

COUNCIL OF THE CITY OF PHILADELPHIA

COMMITTEE OF THE WHOLE MEETING

Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, November 18, 2025
11:00 a.m.

PRESENT:

COUNCIL PRESIDENT KENYATTA JOHNSON
COUNCILWOMAN NINA AHMAD
COUNCILWOMAN CINDY BASS
COUNCILWOMAN KENDRA BROOKS
COUNCILMAN MICHAEL DRISCOLL
COUNCILWOMAN JAMIE GAUTHIER
COUNCILWOMAN KATHERINE GILMORE RICHARDSON
COUNCILMAN JIM HARRITY
COUNCILWOMAN RUE LANDAU
COUNCILWOMAN QUETCY M. LOZADA
COUNCILMAN NICOLAS O'ROURKE
COUNCILMAN ANTHONY PHILLIPS
COUNCILMAN MARK SQUILLA
COUNCILMAN ISAIAH THOMAS
COUNCILMAN JEFFREY YOUNG, JR.

RESOLUTIONS: 181014, 250612, 250613,
250820

1

- - -

2

COUNCIL PRESIDENT

3

JOHNSON: Good morning, everyone.

4

(Good morning.)

5

COUNCIL PRESIDENT

6

JOHNSON: Good morning, everyone.

7

(Good morning.)

8

COUNCIL PRESIDENT

9

JOHNSON: This is the public

10

hearing and public meeting of the

11

Committee of the Whole regarding

12

Resolution Nos. 250612, 250613,

13

250820 and 181014. I want to thank

14

all of you for being here.

15

Mr. Christmas, please

16

call the roll.

17

THE CLERK: Councilman

18

Squilla.

19

COUNCILMAN SQUILLA:

20

Present.

21

THE CLERK: Council Lady

22

Gauthier.

23

COUNCILWOMAN GAUTHIER:

24

Present.

1 THE CLERK: Councilman
2 Jones.

3 COUNCILMAN JONES:
4 Present.

5 THE CLERK: Councilman
6 Young.

7 (No response.)

8 THE CLERK: Councilman
9 Driscoll.

10 (No response.)

11 THE CLERK: Council Lady
12 Lozada.

13 (No response.)

14 THE CLERK: Council Lady
15 Bass.

16 COUNCILWOMAN BASS:
17 Present.

18 THE CLERK: Councilman
19 Phillips.

20 COUNCILMAN PHILLIPS:
21 Present.

22 THE CLERK: Councilman
23 O'Neill.

24 (No response.)

1 THE CLERK: Council Lady
2 Gilmore Richardson.

3 COUNCILWOMAN GILMORE

4 RICHARDSON: Present.

5 THE CLERK: Councilman
6 Thomas.

7 COUNCILMAN THOMAS:
8 Present.

9 THE CLERK: Councilman
10 Harrity.

11 COUNCILMAN HARRITY:
12 Present.

13 THE CLERK: Council Lady
14 Ahmad.

15 (No response.)

16 THE CLERK: Council Lady
17 Landau.

18 COUNCILWOMAN LANDAU:
19 Present.

20 THE CLERK: Council Lady
21 Brooks.

22 COUNCILWOMAN BROOKS:
23 Present.

24 THE CLERK: Councilman

1 O'Rourke.

2 COUNCILMAN O'ROURKE:

3 Present.

4 THE CLERK: Council

5 President Johnson.

6 COUNCIL PRESIDENT

7 JOHNSON: Present. Thank you. A

8 quorum of this committee is

9 present. This hearing is now

10 called to order.

11 Mr. Christmas, will you

12 please read the titles of the

13 resolutions.

14 THE CLERK: Resolution

15 250612, appointing Nicole Conrad to

16 the Board of Directors of the City

17 Avenue Special Services District of

18 Philadelphia and Lower Merion.

19 Resolution 250613,

20 re-appointing Nathan Muchnick to

21 the Board of Directors of the City

22 Avenue Special Services District of

23 Philadelphia and Lower Merion.

24 Resolution 250820,

1 appointing Mark Graefe to the Board
2 of Directors for the Old City
3 Special Services District.

4 And finally, Resolution
5 181014, calling for the Council
6 Committee of the Whole to convene
7 public meetings and public hearings
8 pursuant to the Educational
9 Supplement of the Philadelphia Home
10 Rule Charter to review the
11 administration, management,
12 operations, and finances of the
13 School District and adopt plans to
14 coordinate the activities of the
15 Board of Education, the Mayor, and
16 the City Council for the
17 improvement and benefit of public
18 education in Philadelphia.

19 COUNCIL PRESIDENT

20 JOHNSON: Thank you very much.
21 This morning, we will first
22 consider three resolutions to
23 appoint and re-appoint Directors to
24 the City Avenue Old City Special

1 Services District. After
2 considering the City Avenue Old
3 City appointment resolution, we
4 will hear testimony on Resolution
5 No. 181014, to review the
6 administration, management,
7 operations and finances of the
8 School District of Philadelphia.

9 Before we call our first
10 witness, I would like to recognize
11 Councilman Jones for any remarks he
12 would like to make concerning the
13 City Avenue Special Services
14 District resolutions.

15 Councilmember Jones.

16 COUNCILMAN JONES: Thank
17 you, Mr. President.

18 I want you to understand
19 that we appreciate the neighborly
20 interaction that the City Avenue
21 Special Services District provides.
22 I will also acknowledge that
23 Katherine Gilmore Richardson, who
24 is the At-Large member, who happens

1 to also be the Ward Leader up
2 there, plays an integral part and
3 gives input to the Services
4 District.

5 And so, what do they do?

6 They are the business-related arm
7 for organizing City Avenue. They
8 were around when it used to be
9 called City Line Avenue. And the
10 reason that changed was that the
11 relationship between Lower Merion
12 and the County and Bala Cynwyd was
13 an important place that should not
14 have as much division. What
15 happens on one side of the street
16 impacts what happens on the other
17 side of the street.

18 Shortly after that
19 transition, there was a study done
20 to see what things could we do to
21 improve the quality of life not
22 just for the businesses, but the
23 residents of the communities. They
24 took on fights such as traffic

1 calming, people speeding up and
2 down the Avenue. They took on
3 issues of pill mills that were
4 locating on City Avenue. They took
5 on the issue of medical marijuana
6 and commented on recreational
7 marijuana.

8 It's very different in
9 other parts of my district than it
10 is received there. And they have
11 always been a champion for good.
12 They provide security for
13 businesses and residents that
14 participate there. They
15 co-represent with St. Joe's
16 University and make sure those
17 students that attend that
18 university are safe.

19 I want you to know that
20 we appreciate these individuals
21 that are appointed to the Board
22 that give up their time freely.
23 They don't get paid to do this.
24 They get paid in other ways, by

1 being a part of a good, solid
2 neighborhood that has set the
3 standard for other business
4 districts throughout the City of
5 Philadelphia. And I want them to
6 know my sincere appreciation for
7 what they do.

8 Thank you,
9 Mr. President.

10 COUNCIL PRESIDENT

11 JOHNSON: Thank you very much.

12 I'm going to also
13 acknowledge Councilman Mark Squilla
14 to speak on his appointment for the
15 Old City Special Services District.

16 COUNCILMAN SQUILLA:

17 Thank you. Thank you,
18 Mr. President.

19 And sort of on the lines
20 of Councilmember Jones, we
21 appreciate the service and effort
22 of all our members from the Old
23 City District. And we know that
24 it's a position that is held

1 highly, but also is a volunteer
2 position that really helps the
3 community deal with the concerns,
4 not only with the Old City District
5 BID, but also with the community
6 efforts. So thank you so much and
7 look forward to their appointments.

8 COUNCIL PRESIDENT

9 JOHNSON: You're welcome.

10 Mr. Christmas, can you
11 call both witnesses to the actual
12 table to testify.

13 THE CLERK: Will please
14 Mr. Bryan Fenstermaker and Job
15 Itzkowitz please come forward.
16 Mr. Fenstermaker, please state your
17 name for the record and begin with
18 your testimony.

19 (Witnesses approached
20 witness table.)

21 MR. FENSTERMAKER: Good
22 morning. My name is Bryan
23 Fenstermaker, President and CEO of
24 City Avenue Special Services

1 District of Philadelphia, Lower
2 Merion. I'm here in support and I
3 submitted my written testimony for
4 Resolution No. 250612 in support of
5 Ms. Nicole Conrad of Presidential
6 City and the re-appointment of
7 Resolution 250613, the
8 re-appointment of Nathan Muchnick
9 who owns property on City Avenue.

10 Like I said, I'm happy
11 to -- I did submit my written
12 testimony and happy to address any
13 questions you may have about the
14 potential candidates or the work
15 that we're doing. Thank you.

16 COUNCIL PRESIDENT

17 JOHNSON: Thank you very much.

18 Mr. Itzkowitz, please
19 begin your testimony.

20 MR. ITZKOWITZ: Thank
21 you, Council President. Good
22 morning, Council President and all
23 members of Council.

24 My name is Job

1 Itzkowitz. I'm the Executive
2 Director of the Old City Special
3 Services District. I'm here to
4 testify in support of Resolution
5 250820, appointing Mark Graefe to
6 the Board of the District.
7 Similarly to my colleague to my
8 left, I've submitted written
9 testimony and happy to answer any
10 questions in the interest of this
11 very full room today.

12 COUNCIL PRESIDENT

13 JOHNSON: Thank you very much.

14 Any questions or
15 comments from members of the
16 Committee?

17 Chair recognizes
18 Councilman Curtis Jones.

19 COUNCILMAN JONES: I've
20 noticed on the other side of City
21 Avenue we're experiencing a lot of
22 residential development. Can you
23 tell us what that impact will be
24 for the community businesses and

1 Wynnefield and Bala Cynwyd?

2 MR. FENSTERMAKER: Sure.

3 We do have some -- as you know, the
4 Lord & Taylor has been taken down
5 and will be 217 residential units,
6 but along that will come around
7 almost 20,000 square feet of retail
8 space. But what is also
9 interesting in the work that we're
10 doing on that side is that we are
11 taking down the super blocks and
12 making sure that we're increasing
13 the accessibility for multi-modal
14 use, so pedestrians and bikes. So
15 every new project will have bike
16 and walking lanes as well as new
17 roads incorporated into those as
18 well as we did a retail study, an
19 MSC retail study, for both sides,
20 and have stressed for the
21 development partners that we look
22 at those retail leakages and make
23 sure that we bring the right and
24 proper uses of retail and

1 commercial use to the district as a
2 whole.

3 COUNCILMAN JONES: Any
4 idea what's going to replace
5 Chili's?

6 MR. FENSTERMAKER: That
7 is the million-dollar question.

8 UNIDENTIFIED SPEAKER:
9 (Inaudible).

10 MR. FENSTERMAKER: I
11 mean, always a great location for a
12 bank, right. But we're working on
13 that as well, but we will see some
14 development on One Belmont, which
15 is the old GSB Building. That will
16 be redeveloped probably starting in
17 December, and that'll be more of a
18 retail play with public space. But
19 every new project coming on will
20 have public space and amenities
21 that will serve the communities.

22 COUNCILMAN JONES: Thank
23 you, Mr. President.

24 COUNCIL PRESIDENT

1 JOHNSON: Thank you very much.

2 The Chair recognizes
3 Majority Leader Katherine Gilmore
4 Richardson.

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Thank you. Thank you
7 so much, Mr. President. And thank
8 you to my District Councilmember
9 and my colleague Councilmember
10 Curtis Jones, Jr., who represents
11 the 4th Council District.

12 I want to thank you too,
13 Bryan, for the opportunity to meet
14 with the individuals who are
15 slated, not only for re-appointment
16 but also Nicole from Presidential
17 and other representatives from
18 their company. We appreciate the
19 work that you are seeking to do to
20 diversify the Board. I have to
21 continue to get that on the record.

22 We are thankful that you
23 did appoint Serena Quick, who is
24 the owner of the Chick-Fil-A.

1 She's soon to celebrate her
2 anniversary. I think it was this
3 week. I think was yesterday,
4 Monday --

5 MR. FENSTERMAKER:

6 Yesterday.

7 COUNCILWOMAN GILMORE

8 RICHARDSON: Yesterday. She just
9 celebrated her anniversary on City
10 Avenue. We are thankful that she
11 is serving on the Board and I
12 wanted to just uplift your efforts
13 to continue to diversify the Board.

14 I had to put that on the
15 record because there's not much
16 diversity on the Board we know for
17 reasons relative to who owns
18 property on City Avenue, but also
19 who has businesses on City Avenue
20 as well. But as we continue to
21 look for additional
22 re-appointments, I am imploring
23 that we consider community members
24 who may be able to serve on the

1 Board who are minorities.
2 Particularly, we do not have a lot
3 of Black women representation on
4 the Board, so I just wanted to put
5 that on the record.

6 But Bryan has done a
7 really good job in working with our
8 community and coordinating with us
9 and ensuring that there is
10 increased diversity, like looking
11 through the couch cushions for
12 folks. So I just wanted to uplift
13 and support the effort you are
14 doing and particularly recognizing
15 our concerns on the Philadelphia
16 side regarding being the repository
17 for marijuana and liquor stores.

18 While they're getting
19 residential development and new
20 business development on the
21 Montgomery County side, we're
22 getting liquor and marijuana. And
23 I appreciate the work that you're
24 doing to help us combat that as a

1 community, and particularly the
2 work over the summer that was
3 happening. I am very appreciative
4 of it.

5 I just wanted to thank
6 you on the record for that so that
7 you hear that directly from me to
8 you. And again, thank you to my
9 District Councilperson, my
10 colleague Councilman Curtis Jones.

11 Thank you,
12 Mr. President.

13 COUNCIL PRESIDENT

14 JOHNSON: Thank you. I know that's
15 not my area, and I respect the
16 leadership of my member,
17 Councilmember Jones, as well as
18 Councilmember Gilmore Richardson.

19 I do want to ask a
20 follow-up question to Councilmember
21 Katherine Gilmore Richardson,
22 because I think the diversity of
23 the Board came up the last time we
24 were in this very same room about

1 the appointments. So is there a
2 strategy and a plan so when you do
3 come back in front of Council there
4 may be some level of progress,
5 because I'm pretty sure the same
6 questions were asked the last time
7 we had you here?

8 MR. FENSTERMAKER:

9 That's true, yes. We've been
10 working on it. So we definitely
11 try to do a youth movement as well
12 as working to diversify the Board.
13 Presidential City is our largest
14 property owner on the Philadelphia
15 side and they did not have
16 representation on the Board. And
17 we did ask to try to get the best
18 candidate possibly we could at the
19 time. And this is, you know,
20 Nicole serves that and has
21 experience with Philadelphia and
22 the Bellevue and other places.

23 But we do, do that and
24 make sure -- I think we will be

1 back hopefully with a replacement.
2 And I want to thank you for
3 recognizing Bernie Prazenica, who
4 was our long-term Board Chair.
5 We're hoping that his replacement
6 will be announced sooner than later
7 and that would come before you as
8 well. So we are making moves on
9 that, but we will continue to look
10 as well.

11 COUNCIL PRESIDENT

12 JOHNSON: Thank you very much. I
13 just want to acknowledge Job
14 Itzkowitz just for your artwork and
15 dedication regarding Old City. And
16 just briefly, what is your role in
17 terms of the New Market East Plan?

18 MR. ITZKOWITZ: The New
19 Market East Plan, well, there's
20 two, right. We're wrapping up.
21 The City is wrapping up
22 construction on Market Street in
23 Old City. They actually just paved
24 my block, the 200 block today. So

1 paving is almost complete. I think
2 the City will be announcing shortly
3 that the project's probably 80%
4 completion.

5 And then I was invited
6 to sit on the Market East
7 Committee. So we've had one
8 meeting and the press conference.
9 I'm waiting for more meetings. And
10 Bryan is also on that committee as
11 well.

12 COUNCIL PRESIDENT

13 JOHNSON: Keep up the good work.
14 And it's also in the great part of
15 the city known as South
16 Philadelphia. And it's always good
17 to see you, Job.

18 MR. ITZKOWITZ: Great
19 Ward too.

20 COUNCIL PRESIDENT

21 JOHNSON: Any other questions or
22 comments from members of the
23 Committee?

24 (No response.)

1 COUNCIL PRESIDENT

2 JOHNSON: Hearing none, thank you
3 very much.

4 There being no further
5 questions for members of the
6 Committee and no other witnesses on
7 the list to testify on Resolutions
8 250612, 250613 and 250820, we will
9 now go into our public meeting to
10 consider the action to be taken on
11 those resolutions.

12 Mr. Christmas, will you
13 please take the roll.

14 THE CLERK: Councilman
15 Squilla.

16 COUNCILMAN SQUILLA:
17 Present.

18 THE CLERK: Council Lady
19 Gauthier.

20 (No response.)

21 THE CLERK: Councilman
22 Jones.

23 COUNCILMAN JONES:
24 Present.

1 THE CLERK: Councilman
2 Young.

3 (No response.)

4 THE CLERK: Councilman
5 Driscoll.

6 COUNCILMAN DRISCOLL:
7 Present.

8 THE CLERK: Council Lady
9 Lozada.

10 (No response.)

11 THE CLERK: Council Lady
12 Bass.

13 COUNCILWOMAN BASS:
14 Present.

15 THE CLERK: Councilman
16 Phillips.

17 COUNCILMAN PHILLIPS:
18 Present.

19 THE CLERK: Councilman
20 O'Neill.

21 (No response.)

22 THE CLERK: Council Lady
23 Gilmore Richardson.

24 (No response.)

1 THE CLERK: Councilman
2 Thomas.

3 COUNCILMAN THOMAS:
4 Present.

5 THE CLERK: Councilman
6 Harrity.

7 COUNCILMAN HARRITY:
8 Present.

9 THE CLERK: Council Lady
10 Ahmad.

11 (No response.)

12 THE CLERK: Council Lady
13 Landau.

14 COUNCILWOMAN LANDAU:
15 Present.

16 THE CLERK: Council Lady
17 Brooks.

18 COUNCILWOMAN BROOKS:
19 Present.

20 THE CLERK: Councilman
21 O'Rourke.

22 COUNCILMAN O'ROURKE:
23 Present.

24 THE CLERK: Council

1 President Johnson.

2 COUNCIL PRESIDENT

3 JOHNSON: Present. The Chair
4 thanks Mr. Christmas. A quorum of
5 the Committee is present.

6 The Chair recognizes
7 Councilman Curtis Jones for a
8 motion on Resolution Nos. 250612
9 and 250613.

10 COUNCILMAN JONES: Thank
11 you, Mr. President.

12 I move that Bill Nos.
13 250612 and 250613 be reported from
14 this committee with a favorable
15 recommendation and further move
16 that the rules of Council be
17 suspended to permit first reading
18 at our next session of Council.

19 (Duly seconded.)

20 COUNCIL PRESIDENT

21 JOHNSON: The Chair notes for the
22 record that Councilmember Majority
23 Leader Katherine Gilmore Richardson
24 seconds the motion.

1 It has been moved and
2 properly seconded that Resolution
3 Nos. 250612 and 250613 be reported
4 from the committee with a favorable
5 recommendation.

6 All those in favor of
7 the motion will signify by saying
8 aye.

9 (Aye.)

10 COUNCIL PRESIDENT

11 JOHNSON: Those opposed?

12 (No response.)

13 COUNCIL PRESIDENT

14 JOHNSON: The ayes have it.
15 Resolution Nos. 250612 and 250613
16 shall be reported from this
17 committee with a favorable
18 recommendation.

19 The Chair recognizes
20 Councilman Squilla for a motion on
21 Resolution No. 250820.

22 COUNCILMAN SQUILLA:

23 Thank you, Mr. President.

24 I move that Resolution

1 250820 be reported from this
2 committee with favorable
3 recommendation.

4 COUNCIL PRESIDENT

5 JOHNSON: Is there a second?

6 (Duly seconded.)

7 COUNCIL PRESIDENT

8 JOHNSON: The Chair notes for the
9 record that Councilmember Gilmore
10 Richardson and Curtis Jones seconds
11 the motion.

12 It has been moved and
13 properly seconded that Resolution
14 No. 250820 be reported from this
15 committee for the favorable
16 recommendation.

17 All those in favor of
18 the motion signify by saying aye.

19 (Aye.)

20 COUNCIL PRESIDENT

21 JOHNSON: Those opposed?

22 (No response.)

23 COUNCIL PRESIDENT

24 JOHNSON: The ayes have it.

1 Resolution No. 250820 shall be
2 reported from this committee with a
3 favorable recommendation.

4 We will now resume the
5 public hearing on Resolution No.
6 181014.

7 COUNCIL PRESIDENT

8 JOHNSON: Chair recognizes
9 Councilmember Jamie Gauthier.

10 COUNCILWOMAN GAUTHIER:

11 Thank you, Council President.

12 Can I be recorded as aye
13 on the vote I missed.

14 COUNCIL PRESIDENT

15 JOHNSON: It shall be duly noted.

16 Mr. Christmas. We are
17 now officially in our public
18 hearing on Resolution No. 181014.

19 THE CLERK: At this
20 time, I will call the 100th Mayor
21 of the City of Philadelphia,
22 Cherelle Parker to testify.

23 (Mayor Parker approached
24 witness table.)

1 MAYOR PARKER:

2 Mr. President, this is different.

3 COUNCIL PRESIDENT

4 JOHNSON: Madam Mayor, welcome back
5 home as always. But please state
6 your name for the record and please
7 begin your testimony.

8 MAYOR PARKER: Thank you
9 very much, Council President. My
10 name is Cherelle Parker and I am
11 Mayor of the City of Philadelphia.
12 Council President Johnson, Majority
13 Leader Gilmore Richardson, Majority
14 Whip and Education Committee Chair
15 Thomas and all members of Council,
16 thank you for having me today in
17 Council chambers and thank you for
18 your unfailing commitment to public
19 education.

20 Our students, both
21 district and charter, deserve our
22 absolute best. And together, we
23 are working to give them,
24 Mr. President, exactly that. I

1 also want to acknowledge Board
2 President Reginald Streater and
3 members of the Board of Education
4 who are with us on today.

5 On a personal note, I
6 want to say to President Streater
7 and Vice-Chair Sarah Ashley Andrews
8 and all members of the Board, I am
9 proud that you are the governing
10 board for our School District of
11 Philadelphia, and I am unapologetic
12 about supporting you 1,001%. Thank
13 you all so very much for your
14 leadership.

15 Mr. President, you've
16 heard me and members of Council
17 have heard me joke a lot when I'm
18 out, particularly at a national
19 conference, whether it's the U.S.
20 Conference of Mayors, the National
21 League of Cities, some Bloomberg
22 event, and everyone is always
23 talking about I hear three things.
24 I hear people talk about our Police

1 Commissioner Kevin Bethel, our
2 Superintendent Dr. Watlington and
3 now our Chief Public Safety
4 Director Adam Geer. And while I'm
5 nice and extend my hand and say,
6 oh, it's an honor and privilege to
7 meet you, whenever they bring up
8 one of those three names, you know,
9 my Philadelphia comes out of me and
10 I usually take my glasses off and I
11 say, thank you very much for your
12 compliment, but don't you come near
13 our Police Commissioner or
14 Superintendent or Public Safety
15 Director.

16 And it's with that
17 spirit in mind I want to say to our
18 Superintendent Dr. Tony Watlington,
19 thank you, sir, for your vision and
20 leadership. We know the progress
21 made by our district,
22 Mr. President. It would not be
23 done without him. Impossible. And
24 I want to say give him a round of

1 applause.

2 (Applause.)

3 MAYOR PARKER: Thank
4 you, Superintendent Watlington. I
5 start with mentioning the Board and
6 the Superintendent because I want
7 to affirm to the people of the City
8 of Philadelphia that our
9 partnership is strong. It's
10 aligned, and we're delivering for
11 our students.

12 With that in mind let me
13 begin, Mr. President, with some
14 good news. The School District of
15 Philadelphia continues to make
16 steady, measurable progress. Test
17 scores are rising. Attendance is
18 improving. Dropout rates are
19 declining. And these gains reflect
20 the dedication of our educators,
21 our school staff, our families and,
22 of course, our students who
23 continue to show us what they are
24 capable of when we invest in them.

1 This year's state budget
2 also brought significant support
3 for our district. I want to thank
4 wholeheartedly our Governor Josh
5 Shapiro and our Philadelphia
6 Legislative Delegation, especially
7 Majority Chairman and House
8 Appropriations Committee Leader
9 Jordan Harris, along with our
10 Senate Democratic Appropriations
11 Chair Vincent Hughes and all
12 members of the Philadelphia
13 Delegation for insisting that
14 public education funding was
15 non-negotiable and for fully
16 delivering on the Governor's budget
17 request.

18 With this budget, the
19 General Assembly acknowledged its
20 obligation to comply with the
21 Commonwealth Court decision and
22 live up to its constitutional
23 obligations to our students. And
24 so, now there is no turning back.

1 We expect nothing less than
2 continued bipartisan support to
3 fully close what we reference as
4 the adequacy gap and to fairly fund
5 our schools.

6 Together with the school
7 district, charter schools, higher
8 education and nonprofit leaders, we
9 are also making progress to
10 strengthening our educator
11 workforce. And I'm really proud
12 about this. We have set out to
13 build a stronger teacher pipeline,
14 support new teacher retention and
15 ensure our education workforce
16 reflects the diversity of our
17 students. And together, we are
18 showing results.

19 And every time I get a
20 chance to come here, Mr. President,
21 it's always important for me to
22 affirm that an issue like ensuring
23 the diversity of our teacher
24 pipeline, it's a great opportunity

1 for me to remind people that I am
2 no Johnny come lately and/or new to
3 this advocacy.

4 And so, when I think
5 about the work that we are doing
6 here now within the school district
7 and the city, it makes me reflect
8 on the data. The teachers of color
9 in the district and charter schools
10 have grown to 38.5%. That's the
11 highest rate that has been since
12 2001 and this is largely driven by
13 recruitment of teachers of color,
14 who represent nearly 57% of new
15 hires citywide last school year.

16 And so, it makes me
17 reflect on our partnership with the
18 Center for Black Educator
19 Development, led by Sharif
20 El-Mekki. The school district and
21 charter schools, they are helping
22 to provide a pathway for high
23 school students into the teaching
24 profession quickly. Just have to

1 give this some context and connect
2 the dots.

3 The Governor, in a very
4 innovative fashion, created a
5 stipend for student teachers in the
6 Commonwealth of Pennsylvania. As a
7 certified secondary English teacher
8 by profession, and always remind
9 people that I am NTE-passed and
10 Praxis-passed -- and when I say
11 that to educators, they know what
12 I'm saying is I'm a real certified
13 teacher -- when the Governor
14 decides that he's going to give a
15 stipend for student teachers, I
16 reflect back to my time at
17 Coatesville High School. That's
18 where I did my student-teaching
19 when I was at Lincoln.

20 So you give me a stipend
21 while I'm going through that. Last
22 year you helped me get through
23 that, that season. You really have
24 recruited me and gained my interest

1 that I could potentially stay in
2 the Commonwealth of Pennsylvania.
3 So the Governor gives the stipend.
4 Then we, as the City of
5 Philadelphia, invest in this Center
6 for Black Educator Development and
7 their partnership with
8 Dr. Watlington, President Streater
9 and the school district. So now,
10 we have laid on the line in a
11 tangible way -- not a word about,
12 oh, we have to strengthen the
13 pipeline. But when I say we, that
14 means the City Council of
15 Philadelphia too, because that
16 budget process that we go through,
17 none of that is possible without
18 the appropriations that the City
19 Council of Philadelphia provides
20 for the City of Philadelphia.

21 I want you to know I'm
22 absolutely clear about that. So
23 when we talk about this success,
24 Mr. President, you, Education

1 Chairman Whip, Majority Leader and
2 all members of Council, you have to
3 acknowledge that we're moving the
4 needle in this direction as well
5 and we all have to talk about that
6 together.

7 I also want to affirm
8 that thanks to a generous grant
9 from the William Penn Foundation,
10 we are creating a new debt-free
11 pathway to a four-year teaching
12 degree for 40 Catto scholars at the
13 Community College of Philadelphia.
14 I'm talking about debt-free.

15 (Applause.)

16 MAYOR PARKER: I know
17 sometimes when we talk about
18 student loan debt and to people
19 it's not important, but if you look
20 at the uncertainty that we see
21 happening at the federal level and
22 the restructuring of all of the
23 student loan debt relief programs
24 that we have in existence in our

1 nation, particularly those that
2 teachers were most likely to take
3 advantage of, this becomes
4 essential.

5 This is how, in a very
6 tangible way, an integrated and
7 intentional approach with
8 government, public sector, local
9 government, the private sector and
10 the philanthropic community, this
11 is how we make a difference without
12 giving a speech, but we let our
13 work and operationalize in this
14 program speak for itself. And I'm
15 proud, Mr. President, that we are
16 well on our way.

17 They shared with me in
18 preparation for today that at our
19 very first recruitment session,
20 more than 100 Catto scholars
21 expressed interest in becoming
22 teachers. Now, to me this proves
23 something that is simple but
24 extremely powerful. When we

1 respect the profession and make it
2 affordable for our young people,
3 they will continue to choose.

4 I know we're here to
5 talk about education,
6 Mr. President, but that student
7 loan support, being able to get
8 access to funding to get that four-
9 year degree with Governor Shapiro's
10 stipend, man, if they had access to
11 some housing, I can only imagine
12 what the pipeline would be like for
13 somebody choosing to be a teacher
14 and an educator in the City of
15 Philadelphia.

16 (Applause.)

17 MAYOR PARKER: Next,
18 Mr. President, I want to provide an
19 update to the great progress of our
20 Extended Day, Extended Year
21 initiative now speeding ahead in
22 its second year with vitality. And
23 the great thing about the second
24 year is that you have proven

1 impact.

2 And I can't,
3 Mr. President, move forward without
4 saying a special thank you to my
5 team in the Parker Administration.
6 Our efforts are led by our Chief
7 Deputy Mayor Vanessa Garrett-
8 Harley, our Chief Education Officer
9 Dr. Deborah Carrera and Deputy
10 Chief Education Officer and
11 longtime Data and Research Analyst
12 Sharon Ward. I want to say a
13 special thank you to each of you
14 for your work and I'm grateful.

15 To members of Council, I
16 want to say thank you too for your
17 support of this initiative. In
18 just 18 months, we have opened 40
19 Extended Day, Extended Year
20 programs in schools. I've heard
21 people say, well, what's different
22 here, isn't this just another
23 afterschool program. This is
24 nothing. You've just funded after

1 school programs and put a fancy
2 name on them.

3 I would say those people
4 aren't reading, Mr. President.
5 Because if they were, they would
6 know that Extended Day, Extended
7 Year is a comprehensive reimagining
8 of how we use Out-of-School Time to
9 support working parents, strengthen
10 children's connections to school
11 and help students discover who they
12 are.

13 Each Extended Day,
14 Extended Year school offers before
15 and afterschool care, high-quality
16 enrichment in areas like robotics,
17 dance, digital media and music.
18 And this year, we have added
19 something that any parent who's
20 here today knows how essential this
21 is. We have added tutoring for
22 individual students, new academic
23 programs to support their student
24 support and learning.

1 And why is this
2 important? If you've ever traveled
3 to the Main Line and looked at the
4 structure of Main Line, even public
5 institutions or private
6 institutions, and sometimes we
7 would say, well, how does it appear
8 that one group is performing
9 extremely well and another group
10 isn't.

11 Mr. President, the extra
12 support that those parents pay for
13 those programs, like Kumon, right,
14 it's a wonderful program. And here
15 I was thinking that, you know, why
16 are you not picking up the math as
17 quickly as I would like to see.
18 And I'm thinking about all the
19 young people who are performing.
20 And finally, the parents who've
21 been engaged since their children
22 were 2 and 3, I said, wow, I'm
23 behind here. He said, oh, well,
24 John and Mary have been in the

1 program since they were 2 years
2 old. I said, I've never heard of
3 Kumon before. So whenever someone
4 is attempting to affirm why would
5 you even add tutoring to this
6 Extended Day, Extended Year
7 program, that's exactly why.

8 What does this mean?

9 These schools are open all year?

10 Yes. So, wait, all year? This
11 sounds a little bit about your
12 promise to the people of the City
13 of Philadelphia when you talked
14 about your year-round educational
15 model.

16 You're absolutely right,
17 Mr. President. I couldn't stop
18 people from trying to politically
19 weaponize, you know, when I said
20 year-round access to year-round
21 public education and they were
22 saying, oh, she wants to keep
23 teachers in the classroom and
24 students locked in classrooms year-

1 round, they weren't paying
2 attention and/or reading the
3 specifics about what we were
4 recommending.

5 So with schools being
6 open all year, six weeks of summer
7 programming that combine academic
8 instruction with certified teachers
9 to prevent Appropriations Chairman
10 Vincent Hughes because he, you
11 know, I never suffer from that
12 know-it-all. I've never had the
13 know-it-all syndrome. So it was
14 Appropriations Chairman Senator
15 Vincent Hughes, who told me about
16 this concept called the summer
17 slide. And it is what happens to
18 our children who weren't engaged in
19 formalized, structured activity
20 during the summer to help them
21 retain what they've learned
22 throughout the school year. But it
23 also includes some fun, because fun
24 and happy, happiness and joy, even

1 joy, Mr. President, joy should be a
2 part of that process as well and
3 engaging in camp programs.

4 So it's important to
5 affirm -- now, here we are. None
6 of these programs are mandated. We
7 just want to repeat it for the
8 record, Mr. President. None of the
9 programs are mandated. Every
10 program is free and voluntary.
11 Now, we've had good success in the
12 first year.

13 The data shows that
14 Extended Year Extended Day students
15 are attending school more often
16 than the non-Extended Day, Extended
17 Year-enrolled peers. Additionally,
18 parents are expressing satisfaction
19 with our programming. And,
20 Mr. President, you and I have
21 worked together long enough to know
22 and you know that I'm not just
23 reading data and stats that they
24 give to me as a report. You know

1 I'm going out to those programs and
2 I'm meeting those principals and
3 teachers and program operators and
4 the students to see exactly what is
5 happening here. So 10 of our 40,
6 10 of our 40 Extended Day, Extended
7 Year schools are charter schools
8 because my administration is
9 committed to supporting all of
10 Philadelphia students now.

11 Members of Council, I
12 just had to stop right here for a
13 second because I want to affirm to
14 all of you that I was really
15 shocked when we were developing
16 this program and people told me
17 what backlash I was going to feel,
18 Mr. President from the public
19 because this would be the first
20 time that the City of Philadelphia
21 has actually appropriated and sent
22 funding for programming to charter
23 schools. Usually we can only
24 invest in our traditional public

1 schools.

2 And, Mr. President, I
3 tell them about the first crisis
4 that we had about that mass
5 shooting. I can remember being at
6 Five Points. It was a charter
7 school engaged and a traditional
8 public school engaged. And it was
9 the first time that I had to face
10 parents who had actually lost
11 children and then their friends who
12 had all been impacted.

13 And when I went to the
14 one school, the traditional public,
15 and then I went to the charter, I
16 said to Tiffany, Sincere and my
17 team during that time, I said,
18 Dr. Carrera, Sharon, these are all
19 our children. They all live in the
20 city of Philadelphia. Their
21 parents work here. These are our
22 stakeholders too. So we should be
23 working hard to make sure that they
24 have access to this opportunity as

1 well. And I stand 10 toes down,
2 Mr. President, about that decision-
3 making today. I won't allow people
4 to pitch traditional publics versus
5 charter schools. It shouldn't be
6 in the city of Philadelphia.

7 Beyond that,
8 Mr. President, beyond the numbers,
9 I do want to speak to the heart of
10 this initiative. Because I
11 remember -- well, I don't remember
12 specifically the language. It
13 wasn't my baby. But when we rolled
14 out this program, I think somebody,
15 I don't know, they called it my
16 little toy or just like it was just
17 a little initiative that didn't
18 mean anything. I want them to
19 think about this: When a child
20 builds a robot, choreographs a
21 dance, learns to play an
22 instrument, creates a video game or
23 shines on the soccer field,
24 something transformative happens,

1 Mr. President.

2 They begin to see
3 themselves differently. And that
4 is where I was reminded of
5 Dr. Martin Luther King Jr.'s
6 teaching on -- the first time I
7 heard this word, I thought somebody
8 was going to attribute it to our
9 great civil rights leader, Jesse
10 Jackson -- prayer out to Reverend
11 Jackson and his family during this
12 time -- but it was the first time I
13 had heard the word somebodyness.
14 And I was like somebodyness,
15 somebodyness is not a word. I've
16 never heard anybody say that
17 before.

18 But Dr. King was
19 teaching and giving a presentation
20 at a high school. And he was
21 talking to the students about the
22 importance of having something that
23 no one could take away from you
24 once you have it. And he described

1 it as being a sense of
2 somebodyness. That's what those
3 things allow our children to have.

4 We are helping students
5 no matter their race, class or
6 socioeconomic status, zip code,
7 religion, sexual orientation or
8 identity. We are empowering them
9 to have a sense of somebodyness and
10 I'm really happy about that.

11 When I visited an
12 Extended Day, Extended Year school
13 last week, one young student while
14 showing me how to use an electrical
15 current to move a fan told me, I
16 like this project because I'm good
17 at STEM. I said, well, why? They
18 just affirmatively said, I like
19 this project because I'm good at
20 STEM.

21 And it said to me, this
22 program has already helped to plant
23 that sense of somebodyness within
24 that young person. Because through

1 their ability to make this science
2 project work, they felt that
3 naturally. That's what we call
4 helping to put people on a path to
5 self-sufficiency.

6 In addition,
7 Mr. President, I have set out in
8 our administration to close what I
9 reference as the enrichment gap. I
10 want our students to have the same
11 opportunities that children enjoy
12 in the suburbs. And some people
13 say, well, is that competition?

14 I don't care what you
15 call it. If it's good enough for
16 the Main Line, it's good enough for
17 students in the School District of
18 Philadelphia and we should all be
19 working to close that enrichment
20 gap. It's extremely important to
21 me. Why? Because every student
22 deserves a fair chance.

23 Groundbreaking new
24 research confirms what I know in my

1 heart and, that is, that the
2 opportunity gap prevents our young
3 people from accessing their
4 potential and closing that gap.

5 It's one of the best tools
6 available to support student
7 success.

8 We also continue to
9 evolve the Extended Day, Extended
10 Year model to meet the needs of
11 families. I will never forget
12 meeting with Dr. Watlington about
13 the program. And Dr. Watlington,
14 every time we finished a quarter in
15 the school year, he would say,
16 well, our principals, they're
17 talking to our parents, they're
18 getting feedback about our parents.
19 They're saying they want more of
20 this and less of that and this will
21 help them more than that would.
22 That is how operationalizing a
23 program should work.

24 So this year, we

1 launched the expansion of the One
2 Philadelphia Produce Project. What
3 is that, Mr. President? That's
4 bringing fresh, high-quality
5 produce directly to families at
6 their children's school. Now,
7 somebody is saying, yes, we just
8 dealt with a SNAP crisis and we're
9 still reeling from it right now.

10 But I want the record to
11 reflect that Dr. Carrera, Sharon,
12 Vanessa Garrett-Harley,
13 Superintendent Watlington, Board
14 Chair Streater, all of the building
15 of this program, this was in the
16 works long before we got to crisis
17 mode, because we were talking
18 directly to parents and they were
19 telling us about what they needed.

20 And the public-private
21 partnerships. I know sometimes if
22 my administration is working to
23 build something out, Mr. President,
24 people say that we take too long.

1 And it's because we know that local
2 government, we have limited
3 revenue-generating capacity. We
4 can't do it all by ourselves. We
5 need local, state, federal
6 government working together, but
7 public-private partnerships is
8 where it's at, Mr. President. And
9 so much of our work can be
10 strengthened by having those
11 public-private partnerships.

12 It's with that in mind
13 that I want to say thanks to a
14 generous donation from Aramark,
15 because they didn't have to. That
16 bridged the funding gap. The One
17 Philadelphia Produce Project now
18 reaches 43 Extended Day, Extended
19 Year and community schools across
20 the City of Philadelphia. And I
21 want us to give Aramark a huge
22 round of applause.

23 (Applause.)

24 MAYOR PARKER: Thank

1 you, Aramark. You didn't have to,
2 but we thank you for your corporate
3 leadership.

4 Mr. President, when I
5 served in the State House, when we
6 served in the State House, I know I
7 had the opportunity to visit many
8 schools. And, Councilman Driscoll,
9 you probably took those tours with
10 the Policy Committee when we were
11 traveling across the Commonwealth
12 of Pennsylvania to different
13 counties, both urban, rural and
14 suburban.

15 But I do remember asking
16 myself from time to time why not
17 us, why not us? Why shouldn't
18 Philadelphia children have access
19 to the robotics, the sports, the
20 music, the science, the world-class
21 tutoring and, quite frankly, modern
22 school buildings. So with this
23 Extended Day, Extended Year
24 program, we are bringing these

1 opportunities to Philadelphia
2 families free of cost directly.
3 We're not asking any questions. If
4 you were there, if you are in the
5 schools and you want to
6 participate, you can just sign up
7 to participate.

8 And it's this part,
9 Mr. President, that brings me to
10 our facilities. We are about to
11 engage in an important but
12 challenging conversation about
13 modernizing Philadelphia public
14 schools and we know that some
15 change will have to occur.

16 As Mayor of this city, I
17 will tell you, Mr. President, when
18 the lens requires that you see
19 things holistically. I know that
20 change is hard. And I want every
21 parent to know that I want what
22 every parent wants for our
23 children, to have something better
24 than what we had.

1 I love my schools,
2 William Rowen Elementary School at
3 19th and Haynes, Austin Meehan
4 Middle School at Ryan and Sandy
5 Ford Avenue, The Parkway Center
6 City Program at 1118 Market Street.
7 I love those schools. Because
8 they, along with those educators
9 and the administrators, they helped
10 to shape me, Mr. President. They
11 helped to build the woman who sits
12 here before you as Mayor of the
13 City of Philadelphia. Were it not
14 for those teachers whose work
15 became a part of my village, I
16 wouldn't be sitting here today.

17 But we are not
18 dishonoring the past by admitting
19 that we can and should do better
20 for the next generation. We honor
21 them and we lift them up to prepare
22 our students for 21st century
23 careers. They need 21st century
24 facilities, buildings that they can

1 be proud of --

2 (Applause.)

3 MAYOR PARKER: --

4 schools that can offer them the
5 education that they need to
6 succeed. And just because a
7 building may no longer be suitable
8 for school, it can and should still
9 have a purpose.

10 Councilmember Bass and I
11 recently sat together in an
12 emotional public meeting following
13 the reported death of one of our
14 Philadelphia daughters, the late
15 and dynamic Ms. Kada Scott and her
16 family. And we listened, and I ask
17 us all to keep them in prayer
18 because now is when the real
19 grieving process will begin for
20 them. And we promised as the City
21 of Philadelphia that we won't leave
22 them. We will continue to be here
23 to support them and we make good on
24 that commitment, Mr. President.

1 But when we were in
2 Councilmember Bass' District for
3 that meeting, Senator Art Haywood
4 was there, Philadelphia Delegation
5 Chairwoman Morgan Cephas was there.
6 We did a whole lot of listening and
7 we listened to a community grieving
8 but expressing clearly grave
9 concerns about vacant buildings
10 that have been left idle for years
11 without a comprehensive plan to
12 decide what would happen to these
13 vacant buildings.

14 I want to state for the
15 record so that everyone is clear
16 about where I, as Mayor of the City
17 of Philadelphia, stand. And I
18 really want to send here a special
19 shout-out to our Appropriations
20 Chairman in the House, Jordan
21 Harris. He and I have talked.
22 We've had lots and lots of
23 conversations about this along with
24 Senate Appropriations Chairman

1 Vincent Hughes.

2 I pledge 1,001% to work
3 with Dr. Watlington, President
4 Streater, all members of the Board
5 to ensure, Mr. President, that in
6 partnership with you, and you and I
7 have talked about this, working
8 together to ensure that we have a
9 comprehensive plan. And I know,
10 you, Education Chairman Thomas,
11 have been laser focused on this,
12 and I want to recognize the role
13 and the space that you have been in
14 and the work you've done calling
15 for us to address this issue.

16 But we need to create a
17 comprehensive plan for repurposing
18 every underutilized school building
19 in the city of Philadelphia, and
20 that plan will have to include
21 housing, and that includes housing
22 for public servants and educators
23 who deserve to live in the
24 communities that they serve, along

1 with thinking about access to the
2 repurposing of those buildings to
3 aid us in our desire to build
4 affordable and workforce housing
5 here in the city of Philadelphia
6 with our \$2 billion H.O.M.E.
7 program.

8 So, Mr. President, for
9 anyone again who wants to
10 pigeonhole this facilities
11 conversation as just being
12 President Streater of the Board and
13 the School District of
14 Philadelphia, I would argue that
15 that's narrow-minded thinking,
16 Mr. President. Now is the time for
17 us to take a comprehensive
18 approach.

19 This Council of the City
20 of Philadelphia, we just passed and
21 invested in dollars for housing.
22 We did that together. Not just
23 Cherelle Parker, Mr. President, not
24 even just you, but we did that

1 working together. Now, the school
2 district will have to play a role
3 in it for members of the public.

4 I want to affirm this:

5 I support Dr. Watlington and
6 President Streater enough that I'm
7 going to fight tooth and nail to
8 make sure no one attempts to bring
9 them into any political fights
10 where they are choosing this over
11 that. I have said to
12 Dr. Watlington, I have said to
13 President Streater, you manage the
14 school district, you lead the
15 governance of the Board. I don't
16 do that work on a daily basis.

17 And I won't attempt to
18 micro manage you. That is not my
19 style. It's not what I do. But
20 where I will put my foot down is I
21 won't allow anybody to manipulate
22 our Superintendent and/or our
23 School Board and/or School Board
24 President to tell them you have to

1 endorse this strategy this way
2 and/or this or else, we're going to
3 find a way to create mayhem and
4 havoc in your lives on a daily
5 basis.

6 I will stand up and
7 denounce that kind of bullying
8 whenever I see it, Mr. President.
9 And it was incumbent upon me on
10 today to put that on the record.
11 That's not Dr. Watlington. That's
12 not President Streater. That's
13 what I, Cherelle Parker, as Mayor
14 of the City of Philadelphia, want
15 to make sure that I've owned.

16 Finally, I want to leave
17 us with this: We've made real,
18 real progress, but we are not done.
19 We are a city united for our
20 children and every student in
21 Philadelphia, no matter their
22 background or their circumstance.
23 They deserve our very best.

24 And I want to make sure

1 and, Councilman Driscoll and
2 Councilman Jones, I've been
3 overall -- and, Mr. President, I'm
4 looking forward to continuing
5 working with the City Council on
6 our H.O.M.E. program.
7 Mr. President, we want to make sure
8 that we're answering every
9 question. We're getting where we
10 need to go so that we can work on
11 getting this done now.

12 But, Councilmember
13 Driscoll and Councilmember Jones,
14 Councilmember Phillips, who
15 represents the 9th District, I want
16 to say this -- and, Councilmember
17 Majority Leader Katherine Gilmore
18 Richardson, who is now the Ward
19 Leader, the political leader of the
20 mighty 52nd Ward, I am unapologetic
21 about making sure that constituents
22 represented by you, and I didn't
23 bring it with me today because Joe
24 Grace told me I couldn't bring it

1 with me, but I was going to call
2 out the zip codes and the names of
3 the neighborhoods that each of you
4 represent in those communities.

5 And what I wanted to say
6 to them is that just like with our
7 children here in the School
8 District of Philadelphia, we won't
9 leave those zip codes in those
10 neighborhoods out. Councilmember
11 Gilmore Richardson, residents of
12 the mighty 52nd Ward, they should
13 not be left out of any investment
14 that we make in the City of
15 Philadelphia.

16 I don't care if we're
17 talking about public education and
18 I don't care if we're talking about
19 housing. We have to find a way to
20 make sure every community can be
21 lifted up with the work that we are
22 doing. So I won't let us pit one
23 against the other. That goes
24 against the spirit and intent of

1 that thing that everybody laughs at
2 me about because I'm so laser-
3 focused on building it and, that
4 is, One Philly, A United City.

5 So, Mr. President, I
6 want you to know, sir, I want to
7 get the yes in everything that we
8 do. And, Mr. President, I can't do
9 it alone. I've said yes to a whole
10 lot, Mr. President. Sometimes I
11 wonder if you tell members of this
12 body how much we actually really
13 say yes, but I know we can't get
14 anything accomplished without you
15 and without this body.

16 There are people right
17 now -- I don't care if we're
18 talking about education. I don't
19 care if we're talking about the
20 school facilities plan and what the
21 next steps are going to be. I
22 don't care about the issue that's
23 now been raised because of the
24 tragedy associated with Kada Scott.

1 Like, what are you doing with these
2 buildings that have been vacant for
3 10 and 15 years? What are you
4 doing, School District of
5 Philadelphia? And why don't you
6 get that debt off of your balance
7 sheet? All of it, Mr. President,
8 requires us to be together.

9 There are some folks who
10 for political reasons -- and I got
11 to say this on the record, I
12 wouldn't be me if I didn't -- they
13 want to weaponize this. Now is the
14 time. Let's find a way to pit the
15 Council and the Mayor against each
16 other. This is the time when we
17 can show the deficit of what's not
18 happening in the City of
19 Philadelphia.

20 Mr. President, I respect
21 you and your leadership. I've said
22 it 1001 times, and I don't care
23 who's been in the audience when
24 I've said it, you've been there,

1 and sometimes you've not been
2 there, as Mayor of the City of
3 Philadelphia, I will fail the
4 vision, the agenda, everything that
5 I've said I'm committed to doing as
6 Mayor, none of it is possible,
7 Mr. President, without you and I
8 working and walking in lockstep.

9 And I understand for you
10 the way you make clear to me every
11 time I come up for our meetings,
12 that we can't work together and be
13 successful unless the interest and
14 the needs and desires of the 16
15 other members of City Council who
16 you represent, unless their needs
17 are being met.

18 Mr. President, you stay
19 true and authentic to what you do.
20 I'm doing my best to do that along
21 with my team. And I want to see us
22 get to yes, public education,
23 housing and any and everything that
24 we're doing. Thank you so very

1 much for your time, Mr. President.

2 (Applause.)

3 COUNCIL PRESIDENT

4 JOHNSON: Thank you, Madam Mayor.

5 One question.

6 MAYOR PARKER: Oh, I'm
7 sorry, Mr. President.

8 COUNCIL PRESIDENT

9 JOHNSON: Small question or two
10 before we do the clapping. Well,
11 one, obviously, thank you for your
12 leadership. Thank you for being
13 here today. And I wanted to just
14 acknowledge, one, your leadership
15 when you do public-private
16 partnership. And wanted to
17 acknowledge Joe Neubauer, the
18 Neubauer Foundation, the
19 partnership that you have with him
20 regarding Philadelphia, the work
21 that you are doing regarding the
22 Philadelphia Academy of School
23 Leaders, particularly with
24 principals. And so, wanted to

1 acknowledge and affirm that.

2 And also, just a small
3 question, and I think my team will
4 get into a deeper detail as we go
5 throughout the hearing, when we
6 talk about the tutoring with
7 Extended Day, which I think is a
8 great model, so I like how you made
9 Extended Day comprehensive --

10 MAYOR PARKER: Thank
11 you.

12 COUNCIL PRESIDENT
13 JOHNSON: -- of all schools. I
14 just want to say that for the
15 record, because all parents should
16 have the opportunity to have
17 choice. Give me an idea of --
18 could we make it mandatory in the
19 future? Just wanted to ask as a
20 part of the expectations of our
21 educational culture here in the
22 city of Philadelphia.

23 And then also, in terms
24 of the tutoring component, which I

1 think is awesome, right, what firms
2 are we utilizing to provide the
3 tutoring to our young people?
4 Those are the only two questions
5 that I have.

6 MAYOR PARKER: So
7 where's Dr. Watlington sitting?
8 Let me look at Dr. Watlington. I
9 want to be very, very clear,
10 Mr. President. We worked through a
11 collective bargaining process with
12 the Philadelphia Federation of
13 Teachers. So I want to leave here
14 in affirming that we are not
15 attempting to mandate that our
16 teachers are mandated to do
17 anything associated with sort of
18 tutoring, because we know the great
19 work that they do throughout the
20 day.

21 But I want to affirm
22 what you said this way, and I hear
23 you, I would love, Mr. President,
24 and I think parents in the School

1 District of Philadelphia will
2 welcome mandated tutoring and
3 homework help after school in every
4 school in the city of Philadelphia.

5 (Applause.)

6 MAYOR PARKER: The one
7 thing I would say, Mr. President,
8 and Rob Dubow and Sabrina aren't
9 here. But I know the one thing if
10 they were here, they would probably
11 be giving me the side eye because
12 we'll be saying we need to talk
13 with the district about costing out
14 what the President just requested.

15 And I know
16 Dr. Watlington when he gets here,
17 you ask him the same question, I'm
18 sure I know what the answer is
19 going to be: Yes, yes, yes and
20 yes. Because even before we began
21 to build tutoring into our Extended
22 Day, Extended Year, Dr. Watlington
23 already had access to tutoring as a
24 part of his goals for the School

1 District of Philadelphia. So I
2 would love to explore that
3 fiscally.

4 And, Mr. President,
5 maybe you just laid out the next
6 meeting between yourself and
7 Chairman Harris and Speaker
8 McClinton and Chairman Hughes and
9 Senator Picozzi and
10 Representative -- Representative
11 White -- I'm sorry, it was a brain
12 freeze, charge to my head and not
13 my heart -- maybe, Mr. President,
14 you just laid down nicely for these
15 Extended Day, Extended Year
16 schools, but homework help and
17 tutoring.

18 And people might laugh
19 at that until they -- you and I
20 have young children. And if
21 anybody thinks that the math coming
22 home is the math --

23 COUNCIL PRESIDENT

24 JOHNSON: Eureka Math. I didn't

1 know what that was.

2 MAYOR PARKER: If you
3 think it's the same math, it is
4 not. So we will cost that out.
5 Another thing, Mr. President, you
6 just said, I don't have that list
7 and I'm going to ask our team,
8 Dr. Carrera and Sharon Ward, right
9 now while this meeting is going on,
10 if they will get back to their
11 offices and get a list,
12 Mr. President, of all of the
13 vendors who are providing the
14 services because we should get them
15 on the record.

16 But this is something I
17 was shocked at. We were in your
18 District, Childs --

19 COUNCIL PRESIDENT

20 JOHNSON: Childs, my former
21 elementary school. Yes.

22 MAYOR PARKER: You went
23 to Childs?

24 COUNCIL PRESIDENT

1 JOHNSON: Childs Elementary School,
2 yes.

3 MAYOR PARKER: I was
4 there for the first time,
5 Mr. President. I got a chance to
6 see the young people in action and
7 meet the providers. It was
8 amazing. It was technology. They
9 were, you know, My Set of Champions
10 was the name of the provider there.
11 The children were role-playing with
12 who was conducting the interview
13 and then who was the sports
14 athlete. They were learning about
15 how to use the technology and get
16 the microphone set up.

17 And then I talked to
18 teachers, the principal. But the
19 parents who were talking about the
20 program and how they used to have
21 to try to run from work to get to
22 the school before it closed,
23 without causing the principal and
24 the administrators any challenges,

1 because they would usually be late.
2 So they were telling me about how
3 valuable it was.

4 But something magical
5 happened at another school. I
6 think we were at Richard Wright in
7 North Philadelphia. Legacy, now,
8 we remember Legacy when it was
9 first started. I remember it as
10 Arthur Ashe, you remember. And
11 then they changed their name to
12 Legacy. So Legacy is the provider
13 there. I'm getting ready to leave
14 and walk out and the principal
15 says, did you know that some of our
16 parents, parents of the children
17 being served by Extended Day,
18 Extended Year are now employed by
19 the providers.

20 (Applause.)

21 MAYOR PARKER: Did you
22 hear what I just said? Students
23 who are getting services from
24 Legacy, the provider at the school

1 providing the before, afterschool
2 winter break, summer break, spring
3 break programming, their parents
4 are now employed with Legacy to
5 assist in operationalizing the
6 program.

7 So, Mr. President, I
8 think this could be something that
9 is access to economic opportunity
10 for all. This is putting people on
11 a path to self-sufficiency. This
12 is supporting our young people. So
13 as usual, you're pushing the
14 envelope and we have to make sure
15 that we are exploring it. We just
16 have to cost it out and let other
17 people know that we need them.

18 Finally, Mr. President,
19 I want to leave on this: You
20 mentioned a gentleman that we've
21 relied on in the city of
22 Philadelphia for a great number of
23 years. And for those of you who
24 are familiar with Aramark, when you

1 heard Council President Johnson
2 mention Joe Neubauer, there are
3 some who still associate Joe
4 Neubauer, who was our longtime
5 leader, corporate leader at
6 Aramark, who exploded its market
7 share and turned it into a global
8 firm.

9 So thank you for
10 affirming the work with the school
11 district and the investment that
12 Joe Neubauer, his wife Jeanette,
13 the Neubauer Foundation have made.
14 Both charters, traditional publics,
15 I see some of the Academy
16 Principals, folks who went through
17 that program in the room.

18 But, Philadelphia, if
19 you never understood why public-
20 private partnerships are essential,
21 talk to Police Commissioner Bethel.
22 Look at the stats in our
23 improvement in reducing homicides
24 and violent crime in the City of

1 Philadelphia and the different way
2 that you see our police department
3 governing itself and the
4 leadership, and it's due to a great
5 deal of investment from the
6 philanthropic community.

7 Why? When detectives
8 had that huge caseload, something
9 people don't talk about out loud,
10 because we usually never lift up
11 the good, is part of the reason why
12 they were having challenges is
13 because they weren't even issued
14 cell phones. They were using their
15 own personal cell phones. It was
16 the Neubauer Foundation that funded
17 that technology and supported them.

18 In addition to that, the
19 guardians-not-warriors mindset that
20 people have often connected and
21 tied to policing, Commissioner
22 Bethel would often state that I
23 need professional development for
24 my managers, my leaders in the

1 departments, captains, inspectors.
2 Well, thanks to the generosity of
3 the Neubauer Foundation and Joe
4 Neubauer, the University of
5 Pennsylvania created a master's
6 level program so that our law
7 enforcement leaders in the
8 Philadelphia Police Department can
9 get the professional development
10 necessary to see their roles
11 outside of the traditional policing
12 and law enforcement model.

13 And it's a perfect
14 example of anyone -- even when I
15 begin to think about the facilities
16 process and how we're going to have
17 to move forward and the tough
18 decisions that we'll have to make
19 in the future, Mr. President, we
20 will need the philanthropic
21 community along with the private
22 sector to assist us.

23 And I don't apologize,
24 Philadelphia, for saying to you

1 that intergovernmental cooperation
2 and planning local, state and
3 federal along with public-private
4 partnerships are the foundation for
5 Philadelphia's future success and
6 Joe Neubauer and the Neubauer
7 Foundation. Thank you for being --

8 COUNCIL PRESIDENT

9 JOHNSON: And one last part is that
10 my team and your team are working
11 to make sure, because you mentioned
12 it, it's not an either or, but an
13 and as we address H.O.M.E. so we
14 can make sure districts such as
15 Jones and Phillips and Driscoll and
16 Gauthier are addressed
17 comprehensively. And so, we're
18 working on an and so we can get to
19 a yes.

20 But most importantly, we
21 thank you for your leadership. We
22 thank you for your hard work and
23 working on behalf of the children
24 as we address the issue of academic

1 achievement here in the city of
2 Philadelphia. Thank you very much,
3 Madam Mayor.

4 MAYOR PARKER: Thank
5 you, Mr. President.

6 (Applause.)

7 COUNCIL PRESIDENT

8 JOHNSON: So at this moment, I want
9 to take a moment to acknowledge and
10 welcome our School Superintendent.
11 Thank him for being here. Dr. Tony
12 Watlington. Let's give him a round
13 of applause.

14 (Applause.)

15 COUNCIL PRESIDENT

16 JOHNSON: And I also want to
17 acknowledge the hard work of our
18 Chairman Reginald Streater and his
19 Board members. Give them a round
20 of applause.

21 (Applause.)

22 COUNCIL PRESIDENT

23 JOHNSON: At this time,
24 Mr. Christmas, can you please call

1 the first panel.

2 THE CLERK: Would Board
3 of Education President Reginald
4 Streater please come forward. And
5 also Superintendent of the School
6 District, Mr. Tony Watlington,
7 please come forward.

8 (Witnesses approached
9 witness table.)

10 COUNCILMAN THOMAS: Hi.
11 Good morning. Thank you for being
12 here. Please state your name for
13 the record and you may begin with
14 your testimony.

15 MR. STREATER: My name
16 is Reginald Streater. I'm the
17 President of the Philadelphia Board
18 of Education, joined by other Board
19 members. Before I get started, I'd
20 be remiss if I didn't say thank you
21 to you personally, Chairman Thomas
22 Majority Whip as well. Your
23 advocacy and your willingness to
24 put skin in the game is very much

1 appreciated.

2 You've helped us with
3 Project Rise. You've been on the
4 project team for our facilities.
5 And you meet with us once a month.
6 And I can affirm for the public you
7 do so in good faith, in a way
8 that's pragmatic, seeking to
9 address issues and not just throw
10 rocks at them. So I want to say
11 this publicly, thank you for the
12 role that you've played as Chairman
13 of Education of the City of
14 Philadelphia.

15 So with that good
16 morning, everybody, Mayor Parker,
17 who's here in spirit now, Council
18 President Johnson, Majority Whip
19 Chairman Thomas, Education Chair
20 Thomas, Majority Leader Gilmore
21 Richardson, Minority Leader Brooks
22 and the rest of City Council and
23 City Council leadership. I bring
24 you greetings from the Board of

1 Education.

2 Thank you for inviting
3 the Board of Education and Dr. Tony
4 B. Watlington, Sr., our
5 Superintendent of the School
6 District of Philadelphia to share
7 key updates on our work since the
8 last time we were together. I'm
9 joined today by our colleagues on
10 the Board, Vice-President Sarah
11 Ashley Andrews to my left, Board
12 member Crystal Cubbage, Board
13 member Cheryl Harper, Board member
14 Whitney Jones, Board member Chau
15 Wing Lam, Board member Wanda
16 Novales, Board member Joan Stern,
17 Board Member Joyce Wilkerson.

18 And again, I'm the
19 President of the Philadelphia Board
20 of Education. Thank you again for
21 taking the time to be here with us
22 today. We truly appreciate your
23 partnership and ongoing commitment
24 to Philadelphia students and

1 families. Meetings like this is an
2 important opportunity for us to
3 come together, reflect on our
4 shared priorities and continue
5 building, Chair Thomas, on the
6 progress we made together.

7 Before we begin our
8 update, I want to take a moment to
9 acknowledge the tragic loss of Kada
10 Scott. On behalf of the Board, I
11 extend our deepest condolences to
12 her family and loved ones. I
13 personally made prayers to the
14 ancestors, to the Creator, to send
15 whatever energy that they deem
16 necessary to help that family with
17 their grief. So I just wanted to
18 do that on the record.

19 In the wake of the
20 heartbreaking situation though, I
21 want to certainly thank Mayor
22 Parker and our city partners for
23 their swift and coordinated
24 response. The City worked closely

1 with the district to ensure the
2 grounds at the former Ada Lewis
3 School building were cleaned and
4 secured as quickly as possible. We
5 are grateful for that
6 collaboration.

7 Our Mayor just talked
8 about intergovernmental
9 collaboration. I think we saw it
10 in action and for the sense of
11 urgency that everyone brought to
12 this work, this is a powerful
13 example what we can achieve when we
14 act together, and we look forward
15 to building this partnership as we
16 address future challenges across
17 our city.

18 As a reminder, the Board
19 of Education is made up of nine
20 volunteer members who dedicate
21 countless hours to serving our
22 students and school communities.
23 Each Board member brings unique
24 expertise, lived experiences and

1 perspectives, and the diversity of
2 thought makes us a stronger, more
3 effective board.

4 I would like to take a
5 moment to thank all of our Board
6 members for their service,
7 leadership and commitment to
8 keeping students at the center of
9 every decision. I truly believe
10 that this Board's work is
11 positioning the school district to
12 reach new heights in our 207th
13 year, launching our district into
14 the stratosphere.

15 Next slide and I will
16 pass it over to my Vice-President
17 Sarah Ashley Andrews.

18 MS. ANDREWS: Thank you,
19 President Streater. Here's a quick
20 overview of what we'll cover today.
21 We'll begin by grounding ourselves
22 in the Board's vision, mission,
23 goals and guardrails, the
24 foundation to everything we do.

1 Then we'll highlight recent
2 progress towards these goals.
3 We'll share updates on our Parent
4 and Community Advisory Council,
5 which continues to deepen
6 engagement across our city.

7 Next, we'll provide a
8 look into the work of our Charter
9 School Office and how we're
10 strengthening our authorizing
11 practices. And finally, we'll
12 close with an update on the Board's
13 advocacy efforts and our ongoing
14 push for equitable funding for our
15 Philadelphia students.

16 Next slide please.
17 Before we dive into the details,
18 it's important to ground ourselves
19 and why we're here. The Board's
20 vision is to prepare students to
21 imagine and realize any future they
22 desire. The Board's mission is
23 that all sectors of public
24 education in Philadelphia will work

1 with urgency to provide every
2 student with the opportunity to
3 achieve positive life outcomes, in
4 partnership with diverse families,
5 educators and community members who
6 are valued and respected. The
7 vision and mission guide everything
8 we do, from the policies we adopt
9 to the way we monitor progress
10 towards our student outcomes.

11 Next slide. The
12 implementation of goals and
13 guardrails has made the Board more
14 efficient and effective by
15 sharpening our focus on student
16 outcomes and how we govern toward
17 them. This framework clearly
18 defines what we want students to
19 know and be able to do. It also
20 established a consistent process
21 for monitoring this progress.

22 Each month the Board
23 reviews data on key indicators to
24 understand how students are

1 performing and whether we are
2 moving closer to our desired
3 outcomes. This regular monitoring
4 is an investment in accountability,
5 ensuring that our conversations and
6 decisions remain grounded in
7 evidence and aligned with our goals
8 for our students.

9 And with that, I'll pass
10 it back to President Streater.

11 MR. STREATER: Thank
12 you, Vice-President. This is a
13 part of the presentation I'm
14 exceedingly excited about. There
15 are many who say our babies can't
16 learn. There are many who say our
17 babies can't do math, but I think
18 we have proven that our babies can
19 do anything. And by leading with
20 goals and guardrails, we're already
21 seeing results.

22 Grade 3 math proficiency
23 has increased 12.9% percentage
24 points over the past three years,

1 including a 6.3% gain this past
2 year alone. Across Grades 3
3 through 8, math proficiency is up 8
4 to 6 points over three years, with
5 a 3.1 increase this past year.

6 College and career
7 readiness is also improving, with
8 57% of students scoring got
9 competent or advanced on the NOCTI
10 exam, surpassing our annual
11 targets, Chairman Thomas. And
12 while literacy outcomes are not yet
13 where we want them to be, we've
14 seen stability and slight growth,
15 even as national data shows
16 decline.

17 All of this demonstrates
18 that the goals and guardrails are
19 not improving how -- the Board is
20 not just improving how the Board
21 governs, they're driving real,
22 measurable progress for
23 Philadelphia students. I'd be
24 remiss if I didn't give a shout-out

1 to some of the people who this
2 could not happen without. I
3 believe we have some principals in
4 the room, Dr. Robin Cooper who's
5 here. Can we give them a round of
6 applause?

7 (Applause.)

8 MR. STREATER: And while
9 these are increases, there's more
10 work to do. But for every child
11 that is on the road to being
12 proficient, there's one more child
13 who, Mr. Neubauer we discussed
14 about, children who can potentially
15 gain access to jobs such as ship
16 building and ship welding.

17 If a child can't do math
18 on grade level, if a child is not
19 proficient in ELA or doesn't have a
20 working understanding of science,
21 they may not be able to get jobs,
22 such as those high-paying jobs that
23 don't require college degrees. So
24 this work matters.

1 Now, I'll pass it on to
2 Board member Harper for a few Board
3 updates.

4 MS. HARPER: Thank you,
5 Reverend President Streater. The
6 Board's Parent and Community
7 Advisory Council has been hard at
8 work strengthening our connection
9 to families and neighborhoods
10 across Philadelphia. The advisory
11 members have been attending
12 community meetings, setting up
13 tables at events and actively
14 listening to families, educators,
15 stakeholders to gather valuable
16 insight.

17 They bring this feedback
18 directly to the Board, helping us
19 to better understand community
20 perspectives and use that input to
21 inform our decision-making. Thanks
22 to the work of these 14 dedicated
23 members, the Board is able to
24 deepen our community engagement and

1 ensure that our priorities reflect
2 the voices of those we serve.

3 We look forward to
4 continuing to activate this group
5 as our ears on the ground, helping
6 to service surface community needs
7 and ideas that guide us in making
8 the best possible decision for
9 Philadelphia and our students.

10 Next slide please.
11 Since our last meeting, the Board
12 has continued to commit to visiting
13 schools across the city. We
14 recently visited two charter
15 schools, Universal Creighton
16 Charter School and Keystone Academy
17 Charter School, to see firsthand
18 the work happening inside this
19 classrooms.

20 These visits allowed us
21 to observe curriculum in action,
22 see how educators are engaging
23 students and experience the
24 learning environment of our young

1 people that are thriving. Each
2 visit deepens our understanding of
3 both the successes and challenges
4 within our schools and helps inform
5 our decision-making at the
6 governance level.

7 The Board looks forward
8 to continuing school regular visits
9 to the district and charter schools
10 because being in schools, talking
11 with educators and engaging
12 directly with students keep us
13 grounded in the reality of the work
14 and centered on student outcome.
15 Please advance to the next slide
16 and I will pass it back to
17 President Streater.

18 MR. STREATER: Thank
19 you, my fellow Germantown alum.
20 Thank you for that. So ensuring
21 that the School District of
22 Philadelphia is adequately funded
23 remains paramount for this Board.
24 Over the past several months, I've

1 personally begun convening with
2 other School Board presidents from
3 across the Commonwealth, including
4 those from Pittsburgh, Erie and
5 Johnstown, just to name a few.

6 What began as a
7 conversation to ensure we are
8 aligned in our advocacy for fair
9 and adequate school funding has
10 grown into an ongoing network of
11 leaders committed to advancing the
12 resources our students so
13 desperately need to thrive. This
14 coalition of Board presidents is
15 invaluable and together, we are
16 working to ensure that the voices
17 of our students and communities are
18 heard by state leaders who are
19 making critical decisions about the
20 future of the public good and the
21 personal right that we all know as
22 public education in the state of
23 Pennsylvania.

24 As you all know,

1 Philadelphia currently faces a \$1.2
2 billion adequacy gap and that
3 doesn't count for inflation or what
4 it will be the longer we wait for
5 adequacy. Again, we appreciate the
6 increases this year from the state.
7 But that said, the difference
8 between that, between what our
9 students have today and what they
10 need just to meet basic educational
11 standards is still there. That gap
12 translates into larger class sizes,
13 fewer STEM and career-training
14 opportunities, outdated textbooks
15 and technology and limited access
16 to support and extracurriculars
17 that help students thrive.

18 Despite real progress in
19 recent years, this lack of stable
20 and fair funding threatens the
21 district's ability to sustain
22 improvement and requires us yearly
23 to do what we call trend borrowing,
24 which requires us every year to pay

1 back a debt service, which could
2 translate into some of the same
3 resources I just mentioned a minute
4 ago.

5 And while the Board has
6 worked diligently to strengthen
7 financial stewardship, I think
8 there might be some good news on
9 the horizon about our management of
10 the public's dime, including
11 advancing a balanced budget and
12 moving the district away from the
13 structural deficits it once faced
14 and in the past was the impetus for
15 a state takeover.

16 We cannot close the
17 adequacy gap through reasonable
18 budgeting alone. Without fair
19 funding, Philadelphia students in
20 both district and charter schools
21 will continue to shoulder the
22 burden of an unconstitutional
23 system that undermines their
24 potential in our shared progress.

1 And again, I restate this public
2 good and personal right that all of
3 our babies deserve, not just here
4 in Philly, but in this state.

5 Please advance the next
6 slide. As we begin our charter
7 schools update, just a reminder
8 that the Board of Education remains
9 committed to ensuring that every
10 public school option in
11 Philadelphia, district and charter,
12 prepares students to imagine and
13 realize any future they so desire.

14 Now, we'll hand it over
15 to Board member Jones.

16 MR. JONES: Good
17 morning. Thank you, President
18 Streater. As a Board, we are
19 committed to student prioritizing
20 student outcomes and assuring that
21 every child, whether attending a
22 district school or charter school,
23 has access to educational
24 opportunities that enable them to

1 thrive. The Board continues to
2 support expanding options that
3 increase access to high-quality
4 seats and help students build
5 strong academic foundations.

6 Earlier this year, the
7 Board voted to approve the addition
8 of seats at Green Woods Charter
9 School and approve the opening of
10 Early College Charter School.

11 Green Woods has demonstrated its
12 ability to provide high-quality
13 education to students and Early
14 College's model is designed to
15 expand opportunities for young
16 people across Philadelphia,
17 preparing students for college and
18 career success, beginning in middle
19 school and offering the chance to
20 earn college credits and industry-
21 recognized certifications before
22 graduation.

23 It is also important to
24 acknowledge that we are preparing

1 for the closure of Universal Vare
2 Charter School. The School's Board
3 of Directors made a difficult
4 decision not to pursue charter
5 renewal following the 25-26 school
6 year following a comprehensive
7 review of enrollment patterns,
8 demographic shifts and the impact
9 on their ability to maximize
10 programming for students. We
11 commend the school's leadership for
12 taking a proactive student-first
13 approach and remain confident in
14 the school district's ability to
15 support students and families
16 through this transition.

17 Next slide please. In
18 September, the Charter School
19 Office, led by Chief Peng Chow,
20 hosted the 2025 Fall Charter
21 Schools Convening, bringing
22 together charter leaders from
23 across the city. This convening
24 introduced participants to the

1 National Charter Schools Institute,
2 which is partnering with us on the
3 development of a new charter school
4 performance framework.

5 This is a part of the
6 Project Rise initiative. The Board
7 was pleased to attend, hear early-
8 year accomplishments and engage
9 directly with charter school
10 leaders on how we can strengthen
11 our authorizing practices.

12 Next slide please.
13 Through Project Rise, the Board is
14 building a stronger and more
15 transparent system of
16 accountability for all charter
17 schools in Philadelphia. In
18 October 2024 at the Board's
19 direction, the Charter School
20 Office launched reimagining school
21 excellence or Project Rise, a
22 multi-phase initiative to refine
23 the charter school performance
24 framework, which evaluates the

1 academic, organizational and
2 financial health of all brick-and-
3 mortar charter schools.

4 We know that
5 accountability metrics must evolve
6 over time. Project Rise is
7 designed to help us reimagine how
8 authorizing should evolve to best
9 support students and to strengthen
10 one unified system of public
11 education in Philadelphia. Since
12 launching this work, we moved
13 through Phase 1, which focused on
14 gathering insights from charter
15 leaders, school communities,
16 partners and national experts to
17 clearly define the goals and needs
18 of the next iteration of the
19 framework.

20 We are now in Phase 2,
21 which includes a comprehensive
22 landscape analysis, continued
23 stakeholder engagement and the
24 involvement of our external

1 consultant, the National Charter
2 Schools Institute. The Institute
3 will study national charter
4 authorizing best practices and
5 develop recommendations for an
6 updated performance framework.
7 Surveys of focus groups with
8 students, families and educators
9 are currently under way to assure
10 that the voices of those most
11 directly impacted will shape this
12 work.

13 If all remains on track,
14 the Board anticipates adopting an
15 updated charter school performance
16 framework by spring 2026, a
17 significant milestone in advancing
18 accountability, transparency and
19 excellence across Philadelphia's
20 charter sector. After an updated
21 performance framework is adopted,
22 Phase 3 will begin. That phase
23 will focus on ensuring that all
24 authorizing policies and procedures

1 are aligned with the updated
2 framework and continue to emphasize
3 transparency and consistency.

4 Thank you and I will now
5 turn it back over to President
6 Streater.

7 MR. STREATER: Thank
8 you, Board Member Jones. The work
9 of educating our city's young
10 people is complex and
11 collaborative. It requires
12 alignment, trust and shared purpose
13 across every level of government in
14 every corner of our community. We
15 are grateful to the Mayor, City
16 Council and all of our partners for
17 ongoing support, advocacy and
18 partnership in advancing
19 educational equity and opportunity.
20 Together, we are building a
21 stronger foundation for
22 Philadelphia public education
23 system, one that ensures every
24 student can imagine and realize any

1 future they so desire.

2 Thank you for your
3 partnership, everybody, your
4 leadership and your shared belief
5 in our potential of our students.
6 With that, I'll hand it over to
7 Dr. Watlington.

8 DR. WATLINGTON: Thank
9 you, President Streater. Good
10 morning, Council Education Chair
11 Thomas and Council Whip Thomas as
12 well as to all the members of
13 Council, including Minority Leader
14 Brooks, Minority Whip O'Rourke and
15 all members of Council. It's a
16 pleasure to be here with President
17 Streater and Vice-President Andrews
18 this morning.

19 Next slide please.
20 We'll be as brief as possible,
21 Mr. Chairman, so we can get to the
22 feedback and questions. Today
23 we'll provide you with an overview
24 of the district results that

1 President Streater referenced.
2 We'll tell you how we're doing with
3 regard to Mayor Parker's priorities
4 in education as well as an update
5 on the budget process, upcoming
6 Fiscal Year '26 budget process as
7 well as an update on the Facilities
8 Master Plan before we take your
9 feedback and questions.

10 Slide please. I want to
11 begin by acknowledging that we are
12 absolutely in this together, and we
13 appreciate that partnership that
14 Mayor Parker talked about between
15 the school district, government,
16 City Council, public and private
17 partners. Together, we've made
18 some significant progress relative
19 to the Board of Education's vision
20 and mission that Vice-President
21 Andrews so eloquently talked about
22 earlier.

23 So let's get right into
24 the results and next steps. Slide

1 please. I want to begin by noting
2 that every two years in the United
3 States of America there's one test,
4 and only one, that's given across
5 all 50 states in the United States
6 and 28 urban districts, and that's
7 the Nation's Report Card,
8 specifically known as the National
9 Association of Educational
10 Progress.

11 It's given every two
12 years as mandated by the U.S.
13 Congress since 1969. Based on the
14 district's -- we've looked at our
15 performance for the 10 years prior
16 to the COVID-19 pandemic hitting in
17 March of 2020 and for the four
18 years since the pandemic hit all 50
19 states, and what we found is that
20 in 4th grade reading, the School
21 District of Philadelphia has held
22 steady over the past four years.

23 When we look at 4th
24 grade math, 8th grade reading and

1 8th grade math, it's a very
2 promising story. Our children, our
3 scholars in Philadelphia in the
4 school district have outpaced the
5 growth over the past four years as
6 compared to the 10 years prior,
7 outpaced the Commonwealth of
8 Pennsylvania's average. We've
9 outpaced peer districts.

10 In fact, if you go to
11 the next slide, I want to show you
12 one example in the interest of
13 time, Mr. Chairman and members of
14 Council. From the 10 years prior
15 to the onset of the COVID-19
16 pandemic into March of 2020, if you
17 look at those 28 big city, what we
18 call NAEP TUDA districts -- and by
19 the way, this is not internally
20 created data. This is data
21 provided by the Council of the
22 Great City Schools, which
23 represents the 78 large urban
24 districts in the United States.

1 You can see that in 8th
2 grade math scale scores for the
3 period of 2009 to 2019, 10 years
4 before the COVID-19 pandemic hit,
5 you can see that the District of
6 Columbia, Washington, D.C.,
7 schools, Detroit, Chicago and
8 Charlotte-Mecklenburg Schools in
9 North Carolina led in terms of
10 scale scores. And you can see that
11 unfortunately Philadelphia was last
12 among the NAEP TUDA large city
13 school districts.

14 In 8th grade math scale
15 scores on the next slide, if you
16 fast-forward to post-pandemic, four
17 years after the pandemic, you'll
18 see Jefferson County, Kentucky,
19 Boston, Duval County, Florida and
20 Charlotte-Mecklenburg at the bottom
21 four and you'll see that the School
22 District of Philadelphia made more
23 progress than any of the -- our 8th
24 graders made more progress in 8th

1 grade math than any other big city
2 school district in the country,
3 short of the Los Angeles Unified
4 School District. And we're really
5 proud of our young people.

6 If we go to the next
7 line --

8 (Applause.)

9 DR. WATLINGTON: I think
10 that's worthy of an applause. And
11 the story is a positive one with
12 our State Report Card. And so, we
13 joined these very fine principals
14 who are running the schools in this
15 school district, and their fearless
16 leader Dr. Robin Cooper, who's
17 leading the charge, because all the
18 key work occurs at the school
19 building level because schools are
20 the unit of change.

21 I just want to note that
22 enrollment is increased, student
23 attendance, reading and math scores
24 have increased appreciably. Our

1 career readiness exam scores have
2 increased. Graduation rates have
3 gone up and the dropout rates have
4 gone down significantly. We're
5 very proud of those results.

6 Slide please. In terms
7 of Mayor Parker's initiatives, I
8 want to note that she already
9 talked about it so I'll just take
10 one moment on the next slide to
11 talk about the Extended Day,
12 Extended Year pilot. You can see
13 that 93% of the afternoon seats are
14 filled. Not as many in the
15 morning, but 93% in the afternoon.

16 You can see the other
17 data points up there. One thing I
18 want to highlight, relative to the
19 Mayor's points earlier, we're
20 pushing to have 90% of our young
21 scholars in school every day
22 because that's really important to
23 improving student outcomes.

24 You will see that

1 overall last school year, 61.4% of
2 our young people were in school 90%
3 of the year. 61.4% in those pilot
4 Extended Day, Extended Year
5 schools. The regular student
6 attendance rate kids coming to
7 school 90% of the year was 75%.
8 61.4 compared to 75, we absolutely
9 are thrilled with the outcomes that
10 we're seeing with our Extended Day,
11 Extended Year schools, particularly
12 related to attendance.

13 Next slide. On this
14 slide, you'll see the 10 new pilot
15 schools this year, and I won't read
16 them to you in the interest of
17 time. But should you have
18 questions about those, we're happy
19 to share them during the questions
20 and answers.

21 On the next slide, we
22 continue to be pleased with our
23 partnership with the Community
24 College of Philadelphia. I want to

1 congratulate Dr. Alycia Marshall,
2 the new President at the Community
3 College of Philadelphia. Just like
4 Dr. Generals, she's a strong
5 partner with the school district,
6 and we are working together on
7 Mayor Parker's initiative around
8 the City College for Municipal
9 Employment.

10 Last school year, we had
11 41 students who participated in
12 CCME. This year we have 86
13 students who are participating, and
14 they are located at Dobbins, George
15 Washington, South Philadelphia and
16 Roxborough High Schools. They're
17 getting Act 158 credit. And,
18 Mr. Chairman, members of Council,
19 we are going to come back and share
20 with you the data on each one of
21 these young people and the extent
22 to which they are hired by the city
23 after they graduate from high
24 school.

1 Slide please. Let me
2 just share now about our priorities
3 for this school year and beyond.
4 Next slide. Three big overall
5 priorities that we're driving
6 toward. Not surprisingly, we're
7 going to keep our foot on the gas
8 to accelerate academic achievement.
9 We're focusing on continuing to
10 improve our customer service and to
11 partnering with our families as
12 equal partners.

13 Slide please. I want to
14 note, relative to customer service,
15 we implemented a two-way
16 communication system entitled,
17 Let's Talk. If you go to the
18 district's website, you'll see this
19 nice yellow button on the front
20 page of that website that gives
21 anyone in our community an
22 opportunity to share feedback, ask
23 a question, report a concern. And
24 we track, one, how long it takes us

1 to get back to those individuals.
2 And number two, we give our public
3 an opportunity to give us a
4 feedback score.

5 Since this was launched
6 on January 1, 2024 through the end
7 of the year, June 30, 2025, so for
8 last school year we received over
9 64,000 inquiries from our
10 community. Our average response
11 time was 1.5 business days and our
12 average customer score was 8.2. I
13 certainly want to thank our Chief
14 of Communications and Customer
15 Service, Alex Coppadge, and her
16 team for their leadership.

17 Next slide. I want to
18 say a word about our work around
19 partnering with families, not just
20 for parent engagement or parent
21 involvement, but to be equal
22 partners with our parents and
23 families because our parent and
24 families are our children's first

1 teachers. We were very pleased
2 that we were able to bring this
3 initiative back. That was a big
4 priority during the administration
5 of the late Dr. Arlene Ackerman.

6 We are providing free
7 supports for parents and families
8 across neighborhoods in four big
9 bucket areas. First, student
10 attendance and joy. We want our
11 young people to be in school 90% of
12 the school year and to experience
13 joy on a daily basis. Second,
14 we're focused on health and
15 wellness, to include physical
16 health and wellness as well as
17 social and emotional and mental
18 health, wellness, civic engagement.

19 We're encouraging young
20 people and their families to be
21 involved in public service. And
22 since Dr. Clayton was one of -- the
23 School District of Philadelphia was
24 one of the first school districts

1 in the nation under the late
2 Dr. Constance Clayton to make
3 African American Studies a part of
4 the required part of the
5 curriculum.

6 We're very pleased that
7 under this civic engagement area,
8 we are committed to helping and to
9 ensure that every young person who
10 graduates from the School District
11 of Philadelphia over time, we teach
12 them how to think, not what to
13 think, but we are committed to
14 preparing every single one of them,
15 except folks who choose not to for
16 some reason, to educate each and
17 every one of them and to assist
18 them in registering to vote as an
19 adult citizen. The fourth bucket
20 involves financial literacy. And
21 we continue to receive very
22 positive reviews from our families
23 regarding some of the supports
24 we're providing for both our

1 students and their families.

2 Slide please. Chairman,
3 I want to provide an overview of
4 the upcoming budget process. I do
5 want to note that we have
6 negotiated two collective
7 bargaining agreements with the
8 Philadelphia Federation of Teachers
9 and the School Police Association,
10 or SPAP.

11 We are in the process
12 and look forward to working with
13 President Dr. Robin Cooper to get a
14 collective bargaining agreement
15 completed in the near term with
16 Teamsters Local 502 CASA union.

17 Slide please. I also
18 want to note that President
19 Streater had talked about good
20 news. We are really pleased that
21 the federal, state and local
22 dollars that this district has had
23 over the past few years has been
24 put to good use. We're pleased

1 that we have the best investment
2 grade credit rating that we've had
3 in a half century at present.

4 In fact, this week will
5 mark the third increase in our
6 investment grade credit ratings by
7 either Fitch or Moody's ratings,
8 and we're really excited about
9 that. I want to thank the Board of
10 Education for a strong fiscal
11 stewardship.

12 Slide please. It's
13 equally important when you look at
14 this slide, because the bond
15 markets, like the rest of us, know
16 that over time, our revenues --
17 excuse me, over time our
18 expenditures were outpaced by
19 revenues in the School District of
20 Philadelphia, largely driven by
21 required increases in salaries,
22 benefits and health care costs.

23 We are absolutely
24 focused on addressing all of these

1 challenges. And by Fiscal Year
2 29-30 we are committed to taking
3 the structural actions that are
4 necessary to eliminate our
5 structural deficit by Fiscal Year
6 29-30. More to come on that in the
7 coming weeks.

8 Slide please. I also
9 want to give you a quick update on
10 where we are with the Facilities
11 Master Plan. On the next slide,
12 you'll note that we've been hard at
13 work for the past couple of years,
14 moving in earnest through seven
15 phases of an eight-phase process to
16 get the facility's master plan
17 completed.

18 While we intended to
19 bring some facility plan
20 recommendations, comprehensive
21 recommendations to President
22 Streater and Vice-President Andrews
23 and members of the Board in
24 December, we pushed that timeline

1 back just a bit. We are still
2 committed to bringing
3 recommendations this winter, but we
4 want to take a little bit more time
5 to do some final engagement with
6 our communities in the spirit of
7 nothing for us without us.

8 On the next slide,
9 you'll notice the problem we are
10 solving with our facilities plan.
11 As Mayor Parker mentioned, we want
12 to provide something better for our
13 future generations, number one and
14 number two. The other part of the
15 other problem we're solving for is
16 to better and more efficiently use
17 our limited resources, our time,
18 our various budgets, our buildings
19 and our school facilities, to drive
20 more high-quality academic and
21 extracurricular programming into
22 our schools. Because at present,
23 the resources and the academic and
24 extracurricular programming is very

1 disparate based on your
2 neighborhood or school communities.
3 And so, these six outcomes we're
4 driving toward.

5 Slide please. Fall of
6 2024, the Board of Education passed
7 a resolution to direct the
8 Superintendent and team to complete
9 Phase 8 of this facilities planning
10 process, and to do so in a manner
11 that involves widespread, deep and
12 transparent community engagement.
13 So on this slide, you can see a
14 number of work opportunities that
15 we completed in 2024.

16 On the next slide,
17 you'll see January through December
18 of 2025 on here. I want to call
19 your attention to July of this
20 year. In the spring, we developed
21 our framework and data categories
22 that would govern the next steps in
23 the process. Over the summer, we
24 engaged communities in refining the

1 data, both qualitative and
2 quantitative. In the fall, we
3 continue to refine the data and we
4 began putting together our current
5 thinking scenarios and a draft
6 plan, although no formal plan is
7 prepared yet. And certainly, we
8 continue to be committed to robust
9 community engagement.

10 Over this time period,
11 we've had more than 47 public
12 listening sessions. We've had over
13 35 data verification sessions. We
14 received over 5700 survey and other
15 inquiry responses from our public
16 and this week we're launching a
17 survey with some key themes that
18 we've been talking with and getting
19 feedback over a number of months.

20 This survey will launch
21 this week and we will share the
22 results of that feedback survey
23 next month. On this slide, you can
24 see that the themes for that survey

1 include reinvesting in neighborhood
2 high schools which has been a
3 positive, strong thing and we
4 believe we're committed to that.

5 In fact, when the
6 district grew by 1841 students last
7 year, they didn't come at the
8 elementary levels or the middle
9 grade levels. The lion's share of
10 the new students came in our high
11 schools. And the good news is they
12 came in both our neighborhood
13 catchment high schools as well as
14 our criteria-based schools. So
15 it's a good opportunity to grow our
16 district enrollment.

17 Second major theme is
18 expanding access to choice in
19 Grades 5 through 12. The third
20 theme about reducing the number of
21 transitions that our students make
22 in their K-12 careers from 13 down
23 to 6. And certainly, it will come
24 as no surprise to you that the

1 fourth theme is around increasing
2 building utilization rates because
3 we have a number of underenrolled
4 buildings and a number of
5 overenrolled buildings.

6 Mr. Chairman, members of
7 Council, thank you for the
8 opportunity to present this
9 morning. This concludes my
10 presentation on behalf of the
11 district. Happy to join President
12 Streater and Vice-President Andrews
13 in receiving your feedback or
14 questions.

15 COUNCILMAN THOMAS:
16 Thank you so much. I want to just
17 take a moment as Chair of the
18 Education Committee to thank all of
19 the members of the Education
20 Committee, specifically
21 Councilmember Gauthier, Vice-Chair
22 Phillips, Councilman Squilla,
23 Councilmember Lozada, Councilmember
24 Brooks as well as Councilmember

1 Ahmad.

2 When Board President
3 Streater spoke about those monthly
4 meetings, those are the members of
5 the Education Committee who meet on
6 a monthly basis with Superintendent
7 Watlington as well as Board Chair
8 Streater as well as their staff and
9 other Board members and team
10 members. So I want to say thank
11 you to those folks.

12 Thank you to Mayor
13 Parker as well as our Council
14 President for being here to kick us
15 off today. I also wanted to say
16 thank you to the Finance team over
17 at the school district who
18 participate in quarterly meetings.

19 Dr. Watlington, you said
20 something that caught my attention
21 around 2030. I hadn't heard that
22 before. So I'm looking forward to
23 hearing more information around
24 that. I also want to thank all of

1 the members of the School Board who
2 aren't here.

3 I just want to remind
4 everybody that School Board members
5 aren't paid, so anytime I get an
6 opportunity to advocate that needs
7 to change the structure of the
8 School Board, it's one that I feel
9 should allow some level of
10 compensation, and that's something
11 that I personally believe in.

12 Last but not least,
13 colleagues, before we jump into
14 questions I'll just ask that we
15 limit questions around facilities.
16 I just want to remind everybody
17 we're doing a facilities hearing in
18 January. So in January, next
19 month, clearly the district has
20 some information around facilities,
21 but it was communicated to us that
22 they did not have all of the
23 information that I know a lot of
24 members have questions around

1 leading up to today's hearing. And
2 in our January meeting, we will do
3 a meeting just around facilities
4 alone that will be before the
5 Committee of the Whole. It will
6 not be just the Education
7 Committee. So I just wanted to
8 make sure I provided that context
9 before we jump into questions.

10 And so, with that being
11 said let's start with the elephant
12 in the room. Clearly, there's a
13 lot of principals here representing
14 a lot of different schools from
15 across the city of Philadelphia.
16 I've seen some of our favorite
17 principals here today, so I'm not
18 going to start naming names because
19 I'll get in trouble if I do that.
20 But principals are here and they've
21 decided to not be in their
22 buildings today, and that's because
23 they're concerned around a
24 contract.

1 You all have been in
2 negotiations with CASA and the
3 union since the summertime. It's
4 now November. We're right around
5 the corner from Christmas and they
6 still don't have a contract. In
7 the midst of the PowerPoint
8 presentation today, you mentioned
9 the PFT as well as the School
10 Police Officers Union. Both of
11 them have received a contract.

12 During my time as the
13 Education Chair, we also had issues
14 with UNITE HERE and them not
15 getting a contract. So help myself
16 and members of the general public
17 as well as members of City Council
18 understand why are these principals
19 taking off from work today to be
20 down here because they don't have a
21 contract, instead of being with our
22 children?

23 DR. WATLINGTON:

24 Mr. Chairman, we are absolutely

1 optimistic about the successful
2 conclusion of a contract with
3 Teamsters Local 502, absolutely
4 optimistic about that being
5 completed in the near term. Thank
6 you.

7

8 COUNCILMAN THOMAS:

9 Yeah. So I mean, they're here and
10 they're here probably because
11 they're not optimistic. So help us
12 understand your perspective
13 compared to theirs? Well, clearly
14 you're in contract negotiations so
15 there are some things that can't be
16 discussed. But I know I'm hoping
17 it's not about money, right.

18 So help us understand
19 what's different from your
20 perception of what's going on
21 compared to their perception of
22 what's going on? Because I would
23 assume, if they were as optimistic
24 as you were, they would be in the

1 building with our children right
2 now instead of being down here in
3 City Council advocating for a
4 contract.

5 DR. WATLINGTON: You're
6 absolutely correct, Mr. Chairman.
7 The terms of negotiation are not
8 public. (Inaudible) will tell you
9 that I'm optimistic about a
10 successful conclusion in the near
11 term.

12 COUNCILMAN THOMAS:
13 Okay. So you know there are other
14 questions from other members and
15 people are not going to just sit
16 here and let that go. I got
17 Mr. Overbrook to my right. I got a
18 bunch of other public school
19 graduates and a bunch of principals
20 here who we all know personally.
21 So we will continue to ask what the
22 issue is there.

23 Let me word it this way.
24 I listened to a lot of success that

1 the district has achieved, and I do
2 commend you as well as the
3 leadership at the school district,
4 for that success. How much of that
5 success do you contribute to the
6 principals and the people who lead
7 these facilities?

8 And if we do contribute
9 that success to the principals, why
10 are we in this limbo phase as it
11 relates to their contract?

12 DR. WATLINGTON:
13 Mr. Chairman, I'll answer it this
14 way within one minute or less. 50
15 years of research in the United
16 States clearly tells us that the
17 top two factors in improving
18 outcomes and whether students grow
19 academically, irrespective of race,
20 ethnicity, gender, socioeconomic
21 status, etc., number one, highly-
22 qualified, well-supported and
23 stable teachers over time; and
24 number two, the number two factor

1 is highly-qualified, well-supported
2 principals over time.

3 Principals play a unique
4 role because they're the people who
5 recruit, onboard, develop support,
6 and retain the teachers. It's why
7 I'll say again we are absolutely
8 optimistic about a successful
9 contract negotiation in the near
10 term.

11 COUNCILMAN THOMAS:

12 Okay. Thank you. Do you think you
13 have a timeline? Is there an
14 estimated timeline? Because again,
15 they haven't had a contract since
16 August. We're in November. Is
17 this something that we think will
18 settle by the end of the calendar
19 year? Is it something that we
20 think will settle before we come
21 into budget next year? What's your
22 anticipated timeline to get this
23 addressed?

24 DR. WATLINGTON:

1 Mr. Chairman, I don't think it's
2 appropriate to speak about that
3 from the (inaudible), but we're
4 moving with all delivery. Thanks.

5 COUNCILMAN THOMAS:

6 Clearly, I have more questions, but
7 I know members have been sitting
8 for a long time. Let me do this.
9 I'm going to first recognize Vice-
10 Chair Phillips, but then I'm going
11 to turn it over to Councilman
12 Jones.

13 Now, before Councilman
14 Jones goes, because I don't want
15 your answer to be I don't know, I'm
16 100% sure that one of Councilmember
17 Jones' questions is going to be
18 around why do community-based
19 organizations have to pay so much
20 money to use school district
21 spaces, right.

22 So you have Dr. Phillips
23 who's going to go next, and then
24 Councilmember Jones. Councilmember

1 Jones has been on me and this
2 school district about this issue
3 for months. Let's please assure
4 when Councilmember Jones comes with
5 that specific question, which I
6 know he's going to ask, that we
7 have a direct answer for him as it
8 relates to why community
9 organizations have to pay so much
10 money to use school district space,
11 specifically looking at the track
12 and field organizations as well as
13 the football organization.

14 So with that being said,
15 Chair recognizes Dr. Phillips,
16 who's the Vice-Chair of the
17 Education Committee. And then
18 after that, I'm going to recognize
19 Councilmember Jones.

20 COUNCILMAN PHILLIPS:
21 Thank you. Thank you, Chairman
22 Thomas.

23 Chairman Thomas has been
24 doing an incredible job for years

1 leading the Education Committee,
2 and it's been great to serve
3 alongside them. I also want to
4 thank Board President Streater and
5 also Dr. Watlington, especially
6 you, Board President, for showing
7 great improvements with the
8 relationship with City Council. It
9 deserves to be on the record that
10 improvement has been made.

11 I just have a few
12 questions. First question I have
13 is regarding the old Fells High
14 School. As you want to put on the
15 record that as you're doing your
16 facilities plan, hopefully you can
17 come back in January with some
18 answers on how we want to utilize
19 the old Fells High School. Okay.
20 We did visit that towards the
21 beginning of my term on city high
22 schools. And I just want to know
23 if there's any commitments
24 available on that question?

1 DR. WATLINGTON: Yes,
2 sir. We will have something to say
3 about the old Fels High School.
4 We're closely reviewing that
5 property. It's on our radar, sir.

6 COUNCILMAN PHILLIPS:
7 Excellent. And then I want to
8 follow up about some things around
9 the district around truancy. Some
10 principals in our district have
11 cited that there's a lot of issues
12 with of course truancy, attendance.
13 How is the Central Office providing
14 real support to schools, students
15 and families to address chronic
16 truancy?

17 Are there incentives
18 being offered to encourage
19 attendance? And are you helping
20 some of the school leaders with
21 completing the overwhelming amount
22 of paperwork that we're learning
23 that they have to complete?

24 DR. WATLINGTON: Thank

1 you, Councilmember Dr. Phillips.

2 First, I want to note that truancy
3 is getting better. More than 4000
4 young people in the school district
5 improved their regular attendance
6 to 90% of the school year. Chronic
7 absenteeism is defined as missing
8 more than 10% of the school year.

9 Yes, there are incentives that
10 various schools offer. I've been
11 in a number of our schools to see
12 them.

13 I was at a Final Four
14 opportunity I believe it was at
15 Forest School last year. It was
16 really fun to watch that. They did
17 a March Madness kind of competition
18 and lots of different incentives
19 across schools. One of the things
20 that President Streater, the Board
21 of Education does every meeting is
22 they require the Superintendent to
23 bring a report on what our
24 attendance looks like month over

1 month.

2 And for the first month
3 of this year, we're really pleased
4 that we've got better attendance
5 than we have had the first month
6 over the past two years. Third,
7 schools dig deep into the data and
8 we've developed a live data
9 dashboard where our academics team
10 under the leadership of Dr. Deputy
11 Superintendent Dr. Jermaine Dawson
12 and his team will be able to work
13 closely with members of Council and
14 Ward leaders and others in the
15 community to include faith-based
16 leaders and the Parent and Family
17 University to work with communities
18 to help to improve truancy as well.

19 COUNCILMAN PHILLIPS:
20 Yeah. And then the paperwork that
21 a lot of the principals and
22 assistant principals have to fill
23 out for the truancy, what's the
24 process to make that --

1 DR. WATLINGTON:

2 Correct, there are required letters
3 that go out on the third absence, I
4 believe, the fifth and ninth
5 absence as well as phone calls to
6 make sure that parents and
7 guardians are well aware of what's
8 happening with their children.

9 COUNCILMAN PHILLIPS: I
10 also have a question from other
11 principals in our district that
12 I've observed and seen this. We
13 have a lot of growing ESL students
14 in our district, multilingual
15 students. What type of support are
16 we providing for schools that are
17 growing, Central Office support and
18 English learning office services?
19 Are they getting more emotional
20 support people, intensive learning
21 support? How can you make that a
22 reality as English as second
23 language grows and some principals
24 are talking about this?

1 DR. WATLINGTON: For our
2 ELLS, as we call them, English
3 language learner students, first, I
4 want to note we track the data very
5 carefully and intentionally across
6 race, ethnicity, across
7 socioeconomic status, across
8 neighborhoods. And certainly, we
9 also look very closely at our
10 English language learner students.

11 We were really concerned
12 last year because of the national
13 incidents that were occurring in
14 other districts related to
15 immigration or origin status, etc,
16 and we found that we did not have
17 any major impacts in terms of what
18 regular attendance looks like in
19 the district.

20 Under the leadership of
21 our Chief of Special Education and
22 diverse learners, Dr. Nathalie
23 Neree, there are a number of
24 supports and services that are

1 intentionally provided to schools
2 to provide support to this
3 population of students.

4 COUNCILMAN PHILLIPS:

5 Thank you. I just want to add that
6 every school is unique. I'll go
7 off record to talk to you later on
8 about specific schools that are in
9 my district that need support
10 particularly. But I do want to ask
11 what is the district doing -- we
12 just had a whole conference about
13 this -- you weren't here, your
14 representatives were here -- about
15 the food options?

16 How can we find ways to
17 improve food options, nutrition and
18 freshness for some of our
19 districts? Is there a way in which
20 we can contract out with a very
21 strong caterer in the city of
22 Philadelphia that can provide food
23 for our masses? It doesn't have to
24 be these government agencies that

1 we typically work with. Has that
2 been the sport before?

3 DR. WATLINGTON: I do
4 know that under the leadership of
5 our Deputy Superintendent for
6 Operations Colonel Oz Hill, they
7 get lots of student input. In
8 fact, they bring a number of
9 potential school vendors into the
10 school district to sample foods and
11 to give our young people
12 opportunities to weigh in on what
13 they like in terms of menu options.
14 And to the extent they can within
15 the budget provided by the United
16 States Department of Agriculture,
17 they try to make the food as
18 appealing as possible.

19 If time permits -- I
20 won't take too much time, but if
21 time permits and you need some more
22 information, I'm happy to have
23 Deputy Superintendent Hill speak
24 more to that and more specifics.

1 COUNCILMAN PHILLIPS:

2 That's my time. But I just want to
3 say thank you for your questions on
4 the meal, on your responses. On
5 the topic of Extended Year,
6 Extended Day I think it's a
7 wonderful program. I think it
8 needs to be something that is
9 before and aftercare at every
10 school in the city of Philadelphia.
11 You have a great partner in Sunrise
12 Philadelphia. I think Sunrise
13 Philadelphia can be an option for
14 us to fund. It's in South and
15 Southwest Philadelphia. And I just
16 think it's an opportunity for us to
17 figure out how do we get that
18 program in every school. And
19 whatever we can do, I want to
20 figure out how to make that happen.
21 Thank you.

22 COUNCILMAN THOMAS:

23 Thank you, Vice-Chair Phillips. I
24 also want to just take a moment of

1 personal privilege to thank you,
2 Vice-Chair Phillips, for your
3 leadership around Olney Field. I
4 think that's a victory lap that we
5 didn't necessarily discuss today, a
6 field that has been struggling for
7 some time.

8 And if you're anywhere
9 in the Northwest, you know that
10 that field means a lot to that
11 community. So you, Colonel Hill,
12 the entire Operations team,
13 Superintendent Watlington, thank
14 you all for the great work that you
15 did around Olney High School.
16 That's definitely a huge
17 accomplishment.

18 I also want to take a
19 moment to remind folks that you
20 guys promised to feed us school
21 food. We had a hearing and we said
22 that you would bring us food from
23 the schools so we can eat it
24 ourselves so we can assess it

1 ourselves. So I'm going to take
2 a -- after Councilmember Jones it's
3 going to be Councilmember Young.
4 So he's going to talk about the
5 fact that we all agree that you
6 would bring us food --

7 DR. WATLINGTON: Was
8 that President Streater or Colonel
9 Hill?

10 COUNCILMAN THOMAS: I
11 don't think it was any of you that
12 were here. But somebody didn't do
13 their job in getting that
14 information back to you, because we
15 want to taste the food ourselves,
16 right. We were in a hearing and
17 you gave us some surprising
18 information as graduates of public
19 schools that we never knew excised
20 and we wanted to try it ourselves.
21 So thank you, Councilmember
22 Phillips, for bringing that up.
23 And I just want to remind everybody
24 that that's the case.

1 And before I turn it
2 over to Councilmember Jones, I also
3 want to put in a shameless plug for
4 Freedom Schools. We talked about
5 the Extended Day program. I know I
6 got Principal Ames over there who
7 very much knows about Freedom
8 Schools. This is a program that I
9 come from, that I've been
10 advocating for.

11 I even give a shout-out
12 the State Rep Amen Brown, because
13 State Rep Amen Brown is probably
14 the only other elected official who
15 actually has been in the Freedom
16 Schools program and it helped shape
17 our perspective of leadership. So
18 along with the program that Vice-
19 Chairman Phillips mentioned, I'll
20 add Freedom Schools to the list.

21 With that being said,
22 Chair recognizes Councilmember
23 Jones followed by Councilmember
24 Jones will be Councilmember Young

1 and then Councilmember Gauthier.

2 COUNCILMAN JONES: Thank
3 you so much for your leadership in
4 education. It does not go
5 unnoticed by the other members that
6 you have taken on this mantle and
7 are doing an excellent job, and I
8 want to put that on the record. So
9 thank you for that.

10 Good afternoon. Board
11 Chair Streater, Superintendent
12 Watlington and Vice-Chair Allen,
13 right?

14 MS. ANDREWS: Andrews.

15 COUNCILMAN JONES:
16 Andrews. I'm sorry. So I had an
17 opportunity to talk to the
18 Superintendent about things and I
19 gave them a theory I call the
20 sandwich theory. So what I'm doing
21 is it's like a sandwich on the top,
22 slice of bread, you give a really
23 good compliment and then you go
24 into the meat of the sandwich,

1 where you get your concerns raised,
2 and then you end on a good note
3 with another slice of bread. So I
4 intend to do and follow that model
5 today.

6 So let me start with the
7 compliment. Thank you, thank you,
8 thank you. One for you being
9 retained. This is the first time
10 in my tenure that I actually get a
11 vision from the school district
12 that I can follow and see the steps
13 of progress for, so I am truly
14 indebted to you and your
15 leadership, the Board and the
16 Superintendent, for that vision
17 that the Board has. I actually
18 follow it.

19 I want to also thank you
20 as Chair of Public Safety. We
21 started after the death of a young
22 man at Overbrook High School. I
23 see Dr. Johnson, formerly known as
24 Lee, here. And we started a Monday

1 morning roll call 7:00 a.m., you've
2 been on it, Superintendent, where a
3 dozen or so of our schools come on
4 every Saturday -- I mean, Monday
5 morning, at 7:00 a.m. and talk
6 about what's going on climate-wise,
7 who's beefing with who, what's
8 going on, how can we intervene?

9 We enlist cameras,
10 police, school district personnel,
11 coaching and SEPTA police working
12 with your administrators to try to
13 kind of quell that. And it isn't
14 perfect, but it is trending in the
15 right way. The Police Commissioner
16 worked with the district to spread
17 that Safe Corridor program around
18 the city. And thank you for being
19 partners in that. I truly
20 appreciate that.

21 Outside of City Hall
22 from right where we sit, there are
23 about 10 schools within walking
24 distance, a mile from here, and

1 they use City Hall's courtyard as
2 their playground and they sometimes
3 get into physical altercations.

4 When we brought that to your
5 attention, you didn't ignore it.
6 You got on it.

7 The appointee from the
8 Mayor's Office for Education, along
9 with Will Mega, her staff, along
10 with the members of your respective
11 schools got together and came up
12 with a plan, and it has dealt with
13 the issue. So your responsiveness,
14 I'm truly, truly appreciative of.
15 And so, thank you for paying
16 attention.

17 Now, the meat. We went
18 past the slice. Now, we're going
19 into the meat. I'm grateful that
20 we are working on one of my issues,
21 which is disciplinary actions. We
22 did a resolution a while back that
23 showed student-to-student violence,
24 student-to-teacher violence,

1 parent-to-teacher-and-student
2 violence, and that is a pervasive
3 issue.

4 It resulted most
5 recently at Overbrook, where an
6 irate uncle came up and had a gun.
7 The gun went off, shot the officer,
8 almost killing him over high school
9 beefs that have been around since
10 the Flintstones. It's always going
11 to be some drama in somebody's high
12 school and some of those hallway
13 fights spill out to the streets
14 that result in violence.

15 When I brought it to
16 Superintendent's attention, he
17 didn't sweep it under the rug. He
18 jumped on it and we had a
19 conversation about methodologies on
20 how to deal with it. I am
21 appreciative of that, that when we
22 give concerns, you don't just nod
23 in the appropriate places and say
24 we'll wait until budget time to pay

1 attention to them again. So thank
2 you for that.

3 Where we need to work on
4 some improvements: I don't believe
5 in public public schools, public
6 charter schools, one being better
7 than the other. I believe in good
8 schools. I'm agnostic when it
9 comes to that. I want the best
10 education options for the kids in
11 my 4th District and citywide. We
12 are not comparing apples to apples.
13 When we talk about charter and
14 public schools, you can't convince
15 me that that is true.

16 And sometimes you're
17 very polite. When I come down and
18 I want to testify on behalf of one
19 of my charter schools, you bring me
20 right up. I really feel important.
21 And you give me my three minutes
22 and then you say, thank you very
23 much and you ignore everything I've
24 said.

1 So what I am saying,
2 along with Chair of Education, we
3 don't want to just sit here and nod
4 at the appropriate place when you
5 give testimony and then ignore
6 everything you say. You need to
7 take into consideration what we
8 know boots on the ground about the
9 schools in my district, in our
10 districts. I don't have to look at
11 your reports to tell which schools
12 are performing better. All I have
13 to do is measure the number of
14 calls I get from parents that want
15 to get out of one school and get to
16 the other. It tells me everything
17 I need to know.

18 It tells me that they
19 vote with their feet. 30,000
20 middle-class Philadelphians fled to
21 the suburbs because they didn't
22 have that mobility and optionality
23 to be able to go to the schools
24 they really wanted to get to

1 because of lack of seating. We
2 have closed a number of charter
3 schools that, you know, if you were
4 doing the apple-to-apple
5 comparison -- I asked the former
6 appointee from the Mayor's
7 Education Committee, if you had
8 this school that's a charter and
9 that school that's a public school,
10 both of them were in my district, I
11 said you had one kid to go through
12 that door, which one of those doors
13 would you go through?

14 And you can't say
15 nothing slick to a can of oil. He
16 danced around that thing so hard
17 like, well, it depends. No, it
18 don't depend. You want the best
19 for your children just like the
20 rest of people in here. So when I
21 see schools like KIPP and Global
22 Leadership that want to expand,
23 want to be renewed, I'm paying
24 laser-like attention to that

1 because that optionality for
2 parents that took off to come down
3 here is of importance to them.
4 Probably the number one decision-
5 maker of where they live is where I
6 send my kids to school.

7 Now, you're doing a good
8 job on a lot of the grading system.
9 You're doing a lot of good work and
10 I'm truly grateful for that. And
11 this is the sandwich part, right.
12 But I'm going to hold you to a
13 higher standard. The teachers I
14 remember at Overbrook were the
15 toughest on me, the ones that
16 didn't let me get away and mark my
17 grades upward. They made me earn
18 that B or A, and I'm appreciative
19 to them today.

20 So I say to you that you
21 don't have to answer most of these
22 questions right now. I'm going to
23 give you a pass. But when you come
24 back for the budget, I'm going to

1 need some answers now. The one I
2 would like an answer to is about
3 facilities costs.

4 I have track teams. I
5 have basketball leagues. I have
6 people that volunteer their time to
7 take at-risk young people to track
8 meets, to tournaments and they're
9 great athletes, but we are charging
10 that nonprofit, that coach that
11 volunteers thousands and thousands
12 of dollars to use our facility.

13 And even more egregious,
14 in my opinion sometimes the
15 Recreation Department, who is not
16 here, will make you pay for a
17 facility. Y'all do this out of
18 this pocket into that pocket game.
19 Just straight tell my Chairman what
20 you need to operate so that our
21 nonprofits, some of our volunteer
22 organizations and coaches can
23 benefit from these facilities. I
24 realize there are real costs. For

1 every time they open up after
2 school, there's a maintenance
3 person or security guard that has
4 to get paid. I get that.

5 But you cannot be anti-
6 violence, guarding at-risk young
7 people and overcharging the very
8 people who are the lifeguards
9 giving our kids an opportunity so I
10 need an answer to that.

11 DR. WATLINGTON: Thank
12 you, Councilmember Jones. Most
13 school districts will have some
14 kind of community use process or
15 agreement because schools are part
16 of communities and belong to
17 communities. I'm going to ask
18 Deputy Superintendent Colonel Oz
19 Hill to come and speak specifically
20 to our process. It's called
21 Facilitron, and our expectation is
22 to be good partners with our
23 community. And I'll ask him to
24 speak specifically to that.

1 Colonel, are you here?

2 (Witness approached
3 witness table.)

4 COUNCILMAN JONES: Good
5 afternoon.

6 MR. HILL: Good
7 afternoon, sir.

8 COUNCILMAN JONES:
9 Mr. Chairman, I can't say nothing
10 bad about him. That's not fair.
11 Y'all bring my favorite guy up here
12 to take this ass whooping.

13 COUNCILMAN THOMAS: We
14 do love Colonel Hill, but we need
15 an answer.

16 COUNCILMAN JONES: Y'all
17 cheated. You know you're cheating.

18 COUNCILMAN THOMAS:
19 Colonel, can you help us with this
20 issue please, sir?

21 MR. HILL: It'd be a
22 pleasure, sir. And I hope I remain
23 your favorite guy after this
24 response. First of all, the fees

1 associated with the use of our
2 facilities do not generate revenue
3 for the School District of
4 Philadelphia. It is not intended
5 to make money on any level. There
6 is a community-used component
7 that's done in collaboration with
8 Parks and Recreation through the
9 use of our Facilitron system where
10 reservations are recorded and
11 approved.

12 The fees that are
13 charged right now, and it's \$55 per
14 hour, offset the cost associated
15 with staffing primarily. Most
16 recently, there was a request to
17 use one of our super site athletic
18 fields or an all-day football event
19 by a community organization. Our
20 first priority is the safety and
21 well-being of the athletes as well
22 as the community participants. In
23 that particular instance, the
24 assessment, the security assessment

1 required a number of officers that
2 resulted in the increased cost
3 associated with providing services,
4 security services for the event.

5 In that particular instance, every
6 measure was taken to reduce the
7 cost. But at the end of the day,
8 the number of officers required
9 based on the number of participants
10 that were projected, not only based
11 on the reservation but what had
12 occurred historically for that
13 event at the site. And so, every
14 measure is always taken to support
15 community organizations with the
16 use of our facilities. The
17 district often absorbs costs
18 associated with those events that
19 the organizations cannot pay.

20 COUNCILMAN JONES: So
21 you know I love you, right?

22 MR. HILL: Yes, sir.

23 COUNCILMAN JONES: And
24 they used you. They used you just

1 now.

2 MR. HILL: Yes, sir.

3 COUNCILMAN JONES: And
4 that's all right. If you ain't
5 cheating, you ain't competing. I
6 get it. But let me say this to you
7 in all candor. Every summer the
8 United Age Group Track Club
9 Association sends 1000 youth up to
10 I think it's Northeast Peace(ph).
11 Out of those 1000 young people, not
12 a curse word, not a fight, just
13 cheering for kids running their
14 hearts out for these little pieces
15 of tin that they just think the
16 world of. That happens all day.

17 That's all day that
18 they're not playing little video
19 games. That's all day that they're
20 not fighting or standing on a
21 corner or getting shot at. And
22 guess what, not a police officer up
23 there, not one, okay, because it's
24 not really needed because the

1 coaches and parents have that thing
2 locked down tight.

3 For \$55 an hour, put it
4 in the budget and we'll figure it
5 out. Because for every ounce of
6 prevention is more worth a pound of
7 cure. We got to save these babies
8 any by any means necessary. And
9 some of the necessary is your
10 facilities. I got kids running
11 right now or later this evening
12 that'll be running outside because
13 they can't get in a warm hallway in
14 one of your schools.

15 COUNCILMAN THOMAS: I'm
16 not going to -- I'm going to let
17 you go back, Councilman Jones, but
18 I want to give Councilmember Young
19 and Councilmember Phillips an
20 opportunity just to chime in on
21 this particular subject for a point
22 of information --

23 COUNCILMAN JONES:
24 Mr. Chairman, I'm done. They dared

1 me.

2 COUNCILMAN THOMAS:

3 Okay. All right. I did warn them.

4 Point of information

5 from Councilmember Young. Then

6 Dr. Phillips and then we'll go from

7 there -- oh, I'm sorry. Before we

8 do that, before you go, Member

9 Young, I just want to acknowledge

10 the presence of Councilmember

11 Quetcy Lozada of the 7th

12 Councilmanic District. Thank you

13 for being here.

14 Chair recognizes

15 Councilmember Young.

16 COUNCILMAN YOUNG: Thank

17 you, Mr. Chair.

18 So I listened to the

19 questions asked and then the

20 answers provided, right. So I

21 think I want to ask the question a

22 different way to maybe we can get

23 to an answer. And essentially it

24 is, how much does it cost the

1 school district to allow these
2 outside organizations to operate at
3 the facilities? And how much does
4 the school district -- I know it
5 doesn't produce revenue for the
6 school district, but how much does
7 the school district essentially
8 take in from these outside
9 organizations?

10 I think the point of
11 that is to try for us as members of
12 City Council to get that number so
13 we can just put it in the budget,
14 right, so we can just pay for it so
15 the outside organizations don't
16 have to be scrambling around
17 looking for funds to utilize the
18 school district facilities.

19 Thank you, Mr. Chair.

20 COUNCILMAN THOMAS:

21 While you guys huddle, Member
22 Phillips, Dr. Phillips, did you
23 want to add anything to that?

24 COUNCILMAN PHILLIPS: I

1 do. I just wanted to co-sign with
2 Councilman Jones because he's
3 right. I get calls as well. And
4 my point information is on I got a
5 call from a parent that was livid,
6 and she was on the phone with me
7 for 40 minutes about how her
8 organization at the Germantown
9 Super Site, they got to pay this
10 money and then they're getting
11 kicked out by a certain time of the
12 year because they can't continue
13 their practice. They got
14 championships coming up and they
15 just could not understand why they
16 have to pay all the additional
17 funds and I also didn't understand
18 it either.

19 So here's my thought.
20 If you're concerned about hundreds
21 of organizations utilizing this
22 space, all right, that's fine, but
23 maybe we could have a process where
24 there could be community

1 involvement maybe with
2 Councilmembers where you could say,
3 provide a list of suggested groups
4 that could basically have these
5 fields that are beneficial to the
6 community for free, right. And
7 then maybe some other external
8 groups that don't use it as much,
9 they can get the fee or the idea
10 could be had that we just cover
11 that cost because it's becoming too
12 much of an issue about this usage
13 of space.

14 And I think there's a
15 way that you can work with
16 Councilmembers to really identify
17 what are the groups in each
18 councilmanic district that can
19 really utilize this space for free
20 upon your recommendation. And I
21 think that could be really helpful
22 to solve a lot of these issues.

23 DR. WATLINGTON:
24 Councilmember Dr. Phillips,

1 Councilmember Young and
2 Councilmember Jones, thank you for
3 the question. I'd like us to take
4 two homework assignments as staff.
5 One, to give you the numbers you've
6 asked for and I'd like to propose
7 that we, Colonel Hill and I, work
8 with you to develop a working group
9 to work through these thoughts,
10 suggestions or recommendations. I
11 think you've got some good points
12 here and we can figure all that
13 out.

14 COUNCILMAN THOMAS:
15 Thank you. And so, I guess in
16 closing I just want you all to
17 understand that when these are the
18 people who hold us accountable,
19 right, like the people we
20 represent, especially the District
21 Councilmembers, right, they're not
22 going to say it's Dr. Watlington's
23 fault or Board President Streater's
24 fault. That's the District

1 Councilperson. That's Anthony
2 Phillips fault. It's the District
3 Councilperson. It's Curtis Jones'
4 fault. It's the District
5 Councilpeople, Quetcy Lozada, Jay
6 Young, Kenyatta Johnson. They're
7 the ones that people blame for this
8 stuff.

9 How do I know? Because
10 they don't blame me and I'm the
11 Chair of the Education Committee.
12 It's not my fault. And so, for me
13 the reason why I'm so rapid and
14 aggressive in my response is
15 because I try my best to support my
16 colleagues. Councilmember Brian
17 O'Neill is not here. I got more
18 phone calls on this issue from
19 Councilmember Brian O'Neill in the
20 last three weeks than any phone
21 calls I've gotten from him all
22 year.

23 And it's not because
24 he's not a present and active

1 member of City Council. It's
2 because he is accountable to the
3 constituents who are advocating for
4 this stuff nonstop. So for the
5 people that's watching, we
6 understand that there's a lot of
7 issues that we have to discuss
8 today. But as elected officials,
9 we always respond the most
10 aggressively to the things that the
11 constituents bother us the most
12 about. And I shouldn't have even
13 used the word bother. I should use
14 the word advocate to us about.

15 So that's why you see so
16 much attention being paid to this,
17 is because constituents really
18 care. They want their young people
19 to be able to play, participate in
20 positive extracurricular
21 activities, right, and we talk
22 about the Extended Day initiative.
23 On one hand, we're going to brag
24 about what we've done because we've

1 accomplished some amazing things.
2 On the other hand, we got to figure
3 out how to fix this issue with
4 extracurricular activities.
5 Speaking with the Mayor's point
6 around public-private partnerships,
7 this is probably the best example
8 of public-private partnerships we
9 have in the City of Philadelphia
10 and we got to figure out a way to
11 get it right.

12 With that being said,
13 the Chair is going to recognize
14 Councilmember Young. After
15 Councilmember Young, I'm going to
16 ask that the finance team come on
17 up and be prepared to answer
18 questions about the fiscal health
19 of the City of Philadelphia, where
20 we are financially.

21 Dr. Watlington, you said
22 in one slide that you anticipate
23 getting rid of the deficit by
24 2029-2030. That's the first I've

1 heard that. So we would like an
2 explanation as to how you see that
3 being accomplished after
4 Councilmember Young goes through
5 his line of questioning.

6 COUNCILMAN YOUNG: Thank
7 you, Mr. Chair.

8 I'll save my budget
9 question for last then, and good
10 afternoon. Thank you for being
11 here. First question or comment
12 rather, is we were talking about
13 the school lunch I would say issue,
14 right. Because when I talk to
15 students, talk to parents, we get a
16 different story from them than what
17 we get from the school district
18 regarding the quality of the food.

19 And I would want to put
20 it out there that our school, our
21 public school in Center City is Ben
22 Franklin, which we can walk up the
23 street there. So I would love to
24 schedule lunch at Ben Franklin,

1 invite all the colleagues there,
2 literally right up the street, and
3 then we can see what type of meals
4 they're providing our students --

5 COUNCILMAN THOMAS: You
6 said, Ben Franklin, not SLA, right?

7 COUNCILMAN YOUNG: Not
8 SLA. I'm going to get there too,
9 right.

10 COUNCILMAN THOMAS:
11 Okay. I just wanted to make sure.

12 COUNCILMAN YOUNG: Ben
13 Franklin. I'm going to get there
14 too, right, because I think that's
15 a perfect segue because I've been
16 getting calls from constituents
17 regarding, you know, we have the
18 colocation of schools, and I think
19 it could be a great model, right,
20 cost-cutting things like that.

21 But when we're at SLA
22 and you're at Ben Franklin, it's
23 two separate worlds in the same
24 building. And so, I guess my first

1 question regarding that is what
2 baselines are set for public
3 schools in this city, right? And I
4 think we all should have the same
5 baselines for each and every
6 school, whether they are a
7 traditional catchment school or a
8 charter school or a special admin
9 school.

10 But do these schools
11 have the same minimum baselines
12 that are necessary to adequately
13 run a school? Because if I talk to
14 the parents, they're going to say,
15 no, they're not the same at all
16 regarding those particular schools.
17 Could you just talk to us about
18 what those basic minimums are that
19 we need to have in our schools to
20 be a successful school?

21 DR. WATLINGTON: Thank
22 you --

23 COUNCILMAN YOUNG: I'm
24 going to say this just to put in

1 context -- I'm sorry,
2 Dr. Watlington. Benjamin Franklin
3 is the public school for folks who
4 live in Logan Square and
5 Rittenhouse Square, right. I don't
6 see any parents from Logan Square
7 or Rittenhouse Square sending their
8 kids to Ben Franklin High School,
9 right. So again, can we talk about
10 some of those baselines?

11 DR. WATLINGTON: The
12 best way I know to answer that
13 question, Councilmember Young, is
14 to share with you that there are
15 baselines, a formula, that's used
16 for the minimum teacher allocation
17 and class size that's governed by
18 the collective bargaining agreement
19 with the Philadelphia Federation of
20 Teachers.

21 There are baselines
22 regarding how we staff schools,
23 whether it's the core teachers,
24 enCORE or special education

1 teachers, climate managers,
2 assistant principals, building
3 engineers, etc. There's also
4 situations where based on unique
5 needs of a school, you'll find some
6 cases where there are more
7 resources provided, partly because
8 the need is greater.

9 And you'll also see in
10 schools like, I think this came up
11 last year or the year before, there
12 are some additional resources in
13 schools like Penn Alexander and the
14 Henry C. Lea School get the
15 University partnership with the
16 University of Pennsylvania.

17 COUNCILMAN YOUNG: Yeah,
18 I understand some of those schools
19 have special relationships with
20 outside partners which is great,
21 right. We need as many of those
22 partnerships as possible. But I
23 had a meeting with some folks from
24 Temple University yesterday. And

1 essentially they said the school
2 district folks -- Temple has so
3 many programs at public schools,
4 but, one, parents don't know about
5 it. And, two, they mentioned that
6 folks got kind of upset at the
7 level of communication that Temple
8 was providing to the school
9 district because it was coming in
10 from so many levels, so you want to
11 centralize that communication
12 process regarding how an outside
13 vendor interacts with the public
14 schools to provide services.

15 So can you talk to us
16 about what's the process for
17 allowing some of those nonprofits,
18 those partners, to become a vendor
19 at the Philadelphia Public School
20 District?

21 DR. WATLINGTON:
22 Certainly, the first thing I would
23 say is that the Board of Education
24 has clear policies relative to our

1 procurement and we follow the state
2 law. So I will yield to President
3 Streater in terms of that piece.

4 But we are bound to follow those
5 policies to the law to the letter.

6 Also, to your point
7 about budgets, Councilmember Young,
8 I do want to note that the
9 district's itemized budget is
10 available on our website and each
11 individual school budget very
12 itemized is available on our
13 website as well. We would be happy
14 to share the links about
15 information. If there are other
16 questions pursuant to any
17 individual schools, we would be
18 very happy to follow up in writing
19 about any of those particular
20 questions.

21 COUNCILMAN YOUNG: The
22 vendor process, are you able to
23 explain, just give us --

24 DR. WATLINGTON:

1 Relative to the vendor process, we
2 follow the law procurement policies
3 within the school district.

4 Certainly for procurements that are
5 in excess of a certain dollar
6 amount, we're required to use a
7 competitive process --

8 COUNCILMAN YOUNG: Not
9 necessarily vendors as far as the
10 school district purchasing
11 services. What I mean is people,
12 organizations, entities actually
13 coming into the school district to
14 provide I guess the services to the
15 students, like afterschool type
16 programming or extracurricular
17 programming, things like that.

18 DR. WATLINGTON: Let me
19 say it this way: One of the things
20 we've learned is under the
21 leadership of our Chief of Staff
22 Sarah Galbally, who oversees the
23 Office of Strategic Partnerships,
24 which is led by Executive Director

1 Ayana Lewis, some schools have a
2 different engagement and
3 communication strategy as they work
4 in a very organic way with
5 grassroots organizations and
6 community members. And some
7 schools do that very directly.
8 Some schools are very timely and
9 quick at returning phone calls.

10 Some schools are more
11 engaged. Some schools are more
12 inwardly focused. But to the
13 Mayor's point three years ago that
14 we ought to be able to draw a
15 circle, Councilmember Young, a
16 three-mile circus -- circle, not
17 circus, but circle around every one
18 of the 250 district-operated
19 schools and be able to map out what
20 are all the community resources and
21 supports that exist right in these
22 communities and figure out how to
23 get them engaged in the schools in
24 a way that benefits our children,

1 it's easier said than done in some
2 places because quite frankly, some
3 schools are so tied to getting the
4 academic process going, they're so
5 tied to doing the day-to-day
6 operations that they don't spend as
7 much time on engagement. And
8 that's why we're investing in the
9 Office of Strategic Partnerships so
10 that we can map out all of these
11 partnership opportunities.

12 Because everywhere I go
13 in the city, I hear about people
14 who want to do more in partnership
15 with the city. And I think part of
16 it is communication, timely
17 communication and follow-up so that
18 we can manage the plethora of help
19 that sometimes schools have shared
20 with them.

21 COUNCILMAN YOUNG: Thank
22 you. I think Dr. Phillips had a
23 great point because I've never been
24 asked to be a part of this mapping

1 process. If you're looking at
2 three miles outside of where the
3 school is, we are engaged -- we get
4 calls from organizations and folks
5 who want to be involved with the
6 schools on a weekly basis.

7 And so, you say that
8 it's difficult, but I think if you
9 engage the District Councilmembers
10 who the parents and the communities
11 hold us accountable, right, they
12 can't vote for the School Board
13 President. They vote for us. They
14 choose us, right. And so, they
15 hold us accountable. And I'm just
16 asking to be a part of that
17 process.

18 If it is a difficult
19 process, maybe that's one that we
20 as City Councilmembers can help
21 make a little bit easier on the
22 district because we're on the
23 ground with these organizations
24 talking to them on a weekly basis.

1 So I just want to throw that out
2 there, I'm more than willing to
3 volunteer my time to help with that
4 process.

5 DR. WATLINGTON: Welcome
6 the opportunity.

7 COUNCILMAN YOUNG: And
8 I'm going to get to my next
9 question --

10 DR. WATLINGTON: I think
11 President Streater was going to add
12 something there as well.

13 COUNCILMAN YOUNG: I'm
14 sorry.

15 MR. STREATER: I just
16 want to level-set. I mean,
17 everything you all are saying makes
18 a lot of sense. I think the Board
19 agrees in principle with all these
20 things. But I do think that we are
21 all marching lockstep in a journey
22 back to local control. And I think
23 that there are probably a lot of
24 things that we used to do or the

1 capacity that we used to have that
2 we've lost throughout the process
3 of not being under local control.

4 So again, I know this
5 Board, I know the Superintendent,
6 we're striving to build a
7 relationship that's in closer
8 lockstep with City Councilmembers,
9 our District Councilmembers, our
10 At-Large Councilmembers. But I
11 just want to posit that and say I
12 didn't see, hear anything that's
13 problematic. But I think the Board
14 of Education is always thinking
15 about not unintentionally putting
16 us back into position where we lost
17 local control, which I think has
18 had deleterious effects on all of
19 this stuff. And I don't want to
20 see us in 20 years starting over
21 again, rebuilding the car that's
22 going a million miles down the road
23 for our children because we can't
24 stop.

1 But that's not to
2 minimize anything you said. That's
3 to affirm it. Also, I think to say
4 that there's an appreciation here
5 for that. We're all relearning the
6 muscle memory that we might have
7 lost after 20 years of not having
8 local control. Thank you.

9 COUNCILMAN YOUNG: Thank
10 you. And just one more question in
11 this round. We have parents here
12 and folks from KIPP North in my
13 district.

14 (Applause.)

15 COUNCILMAN YOUNG: And
16 the City just invested thousands of
17 dollars to do traffic calming
18 around this school. This school
19 absorbed a neighborhood school that
20 was closed by the district and
21 reopened that school to be an asset
22 to that community. And that school
23 was -- the charter was essentially
24 not renewed. And we have other

1 schools in that particular area
2 that have similar or even worse
3 numbers than what this school has.

4 And in light of this,
5 being that that community is
6 probably one of the most challenged
7 parts of my district, particularly
8 looking at that -- I looked at last
9 night the voting numbers in that
10 district, right, you can tell the
11 type of community that is just
12 based on the data.

13 This school went through
14 the pandemic. It opened literally
15 right before the pandemic. And so,
16 most of the students were our
17 students who went to school not in
18 the traditional sense. And so, the
19 data may look one way. But can you
20 explain to us just the rationale on
21 why this particular school was
22 denied its renewal versus some
23 other schools or even talking about
24 some other traditional public

1 schools, like why are they allowed
2 to remain to continue year after
3 year to have these horrible
4 outcomes I'll say, because
5 essentially that's what they are,
6 but allowed to remain open for
7 generations, but this particular
8 school has to close?

9 MR. STREATER: It is our
10 practice and it'd be imprudent of
11 me to speak on an active matter
12 that's an act of litigation. But
13 what I can say, to give context to
14 the process, the school has not
15 been not renewed at this time. The
16 Board has triggered a process under
17 state law, mandated by state law,
18 to trigger a due process where the
19 school will have this opportunity
20 where individuals are under oath,
21 there'll be a hearing officer where
22 the facts, whatever could be
23 mitigated, or facts that are not
24 true will be true and deemed true.

1 And this time next year -- well,
2 not this time next year. After
3 that process is finished, the Board
4 of Education will make a final
5 decision as it relates to
6 nonrenewal.

7 But as it relates to the
8 issue of the school that you
9 mentioned, I would think it would
10 be the service to the school
11 themselves, to the public to opine
12 in this space to that and there's
13 active litigation.

14 COUNCILMAN YOUNG: Thank
15 you. Thank you, Mr. Chair.

16 COUNCILMAN THOMAS: Let
17 me jump in before I go into the
18 finance side. And then after this,
19 we'll recognize Minority Leader
20 Brooks.

21 The Councilman I think
22 asked a quality question. And I
23 think you talked about academic
24 achievement as part of the issue.

1 So when my team did a deep dive
2 into the recommendation that was
3 made around the two institutions
4 that were recommended to be closed,
5 I think part of the concern that we
6 had wasn't necessarily just the
7 decision around them, but we
8 compared in contrast that decision
9 to other White-led institutions,
10 right.

11 I'm not going to
12 sugarcoat around this issue. I've
13 been talking about this issue for
14 some time. And for me, I've always
15 looked at the fact that over 80% of
16 the charter schools have been
17 closed in the City of Philadelphia
18 have been Black-led schools, while
19 Black-led schools only make up 20%
20 of the population.

21 So with that trend being
22 a problem, and we've seen that with
23 the Ballard Spahr report that I
24 want to thank you, Board President

1 Streater and the rest of the school
2 Board, and your leadership for
3 agreeing to work with Council to
4 assure that that report was
5 produced. What we noticed based on
6 this decision was that schools who
7 were allowed to remain open had
8 worse academic achievement than the
9 two schools that were asked to be
10 closed.

11 Now, some schools that
12 were allowed to remain to stay open
13 were White-led institutions. I'm
14 not going to name the institutions.
15 But the conversation right now is
16 about schools that have Black
17 leadership. So if academic
18 progress is the focal point when
19 these decisions are made, why would
20 we give a five-year renewal to
21 schools who did not meet academic
22 standards, but then entertain the
23 idea of not renewing schools that
24 did. Help us understand the

1 thought process behind that
2 decision as it relates to how we
3 got to this point that we're at
4 right now?

5 MR. STREATER: I won't
6 speak on behalf of the Board. The
7 Board this year for the first time
8 since I've been on the Board, in
9 response to advocates if there are
10 two sides to the issue, but I
11 believe everybody wants to support
12 children, have asked the Board to
13 be more transparent about its
14 decision-making.

15 I'll give you an
16 example. In the past, the Board
17 might have discussed all of its
18 renewals in one meeting tucked into
19 an action meeting and then without
20 much opportunity for the
21 conversation to decant into an air
22 raid. But this year, for the first
23 time the Board of Education did it
24 over three meetings. And I believe

1 that the record is ripe with the
2 reasoning, the deliberation and the
3 thoughts and the perspective of
4 Board members as it relates to the
5 decisions that are being made.

6 So I would direct you,
7 Chairman Thomas, and others to the
8 record. But I do believe the Board
9 is laser-focused. We have a policy
10 .003, which governs the Board of
11 Education to focus on student
12 outcomes and ensure that we not
13 just focus on quantity, but also
14 quality as well. So --

15 COUNCILMAN THOMAS: Let
16 me take a step back. Let me give
17 you credit for transparency, right.
18 I want to be clear, I'm not
19 accusing you of not being
20 transparent. I'm not accusing you
21 or the Board of not being willing
22 to meet around this issue to
23 discuss it with stakeholders. I'm
24 not even accusing you of not being

1 open to the idea of change because
2 that would be disingenuous, and I'm
3 not doing that.

4 But at the same time,
5 while giving you credit for all
6 those things we're still sitting
7 here today with the possibility of
8 Black-led institutions being closed
9 while their White counterparts are
10 allowed to stay open. And the
11 decision in a lot of folks' opinion
12 is very subjective. Because it's
13 not clear cut that the Black-led
14 institutions were, I guess you
15 could say, were doing a worse job,
16 just putting it in layman's terms.

17 It's not clear cut that
18 the Black-led institutions were
19 doing a worse job than their White
20 counterparts who were allowed to
21 stay open. So I understand your
22 reasoning, and I'm definitely not
23 accusing you of not being
24 transparent. But when you look at

1 institutionally what's creating
2 these problems, a lot of the things
3 that we talked about around the
4 renewal process is still in
5 existence.

6 And I think when you
7 look at the Charter Office making a
8 recommendation and the Board moving
9 different than what the
10 recommendation from the Charter
11 Office is, it now creates another
12 level of confusion for folks,
13 right. And again, another elephant
14 in the room is that one of the
15 people who testified against a
16 Board member is the leader of one
17 of the institutions that were asked
18 to be closed.

19 So in a lot of folks'
20 mind it's not a coincidence. People
21 feel like it was a retaliatory
22 decision. It has a lot of
23 educators scared to even come down
24 here today to testify because they

1 feel like the Board is going to
2 retaliate if academic leaders
3 communicate in a public capacity
4 things that's not necessarily
5 advantageous to the vision or even
6 in some cases to the character of
7 Board members.

8 So I hear everything
9 you're saying. But I want to give
10 you a platform and an opportunity
11 to respond to some of the things
12 that's been communicated to us
13 around this particular decision
14 around these two institutions.

15 MR. STREATER: I won't
16 speak to the Board member you're
17 referring to because there's active
18 litigation right now in the Court
19 of Common Pleas about this issue.
20 So out of respect for that process,
21 I won't do that. But I would just
22 ask and plead with the public to
23 listen to what the Board has been
24 saying, not just this year but

1 since I've been on the Board, this
2 focus, hard-core focus on student
3 achievement.

4 I would also ask the
5 public to look and review the
6 public meeting that is on our
7 website where Board members for the
8 first time I believe in the
9 history, since I've been on the
10 Board of Education, said exactly
11 what their perspectives were and
12 what their comfort level was and
13 what their energy was around
14 topics.

15 And I don't remember
16 Board members saying things that
17 were contrary to, I believe, our
18 duty under the state law to look at
19 charter schools in the way that
20 they were designed and created to
21 be, to be utilized, improving pupil
22 learning, innovation and things of
23 that nature, and these other things
24 that you've mentioned.

1 Understanding that people's
2 impressions and impact matters. As
3 a Black man, I understand that 100
4 percent.

5 But I would be remiss if
6 I didn't just again redirect
7 everybody to the record, a record
8 that we created being responsive to
9 the needs and of the request of
10 individuals for us to be more
11 public with our reasoning and our
12 perspective as Board members.

13 COUNCILMAN THOMAS:

14 Thank you, Board Chair Streater.
15 And I'll just say, again from the
16 perspective of a lot of folks, it
17 looks very retaliatory. It looks
18 like a person who came down and
19 testified not in favor of the
20 School Board now is suffering the
21 possibility of their institution
22 being closed when they clearly have
23 met standards that institutions who
24 were given five-year renewals did

1 not meet. So I do think that
2 that's something that should
3 continue to be explored.

4 So when we ask the
5 public to go back and listen to the
6 record, I think the public need
7 context. And that context is not a
8 part of the record that you're
9 asking people to go back and listen
10 to. So I wanted to provide that
11 information.

12 Council President, did
13 you want to add anything? I seen
14 the steam coming from your head,
15 Council President.

16 COUNCIL PRESIDENT
17 JOHNSON: I don't have no steam. I
18 just want to get clarification on
19 comparing a school that has a
20 recommendation to be nonrenewal
21 versus the other two schools that
22 received a renewal. Do we have the
23 metrics to compare the two, just
24 for the record?

1 MR. STREATER: We have
2 the ACE reports. But I also want
3 to clear the record, there are
4 other schools in that cohort that
5 were discussed that have not yet
6 agreed to a charter and a renewal.
7 And I will be remiss if I didn't
8 remind the viewing public that, as
9 directed by the Board through me,
10 that if certain schools there might
11 be a moment where the Board has to
12 reconsider other decisions,
13 depending upon the actions of those
14 schools engaging in good faith with
15 the Board of Education around a
16 charter agreement.

17 COUNCILMAN THOMAS: I'll
18 take a moment to give you credit
19 for that, Board President Streater,
20 because I was the one who brought
21 to your attention that a number of
22 the Black-led institutions were
23 concerned around the agreement
24 renewal that was given to them,

1 because again they felt like it was
2 something that was going on whereas
3 though their standard was different
4 than others, and you immediately
5 jumped in and agreed to meet with
6 folks to try to rectify that issue.

7 So, Council President,
8 thank you for that question.

9 And, Board Chair
10 Streater, thank you for
11 entertaining the possibility of
12 discussing the conditions of
13 renewal, specifically looking at
14 institutions who have a catchment
15 zone of a lot of magnet schools.
16 It creates a very high standard for
17 a lot of those institutions to
18 adhere to. So I appreciate that.

19 I want to move over to
20 finance, and then I want to
21 recognize Minority Leader Brooks.

22 On the finance side, to
23 my surprise you communicated that
24 you anticipate getting rid of the

1 deficit by 2029-2030. If that is
2 true, that's probably the best news
3 I've heard in 2025. So please
4 explain to us -- first and
5 foremost, let us know what your
6 fund balance is right now. Let us
7 know any examples you have in rainy
8 day funds as well as labor
9 reserves.

10 And then talk to us a
11 little bit about how do we get to a
12 point where we have no deficit for
13 the School District of Philadelphia
14 by 2029-2030.

15 DR. WATLINGTON: Thank
16 you, Chair Thomas. And I'm joined
17 by CFO Mike Hirschman. I'll make a
18 couple of introductory comments and
19 kick it straight away to him. As
20 you know, Mr. Chairman, the school
21 district received nearly \$1.2
22 billion in COVID-relief funding
23 between the time period that the
24 pandemic hit in March of 2020 and

1 when those dollars sunset in the
2 fall of 2024.

3 Because those federal
4 COVID dollars were married together
5 with state and city dollars in a
6 way where the Board of Education
7 managed them well as good fiscal
8 stewards, strong fiscal stewards,
9 and schools put those dollars to
10 good use, we recognized that we
11 started prepandemic with a \$300
12 million structural deficit. During
13 the time of these COVID dollars, we
14 chose not to pull back and make big
15 cuts because it was not the time to
16 do it. It's the reason why we are
17 driving higher test scores, higher
18 graduation rates and lower dropout
19 rates.

20 However, at some point
21 it's incumbent upon us to eliminate
22 that \$300 million structural
23 deficit. And so, we want to do
24 this in a thoughtful, phased

1 process over the next four to five
2 years to get that structural
3 deficit down to zero.

4 Why? It's simple. If
5 you make \$100 a month, you can't
6 spend \$150 a month. We have to
7 live within our means. Now, the
8 reason we've not made those kind of
9 surgical cuts to date is because
10 we've been driving faster
11 improvement. And it's not lost on
12 me, I can see it clearly every day
13 what President Streater talked
14 about earlier. And decisions that
15 were made years ago while the
16 district was under state control,
17 where the district in historic
18 underfunding is so prevalent that
19 we've not wanted to take those
20 resources back, but over time we
21 can't afford them.

22 So as revenues increase,
23 we'll also be looking at how to
24 trim back on our budgets over time

1 in a way that's strategic and
2 thoughtful and intentional, such
3 that by Fiscal Year 29-30 we can
4 get that structural deficit down to
5 zero. And from thereafter, year
6 over year operate in the black, not
7 in the red.

8 Chief Hirschman, can you
9 speak more to that?

10 MR. HIRSCHMAN: Yes,
11 sir. Good afternoon. For the
12 record, Mike Hirschman, Chief
13 Financial Officer for the School
14 District of Philadelphia.
15 Dr. Watlington covered it well.
16 But to reiterate his point, after
17 decades of unconstitutional state
18 funding and following the end of
19 COVID-19 relief dollars last year,
20 we have a deficit in our budget
21 that looks very similar to where we
22 were before we began to receive
23 COVID-19 relief dollars.

24 Both the Board and the

1 administration are fully committed,
2 as Dr. Watlington shared, to
3 eliminate that deficit in this
4 five-year plan through 2029-30.
5 Right now we stand just over six
6 months before the Board of
7 Education will be adopting a
8 budget. We will have a substantial
9 public engagement effort and will
10 be regularly, publicly updating the
11 community on where we stand in this
12 plan. And in terms of that, we'll
13 continue to develop this plan and
14 share both how we will look at the
15 current budget and the five year
16 plan as a whole, knowing that it's
17 incumbent on all of us to both
18 maximize our revenue and look at
19 the expenditure costs necessary to
20 reach that ultimate goal, which we
21 will achieve, of eliminating that
22 deficit by 29-30.

23 COUNCILMAN THOMAS:

24 What's our current fund balance

1 right now?

2 MR. HIRSCHMAN: Sorry?

3 COUNCILMAN THOMAS:

4 What's our current fund balance
5 right now?

6 MR. HIRSCHMAN: Our
7 current fund balance as of this
8 last June 30 was \$749 million.

9 COUNCILMAN THOMAS: Of
10 the general public and for the
11 people to understand, where is that
12 number on that slide right there,
13 Slide No. 33?

14 MR. HIRSCHMAN: Yes. So
15 it is on the bottom left on this
16 chart here. We see the revenues in
17 dark blue, the expected
18 expenditures in lighter blue, and
19 then the green shows where we are
20 in terms of our annual deficit and
21 the yellow, which is the difference
22 between that light blue and dark
23 blue, and the yellow-orange color
24 shows our current fund balance over

1 time.

2 COUNCILMAN THOMAS:

3 That's the teacher in me, right.

4 So I just want people to understand
5 the context of today's conversation
6 and what we're discussing right
7 now. So the City of Philadelphia,
8 when we do our budget we have
9 what's called a Rainy Day Fund for
10 emergency situations, we have a
11 labor reserve for contract
12 negotiations.

13 For the understanding of
14 everybody listening, does the
15 school district have any of those?

16 MR. HIRSCHMAN: All of
17 that for the district would be
18 within here. There's no separate
19 rainy day fund or negotiations --

20 COUNCILMAN THOMAS: So
21 can you give us the fund balance
22 again? And through the lens of the
23 seat that you have, based on the
24 number that you give us as it

1 relates to the fund balance, how
2 much are you trying to preserve for
3 a rainy day? How much are you
4 trying to archive for contract
5 negotiations?

6 MR. HIRSCHMAN: So I
7 think we'd say that for the rainy
8 day everything is within here.
9 This is a comprehensive look at it.
10 This includes all of those areas
11 and we don't have something outside
12 of here. We're a separate reserve.
13 We need to look at this. We see
14 the estimates of our expenditures
15 here and they are inclusive of
16 everything that we plan to spend.
17 But there is no separate reserve as
18 the city has for that.

19 DR. WATLINGTON: Nor is
20 there, Mr. Chairman, a statutory
21 requirement that I'm aware of in
22 the Commonwealth or policy that
23 requires us to --

24 COUNCILMAN THOMAS:

1 Yeah, I know you're not. I'm just
2 trying to make sure that people
3 understand. So the fund balance is
4 what again?

5 MR. HIRSCHMAN: As of
6 June 30, there is 749.5 million.

7 COUNCILMAN THOMAS: How
8 much of that is earmarked for
9 contract negotiations in your mind?
10 I understand that you don't have a
11 labor reserve. But out of this
12 \$700 million you have -- let me
13 word it this way. You're sitting
14 on \$700 million. They haven't had
15 a contract since August. What's
16 the hold up?

17 You're sitting on 700
18 million. They haven't had a
19 contract since August. We're
20 trying to ask you -- we clearly see
21 you have the money. Now, this is
22 the thing, you had to borrow money
23 from Harrisburg in order to make
24 sure that we could keep the lights

1 on. Harrisburg passed the budget.
2 When Harrisburg passed that budget,
3 do you have to pay back --
4 Harrisburg is going to give you the
5 money back that you borrowed, but
6 do you have to pay interest on it?
7 The interest, I know, is a lot.

8 In the state budget, are
9 they going to cover the interest on
10 the loans or just the loan amount
11 itself?

12 MR. HIRSCHMAN: So to
13 answer each of the questions, so
14 that fund balance of 749 million, I
15 would like to point out that in the
16 current year we are already
17 projecting to use, as the slide
18 says, 45% of that to cover the
19 balance this year of 341 million.
20 This is not an infinite pot. This
21 is not money that we have
22 available. This is slowly
23 dissipating through this year and
24 is the reason that we are required

1 to take action to balance our
2 budget. In terms of --

3 COUNCILMAN THOMAS: So
4 you plan to balance the budget on
5 the back of the principals?

6 MR. HIRSCHMAN: We plan
7 to --

8 COUNCILMAN THOMAS:
9 Because we got to figure this thing
10 out, right. We have a fiscal
11 cliff. And I'm going to let
12 Dr. Watlington go. Then I'm going
13 to pass it to Minority Leader
14 Brooks. And then after that, we
15 can revisit this conversation
16 because it's clearly a certain
17 level of confusion as it relates to
18 where we are. And I mean, not
19 confusion from y'all but confusion
20 from us and the general public.

21 You got dozens of
22 principals that's down here right
23 now who took the day off from work
24 to advocate for a fair contract.

1 Again, these are intelligent people
2 with high level degrees. I'm sure
3 they're not here for nothing. And
4 we haven't really been able to get
5 clarity as it relates to what
6 direction we're going to go in
7 around this particular issue.

8 So I'll let
9 Dr. Watlington respond. Then after
10 that, I want to pass it to Minority
11 Leader Brooks. And then hopefully
12 you guys can give us a clear
13 explanation on what's going on with
14 the CASA Union's contract
15 negotiation.

16 DR. WATLINGTON:
17 Mr. Chairman, the only thing I'd
18 like to say to just add a bit of
19 context, over the next five years
20 as expenditures outpace revenues,
21 largely driven by salaries,
22 benefits, health care and the like,
23 we could spend the fund balance
24 down to zero, which I know

1 President Streater, Vice-President
2 Andrews and the Board members would
3 not allow us to do. But we could
4 spend that fund balance down to
5 zero and still have deficit
6 spending.

7 We have to take some
8 austerity measures over the next
9 five years and at the same time
10 continue to press upon the
11 Commonwealth to implement what the
12 Commonwealth Court ruled about
13 unconstitutional funding. We're
14 being good stewards of the dollars.
15 And this is not us versus them.

16 Certainly, we're
17 sensitive folks who want more
18 librarians, who want more fees to
19 pay for athletic facility use,
20 folks who want more speech language
21 pathologists. We've got to balance
22 our budget. We've got to get our
23 house in order. And so, we're
24 committed to doing that over the

1 next four years, and we're equally
2 committed to reaching an
3 appropriate and well-deserved
4 contract with Teamsters Local 502
5 CASA Union.

6 COUNCILMAN THOMAS: So
7 let me provide context. I want to
8 be clear I definitely don't want to
9 create the perception that it's an
10 us versus them thing or School
11 Board and school leadership versus
12 principals and workers. That's not
13 what I'm saying at all.

14 I know Dr. Dawson is
15 here. I know the work that you do,
16 Dr. Watlington. I do commend you
17 all for the work that you do. But
18 the elders taught us that politics
19 is the allocation of scarce
20 resources, and the key word in that
21 definition is scarce. And it
22 sounds like the district is in a
23 space where you have scarce
24 resources. And I think what we're

1 trying to do is examine if you plan
2 on ending the deficit by 2029-2030,
3 based on the definition of politics
4 and there being scarce resources,
5 it's not enough for everybody,
6 right. So that means somebody has
7 to not get.

8 And I think part of why
9 people are down here today is
10 because they want to make sure in
11 the midst of all these goals,
12 they're not the demographic that
13 essentially doesn't get.

14 Chair recognizes
15 Minority Leader Brooks. And then
16 after Minority Leader Brooks, we'll
17 go to Councilmember -- I don't know
18 who we'll go to. But Minority
19 Leader Brooks.

20 COUNCILWOMAN BROOKS:
21 Thank you so much, Chair.

22 So I'm going to start
23 by -- once again, I don't know if I
24 had a chance to publicly thank the

1 school district for the work it did
2 in my neighborhood when we had the
3 explosion in Nicetown. And seeing
4 Oz Hill and Ms. Fleming being on
5 the scene, being very open to what
6 our community needed in a crisis
7 and allowing the building to stay
8 open for my community to provide
9 resources for each other, I just
10 want to say thank you so much.

11 When I think about that
12 experience, I get very emotional
13 because it was just a time that we
14 were fighting to keep that building
15 open. I know we're not answering
16 any questions about school
17 closures, but as we think about
18 school closures I remember that
19 would have been a building that
20 would not have been available in an
21 emergency situation if it was
22 closed. But I just want to thank
23 you for the awesome work that the
24 entire school district did for

1 keeping our Nicetown community and
2 keeping us whole.

3 So my questions have
4 nothing to do with that. Okay. So
5 across the country, we've seen
6 heartbreaking images of families
7 being ripped apart by ICE. I want
8 to know what policies exist if ICE
9 raids were to happen near a
10 neighborhood school?

11 I -- have the ICE raid
12 reported throughout Philly affected
13 children in the school district --
14 have you heard of any that have
15 been affected in children here in
16 Philadelphia directly?

17 DR. WATLINGTON: Thank
18 you, Councilmember Brooks. Let me
19 just say first that we provided --
20 to date, we have to my knowledge
21 zero incidents with ICE last year
22 or this year. Number two, we
23 provided comprehensive training for
24 school leaders. I've been present

1 for three or four of them myself so
2 I could see it firsthand and be
3 able to tell you without fear of
4 contradiction that it's happening
5 with rosters, with people knowing
6 exactly who's been through it.

7 We also developed an
8 online training and made it
9 required for staff across the
10 school district. Don't have those
11 exact numbers in front of me, but
12 we'll be glad to take that as a
13 homework assignment, so that we
14 know exactly what we're responsible
15 for and how to proceed should we
16 have one of those incidences, which
17 knock on the day as we have not had
18 to date.

19 COUNCILWOMAN BROOKS:
20 Thank you so much for that
21 information. Because over the
22 weekend, Trump stated that he was
23 going to send federal agents and
24 ICE to North Carolina. And this

1 morning I heard on the radio that
2 Charlotte had 2100 children who
3 were absent from school because of
4 the first ICE raids carried out in
5 North Carolina.

6 With the amount of money
7 increasing in the federal budget
8 for ICE and the changes made in
9 local leadership, I think it's a
10 matter of when that happens here in
11 Philadelphia, if not. Is the
12 district prepared to deal with the
13 level of absenteeism due to ICE and
14 do we have an estimate on how many
15 children would be affected if that
16 was to happen?

17 Also, I want to add to
18 that -- you've mentioned this
19 several times to me that you've
20 done training for staff. Has that
21 been overflowed to make sure that
22 the parents understand how the
23 school district is there to protect
24 them in the event of ICE coming to

1 the school or anything like that?

2 DR. WATLINGTON: I'll
3 say three things, Councilmember
4 Brooks. One, there's always an
5 opportunity to continue to
6 communicate. We can't
7 overcommunicate enough on a tough
8 topic like this, particularly in
9 the landscape that we find
10 ourselves in right now.

11 Number two, we're
12 continuing to pay very close
13 attention to what's happening in
14 Charlotte, North Carolina, talked
15 to some colleagues there this
16 morning as a matter of fact as well
17 as other districts like Los Angeles
18 Unified School District and the
19 Chicago Public Schools that have
20 had a different experience than
21 Philadelphia has had to date.

22 And number three,
23 relative to parents, while we've
24 put a number of resources on our

1 websites about local agencies that
2 provide targeted support to
3 families, which is clearly not
4 enough, while we've done that we
5 think there's an opportunity for
6 more ongoing engagement,
7 absolutely.

8 COUNCILWOMAN BROOKS:

9 Thank you so much because you kind
10 of answered my next two questions
11 behind that. My other question is,
12 I've heard of heartbreaking stories
13 about overcrowding. In the
14 Northeast, the population is
15 younger with more immigrant
16 families sending their children to
17 public school. What are the long-
18 term plans to address these
19 demographic shifts to ensure that
20 the school district is meeting the
21 needs for immigrant communities and
22 English language learners in the
23 Northeast?

24 DR. WATLINGTON:

1 Absolutely. We constantly look at
2 our changing demographics to
3 include the fact that more than 162
4 languages are now spoken in the
5 School District of Philadelphia.
6 And I'll just tell you on the
7 record, we don't have the budget to
8 hire enough translators. We don't
9 have enough of the appropriate
10 staffing. And so, we're trying to
11 be very thoughtful under the
12 leadership of Dr. Nathalie Neree,
13 our Chief of Special Education and
14 Diverse Learners and her supervisor
15 Dr. Jermaine Dawson, Deputy
16 Superintendent of Academics, to
17 make the resources go as far as
18 possible.

19 Part of the issue is
20 being sensitive to our diversity
21 and recognizing our diversity as a
22 strength and not where we have to
23 compete against each other and have
24 winners and losers. That's the

1 approach we're taking in the school
2 district. And while we've got a
3 lot of work to do, we're going to
4 keep our foot on the gas there.

5 COUNCILWOMAN BROOKS:

6 And my last line of questioning is
7 around joy in schools. Early this
8 year I held a hearing around joy in
9 schools and we heard directly from
10 parents about the needs of their
11 children and how we can improve the
12 wellness in school. So the demand
13 centered around creating systems,
14 wide standards for bathroom breaks,
15 lunchtime recess and many other
16 things throughout the entire school
17 day. Can you give me an update on
18 where we are with this process?
19 And why is it taking so long to
20 finalize these policies,
21 particularly around bathroom
22 breaks?

23 MR. STREATER: Minority
24 Leader, I'll speak to this because

1 now the policy is in the Board's
2 hands. And I think this is again
3 another moment where we're all
4 learning the muscle memory of local
5 control. Advocates came at our
6 Board meeting in the summer and
7 advocated, and the Board felt
8 persuaded to put the policy back
9 into the Policy committee.

10 In doing so, the Policy
11 committee heard the engagement,
12 also heard the engagement from the
13 district and directed the policy to
14 reflect some of the energy and the
15 points that you just made just now.
16 So that policy I believe is up for
17 a first reading, which means the
18 public will have an opportunity to
19 opine on it tomorrow, I believe.
20 And then I believe there may be
21 another reading. And at that
22 point, the Board will determine
23 whether to put it back in the
24 committee or not.

1 But I do believe,
2 Dr. Watlington, we also have a
3 member of the Policy committee
4 right here, Board member Stern,
5 that there is some work being done
6 on the back end so that all the
7 interest can be best protected and
8 represented. But we do agree that
9 children should be able to use the
10 bathroom as needed. I have two
11 babies myself, so I understand the
12 energy.

13 But with that, Board
14 member Stern --

15 COUNCILMAN THOMAS:
16 Point of information from
17 Councilmember Young.

18 COUNCILMAN YOUNG: Thank
19 you. There was an interview
20 recently with Dr. Watlington with
21 KYW talking about this exact same
22 issue. And to just refresh my
23 memory, just so I'm clear I believe
24 Dr. Watlington said that it

1 shouldn't be a formal policy
2 because we have teachers who are
3 smart enough to be able to figure
4 this stuff out when it comes to
5 kids. So is it going to be a
6 formal policy or should we not have
7 a formal policy regarding this type
8 of issue? Thank you.

9 MR. STREATER: I think
10 Dr. Watlington was speaking to
11 policy versus administrative
12 procedures --

13 DR. WATLINGTON:
14 Correct.

15 MR. STREATER: -- and
16 then vis-à-vis the autonomy of one
17 of the world's most respected and
18 important professions, vocations,
19 teachers, that there should be some
20 level of agency and autonomy, while
21 also the Board through its policy
22 and the district through its inner
23 workings sending a signal that some
24 behavior will not be tolerated. And

1 if that behavior is tolerated,
2 Dr. Watlington and the district
3 will do their due diligence to put
4 individuals through that process,
5 and maybe that could lead to a
6 Board action or a termination, who
7 knows? But I believe that's the
8 energy Dr. Watlington was speaking
9 to but he can speak for himself
10 though.

11 DR. WATLINGTON: That is
12 correct, Mr. President.
13 Councilmember Young, since policy
14 is the purview of the Board of
15 Education, not the Superintendent
16 and staff, our responsibility is
17 implementing administrative
18 procedures and regulations that are
19 pursuant to the Board's policy.

20 It's not my intention as
21 Superintendent to bring forward any
22 recommendation at this time to the
23 Board of Education that it do
24 anything different than what we

1 have in place at the moment.
2 Because, as President Streater
3 said, teachers should have the
4 professional judgment and know
5 their students and know how to
6 manage kids who need to go to the
7 bathroom when they need to. Some
8 kids need to go two times a day.
9 Some need to go 10 times a day, and
10 we should make accommodations for
11 what -- we should know our children
12 and make accommodations for them
13 accordingly.

14 But I think you have a
15 policy member here, Board member
16 Stern. I think she may have had
17 something to add since she's a part
18 of the Policy committee.

19 MS. STERN: I think
20 we --

21 COUNCILMAN THOMAS: I'm
22 sorry. First of all, thank you for
23 your service. Can you just state
24 your name for the record and then

1 you can begin --

2 MS. STERN:

3 Councilmember Thomas, please
4 forgive me. I'm used to testifying
5 at City Council, but not in my
6 current capacity --

7 COUNCILMAN THOMAS: We
8 appreciate you.

9 MS. STERN: -- as a
10 member of the Policy committee.
11 We --

12 COUNCILMAN THOMAS: I
13 just need you to say your name for
14 the record.

15 MS. STERN: My name for
16 the record is Joan Stern and I am a
17 member of the Board of Education.
18 I would like -- and I'm Co-chair of
19 our Policy committee. We did hear
20 public comment from a number of
21 interested parties on this
22 administrative procedures for this
23 policy. And at Dr. Watlington's
24 request, we separated the

1 administrative procedures so that
2 he could take them to various
3 advisory councils that help the
4 Superintendent fashion the
5 appropriate procedural language.

6 We also asked the school
7 district's general counsel to give
8 us some advice on wording that was
9 proposed by certain groups, and
10 we're just waiting to hear all
11 that, get it back. And I believe
12 we plan at the December Board
13 meeting to bring first reading of
14 the policy revisions and
15 administrative procedure revisions
16 for more public comment.

17 COUNCILMAN THOMAS:

18 Thank you --

19 DR. WATLINGTON:

20 Mr. Chair, may I just say pursuant
21 to what Board Member Stern just
22 said, so while the Superintendent
23 and team doesn't plan to bring
24 recommendations to the Board for

1 substantive policy changes, we are
2 working in good faith and in
3 earnest with community members,
4 Lift Every Voice and others about
5 the appropriate language for
6 administrative procedures.

7 COUNCILMAN THOMAS:

8 Thank you. I want to let Minority
9 Leader Brooks finish her line of
10 questioning. And just to provide
11 context on where we are as it
12 relates to this hearing, I know
13 Councilmember Landau had a
14 question. Councilmember Young, did
15 you have -- are you good?

16 COUNCILMAN YOUNG: Yes.

17 COUNCILMAN THOMAS:

18 Councilmember Young had a couple
19 questions. And then we're going to
20 try to move into public comment by
21 2 o'clock for the sake of the
22 stenographer. All right. So
23 Minority Leader Brooks -- oh,
24 Majority Leader Gilmore Richardson

1 is here as well too. So we'll just
2 go in that order: Minority Leader
3 Brooks, Councilmember Landau,
4 Councilmember Young. We'll close
5 out with Leader Gilmore Richardson.

6 COUNCILWOMAN BROOKS:

7 Thank you so much. So my final
8 question, you mentioned Lift Every
9 Voice and their platform. I was
10 wondering what happened or what's
11 going to happen with the Chief Joy
12 Officer, which is a part of their
13 platform as well? Do we know where
14 we are? Is that something that
15 we're moving forward with?

16 And I'm thinking about
17 in the time where we were talking
18 about school closures and the
19 dynamics that that could put on
20 school communities, it has to be
21 somebody's responsibility to make
22 sure that we're looking out for the
23 mental stability of communities and
24 schools. We've seen what school

1 closures have done in the past.

2 And to your own point,
3 the principal don't have time for
4 that. That's not the principal's
5 job solely. So how can we make
6 sure we have the supports to pull
7 together these community
8 organizations and folks that can
9 help the school district center
10 some level of joy and stability in
11 communities? So the Chief Joy
12 Officer is something that's part of
13 their platform and I was just
14 wondering what's the status of
15 that?

16 DR. WATLINGTON: One,
17 we've named joy as a core value in
18 our strategic plan, Board-approved
19 strategic plan one of the five core
20 values. Two, as we've launched
21 Parent Family University, the first
22 significant -- and this is
23 significant -- the first bucket of
24 the four is student attendance and

1 joy under Chief Coppadge and the
2 Deputy Chief's leadership. We are
3 working with families to help to
4 reimagine what will make school
5 more of a joyful place for
6 children, such that they will want
7 to be there 90% of every month.

8 And third, we're taking
9 the position that the
10 Superintendent, the Deputy
11 Superintendents, all of our Chiefs,
12 all of the administrators
13 throughout the district, we all are
14 collectively taking on the
15 responsibility to be chiefs of joy
16 in our respective roles without
17 adding another cabinet position to
18 the administration.

19 COUNCILWOMAN BROOKS:

20 Thank you so much.

21 COUNCILMAN THOMAS:

22 Chair recognizes Councilmember
23 Landau and Councilmember Young.

24 COUNCILWOMAN LANDAU:

1 Thank you. Thank you for being
2 here and answering all of our
3 questions. I wanted to ask more
4 about language access and a budget
5 for translation, for interpretation
6 and translation services. How
7 large of a budget do you have? And
8 how do you utilize it throughout
9 the school district?

10 DR. WATLINGTON:

11 Certainly with 162 different
12 languages spoken, we're able to
13 translate all of our major
14 documents in the district in the 10
15 most popular or the 10 most
16 prevalent languages. I think about
17 recently we had a Parent and
18 Guardian Advisory Council meeting,
19 and there was a parent who was
20 there who speaks Russian who had to
21 bring her own translator with her
22 to be a part of the conversation on
23 that particular meeting. We just
24 don't have the resources. We'll

1 pull the budgets and we can itemize
2 what the spend is currently for
3 translation services.

4 I can promise you, even
5 if we doubled it, I feel confident
6 in saying it still would not be
7 enough simply to make sure that for
8 162 languages with -- we do well
9 with the 10 most prevalent, but
10 with the other 152 it would take a
11 major investment. So we have to be
12 strategic about how when we hire
13 people in key roles without
14 violating any of the laws in terms
15 of quotas, etc., we're trying to be
16 thoughtful about how we hire people
17 who have multilingual abilities
18 because we think that's a
19 superpower.

20 COUNCILWOMAN LANDAU:
21 It's quite a skill set, isn't it.
22 It's just a resume enhancer. There
23 is absolutely no violations of DEI
24 policies in any way to hire

1 somebody who can speak multiple
2 languages. In fact, it's a gift.
3 And for all the students out there,
4 it will potentially help you get a
5 new or better job.

6 I also wanted to ask you
7 about Policy 252, and it's
8 enforcement throughout the school
9 district. How are you educating
10 all adults in all schools about
11 Policy 252 as well as the students?

12 DR. WATLINGTON: Do you
13 want to speak to that from the
14 policy perspective -- we're
15 affirming across the district at
16 the 10,000 foot level and at the
17 granular level in schools that we
18 affirm all of our young people, we
19 affirm diversity in all its
20 manifestations, and we absolutely
21 expect every student and staff
22 member and their families to be
23 treated with the respect that they
24 absolutely deserve.

1 COUNCILWOMAN LANDAU: I
2 appreciate your answer. I also
3 want you to know if you saw me
4 surprisingly quiet today, it's
5 because I understand you guys are
6 being surprisingly quiet today as
7 to not put details in public and
8 would love to follow up with you in
9 another conversation. Thank you.

10 DR. WATLINGTON: Happy
11 to do so.

12 COUNCILWOMAN GILMORE
13 RICHARDSON: Thank you very much,
14 Councilmember Landau.

15 The Chair now recognizes
16 Councilmember Young.

17 COUNCILMAN YOUNG: Thank
18 you, Madam Leader.

19 Question about just I
20 guess academic standards. So we
21 have a school in my district,
22 Carver, and within a few blocks
23 from Carver -- E&S is one of the
24 best schools in the country, right.

1 One of literally -- that was the
2 other day, amazing STEM program
3 that was just funded there. It's
4 an amazing program. And Carver has
5 the ability to take in some
6 students from surrounding schools,
7 i.e., particularly Dunbar and
8 Duckrey, which are other public
9 schools that surround Temple
10 University, to bring them in to
11 teach the middle schoolers, 7th and
12 8th graders, particularly 8th
13 graders, Algebra 1, right.

14 And we all know Algebra
15 1, that's the marker for success
16 for some of our students. And so,
17 what are we doing -- and I went to
18 a charter school in our district
19 here in Center City. I would talk
20 to the 9th graders. They were
21 doing fractions in 9th grade,
22 fractions, right.

23 So what are we doing to
24 get our kids really ready for the

1 real world and preparing them for
2 the real, you know, type of
3 education that they really need to
4 succeed, right? Because if I have
5 Carver, which is one of the best
6 schools in the country in my
7 district, surrounded by Dunbar and
8 Duckrey which are some of the worst
9 schools in my district, but they're
10 allowed, they have the ability to
11 come and teach those students who
12 are already Algebra 1, what is the
13 district doing to provide those
14 resources to allow that to happen
15 when that type of education can't
16 be achieved at their traditional
17 school?

18 MR. STREATER: First, I
19 think that that is one of the
20 questions that gets me the most
21 excited and appreciate that
22 question, because that to me, that
23 work is our core work. I believe
24 we affirm, obviously we should

1 affirm the existence of our
2 children. We should do all these
3 social and emotional supports. But
4 if children graduate and have to
5 take remedial courses, drop out of
6 college, can't become a welder or
7 can't do the things that you've
8 mentioned, we believe we failed.
9 The Board of Education does.

10 So I wanted to start
11 this answer off with our role and
12 the goals and guardrails and Policy
13 003 is the answer to that, that we
14 believe that we should use every
15 tool in our toolkit on the charter
16 side and the district side to move
17 the needle on academic achievement.

18 On the charter side,
19 unfortunately we don't have a lot
20 of tools under the law, right. On
21 the district side, our major tool
22 is Dr. Watlington. And it's my
23 understanding that he is doing the
24 work to ensure that some of our

1 schools that have opportunities for
2 growth will grow.

3 So I'll give you an
4 example. For math this year, we
5 had a heat map of the City of
6 Philadelphia. And one would assume
7 that certain neighborhoods, your
8 district, other districts, would
9 have had yellow circles or red
10 circles for no growth or negative
11 growth, but we saw growth across
12 the whole city as it relates to
13 student achievement. And I believe
14 that's the work that the Board of
15 Education does when it monitors
16 goals and guardrails once a month.
17 We put the data out there and we
18 use the tools we have.

19 Unfortunately, under the
20 law the tools for us is not to
21 close a neighborhood school for
22 academics, right. But our tool is
23 to ensure that we hire a
24 superintendent who's laser-focused

1 on ensuring that he empowers,
2 increases the system that creates
3 the opportunities for academic
4 achievement in our district
5 schools.

6 And I believe on the
7 charter side Project Rise I believe
8 is also that way for the Board of
9 Education. What tools do we have
10 to incentivize and persuade those
11 who have a whole lot of
12 independence to also do the things
13 you just mentioned as well. And
14 that's our theory of change. So I
15 just wanted to put that there. So
16 people say, what is the Board
17 doing. Academic achievement is the
18 North Star, and it's the one thing
19 you can't fake. That's why we do
20 focus so much on data.

21 Dr. Watlington.

22 DR. WATLINGTON: Thank
23 you. Councilmember Young, I'd say
24 two things. One, I do think the

1 fact that our district and three
2 out of the four of the Nation's
3 Report Card areas, the fact that
4 we're making faster progress,
5 outpacing the Commonwealth of
6 Pennsylvania and other like-
7 situated big urban districts across
8 the country is significant, but it
9 doesn't answer the problem for an
10 underperforming school that's in
11 your district that has not closed
12 gaps. We hear you loud and clear.

13 One of the things I
14 might suggest, sir, is that similar
15 to how Councilmember Jones has his
16 7:00 a.m. roll call and he's
17 invited me and principals and
18 Deputy Superintendents and others
19 to be a part of, we'd be happy at
20 your invitation or if you'd like us
21 to extend an invitation, we'd be
22 happy to convene -- Deputy
23 Superintendent Dr. Dawson and I
24 will be happy to convene the

1 respective Learning Network,
2 Assistant Superintendents who are
3 in your Councilmanic District and
4 the principals for a conversation
5 about how we work together to drive
6 faster improvement, particularly in
7 the most underperforming schools.
8 I think you've hit a very important
9 point there, sir.

10 COUNCILMAN YOUNG: I'd
11 be more than happy to participate
12 in those types of meetings just to
13 get that perspective. I'm just
14 curious on how do we get to that
15 point. I mean, I know it's years
16 of just stuff happening. But for
17 9th graders to be doing fractions,
18 they're just way behind, way
19 behind. And I think we really need
20 to be more focused on putting the
21 resources necessary to get our
22 students ready.

23 And I'm excited about
24 the Extended Day, Extended Year,

1 right, because then that allows us
2 to provide those resources to those
3 kids. And one thing we had when I
4 was in school -- of course, I went
5 to a private school. We were
6 mandated to do extracurricular
7 activities. It was mandated. We
8 could not graduate unless we did
9 extracurriculars. We had to play
10 sports. We had to go through these
11 clubs. We had to do these things
12 in order to graduate.

13 And if we see that our
14 young people are after school
15 committing, you know, getting into
16 things that young people get into
17 in the city, why are we not
18 mandating that they participate in
19 these extracurricular activities in
20 order for them to move on from our
21 school district?

22 DR. WATLINGTON: The
23 short answer, Councilmember Young,
24 is that we are laser, laser, laser-

1 like focused on three things:
2 First, not opposed to
3 extracurriculars because we think
4 it helps build the whole child. It
5 helps to extend what we learn in
6 the classroom. But the research is
7 crystal clear. The number one
8 thing that the Board needs to hold
9 me accountable for is to getting
10 the best, highly effective, highly
11 qualified and stable teachers into
12 the classroom.

13 Number two, the same
14 true for principals. And number
15 three, to make sure that the
16 instructional materials that are in
17 that school are the absolute very
18 best reading, math and science
19 materials that we can find between
20 the Atlantic and Pacific Oceans.
21 And the other side of that is when
22 the teacher teaches, when you get
23 highly-qualified, well-supported
24 and stable teachers in schools

1 across the board, recognizing that
2 there's a 71% decline in the people
3 coming out of Pennsylvania
4 universities, public or private, to
5 be a teacher, when we get highly-
6 qualified teachers and very high-
7 quality instructional materials in
8 reading, math and science in the
9 classroom, the number one thing
10 that our budget should focus on if
11 we're going to move the needle is
12 how strong that core instruction is
13 during that class period.

14 Because when we do it
15 really well, the MTSS, Multi-Tier
16 Student Support system says the
17 gold standard is to teach the
18 material to the point that 80% of
19 children, poor kids, middle class,
20 wealthy kids, rich kids, 80% of the
21 children master the material. And
22 then you don't have to spend as
23 much money downstream on tutors and
24 mentors and lots of other Tier 2

1 and Tier 3 supports. They're all
2 important. But we've got to get to
3 the point where the instruction is
4 so good during that class during
5 the day -- we're so effective,
6 excuse me, so it's so effectively
7 done that children master the
8 material. So that's why we focus
9 first on those three areas.

10 And you'll see our
11 investments in our budget around
12 those three things first consistent
13 with the research. But you're not
14 wrong. Extracurricular access is
15 really important.

16 MR. STREATER:
17 Councilmember Young, briefly I want
18 to say I appreciate your energy.
19 And I can't wait for this. I'll
20 give you a quick anecdote. I did a
21 town hall with some parents about
22 50 to 60 parents. And a Black
23 mother asked me, why are you also
24 focused on outcomes. These

1 children have this barrier, these
2 children have that barrier.

3 And this is what I said
4 to her, "Our children can't wait
5 another 400 years. I feel that
6 energy from you. I believe our
7 Board has that energy as it relates
8 to the many types of students we
9 service. And I think the Board's
10 laser-focused on outcomes, I think
11 is guided by our babies can't wait
12 another 400 years."

13 So I'm going to tell you
14 there's a sense of urgency with
15 this Board of Education to ensure
16 not only our children are affirmed,
17 our guardrails, which are anti-
18 racist practices, extracurriculars,
19 are honored to the extent that we
20 can under the law until we're
21 funded, but we want to ensure that
22 all babies can learn and do what we
23 can to ensure that those babies get
24 the resources that they deserve,

1 that you discussed so you don't
2 have students in your district,
3 having the same conversation in 10
4 years.

5 COUNCILMAN YOUNG: Thank
6 you. And just for the record, I
7 want to make note that I did go to
8 public school. I went to a
9 traditional neighborhood public
10 school, I went to a special admin
11 public school, and then I went to a
12 private school, right. So I just
13 want to put that on the record.

14 Last question I have is
15 regarding budgeting. Councilmember
16 Thomas talked about this deficit.
17 It was reported that when the
18 district went to a zero-based
19 budgeting method, the district was
20 able to save some money in certain
21 areas. I just would ask if the
22 district has been looking to go to
23 a zero-based budgeting method for
24 its entire budget in order to

1 figure out how to save some money,
2 cut costs and things like that?

3 DR. WATLINGTON: Thank
4 you, Councilmember Young. We're
5 currently in a modified zero-based
6 budgeting process in our \$4.5
7 billion budget, and we'll continue
8 to grow that work.

9 MR. STREATER: And for
10 the record, because again they're
11 all our children, one of the things
12 that keep me up at night are not
13 just about outcomes, but also what
14 is the financial situation of
15 charter schools. So those who
16 don't know when the Board -- when
17 the district tightens its belt, the
18 year after the per pupil charter
19 payments are going to go down as
20 well. That makes me worry.
21 Understand, there's some schools
22 that may have a few days of money
23 on hand and things like that.

24 So just for the record,

1 to show and those who are
2 listening, I'm hoping that the
3 charter schools are also following
4 the lead of the School District of
5 Philadelphia to prepare for lean
6 times that are coming. Because
7 when it rains on the just, it rains
8 on the just.

9 MS. STERN: One thing
10 about finance matters,
11 Mr. Chairman. I was the public
12 finance bond counsel for the School
13 District of Philadelphia from the
14 time I graduated from law school
15 for 50 years, so I can remember
16 when the School District of
17 Philadelphia had no market access
18 at all. We didn't even have a
19 credit rating. And I became an
20 experienced bond counsel and
21 drafted quite a bit of legislation
22 for the school district when
23 Dr. Clayton was appointed
24 superintendent.

1 When we came to the
2 conclusion that it was important
3 for us to eliminate our structural
4 deficit, because we had received so
5 much COVID funding from the federal
6 government we were able by saving
7 and scrimping to accumulate a fund
8 balance. We contributed \$300
9 million of that fund balance to our
10 operating budget this year, Fiscal
11 Year beginning July 1 of 2025 and
12 ending June 30 of 2026.

13 This body, you, the City
14 Council, did your job. You
15 authorized our taxes well before
16 the beginning of the fiscal year.
17 You appropriated our grant money.
18 The Mayor delivered her budget on
19 time. The Governor delivered his
20 proposed budget on time. The
21 legislature in Harrisburg did not
22 enact a General Appropriations Act
23 until last week, so we received not
24 one penny from the state beginning

1 June of 2025.

2 COUNCILMAN THOMAS: So
3 that leads to my next line of
4 questioning. So let me ask this
5 because I asked Mike to come in and
6 specifically looking at that point
7 right there, when we were talking
8 about the finances earlier, right,
9 how much money total did we borrow
10 from the school district, because I
11 started this down this lane -- I
12 mean, I'm sorry. How much money
13 did we borrow total because the
14 state didn't have a budget? And
15 how much are we on the hook for
16 paying back, including the
17 interest?

18 Because, Mike, when we
19 did our finance meeting maybe in
20 August or September, you told me
21 the number was about \$1.5 billion.
22 But at that time, we were told that
23 the state would only give us the
24 money back that we borrowed and we

1 would have to absorb the interest
2 on our own.

3 Can you give us those
4 numbers? How much did we borrow?
5 And based on the budget, how much
6 does the district have to pay back
7 both the loan amount as well as the
8 interest?

9 MS. STERN: We did not
10 borrow it from Harrisburg. We
11 borrowed it from two banks. And we
12 borrowed it in the form of a draw-
13 down loan. Mr. Hirschman can give
14 to the Council exactly what we
15 borrowed and when we have to pay
16 that. The state has not enacted
17 any legislation that will reimburse
18 us for the interest cost we have
19 incurred. We still have not
20 received any cash from the
21 Commonwealth, including the cash
22 from the unfrozen federal funds
23 that the state received because it
24 had no appropriation power to pay

1 us.

2 So I do want this body
3 to understand you all did your job
4 on time. The Mayor and the
5 Governor did their jobs on time.
6 We can debate in private which
7 House of the Legislature we think
8 did its job on time, but we're
9 still waiting for our cash. When
10 we adopted a resolution asking to
11 eliminate our structural deficit,
12 we assumed that everybody would
13 abide by the rules of the
14 Pennsylvania Constitution and that
15 we would have a General
16 Appropriations Act on July 1st or
17 very close to July 1st, not still
18 be looking for our cash in
19 November. So as someone who is
20 also involved in financial advocacy
21 for the school district, I'm asking
22 Council to help us keep to the
23 correct schedule every year. Thank
24 you.

1 COUNCILMAN THOMAS:

2 Thank you. Thank you for your
3 testimony and thank you for your
4 service. Very much appreciated.

5 MR. HIRSCHMAN: Good
6 afternoon. Again for the record,
7 Mike Hirschman, Chief Financial
8 Officer for the district. To your
9 direct question, on September 11
10 the Board of Education authorized
11 \$1.55 billion in a not-to-exceed
12 amount for the district to borrow
13 through tax and revenue
14 anticipation notes.

15 Through mid-November,
16 the district did not receive total
17 funds from the state that we would
18 have received about \$800 million,
19 and that required us to borrow
20 about 700 million of that 1.55
21 billion. We anticipated at the
22 beginning of this when we were
23 first authorized on September 11th,
24 that that would come in an interest

1 cost of just under \$15 million --

2 COUNCILMAN THOMAS: 15
3 million on the 1.55 billion?

4 MR. HIRSCHMAN: Yes.

5 For the time that we need to borrow
6 it. The payback timeline is that
7 all the money is finally due on
8 April 1st, but we're required to
9 deposit one-third of it into
10 accounts on February 1st, a second
11 on March 1st, and then the final
12 amount on April 1st.

13 Because we were not
14 required to borrow the full amount
15 of the 1.55 billion, that 15
16 million in interest will come down
17 some, but we're still looking at
18 daily cash flow and if any
19 additional borrowing will be
20 required on December 1st as a
21 result of this.

22 As Board member Stern
23 noted in the General Appropriations
24 Act or the legislations that the

1 state passed, there's no provision
2 to repay any school districts or
3 other entities the interest that
4 they incurred to borrow during the
5 impasse.

6 COUNCILMAN THOMAS:

7 That's very disappointing. So the
8 15 million in interest that you
9 anticipated from the 1.55 billion,
10 how much do you estimate we'll be
11 paying back in interest out of the
12 15 million you thought, because
13 thank God we don't have to use the
14 whole 1.55? Hopefully, you don't
15 have to touch any more than the 700
16 million that you already did.

17 But based on the 700
18 million that you touched, how much
19 do we anticipate in interest being
20 paid back out of that?

21 MR. HIRSCHMAN: So we
22 will get you a final number. But
23 based on where we were, it will be
24 approximately half of that.

1 COUNCILMAN THOMAS: Wow,
2 that hurts. All right. We're
3 ready to close out today's
4 conversation.

5 I want to first
6 acknowledge that Councilmember Nina
7 Ahmad is present. Thank you,
8 Councilmember Ahmad.

9 Councilmember Majority
10 Leader Gilmore Richardson is our
11 last person for today. So after
12 Majority Leader Gilmore Richardson,
13 then we'll move into public comment
14 and we will try to close out our
15 conversation today.

16 Majority Leader.

17 COUNCILWOMAN GILMORE
18 RICHARDSON: Thank you so much,
19 Mr. Chair. Thank you for this
20 opportunity. And I apologize in
21 advance for missing the
22 presentation that I will go back
23 and watch at night, like I
24 typically do all the hearings.

1 So I apologize in
2 advance if any of these questions
3 were already asked. But I wanted
4 to first start with a thank you to
5 you, Dr. Watlington, and to Board
6 Chair Streater and to everyone over
7 at the district, particularly
8 Dr. Dawson and so many of you that
9 we work with.

10 I wanted to first start
11 by saying thank you for leveling.
12 I think it's been working this
13 school year. We haven't heard any
14 complaints. So very appreciative
15 of that. And also, thank you to
16 you and also the PFT for working
17 with us regarding the \$500,000 we
18 were able to secure in the budget
19 to pay for the required teaching
20 certifications for the CTE
21 teachers.

22 Just wanted to know if
23 you all could provide an update on
24 the number of teachers that have

1 been enrolled in the program thus
2 far and how many additional
3 teachers were looking to enroll in
4 that opportunity. And if the
5 \$500,000 that has been allocated
6 currently from FY26 fully funds the
7 program and what we need to do
8 moving forward.

9 And then just to get it
10 in because I know we're pressed for
11 time, I think you all completed an
12 audit of the CTE programs within
13 the last year. And so, if that has
14 been finalized, if we could receive
15 a copy of the results, that would
16 be helpful. And if you could also
17 share the status of all of your
18 contracts with each of your unions
19 for all of the unions for the
20 district.

21 And my last question
22 obviously will be in response to
23 the questions and responses that we
24 received from you all regarding

1 questions we had back in April for
2 the hearing. I have to register my
3 continued concern around enrollment
4 management and how the facilities
5 process will play a role in the
6 enrollment management process as it
7 relates to the catchment areas. So
8 I wanted to also put that on the
9 record, particularly with the new
10 special admission process.

11 You know my concern.
12 You already know where I'm going,
13 Philadelphia High School for Girls.
14 Because relative to being able to
15 accept students and accept a
16 certain amount of students for your
17 school, I don't know if that's
18 being capped which would then limit
19 their ability to have a larger
20 increase in enrollment, which would
21 then lead to not having to realize
22 the projected changes that were
23 shared with us and the responses
24 that you all gave. So I wanted to

1 try to get all of that on the
2 record. I will submit the
3 additional questions for written
4 reply. But I wanted to at least
5 put that on the record so we can
6 discuss that here today. And
7 finally, thank you to Laurel who's
8 on maternity leave and Chris.

9 DR. WATLINGTON: Thank
10 you, Majority Leader Gilmore
11 Richardson. Let me just quickly
12 say relative to your point about
13 enrollment management and special
14 admits, etc., we've kept our
15 commitment. We've worked very
16 closely with the Philadelphia High
17 School for Girls and a very fine
18 new principal Ms. KaTiedra Argro,
19 who is building that enrollment.
20 She's been out all over this city
21 recruiting like I just have not
22 seen in my tenure here. So I just
23 want to commend her for that.

24 And certainly, we did

1 share with Chair Thomas and the
2 Council that while we successfully
3 resolved the collective bargaining
4 agreement with the Philadelphia
5 Federation of Teachers, the PFT and
6 our School Police Officers Union,
7 we are absolutely optimistic in the
8 near term doing the same with
9 Teamsters Local 502 under the
10 leadership of Dr. Robin Cooper.

11 I will ask Dr. Dawson to
12 speak because his team is doing
13 some fantastic work related to that
14 \$500,000 that Council appropriated
15 to help us with our CTE teacher
16 credentialing. And he can also tell
17 you about two audits that we
18 finalized relative to CTE career
19 technical education and how we're
20 going to use that.

21 Dr. Dawson.

22 COUNCILWOMAN GILMORE

23 RICHARDSON: Just really quick,
24 Dr. Watlington, I wanted to state

1 that I think the overarching
2 concern for enrollment is relative
3 to meaning you all are not capping
4 any school's ability to accept over
5 a certain amount of students,
6 right? There's no cap on the
7 amount of students that can be
8 accepted at a special admit,
9 correct?

10 DR. WATLINGTON: Well,
11 we want to be careful that we don't
12 overenroll the capacity of the
13 school, such like we've
14 historically had that problem.
15 Although Lincoln is not a special
16 admit, they've had kids come there
17 for special things. And so, we
18 don't want to go over what the
19 capacity of the school numbers are.
20 And we do projections every year
21 for schools so that we can allocate
22 teaching staff such that we don't
23 have to go down that road of
24 leveling anymore.

1 COUNCILWOMAN GILMORE

2 RICHARDSON: Right. And I think
3 the question is more so around I
4 remember one year when I was
5 visiting with the girls, there was
6 only 85 students who were accepted
7 who chose to attend Girls' High for
8 that particular year. So then you
9 have an incoming class of 85
10 students. But as an example if
11 they're able to accept, I don't
12 know, 300 or 400, you understand
13 what I'm saying, so when you have
14 the final number of folks, you have
15 an actual class, a larger class of
16 students which would then help with
17 their projections for teachers. I
18 think that's how we kind of got to
19 this process.

20 And I also had heard,
21 and I don't know if this is true,
22 that a school that I attended
23 Masterman, they're only 10% Black;
24 is that true?

1 DR. WATLINGTON: I don't
2 have the demographics in front of
3 me for the Julia R. Masterman
4 School, but I can pull that for
5 you.

6 COUNCILWOMAN GILMORE

7 RICHARDSON: And I'm hosting the
8 students in Council this week, but
9 I just recently heard that. And
10 I'm like, wait a minute, that is
11 completely off because when I went
12 to Masterman, it was much more
13 diverse than that.

14 DR. WATLINGTON: I
15 understand the spirit of your
16 question. I'll be sure to reply in
17 our written response to Council.
18 Let me just say, long story short I
19 believe Principal Argro's
20 expectation is to recruit to the
21 extent so that she can fill every
22 seat, every available seat, and
23 we're going to support her 100% and
24 other principals in that regard.

1 COUNCILMAN THOMAS:

2 Dr. Watlington, let me jump in
3 there. My son is in 8th grade
4 right now. I am currently going
5 through the process as it relates
6 to special admission schools. I
7 just want to make sure I echo the
8 sentiments of Majority Leader
9 Gilmore Richardson, specifically
10 looking at clarity because the
11 process isn't necessarily clear.

12 You're limited to how
13 many schools you can apply for. As
14 a parent it's somewhat --

15 DR. WATLINGTON: Five.

16 COUNCILMAN THOMAS: I
17 want more than five, right. That's
18 just me as a parent. I don't know
19 if I like Parkway, Center City or
20 whatever. You know, we're
21 entertaining a lot of options. So
22 the limit as to five is definitely
23 problematic. But I think the
24 concern that I'm listening from

1 Councilmember Gilmore Richardson,
2 because I also put on my PIAA
3 District 12 hat on there, we need
4 clarity, right.

5 So when you provide
6 clarity as it relates to the
7 percentage of Black students --
8 first of all, please don't do that
9 just for Masterman, right. We want
10 to see that reflective of all of
11 the magnet schools. Because if I
12 remember correctly, you all changed
13 the process of admissions and you
14 took some of that autonomy away
15 from principals because you were
16 concerned about the process. And
17 now a couple years later, while
18 well-intended in a decision that
19 you made, we've seen that that
20 decision has disproportionately
21 impacted students of color.

22 And so, based on the
23 seat that I'm sitting in, not just
24 as the Chair of the Education

1 Committee but as the father of an
2 8th grader, and I'll brag about my
3 son, he gets all A's, right.

4 That's not even me. I would never
5 ask my child to do that. That's a
6 tough standard. That's the standard
7 he created for himself. And now
8 that he's in a position to be able
9 to choose a high school, he's
10 limited to only five schools.

11 Now, if I decide to go
12 choose a school that's not a
13 comprehensive school or a magnet
14 school, part of our decision will
15 be because we were only able to
16 choose from five schools. Now, I
17 went to the high school Vare. I
18 coached high school basketball.
19 I've been in a lot of spaces. And
20 it's very hard for us to limit our
21 choice down to five schools.

22 So when you get back to
23 Councilmember Gilmore Richardson
24 around the demographic information

1 for our magnet schools, please also
2 provide clarity as it relates to
3 where we are in the process of
4 special admission schools and if
5 this new policy has put us in a
6 position where we've seen some
7 unintended or ill-advised
8 consequences. I want to --

9 DR. WATLINGTON: May I
10 respond real quick, Mr. Chair?

11 COUNCILMAN THOMAS:
12 Okay.

13 DR. WATLINGTON: The
14 reason, it's not so much about
15 limiting choice for our young
16 people and their families.
17 Remember, three years ago we had
18 huge concerns coming to President
19 Streater, the Board of Education,
20 about not just the lottery that was
21 implemented under the previous
22 administration --

23 COUNCILMAN THOMAS: So I
24 apologize. Let me put that on the

1 record. It was not you. It was
2 the previous administration so I
3 apologize for that.

4 DR. WATLINGTON: But I
5 want to be clear. I believe
6 Dr. William Hite, Jr. and the team
7 did the right thing. I want to be
8 really clear. Two, once we got an
9 external audit, and we didn't want
10 our people to do it, we didn't want
11 our very fine research and
12 accountability department led by
13 Dr. Tonya Wolf to do it, we wanted
14 to get a reputable national
15 standing organization. And
16 ultimately, Accenture is the group
17 that came in and did an audit of
18 our school selection process to ask
19 the question, one, are we doing
20 what we say we're going to do; two,
21 are we doing it with integrity and
22 fidelity.

23 And one of the things
24 they told us, one of the problems

1 with filling our seats is that we
2 didn't have the best system, and
3 the best systems in the country
4 like we found in Washington, D.C.,
5 and New Orleans was a rank order
6 system. So we procured a new
7 system that will allow families to
8 rank order their choices 1 through
9 5. And once people have a chance
10 to rank order their choices, it
11 makes it easier for us to fill
12 those seats without you running the
13 lottery and then you've got a whole
14 bunch of movement. And before you
15 know it, folks didn't get in
16 anywhere and they're off to some
17 non-district opportunity. And so,
18 we're trying to solve for that
19 problem.

20 COUNCILMAN THOMAS: We
21 look forward to that in writing.

22 I want to let the
23 Majority Leader close out her time
24 so we can move forward.

1 DR. WATLINGTON:

2 Mr. Chairman, did you want
3 Dr. Dawson to speak to CTE
4 questions or would you like that on
5 the record?

6 COUNCILMAN THOMAS: Yes,
7 that's the next phase. So we'll
8 hold off the special admission
9 conversation and we'll make that to
10 be continued, because I think we
11 need to do a deeper dive than what
12 the level of fatigue will allow us
13 to do today right now.

14 Majority Leader, I'm
15 sorry, back to you.

16 COUNCILWOMAN GILMORE
17 RICHARDSON: Yes. I put the CTE
18 questions on the record.

19 DR. DAWSON: First of
20 all, we would like to thank you to
21 the City Council, particularly to
22 you, Majority Leader Gilmore
23 Richardson, for your partnership.
24 Our CTE teachers have said to us

1 and recognize that there is a
2 hardship for many of them trying to
3 get that certification. And for
4 you and the entire council to vote
5 to give us those funds really will
6 make a difference for many of our
7 teachers.

8 To specifically answer
9 the question, in the fall we have
10 25 of those CTE teachers who are
11 already registered at Temple and
12 there is open enrollment right now
13 for the spring semester for
14 additional teachers, CTE teachers
15 to be a part of that program. We
16 are already hearing from our CTE
17 teachers that is going to make a
18 huge difference to keep them in the
19 district, so they do not have to
20 leave and go to another surrounding
21 district or to another profession,
22 that they can stay right here in
23 the classrooms working with our
24 students, which is what they love

1 and what they want to do. And so,
2 we want to thank you and all the
3 work that you've done there.

4 In partnership with
5 that, our Superintendent has given
6 us guidance to really revamp our
7 CTE programming. And so, we went
8 out and received an audit from the
9 SREB, which is the Southern
10 Regional Educational Board, to
11 really look at our programming, to
12 really tell us what's working,
13 what's not working in our programs,
14 and we've done that through their
15 programs to revamp our programs in
16 our CTE over the last three years.

17 The second audit that
18 we've done now, now that we have
19 these robust programs in place and
20 we're really looking at supporting
21 our teachers and providing that
22 right type of professional
23 development in a partnership with
24 one of our philanthropic partners.

1 We looked at a program to audit the
2 CTE programs that we offer in
3 alignment with the City of
4 Philadelphia and what the labor
5 market is saying what the needs
6 are.

7 And so, because of that
8 audit, we are now going through to
9 look at every single CTE pathway
10 program that we're offering and how
11 we can revamp to make sure that, as
12 our Superintendent is expecting of
13 us, that we get our students in
14 jobs that are high-demand, high-
15 wage jobs. And through this
16 partnership with you and with our
17 CTE teachers getting that
18 certification, we will be able to
19 realign and get more of our
20 students into those pathways into
21 carpentry programs, into the
22 building trades, if you will, and
23 other interests of what our city is
24 saying that we need.

1 COUNCILWOMAN GILMORE

2 RICHARDSON: That'll be great. And
3 I'm glad that you all are looking
4 at the high demand occupation list
5 that we typically utilize through
6 the Commonwealth of Pennsylvania to
7 see the careers in demand, not just
8 here but across our region.

9 And the second part of
10 that question is relative to
11 additional allocation. Meaning,
12 has all the dollars been spent for
13 the CTE teachers with the 25 who
14 are already enrolled? And what do
15 we need to potentially be prepared
16 to do during this budget process?
17 That was the ask.

18 DR. DAWSON: So those
19 funds are right now being utilized.
20 We just did the enrollment for the
21 fall. In the spring, we can come
22 back and give you an update. Once
23 we get the application window
24 closes and Temple University gives

1 us the number of individuals, then
2 we can give you a true summary of
3 the allocation of those funds based
4 off the enrollment of those CTE
5 teachers from the fall and those
6 who are currently enrolling right
7 now for the spring.

8 COUNCILWOMAN GILMORE

9 RICHARDSON: Okay. That'll be
10 great, because we want to continue
11 to support that effort and that
12 work. And, Dr. Watlington, thank
13 you for sharing the status of your
14 contract negotiations earlier in
15 the hearing. I'll go back and
16 listen. And congratulations with
17 PFT and I think the School Police
18 Union as well, and working with 502
19 with Dr. Cooper. I think I see
20 CASA here, so thank you to our
21 school administrators for the work
22 that you all do each and every day
23 in our schools.

24 I will reserve the

1 balance of the questions for a
2 written response. But I just have
3 to put on the record that I too
4 agree that Principal Argro is doing
5 a phenomenal job at the
6 Philadelphia High School for Girls.
7 I've watched her recruiting efforts
8 across the city of Philadelphia. I
9 visited with the young people last
10 month around bringing in city
11 resources to our students there as
12 well.

13 Girls' High and all of
14 our schools, but really our special
15 admission schools are important to
16 me because I am a product of
17 Gompers, Masterman and Philadelphia
18 High School for Girls. And I just
19 want to ensure as we are going
20 through these transitions with the
21 special admission process with
22 facilities management, with
23 enrollment management that we are
24 being cognizant of those

1 institutions as we are doing this
2 work.

3 And so, I'll circle back
4 on the special admission process in
5 particular, particularly around
6 some of the information I've heard
7 recently around the racial
8 demographics of those schools to
9 ensure that we are meeting the
10 intended goals of the program. So
11 thank you all very, very much.

12 Thank you so much,
13 Mr. Chair.

14 COUNCILMAN THOMAS:
15 Thank you, Madam Leader.

16 Chris, if we can make
17 sure that at our next monthly
18 meeting, that could be one of the
19 things that we discuss and we will
20 invite the Majority Leader to our
21 next monthly meeting, that would be
22 appreciated.

23 We're trying to close
24 this out. Real quick, Board

1 President Streater, just 15
2 seconds. The annual enrollment
3 numbers that normally go up October
4 1st, there's still a delay on that.
5 Are they going up any time soon?
6 What's the delay?

7 MR. STREATER: Annual
8 enrollment as it relates to what?

9 COUNCILMAN THOMAS:
10 Population of students, all of the
11 enrollment numbers. That normally
12 goes up October 1st, but for some
13 reason it's a delay. If you can
14 just take 15 seconds to explain
15 that. Councilmember Ahmad is going
16 to have a quick question and then
17 we're going to transition to public
18 comment.

19 DR. WATLINGTON: I want
20 to make sure I understand,
21 Mr. Chairman. You said the
22 district's annual enrollment --

23 COUNCILMAN THOMAS: Yes.

24 DR. WATLINGTON: Every

1 October we have an October 1
2 snapshot.

3 COUNCILMAN THOMAS:

4 Right.

5 DR. WATLINGTON: Long
6 story short, last year we grew by
7 1841 new students. I don't have
8 that exact number in front of me.
9 But approximately 1200 to 1300 of
10 those we've maintained. We did
11 lose about approximately 500
12 related to the 2.5-week period when
13 SEPTA services were reduced.

14 COUNCILMAN THOMAS: I
15 just wanted you to put it on the
16 record. There we go. Thank you,
17 sir.

18 Councilmember Ahmad,
19 quick question.

20 COUNCILWOMAN AHMAD:
21 Thank you, Chair. Good afternoon.
22 Sorry, I was late. I was at a
23 press conference about human
24 trafficking. We're starting a

1 prevention and awareness campaign
2 in the city so everybody be aware.
3 But thank you for the Chair for
4 letting me get in this one
5 question. I am late so I don't
6 know if it's been asked already.

7 As you know, we are in
8 the midst of redoing how SNAP is
9 delivered, how people access that
10 and all these new regulations that
11 are going in. A few weeks ago, we
12 had a hearing on the crisis that we
13 were facing. And someone from your
14 administration said we had asked
15 about food that is given to our
16 children, the breakfast and the
17 lunch. And we were told about \$100
18 million goes towards food for our
19 students. However, we also were
20 told that a lot of the food is not
21 eaten, that kids call it nasty.

22 So there was one
23 question about understanding how we
24 cater to their choices. But the

1 second part, because we are in a
2 crisis in our city I had asked, is
3 there availability to make that
4 food, which has not been touched,
5 put it on a community table at our
6 schools so the community can have
7 access.

8 I know there's things
9 associated with that. We have a
10 lot of administrators here and it
11 would fall on them to make this
12 food available to our surrounding
13 community, sort of a community
14 schools approach to the leftover
15 but untouched food. I wanted to
16 know how we can proceed on that?

17 DR. WATLINGTON: With
18 your permission, Councilmember
19 Ahmad, I'd like to take that as a
20 homework assignment and put that on
21 the record to ensure that it's
22 absolutely accurate. I can tell
23 you that when we look at the
24 dollars that the USDA appropriates

1 for the federal school lunch
2 programming, the dollars are not
3 robust enough to have filet mignon
4 every day but it is sustenance, and
5 I say that very respectfully.

6 I also want to note that
7 we've continued uninterrupted
8 serving breakfast, lunch and in our
9 Extended Day, Extended Year program
10 sending food with children as
11 appropriate. And earlier, Mayor
12 Parker talked about the One
13 Philadelphia Fresh Produce
14 Initiative that we launched that
15 was planned in advance of the SNAP
16 interruptions, and very thankful
17 for the support of Aramark and
18 doctors and other people who
19 partner with the district and the
20 Board. We'll put that on the
21 record and I understand the spirit
22 of the question. We'll give you
23 the details.

24 COUNCILWOMAN AHMAD:

1 Thank you.

2 Thank you, Chair.

3 COUNCILMAN THOMAS:

4 Thank you. With that being said, I
5 want to take a moment to say thank
6 you to a number of people. First
7 of all, thank you, Board President
8 Streater. We appreciate you being
9 here all day. We understand you're
10 not getting paid to be here. We
11 appreciate your service, we
12 appreciate your transparency, and
13 we appreciate your advocacy for
14 what you believe in. We have a lot
15 of dialogue about it. And again, I
16 want to personally say thank you as
17 well as thank you on behalf of City
18 Council.

19 Dr. Watlington, thank
20 you, sir. We appreciate you. We
21 appreciate how you represent our
22 city, both locally as well as
23 nationally. To all of the Board
24 members that are still here, thank

1 you very much to the ones that had
2 to leave. Thank you so much. I
3 want to thank the Mayor and the
4 Mayor's entire administration.

5 I also want to say thank
6 you for the work that you did with
7 Frankford High School. Frankford
8 High School is now open. That is
9 very much appreciated. That is a
10 huge capital project that we were
11 able to accomplish. Also want to
12 say thank you to what you did with
13 Lincoln High School. When we talk
14 about overenrollment in that
15 capital project, we definitely
16 appreciate that.

17 And to your team,
18 Dr. Watlington, I want to
19 definitely say thank you to Mike,
20 our finance guy. We were able to
21 move local procurement numbers from
22 25% to 32%. So if you don't know,
23 since Mike has been in charge of
24 finances, 32% of all school

1 district contracts now go to
2 Philadelphia-based businesses, and
3 that's a huge accomplishment.

4 I want to say thank you
5 to Chris for dealing with all of
6 the issues from City Council. He
7 gets those late-night texts and all
8 that other stuff. Laurel,
9 congratulations on having a baby.
10 She used to get the late-night
11 texts and all that other stuff. Of
12 course, Colonel Oz Hill and the
13 entire operations team. Thank you
14 all so much for the great work that
15 you do.

16 And last but not least,
17 little do you guys know, the person
18 I probably talk to more than
19 anybody is Mr. Craig Johnson.
20 Craig texts me every single day. I
21 don't know if he's still here, but
22 every single day there's a serious
23 issue within the School District of
24 Philadelphia, Craig calls me, texts

1 me. We're on the phone on a
2 consistent basis and we try to make
3 sure that we're as transparent as
4 possible and as supportive as
5 possible whenever there's a major
6 incident.

7 With that being said,
8 folks, the time right now is 2:30.
9 We're going to take a 15-minute
10 break for our stenographer until
11 2:45. We'll resume at 2:45 with
12 public comment and we'll allow two
13 minutes for public comment for all
14 of the people who signed up because
15 there are a lot of you and we want
16 to hear every one of you before we
17 go on recess.

18 I want to give
19 Dr. Watlington and Board Chair
20 Streater a final word as we
21 transition.

22 DR. WATLINGTON:
23 Mr. Chairman, I thank you for this
24 opportunity to appear before the

1 Council with Board President
2 Streater. We do have a food show
3 tomorrow at the Dr. Constance E.
4 Clayton Education Center. I'll ask
5 Chief of Staff Sarah Galbally to
6 get a formal invitation
7 extension --

8 COUNCILMAN THOMAS: So
9 we got an important hearing
10 tomorrow. I know it's my bill. So
11 if that food could come down here,
12 we'll be more than willing to go
13 ahead and try that food.

14 DR. WATLINGTON: It's
15 all day, I think.

16 COUNCILMAN THOMAS:
17 There you go. And let me also say,
18 because he deserves his kudos as
19 well, thank you to Dr. Dawson and
20 the entire academic team for the
21 great work that they do as well
22 too. Dr. Dawson, thank you.

23 We're on recess until
24 2:45. And at 2:45, we'll start

1 public comment.

2 (Brief recess.)

3 COUNCILMAN THOMAS:

4 Good afternoon,

5 everybody. I want to welcome

6 everybody back to the public

7 hearing and public meeting that's

8 happening here today as it relates

9 to the Committee of the Whole.

10 We've heard from our School

11 District as well as our School

12 Board. We've heard from our Mayor

13 as well as questions from members

14 of City Council, and we're now

15 ready to move into the public

16 comment period.

17 I would just ask that

18 during the public comment period

19 that we respect the comments of

20 everyone who's coming to speak.

21 Even if we don't agree with them,

22 we allow them to have their time.

23 Because we are limited

24 in our time this afternoon, today's

1 hearing has been over five hours at
2 this point, we are going to ask the
3 witnesses who are here to testify
4 to try your best to limit your
5 comment to about two minutes.

6 We're going to have a timer up here
7 that will specifically time you to
8 try to limit to two minutes. So
9 once you hear the timer go off,
10 you'll know that we're coming close
11 to your time ending as it relates
12 to public comment.

13 Members of City Council,
14 as members come in to return for
15 public comment, I want to ask that
16 we allow people to comment and not
17 necessarily engage to comment and
18 allow folks to say what they have
19 to say and then we can move forward
20 from there.

21 So with that being said,
22 I would first like to call -- this
23 is the teacher in me. If I say
24 anyone's name wrong, please charge

1 it to my head, not my heart. I
2 would first like to call
3 Dr. Cassandra St. Vil. Did I say
4 that right?

5 (Witnesses approached
6 witness table.)

7 COUNCILMAN THOMAS: Good
8 afternoon. As we said, you have
9 about two minutes to provide your
10 testimony. Please start by stating
11 your name for the record. And
12 after you state your name for the
13 record, you may begin with your
14 testimony.

15 DR. ST. VIL: Thank you.
16 My name is Dr. Cassandra St. Vil,
17 Chief Executive Officer of
18 Philadelphia Charters for
19 Excellence, also known as PCE,
20 which represents Philadelphia's
21 brick-and-mortar public charter
22 schools educating more than 64,000
23 students across our city.

24 Today you will also hear

1 from charter school leaders and
2 parents who are deeply committed to
3 fairness, accountability and
4 opportunity for every child in our
5 city. We're here because the
6 current charter authorizing process
7 in Philadelphia is broken. It has
8 lost the consistency and
9 transparency our families deserve.
10 Decisions that should be guided by
11 data and clear policy have become
12 unpredictable and uneven, which
13 undermines the stability that
14 schools need to plan responsibly
15 and serve students well. Such
16 patterns destabilize schools and
17 ultimately hurt students and
18 families.

19 We can all agree that
20 this is not how a strong public
21 education system should work.
22 Recent renewal and contract
23 negotiation practices have been
24 coercive and closed door,

1 pressuring schools to accept
2 conditions or risk being labeled as
3 noncompliant. While the Rise
4 initiative aims to improve
5 authorizing over time, its current
6 design and pace won't solve the
7 urgent problem schools face today.
8 We need transparency and
9 consistency now, not just years
10 from now.

11 We have two specific
12 requests for City Council's
13 consideration. First, we
14 respectfully urge the City Council
15 to exercise its oversight authority
16 and public platform holding the
17 School Board accountable for fair,
18 consistent and transparent
19 authorizing practices. Second, in
20 the immediate term we will be
21 asking the School Board to pause
22 all nonrenewal decisions currently
23 in process and we respectfully
24 request that City Council publicly

1 support this request. A temporary
2 pause would allow time for
3 transparent review of recent,
4 impending nonrenewal decisions and
5 the procedures used to reach them.
6 So families know the process is
7 fair and aligned with established
8 policy.

9 Families need to know
10 that public school decisions that
11 directly impact their children's
12 futures are made openly,
13 consistently and with integrity,
14 deserving nothing less. Thank you
15 for your time and your leadership.

16 (Applause.)

17 COUNCILMAN THOMAS:
18 Thank you for your testimony and
19 thank you for sticking to the time
20 commitment.

21 Next up is Amy
22 Hollister. Apologize if I said
23 your name wrong. After Amy is
24 Dr. Alberta O'Brien. So you both

1 can come on up.

2 (Witnesses approached
3 witness table.)

4 COUNCILMAN THOMAS:

5 Please state your name for the
6 record and you may begin with your
7 testimony.

8 MS. HOLLISTER: Amy
9 Hollister. Good afternoon, members
10 of City Council. My name is Amy
11 Hollister and I serve as a Director
12 of Membership for PCE. Thank you
13 for this opportunity to testify. I
14 am a proud graduate of Philadelphia
15 public schools. And for 30 years,
16 I've served as a teacher,
17 administrator and advocate. I've
18 dedicated my career to strengthen
19 the educational experiences of our
20 city's youth.

21 In my role at PCE, I
22 work closely with charter school
23 leaders who are deeply committed to
24 ensuring every child can access the

1 learning environment that best
2 meets their needs. Families
3 continue to affirm this through
4 their choices. Today 1 in 3 public
5 school students attends a charter
6 school, and 26,000 students remain
7 on wait lists.

8 At the core of our
9 mission-driven schools is a nimble,
10 community-rooted approach that
11 extends beyond what is publicly
12 measured. Nearly 80% of our
13 lottery-enrolled students are Black
14 or Latino, and our schools welcome
15 increasing numbers of English
16 learners and students with
17 disabilities across my work with
18 more than 70 school leaders
19 directly, concerns about the
20 charter authorizing process remain
21 urgent.

22 Despite years of good
23 faith effort, schools face shifting
24 expectations, inconsistent

1 oversight and subjective decision-
2 making that appears influenced more
3 by politics than by clear and
4 consistent standards. This
5 instability erodes trust, wastes
6 public dollars and harms students
7 and families.

8 On the ground, we see a
9 system that is hindered by flawed
10 policy and uneven implementation,
11 which includes, one, discrepancies
12 between the Charter Schools Office
13 recommendations and the final Board
14 decisions; two, closed door
15 negotiations that pressure schools
16 to accept conditions and sign;
17 three, unpredictable and urbanly
18 burdensome requirements that pull
19 resources from our classrooms; and
20 finally, a fear of retaliation for
21 schools that speak publicly. These
22 patterns undermine the coherent,
23 collaborative system our students
24 deserve.

1 For these reasons, PCE
2 seeks your partnership in pursuing
3 a more independent, transparent
4 objective authorizing structure.
5 And while the Rise initiative is
6 promising long term, it does not
7 address the immediate challenges
8 that our schools face today and we
9 need clearly now. We thank you.
10 And in this moment, we ask for
11 steady leadership for equitable,
12 consistent, student-centered
13 collaboration. Thank you for your
14 time, for your leadership on behalf
15 of Philadelphia students.

16 (Applause.)

17 COUNCILMAN THOMAS:

18 Thank you for your testimony.

19 Please state your name
20 for the record and you may begin
21 with your testimony.

22 DR. BRYAN: Dr. Alberta
23 Bryan, the CEO of Community Academy
24 of Philadelphia. As the first

1 charter in Philadelphia, CAP meets
2 the needs of our students with
3 innovation. CAP prioritized
4 strong, emotional support teams,
5 multi-tiered support system
6 programs before it was in,
7 experiential education before it
8 was trendy, clear book bags for
9 safety, dual enrollment and year-
10 round schooling before traditional
11 public schools.

12 It's not just about
13 academics. It's about the whole
14 child. And charters do it
15 innovatively and we are not cookie-
16 cutter. There's a space in
17 Philadelphia for all types of
18 schools to exist so that all the
19 families have the best resources
20 and support, and we need you City
21 Council to protect it, one
22 Philadelphia.

23 The Board of Education
24 has an intimate effect on charter

1 schools. The School Board lays
2 down the path the CSO follows.
3 Charters have no choice, no seat at
4 the table and definitely not in the
5 room where it happens. No one else
6 in education is there a consistent,
7 loud voice bellowing we want to
8 shut you down. They have no
9 transparency, no accountability.
10 There needs to be continued
11 oversight by you.

12 The School Board wants
13 us to be them. The Charter School
14 law was created to modernize the
15 Pennsylvania Code of 1949. There
16 should be an independent
17 authorizer, someone that does not
18 have skin in the game. The spirit
19 of the law was that charters would
20 help local school districts to be
21 more innovative when dealing with
22 modern education, modern students
23 and modern community, not the other
24 way around. We seem to have this

1 mixed up in Philly.

2 We need an authorizing
3 process that is consistent while
4 preserving the autonomy and
5 independence of charter schools to
6 do what is the best interest of our
7 students. How can there be
8 nonrenewals when the process itself
9 is flawed? Even the lawyers at
10 Ballard Spahr said the math is not
11 mathing. That needs to stop today.

12 City Council, you
13 represent all the children of
14 Philadelphia, including 65,000
15 charter school students. Their
16 education is in your hands, One
17 Philadelphia. And finally, CAP
18 stores were always open. We are in
19 our 46th year of educating children
20 in Philadelphia, so come over any
21 time, visit us. The School Board
22 has not visited us yet.

23 (Applause.)

24 COUNCILMAN THOMAS:

1 Thank you. Thank you for your
2 testimony.

3 Up next we have Ashley
4 Redfearn. I apologize if I said
5 that wrong. After Ashley will be
6 Matt Kelley. And after Matt Kelley
7 will be Naimah Wimberly. I
8 apologize if I said that wrong.

9 (Witnesses approached
10 witness table.)

11 COUNCILMAN THOMAS:
12 Please state your name for the
13 record and you may begin with your
14 testimony.

15 MS. REDFEARN: My name
16 is Ashley Redfearn. I'm CEO for
17 American Paradigm Schools. Thank
18 you for the opportunity to comment
19 on the urgent need to stabilize
20 public charter school communities
21 across Philadelphia, especially in
22 the Kensington and Port Richmond
23 areas.

24 I also want to recognize

1 any educator across all public
2 schools who continue to speak up
3 for stabilization, equity and other
4 issues that impact our students.
5 The COVID pandemic, food insecurity
6 and longstanding funding inequities
7 have intensified what it takes
8 schools to support students in
9 their learning.

10 American Paradigm
11 Schools serves 4200 public charter
12 school students across four
13 schools, Lindley Academy, First
14 Philadelphia Tacony and Memphis
15 Street Academy. Each school is
16 committed to safe and well-
17 maintained facilities and meeting
18 community needs. Memphis Street
19 Academy in particular is one rooted
20 in the most challenging
21 neighborhoods of our city and
22 provides a school-based health
23 center, full food pantry for
24 families and English classes for

1 students and adults.

2 Our English language
3 learners have a 92% attendance rate
4 currently showing that when
5 families feel safe and supported,
6 students show up. Yet despite
7 meeting all financial and
8 operational standards, Memphis
9 Street faces potential closure due
10 to the academic success domain.

11 The way this metric is
12 currently applied is structurally
13 and statistically racially-biased.
14 It compares schools to districtwide
15 averages without accounting for
16 poverty, trauma, violence or racial
17 segregation. As a result, schools
18 serving primarily Black and
19 Hispanic students in distress, zip
20 codes are penalized for the
21 demographics of the children they
22 serve, not for instructional
23 quality.

24 State data tells a

1 different story. According to
2 Pennsylvania's own growth measure,
3 PVAAS, Memphis Street Academy
4 earned a growth score of 100 in
5 reading and math, far above the
6 state averages of 75% and 74%.
7 Students who often enter with wide
8 academic variation are growing
9 faster than expected because of
10 personalized data-driven
11 instruction and high supports.

12 Data should strengthen
13 programs, not destabilize
14 communities. Conditional or
15 one-year renewals make it harder to
16 hire, retain staff and teachers and
17 finance safe facilities. We
18 appreciate the Council's attention
19 to the Ballard Spahr report, and
20 now the issue should not only
21 analyzing the framework, but how
22 the process is applied. Thank you.

23 (Applause.)

24 COUNCILMAN THOMAS:

1 Thank you. Thank you for your
2 testimony.

3 Please state your name
4 for the record and you may begin
5 with your testimony.

6 MR. KELLEY: My name is
7 Matt Kelley. I am the Chief
8 Executive Officer of Independence
9 Charter School. We are an 810
10 student K-8 public charter school
11 located in Center City, serving a
12 truly diverse group of students
13 that roughly reflects the city of
14 Philadelphia. Our mission is to
15 promote equity and excellence
16 through rigorous academics, global
17 citizenship, bilingual education
18 and creative arts.

19 ICS is here today to
20 advocate for meaningful reform in
21 the charter renewal process so that
22 charter schools can spend more time
23 focusing on students and less time
24 jumping through the moving hoops of

1 the current process. Our primary
2 educational goal at ICS is ensuring
3 our graduates are set up for future
4 success. And I'm proud to report
5 that ICS typically sends 75% to 80%
6 of its graduates to criteria-based
7 magnet high schools, the most
8 rigorous high schools in
9 Philadelphia.

10 But this accomplishment
11 requires our entire staff to be all
12 in, focused each and every day on
13 maximizing the support for every
14 student. But here is the inherent
15 paradox of the charter renewal
16 process: Our intense focus on
17 student support is directly
18 jeopardized by the renewal process
19 itself, the extensive
20 documentation, the administrative
21 burden.

22 The constantly shifting
23 metrics required every five years
24 or sooner for some schools,

1 distract significant energy and
2 resources. This means we are
3 limited in the services we can
4 fully develop or deliver at least
5 once, if not twice, during a
6 student's critical K-8 career at
7 ICs. The process of proving we are
8 worthy of existing often pulls
9 focus away from the students we
10 exist to serve.

11 I want to share the
12 reality of this burden. We have a
13 7th grade student. Let's call her
14 Jade. When she entered her 4th
15 grade, PSSA scores were basic
16 according to the test. But she was
17 making progress. Unfortunately,
18 our academic program last year was
19 delayed in its rollout so that she
20 missed valuable time getting the
21 skills that she needed.

22 While we believe that
23 Jade will make progress this year,
24 she would have benefited from that

1 support last year that we were
2 unable to give. This is the hidden
3 cost of the current system. It
4 limits our ability to fully focus
5 our time and energy on urgent
6 student needs when we are
7 undergoing renewal, which can be
8 the critical time that specialized
9 support is needed.

10 So in closing, I ask
11 that this Council step in and take
12 oversight over the School Board to
13 improve the renewal process and
14 charter governance. Overall, our
15 students deserve a renewal process
16 that reinforces rather than
17 distracts from our shared mission
18 of education. Thank you.

19 (Applause.)

20 COUNCILMAN THOMAS:

21 Thank you. Before you state your
22 name for the record, let me have
23 Andrea Crompton, who will be next.
24 I apologize if I said that wrong.

1 Isabel Ortiz will be after Andrea.

2 (Witnesses approached
3 witness table.)

4 COUNCILMAN THOMAS:

5 Please state your name for the
6 record and you may begin with your
7 testimony.

8 MS. WIMBERLY: Good
9 afternoon. My name is Naimah
10 Wimberly, CEO of Tacony Academy
11 Charter School, and I'm here to
12 tell our story. Since 2009, our
13 school has upheld a mission rooted
14 in equity and excellence. Today
15 Tacony Academy probably serves
16 approximately 1100 scholars in
17 Grades K-12 in Northeast
18 Philadelphia.

19 From the beginning, we
20 were founded on the principles of a
21 caring school community, placing
22 the social and emotional well-being
23 of our scholars at the center of
24 everything we do. This year I'm

1 especially proud to highlight two
2 major accomplishments from the
3 24-25 school year that uniquely
4 positioned us to bring the PCPCS
5 2025 Charter School of the Year
6 Award back to Philadelphia just a
7 few weeks ago.

8 First, Tacony has
9 expanded beyond traditional
10 academics with the launch of our
11 Medical and Technical Skills
12 Institute, which offers career-
13 ready certification programs in
14 high demand fields. Our inaugural
15 phlebotomy certification program
16 successfully launched this past
17 summer, allowing seniors to gain
18 work for workforce-ready
19 credentials without ever leaving
20 campus.

21 This spring, we are
22 expanding to include clinical
23 medical assistant, veterinary tech,
24 digital marketing and more. These

1 pathways address Pa's urgent
2 workforce needs while building
3 confidence, pride and purpose in
4 our scholars.

5 Second, our commitment
6 to excellence, both academically
7 and athletically, has earned U.S.
8 national recognition. Tacony
9 Academy High School became the very
10 first high school in the entire
11 country to achieve Level 3 status
12 and the prestigious National
13 Federation of State High School
14 Association School Honor Roll.

15 Our middle school earned
16 Level 1 status, demonstrating
17 athletic excellence across all
18 grade levels. In addition, we are
19 one of only 40 schools nationwide
20 to receive the NIAAA quality
21 program assessment award. And
22 Tacony Academy is the only charter
23 school to have earned this national
24 recognition in its 17-year history.

1 So as we celebrate these
2 accomplishments at Tacony and the
3 many successes across
4 Philadelphia's charter school
5 sector, we ask for your continued
6 support. Charter schools ensure
7 that every student has access to a
8 high-quality education, regardless
9 of background, zip code or learning
10 pathway. When Philadelphia's youth
11 win, we all win. Let us remain
12 unwavering in our responsibility to
13 put students first in every
14 conversation, every policy and
15 every outcome. Thank you.

16 (Applause.)

17 COUNCILMAN THOMAS:

18 Thank you for your testimony.

19 Please state your name
20 for the record and you may begin
21 with your testimony.

22 MS. CROMPTON: Andrea
23 Crompton. Good afternoon, Council
24 President Johnson and members of

1 City Council. My name is Andrea
2 Crompton. I am the parent of a 1st
3 grade student at KIPP North
4 Philadelphia Academy, and my oldest
5 daughter started there in
6 kindergarten.

7 My family has been part
8 of the community for many years.
9 For me, the story KIPP North is the
10 story of how a school can stand by
11 a family through the real life
12 challenges. There are times when I
13 was going through serious, personal
14 and family crisis. There's times
15 when I needed support, answers that
16 people who wouldn't take what was
17 happening with my children
18 seriously. KIPP North was there in
19 those moments.

20 Staff members like Dean
21 Harris and Ms. Martin did not just
22 do their jobs, they listened. They
23 checked in on me. They helped me
24 understand what my children needed.

1 They treated us like family. When
2 something happened with one of my
3 kids, they responded with urgency
4 and care and they worked with me to
5 get the right support in place.

6 One of the hardest times
7 was with my youngest son. He is
8 now in 1st grade. When he started
9 kindergarten, we did not know he
10 had autism. We did not understand
11 why he was struggling or what he
12 needed. Then he had to go
13 inpatient at Belmont Hospital. And
14 when he returned in January, the
15 school welcomed him back with
16 understanding and patience. They
17 adjusted for him, they accommodated
18 him and they gave him what he
19 needed to be successful.

20 He is doing wonderfully
21 now because he is in an environment
22 that knows how to support him and
23 makes him feel included. This is
24 why KIPP North matters. My son

1 would not get this level of support
2 in our local public school. Public
3 schools in our neighborhoods do not
4 have the special education
5 programs, the staffing or the
6 consistency he needs.

7 If KIPP North closes,
8 the only option that will meet his
9 needs is an approved private school
10 because the public school is not a
11 fit for him, and that is true for
12 many children at KIPP North who
13 have emotional or behavioral needs.
14 They rely on the small environment,
15 the relationship and the stability
16 here.

17 Closing this school will
18 not just move children in a
19 different building. It will uproot
20 kids who have already been through
21 so much. It will force children
22 who are finally thriving to start
23 over in schools that cannot meet
24 their needs. It will impact

1 families who depend on the trust
2 and the communication that KIPP
3 North has built with us.

4 I want City Council to
5 really think about that. Think
6 about the students who will be
7 affected the most. Think about
8 whether you will feel comfortable
9 sending your own child to a
10 neighborhood public school we are
11 zoned. Many of us cannot afford
12 private schools. We rely on KIPP
13 North because it works for our kids
14 and because it is a place where
15 they feel safe and supported.

16 No school is perfect,
17 but KIPP North has stood by my
18 children and by me through some of
19 the hardest moments of our lives.
20 The kind of support cannot be
21 placed by simply assigning us to
22 another school. I've asked you to
23 consider the impact of our
24 children, our community. Please

1 give them the chance to stay at a
2 school where they are finally
3 growing, supported and understood.
4 Thank you for your time.

5 (Applause.)

6 COUNCILMAN THOMAS:

7 Thank you for your testimony. I
8 understand that there are a number
9 of people who had to leave early
10 and wanted to provide written
11 testimony, so we'll be sure that
12 that written testimony gets added
13 to the record.

14 Up next is Shaneka
15 Baker. After Shaneka Baker, we'll
16 have Natalie Wiltshire. I'm sorry
17 if I said that wrong. And then
18 we'll have Julian Lopez and we'll
19 close out with Lisa Haver.
20 Apologize if I said someone's name
21 wrong.

22 (Witnesses approached
23 witness table.)

24 MS. WILTSHIRE: Good

1 afternoon, members of City Council.

2 My name is Natalie Wiltshire, and

3 I'm the Chief Executive Officer of

4 KIPP Philadelphia Public Schools.

5 Thank you for the opportunity to

6 speak today. As you heard

7 testimony from the School Board and

8 the School District of

9 Philadelphia, I am not here alone.

10 44 of our families took the time

11 out of their day to be here with me

12 in support of their children.

13 You did just mention

14 that many of them were scheduled to

15 speak today. But as it is

16 dismissal time, they had to leave

17 to get their children. As the

18 Board comes before you today, I'm

19 asking this body to urge them to

20 pause all non-renewal actions,

21 particularly for schools like KIPP

22 North Philadelphia Academy that

23 opened immediately before the

24 pandemic and are being evaluated

1 under a framework the district
2 already knows is flawed.

3 In 2023, the independent
4 Ballard Spahr report found that
5 Philadelphia's charter authorizing
6 system was inconsistent, opaque and
7 inequitable in its application.
8 Nothing about that system has
9 changed since that report. Yet
10 schools continue to be judged under
11 rules the district is already
12 working to rebuild. KIPP North is
13 a clear example of why a pause is
14 necessary.

15 KIPP North opened in the
16 2018-19 school year, just 18 months
17 before COVID-19 shutdown every
18 school in Philadelphia. The school
19 was still new, stabilizing its
20 culture, building its team and
21 growing its enrollment. Students
22 did not return fully to the
23 building until spring 2022. Yet in
24 2023, only one year after students

1 were back in person, the school was
2 issued a one-year renewal. A
3 one-year renewal creates profound
4 instability. Families begin to
5 question whether their children
6 will have a school next year.

7 Teachers and staff consider leaving
8 because they need security.

9 Recruitment becomes more difficult.
10 Year to year uncertainty undermines
11 the very progress the School Board
12 says it's measuring.

13 And in North
14 Philadelphia, we must view this in
15 the context of history. For the
16 past two decades, North
17 Philadelphia has endured repeated
18 school closures from M.H. Stanton,
19 Reynolds, Fairhill and others.
20 Each closure brought blight,
21 disinvestment and trauma. Children
22 were displaced, families lost
23 trusted anchors and neighborhoods
24 absorbed the impact.

1 Many of these
2 communities are still living with
3 the scars of those decisions. And
4 today, that uncertainty is rising
5 again. The school district is in
6 the middle of developing a new
7 long-term facilities plan, one that
8 could lead to additional closures
9 or consolidations.

10 Families across North
11 Philadelphia are already anxious
12 about whether their neighborhood
13 school district or charter will
14 remain open. Adding a non-renewal
15 process for KIPP North on top of
16 that only deepens instability in a
17 community that has already
18 shouldered far more than its share.

19 We must acknowledge what
20 KIPP North represents for its
21 neighborhood. The school operates
22 in the former M.H. Stanton
23 building, which the district closed
24 in 2013. When the building sat

1 empty, it became a danger,
2 squatters, drugs, illegal dumping,
3 constant safety concerns. A
4 building that should have been a
5 public asset became a public
6 threat.

7 KIPP North changed that.
8 It transformed the site from blight
9 into a community hub, a place where
10 860 children learn, families gather
11 and the neighborhood has safe,
12 reliable access to resources and
13 stability. To move toward
14 non-renewal now while the
15 authorizing system is being
16 rebuilt, while the facilities plan
17 is still unfinished and while North
18 Philadelphia once again faces the
19 threat of school closures would
20 destabilize not just the school,
21 but the entire community and 860
22 families that depend on it.

23 City Council has a
24 powerful voice in ensuring

1 fairness, clarity and stability in
2 public education decisions. I'm
3 asking you to use that voice to
4 urge the School Board to pause
5 nonrenewal decisions and adopt the
6 recommendation of the Charter
7 Schools Office for five-year
8 renewals until the new authorizing
9 framework and facilities plan are
10 complete and until schools like
11 KIPP North open just before a
12 global pandemic are given a fair
13 chance to demonstrate long-term
14 progress.

15 Our students deserve
16 stability, our families deserve
17 transparency, and our communities
18 deserve thriving schools, not
19 another cycle of uncertainty and
20 loss. Thank you for your
21 leadership and your commitment to
22 Philadelphia's children. I
23 appreciate your time and your
24 consideration.

1 (Applause.)

2 COUNCILMAN THOMAS:

3 Thank you. Shaneka Baker, Julian
4 Lopez, Lisa Haver, those are the
5 last three people. Shaneka Baker,
6 Julian Lopez, Lisa Haver, any of
7 them folks -- I know Lisa's here.
8 The other two folks are -- okay.
9 All three people could make their
10 way up so we can get ready to close
11 out for today.

12 (Witnesses approached
13 witness table.)

14 COUNCILMAN THOMAS:

15 State your name for the record.

16 MR. LOPEZ: Hello. My
17 name is Julian Lopez.

18 COUNCILMAN THOMAS: I'm
19 sorry. I said your name wrong. I
20 apologize.

21 MR. LOPEZ: That's okay.
22 You read it how it's spelled so
23 I'll take it as that way. I'm here
24 representing or speaking on behalf

1 of Philadelphia Montessori Charter
2 School. We are a 250-student
3 school in the far southwest of
4 Philadelphia, about as far
5 southwest as you can go and still
6 technically be considered in
7 Philadelphia.

8 We serve predominantly a
9 Black and Latino population. And I
10 am actually representing the
11 school, not as a director or as a
12 CEO, but as a former teacher and as
13 a current staff member. In my
14 understanding, the purpose of a
15 charter school is flexibility and
16 the idea of freedom in how schools
17 are run. The logic follows that
18 not every child learns the same so
19 why should we teach them the same.

20 To that end, a
21 Montessori-based public school
22 should fit right in. It combines
23 the helpful principles of
24 Montessori-based education by

1 tempering them with the public
2 school accountability. We have had
3 students consistently choose our
4 school despite its distance and
5 location from them. Students from
6 North Philadelphia choose our
7 school. And we have had students
8 from other countries come and stay
9 with us, even though it is not
10 convenient for them because of our
11 environment, fostering a helpful
12 and successful environment for
13 their children.

14 However, currently there
15 are only 11 Montessori schools in
16 Philadelphia. 10 of them are
17 private. One of them is public,
18 and that is us. And currently, we
19 are unsure about our current future
20 because of the way that the
21 framework is set up. The framework
22 seems to disproportionately be
23 advantageous to certain schools
24 that we do not share similar

1 qualities with.

2 Large schools or K
3 through 8 schools seem to have a
4 much better advantage in the
5 current framework, and even they
6 are having problems meeting the
7 standards set forth by the Charter
8 School Office in the City of
9 Philadelphia.

10 Schools that receive
11 similar scores on their ACE reports
12 are given widely different
13 decisions, and there is not a clear
14 understanding about why this is.

15 It is our belief that the
16 Montessori education is valuable
17 for students. It is not just a
18 buzzword for suburban schools.
19 Montessori is not just for rich
20 kids in the outer areas of
21 Philadelphia. We believe it is
22 also for inner city Philadelphian
23 and children, and we ask that the
24 City Council help protect these

1 schools from an unfair system of
2 evaluation.

3 (Applause.)

4 COUNCILMAN THOMAS:

5 Thank you for your testimony.

6 So I just want to make
7 sure that we have nobody -- this is
8 the last person for public comment.
9 No one else who signed up for
10 public comment is here. Shaneka
11 Baker was one name that was called
12 that we haven't heard from. I
13 think everybody else is good to go.

14 Please state your name
15 for the record and begin with your
16 testimony.

17 MS. HAVER: Good
18 afternoon. Thank you. My name is
19 Lisa Haver. I'm a former
20 Philadelphia public school teacher
21 and Co-founder and Coordinator of
22 the Alliance for Philadelphia
23 Public Schools. Thank you for
24 having this hearing today. I want

1 to thank the remaining City
2 Councilmembers who are here to
3 actually listen to the public.
4 Really appreciate it.

5 I have a little bit of a
6 different perspective on what's
7 been said here today. The Alliance
8 that we're part of, it's a
9 grassroots organization, we are
10 mostly retired teachers,
11 librarians, counselors who have
12 been in the public schools. And
13 part of what we do is evaluate,
14 looking at what charter schools
15 have done.

16 And we've been around
17 since 2012, and I think it's
18 important to remember that when
19 people were selling the whole idea
20 of charters as a replacement for
21 public schools, the main selling
22 point was whatever public schools
23 are doing, especially in poor and
24 minority communities, we can do

1 better.

2 So it's important to
3 understand that if you say we're
4 going to do better, you have to
5 actually show that you've done
6 better and that's shown by the
7 evaluations. And every year, APPS
8 does a summary of the evaluations.
9 And I want to also point out that
10 the current performance framework,
11 and actually it's in process to
12 change that performance framework,
13 was fashioned with the full
14 cooperation in a series of meetings
15 about five years ago or so with
16 charter operators. So that is the
17 performance framework that people
18 are referring to.

19 And I want to say it was
20 a little upsetting to come here
21 today and not really hear anything
22 about closing of the neighborhood
23 public schools. We know -- yeah, I
24 know you're going to have a

1 hearing. Thank you,
2 Councilmember --

3 COUNCILMAN THOMAS: I
4 just want to provide important
5 information. I stopped the clock
6 so it's not going to impact your
7 time. But I just want to provide
8 important information for the
9 public that we decided to pause
10 those types of questions because
11 we're going to have a facilities
12 hearing in January.

13 MS. HAVER: Yeah.

14 COUNCILMAN THOMAS: And
15 I just wanted to put that
16 information -- I know you know, but
17 I wanted to put that information
18 out there for the public.

19 MS. HAVER: I mean,
20 we've heard a lot today about
21 nonrenewal of charter schools.
22 There are many charter schools that
23 have been renewed even though they
24 do not meet standards, and I mean,

1 academic or financial
2 organizational standards that are
3 way below. You can have does not
4 meet, you can have academic rating
5 below 45%, as at least two schools
6 did in the latest round, and you
7 can still be renewed by the Board.

8 When the district and
9 the Board moves to close public
10 schools, people in those
11 communities whose children go to
12 neighborhood public schools have no
13 recourse, none. I mean, we've
14 heard about public engagements. We
15 hear about people going out in the
16 community, but there is no legal
17 recourse.

18 When this authorizing
19 body, which is the school district
20 and the Board of Education, moves
21 to not renew a charter school, the
22 charter school is entitled to and
23 their legal fees are paid so that
24 they can have due process, and that

1 can take years through the Charter
2 Appeal Board, through the local
3 courts. It can go up theoretically
4 to the Supreme Court.

5 So what's interesting to
6 hear what is being said, but in
7 reality there are many schools that
8 are not meeting standards that are
9 still being renewed. So I'm hoping
10 that members of City Council will
11 take action because time is running
12 out. I know the Board and the
13 Administration says, oh, we're
14 going to have more public
15 engagement. I don't know how much
16 more public engagement you can have
17 because, as I pointed out at the
18 last Board meeting, members of APPS
19 who went to meetings in
20 neighborhoods across the city did
21 not hear one parent or student or
22 community member say, yeah, you
23 know what, you should close some
24 public schools. Not one, and we

1 went to almost every single
2 meeting.

3 So I don't know what
4 more the Board needs to hear, but
5 I'm hoping that City Council will
6 take up for the people in those
7 neighborhood schools. Thank you so
8 much.

9 (Applause.)

10 COUNCILMAN THOMAS:

11 Thank you for your public comment
12 and your continued advocacy. Thank
13 you to everybody who stayed to
14 provide public comment today.

15 Thank you to my
16 colleagues of City Council for
17 being here. I know some folks are
18 visibly here. Some folks are
19 watching the live stream. But to
20 all of the parents, educators,
21 advocates, stakeholders who decided
22 to spend 5 hours and 34 minutes
23 concerned about public education
24 and advocating for the children of

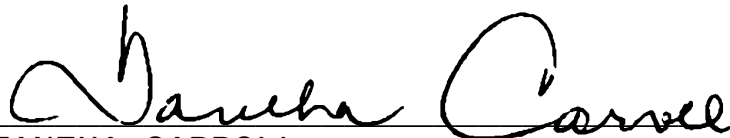
1 the City of Philadelphia, we just
2 truly want to say thank you. We
3 appreciate you. We listened to
4 everything that everyone said,
5 absolutely, and the work continues.

6 So with that being said,
7 I hereby adjourn today's hearing.
8 Thank you all for coming out. We
9 very much appreciate it. Hearing
10 adjourned.

11 (Committee of the Whole
12 concluded at 5:20 p.m.)
13
14
15
16
17
18
19
20
21
22
23
24

C E R T I F I C A T I O N

I, hereby certify that the proceedings
and evidence noted are contained fully and
accurately in the stenographic notes taken
by me in the foregoing matter, and that
this is a correct transcript of the same.



TANEHA CARROLL
Court Reporter - Notary Public

(The foregoing certification of this
transcript does not apply to any
reproduction of the same by any means,
unless under the direct control and/or
supervision of the certifying reporter.)

\$	100 40:20 201:3 314:4 100% 138:16 273:23 1000 166:9,11 1001 69:22 100th 29:20 11 262:9 336:15 1100 319:16 1118 59:6 11th 262:23 12 128:19 275:3 12.9% 93:23 1200 289:9 13 128:22 1300 289:9 14 96:22 15 69:3 263:2,15 264:8,12 288:1,14 15-minute 296:9 152 240:10 158 117:17 16 70:14 162 226:3 239:11 240:8 17-year 321:24 18 42:18 329:16 181014 2:13 6:5 7:5 29:6, 18 1841 128:6 289:7 1949 309:15 1969 111:13 19th 59:3 1st 261:16,17 263:8,10, 11,12,20 288:4,12 323:2 324:8	2
\$1.2 100:1 205:21 \$1.5 259:21 \$1.55 262:11 \$100 207:5 290:17 \$15 263:1 \$150 207:6 \$2 63:6 \$300 206:11,22 258:8 \$4.5 256:6 \$500,000 266:17 267:5 270:14 \$55 164:13 167:3 \$700 213:12,14 \$749 210:8 \$800 262:18	2 44:22 45:1 106:20 235:21 252:24 2.5-week 289:12 20 188:20 189:7 20% 193:19 20,000 14:7 200 21:24 2001 36:12 2009 113:3 319:12 2012 339:17 2013 331:24 2018-19 329:16 2019 113:3 2020 111:17 112:16 205:24 2022 329:23 2023 329:3,24 2024 105:18 119:6 126:6, 15 206:2 2025 104:20 119:7 126:18 205:3 258:11 259:1 320:5 2026 107:16 258:12 2029-2030 175:24 205:1, 14 219:2 2029-30 209:4 2030 130:21 207th 90:12 2100 223:2 217 14:5 21st 59:22,23 24-25 320:3 25 281:10 284:13 25% 294:22	
0		
003 196:10 245:13		
1		
1 106:13 119:6 243:13,15 244:12 258:11 279:8 289:1 305:4 321:16 1,001% 31:12 62:2 1.5 119:11 1.55 262:20 263:3,15 264:9,14 10 48:5,6 50:1 69:3 111:15 112:6,14 113:3 116:14 154:23 232:9 239:14,15 240:9 255:3 336:16 10% 142:8 272:23 10,000 241:16		

25-26 104:5	170:7 321:19	
250 184:18	400 254:5,12 272:12	7
250-student 335:2	4000 142:3	70 305:18
250612 2:12 5:15 12:4 23:8 26:8,13 27:3,15	41 117:11	700 213:17 262:20 264:15, 17
250613 2:12 5:19 12:7 23:8 26:9,13 27:3,15	4200 312:11	71% 252:2
250820 2:13 5:24 13:5 23:8 27:21 28:1,14 29:1	43 56:18	74% 314:6
252 241:7,11	44 328:10	749 214:14
26 110:6	45% 214:18 342:5	749.5 213:6
26,000 305:6	46th 310:19	75 116:8
28 111:6 112:17	47 127:11	75% 116:7 314:6 316:5
29-30 124:2,6 208:3 209:22	4th 16:11 111:20,23 157:11 317:14	78 112:23
2:30 296:8	5	7:00 154:1,5 248:16
2:45 296:11 297:24	5 128:19 279:9 344:22	7th 168:11 243:11 317:13
3	50 111:5,18 136:14 253:22 257:15	8
3 44:22 93:22 94:2 107:22 253:1 305:4 321:11	500 289:11	8 94:3 126:9 337:3
3.1 94:5	502 122:16 134:3 218:4 270:9 285:18	8.2 119:12
30 119:7 210:8 213:6 258:12 304:15	52nd 66:20 67:12	80% 22:3 193:15 252:18, 20 305:12 316:5
30,000 158:19	57% 36:14 94:8	810 315:9
300 272:12	5700 127:14	85 272:6,9
32% 294:22,24	5:20 345:12	86 117:12
33 210:13	6	860 332:10,21
34 344:22	6 94:4 128:23	8th 111:24 112:1 113:1, 14,23,24 243:12 274:3 276:2
341 214:19	6.3% 94:1	9
35 127:13	60 253:22	90% 115:20 116:2,7 120:11 142:6 238:7
38.5% 36:10	61.4 116:8	92% 313:3
4	61.4% 116:1,3	93% 115:13,15
40 39:12 42:18 48:5,6	64,000 119:9 300:22	9th 66:15 243:20,21 249:17
	65,000 310:14	

A		
A's 276:3	accelerate 118:8	achieved 136:1 244:16
a.m. 154:1,5 248:16	Accenture 278:16	achievement 84:1 118:8 192:24 194:8 200:3 245:17 246:13 247:4,17
abide 261:13	accept 268:15 271:4 272:11 302:1 306:16	Ackerman 120:5
abilities 240:17	accepted 271:8 272:6	acknowledge 7:22 10:13 21:13 31:1 39:3 71:14,17 72:1 84:9,17 88:9 103:24 168:9 265:6 331:19
ability 53:1 100:21 103:12 104:9,14 243:5 244:10 268:19 271:4 318:4	access 41:8,10 45:20 49:24 57:18 63:1 74:23 79:9 95:15 100:15 102:23 103:3 128:18 239:4 253:14 257:17 290:9 291:7 304:24 322:7 332:12	acknowledged 34:19
absence 144:3,5	accessibility 14:13	acknowledging 110:11
absent 223:3	accessing 54:3	act 89:14 117:17 191:12 258:22 261:16 263:24
absenteeism 142:7 223:13	accommodated 324:17	action 23:10 77:6 89:10 97:21 195:19 215:1 231:6 343:11
absolute 30:22 251:17	accommodations 232:10, 12	actions 124:3 155:21 203:13 328:20
absolutely 38:22 45:16 110:12 116:8 123:23 133:24 134:3 135:6 137:7 225:7 226:1 240:23 241:20,24 270:7 291:22 345:5	accomplish 294:11	activate 97:4
absorb 260:1	accomplished 68:14 175:1 176:3	active 173:24 191:11 192:13 199:17
absorbed 189:19 330:24	accomplishment 149:17 295:3 316:10	actively 96:13
absorbs 165:17	accomplishments 105:8 320:2 322:2	activities 6:14 174:21 175:4 250:7,19
academic 43:22 46:7 83:24 103:5 106:1 118:8 125:20,23 185:4 192:23 194:8,17,21 199:2 242:20 245:17 247:3,17 297:20 313:10 314:8 317:18 342:1,4	accountability 93:4 105:16 106:5 107:18 278:12 301:3 309:9 336:2	activity 46:19
academically 136:19 321:6	accountable 172:18 174:2 186:11,15 251:9 302:17	actual 11:11 272:15
academics 143:9 226:16 246:22 308:13 315:16 320:10	accounting 313:15	Ada 89:2
Academy 71:22 80:15 97:16 307:23 312:13,15, 19 314:3 319:10,15 321:9,22 323:4 328:22	accounts 263:10	Adam 32:4
	accumulate 258:7	add 45:5 146:5 151:20 169:23 187:11 202:13 216:18 223:17 232:17
	accurate 291:22	added 43:18,21 327:12
	accusing 196:19,20,24 197:23	adding 238:17 331:14
	ACE 203:2 337:11	addition 53:6 81:18 103:7 321:18
	achieve 89:13 92:3 209:21 321:11	additional 17:21 170:16 180:12 263:19 267:2 269:3 281:14 284:11 331:8

Additionally 47:17 address 12:12 62:15 83:13,24 86:9 89:16 141:15 225:18 307:7 321:1 addressed 83:16 137:23 addressing 123:24 adequacy 35:4 100:2,5 101:17 adequate 99:9 adequately 98:22 178:12 adhere 204:18 adjourn 345:7 adjourned 345:10 adjusted 324:17 admin 178:8 255:10 administration 6:11 7:6 42:5 48:8 53:8 55:22 120:4 209:1 238:18 277:22 278:2 290:14 294:4 343:13 administrative 230:11 231:17 233:22 234:1,15 235:6 316:20 administrator 304:17 administrators 59:9 77:24 154:12 238:12 285:21 291:10 admission 268:10 274:6 277:4 280:8 286:15,21 287:4 admissions 275:13 admit 271:8,16 admits 269:14 admitting 59:18 adopt 6:13 92:8 333:5 adopted 107:21 261:10	adopting 107:14 209:7 adult 121:19 adults 241:10 313:1 advance 98:15 102:5 265:21 266:2 292:15 advanced 94:9 advancing 99:11 101:11 107:17 108:18 advantage 40:3 337:4 advantageous 199:5 336:23 advice 234:8 advisory 91:4 96:7,10 234:3 239:18 advocacy 36:3 85:23 91:13 99:8 108:17 261:20 293:13 344:12 advocate 131:6 174:14 215:24 304:17 315:20 advocated 228:7 advocates 195:9 228:5 344:21 advocating 135:3 151:10 174:3 344:24 affected 221:12,15 223:15 326:7 affirm 33:7 35:22 39:7 45:4 47:5 48:13 64:4 72:1 73:21 86:6 189:3 241:18, 19 244:24 245:1 305:3 affirmatively 52:18 affirmed 254:16 affirming 73:14 80:10 241:15 afford 207:21 326:11 affordable 41:2 63:4 African 121:3	aftercare 148:9 afternoon 115:13,15 152:10 163:5,7 176:10 208:11 262:6 289:21 298:4,24 300:8 304:9 319:9 322:23 328:1 338:18 afterschool 42:23 43:15 79:1 183:15 Age 166:8 agencies 146:24 225:1 agency 230:20 agenda 70:4 agents 222:23 aggressive 173:14 aggressively 174:10 agnostic 157:8 agree 150:5 229:8 286:4 298:21 301:19 agreed 203:6 204:5 agreeing 194:3 agreement 122:14 162:15 179:18 203:16,23 270:4 agreements 122:7 agrees 187:19 Agriculture 147:16 ahead 41:21 297:13 Ahmad 4:14 25:10 130:1 265:7,8 288:15 289:18,20 291:19 292:24 aid 63:3 aims 302:4 air 195:21 Alberta 303:24 307:22 Alex 119:15 Alexander 180:13
--	---	---

Algebra 243:13,14 244:12 aligned 33:10 93:7 99:8 108:1 303:7 alignment 108:12 283:3 all-day 164:18 Allen 152:12 Alliance 338:22 339:7 allocate 271:21 allocated 267:5 allocation 179:16 218:19 284:11 285:3 allowed 97:20 191:1,6 194:7,12 197:10,20 244:10 allowing 181:17 220:7 320:17 alongside 140:3 altercations 155:3 alum 98:19 Alycia 117:1 amazing 77:8 175:1 243:2,4 Amen 151:12,13 amenities 15:20 America 111:3 American 121:3 311:17 312:10 Ames 151:6 amount 141:21 183:6 214:10 223:6 260:7 262:12 263:12,14 268:16 271:5,7 Amy 303:21,23 304:8,10 analysis 106:22 Analyst 42:11 analyzing 314:21	ancestors 88:14 anchors 330:23 and/or 36:2 46:2 64:22,23 65:2 Andrea 318:23 319:1 322:22 323:1 Andrews 31:7 87:11 90:17,18 109:17 110:21 124:22 129:12 152:14,16 217:2 anecdote 253:20 Angeles 114:3 224:17 anniversary 17:2,9 announced 21:6 announcing 22:2 annual 94:10 210:20 288:2,7,22 answering 66:8 220:15 239:2 answers 116:20 140:18 161:1 168:20 323:15 Anthony 173:1 anti- 162:5 254:17 anticipate 175:22 204:24 264:19 anticipated 137:22 262:21 264:9 anticipates 107:14 anticipation 262:14 anxious 331:11 anymore 271:24 anyone's 299:24 anytime 131:5 apologize 82:23 265:20 266:1 277:24 278:3 303:22 311:4,8 318:24 327:20 334:20	Appeal 343:2 appealing 147:18 appears 306:2 applause 33:1,2 39:15 41:16 56:22,23 60:2 71:2 74:5 78:20 84:6,13,14,20, 21 95:6,7 114:8,10 189:14 303:16 307:16 310:23 314:23 318:19 322:16 327:5 334:1 338:3 344:9 apple-to-apple 159:4 apples 157:12 application 284:23 329:7 applied 313:12 314:22 apply 274:13 appoint 6:23 16:23 appointed 9:21 257:23 appointee 155:7 159:6 appointing 5:15 6:1 13:5 appointment 7:3 10:14 appointments 11:7 20:1 appreciably 114:24 appreciated 86:1 262:4 287:22 294:9 appreciation 10:6 189:4 appreciative 19:3 155:14 156:21 160:18 266:14 approach 40:7 63:18 104:13 227:1 291:14 305:10 approached 11:19 29:23 85:8 163:2 300:5 304:2 311:9 319:2 327:22 334:12 appropriated 48:21 258:17 270:14 appropriates 291:24
---	--	---

appropriation 260:24	assignment 222:13 291:20	attribute 51:8
appropriations 34:8,10 38:18 46:9,14 61:19,24 258:22 261:16 263:23	assignments 172:4	audience 69:23
approve 103:7,9	assist 79:5 82:22 121:17	audit 267:12 278:9,17 282:8,17 283:1,8
approved 164:11 325:9	assistant 143:22 180:2 249:2 320:23	audits 270:17
approximately 264:24 289:9,11 319:16	associate 80:3	August 137:16 213:15,19 259:20
APPS 340:7 343:18	Association 111:9 122:9 166:9 321:14	austerity 217:8
April 263:8,12 268:1	assume 134:23 246:6	Austin 59:3
Aramark 56:14,21 57:1 79:24 80:6 292:17	assumed 261:12	authentic 70:19
archive 212:4	assure 107:9 139:3 194:4	authority 302:15
area 19:15 121:7 190:1	assuring 102:20	authorized 258:15 262:10,23
areas 43:16 120:9 212:10 248:3 253:9 255:21 268:7 311:23 337:20	At-large 7:24 188:10	authorizer 309:17
Argro 269:18 286:4	at-risk 161:7 162:6	authorizing 91:10 105:11 106:8 107:4,24 301:6 302:5,19 305:20 307:4 310:2 329:5 332:15 333:8 342:18
Argro's 273:19	athlete 77:14	autism 324:10
argue 63:14	athletes 161:9 164:21	autonomy 230:16,20 275:14 310:4
Arlene 120:5	athletic 164:17 217:19 321:17	availability 291:3
arm 8:6	athletically 321:7	Avenue 5:17,22 6:24 7:2, 13,20 8:7,9 9:2,4 11:24 12:9 13:21 17:10,18,19 59:5
Art 61:3	Atlantic 251:20	average 112:8 119:10,12
Arthur 78:10	attempt 64:17	averages 313:15 314:6
arts 315:18	attempting 45:4 73:15	award 320:6 321:21
artwork 21:14	attempts 64:8	aware 144:7 212:21 290:2
Ashe 78:10	attend 9:17 105:7 272:7	awareness 290:1
Ashley 31:7 87:11 90:17 311:3,5,16	attendance 33:17 114:23 116:6,12 120:10 141:12, 19 142:5,24 143:4 145:18 237:24 313:3	awesome 73:1 220:23
ass 163:12	attended 272:22	Ayana 184:1
Assembly 34:19	attending 47:15 96:11 102:21	aye 27:8,9 28:18,19 29:12
assess 149:24	attends 305:5	ayes 27:14 28:24
assessment 164:24 321:21	attention 46:2 126:19 130:20 155:5,16 156:16 157:1 159:24 174:16 203:21 224:13 314:18	
asset 189:21 332:5		
assigning 326:21		

B		
babies 93:15,17,18 102:3 167:7 229:11 254:11,22, 23 baby 50:13 295:9 back 20:3 21:1 30:4 34:24 37:16 76:10 93:10 98:16 101:1 108:5 117:19 119:1 120:3 125:1 140:17 150:14 155:22 160:24 167:17 187:22 188:16 196:16 202:5,9 206:14 207:20,24 214:3,5 215:5 228:8,23 229:6 234:11 259:16,24 260:6 264:11, 20 265:22 268:1 276:22 280:15 284:22 285:15 287:3 298:6 320:6 324:15 330:1 background 65:22 322:9 backlash 48:17 bad 163:10 bags 308:8 Baker 327:15 334:3,5 338:11 Bala 8:12 14:1 balance 69:6 205:6 209:24 210:4,7,24 211:21 212:1 213:3 214:14,19 215:1,4 216:23 217:4,21 258:8,9 286:1 balanced 101:11 Ballard 193:23 310:10 314:19 329:4 bank 15:12 banks 260:11 bargaining 73:11 122:7, 14 179:18 270:3 barrier 254:1,2	based 111:13 126:1 165:9,10 180:4 190:12 194:5 211:23 219:3 260:5 264:17,23 275:22 285:3 baselines 178:2,5,11 179:10,15,21 basic 100:10 178:18 317:15 basically 171:4 basis 64:16 65:5 120:13 130:6 186:6,24 296:2 basketball 161:5 276:18 Bass 3:15,16 24:12,13 60:10 Bass' 61:2 bathroom 227:14,21 229:10 232:7 beefing 154:7 beefs 156:9 began 74:20 99:6 127:4 208:22 begin 11:17 12:19 30:7 33:13 51:2 60:19 82:15 85:13 88:7 90:21 102:6 107:22 110:11 111:1 233:1 300:13 304:6 307:20 311:13 315:4 319:6 322:20 330:4 338:15 beginning 103:18 140:21 258:11,16,24 262:22 319:19 begun 99:1 behalf 83:23 88:10 129:10 157:18 195:6 293:17 307:14 334:24 behavior 230:24 231:1 behavioral 325:13 belief 109:4 337:15	Bellevue 20:22 bellowing 309:7 Belmont 15:14 324:13 belong 162:16 belt 256:17 Ben 176:21,24 177:6,12, 22 179:8 beneficial 171:5 benefit 6:17 161:23 benefited 317:24 benefits 123:22 184:24 216:22 Benjamin 179:2 Bernie 21:3 Bethel 32:1 80:21 81:22 BID 11:5 big 112:17 114:1 118:4 120:3,8 206:14 248:7 bike 14:15 bikes 14:14 bilingual 315:17 bill 26:12 297:10 billion 63:6 100:2 205:22 256:7 259:21 262:11,21 263:3,15 264:9 bipartisan 35:2 bit 45:11 125:1,4 186:21 205:11 216:18 257:21 339:5 black 18:3 36:18 38:6 194:16 201:3 208:6 253:22 272:23 275:7 305:13 313:18 335:9 Black-led 193:18,19 197:8,13,18 203:22 blame 173:7,10

blight 330:20 332:8
block 21:24
blocks 14:11 242:22
Bloomberg 31:21
blue 210:17,18,22,23
board 5:16,21 6:1,15 9:21
 13:6 16:20 17:11,13,16
 18:1,4 19:23 20:12,16
 21:4 31:1,3,8,10 33:5
 55:13 62:4 63:12 64:15,
 23 84:19 85:2,17,18
 86:24 87:3,10,11,12,13,
 14,15,16,17,19 88:10
 89:18,23 90:3,5 92:13,22
 94:19,20 96:2,18,23
 97:11 98:7,23 99:2,14
 101:5 102:8,15,18 103:1,
 7 104:2 105:6,13 107:14
 108:8 110:19 123:9
 124:23 126:6 130:2,7,9
 131:1,4,8 140:4,6 142:20
 152:10 153:15,17 172:23
 181:23 186:12 187:18
 188:5,13 191:16 192:3
 193:24 194:2 195:6,7,8,
 12,16,23 196:4,8,10,21
 198:8,16 199:1,7,16,23
 200:1,7,10,16 201:12,14,
 20 203:9,11,15,19 204:9
 206:6 208:24 209:6 217:2
 218:11 228:6,7,22 229:4,
 13 230:21 231:6,14,23
 232:15 233:17 234:12,21,
 24 245:9 246:14 247:8,16
 251:8 252:1 254:7,15
 256:16 262:10 263:22
 266:5 277:19 282:10
 287:24 292:20 293:7,23
 296:19 297:1 298:12
 302:17,21 306:13 308:23
 309:1,12 310:21 318:12
 328:7,18 330:11 333:4
 342:7,9,20 343:2,12,18
 344:4

Board's 90:10,22 91:12,
 19,22 96:6 105:18 228:1
 231:19 254:9
Board-approved 237:18
body 68:12,15 258:13
 261:2 328:19 342:19
bond 123:14 257:12,20
book 308:8
boots 158:8
borrow 213:22 259:9,13
 260:4,10 262:12,19
 263:5,14 264:4
borrowed 214:5 259:24
 260:11,12,15
borrowing 100:23 263:19
Boston 113:19
bother 174:11,13
bottom 113:20 210:15
bound 182:4
brag 174:23 276:2
brain 75:11
bread 152:22 153:3
break 79:2,3 296:10
breakfast 290:16 292:8
breaks 227:14,22
Brian 173:16,19
brick-and- 106:2
brick-and-mortar 300:21
bridged 56:16
briefly 21:16 253:17
bring 14:23 32:7 64:8
 66:23,24 86:23 96:17
 120:2 124:19 142:23
 147:8 149:22 150:6
 157:19 163:11 231:21
 234:13,23 239:21 243:10
 320:4

bringing 55:4 57:24
 104:21 125:2 150:22
 286:10
brings 58:9 89:23
broken 301:7
Brooks 4:21,22 25:17,18
 86:21 109:14 129:24
 192:20 204:21 215:14
 216:11 219:15,16,19,20
 221:18 222:19 224:4
 225:8 227:5 235:9,23
 236:3,6 238:19
brought 34:2 89:11 155:4
 156:15 203:20 330:20
Brown 151:12,13
Bryan 11:14,22 16:13
 18:6 22:10 307:22,23
bucket 120:9 121:19
 237:23
budget 34:1,16,18 38:16
 101:11 110:5,6 122:4
 137:21 147:15 156:24
 160:24 167:4 169:13
 176:8 182:9,11 208:20
 209:8,15 211:8 214:1,2,8
 215:2,4 217:22 223:7
 226:7 239:4,7 252:10
 253:11 255:24 256:7
 258:10,18,20 259:14
 260:5 266:18 284:16
budgeting 101:18 255:15,
 19,23 256:6
budgets 125:18 182:7
 207:24 240:1
build 35:13 55:23 59:11
 63:3 74:21 103:4 188:6
 251:4
building 15:15 55:14 60:7
 62:18 68:3 88:5 89:3,15
 95:16 105:14 108:20
 114:19 129:2 135:1
 177:24 180:2 220:7,14,19

269:19 283:22 321:2 325:19 329:20,23 331:23, 24 332:4 buildings 57:22 59:24 61:9,13 63:2 69:2 125:18 129:4,5 132:22 builds 50:20 built 326:3 bullying 65:7 bunch 135:18,19 279:14 burden 101:22 316:21 317:12 burdensome 306:18 business 10:3 18:20 119:11 business-related 8:6 businesses 8:22 9:13 13:24 17:19 295:2 button 118:19 buzzword 337:18	cameras 154:9 camp 47:3 campaign 290:1 campus 320:20 candidate 20:18 candidates 12:14 candor 166:7 cap 271:6 308:1,3 310:17 capable 33:24 capacity 56:3 188:1 199:3 233:6 271:12,19 capital 294:10,15 capped 268:18 capping 271:3 captains 82:1 car 188:21 Card 111:7 114:12 248:3 care 43:15 53:14 67:16,18 68:17,19,22 69:22 123:22 174:18 216:22 324:4 career 94:6 103:18 115:1 270:18 304:18 317:6 career- 320:12 career-training 100:13 careers 59:23 128:22 284:7 careful 271:11 carefully 145:5 caring 319:21 Carolina 113:9 222:24 223:5 224:14 carpentry 283:21 Carrera 42:9 49:18 55:11 76:8 carried 223:4	Carver 242:22,23 243:4 244:5 CASA 122:16 133:2 216:14 218:5 285:20 case 150:24 caseload 81:8 cases 180:6 199:6 cash 260:20,21 261:9,18 263:18 Cassandra 300:3,16 catchment 128:13 178:7 204:14 268:7 categories 126:21 cater 290:24 caterer 146:21 Catto 39:12 40:20 caught 130:20 causing 77:23 CCME 117:12 celebrate 17:1 322:1 celebrated 17:9 cell 81:14,15 center 36:18 38:5 59:5 90:8 176:21 237:9 243:19 274:19 297:4 312:23 315:11 319:23 centered 98:14 227:13 Central 141:13 144:17 centralize 181:11 century 59:22,23 123:3 CEO 11:23 307:23 311:16 319:10 335:12 Cephas 61:5 certification 281:3 283:18 320:13,15 certifications 103:21
C		
cabinet 238:17 calendar 137:18 call 2:16 7:9 11:11 29:20 53:3,15 67:1 84:24 100:23 112:18 126:18 145:2 152:19 154:1 170:5 248:16 290:21 299:22 300:2 317:13 called 5:10 8:9 46:16 50:15 162:20 211:9 338:11 calling 6:5 62:14 calls 144:5 158:14 170:3 173:18,21 177:16 184:9 186:4 295:24 calming 9:1 189:17		

266:20	change 58:15,20 114:20 131:7 197:1 247:14 340:12	cheating 163:17 166:5
certified 37:7,12 46:8		checked 323:23
CFO 205:17		cheering 166:13
Chair 13:17 16:2 21:4 26:3,6,21 27:19 28:8 29:8 30:14 34:11 55:14 86:19 88:5 109:10 129:17 130:7 133:13 138:10 139:15 151:22 152:11 153:20 158:2 168:14,17 169:19 173:11 175:13 176:7 192:15 201:14 204:9 205:16 219:14,21 234:20 238:22 242:15 265:19 266:6 270:1 275:24 277:10 287:13 289:21 290:3 293:2 296:19	changed 8:10 78:11 275:12 329:9 332:7	Cherelle 29:22 30:10 63:23 65:13
	changing 226:2	Cheryl 87:13
	character 199:6	Chicago 113:7 224:19
	charge 75:12 114:17 294:23 299:24	Chick-fil-a 16:24
	charged 164:13	Chief 32:3 42:6,8,10 104:19 119:13 145:21 183:21 208:8,12 226:13 236:11 237:11 238:1 262:7 297:5 300:17 315:7 328:3
	charging 161:9	Chief's 238:2
	Charlotte 223:2 224:14	chiefs 238:11,15
	Charlotte-mecklenburg 113:8,20	child 50:19 95:10,12,17, 18 102:21 251:4 276:5 301:4 304:24 308:14 326:9 335:18
	chart 210:16	children 44:21 46:18 49:11,19 52:3 53:11 57:18 58:23 65:20 67:7 75:20 77:11 78:16 83:23 95:14 112:2 133:22 135:1 144:8 159:19 184:24 188:23 195:12 221:13,15 223:2,15 225:16 227:11 229:9 232:11 238:6 245:2,4 252:19,21 253:7 254:1,2,4,16 256:11 290:16 292:10 310:13,19 313:21 323:17,24 325:12, 18,21 326:18,24 328:12, 17 330:5,21 332:10 333:22 336:13 337:23 342:11 344:24
Chairman 34:7 39:1 46:9, 14 61:20,24 62:10 75:7,8 84:18 85:21 86:12,19 94:11 109:21 112:13 117:18 122:2 129:6 133:24 135:6 136:13 138:1 139:21,23 151:19 161:19 163:9 167:24 196:7 205:20 212:20 216:17 257:11 280:2 288:21 296:23	charter 6:10 30:21 35:7 36:9,21 48:7,22 49:6,15 50:5 91:8 97:14,16,17 98:9 101:20 102:6,11,22 103:8,10 104:2,4,18,20, 22 105:1,3,9,16,19,23 106:3,14 107:1,3,15,20 157:6,13,19 159:2,8 178:8 189:23 193:16 198:7,10 200:19 203:6,16 243:18 245:15,18 247:7 256:15,18 257:3 300:21 301:1,6 304:22 305:5,20 306:12 308:1,24 309:13 310:5,15 311:20 312:11 315:9,10,21,22 316:15 318:14 319:11 320:5 321:22 322:4,6 329:5 331:13 333:6 335:1,15 337:7 339:14 340:16 341:21,22 342:21,22 343:1	children's 43:10 55:6 119:24 303:11
Chairwoman 61:5	charters 80:14 300:18 308:14 309:3,19 339:20	Childs 76:18,20,23 77:1
challenged 190:6	Chau 87:14	Chili's 15:5
challenges 77:24 81:12 89:16 98:3 124:1 307:7 323:12	cheated 163:17	
challenging 58:12 312:20		
chambers 30:17		
champion 9:11		
Champions 77:9		
championships 170:14		
chance 35:20 53:22 77:5 103:19 219:24 279:9 327:1 333:13		

chime 167:20	97:13 104:23 108:15	197:13,17 203:3 216:12
choice 72:17 128:18 276:21 277:15 309:3	110:16 112:17,22 113:12	218:8 229:23 248:12
choices 279:8,10 290:24 305:4	114:1 117:8,22 132:15	251:7 274:11 278:5,8
choose 41:3 121:15 186:14 276:9,12,16 336:3,6	133:17 135:3 140:8,21	301:11 306:3 308:8
choosing 41:13 64:10	146:21 148:10 154:18,21	329:13 337:13
choreographs 50:20	155:1 169:12 174:1	CLERK 2:17,21 3:1,5,8, 11,14,18,22 4:1,5,9,13, 16,20,24 5:4,14 11:13 23:14,18,21 24:1,4,8,11, 15,19,22 25:1,5,9,12,16, 20,24 29:19 85:2
chose 206:14 272:7	175:9,19 176:21 178:3	cliff 215:11
Chow 104:19	185:13,15 186:20 188:8	climate 180:1
Chris 269:8 287:16 295:5	189:16 193:17 206:5	climate-wise 154:6
Christmas 2:15 5:11 11:10 23:12 26:4 29:16 84:24 133:5	211:7 212:18 233:5	clinical 320:22
chronic 141:15 142:6	243:19 246:5,12 250:17	clock 341:5
circle 184:15,16,17 287:3	258:13 269:20 274:19	close 35:3 53:8,19 91:12 101:16 191:8 224:12 236:4 246:21 261:17 265:3,14 279:23 287:23 299:10 327:19 334:10 342:9 343:23
circles 246:9,10	280:21 283:3,23 286:8,10	closed 77:22 159:2 189:20 193:4,17 194:10 197:8 198:18 201:22 220:22 248:11 301:24 306:14 331:23
circumstance 65:22	290:2 291:2 293:17,22	closely 88:24 141:4 143:13 145:9 269:16 304:22
circus 184:16,17	295:6 298:14 299:13	closer 93:2 188:7
cited 141:11	300:23 301:5 302:12,14, 24 304:10 308:20 310:12	closes 284:24 325:7
Cities 31:21	312:21 315:11,13 323:1	closing 54:4 172:16 318:10 325:17 340:22
citizen 121:19	326:4 328:1 332:23	closure 104:1 313:9 330:20
citizenship 315:17	337:8,22,24 339:1	closures 220:17,18 236:18 237:1 330:18 331:8 332:19
city 5:16,21 6:2,16,24 7:2, 3,13,20 8:7,9 9:4 10:4,15, 23 11:4,24 12:6,9 13:2,20 17:9,18,19 20:13 21:15, 21,23 22:2,15 29:21 30:11 33:7 36:7 38:4,14, 18,20 41:14 45:12 48:20 49:20 50:6 56:20 58:16 59:6,13 60:20 61:16 62:19 63:5,19 65:14,19 66:5 67:14 68:4 69:18 70:2,15 72:22 74:4 79:21 80:24 84:1 86:13,22,23 88:22,24 89:17 91:6	343:10,20 344:5,16 345:1	Club 166:8
	city's 108:9 304:20	
	citywide 36:15 157:11	
	civic 120:18 121:7	
	civil 51:9	
	clapping 71:10	
	clarification 202:18	
	clarity 216:5 274:10 275:4,6 277:2 333:1	
	class 52:5 100:12 179:17 252:13,19 253:4 272:9,15	
	classes 312:24	
	classroom 45:23 251:6,12 252:9	
	classrooms 45:24 97:19 281:23 306:19	
	Clayton 120:22 121:2 257:23 297:4	
	cleaned 89:3	
	clear 38:22 61:15 70:10 73:9 181:24 196:18	

clubs 250:11	172:7 295:12	232:18 233:10,19 276:1 298:9 345:11
Co-chair 233:18	color 36:8,13 210:23 275:21	committing 250:15
Co-founder 338:21	Columbia 113:6	Common 199:19
co-represent 9:15	combat 18:24	Commonwealth 34:21 37:6 38:2 57:11 99:3 112:7 212:22 217:11,12 248:5 260:21 284:6
co-sign 170:1	combine 46:7	communicate 199:3 224:6
coach 161:10	combines 335:22	communicated 131:21 199:12 204:23
coached 276:18	comfort 200:12	communication 118:16 181:7,11 184:3 185:16,17 326:2
coaches 161:22 167:1	comfortable 326:8	Communications 119:14
coaching 154:11	commend 104:11 136:2 218:16 269:23	communities 8:23 15:21 62:24 67:4 89:22 99:17 106:15 125:6 126:2,24 143:17 162:16,17 184:22 186:10 225:21 236:20,23 237:11 311:20 314:14 331:2 333:17 339:24 342:11
coalition 99:14	comment 176:11 233:20 234:16 235:20 265:13 288:18 296:12,13 298:1, 16,18 299:5,12,15,16,17 311:18 338:8,10 344:11, 14	community 11:3,5 13:24 17:23 18:8 19:1 39:13 40:10 56:19 61:7 67:20 81:6 82:21 91:4 92:5 96:6,12,19,24 97:6 108:14 116:23 117:2 118:21 119:10 126:12 127:9 139:8 143:15 149:11 162:14,23 164:19, 22 165:15 170:24 171:6 184:6,20 189:22 190:5,11 209:11 220:6,8 221:1 235:3 237:7 291:5,6,13 307:23 309:23 312:18 319:21 323:8 326:24 331:17 332:9,21 342:16 343:22
Coatesville 37:17	commented 9:6	community-based 138:18
code 52:6 309:15 322:9	comments 13:15 22:22 205:18 298:19	
codes 67:2,9 313:20	commercial 15:1	
coercive 301:24	Commissioner 32:1,13 80:21 81:21 154:15	
cognizant 286:24	commit 97:12	
coherent 306:22	commitment 30:18 60:24 87:23 90:7 269:15 303:20 321:5 333:21	
cohort 203:4	commitments 140:23	
coincidence 198:20	committed 48:9 70:5 99:11 102:9,19 121:8,13 124:2 125:2 127:8 128:4 209:1 217:24 218:2 301:2 304:23 312:16	
collaboration 89:6,9 164:7 307:13	committee 2:11 5:8 6:6 13:16 22:7,10,23 23:6 26:5,14 27:4,17 28:2,15 29:2 30:14 34:8 57:10 129:18,20 130:5 132:5,7 139:17 140:1 159:7 173:11 228:9,11,24 229:3	
collaborative 108:11 306:23		
colleague 13:7 16:9 19:10		
colleagues 87:9 131:13 173:16 177:1 224:15 344:16		
collective 73:11 122:6,14 179:18 270:3		
collectively 238:14		
college 39:13 94:6 95:23 103:10,17,20 116:24 117:3,8 245:6		
College's 103:14		
colocation 177:18		
Colonel 147:6 149:11 150:8 162:18 163:1,14,19		

community-rooted 305:10	268:3,11 271:2 274:24	consistency 108:3 301:8 302:9 325:6
community-used 164:6	concerned 132:23 145:11 170:20 203:23 275:16 344:23	consistent 92:20 253:12 296:2 302:18 306:4 307:12 309:6 310:3
company 16:18	concerns 11:3 18:15 61:9 153:1 156:22 277:18 305:19 332:3	consistently 303:13 336:3
compare 202:23	concluded 345:12	consolidations 331:9
compared 112:6 116:8 134:13,21 193:8	concludes 129:9	Constance 121:2 297:3
compares 313:14	conclusion 134:2 135:10 258:2	constant 332:3
comparing 157:12 202:19	Conditional 314:14	constantly 226:1 316:22
comparison 159:5	conditions 204:12 302:2 306:16	constituents 66:21 174:3, 11,17 177:16
compensation 131:10	condolences 88:11	Constitution 261:14
compete 226:23	conducting 77:12	constitutional 34:22
competent 94:9	conference 22:8 31:19,20 146:12 289:23	construction 21:22
competing 166:5	confidence 321:3	consultant 107:1
competition 53:13 142:17	confident 104:13 240:5	context 37:1 132:8 179:1 191:13 202:7 211:5 216:19 218:7 235:11 330:15
competitive 183:7	confirms 53:24	continue 16:21 17:13,20 21:9 33:23 41:3 54:8 60:22 88:4 101:21 108:2 116:22 121:21 127:3,8 135:21 170:12 191:2 202:3 209:13 217:10 224:5 256:7 285:10 305:3 312:2 329:10
complaints 266:14	confusion 198:12 215:17, 19	continued 35:2 97:12 106:22 268:3 280:10 292:7 309:10 322:5 344:12
complete 22:1 126:8 141:23 333:10	congratulate 117:1	continues 33:15 91:5 103:1 345:5
completed 122:15 124:17 126:15 134:5 267:11	congratulations 285:16 295:9	continuing 66:4 97:4 98:8 118:9 224:12
completely 273:11	Congress 111:13	contract 132:24 133:6,11, 15,21 134:2,14 135:4 136:11 137:9,15 146:20 211:11 212:4 213:9,15,19
completing 141:21	connect 37:1	
completion 22:4	connected 81:20	
complex 108:10	connection 96:8	
compliment 32:12 152:23 153:7	connections 43:10	
comply 34:20	Conrad 5:15 12:5	
component 72:24 164:6	consequences 277:8	
comprehensive 43:7 61:11 62:9,17 63:17 72:9 104:6 106:21 124:20 212:9 221:23 276:13	consideration 158:7 302:13 333:24	
comprehensively 83:17	considered 335:6	
concept 46:16		
concern 118:23 193:5		

215:24 216:14 218:4 285:14 301:22	230:14 231:12 261:23 271:9	Councilman 2:17,19 3:1, 3,5,8,18,20,22 4:5,7,9,11, 24 5:2 7:11,16 10:13,16 13:18,19 15:3,22 19:10 23:14,16,21,23 24:1,4,6, 15,17,19 25:1,3,5,7,20,22 26:7,10 27:20,22 57:8 66:1,2 85:10 129:15,22 134:8 135:12 137:11 138:5,11,13 139:20 141:6 143:19 144:9 146:4 148:1,22 150:10 152:2,15 163:4,8,13,16,18 165:20, 23 166:3 167:15,17,23 168:2,16 169:20,24 170:2 172:14 176:6 177:5,7,10, 12 178:23 180:17 182:21 183:8 185:21 187:7,13 189:9,15 192:14,16,21 196:15 201:13 203:17 209:23 210:3,9 211:2,20 212:24 213:7 215:3,8 218:6 229:15,18 232:21 233:7,12 234:17 235:7, 16,17 238:21 242:17 249:10 255:5 259:2 262:1 263:2 264:6 265:1 274:1, 16 277:11,23 279:20 280:6 287:14 288:9,23 289:3,14 293:3 297:8,16 298:3 300:7 303:17 304:4 307:17 310:24 311:11 314:24 318:20 319:4 322:17 327:6 334:2,14,18 338:4 341:3,14 344:10
contracts 267:18 295:1	correctly 275:12	councilmanic 168:12 171:18 249:3
contradiction 222:4	Corridor 154:17	Councilmember 7:15 10:20 16:8,9 19:17,18,20 26:22 28:9 29:9 60:10 61:2 66:12,13,14,16 67:10 129:21,23,24 138:16,24 139:4,19 142:1 150:2,3,21 151:2,22,23, 24 152:1 162:12 167:18, 19 168:5,10,15 171:24
contrary 200:17	cost 58:2 76:4 79:16 164:14 165:2,7 168:24 171:11 260:18 263:1 318:3	
contrast 193:8	cost-cutting 177:20	
contribute 136:5,8	costing 74:13	
contributed 258:8	costs 123:22 161:3,24 165:17 209:19 256:2	
control 187:22 188:3,17 189:8 207:16 228:5	couch 18:11	
convene 6:6 248:22,24	council 2:2,5,8,21 3:11,14 4:1,13,16,20 5:4,6 6:5,16, 19 10:10 11:8 12:16,21, 22,23 13:12 15:24 16:11 19:13 20:3 21:11 22:12, 20 23:1,18 24:8,11,22 25:9,12,16,24 26:2,16,18, 20 27:10,13 28:4,7,20,23 29:7,11,14 30:3,9,12,15, 17 31:16 38:14,19 39:2 42:15 48:11 63:19 66:5 69:15 70:15 71:3,8 72:12 75:23 76:19,24 80:1 83:8 84:7,15,22 86:17,22,23 91:4 96:7 108:16 109:10, 11,13,15 110:16 112:14, 21 117:18 129:7 130:13 133:17 135:3 140:8 143:13 169:12 174:1 194:3 202:12,15,16 204:7 233:5 239:18 258:14 260:14 261:22 270:2,14 273:8,17 280:21 281:4 293:18 295:6 297:1 298:14 299:13 302:14,24 304:10 308:21 310:12 318:11 322:23 323:1 326:4 328:1 332:23 337:24 343:10 344:5,16	
convenient 336:10		
convening 99:1 104:21,23		
conversation 58:12 63:11 99:7 156:19 194:15 195:21 211:5 215:15 239:22 242:9 249:4 255:3 265:4,15 280:9 322:14		
conversations 61:23 93:5		
convince 157:14		
cookie- 308:15		
Cooper 95:4 114:16 122:13 270:10 285:19		
cooperation 83:1 340:14		
coordinate 6:14		
coordinated 88:23		
coordinating 18:8		
Coordinator 338:21		
Coppadge 119:15 238:1		
copy 267:15		
core 179:23 237:17,19 244:23 252:12 305:8		
corner 108:14 133:5 166:21		
corporate 57:2 80:5		
correct 135:6 144:2	Council's 302:12 314:18	

172:1,2 173:16,19 175:14,15 176:4 179:13 182:7 184:15 219:17 221:18 224:3 229:17 231:13 233:3 235:13,14, 18 236:3,4 238:22,23 242:14,16 247:23 248:15 250:23 253:17 255:15 256:4 265:6,8,9 275:1 276:23 288:15 289:18 291:18 341:2 Councilmembers 171:2, 16 172:21 186:9,20 188:8,9,10 339:2 Councilpeople 173:5 Councilperson 19:9 173:1,3 councils 234:3 COUNCILWOMAN 2:23 3:16 4:3,18,22 16:5 17:7 24:13 25:14,18 29:10 219:20 222:19 225:8 227:5 236:6 238:19,24 240:20 242:1,12 265:17 270:22 272:1 273:6 280:16 284:1 285:8 289:20 292:24 counsel 234:7 257:12,20 counselors 339:11 count 100:3 counterparts 197:9,20 counties 57:13 countless 89:21 countries 336:8 country 114:2 221:5 242:24 244:6 248:8 279:3 321:11 County 8:12 18:21 113:18,19 couple 124:13 205:18 235:18 275:17	courses 245:5 Court 34:21 199:18 217:12 343:4 courts 343:3 courtyard 155:1 cover 90:20 171:10 214:9, 18 covered 208:15 COVID 206:4,13 258:5 312:5 COVID-19 111:16 112:15 113:4 208:19,23 329:17 COVID-RELIEF 205:22 Craig 295:19,20,24 create 62:16 65:3 218:9 created 37:4 82:5 112:20 200:20 201:8 276:7 309:14 creates 50:22 198:11 204:16 247:2 330:3 creating 39:10 198:1 227:13 creative 315:18 Creator 88:14 credentialing 270:16 credentials 320:19 credit 117:17 123:2,6 196:17 197:5 203:18 257:19 credits 103:20 Creighton 97:15 crime 80:24 crisis 49:3 55:8,16 220:6 290:12 291:2 323:14 criteria-based 128:14 316:6 critical 99:19 317:6 318:8	Crompton 318:23 322:22, 23 323:2 crystal 87:12 251:7 CSO 309:2 CTE 266:20 267:12 270:15,18 280:3,17,24 281:10,14,16 282:7,16 283:2,9,17 284:13 285:4 Cubbage 87:12 culture 72:21 329:20 cure 167:7 curious 249:14 current 52:15 127:4 209:15,24 210:4,7,24 214:16 233:6 301:6 302:5 316:1 318:3 335:13 336:19 337:5 340:10 curriculum 97:21 121:5 curse 166:12 Curtis 13:18 16:10 19:10 26:7 28:10 173:3 cushions 18:11 customer 118:10,14 119:12,14 cut 197:13,17 256:2 cuts 206:15 207:9 cutter 308:16 cycle 333:19 Cynwyd 8:12 14:1 D D.C. 113:6 279:4 daily 64:16 65:4 120:13 263:18 dance 43:17 50:21 danced 159:16
---	--	---

danger 332:1	debate 261:6	deepest 88:11
dared 167:24	Deborah 42:9	deeply 301:2 304:23
dark 210:17,22	debt 39:18,23 69:6 101:1	deficit 69:17 124:5 175:23 205:1,12 206:12,23 207:3 208:4,20 209:3,22 210:20 217:5 219:2 255:16 258:4 261:11
dashboard 143:9	debt-free 39:10,14	deficits 101:13
data 36:8 42:11 47:13,23 92:23 94:15 112:20 115:17 117:20 126:21 127:1,3,13 143:7,8 145:4 190:12,19 246:17 247:20 301:11 313:24 314:12	decades 208:17 330:16	define 106:17
data-driven 314:10	decant 195:21	defined 142:7
date 207:9 221:20 222:18 224:21	December 15:17 124:24 126:17 234:12 263:20	defines 92:18
daughter 323:5	decide 61:12 276:11	definition 218:21 219:3
daughters 60:14	decided 132:21 341:9 344:21	degree 39:12 41:9
Dawson 143:11 218:14 226:15 248:23 266:8 270:11,21 280:3,19 284:18 297:19,22	decides 37:14	degrees 95:23 216:2
day 41:20 42:19 43:6,13 45:6 47:14,16 48:6 52:12 54:9 56:18 57:23 72:7,9 73:20 74:22 75:15 78:17 115:11,21 116:4,10 148:6 151:5 165:7 166:16,17,19 174:22 205:8 207:12 211:9,19 212:3,8 215:23 222:17 227:17 232:8,9 243:2 249:24 253:5 285:22 292:4,9 293:9 295:20,22 297:15 316:12 328:11	decision 34:21 90:9 97:8 104:4 192:5 193:7,8 194:6 195:2 197:11 198:22 199:13 275:18,20 276:14	DEI 240:23
day-to-day 185:5	decision- 50:2 160:4 306:1	delay 288:4,6,13
days 119:11 256:22	decision-making 96:21 98:5 195:14	delayed 317:19
deal 11:3 81:5 156:20 223:12	decisions 82:18 93:6 99:19 194:19 196:5 203:12 207:14 301:10 302:22 303:4,10 306:14 331:3 333:2,5 337:13	Delegation 34:6,13 61:4
dealing 295:5 309:21	decline 94:16 252:2	deleterious 188:18
dealt 55:8 155:12	declining 33:19	deliberation 196:2
Dean 323:20	dedicate 89:20	deliver 317:4
death 60:13 153:21	dedicated 96:22 304:18	delivered 258:18,19 290:9
	dedication 21:15 33:20	delivering 33:10 34:16
	deem 88:15	delivery 138:4
	deemed 191:24	demand 227:12 284:4,7 320:14
	deep 126:11 143:7 193:1	Democratic 34:10
	deepen 91:5 96:24	demographic 104:8 219:12 225:19 276:24
	deepens 98:2 331:16	demographics 226:2 273:2 287:8 313:21
	deeper 72:4 280:11	demonstrate 333:13
		demonstrated 103:11
		demonstrates 94:17
		demonstrating 321:16

denied 190:22	172:8 209:13 317:4	discuss 149:5 174:7 196:23 269:6 287:19
denounce 65:7	developed 126:20 143:8 222:7	discussed 95:13 134:16 195:17 203:5 255:1
department 81:2 82:8 147:16 161:15 278:12	developing 48:15 331:6	discussing 204:12 211:6
departments 82:1	development 13:22 14:21 15:14 18:19,20 36:19 38:6 81:23 82:9 105:3 282:23	dishonoring 59:18
depend 159:18 326:1 332:22	dialogue 293:15	disingenuous 197:2
depending 203:13	difference 40:11 100:7 210:21 281:6,18	disinvestment 330:21
depends 159:17	differently 51:3	dismissal 328:16
deposit 263:9	difficult 104:3 186:8,18 330:9	disparate 126:1
Deputy 42:7,9 143:10 147:5,23 162:18 226:15 238:2,10 248:18,22	dig 143:7	displaced 330:22
deserve 30:21 62:23 65:23 102:3 241:24 254:24 301:9 306:24 318:15 333:15,16,18	digital 43:17 320:24	disproportionately 275:20 336:22
deserves 53:22 140:9 297:18	diligence 231:3	dissipating 214:23
deserving 303:14	diligently 101:6	distance 154:24 336:4
design 302:6	dime 101:10	distract 317:1
designed 103:14 106:7 200:20	direct 126:7 139:7 196:6 262:9	distracts 318:17
desire 63:3 91:22 102:13 109:1	directed 203:9 228:13	distress 313:19
desired 93:2	direction 39:4 105:19 216:6	district 5:17,22 6:3,13 7:1, 8,14,21 8:4 9:9 10:15,23 11:4 12:1 13:3,6 15:1 16:8,11 19:9 30:21 31:10 32:21 33:14 34:3 35:7 36:6,9,20 38:9 53:17 61:2 63:13 64:2,14 66:15 67:8 69:4 74:1,13 75:1 76:18 80:11 85:6 87:6 89:1 90:11,13 98:9,21 101:12, 20 102:11,22 109:24 110:15 111:21 112:4 113:5,22 114:2,4,15 117:5 120:23 121:10 122:22 123:19 128:6,16 129:11 130:17 131:19 136:1,3 138:20 139:2,10 141:9,10 142:4 144:11,14 145:19 146:9,11 147:10 153:11 154:10,16 157:11 158:9 159:10 164:3 165:17 168:12 169:1,4,6, 7,18 171:18 172:20,24
desires 70:14	directly 19:7 55:5,18 58:2 96:18 98:12 105:9 107:11 184:7 221:16 227:9 303:11 305:19 316:17	
desperately 99:13	director 13:2 32:4,15 183:24 304:11 335:11	
destabilize 301:16 314:13 332:20	Directors 5:16,21 6:2,23 104:3	
detail 72:4	disabilities 305:17	
details 91:17 242:7 292:23	disappointing 264:7	
detectives 81:7	disciplinary 155:21	
determine 228:22	discover 43:11	
Detroit 113:7	discrepancies 306:11	
develop 107:5 137:5		

173:2,4 176:17 181:2,9, 20 183:3,10,13 186:9,22 188:9 189:13,20 190:7,10 205:13,21 207:16,17 208:14 211:15,17 218:22 220:1,24 221:13 222:10 223:12,23 224:18 225:20 226:5 227:2 228:13 230:22 231:2 237:9 238:13 239:9,14 241:9,15 242:21 243:18 244:7,9,13 245:16,21 246:8 247:4 248:1,11 249:3 250:21 255:2,18,19,22 256:17 257:4,13,16,22 259:10 260:6 261:21 262:8,12,16 266:7 267:20 275:3 281:19,21 292:19 295:1, 23 298:11 328:8 329:1,11 331:5,13,23 342:8,19 district's 100:21 104:14 111:14 118:18 182:9 234:7 288:22 district-operated 184:18 districts 10:4 83:14 111:6 112:9,18,24 113:13 120:24 145:14 146:19 158:10 162:13 224:17 246:8 248:7 264:2 309:20 districtwide 313:14 dive 91:17 193:1 280:11 diverse 92:4 145:22 226:14 273:13 315:12 diversify 16:20 17:13 20:12 diversity 17:16 18:10 19:22 35:16,23 90:1 226:20,21 241:19 division 8:14 Dobbins 117:14 doctors 292:18 documentation 316:20	documents 239:14 dollar 183:5 dollars 63:21 122:22 161:12 189:17 206:1,4,5, 9,13 208:19,23 217:14 284:12 291:24 292:2 306:6 domain 313:10 donation 56:14 door 159:12 301:24 306:14 doors 159:12 dots 37:2 doubled 240:5 downstream 252:23 dozen 154:3 dozens 215:21 draft 127:5 drafted 257:21 drama 156:11 draw 184:14 draw- 260:12 Driscoll 3:9 24:5,6 57:8 66:1,13 83:15 drive 125:19 249:5 driven 36:12 123:20 216:21 driving 94:21 118:5 126:4 206:17 207:10 drop 245:5 dropout 33:18 115:3 206:18 drugs 332:2 dual 308:9 Dubow 74:8 Duckrey 243:8 244:8	due 81:4 191:18 223:13 231:3 263:7 313:9 342:24 duly 26:19 28:6 29:15 dumping 332:2 Dunbar 243:7 244:7 duty 200:18 Duval 113:19 dynamic 60:15 dynamics 236:19 E E&s 242:23 earlier 103:6 110:22 115:19 207:14 259:8 285:14 292:11 early 103:10,13 227:7 327:9 early- 105:7 earmarked 213:8 earn 103:20 160:17 earned 314:4 321:7,15,23 earnest 124:14 235:3 ears 97:5 easier 185:1 186:21 279:11 East 21:17,19 22:6 eat 149:23 eaten 290:21 echo 274:7 economic 79:9 educate 121:16 educating 108:9 241:9 300:22 310:19 education 6:15,18 30:14, 19 31:3 34:14 35:8,15 38:24 41:5 42:8,10 45:21
---	---	---

60:5 62:10 67:17 68:18 70:22 85:3,18 86:13,19 87:1,3,20 89:19 91:24 99:22 102:8 103:13 106:11 108:22 109:10 110:4 123:10 126:6 129:18,19 130:5 132:6 133:13 139:17 140:1 142:21 145:21 152:4 155:8 157:10 158:2 159:7 173:11 179:24 181:23 188:14 192:4 195:23 196:11 200:10 203:15 206:6 209:7 226:13 231:15,23 233:17 244:3, 15 245:9 246:15 247:9 254:15 262:10 270:19 275:24 277:19 297:4 301:21 308:7,23 309:6,22 310:16 315:17 318:18 322:8 325:4 333:2 335:24 337:16 342:20 344:23 Education's 110:19 educational 6:8 45:14 72:21 100:10 102:23 108:19 111:9 282:10 304:19 316:2 educator 35:10 36:18 38:6 41:14 312:1 educators 33:20 37:11 59:8 62:22 92:5 96:14 97:22 98:11 107:8 198:23 344:20 effect 308:24 effective 90:3 92:14 251:10 253:5 effectively 253:6 effects 188:18 efficient 92:14 efficiently 125:16 effort 10:21 18:13 209:9 285:11 305:23	efforts 11:6 17:12 42:6 91:13 286:7 egregious 161:13 eight-phase 124:15 El-mekki 36:20 ELA 95:19 elders 218:18 elected 151:14 174:8 electrical 52:14 elementary 59:2 76:21 77:1 128:8 elephant 132:11 198:13 eliminate 124:4 206:21 209:3 258:3 261:11 eliminating 209:21 ELLS 145:2 eloquently 110:21 emergency 211:10 220:21 emotional 60:12 120:17 144:19 220:12 245:3 308:4 319:22 325:13 emphasize 108:2 employed 78:18 79:4 Employment 117:9 empowering 52:8 empowers 247:1 empty 332:1 enable 102:24 enact 258:22 enacted 260:16 encore 179:24 encourage 141:18 encouraging 120:19 end 119:6 137:18 153:2 165:7 208:18 229:6 335:20	ending 219:2 258:12 299:11 endorse 65:1 endured 330:17 energy 88:15 200:13 228:14 229:12 231:8 253:18 254:6,7 317:1 318:5 enforcement 82:7,12 241:8 engage 58:11 105:8 186:9 299:17 engaged 44:21 46:18 49:7,8 126:24 184:11,23 186:3 engagement 91:6 96:24 106:23 119:20 120:18 121:7 125:5 126:12 127:9 184:2 185:7 209:9 225:6 228:11,12 343:15,16 engagements 342:14 engaging 47:3 97:22 98:11 203:14 engineers 180:3 English 37:7 144:18,22 145:2,10 225:22 305:15 312:24 313:2 enhancer 240:22 enjoy 53:11 enlist 154:9 enrichment 43:16 53:9,19 enroll 267:3 enrolled 267:1 284:14 enrolling 285:6 enrollment 104:7 114:22 128:16 268:3,6,20 269:13,19 271:2 281:12 284:20 285:4 286:23 288:2,8,11,22 308:9
--	--	--

329:21 ensure 35:15 62:5,8 89:1 97:1 99:7,16 121:9 196:12 225:19 245:24 246:23 254:15,21,23 286:19 287:9 291:21 322:6 ensures 108:23 ensuring 18:9 35:22 93:5 98:20 102:9 107:23 247:1 304:24 316:2 332:24 enter 314:7 entered 317:14 entertain 194:22 entertaining 204:11 274:21 entire 149:12 220:24 227:16 255:24 281:4 294:4 295:13 297:20 316:11 321:10 332:21 entities 183:12 264:3 entitled 118:16 342:22 envelope 79:14 environment 97:24 305:1 324:21 325:14 336:11,12 equal 118:12 119:21 equally 123:13 218:1 equitable 91:14 307:11 equity 108:19 312:3 315:15 319:14 Erie 99:4 erodes 306:5 ESL 144:13 essential 40:4 43:20 80:20 essentially 168:23 169:7 181:1 189:23 191:5 219:13	established 92:20 303:7 estimate 223:14 264:10 estimated 137:14 estimates 212:14 ethnicity 136:20 145:6 Eureka 75:24 evaluate 339:13 evaluated 328:24 evaluates 105:24 evaluation 338:2 evaluations 340:7,8 evening 167:11 event 31:22 164:18 165:4, 13 223:24 events 96:13 165:18 evidence 93:7 evolve 54:9 106:5,8 exact 222:11 229:21 289:8 exam 94:10 115:1 examine 219:1 examples 205:7 exceedingly 93:14 excellence 105:21 107:19 300:19 315:15 319:14 321:6,17 excellent 141:7 152:7 excess 183:5 excised 150:19 excited 93:14 123:8 244:21 249:23 excuse 123:17 253:6 Executive 13:1 183:24 300:17 315:8 328:3 exercise 302:15	exist 184:21 221:8 308:18 317:10 existence 39:24 198:5 245:1 existing 317:8 expand 103:15 159:22 expanded 320:9 expanding 103:2 128:18 320:22 expansion 55:1 expect 35:1 241:21 expectation 162:21 273:20 expectations 72:20 305:24 expected 210:17 314:9 expecting 283:12 expenditure 209:19 expenditures 123:18 210:18 212:14 216:20 experience 20:21 97:23 120:12 220:12 224:20 experienced 257:20 experiences 89:24 304:19 experiencing 13:21 experiential 308:7 expertise 89:24 experts 106:16 explain 182:23 190:20 205:4 288:14 explanation 176:2 216:13 exploded 80:6 explore 75:2 explored 202:3 exploring 79:15 explosion 220:3
--	--	---

expressed 40:21
expressing 47:18 61:8
extend 32:5 88:11 248:21 251:5
Extended 41:20 42:19 43:6,13,14 45:6 47:14,16 48:6 52:12 54:9 56:18 57:23 72:7,9 74:21,22 75:15 78:17,18 115:11,12 116:4,10,11 148:5,6 151:5 174:22 249:24 292:9
extends 305:11
extension 297:7
extensive 316:19
extent 117:21 147:14 254:19 273:21
external 106:24 171:7 278:9
extra 44:11
extracurricular 125:21,24 174:20 175:4 183:16 250:6,19 253:14
extracurriculars 100:16 250:9 251:3 254:18
extremely 40:24 44:9 53:20
eye 74:11

F

face 49:9 302:7 305:23 307:8
faced 101:13
faces 100:1 313:9 332:18
facilities 58:10 59:24 63:10 68:20 82:15 86:4 110:7 124:10 125:10,19 126:9 131:15,17,20 132:3 136:7 140:16 161:3,23

164:2 165:16 167:10 169:3,18 268:4 286:22 312:17 314:17 331:7 332:16 333:9 341:11
Facilitron 162:21 164:9
facility 124:19 161:12,17 217:19
facility's 124:16
facing 290:13
fact 112:10 123:4 128:5 147:8 150:5 193:15 224:16 226:3 241:2 248:1,3
factor 136:24
factors 136:17
facts 191:22,23
fail 70:3
failed 245:8
fair 53:22 99:8 100:20 101:18 163:10 215:24 302:17 303:7 333:12
Fairhill 330:19
fairly 35:4
fairness 301:3 333:1
faith 86:7 203:14 235:2 305:23
faith-based 143:15
fake 247:19
fall 104:20 126:5 127:2 206:2 281:9 284:21 285:5 291:11
familiar 79:24
families 33:21 54:11 55:5 58:2 88:1 92:4 96:9,14 104:15 107:8 118:11 119:19,23,24 120:7,20 121:22 122:1 141:15 221:6 225:3,16 238:3 241:22 277:16 279:7

301:9,18 303:6,9 305:2 306:7 308:19 312:24 313:5 326:1 328:10 330:4,22 331:10 332:10, 22 333:16
family 51:11 60:16 88:12, 16 143:16 237:21 323:7, 11,14 324:1
fan 52:15
fancy 43:1
fantastic 270:13
fashion 37:4 234:4
fashioned 340:13
fast-forward 113:16
faster 207:10 248:4 249:6 314:9
father 276:1
fatigue 280:12
fault 172:23,24 173:2,4,12
favor 27:6 28:17 201:19
favorable 26:14 27:4,17 28:2,15 29:3
favorite 132:16 163:11,23
fear 222:3 306:20
fearless 114:15
February 263:10
federal 39:21 56:5 83:3 122:21 206:3 222:23 223:7 258:5 260:22 292:1
Federation 73:12 122:8 179:19 270:5 321:13
fee 171:9
feed 149:20
feedback 54:18 96:17 109:22 110:9 118:22 119:4 127:19,22 129:13
feel 48:17 131:8 157:20 198:21 199:1 240:5 254:5

313:5 324:23 326:8,15	192:18 204:20,22 257:10, 12 259:19 294:20 314:17	252:10 253:8 316:16 317:9 318:4
fees 163:24 164:12 217:18 342:23	finances 6:12 7:7 259:8 294:24	focused 62:11 68:3 106:13 120:14 123:24 184:12 249:20 251:1 253:24 316:12
feet 14:7 158:19	financial 101:7 106:2 121:20 208:13 256:14 261:20 262:7 313:7 342:1	focusing 118:9 315:23
fellow 98:19	financially 175:20	folks 18:12 69:9 80:16 121:15 130:11 149:19 179:3 180:23 181:2,6 186:4 189:12 198:12 201:16 204:6 217:17,20 237:8 272:14 279:15 296:8 299:18 334:7,8 344:17,18
Fells 140:19	find 65:3 67:19 69:14 146:16 180:5 224:9 251:19	folks' 197:11 198:19
Fels 140:13 141:3	fine 114:13 170:22 269:17 278:11	follow 141:8 153:4,12,18 182:1,4,18 183:2 242:8
felt 53:2 204:1 228:7	finish 235:9	follow-up 19:20 185:17
Fenstermaker 11:14,16, 21,23 14:2 15:6,10 17:5 20:8	finished 54:14 192:3	food 146:15,17,22 147:17 149:21,22 150:6,15 176:18 290:15,18,20 291:4,12,15 292:10 297:2,11,13 312:5,23
fewer 100:13	firm 80:8	foods 147:10
fidelity 278:22	firms 73:1	foot 64:20 118:7 227:4 241:16
field 50:23 139:12 149:3, 6,10	firsthand 97:17 222:2	football 139:13 164:18
fields 164:18 171:5 320:14	fiscal 110:6 123:10 124:1, 5 175:18 206:7,8 208:3 215:10 258:10,16	force 325:21
fight 64:7 166:12	fiscally 75:3	Ford 59:5
fighting 166:20 220:14	fit 325:11 335:22	foremost 205:5
fight 8:24 64:9 156:13	Fitch 123:7	Forest 142:15
figure 148:17,20 167:4 172:12 175:2,10 184:22 215:9 230:3 256:1	five-year 194:20 201:24 209:4 333:7	forget 54:11
file 292:3	fix 175:3	forgive 233:4
fill 143:22 273:21 279:11	flawed 306:9 310:9 329:2	form 260:12
filled 115:14	fled 158:20	formal 127:6 230:1,6,7 297:6
filling 279:1	Fleming 220:4	formalized 46:19
final 125:5 142:13 192:4 236:7 263:11 264:22 272:14 296:20 306:13	flexibility 335:15	
finalize 227:20	Flintstones 156:10	
finalized 267:14 270:18	Florida 113:19	
finally 6:4 44:20 65:16 79:18 91:11 263:7 269:7 306:20 310:17 325:22 327:2	flow 263:18	
finance 130:16 175:16	focal 194:18	
	focus 92:15 107:7,23 196:11,13 200:2 247:20	

formula 179:15	273:2 289:8	Garrett-harley 55:12
forward 11:7,15 42:3 66:4 82:17 85:4,7 89:14 97:3 98:7 122:12 130:22 231:21 236:15 267:8 279:21,24 299:19	full 13:11 263:14 312:23 340:13	gas 118:7 227:4
fostering 336:11	fully 34:15 35:3 209:1 267:6 317:4 318:4 329:22	gather 96:15 332:10
found 111:19 145:16 279:4 329:4	fun 46:23 142:16	gathering 106:14
foundation 39:9 71:18 80:13 81:16 82:3 83:4,7 90:24 108:21	fund 35:4 148:14 205:6 209:24 210:4,7,24 211:9, 19,21 212:1 213:3 214:14 216:23 217:4 258:7,9	Gauthier 2:22,23 23:19 29:9,10 83:16 129:21 152:1
foundations 103:5	funded 42:24 81:16 98:22 243:3 254:21	gave 150:17 152:19 268:24 324:18
founded 319:20	funding 34:14 41:8 48:22 56:16 91:14 99:9 100:20 101:19 205:22 208:18 217:13 258:5 312:6	Geer 32:4
four- 41:8	funds 169:17 170:17 205:8 260:22 262:17 267:6 281:5 284:19 285:3	gender 136:20
four-year 39:11	future 72:19 82:19 83:5 89:16 91:21 99:20 102:13 109:1 125:13 316:3 336:19	general 34:19 133:16 210:10 215:20 234:7 258:22 261:15 263:23
fourth 121:19 129:1	futures 303:12	Generals 117:4
fractions 243:21,22 249:17	FY26 267:6	generate 164:2
framework 92:17 105:4, 24 106:19 107:6,16,21 108:2 126:21 314:21 329:1 333:9 336:21 337:5 340:10,12,17	G	generation 59:20
Frankford 294:7		generations 125:13 191:7
Franklin 176:22,24 177:6, 13,22 179:2,8		generosity 82:2
frankly 57:21 185:2	gain 94:1 95:15 320:17	generous 39:8 56:14
free 47:10 58:2 120:6 171:6,19	gained 37:24	gentleman 79:20
freedom 151:4,7,15,20 335:16	gains 33:19	George 117:14
freely 9:22	Galbally 183:22 297:5	Germantown 98:19 170:8
freeze 75:12	game 50:22 85:24 161:18 309:18	get all 269:1
fresh 55:4 292:13	games 166:19	gift 241:2
freshness 146:18	gap 35:4 53:9,20 54:2,4 56:16 100:2,11 101:17	Gilmore 4:2,3 7:23 16:3,5 17:7 19:18,21 24:23 26:23 28:9 30:13 66:17 67:11 86:20 235:24 236:5 242:12 265:10,12,17 269:10 270:22 272:1 273:6 274:9 275:1 276:23 280:16,22 284:1 285:8
friends 49:11	gaps 248:12	girls 268:13 269:17 272:5 286:6,18
front 20:3 118:19 222:11	Garrett- 42:7	Girls' 272:7 286:13
		give 9:22 30:23 32:24 37:1,14,20 47:24 56:21

72:17 84:12,19 94:24 95:5 119:2,3 124:9 147:11 151:11 152:22 156:22 157:21 158:5 160:23 167:18 172:5 182:23 191:13 194:20 195:15 196:16 199:9 203:18 211:21,24 214:4 216:12 227:17 234:7 246:3 253:20 259:23 260:3,13 281:5 284:22 285:2 292:22 296:18 318:2 327:1 giving 40:12 51:19 74:11 162:9 197:5 glad 222:12 284:3 glasses 32:10 global 80:7 159:21 315:16 333:12 goal 209:20 316:2 goals 74:24 90:23 91:2 92:12 93:7,20 94:18 106:17 219:11 245:12 246:16 287:10 God 264:13 gold 252:17 Gompers 286:17 good 2:3,4,6,7 9:11 10:1 11:21 12:21 18:7 22:13, 16 33:14 47:11 52:16,19 53:15,16 60:23 81:11 85:11 86:7,15 99:20 101:8 102:2,16 109:9 122:19,24 128:11,15 152:10,23 153:2 157:7 160:7,9 162:22 163:4,6 172:11 176:9 203:14 206:7,10 208:11 217:14 235:2,15 253:4 262:5 289:21 298:4 300:7 304:9 305:22 319:8 322:23 327:24 338:13,17	govern 92:16 126:22 governance 64:15 98:6 318:14 governed 179:17 governing 31:9 81:3 government 40:8,9 56:2,6 108:13 110:15 146:24 258:6 Governor 34:4 37:3,13 38:3 41:9 258:19 261:5 Governor's 34:16 governs 94:21 196:10 Grace 66:24 grade 93:22 95:18 111:20, 24 112:1 113:2,14 114:1 123:2,6 128:9 243:21 274:3 317:13,15 321:18 323:3 324:8 grader 276:2 graders 113:24 243:12, 13,20 249:17 grades 94:2 128:19 160:17 319:17 grading 160:8 graduate 117:23 245:4 250:8,12 304:14 graduated 257:14 graduates 121:10 135:19 150:18 316:3,6 graduation 103:22 115:2 206:18 Graefe 6:1 13:5 grant 39:8 258:17 granular 241:17 grassroots 184:5 339:9 grateful 42:14 89:5 108:15 155:19 160:10	grave 61:8 great 15:11 22:14,18 35:24 41:19,23 51:9 72:8 73:18 79:22 81:4 112:22 140:2,7 148:11 149:14 161:9 177:19 180:20 185:23 284:2 285:10 295:14 297:21 greater 180:8 green 103:8,11 210:19 grew 128:6 289:6 grief 88:17 grieving 60:19 61:7 ground 91:18 97:5 158:8 186:23 306:8 Groundbreaking 53:23 grounded 93:6 98:13 grounding 90:21 grounds 89:2 group 44:8,9 97:4 166:8 172:8 278:16 315:12 groups 107:7 171:3,8,17 234:9 grow 128:15 136:18 246:2 256:8 growing 144:13,17 314:8 327:3 329:21 grown 36:10 99:10 grows 144:23 growth 94:14 112:5 246:2, 10,11 314:2,4 GSB 15:15 guard 162:3 Guardian 239:18 guardians 144:7 guardians-not-warriors 81:19
---	--	--

guarding 162:6 guardrails 90:23 92:13 93:20 94:18 245:12 246:16 254:17 guess 166:22 172:15 177:24 183:14 197:14 242:20 guidance 282:6 guide 92:7 97:7 guided 254:11 301:10 gun 156:6,7 guy 163:11,23 294:20 guys 149:20 169:21 216:12 242:5 295:17 H H.O.M.E. 63:6 66:6 83:13 half 123:3 264:24 hall 154:21 253:21 Hall's 155:1 hallway 156:12 167:13 hand 32:5 102:14 109:6 174:23 175:2 256:23 hands 228:2 310:16 happen 61:12 95:2 148:20 221:9 223:16 236:11 244:14 happened 78:5 236:10 324:2 happening 19:3 39:21 48:5 69:18 97:18 144:8 222:4 224:13 249:16 298:8 323:17 happiness 46:24 happy 12:10,12 13:9 46:24 52:10 116:18 129:11 147:22 182:13,18 242:10 248:19,22,24	249:11 hard 49:23 58:20 83:22 84:17 96:7 124:12 159:16 276:20 hard-core 200:2 harder 314:15 hardest 324:6 326:19 hardship 281:2 Harley 42:8 harms 306:6 Harper 87:13 96:2,4 Harris 34:9 61:21 75:7 323:21 Harrisburg 213:23 214:1, 2,4 258:21 260:10 Harrity 4:10,11 25:6,7 hat 275:3 Haver 327:19 334:4,6 338:17,19 341:13,19 havoc 65:4 Haynes 59:3 Haywood 61:3 head 75:12 202:14 300:1 health 106:2 120:14,16,18 123:22 175:18 216:22 312:22 hear 7:4 19:7 31:23,24 73:22 78:22 105:7 185:13 188:12 199:8 233:19 234:10 248:12 296:16 299:9 300:24 340:21 342:15 343:6,21 344:4 heard 31:16,17 42:20 45:2 51:7,13,16 80:1 99:18 130:21 176:1 205:3 221:14 223:1 225:12 227:9 228:11,12 266:13 272:20 273:9 287:6 298:10,12 328:6 338:12	341:20 342:14 hearing 2:10 5:9 23:2 29:5,18 72:5 130:23 131:17 132:1 149:21 150:16 191:21 227:8 235:12 268:2 281:16 285:15 290:12 297:9 298:7 299:1 338:24 341:1,12 345:7,9 hearings 6:7 265:24 heart 50:9 54:1 75:13 300:1 heartbreaking 88:20 221:6 225:12 hearts 166:14 heat 246:5 heights 90:12 held 10:24 111:21 227:8 helped 37:22 52:22 59:9, 11 86:2 151:16 323:23 helpful 171:21 267:16 335:23 336:11 helping 36:21 52:4 53:4 96:18 97:5 121:8 141:19 helps 11:2 98:4 251:4,5 Henry 180:14 hidden 318:2 high 36:22 37:17 51:20 117:16,23 128:2,10,13 140:13,19,21 141:3 149:15 153:22 156:8,11 179:8 204:16 216:2 268:13 269:16 272:7 276:9,17,18 284:4 286:6, 13,18 294:7,8,13 314:11 316:7,8 320:14 321:9,10, 13 high- 252:6 283:14 high-demand 283:14
--	--	--

high-paying 95:22 high-quality 43:15 55:4 103:3,12 125:20 322:8 higher 35:7 160:13 206:17 highest 36:11 highlight 91:1 115:18 320:1 highly 11:1 251:10 highly- 136:21 252:5 highly-qualified 137:1 251:23 Hill 147:6,23 149:11 150:9 162:19 163:6,14,21 165:22 166:2 172:7 220:4 295:12 hindered 306:9 hire 226:8 240:12,16,24 246:23 314:16 hired 117:22 hires 36:15 Hirschman 205:17 208:8, 10,12 210:2,6,14 211:16 212:6 213:5 214:12 215:6 260:13 262:5,7 263:4 264:21 Hispanic 313:19 historic 207:17 historically 165:12 271:14 history 200:9 321:24 330:15 hit 111:18 113:4 205:24 249:8 Hite 278:6 hitting 111:16 hold 160:12 172:18 186:11,15 213:16 251:8 280:8 holding 302:16	holistically 58:19 Hollister 303:22 304:8,9, 11 home 6:9 30:5 75:22 homework 74:3 75:16 172:4 222:13 291:20 homicides 80:23 honor 32:6 59:20 321:14 honored 254:19 hook 259:15 hoops 315:24 hope 163:22 hoping 21:5 134:16 257:2 343:9 344:5 horizon 101:9 horrible 191:3 Hospital 324:13 hosted 104:20 hosting 273:7 hour 164:14 167:3 hours 89:21 299:1 344:22 house 34:7 57:5,6 61:20 217:23 261:7 housing 41:11 62:21 63:4, 21 67:19 70:23 hub 332:9 huddle 169:21 huge 56:21 81:8 149:16 277:18 281:18 294:10 295:3 Hughes 34:11 46:10,15 62:1 75:8 human 289:23 hundreds 170:20 hurt 301:17 hurts 265:2	I i.e. 243:7 ICE 221:7,8,11,21 222:24 223:4,8,13,24 ICS 315:19 316:2,5 317:7 idea 15:4 72:17 171:9 194:23 197:1 335:16 339:19 ideas 97:7 identify 171:16 identity 52:8 idle 61:10 ignore 155:5 157:23 158:5 ill-advised 277:7 illegal 332:2 images 221:6 imagine 41:11 91:21 102:12 108:24 immediately 204:4 328:23 immigrant 225:15,21 immigration 145:15 impact 13:23 42:1 104:8 201:2 303:11 312:4 325:24 326:23 330:24 341:6 impacted 49:12 107:11 275:21 impacts 8:16 145:17 impasse 264:5 impending 303:4 impetus 101:14 implement 217:11 implementation 92:12 306:10 implemented 118:15
--	---	--

277:21	included 324:23	infinite 214:20
implementing 231:17	includes 46:23 62:21 106:21 212:10 306:11	inflation 100:3
imploring 17:22	including 94:1 99:3 101:10 109:13 259:16 260:21 310:14	influenced 306:2
importance 51:22 160:3	inclusive 212:15	inform 96:21 98:4
important 8:13 35:21 39:19 44:2 47:4 53:20 58:11 88:2 91:18 103:23 115:22 123:13 157:20 230:18 249:8 253:2,15 258:2 286:15 297:9 339:18 340:2 341:4,8	incoming 272:9	information 130:23 131:20,23 147:22 150:14, 18 167:22 168:4 170:4 182:15 202:11 222:21 229:16 276:24 287:6 341:5,8,16,17
importantly 83:20	inconsistent 305:24 329:6	inherent 316:14
Impossible 32:23	incorporated 14:17	initiative 41:21 42:17 50:10,17 105:6,22 117:7 120:3 174:22 292:14 302:4 307:5
impressions 201:2	increase 94:5 103:3 123:5 207:22 268:20	initiatives 115:7
improve 8:21 118:10 143:18 146:17 227:11 302:4 318:13	increased 18:10 93:23 114:22,24 115:2 165:2	innovation 200:22 308:3
improved 142:5	increases 95:9 100:6 123:21 247:2	innovative 37:4 309:21
improvement 6:17 80:23 100:22 140:10 207:11 249:6	increasing 14:12 129:1 223:7 305:15	innovatively 308:15
improvements 140:7 157:4	incredible 139:24	inpatient 324:13
improving 33:18 94:7,19, 20 115:23 136:17 200:21	incumbent 65:9 206:21 209:17	input 8:3 96:20 147:7
imprudent 191:10	incurred 260:19 264:4	inquiries 119:9
inaudible 15:9 135:8 138:3	indebted 153:14	inquiry 127:15
inaugural 320:14	independence 247:12 310:5 315:8	insecurity 312:5
incentives 141:17 142:9, 18	independent 307:3 309:16 329:3	inside 97:18
incentivize 247:10	indicators 92:23	insight 96:16
incidences 222:16	individual 43:22 182:11, 17	insights 106:14
incident 296:6	individuals 9:20 16:14 119:1 191:20 201:10 231:4 285:1	insisting 34:13
incidents 145:13 221:21	industry- 103:20	inspectors 82:1
include 62:20 120:15 128:1 143:15 226:3 320:22	inequitable 329:7	instability 306:5 330:4 331:16
	inequities 312:6	instance 164:23 165:5
		Institute 105:1 107:2 320:12
		institution 201:21
		institutionally 198:1

institutions 44:5,6 193:3, 9 194:13,14 197:8,14,18 198:17 199:14 201:23 203:22 204:14,17 287:1 instruction 46:8 252:12 253:3 314:11 instructional 251:16 252:7 313:22 instrument 50:22 integral 8:2 integrated 40:6 integrity 278:21 303:13 intelligent 216:1 intend 153:4 intended 124:18 164:4 287:10 intense 316:16 intensified 312:7 intensive 144:20 intent 67:24 intention 231:20 intentional 40:7 208:2 intentionally 145:5 146:1 interaction 7:20 interacts 181:13 interest 13:10 37:24 40:21 70:13 112:12 116:16 214:6,7,9 229:7 259:17 260:1,8,18 262:24 263:16 264:3,8,11,19 310:6 interested 233:21 interesting 14:9 343:5 interests 283:23 intergovernmental 83:1 89:8 internally 112:19	interpretation 239:5 interruptions 292:16 intervene 154:8 interview 77:12 229:19 intimate 308:24 introduced 104:24 introductory 205:18 invaluable 99:15 invest 33:24 38:5 48:24 invested 63:21 189:16 investing 185:8 investment 67:13 80:11 81:5 93:4 123:1,6 240:11 investments 253:11 invitation 248:20,21 297:6 invite 177:1 287:20 invited 22:5 248:17 inviting 87:2 involved 120:21 186:5 261:20 involvement 106:24 119:21 171:1 involves 121:20 126:11 inwardly 184:12 irate 156:6 irrespective 136:19 Isabel 319:1 issue 9:5 35:22 62:15 68:22 83:24 135:22 139:2 155:13 156:3 163:20 171:12 173:18 175:3 176:13 192:8,24 193:12, 13 195:10 196:22 199:19 204:6 216:7 226:19 229:22 230:8 295:23 314:20	issued 81:13 330:2 issues 9:3 86:9 133:13 141:11 155:20 171:22 174:7 295:6 312:4 itemize 240:1 itemized 182:9,12 iteration 106:18 Itzkowitz 11:15 12:18,20 13:1 21:14,18 22:18 J Jackson 51:10,11 Jade 317:14,23 Jamie 29:9 January 119:6 126:17 131:18 132:2 140:17 324:14 341:12 Jay 173:5 Jeanette 80:12 Jefferson 113:18 jeopardized 316:18 Jermaine 143:11 226:15 Jesse 51:9 Joan 87:16 233:16 job 11:14 12:24 18:7 21:13 22:17 139:24 150:13 152:7 160:8 197:15,19 237:5 241:5 258:14 261:3,8 286:5 jobs 95:15,21,22 261:5 283:14,15 323:22 Joe 66:23 71:17 80:2,3,12 82:3 83:6 Joe's 9:15 John 44:24 Johnny 36:2
---	---	---

Johnson 2:3,6,9 5:5,7
6:20 10:11 11:9 12:17
13:13 16:1 19:14 21:12
22:13,21 23:2 26:1,3,21
27:11,14 28:5,8,21,24
29:8,15 30:4,12 71:4,9
72:13 75:24 76:20 77:1
80:1 83:9 84:8,16,23
86:18 153:23 173:6
202:17 295:19 322:24

Johnstown 99:5

join 129:11

joined 85:18 87:9 114:13
205:16

joke 31:17

Jones 3:2,3 7:11,15,16
10:20 13:18,19 15:3,22
16:10 19:10,17 23:22,23
26:7,10 28:10 66:2,13
83:15 87:14 102:15,16
108:8 138:12,14,24
139:1,4,19 150:2 151:2,
23,24 152:2,15 162:12
163:4,8,16 165:20,23
166:3 167:17,23 170:2
172:2 248:15

Jones' 138:17 173:3

Jordan 34:9 61:20

Josh 34:4

journey 187:21

joy 46:24 47:1 120:10,13
227:7,8 236:11 237:10,
11,17 238:1,15

Joyce 87:17

joyful 238:5

Jr 16:10 278:6

Jr.'s 51:5

judged 329:10

judgment 232:4

Julia 273:3

Julian 327:18 334:3,6,17

July 126:19 258:11
261:16,17

jump 131:13 132:9 192:17
274:2

jumped 156:18 204:5

jumping 315:24

June 119:7 210:8 213:6
258:12 259:1

K

K-12 128:22 319:17

K-8 315:10 317:6

Kada 60:15 68:24 88:9

Katherine 7:23 16:3 19:21
26:23 66:17

Katiedra 269:18

keeping 90:8 221:1,2

Kelley 311:6 315:6,7

Kensington 311:22

Kentucky 113:18

Kenyatta 173:6

Kevin 32:1

key 87:7 92:23 114:18
127:17 218:20 240:13

Keystone 97:16

kick 130:14 205:19

kicked 170:11

kid 159:11

kids 116:6 157:10 160:6
162:9 166:13 167:10
179:8 230:5 232:6,8
243:24 250:3 252:19,20
271:16 290:21 324:3
325:20 326:13 337:20

killing 156:8

kind 65:7 142:17 154:13
162:14 181:6 207:8 225:9
272:18 326:20

kindergarten 323:6 324:9

King 51:5,18

KIPP 159:21 189:12
323:3,9,18 324:24 325:7,
12 326:2,12,17 328:4,21
329:12,15 331:15,20
332:7 333:11

knew 150:19

knock 222:17

know-it-all 46:12,13

knowing 209:16 222:5

knowledge 221:20

kudos 297:18

Kumon 44:13 45:3

KYW 229:21

L

labeled 302:2

labor 205:8 211:11 213:11
283:4

lack 100:19 159:1

Lady 2:21 3:11,14 4:1,13,
16,20 23:18 24:8,11,22
25:9,12,16

laid 38:10 75:5,14

Lam 87:15

Landau 4:17,18 25:13,14
235:13 236:3 238:23,24
240:20 242:1,14

landscape 106:22 224:9

lane 259:11

lanes 14:16

language 50:12 144:23
145:3,10 217:20 225:22

234:5 235:5 239:4 313:2	lays 309:1	learners 145:22 225:22 226:14 305:16 313:3
languages 226:4 239:12, 16 240:8 241:2	Lea 180:14	learning 43:24 77:14 97:24 141:22 144:18,20 200:22 228:4 249:1 305:1 312:9 322:9
lap 149:4	lead 64:14 136:6 231:5 257:4 268:21 331:8	learns 50:21 335:18
large 112:23 113:12 239:7 337:2	leader 8:1 16:3 26:23 30:13 34:8 39:1 51:9 66:17,19 80:5 86:20,21 109:13 114:16 192:19 198:16 204:21 215:13 216:11 219:15,16,19 227:24 235:9,23,24 236:2,5 242:18 265:10, 12,16 269:10 274:8 279:23 280:14,22 287:15, 20	leave 60:21 65:16 67:9 73:13 78:13 79:19 269:8 281:20 294:2 327:9 328:16
largely 36:12 123:20 216:21	leaders 35:8 71:23 81:24 82:7 99:11,18 104:22 105:10 106:15 141:20 143:14,16 199:2 221:24 301:1 304:23 305:18	leaving 320:19 330:7
larger 100:12 268:19 272:15	leadership 19:16 31:14 32:20 57:3 69:21 71:12, 14 81:4 83:21 86:23 90:7 104:11 109:4 119:16 136:3 143:10 145:20 147:4 149:3 151:17 152:3 153:15 159:22 183:21 194:2,17 218:11 223:9 226:12 238:2 270:10 303:15 307:11,14 333:21	led 36:19 42:6 104:19 113:9 183:24 278:12
largest 20:13	leading 93:19 114:17 132:1 140:1	Lee 153:24
laser 62:11 250:24	leads 259:3	left 13:8 61:10 67:13 87:11 210:15
laser- 68:2 250:24	League 31:21	leftover 291:14
laser-focused 196:9 246:24 254:10	leagues 161:5	Legacy 78:7,8,12,24 79:4
laser-like 159:24	leakages 14:22	legal 342:16,23
late 60:14 78:1 120:5 121:1 289:22 290:5	lean 257:5	legislation 257:21 260:17
late-night 295:7,10	learn 93:16 251:5 254:22 332:10	legislations 263:24
latest 342:6	learned 46:21 183:20	Legislative 34:6
Latino 305:14 335:9	learner 145:3,10	legislature 258:21 261:7
laugh 75:18		lens 58:18 211:22
laughs 68:1		letter 182:5
launch 127:20 320:10		letters 144:2
launched 55:1 105:20 119:5 237:20 292:14 320:16		letting 290:4
launching 90:13 106:12 127:16		level 20:4 39:21 82:6 95:18 98:6 108:13 114:19 131:9 164:5 181:7 198:12 200:12 215:17 216:2 223:13 230:20 237:10 241:16,17 280:12 321:11, 16 325:1
Laurel 269:7 295:8		level-set 187:16
law 82:6,12 182:2,5 183:2 191:17 200:18 245:20 246:20 254:20 257:14 309:14,19		leveling 266:11 271:24
laws 240:14		levels 128:8,9 181:10
lawyers 310:9		
layman's 197:16		

321:18 Lewis 89:2 184:1 librarians 217:18 339:11 life 8:21 92:3 323:11 lifeguards 162:8 lift 59:21 81:10 235:4 236:8 lifted 67:21 light 190:4 210:22 lighter 210:18 lights 213:24 like- 248:6 limbo 136:10 limit 131:15 268:18 274:22 276:20 299:4,8 limited 56:2 100:15 125:17 274:12 276:10 298:23 317:3 limiting 277:15 limits 318:4 Lincoln 37:19 271:15 294:13 Lindley 312:13 lines 10:19 links 182:14 lion's 128:9 liquor 18:17,22 Lisa 327:19 334:4,6 338:19 Lisa's 334:7 list 23:7 76:6,11 151:20 171:3 284:4 listen 199:23 202:5,9 285:16 339:3 listened 60:16 61:7 135:24 168:18 323:22	345:3 listening 61:6 96:14 127:12 211:14 257:2 274:24 lists 305:7 literacy 94:12 121:20 literally 177:2 190:14 243:1 litigation 191:12 192:13 199:18 live 34:22 49:19 62:23 143:8 160:5 179:4 207:7 344:19 lived 89:24 lives 65:4 326:19 livid 170:5 living 331:2 loan 39:18,23 41:7 214:10 260:7,13 loans 214:10 local 40:8 56:1,5 83:2 122:16,21 134:3 187:22 188:3,17 189:8 218:4 223:9 225:1 228:4 270:9 294:21 309:20 325:2 343:2 locally 293:22 located 117:14 315:11 locating 9:4 location 15:11 336:5 locked 45:24 167:2 lockstep 70:8 187:21 188:8 Logan 179:4,6 logic 335:17 long 47:21 55:16,24 118:24 138:8 227:19 273:18 289:5 307:6	long- 225:17 long-term 21:4 331:7 333:13 longer 60:7 100:4 longstanding 312:6 longtime 42:11 80:4 looked 44:3 111:14 190:8 193:15 283:1 Lopez 327:18 334:4,6,16, 17,21 Lord 14:4 Los 114:3 224:17 lose 289:11 losers 226:24 loss 88:9 333:20 lost 49:10 188:2,16 189:7 207:11 301:8 330:22 lot 13:21 18:2 31:17 61:6 68:10 131:23 132:13,14 135:24 141:11 143:21 144:13 149:10 160:8,9 171:22 174:6 187:18,23 197:11 198:2,19,22 201:16 204:15,17 214:7 227:3 245:19 247:11 274:21 276:19 290:20 291:10 293:14 296:15 341:20 lots 61:22 142:18 147:7 252:24 lottery 277:20 279:13 lottery-enrolled 305:13 loud 81:9 248:12 309:7 love 59:1,7 73:23 75:2 163:14 165:21 176:23 242:8 281:24 loved 88:12 lower 5:18,23 8:11 12:1 206:18
--	--	--

Lozada 3:12 24:9 129:23
168:11 173:5

lunch 176:13,24 290:17
292:1,8

lunchtime 227:15

Luther 51:5

M

M.H. 330:18 331:22

Madam 30:4 71:4 84:3
242:18 287:15

made 32:21 65:17 72:8
80:13 88:6,13 89:19
92:13 104:3 110:17
113:22,24 140:10 160:17
193:3 194:19 196:5
207:8,15 222:8 223:8
228:15 275:19 303:12

Madness 142:17

magical 78:4

magnet 204:15 275:11
276:13 277:1 316:7

main 44:3,4 53:16 339:21

maintained 289:10 312:17

maintenance 162:2

major 128:17 145:17
239:13 240:11 245:21
296:5 320:2

Majority 16:3 26:22 30:12,
13 34:7 39:1 66:17 85:22
86:18,20 235:24 265:9,
12,16 269:10 274:8
279:23 280:14,22 287:20

make 7:12 9:16 14:22
20:24 33:15 40:11 41:1
49:23 53:1 60:23 64:8
65:15,24 66:7 67:14,20
70:10 72:18 79:14 82:18
83:11,14 121:2 128:21
132:8 143:24 144:6,21

147:17 148:20 161:16
164:5 177:11 186:21
192:4 193:19 205:17
206:14 207:5 213:2,23
219:10 223:21 226:17
232:10,12 236:21 237:5
238:4 240:7 251:15 255:7
274:7 280:9 281:6,17
283:11 287:16 288:20
291:3,11 296:2 314:15
317:23 334:9 338:6

maker 160:5

makes 36:7,16 90:2
187:17 256:20 279:11
324:23

making 14:12 21:8 35:9
50:3 66:21 97:7 99:19
198:7 248:4 306:2 317:17

man 41:10 153:22 201:3

manage 64:13,18 185:18
232:6

managed 206:7

management 6:11 7:6
101:9 268:4,6 269:13
286:22,23

managers 81:24 180:1

mandate 73:15

mandated 47:6,9 73:16
74:2 111:12 191:17
250:6,7

mandating 250:18

mandatory 72:18

manifestations 241:20

manipulate 64:21

manner 126:10

mantle 152:6

map 184:19 185:10 246:5

mapping 185:24

March 111:17 112:16

142:17 205:24 263:11

marching 187:21

marijuana 9:5,7 18:17,22

mark 6:1 10:13 13:5 123:5
160:16

marker 243:15

market 21:17,19,22 22:6
59:6 80:6 257:17 283:5

marketing 320:24

markets 123:15

married 206:4

Marshall 117:1

Martin 51:5 323:21

Mary 44:24

mass 49:4

masses 146:23

master 110:8 124:11,16
252:21 253:7

master's 82:5

Masterman 272:23 273:3,
12 275:9 286:17

material 252:18,21 253:8

materials 251:16,19 252:7

maternity 269:8

math 44:16 75:21,22,24
76:3 93:17,22 94:3 95:17
111:24 112:1 113:2,14
114:1,23 246:4 251:18
252:8 310:10 314:5

mathing 310:11

Matt 311:6 315:7

matter 52:5 65:21 191:11
223:10 224:16

matters 95:24 201:2
257:10 324:24

maximize 104:9 209:18

maximizing 316:13	meeting 2:10 22:8 23:9 48:2 54:12 60:12 61:3 75:6 76:9 97:11 132:2,3 142:21 180:23 195:18,19 200:6 225:20 228:6 234:13 239:18,23 259:19 287:9,18,21 298:7 312:17 313:7 337:6 343:8,18 344:2	mental 120:17 236:23
mayhem 65:3		mention 80:2 328:13
mayor 6:15 29:20,23 30:1, 4,8,11 33:3 39:16 41:17 42:7 56:24 58:16 59:12 60:3 61:16 65:13 69:15 70:2,6 71:4,6 72:10 73:6 74:6 76:2,22 77:3 78:21 84:3,4 86:16 88:21 89:7 108:15 110:3,14 115:7 117:7 125:11 130:12 258:18 261:4 292:11 294:3 298:12	meetings 6:7 22:9 70:11 88:1 96:12 130:4,18 195:24 249:12 340:14 343:19	mentioned 79:20 83:11 101:3 125:11 133:8 151:19 181:5 192:9 200:24 223:18 236:8 245:8 247:13
Mayor's 115:19 155:8 159:6 175:5 184:13 294:4	meets 161:8 305:2 308:1	mentioning 33:5
Mayors 31:20	Mega 155:9	mentors 252:24
Mcclinton 75:8	member 7:24 19:16 87:12, 13,14,15,16,17 89:23 96:2 102:15 108:8 168:8 169:21 174:1 198:16 199:16 229:3,4,14 232:15 233:10,17 234:21 241:22 263:22 335:13 343:22	menu 147:13
meal 148:4		Merion 5:18,23 8:11 12:2
meals 177:3	members 10:22 12:23 13:15 17:23 22:22 23:5 30:15 31:3,8,16 34:12 39:2 42:15 48:11 62:4 64:3 68:11 70:15 84:19 85:19 89:20 90:6 92:5 96:11,23 109:12,15 112:13 117:18 124:23 129:6,19 130:4,9,10 131:1,4,24 133:16,17 135:14 138:7 143:13 152:5 155:10 169:11 184:6 196:4 199:7 200:7, 16 201:12 217:2 235:3 293:24 298:13 299:13,14 304:9 322:24 323:20 328:1 343:10,18	met 70:17 201:23
meaning 271:3 284:11		method 255:19,23
meaningful 315:20		methodologies 156:19
means 38:14 149:10 167:8 207:7 219:6 228:17 317:2		metric 313:11
measurable 33:16 94:22		metrics 106:5 202:23 316:23
measure 158:13 165:6,14 314:2		micro 64:18
measured 305:12		microphone 77:16
measures 217:8		mid-november 262:15
measuring 330:12		middle 59:4 103:18 128:8 243:11 252:19 321:15 331:6
meat 152:24 155:17,19		middle-class 158:20
media 43:17		midst 133:7 219:11 290:8
medical 9:5 320:11,23		mighty 66:20 67:12
Meehan 59:3	Membership 304:12	mignon 292:3
meet 16:13 32:7 54:10 77:7 86:5 100:10 130:5 194:21 196:22 202:1 204:5 325:8,23 341:24 342:4	memory 189:6 228:4 229:23	Mike 205:17 208:12 259:5, 18 262:7 294:19,23
	Memphis 312:14,18 313:8 314:3	mile 154:24
		miles 186:2 188:22
		milestone 107:17
		million 188:22 206:12,22 210:8 213:6,12,14,18 214:14,19 258:9 262:18, 20 263:1,3,16 264:8,12, 16,18 290:18

[illegible]

Nathalie 145:22 226:12	network 99:10 249:1	333:11 336:6
Nathan 5:20 12:8	Neubauer 71:17,18 80:2, 4,12,13 81:16 82:3,4 83:6 95:13	Northeast 166:10 225:14, 23 319:17
nation 40:1 121:1	news 33:14 101:8 122:20 128:11 205:2	Northwest 149:9
Nation's 111:7 248:2	NIAAA 321:20	Nos 2:12 26:8,12 27:3,15
national 31:18,20 94:15 105:1 106:16 107:1,3 111:8 145:12 278:14 321:8,12,23	nice 32:5 118:19	not-to-exceed 262:11
nationally 293:23	nicely 75:14	note 31:5 114:21 115:8 118:14 122:5,18 124:12 142:2 145:4 153:2 182:8 255:7 292:6
nationwide 321:19	Nicetown 220:3 221:1	noted 29:15 263:23
naturally 53:3	Nicole 5:15 12:5 16:16 20:20	notes 26:21 28:8 262:14
nature 200:23	night 190:9 256:12 265:23	notice 125:9
necessarily 149:5 183:9 193:6 199:4 274:11 299:17	nimble 305:9	noticed 13:20 194:5
needed 55:19 166:24 220:6 229:10 317:21 318:9 323:15,24 324:12, 19	Nina 265:6	noting 111:1
needle 39:4 245:17 252:11	ninth 144:4	Novales 87:16
negative 246:10	NOCTI 94:9	November 133:4 137:16 261:19
negotiated 122:6	nod 156:22 158:3	NTE-PASSED 37:9
negotiation 135:7 137:9 216:15 301:23	non-district 279:17	number 79:22 119:2 125:13,14 126:14 127:19 128:20 129:3,4 136:21,24 142:11 145:23 147:8 158:13 159:2 160:4 165:1,8,9 169:12 203:21 210:12 211:24 221:22 224:11,22,24 233:20 251:7,13,14 252:9 259:21 264:22 266:24 272:14 285:1 289:8 293:6 327:8
negotiations 133:2 134:14 211:12,19 212:5 213:9 285:14 306:15	non-extended 47:16	numbers 50:8 172:5 190:3,9 222:11 260:4 271:19 288:3,11 294:21 305:15
neighborhood 10:2 126:2 128:1,12 189:19 220:2 221:10 246:21 255:9 326:10 331:12,21 332:11 340:22 342:12 344:7	non-negotiable 34:15	nutrition 146:17
neighborhoods 67:3,10 96:9 120:8 145:8 246:7 312:21 325:3 330:23 343:20	non-renewal 328:20 331:14 332:14	
neighborly 7:19	noncompliant 302:3	
Neree 145:23 226:12	nonprofit 35:8 161:10	
	nonprofits 161:21 181:17	
	nonrenewal 192:6 202:20 302:22 303:4 333:5 341:21	
	nonrenewals 310:8	
	nonstop 174:4	
	North 78:7 113:9 189:12 222:24 223:5 224:14 247:18 323:3,9,18 324:24 325:7,12 326:3,13,17 328:22 329:12,15 330:13, 16 331:10,15,20 332:7,17	

O

O'BRIEN 303:24

O'NEILL 3:23 24:20 173:17,19	offset 164:14	246:1 247:3
O'ROURKE 5:1,2 25:21, 22 109:14	oil 159:15	opportunity 16:13 35:24 49:24 54:2 57:7 72:16 79:9 88:2 92:2 108:19 118:22 119:3 128:15 129:8 131:6 142:14 148:16 152:17 162:9 167:20 187:6 191:19 195:20 199:10 224:5 225:5 228:18 265:20 267:4 279:17 296:24 301:4 304:13 311:18 328:5
oath 191:20	oldest 323:4	opposed 27:11 28:21 251:2
objective 307:4	Olney 149:3,15	optimistic 134:1,4,11,23 135:9 137:8 270:7
obligation 34:20	onboard 137:5	option 102:10 148:13 325:8
obligations 34:23	one-third 263:9	optionality 158:22 160:1
observe 97:21	one-year 314:15 330:2,3	options 103:2 146:15,17 147:13 157:10 274:21
observed 144:12	ongoing 87:23 91:13 99:10 108:17 225:6	order 5:10 213:23 217:23 236:2 250:12,20 255:24 279:5,8,10
occupation 284:4	online 222:8	organic 184:4
occur 58:15	onset 112:15	organization 139:13 164:19 170:8 278:15 339:9
occurred 165:12	opaque 329:6	organizational 106:1 342:2
occurring 145:13	open 45:9 46:6 162:1 191:6 194:7,12 197:1,10, 21 220:5,8,15 281:12 294:8 310:18 331:14 333:11	organizations 138:19 139:9,12 161:22 165:15, 19 169:2,9,15 170:21 183:12 184:5 186:4,23 237:8
occurs 114:18	opened 42:18 190:14 328:23 329:15	organizing 8:7
Oceans 251:20	opening 103:9	orientation 52:7
October 105:18 288:3,12 289:1	openly 303:12	origin 145:15
offer 60:4 142:10 283:2	operate 161:20 169:2 208:6	Orleans 279:5
offered 141:18	operates 331:21	
offering 103:19 283:10	operating 258:10	
offers 43:14 320:12	operational 313:8	
office 91:9 104:19 105:20 141:13 144:17,18 155:8 183:23 185:9 198:7,11 306:12 333:7 337:8	operationalize 40:13	
officer 42:8,10 156:7 166:22 191:21 208:13 236:12 237:12 262:8 300:17 315:8 328:3	operationalizing 54:22 79:5	
officers 133:10 165:1,8 270:6	operations 6:12 7:7 147:6 149:12 185:6 295:13	
offices 76:11	operators 48:3 340:16	
official 151:14	opine 192:11 228:19	
officially 29:17	opinion 161:14 197:11	
officials 174:8	opportunities 53:11 58:1 100:14 102:24 103:15 126:14 147:12 185:11	

Ortiz 319:1 ounce 167:5 Out-of-school 43:8 outcome 98:14 322:15 outcomes 92:3,10,16 93:3 94:12 102:20 115:23 116:9 126:3 136:18 191:4 196:12 253:24 254:10 256:13 outdated 100:14 outer 337:20 outpace 216:20 outpaced 112:4,7,9 123:18 outpacing 248:5 overarching 271:1 Overbrook 135:17 153:22 156:5 160:14 overcharging 162:7 overcommunicate 224:7 overcrowding 225:13 overenroll 271:12 overenrolled 129:5 overenrollment 294:14 overflowed 223:21 oversees 183:22 oversight 302:15 306:1 309:11 318:12 overview 90:20 109:23 122:3 overwhelming 141:21 owned 65:15 owner 16:24 20:14 owns 12:9 17:17 Oz 147:6 162:18 220:4 295:12	P p.m. 345:12 Pa's 321:1 pace 302:6 Pacific 251:20 paid 9:23,24 131:5 162:4 174:16 264:20 293:10 342:23 pandemic 111:16,18 112:16 113:4,17 190:14, 15 205:24 312:5 328:24 333:12 panel 85:1 pantry 312:23 paperwork 141:22 143:20 Paradigm 311:17 312:10 paradox 316:15 paramount 98:23 parent 43:19 58:21,22 91:3 96:6 119:20,23 143:16 170:5 237:21 239:17,19 274:14,18 323:2 343:21 parent-to-teacher-and-student 156:1 parents 43:9 44:12,20 47:18 49:10,21 54:17,18 55:18 72:15 73:24 77:19 78:16 79:3 119:22 120:7 144:6 158:14 160:2 167:1 176:15 178:14 179:6 181:4 186:10 189:11 223:22 224:23 227:10 253:21,22 301:2 344:20 Parker 29:22,23 30:1,8,10 33:3 39:16 41:17 42:5 56:24 60:3 63:23 65:13 71:6 72:10 73:6 74:6 76:2,22 77:3 78:21 84:4	86:16 88:22 110:14 125:11 130:13 292:12 Parker's 110:3 115:7 117:7 Parks 164:8 Parkway 59:5 274:19 part 8:2 10:1 22:14 47:2 58:8 59:15 72:20 74:24 81:11 83:9 93:13 105:5 121:3,4 125:14 160:11 162:15 185:15,24 186:16 192:24 193:5 202:8 219:8 226:19 232:17 236:12 237:12 239:22 248:19 276:14 281:15 284:9 291:1 323:7 339:8,13 participants 104:24 164:22 165:9 participate 9:14 58:6,7 130:18 174:19 249:11 250:18 participated 117:11 participating 117:13 parties 233:21 partly 180:7 partner 117:5 148:11 292:19 partnering 105:2 118:11 119:19 partners 14:21 88:22 106:16 108:16 110:17 118:12 119:22 154:19 162:22 180:20 181:18 282:24 partnership 33:9 36:17 38:7 62:6 71:16,19 87:23 89:15 92:4 108:18 109:3 110:13 116:23 180:15 185:11,14 280:23 282:4, 23 283:16 307:2 partnerships 55:21 56:7,
--	---	--

11 80:20 83:4 175:6,8 180:22 183:23 185:9 parts 9:9 190:7 pass 90:16 93:9 96:1 98:16 160:23 215:13 216:10 passed 63:20 126:6 214:1,2 264:1 past 59:18 93:24 94:1,5 98:24 101:14 111:22 112:5 122:23 124:13 143:6 155:18 195:16 237:1 320:16 330:16 path 53:4 79:11 309:2 pathologists 217:21 pathway 36:22 39:11 283:9 322:10 pathways 283:20 321:1 patience 324:16 patterns 104:7 301:16 306:22 pause 302:21 303:2 328:20 329:13 333:4 341:9 paved 21:23 paving 22:1 pay 44:12 100:24 138:19 139:9 156:24 161:16 165:19 169:14 170:9,16 214:3,6 217:19 224:12 260:6,15,24 266:19 payback 263:6 paying 46:1 155:15 159:23 259:16 264:11 payments 256:19 PCE 300:19 304:12,21 307:1 PCPCS 320:4	Peace(ph) 166:10 pedestrians 14:14 peer 112:9 peers 47:17 penalized 313:20 Peng 104:19 Penn 39:9 180:13 Pennsylvania 37:6 38:2 57:12 82:5 99:23 180:16 248:6 252:3 261:14 284:6 309:15 Pennsylvania's 112:8 314:2 penny 258:24 people 9:1 31:24 33:7 36:1 37:9 39:18 41:2 42:21 43:3 44:19 45:12, 18 48:16 50:3 53:4,12 54:3 55:24 68:16 73:3 75:18 77:6 79:10,12,17 81:9,20 95:1 98:1 103:16 108:10 114:5 116:2 117:21 120:11,20 135:15 136:6 137:4 142:4 144:20 147:11 159:20 161:6,7 162:7,8 166:11 172:18,19 173:7 174:5,18 183:11 185:13 198:15,20 202:9 210:11 211:4 213:2 216:1 219:9 222:5 240:13,16 241:18 247:16 250:14,16 252:2 277:16 278:10 279:9 286:9 290:9 292:18 293:6 296:14 299:16 323:16 327:9 334:5,9 339:19 340:17 342:10,15 344:6 people's 201:1 percent 201:4 percentage 93:23 275:7 perception 134:20,21	218:9 perfect 82:13 154:14 177:15 326:16 performance 105:4,23 107:6,15,21 111:15 340:10,12,17 performing 44:8,19 93:1 158:12 period 113:3 127:10 205:23 252:13 289:12 298:16,18 permission 291:18 permit 26:17 permits 147:19,21 person 52:24 121:9 162:3 201:18 265:11 295:17 330:1 338:8 personal 31:5 81:15 99:21 102:2 149:1 323:13 personalized 314:10 personally 85:21 88:13 99:1 131:11 135:20 293:16 personnel 154:10 perspective 134:12 151:17 196:3 201:12,16 241:14 249:13 339:6 perspectives 90:1 96:20 200:11 persuade 247:10 persuaded 228:8 pervasive 156:2 PFT 133:9 266:16 270:5 285:17 phase 106:13,20 107:22 126:9 136:10 280:7 phased 206:24 phases 124:15
---	---	---

phenomenal 286:5

Philadelphia 5:18,23 6:9,
18 7:8 10:5 12:1 18:15
20:14,21 22:16 29:21
30:11 31:11 32:9 33:8,15
34:5,12 38:5,15,19,20
39:13 41:15 45:13 48:10,
20 49:20 50:6 53:18 55:2
56:17,20 57:18 58:1,13
59:13 60:14,21 61:4,17
62:19 63:5,14,20 65:14,
21 67:8,15 69:5,19 70:3
71:20,22 72:22 73:12
74:1,4 75:1 78:7 79:22
80:18 81:1 82:8,24 84:2
85:17 86:14 87:6,19,24
91:15,24 94:23 96:10
97:9 98:22 100:1 101:19
102:11 103:16 105:17
106:11 108:22 111:21
112:3 113:11,22 116:24
117:3,15 120:23 121:11
122:8 123:20 132:15
146:22 148:10,12,13,15
164:4 175:9,19 179:19
181:19 193:17 205:13
208:14 211:7 221:16
223:11 224:21 226:5
246:6 257:5,13,17 268:13
269:16 270:4 283:4
286:6,8,17 292:13 295:24
300:18 301:7 304:14
307:15,24 308:1,17,22
310:14,17,20 311:21
312:14 315:14 316:9
319:18 320:6 323:4
328:4,9,22 329:18
330:14,17 331:11 332:18
335:1,4,7 336:6,16 337:9,
21 338:20,22 345:1

Philadelphia's 83:5
107:19 300:20 322:4,10
329:5 333:22

Philadelphia-based 295:2**Philadelphian** 337:22**Philadelphians** 158:20

philanthropic 40:10 81:6
82:20 282:24

Phillips 3:19,20 24:16,17
66:14 83:15 129:22
138:10,22 139:15,20
141:6 142:1 143:19 144:9
146:4 148:1,23 149:2
150:22 151:19 167:19
168:6 169:22,24 171:24
173:2 185:22

Philly 68:4 102:4 221:12
310:1

phlebotomy 320:15

phone 144:5 170:6
173:18,20 184:9 296:1

phones 81:14,15**physical** 120:15 155:3**PIAA** 275:2**picking** 44:16**Picozzi** 75:9**piece** 182:3**pieces** 166:14**pigeonhole** 63:10**pill** 9:3**pilot** 115:12 116:3,14

pipeline 35:13,24 38:13
41:12

pit 67:22 69:14**pitch** 50:4**Pittsburgh** 99:4

place 8:13 158:4 232:1
238:5 282:19 324:5
326:14 332:9

places 20:22 156:23
185:2

placing 319:21

plan 20:2 21:17,19 61:11
62:9,17,20 68:20 110:8
124:11,16,19 125:10
127:6 140:16 155:12
209:4,12,13,16 212:16
215:4,6 219:1 234:12,23
237:18,19 301:14 331:7
332:16 333:9

planned 292:15**planning** 83:2 126:9**plans** 6:13 225:18**plant** 52:22

platform 199:10 236:9,13
237:13 302:16

play 15:18 50:21 64:2
137:3 174:19 250:9 268:5

played 86:12**playground** 155:2**playing** 166:18**plays** 8:2**plead** 199:22**Pleas** 199:19

pleased 105:7 116:22
120:1 121:6 122:20,24
143:3

pleasure 109:16 163:22**pledge** 62:2**plethora** 185:18**plug** 151:3**pocket** 161:18

point 167:21 168:4 169:10
170:4 175:5 182:6 184:13
185:23 194:18 195:3
205:12 206:20 208:16
214:15 228:22 229:16
237:2 249:9,15 252:18
253:3 259:6 269:12 299:2
339:22 340:9

pointed 343:17 points 49:6 93:24 94:4 115:17,19 172:11 228:15 police 31:24 32:13 80:21 81:2 82:8 122:9 133:10 154:10,11,15 166:22 270:6 285:17 policies 92:8 107:24 181:24 182:5 183:2 221:8 227:20 240:24 policing 81:21 82:11 policy 57:10 196:9 212:22 228:1,8,9,10,13,16 229:3 230:1,6,7,11,21 231:13, 19 232:15,18 233:10,19, 23 234:14 235:1 241:7, 11,14 245:12 277:5 301:11 303:8 306:10 322:14 polite 157:17 political 64:9 66:19 69:10 politically 45:18 politics 218:18 219:3 306:3 poor 252:19 339:23 popular 239:15 population 146:3 193:20 225:14 288:10 335:9 Port 311:22 posit 188:11 position 10:24 11:2 188:16 238:9,17 276:8 277:6 positioned 320:4 positioning 90:11 positive 92:3 114:11 121:22 128:3 174:20 possibility 197:7 201:21 204:11	possibly 20:18 post-pandemic 113:16 pot 214:20 potential 12:14 54:4 101:24 109:5 147:9 313:9 potentially 38:1 95:14 241:4 284:15 pound 167:6 poverty 313:16 power 260:24 powerful 40:24 89:12 332:24 Powerpoint 133:7 practice 170:13 191:10 practices 91:11 105:11 107:4 254:18 301:23 302:19 pragmatic 86:8 Praxis-passed 37:10 prayer 51:10 60:17 prayers 88:13 Prazenica 21:3 predominantly 335:8 prepandemic 206:11 preparation 40:18 prepare 59:21 91:20 257:5 prepared 127:7 175:17 223:12 284:15 prepares 102:12 preparing 103:17,24 121:14 244:1 presence 168:10 present 2:20,24 3:4,17,21 4:4,8,12,19,23 5:3,7,9 23:17,24 24:7,14,18 25:4, 8,15,19,23 26:3,5 123:3	125:22 129:8 173:24 221:24 265:7 presentation 51:19 93:13 129:10 133:8 265:22 preserve 212:2 preserving 310:4 President 2:2,5,8 5:5,6 6:19 7:17 10:9,10,18 11:8,23 12:16,21,22 13:12 15:23,24 16:7 19:12,13 21:11 22:12,20 23:1 26:1,2,11,20 27:10, 13,23 28:4,7,20,23 29:7, 11,14 30:2,3,9,12,24 31:2,6,15 32:22 33:13 35:20 38:8,24 40:15 41:6, 18 42:3 43:4 44:11 45:17 47:1,8,20 48:18 49:2 50:2,8 51:1 53:7 55:3,23 56:8 57:4 58:9,17 59:10 60:24 62:3,5 63:8,12,16, 23 64:6,13,24 65:8,12 66:3,7 68:5,8,10 69:7,20 70:7,18 71:1,3,7,8 72:12 73:10,23 74:7,14 75:4,13, 23 76:5,12,19,24 77:5 79:7,18 80:1 82:19 83:8 84:5,7,15,22 85:3,17 86:18 87:19 90:19 93:10 96:5 98:17 102:17 108:5 109:9,16 110:1 117:2 122:13,18 124:21 129:11 130:2,14 140:4,6 142:20 150:8 172:23 182:2 186:13 187:11 193:24 202:12,15,16 203:19 204:7 207:13 217:1 231:12 232:2 277:18 288:1 293:7 297:1 322:24 Presidential 12:5 16:16 20:13 presidents 99:2,14 press 22:8 217:10 289:23
---	--	--

pressed 267:10 pressure 306:15 pressuring 302:1 prestigious 321:12 pretty 20:5 prevalent 207:18 239:16 240:9 prevent 46:9 prevention 167:6 290:1 prevents 54:2 previous 277:21 278:2 pride 321:3 primarily 164:15 313:18 primary 316:1 principal 77:18,23 78:14 151:6 237:3 269:18 273:19 286:4 principal's 237:4 principals 48:2 54:16 71:24 80:16 95:3 114:13 132:13,17,20 133:18 135:19 136:6,9 137:2,3 141:10 143:21,22 144:11, 23 180:2 215:5,22 218:12 248:17 249:4 251:14 273:24 275:15 principle 187:19 principles 319:20 335:23 prior 111:15 112:6,14 priorities 88:4 97:1 110:3 118:2,5 prioritized 308:3 prioritizing 102:19 priority 120:4 164:20 private 40:9 44:5 80:20 82:21 110:16 250:5 252:4 255:12 261:6 325:9 326:12 336:17	privilege 32:6 149:1 proactive 104:12 problem 125:9,15 193:22 248:9 271:14 279:19 302:7 problematic 188:13 274:23 problems 198:2 278:24 337:6 procedural 234:5 procedure 234:15 procedures 107:24 230:12 231:18 233:22 234:1 235:6 303:5 proceed 222:15 291:16 process 38:16 47:2 60:19 73:11 82:16 92:20 110:5, 6 122:4,11 124:15 126:10,23 143:24 162:14, 20 170:23 181:12,16 182:22 183:1,7 185:4 186:1,17,19 187:4 188:2 191:14,16,18 192:3 195:1 198:4 199:20 207:1 227:18 231:4 256:6 268:5,6,10 272:19 274:5, 11 275:13,16 277:3 278:18 284:16 286:21 287:4 301:6 302:23 303:6 305:20 310:3,8 314:22 315:21 316:1,16,18 317:7 318:13,15 331:15 340:11 342:24 procured 279:6 procurement 182:1 183:2 294:21 procurements 183:4 produce 55:2,5 56:17 169:5 292:13 produced 194:5 product 286:16	profession 36:24 37:8 41:1 281:21 professional 81:23 82:9 232:4 282:22 professions 230:18 proficiency 93:22 94:3 proficient 95:12,19 profound 330:3 program 40:14 42:23 44:14 45:1,7 47:10 48:3, 16 50:14 52:22 54:13,23 55:15 57:24 59:6 63:7 66:6 77:20 79:6 80:17 82:6 148:7,18 151:5,8,16, 18 154:17 243:2,4 267:1, 7 281:15 283:1,10 287:10 292:9 317:18 320:15 321:21 programming 46:7 47:19 48:22 79:3 104:10 125:21,24 183:16,17 282:7,11 292:2 programs 39:23 42:20 43:1,23 44:13 47:3,6,9 48:1 181:3 267:12 282:13,15,19 283:2,21 308:6 314:13 320:13 325:5 progress 20:4 32:20 33:16 35:9 41:19 65:18 88:6 91:2 92:9,21 94:22 100:18 101:24 110:18 111:10 113:23,24 153:13 194:18 248:4 317:17,23 330:11 333:14 project 14:15 15:19 52:16, 19 53:2 55:2 56:17 86:3,4 105:6,13,21 106:6 247:7 294:10,15 project's 22:3 projected 165:10 268:22
---	--	--

projecting 214:17 projections 271:20 272:17 promise 45:12 240:4 promised 60:20 149:20 promising 112:2 307:6 promote 315:15 proper 14:24 properly 27:2 28:13 property 12:9 17:18 20:14 141:5 propose 172:6 proposed 234:9 258:20 protect 223:23 308:21 337:24 protected 229:7 proud 31:9 35:11 40:15 60:1 114:5 115:5 304:14 316:4 320:1 proven 41:24 93:18 proves 40:22 provide 9:12 36:22 41:18 73:2 91:7 92:1 103:12 109:23 122:3 125:12 146:2,22 171:3 181:14 183:14 202:10 218:7 220:8 225:2 235:10 244:13 250:2 266:23 275:5 277:2 300:9 327:10 341:4,7 344:14 provided 112:21 132:8 146:1 147:15 168:20 180:7 221:19,23 provider 77:10 78:12,24 providers 77:7 78:19 providing 76:13 79:1 120:6 121:24 141:13 144:16 165:3 177:4 181:8 282:21	proving 317:7 provision 264:1 PSSA 317:15 public 2:9,10 6:7,17 15:18,20 23:9 29:5,17 30:18 32:3,14 34:14 40:8 44:4 45:21 48:18,24 49:8, 14 58:13 60:12 62:22 64:3 67:17 70:22 86:6 91:23 99:20,22 102:1,10 106:10 108:22 110:16 119:2 120:21 127:11,15 133:16 135:8,18 150:18 153:20 157:5,14 159:9 176:21 178:2 179:3 181:3,13,19 190:24 192:11 199:3,22 200:5,6 201:11 202:5,6 203:8 209:9 210:10 215:20 224:19 225:17 228:18 233:20 234:16 235:20 242:7 243:8 252:4 255:8, 9,11 257:11 265:13 288:17 296:12,13 298:1, 6,7,15,18 299:12,15 300:21 301:20 302:16 303:10 304:15 305:4 306:6 308:11 311:20 312:1,11 315:10 325:2,10 326:10 328:4 332:5 333:2 335:21 336:1,17 338:8, 10,20,23 339:3,12,21,22 340:23 341:9,18 342:9, 12,14 343:14,16,24 344:11,14,23 public's 101:10 public- 80:19 public-private 55:20 56:7, 11 71:15 83:3 175:6,8 publicly 86:11 209:10 219:24 302:24 305:11 306:21 publics 50:4 80:14	pull 206:14 237:6 240:1 273:4 306:18 pulls 317:8 pupil 200:21 256:18 purchasing 183:10 purpose 60:9 108:12 321:3 335:14 pursuant 6:8 182:16 231:19 234:20 pursue 104:4 pursuing 307:2 purview 231:14 push 91:14 pushed 124:24 pushing 79:13 115:20 put 17:14 18:4 43:1 53:4 64:20 65:10 85:24 122:24 140:14 151:3 152:8 167:3 169:13 176:19 178:24 206:9 224:24 228:8,23 231:3 236:19 242:7 246:17 247:15 255:13 268:8 269:5 275:2 277:5, 24 280:17 286:3 289:15 291:5,20 292:20 322:13 341:15,17 putting 79:10 127:4 188:15 197:16 249:20 PVAAS 314:3 Q qualified 136:22 251:11 252:6 qualitative 127:1 qualities 337:1 quality 8:21 176:18 192:22 196:14 252:7 313:23 321:20
---	---	--

quantitative 127:2 quantity 196:13 quarter 54:14 quarterly 130:18 quell 154:13 question 15:7 19:20 66:9 71:5,9 72:3 74:17 118:23 139:5 140:12,24 144:10 168:21 172:3 176:9,11 178:1 179:13 187:9 189:10 192:22 204:8 225:11 235:14 236:8 242:19 244:22 255:14 262:9 267:21 272:3 273:16 278:19 281:9 284:10 288:16 289:19 290:5,23 292:22 330:5 questioning 176:5 227:6 235:10 259:4 questions 12:13 13:10,14 20:6 22:21 23:5 58:3 73:4 109:22 110:9 116:18,19 129:14 131:14,15,24 132:9 135:14 138:6,17 140:12 148:3 160:22 168:19 175:18 182:16,20 214:13 220:16 221:3 225:10 235:19 239:3 244:20 266:2 267:23 268:1 269:3 280:4,18 286:1 298:13 341:10 Quetcy 168:11 173:5 quick 16:23 90:19 124:9 184:9 253:20 270:23 277:10 287:24 288:16 289:19 quickly 36:24 44:17 89:4 269:11 quiet 242:4,6 quorum 5:8 26:4 quotas 240:15	R race 52:5 136:19 145:6 racial 287:7 313:16 racially-biased 313:13 racist 254:18 radar 141:5 radio 223:1 raid 195:22 221:11 raids 221:9 223:4 rains 257:7 rainy 205:7 211:9,19 212:3,7 raised 68:23 153:1 rank 279:5,8,10 rapid 173:13 rate 36:11 116:6 313:3 rates 33:18 115:2,3 129:2 206:18,19 rating 123:2 257:19 342:4 ratings 123:6,7 rationale 190:20 re-appoint 6:23 re-appointing 5:20 re-appointment 12:6,8 16:15 re-appointments 17:22 reach 90:12 209:20 303:5 reaches 56:18 reaching 218:2 read 5:12 116:15 334:22 readiness 94:7 115:1 reading 26:17 43:4 46:2 47:23 111:20,24 114:23 228:17,21 234:13 251:18	252:8 314:5 ready 78:13 243:24 249:22 265:3 298:15 320:13 334:10 real 37:12 60:18 65:17,18 94:21 100:18 141:14 161:24 244:1,2 277:10 287:24 323:11 realign 283:19 reality 98:13 144:22 317:12 343:7 realize 91:21 102:13 108:24 161:24 268:21 reason 8:10 81:11 121:16 173:13 206:16 207:8 214:24 277:14 288:13 reasonable 101:17 reasoning 196:2 197:22 201:11 reasons 17:17 69:10 307:1 rebuild 329:12 rebuilding 188:21 rebuilt 332:16 receive 121:21 208:22 262:16 267:14 321:20 337:10 received 9:10 119:8 127:14 133:11 202:22 205:21 258:4,23 260:20, 23 262:18 267:24 282:8 receiving 129:13 recent 91:1 100:19 301:22 303:3 recently 60:11 97:14 156:5 164:16 229:20 239:17 273:9 287:7 recess 227:15 296:17 297:23 298:2
---	--	---

recognition 321:8,24 recognize 7:10 62:12 138:9 139:18 175:13 192:19 204:21 281:1 311:24 recognized 103:21 206:10 recognizes 13:17 16:2 26:6 27:19 29:8 139:15 151:22 168:14 219:14 238:22 242:15 recognizing 18:14 21:3 226:21 252:1 recommendation 26:15 27:5,18 28:3,16 29:3 171:20 193:2 198:8,10 202:20 231:22 333:6 recommendations 107:5 124:20,21 125:3 172:10 234:24 306:13 recommended 193:4 recommending 46:4 reconsider 203:12 record 11:17 16:21 17:15 18:5 19:6 26:22 28:9 30:6 47:8 55:10 61:15 65:10 69:11 72:15 76:15 85:13 88:18 140:9,15 146:7 152:8 196:1,8 201:7 202:6,8,24 203:3 208:12 226:7 232:24 233:14,16 255:6,13 256:10,24 262:6 268:9 269:2,5 278:1 280:5,18 286:3 289:16 291:21 292:21 300:11,13 304:6 307:20 311:13 315:4 318:22 319:6 322:20 327:13 334:15 338:15 recorded 29:12 164:10 recourse 342:13,17 Recreation 161:15 164:8	recreational 9:6 recruit 137:5 273:20 recruited 37:24 recruiting 269:21 286:7 recruitment 36:13 40:19 330:9 rectify 204:6 red 208:7 246:9 redeveloped 15:16 Redfearn 311:4,15,16 redirect 201:6 redoing 290:8 reduce 165:6 reduced 289:13 reducing 80:23 128:20 reeling 55:9 reference 35:3 53:9 referenced 110:1 referring 199:17 340:18 refine 105:22 127:3 refining 126:24 reflect 33:19 36:7,17 37:16 55:11 88:3 97:1 228:14 reflective 275:10 reflects 35:16 315:13 reform 315:20 refresh 229:22 regard 110:3 273:24 Reginald 31:2 84:18 85:3, 16 region 284:8 Regional 282:10 register 268:2	registered 281:11 registering 121:18 regular 93:3 98:8 116:5 142:5 145:18 regularly 209:10 regulations 231:18 290:10 reimagine 106:7 238:4 reimagining 43:7 105:20 reimburse 260:17 reinforces 318:16 reinvesting 128:1 reiterate 208:16 related 116:12 145:14 270:13 289:12 relates 136:11 139:8 192:5,7 195:2 196:4 212:1 215:17 216:5 235:12 246:12 254:7 268:7 274:5 275:6 277:2 288:8 298:8 299:11 relationship 8:11 140:8 188:7 325:15 relationships 180:19 relative 17:17 110:18 115:18 118:14 181:24 183:1 224:23 268:14 269:12 270:18 271:2 284:10 relearning 189:5 reliable 332:12 relied 79:21 relief 39:23 208:19,23 religion 52:7 rely 325:14 326:12 remain 93:6 104:13 163:22 191:2,6 194:7,12 305:6,20 322:11 331:14
---	---	---

remaining 339:1	118:23 142:23 193:23	research 42:11 53:24
remains 98:23 102:8 107:13	194:4 248:3 314:19 316:4 329:4,9	136:15 251:6 253:13 278:11
remarks 7:11	reported 26:13 27:3,16 28:1,14 29:2 60:13 221:12 255:17	reservation 165:11
remedial 245:5	reports 158:11 203:2 337:11	reservations 164:10
remember 49:5 50:11 57:15 78:8,9,10 160:14 200:15 220:18 257:15 272:4 275:12 277:17 339:18	repository 18:16	reserve 211:11 212:12,17 213:11 285:24
remind 36:1 37:8 131:3,16 149:19 150:23 203:8	represent 36:14 67:4 70:16 172:20 293:21 310:13	reserves 205:9
reminded 51:4	representation 18:3 20:16	residential 13:22 14:5 18:19
reminder 89:18 102:7	Representative 75:10	residents 8:23 9:13 67:11
remiss 85:20 94:24 201:5 203:7	representatives 16:17 146:14	resolution 2:12 5:14,19, 24 6:4 7:3,4 12:4,7 13:4 26:8 27:2,15,21,24 28:13 29:1,5,18 126:7 155:22 261:10
renew 342:21	represented 66:22 229:8	resolutions 5:13 6:22 7:14 23:7,11
renewal 104:5 190:22 194:20 198:4 202:22 203:6,24 204:13 301:22 315:21 316:15,18 318:7, 13,15 330:2,3	representing 132:13 334:24 335:10	resolved 270:3
renewals 195:18 201:24 314:15 333:8	represents 16:10 66:15 112:23 300:20 331:20	resources 99:12 101:3 125:17,23 180:7,12 184:20 207:20 218:20,24 219:4 220:9 224:24 226:17 239:24 244:14 249:21 250:2 254:24 286:11 306:19 308:19 317:2 332:12
renewed 159:23 189:24 191:15 341:23 342:7 343:9	repurposing 62:17 63:2	respect 19:15 41:1 69:20 199:20 241:23 298:19
renewing 194:23	reputable 278:14	respected 92:6 230:17
reopened 189:21	request 34:17 164:16 201:9 233:24 302:24 303:1	respectfully 292:5 302:14,23
Rep 151:12,13	requested 74:14	respective 155:10 238:16 249:1
repay 264:2	requests 302:12	respond 174:9 199:11 216:9 277:10
repeat 47:7	require 95:23 142:22	responded 324:3
repeated 330:17	required 121:4 123:21 144:2 165:1,8 183:6 214:24 222:9 262:19 263:8,14,20 266:19 316:23	response 3:7,10,13,24 4:15 22:24 23:20 24:3,10, 21,24 25:11 27:12 28:22
replace 15:4	requirement 212:21	
replacement 21:1,5 339:20	requirements 306:18	
reply 269:4 273:16	requires 58:18 69:8 100:22,24 108:11 212:23 316:11	
report 47:24 111:7 114:12		

88:24 119:10 163:24 173:14 195:9 267:22 273:17 286:2 responses 127:15 148:4 267:23 268:23 responsibility 231:16 236:21 238:15 322:12 responsible 222:14 responsibly 301:14 responsive 201:8 responsiveness 155:13 rest 86:22 123:15 159:20 194:1 restate 102:1 restructuring 39:22 result 156:14 263:21 313:17 resulted 156:4 165:2 results 35:18 93:21 109:24 110:24 115:5 127:22 267:15 resume 29:4 240:22 296:11 retail 14:7,18,19,22,24 15:18 retain 46:21 137:6 314:16 retained 153:9 retaliate 199:2 retaliation 306:20 retaliatory 198:21 201:17 retention 35:14 retired 339:10 return 299:14 329:22 returned 324:14 returning 184:9 revamp 282:6,15 283:11	revenue 164:2 169:5 209:18 262:13 revenue-generating 56:3 revenues 123:16,19 207:22 210:16 216:20 Reverend 51:10 96:5 review 6:10 7:5 104:7 200:5 303:3 reviewing 141:4 reviews 92:23 121:22 revisions 234:14,15 revisit 215:15 Reynolds 330:19 rich 252:20 337:19 Richard 78:6 Richardson 4:2,4 7:23 16:4,6 17:8 19:18,21 24:23 26:23 28:10 30:13 66:18 67:11 86:21 235:24 236:5 242:13 265:10,12, 18 269:11 270:23 272:2 273:7 274:9 275:1 276:23 280:17,23 284:2 285:9 Richmond 311:22 rid 175:23 204:24 rights 51:9 rigorous 315:16 316:8 ripe 196:1 ripped 221:7 Rise 86:3 105:6,13,21 106:6 247:7 302:3 307:5 rising 33:17 331:4 risk 302:2 Rittenhouse 179:5,7 road 95:11 188:22 271:23 roads 14:17	Rob 74:8 Robin 95:4 114:16 122:13 270:10 robot 50:20 robotics 43:16 57:19 robust 127:8 282:19 292:3 rocks 86:10 role 21:16 62:12 64:2 86:12 137:4 245:11 268:5 304:21 role-playing 77:11 roles 82:10 238:16 240:13 roll 2:16 23:13 154:1 248:16 321:14 rolled 50:13 rollout 317:19 room 13:11 19:24 80:17 95:4 132:12 198:14 309:5 rooted 312:19 319:13 rosters 222:5 roughly 315:13 round 32:24 46:1 56:22 84:12,19 95:5 189:11 308:10 342:6 Rowen 59:2 Roxborough 117:16 rug 156:17 Rule 6:10 ruled 217:12 rules 26:16 261:13 329:11 run 77:21 178:13 335:17 running 114:14 166:13 167:10,12 279:12 343:11 rural 57:13 Russian 239:20
--	--	---

Ryan 59:4	33:14,21 35:6 36:6,15,20, 23 37:17 38:9 43:1,10,14 46:22 47:15 49:7,8,14 51:20 52:12 53:17 54:15 55:6 57:22 59:2,4 60:8 62:18 63:13 64:1,14,23 67:7 68:20 69:4 71:22 73:24 74:3,4,24 76:21 77:1,22 78:5,24 80:10 84:10 85:5 87:5 89:3,22 90:11 91:9 97:16,17 98:8, 21 99:2,9 102:10,22 103:9,10,19 104:2,5,14, 18 105:3,9,19,20,23 106:15 107:15 110:15 111:20 112:4 113:13,21 114:2,4,15,18 115:21 116:1,2,7 117:5,10,24 118:3 119:8 120:11,12, 23,24 121:10 122:9 123:19 125:19 126:2 130:17 131:1,4,8 133:9 135:18 136:3 138:20 139:2,10 140:14,19 141:3,20 142:4,6,8,15 146:6 147:9,10 148:10,18 149:15,20 153:11,22 154:10 156:8,12 158:15 159:8,9 160:6 162:2,13 164:3 169:1,4,6,7,18 176:13,17,20,21 178:6,7, 8,9,13,20 179:3,8 180:5, 14 181:1,8,19 182:11 183:3,10,13 186:3,12 189:18,19,21,22 190:3, 13,17,21 191:8,14,19 192:8,10 194:1 201:20 202:19 205:13,20 208:13 211:15 218:10,11 220:1, 16,18,24 221:10,13,24 222:10 223:3,23 224:1,18 225:17,20 226:5 227:1, 12,16 234:6 236:18,20,24 237:9 238:4 239:9 241:8 242:21 243:18 244:17 246:21 248:10 250:4,5, 14,21 251:17 255:8,10,	11,12 257:4,12,14,16,22 259:10 261:21 264:2 266:13 268:13,17 269:17 270:6 271:13,19 272:22 273:4 276:9,12,13,14,17, 18 278:18 285:17,21 286:6,18 292:1 294:7,8, 13,24 295:23 298:10,11 301:1 302:17,21 303:10 304:22 305:5,6,18 309:1, 12,13,20 310:15,21 311:20 312:12,15 315:9, 10 318:12 319:11,13,21 320:3,5 321:9,10,13,14, 15,23 322:4 323:10 324:15 325:2,9,10,17 326:10,16,22 327:2 328:7,8 329:16,18 330:1, 6,11,18 331:5,13,21 332:19,20 333:4 335:2,3, 11,15,21 336:2,4,7 337:8 338:20 342:19,21,22 school's 104:2,11 271:4 school-based 312:22 schoolers 243:11 schooling 308:10 schools 35:5,7 36:9,21 42:20 45:9 46:5 48:7,23 49:1 50:5 56:19 57:8 58:5,14 59:1,7 60:4 72:13 75:16 97:13,15 98:4,9,10 101:20 102:7 104:21 105:1,17 106:3 107:2 112:22 113:7,8 114:14,19 116:5,11,15 117:16 125:22 128:2,11,13,14 132:14 140:22 141:14 142:10,11,19 143:7 144:16 146:1,8 149:23 150:19 151:4,8,16,20 154:3,23 155:11 157:5,6, 8,14,19 158:9,11,23 159:3,21 162:15 167:14 177:18 178:3,10,16,19 179:22 180:10,13,18
S		
Sabrina 74:8		
safe 9:18 154:17 312:16 313:5 314:17 326:15 332:11		
safety 32:3,14 153:20 164:20 308:9 332:3		
sake 235:21		
salaries 123:21 216:21		
sample 147:10		
sandwich 152:20,21,24 160:11		
Sandy 59:4		
Sarah 31:7 87:10 90:17 183:22 297:5		
sat 60:11 331:24		
satisfaction 47:18		
Saturday 154:4		
save 167:7 176:8 255:20 256:1		
saving 258:6		
scale 113:2,10,14		
scarce 218:19,21,23 219:4		
scared 198:23		
scars 331:3		
scenarios 127:5		
scene 220:5		
schedule 176:24 261:23		
scheduled 328:14		
scholars 39:12 40:20 112:3 115:21 319:16,23 321:4		
school 6:13 7:8 31:10		

181:3,14 182:17 184:1,7, 8,10,11,19,23 185:3,19 186:6 190:1,23 191:1 193:16,18,19 194:6,9,11, 16,21,23 200:19 202:21 203:4,10,14 204:15 206:9 224:19 227:7,9 236:24 241:10,17 242:24 243:6,9 244:6,9 246:1 247:5 249:7 251:24 256:15,21 257:3 271:21 274:6,13 275:11 276:10,16,21 277:1,4 285:23 286:14,15 287:8 291:6,14 300:22 301:14,16 302:1,7 304:15 305:9,14,23 306:12,15,21 307:8 308:11,18 309:1 310:5 311:17 312:2,8,11, 13 313:14,17 315:22 316:7,8,24 321:19 322:6 325:3,23 326:12 328:4,21 329:10 333:7,10,18 335:16 336:15,23 337:2, 3,10,18 338:1,23 339:12, 14,21,22 340:23 341:21, 22 342:5,10,12 343:7,24 344:7 science 53:1 57:20 95:20 251:18 252:8 score 119:4,12 314:4 scores 33:17 113:2,10,15 114:23 115:1 206:17 317:15 337:11 scoring 94:8 Scott 60:15 68:24 88:10 scrambling 169:16 scrumping 258:7 season 37:23 seat 211:23 273:22 275:23 309:3 seating 159:1 seats 103:4,8 115:13 279:1,12	secondary 37:7 seconded 26:19 27:2 28:6,13 seconds 26:24 28:10 288:2,14 sector 40:8,9 82:22 107:20 322:5 sectors 91:23 secure 266:18 secured 89:4 security 9:12 162:3 164:24 165:4 330:8 seeking 16:19 86:8 seeks 307:2 segregation 313:17 segue 177:15 selection 278:18 self-sufficiency 53:5 79:11 selling 339:19,21 semester 281:13 Senate 34:10 61:24 Senator 46:14 61:3 75:9 send 61:18 88:14 160:6 222:23 sending 179:7 225:16 230:23 292:10 326:9 sends 166:9 316:5 seniors 320:17 sense 52:1,9,23 89:10 187:18 190:18 254:14 sensitive 217:17 226:20 sentiments 274:8 separate 177:23 211:18 212:12,17 separated 233:24	SEPTA 154:11 289:13 September 104:18 259:20 262:9,23 Serena 16:23 series 340:14 servants 62:22 serve 15:21 17:24 62:24 97:2 140:2 301:15 304:11 313:22 317:10 335:8 served 57:5,6 78:17 304:16 serves 20:20 312:11 319:15 service 10:21 90:6 97:6 101:1 118:10,14 119:15 120:21 192:10 232:23 254:9 262:4 293:11 services 5:17,22 6:3 7:1, 13,21 8:3 10:15 11:24 13:3 76:14 78:23 144:18 145:24 165:3,4 181:14 183:11,14 239:6 240:3 289:13 317:3 serving 17:11 89:21 292:8 313:18 315:11 session 26:18 40:19 sessions 127:12,13 set 10:2 35:12 53:7 77:9, 16 178:2 240:21 316:3 336:21 337:7 setting 96:12 settle 137:18,20 sexual 52:7 shameless 151:3 Shaneka 327:14,15 334:3, 5 338:10 shape 59:10 107:11 151:16
---	---	---

Shapiro 34:5 Shapiro's 41:9 share 80:7 87:6 91:3 116:19 117:19 118:2,22 127:21 128:9 179:14 182:14 209:14 267:17 270:1 317:11 331:18 336:24 shared 40:17 88:4 101:24 108:12 109:4 185:19 209:2 268:23 318:17 Sharif 36:19 sharing 285:13 Sharon 42:12 49:18 55:11 76:8 sharpening 92:15 sheet 69:7 shifting 305:23 316:22 shifts 104:8 225:19 shines 50:23 ship 95:15,16 shocked 48:15 76:17 shooting 49:5 short 114:3 250:23 273:18 289:6 shortly 8:18 22:2 shot 156:7 166:21 shoulder 101:21 shouldered 331:18 shout-out 61:19 94:24 151:11 show 33:23 69:17 112:11 257:1 297:2 313:6 340:5 showed 155:23 showing 35:18 52:14 140:6 313:4 shown 340:6	shows 47:13 94:15 210:19,24 shut 309:8 shutdown 329:17 side 8:15,17 13:20 14:10 18:16,21 20:15 74:11 192:18 204:22 245:16,18, 21 247:7 251:21 sides 14:19 195:10 sign 58:6 306:16 signal 230:23 signed 296:14 338:9 significant 34:2 107:17 110:18 237:22,23 248:8 317:1 significantly 115:4 signify 27:7 28:18 similar 190:2 208:21 248:14 336:24 337:11 Similarly 13:7 simple 40:23 207:4 simply 240:7 326:21 sincere 10:6 49:16 single 121:14 283:9 295:20,22 344:1 sir 32:19 68:6 141:2,5 163:7,20,22 165:22 166:2 208:11 248:14 249:9 289:17 293:20 sit 22:6 135:15 154:22 158:3 site 164:17 165:13 170:9 332:8 sits 59:11 sitting 59:16 73:7 138:7 197:6 213:13,17 275:23 situated 248:7	situation 88:20 220:21 256:14 situations 180:4 211:10 size 179:17 sizes 100:12 skill 240:21 skills 317:21 320:11 skin 85:24 309:18 SLA 177:6,8,21 slated 16:15 slice 152:22 153:3 155:18 slick 159:15 slide 46:17 90:15 91:16 92:11 97:10 98:15 102:6 104:17 105:12 109:19 110:10,24 112:11 113:15 115:6,10 116:13,14,21 118:1,4,13 119:17 122:2, 17 123:12,14 124:8,11 125:8 126:5,13,16 127:23 175:22 210:12,13 214:17 slight 94:14 slowly 214:22 small 71:9 72:2 325:14 smart 230:3 SNAP 55:8 290:8 292:15 snapshot 289:2 soccer 50:23 social 120:17 245:3 319:22 socioeconomic 52:6 136:20 145:7 solely 237:5 solid 10:1 solve 171:22 279:18 302:6 solving 125:10,15
--	---	---

somebody's 156:11 236:21 somebodyness 51:13,14, 15 52:2,9,23 someone's 327:20 son 274:3 276:3 324:7,24 sooner 21:6 316:24 sort 10:19 73:17 291:13 sounds 45:11 218:22 South 22:15 117:15 148:14 Southern 282:9 southwest 148:15 335:3,5 space 14:8 15:18,20 62:13 139:10 170:22 171:13,19 192:12 218:23 308:16 spaces 138:21 276:19 Spahr 193:23 310:10 314:19 329:4 SPAP 122:10 speak 10:14 40:14 50:9 138:2 147:23 162:19,24 191:11 195:6 199:16 208:9 227:24 231:9 241:1,13 270:12 280:3 298:20 306:21 312:2 328:6,15 Speaker 15:8 75:7 speaking 175:5 230:10 231:8 334:24 speaks 239:20 special 5:17,22 6:3,24 7:13,21 10:15 11:24 13:2 42:4,13 61:18 145:21 178:8 179:24 180:19 226:13 255:10 268:10 269:13 271:8,15,17 274:6 277:4 280:8 286:14,21 287:4 325:4	specialized 318:8 specific 139:5 146:8 302:11 specifically 50:12 111:8 129:20 139:11 162:19,24 204:13 259:6 274:9 281:8 299:7 specifics 46:3 147:24 speech 40:12 217:20 speeding 9:1 41:21 spelled 334:22 spend 185:6 207:6 212:16 216:23 217:4 240:2 252:22 315:22 344:22 spending 217:6 spent 284:12 spill 156:13 spirit 32:17 67:24 86:17 125:6 273:15 292:21 309:18 spoke 130:3 spoken 226:4 239:12 sport 147:2 sports 57:19 77:13 250:10 spread 154:16 spring 79:2 107:16 126:20 281:13 284:21 285:7 320:21 329:23 square 14:7 179:4,5,6,7 squatters 332:2 Squilla 2:18,19 10:13,16 23:15,16 27:20,22 129:22 Sr 87:4 SREB 282:9 St 9:15 300:3,15,16 stability 94:14 236:23 237:10 301:13 325:15	332:13 333:1,16 stabilization 312:3 stabilize 311:19 stabilizing 329:19 stable 100:19 136:23 251:11,24 staff 33:21 130:8 155:9 172:4 179:22 183:21 222:9 223:20 231:16 241:21 271:22 297:5 314:16 316:11 323:20 330:7 335:13 staffing 164:15 226:10 325:5 stakeholder 106:23 stakeholders 49:22 96:15 196:23 344:21 stand 50:1 61:17 65:6 209:5,11 323:10 standard 10:3 160:13 204:3,16 252:17 276:6 standards 100:11 194:22 201:23 227:14 242:20 306:4 313:8 337:7 341:24 342:2 343:8 standing 166:20 278:15 Stanton 330:18 331:22 Star 247:18 start 33:5 132:11,18 153:6 219:22 245:10 266:4,10 297:24 300:10 325:22 started 78:9 85:19 153:21, 24 206:11 259:11 323:5 324:8 starting 15:16 188:20 289:24 state 11:16 30:5 34:1 56:5 57:5,6 61:14 81:22 83:2 85:12 99:18,22 100:6 101:15 102:4 114:12
--	--	--

122:21 151:12,13 182:1 191:17 200:18 206:5 207:16 208:17 214:8 232:23 258:24 259:14,23 260:16,23 262:17 264:1 270:24 300:12 304:5 307:19 311:12 313:24 314:6 315:3 318:21 319:5 321:13 322:19 334:15 338:14 stated 222:22 states 111:3,5,19 112:24 136:16 147:16 stating 300:10 statistically 313:13 stats 47:23 80:22 status 52:6 136:21 145:7, 15 237:14 267:17 285:13 321:11,16 statutory 212:20 stay 38:1 70:18 194:12 197:10,21 220:7 281:22 327:1 336:8 stayed 344:13 steady 33:16 111:22 307:11 steam 202:14,17 STEM 52:17,20 100:13 243:2 stenographer 235:22 296:10 step 196:16 318:11 steps 68:21 110:24 126:22 153:12 Stern 87:16 229:4,14 232:16,19 233:2,9,15,16 234:21 257:9 260:9 263:22 stewards 206:8 217:14	stewardship 101:7 123:11 sticking 303:19 stipend 37:5,15,20 38:3 41:10 stood 326:17 stop 45:17 48:12 188:24 310:11 stopped 341:5 stores 18:17 310:18 stories 225:12 story 112:2 114:11 176:16 273:18 289:6 314:1 319:12 323:9,10 straight 161:19 205:19 strategic 183:23 185:9 208:1 237:18,19 240:12 strategy 20:2 65:1 184:3 stratosphere 90:14 stream 344:19 Streater 31:2,6 38:8 55:14 62:4 63:12 64:6,13 65:12 84:18 85:4,15,16 90:19 93:10,11 95:8 96:5 98:17, 18 102:18 108:6,7 109:9, 17 110:1 122:19 124:22 129:12 130:3,8 140:4 142:20 150:8 152:11 182:3 187:11,15 191:9 194:1 195:5 199:15 201:14 203:1,19 204:10 207:13 217:1 227:23 230:9,15 232:2 244:18 253:16 256:9 266:6 277:19 288:1,7 293:8 296:20 297:2 Streater's 172:23 street 8:15,17 21:22 59:6 176:23 177:2 312:15,18 313:9 314:3 streets 156:13	strength 226:22 strengthen 38:12 43:9 101:6 105:10 106:9 304:18 314:12 strengthened 56:10 strengthening 35:10 91:10 96:8 stressed 14:20 striving 188:6 strong 33:9 103:5 117:4 123:10 128:3 146:21 206:8 252:12 301:20 308:4 stronger 35:13 90:2 105:14 108:21 structural 101:13 124:3,5 206:12,22 207:2 208:4 258:3 261:11 structurally 313:12 structure 44:4 131:7 307:4 structured 46:19 struggling 149:6 324:11 student 37:5,15 39:18,23 41:6 43:23 52:13 53:21 54:6 65:20 92:2,10,15 98:14 102:19,20 108:24 114:22 115:23 116:5 120:9 147:7 196:11 200:2 237:24 241:21 246:13 252:16 315:10 316:14,17 317:13 318:6 322:7 323:3 343:21 student's 317:6 student-centered 307:12 student-first 104:12 student-teaching 37:18 student-to-student 155:23
--	--	--

student-to-teacher 155:24 students 9:17 30:20 33:11,22 34:23 35:17 36:23 43:11,22 45:24 47:14 48:4,10 51:21 52:4 53:10,17 59:22 78:22 87:24 89:22 90:8 91:15, 20 92:18,24 93:8 94:8,23 97:9,23 98:12 99:12,17 100:9,17 101:19 102:12 103:4,13,17 104:10,15 106:9 107:8 109:5 117:11,13 122:1 128:6, 10,21 136:18 141:14 144:13,15 145:3,10 146:3 176:15 177:4 183:15 190:16,17 232:5 241:3,11 243:6,16 244:11 249:22 254:8 255:2 268:15,16 271:5,7 272:6,10,16 273:8 275:7,21 281:24 283:13,20 286:11 288:10 289:7 290:19 300:23 301:15,17 305:5,6,13,16 306:6,23 307:15 308:2 309:22 310:7,15 312:4,8, 12 313:1,6,19 314:7 315:12,23 317:9 318:15 322:13 326:6 329:21,24 333:15 336:3,5,7 337:17 Studies 121:3 study 8:19 14:18,19 107:3 stuff 173:8 174:4 188:19 230:4 249:16 295:8,11 style 64:19 subject 167:21 subjective 197:12 306:1 submit 12:11 269:2 submitted 12:3 13:8 substantial 209:8 substantive 235:1	suburban 57:14 337:18 suburbs 53:12 158:21 succeed 60:6 244:4 success 38:23 47:11 54:7 83:5 103:18 135:24 136:4,5,9 243:15 313:10 316:4 successes 98:3 322:3 successful 70:13 134:1 135:10 137:8 178:20 324:19 336:12 successfully 270:2 320:16 suffer 46:11 suffering 201:20 sugarcoat 193:12 suggest 248:14 suggested 171:3 suggestions 172:10 suitable 60:7 summary 285:2 340:8 summer 19:2 46:6,16,20 79:2 126:23 166:7 228:6 320:17 summertime 133:3 Sunrise 148:11,12 sunset 206:1 super 14:11 164:17 170:9 superintendent 32:2,14, 18 33:4,6 55:13 64:22 84:10 85:5 87:5 126:8 130:6 142:22 143:11 147:5,23 149:13 152:11, 18 153:16 154:2 162:18 188:5 226:16 231:15,21 234:4,22 238:10 246:24 248:23 257:24 282:5 283:12	Superintendent's 156:16 Superintendents 238:11 248:18 249:2 superpower 240:19 supervisor 226:14 Supplement 6:9 support 12:2,4 13:4 18:13 34:2 35:2,14 41:7 42:17 43:9,23,24 44:12 54:6 60:23 64:5 100:16 103:2 104:15 106:9 108:17 137:5 141:14 144:15,17, 20,21 146:2,9 165:14 173:15 195:11 225:2 252:16 273:23 285:11 292:17 303:1 308:4,5,20 312:8 316:13,17 318:1,9 322:6 323:15 324:5,22 325:1 326:20 328:12 supported 81:17 313:5 326:15 327:3 supporting 31:12 48:9 79:12 282:20 supportive 296:4 supports 120:7 121:23 145:24 184:21 237:6 245:3 253:1 314:11 Supreme 343:4 surface 97:6 surgical 207:9 surpassing 94:10 surprise 128:24 204:23 surprising 150:17 surprisingly 118:6 242:4, 6 surround 243:9 surrounded 244:7 surrounding 243:6 281:20 291:12
--	---	--

survey 127:14,17,20,22, 24
Surveys 107:7
suspended 26:17
sustain 100:21
sustenance 292:4
sweep 156:17
swift 88:23
syndrome 46:13
system 101:23 105:15
 106:10 108:23 118:16
 160:8 164:9 247:2 252:16
 279:2,6,7 301:21 306:9,
 23 308:5 318:3 329:6,8
 332:15 338:1
systems 227:13 279:3

T

table 11:12,20 29:24 85:9
 163:3 291:5 300:6 304:3
 309:4 311:10 319:3
 327:23 334:13
tables 96:13
Tacony 312:14 319:10,15
 320:8 321:8,22 322:2
takeover 101:15
takes 118:24 312:7
taking 14:11 87:21 104:12
 124:2 133:19 227:1,19
 238:8,14
talk 31:24 38:23 39:5,17
 41:5 72:6 74:12 80:21
 81:9 115:11 118:17 146:7
 150:4 152:17 154:5
 157:13 174:21 176:14,15
 178:13,17 179:9 181:15
 205:10 243:19 294:13
 295:18
talked 45:13 61:21 62:7

77:17 89:7 110:14,21
 115:9 122:19 151:4
 192:23 198:3 207:13
 224:14 255:16 292:12
talking 31:23 39:14 51:21
 54:17 55:17 67:17,18
 68:18,19 77:19 98:10
 127:18 144:24 176:12
 186:24 190:23 193:13
 229:21 236:17 259:7
tangible 38:11 40:6
targeted 225:2
targets 94:11
taste 150:15
taught 218:18
tax 262:13
taxes 258:15
Taylor 14:4
teach 121:11 243:11
 244:11 252:17 335:19
teacher 35:13,14,23 37:7,
 13 41:13 179:16 211:3
 251:22 252:5 270:15
 299:23 304:16 335:12
 338:20
teachers 36:8,13 37:5,15
 40:2,22 45:23 46:8 48:3
 59:14 73:13,16 77:18
 120:1 122:8 136:23 137:6
 160:13 179:20,23 180:1
 230:2,19 232:3 251:11,24
 252:6 266:21,24 267:3
 270:5 272:17 280:24
 281:7,10,14,17 282:21
 283:17 284:13 285:5
 314:16 330:7 339:10
teaches 251:22
teaching 36:23 39:11
 51:6,19 266:19 271:22
team 42:5 49:17 70:21
 72:3 76:7 83:10 86:4

119:16 126:8 130:9,16
 143:9,12 149:12 175:16
 193:1 234:23 270:12
 278:6 294:17 295:13
 297:20 329:20
teams 161:4 308:4
Teamsters 122:16 134:3
 218:4 270:9
tech 320:23
technical 270:19 320:11
technically 335:6
technology 77:8,15 81:17
 100:15
telling 55:19 78:2
tells 136:16 158:16,18
 313:24
tempering 336:1
Temple 180:24 181:2,7
 243:9 281:11 284:24
temporary 303:1
tenure 153:10 269:22
term 122:15 134:5 135:11
 137:10 140:21 225:18
 270:8 302:20 307:6
termination 231:6
terms 21:17 72:23 113:9
 115:6 135:7 145:17
 147:13 182:3 197:16
 209:12 210:20 215:2
 240:14
test 33:16 111:3 206:17
 317:16
testified 198:15 201:19
testify 11:12 13:4 23:7
 29:22 157:18 198:24
 299:3 304:13
testifying 233:4
testimony 7:4 11:18 12:3,
 12,19 13:9 30:7 85:14

158:5 262:3 300:10,14 303:18 304:7 307:18,21 311:2,14 315:2,5 319:7 322:18,21 327:7,11,12 328:7 338:5,16 textbooks 100:14 texts 295:7,11,20,24 thankful 16:22 17:10 292:16 that'll 15:17 167:12 284:2 285:9 theme 128:17,20 129:1 themes 127:17,24 theoretically 343:3 theory 152:19,20 247:14 there'll 191:21 thing 41:23 68:1 74:7,9 76:5 115:17 128:3 159:16 167:1 181:22 213:22 215:9 216:17 218:10 247:18 250:3 251:8 252:9 257:9 278:7 things 8:20 31:23 52:3 58:19 134:15 141:8 142:19 152:18 174:10 175:1 177:20 183:17,19 187:20,24 197:6 198:2 199:4,11 200:16,22,23 224:3 227:16 245:7 247:12,24 248:13 250:11, 16 251:1 253:12 256:2, 11,23 271:17 278:23 287:19 291:8 thinking 44:15,18 63:1,15 127:5 188:14 236:16 thinks 75:21 Thomas 4:6,7 25:2,3 30:15 62:10 85:10,21 86:19,20 88:5 94:11 109:11 129:15 134:8 135:12 137:11 138:5	139:22,23 148:22 150:10 163:13,18 167:15 168:2 169:20 172:14 177:5,10 192:16 196:7,15 201:13 203:17 205:16 209:23 210:3,9 211:2,20 212:24 213:7 215:3,8 218:6 229:15 232:21 233:3,7,12 234:17 235:7,17 238:21 255:16 259:2 262:1 263:2 264:6 265:1 270:1 274:1, 16 277:11,23 279:20 280:6 287:14 288:9,23 289:3,14 293:3 297:8,16 298:3 300:7 303:17 304:4 307:17 310:24 311:11 314:24 318:20 319:4 322:17 327:6 334:2,14,18 338:4 341:3,14 344:10 thought 51:7 90:2 170:19 195:1 264:12 thoughtful 206:24 208:2 226:11 240:16 thoughts 172:9 196:3 thousands 161:11 189:16 threat 332:6,19 threatens 100:20 three-mile 184:16 thrilled 116:9 thrive 99:13 100:17 103:1 thriving 98:1 325:22 333:18 throw 86:9 187:1 tied 81:21 185:3,5 Tier 252:24 253:1 Tiffany 49:16 tight 167:2 tightens 256:17 time 9:22 19:23 20:6,19 29:20 35:19 37:16 43:8	48:20 49:9,17 51:6,12 54:14 57:16 63:16 69:14, 16 70:11 71:1 77:4 84:23 87:8,21 106:6 112:13 116:17 119:11 121:11 123:16,17 125:4,17 127:10 133:12 136:23 137:2 138:8 147:19,20,21 148:2 149:7 153:9 156:24 161:6 162:1 170:11 185:7 187:3 191:15 192:1,2 193:14 195:7,23 197:4 200:8 205:23 206:13,15 207:20,24 211:1 217:9 220:13 231:22 236:17 237:3 257:14 258:19,20 259:22 261:4,5,8 263:5 267:11 279:23 288:5 296:8 298:22,24 299:7,11 302:5 303:2,15,19 307:14 310:21 315:22,23 317:20 318:5,8 327:4 328:10,16 333:23 341:7 343:11 timeline 124:24 137:13, 14,22 263:6 timely 184:8 185:16 timer 299:6,9 times 69:22 223:19 232:8, 9 257:6 323:12,14 324:6 tin 166:15 titles 5:12 today 13:11 21:24 30:16 31:4 40:18 43:20 50:3 59:16 65:10 66:23 71:13 87:9,22 90:20 100:9 109:22 130:15 132:17,22 133:8,19 149:5 153:5 160:19 174:8 197:7 198:24 219:9 242:4,6 265:11,15 269:6 280:13 298:8 300:24 302:7 305:4 307:8 310:11 315:19 319:14 328:6,15,18 331:4 334:11 338:24 339:7
--	--	--

340:21 341:20 344:14 today's 132:1 211:5 265:3 298:24 345:7 toes 50:1 told 46:15 48:16 52:15 66:24 259:20,22 278:24 290:17,20 tolerated 230:24 231:1 tomorrow 228:19 297:3, 10 Tony 32:18 84:11 85:6 87:3 Tonya 278:13 tool 245:15,21 246:22 toolkit 245:15 tools 54:5 245:20 246:18, 20 247:9 tooth 64:7 top 136:17 152:21 331:15 topic 148:5 224:8 topics 200:14 total 259:9,13 262:16 touch 264:15 touched 264:18 291:4 tough 82:17 224:7 276:6 toughest 160:15 tournaments 161:8 tours 57:9 town 253:21 toy 50:16 track 107:13 118:24 139:11 145:4 161:4,7 166:8 trades 283:22 traditional 48:24 49:7,14 50:4 80:14 82:11 178:7	190:18,24 244:16 255:9 308:10 320:9 traffic 8:24 189:17 trafficking 289:24 tragedy 68:24 tragic 88:9 training 221:23 222:8 223:20 transformative 50:24 transformed 332:8 transition 8:19 104:16 288:17 296:21 transitions 128:21 286:20 translate 101:2 239:13 translates 100:12 translation 239:5,6 240:3 translator 239:21 translators 226:8 transparency 107:18 108:3 196:17 293:12 301:9 302:8 309:9 333:17 transparent 105:15 126:12 195:13 196:20 197:24 296:3 302:18 303:3 307:3 trauma 313:16 330:21 traveled 44:2 traveling 57:11 treated 241:23 324:1 trend 100:23 193:21 trending 154:14 trendy 308:8 trigger 191:18 triggered 191:16 trim 207:24 trouble 132:19	truancy 141:9,12,16 142:2 143:18,23 true 20:9 70:19 157:15 191:24 205:2 251:14 272:21,24 285:2 325:11 Trump 222:22 trust 108:12 306:5 326:1 trusted 330:23 tucked 195:18 TUDA 112:18 113:12 turn 108:5 138:11 151:1 turned 80:7 turning 34:24 tutoring 43:21 45:5 57:21 72:6,24 73:3,18 74:2,21, 23 75:17 tutors 252:23 two-way 118:15 type 144:15 177:3 183:15 190:11 230:7 244:2,15 282:22 types 249:12 254:8 308:17 341:10 typically 147:1 265:24 284:5 316:5
U		
U.S. 31:19 111:12 321:7 ultimate 209:20 ultimately 278:16 301:17 unable 318:2 unapologetic 31:11 66:20 uncertainty 39:20 330:10 331:4 333:19 uncle 156:6 unconstitutional 101:22 208:17 217:13		

underenrolled 129:3 underfunding 207:18 undergoing 318:7 undermine 306:22 undermines 101:23 301:13 330:10 underperforming 248:10 249:7 understand 7:18 70:9 92:24 96:19 133:18 134:12,18 170:15,17 172:17 174:6 180:18 194:24 197:21 201:3 210:11 211:4 213:3,10 223:22 229:11 242:5 256:21 261:3 272:12 273:15 288:20 292:21 293:9 323:24 324:10 327:8 340:3 understanding 95:20 98:2 201:1 211:13 245:23 290:23 324:16 335:14 337:14 understood 80:19 327:3 underutilized 62:18 uneven 301:12 306:10 unfailing 30:18 unfair 338:1 unfinished 332:17 unfrozen 260:22 UNIDENTIFIED 15:8 unified 106:10 114:3 224:18 unintended 277:7 unintentionally 188:15 uninterrupted 292:7 union 122:16 133:3,10 218:5 270:6 285:18	Union's 216:14 unions 267:18,19 unique 89:23 137:3 146:6 180:4 uniquely 320:3 unit 114:20 UNITE 133:14 united 65:19 68:4 111:2,5 112:24 136:15 147:15 166:8 units 14:5 Universal 97:15 104:1 universities 252:4 university 9:16,18 82:4 143:17 180:15,16,24 237:21 243:10 284:24 unnoticed 152:5 unpredictable 301:12 306:17 unsure 336:19 untouched 291:15 unwavering 322:12 upcoming 110:5 122:4 update 41:19 88:8 91:12 102:7 110:4,7 124:9 227:17 266:23 284:22 updated 107:6,15,20 108:1 updates 87:7 91:3 96:3 updating 209:10 upheld 319:13 uplift 17:12 18:12 uproot 325:19 upset 181:6 upsetting 340:20 upward 160:17	urban 57:13 111:6 112:23 248:7 urbanly 306:17 urge 302:14 328:19 333:4 urgency 89:11 92:1 254:14 324:3 urgent 302:7 305:21 311:19 318:5 321:1 usage 171:12 USDA 291:24 usual 79:13 utilization 129:2 utilize 140:18 169:17 171:19 239:8 284:5 utilized 200:21 284:19 utilizing 73:2 170:21 V vacant 61:9,13 69:2 valuable 78:3 96:15 317:20 337:16 valued 92:6 values 237:20 Vanessa 42:7 55:12 Vare 104:1 276:17 variation 314:8 vendor 181:13,18 182:22 183:1 vendors 76:13 147:9 183:9 verification 127:13 versus 50:4 190:22 202:21 217:15 218:10,11 230:11 veterinary 320:23 Vice- 138:9 151:18
--	--	--

Vice-chair 31:7 129:21 139:16 148:23 149:2 152:12 Vice-president 87:10 90:16 93:12 109:17 110:20 124:22 129:12 217:1 victory 149:4 video 50:22 166:18 view 330:14 viewing 203:8 Vil 300:3,15,16 village 59:15 Vincent 34:11 46:10,15 62:1 violating 240:14 violations 240:23 violence 155:23,24 156:2, 14 162:6 313:16 violent 80:24 vis-à-vis 230:16 visibly 344:18 vision 32:19 70:4 90:22 91:20 92:7 110:19 153:11,16 199:5 visit 57:7 98:2 140:20 310:21 visited 52:11 97:14 286:9 310:22 visiting 97:12 272:5 visits 97:20 98:8 vitality 41:22 vocations 230:18 voice 235:4 236:9 309:7 332:24 333:3 voices 97:2 99:16 107:10 voluntary 47:10	volunteer 11:1 89:20 161:6,21 187:3 volunteers 161:11 vote 29:13 121:18 158:19 186:12,13 281:4 voted 103:7 voting 190:9 W wage 283:15 wait 45:10 100:4 156:24 253:19 254:4,11 273:10 305:7 waiting 22:9 234:10 261:9 wake 88:19 walk 78:14 176:22 walking 14:16 70:8 154:23 Wanda 87:15 wanted 17:12 18:4,12 19:5 67:5 71:13,16,24 72:19 88:17 130:15 132:7 150:20 158:24 170:1 177:11 202:10 207:19 239:3 241:6 245:10 247:15 266:3,10,22 268:8,24 269:4 270:24 278:13 289:15 291:15 327:10 341:15,17 Ward 8:1 22:19 42:12 66:18,20 67:12 76:8 143:14 warm 167:13 warn 168:3 Washington 113:6 117:15 279:4 wastes 306:5 watch 142:16 265:23	watched 286:7 watching 174:5 344:19 Watlington 32:2,18 33:4 38:8 54:12,13 55:13 62:3 64:5,12 65:11 73:7,8 74:16,22 84:12 85:6 87:4 109:7,8 114:9 130:7,19 133:23 135:5 136:12 137:24 140:5 141:1,24 144:1 145:1 147:3 149:13 150:7 152:12 162:11 171:23 175:21 178:21 179:2,11 181:21 182:24 183:18 187:5,10 205:15 208:15 209:2 212:19 215:12 216:9,16 218:16 221:17 224:2 225:24 229:2,20,24 230:10,13 231:2,8,11 234:19 237:16 239:10 241:12 242:10 245:22 247:21,22 250:22 256:3 266:5 269:9 270:24 271:10 273:1,14 274:2,15 277:9,13 278:4 280:1 285:12 288:19,24 289:5 291:17 293:19 294:18 296:19,22 297:14 Watlington's 172:22 233:23 ways 9:24 146:16 wealthy 252:20 weaponize 45:19 69:13 website 118:18,20 182:10,13 200:7 websites 225:1 week 17:3 52:13 123:4 127:16,21 258:23 273:8 weekend 222:22 weekly 186:6,24 weeks 46:6 124:7 173:20 290:11 320:7
---	--	--

weigh 147:12	witnesses 11:11,19 23:6 85:8 299:3 300:5 304:2 311:9 319:2 327:22 334:12	workforce 35:11,15 63:4 321:2
welcomed 324:15		workforce-ready 320:18
welder 245:6	Wolf 278:13	working 15:12 18:7 20:10, 12 30:23 43:9 49:23 53:19 55:22 56:6 62:7 64:1 66:5 70:8 83:10,18, 23 95:20 99:16 117:6 122:12 154:11 155:20 172:8 235:2 238:3 266:12,16 281:23 282:12, 13 285:18 329:12
welding 95:16	woman 59:11	workings 230:23
well- 312:16	women 18:3	works 55:16 326:13
well-being 164:21 319:22	wonderful 44:14 148:7	world 166:16 244:1
well-deserved 218:3	wonderfully 324:20	world's 230:17
well-intended 275:18	wondering 236:10 237:14	world-class 57:20
well-supported 136:22 137:1 251:23	Woods 103:8,11	worlds 177:23
wellness 120:15,16,18 227:12	word 38:11 51:7,13,15 119:18 135:23 166:12 174:13,14 213:13 218:20 296:20	worry 256:20
Whip 30:14 39:1 85:22 86:18 109:11,14	wording 234:8	worse 190:2 194:8 197:15,19
White 75:11 197:9,19	work 12:14 14:9 16:19 18:23 19:2 22:13 36:5 40:13 42:14 49:21 53:2 54:23 56:9 59:14 62:2,14 64:16 66:10 67:21 70:12 71:20 73:19 77:21 80:10 83:22 84:17 87:7 89:12 90:10 91:8,24 95:10,24 96:8,22 97:18 98:13 106:12 107:12 108:8 114:18 119:18 124:13 126:14 133:19 143:12,17 147:1 149:14 157:3 160:9 171:15 172:7,9 184:3 194:3 215:23 218:15,17 220:1,23 227:3 229:5 244:23 245:24 246:14 249:5 256:8 266:9 270:13 282:3 285:12,21 287:2 294:6 295:14 297:21 301:21 304:22 305:17 320:18 345:5	worst 244:8
White-led 193:9 194:13		worth 167:6
Whitney 87:14		worthy 114:10 317:8
who've 44:20		wow 44:22 265:1
wholeheartedly 34:4		wrapping 21:20,21
whooping 163:12		Wright 78:6
wide 227:14 314:7		writing 182:18 279:21
widely 337:12		written 12:3,11 13:8 269:3 273:17 286:2 327:10,12
widespread 126:11		wrong 253:14 299:24 303:23 311:5,8 318:24 327:17,21 334:19
wife 80:12		Wynnefield 14:1
Wilkerson 87:17	worked 47:21 73:10 88:24 101:6 154:16 269:15 324:4	
William 39:9 59:2 278:6		
willingness 85:23	workers 218:12	
Wiltshire 327:16,24 328:2		
Wimberly 311:7 319:8,10		
win 322:11		
window 284:23		
Wing 87:15		
winners 226:24		
winter 79:2 125:3		

Y

y'all 161:17 163:11,16
215:19

year 36:15 37:22 41:9,20,
22,24 42:19 43:7,14,18
45:6,9,10 46:6,22 47:12,
14 48:7 52:12 54:10,15,
24 56:19 57:23 74:22
75:15 78:18 90:13 94:2,5
100:6,24 103:6 104:6
105:8 110:6 115:12
116:1,3,4,7,11,15 117:10,
12 118:3 119:7,8 120:12
124:1,5 126:20 128:7
137:19,21 142:6,8,15
143:3 145:12 148:5
170:12 173:22 180:11
191:2,3 192:1,2 195:7,22
199:24 208:3,5,6,19
209:15 214:16,19,23
221:21,22 227:8 246:4
249:24 256:18 258:10,11,
16 261:23 266:13 267:13
271:20 272:4,8 289:6
292:9 310:19 317:18,23
318:1 319:24 320:3,5
329:16,24 330:6,10 340:7

year's 34:1

year- 45:24 308:9

Year-enrolled 47:17

year-round 45:14,20

yearly 100:22

years 45:1 61:10 69:3
79:23 93:24 94:4 100:19
111:2,12,15,18,22 112:5,
6,14 113:3,17 122:23
124:13 136:15 139:24
143:6 184:13 188:20
189:7 207:2,15 216:19
217:9 218:1 249:15
254:5,12 255:4 257:15
275:17 277:17 282:16
302:9 304:15 305:22
316:23 323:8 340:15
343:1

yellow 118:19 210:21
246:9

yellow-orange 210:23

yesterday 17:3,6,8 180:24

yield 182:2

young 3:6 24:2 41:2 44:19
52:13,24 54:2 73:3 75:20
77:6 79:12 97:24 103:15
108:9 114:5 115:20 116:2
117:21 120:11,19 121:9
142:4 147:11 150:3
151:24 153:21 161:7
162:6 166:11 167:18
168:5,9,15,16 172:1
173:6 174:18 175:14,15
176:4,6 177:7,12 178:23
179:13 180:17 182:7,21
183:8 184:15 185:21
187:7,13 189:9,15 192:14
229:17,18 231:13 235:14,
16,18 236:4 238:23
241:18 242:16,17 247:23
249:10 250:14,16,23
253:17 255:5 256:4
277:15 286:9

younger 225:15

youngest 324:7

youth 20:11 166:9 304:20
322:10

Z

zero-based 255:18,23
256:5

zip 52:6 67:2,9 313:19
322:9

zone 204:15

zoned 326:11