14:14 16:10 nervous (1) 7:21 networks (1) 3:21 never (1) 19:19</p>	<p>Obviously (1) 12:2 off (1) 7:24 offer (1) 6:9 officer (2) 2:19 14:23 official (1) 15:8 one (10) 3:4,6 7:6 9:3 12:14 17:10 20:14 21:1,1 22:6 online (1) 7:19 only (7) 7:5,18 9:6 15:20 20:14 21:5,7 open (2) 3:11 4:6 opinion (1) 15:9 opportunity (2) 4:22 23:5 oppose (1) 7:14 opposed (1) 8:8 order (1) 6:16 organizations (2) 3:18 14:5 other (6) 2:7 5:17 18:5 21:9,18 22:22 Others (1) 4:24 our (9) 5:5 6:21 7:4 9:13 12:11,14 14:20 16:6 20:18 out (10) 2:5 3:13</p>	<p>PA (2) 8:3 9:8 page (1) 3:17 pair (2) 20:2,3 Pam (2) 10:24 11:1 pants (1) 20:3 par (1) 8:5 pardon (1) 13:7 parent (1) 22:14 parents (1) 19:19 Park (2) 10:1,6 part (1) 23:10 past (1) 21:20 pay (3) 8:13 12:14 21:13 paying (2) 8:22 21:12 Penn (5) 2:2 5:2 10:9 14:21 20:22 Pennsylvania (1) 9:5 people (4) 8:10,17 21:22 22:2 per (4) 8:2,3,4 22:9 period (2) 4:16,18 pick (2) 20:2,7 Pika (16) 2:15,16,18 4:7 7:9 9:19 10:3, 23 12:18 14:16 18:10,18 21:17 22:8,19 23:1 pilot (1) 16:2 plan (8) 2:5,9,12 12:11 15:3,11 21:4,9 plans (1) 2:7 please (2) 7:9 14:12 plumber (1) 7:18 pm (4) 6:12,13 22:1 23:18</p>

<p>point (4) 6:9 7:15 10:21 22:23 points (1) 15:22 policy (2) 5:3 13:10 pool (5) 16:22 17:5, 7,8,12 pooled (1) 17:9 poor (3) 19:9,16,16 popular (1) 19:23 population (1) 17:4 portion (1) 15:2 position (2) 10:18 15:8 possibly (1) 10:10 posted (2) 3:11 6:2 postings (1) 3:14 poverty (2) 15:23 18:4 practice (3) 13:18 14:5,13 preschool (1) 13:21 present (1) 5:9 president (1) 18:23 primarily (1) 4:1 problem (1) 8:24 problems (2) 11:19,20 procedural (2) 3:23 7:2 proceed (1) 6:5 process (1) 3:2 produced (1) 18:2 programs (2) 13:11 17:17 proper (1) 9:16 properties (2) 8:9,11 property (3) 11:7,11 20:18 provide (2) 15:18 16:11 provided (3) 5:18 6:10 18:7 provides (1) 4:19 public (19) 2:3,4 3:1, 2,3,11,13 4:6,12, 15,22 6:11 7:3 9:6 11:23 12:1,2 18:16 23:2 published (1) 3:21 pulling (1) 12:1 purposes (1) 15:4</p>	<p>put (3) 2:12 11:22 20:7 putting (2) 8:16 9:16</p> <p style="text-align: center;"><b>Q</b></p> <p>question-and-answer (2) 4:16,17 questions (3) 7:1,2 18:6</p> <p style="text-align: center;"><b>R</b></p> <p>raise (2) 8:22 11:10 ranks (1) 22:10 rat-infested (1) 19:21 read (1) 13:7 readers (1) 16:13 readiness (1) 17:19 reading (1) 3:24 reassess (1) 11:6 reassessing (1) 8:9 receive (1) 4:22 received (2) 5:22 14:1 recently (1) 13:2 recess (1) 22:24 recognized (1) 16:1 recommend (1) 13:14 recommendation (1) 15:18 recommendations (2) 15:14 18:3 recommended (2) 16:8 17:12 reconvene (1) 22:22 record (4) 3:24 5:11, 16 18:16 recorded (1) 6:1 recording (1) 6:2 Red (7) 12:23 13:4, 19 14:4,9,12,12 redistricting (9) 2:6,21 4:8,13 10:19 11:5 15:21 16:18 17:7 references (1) 17:17 referendum (2) 12:7,13 reflect (4) 15:17 16:19,24 17:23</p>	<p>reflection (1) 15:13 reflective (1) 15:7 register (1) 15:1 released (2) 4:14,23 remain (2) 17:5 22:4 remaining (1) 6:14 repeat (1) 4:17 report (8) 4:14,23 10:15 15:12,16,22 17:23 23:11 reporter (2) 5:9,15 represent (3) 9:24 10:5,12 representing (1) 11:2 required (1) 4:2 reside (1) 7:13 resident (4) 12:24 13:4,5 14:9 resource (1) 16:6 resources (4) 16:12 17:9 19:10,12 rest (1) 11:18 retirees (1) 8:10 revenue (1) 17:11 revenues (3) 16:19, 21 17:2 review (2) 2:9 6:4 Rich (1) 5:3 ridiculous (1) 8:23 right (7) 6:22 8:14 20:18,18,19 21:18 22:20 roach- (1) 19:21 Robert (2) 7:6,12 room (2) 6:8 20:1 rooms (1) 20:24</p> <p style="text-align: center;"><b>S</b></p> <p>safely (1) 22:4 said (2) 14:6 22:7 SAT (1) 22:11 School (27) 2:2 7:13 8:14,15,21 9:10, 12,14,15 10:7,9, 11,15,18,22 11:4, 23 12:6,12,22 13:1,17,19 15:9</p>	<p>19:19 20:10,22 schools (7) 3:6,16 9:17 11:21,24 12:2,2 scores (1) 22:11 script (3) 3:24 4:3,5 search (1) 20:9 second (3) 2:4 21:1,1 seconds (1) 20:14 section (1) 16:17 see (4) 9:9 18:13 20:10 22:15 Seeing (1) 23:6 seem (1) 12:15 segregated (1) 13:23 senator (1) 5:5 sense (1) 22:23 separate (1) 21:7 serious (1) 9:1 seriously (1) 11:12 Services (1) 13:9 session (2) 21:22 23:2 several (2) 15:23 17:16 shaking (1) 7:21 share (1) 2:10 shared (3) 3:19 6:3 15:5 sheets (4) 6:7,14,17 23:3 shifts (1) 17:3 should (6) 15:16 16:1,19 17:13,23 21:22 Sign (2) 6:11,11 signed (3) 6:8,16 21:19 sign-up (4) 6:7,14,17 23:3 sign-ups (2) 18:14,14 since (3) 7:5 17:1,8 sitting (1) 5:10 size (1) 9:11 soliciting (1) 3:2 solid (1) 18:2 Solutions (1) 3:16 solutionsfordelawareschoolscom (1)</p>
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<p>3:15 some (4) 2:6 7:19 10:20 18:2 something (3) 9:14 22:14,16 soon (1) 8:12 sorry (1) 7:1 speak (7) 5:14 6:7, 15,18,20 18:15 23:5 speaker (3) 5:12 7:4 18:20 speakers (1) 21:19 speaking (3) 13:3,4 20:15 special (5) 13:14,15, 23 14:14 16:24 spend (1) 11:21 spending (1) 9:2 spends (2) 8:2,3 stamps (1) 21:13 stance (1) 10:22 stand (1) 10:17 started (1) 19:2 State (13) 2:23 4:21 5:5,20 6:3 9:11 11:18 12:16 16:16 18:8 21:2 23:11,15 statement (1) 13:10 statements (1) 22:3 statewide (1) 15:24 stats (1) 7:20 stay (2) 11:9,15 stay-at-home (1) 11:8 stop (1) 6:22 store (1) 20:24 structure (2) 16:10,15 strung (1) 20:12 student (10) 8:2,3,4 14:24 15:23 16:7, 9,15 17:3 18:5 students (11) 7:16,22 9:4,4,6 12:3 15:19 19:7,8,8,14 submit (1) 18:11 submitted (3) 23:9,11, 13 subset (1) 16:2</p>	<p>Success (3) 14:24 16:9 18:5 sue (1) 9:14 sum (1) 17:10 supplement (1) 12:8 support (7) 10:10,18, 21 11:4,11 12:17 19:22 Sure (2) 7:11 17:14 suspend (2) 21:20 22:20 sustainable (1) 18:7 system (3) 11:23 16:7 22:17</p> <p style="text-align: center;"><b>T</b></p> <p>table (2) 2:20 5:10 take (4) 6:6 9:1 11:15 12:3 taken (2) 10:19 22:24 taking (1) 19:4 talk (2) 20:17 21:9 talking (3) 20:4,5,17 targeted (1) 18:4 Taschner (1) 5:4 taught (2) 12:24 13:21 tax (5) 12:10 16:22 17:5,7,12 taxes (7) 8:15,15 11:7,12 12:11,14 20:18 taxpayer (1) 12:4 teach (1) 12:21 teaching (1) 20:21 Ted (2) 2:16 5:6 telling (1) 22:16 temporarily (1) 21:21 ten (1) 7:18 testify (1) 8:1 testimony (2) 6:10,20 than (3) 2:10 9:12 18:6 Thank (20) 2:16,17 7:11 9:18,19,22 10:23 12:18,20 14:15,16 18:9,10,</p>	<p>12 21:15,17 22:18 23:7,16,17 their (11) 3:20 6:4,23 8:11 9:2 14:10 19:10,12,13 20:23 22:3 them (4) 20:7,7 21:12,14 There (14) 6:7 9:13 11:9 16:4,5 17:14, 16 18:13,15 19:1 20:20 21:22 22:13 23:4 they (11) 6:16 8:17 12:3,7,8 14:2 20:1, 6,8,11 21:3 thing (2) 21:5,7 things (1) 10:20 think (7) 8:24 11:19, 20,22 12:4 20:21, 22 Thirty (1) 20:14 three (3) 6:18 13:24 14:1 tie (1) 20:2 time (7) 6:13,23 10:21 14:6,6 19:1, 6 times (1) 15:23 Title (1) 14:1 today (2) 23:8,13 together (3) 5:21 13:16 21:9 told (1) 6:22 tonight (8) 2:19 4:15 5:10 7:4,6,19 10:17 22:21 Tony (2) 5:1 19:3 took (1) 7:18 topics (1) 17:21 town (1) 3:4 toy (1) 20:24 toys (2) 19:18 20:23 transcript (1) 5:16 truth (2) 19:24 20:13 try (1) 11:18 turn (1) 2:14 two-thirds (1) 8:15</p>	<p style="text-align: center;"><b>U</b></p> <p>understand (1) 13:7 uneducated (1) 7:18 Unfortunately (1) 13:19 unintended (1) 17:15 unit (1) 16:10 units (4) 15:19 16:24 21:7,8 until (1) 22:1 up (16) 6:9,11,11,16, 23 7:19 11:12,12 12:4,12,15 20:1,7 21:11,11,19 updated (1) 16:23 upon (1) 15:21 US (2) 13:8,9 used (2) 16:20 17:1</p> <p style="text-align: center;"><b>V</b></p> <p>views (1) 15:6 visit (2) 22:5,21 visiting (1) 14:19 vocabulary (1) 19:20</p> <p style="text-align: center;"><b>W</b></p> <p>Wait (1) 18:18 wake (1) 19:24 want (10) 7:15,17 8:8,8 10:17 11:6 19:3,23 21:2 23:7 wants (1) 12:13 Warner (2) 12:24 13:21 warning (2) 6:21,22 way (4) 8:8 11:5,21 14:7 ways (1) 16:11 we (22) 3:3 4:14,24 6:5,6 7:5 8:20 9:12 11:19,21,22 12:10 13:16 18:13, 19 20:17 21:18,19, 21,24 22:22 23:2 website (1) 3:15</p>
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<b>websites (2)</b> 3:12,17 <b>WEIC (4)</b> 2:4 4:13 16:8 23:11 <b>weighted (3)</b> 15:19 16:7,15 <b>Welcome (3)</b> 2:2 14:20 22:5 <b>welfare (1)</b> 21:13 <b>what's (2)</b> 20:15,19 <b>white (1)</b> 19:8 <b>whole (1)</b> 11:18 <b>William (4)</b> 2:2 5:2 10:8 14:21 <b>willing (1)</b> 2:10 <b>Wilmington (12)</b> 2:22 3:6,8 4:8,10,20 5:18 12:23 18:24 19:5 21:6,15 <b>Wilmington's (1)</b> 3:16 <b>wishes (1)</b> 18:15 <b>wishing (1)</b> 6:9 <b>without (3)</b> 13:15 14:14 20:10 <b>word (1)</b> 3:13 <b>work (5)</b> 10:16 11:23 12:22 18:1 19:4 <b>working (1)</b> 7:6 <b>works (1)</b> 11:8 <b>worthy (1)</b> 17:20 <b>written (2)</b> 5:21 15:12 <b>wrong (2)</b> 20:15 22:16 <b>wrote (1)</b> 21:3		<b>8th (1)</b> 23:10		
		<b>1</b>		<b>9</b>
		<b>1 (4)</b> 9:4,5,5 14:1 <b>1,392,000 (1)</b> 9:8 <b>1,763,000 (1)</b> 9:8 <b>11,500 (1)</b> 21:6 <b>11th (1)</b> 22:10 <b>12 (2)</b> 9:7 10:13 <b>129,000 (1)</b> 9:6 <b>14th (2)</b> 5:24 23:14 <b>15th (1)</b> 23:12 <b>17th (4)</b> 4:14,23 5:23 23:14		<b>913th (1)</b> 10:12
	<b>2</b>			
	<b>2012 (1)</b> 17:2 <b>2013 (2)</b> 7:23 22:10 <b>21 (1)</b> 19:1 <b>23 (1)</b> 21:6 <b>243 (1)</b> 9:4 <b>25 (1)</b> 9:11 <b>286 (1)</b> 9:4 <b>287 (1)</b> 9:5			
	<b>3</b>			
	<b>30-second (1)</b> 6:21 <b>344 (1)</b> 9:5			
	<b>4</b>			
	<b>44 (1)</b> 9:11			
<b>Y</b>	<b>6</b>			
<b>year (1)</b> 8:14 <b>years (5)</b> 8:11 13:1, 22 19:1 20:20 <b>YMCA (1)</b> 3:18 <b>Young (3)</b> 13:13,14 14:14	<b>6:00 (1)</b> 6:12			
	<b>7</b>			
	<b>7:30 (1)</b> 6:12 <b>7th (1)</b> 23:9			
<b>Z</b>	<b>8</b>			
<b>zero (1)</b> 17:10	<b>8:00 (2)</b> 22:1 23:18 <b>859,000 (1)</b> 9:7			