

COUNCIL OF THE CITY OF PHILADELPHIA

COMMITTEE OF THE WHOLE

Room 400, City Hall  
Philadelphia, Pennsylvania  
Friday, April 19, 2024  
11:35 a.m.

PRESENT:

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

RESOLUTIONS: 240254, 240255, 240256, 240257,  
240258, 240259, 240260, 240261,  
240262

1 - - -

2 COUNCIL PRESIDENT JOHNSON:

3 Good morning, everyone.

4 (Good morning.)

5 COUNCIL PRESIDENT JOHNSON:

6 Good morning, everyone.

7 (Good morning.)

8 COUNCIL PRESIDENT JOHNSON:

9 This is the public hearing and

10 public meeting of the Committee of

11 the Whole regarding Resolution Nos.

12 240254, 240255, 240256, 240257,

13 240258, 240259, 240258, 240259,

14 240260, 240261 and 240262. Thank

15 you for being here today.

16 Mr. Christmas, will you

17 please take roll for attendance.

18 THE CLERK: Councilman

19 Squilla.

20 (No response.)

21 THE CLERK: Council Lady

22 Gauthier.

23 (No response.)

24 THE CLERK: Councilman

25 Jones.

1 COUNCILMAN JONES: Present.

2 THE CLERK: Councilman

3 Young.

4 COUNCILMAN YOUNG: Present.

5 THE CLERK: Councilman

6 Driscoll.

7 COUNCILMAN DRISCOLL: Here.

8 THE CLERK: Council Lady

9 Lozada.

10 COUNCILWOMAN LOZADA:

11 Present.

12 THE CLERK: Council Lady

13 Bass.

14 COUNCILWOMAN BASS:

15 Present.

16 THE CLERK: Councilman

17 Phillips.

18 COUNCILMAN PHILLIPS:

19 Present.

20 THE CLERK: Councilman

21 O'Neill.

22 (No response.)

23 THE CLERK: Council Lady

24 Gilmore Richardson.

25 COUNCILWOMAN GILMORE

1 RICHARDSON: Present.  
2 THE CLERK: Councilman  
3 Thomas.  
4 COUNCILMAN THOMAS:  
5 Present.  
6 THE CLERK: Councilman  
7 Harrity.  
8 COUNCILMAN HARRITY:  
9 Present.  
10 THE CLERK: Council Lady  
11 Ahmad.  
12 COUNCILWOMAN AHMAD:  
13 Present.  
14 THE CLERK: Council Lady  
15 Landau.  
16 COUNCILWOMAN LANDAU:  
17 Present.  
18 THE CLERK: Council Lady  
19 Brooks.  
20 (No response.)  
21 THE CLERK: Councilman  
22 O'Rourke.  
23 COUNCILMAN O'ROURKE:  
24 Present.  
25 THE CLERK: Councilman

1 President Johnson.

2 COUNCIL PRESIDENT JOHNSON:

3 Present. Thank you. A quorum of  
4 the Committee is present and this  
5 hearing is now called to order.

6 Mr. Christmas, will you  
7 please read the titles of the  
8 resolutions.

9 THE CLERK: Resolution  
10 240254, confirming the appointment  
11 of Crystal Cubbage to the Board of  
12 Education of the School District of  
13 Philadelphia.

14 Resolution 240255,  
15 confirming the re-appointment of  
16 Sarah-Ashley Andrews to the Board  
17 of Education of the School District  
18 of Philadelphia.

19 Resolution 240256,  
20 confirming the appointment of Joan  
21 Stern to the Board of Education of  
22 the School District of  
23 Philadelphia.

24 Resolution 240257,  
25 confirming the re-appointment of

1 Reginald Streater to the Board of  
2 Education of the School District of  
3 Philadelphia.  
4 Resolution 240258,  
5 confirming the appointment of Wanda  
6 Novales to the Board of Education  
7 of the School District of  
8 Philadelphia.  
9 Resolution 240259,  
10 confirming the appointment of  
11 Whitney Jones to the Board of  
12 Education of the School District of  
13 Philadelphia.  
14 Resolution 240260,  
15 confirming the re-appointment of  
16 ChauWing Lam to the Board of  
17 Education of the School District of  
18 Philadelphia.  
19 Resolution 240261,  
20 confirming the re-appointment of  
21 Joyce Wilkerson to the Board of  
22 Education of the School District of  
23 Philadelphia.  
24 And finally, Resolution  
25 240262, confirming the appointment

1 of Cheryl Harper to the Board of  
2 Education of the School District of  
3 Philadelphia.

4 Resolution 240261 is being  
5 held.

6 COUNCIL PRESIDENT JOHNSON:

7 Good morning, everyone. We will  
8 now begin the hearing regarding the  
9 School Board nominations for the  
10 School District of Philadelphia.  
11 We want to welcome you to the City  
12 Council of Philadelphia, so we will  
13 begin testimony.

14 So, Mr. Streater, would you  
15 like to begin -- one second.

16 Chair recognizes  
17 Councilmember Thomas.

18 COUNCILMAN THOMAS: Good  
19 morning, Council President. Good  
20 morning, colleagues. Good morning  
21 to the members of our School Board  
22 and all of the people in the  
23 listening public, the audience here  
24 today as well as those viewing who  
25 have taken an interest in their

1 government and specifically in  
2 their schools.  
3 Again, I'm Councilmember  
4 Isaiah Thomas. I've been the Chair  
5 of the Education Committee for  
6 about two years now. But prior to  
7 being the Chair of the Education  
8 Committee, I'm a product of the  
9 School District of Philadelphia,  
10 graduated from public schools. My  
11 father is a retired teacher who  
12 taught over 40 years in the School  
13 District of Philadelphia. And I,  
14 myself, am a former teacher. I've  
15 taught everything from undergrad  
16 down to kindergarten, former  
17 Athletic Director, worked closely  
18 with the School District and still  
19 works closely with the School  
20 District because I still coach high  
21 school basketball. I'm still the  
22 President of the Coaches  
23 Association for the Public League  
24 for Boys Basketball, and I sit on  
25 the board for PIAA District XII.

1       The reason I said all that  
2 is because I want to make what  
3 we're doing here today clear. As  
4 the Chair at the Education  
5 Committee on City Council, I wear a  
6 lot of hats outside of City Council  
7 that has put me in a unique  
8 position to have a personal  
9 relationship with principals, with  
10 teachers and most importantly with  
11 students and families.

12       I can argue that I spend  
13 more time in our schools based on  
14 the hats that I wear than most of  
15 the people sitting in the room  
16 right now because I'm constantly in  
17 the schools, whether I'm coaching  
18 games, running free summer  
19 programs, working on different  
20 initiatives to support young people  
21 and families. And so, today's  
22 dialogue is 100 percent about  
23 children and families. And I want  
24 to make that very clear.

25       In the midst of talking to

1 my colleagues, in the midst of the  
2 work that we've done on the  
3 Education Committee, we have a lot  
4 of concerns around our schools.

5 Council President, I've  
6 listened to you talk multiple times  
7 about outcomes, why are our  
8 children not learning. I've  
9 listened to Councilmember Gilmore  
10 Richardson talk a lot about  
11 apprenticeship programs, why are  
12 our young people not being put in a  
13 position if they don't want to  
14 graduate from high school where  
15 they can go into a quality  
16 apprenticeship program, and I  
17 commend her for her legislation to  
18 allow more points for young people  
19 who go to our CTE schools.

20 We have new Councilmembers  
21 who are here who've been  
22 advocating, especially our District  
23 Councilmembers, for the schools in  
24 their neighborhoods no matter what  
25 type of school it is. They just

1 want to assure a quality education.

2 So at the end of the day,

3 Council President, I thought it was

4 important to frame today's

5 conversation because as elected

6 officials, we are held accountable

7 by the people of Philadelphia. The

8 people put us here. The people

9 decide whether or not we're doing a

10 good job, and the people determine

11 if we get to stay here. And I

12 think every one of my colleagues

13 are here today to vote on behalf of

14 the constituents that they

15 represent and nothing more than

16 that.

17 With that being said,

18 Council President, I'm looking

19 forward to today's conversation.

20 I'm going to be able to have the

21 opportunity to ask questions of

22 School Board members who've been in

23 a position for some time.

24 But I'll say this to close

25 out, Council President. Since I've

1 been the Chair of the Education  
2 Committee in September of 2022, not  
3 only is it the greatest honor I've  
4 ever had as it relates to a  
5 position being an elected official,  
6 and you know firsthand how much  
7 this means to me, and I appreciate  
8 you for re-appointing me as the  
9 Chair of the Education Committee,  
10 every single day I work tirelessly  
11 to try to put us in a position to  
12 improve the quality of life of our  
13 children so we can assure that no  
14 matter what zip code a child lives  
15 in, they have access to a quality  
16 education.

17 So I'm looking forward to  
18 today's conversation. And I'm  
19 excited to continue the work that  
20 the Education Committee as a whole  
21 has done to advocate for families  
22 and children in need.

23 Thank you, Council  
24 President. Thank you for allowing  
25 me to have this opportunity as the

1 Chair of the Education Committee.

2 And again, I look forward to

3 today's discussion.

4 COUNCIL PRESIDENT JOHNSON:

5 You're welcome, Chairman Thomas.

6 So actually we're going to

7 start with Resolution No. 240254,

8 Ms. Crystal Cubbage.

9 MS. CUBBAGE: Good morning.

10 COUNCIL PRESIDENT JOHNSON:

11 Good morning.

12 MS. CUBBAGE: Good morning,

13 other members of the Council. I'm

14 honored that Mayor Parker nominated

15 me to be a School Board member and

16 to be speaking with you today.

17 What follows are a few highlights

18 from my life and career that

19 qualify me for this role and some

20 of the reasons why I applied to be

21 on the Board.

22 I'm a proud Philadelphia

23 native as well, educated in the

24 City's public school system. And

25 after graduating from Masterman, I

1 studied physics at Lincoln  
2 University. I know a lot of  
3 students from the school system go  
4 to Lincoln University. And after  
5 my graduation, I began my career as  
6 an electronics engineer at NASA  
7 Glenn Research Center in Cleveland,  
8 Ohio.

9 In search of a more  
10 personally satisfying work, I  
11 decided to join the Peace Corps to  
12 serve as an education volunteer in  
13 Cameroon, West Africa. There I  
14 discovered my passion for  
15 education. And shortly after  
16 returning to the States because I'm  
17 not a trust fund baby, my parents  
18 are like, what are you doing going  
19 to the Peace Corps, we thought we  
20 were done with you. But I returned  
21 to my job as an engineer.

22 It wasn't satisfying  
23 enough, so I made the permanent  
24 switch to education. I changed my  
25 career from engineering to

1 education and proceeded to teach  
2 some combination of physics,  
3 chemistry and math at Girard  
4 College, the Shipley School, Greene  
5 Street Friends School and  
6 Germantown Friends School.  
7 Simultaneously I began  
8 working with a mentor to create a  
9 five-month program that took  
10 students on an identity development  
11 journey that culminated with summer  
12 travel to multiple countries in  
13 West Africa and Western Europe. It  
14 was called Journey to Freedom.  
15 Together these experiences  
16 convinced me of the value of  
17 experiential education, and I'm  
18 happy to hear that some of the  
19 Councilmembers believe in that as  
20 well. It fueled my decision to  
21 pursue a Master's Degree in School  
22 Leadership at Harvard's Graduate  
23 School of Education. Since  
24 graduating, I've worked at the  
25 education thinktank Jobs for the

1 Future, at Drexel University, the  
2 School District of Philadelphia,  
3 and now the Philadelphia Learning  
4 Collaborative.

5 I've done everything from  
6 analyzing student performance data  
7 and grants management to  
8 facilitating contract negotiation  
9 to open new schools and convening  
10 groups of educators to write policy  
11 statements. Exposure to these  
12 environments has helped me to gain  
13 insight into what a healthy,  
14 functional school that prepares  
15 students to lead lives of meaning  
16 and purpose after graduation, what  
17 that looks like.

18 During these years, I have  
19 developed skills and operations,  
20 collaboration, nonprofit leadership  
21 and relationship cultivation and  
22 maintenance. My network in the  
23 City's education and nonprofit  
24 sectors is substantial. These  
25 factors qualify me to serve.

1 I am particularly excited  
2 about Mayor Parker's -- that Mayor  
3 Parker is prioritizing teacher  
4 recruitment and retention. I  
5 believe that if we hire and retain  
6 the right teachers, they will  
7 educate and care for our children.  
8 I want to serve because I've been  
9 asked to.

10 I have a lot to offer, and  
11 it is my responsibility to  
12 contribute to improving the quality  
13 of life in my hometown. More  
14 importantly, I know how  
15 extraordinary the children in  
16 Philadelphia are and I know they  
17 deserve better than what they have  
18 been getting from our system.

19 I want to be one of the  
20 ones with this impressive slate of  
21 nominees, particularly those who  
22 hold the institutional knowledge.  
23 I'm sitting next to two of them,  
24 there's Joyce Wilkerson and Chau  
25 Lam, one of those who helps heal

1 the system that I believe can heal  
2 our children and ultimately  
3 transform our City. Thank you.

4 COUNCIL PRESIDENT JOHNSON:

5 Thank you very much.

6 Next we're going to ask for  
7 Sarah-Ashley Andrews.

8 MS. ANDREWS: Good morning,  
9 President Johnson and members of  
10 City Council. My name is Sarah-  
11 Ashley Andrews. Thank you for the  
12 opportunity to testify regarding my  
13 nomination to the Board of  
14 Education. I was born and raised  
15 in North Philadelphia. My  
16 educational journey began at the  
17 Salvation Army Daycare Center.

18 As my parents began to look  
19 for schools for my sister and I to  
20 attend, they felt my neighborhood  
21 school would not provide the safety  
22 or educational experience that we  
23 needed, as we would have to  
24 navigate through drug paraphernalia  
25 and crime-ridden streets to make it

1 to school each day.  
2 My parents fought for me to  
3 obtain the educational experience  
4 they felt I deserved. That  
5 prepared me to stand ready to fight  
6 for the students of Philadelphia,  
7 ensuring that they receive the best  
8 educational experiences no matter  
9 their zip codes or no matter what  
10 school they attend, especially  
11 those students who sit at  
12 intersections where they are  
13 ignored and marginalized because of  
14 their complex and layered  
15 identities that give no framework  
16 for their existence.  
17 My belief has always been  
18 that our schools need to be  
19 lighthouses for our students,  
20 places where all students can feel  
21 safe, welcomed and supported. As a  
22 proud graduate of the Philadelphia  
23 School District, I am an example of  
24 the type of success that students  
25 of Philadelphia can achieve.

1 I attended General George  
2 A. McCall Elementary School from  
3 kindergarten to 8th grade. I am  
4 also a graduate of W.B. Saul High  
5 School. I have a firm belief that  
6 all students can learn and thrive  
7 in our school system no matter  
8 their race or their zip code. This  
9 especially happens when we focus on  
10 their academic achievement and  
11 their well-being.

12 I attended Bloomsburg  
13 University for two years where I  
14 majored in mass communications. I  
15 hold a Bachelor of Art's Degree in  
16 Biblical Studies with a minor in  
17 Human Services from Lancaster Bible  
18 College. I hold a Master's of  
19 Science Degree in Counseling from  
20 Lincoln University and I am also a  
21 licensed professional counselor.

22 As a licensed professional  
23 counselor, I bring a unique  
24 approach to communication and  
25 decision-making. As a Board

1 member, we are often faced with  
2 tough decisions. My special set of  
3 skills helps us ask processing  
4 questions, get to the root of the  
5 problem and decide on a solution.  
6 Each of those decisions have had a  
7 direct focus on student  
8 achievement.

9 For the past two years I  
10 have been committed to Board  
11 transparency, prioritizing student  
12 success and focus on our students  
13 who most would throw away such as  
14 our drop-outs. I have helped to  
15 develop the vision for the School  
16 District of Philadelphia, adopted  
17 and supported Accelerate Philly,  
18 the Superintendent's strategic plan  
19 to make Philadelphia the fastest,  
20 improving, large urban school  
21 district in the nation.

22 Accelerate Philly has  
23 already produced great results for  
24 our students and our teachers. My  
25 experience as a current Board

1 member has equipped me with the  
2 necessary tools to further succeed  
3 in this position. As the youngest  
4 current Board member of the Board  
5 of Education and the Student Board  
6 Rep Liaison, I have been afforded  
7 the unique opportunity to engage  
8 with students on a level in which  
9 they feel comfortable sharing the  
10 truth.

11 Some would say it is my  
12 skills as a therapist. However, I  
13 see it as a direct reflection of  
14 representation. Students can see  
15 themselves in me. I am the example  
16 of someone that they can mirror,  
17 and I look forward to moments of  
18 interacting with our students who  
19 can relate and feel safe when I  
20 show up.

21 I have also had the  
22 opportunity to co-chair the Parent  
23 and Community Advisory Council for  
24 the past year. Within that year of  
25 my appointment, we have developed a

1 mission and vision for PCAC. With  
2 my collaborative leadership skills,  
3 we have moved PCAC in a direction  
4 where members feel that their  
5 recommendations, suggestions and  
6 opinions are heard. The members  
7 have become more engaged with the  
8 Board of Education and that has  
9 helped us to share vital  
10 information with all communities  
11 all over Philadelphia.

12 More than that, I have been  
13 committed to inspiring all students  
14 to greatness. I often remind  
15 students that they can be anything  
16 they want to be and help to give  
17 them the tools, mentorship and  
18 connecting them to the resources to  
19 do so. I have structured my life  
20 around this quote which sums up who  
21 I am as a person, "The most  
22 important thing is to try and  
23 inspire people so that they can be  
24 great at whatever they want to do,"  
25 and that's by Kobe Bryant.

1        In closing, I often reflect  
2 on Mayor Parker's vision to make  
3 Philadelphia the safest, cleanest,  
4 greenest big city. Without quality  
5 education, this vision will not  
6 come to pass. As a current Board  
7 member, I am thankful that Mayor  
8 Parker chose four of us to continue  
9 this great work. And through the  
10 leadership of former President  
11 Joyce Wilkerson and current  
12 President Reginald Streater, our  
13 progress speaks to the collective  
14 goal to improve District outcomes.

15        This is working as it was  
16 highlighted in the recent State of  
17 Education speech by Dr. Watlington  
18 and recent highlights on post-  
19 pandemic achievements. This work  
20 speaks to our willingness to work  
21 together to achieve what are the  
22 best outcomes for students. It  
23 speaks to our emphasis on student  
24 achievement and will ultimately  
25 help create the city that Mayor

1 Parker envisions. I will be  
2 honored to continue my tenure on  
3 the Board of Education as we are  
4 headed in the right direction.  
5 Thank you for the opportunity to  
6 testify.

7 COUNCIL PRESIDENT JOHNSON:

8 You're welcome.

9 The Chair now recognizes  
10 Reginald Streater.

11 MR. STREATER: Good  
12 brother, Council Pres --

13 COUNCIL PRESIDENT JOHNSON:  
14 Chairman Reginald Streater.

15 MR. STREATER: Good brother  
16 Council President and esteemed  
17 members of the City Council, I  
18 stand before you today not merely  
19 as an individual but as a member of  
20 a collective team, a slate, that  
21 embodies the rich diversity and  
22 talent of our great city, and I am  
23 honored to seek re-appointment to  
24 the Philadelphia Board of  
25 Education. I've come back for

1 Round 2.  
2 As a devoted servant  
3 leader, proud member of the Alpha  
4 Phi Alpha Fraternity, Inc. by way  
5 of Rho Chapter, and practicing  
6 attorney, my commitment to service,  
7 leadership is in my bones y'all,  
8 and advocacy has profoundly shaped  
9 my tenure on the Board of  
10 Education. I am grateful for the  
11 diligent efforts of the nominating  
12 panel, some of whom which are here  
13 today.

14 I also wish to thank our  
15 Mayor for assembling such an  
16 impressive, impressive group of  
17 individuals for this slate in the  
18 yeoman's work that is ahead.  
19 Reflecting on my background, I'm  
20 reminded of my humble beginnings as  
21 a young Black boy, navigating  
22 housing insecurity in this City of  
23 Philadelphia. It was through the  
24 unwavering support of my village  
25 that I cultivated a lifelong

1 passion for learning and required  
2 the foundational tools necessary  
3 for success, Council President.  
4 School was my fortress of  
5 solitude, nourishment and  
6 transformation, whether it's  
7 through the academic achievement,  
8 amazing teachers and principals  
9 like Gloria Pelzer at Germantown  
10 High School or through working with  
11 Coach Hawkins playing football at  
12 Germantown High School. Amazing  
13 teachers are access to extra-  
14 curriculars. I truly believe that  
15 the whole child was educated and  
16 that was me. And I'm no different  
17 than any of our babies in this City  
18 right here.

19 This foundation provided me  
20 with a platform to return to school  
21 at age 27, y'all. After working  
22 nine years mostly as a bartender,  
23 bartender at TGI Friday on City  
24 Avenue in front of AI by the way,  
25 graduate from law school and

1 practice law as an attorney right  
2 now at Feldman Shepherd helping  
3 people every day. I am consistent.  
4 Everything I do flows  
5 through my life, through my being  
6 for the babies and its service. I  
7 have no skin of the game other  
8 than the babies, and the one that's  
9 on the way by the way. I love you,  
10 honey, I know she's watching. This  
11 foundation -- I already said that  
12 part.

13 Now, as one of Mayor  
14 Parker's nine exceptionals, nine  
15 exceptionals, appointed to the  
16 Board of Education, I'm a living  
17 testament, again a living testament  
18 of the transformative power of our  
19 strong public education. Before I  
20 proceed, I will be remiss -- I wish  
21 to express my gratitude to the  
22 outgoing Board members who are  
23 working tirelessly right now, right  
24 like this instant to ensure a  
25 smooth transition while continuing

1 to focus on student achievement,  
2 right, and the holistic education  
3 of children through the Board's  
4 goals and guardrails.

5       They have also been  
6 steadfast in managing public funds  
7 and supporting our remarkable, I  
8 mean remarkable, Superintendent.  
9 We hired him with the support of  
10 the public because we engaged the  
11 public. I believe this slate, this  
12 slate, is poised to build upon this  
13 momentum, which includes making  
14 tough decisions, even reversing  
15 them when necessary just as the  
16 former Board did, and just as I  
17 know this slate would in the best  
18 interest of our students, our  
19 babies.

20       And y'all wonder why is he  
21 saying babies, because I'm a papa,  
22 I'm a Daddy, I'm a baba. These  
23 efforts have resulted in, among  
24 many other things, 13 out of 17  
25 student achievement indicators on

1 the rise. That doesn't sound like  
2 status quo to me, on the rise.  
3 National recog -- Philadelphia, we  
4 can win, and the Eagles ain't the  
5 only ones who could show us we can  
6 win. We can win and we're winning.

7 National recognition for  
8 the District's recovery to  
9 prepandemic education levels, that  
10 was hard y'all. And we all should  
11 applaud that, everybody. City  
12 Council, y'all helped, y'all  
13 funded, y'all went out there and  
14 helped us. Thank you.

15 Financial health and just  
16 great energy, synergy around the  
17 whole sector -- and I know the  
18 whole story has not been told --  
19 the whole sector of public  
20 education, we did that and we will  
21 continue doing that.

22 Now, today this slate's  
23 collective expertise is a testament  
24 to our city and it embodies our  
25 Mayor's vision for One Philly. I

1 got my finger in the air, Mayor,  
2 inclusive of a world-class  
3 education system for all children  
4 no matter where they are educated.

5 To illustrate, to my right  
6 Joan Stern, an attorney and  
7 graduate of Girls' High School. I  
8 bet y'all didn't know that, skin in  
9 the game, graduate of Girls' High  
10 School back when they were across  
11 the street from CCP in Masterman's  
12 building, and she's about that  
13 life. An attorney and graduate of  
14 Girls' High brings a wealth, a  
15 wealth of public finance knowledge,  
16 navigating fiscal challenges with  
17 unparalleled precision. She has  
18 receipts.

19 Wanda Novales, Pastor Wanda  
20 Novales, former District and Public  
21 Charter educator, balanced and now  
22 faith leader enhances our ability  
23 to govern a public system of  
24 education that educates the growing  
25 bilingual populations. We need

1 that. We need that.  
2 I'm not done yet. I'm  
3 sorry. Cheryl Harper's extensive  
4 Human Resource expertise combined  
5 with her state and local experience  
6 as an educator strengthens our  
7 capacity to govern effectively. I  
8 mean, I can't find a weakness in  
9 this slate.  
10 Crystal Cubbage,  
11 versatility in creating and  
12 maintaining strategic partnerships.  
13 I've been hearing that since I've  
14 been on the Board, partnerships,  
15 partnerships, public-private  
16 partnerships, intergovernmental  
17 approach, what's up. Combined with  
18 her state and local expertise --  
19 I'm sorry, and maintaining  
20 strategic partnerships will be  
21 invaluable as we seek to further  
22 along with Mayor Parker's -- and  
23 I've heard the call from others,  
24 but Mayor Parker's call for the  
25 cultivation of public-private

1 partnerships.  
2 ChauWing Lam, dynamite.  
3 I've been in the foxhole with  
4 ChauWing Lam, analytical prowess  
5 has been essential in implementing  
6 governance frameworks that drive  
7 student success. Let's go. This  
8 is complimented by Joyce  
9 Wilkerson's wide breadth of  
10 experience. And I'm going to say a  
11 few words about Joyce Wilkerson  
12 because I've been in the foxhole  
13 with this dynamite woman.

14 Little do people know that  
15 this sister was one of the  
16 beneficiaries of the Brown v. Board  
17 of Education, was a part of the  
18 first class that desegregated the  
19 school, did you know? Well, maybe  
20 that's why she's a little gruff.  
21 Maybe that's why she's a little  
22 like I'm tired of this stuff and we  
23 got to get this thing right, right.  
24 Two, she went to a great  
25 law school. And as for the lawyer

1 Joan up here, I think you know  
2 there's multiple paths that opens  
3 up if you go to a great law school.  
4 She could clerk for a judge, but  
5 guess what she did? She came to  
6 Philly and worked for Community  
7 Legal Services. That's Joyce  
8 Wilkerson. That's Joyce Wilkerson.

9 On top of that, she said  
10 I'm going to serve even more. She  
11 keeps coming back for more y'all.  
12 She served at City Hall with Mayor  
13 Street. I'm almost done on this.  
14 I know you're like why you talking  
15 about Joyce, but I'm almost done.

16 But one more thing, after  
17 Katrina she raised her hand and  
18 went to New Orleans and went to  
19 help and she came back for more  
20 again, Joyce Wilkerson.

21 Whitney Jones offers a  
22 national perspective on finance and  
23 charter school management,  
24 expanding our educational pathways.  
25 Come on y'all. Returning Board

1 member Sarah-Ashley Andrews brings  
2 her counseling expertise as she  
3 said in nonprofit leadership,  
4 providing robust essential tools  
5 for Board governance, indeed as a  
6 current Board member and interested  
7 citizen.

8       This slate is loaded with  
9 talent, temperament and nuance  
10 necessary to govern this District  
11 in the right now. Did I miss  
12 any -- I hope I didn't miss  
13 anybody. I got everybody. I got  
14 y'all. Okay.

15       Finally, as a Black man I'm  
16 committed to leading by example  
17 inspiring more Black men to  
18 actively participate in the civic  
19 and educational spheres of our  
20 community. There is a gap of Black  
21 men who are educated, who came  
22 through the system, who raised  
23 their hand like Good Brother Isaiah  
24 Thomas and said, we will serve. We  
25 need more of us.

1 My lived experience as a  
2 product of Philly, a family of two  
3 children with one on the way as I  
4 said earlier, in public education  
5 and as a lawyer compels me to serve  
6 with my heart and my head, passion,  
7 servant leadership and pragmatism.  
8 I know that this slate aims to  
9 further the City's collective  
10 mission of making education the  
11 great equalizer.

12 After my interactions with  
13 these eight amazing individuals, I  
14 believe it is safe to say -- and  
15 I'm sorry I came off, I'm a lawyer  
16 so please excuse my passion, I'm a  
17 lawyer so I like advocating -- I  
18 believe it is safe to say that we  
19 are dedicated to ensuring that  
20 every child, every single baby in  
21 Philadelphia receives a world-class  
22 quality education empowering them  
23 to pursue their dreams and  
24 contribute positively to society.  
25 I'm eager to continue this journey.

1 I am at your service as I have been

2 and I hope to continue to be.

3 COUNCIL PRESIDENT JOHNSON:

4 Thank you.

5 Next, the Chair next calls

6 for Ms. Joan Stern.

7 MS. STERN: Thank you,

8 Council President Johnson. And

9 thank you for honoring me, by

10 inviting me to be nominated -- to

11 be considered for confirmation to

12 the Board of Education. As members

13 of this Council and the Council

14 President know, I am at the end of

15 my legal career.

16 I retired from private

17 practice September 30, 2023. What

18 I wanted to do in my retirement was

19 to serve one of the governments I

20 had represented and I sought to

21 become a member of the Board of

22 Education whose schools I attended,

23 whom I was fortunate to represent

24 as bond counsel and special finance

25 counsel.

1 I think my acquaintance  
2 with the Council President goes  
3 back to his time in the General  
4 Assembly, so he is well aware as  
5 many of you Councilpeople and staff  
6 members are, that I worked fairly  
7 tirelessly to improve the credit,  
8 the market access and the funding  
9 for the School District of  
10 Philadelphia. And I now hope to do  
11 that as a Board member to share  
12 what I have gained in the 50 years  
13 that I worked with the School  
14 District, with the Board. And I'm  
15 very, very impressed with the Board  
16 nominees that I have been included  
17 in.

18 This is an exceptionally  
19 diverse and talented group of  
20 people. I've known Joyce Wilkerson  
21 since she worked in Mayor Street's  
22 Office as his Chief of Staff, and  
23 we struggled with credit issues and  
24 economic issues for the City, for  
25 the Gas Works, for some of the

1 City's other utilities, and I'm  
2 very impressed with the  
3 re-appointment of the Board members  
4 who are here today already serving  
5 and with the new members who show  
6 what Philadelphia can produce.

7 I would like to just  
8 briefly touch on my own experience  
9 in the law because I started as a  
10 paralegal at a law firm now known  
11 as Blank Rome LLP, and was assigned  
12 to work on my first public finance  
13 issue as a paralegal under  
14 Governor's Shapp with the necessity  
15 for issuing the first disaster  
16 relief bonds in the country.

17 So if you look in your  
18 Constitution and you see mention of  
19 the great storm and flood of 1972,  
20 that is our amendment, an emergency  
21 amendment to the Pennsylvania  
22 Constitution that allowed us before  
23 FEMA existed to issue bonds for our  
24 local share, the Commonwealth  
25 share, to put our people who were

1 living in tents, which we could see  
2 from the turnpike if we were going  
3 back and forth to Harrisburg,  
4 living in tents as a result of this  
5 Force 5 hurricane, the great storm  
6 and flood of 1972 known as Agnes.

7       Not surprisingly working on  
8 such an important project that  
9 restored homes to individuals whose  
10 homes had been destroyed by a  
11 natural disaster made me want to  
12 practice public finance, and I  
13 decided to pursue a career in the  
14 law and work on public finance  
15 projects.

16       I managed not to be  
17 deterred by the fact that there  
18 were no women in that field. When  
19 I graduated from law school and  
20 joined Blank Rome as an attorney, I  
21 became one of two women in  
22 Pennsylvania who practiced public  
23 finance law. We used to joke that  
24 we could convene the entire female  
25 bar in public finance by going to

1 the ladies room at the same time.  
2       So I too understand what it  
3 means to be excluded and doubted.  
4 And I am here to tell you that  
5 because of the education that I got  
6 in the School District of  
7 Philadelphia, even though I went to  
8 Houston School, then what was known  
9 as the General Louis Wagner Junior  
10 High School and 17th and Spring  
11 Garden Girls' High for one year.  
12 Those were all built by the WPA in  
13 the '30s. Those buildings are  
14 still in use in our School  
15 District.  
16       I think our children  
17 deserve better than that. They  
18 deserve to be able to attend school  
19 at any time of the year in a place  
20 that's clean, well-lighted, safe  
21 and where they can study to achieve  
22 careers that allow them to rise to  
23 the best of their abilities,  
24 whether they learn a trade or  
25 whether they become scientists like

1 my fellow nominee Crystal Cubbage,  
2 an engineer for NASA as part of her  
3 career.

4 I hope to share what I've  
5 learned with my fellow Board  
6 members, with Dr. Watlington and  
7 the staff and teachers at the  
8 School District and with the  
9 children and families whom we all  
10 must serve and advance. Thank you  
11 again for letting me appear today,  
12 and I'm prepared to answer any of  
13 your questions.

14 COUNCIL PRESIDENT JOHNSON:

15 Thank you, Ms. Stern. And I  
16 remember the story about  
17 associating and gathering with the  
18 bar because at that time it was few  
19 women in the legal field. So it's  
20 definitely an honor seeing you up  
21 here for the great work you have  
22 done for the City of Philadelphia.

23 Most people don't know you  
24 did the bond work for the Eagles  
25 stadium and probably every other

1 major project here in the City  
2 Philadelphia. So welcome back to  
3 these chambers. Good to see you.

4 The Chair next calls up  
5 Ms. Wanda Novales. Ms. Novales,  
6 you can start. Just state your  
7 name for the record and begin your  
8 testimony.

9 MS. NOVALES: Sure. Good  
10 morning. My name is Wanda Novales.  
11 Dear, Council President Johnson and  
12 Honorable Councilmembers. Thank  
13 you for the opportunity to testify  
14 before you today. To my fellow  
15 nominees, I am honored to share  
16 this moment with all of you. I  
17 truly respect you all and I cherish  
18 the experience and institutional  
19 knowledge that all the nominees  
20 bring to the table, especially  
21 Joyce Wilkerson and Richard -- and  
22 Reginald Streater and all our  
23 returning Board members.  
24 My name is Wanda Novales  
25 and I'm the Executive Pastor of

1 City Reach Church, which I founded  
2 in 2013 with my husband Mark  
3 Novales and our two sons Mark and  
4 Joseph in the Tacony section of  
5 Philadelphia. In 2023 we expanded  
6 and opened a campus in Kensington,  
7 a neighborhood near and dear to my  
8 heart, as it is where I spent most  
9 of my career in education. I moved  
10 to Fairhill from Puerto Rico at 9  
11 years old, and I'm a proud District  
12 graduate.

13 My two sons are District  
14 and Charter school graduates and I  
15 earned degrees in education from  
16 Temple and Cheyney University. I  
17 began my career as a bilingual  
18 teacher and proudly served as a  
19 School District principal. I am  
20 also the founding principal and CEO  
21 of the first primary and middle  
22 years IB World School in  
23 Philadelphia, Pan American Academy  
24 Charter School serving one of the  
25 city's poorest zip codes.

1        That's my resumé, but today  
2 I want to share my passion for  
3 quality education for all students.  
4 When I became a teacher, my father  
5 was very disappointed. His dream  
6 for me was much bigger. He would  
7 say, (Spanish translation), My dear  
8 child you never lose a battle, you  
9 need to be a lawyer, you were  
10 designed to fight for others. And  
11 I did.  
12        Throughout my career, I  
13 have advocated for the voiceless,  
14 forgotten and overlooked. As a  
15 kindergarten teacher program  
16 coordinator, I advocated for equal  
17 funding for bilingual programs. I  
18 designed and implemented a dual  
19 language immersion program against  
20 budget challenges. As a School  
21 District principal, I fought  
22 tirelessly to have my building  
23 renovated, leveraged relationships  
24 with higher educational  
25 institutions, focused on teacher

1 development, retention and higher  
2 achievement.

3 As a founding school  
4 principal, I dare to believe that  
5 my students deserved a world-class  
6 education, to be fluent in two  
7 languages, to be engaged in  
8 learning in a beautiful state-of-  
9 the-art facility and to travel the  
10 world. I secured funding, managed  
11 a new building project and our  
12 students outperformed all  
13 neighboring schools.

14 I wish my dad was here  
15 today because I believe that he  
16 would agree that this is part of my  
17 greater purpose. I have fought, I  
18 am fighting and I will continue to  
19 fight to provide all Philadelphia  
20 students the quality education they  
21 deserve. I welcome the opportunity  
22 to serve our City as a member of  
23 the next School Board. I thank  
24 Mayor Parker for her nomination and  
25 appreciate your consideration.

1 COUNCIL PRESIDENT JOHNSON:

2 Thank you.

3 The Chair now calls

4 Ms. Whitney -- Mr. Whitney Jones.

5 Excuse me.

6 MR. JONES: Good morning --

7 COUNCIL PRESIDENT JOHNSON:

8 Good morning.

9 MR. JONES: -- to Council

10 President Johnson and the other

11 members of this body. My name is

12 Whitney Jones. Thank you for the

13 opportunity to appear before you

14 today. I am humbled and honored by

15 Mayor Parker's nomination and the

16 opportunity given to me by the

17 Nominating Committee to serve on

18 this Board.

19 I began my career in public

20 education 10 years ago. This is

21 after leaving several years on Wall

22 Street. What I found was I wanted

23 to use my skills and talents to

24 support communities and build for

25 the future. Since then I've held a

1 variety of roles supporting  
2 charters in New York, Texas,  
3 Washington, D.C. and most recently  
4 Philadelphia.

5 My work has included  
6 tackling such challenges as  
7 compensation for teachers and other  
8 staff in the buildings, securing  
9 funding for new facilities and  
10 managing through good times and  
11 bad, including the most recent  
12 pandemic.

13 When I began my career in  
14 public education, I believed public  
15 education was the great equalizer  
16 to many of society's inequities.  
17 While I still believe there's truth  
18 in that statement, I now know that  
19 there are systemic barriers that  
20 limit student achievement prior to  
21 even arriving at school on a daily  
22 basis.

23 Delivering a high quality  
24 education to a city as diverse as  
25 Philadelphia is no easy task. The

1 historical context coupled with the  
2 complexities of operating school  
3 systems in most major cities  
4 including housing and food  
5 insecurities, teacher recruitment  
6 and retention, ever-changing  
7 demographics and supporting  
8 populations with heterogeneous  
9 needs create what could feel like  
10 insurmountable challenges.

11 However, I don't believe that's the  
12 case before you today.

13       The Mayor and the  
14 Nominating Committee engaged in a  
15 thoughtful process to select this  
16 slate of candidates. I am new to  
17 serving in this capacity. However,  
18 I'm excited. I'm excited to learn  
19 from the experiences, tenacity and  
20 leadership of the current Board  
21 members who volunteered to do this  
22 work again, including past  
23 President Wilkerson and current  
24 President Streater.

25       I'm excited to work with

1 the new Board members to bring new  
2 ideas and perspective to make the  
3 best decisions for our kids. With  
4 the Mayor's vision for One  
5 Philadelphia -- for One Philly, the  
6 diversity of skill sets and  
7 perspectives of the slate of  
8 nominees, the partnership with the  
9 School District as well as this  
10 legislative body, I believe we'll  
11 be able to achieve great things for  
12 our City. Again, I thank you for  
13 this opportunity and I'm happy to  
14 answer any questions.

15 COUNCIL PRESIDENT JOHNSON:

16 Thank you very much, Whitney.

17 Next we're going to ask for  
18 Ms. ChauWing Lam to begin her  
19 testimony.

20 MS. LAM: Good morning,  
21 Council President -- good afternoon  
22 perhaps -- good afternoon, Council  
23 President Johnson and members of  
24 City Council. I am ChauWing Lam, a  
25 South Philly resident, a charter

1 school parent, a proud graduate of  
2 public schools and a Board member  
3 serving since 2022. Thank you for  
4 the opportunity to testify as one  
5 of Mayor Parker's nominees to the  
6 Board of Education. And thank you,  
7 Mayor Parker, for the great honor  
8 of your nomination.

9 I believe, as I've heard  
10 many in this room attest to, that  
11 education is a human right and a  
12 public good. The investments and  
13 choices that we make in our  
14 educational system has an outsized  
15 effect in shaping life trajectories  
16 and disrupting or perpetuating  
17 societal inequities.

18 I was raised by a single  
19 mom who brought three children to  
20 this country at the age of 27. For  
21 my fellow parents out there, the  
22 age of 27 we were 1, 3 and 6 years  
23 old and spoke no English. She  
24 worked 6 days a week, 12 hours a  
25 day for meager earnings and taught

1 me a lot about sacrifice. Working  
2 hard and persevering was my way of  
3 repaying my mom for her continued  
4 sacrifice, and public education was  
5 pivotal in lifting us out of  
6 poverty and giving us a chance at  
7 success.

8 I have since dedicated my  
9 career to ensuring opportunity and  
10 access for children and families  
11 regardless of background or  
12 circumstance. As a college  
13 student, I tutored students at  
14 Henry C. Lee and the former Charles  
15 R. Drew Schools in West Philly. I  
16 traveled overseas to teach at a  
17 middle school and learned how  
18 another educational system works.

19 I later worked as a  
20 consultant to human services  
21 agencies to address operational and  
22 budget challenges that got in the  
23 way of keeping kids safe. I've  
24 also worked at the School District  
25 to align resources and efforts

1 around early literacy and at a  
2 nonprofit to build up, develop and  
3 support school leaders.  
4 Through these experiences  
5 and others, I've gained valuable  
6 skills in finance, operations, data  
7 analytics, policy and performance  
8 management, all of which I employ  
9 regularly as a Board member,  
10 co-chairing the policy committee,  
11 examining and monitoring academic  
12 progress in our schools, lending a  
13 lived perspective as a first  
14 generation student and former  
15 English language learner.

16 My approach as a Board  
17 member is data-driven, student-  
18 centered and collaborative. I am  
19 excited for all of Mayor Parker's  
20 nominees and what we bring to the  
21 table as a collective Board. The  
22 wisdom and steadfastness of Joyce  
23 Wilkerson, the energy and  
24 insightfulness of Sarah-Ashley  
25 Andrews, the commitment and drive

1 of Reginald Streater.  
2 And to Wanda, Joan,  
3 Crystal, Cheryl, Whitney who I have  
4 not yet gotten to know as well, I  
5 cannot be more excited to work with  
6 you on this Board together for our  
7 children for the City of  
8 Philadelphia.

9 Thank you, Councilmembers,  
10 for your continued support to  
11 public education in Philadelphia  
12 and for this opportunity to testify  
13 as a nominee to the Board of  
14 Education.

15 COUNCIL PRESIDENT JOHNSON:

16 Thank you.

17 The Chair next calls for  
18 Ms. Cheryl Harper.

19 MS. HARPER: Good morning.  
20 I feel like musical chairs. Good  
21 morning.

22 COUNCIL PRESIDENT JOHNSON:

23 Good morning.

24 MS. HARPER: Or actually  
25 good afternoon. First, I want to

1 thank Mayor Cherelle Parker for  
2 nominating me to the Philadelphia  
3 School Board of Education. I hope  
4 to be a valuable asset, addition to  
5 the School District and to the  
6 community.

7 I want to thank you,  
8 President Council -- Council  
9 President Johnson and all of the  
10 Councilmembers, for this  
11 opportunity to testify and ask for  
12 your support to serve. I believe  
13 that together with my fellow  
14 nominees I have the experience,  
15 temperament and judgment to serve  
16 as a member of the Board of  
17 Education.

18 I was educated in the  
19 Philadelphia public school system  
20 graduating from Germantown High. I  
21 received my Bachelor's of Science  
22 Degree from Cheyney University and  
23 my Master's Degree from Arcadia,  
24 which was Beaver College when I was  
25 there. I hold certifications in

1 elementary and special education.  
2 I also have Elementary and  
3 Secondary Principal certificates.  
4 I have a Supervisor certificate and  
5 I hold the Superintendent's Letter  
6 of Eligibility.  
7 I taught in Philadelphia as  
8 an elementary teacher and was the  
9 acting vice-principal. I was  
10 appointed as a placement officer in  
11 the Human Resource Office and later  
12 appointed by then Superintendent,  
13 the late Superintendent  
14 Dr. Constance E. Clayton as  
15 Director of Human Resources.  
16 I spent 30 years working in  
17 the School District of  
18 Philadelphia. I actively recruited  
19 quality staff to assure that our  
20 students would have quality  
21 education. I worked with  
22 administrators, teachers, staff,  
23 students, families and community.  
24 After retiring from the School  
25 District of Philadelphia, I was

1 called to work for the Camden  
2 Public School System as Executive  
3 Director of Human Resources. In  
4 that capacity, I continued to work  
5 with administrators, teachers,  
6 staff, students, families and the  
7 community.

8 Later under Governor Ed  
9 Rendell's Governor's Institute, I  
10 was appointed as a distinguished  
11 educator for the Pennsylvania  
12 Department of Ed. I was assigned  
13 to various school districts across  
14 the state of Pennsylvania helping  
15 them to make AYP, which is  
16 adequately yearly progress.

17 I left the position to  
18 become a Site Director Adjunct  
19 Professor Supervisor of Student  
20 Teachers for Drexel University. I  
21 am currently a Trustee for Cheyney  
22 University appointed by our past  
23 Governor, Governor Tom Wolf.

24 At each stage of my career,  
25 people in leadership have

1 recognized my skills and talents  
2 and called upon me to take on  
3 important and difficult challenges.  
4 I bring that experience to this  
5 position. I'm dedicated and  
6 committed to assuring that every  
7 child is afforded the opportunity  
8 to be successful and that no child  
9 is left behind. My experience was  
10 to provide support for principals  
11 and teachers on improving  
12 instruction and increasing student  
13 achievement using data from  
14 diagnostic to formative and  
15 summative assessments, attendance  
16 rates and school improvement plans.  
17 I support principals and  
18 helped assist teachers in  
19 delivering effective differentiated  
20 instructions tailored to meet the  
21 individual needs of all students.  
22 I'm sorry, I missed -- the Mayor  
23 has a vision for quality schools  
24 across all sectors, traditional  
25 public, charter and independent. I

1 share that vision and look forward  
2 to working with my fellow nominees.  
3 And I look forward, especially to  
4 working with those who have  
5 institutional knowledge of the  
6 Board, School Board. And, that is,  
7 the President Reggie Streater,  
8 Joyce Wilkerson and also ChauWing  
9 and Sarah-Ashley Andrews who bring  
10 some information and some important  
11 experience to the School District  
12 and all of my fellow nominees. And  
13 again, I want to thank you for  
14 allowing me this opportunity to  
15 testify.

16 COUNCIL PRESIDENT JOHNSON:

17 You're welcome.

18 At this time, we will open  
19 it up for members of City Council  
20 for questions.

21 Yeah, little guy. What's  
22 up, little buddy. That's what's  
23 up. He stole the show.

24 Chair recognizes  
25 Councilmember Jones.

1 COUNCILMAN JONES: Thank  
2 you so much, Mr. President.

3 I was anxious to do an  
4 opening statement along with my  
5 colleague. But as Chair of  
6 Education, I yielded the mic. But  
7 I did want to kind of preempt why  
8 public education matters to me.

9 My grandfather was one of  
10 the first graduates of African  
11 American descent to graduate from  
12 Central. My father, a graduate of  
13 Overbrook, my mother, a graduate of  
14 West Philly High School, they got  
15 married. If you know the rivalry,  
16 that marriage was doomed from the  
17 start.

18 My children, Lamberton and  
19 Central graduates, but my grandkids  
20 have chosen other paths into  
21 charter schools based on their  
22 perception of the quality of  
23 education that they have. Having  
24 said that, I remember being in  
25 these chambers, it's my sixth term,

1 and each time a President or a  
2 School Board presented their vision  
3 about education, quite frankly I  
4 didn't quite understand it until  
5 now under this Administration  
6 seeing what guardrails, guidelines  
7 you had.

8       If I were giving you  
9 grades, some of them you passed,  
10 some of them you failed and some of  
11 them you need work on, but that's  
12 why we grade and average them. I  
13 know from the time we gained  
14 control from the state, you've made  
15 a marked improvement in that  
16 regard. I know during the pandemic  
17 there was no instruction manuals to  
18 educate our kids.

19       We, collective we, City,  
20 Administration, Council and you  
21 made it through without losing too  
22 many of our kids through learning  
23 loss and through some of the  
24 hazards of them staying at home.  
25 The predictability of food

1 insecurities, we managed through  
2 that to the degree that the  
3 counties were envious of what you  
4 were able to do to provide laptops  
5 and other things to create that.  
6 So I don't want us to not say what  
7 was done real well.

8       We have environmental  
9 issues, lead, paint, asbestos that  
10 we have to manage through with a \$6  
11 billion capital improvement need  
12 that we have to manage  
13 collectively. I would go on and  
14 say that where you need help, and I  
15 would ask Joyce Wilkerson and  
16 Mr. Streater this one question: Do  
17 you think you treat charter schools  
18 and public schools fairly? Is  
19 there an apples-to-apples  
20 comparison?

21       I've stood on the line with  
22 our Chair testifying about schools  
23 and equity, particularly in African  
24 American charter schools. I've  
25 been in the room with Global who

1 started like the little house on  
2 the prairie in a church. And even  
3 when the school burned down, they  
4 didn't miss a beat. They took kids  
5 on trips to the museums and managed  
6 through it.

7 But somehow, and I remember  
8 this turning point, I was in Mayor  
9 Kenney's office with them, Chair of  
10 Ed -- Deputy Mayor for Education,  
11 and I asked him one question, if  
12 you had one child to go through one  
13 door on the first day of school and  
14 all things being equal, would you  
15 go to Global Leadership Academy or  
16 one school that I will not name  
17 because they've gotten better  
18 since, but at the time for show-  
19 and-tell a kid brought a 9mm  
20 handgun for show-and-tell, someone  
21 brought packets of fentanyl and we  
22 had to rush the whole class to  
23 University of Penn. And I asked  
24 them point blank charter school,  
25 public being equal, which door

1 would you take your child too. And  
2 he looked me in the face and said,  
3 well, uh, that depends on -- and  
4 that was a boldfaced lie. It was  
5 an untruth.

6       So I ask you today -- and  
7 the only issue I have with any of  
8 this because it's fair to -- I  
9 walked the hallways with Streater  
10 up at Randolph where one-third of  
11 the kids that go through the  
12 automotive are now in our vehicle  
13 maintenance program for the City of  
14 Philadelphia school-to-paycheck  
15 pipeline, so you get some good  
16 grades.

17       But the one that I need to  
18 hard-check you on is do you treat  
19 all schools fairly in your  
20 evaluation? I've been at way too  
21 many of the advocacy hearings in  
22 your -- and you treat me nice,  
23 polite, you move me up in the line,  
24 let me speak, but at the end of the  
25 day it falls on deaf ears.

1        So two-part question: Do  
2 you always treat them fairly and do  
3 you have it in you to treat them  
4 fairly under a Parker team,  
5 question?

6        MR. STREATER: (Inaudible).

7        COUNCILMAN JONES: Can't  
8 hear you.

9        MR. STREATER: I don't know  
10 if the mic's on. Can you hear me  
11 now -- yes. Thank you for that  
12 question, Councilmember Jones.  
13 Yes, I can speak to my experience  
14 of being on the Board for three  
15 years. I can speak to the fact  
16 that the Board of Education even  
17 through the Accelerate Philly  
18 process, create a unifying mission  
19 and vision inclusive of charter  
20 schools, and what I can also speak  
21 to is that the Board of Education  
22 has aspired to treat all schools  
23 fairly.

24        But -- I'm sorry, is there  
25 counter? But I think it's

1 important to talk a little bit  
2 about what are the tools at hand  
3 that can be utilized by law as it  
4 relates to Charter schools and  
5 District schools. Under the law  
6 we're allowed to create things like  
7 Accelerate Philly and goals and  
8 guardrails that enshrines the same  
9 things that I believe Charter law  
10 is trying to also implement through  
11 Board governance, through academic  
12 achievement, high standards there,  
13 and also as it relates to financial  
14 domain.

15 And I believe since I've  
16 been on the Board and even before  
17 that I believe that there's been  
18 strident work being done to treat  
19 charters fairly, and I have data to  
20 prove it. So, for example, under  
21 the Board of Education we have  
22 increased the size of the charter  
23 sector by 2,000 seats, even though  
24 there's about 7,500 vacancies in  
25 the space.

1       And I can tell you where  
2 those seats were.  
3 Kensington/Richmond area, Mariana  
4 Bracetti, Franklin Towne High  
5 School, Franklin Towne Elementary  
6 School, North Philly Esperanza, 368  
7 seats; Eugenio Maria de Hostos, 310  
8 seats; Antonia Pantoja, 50 seats;  
9 Northeast Philadelphia MaST, 650  
10 seats; Keystone, 300 seats; Mastery  
11 Smedley, 25; Southwest Montessori,  
12 82; West KIPP -- KIPP West, 125.  
13 And the Board has not non-renewed  
14 or closed a charter in two years  
15 even though the performance  
16 framework says maybe that's a  
17 possibility.

18       So I do believe that we are  
19 trending in the way of being fair  
20 and utilizing the tools that we  
21 have under the law to work with  
22 charter providers. But sometimes  
23 we have to make tough decisions,  
24 especially after we know there's  
25 been 15 years in some cases of

1 trying to work with charter  
2 operators to make sure that we're  
3 all doing what we need to do for  
4 our babies.

5 COUNCILMAN JONES: Let me  
6 just say I'm going with the team  
7 Mayor Parker has recommended  
8 because if she's responsible for  
9 making the meals, she should be  
10 responsible for the groceries so  
11 that's -- but I do not subscribe  
12 that you've been fair. You can't  
13 tell me that.

14 The question I have today  
15 is can you be fair going forward.  
16 And when Hackney said that to me  
17 and said, yeah, I would take my  
18 kids, I knew -- you're in a room  
19 full of politicians, we can hear  
20 it. The question is we know or  
21 most people know that there's not  
22 an apples-to-apples comparison.

23 The question is, going  
24 forward under a Parker  
25 Administration can you be fair?

1 Because let me say this,  
2 agnostically I care about good  
3 schools period, right, period.  
4 (Applause.)  
5 COUNCILMAN JONES: And my  
6 grandkids should not be playing  
7 whatever external factor politics.  
8 There's a school-to-prison pipeline  
9 we have to break. There are 48 zip  
10 codes in the City of Philadelphia.  
11 19 of them produce 90 percent of  
12 the inmates on State Road. And  
13 conversely, it's where the failing  
14 schools are. We got to stop that.  
15 And I don't know all that  
16 other political who's on what team,  
17 I don't care and I want you not to  
18 care. And I trust Mayor Parker in  
19 that respect, and I want to and  
20 will trust you in that respect.  
21 But I kid you not, hear this on the  
22 record, if we can't treat them  
23 fairly, you won't -- I take tough  
24 tax votes, am I right. You haven't  
25 lived until you knock on the door

1 in Roxborough and say, hey, I'm  
2 Councilman Jones, I'm here to run  
3 for re-election, oh and by the way,  
4 I raised your taxes. You ain't  
5 lived. So I got skin in the game.  
6 But if you want me to continue  
7 that, you got to show me you're  
8 fair. Thank you.

9 (Applause.)

10 COUNCILWOMAN GILMORE

11 RICHARDSON: Thank you. Thank you  
12 so much, Councilmember Jones.

13 Colleagues, as a heads-up  
14 we will have seven minutes each in  
15 this round as we typically do in  
16 all of our Committee of the Whole  
17 hearings.

18 Okay. The Chair will  
19 recognize Councilmember Phillips.

20 COUNCILMAN PHILLIPS: Thank  
21 you, Majority Leader Katherine  
22 Gilmore Richardson.

23 You know today I just want  
24 to begin by saying this is about  
25 our children. One of the things

1 that has always been important to  
2 me with my interactions with people  
3 is about listening, being  
4 collaborative and not having a  
5 mentality that I got it right, I  
6 know it all, I'm everything.

7       One of the things that has  
8 been really helpful for me is that  
9 even coming on City Council, I've  
10 had a host of people, friends,  
11 family, colleagues who have said,  
12 you know, Anthony Phillips, here's  
13 where you're doing right but here's  
14 where you can get better.

15       If you look around this  
16 room, this is why we are here  
17 today. We have charter schools  
18 from North Philadelphia, West  
19 Philadelphia, South Philadelphia,  
20 Southwest Philadelphia, Northwest  
21 Philadelphia and Northeast who have  
22 had it up to here with how we have  
23 not listened to them.

24       (Applause.)

25       COUNCILMAN PHILLIPS: I am

1 not a person who will say that I'm  
2 an expert on everything when it  
3 comes to the School District of  
4 Philadelphia, though I'm a former  
5 educator, though I'm really great  
6 with college access and all that  
7 stuff with young people. But what  
8 I will say is this: I'm really  
9 good at listening because I want  
10 people to be treated the same way  
11 that I want people to treat us.  
12 And right now unfortunately,  
13 there's a lot of listening that has  
14 not been happening.

15 We have one of the best  
16 schools in the Olney area called  
17 ASPIRA. At times they may not meet  
18 the mark for academic achievement,  
19 but they strive every single day  
20 and actually they've been growing  
21 every single year. This particular  
22 school -- these parents send their  
23 children to these schools because,  
24 one, their safety, they feel a  
25 sense of culture, they feel a sense

1 of community.

2       Unfortunately, whatever  
3 reason some parents make decisions  
4 and choose in their schools, some  
5 parents can send their kids to  
6 private schools and paid schools.  
7 These parents send their children  
8 to these schools because of certain  
9 values that are reflected.

10       I may not necessarily have  
11 an opinion on pro-charter versus  
12 against charter, but what I do know  
13 is that ASPIRA is working for  
14 families. And if it's not working  
15 in your eyes, how do you do  
16 better -- I'm talking to the old  
17 Board. How do you do better to  
18 help them become the best that they  
19 could potentially be? How can you  
20 make sure that they're successful?

21       So the question that I have  
22 for all of you is if you can grade  
23 yourself as a Board member just  
24 like we have to grade our children,  
25 the previous Board, where would you

1 give yourself as a grade on that  
2 grade and will you champion public  
3 charter schools as vital partners  
4 in creating a system of great  
5 schools that better serves  
6 Philadelphia students and families?

7 This is for our old Board members,  
8 our seasoned ones. Excuse me.

9 MR. STREATER: I'll take  
10 that first, especially as the  
11 current Board President. I'll give  
12 myself a B. And the reason why I  
13 say that is because there are  
14 things that we have implemented or  
15 that we have directed the Charter  
16 School Office to do such as  
17 creating a window of time where  
18 charter leaders can come in and  
19 say, there's a little issue with  
20 how maybe we reported something,  
21 can we come in and talk about it  
22 and fix it so it doesn't knock us  
23 into a place where we don't want to  
24 talk about renewal.

25 Also, for example this

1 Board did something for the first  
2 time ever. Southwest Leadership  
3 Academy was on the pathway to  
4 closing and the Board of Education  
5 reversed itself 9-0. Every single  
6 person up here voted to bring the  
7 school back online because number  
8 one, we're guided by the law which  
9 is what we looked at, we're guided  
10 by student achievement and  
11 students, but also the school shows  
12 signs of student achievement growth  
13 under extreme financial issues that  
14 may have been happening that I'm  
15 hearing that they're rectifying.  
16 On top of that as well, the board  
17 of that charter school showed the  
18 willingness to be an independent  
19 board, a mini board of education,  
20 to further the operator of the  
21 school who's an amazing educator  
22 the tools she needs to be  
23 successful. That's the story that  
24 needs to get out here, yes. And  
25 again, I hate to go back to the

1 data. But again, the Board of  
2 Education could have not renewed  
3 many more schools the last two  
4 years and we did not. Why is that?  
5 Because we're trying to give grace,  
6 but we also have a legal duty under  
7 the law. And if we don't do our  
8 duty under the law, the law doesn't  
9 work. So I will give myself a B on  
10 that reasoning.

11 I say look at what I have  
12 done. Look at what these  
13 individuals have done. Look at the  
14 data. Look at the seats we've  
15 increased. Look at the composition  
16 of the founder or the leader of  
17 those schools.

18 BIPOC, I just gave you a  
19 list of where they are in the City  
20 of Philadelphia, that's how you  
21 judge us. And I think we're doing  
22 a pretty -- I think we've done an  
23 okay job. We can always be better.  
24 I'm a lawyer. I'm used to getting  
25 criticized by my clients, by -- we

1 can always get better. And I  
2 believe that this is momentum and I  
3 think we have the slate -- I'm  
4 going to bring it back to the  
5 slate, the slate to take it to the  
6 next level to keep up the  
7 standards. So I think that story  
8 needs to be told, and I'm going to  
9 turn it over to other Board members  
10 if they want to answer the  
11 question.

12 MS. ANDREWS: Councilman  
13 Phillips, thank you for your  
14 question. I would also give myself  
15 a B. There's always room for  
16 improvement. We can work harder at  
17 our jobs as School Board members.  
18 You said something though that  
19 caught my attention. You said in  
20 our eyes, right. We don't make  
21 decisions just basically through  
22 our eyes, right. There's a  
23 framework and there's Charter law  
24 that we have to follow, right, that  
25 we have to follow.

1       And I think how can we  
2 improve, we can improve by being  
3 more transparent. We can have more  
4 transparent conversations, right.  
5 We can bring more people to the  
6 table and have these conversations.  
7 But I don't want anybody in this  
8 room to think that we just sit and  
9 make a decision based on our own  
10 opinions. There is Charter law and  
11 there is Charter framework. And I  
12 am excited to have that  
13 conversation with anybody about  
14 what that is, what that framework  
15 is and what Charter law is because  
16 that's what we follow. We don't  
17 make decisions based on opinions.  
18 Thank you.

19       MS. LAM: Okay. Thank you.  
20 I would also say I think B is an  
21 appropriate grade. And I will say  
22 that every single charter decision  
23 that we've made has been a  
24 difficult one, and I stand by every  
25 single decision that I've made

1 because I've taken the time to do  
2 the research, to understand the  
3 data to do what's in the best  
4 interest of our children.

5 In terms of the question  
6 earlier by Councilmember Jones  
7 about fairness and in terms of  
8 standing for public charters, it's  
9 important to see the Board's role  
10 within the process as authorizers  
11 and as fiduciaries. An  
12 authorization decision allows the  
13 passthrough of public dollars to  
14 support a charter school which the  
15 District no longer has management  
16 authority over. And certainly, we  
17 have a Charter School Office that  
18 lends support, that evaluates  
19 charters, that does visits, ensures  
20 that the practices and the  
21 performance of the charters align  
22 with law.

23 We don't have the authority  
24 to remove a school leader, to  
25 change the staffing, to do many of

1 the things that we can do with  
2 District-managed schools much more  
3 quickly and within our purview,  
4 because according to the law and as  
5 the state sees it, the charter  
6 schools are governed by their own  
7 boards. So once we make the  
8 authorization decision, that  
9 decision has granted an authority  
10 to a Board that now has authority  
11 over the school and, therefore,  
12 every single decision that we make  
13 as a Board is a difficult one, is  
14 an important one and we do not make  
15 any of these decisions lately.

16 COUNCILMAN PHILLIPS: Yet  
17 there are times where you can make  
18 a decision to renew a charter based  
19 off of some stipulations, and  
20 there's been times where we have  
21 not done that, just as a point of  
22 information. Last question for me  
23 in this round has to do with the  
24 following: Beyond the charter  
25 school problem that we clearly see

1 here, last June when I came on  
2 Philadelphia City Council, I was  
3 told that we would have from the  
4 School District of Philadelphia a  
5 facilities plan by that June.

6 Now, as June's coming up,  
7 there's no sight of any new  
8 facilities plan. We keep getting  
9 numbers and information about  
10 facilities plans and nothing's  
11 happening. Leveling has been an  
12 issue for decades. It wasn't until  
13 City Council worked with the  
14 community, Katherine Gilmore  
15 Richardson and all of a sudden  
16 leveling is changing in the School  
17 District.

18 The question that I have  
19 for you is, is this Board, new and  
20 old, right, the ones that's being  
21 re-appointed from last year, are we  
22 going to usher in radical change to  
23 our education or are we going to  
24 just continue to suffice to the  
25 necessary norms around our

1 infrastructure plan because right  
2 now we have none? We don't have  
3 one. \$2 billion is on the line  
4 that the Governor has mentioned  
5 that he could potentially look  
6 into, amongst so many other things  
7 that the state has talked about,  
8 state officials said they could  
9 talk about, but we have not gotten  
10 to the point of accessing that  
11 money and time is running out. And  
12 I'm like, what are we doing. Who  
13 are we holding accountable when our  
14 children are living in asbestos  
15 buildings under terrible  
16 conditions? To me that's just  
17 unacceptable. And do we have a  
18 sense of urgency around our  
19 infrastructure?

20 MR. STREATER: Yes, I'm  
21 happy to address that question.  
22 And thank you. I think the  
23 outgoing Board shares the same  
24 concern.

25 COUNCIL PRESIDENT JOHNSON:

1 Chairman, can you speak up?  
2 MR. STREATER: Yes, I'm  
3 sorry. The outgoing Board shares  
4 the same concern. In a second I'm  
5 going to share what we've done and  
6 how the plan has actually already  
7 started. And maybe we haven't done  
8 a good enough job socializing it,  
9 but I'm going to do that here  
10 today.

11 But I think it's important  
12 to note that currently there is a  
13 capital budget of \$21.3 million for  
14 new construction, including -- can  
15 you hear me?

16 COUNCIL PRESIDENT JOHNSON:  
17 (Nodded affirmatively).

18 MR. STREATER: Okay. Right  
19 now there's a capital budget  
20 allocation -- can everybody hear  
21 me?

22 COUNCIL PRESIDENT JOHNSON:  
23 (Nodded affirmatively).

24 MR. STREATER: Thank you.  
25 We share the same concern. And as

1 I've said, I don't know if  
2 everybody heard me, the plan has  
3 already started and I think we  
4 haven't done a good enough job  
5 socializing that plan or the work  
6 that's being done toward it. But  
7 before I get into that, I would  
8 like to just talk about the capital  
9 improvements that have already been  
10 underway and that will be underway  
11 going forward.

12 Right now there's a capital  
13 budget for new construction, \$21.3  
14 million for construction which  
15 includes 145 million ESSER funds to  
16 support state-of-the-art  
17 educational facilities. Right now  
18 we have six approved new projects  
19 in the pipeline or are done. One  
20 being Lincoln Athletic Field  
21 relocation, Solis-Cohen, T.M.  
22 Peirce, Cassidy, AMY at James  
23 Martin, Holme.

24 In addition to that,  
25 there's additional budget

1 highlights and major renovations.  
2 The capital budget allocates \$58.6  
3 million for additions and major  
4 renovations in support of our  
5 utilization. 11 projects in  
6 various stages. Seven new  
7 projects, Ethan Allen, Anne Frank,  
8 Disston, Mayfair, Rhawnhurst,  
9 Richmond and Shallcross garage  
10 campus. Four major renovations,  
11 Forrest, Beehan(ph), Pollock and  
12 Pratt, eight new projects, two new  
13 additions, Fox Chase Farm, four  
14 major renovations, Bache-Martin,  
15 Bethune, Fitler, and McClure. Two  
16 major renovations, including  
17 modular additions to Comly and  
18 Hopkinson.

19       Also, it doesn't stop  
20 there. \$78 million for HVAC  
21 controls, electrical systems. I  
22 have more. I don't want to go --  
23 and then there's \$15 million  
24 allocated to the Sayre pool, which  
25 is a thing that had a lot of energy

1 and shows that we listened. But on  
2 top of that, I would just add that  
3 the process has already started.

4 And I think what the Board  
5 and the District is trying to do is  
6 learn from our mistakes. We've  
7 tried to do this many times and we  
8 didn't go through the requisite  
9 steps that I'm going to go through  
10 right now. And if you don't do  
11 this, it's dead on arrival whatever  
12 the plan may be. One, develop a  
13 strategic plan, Accelerate Philly.

14 What does that matter? We  
15 believe that the academic  
16 programming should inform what  
17 you're building. If you want  
18 science labs in every classroom,  
19 right, some of our old buildings,  
20 sorry to say, the infrastructure  
21 can't handle it, circuits are  
22 overloading. We can't have that.  
23 So you have to think about that  
24 before you build a building and  
25 what you're building it for. And

1 we believe that partly academic --  
2 the facilities plan should be  
3 informed by that. So that's  
4 complete. And that was  
5 completed -- it started June '22 to  
6 June 2023. So I'm going to give  
7 you dates too.

8 COUNCIL PRESIDENT JOHNSON:

9 Mr. Chairman, could you also have  
10 your team and administration  
11 provide that information to members  
12 of Council, please?

13 MR. STREATER: Yes.

14 COUNCIL PRESIDENT JOHNSON:

15 Thank you very much. Proceed.

16 MR. STREATER: Develop an  
17 RFP process to secure data strategy  
18 to a data strategy vendor, June  
19 '23, September '23. Why does that  
20 matter? We want to make sure our  
21 data is right. If we build  
22 something with bad data, what are  
23 we building. We might be here in  
24 20 years doing the same thing over  
25 and over again asking why didn't we

1 take a little bit of time to go  
2 slow to go fast.  
3 Three, develop academic  
4 baseline standards. Again, that's  
5 through your Accelerate Philly.  
6 How many students does it take in  
7 any school so that it's  
8 economically viable to give  
9 students everything that all the  
10 babies on the Mainline get in their  
11 classrooms. It's a certain  
12 critical mass of students that you  
13 need, but also the academic  
14 programming has to inform that.  
15 Phase 4, develop a swing  
16 space plan. This has a dual  
17 purpose. One, as we remediate our  
18 buildings and do our due diligence  
19 around asbestos abatement and  
20 things like that, we got to move  
21 the babies somewhere. And we've  
22 gotten better at it because we have  
23 a swing space plan.  
24 Wow, the District has a  
25 plan? Yes, it has a plan. And I'm

1 not trying to play you. I'm just  
2 in my zone right now. Create a  
3 data-planning strategy, right.  
4 That is completed, December '23.  
5 Develop a pilot facilities data  
6 warehouse, that is under way. And  
7 what this warehouse would be able  
8 to do, you can pick a school and  
9 say this school education or  
10 suitability is this, therefore this  
11 decision should be made here.  
12 Phase 7, develop a  
13 comprehensive facility data  
14 warehouse, and that is under way  
15 right now. And then Phase 8,  
16 develop a facilities plan project  
17 team, that's to be determined. So  
18 just so you know the plan is under  
19 way, right. And we get it. We  
20 want to run fast too, trust me.  
21 Yeah, I went to Germantown, right,  
22 which we sold for \$100,000. It's  
23 another thing we got to think  
24 about. What do we do with our  
25 infrastructure and our facilities.

1 But we're trying to be  
2 thoughtful about this thing. And I  
3 think we're asking for grace. And  
4 I'm telling you exactly what we've  
5 done. And we have the receipts to  
6 say what we're doing already and  
7 we're not sitting on our hands,  
8 because that's what we're doing.

9 COUNCILMAN PHILLIPS: Thank  
10 you. Thank you, Council President.

11 But I just want to say I  
12 understand that renovation work has  
13 been happening. It feels like  
14 large scale maintenance work in a  
15 lot of our schools. And I  
16 appreciate the work that's already  
17 been done. Some of them we as  
18 Councilmembers have pushed for you  
19 all to do, which is wonderful. But  
20 what the public is demanding is  
21 transparency.

22 We need you to come into  
23 the neighborhoods, listen to them  
24 the same way we do, and then tell  
25 them here's what is happening but

1 have a timeline. Because I tell  
2 you for whatever reason in  
3 government, you go year after year  
4 without having results and still  
5 maintain your job whereas in  
6 corporate and nonprofit you don't  
7 deliver results, you don't keep  
8 your job.

9 (Applause.)

10 COUNCILMAN PHILLIPS: And  
11 so, for you to say grace, one of  
12 the Board members has been there  
13 since 2016 or longer, you know,  
14 like some of y'all been here for a  
15 long time. You keep emphasizing  
16 you want people to trust. This is  
17 not personal. Trust is built.  
18 Trust is about collaboration and  
19 listening.

20 What I would have  
21 appreciated, and I appreciate that  
22 you're sharing the facts, but what  
23 I'm saying about how this Board  
24 needs to work, and not only just  
25 this Board but this entire

1 Administration, this entire team,  
2 we have to be able to say we have a  
3 vision, we're going to push that  
4 vision, but how do you include all  
5 of us in your vision, how do you  
6 listen to make sure that we're  
7 working together collaboratively,  
8 there's no ego, there's principles  
9 about how we are doing things  
10 together.

11 And so, all I ask is that  
12 the responses that I'm hoping from  
13 our Board members to say, I hear  
14 what you're saying, I'm going to do  
15 better, how can I get better, how  
16 can we collaborate to work together  
17 because these people aren't  
18 foolish. There's a reason why  
19 they're here, and we have ways and  
20 have answers to our questions, so  
21 we can't just be gung ho with this  
22 idea that I'm right, gang, gang  
23 mentality, I'm right. We have to  
24 have this sense of collaboration,  
25 and that's how we build the best

1 city, the City of Philadelphia.  
2 And I know that only  
3 because I only took this crazy  
4 position in politics -- there's a  
5 lot of politics with this right  
6 now -- because I believe that  
7 people have often times utilized  
8 their ego to push an envelope, and  
9 that's not fair. We got to find a  
10 way to be listening, facilitating  
11 and collaborative and find ways to  
12 get solutions because you're right,  
13 we're all in this together. But I  
14 just hope that this time around --  
15 you see that this Council is about  
16 collaboration, we're about radical  
17 change and we're about finding ways  
18 to get to solutions immediately  
19 because that timeline, we do need a  
20 date, we do need one. So please,  
21 thank you.

22 (Applause.)

23 COUNCILMAN PHILLIPS: Thank  
24 you, Council President.

25 COUNCIL PRESIDENT JOHNSON:

1 Chair recognizes Councilmember --  
2 just real quick, Chairman Streater,  
3 also do you have data? I know you  
4 mentioned several different capital  
5 projects are in the pipeline. Do  
6 we have diversity and inclusion  
7 numbers in terms of Black and Brown  
8 contractors that we're using? And  
9 it's just a question I've asked in  
10 the past and introduced resolutions  
11 in our hearing in terms of the  
12 District because it's like \$1  
13 billion industry, and we just want  
14 to make sure we're addressing the  
15 issue of making sure that we're the  
16 safest, cleanest, greenest city in  
17 Philadelphia with economic  
18 opportunity for everyone and we  
19 share the same vision as the Mayor.  
20 Part of that is addressing  
21 poverty by making sure Black and  
22 Brown people have an opportunity to  
23 participate and all of that money  
24 that's being spent and development  
25 that's taking place with the

1 Philadelphia School District. Do  
2 you have any numbers that you want  
3 to share with us?

4 MR. STREATER:  
5 Councilmember -- Council President,  
6 excuse me, I don't have that data  
7 on me, but I do know just as an  
8 exemplar, Brother Perryman, who is  
9 the principal person building the  
10 beautiful school that's coming at  
11 Cassidy, so that's an example. And  
12 we're working, we're working it.

13 COUNCIL PRESIDENT JOHNSON:  
14 Okay. Just also, you and your team  
15 just provide that to the Chair and  
16 members just for the record.

17 The Chair recognizes  
18 Councilmember Isaiah Thomas.

19 COUNCILMAN THOMAS: Thank  
20 you, Council President. I'm going  
21 to get right into it.

22 First of all, I want to  
23 just start by piggybacking on  
24 Councilmember Phillip's question  
25 around facilities. While I

1 appreciate the -- oh, no, let me  
2 take a step back. First, I want to  
3 thank you all for being here and  
4 thank you all for your testimony  
5 because the reality is, is  
6 listening to the credentials,  
7 especially of the new members, I do  
8 commend the Mayor for the diversity  
9 and the lived experience of the new  
10 members that's been selected, and  
11 that is something that should be  
12 commended. So thank you, Madame  
13 Mayor.

14 I'm going to push back on  
15 the facility stuff just to get us  
16 started -- no, I'm not. I'll come  
17 back to facilities in a second.

18 Let me go here first. I listened  
19 to you all talk about institutional  
20 knowledge, right. I've heard this  
21 term come up a lot. And I'm  
22 listening to you all praise who the  
23 Mayor was selected and specifically  
24 talk about the importance of  
25 maintaining certain School Board

1 members. Cecilia Thompson and Lisa  
2 Salley were not selected. What are  
3 your thoughts on her, on those two?

4 MR. STREATER: I think  
5 they're both amaz --

6 COUNCILMAN THOMAS: I'm  
7 sorry. I'm sorry. I apologize,  
8 Board President Streater. Somebody  
9 besides Board President Streater  
10 answer that question for me.

11 MS. LAM: I really  
12 appreciated both Cecilia -- both  
13 Board member Thompson and Board  
14 member Salley as colleagues. I  
15 thought that they brought valuable  
16 perspective and experience to the  
17 table. Board member Thompson is a  
18 strong advocate for students with  
19 specialized services and she saw  
20 through a lens that was not  
21 directly apparent sometimes in  
22 conversations and really pushed the  
23 way that we provided services to  
24 this population of students.

25 COUNCILMAN THOMAS: You're

1 not worried about losing their

2 institutional knowledge?

3 MS. LAM: I believe that

4 there are -- I believe that we have

5 an amazing slate of nominees right

6 here.

7 COUNCILMAN THOMAS: Me too.

8 MS. LAM: There are --

9 COUNCILMAN THOMAS: But you

10 all talked about institutional

11 knowledge and the importance of

12 institutional knowledge. So I'm

13 wondering does this institutional

14 knowledge that you're concerned

15 about only apply to certain Board

16 members and not the other Board

17 members?

18 (Applause.)

19 MR. STREATER: If I can

20 resp --

21 COUNCILMAN THOMAS: No, I'm

22 sorry. Not, not, Board President

23 Streater. I would like somebody

24 else to answer my question.

25 MS. LAM: Institutional

1 knowledge is not a person-specific  
2 trait. Institutional knowledge  
3 refers to having been in those  
4 shoes, tried to push certain  
5 initiatives and understanding what  
6 it takes to succeed and the factors  
7 that have led things to fail in the  
8 past.

9 COUNCILMAN THOMAS: Okay.  
10 I was just curious. Let's go on to  
11 facilities. Councilmember Phillips  
12 raised questions around a  
13 facilities plan. When I became the  
14 Chair of the Education Committee in  
15 September of 2022, the first  
16 request I made was for a facilities  
17 plan.

18 What I listened to today  
19 was a lot of renovations, a lot of  
20 things that's happening as it  
21 relates to capital issues. But  
22 that's not a facilities plan. I  
23 want to be very clear. A  
24 facilities plan would talk to us  
25 about the future of Strawberry

1 Mansion, Overbrook and Martin  
2 Luther King High School.  
3 Councilmember Jones, do you  
4 know about the future of Overbrook?  
5 Do you know what we're going to do?  
6 We've got some issues there with  
7 the facility, student enrollment.  
8 Are we going to build a new one?  
9 Are we going to close it? Are we  
10 going to downsize it? Has anybody  
11 told you about Overbrook,  
12 Councilmember Jones?

13 COUNCILMAN JONES: Work in  
14 progress.

15 COUNCILMAN THOMAS: Okay.  
16 All right. So then I think about  
17 schools in the Northeast, like  
18 Washington, Northeast High School,  
19 Lincoln High School. All these  
20 schools have a growing population,  
21 right. So we have some schools  
22 where the buildings are  
23 underutilized. We have other  
24 schools where the buildings are  
25 overflowed. And then we have this

1 reactive mindset that we've seen  
2 early on during the pandemic where  
3 we found out there was all this  
4 asbestos in all these schools that  
5 somehow, some way none of us knew  
6 about. Who was present and who  
7 governed our schools when the  
8 asbestos crisis hit the fan? Who  
9 was that?

10 (Applause.)

11 COUNCILMAN THOMAS: I'm  
12 asking. I mean, because I remember  
13 voting for Board President  
14 Streater. I remember voting for  
15 Sarah. And I remember voting for a  
16 lot of other people. I don't  
17 remember you guys being there when  
18 the asbestos crisis was created,  
19 but I remember us having multiple  
20 meetings because we felt like the  
21 previous leadership had brushed  
22 some things under the rug as it  
23 related to the facilities crisis.

24 So how do we now sit here  
25 and say that we have a facilities

1 plan and no Councilmember has ever  
2 seen this facilities plan?

3 MR. STREATER: First, I  
4 would like to say you're right, we  
5 don't have a plan for, hey, this is  
6 what's going to happen with  
7 Strawberry Mansion, but I believe I  
8 did set forth the vision, that the  
9 building should flow from the  
10 mission and the vision of the  
11 institution to educate children,  
12 educational suitability, the amount  
13 of students that it requires in a  
14 school building to have all the  
15 things that our babies need. I did  
16 say that.

17 COUNCILMAN THOMAS: I mean,  
18 Board President Streater, you know  
19 how I feel about you, sir. Nothing  
20 but love for you, absolutely no  
21 question about that. But that's  
22 not a plan. The Governor wants a  
23 plan. Harrisburg wants a plan. In  
24 2022 of September I asked for a  
25 plan. It is 2024, and I'm being

1 asked to vote for the same people  
2 that I asked for a plan that I did  
3 not get a plan from. I'm okay with  
4 that. We can move on.

5 Let's talk about a couple  
6 other things that are really  
7 important. Councilmember Jones  
8 talked about treating charter  
9 schools the same way you treat  
10 public schools, right. That's not  
11 my area.

12 My area is why do we treat  
13 White charter schools different  
14 than how we treat Black charter  
15 schools?

16 (Applause.)

17 COUNCILMAN THOMAS: I want  
18 to be clear, I said in my opening  
19 statement this decision today is  
20 not about charter, public. This  
21 decision is about children.  
22 Nothing else but children. But we  
23 had a report that basically  
24 communicated concerns, and let's be  
25 honest when we were making

1 decisions around who the lawyer  
2 was, City Council and the Education  
3 Committee pushed back on who the  
4 lawyer should be because we did not  
5 want the School District to be the  
6 client.

7 Now, I'm no lawyer, but I  
8 know that if I'm the client of a  
9 lawyer, then that lawyer works for  
10 me. We wanted to be the client.  
11 City Council asked for this study,  
12 not you all. And similar to how  
13 you were reactive to the facilities  
14 crisis because I listened to Board  
15 President Streater talk about a  
16 swing space, a swing space in the  
17 facilities issue wasn't a part of  
18 the plan. It was a reaction  
19 because of what happened with  
20 Building 21 and other facilities  
21 and we seen children in limbo, so  
22 we said we needed a swing space.  
23 And that was a great decision,  
24 Board President Streater.

25 But I want to be clear,

1 we're talking about things that are  
2 reactive. So in the midst of  
3 looking at what happens with Black  
4 charters and White charters, one of  
5 the things you all said was you  
6 created 2,000 new seats. How many  
7 of those new seats are Black?  
8 First question while you look for  
9 your data.

10 Second question: Over 80  
11 percent of the charter schools  
12 that's been closed in the City of  
13 Philadelphia are Black. Somehow --  
14 (Applause.)

15 COUNCILMAN THOMAS: Somehow  
16 some way over 80 percent of the  
17 charter schools that have been  
18 closed are Black. White charter  
19 schools like Franklin Towne and  
20 Northwood committed egregious  
21 violations and they're allowed to  
22 stay open. Fine, whatever, that's  
23 not my fight right now.

24 But I'm wondering how are  
25 we going to sit here and say that

1 we're okay -- I listened to a Board  
2 member say I can stand on every  
3 decision that I've made, and then  
4 you change your own vote.

5 How can I say, Council  
6 President, that I'm proud of every  
7 vote that I've taken, but I  
8 switched my vote. You can't have  
9 it both ways.

10 So somebody needs to help  
11 me understand how many new charter  
12 seats have gone to Black-led  
13 institutions out of your 2000. And  
14 how can we sit here and say that we  
15 treat Black charters fair when  
16 Black charters make up 80 percent  
17 of the schools that's been closed?

18 Not under this Board. Let's be  
19 very clear, not under this Board.

20 But there are people who  
21 were on the previous Board when  
22 over 80 percent of the charter  
23 schools that were closed were  
24 essentially Black when Black-led  
25 charter schools make up less than

1 25 percent of the schools in the  
2 City of Philadelphia and then  
3 you're going to tell us that that's  
4 not racist. I'm no economist. I  
5 could do math. I'm very good at  
6 math, but I'm no economist.

7       There has to be some metric  
8 that you're using that's totally  
9 different than us when 25 percent  
10 of the schools are Black, but they  
11 represent 80 percent of the  
12 closures. Help me understand this  
13 information.

14       MR. STREATER: Yeah, I'm  
15 happy to, Council Chair Thomas. To  
16 answer your question, and I'm going  
17 to actually include BIPOC schools  
18 because I think they matter as  
19 well, and I know you do too, good  
20 brother. Keystone, 300 seats out  
21 of 2000. I believe that is a  
22 Black-founded, Black-led as been  
23 defined charter school. We've also  
24 added 368 seats to Esperanza and  
25 Eugenio Maria de Hostos, 310 as

1 well. So that's a big chunk I

2 think of the 2,000, right.

3 Number two, we are actively

4 trying to --

5 COUNCILMAN THOMAS: Point

6 information, I just want to agree

7 to disagree. I don't think that

8 that's a big chunk. So I hear your

9 number, but I said Black schools.

10 So I'm fine with what you said, but

11 I don't agree that that's a big

12 chunk.

13 MR. STREATER: Okay. I

14 appreciate you, yes. And on top of

15 that, we have tried to hold

16 Franklin Towne -- actually I had to

17 get special privilege to not be at

18 a hearing right now where we are in

19 the middle of hot litigation trying

20 to hold to start the process to

21 determine whether there should be a

22 revocation of a charter, which I'm

23 now being stopped, the tax dollars

24 are being used to defend the

25 school --

1 COUNCILMAN THOMAS: And I  
2 want to commend you that you're  
3 doing great work. But earlier you  
4 said that you -- not you, but  
5 earlier it was said that you all  
6 stand on every decision that you've  
7 made. So you stand on the fact  
8 that it was a good idea to give  
9 Franklin Towne more seats and now  
10 we have this retroactive problem  
11 that we do? So that wasn't a  
12 mistake to give Franklin Towne more  
13 seats?

14 MR. STREATER: I wasn't a  
15 part of that vote, but I'm talking  
16 about in particular issues around  
17 the closure of charter schools, the  
18 decision we have to make --

19 COUNCILMAN THOMAS: But  
20 with all due respect, Board  
21 President Streater, that's why I'm  
22 trying to remove you away from  
23 answering some of these questions  
24 because 90 percent of the questions  
25 I'm asking not necessarily are

1 within your jurisdiction or within

2 things that you've said in this

3 hearing today.

4       So I respect the fact that

5 you want to have your colleagues'

6 back. I'm a team player myself and

7 I'll ride for my colleagues all

8 day, but I think it's better if

9 somebody else answer these

10 questions because most of the

11 things that I'm referencing as it

12 relates to these comments and the

13 data that I'm communicating, it's

14 not necessarily you. So you could

15 do a victory lap around the

16 advocacy work you've done as it

17 relates to Franklin Towne.

18       I've stood neck-and-neck

19 and shoulder-to-shoulder with you

20 and I'm proud of you with that.

21 But you didn't sit here and say

22 that you're proud of every vote and

23 every decision that you've made and

24 you would not change any of them.

25 That was somebody else that said

1 that.

2 And I don't understand how  
3 you could say on the one hand that  
4 I'm proud of every vote that I've  
5 taken, but then you've had to  
6 reverse your vote. I don't  
7 understand how you can say on one  
8 hand I'm proud of everything we've  
9 done, but then we got to go back  
10 and take action against  
11 Franklin Towne because that  
12 institution is looking to use a  
13 report that was supposed to address  
14 issues around racism to defend  
15 their stuff. I'll leave it at  
16 that.

17 MR. STREATER: Chair  
18 Thomas, if I could briefly respond.  
19 From my understanding, that data as  
20 it relates to schools that have  
21 closed, some collapsed on their own  
22 or closed on their own. So, yes,  
23 they might have closed, but it  
24 might not have been due to Board  
25 action. I want to put that out

1 there even before my tenure as  
2 well.

3 COUNCILMAN THOMAS: So what  
4 are some of the schools that -- no,  
5 nope, never mind. If you can --

6 MS. LAM: I wanted to  
7 respond because you asked about the  
8 comment that I made earlier  
9 standing behind my votes. Board  
10 members make the votes that they do  
11 with the best information available  
12 to us at that time. And if  
13 significant changes in the facts  
14 and the data are later found or  
15 surfaced, then in the best interest  
16 of the students sometimes votes can  
17 change.

18 COUNCILMAN THOMAS: And I  
19 thought you would say that. So my  
20 next question: Who gave you that  
21 wrong information?

22 MS. LAM: I don't believe  
23 that we can characterize the  
24 information as wrong. Information  
25 is updated all the time --

1 COUNCILMAN THOMAS: I'm  
2 sorry. Your word was -- what was  
3 the word you used? You said  
4 misinformation, right?

5 MS. LAM: I did not say  
6 that.

7 COUNCILMAN THOMAS: So what  
8 was the word you used? You said  
9 things changed. You used the word  
10 originally. You said when people  
11 give you blank.

12 MS. LAM: When we have  
13 updated information --

14 COUNCILMAN THOMAS: Who  
15 gave you the information that  
16 wasn't updated?

17 MR. STREATER: (Inaudible).

18 COUNCILMAN THOMAS: The  
19 who?

20 MR. STREATER: The CSO  
21 actually --

22 COUNCILMAN THOMAS: The  
23 Charter School Office. Who leads  
24 the --

25 MR. STREATER: And --

1 COUNCILMAN THOMAS: --  
2 Charter School -- I'm sorry. Not  
3 you, Board President Streater. Who  
4 leads the Charter School Office?

5 MS. LAM: Information about  
6 schools that enter into the  
7 decisions that we make are fluid  
8 and change all the time.

9 COUNCILMAN THOMAS: Who  
10 gave you the information that  
11 wasn't most up-to-date? You said  
12 the Charter School Office, right?

13 MS. LAM: The information  
14 that I have right this second is --

15 COUNCILMAN THOMAS: No, no,  
16 no, we're talking about old  
17 decisions. We're talking about  
18 previous decisions. Who gave you  
19 the information that wasn't most  
20 up-to-date? You said the Charter  
21 School Office, right?

22 MS. LAM: We do rely on  
23 information provided by the Charter  
24 School Office.

25 COUNCILMAN THOMAS: Who

1 runs the Charter School Office?

2 Who runs the Charter School Office?

3 MR. STREATER: The School

4 District of Philadelphia.

5 COUNCILMAN THOMAS: Who is

6 the name of the person who has the

7 Charter School Office?

8 MR. STREATER: A lot of

9 people have done it over the years.

10 COUNCILMAN THOMAS: Come

11 on. Council President. Who is the

12 name of the person who runs the

13 Charter School Office? And what

14 did you recently do with this

15 person?

16 MR. STREATER: Chief Peng

17 Chao. And can I please add this

18 context? I think it's very

19 important.

20 COUNCILMAN THOMAS: Board

21 President Streater, I asked you not

22 to answer the questions.

23 Who runs the Charter School

24 Office?

25 MS. LAM: Our Charter

1 School Office is led by Chief Peng  
2 Chao and a team of very qualified  
3 people.

4 COUNCILMAN THOMAS: And  
5 didn't the same person that leads  
6 the Charter School Office the  
7 person who didn't give you updated  
8 information and then you gave him a  
9 raise and a promotion?

10 MR. STREATER: No, that's  
11 not accurate.

12 COUNCILMAN THOMAS: Board  
13 President Streater, with all due  
14 respect, sir, you have my vote. I  
15 don't want you to answer the  
16 question. I will be voting for  
17 you, sir.

18 Who leads the Charter --

19 MS. LAM: Respectfully,  
20 Councilmember Thomas, I'd like to  
21 understand what the intent of your  
22 question is?

23 COUNCILMAN THOMAS: With  
24 all due respect, Council President,  
25 this is a City Council hearing and

1 I don't think it's appropriate for  
2 them to ask me what the intent of  
3 any question I have is when I've  
4 already made a statement that my  
5 intent is to make a decision today  
6 that's in the best interest of the  
7 children.

8       So I'm not quite sure,  
9 Councilmember Gilmore Richardson,  
10 how that works. But I don't think  
11 that's an appropriate line of  
12 questioning to be asking myself or  
13 any member of City Council in the  
14 midst of a hearing where we are  
15 here to take a vote that's in the  
16 best interest of the children. Am  
17 I out of line, colleague?

18       COUNCIL PRESIDENT JOHNSON:  
19 You're not out of line.

20       COUNCILMAN THOMAS: Thank  
21 you, sir.

22       All right. So back to my  
23 line of questioning, because I  
24 believe that my original point in  
25 all of this was that we treat White

1 charters different than how we  
2 treat Black charters. And I think  
3 the place that I was going  
4 specifically with this line of  
5 questioning is to identify racist  
6 behavior that existed before any of  
7 you all got here.

8       So here's a question that  
9 you all can answer, anybody who  
10 wants to: Why are you so defensive  
11 about things and decisions that  
12 were made that are clearly racist  
13 that were made before your tenure?

14       MR. STREATER: I do want to  
15 add context, and I have to, to the  
16 question. What changed, the vote I  
17 was talking about was a Southwest  
18 leadership vote. Something -- it  
19 wasn't --

20       COUNCILMAN THOMAS: Board  
21 President Streater, I know it  
22 changed. My point of going to that  
23 line of questioning was to show  
24 that we all sometimes make  
25 decisions that we regret. And I

1 think it's disingenuous to come  
2 before this body and say that you  
3 all haven't made any decisions you  
4 regret when you had to go and  
5 reverse your decision. To me  
6 that's disingenuous. But --

7 MR. STREATER: But it was a  
8 different decision.

9 COUNCILMAN THOMAS: -- now  
10 we've moved on. We're now talking  
11 about racist behavior. So if you  
12 could answer the line of  
13 questioning that's being asked now,  
14 that would be appreciated.

15 MR. STREATER: I would  
16 answer all the questions. Yes,  
17 sir, Councilman. And I'm saying  
18 this with all due diligence and all  
19 heart, as a Black man I get it,  
20 right. I get when there's a  
21 feeling of something. But as a  
22 governmental agency, it'll be  
23 governmental malpractice if we did  
24 not find out whether the exact  
25 intent or the exact thing that is

1 being discussed is actually causing  
2 the issue.

3 And in the law we call this  
4 disparate impact and disparate  
5 treatment. An allegation can get  
6 you through the court door, but you  
7 have to find out whether there is  
8 actual intent, whether there's a  
9 smoking gun which we call in the  
10 law, and I think the Board has done  
11 that with its due diligence, right.

12 Yes, we have embraced -- if  
13 you look at the press release, we  
14 are embracing the voices of the  
15 Coalition. We are embracing saying  
16 those voices matter, but we have to  
17 do our due diligence to determine  
18 whether someone actually did  
19 something because they're racist or  
20 was there a legitimate  
21 non-discriminatory reason why it  
22 happened such as breaking the law,  
23 such as financial issues, financial  
24 mismanagement of money, such as  
25 academic achievement that's been

1 sliding for 15 years. Those are  
2 the things that we have to look at.  
3 And there's records and things like  
4 that that show why the decisions  
5 were made.

6       There's these things called  
7 adjudications in which every  
8 decision has set forth the reasons.  
9 And if those reasons, if you look  
10 at them and you take off any lens,  
11 you'll see that --

12       COUNCILMAN THOMAS: Board  
13 President Streater, you're one of  
14 the most intelligent African-  
15 centered brothers I know. I  
16 complimented the Mayor on the lived  
17 experiences and the credentials of  
18 the people she selected. You have  
19 multiple lawyers, you have graduate  
20 degrees, you have very intelligent  
21 people who I know for a fact love  
22 Black people. I will put Sarah in  
23 that category as well too.  
24       80 percent of the schools  
25 that's been closed in the City of

1 Philadelphia are Black while they  
2 only make up 25 percent of the  
3 population, yes or no? Those  
4 numbers aren't racist to y'all, yes  
5 or no? Let's just move it to  
6 another place. Let's move it to  
7 the law field. Let's move it to  
8 the therapeutic field.  
9 Black therapists only make  
10 up 25 percent of the population,  
11 but 80 percent of the people who've  
12 been charged with crimes are Black  
13 therapists. Black lawyers only  
14 make up 25 percent of the  
15 population, but 80 percent of the  
16 people who are charged are Black  
17 lawyers. Black people only make up  
18 25 percent of the population, but  
19 80 percent of the people who are  
20 arrested are Black people. Those  
21 numbers are alarming.

22 My son is 11 years old. He  
23 just got out of school 38 minutes  
24 ago. He's a math guru. If I gave  
25 him them numbers, he would say,

1 Dad, there's some statistical  
2 problems with that data. If I'm 25  
3 percent of the population, how can  
4 I be three times the number of  
5 closures. And you looked at us and  
6 said that's not racist. I'm done  
7 with that line of questioning.

8 Let's move on to School  
9 District stuff. Goals and  
10 guardrails, and again I'm voting  
11 for y'all so I'm not making a  
12 decision about that. We talked  
13 about the academic progress of the  
14 School District of Philadelphia and  
15 while we made a lot of decisions  
16 during the pandemic that Council  
17 disagreed with and the Board might  
18 have agreed with, we can agree that  
19 there has been some progress. But  
20 let's not compare us to other large  
21 schools across the country. Let's  
22 compare us to where we want to be.

23 Are you happy with the test  
24 scores, math and literacy, of our  
25 children? What are those numbers

1 right now and what number would  
2 make you feel like we've done the  
3 job?

4 MR. STREATER: To answer  
5 your first question, I am not  
6 happy. And I think that's the  
7 energy that the Board that I  
8 currently sit on and I believe that  
9 the new nominees of the new slate  
10 will sit on as well, and that's why  
11 goals and guardrails exist.

12 In the past this School  
13 District, this School District did  
14 not focus on student achievement.  
15 It focused on everything else. And  
16 that's what the goals and  
17 guardrails do, where we actually  
18 progress monitor in public, we get  
19 national notoriety for doing it, to  
20 drive system change from a  
21 governance model. So I think  
22 that's to show you that we're not  
23 happy and that something was done  
24 with it as well.

25 COUNCILMAN THOMAS: I would

1 agree with you. Well, how many of  
2 our children are reading  
3 proficiently right now and how many  
4 of our children are proficient in  
5 math? What percent?

6 MR. STREATER: One second.  
7 Let me find the data.

8 COUNCILMAN THOMAS: You  
9 know what you can do, if you can  
10 get that information to the Council  
11 President, that'll be appreciated.  
12 I know other members have  
13 questions.

14 Council President, I'll  
15 stop right now. I'll come back for  
16 another round. Thank you, Council  
17 President.

18 COUNCIL PRESIDENT JOHNSON:  
19 You're welcome.

20 Chair recognizes  
21 Councilmember Kathy Gilmore  
22 Richardson.

23 COUNCIL PRESIDENT JOHNSON:  
24 Thank you. Thank you so much,  
25 Council President. And thank you

1 to our colleagues for all of your  
2 questions.

3 I too want to commend Mayor  
4 Parker and her team for the hard  
5 work and the heavy lifting that was  
6 done to get us to this point in the  
7 process. I do recognize the  
8 importance of the work that was  
9 done and very appreciative of the  
10 group that we have before us today.

11 And I'm thankful for the testimony  
12 that you all provided. And for  
13 those of you who I've had the  
14 opportunity to work with, thank you  
15 very much for your service.

16 I wanted to start where I  
17 started this morning. I had the  
18 opportunity to be back at the  
19 Philadelphia High School for Girls  
20 for Career Day this morning with  
21 our colleagues and also was  
22 fortunate enough to be on a Town  
23 Hall last night of over 300  
24 parents, alumni, teachers, students  
25 of the Philadelphia High School for

1 Girls. So to see Joan Stern here,  
2 I am truly thankful and grateful  
3 for your work.

4 I remember you very early  
5 on in my career, have tried to  
6 emulate your work in municipal  
7 finance. I've studied you since  
8 I've been here over the last 25  
9 years. So thank you very much for  
10 your service as a fellow Girls'  
11 High girl.

12 You all know that I care  
13 deeply about the public schools as  
14 a graduate of Gompers, Masterman  
15 and the Philadelphia High School  
16 for Girls. Currently my oldest is  
17 a graduating senior at Carver High  
18 School for Engineering and Science  
19 by way of she moved here when her  
20 father and I got married. So she  
21 came from the Chester public  
22 schools and then went to Mastery  
23 Mann Charter School and then  
24 finished her academic career at  
25 Carver High School. And you know

1 that my two youngest are at Gompers  
2 Elementary school. And you also  
3 know that I taught in the  
4 Philadelphia public schools by way  
5 of Overbrook High School, so I care  
6 deeply about the public schools.

7       So I wanted to start at  
8 Girls' High and then also talk  
9 about leveling. Thank you for the  
10 decision around leveling. It's  
11 something that we all work very  
12 closely on going together and it  
13 was extremely important to the  
14 success of our young people. No  
15 major school districts in the  
16 country are doing leveling anymore.  
17 And so, I want to thank you for  
18 making that important decision and  
19 re-arranging the budget to do so.

20       I want to start at Girls'  
21 High. I'm very concerned about the  
22 future of the Philadelphia High  
23 School for Girls. We have one  
24 class that only has 88 students.  
25 When I graduated, there were almost

1 400 students and previous classes  
2 were much larger. We know that  
3 this is a result of unintended  
4 consequences with this new special  
5 admission policy around the special  
6 admission schools.

7 And so, if you all could  
8 speak to how you were looking to  
9 course-correct around the  
10 implementation of the special  
11 admission schools, the admission  
12 policy to give principals and  
13 leadership, members at schools the  
14 autonomy to pick young people off  
15 the list, particularly when they  
16 are not at capacity.

17 Girls' High was capped at  
18 200 students that they could admit  
19 this year. And out of the 200, I  
20 think only 83 or 88 have chosen to  
21 go to Girls' High. I'm very  
22 concerned about the future of my  
23 175-year-old alma mater. And we  
24 really want you all to do something  
25 to help Girls' High moving forward.

1 Can you please speak to how  
2 you are looking at the special  
3 admission policy and how you will  
4 specifically help the Philadelphia  
5 High School for Girls?

6 MR. STREATER: I'll be  
7 brief, and I'm doing a lot of  
8 talking. I'm about to give other  
9 Board members an opportunity and  
10 nominees the chance to speak. I  
11 share your concern, and it is  
12 something that I know for a fact  
13 that the Superintendent right now  
14 is working on, want to be that  
15 close collaborator with you and the  
16 City and all the stakeholders.

17 But with that, just again I  
18 think it's a strength to course-  
19 correct, right. And I know there  
20 was some conversation about that  
21 earlier. And I think I'm going to  
22 talk to the special admit piece,  
23 which I think is actually going to  
24 help and has already started to  
25 help Girls' High as one of our

1 schools.

2 We know the special admit  
3 process had flaws when we course-  
4 changed. The District and the  
5 Board didn't say we're the smartest  
6 people in the room, leave us alone.  
7 What we did, we leaned into it and  
8 tried to fix it and work it out by  
9 listening to our principals, things  
10 like that. And I'll be very  
11 brief --

12 COUNCILWOMAN GILMORE

13 RICHARDSON: I just want to say  
14 this in particular because I've  
15 been going to Girls' High once per  
16 month this entire school year after  
17 the incident occurred along with  
18 visiting a number of other CTE  
19 schools that I visited with some of  
20 you, and Girls' High is slated to  
21 lose six teachers that are integral  
22 to the IB, the International  
23 Baccalaureate program, and the  
24 advanced placement classes. We do  
25 not have the ability to maintain

1 teachers because of the projected  
2 enrollment. It is all because of  
3 the new special admission policy  
4 that was implemented. No course-  
5 correction has happened at all.

6 Girls' High has been  
7 without a permanent principal for a  
8 year since that incident took  
9 place. And all the alumni students  
10 and teachers wanted Principal Lisa  
11 Mesi back. She was one of the best  
12 things that ever happened to the  
13 Philadelphia High School for Girls.

14 And so, we don't feel  
15 heard. We don't feel as though  
16 anyone cares about Girls' High, and  
17 I do have other matters that I will  
18 discuss, but it was 300 parents and  
19 alumni on the call last night. And  
20 I have to represent for my alma  
21 mater, the school that gave me so  
22 much, the reason why I'm a member  
23 of Philadelphia City Council today.

24 Please do something to help  
25 us with the Philadelphia High

1 School for Girls, and we need a  
2 concrete plan. We need concrete  
3 commitments. We need the ability  
4 to enroll additional girls for this  
5 upcoming academic school year. We  
6 have to do something. And I don't  
7 want everyone to think that I'm  
8 just focusing on Girls' High  
9 because a number of schools across  
10 the District need help and  
11 assistance, and this is happening  
12 at other schools as well, including  
13 my daughter's school at Carver High  
14 School.

15 And I didn't even think  
16 that she was paying attention. She  
17 came home and said, don't you work  
18 in City Council, you need to do  
19 something about what's happening at  
20 my school and some of the other  
21 schools that my friends go to. So  
22 this is also impacting the  
23 children. And this is all about  
24 the children and all about the  
25 students and their future and their

1 academic success.

2 So can you please speak to  
3 what's happening not only at Girls'  
4 High but across some of the other  
5 schools and how you all will work  
6 to fix this?

7 MS. LAM: Thank you,  
8 Councilmember Gilmore Richardson.  
9 I just want to let you know this is  
10 a conversation that we are having  
11 as a Board and this is not the only  
12 school as you said who is affected  
13 by the selection process. We  
14 believe that there is a place for  
15 the centralized admission but then  
16 also an important need to ensure  
17 that schools can continue to fill  
18 empty seats and not cap their  
19 enrollment at only the students who  
20 reserve or enroll during that  
21 process.

22 COUNCILWOMAN GILMORE

23 RICHARDSON: But they're not  
24 allowing Girls' High to do that.

25 MR. STREATER: We hear you

1 and we would definitely take that  
2 back to the Superintendent. And we  
3 will work through this like we  
4 worked through other things with  
5 you, Council Gilmore Richardson,  
6 going forward.

7 MS. ANDREWS: And I just  
8 want to say that we hear you and we  
9 understand. We went through the  
10 same thing with Saul. I'm a  
11 graduate of Saul. Saul is going  
12 through the same issue right now.  
13 So we understand there is an issue,  
14 right. I want y'all to know that  
15 we do sit in meetings and hold  
16 people accountable, right.  
17 We do lose sleep over these  
18 kids that are not being able to get  
19 into these schools or whatever the  
20 case may be or not being  
21 re-engaged, right, because there's  
22 some kids that just aren't being  
23 re-engaged, and we have to work on  
24 it, right. So I want you to know  
25 that we are diligently trying to

1 fix this issue and we will continue  
2 to work with you, but we hear you  
3 and we understand.

4 COUNCILWOMAN GILMORE

5 RICHARDSON: Please, this is a  
6 number one priority. In addition  
7 to that I just quickly wanted to  
8 mention, and I'll come back on the  
9 second round, two things: Services  
10 for our young people who need  
11 additional help, who may have IEPs  
12 like speech therapy or other  
13 services and also our young people  
14 reading on grade level.

15 Since COVID-19 and a number  
16 of our young people who were either  
17 in PreK or kindergarten or 1st  
18 through 3rd grade during the  
19 pandemic, they are struggling with  
20 reading. And we need the ability  
21 to work with the District to  
22 provide additional reading  
23 resources for our young people.  
24 It's something that we are going  
25 through as a family. It's

1 something I've heard from a number  
2 of other families. Our young  
3 people must be on grade level with  
4 their reading. You are learning to  
5 read from K to 3, and then you're  
6 reading to learn thereafter. And  
7 we need to help our young people  
8 get on reading grade level all  
9 across the School District. How  
10 are we doing that? What additional  
11 assistance will you all put in  
12 place to do that?

13 And then finally, this  
14 Council has stepped up year over  
15 year since I've been here even back  
16 to when I was a staffer. I  
17 remember being in rooms in 2011 at  
18 the height of the economic downturn  
19 coming up with MOU with the  
20 District and former Councilmember  
21 Maria Quinones-Sanchez working  
22 through some steps that we knew the  
23 District would take as a result of  
24 the Council body voting on  
25 additional funding for the School

1 District of Philadelphia.  
2 We recognized that in the  
3 Mayor's proposed FY25 budget that  
4 there is a proposed millage shift  
5 from 55 to 56 that would give  
6 additional funding for the School  
7 District of Philadelphia for the  
8 upcoming school year. I do believe  
9 that we need to work together on a  
10 Memorandum of Understanding on some  
11 of the goals and outcomes that we  
12 anticipate and expect as a result  
13 of that continued increased funding  
14 that you all have seen from this  
15 body year-over-year. But can you  
16 please speak to the reading grade  
17 levels?

18 MR. STREATER: I'll be  
19 brief, and thank you so much.  
20 First, Accelerate Philly. I think  
21 that is the first answer to the  
22 question about English language  
23 arts and the valid and thoughtful  
24 points you made. Also, there's a  
25 new curriculum coming out next

1 year.

2 One of the issues in the  
3 School District of Philadelphia is  
4 for so long we've had fragmented  
5 curriculum where students over here  
6 are learning this and students are  
7 learning that. Also, the  
8 Superintendent is looking into the  
9 number one factor to move student  
10 achievement, high quality teachers,  
11 stable over time and well-  
12 supported. That well-supported  
13 part is very important and key as  
14 well. So that's something he's  
15 looking at as well. How do you  
16 incentivize our teachers who have  
17 shown the ability to help  
18 students -- all of our (inaudible)  
19 to the schools that they need to go  
20 to.

21 And then number three, I  
22 watched the press conference about  
23 what's going on right now in  
24 collaboration with the City and the  
25 Mayor and Council. I saw Council

1 President was there. Right now  
2 there's a program this summer for  
3 students who need a little bit of  
4 extra help to come to a School  
5 District school for the first half  
6 of the day and get your learn on,  
7 right. And then the second half of  
8 the day, you can have fun and do  
9 what children should do in the  
10 summer. So that's our answer to  
11 your question, but if Board members  
12 want to --

13 COUNCILWOMAN GILMORE

14 RICHARDSON: I'm going to respect  
15 the clock and honor the time,  
16 Council President. I am very well  
17 aware of that program. My children  
18 have attended that program. I know  
19 the program very intimately. We  
20 need additional resources for young  
21 people to get on reading grade  
22 level. It is not enough. They  
23 need specific instruction to help  
24 them get on reading level so that  
25 they can succeed academically in

1 their future career endeavors.

2 MR. STREATER: I agree with

3 you 100 percent.

4 (Applause.)

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Okay. Thank you,

7 Council President.

8 COUNCIL PRESIDENT JOHNSON:

9 You're welcome. That's a good

10 program. My kids were in the

11 program too, but the buildings were

12 hot. And so -- but I'm a hood kid.

13 I grew up in the City so I'm kind

14 of used to not having air

15 conditioners going to Childs

16 Elementary School and Edward Bok

17 High School, but I am excited about

18 that program because it's a summer

19 slide that we want to make sure we

20 address to make sure all of our

21 young people are on the right path

22 from an academic achievement

23 standpoint. So definitely going to

24 be supportive of those efforts.

25 The Chair recognizes

1 Councilmember Quetcy Lozada.

2 COUNCILWOMAN LOZADA: Thank

3 you, Council President.

4 And thank you all for being

5 with us this afternoon. We just

6 heard the frustrations expressed by

7 Chairmember of Education Isaiah

8 Thomas. And as a member of that

9 Committee, I share those

10 frustrations. And, Board

11 President, you're aware of that. I

12 think I've been very clear in our

13 meetings.

14 And if those are the

15 challenges that Black charter

16 schools are experiencing, can you

17 imagine Latino-led or bilingual

18 charter schools, right? I think

19 that often times we are left out of

20 the conversation. And so, I'd like

21 to hear a commitment from this new

22 Board and from those of you who

23 will stay on the Board that Latino

24 charter schools will not be an

25 afterthought, right.

1 I represent the poorest zip  
2 code in the City. I represent some  
3 of the lowest-performing schools in  
4 the City. I represent schools in  
5 my community charter and public  
6 schools that are challenged with  
7 keeping qualified teachers in our  
8 spaces. I represent some of the  
9 schools that have or see the very  
10 serious conditions in facilities.  
11 I have -- the facilities in  
12 the 7th Council District and across  
13 the City are deplorable, right.  
14 And I've only been here 17 months  
15 and my colleagues have been here  
16 much longer than me, and I share  
17 the Education Committee's  
18 frustration on asking for a plan,  
19 right. I'm sure that as people  
20 were being asked to be a part of  
21 this new Board, they must have done  
22 their due diligence and probably  
23 have started to listen to the  
24 conversations during the Education  
25 Committee or doing this legislative

1 body Council sessions.  
2 And so, I'd like to hear  
3 from the new members, right. What  
4 would they recommend, right? Based  
5 on what they have heard, based on  
6 them considering becoming a part of  
7 your Board body, what do they think  
8 needs to happen to better improve  
9 communication between not just the  
10 Charter School Office but between  
11 the school and the Charter School  
12 Office as well as better  
13 communication in the community?  
14 How do the decisions that you all  
15 make, how are they felt on the  
16 ground and in the neighborhood?  
17 MS. NOVALES: Thank you so  
18 much for the question, and it's  
19 really at the heart of why I'm even  
20 here. I do believe that we will  
21 speak up for all students, African  
22 American students, but also the  
23 Latino population which now  
24 consists a quarter of the  
25 population of the School District.

1 And I also served in the community  
2 that you're talking about as a  
3 School District principal.

4 I sat in a school that had  
5 not been painted for 15 years and  
6 started in a charter school that  
7 was a 100-year-old building that  
8 the School District left which was  
9 the old Hunter School to start the  
10 school there. So I'm very much  
11 familiar with the deplorable  
12 conditions in a school.

13 I cannot speak for the  
14 existing facilities plan that the  
15 existing Board has worked on, but I  
16 would tell you that if I am here  
17 and even willing to serve because I  
18 believe that our children deserve  
19 to be in schools that have a  
20 standard of excellence, we know  
21 that long term we're going to need  
22 new buildings and facilities plans,  
23 but just to open buildings that are  
24 clean, that smell good, that have  
25 equitable lighting, we need that in

1 our schools and I will do my best  
2 serving on this Board to fight for  
3 that, not just for Latino students  
4 but all students in our City.

5 (Applause.)

6 COUNCILWOMAN LOZADA: Thank  
7 you. How do you think -- and,  
8 President Streater, this is  
9 probably for you. We have some  
10 newer facilities like Kensington  
11 Performing Arts, who is a newer  
12 facility but is also experiencing  
13 challenges just maintaining the  
14 facility, right. That space has  
15 over 47 windows, something very  
16 simple, that are broken. And they  
17 have put in multiple requests for  
18 repair and they can't get a  
19 response to it.

20 So if we're talking about  
21 the seriousness of facilities and  
22 we can't maintain the ones that are  
23 newer now, what is there to be said  
24 about the lack of response that we  
25 are seeing now and that we may see

1 in the future?

2 MR. STREATER: Yes. Thank  
3 you for the question. And I share  
4 your same concern. I mean, I went  
5 to the G, Germantown, where it was  
6 very hot as Council President said  
7 throughout the year, and it did  
8 impact my ability to focus in the  
9 learning environment.

10 What I can say is what we  
11 have done as a Board of Education.  
12 Through our goals and guardrails,  
13 we have something called safety  
14 welcoming schools as a guardrail,  
15 and we monitor things like work  
16 orders, right. We monitor things  
17 that actually matter and we monitor  
18 those things, and we see what the  
19 trends are, what the District is  
20 doing and how the District can  
21 better as the operator,  
22 operationalize this stuff and get  
23 better.

24 And based upon the trend  
25 lines, it looks like the District

1 has gotten better. And some of the  
2 stuff is actually because our  
3 buildings are very old. And some  
4 of the qualifications and the  
5 people who do the work, there's  
6 not -- some systems are so old and  
7 obsolete that we can't even find  
8 people who even have the expertise  
9 to fix those systems and those  
10 things slow down the process and  
11 the progress that we can get in,  
12 but we've beefed up our capacity  
13 and it's something that we monitor.  
14 And I do believe we're trying to  
15 make headway there. But, yes, it  
16 is a concern. I'm not going to  
17 gaslight you. This is real. And  
18 it's something that we're actually  
19 working on through our goals and  
20 guardrails.

21 COUNCILWOMAN LOZADA: Thank  
22 you, Council President.

23 COUNCIL PRESIDENT JOHNSON:  
24 You're welcome.

25 The Chair recognizes

1 Councilmember Jay Young.  
2 COUNCILMAN YOUNG: Thank  
3 you, Mr. President.  
4 Some of my questions are  
5 the same -- first of all, I want to  
6 say good afternoon. And I want to  
7 say I commend you all for your  
8 efforts to work for our City for  
9 free, right, and to do these  
10 things, a job that is thankless and  
11 a job that has the burden of our  
12 entire City. So I want to thank  
13 you all for wanting to step up to  
14 the plate to do it.  
15 My line of questioning or  
16 question rather is similar to what  
17 Councilmember, Chair of the  
18 Education Committee Isaiah Thomas  
19 was talking about when it comes to  
20 the Charter Office, particularly  
21 the pattern I see of the  
22 discrimination in the Charter  
23 Office.  
24 In the past life, I  
25 represented a property owner who

1 was trying to lease a building to a  
2 charter school, a charter school  
3 that was excelling. But the  
4 process of trying to move from one  
5 location to the other and dealing  
6 with that Charter Office was a very  
7 interesting process I'll say from a  
8 perspective of an attorney.

9 And, Mr. Streater, I know  
10 you said as an attorney I know  
11 there are certain things that have  
12 to be found for it to be  
13 discrimination. But 80 percent I  
14 think a court will find that's a  
15 disparate impact, right. The  
16 policy appears neutral, on its face  
17 it appears neutral. But when in  
18 reality when you're implementing  
19 these policies and you see that it  
20 only affects one demographic of  
21 people, something has to be wrong  
22 there. That's just not a  
23 coincidence. It's not a  
24 coincidence at all.

25 And so, I think we need to

1 take a deep dive at what the  
2 institution of our School District  
3 is doing when it comes to educating  
4 Black children, because the  
5 majority of students in that  
6 District are Black children. When  
7 you look at the things that are  
8 going on in our society, the issues  
9 stem from Black children. And if  
10 we are going to continually not pay  
11 attention to the issues, the  
12 bureaucracy that gets in the way of  
13 educating Black children, then I  
14 think we are doing a disservice to  
15 our city and to our children.

16 So one question I do have  
17 is when it comes to holding folks  
18 accountable, right, so I do think  
19 that everyone needs to be held  
20 accountable. Charter schools need  
21 to be held accountable.  
22 Traditional schools need to be held  
23 accountable. And I do know it is a  
24 little bit easier to hold charter  
25 schools accountable because of the

1 quasi independence that they have  
2 and just dealing with the structure  
3 of the School District.

4 But why is it that when I  
5 see a school like Strawberry  
6 Mansion, like Ben Franklin with  
7 these abysmal numbers, why are they  
8 not held to the same standards when  
9 they're educating the same  
10 students, the same population base,  
11 why are they not held to the same  
12 standards as a charter school would  
13 be in that same community?

14 MR. STREATER: I'll take a  
15 quick stab at that. I think it's  
16 because we have two different  
17 metrics -- mechanisms under the law  
18 to hold accountable both sides of  
19 the sector. As you know, the  
20 Charter law requires that there's a  
21 five-year renewal window where  
22 there's five years of independence  
23 where the Board of Education, the  
24 District does not have the  
25 authority to go in and check things

1 out and dictate what needs to  
2 happen.  
3 I guess to -- what that  
4 does is it trades away the ability  
5 to kind of have a different  
6 accountability metric, the  
7 independence comes with  
8 accountability and it's actually  
9 baked into the law. There are  
10 things we have to look at,  
11 financial wherewithal, the  
12 independence of the Charter Board,  
13 academic achievement, higher  
14 academic achievement than what is  
15 purported, is the school a Petri  
16 dish of education in a way that's  
17 new to the sector and can the  
18 District or the sector at large  
19 learn new things from it. Those  
20 are all the things that require us  
21 through the law to I guess hold  
22 accountable, right.  
23 For the District, the  
24 District has a lot more autonomy  
25 and agency and it uses goals and

1 guardrails. And if we can get the  
2 charter sector to buy in goals and  
3 guardrails, I think that's a good  
4 move. Maybe that's something we  
5 can talk about going from here.  
6 But the goals and guardrails is for  
7 the first time in the history of  
8 this School District, we look at  
9 the data and we ask the question.  
10 And we've aligned the  
11 Superintendent's evaluation. And  
12 now, for the first time in history  
13 440 is going to have an evaluation  
14 system that aligns with a shared  
15 vision and goal. And I think  
16 that's why we're seeing the  
17 academic achievement moves that  
18 we're having.  
19 But the Charter law doesn't  
20 give us the ability to do that.  
21 What it does is it says you got to  
22 wait five years. And sometimes you  
23 got to wait five years and watch  
24 something trend in a way that could  
25 lead to a collapse, which we've

1 seen as well in the last two years,  
2 and wait on the sidelines and then  
3 do something in Year 5. And I  
4 think that's the thing I think  
5 that's missing in the conversation  
6 that we have different tools  
7 prescribed by law that's an above-  
8 me-now moment with the state that  
9 precludes us from doing the things  
10 that you're talking about.  
11 And we have tried. We  
12 created conditions. This thing  
13 called surrender clause probably  
14 has a bad name, those things were  
15 created to give charter schools  
16 another shot and then another shot.  
17 Some of the schools that have  
18 closed unfortunately have had maybe  
19 three or four charter terms where  
20 there were conditions that weren't  
21 met that those charter schools  
22 agreed to.  
23 And I think that -- and I  
24 know now that the Charter School  
25 Office hearing anecdotal

1 information from other Black-  
2 founded leaders, and I'm not going  
3 to say any name on the record, this  
4 is the best they've ever had with  
5 Mr. Peng Chao, right. We're doing  
6 things, we're trying to give grace,  
7 we're trying to pivot.

8       So that's my answer to your  
9 question. We're trying to balance  
10 our state-delegated duty, right, as  
11 fiduciaries of the School District  
12 of Philadelphia to these babies  
13 under the law with the grace that  
14 the law gives us in the gaps. And  
15 I think we're using the gaps now to  
16 be more gracious.

17       COUNCILMAN YOUNG: Thank  
18 you. And on those same lines, it's  
19 equity, right. We're trying to be  
20 equitable and treat every school  
21 the same way and treat every school  
22 fairly, because again the premise  
23 is the best interest of the  
24 children. And I think we have to  
25 keep that in mind. And so, I guess

1 you gave me one recommendation on  
2 what we can do regarding how we can  
3 gain more equity I guess in the  
4 treatment of these schools. But  
5 can you discuss I guess when the  
6 School Board is evaluating these  
7 frameworks, potentially  
8 particularly like the goals and  
9 guardrails, what type of equity  
10 lens does the School District look  
11 at when evaluating equity in  
12 hiring, right, and equity in  
13 representation at the School  
14 District itself?

15 MR. STREATER: Well, I know  
16 that I can't speak for the  
17 Superintendent. But I know the  
18 Board has given a strict  
19 directive -- well, I won't say  
20 directive. Well, yeah, a directive  
21 to the Superintendent to look at  
22 things like equity, whether it's in  
23 our contracts and things like that,  
24 whether it's in how we actually  
25 educate.

1        So, for example, in our  
2 goals and guardrails we just found  
3 out that there's 9th grade work  
4 happening where Black and Brown  
5 students are having higher student  
6 achievement in career readiness  
7 because of implementations that  
8 he's doing knowing that the Board  
9 of Education cares deeply about  
10 equity as well.

11        As it relates to hiring and  
12 things like that, I know that as an  
13 attorney there's certain things we  
14 have to do under the law. You  
15 can't pick people based upon your  
16 race. You'll get sued. A reverse  
17 racism lawsuit is actually a win  
18 nowadays in court. And by the way,  
19 we're being sued as a city right  
20 now because of our attempt to  
21 change our framework for how  
22 students get into our special admit  
23 schools by an organization led by  
24 one of Donald Trump's alkalides in  
25 court right now, people know that,

1 trying to stop us saying that we're  
2 only trying to help Black children  
3 out, we're trying to help out  
4 everybody.

5 But getting back on point,  
6 I know that through the law the  
7 Board and the District is doing  
8 everything it can to diversify the  
9 whole District.

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

12 COUNCIL PRESIDENT JOHNSON:  
13 You're welcome.

14 The Chair recognizes Nic  
15 O'Rourke.

16 COUNCILMAN O'ROURKE: Good  
17 afternoon. Thank you for being  
18 here today and testifying. I'm a  
19 freshman here on this body. And  
20 so, all of this that's going on  
21 today is a little newer for me, but  
22 I was an organizer before all this  
23 and the concerns I find as an  
24 organizer who was a part of the  
25 statewide school fight are kind of

1 the same concerns that I have now.

2 The thrust of our office's  
3 concerns are around the lack of  
4 consistent government oversight and  
5 accountability for charter schools  
6 in Philadelphia. My understanding  
7 is that a charter school, I think  
8 you just mentioned this, is only  
9 under official review during the  
10 renewal process every five years  
11 despite having reporting from the  
12 Charter School Office every single  
13 year, which means the charters can  
14 go years without much  
15 accountability as it looks to us,  
16 without much budget, you know,  
17 around their budget mismanagement  
18 around underperforming student  
19 outcomes.

20 So I wanted to ask all of  
21 the new appointees to answer a few  
22 questions related to  
23 accountability. What is the actual  
24 plan to provide more active and  
25 intentional oversight to charter

1 schools on a regular basis, if you

2 can just detail that for me?

3 MS. NOVALES: I think it's

4 too soon for me to speak about a

5 plan because I'm not appointed yet,

6 but I do have a lot of experience

7 in the charter school -- well,

8 both, in the public. And I do

9 think that accountability is

10 important both ways.

11 Accountability leads to outcomes.

12 And I heard the previous

13 Councilmembers speak about the

14 difference of both traditional

15 charter schools and traditional

16 public schools, and I do think that

17 there's a lot to learn from both.

18 There's a lot to learn -- there's a

19 lot of great things happening in

20 charter schools. We tend to speak

21 about the schools that are closing,

22 but there's incredible work

23 happening in charter schools.

24 There's also incredible work

25 happening in traditional public

1 schools.  
2 And I think that we need to  
3 figure out, and this is me  
4 dreaming, I'm not appointed yet, I  
5 haven't sat in those difficult  
6 conversations looking at that data.  
7 But there has to be a way where we  
8 can equalize and look at schools  
9 for schools, whether, you know, I  
10 think that's part of the problem.  
11 It's always the charter schools,  
12 the public schools, but can we look  
13 at schools.  
14 I think that -- and the  
15 gentleman that was here, I don't  
16 know his name right now, but I  
17 think we should have good schools  
18 period, good schools period  
19 t-shirt, good schools period logo,  
20 because I do think that we need to  
21 start having that conversation.  
22 Can we have accountability for  
23 traditional public schools? Can we  
24 have accountability for charter  
25 schools? And can we celebrate the

1 great things that are happening?  
2 And my dream will be that one day  
3 we can sit at a table and celebrate  
4 each other and hold each other  
5 accountable.

6 (Applause.)

7 COUNCILMAN O'ROURKE: Thank  
8 you for the answer. I appreciate  
9 that. That having been said, I'm  
10 specifically asking about charter  
11 schools because of the point that  
12 we raised earlier about the  
13 regularity of accountability on  
14 that front. For those of you who  
15 come from working primarily with  
16 charter schools, how do you plan to  
17 advocate just as fiercely for the  
18 Philadelphia public schools as you  
19 do for the charter schools? If  
20 someone can answer that question  
21 for me.

22 MR. JONES: I'll take that  
23 one. I advocate for all schools  
24 and all schools that are doing  
25 right by kids, that is charter,

1 that is traditional. It doesn't  
2 matter. I want good schools for  
3 the kids in the City of  
4 Philadelphia. To circle back to  
5 your point just a moment ago or  
6 your question around five years in  
7 accountability, I think that window  
8 is important because having been an  
9 administrator in a charter school  
10 and having worked as an authorizer  
11 in D.C., one thing I know is that  
12 one or two years' worth of data is  
13 not enough to evaluate and really  
14 give a holistic picture. So I  
15 think giving five years to  
16 understand trends and what's really  
17 happening at the school is actually  
18 very important.

19 Now, what I think it can  
20 inform, and I'm eager to work with  
21 my other Board members and the  
22 management and the Charter School  
23 Office, is how can we be very clear  
24 about their strengths because I  
25 think every school has an asset.

1 One thing I want to be clear, one  
2 thing I've learned, nobody opens a  
3 charter school to do wrong by  
4 kids --

5 COUNCILMAN O'ROURKE: Say  
6 that one more time.

7 MR. JONES: Nobody opens a  
8 charter school to do wrong by kids,  
9 so I'm curious to see what assets  
10 can we find in that community and  
11 in that School District where they  
12 are having challenges and  
13 opportunities and how do we build  
14 out charter conditions that are  
15 specific to support that District  
16 and to your point hold them  
17 accountable going forward so that  
18 the next renewal we have five years  
19 of new data, that hopefully shows  
20 progress.

21 COUNCILMAN O'ROURKE: Okay.  
22 Thank you. That was helpful in  
23 terms of the rate on why the five-  
24 year window is helpful for you all.  
25 Still focusing though on the

1 accountability for the charter and  
2 really the detailed plans is kind  
3 of what I was looking for. Let me  
4 move on though.

5       This also is to the new  
6 Board appointees as well. We all  
7 know too well that there is an  
8 ongoing teacher shortage and that  
9 teachers are leaving the profession  
10 for other careers where they are  
11 less scrutinized, paid what they  
12 ought to be paid and given more  
13 time off which I think is really  
14 good for mental health.

15       How do you plan to support  
16 the District in enticing and  
17 encouraging new teachers to join in  
18 the midst of this kind of toxic  
19 educational environment I think  
20 that we're currently in? And how  
21 do you plan to make teaching an  
22 attractive profession again?

23       MS. CUBBAGE: Thank you for  
24 that question. I run the  
25 Philadelphia Learning

1 Collaborative, which is a  
2 collaborative of 14 schools, some  
3 public, some private, some charter.  
4 And one of our initiatives this  
5 year was a community of practice  
6 where we introduced a curriculum  
7 for advisory, a period that's often  
8 in schools, a throwaway period, but  
9 can be used to transmit whatever  
10 school culture is and really  
11 strengthening the entire school  
12 environment.

13       And in this initiative of  
14 ours, we really elevated teachers  
15 as professionals. We paid them  
16 generous stipends to explore this  
17 curriculum and implement it in  
18 their schools. We made them  
19 actually in charge of implementing  
20 the PDs that they -- they were  
21 teacher-led PDs. So I think we  
22 need to make the profession  
23 attractive.

24       There needs to be the  
25 professionalization of teachers.

1 And some of the other issues we  
2 talked about regarding facilities,  
3 regarding the selection process,  
4 it's the environment, it's the  
5 ecosystem. And I think we can't  
6 deal with making the profession  
7 attractive in a vacuum.

8       We're going to need City  
9 Council for funds to make the  
10 environment better. There's policy  
11 issues at the state level related  
12 to certifications. I mean, I know  
13 people who have come from out of  
14 state. We have an initiative. I  
15 think Tamir's here in the audience  
16 some place, the Center for Black  
17 Educator Development.

18       I know one African American  
19 principal that came up from down  
20 South, who was an amazing educator  
21 who had a hard time policy-wise,  
22 like what the rules are to become a  
23 principal in the School District of  
24 Philadelphia. So I think these are  
25 some of the things that we can push

1 and pull on to make the environment  
2 more attractive.

3 And then let's think  
4 about -- at SLA Beeber, for  
5 example, there's a CTE track now  
6 for education. What does it look  
7 like for students in schools right  
8 now, how do they see teachers. And  
9 this particular program is putting  
10 students on a track to become  
11 teachers, but we have to make the  
12 experience that students are having  
13 in schools attractive so they  
14 consider it as a profession. So  
15 those are some of my thoughts  
16 around what we might be able to do.  
17 I hope that answers the question.

18 COUNCILMAN O'ROURKE: It  
19 does. And I thank you all for your  
20 answers.

21 Council President, I heard  
22 the bell. I'll come back around  
23 for next round.

24 COUNCIL PRESIDENT JOHNSON:  
25 Thank you. Just a real quick one

1 as we talk about the recruitment of  
2 teachers. I remember early on when  
3 you first took your tenure and you  
4 gave your presentation among  
5 members, and we talked about a book  
6 that both of us like, Countering  
7 the Conspiracy to Destroy black  
8 Boys, Jawanza Kunjufu. I remember  
9 you saying that as a part of your  
10 presentation.

11 And some time ago I  
12 introduced a resolution to host  
13 hearings when Dr. Hite was here  
14 around what are we doing with a  
15 sense of urgency to hire Black  
16 teachers, right. Let me change it  
17 specifically, Black male teachers,  
18 right. And from time to time,  
19 we'll hear parts of strategies,  
20 right.

21 But what are we doing as a  
22 District to really aggressively  
23 come up with incentives as a part  
24 of the strategy moving forward, a  
25 plan? Is there a budget allocated

1 to it? From that aspect, what is  
2 the Board working in partnership  
3 with the District to make sure we  
4 get as many African American male  
5 teachers inside our schools?

6 MR. STREATER: What is the  
7 District doing right now?

8 COUNCIL PRESIDENT JOHNSON:  
9 (Nodded affirmatively).

10 MR. STREATER: So right now  
11 the District is engaging with  
12 Brother Sharif El-Mekki, working  
13 hand-and-glove with him as well. I  
14 know Dr. Watlington has put --  
15 well, the Board in partnership with  
16 Dr. Watlington in the Accelerate  
17 Philly plan, that is actually one  
18 of the things that the  
19 Superintendent is right now  
20 driving.

21 In addition to that, we  
22 also have a paraprofessional  
23 program where paraprofessionals can  
24 actually go to college right now in  
25 the School District of

1 Philadelphia, get their degree, the  
2 Bachelor's degree or if they have a  
3 Bachelor's, to get their teacher's  
4 certification and come right back  
5 to the School District of  
6 Philadelphia right now.

7       We also have a middle  
8 college model, which is part of our  
9 CTE program at SLA, I think, Beeber  
10 where students right now are  
11 learning right now to be student  
12 teachers so they can come right  
13 back to the School District of  
14 Philadelphia. I know that we have  
15 a lot of -- Brother, we have a lot  
16 of work to do here. I'm not going  
17 to tell you that, but that is  
18 what's being done right now. And I  
19 believe this slate of amazing Board  
20 members and I would like -- if  
21 Cheryl Harper wants to add  
22 anything, she just came up here,  
23 but I believe this slate can take  
24 it to the next level.

25       COUNCIL PRESIDENT JOHNSON:

1 Thank you.

2 Chair recognizes

3 Ms. Harper.

4 MS. HARPER: Yes. We had a

5 program when I was in the system of

6 hiring Black males because there

7 was a lack -- I think it was like 1

8 percent of the professional staff

9 was Black males. But as you know

10 now, it's like almost 90 percent or

11 85 percent of our students are

12 African American, but back then

13 most of them were African American.

14 And what we did, and this

15 is maybe something we need to look

16 out after, is that we brought in

17 people who had degrees who retired

18 from their jobs. They weren't

19 really old, like maybe retired when

20 they were in their 50s. We were

21 able to obtain emergency

22 certificates from the Pennsylvania

23 Department of Ed. with a guarantee

24 that the male teachers would go

25 back and get certified, permanent

1 certification, by taking a few  
2 courses. And so, a lot of them  
3 did.

4       One of the problems that  
5 the program eventually failed, it  
6 wasn't about the male teachers.  
7 They were excellent, but there was  
8 a movement by people saying it was  
9 racist. My answer to them was it  
10 wasn't racist when we only had 1  
11 percent Black males and yet the  
12 majority of the teachers were White  
13 males. The White females were  
14 second majority and then the Black  
15 African American females were the  
16 third, but the Black male was 1  
17 percent. So we may want to look  
18 into that again because we do need  
19 a role model for our children,  
20 especially our Black boys to see  
21 that.

22       We also had a program where  
23 we brought in people from the  
24 trades, actually were teaching  
25 children carpentry, engineering,

1 electricity, plumbing, sewing,  
2 cooking, male and female, and they  
3 had the experience, so all they had  
4 to do was get a few credits and get  
5 certified to do that, and that  
6 worked out well. But due to  
7 funding, that was tossed out.  
8       And I have to agree with  
9 Crystal when she said that we need  
10 to make this a professional job.  
11 You know, without teachers none of  
12 us would be sitting here. And if  
13 we do not start to pay our teachers  
14 for what they are worth, when I  
15 came into Philadelphia, we were the  
16 highest paid School District in the  
17 state. Philadelphia became the  
18 lowest. And so, people started  
19 going out to the suburbs, to other  
20 states, in Jersey, Delaware because  
21 they were paying more. We need to  
22 bring back professionalism.  
23 Teachers are the core. Without  
24 them, we have nothing. Our  
25 children will not learn if we don't

1 have professional, adequate  
2 teachers. And when I went out and  
3 recruited, I recruited. And I  
4 interviewed everybody to make sure  
5 we had the right and proper  
6 teachers, so we need to look back  
7 at that.

8 COUNCIL PRESIDENT JOHNSON:

9 Thank you very much for your  
10 response. Appreciate the  
11 enthusiasm.

12 MS. LAM: While we're  
13 shifting seats, I'll just add a  
14 couple quick notes as well. I  
15 think there is a fundamental  
16 responsibility for us to ensure  
17 that school is a good experience  
18 for our Black male students. You  
19 don't get Black male teachers when  
20 our students do not enjoy school.  
21 So I think that's thing one. And  
22 then I think as a District we need  
23 to celebrate and surround supports  
24 to those people who step up into  
25 the teaching profession just like

1 everyone said, but especially if  
2 they are representative of a  
3 population that's not  
4 representative among their peers.

5       So I was delighted to  
6 celebrate principals. I believe it  
7 was this past week, but maybe it  
8 was two weeks ago, I don't know. I  
9 was just delighted to celebrate our  
10 principals with three Black men  
11 being there and to see the delight  
12 in their school communities as  
13 well. So I'll hand it over to --

14       COUNCIL PRESIDENT JOHNSON:  
15 Thank you.

16       MS. CUBBAGE: So we talk  
17 about getting Black teachers into  
18 the profession and teachers period.  
19 There's a teacher shortage  
20 nationwide. Pennsylvania used to  
21 be the biggest producer of  
22 teachers. We're no longer that.  
23 And I think that we also have to  
24 give consideration. And it keeps  
25 coming back to money, to what

1 supports, what mentorship, what

2 ongoing assistance teachers get.

3 So I know there's some teachers,

4 and teaching is hard. It is hard.

5 COUNCIL PRESIDENT JOHNSON:

6 It sure is.

7 MS. CUBBAGE: And so, we

8 need structures, like intentional

9 structures that actually support

10 them, and there needs to be some

11 safety nets for teachers who

12 struggle because it takes three to

13 five years to make a really good

14 teacher. And what's happening now,

15 you've seen some of these laws.

16 What's happening now is that, oh,

17 you went to the Army, you can be a

18 teacher.

19 I myself, I will say that I

20 transitioned into teaching. You

21 know, like people call me all kinds

22 of things, hidden figures all the

23 time. And it was arrogant of me to

24 come into teaching. I went to

25 private schools. That was -- the

1 list was a private school list  
2 because I thought I would try it  
3 out before I went to go get  
4 training. And it was one of the  
5 most difficult -- it was more  
6 difficult than working at NASA, so  
7 I can say that, right.

8       And so, the mentorship that  
9 you get from more seasoned  
10 teachers, and you have to pick the  
11 seasoned teacher, are they  
12 advocating progressive models, are  
13 they student-centered, are they  
14 authentically getting students  
15 ready for success after they  
16 graduate from high school. So I  
17 mean, all of those things come with  
18 a price tag. But if we can be  
19 intentional about setting up the  
20 structures that will actually  
21 support teachers and having a long  
22 rewarding career in the profession,  
23 that's what it's going to take. A  
24 School Board alone can't do that.

25       (Applause.)

1 COUNCIL PRESIDENT JOHNSON:

2 Thank you very much.

3 The Chair recognizes

4 Councilmember Nina Ahmad.

5 COUNCILWOMAN AHMAD: Yeah.

6 First, I wanted to echo my

7 colleague Jay Young's comments

8 about thanking all of you for doing

9 a job that is not only difficult

10 but not rewarded by I think a

11 population at large, and that

12 really speaks to where we value

13 education in our culture, how we

14 value teachers in our culture.

15 I am the daughter of a

16 teacher who was a social worker-

17 turned teacher. She was a

18 Montessori-trained teacher, and I

19 watched how much work she did after

20 she came home, how I helped her cut

21 out shapes and this and that as she

22 did the work. But it was a

23 calling, it is a calling for us.

24 And for you to sit there as a Board

25 working with our School District to

1 make sure our teachers, our  
2 students, our staff have the best  
3 possible circumstances is a  
4 yeoman's job given how little we  
5 value education in our country  
6 here.

7 I think we need a Marshall  
8 Plan, right, just like we had after  
9 II World War about how we sent  
10 resources to Europe to build them.  
11 We can't send resources to our own  
12 school, our own country here, the  
13 first-world country with the most  
14 resources available. Yet we are  
15 having 5 percent rates of  
16 achievement in our children.  
17 That's criminal. That is  
18 absolutely criminal, and we are all  
19 accountable for that, all of us  
20 sitting here. Every one of us need  
21 to really put our children first  
22 and figure out what needs to happen  
23 to make them successful on a global  
24 stage. And I'm --  
25 (Applause.)

1 COUNCILWOMAN AHMAD: Yes,  
2 thank you. I'm so happy to see a  
3 NASA engineer. I am a scientist by  
4 training. And I think we need  
5 strategic planning. So this was a  
6 question asked of you by my  
7 colleagues before, is to see what  
8 kind of a strategic plan do you  
9 have in concert with the School  
10 District from your vantage point to  
11 see how we are driving making our  
12 children ready for the global  
13 stage?  
14 Second part to that is what  
15 is your relationship with Council?  
16 So I'm very new, four months old,  
17 and all my colleagues who've been  
18 here have told me it seems to be  
19 non-existent in this real sense of  
20 knowing what's going on, right.  
21 Real sense of sharing and  
22 collaboration, real sense of making  
23 sure we are partners.  
24 We go into the community.  
25 We go -- I mean, there's nine of

1 you. It's hard for you to do  
2 everything. We can be partners in  
3 taking your message out so we can  
4 have that cohesive look for our  
5 constituents to say, we got our --  
6 excuse my language, S together,  
7 right. We need to show that amount  
8 of competency to our taxpayers to  
9 say, your dollars are being used  
10 equitably, your dollars are being  
11 used efficiently and we are going  
12 to be held accountable, all of us,  
13 for the use of that money to make  
14 sure that our children have the  
15 best education in this country that  
16 prides itself on being first world  
17 on so many other things. So that's  
18 just my comment.

19 I really want to hear about  
20 your strategic plan going forward.  
21 By the way, all your bios are so  
22 impressive. Every one of you have  
23 extremely impressive bios. I had  
24 an intern in my office collate all  
25 of this and she's a Temple student,

1 senior. She did a little synopsis  
2 of each of you. And it was  
3 interesting to see what she picked  
4 up as a young woman out of all your  
5 bios, and I compared it to your  
6 actual bio. Excellent bios. Now,  
7 how do we put this to work? How do  
8 we make sure that your best ideas  
9 are connected to what the community  
10 is looking for, what Council is  
11 looking for, what the Mayor is  
12 looking for, what the District is  
13 doing. We need to stitch that all  
14 together and to have a real  
15 cohesive plan going forward that  
16 you share with us, that you don't  
17 do in a vacuum. So I want to hear  
18 from all of you what does that look  
19 like? What do we expect? And give  
20 us timelines.

21 Thank you, Mr. President,

22 COUNCIL PRESIDENT JOHNSON:

23 You're welcome.

24 MR. STREATER: I can take a

25 a stab at this. First, we can do

1 better. And I think that was the  
2 Mayor's vision when she put this  
3 slate together to have One Philly,  
4 intergovernmental approach. And I  
5 believe that that was in -- I know  
6 that was in mind central to the  
7 Mayor's thinking when she put this  
8 slate together. So I think that no  
9 matter what we're doing is going to  
10 get better.

11 What I offered as a  
12 suggestion last year in one of our  
13 monthly education committee  
14 meetings is that there needs to be  
15 a retreat, right. I think the  
16 Board of Education and the District  
17 in the summer -- I know the summer  
18 time, y'all, might be out of budget  
19 season. There needs to be a  
20 retreat because these once-a-month-  
21 fly-by things happen.

22 I know somebody might be  
23 here, you might have to take your  
24 child because we're all busy  
25 people, and information sometimes

1 go there and it might go there to  
2 die, right. So I think if we can  
3 have a retreat where we all could  
4 respect each other as we all do  
5 already, have a strategy session.  
6 And I know the Mayor's all about  
7 bringing people together. This is  
8 in line, I think, with her vision.  
9 I think this Board is rare and will  
10 go to do that. I think you'll see  
11 a different mechanism going  
12 forward. And I think that all of  
13 our good faith that we're all  
14 trying to move in the same  
15 direction will be further more  
16 collaborated. So that's something  
17 that I would hope that the Board be  
18 ready to do day 1.

19 And I know logistics have  
20 to be -- and I know this is your  
21 chamber, Council President. I  
22 don't want to tell you, you know,  
23 stay in my place.

24 But Board members,  
25 nominees?

1 MS. CUBBAGE: I have some  
2 of the same questions. I actually  
3 wrote down and was wondering what  
4 our relationship is with City  
5 Council. I have had experience at  
6 the District. I was Executive  
7 Director of New School Models, and  
8 that wasn't in my universe at all,  
9 what the relationship looked like  
10 with the District.

11 I had questions about what  
12 the District's relationship looked  
13 like with the Mayor's Office of  
14 Education, so those are things that  
15 I'm keenly aware of. Also in my  
16 work, I cultivate a lot of  
17 relationships and partnerships to  
18 pull multiple organizations in a  
19 common direction and I'm looking  
20 forward to bringing that skill to  
21 the work that we're going to do as  
22 a Board.

23 COUNCILWOMAN AHMAD: Just  
24 one more comment. Thank you very  
25 much. We would like some

1 deliverables in terms of what that  
2 plan looks like. What is the  
3 timeline for that? Especially  
4 around the facilities plan, what  
5 does that look like? Who on your  
6 nine-member Board is going to drive  
7 that so we know that they have the  
8 competency with other support  
9 hopefully to put that together  
10 because all of this is strung  
11 together? So I thank you all for  
12 your energy. I thank you all for  
13 doing this, and I look forward to  
14 working with all of you.

15 Now, I'm done. Thank you,  
16 President.

17 COUNCIL PRESIDENT JOHNSON:

18 You're welcome.

19 The Chair recognizes  
20 Councilmember Rue Landau.

21 COUNCILWOMAN LANDAU: Thank  
22 you, Council President.

23 Thank you all for being  
24 here. It's been a long day. And  
25 my colleague Councilmember Nina

1 Ahmad did ask some of my questions.  
2 So I do want to start with thank  
3 you for the work you do. We are  
4 excited for the new folks. Thank  
5 you for the folks who've been here  
6 for a while. Thank you to the  
7 teachers. Thank you to the  
8 principals. Thank you to everybody  
9 who has been working to keep all of  
10 this functioning under very, very  
11 difficult circumstances.  
12 My grandmother, my aunt and  
13 my mom were Girls' High graduates  
14 so I do have to lend my voice to  
15 the Girls' High cheer. Please take  
16 care of that school. It is an  
17 incredible institution for the City  
18 of Philadelphia. My grandmother  
19 taught at Olney High School.  
20 There's a lot of tradition here and  
21 a lot of excellence in the City of  
22 Philadelphia and we need to make  
23 sure that we are lifting it up at  
24 all times.  
25 (Applause.)

1 COUNCILWOMAN LANDAU: I am  
2 new as well. I've been doing a lot  
3 of advocacy. I've been a legal aid  
4 lawyer and been doing a lot of  
5 stuff in the City of Philadelphia,  
6 but I am new as well on Council.  
7 So I want to tell you that I am  
8 cheering for you. I want to work  
9 beside you, we all do, and we will  
10 hold you accountable. And I know  
11 you expect that and I know that's  
12 part of the job just as we will be  
13 held accountable as well to the  
14 constituents throughout the City of  
15 Philadelphia.

16 This goes to you. This  
17 goes to the District. This is all  
18 hand-in-hand. We must all be  
19 paddling the boat in the same  
20 direction because there's no other  
21 choice right now. We are in an  
22 urgent situation and we need  
23 transformational change, and we are  
24 at a moment where we're actually  
25 going to start getting some

1 funding.

2 So let's come up with the  
3 plan of what we are going to do  
4 with these resources to make the  
5 School District of Philadelphia,  
6 all of the schools in Philadelphia  
7 the most excellent places of  
8 learning that they can all be.

9 (Applause.)

10 COUNCILWOMAN LANDAU: Over  
11 the past years I know that it's  
12 been critical to have leaders  
13 committed to safeguarding the  
14 District's fiscal stability, and I  
15 expect that the new members will  
16 continue that leadership. I am so  
17 excited about the new funding that  
18 will be coming to the School  
19 District. That is just years and  
20 years and years in the making and  
21 needed.

22 What I am hoping that we  
23 see from the School District, some  
24 of which was just articulated  
25 especially by our new member,

1 new-to-be member, hidden figures-  
2 covered Ms. Crystal, is that we  
3 need to not only work together and  
4 communicate, but do what the Mayor  
5 has been talking about doing  
6 throughout the City of  
7 Philadelphia, which is breaking  
8 down silos and also making sure we  
9 can do what we are doing even for  
10 the Commerce Department in  
11 Philadelphia. We're open for  
12 business.

13 I want to see the School  
14 District of Philadelphia open for  
15 business for all of us. I want to  
16 make sure that teachers, community  
17 members, parents, students,  
18 everybody have equal access to  
19 engagement with the District and  
20 want to hear some of your ideas  
21 about that as well as not only are  
22 they going to share their ideas,  
23 but it will be listened to and  
24 talked about whether or not can you  
25 execute on it.

1       We're getting amazing  
2 ideas. I've been here for four  
3 months. People on the ground, our  
4 community members are coming with  
5 ideas, they're brilliant. Let's  
6 take them, let's execute them. We  
7 cannot continue doing things the  
8 same way.

9       As we work for the best  
10 interest of our children -- you did  
11 answer some of my questions  
12 previously. I do have just one  
13 question I want to ask very  
14 specifically. How will you  
15 prioritize the funding to support  
16 academic achievement and address  
17 resource disparities among our  
18 schools?

19       While you're looking, I  
20 just also wanted to add, this one's  
21 important, that my son and my  
22 niece --

23       MR. STREATER: I'll --

24       COUNCILWOMAN LANDAU: Oh,  
25 go --

1       MR. STREATER: I'll say  
2 briefly the Accelerate Philly -- I  
3 know I keep saying Accelerate  
4 Philly, Accelerate Philly, but it  
5 was based off of not just what the  
6 School District thought, I think  
7 we've already kind of this piloted  
8 this mechanism in getting the  
9 District's muscle going as it  
10 relates to engagement where  
11 Dr. Watlington engaged with  
12 Councilmembers from my  
13 understanding, he engaged with  
14 parents, teachers and think  
15 leaders.  
16       He's actually used data and  
17 he actually used the best, you  
18 know, for example our math  
19 curriculum now is actually the best  
20 curriculum that you can buy, and  
21 that's an example of how our funds  
22 are driving the change. Another  
23 thing that I'm not proud to say,  
24 but I am the President of currently  
25 the institution that for whatever

1 reason this occurred, there was an  
2 audit by the Council of Great City  
3 Schools that said that our science  
4 curriculum had not been updated in  
5 15 years and that's coming, right.  
6 So I think that's what happens, we  
7 have a chronically underfunded  
8 entity.

9       And I like to use  
10 analogies. It is a malnourished  
11 entity that may have some PTSD that  
12 it's working through right now, and  
13 I believe we're getting better at  
14 that, but we're trying to figure  
15 out how to actually fix the  
16 problems that need to be fixed.

17       Another thing that  
18 Dr. Watlington and I think the  
19 Accelerate Philly plan talks about  
20 is how do you incentivize the  
21 number one thing that moves the  
22 academic needle, which is a highly-  
23 qualified, well-resourced teacher,  
24 and we understand we can't do that.  
25 So now, what are we doing. We

1 hired a Superintendent, and I  
2 believe the nominees would agree  
3 with this as well, who believes  
4 that we have to collaborate with  
5 our unions. They're not our  
6 enemies, right. Mr. Jerry Jordan  
7 and Dr. Robin Cooper and all of our  
8 other wonderful union leaders, 634.

9 So I think that is the tax dollars  
10 in work, and I think it is also  
11 showing that there's been a pivot.

12 And I know that we're  
13 fighting kind of Ghost of Christmas  
14 Past, and we know that, right.  
15 We're going to absorb that, but  
16 we're going to do everything we can  
17 to change the narrative around  
18 that.

19 And that's why I'm even  
20 mentioning things like a retreat,  
21 right, things like that, right.

22 And again, even the ideas are  
23 starting to flow out of us, right.

24 So that's an example of how we've  
25 used funds to drive change as well.

1 And I believe that there's many  
2 other things. For example, we want  
3 to have Algebra in middle school,  
4 right. It's too late in high  
5 school. It's too late, but that  
6 requires resources. And that's in  
7 Accelerate Philly. That's  
8 something Dr. Watlington is working  
9 through right now.

10 The Mayor's all-year-round  
11 school, out-of-school time, that's  
12 in the Accelerate Philly plan and  
13 is going to cost money though,  
14 right, about \$25 million extra per  
15 20 schools, but that's -- City  
16 Council looks like they're going to  
17 put their money where their mouth  
18 is. So the dollars are working.  
19 We have the Accelerate Philly.  
20 There's a through-line, and then  
21 the Board on top of that has goals  
22 and guardrails where it monitors  
23 the stuff and holds the  
24 Superintendent accountable where  
25 everybody's evaluation is flowing

1 toward the same goals. And I think  
2 that that piece is important to  
3 speak. And I think that this Board  
4 and the nominees, we're all primed  
5 to go, to keep this progress going  
6 forward.

7 MS. LAM: Some of our more  
8 recent efforts, particularly  
9 affecting academic achievement, are  
10 our roll-out of comprehensive  
11 curricula. As a parent and even as  
12 someone who's taught for a couple  
13 of years before, I didn't  
14 appreciate how significant this was  
15 until I heard the same message  
16 being shared back with us school  
17 after school after school about the  
18 math curriculum and how it breaks  
19 concepts down and how it layers  
20 component pieces of information and  
21 skills in ways that were not laid  
22 out in that manner before and how  
23 it is the same at every school  
24 across the District depending on  
25 which grade level.

1        So I can go to a 3rd grade  
2 class and then the other 3rd grade  
3 class across the hall will be doing  
4 the same work, and another 3rd  
5 grade class at a different school  
6 will be learning the same concepts,  
7 and teachers can collaborate on how  
8 they are working on their  
9 instructional plans because they're  
10 all working on the same thing. And  
11 I'm excited that we are working on  
12 the professional development this  
13 summer to roll out an ELA program  
14 that is a continuum across the K-12  
15 grades and that build upon a lot of  
16 the work that has been done around  
17 the science of reading so that we  
18 can continue to accelerate reading  
19 across our District. Thank you.

20        MS. CUBBAGE: I'd like to  
21 add that this is also a policy  
22 issue. We know that things are  
23 happening at the state level around  
24 the funding formula, and I believe  
25 that we have to work with bodies

1 like City Council to galvanize our  
2 citizenship to activate them around  
3 these issues.

4 I recall that Senator  
5 Hughes was doing some work and came  
6 to some nonprofits to ask us to  
7 galvanize our bases. I think  
8 that's part of what's going on here  
9 too, because I know teachers who  
10 create their own curriculum and  
11 it's amazing. So I don't think  
12 it's always just about the  
13 curriculum. It's about this  
14 holistic approach to what we're  
15 doing.

16 And so, I think Sarah-  
17 Ashley and I were talking about how  
18 to get parents more engaged, and it  
19 has to be the parents who we know  
20 are disengaged and what are the  
21 efforts, you know. If we try one  
22 thing and it doesn't work, how do  
23 we try another thing and how do we  
24 work with City Council and other  
25 bodies in the City to move the

1 needle on this. So I think that's  
2 part of reducing that disparity.  
3 MR. STREATER: Can I make  
4 one quick plug feeding off of  
5 hopefully future Co-Board members?  
6 In the Accelerate Philly plan,  
7 there is -- not a plan, the work is  
8 already under way, to re-ignite  
9 Parent University, right. And I  
10 think and I believe Councilmember  
11 Phillips would appreciate this with  
12 the work that he's doing. Thinking  
13 about old ideas that went away  
14 when --

15 COUNCIL PRESIDENT JOHNSON:  
16 Dr. Ackerman, correct?

17 MR. STREATER: Yes,  
18 Dr. Ackerman.

19 COUNCIL PRESIDENT JOHNSON:  
20 Probably separate from Constant  
21 Clayton to be quite frank, the most  
22 engaged I've ever seen parents  
23 involved and really meeting parents  
24 where they're at, not  
25 District/Board up here, parents

1 down here, but actually listening  
2 to the parents in terms of the  
3 policies and direction that the  
4 School District is going into, so I  
5 think that's great.

6 MR. STREATER: Yes, sir. I  
7 just wanted to elevate that, Parent  
8 University --

9 COUNCIL PRESIDENT JOHNSON:  
10 I think that's great.

11 MR. STREATER: -- and that  
12 is something that is being marked,  
13 that is being tracked and that is a  
14 deliverable that will soon be soon  
15 to come as well.

16 COUNCIL PRESIDENT JOHNSON:  
17 That's what's up. I'm getting  
18 ready to call on my last member  
19 before we go take a break and go  
20 into our second round. But I have  
21 just a real quick question. When  
22 you talk about working in  
23 partnership with the unions, which  
24 I think is great, it's good to hear  
25 that, right.

1 Give me your perspective  
2 regarding the School District 3579  
3 policy. The policy specifically  
4 deals with teacher absences for  
5 personal or family illnesses. And  
6 according to teachers who were  
7 advocating around this policy think  
8 it's unclear and causing confusion  
9 amongst teachers across the City  
10 and appears to conflict with and  
11 undermine the District's Collective  
12 Bargaining sick leave policy.

13 Under the terms of the  
14 School District's Collective  
15 Bargaining Agreement, teachers are  
16 entitled to 10 sick days each year  
17 and we fully support teachers right  
18 to take leave as necessary to care  
19 for themselves and their families.  
20 However, the 3579 policy subverts  
21 the collective bargaining terms of  
22 the teachers contract by tracking  
23 these absences and subjecting  
24 teachers to escalating  
25 repercussions, including excessive

1 warning memos, recommendations for  
2 suspension or even termination  
3 beginning within three absences.

4 And I kind of paid  
5 attention to one young lady during  
6 one of the hearings talk about how  
7 she missed work because she was  
8 sexually assaulted, right. And so,  
9 I didn't really hear any feedback  
10 from the Board in terms of if there  
11 would be anything practical in  
12 terms of a strategy to actually  
13 address this issue. And obviously,  
14 it's a relationship between the  
15 Board and the Teachers Union.

16 So have there been any  
17 progress since then or are we  
18 looking at possibly shifting and  
19 changing? From my understanding,  
20 and this is a letter that we sent  
21 to Dr. Watlington signed by  
22 Councilmembers Katherine Gilmore  
23 Richardson, Jamie Gauthier, Mike  
24 Driscoll, Chairman of Education  
25 Isaiah Thomas, Mark Squilla,

1 Jeffrey Young, Quetcy Lozada as  
2 well as Kendra Brooks, Jim Harrity,  
3 Anthony Phillips, Cindy Bass, Rue  
4 Landau, Nina Ahmad and Nicolas  
5 O'Rourke, which shows that the body  
6 collectively has the interest in  
7 making sure teachers get their due  
8 justice in terms of sick leave  
9 policy.

10 MR. STREATER: Council  
11 President, I want to say that we  
12 hear you, the Board, and its  
13 current iteration hears you and I  
14 know that we all hear you today,  
15 and I think that we have the right  
16 Superintendent, just again whether  
17 it's leveling, whether it's taking  
18 a second look at our special  
19 admission process, which I heard  
20 from Majority Leader Katherine  
21 Gilmore Richardson needs more work  
22 and we understand that.

23 So I believe that  
24 Dr. Watlington is definitely in  
25 tune with this and is doing the

1 work to figure this out. He's  
2 very careful and thoughtful about  
3 unintended consequences. I think  
4 that's how we got here with the  
5 special admit piece.

6 We didn't think enough  
7 about the unintended consequences,  
8 and I think it's important for the  
9 Board of Education, whether it's  
10 charters or others, to say we got  
11 it wrong sometimes, right. But we  
12 are also showing that we can get it  
13 right, right. And I think  
14 Dr. Watlington on this topic is the  
15 right guy at the right time on this  
16 piece as well.

17 And I think it is an old,  
18 antiquated policy and I've gotten  
19 educated on it, right. It's an  
20 old, antiquated policy that needs  
21 to have a second look. I'm not  
22 sure exactly what Jerry Jordan and  
23 the PFT with Dr. Watlington -- but  
24 I know that relationship is warm  
25 and I do trust that. I have all my

1 confidence in Dr. Watlington to  
2 ensure that this is addressed.

3 COUNCIL PRESIDENT JOHNSON:

4 Thank you very much.

5 Last question for this  
6 round. The Chair recognizes  
7 Councilmember Jim Harrity.

8 MS. CUBBAGE: Could I say a  
9 little bit more about that question  
10 you just posed?

11 COUNCIL PRESIDENT JOHNSON:

12 Absolutely, yes. The 3579 policy.

13 MS. CUBBAGE: I think this  
14 relates directly to the optics of  
15 teaching as a profession. If in  
16 the news you see teachers  
17 protesting because they can't take  
18 days off for medical needs, family  
19 needs, what have you, so I think it  
20 is integrated with some of the  
21 other aspects of the teaching  
22 profession that we need to take  
23 under consideration.

24 COUNCIL PRESIDENT JOHNSON:

25 Thank you very much.

1 Chair recognizes  
2 Councilmember Jim Harrity.  
3 COUNCILMAN HARRITY:  
4 Council President, I'll be brief.  
5 My colleagues were very good with  
6 their questions today and I only  
7 have a few softball ones that I can  
8 ask.  
9 But one thing I wanted  
10 to -- I'm very glad to hear that  
11 you're going to be working with  
12 getting more parents involved  
13 because that's the one difference I  
14 seen myself between public school  
15 and charter school. So my son went  
16 to middle school at GAMP, great  
17 school, fantastic, right. And then  
18 another one of your schools, he  
19 went to Prep Charter for high  
20 school. But the biggest difference  
21 I saw was that when he went to Prep  
22 Charter, we had to go in, me and  
23 his mother, and we had to sign  
24 papers that we would be in that  
25 school so much. We had to commit

1 not only that my son would be there  
2 but that we would be available to  
3 be there.  
4       So I'm glad that you're  
5 looking into that Parent  
6 University, and hopefully we can  
7 get some education for the parents  
8 in there also because I don't know  
9 if I'd be able to do the new math  
10 that they got out there right now.  
11 Thank God my son was -- he's 26 now  
12 so he graduated a little while ago.  
13 But the new math that my grandson  
14 is doing is really kind of crazy.  
15       But just because of the --  
16 I live in Kensington and I've been  
17 doing a lot of stuff with Memphis  
18 Street Academy. And I went in and  
19 I talked to the children themselves  
20 about their experience of just what  
21 they are seeing on their way to  
22 school and the trauma that they're  
23 facing on a daily basis trying to  
24 dodge their way around the  
25 neighborhood in order to get to

1 that school. And it actually -- we  
2 partnered up. They are having the  
3 kids now do videos of their  
4 experience. And I have been  
5 posting them online on my Facebook  
6 page so that people could see what  
7 actually is happening.

8       So I want to know does each  
9 school have access not only to  
10 full-time nursing but full-time  
11 counselors available at the  
12 schools? And if not, what are we  
13 doing in order to rectify that  
14 situation? Because the fact of the  
15 matter is that there's so much  
16 trauma out there right now that  
17 these kids are facing, that it's  
18 not necessarily the school's fault.  
19 We're going through a lot of things  
20 in society right now that are  
21 doomed. But from my conversations  
22 with these kids, they get it. They  
23 know what they're saying. They  
24 know what's going on.

25       Their biggest question to

1 me was what are we going to do  
2 about it, you know what I'm saying.  
3 They're thinking a lot different  
4 than we are. So what can you tell  
5 me about that? And does the School  
6 Board directly communicate with the  
7 teachers and the students on a  
8 regular basis; is that something  
9 that's happening?

10 MR. STREATER: I believe  
11 currently -- not I believe, I know  
12 currently that work happens at the  
13 District, on the District level.  
14 The Superintendent convenes various  
15 groups to have conversations. He  
16 definitely has students that he  
17 convenes with once a month, and  
18 with our Student Board  
19 Representatives they also engage in  
20 that space.

21 And first, I want to  
22 apologize to all students who have  
23 to go through any of the trauma. I  
24 mean, I can't even say it was as  
25 bad as it was with some of the

1 stuff when I was a student walking  
2 up and down Germantown Ave to get  
3 to school. This is different.

4 It's a little different. And --

5 COUNCILMAN HARRITY: I went  
6 to school in Southwest Philadelphia  
7 during the crack epidemic when the  
8 JBM and the Jamaican Jerk were  
9 warring. So we had some trauma,  
10 but nothing compared to what these  
11 kids are facing today.

12 MR. STREATER: But what I  
13 can add briefly is that whenever  
14 there is a traumatic issue, whether  
15 it was the shooting of the young  
16 brother walking to school at our  
17 Mastery Gratz campus, the District  
18 gets involved. And at that time,  
19 it was Commissioner Bethel who was  
20 Chief Bethel, who gets in his car  
21 and runs there and offers all the  
22 trauma support that we can bear.

23 This year we had this  
24 unfortunate situation with Imhotep,  
25 one of our amazing charter schools

1 that is doing the work on academic  
2 achievement but doing the work  
3 around governance on financial  
4 wherewithal, has a great  
5 relationship, a good-working  
6 relationship with the Board and the  
7 CSO.

8 But even in that context, I  
9 can tell you that the District and  
10 the Board send out all of the  
11 resources no matter what school it  
12 was, whether it was Frankford or  
13 whether it was Imhotep, right --

14 COUNCILMAN HARRITY: Yeah,  
15 I understand that we're reactionary  
16 so we react when a trauma thing  
17 occurs. You know, I'll just throw  
18 it out there. Me for one, I would  
19 like to see counselors in every  
20 school because kids --

21 (Applause.)

22 COUNCILMAN HARRITY: --  
23 kids have problems daily. I found  
24 in my own life experience that it's  
25 not always the bigger things that

1 get you. Sometimes it's those  
2 small things that you see on a  
3 daily basis. You know, the big  
4 shootings and all that kind of  
5 stuff kind of come together, the  
6 students together and they talk  
7 amongst themselves and they're able  
8 to work that kind of stuff out.  
9 But it's that underlying trauma,  
10 that trauma that they're not  
11 speaking about, the trauma that  
12 nobody's talking to them about.  
13 And for me, I know full  
14 well from my own lived life  
15 experience, I've been very open  
16 with that, is that that trauma I  
17 faced as a child is what ended up  
18 getting me as an adult. And I  
19 would like to see us try to cut  
20 that out. So it leads me to how  
21 can we help in order to get more  
22 counselors in the school, because I  
23 mean that's something I'll pay --  
24 I'm willing to have the City pay  
25 for. I'm willing to vote to add

1 money for counselors.

2 (Applause.)

3 COUNCILMAN HARRITY: I

4 think that if a kid needs to speak

5 to somebody, they need to speak to

6 somebody. Because if they're

7 reaching out like that, we need to

8 get them there.

9 MS. ANDREWS: So number

10 one, we're going to get you that

11 data so we can know what schools

12 are needing nurses and counselors.

13 I'm going to say this as a

14 therapist. One therapist is not

15 enough in a school, right. One

16 therapist is not enough. So even

17 if the school --

18 COUNCILMAN HARRITY: But

19 it's a start.

20 MS. ANDREWS: It is a

21 start, but it's not enough. So let

22 me say this, we do have a program

23 called Kooth. Every student in the

24 Philadelphia School District,

25 public, charter has access to Kooth

1 where they can talk to a licensed  
2 therapist. We need to do a better  
3 job with advertising that, right,  
4 that they have that access.

5       So we partnered with Lane  
6 Johnson on that and we have big  
7 events to kind of talk about it,  
8 but we need to on a daily basis  
9 make sure that that information is  
10 getting to not only the student but  
11 to the families so that they know  
12 that they have access to Kooth.  
13 And it's free of charge to them and  
14 they're able to talk to a licensed  
15 therapist.

16       COUNCILMAN HARRITY: Again,  
17 I think that's great. But again,  
18 kids don't ask those kinds of  
19 things, you know what I mean.  
20 They're not going to seek out, but  
21 if they have a counselor that they  
22 see every day that they know is  
23 cool that other students have told  
24 them, hey, listen, you know what I  
25 mean, I talked to Mr. So-and-so,

1 you know what I mean.

2 So for me I believe that

3 that has to be first and foremost.

4 Because a kid cannot learn when

5 they have this other stuff on their

6 mind, it doesn't matter how good

7 the teacher is. It doesn't matter.

8 And I know we have a lot of great

9 teachers in the City of

10 Philadelphia. My concern again is

11 the trauma. And again, I'm telling

12 you I'm going to vote for whatever

13 we have to do in that aspect of

14 that. But I'm hoping that you're

15 thinking on those kind of lines.

16 Because, listen, being able to talk

17 to somebody online is not the same

18 as having that face-to-face

19 interpersonal connection.

20 (Applause.)

21 COUNCIL PRESIDENT JOHNSON:

22 Go ahead. You can go ahead.

23 MS. LAM: Test, test.

24 Councilmember Harrity, thank you so

25 much for lifting that up for us.

1 You are absolutely correct, there's  
2 so much research about childhood --  
3 ACES, childhood traumatic  
4 experiences, and the sustained  
5 trauma that you talk about is  
6 something that we believe is every  
7 bit a part of our guardrail around  
8 safe and welcoming schools.

9 I would thank you also for  
10 the commitment to fund what it  
11 takes. We'd love to engage further  
12 as partners as we work to  
13 understand how we can better  
14 support all of our students,  
15 because the fact of the matter is  
16 if a kid shows up in a school and  
17 their mind is somewhere else, their  
18 body might be there but their brain  
19 is not, we can't do what we need to  
20 do to educate that child. So thank  
21 you again for lifting that up.

22 COUNCIL PRESIDENT JOHNSON:

23 Thank you. So we will break until  
24 3:30 and we will see everyone back  
25 at 3:30 sharp. Thank you very

1 much.

2 (Afternoon recess.)

3 COUNCIL PRESIDENT JOHNSON:

4 We will now resume this Committee

5 of the Whole. Ms. Sarah-Ashley

6 Andrews, hello. How you doing

7 good? I remember when you were

8 first nominated and appointed in

9 2022, and I appreciate your

10 enthusiasm but most importantly

11 your work as a therapist.

12 And so, as a Board have we

13 began working or strategizing --

14 it's a follow-up question that was

15 already asked regarding how we

16 address the issue of trauma. Gun

17 violence is the number one issue

18 here in the City of Philadelphia

19 right now. And particularly

20 amongst our young people who are

21 going to and from school, they're

22 experiencing a level of trauma

23 which probably we've never seen in

24 this lifetime in terms of young

25 people being shot and murdered here

1 in the streets of Philadelphia.  
2 So can you just give us an  
3 idea, but particularly you, from  
4 your perspective things we have  
5 been doing, things we can do in the  
6 future as it relates to addressing  
7 the issue of trauma that our young  
8 people are experiencing as a result  
9 of gun violence?

10 MS. ANDREWS: So the first  
11 thing I want to say is when we  
12 think about trauma, we think about  
13 the journey to and from school.  
14 One thing we have expanded is our  
15 Safe Paths program, right. So we  
16 want to make sure that there are  
17 police officers out there, there  
18 are community people out there,  
19 there are people that are keeping  
20 eyes on our children as they're  
21 going to and from schools, right.  
22 I think we're expanding now to  
23 20 -- I can't -- 22 more schools  
24 this year. We're expanding that.

25 COUNCIL PRESIDENT JOHNSON:

1 FY25, 22 additional schools?  
2 MS. ANDREWS: Yes. So  
3 that's one thing, right, making  
4 sure our kids are safe at least  
5 going to and from school. The  
6 second thing is, and I mentioned it  
7 earlier, is that we established a  
8 program Kooth which every student  
9 has access to, and then also  
10 teachers too but there's another  
11 program for teachers. And I can't  
12 recall the actual program that we  
13 have for teachers and staff  
14 members, but there is a program  
15 that they can access for free too  
16 when we're dealing with trauma.  
17 Do I think we're doing  
18 enough? No. I mean, we live in  
19 Philadelphia. We see the gun  
20 violence. We see not just the gun  
21 violence, the drug problem, right.  
22 We see the overdoses. We see all  
23 these things happening and we can't  
24 shield our kids from it because  
25 it's on social media, it's

1 everywhere. So when I was in  
2 school, I could be shielded from  
3 some things. We can't shield them  
4 now. So I think we definitely have  
5 to make some investments in some  
6 more counselors and mental health  
7 resources for our District.

8 COUNCIL PRESIDENT JOHNSON:

9 Thank you very much. Ms. Crystal  
10 Cubbage. Ms. Cubbage, you recently  
11 stated that your work at in  
12 education at the thinktank helped  
13 you gain insight into what healthy  
14 functional schools look like. Can  
15 you give us an idea what these  
16 healthy functional schools have  
17 that our School District lacks so  
18 we can better see how we can be  
19 supportive with the District and  
20 its goals?

21 MS. CUBBAGE: Yes. To  
22 start, there needs to be a clear  
23 school culture that is responsive  
24 to the adjacent community with some  
25 clearly articulated core values

1 that anchor the entire school model  
2 so that it is clear to school  
3 leaders, teachers, parents,  
4 students.

5 A good example would be the  
6 SLAs. They have a clear -- there  
7 are five dimensions to their core  
8 values. I think it's -- I'm going  
9 to get this wrong, inquiry --

10 COUNCIL PRESIDENT JOHNSON:

11 Can you elaborate what SLAs are for  
12 non-educators who are here today?

13 MS. CUBBAGE: I sure can.

14 It is a group of schools, Science  
15 Leadership Academy, it started off  
16 about 16, 17 years ago. Chris  
17 Lehmann is the current CEO. He's  
18 the founder of those schools.  
19 There's SLA Beeber, which also has  
20 a middle school, and one of the  
21 schools I help to open is SLA  
22 Middle School.

23 So another component of a  
24 healthy school, I also worked with  
25 an organization named New Tech

1 Network when I was at the District.  
2 That organization was hired to help  
3 the LINC, one of the innovation  
4 network schools to clarify what a  
5 school model was after so much  
6 turnover in leadership. And they  
7 too talk about a clearly  
8 articulated model.

9       They talk about school --  
10 the facilities. We had a lot of  
11 facilities conversations, so the  
12 facilities should be a reflection  
13 of the model. For example, if you  
14 want to get students together to do  
15 things collaboratively, there  
16 should be space to do that. And  
17 SLA Middle School is new and it has  
18 those spaces.

19       Another component in  
20 addition to the model is the school  
21 schedule that supports that model  
22 and then PD that also bleeds into  
23 it. So the model and how well it  
24 is articulated allows for the rest  
25 of the school structure to be built

1 so that it's beneficial for  
2 schools. It's a model that is  
3 clearly understood across the  
4 community. Those are some of the  
5 pieces.

6 COUNCIL PRESIDENT JOHNSON:

7 Okay. Thank you very much.

8 The Chair recognizes Chair  
9 of Education, Councilmember Isaiah  
10 Thomas.

11 COUNCILMAN THOMAS: Thank  
12 you, Council President.

13 A couple things. First, I  
14 want to start with a little lesson  
15 in Black vernacular because I think  
16 that there are some people who take  
17 my tone, semantics or my energy  
18 around children as something that  
19 is different than what it is. As a  
20 dark-skinned Black man when you  
21 raise your voice and you are  
22 passionate about something, racist  
23 accusations tend to come out.

24 So I want to be very clear.  
25 This is about children and

1 education, families that we  
2 advocate for. And I apologize if  
3 my authentic Black self bothers  
4 some people. And I know for a fact  
5 that that's not the School Board  
6 members here, so I want to make it  
7 clear that I'm not talking about  
8 you guys.

9 A couple quick questions  
10 that I'm hoping you can answer so  
11 we can have some things on the  
12 record as we educators try to put  
13 ourselves in a position to be able  
14 to have some expectations once the  
15 Board is confirmed. A facilities  
16 plan, we talked about that earlier,  
17 Board President Streater, do you  
18 think it's realistic that we can  
19 have a facilities plan that talks  
20 about where we're going as a city  
21 before the end of the calendar  
22 year? Do you think that that's  
23 something that's realistic?

24 MR. STREATER: When you  
25 say -- I know I'm not supposed to

1 ask questions. But when you say a  
2 full plan, do you mean around a  
3 vision where we're headed or like  
4 this school right here, this is  
5 what needs to happen to it?

6 COUNCILMAN THOMAS: Yeah, I  
7 mean so it's a two-part thing in my  
8 opinion and I could be wrong  
9 because I'm no expert. The first  
10 part I think about is the change of  
11 population in the City of  
12 Philadelphia. You have some parts  
13 of the City where the population  
14 has grown significantly and that  
15 part of the City might need an  
16 elementary school. Then you have  
17 other schools where the building is  
18 underutilized and then you have  
19 other schools where the actual  
20 facility is dilapidated.

21 We don't know how many  
22 schools are in a position where  
23 they need to be torn down, built  
24 new. We don't know how the change  
25 of a population has changed the

1 demand for elementary schools. I  
2 think about Councilmember Squilla's  
3 District, the Council President's  
4 District. These are areas that  
5 have seen a boom in population.

6 And so, when we think about  
7 a facilities plan, these are some  
8 of the things that we will  
9 consider. So do you think it's  
10 realistic that we can have a  
11 facilities plan that include all of  
12 those things by the end of the  
13 year?

14 MR. STREATER: Based upon  
15 my earlier testimony and to be, you  
16 know, not to be a hypocrite of what  
17 I said earlier, there's a process  
18 right now with the data warehouse  
19 that is going to be necessary to  
20 have that conversation. But I do  
21 believe it is fair to say that  
22 there can be a better articulation  
23 of where we're headed and vision  
24 and mission.

25 And I think it's also very

1 important for us, the District and  
2 the Board and I think our new  
3 colleagues who are coming, to  
4 understand that it would be  
5 disingenuous if we had a plan right  
6 now, I think, personally. If I was  
7 to walk into a community and say,  
8 this is what we're going to do to  
9 you now or come to you in City  
10 Council and say, this is what we're  
11 going to do to schools in your  
12 sector without talking to Brother  
13 Jones, Councilmember Jones as it  
14 relates to Overbrook, I think that  
15 would be a bad look. I think we've  
16 tried that in the past, and maybe  
17 we're overcorrecting too much and  
18 we're trying not to do that again.  
19 COUNCILMAN THOMAS: So do  
20 you think it would be fair to say  
21 that we could have a facilities  
22 plan by the end of the next  
23 Calendar Year 2025, considering all  
24 those things that you just  
25 mentioned that need to be done

1 before we have a plan that we all

2 feel comfortable with?

3 MR. STREATER: Well, I will

4 first say is definitely what we're

5 trying to do is follow the lead of

6 our Mayor, right, in collaboration

7 with City Council. But I believe

8 from what I know, which some of

9 these questions are above my pay

10 grade as it relates to making sure

11 the timing is correct for the

12 village to move forward, if all the

13 stars align and with the Mayor

14 who's bold and a Board that I think

15 is ready to do the right work and

16 be thoughtful, I think there's a

17 good chance. I mean, as a lawyer

18 it's hard for me --

19 COUNCILMAN THOMAS: Sure,

20 sure, fair.

21 MR. STREATER: 70 percent,

22 60 percent, 75 percent chance, I

23 think there's a good chance.

24 COUNCIL PRESIDENT JOHNSON:

25 Can I get a point of information in

1 here. I know our Mayor has a bold  
2 vision to address lead and asbestos  
3 schools and make sure we address  
4 facilities and even look at even  
5 consolidating some schools and  
6 building new schools, and I also  
7 know on the state level we have our  
8 representatives who are sitting by  
9 willing to be supportive.

10 I know Governor Josh  
11 Shapiro, he started a facilities  
12 fund to address that very same  
13 issue. But I also know for a fact  
14 there's conversation saying when  
15 Philadelphia comes to Harrisburg,  
16 particularly around facilities and  
17 support, we want to see a plan.

18 And so, I think what  
19 Chairman Thomas was talking about  
20 is a sense of urgency, right.  
21 Because at the end of the day, we  
22 share text messages on a group  
23 where schools are closing down or  
24 half the school building is open  
25 and the other half of the school

1 building is shut down. And when  
2 you get those type of text  
3 messages, most important responding  
4 to our constituents, the parents,  
5 right, then we have a duty to  
6 respond in an urgent way.

7 And I think that's where  
8 this line of questioning is coming  
9 from because it was about two years  
10 ago when we were down in the  
11 Mayor's reception room under the  
12 last Administration addressing this  
13 very same issue. And so, I think  
14 it's the urgency that a lot of us  
15 want to feel -- a lot of us are  
16 looking for that it's really  
17 critically important.

18 I know the Board believes  
19 it's important, but it's that sense  
20 of urgency like come hell or high  
21 water we're going to get this done.  
22 Rather bringing outside consultants  
23 to help with the process, get  
24 everybody around the table.

25 The same way we built the

1 I-95 bridge, right. That bridge  
2 broke down and everybody in the  
3 whole world came together. They  
4 did press conferences. We had the  
5 Eagles, the Flyers and the Sixers.  
6 The Flyers, they all came down on  
7 trucks and they were celebrating,  
8 but they were in the room every  
9 single day trying to figure that  
10 part out of how we make a bridge,  
11 right, how they found thoroughfare  
12 to go to and from, but that was  
13 dealing with commerce. That was  
14 money-related. And I believe our  
15 children are just as important to  
16 receive that same level of urgency.  
17 So I think that's where  
18 Mr. Chairman is going.

19 The Chair recognizes the  
20 Chair of Education Isaiah Thomas.

21 COUNCILMAN THOMAS: Council  
22 President, I couldn't have said it  
23 better myself. And I think the  
24 sense of urgency is not just the  
25 issues that we're facing with

1 facilities, but some of us are  
2 concerned that Harrisburg's \$14  
3 billion surplus just won't last  
4 forever. And while they do have  
5 the surplus while the court ruling  
6 is fresh in everybody's mind that  
7 says our schools are severely  
8 underfunded, we feel like this is  
9 the perfect time to cash in on  
10 that, on that guarantee that the  
11 Governor made as long as we can  
12 provide a facilities plan.

13       Next question, yes or no.  
14 Board President Streater, you and  
15 the other returning Board members,  
16 I commend you because you did a  
17 great job with the UNITE HERE  
18 contract when that contract came  
19 up, and a lot of us on City Council  
20 was extremely worried about those  
21 workers, the wages and some of the  
22 issues that they presented to us.

23       In the audience, we have  
24 Dr. Robin Cooper who's amazing.  
25 She leads our Principal Union. I

1 seen Jerry Jordan who leads our  
2 Teachers Union. You have a number  
3 of other unions that are  
4 represented within the District  
5 whose contracts are going to be  
6 expiring pretty soon.

7 Yes or no, do you think  
8 you'll be able to -- you and this  
9 new Board will be able to have that  
10 same sense of urgency around these  
11 contracts that are going to be  
12 expiring pretty soon as you did  
13 around the UNITE HERE contract?

14 MR. STREATER: Yes.

15 COUNCILMAN THOMAS: Okay.  
16 I know you took some of my time,  
17 Council President. A couple more  
18 things real quick.

19 Athletics, you guys know  
20 I'm really big in the sports space.  
21 We're very concerned about the lack  
22 of revenue for athletics. So I  
23 would ask can this Board give the  
24 Council President something in  
25 writing that speaks to how do you

1 plan on dealing with the facilities  
2 crisis that we have with athletics?  
3 The PIAA is looking to make  
4 a new law that says that your  
5 facilities have to be up to a  
6 certain standard in order to host a  
7 home game. Based on this new law  
8 and based on our facilities, every  
9 athletic competition that takes  
10 place outdoors or in a facil -- I'm  
11 sorry. Every athletic event that  
12 takes place outdoors or that's not  
13 in a gymnasium, Philadelphia would  
14 not be able to host that home  
15 competition in the playoffs because  
16 none of our facilities would match  
17 the standard of the PIAA.

18 So can you please get the  
19 Council President a plan in writing  
20 to be able to address the  
21 facilities crisis we're dealing  
22 with in a sports space because  
23 we're concerned?

24 I also want to put on the  
25 record around special admission

1 schools. City Council -- for those  
2 who don't know, City Council meets  
3 on a monthly basis with the  
4 leadership at the School District  
5 as well as the School Board. And  
6 one of the things similar to  
7 leveling that we've seen some issue  
8 with is our special admission  
9 schools. We want you guys to give  
10 the principals a little more  
11 autonomy to be able to fill vacant  
12 seats when they're not necessarily  
13 filled.  
14 Councilmember Gilmore  
15 Richardson talked earlier about  
16 Girls' High School, right. And I'm  
17 not going to ask you on the record  
18 to give us a decision around  
19 special admission schools today  
20 because I do believe the commitment  
21 is there to try to figure it out.  
22 But I do want to put on the record  
23 our advocacy to assure that every  
24 special admission seat is filled in  
25 our school unless our children

1 don't want to go there, right. So  
2 whatever we need to do to fill  
3 those seats, we want to do it.  
4 Arts, music programs, big  
5 concern for us. Not enough arts  
6 programs and music programs in our  
7 school. So if you could get the  
8 Council President something in  
9 writing as it relates to a plan to  
10 get more arts, more music programs  
11 in our school. I'm no artist. I  
12 can't dance. I can't paint. I  
13 can't sing. But I'm sure that  
14 there are young people out there  
15 who are great at that. And it's  
16 unfortunate that most of our  
17 schools do not provide those types  
18 of programs. So what are we going  
19 to do about that?  
20 We're very short on  
21 librarians. We're struggling with  
22 librarians in our schools, right.  
23 So what are we going to do to make  
24 sure that our schools have  
25 librarians? We have a ton of

1 people who always want to donate  
2 books and things of that capacity  
3 to us, but it's unfortunate that  
4 some of our comprehensive schools  
5 do not have a library to go to.

6 Last but not least is my  
7 shameless plug. I would like our  
8 schools to teach financial literacy  
9 and civics in government the senior  
10 year of high school and give young  
11 people the option to get registered  
12 to vote. I'm a former teacher  
13 myself, so I would never ask you to  
14 implement this in a testing grade  
15 because I understand that the state  
16 creates standards as it relates to  
17 standardized tests that make it  
18 hard for teachers to abide by while  
19 simultaneously trying to teach  
20 things like civics and government  
21 and financial literacy when we  
22 don't provide any standardized  
23 testing on that.

24 So the reason I'm asking  
25 for that specifically in the senior

1 year of high school is because I  
2 know that the senior year of high  
3 school is not a year where we use  
4 standard testing to determine the  
5 amount of revenue you get from the  
6 state, which is wrong, Council  
7 President, but it is the way it is.

8       So my last comment as I  
9 close out, and I'm hoping you can  
10 get all this stuff in writing,  
11 Council President, please provide  
12 us something in writing as it  
13 relates to your opinion on civics  
14 and government and financial  
15 literacy. And my personal  
16 recommendation is to make that  
17 mandatory to senior year in high  
18 school so every child graduates  
19 with some level of financial  
20 literacy as well as civics and  
21 government with the option to get  
22 registered to vote.

23       Council President, that is  
24 it for me today. Thank you, sir.

25       COUNCIL PRESIDENT JOHNSON:

1 Thank you.

2 The Chair recognizes the  
3 Vice-chair of Education, Councilman  
4 Anthony Phillips.

5 COUNCILMAN PHILLIPS: Thank  
6 you, Council President Johnson.

7 I've been sitting here  
8 listening attentively to this  
9 discussion. Why? Because  
10 education is vital and critical to  
11 one of the reasons why I'm here,  
12 right. And I just want to have  
13 a -- I'm noticing a dynamic. The  
14 dynamic is very different than even  
15 how we're governed. Our Council  
16 President, right, is very -- he's a  
17 facilitator. He allows us to make  
18 ideas, he allows us to come  
19 together. He's not like the person  
20 that is like my way or the highway,  
21 right. But it's leadership and you  
22 can see it and you can observe it  
23 and you can feel it.

24 The dynamic that I'm  
25 observing with this particular

1 Board, which a lot of people have  
2 been concerned about in the  
3 community, is that Chairman  
4 Streater, your influence is so high  
5 that the rest of the Board members  
6 don't have a feeling to kind of  
7 move or they're not as involved or  
8 as engaged. Like, they move when  
9 you move. Is that true or things  
10 can be better?

11 Because thus far what I've  
12 been seeing is that Sarah's been  
13 trying to grab the mic, other  
14 people -- everyone's been trying to  
15 grab the mic at some point, and  
16 every time you'll say, let me grab  
17 it back. So how can we make sure  
18 that this is a Board that is very  
19 inclusive as opposed to there's a  
20 level of we move when Streater  
21 moves and he has all the knowledge?

22 MR. STREATER: I'm going to  
23 show my act of listening and I'm  
24 going to let the current Board  
25 members who are allowed to speak

1 today to speak. Thank you.

2 MS. ANDREWS: I recognize

3 your observation. I'm not going to

4 debate with you about your

5 observation. But I don't think

6 it's true that we just move when he

7 moves. I think he's a leader.

8 We're all leaders by nature. So

9 we're all going to want to say

10 something at one point, but he is

11 our President, currently our

12 President. And so, I don't think

13 the culture is though that we just

14 move when he moves or we're not

15 involved. We all have our own

16 areas that we're involved in --

17 COUNCILMAN PHILLIPS: But

18 he does seem like he has more

19 knowledge around all of the systems

20 and things than what I've been

21 seeing lately. I'm just saying, I

22 watch people like, oh, wait. Is it

23 one or two people only have all the

24 knowledge? Is that the dynamic

25 that we're going to be looking

1 forward to in our future?

2 MS. LAM: I would say that  
3 President Streater has been our  
4 spokesperson and he has a lot of  
5 experience being our spokesperson,  
6 has spoken to many of you in this  
7 room about many of these issues,  
8 has a lot of context as to the  
9 discussions that have occurred  
10 around these two issues or several  
11 issues.

12 And so, we trust President  
13 Streater's leadership in these  
14 conversations because we know that  
15 his answers are our answers too.

16 COUNCILMAN PHILLIPS: Okay.  
17 Just wanted to be clear.

18 MS. CUBBAGE: Is it on?  
19 Okay, yes. I'd like to add my  
20 observation is that a lot of the  
21 questions have been about what's  
22 happened historically. And so, as  
23 a newly-appointed nominee --

24 COUNCILMAN PHILLIPS: Oh,  
25 yeah, that really wasn't for you.

1 That was for --

2 MS. CUBBAGE: Okay. All

3 right.

4 COUNCILMAN PHILLIPS: --

5 you. That was for the former

6 Board. I --

7 MS. CUBBAGE: Because, you

8 know, when he moves, we move --

9 COUNCILMAN PHILLIPS: I

10 have high expectations for the new

11 folks. But I also want to make

12 sure that the new people understand

13 that this City Council is really

14 collaborative and we want to make

15 sure that there's a level of

16 listening and collaboration as well

17 with this particular School Board

18 too. And once you guys get your

19 feet wet, we expect so much more,

20 right. So that's what -- all

21 right.

22 Quick things. If you had

23 to go on some level of excellence

24 of what you can bring to the

25 Philadelphia School Board or things

1 that you have done successfully,  
2 this is for our new appointees as  
3 well as our returning appointees,  
4 what would that be? What is the  
5 new innovative thing that you hope  
6 to bring to the Philadelphia School  
7 District this particular year? The  
8 Parent University is an amazing  
9 thing, but are we going to have by  
10 the end of the year, are we going  
11 to see X, Y, Z, that's going to be  
12 held accountable by the School  
13 District?

14 Bullying has been rampant  
15 around the School District of  
16 Philadelphia and we have not  
17 figured out any particular campaign  
18 to -- what is going to be your  
19 innovative thing that you could say  
20 by the end of the year we can  
21 highlight this to the general  
22 public saying the success of our  
23 District has been this?

24 MS. CUBBAGE: As a new  
25 member --

1 COUNCILMAN PHILLIPS: Yes.

2 MS. CUBBAGE: It's

3 impossible for me personally.

4 Maybe some of my other colleagues

5 here can speak to that, so we're

6 stepping into this role really not

7 knowing the level of bureaucracy

8 that we have to navigate. We

9 certainly have ideas, but can we

10 move those ideas forward. We don't

11 know yet.

12 I know in terms of the

13 skills that I hope to utilize in

14 this position, they include

15 collaboration. It includes

16 engaging employers for workforce

17 development at the high school

18 level with the passing of Act 158.

19 That's something that's really,

20 really important to me. And I

21 think really can be developmental

22 for our students.

23 And then I personally have

24 skills and operations so I am not

25 completely clear not knowing the

1 landscape, not being briefed on all  
2 the things, budgets, facilities, so  
3 on and so forth on exactly how I'll  
4 be able to utilize my skills to  
5 innovate. But I know that there  
6 will be some innovation.

7 COUNCILMAN PHILLIPS: Thank  
8 you.

9 MR. STREATER: I'm sorry  
10 because I'm a current Board member  
11 but I'm speaking as an individual,  
12 not even as the Board President,  
13 and I know a little something about  
14 what's going on. I think around  
15 the charter piece, I think there's  
16 some things that we can do.

17 So I was an Eisenhower  
18 fellow when I went to Finland and  
19 Kenya to learn about public  
20 education. And one of the things I  
21 noticed is that there is a policy  
22 cycle around public education or  
23 education in general. And I don't  
24 think in Philadelphia we have a  
25 cadence from when we need to go

1 back and look at the framework and  
2 see is something that we agreed  
3 upon five or six or seven or eight  
4 or ten years ago needs to be  
5 revisited. I think that's  
6 something new we need to do with  
7 our charter framework.

8 And right now there are  
9 three Board members working right  
10 now, one being Board member  
11 ChauWing Lam and Board member Joyce  
12 Wilkerson working through the kinks  
13 to figure out how do we create a  
14 policy cycle where there might be  
15 an RFP or something like that comes  
16 out for a neutral third party to  
17 help us engage around the academic  
18 domain of the framework. That's  
19 new, right. That's where we're  
20 headed, right.

21 Number two, I think that we  
22 need to be more transparent in many  
23 ways around charter stuff, the  
24 topic. I think there needs to be  
25 more public hearings where we can

1 hear from our providers in a way  
2 that is enshrining our policies so  
3 that everybody knows what to expect  
4 in public where we can hear from  
5 the providers, but also maybe the  
6 Board members can ask a few  
7 questions at some point in the  
8 process as well. I think it has to  
9 be public. I think it can't be  
10 behind the scenes as well.

11 That's just a couple of  
12 things. And I think we have to  
13 empower our parents in the charter  
14 sector as well. We're talking  
15 about Parent University on the  
16 District side. Even though we  
17 might have the same tool on the  
18 charter side, we can think about,  
19 well, if we have the same ideology  
20 around student achievement we're  
21 using different tools. But with  
22 this tool, I think we have to find  
23 a way to empower parents so they  
24 can go to their Boards and hear  
25 from the Boards of the charter

1 schools to hear their concerns and  
2 get into the know and advocate and  
3 rally against a decision that might  
4 be made and say, wait a minute, we  
5 see in your Year 3 of your H(ph)  
6 Report, there might be something  
7 going on and we want to be able to  
8 help you, help the leader of the  
9 charter school get what they need  
10 so that when Year 5 we're not out  
11 here looking crazy -- not looking  
12 crazy, but out here looking like,  
13 well, what's going on. And I think  
14 if we do those three things I've  
15 just said, I think we're going to  
16 get through a lot of the things.  
17 And one more thing I'll say  
18 as well, after talking to  
19 personally the drafters of the  
20 Ballard report, one of the things  
21 that I heard was your issue, right,  
22 might be communication,  
23 transparency. Your decisions might  
24 have been legitimate, right. But  
25 if people don't know why you're

1 making them, it can feel and as  
2 Black folks, you know what I mean.  
3 It can feel like someone's doing  
4 something to you. And just because  
5 you weren't the one who was there  
6 who made that decision or one who  
7 wasn't there who started the  
8 process, that doesn't mean that you  
9 should still not engage with the  
10 community.

11       So I think that will help  
12 all of us to kind of have a shared  
13 language around what a quality seat  
14 is by way of an ongoing policy  
15 cycle where we talk about what the  
16 framework is and how it should  
17 evolve based upon lessons learned  
18 over the last four or five or ten  
19 years, whatever that policy cycle  
20 would be. Two, if we empower our  
21 parents on both sides of the  
22 portfolio is one portfolio to me.

23       And then three, we got to  
24 do a better job of having tough  
25 conversations that are data-driven,

1 law-driven and based upon our lived  
2 experience collectively and make  
3 the best decisions for  
4 Philadelphia. That is my vision as  
5 a Board member, right. And I'm  
6 dealing with the tools I have.

7 And I think we have a slate  
8 of individuals who can get  
9 everything I just said done, done.  
10 But we're going to need your help  
11 as well. Thank you.

12 COUNCIL PRESIDENT JOHNSON:

13 The Chair recognizes -- you want to  
14 make a comment? Go ahead.

15 MS. NOVALES: I just want  
16 to quickly -- that's such a great  
17 question. I've been asking myself  
18 the same question, because I think  
19 especially the new nominees, we  
20 bring a lot of knowledge, a lot of  
21 ideas, a lot of experience. But it  
22 is just like Crystal said too soon  
23 to tell. I can just offer you my  
24 dreams, what I would hope would  
25 happen and the skill set that we

1 all bring to the table.  
2 Specifically I can speak  
3 for myself. My last experience was  
4 actually in a private school. And  
5 one of the things I have noticed  
6 whether we're talking about a  
7 traditional public school,  
8 traditional charter school, a  
9 private school where I met with a  
10 single mother who could not afford  
11 the tuition but was still having  
12 three jobs to pay that tuition  
13 because she cared about her child's  
14 safety.

15 And I believe that at the  
16 end of the day, whatever school  
17 setting we're talking about, we are  
18 talking about, I am dreaming that  
19 we have safe schools, that children  
20 are challenged and not just told  
21 what to do by a new textbook, but  
22 that they're critical thinkers,  
23 that they're able to navigate a  
24 changing culture and that we, the  
25 School District of Philadelphia,

1 prepare them for that.  
2 Someone mentioned earlier,  
3 I think it was one of our  
4 Councilmembers that we're all  
5 guilty of this. So if there's a  
6 problem with our schools, we can't  
7 just blame each other. We just  
8 can't say it's the Mayor, it's the  
9 Superintendent, it's City Council.  
10 No, we all have a piece. We all  
11 have a responsibility. And it is  
12 my desire that I would learn  
13 whatever it is I need to learn to  
14 get this job done.

15 But the truth of the matter  
16 is that everyone in this slate  
17 comes with experience. We're  
18 smart, we're critical thinkers,  
19 that you put us in a room together  
20 we'll be able to get the job done.

21 COUNCIL PRESIDENT JOHNSON:

22 Thank you. The Chair recognizes --  
23 I felt that energy too.

24 The Chair recognizes  
25 Councilman Mark Squilla.

1 COUNCILMAN SQUILLA: Thank  
2 you, Mr. President.

3 And I just wanted to add  
4 one question, and it was the  
5 education and we see the passion  
6 for education on the Board and  
7 we're talking about facilities.  
8 Who is the facilities person on the  
9 Board that really understands the  
10 ins-and-outs of the school, and  
11 when the District's able to say  
12 things to you, you're able to push  
13 back on the District about those  
14 things?

15 MS. LAM: In the two years  
16 that I've been a Board member,  
17 we've not had a facilities  
18 committee. I think it's time we  
19 have a facilities committee.

20 COUNCILMAN SQUILLA: So  
21 will you be starting one?

22 MS. LAM: Once the nominees  
23 are confirmed to collective Board  
24 seats, I'm sure there will be  
25 energy to --

1 COUNCILMAN SQUILLA: To

2 create one.

3 MS. LAM: -- create such a

4 committee.

5 COUNCILMAN SQUILLA: Okay.

6 I think that's really important.

7 Because as we talk about the

8 educational pieces, part of

9 learning is being in safe

10 facilities in order to learn. And

11 I think we need really need to look

12 at somebody who can look at the

13 facilities, understand them and has

14 a way to when the District tells us

15 things or even you guys, be able to

16 push back and say, no, this isn't

17 the case, we need to do better. So

18 I would really love once this Board

19 is situated to be able to create a

20 facilities committee and then have

21 somebody who really understands the

22 facilities to lead that. So thank

23 you.

24 COUNCIL PRESIDENT JOHNSON:

25 Chair recognizes Councilmember Jay

1 Young.

2 COUNCILMAN YOUNG: Thank

3 you, Mr. President.

4 How does the District

5 determine -- so what is your role

6 in determining the curriculum of

7 the District?

8 MS. ANDREWS: We're

9 governance, right, so we have a

10 Director of Curriculum, right. So

11 we get briefed on things. We ask

12 questions. And all those -- we get

13 briefed on all those things. We

14 ask questions, but Dr. Watlington,

15 that's his role as far as the

16 curriculum.

17 COUNCILMAN YOUNG: So are

18 you able to provide advice and

19 feedback on the types of things

20 that our kids are learning? And I

21 ask that because we all know that

22 in order for success in our

23 children like 8th graders need

24 Algebra, right. So in a lot of

25 schools 8th graders are not being

1 taught Algebra.

2 I went to a school in my  
3 District, a charter school in my  
4 District and I saw that the 9th  
5 graders were doing fractions,  
6 right. Fractions was their math in  
7 9th grade. They're set up for  
8 failure, right.

9 And so, again that's my  
10 question, how can we -- if we know  
11 that the data says that certain  
12 curriculum and certain grades can  
13 lead to higher outcomes, why are we  
14 not doing what the data says that  
15 needs to be done as far as  
16 particular types of curriculum  
17 being taught in certain grades?

18 MS. LAM: It is absolutely  
19 the Board's role to set  
20 expectations for what we want our  
21 students to know and be able to do  
22 and by when. As a Board, we expect  
23 students to be reading at grade  
24 level. We wish and are pushing for  
25 Algebra in 8th grade and we expect

1 and direct that students even if  
2 they are not at grade level be  
3 exposed to grade level content.  
4 But in terms of the materials, the  
5 learning plan to get there, that is  
6 our Superintendent's role. And we  
7 have authorized him and his team to  
8 do the research and make those  
9 decisions and let us know what  
10 they've decided and why so that we  
11 can better understand how that will  
12 align with the expectations that  
13 we've set as a Board.

14 COUNCILMAN YOUNG: So how  
15 do we then hold the School District  
16 accountable, right? Because if the  
17 Superintendent is setting those  
18 expectations and we're seeing year  
19 after year that those  
20 expectations -- from my  
21 understanding I think that for this  
22 particular Superintendent, they've  
23 lowered expectations to meet  
24 standards in certain areas.

25 Like for around attendance,

1 for example, right. Now, to have  
2 satisfactory attendance they  
3 lowered the percentage of days that  
4 a student needs to be there in  
5 order to meet that particular mark.  
6 So how can we then hold the School  
7 Superintendent accountable, I  
8 think, to enable the students to  
9 achieve higher, right, because I  
10 think it's your job to hold him  
11 accountable? But if he presents a  
12 plan to you and you just say okay,  
13 that plan still gives us this  
14 mediocracy that we've been given  
15 over and over and over again.

16 MS. LAM: That's a great  
17 question and there's a difference  
18 in what we expect and what we  
19 monitor. So attendance being a  
20 really great example. If our  
21 expectation is that students are in  
22 school 100 percent of days and that  
23 every single school has 100 percent  
24 of students 100 percent of days and  
25 we monitor at the level of

1 percentage of students at school  
2 100 percent of days, it won't give  
3 us a lot of information to go by in  
4 terms of what we need to do to get  
5 closer to 100.

6 But when we monitor at a  
7 level of here are the schools that  
8 are not meeting this benchmark of  
9 90 percent of students attending,  
10 then we get to see patterns and  
11 have better, clearer information to  
12 drive the practices that will  
13 change the data to get us to what  
14 we expect.

15 COUNCILMAN YOUNG: It seems  
16 like you're manipulating data in  
17 order to reach the goals that you  
18 want to reach rather than using  
19 what's actually happening to make  
20 the decisions. I mean that -- I  
21 just don't understand that.

22 (Applause.)

23 MR. STREATER: Can I say  
24 one thing? You're right. I  
25 understand the sentiment. But our

1 goals and guardrail meetings once a  
2 month I think will answer a lot of  
3 these questions, right. We asked  
4 the Superintendent -- we put the  
5 data up -- and Algebra is one of  
6 the things. Algebra, English  
7 language arts and we also look at  
8 math -- I mean, science, and we  
9 progress monitor and we have goals,  
10 right. And if the needle is not  
11 moving up, that's when we  
12 intervene.

13 But we've seen consistent  
14 growth in academic achievement and  
15 the Superintendent has gotten us  
16 here and we put that data out there  
17 and we do progress monitoring. So  
18 I'll just add that once a month we  
19 do progress monitoring. And I  
20 think we're actually doing the  
21 thing that you are telling us to  
22 do.

23 And one more thing I'll say  
24 as well, that stuff is in this  
25 evaluation. And he's making

1 everybody's evaluation at 440  
2 reflect his evaluation. That's the  
3 dream where we're headed so that we  
4 can hold everybody accountable from  
5 the top to the other side of the  
6 pyramid.

7 COUNCILMAN YOUNG: Thank  
8 you, Mr. President. I heard the  
9 bell.

10 COUNCIL PRESIDENT JOHNSON:  
11 You're welcome.

12 Councilmember Lozada.

13 COUNCILWOMAN LOZADA: Thank  
14 you, Council President.

15 We heard in Round 1 a lot  
16 about charter, non-charter. I  
17 mentioned earlier that some of the  
18 public schools in my District are  
19 amongst the lowest performing. And  
20 so, for some parents in my District  
21 charters are the best option,  
22 right, because it's where they feel  
23 their child is going to receive the  
24 best academic journey or because  
25 they feel that their children are

1 in the safest spaces, right.

2 And so, while we work

3 towards improving the public

4 schools in my District, charter is

5 what they have. But we've also

6 heard from my charter providers the

7 challenges that they experience

8 when they're dealing with the

9 Charter School Office as well as

10 with the School District.

11 And so, my question is do

12 you all support separating the

13 charter approval function from the

14 School Board and why or why not,

15 right? And do you support

16 separating the CSO function from

17 the District? Why or why not?

18 MR. STREATER: I will say

19 no. And what I will also add is

20 that we have a history, right. And

21 I mentioned earlier that there are

22 things that we have gotten better

23 at and more things we have to get

24 better at. But I know the current

25 leader of the Charter School Office

1 is doing everything he can to kind  
2 of get over that -- I think the  
3 apprehension of engaging with us is  
4 due to the history.

5       So, for example, he does  
6 these things called professional  
7 learning communities where he tries  
8 to bring in charter leaders to  
9 understand how to understand best  
10 practices, things and ways to get  
11 better. That's something that  
12 never happened before. There's  
13 this thing called an early window  
14 where charter operators can come in  
15 and engage with the Charter School  
16 Office and try to figure out ways  
17 to say, hey, there's a mistake in  
18 my data, can you fix it. So I'm  
19 going to stop there.

20       But I do not believe that  
21 the -- because this is one system  
22 of public education. And I think  
23 when you separate the two, you may  
24 have two systems going in  
25 completely opposite situations. At

1 least now it's housed in one house  
2 where we can come here whenever  
3 this process happens and you can  
4 hold us accountable in one place.  
5 In addition to that, that's what  
6 the law provides for and that's  
7 what's contemplated.

8       So I would say that I think  
9 that we just got to get better at  
10 what we do and I think once it's a  
11 public education piece, I think  
12 that's the way to do it. Once you  
13 split it out, it can get I think a  
14 little murky.

15       COUNCILWOMAN LOZADA: But  
16 don't you think that is almost like  
17 the judge and the prosecutor being  
18 the same person, right? It's  
19 difficult to evaluate expectations  
20 or some of those goals or  
21 guardrails, it's almost like the  
22 same person, right? And I think  
23 that's some of the challenges that  
24 I consistently hear from some of my  
25 charter providers.

1           How do we get the School  
2 District to understand that  
3 charters are not competing against  
4 you, right. I think that charters  
5 are providing just another  
6 opportunity for children or another  
7 option for families to choose for  
8 their children. How do you get us  
9 to that point, right, where we  
10 stop -- I think Wanda mentioned it  
11 earlier, right. How do we stop  
12 competing and start trying to make  
13 it about the children and families  
14 being able to choose the best  
15 option for themselves, how do we do  
16 that?

17           MR. STREATER: And I  
18 think -- I've mentioned some things  
19 earlier that are pieces. One, this  
20 body and the District have to have  
21 more engagement, whether it's  
22 through retreats and things like  
23 that, one. Two, there needs to be  
24 a shared understanding of what a  
25 quality seat is in the sector.

1       And I mentioned earlier  
2 just as Reginald Streater, former  
3 Eisenhower fellow, we need policy  
4 cycles so that things that might  
5 have been okay with the sector 10  
6 years ago may not be okay with the  
7 sector now. And I think once you  
8 do those things and you get  
9 everybody engaged to bake the cake,  
10 no one can say I didn't like the  
11 flavor, right. We were all there  
12 together lockstep. And not only  
13 did we do it once, we'll do it  
14 again in 5 years, we'll do it again  
15 in 5 years or we'll do it again in  
16 10 years.  
17       I think when you do that,  
18 you'll start to see the synergy.  
19 Even though there's different  
20 mechanisms on both sides of  
21 accountability and things like  
22 that. But I think we are all  
23 aligned on student achievement,  
24 student-centered approach. Just  
25 because the tool is different

1 doesn't mean it has to have a  
2 different outcome. So that's  
3 where -- I think that's my answer  
4 to your question.

5 Board members, nominees,  
6 please I don't want to hog the mic.  
7 I heard you, Brother Phillips.

8 COUNCILWOMAN LOZADA: And  
9 while you're at that, right, I  
10 agree with what you're saying. But  
11 how do you ensure that there is no  
12 conflict, right? What are some  
13 examples of that, that you believe  
14 walking in as Board members that  
15 have been there for a while or new  
16 Board members coming in, how do you  
17 ensure that there is no conflict,  
18 especially in the renewals or the  
19 non-renewal decisions?

20 MR. STREATER: I think what  
21 the Board of Education has tried to  
22 do is be more nuanced even with  
23 holding our legal obligations, and  
24 I think our record over the last  
25 few years demonstrates that we are

1 trying to be nuanced because we're  
2 thinking about it for students  
3 first.

4 Two, we have the framework,  
5 right. I know people are like,  
6 well, what is the framework, what  
7 is the framework. It is a way for  
8 us all to look at what's going on  
9 in a charter school. And I think  
10 what the Board has tried to do is  
11 say through a student-centered,  
12 academic achievement, educate-the-  
13 whole-child model, this is the tool  
14 that we're using. So I think  
15 that's how we do it.

16 And I think we got --  
17 again, I think what I heard is we  
18 have not done a good enough job  
19 communicating and being transparent  
20 about what things exist and what  
21 things ought to exist. And I think  
22 once we do that, I think we'll all  
23 start having that shared language  
24 piece as well.

25 COUNCILWOMAN LOZADA: My

1 last question: There was a  
2 situation in my District where a  
3 charter school provider became the  
4 manager of two of our schools,  
5 right. Olney and Stetson, I'm  
6 going to use them as examples. And  
7 while we saw a better performance  
8 in student attendance, in teacher  
9 attendance, in math and reading  
10 levels, the School District still  
11 chose to take those schools back  
12 under their management. We have  
13 seen a decline in both of those  
14 schools as a result of that. I  
15 believe that impacts negatively on  
16 student learning, on teachers  
17 morale and on the community in  
18 general, right, because now  
19 families are trying to figure out  
20 what do they do.

21 Those schools originally  
22 were considered some of the most  
23 dangerous, right, and they changed  
24 for the better and are now back to  
25 what they were prior. So how do we

1 avoid situations like that, that  
2 impact communities and families?  
3 MR. STREATER: What I'll  
4 say is it is unfortunate that that  
5 has occurred as well. But I think  
6 this is where the other side of  
7 that nickel matters. The reason  
8 why the charters were taken from my  
9 understanding, I had just got on  
10 the Board, because there were some  
11 issues with mismanagement of funds.  
12 So I think the onus is not only the  
13 Board of Education and the CSO to  
14 work with charter providers,  
15 because it's high stakes so we all  
16 got to dot our I's and cross our  
17 T's.

18 And I think that because  
19 the stakes are so high and there's  
20 certain things that the Board of  
21 Education at that time or even now  
22 can't look away from, we all have  
23 to do a better job leading up to  
24 when these decisions have to be  
25 made. Whether there have been

1 warnings and attempts to try to  
2 work with the school and those  
3 things might have been ignored,  
4 that's the piece, the  
5 accountability piece that I think  
6 we've tried to implement but we're  
7 so quiet about it. No one knows  
8 about the work that was done behind  
9 the scenes to try to really massage  
10 this stuff, because if we are seen  
11 as not being good stewards of  
12 public dollars and allowing some of  
13 the financial mismanagement that  
14 occurred there, that can hurt us in  
15 Harrisburg, and that makes the  
16 whole City look bad, right. And I  
17 think that's the crux of being a  
18 Board member in Philadelphia.  
19       You are an unelected Board,  
20 which we say is fine because we  
21 have the Mayor, City Council, but  
22 you have to make sure that I'm a  
23 financial steward of public  
24 dollars. I can't be seen as being  
25 willy-nilly with it because that's

1 what's led to us losing local  
2 control. We don't want that to  
3 happen again. And I need to -- but  
4 I also have to make sure these  
5 babies are okay, which is one of  
6 the reasons why the Board of  
7 Education was trying to interview  
8 with Math Civics this year and try  
9 to compel them to find a new  
10 operator. And I heard four  
11 operators showed up through a  
12 process that isn't covered under  
13 the law that would have gave us the  
14 flexibility we needed to do the  
15 conditions that you mentioned  
16 earlier.

17       So we're trying to use the  
18 tools that we have, but I think we  
19 all have a job here because it's  
20 about the babies. It's about  
21 students. And I think  
22 unfortunately they're the innocent  
23 byproducts -- bystanders of some of  
24 the stuff that's going on when all  
25 the adults need to get it together.

1 COUNCILWOMAN LOZADA: I

2 appreciate that response, but

3 people -- I'm sorry. I'll go in

4 the next round. Thank you -- or

5 can I --

6 COUNCIL PRESIDENT JOHNSON:

7 (Nodded affirmatively).

8 COUNCILWOMAN LOZADA: So

9 the Auditor General who

10 investigated this case said that

11 there were no mismanagement of

12 funds, right. So is that an

13 example of the judge and the

14 prosecutor? Is that one of those

15 examples or what is it? And I'm

16 new to this role, right, so I'm

17 learning, I'm hearing from parents,

18 I'm hearing from providers, I'm

19 hearing from you on a regular

20 basis. So I'm just trying to

21 figure out how do we eliminate

22 that?

23 MR. STREATER: Well, in

24 addition to this, it's not just the

25 Board of Education, which people

1 have said is adverse to the  
2 District and for whatever reason  
3 affirmed us. So it's not just the  
4 Board of Education saying it.  
5 There was another statewide body  
6 that said that we see this as a  
7 problem, right.

8       And so, I think that's  
9 the -- that's why I keep bringing  
10 the law -- I'm a lawyer, right. I  
11 keep bringing back the law. The  
12 straight jacket sometimes that it  
13 gives us, but I'm compelled as a  
14 fiduciary when I take that oath to  
15 follow. So I think that's again  
16 another example of we got to do a  
17 better job of telling the whole  
18 story, all of us, right. And I  
19 think when we do that, we'll have  
20 more shared language and shared  
21 understanding of what happened, so  
22 it doesn't happen again, right. So  
23 I'll just leave it at that.

24       COUNCILWOMAN LOZADA: Thank  
25 you, Council President.

1 COUNCIL PRESIDENT JOHNSON:

2 You're welcome.

3 The Chair recognizes

4 Councilmember O'Rourke. O'Rourke.

5 COUNCILMAN O'ROURKE:

6 (Inaudible).

7 COUNCIL PRESIDENT JOHNSON:

8 He's new. Be a little patient with

9 him.

10 COUNCILMAN O'ROURKE:

11 Praise the Lord. All right.

12 Hello. Sorry y'all. I forgot

13 where I was.

14 COUNCIL PRESIDENT JOHNSON:

15 It's all good.

16 COUNCILMAN O'ROURKE: Going

17 back to my original questions

18 around staffing, how do you think

19 the School District can raise

20 wages, create a better quality of

21 life, incentivize retainment for

22 our already existing teaching

23 staff? And this is again towards

24 the new members coming on. How are

25 you thinking about that? The

1 question is around raising wages,  
2 creating the conditions that will  
3 make sure that we're retaining good  
4 staff and good teachers in our  
5 schools. Just as we think about  
6 losing teachers to the suburbs,  
7 other states, things like that, how  
8 are we thinking about ways that  
9 we're able to retain them?

10 MS. HARPER: Okay. A lot  
11 of that has to deal with funding,  
12 the funding that we get because  
13 teachers need to be compensated for  
14 the jobs that they're doing and it  
15 is hard out there. Part of what  
16 I've done throughout the state is  
17 get out into the community, get out  
18 into the schools and see what's  
19 going on. Because if you don't see  
20 what's going on, you don't know  
21 what's happening. And it's  
22 difficult teaching. But you do  
23 need the funding for that.

24 And another thing for  
25 retaining teachers, we used to have

1 a program where new teachers had to  
2 have staff development a week  
3 before they went into the buildings  
4 in the summer. If they were hired  
5 during the year, they still went  
6 through staff development. And if  
7 they weren't certified but had a  
8 degree because of a teacher  
9 shortage, they had to go through  
10 three to four days of staff  
11 development, but also the coaches  
12 or supervisors would get out at  
13 least once every other week or once  
14 every month to help coach those  
15 brand new teachers so that they  
16 feel like they're important and  
17 feel comfortable teaching.  
18 And the coaches can see  
19 what's going on, see what's  
20 happening and help guide them into  
21 being able to teach the children  
22 and to make sure that we drive  
23 instruction and that we get  
24 achievement through the teaching,  
25 because some of it is teaching, but

1 we have a lot of great teachers out  
2 there, we're all here. But then  
3 you have some that need help and  
4 some of them are weaker. But it's  
5 the finance and it's also they need  
6 to have some coaches that can be  
7 out there helping them to stay so  
8 we can continue to retain teachers.

9 MS. LAM: Testing.

10 COUNCILMAN O'ROURKE: Yes.

11 MS. LAM: Our Chief for  
12 Professional Learning has been  
13 doing really great work with  
14 building communities of practice  
15 and with doing PLC's, professional  
16 learning communities, across the  
17 District. And I used to work at  
18 the Philadelphia Academy of School  
19 Leaders. And School Leaders is an  
20 organization that convenes and  
21 chooses cohorts of principals into  
22 cohorts of about 20 to 25  
23 principals at a time who support  
24 each other, who are experiencing  
25 similar things across District-

1 managed charter and parochial  
2 schools. So it's sector agnostic,  
3 but they are all school leaders who  
4 see the same things, serving the  
5 same students and it gave them a  
6 way to have shared experience and  
7 then also have professional  
8 learning together.

9 And I do believe that being  
10 part of a community, being  
11 supported, having a mechanism where  
12 teachers develop their profession,  
13 develop their skill and have people  
14 to lean back on, that helps. It's  
15 not the only thing, but it  
16 certainly helps.

17 COUNCILMAN O'ROURKE: Thank  
18 you.

19 MS. ANDREWS: One of the  
20 other things I wanted to add is  
21 that we have to make Philly  
22 attractive, attractive for teachers  
23 to come and work here, right. So  
24 when I think about that, I'm  
25 thinking about subsidized housing

1 for teachers. I'm thinking about  
2 making parking accessible for  
3 teachers. I'm thinking about all  
4 those things we have to make Philly  
5 attractive for people to want to  
6 come and work in Philly and not the  
7 suburbs. So what are we going to  
8 do to make Philly attractive.

9 COUNCILMAN O'ROURKE: Thank  
10 you very much.

11 COUNCIL PRESIDENT JOHNSON:  
12 Well, I think under the great  
13 leadership of our new Mayor making  
14 sure we make Philadelphia the  
15 safest, cleanest, greenest city  
16 with economic opportunity for all,  
17 we will attract more teachers here  
18 in the City of Philadelphia.

19 MS. NOVALES:  
20 (Inaudible) --

21 COUNCIL PRESIDENT JOHNSON:  
22 Absolutely.

23 MS. NOVALES: -- that I do  
24 believe that Philadelphia has a  
25 marketing problem. I think our

1 Mayor's campaign has done a great  
2 job in making sure that we have  
3 been clear, and we have to do the  
4 same thing with our School District  
5 in retaining and attracting  
6 teachers.

7       We have to be proud of the  
8 School District and we have to stop  
9 talking badly about it. And then  
10 we need to have teachers who want  
11 to work in that District. But if  
12 we keep saying that this is the  
13 worst district, that we don't have  
14 this, that we don't have that,  
15 teachers will not want to work  
16 here.

17       I was the principal and CEO  
18 of Pan American Academy Charter  
19 School and I was tasked with having  
20 to hire 80 percent of our teachers  
21 not only needed to be certified,  
22 but they needed to be bilingual and  
23 they needed to come from a Latin  
24 American country, either Central  
25 America, the Caribbean or South

1 America, and that was really hard  
2 to do. But we had clarity that we  
3 were going to pay our teachers, we  
4 were going to have incentives for  
5 them. And teachers need to be  
6 proud of where they work. And  
7 guess what? We had teachers of all  
8 nationalities. And it still exists  
9 if you want to see a great school  
10 and see it. But you have to be  
11 proud of where we are.

12 So our job is to change how  
13 people are perceiving our School  
14 District. It is a beauti -- we  
15 live in the best city. We live in  
16 a beautiful city. We need to start  
17 saying that, where our children  
18 walk into schools where teachers  
19 work really hard. And we talk a  
20 lot about the teachers that are not  
21 doing a good job, but how about all  
22 of the teachers that are doing a  
23 great job.

24 (Applause.)

25 MS. NOVALES: The same

1 thing with our principals. How  
2 about all of the principals that  
3 are working 24/7 and have given  
4 their life for the District.

5 (Applause.)

6 MS. NOVALES: We don't say  
7 that, so we need to start changing  
8 how we're speaking about the School  
9 District of Philadelphia and come  
10 up with a plan. Whoever helped  
11 Mayor Parker needs to help us,  
12 making sure that we have something  
13 clear, something precise and let's  
14 do whatever we can to get the best  
15 and the brightest here in our  
16 District.

17 COUNCIL PRESIDENT JOHNSON:

18 I know that's right. I'm feeling  
19 that energy.

20 COUNCILMAN O'ROURKE:

21 Council Pres, I have one more. I  
22 know I taxed my time, but I have  
23 one more. I know this is the last  
24 round. Would you --

25 COUNCIL PRESIDENT JOHNSON:

1 No, this is a very, very important  
2 issue. Go ahead, young man.

3 COUNCILMAN O'ROURKE: Thank  
4 you, Council President.

5 And this is again -- first,  
6 thank you all for those responses.  
7 That was wonderful. Again, to the  
8 new Board appointees only and then  
9 this is it for me. Many of you  
10 have deep histories in the  
11 education landscape here within  
12 Philadelphia. Could you -- you  
13 know, mindful of time, could you  
14 detail the scenarios or  
15 organizations for which it would be  
16 a conflict of interest, this is an  
17 ethical question, for you to vote  
18 on a particular matter? What's  
19 your proactive strategy for  
20 recusing yourself when there is  
21 clearly a conflict of interest,  
22 something as a hot button issue?  
23 How do you go about doing that?  
24 MS. ANDREWS: I can give  
25 you a direct example. I'm a

1 therapist in Philly. I have  
2 clients. There was one client that  
3 came up and I had to make it known  
4 to our chief of staff, our legal  
5 department, the relationship and I  
6 recused myself from the vote. So  
7 it's a real simple process where we  
8 have to be honest, right, and let  
9 people know when it's something  
10 that might be a conflict of  
11 interest. So it's a real simple  
12 process. You just let it be known  
13 to Legal and then we recuse  
14 ourselves on the vote.

15 COUNCILMAN O'ROURKE: But,  
16 Sarah-Ashley, you were on the  
17 previous Board, correct?

18 MS. ANDREWS: Yes.

19 COUNCILMAN O'ROURKE: This  
20 is really a question --

21 MS. ANDREWS: Oh, I'm  
22 sorry.

23 COUNCILMAN O'ROURKE: No,  
24 you're fine. I appreciate the  
25 response. But particularly for the

1 new appointees for those that we  
2 have, I don't want to tax my time  
3 too much longer, but could you just  
4 detail that for us for the record?

5 MR. JONES: So I worked for  
6 the KIPP Philadelphia Public School  
7 Network between 2018 and 2022. I  
8 also sat on the Board of Global  
9 Leadership Academy Southwest  
10 between August '23 and I'm in the  
11 process of resigning. I also am  
12 the CFO of the Children's Crisis  
13 Treatment Center that does receive  
14 some School District kids in one of  
15 our partial inpatient programs, and  
16 we have a small reimbursement  
17 contract with the District for the  
18 teachers we provide to those  
19 students while they're in our  
20 program.

21 To Sarah's point, those are  
22 known in my application. They're  
23 now on the record. And if any  
24 business comes up, I will submit to  
25 Legal and go from there.

1 COUNCILMAN O'ROURKE: Thank  
2 you. Thank you. Appreciate that.

3 MS. CUBBAGE: So the  
4 collaborative of schools that I  
5 lead, Some of the Board members run  
6 schools or run nonprofit  
7 organizations that may want to  
8 pursue contracts with the District.  
9 I've brought this up to the Mayor's  
10 Office of Education. The Board and  
11 I, we had a very clear discussion  
12 on exploring these conflict of  
13 interest issues associated with me  
14 being on the Board, and I've been  
15 assured that I will be able to  
16 share any perception of conflict of  
17 interest, anything that I think may  
18 come up as an issue of conflict of  
19 interest with Legal to help me  
20 navigate what that looks like.

21 COUNCILMAN O'ROURKE: Thank  
22 you very much. I think that's  
23 sufficient. I just wanted to make  
24 sure we got that on the record. I  
25 appreciate you.

1 COUNCIL PRESIDENT JOHNSON:

2 Thank you very much.

3 Councilmember Cindy Bass.

4 COUNCILWOMAN BASS: Thank

5 you. Thank you, Mr. President.

6 Good afternoon. How's

7 everybody. So just a couple of

8 things. Number one, I do want to

9 assure you that I caught all of the

10 testimony today. I'm a little bit

11 under the weather today, but I

12 wanted to make sure I caught all of

13 the testimony because I think it's

14 very important, these appointments

15 that we're going to be making.

16 And the one thing I just

17 wanted to say before I go into my

18 actual question was around the way

19 we speak about our schools and how

20 important that is, and I could not

21 agree with you more. I could not

22 agree with the narrative that we

23 put out. And, listen, we're all

24 cheerleaders. That's what we do

25 down here. We cheerlead for

1 Districts and we cheerlead for the  
2 entire City. That's what we do.  
3 But at the same time we  
4 also recognize that we have a  
5 constituency that to some degree  
6 they don't want to hear it, okay.  
7 They don't want to hear it when  
8 you're in a school with a 1.4  
9 percent proficiency in math and an  
10 8 percent proficiency in English  
11 and those numbers have been the  
12 same pretty much since 2014, 2015.

13 And so, how do we address  
14 those particulars when we look at  
15 how our children are performing or  
16 not rising to the occasion? And  
17 through no fault of their own, I do  
18 want to say that. And I just want  
19 to be clear, I'm for schools that  
20 work. I'm for the traditional  
21 public schools that work. I'm for  
22 non-traditional charter schools  
23 that work. I'm for schools that  
24 are going to be educating our  
25 children and providing the quality

1 of education. That means that  
2 they're not going to be stuck into  
3 a lifetime of poverty and a lack of  
4 opportunity.

5 We talk about our Mayor and  
6 how she wants economic opportunity  
7 for all. That starts with  
8 education. I mean, I'm just  
9 preaching to the choir. I know you  
10 all know this, but those are the  
11 kinds of things that we really have  
12 to be focused on.

13 And so, I wanted to go back  
14 to the school -- I'm not going to  
15 say the name of it, I've mentioned  
16 it before, but I'm not going to say  
17 the name of it right now. But in  
18 my District there's a school that  
19 has a -- it was a 0 percent  
20 proficiency in math and 8 percent  
21 proficiency in English, and that  
22 was in 2015 and a charter school  
23 provider offered to come in and  
24 take it over, and there was  
25 pushback. And so, the charter

1 school provider walked away.  
2 And what happened between,  
3 say, 2015 and 2023, the last year  
4 of reporting, those numbers stayed  
5 the same. And so, you had kids who  
6 started at kindergarten, went  
7 through 8th grade or started in 1st  
8 grade and went through 8th grade  
9 and we really locked them into a  
10 system that did not work, and this  
11 was a traditional public school.  
12 And so, I'd like to know what kind  
13 of decisions are you all going to  
14 be making that's going to change  
15 that trajectory? Because the  
16 decisions you make -- I mean, I  
17 don't think of this as a one-and-  
18 done, we're going to make  
19 appointments and then we're kind of  
20 stuck with each other until the  
21 next time comes around for us to  
22 make more appointments. Because  
23 the decisions that you make around  
24 the School District will inform and  
25 affect the decisions that we make

1 around the School District.  
2 So I'd like to hear from  
3 you all about how we're going to  
4 address matters like this and make  
5 sure that we're not locking our  
6 kids into something that's not  
7 working? So it's easy to say,  
8 well, this model of school doesn't  
9 work, these models don't work. But  
10 we have our own situations right  
11 here in the School District. And  
12 I'd like to know what are we going  
13 to do to make sure that they work  
14 for every student no matter what  
15 school you're in?

16 MR. STREATER: I think  
17 goals and guardrails. And I know I  
18 keep saying it and you're like,  
19 okay, all right, we get it. But  
20 Councilmember Bass, actually my  
21 Councilmember --

22 COUNCILWOMAN BASS: Yes.

23 MR. STREATER: -- for the  
24 District that I'm happy to live in,  
25 Germantown, I think goals and

1 guard -- when did they come to be?

2 Joyce, what year?

3 MS. WILKERSON:

4 (Inaudible).

5 MR. STREATER: 2019, 2020

6 goals and guardrails during the

7 pandemic. The goals and guardrails

8 again is what we're doing. We are

9 looking at that data and we're

10 asking the Superintendent and

11 progress monitor whenever that

12 indicator comes up, what are the

13 trends, what's happening.

14 We're also going deeper now

15 into the data, what about Black

16 children, what about Brown

17 children, what about our children

18 who have exceptional needs, right,

19 our special education population.

20 We're asking that question from a

21 governance perspective to drive the

22 change that you are talking about.

23 One of the things that I've

24 heard from Joyce Wilkerson early on

25 was that she was so flabbergasted

1 when they were asked the question  
2 why does public education exist.  
3 And she said the Board at that  
4 moment, fresh off looked back in  
5 local control, said everything else  
6 but to educate children. That's  
7 what goals and guardrails does.  
8 And what the Board has tried to do  
9 for the whole sector of public  
10 education is use the framework to  
11 drive academic achievement as well.  
12 That domain matters to us.

13 And I do believe we see  
14 trends going up. And you're right,  
15 we're not patting ourselves on the  
16 back. We got a long way to go.  
17 But we're also changing culture  
18 too, right. And we all know that  
19 institutions, it takes a minute to  
20 change that culture. So that's our  
21 response.

22 COUNCILWOMAN BASS: So I  
23 would say that we've been at this  
24 since 2019, and a school that has  
25 seen, in my opinion, really no

1 improvement, to go from 0 to 1  
2 percent. And, listen, people are  
3 seeing our schools as an investment  
4 where we have high-performance  
5 schools. People do anything to  
6 move into a catchment area. And  
7 where you have schools that are not  
8 high-performing and are struggling  
9 like this one, people are just like  
10 we'll take it if we have to, we  
11 don't have a choice, there's no  
12 other options for us. And no one  
13 wants to feel that there's no other  
14 option for their child. No one  
15 wants to feel like their child is a  
16 test case and maybe goals and  
17 guardrails will work.

18 And, listen, this is not a  
19 test case. You know, this is my  
20 little one, right. She's no test  
21 case. We want our children to be  
22 educated, we want them to receive  
23 the quality of education that you  
24 get if you cross any one of our  
25 City lines. And I don't know that

1 goals and guardrails is doing it.  
2 I don't know that it's doing it.  
3 MS. LAM: Test -- let me  
4 say that I have the privilege of  
5 choosing a school for my daughter  
6 not because there was anything  
7 lack -- or to choose a different  
8 school other than my neighborhood  
9 school not because there was  
10 anything lacking at all in academic  
11 achievement. In fact, they're one  
12 of the best achieving schools in  
13 our City and not because there was  
14 anything wrong in terms of safety  
15 or culture or anything like that.  
16 I had the privilege of choosing a  
17 different school for my child  
18 because of what I wanted for her  
19 and for her education. And I think  
20 that that is so important for our  
21 families and particularly for the  
22 families that don't have the  
23 privilege of how I got to choose a  
24 school for my child.  
25 And so, what I will tell

1 you is in terms of what does the  
2 Board of Education do in scenarios  
3 where schools are not moving, right  
4 now Dr. Watlington's plan, his  
5 Accelerate Philly plan, is  
6 addressing that. And we are  
7 pushing to make sure that he's  
8 successful and has what he needs to  
9 address it.

10 In terms of how do we weigh  
11 the decision when there is a  
12 potential other school that a child  
13 can go to that a parent might want  
14 their child to go to, how do we  
15 make that decision, I always,  
16 always look at the catchment areas  
17 that that charter draws from and  
18 compares the data of what the other  
19 schools look like.

20 COUNCILWOMAN BASS: So let  
21 me say this real quick, just really  
22 quickly, the privilege that you  
23 just spoke about, the privilege  
24 that you have is the privilege that  
25 every single parent in the School

1 District of Philadelphia wants, to  
2 be able to make a decision for  
3 their child --

4 (Applause.)

5 COUNCILWOMAN BASS: --

6 where their child's going to go,  
7 they can receive the same quality  
8 of education. And assuming that  
9 you will be confirmed, just  
10 assuming that you will be  
11 confirmed, when we have our next  
12 go-round, the next conversation  
13 that we have, whether it's a year  
14 from now, two years from now,  
15 whenever, that's going to be my  
16 question to all of you, is what  
17 have you done with the privilege  
18 that you all have to make sure that  
19 everyone has access to that same  
20 level of privilege? So thank you.

21 COUNCILMAN THOMAS: Thank  
22 you, Councilmember Bass.

23 Chair recognizes Majority  
24 Leader Gilmore Richardson. I'm  
25 sorry, Majority Leader.

1 Councilmember Bass, were  
2 you done? I'm sorry. I thought  
3 you were done.

4 COUNCILWOMAN BASS: I'm  
5 done.

6 COUNCILMAN THOMAS: Oh,  
7 okay. I'm sorry. I just seen your  
8 look. I didn't want to cut you  
9 off.

10 Chair recognizes  
11 Councilmember Majority Leader  
12 Gilmore Richardson.

13 COUNCILWOMAN GILMORE  
14 RICHARDSON: Thank you. Thank you  
15 so much, Mr. Chair.

16 And in the interest of time  
17 and thinking about those who has  
18 signed up to give testimony and  
19 being respectful of all of your  
20 time, I just wanted to list some of  
21 the matters and issues that are  
22 important to me that I'll be  
23 focusing on moving forward.

24 And so, obviously the  
25 School Finder app, something I've

1 been talking about for four years  
2 that we're trying to work with the  
3 District on to ensure that we are  
4 getting our young people to their  
5 closest local public school and  
6 then giving them their additional  
7 options. Okay.

8 In addition to that, career  
9 in technical education,  
10 particularly ensuring that we are  
11 able to expand our CTE programs  
12 with schools like Mayfair CTE,  
13 where we have the only middle  
14 school CTE program, Mr. Evin  
15 Jarrett, he's doing a phenomenal  
16 job with our young people. So  
17 definitely want to lift up more  
18 middle school CTE programs and  
19 early career exposure for our  
20 younger students.

21 In addition to that,  
22 driver's ed. for CTE students. One  
23 impediment we find when seeking to  
24 connect them with opportunities in  
25 construction trades and in the

1 building trades is they are not  
2 able to take the opportunity  
3 because they lack a driver's  
4 license. Okay.

5 Lastly, I'll mention two  
6 things. One is a dream, a building  
7 trades high school in the City of  
8 Philadelphia, a high school that  
9 solely focuses on the skill trades  
10 in preparing our young people for  
11 jobs in labor. And finally, of  
12 course infrastructure, ensuring  
13 that we have adequate  
14 infrastructure in school buildings  
15 to support the work that our young  
16 people will do in the 21st century.

17 Lastly, I will say again  
18 that I'm certainly very  
19 appreciative of the time that you  
20 all have extended. I look forward  
21 to continuing to work with you and  
22 ask that we have continued  
23 partnership for all members of  
24 Council. I know that Chairman  
25 Thomas and members of the Education

1 Committee meet with you all quite  
2 frequently. But we want to engage  
3 with you all on a more regular  
4 basis.

5 And I know we've had the  
6 opportunity to visit some schools  
7 and we've done some breakfast  
8 meetings and other things, but we  
9 want to ensure that we're able to  
10 engage with you all as a full body  
11 more frequently so that we're all  
12 on the same page and rowing in the  
13 same direction, which is ensuring  
14 the success of our young people and  
15 our children. We all want the best  
16 for our kids. We all want to get  
17 to that same goal, and we have to  
18 work together in order to get  
19 there. So thank you very much, and  
20 thank you to all of those who are  
21 here to testify, which is why I  
22 will hold the balance of my  
23 questions for the School District  
24 budget hearings that are  
25 forthcoming. Thank you.

1 COUNCILMAN THOMAS: Thank  
2 you, Majority Leader. I definitely  
3 agree with you around driver's ed.  
4 And Mr. Jarrett is somebody who we  
5 had in City Council. We honored  
6 him and his dope student podcast,  
7 and that's a great school that's in  
8 Councilmember Driscoll's District.  
9 All great points.

10 Chair recognizes  
11 Councilmember Jones.

12 COUNCILMAN JONES: Thank  
13 you, Mr. Chairman.

14 I, like my colleague  
15 Katherine Gilmore Richardson, would  
16 like to leave you with a homework  
17 assignment for which there will be  
18 a quiz when you come back for  
19 budget. And the first, it's seven  
20 subjects that I care about.

21 Let me start with Overbrook  
22 High School, which is a -- although  
23 Katherine Gilmore Richardson had  
24 the honor of making Girls', she  
25 taught at Overbrook High School,

1 and loved those students so much  
2 that she developed lifelong  
3 relationships with them.

4       So we have started a plan.  
5 I didn't want to say it in front of  
6 Chairman Isaiah Thomas, that we  
7 work with them. And they're  
8 working on a modest to aggressive  
9 plan for Overbrook. And we thank  
10 you for Cassidy, which is one or  
11 two brand new stick-built schools  
12 and one of them is in the 4th  
13 District.

14       So the first one is  
15 Overbrook. That will be an extra  
16 credit grade for you. The second  
17 one is to reduce the dropout rate  
18 in those 19 zip codes that occupy  
19 90 percent of the inmates on State  
20 Road. If you reduce that dropout  
21 rate by 10 percent a year,  
22 corresponding dropout rates will  
23 reduce crime rates. So that's  
24 Subject No. 2.

25       No. 3, I'd like you to

1 increase the school-to-paycheck  
2 pipeline. You did a great job with  
3 the vehicle facilities piece  
4 working with Randolph. We have  
5 5,000 jobs that we could name right  
6 now that we could grow the  
7 inhabitants right out of school.  
8 Everybody's not going to college,  
9 but that municipal college that the  
10 Mayor is talking about is an  
11 intriguing proposition that will be  
12 something we will grade you on.  
13 We'd like you to reduce the  
14 friction between the Recreation  
15 Department and you guys on  
16 facilities fees, like some of our  
17 nonprofit -- I'm a track coach by  
18 nature. I'll be at the Penn Relays  
19 next week. But we charge some of  
20 the nonprofit groups designed to  
21 reduce gun violence \$5,000 to use a  
22 track that they already paid for.  
23 So we have to work that  
24 out. If it means, President  
25 Johnson, puts a little more in your

1 budget, so be it. The other  
2 subject -- liberal with his money,  
3 right. We'd like to get that  
4 facilities plan that Member Thomas  
5 wants, but it should be juxtaposed  
6 with the right-sizing plan that  
7 says if you have more population  
8 here, you need more facilities  
9 corresponding. And we need a plan  
10 so that we can appropriate  
11 correctly.

12 And what else -- oh, how  
13 many was that? I went to public  
14 school.

15 COUNCILWOMAN LOZADA: Five.

16 COUNCILWOMAN LANDAU: I  
17 think we're on six.

18 COUNCILMAN JONES: We're on  
19 six. Examine creative programs  
20 like Overbrook works with the Mann  
21 Center who works with Live Nation.  
22 We put a \$2.5 million studio in  
23 there and those young people now  
24 are getting internships with Live  
25 Nation, like a real job at the end

1 of the rainbow kind of thing and  
2 doing the things that they love,  
3 writing, producing, acting,  
4 scripting, building stages that are  
5 industry-certified. We need more  
6 of that. And if we can do those  
7 things, we can give you a grade on  
8 those things, I will ask these  
9 exact same questions. I might  
10 allow you to self-grade your own  
11 tests. But we will hold you  
12 accountable for those answers.

13 Thank you very much,  
14 Mr. President.

15 COUNCIL PRESIDENT JOHNSON:  
16 Chair recognizes Majority Leader  
17 Richardson.

18 COUNCILWOMAN GILMORE  
19 RICHARDSON: And very quickly to  
20 Councilmember Jones' point, the  
21 young man who runs --

22 COUNCIL PRESIDENT JOHNSON:  
23 Can you speak into the microphone  
24 please.

25 COUNCILWOMAN GILMORE

1 RICHARDSON: The young man who runs  
2 the Live Nation Urban program is a  
3 graduate of Masterman High School  
4 with Overbrook High School. And  
5 so, it shows you the talent of our  
6 young people and the talent we're  
7 producing in the School District.  
8 And we're committed to Overbrook  
9 High School, Councilmember Jones.  
10 Thank you.

11 COUNCIL PRESIDENT JOHNSON:

12 Sounds like a Wynnefield thing to  
13 me. That's what's up.

14 Chair recognizes  
15 Councilmember Nina Ahmad.

16 COUNCILWOMAN AHMAD: Thank  
17 you, Council President.

18 I just wanted to echo what  
19 my colleague said about amazing  
20 students that come out of the  
21 School District. I happened to  
22 visit Lankenau High School and was  
23 completely blown away with their  
24 presentation. They were about to  
25 go to a national conference, and it

1 was just very heartwarming.  
2 I had a few students from  
3 Sankofa visit my office, and we had  
4 real spirited, engaged debates  
5 around reproductive freedom. The  
6 other young man was about cancer  
7 research and these are  
8 Philadelphians. And so, kudos to  
9 our School District. I know we  
10 have work to do. I know we have to  
11 improve our proficiencies but we  
12 need to work together to figure out  
13 which direction we need to go.  
14 My question is for Joan  
15 Stern if she's still here. I can't  
16 quite see her from where I am.  
17 Given -- she's still here, right.  
18 Given your public finance  
19 expertise, I wanted to ask you a  
20 couple of questions around school  
21 funding from the state and then a  
22 question about the facilities and  
23 sort of floating bonds around that  
24 issue.  
25 But the first question is

1 about, is this Board going to be  
2 actively engaged in advocating for  
3 those dollars from the state to  
4 come as mandated by our  
5 Commonwealth Court? I know there's  
6 been some recommendations from the  
7 School Funding Commission. I  
8 wondered where are you going with  
9 that in order for Philadel -- first  
10 of all, to get it in time. And I  
11 think the Governor's budget, 2025  
12 budget, has some money set aside.  
13 I wondered what the role of the  
14 School Board is going to be in  
15 advocating for that? That's the  
16 first question.

17 MS. STERN: I wouldn't have  
18 asked to join the Board if I didn't  
19 want us and the Mayor and City  
20 Council to sing one song to  
21 Harrisburg. We have more schools  
22 in our county than any other county  
23 in our Commonwealth.

24 I can tell you that when I  
25 began representing the School

1 District in the '70s we had no  
2 market access and we were not  
3 eligible for state capital funding  
4 because we were not building new  
5 school buildings. We were  
6 renovating the buildings that we  
7 owned, so it took quite an effort  
8 to persuade the legislature to  
9 amend the PlanCon rules and to  
10 allow school districts of the first  
11 class, ours is the only one, to get  
12 state funding.

13 It's been a constant  
14 struggle. For the first time in my  
15 50 years of working with the School  
16 District we got state federal  
17 grants, federal grants, which we  
18 have used to build new schools in  
19 the District, the first time we  
20 have ever received funding to my  
21 knowledge to build new schools that  
22 we didn't have to pay back. So --

23 (Applause.)

24 MS. STERN: -- we want  
25 to -- I will do my best to persuade

1 my colleagues and I don't think it  
2 will take much for me to persuade  
3 them, and to persuade all of you  
4 and the Mayor who's already  
5 cheerleading for this, for us to go  
6 to every government funder,  
7 federal, state, local and persuade  
8 investment in 21st century  
9 buildings for our children. Thank  
10 you.

11 (Applause.)

12 COUNCILWOMAN AHMAD: I look  
13 forward to being a part of that  
14 team doing this because we have no  
15 option. We are a city of eds and  
16 meds and our children are not ready  
17 to get those jobs. If you're not  
18 reading at grade level, that's not  
19 going to happen, if you don't do  
20 math, it's not going to happen. So  
21 we have to push very hard for this  
22 to make sure that a state with a  
23 surplus of \$14 billion needs to  
24 make room.

25 In addition to the formula

1 funding that they're going to give  
2 us, to make sure -- because we  
3 drive the economy of the state.  
4 And so, we need a commensurate  
5 return specially invested in our  
6 schools. So count me in as your --

7 MS. STERN: We're going to  
8 sign you.

9 COUNCILWOMAN AHMAD: --  
10 champion, yes. And then I had a  
11 follow-up question. You mentioned  
12 capital expenditure. Because we're  
13 probably going to have to do a lot  
14 of new schools, some of these are  
15 not going to be able to be saved,  
16 does the School Board look -- I  
17 know you haven't started yet, I  
18 understand that, but you have a lot  
19 of experience. Are we going to be  
20 looking at putting a plan forward  
21 which again will have a buy-in from  
22 state, federal and any  
23 philanthropic entities to create  
24 enough resources to do that? And  
25 we would love, as Councilmember

1 Chairman Isaiah Thomas has said, a  
2 real plan around that issue.

3 MR. STREATER: Yes. And I  
4 just want to add something to put  
5 context to our facilities. We have  
6 some beautiful facilities too,  
7 right.

8 COUNCILWOMAN AHMAD: Yes,  
9 I've seen them.

10 MR. STREATER: And some of  
11 our facilities, it is a mixed bag.  
12 And I think that is the byproduct  
13 of uneven funding or being \$1.4  
14 billion right now underfunded, 1.4  
15 billion. And I've actually done a  
16 little research on this. When  
17 immigrants moved into  
18 Philadelphia -- yeah, a little  
19 history lesson in Philadelphia --  
20 there was a marked change in who  
21 was sending their children to  
22 public education because they  
23 didn't want to go to school with  
24 Irish immigrants. They didn't want  
25 to go to school with Italians,

1 right.

2 And I actually saw that the  
3 superintendent and the board at  
4 that time sought to get the  
5 political wherewithal for the  
6 School District to get the bonds  
7 necessary to do the work on  
8 facilities. This is not a 10-year  
9 issue y'all. This is like a  
10 hunnit-year issue. I'm sorry,  
11 hundred. The Germantown's coming  
12 out. So that's part of framing for  
13 us. But we have some beautiful  
14 edifices of learning. And we have  
15 newer buildings.

16 And so, our whole portfolio  
17 isn't dilapidated, falling apart,  
18 but we do have issues. And I think  
19 that me putting that context out  
20 there makes this even a more doable  
21 exercise, right. It's not all 212  
22 schools. It's not. It's a subset  
23 of a subset. And I just want to  
24 posit that in this chamber to  
25 invigorate everybody to say this

1 could get done, and every school in

2 Philadelphia isn't dilapidated.

3 I'll keep it there.

4 COUNCILWOMAN AHMAD: And we

5 need to plan for it. I mean --

6 MR. STREATER: Yes, ma'am.

7 COUNCILWOMAN AHMAD: --

8 it's great that you're saying that.

9 We need numbers, we need dates, we

10 need when because then it gives us

11 confidence to tell our

12 constituents, yes, the ones that

13 need work will get work done, and

14 we haven't had that yet. And as

15 our Chairman said, he's asked for

16 it in 2022, so this is 2024.

17 And so, we're all nice and

18 good, but we need actual concrete

19 things to come through. And I

20 thank you all for taking all this

21 in your stride. I know we've been

22 hypercritical at times, but this is

23 the only forum we have. So this is

24 why what you said about having

25 ongoing relationships, doing a

1 retreat or whatever it takes for us  
2 to be on board so we don't have to  
3 wait until now to do this. So I  
4 thank you for your time, all of  
5 you.

6 And thank you, Council  
7 President.

8 COUNCIL PRESIDENT JOHNSON:

9 Thank you. Surely all the schools  
10 aren't the same because I just had  
11 a Budget Town Hall at MLK High  
12 School in the Northwest, the great  
13 ol' Northwest. It does not look  
14 like South Philadelphia High's  
15 auditorium, very different  
16 experience. And so, yes we do have  
17 some good schools out there with  
18 some very, very nice facilities.  
19 And so, we want to accentuate some  
20 of the good ones.

21 At this time, I want to  
22 acknowledge Councilmember Jim  
23 Harrity.

24 COUNCILMAN HARRITY: Thank  
25 you, Council President.

1        So while I'm new unlike  
2 some of my other newer colleagues,  
3 I actually was here last budget and  
4 last time that we had  
5 conversations. And just for a  
6 point of information, we did ask  
7 for you guys to come up with a  
8 facilities plan for when the money  
9 comes from the Governor's Office.

10       So I'd just like to stress  
11 on how important it is to be  
12 prepared so that when the money  
13 comes, we're able to start right  
14 away of building new schools or  
15 fixing the schools that we got, but  
16 that's not my question.

17       My question has to do with  
18 children who are English as a  
19 second language. We're having a --  
20 we are a sanctuary city and we are  
21 taking in different nationalities  
22 all the time, which is great.  
23 That's what we're about. But we  
24 still have to give them an equal  
25 opportunity as our Mayor said. So

1 how are we dealing with getting  
2 more bilingual teachers -- well,  
3 first, do we have enough bilingual  
4 teachers? And secondly, what are  
5 we doing to try to recruit more  
6 bilingual teachers?

7 MS. LAM: Thank you for  
8 that question. We have  
9 approximately 20 percent of our  
10 students who are English language  
11 learners and that number is  
12 growing.

13 COUNCILMAN HARRITY: It's  
14 going to keep growing.

15 MS. LAM: And often times  
16 English language learners within  
17 our system, and particularly the  
18 families that they are from for  
19 whom the home language is not  
20 English, that number gets masked  
21 because as soon as English language  
22 learners achieve a certain level of  
23 proficiency, they're no longer  
24 counted in that 20 percent.

25 So the School District has

1 bilingual counseling assistants,  
2 and the bilingual counseling  
3 assistants are allocated to schools  
4 based on the populations that are  
5 there. So a school that I was  
6 recently at has bilingual  
7 counseling assistants in Spanish,  
8 in Mandarin, in Cantonese and two  
9 other languages I think, and we  
10 have bilingual counseling  
11 assistants. We're needing to hire  
12 more and more bilingual counseling  
13 assistants in Portuguese, which is  
14 one of our highest, fastest growing  
15 populations in need.

16 I don't believe that we  
17 have enough bilingual counseling  
18 assistants to support all of our  
19 families, and we have restructured  
20 the way in which we are offering  
21 supports so that supports can be  
22 more streamlined and coming out of  
23 the same office for supports to the  
24 student as well as supports to the  
25 families.

1 COUNCILMAN HARRITY: So  
2 with that being said, when they get  
3 to a certain level of knowledge of  
4 the English language, then they're  
5 no longer considered bilingual?  
6 That's kind of --

7 MS. LAM: They're no longer  
8 English learners and they no longer  
9 show up in our data as English  
10 learners.

11 COUNCILMAN HARRITY: How  
12 much time does it take on average  
13 do you think, is it a year, two  
14 years, three years, before they're  
15 ready to be done with the  
16 counselors for the bilingual? And  
17 is that actually feasible? Are  
18 they actually able to understand  
19 the language enough to succeed in  
20 order to pass their grades?  
21 Because in my own experience, I  
22 know a lot of people who are  
23 English as a second language and  
24 while they speak very good English,  
25 they don't understand all of it,

1 you understand, you know what I'm

2 trying to get at?

3 MS. LAM: Absolutely. The

4 supports do need to be there not

5 just for the students, but for

6 their families as well who will

7 help in supporting a lot of the

8 decisions that we expect families

9 to be able to support and be

10 engaged in.

11 COUNCILMAN HARRITY: Like I

12 said earlier, I see the new math

13 and for somebody that's speaking

14 English his whole life, it's still

15 a little crazy for me. So I would

16 love to see what we could do about

17 actually fitting more in and maybe

18 giving them more time because I'm

19 completely vested in the Mayor's

20 vision of equal opportunities for

21 all, because that's what we are

22 about here in Philadelphia.

23 And since our population of

24 new citizens is growing, I'm glad

25 to hear that you're looking at it

1 and you're able to grow with it.  
2 It's all about being able to grow  
3 with what we have going on, right.  
4 But I also know that you have to  
5 work with what you got. And  
6 sometimes that's just not enough,  
7 right. Appreciate it. Thank you.

8 MS. LAM: Thank you.

9 The Chair recognizes for  
10 last question Councilmember Jeffrey  
11 Jay Young.

12 COUNCILMAN YOUNG: Thank  
13 you, Mr. President.

14 Really quick, can you tell  
15 us what the Board's role is in  
16 developing policies that allow  
17 outside organizations to use school  
18 facilities or to come in to help  
19 provide additional services to  
20 children in those schools?

21 MR. STREATER: The Board's  
22 role is through our policy powers.  
23 As you know, that's one of the  
24 powers that's outlined in the law,  
25 one of the levers that we pull. We

1 have a policy cycle where the  
2 Co-chair who's right now ChauWing  
3 Lam and the other Co-chair is Joyce  
4 Wilkerson, there's policies that  
5 come up for reconsideration as  
6 well, but that's not the only  
7 mechanism.

8       The Superintendent of the  
9 School District of Philadelphia, as  
10 long as a policy is silent on  
11 something or gives him autonomy,  
12 can implement administrative  
13 procedures. And usually that work  
14 happens in consultation with the  
15 policy committee work, but he  
16 convenes students, he convenes  
17 parents, he convenes individuals to  
18 let him know what he needs to know.

19       And then there's a policy  
20 hearing that's public, of which you  
21 all are free to come to as well to  
22 voice your concerns or support  
23 something that we're doing and  
24 putting on the record. And then  
25 the policy comes up multiple times,

1 and then eventually the full Board  
2 votes on it and then it becomes a  
3 policy. But that's the process. I  
4 think Co-chair ChauWing Lam wants  
5 to add something.

6 MS. LAM: I think your  
7 specific question was about use of  
8 facilities for supportive and  
9 enrichment activities.

10 COUNCILMAN YOUNG: Yes.

11 MS. LAM: And it is  
12 absolutely the Board's role enacted  
13 through the policy committee to  
14 determine whether or not and under  
15 what guardrails to allow such use.  
16 Typically there are administrative  
17 procedures that accompany policies  
18 and that helps to guideline -- or  
19 helps to define the District's role  
20 in allowing that policy to happen.

21 So, for instance, in the  
22 example that you mentioned, the  
23 District would also have to  
24 determine what level of staffing  
25 needs to be involved to make that

1 facility available, what are the  
2 hours that the folks would need to  
3 work, what kind of memorandum of  
4 agreement would need to be made in  
5 order to ensure that there's  
6 clarity on how the facility is  
7 being used. But certainly, we can  
8 take a look at it as a Board.

9 COUNCILMAN YOUNG: Thank  
10 you. I only ask that question  
11 because I think that we are -- with  
12 our education system as well as  
13 other things, we're in a state of  
14 emergency. And I think we need an  
15 all-hands-on-deck approach. And  
16 so, we have outside organizations  
17 that are willing to come lend their  
18 time to our schools to enhance the  
19 quality of education to help  
20 educate the entire child. I think  
21 we need to make it a little bit  
22 easier for some of those  
23 organizations to come in to help  
24 turn around some of those schools  
25 and provide those opportunities to

1 our students.

2 Thank you, Mr. President.

3 COUNCIL PRESIDENT JOHNSON:

4 You're welcome.

5 As we wrap up, just one

6 last question. So, Mr. Streater,

7 as we move forward in the event

8 that nomination goes through,

9 voted, your peers vote you again as

10 Chairperson, how do you want

11 elected officials to engage with

12 the Board when we're coming to

13 advocate as it relates to school

14 issues in our District?

15 In the past, and this is

16 based upon I have to represent my

17 members, I think that sometimes

18 when they have come down, things

19 come across a little adversarial

20 between the Chair and the members,

21 other elected officials as well

22 felt that they come down and

23 everybody gets passionate, but

24 we're all professional in the same

25 way so nobody should walk away

1 feeling like there was something  
2 improper about advocating.  
3 And classic example, I  
4 haven't been in front of the Board  
5 under your administration, but I'm  
6 responsible for helping to save  
7 E.M. Stanton in South Philadelphia.  
8 They wanted to shut E.M. Stanton  
9 down at one time, build condos.  
10 I worked with the  
11 Goldenberg Group, come in, do a  
12 public-private partnership, came  
13 down to the District -- I mean,  
14 came down to the Board, advocated,  
15 and that was it. And so, just for  
16 members of this body, right,  
17 because it's been mentioned several  
18 different times, I just want to go  
19 on the record so we all can be  
20 professional. Folks don't feel  
21 like because they're advocating,  
22 there's anything improper or some  
23 type of undue influence we're  
24 trying to do other than just coming  
25 down there and advocating for our

1 school. So give us from your  
2 perspective how would you like for  
3 us to engage so it could be a  
4 cooperative relationship?

5 MR. STREATER: Well, thank  
6 you for opening that door. I  
7 actually want to address something  
8 on the record, and this is a point  
9 of growth that I had. And there  
10 was a legislator who came early, I  
11 think it was my first action  
12 meeting chairing or my second  
13 action meeting chairing, and there  
14 was an exchange. And I'm not proud  
15 of it.

16 I believe I have learned  
17 from that, and that event did not  
18 occur again. I actually went out  
19 to lunch with that individual and  
20 we broke bread, we talked it up. I  
21 had to, you know, eat some crow.  
22 And it is what it is. That's part  
23 of this process. I apologized and  
24 we kept it moving. And then later  
25 on I was able to work with that

1 same legislator offline to talk  
2 about a very tough issue that was  
3 very successful.  
4       So that's my style and my  
5 leadership. I'm a human, right,  
6 and I react. As it relates to any  
7 assertions that the Board of  
8 Education has not been welcoming, I  
9 will say that we have -- so for  
10 example, there's a very tough vote  
11 that we had to take in February  
12 where three of our amazing  
13 legislators, some Councilmembers  
14 and the legislator came down, and I  
15 actually used Chair's privilege of  
16 the Board, I actually checked with  
17 the Board, and this is a City  
18 Councilmember. I'm going to amend  
19 the process and let the City  
20 Councilmember -- not even let, give  
21 him the floor to speak. I think my  
22 actions speak louder than words.  
23       But I also heard that there  
24 was some angst about maybe  
25 something I might have said on the

1 record. I think I've  
2 coordinated -- I felt like I  
3 triangulated what it was. I  
4 actually have the transcript of the  
5 meeting of the portion that it was.  
6 I was not talking about your City  
7 Council, Council President. I was  
8 talking about the independence of a  
9 charter board and why I was making  
10 the decision I was making. I was  
11 not talking about the independence  
12 of the Board of Education. We are  
13 part of the process. We want to be  
14 hand and glove as much as possible  
15 while also ensuring that we  
16 maintain our fiduciary duty. So  
17 thank you, sir, for my --

18 COUNCIL PRESIDENT JOHNSON:

19 Thank you. And look forward to  
20 doing that retreat in the future.  
21 And so, Jim Harrity said he's going  
22 to help write the budget for also  
23 making sure we get them counselors  
24 in them schools. And so, I back  
25 your play. And we can talk to our

1 Chair of Appropriations. He's not  
2 here right now, but nevertheless  
3 make that -- we have our Vice-chair  
4 here, Ms. Moneybags. She knows  
5 that budget inside out. But it's a  
6 good day today.

7       So we want to thank all of  
8 you for taking time out of your  
9 schedule. Listen, you're not  
10 getting paid to do this. You're  
11 signing up and we recognize that.  
12 And so, the questions that we asked  
13 from I guess whatever time we  
14 started today, like 11:15, 11:20 to  
15 5:19, is just because at the end of  
16 the day we're very, very passionate  
17 about these children here in the  
18 City of Philadelphia.

19       Most of us, we're semi-  
20 professional. And some of us got  
21 kids in the District, some of us  
22 got kids in private school, right.  
23 We're probably slight middle income  
24 and so forth based upon our  
25 professions and the work that we

1 do, but there's a population of  
2 people out there, right, that don't  
3 have lobbyists walking the halls of  
4 City Council, don't have lobbyists  
5 walking the halls of our State  
6 House, don't have lobbyists in  
7 Congress. And so, we're the last  
8 line of defense to advocate on  
9 their behalf.

10 And so, when we take these  
11 lines of questioning, there's  
12 nothing personal about any of it,  
13 right. It's just a passion and  
14 commitment to represent the people  
15 who actually sent us here in the  
16 first place. So we thank you all  
17 for taking time out of your  
18 schedule and being here today.  
19 Looking forward to working with  
20 you.

21 And now, I would like to  
22 call up public comment, individuals  
23 who are here from the public to  
24 actually talk about this process  
25 and their issues and concerns.

1       At this time, we have  
2 public comment to address, the  
3 resolutions that we have heard thus  
4 far today. All speakers must sign  
5 up in order to testify. If you  
6 have not already signed up for  
7 today's session, please do so now  
8 by giving your name at the table  
9 outside the rails to my left to  
10 Mr. Stephon Johnson.

11       Once you have signed up,  
12 you will be called in the order in  
13 which your name appears on the  
14 sign-up sheet. Public commenters  
15 will be given one minute to speak  
16 based upon the volume of this  
17 sheet. Once the time has passed,  
18 we want you to yield the podium to  
19 the next speaker if you have not  
20 done so already. And I will work  
21 with you on time based upon who  
22 showed up and who didn't show up on  
23 this public commenter list.

24       COUNCILWOMAN GILMORE

25   RICHARDSON: Okay. We will now

1 proceed with public comment.

2 The Chair now recognizes

3 Lisa Haver.

4 (Witness approached the  
5 podium.)

6 MS. HAVER: Good evening.

7 My name is Lisa --

8 COUNCILWOMAN GILMORE

9 RICHARDSON: Pardon me. Prior to  
10 beginning, I apologize for the  
11 interruption. For all those who  
12 are here to give public comment,  
13 please limit your comments to a  
14 minute-and-a-half, if possible,  
15 okay, and summarize your testimony  
16 if possible, as much as possible.  
17 We're trying to hear from every  
18 single person on this list.

19 And we appreciate you being  
20 here. We thank you for the time  
21 you've extended all day. Please  
22 get all your remarks in, but we do  
23 want to accommodate every single  
24 person that's on this list front  
25 and back. Okay.

1        So, Lisa Haver, please

2   proceed.

3        MS. HAVER: Good evening.

4   My name is Lisa Haver. I'm a

5   member of the Grassroots Alliance

6   for Philadelphia Public Schools. I

7   taught in Philadelphia's public

8   schools and now advocate for public

9   schools to remain in public control

10   today.

11        We are near the end of a

12   process in which the public has

13   been shut out almost completely.

14   We have had no say in who serves on

15   the Board of Education, the

16   governing body that oversees a \$4.5

17   billion budget and makes decisions

18   that affect school children and

19   their families and communities.

20        There was minimal notice of

21   the convening of the Nominating

22   Panel in February. There was no

23   public testimony taken at that

24   first panel meeting. In fact, when

25   I asked to be heard, I was

1 silenced. The panel in violation  
2 of the PA Sunshine Act conducted  
3 all of its business in executive  
4 session.

5       The panel did not release  
6 the names of the applicants so  
7 there's no way for any parent,  
8 student or educator to speak out  
9 for or against any potential  
10 nominee. This hearing is being  
11 held at a time when teachers,  
12 students and most parents are not  
13 able to attend. We did try to meet  
14 with Councilmembers, and I do thank  
15 those Councilmembers who did listen  
16 to me when I approached them, but  
17 it seems that some people were  
18 heard, those with a more financial  
19 interest in public schools, those  
20 who seemed to want to go back to  
21 the days of state control and the  
22 School Reform Commission when  
23 neighborhood public schools were  
24 closed and replaced by privately  
25 managed charter schools.

1       The richest man in  
2 Pennsylvania is Jeffrey Yass. He  
3 does not live in the City, but he  
4 has had by virtue of his wealth and  
5 political connections a lot of  
6 influence on the City schools.  
7 He's a political and financial  
8 supporter of Donald Trump and other  
9 right-wing Republicans.  
10       Yass has poured a lot of  
11 money into supporting the  
12 privatization of public schools and  
13 into the campaigns of elected  
14 officials who support that. At the  
15 same time public was shut out, the  
16 dark money forces moved in. As a  
17 member of APPS, I've been a critic  
18 of the actions of the Board on many  
19 occasions.  
20       Councilmembers should  
21 understand that Board members who  
22 vote -- that Councilmembers who --  
23 excuse me, I'm sorry.  
24 Councilmembers should understand  
25 that Board members who vote against

1 any new charter application are  
2 simply being fiscally responsible.  
3 I did send copies of our APPS  
4 report to some Councilmembers that  
5 shows that over half of the City's  
6 charter schools are underenrolled.  
7 Years of data shows that charter  
8 schools have consistently performed  
9 below District schools.

10 SERGEANT-AT-ARMS: Your  
11 time is up.

12 MS. HAVER: Okay. Did you  
13 ask me to summarize or -- okay.  
14 The vote is in your hands. Make  
15 your decision based on what is best  
16 for the City's children, not on  
17 what will make Jeffrey Yass and his  
18 beneficiaries happy. Thank you  
19 very much.

20 COUNCILWOMAN GILMORE  
21 RICHARDSON: Okay. Next witness we  
22 have is Coleman Poses. Please  
23 state your name for the record and  
24 proceed with your testimony.

25 MR. POSES: Coleman Poses.

1 Dear members of City Council, thank  
2 you for the opportunity of speaking  
3 with you today. Based upon the  
4 recent calculations from the  
5 state's Basic Education Funding  
6 Commission and Governor Shapiro's  
7 '24-'25 budget proposals the state  
8 of Pennsylvania shortchanges  
9 Philadelphia schools by over \$1  
10 billion annually.

11 The problem of lack of  
12 revenue has only been compounded by  
13 excessive expenses associated with  
14 the maintenance of the charter  
15 school system -- with the  
16 maintenance of the charter school  
17 system in the District due to the  
18 directives that exist within this  
19 current state Charter law.  
20 Philadelphia is not alone in this  
21 problem.

22 Nearly 470 elected school  
23 boards in Pennsylvania, almost 90  
24 percent of all the school boards in  
25 the Commonwealth have signed onto a

1 resolution calling on the General  
2 Assembly to enact meaningful  
3 charter reform that would rectify  
4 many of the extreme financial  
5 burdens charter schools have placed  
6 on the District. But the law has  
7 been deficient in other ways.

8       The law allows for a rather  
9 long and convoluted charter  
10 revocation process where  
11 underperforming schools continue to  
12 run while the District spends  
13 exorbitant amounts of money to  
14 defend its intention to close them.  
15 Poorly-performing charter schools  
16 therefore continue to operate  
17 within this system.

18       There's also data that  
19 indicate how the law has affected  
20 our state. A recent report of the  
21 National Assessment of Educational  
22 Progress underscores Pennsylvania's  
23 problems by finding the  
24 Commonwealth charters to be close  
25 to the bottom in reading and math

1 scores of the 36 states included in  
2 the study.  
3 I, therefore, come here  
4 today to ask you to only confirm  
5 School Board nominees who will deny  
6 all new charter applications until  
7 the state law demands more  
8 accountability, transparency and  
9 reimbursement only for services  
10 provided for these schools, and the  
11 School District of Philadelphia is  
12 properly funded.

13 Regardless of what your  
14 feelings are about school choice,  
15 does it make sense for the School  
16 Board to approve new charters with  
17 money that the District frankly  
18 does not have? The District to  
19 that -- the answer --

20 COUNCILWOMAN GILMORE  
21 RICHARDSON: Mr. Poses, please  
22 summarize your testimony.

23 MR. POSES: -- to that  
24 question may very well dwell in  
25 this room. Thank you.

1 COUNCILWOMAN GILMORE

2 RICHARDSON: Thank you so much.

3 Thank you very much. The Chair now

4 recognizes Linda Rubin.

5 (Witness approached the

6 podium.)

7 MS. RUBIN: This isn't

8 right. I just need to say that.

9 This isn't right. Hello, my name

10 is Linda Rubin. I'm a product of

11 Philadelphia public schools. I

12 worked --

13 SERGEANT-AT-ARMS: Please

14 speak into the mic.

15 MS. RUBIN: Can I start

16 over? Hello. My name is Linda

17 Rubin. I'm a product of

18 Philadelphia public schools. I

19 worked in the District for 41

20 years. Three years as a teacher at

21 Walton Elementary, 27th and

22 Huntingdon where I had student

23 taught. 38 years as a K to 8

24 counselor in D.N. Fell Elementary

25 School in South Philadelphia.

1 I am passionate about  
2 children, their families and  
3 supporting them. I was a member of  
4 Mothers in Charge for five years in  
5 support of mothers of murdered  
6 children. I worked with other  
7 groups on anti-violence, including  
8 with Councilmember Johnson.

9 As a counselor -- no, I'm  
10 going to skip that. There are so  
11 many private interests out there  
12 that want District money and make  
13 promises that don't work out. On  
14 February 1st, Chalkbeat had an  
15 article, Philadelphia tax break  
16 program fails to deliver benefits  
17 to students. Big sums of money  
18 were lost just because that didn't  
19 happen.

20 Privately-run charter  
21 schools are another example of  
22 dollars leaving the District  
23 schools, as they keep returning for  
24 more and more schools but don't  
25 accept the Board's oversight. Many

1 are underenrolled. Most charters  
2 are approved and re-approved.  
3 School Board members have to keep  
4 all of that intact to be fiscally  
5 responsible.  
6 I just heard a disturbing  
7 piece in the Inquirer about a move  
8 to deny retention of Reginald  
9 Streater and Joyce Wilkerson. I  
10 can only assume that's because they  
11 have both followed their jobs to do  
12 due diligence on charter renewals,  
13 creations of new charters. The  
14 Board's job is to oversee charters,  
15 their practices and how children  
16 are learning.  
17 Charters are not in a  
18 vacuum. There are 217 District  
19 schools for whom the Board is  
20 responsible. In addition to  
21 overseeing 85 charters, the Board  
22 is responsible for District  
23 students who also deserve an  
24 education. That is something that  
25 the Board must take into account as

1 well as the status of existing

2 charter progress.

3 If the article is correct

4 and there is a move to deny

5 seasoned Board members Joyce

6 Wilkerson and Reginald Streater's

7 retention, that sounds personal to

8 me, not educating. I hope this

9 Council will not -- will be

10 complying with all restraints on

11 them. I hope that this Council

12 will not bend to this pressure and

13 for two Board members doing their

14 jobs with all competing restraints

15 that they have on them. Thank you.

16 COUNCILWOMAN GILMORE

17 RICHARDSON: The Chair now

18 recognizes Dr. Cassandra St. Vil.

19 UNIDENTIFIED SPEAKER:

20 Dr. St. Vil had to go for her

21 daughter, but if I'll leave

22 testimony on her behalf.

23 COUNCILWOMAN GILMORE

24 RICHARDSON: Sure. And I'd also

25 like to ask all the witnesses if

1 you have written testimony that

2 you'd like to submit for the

3 record, please do so.

4 Dr. Cassandra St. Vil had

5 to depart?

6 UNIDENTIFIED SPEAKER: Yes.

7 COUNCILWOMAN GILMORE

8 RICHARDSON: Okay. Thank you very

9 much. The Chair now recognizes

10 Corey Hinson.

11 (Witness approached the

12 podium.)

13 COUNCILWOMAN GILMORE

14 RICHARDSON: Please state your name

15 for the record and proceed with

16 your testimony.

17 MR. HINSON: Good evening.

18 My name is Cory Hinson. Honorable

19 members of this Council of the

20 great City of Philadelphia. I

21 stand before you today with a deep

22 sense of pride and conviction as I

23 advocate for the confirmation of

24 current Board President Reginald

25 Streater to continue serving on the

1 Board of Education and to be  
2 re-elected as its President.  
3 I do so not only as an  
4 affiliated stakeholder of this  
5 City's public school system but  
6 also as someone who has witnessed  
7 firsthand the transformative impact  
8 that he has had on our education in  
9 our communities. Reginald embodies  
10 the essence of serving leadership  
11 in every facet of his work. His  
12 character exudes humility,  
13 integrity and a deep-seated  
14 commitment to uplifting our youth.  
15 Through countless hours of  
16 dedicated service, he has  
17 determined a -- he has  
18 demonstrated, sorry, a steadfast  
19 resolve to prioritize the needs of  
20 children above all else. His  
21 leadership style is not about  
22 commanding authority but about  
23 serving with empathy, compassion  
24 and a genuine desire to effect  
25 positive change.

1 Under his leadership  
2 alongside the Board and  
3 Superintendent Reginald has  
4 demonstrated an exceptional ability  
5 to navigate complex issues and  
6 contentious issues with grace and  
7 efficacy. From addressing  
8 challenges of educational operation  
9 to ensuring the Board's practices  
10 are grounded in fact and law, he  
11 has consistently prioritized  
12 student-centered approach to  
13 decision-making.

14 Perhaps most important to  
15 note, Reginald has with the working  
16 assistance of Superintendent  
17 Watlington systematically delivered  
18 results where it mattered most, in  
19 student achievement. Under his  
20 leadership, 13 of the 17 student  
21 achievement indicators are on the  
22 rise. A testament of his effective  
23 stewardship of our educational  
24 resources and unwavering dedication  
25 to the success of every student in

1 Philadelphia.  
2 Honorable members of this  
3 Council, you have the power today  
4 to commit to the further  
5 transcendence of our systematic  
6 educational future. I urge you to  
7 confirm Reginald's continuous  
8 service on the Board of Education  
9 and to re-elect him as its  
10 president. Confirming him is not  
11 just a vote of confidence, but it  
12 is a commitment to excellence,  
13 equity and the limitless potential  
14 of every child in our city.  
15 His track record of  
16 achievement, his dedication to our  
17 community and his embodiment of  
18 values make him the ideal candidate  
19 to lead our educational system into  
20 the future. Ladies and gentlemen,  
21 there is no better choice than  
22 Reginald Streater to serve this  
23 City and its children through the  
24 avenue of service on the  
25 Philadelphia Board of Education.

1 Thank you for your time and  
2 consideration.

3 COUNCILWOMAN GILMORE

4 RICHARDSON: Thank you for your  
5 testimony.

6 The Chair now recognizes  
7 Marquita Ross. Please state your  
8 name for the record and proceed  
9 with your testimony.

10 (Witness approached the  
11 podium.)

12 MS. ROSS: My name is  
13 Marquita Ross. Greetings Honorable  
14 Members of the Philadelphia City  
15 Council. Today you have a historic  
16 opportunity to approve non-School  
17 Board members who will do right by  
18 our children. Your decision will  
19 directly impact our families now  
20 and for years to come.

21 What we are asking for is  
22 simple. What we're asking is that  
23 each one of the nine School Board  
24 members will treat charter schools  
25 fairly, which has not always been

1 true of the current School Board.  
2 With your vote you have the power  
3 to change that. Again, my name is  
4 Marquita Ross. I not only serve on  
5 the Mastery Charter School Board,  
6 but I'm also a part of the Parent  
7 Action Team.

8 I'm here today to stand on  
9 behalf of 12,000 families whose  
10 children attend Mastery schools.  
11 These public charter schools are  
12 some -- some are Renaissance  
13 charter schools, which means that  
14 prior to the Mastery turnaround,  
15 they were some of the lowest-  
16 performing schools in the City,  
17 mostly underenrolled as families  
18 were opting out of attending their  
19 neighborhood schools. Not anymore.  
20 Mastery schools serve all children,  
21 including many who have special  
22 needs.

23 Our children are learning  
24 and thriving in our schools and  
25 community anchors. We are filled

1 with hope for the future. This is  
2 not an abstraction for me. This is  
3 my reality. I have seven children,  
4 five sons and two daughters. I  
5 have witnessed firsthand the  
6 positive transformation at  
7 Cleveland Elementary and Simon  
8 Gratz when they became Mastery  
9 Renaissance charters. My daughter  
10 was floundering in school and they  
11 soared.

12 Having a choice of a good  
13 school to send your child is  
14 fundamental. It has been a right  
15 denied for too long. Too many  
16 Black and Brown families,  
17 especially in lower income  
18 neighborhoods --

19 COUNCILWOMAN GILMORE  
20 RICHARDSON: Ms. Ross, please  
21 summarize your testimony.

22 MS. ROSS: Okay. Charters  
23 are providing assets and equity.  
24 Values I believe you all hold dear.  
25 We're delighted that Ms. Parker,

1 Mayor Parker, is calling for an end  
2 to this versus us and them. Thank  
3 you.

4 COUNCILWOMAN GILMORE

5 RICHARDSON: Thank you. And you  
6 can submit your testimony for the  
7 record if you'd like.

8 The Chair now recognizes  
9 Ashley Redfearn. Please state your  
10 name for the record and proceed  
11 with your testimony.

12 (Witness approached the  
13 podium.)

14 COUNCILWOMAN GILMORE

15 RICHARDSON: Next up will be  
16 Lawrence Jones.

17 MS. REDFEARN: Hi. Good  
18 evening, and thank you for having  
19 us here today. I'm very encouraged  
20 at the idea of one Philadelphia,  
21 one voice and I'm encouraged by the  
22 thoughtful questioning of City  
23 Council. As the CEO of American  
24 Paradigm Schools, a nonprofit  
25 charter management organization

1 that serves 4,200 students and  
2 employs over 500 staff members in  
3 the City, we are excited to work  
4 with whatever Board the Council  
5 recommends and we will roll up our  
6 sleeves next to the new nominees  
7 and any returning nominees and work  
8 side-by-side.

9       We share concerns however  
10 that the conditions of having been  
11 exposed all of us, traditional  
12 schools, public charter schools to  
13 unfair funding has placed us in a  
14 situation where we are pitted  
15 against each other for scarce  
16 resources. I'm also concerned and  
17 our organization is about the  
18 crisis in public safety, the  
19 teacher pipeline and post-COVID  
20 needs.

21       All of these things have  
22 changed how we understand our  
23 student data. Yet the metrics by  
24 which charter schools are judged  
25 have not altered since that time.

1 In May of 2023, we became very  
2 confused as we were emerging from  
3 COVID when unexpectedly going  
4 through the renewal process,  
5 Memphis Street Academy was invoked  
6 our surrender clause by the School  
7 Board. We did not know before the  
8 public meeting that this was  
9 happening.

10 We had proceeded in a  
11 renewal process. I agree that  
12 communication could help ease some  
13 of the struggles we're having. I  
14 agree that if our teachers had  
15 communication ahead of time we  
16 wouldn't have lost some quality  
17 teachers for students that are  
18 still in the District. I encourage  
19 you all to really take seriously  
20 coming together. That's more than  
21 just saying it. It's going to be  
22 hard work.

23 There are issues in the  
24 metrics that we need to be aware of  
25 and come together. There's issues

1 of inequity in how we look at the  
2 SPREE goals and guardrails versus  
3 the ACE framework, charter school  
4 renewal. One is supportive --

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Ms. Redfearn, please  
7 summarize your testimony.

8 MS. REDFEARN: Thank you  
9 for your time. Have a great  
10 evening.

11 COUNCILWOMAN GILMORE

12 RICHARDSON: Thank you. The Chair  
13 now recognizes Lawrence Jones.  
14 Lawrence Jones, Jr.

15 (Witness approached the  
16 podium.)

17 COUNCILWOMAN GILMORE

18 RICHARDSON: And, Dr. Naomi Booker,  
19 you are next.

20 Please state your name for  
21 the record and proceed with your  
22 testimony.

23 MR. JONES: Lawrence Jones.  
24 I'm here to talk about the process  
25 of evaluation and the School Board.

1 So we have two types of racism.  
2 When you have intentional racism  
3 against an individual, that is  
4 often hard to prove and it's also a  
5 very bad thing, but it's easy to be  
6 fixed because you get rid of the  
7 bad actor and the behavior stops.

8 But systemic racism and  
9 systemic bias are significantly  
10 different things. They're like a  
11 virus that eat away at a community,  
12 at an organization and at the  
13 people it serves. When the Ballard  
14 Spahr report came out and  
15 identified that there was no  
16 intentional acts of racism, the  
17 School Board took that as a victory  
18 lab. But they minimized the fact  
19 that there was systemic bias.

20 And one of the biggest  
21 areas of that bias was the  
22 framework that you consistently  
23 have heard this Board today talk  
24 about. It's an answer to many of  
25 the questions that you have asked.

1 The fact of the matter is that  
2 report said that the framework is  
3 disproportionately impactful to  
4 Black schools and stand-alone  
5 schools.

6 It specifically said that  
7 with regards to the domain of  
8 organizational compliance, it is  
9 not fair. And from 2016 to 2022,  
10 there were 13 schools that got it  
11 does not meet standard on  
12 organizational compliance according  
13 to the framework. 12 of the 13  
14 were Black. In addition, we have a  
15 national report that says  
16 frameworks like the ones that are  
17 continually being used by the  
18 District, that they told you today  
19 they are standing behind are  
20 disproportionately disparate to  
21 Black folks and stand-alone charter  
22 schools.

23 This is systemic racism.  
24 And if you're going to sit back and  
25 support this School Board, you've

1 got to put something in place to  
2 make sure that we can work together  
3 to come up with a form of  
4 evaluation where we can all be  
5 confident in it. And that's all  
6 we're asking for. And it would  
7 also be great if somebody would  
8 stand up and say, we did wrong,  
9 we'll do better. But I've never  
10 heard that. Kind of feels like  
11 slavery and (inaudible) and  
12 everything else. We just want an  
13 apology and acknowledgement. Thank  
14 you.

15 COUNCILWOMAN GILMORE

16 RICHARDSON: Thank you for your  
17 testimony.

18 The Chair now recognizes  
19 Dr. Naomi Booker. Please proceed  
20 with your testimony. State your  
21 name for the record.

22 (Witness approached the  
23 podium.)

24 COUNCILWOMAN GILMORE

25 RICHARDSON: Next up will be Kier

1 Wesley.  
2 DR. JOHNSON BOOKER: Okay.  
3 Good evening. My name is Dr. Naomi  
4 Johnson Booker. I am a retired  
5 educator from the Philadelphia  
6 School District having served for  
7 30 years and now as a charter  
8 school leader serving for the last  
9 17 years. I have a number of  
10 awards and I served also -- when I  
11 left the District, I was a  
12 principal and then I became a  
13 Regional Superintendent/Cluster  
14 Leader. And one of my most  
15 greatest prizes of awards is that  
16 City Council named me as one of the  
17 living legends.  
18 So here I stand with you  
19 today to talk about 200,000  
20 educated -- I mean, children in the  
21 City of Philadelphia, of which more  
22 than 70,000 belong to charter  
23 schools. And there are things that  
24 I want to say to you that you need  
25 to know and that we need to

1 understand.

2 And, that is, yes, I tried  
3 to get a high school for the last  
4 three years. Yes, my parents  
5 wanted to get it. And, no, it was  
6 denied again. But I want to say  
7 for that our children certainly  
8 were not able to reach those high  
9 schools they needed to go.

10 I heard today where they  
11 were talking about Masterman and  
12 Girls' High and Central, but I did  
13 not hear where they were talking  
14 about Overbook and West Philly and  
15 Bartram and those schools that do  
16 not have a decent graduation rate.  
17 I want to say that also public  
18 schools are -- public charter  
19 schools are public schools and that  
20 we use the same tax dollars as  
21 public schools. And parents are  
22 given a choice, and we do not have  
23 the right to take the choice away  
24 from them.

25 I have some 45 children

1 returning from the South right now  
2 as we went to a civil rights tour.  
3 And during that tour, we told them  
4 to please take your voice and use  
5 your voice. Well, this is what  
6 we're trying to do now. We here in  
7 the charter school community need a  
8 School Board that values charter  
9 schools. We need a School Board  
10 that will agree to overhaul a  
11 system.

12 I heard someone talk about  
13 a professional learning  
14 communities. I've never been to  
15 it, never heard about it at the  
16 Charter Office. I also heard  
17 someone talk about growth and not  
18 knowing the growth. Well 21  
19 percent of the District last year  
20 showed growth and this year was  
21 down to 15 percent.

22 Global Leadership Academy  
23 showed 100 percent growth in  
24 reading and 85 percent in math. We  
25 need the School Board to commit to

1 growing seats in high demand  
2 charter schools and allowing new  
3 schools with innovative-community  
4 driven --

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Dr. Booker, please  
7 summarize your testimony.

8 DR. JOHNSON BOOKER: --  
9 models. Let me just say this.

10 COUNCILWOMAN GILMORE

11 RICHARDSON: Yes, ma'am.

12 DR. JOHNSON BOOKER:

13 Charter schools are tired of being  
14 at the back of the bus, and we need  
15 to be right alongside. We need to  
16 collaborate with District personnel  
17 so that we can come up with the  
18 great plan which is to educate our  
19 children in this City. And I'm  
20 asking you what Gandhi said, Be the  
21 group that will change the world  
22 that you want to see, make a  
23 difference today, make a difference  
24 and show us that. Thank you.

25 COUNCILWOMAN GILMORE

1 RICHARDSON: Thank you. Please  
2 submit your testimony for the  
3 record.

4 The Chair now recognizes  
5 Keira Wesley. And next up will be  
6 Pri Sabjoree.

7 (Witness approached the  
8 podium.)

9 COUNCILWOMAN GILMORE

10 RICHARDSON: Please state your name  
11 for the record and proceed with  
12 your testimony.

13 MS. WESLEY: Keira Wesley.  
14 Good evening, Honorable,  
15 Distinguished Councilmembers and  
16 citizens. In brief and in short,  
17 my name is Keira Wesley. I'm a  
18 voice from the Heartland to Harlem,  
19 and I'm resonating with the pulse  
20 of Philadelphia's aspirations.  
21 Although my roots lie firmly in the  
22 heartland of Kansas where Brown  
23 challenged the Board of Education,  
24 and my uncle was the architect of  
25 the desegregation plan that was

1 widely spread and from Harlem where  
2 decades later we took on the  
3 challenges with a million families  
4 to climb out of an education crisis  
5 such as Philadelphia's facing  
6 today, but my spirit is intertwined  
7 with the fabric of this great city  
8 through my work alongside Bishop  
9 Darrell Robinson of Yesha  
10 Ministries.

11 I have witnessed the  
12 resilience and hope that defines  
13 Philadelphia. I heard him deliver  
14 the community prayer with the  
15 historic inauguration of  
16 Philadelphia's first woman Mayor.  
17 I've been sitting here today  
18 listening to teachers and parents  
19 and to the Board members and City  
20 Council. And I just implore today  
21 that the august chamber transcend  
22 the mundane and embrace the  
23 extraordinary, that as you  
24 deliberate I urge each of you to  
25 measure your decisions against the

1 yard stick of the constitutional

2 promise.

3 And as we align ourselves

4 with history and we march towards

5 justice, it's very important that

6 our kids just get a fair shot.

7 Will you be the architect of change

8 or will you acquiesce to the status

9 quo? The weight of equal

10 protection and due process rests

11 upon your shoulders --

12 COUNCILWOMAN GILMORE

13 RICHARDSON: Ms. Wesley, please

14 summarize your testimony.

15 MS. WESLEY: Thank you.

16 Thank you. And I'm just urging you

17 to rise above partisanship and

18 embrace the mantle of leadership

19 with courage and conviction. Thank

20 you all very much.

21 COUNCILWOMAN GILMORE

22 RICHARDSON: Thank you. Thank you

23 so much for your testimony.

24 The Chair now recognizes

25 Pri Seebadri.

1 (Witness approached the  
2 podium.)

3 MR. SEEBADRI: Good  
4 afternoon, everyone --

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Please state your name  
7 for the record and proceed with  
8 your testimony.

9 MR. SEEBADRI: My name is  
10 Pri Seebadri. I'll be brief. I'll  
11 just follow up on Keira Wesley  
12 talking about the constitutional  
13 promise. The allegation against  
14 the current regime of the School  
15 District is an allegation of  
16 racism.

17 Ballard Spahr was  
18 commissioned by the current regime  
19 to investigate the allegation of  
20 racism. About two years later a  
21 report was produced. The two key  
22 things about the allegation is that  
23 it's a 14th Amendment issue. It's  
24 about the equal protection clause.  
25 Section 1 of the 14th Amendment has

1 two critical components. The  
2 findings of the Ballard Spahr report  
3 are scathing and they are damning.  
4 What we want to implore is that as  
5 we go towards a One Philadelphia,  
6 it's a One Philadelphia with  
7 justice.

8 The second component is the  
9 due process element of Section 1 of  
10 the 14th Amendment, and that  
11 basically addresses issues of  
12 procedural and substantive due  
13 process. The School District right  
14 now is contesting in federal court  
15 being transparent and providing  
16 discovery to the claimant. Memphis  
17 Street Academy is trying to get  
18 information that Ballard Spahr has.  
19 We spend hours with them as charter  
20 schools walking them through all  
21 the data around inequity and  
22 systemic racism. They are spending  
23 public resources to fight and  
24 resist transparency.

25 The last thing I'd say is

1 this, is that Luther King said  
2 that, you know, the arc of history  
3 is long but it bends towards  
4 justice. A special master has been  
5 appointed and by the 20th of June,  
6 information will be made available  
7 and this administration can get a  
8 black eye because of what will be  
9 revealed.

10 COUNCILWOMAN GILMORE

11 RICHARDSON: Thank you for your  
12 testimony. The Chair now  
13 recognizes John F. Street.

14 (No response.)

15 COUNCILWOMAN GILMORE

16 RICHARDSON: Okay. Chair now  
17 recognizes Pat Smith. After Pat  
18 Smith is Loree Jones.

19 (Witness approached the  
20 podium.)

21 COUNCILWOMAN GILMORE

22 RICHARDSON: Pat, please state your  
23 name for the record and proceed  
24 with your testimony.

25 MS. SMITH: Yes. Good

1 evening. My name is Patricia  
2 Smith. I live in the 4th  
3 Councilmanic District. I'm a  
4 retired CEO of a national  
5 nonprofit. I respectfully urge the  
6 City Council of Philadelphia to  
7 approve Mayor Cherelle Parker's  
8 slate of nominees to the  
9 Philadelphia Board of Education.  
10 At the outset of the  
11 process, Mayor Parker made clear  
12 that the City of Philadelphia  
13 deserves a school board with the  
14 diversity of skills from different  
15 neighborhoods, sectors and  
16 communities. She has delivered on  
17 this promise. The nine Mayoral  
18 nominees collectively possess the  
19 requisite knowledge, experience and  
20 wisdom to effectively govern the  
21 Philadelphia school system.  
22 The nominees includes  
23 incumbents and newcomers. Their  
24 skills and experience complement  
25 one another. Although the nominees

1 come from different backgrounds and  
2 career paths, they are values  
3 aligned, each totally committed  
4 through equity and ensuring that  
5 our children receive the best  
6 education.

7 I especially want to shine  
8 the spotlight on a particular  
9 nominee Joyce Wilkerson, a former  
10 colleague. I had the privilege of  
11 working with Joyce at Community  
12 Legal Services, the Philadelphia  
13 Redevelopment Authority and as  
14 Director of the Neighborhood  
15 Transformation Initiative under  
16 Mayor Street's Administration.

17 Joyce is an exceptional  
18 leader and seasoned public servant  
19 who has worked tirelessly on behalf  
20 of the City of Philadelphia. She  
21 understands what it takes to  
22 implement authentic system change.  
23 We live in turbulent times. The  
24 multiplicity of issues are complex  
25 and controversial. In Joyce, you

1 will have someone committed to

2 finding the best path forward.

3 Thank you.

4 COUNCILWOMAN GILMORE

5 RICHARDSON: Thank you. Thank you

6 for your testimony.

7 The Chair now recognizes

8 Loree Jones. Please state your

9 name for the record and proceed

10 with your testimony. And after

11 Lori will be Elbert Sampson.

12 (Witness approached the

13 podium.)

14 MS. JONES-BROWN: Good

15 evening. Are you guys still there?

16 Good evening.

17 (Good evening.)

18 MS. JONES-BROWN: I am

19 Loree Jones Brown. I'm here as a

20 private citizen. I am a graduate

21 of public schools. I am the

22 daughter of a 40-year educator from

23 the School District of

24 Philadelphia, serves as a teacher,

25 a curriculum specialist in African-

1 American studies and a charter  
2 school principal.  
3 I am a former employee of  
4 the School District in the School  
5 Reform Commission having served as  
6 Chief of Staff and Executive  
7 Director there. But here today I'm  
8 here as president of the Joyce  
9 Wilkerson fan club. For 20 years,  
10 like many of you I served in this  
11 building, I served in public  
12 service. And I had a chance to  
13 serve with Joyce Wilkerson when we  
14 worked for Mayor Street.

15 I watched and benefited  
16 from her brilliance competence, her  
17 solid balanced approach, the way  
18 that she modeled leadership, how  
19 she coached, supported and mentored  
20 so many people like me who've  
21 continued on in public service. I  
22 benefited from her tutelage. I  
23 have to say I'm a little bit  
24 disappointed that you didn't get to  
25 see and hear from her today and

1 hear her brilliance and her  
2 commitment to the thousands of  
3 students across the City of  
4 Philadelphia that she gets to serve  
5 and has served on both the School  
6 Reform Commission and on the School  
7 Board.

8       Joyce is a lifelong  
9 learner. I've seen her at the  
10 School Board and on the School  
11 Reform Commission spend her own  
12 dollars to invest in and learn more  
13 about what's happening in  
14 education, not just here locally  
15 but across the globe.

16       I know a number of people  
17 who served on the School Board and  
18 on the School Reform Commission. I  
19 know a number of the nominees,  
20 including one of my mom's  
21 classmates who's nominated as well.  
22 I have to say that Joyce stands top  
23 among the people who for the last  
24 several decades have volunteered  
25 selflessly to serve the students

1 across the School District. And I  
2 can't think of a better person for  
3 you to consider really not just  
4 nominating, and thank the Mayor for  
5 that, but supporting.

6       It's not my place to  
7 suggest to this body what you  
8 should do, but it is my role as a  
9 citizen and as an informed citizen  
10 to let you know that in my opinion  
11 Joyce Wilkerson is one of the most  
12 qualified people for this job. And  
13 I am grateful for her service and  
14 hope you will agree that she would  
15 serve again. Thank you very much.

16       COUNCILWOMAN GILMORE

17 RICHARDSON: Thank you. Thank you  
18 so much for your testimony.

19       Elbert Sampson.

20       (Witness approached the  
21 podium.)

22       COUNCILWOMAN GILMORE

23 RICHARDSON: Please state your name  
24 for the record and proceed with  
25 your testimony.

1 MR. SAMPSON: My name is  
2 Elbert Sampson. I do not have any  
3 testimony but I will submit written  
4 comments.

5 COUNCILWOMAN GILMORE

6 RICHARDSON: Thank you so much.  
7 The Chair now recognizes Ira  
8 Coates, Jr.

9 (No response.)

10 COUNCILWOMAN GILMORE

11 RICHARDSON: Chair now recognizes  
12 JaNeil Larue. You can state your  
13 name for the record and proceed  
14 with your testimony. After JaNeil  
15 Larue will be Dr. Robin Cooper and  
16 then Keisha Wilkins.

17 (Witness approached the  
18 podium.)

19 MS. LARUE: Good evening  
20 everyone. Good evening,  
21 Councilwoman Gilmore Richardson and  
22 members of Council. Thank you all  
23 for the work that you do for our  
24 city that I love so much and I know  
25 you love so much, and for the

1 opportunity to speak this evening.  
2 I am honored to stand here  
3 today to offer my highest  
4 commendation to ChauWing Lam for  
5 re-appointment to the Board of  
6 Education. I ensured I was present  
7 when ChauWing invited me to attend  
8 this session. I don't often get to  
9 support a dear friend in this  
10 capacity publicly.

11 She is someone whose  
12 thoughtfulness and integrity have  
13 left an indelible impression on me.  
14 I've known her for six years. And  
15 during this time, I've had the  
16 privilege of witnessing a woman of  
17 remarkable character. We met while  
18 working in different departments at  
19 the School District of  
20 Philadelphia.

21 She worked in the Office of  
22 Evaluation Research and  
23 Accountability and I worked in the  
24 Office of College and Career  
25 Readiness. My office worked

1 closely with ERA to gather data on  
2 FAFSA completion, on track to  
3 graduation status, high school  
4 graduation and post-secondary  
5 enrollment data. Our relationship  
6 started when she stopped at my desk  
7 one day and we had a conversation  
8 about the work my office was  
9 engaged in with the middle and high  
10 schools.

11 From that day I found a  
12 thought partner and strategist in  
13 my colleague, someone who supported  
14 preparing our young people for  
15 post-secondary education. I also  
16 found a friend. ChauWing is a  
17 woman who embodies honesty,  
18 integrity and compassion in every  
19 aspect of her life. She serves the  
20 community with her whole heart and  
21 with excellence.

22 I wholeheartedly endorse  
23 ChauWing as a woman of outstanding  
24 character to continue on this  
25 Board. She takes to heart the

1 decisions she makes and cares  
2 deeply for the children, youth and  
3 staff and faculty served by the  
4 School District. She cares for the  
5 community in which it resides as  
6 well. She does not take this or  
7 any position lightly. Her goal is  
8 to always do what is right and best  
9 for students. And I am confident  
10 that she will continue to  
11 positively impact the lives of  
12 those around her and contribute  
13 meaningfully to this body. Thank  
14 you so much for your time.

15 COUNCILWOMAN GILMORE

16 RICHARDSON: Thank you for your  
17 testimony.

18 Dr. Robin Cooper, please  
19 state your name for the record and  
20 proceed with your testimony.

21 (Witness approached the  
22 podium.)

23 COUNCILWOMAN GILMORE

24 RICHARDSON: After Dr. Robin Cooper  
25 will be Keisha Wilkins.

1 DR. COOPER: Good evening  
2 everyone. Hi. I am Dr. Robin  
3 Cooper, President and principal  
4 officer of Teamsters Local 502,  
5 Commonwealth Association of School  
6 Administrators. Just giving you  
7 some of my background, I attended  
8 Philadelphia public schools. I  
9 attended Meade School, Conwell  
10 Middle Magnet School, and I was the  
11 first graduating class of Parkway  
12 Center City.

13 I didn't just stop at  
14 Philadelphia schools. I extended  
15 it across the state. I attended  
16 Pennsylvania State University for  
17 undergrad. I attended Cheyney  
18 University for grad, and I did the  
19 Jesuit thing and attended  
20 St. Joseph's for my Doctorate.

21 I have been a teacher  
22 assistant, principal assistant to  
23 the cluster leader of principal,  
24 Teamsters Black Caucus, chairperson  
25 of the Eastern Region and a

1 Lindback Award winner for principal  
2 leadership award. I say all of  
3 that to say I represent principals,  
4 assistant principals, climate  
5 managers, facility managers. I  
6 work with all of those folks to  
7 help keep the School District of  
8 Philadelphia moving.  
9       The School Board -- this  
10 decision that you make will be the  
11 most important decision that you  
12 will make outside of the gun  
13 violence pandemic. I am asking you  
14 to please use your voice, use your  
15 vote. Our Mayor has given what she  
16 feels is the best and I  
17 wholeheartedly stand behind her.  
18 And I am asking us to please  
19 support our Mayor and to nominate  
20 to support the nominations of these  
21 nine individuals.  
22       That is not to say that any  
23 of the other individuals are not  
24 great, but I am asking for us to  
25 support our Mayor. Thank you.

1 COUNCILWOMAN GILMORE

2 RICHARDSON: Thank you for your  
3 testimony.

4 The Chair now recognizes  
5 Keisha Wilkins. Please state your  
6 name for the record and proceed  
7 with your testimony.

8 And after Keisha will be  
9 Danny Cortes.

10 (Witnesses approached the  
11 podium.)

12 MS. WILKINS: Good evening.  
13 My name is Keisha Wilkins. I am  
14 the proud principal of Martin  
15 Luther King High School. I have a  
16 statement that I'm going to read  
17 and then hopefully I'll have enough  
18 time to just say a few short words  
19 after that.

20 I'm writing to express my  
21 heartfelt support and recognition  
22 for the outstanding leadership of  
23 Board President Reginald Streater,  
24 Esquire. Mr. Streater's commitment  
25 to the educational welfare of our

1 community, particularly the  
2 underserved comprehensive high  
3 schools such as Martin Luther King  
4 High School, has been exemplary and  
5 deserves our collective  
6 acknowledgement and appreciation.  
7 As a proud alumnus of Germantown  
8 High School, Mr. Streater brings a  
9 unique and valuable perspective to  
10 his role, his understanding of the  
11 challenges faced by schools in  
12 underserved communities is profound  
13 and his actions consistently  
14 demonstrate a genuine commitment to  
15 addressing these challenges and  
16 actively working toward meaningful  
17 and lasting solutions.  
18 Under his guidance, we have  
19 seen an enhanced focus on not only  
20 maintaining and exceeding  
21 educational standards but also on  
22 nurturing an environment that  
23 fosters educational growth and  
24 opportunity. His efforts to  
25 understand and advocate for the

1 needs of underserviced schools have  
2 contributed significantly to  
3 creating a supportive and effective  
4 educational atmosphere in  
5 Philadelphia schools.

6       For the past two years,  
7 Mr. Streater has honored Martin  
8 Luther King High School with his  
9 presence at our graduation  
10 ceremonies. His participation is  
11 more than a ceremonial duty. It is  
12 a powerful demonstration of his  
13 personal investment and belief in  
14 our students potential and futures.  
15 By standing with our graduates, he  
16 sends a clear message of hope and  
17 confidence that resonates deeply  
18 within our community and bolsters  
19 our spirits.

20       Mr. Streater's presence at  
21 these events also highlights his  
22 leadership in fostering supportive  
23 and inclusive environment that  
24 acknowledges the achievements of  
25 all students regardless of their

1 backgrounds. His involvement goes  
2 beyond mere oversight of policy and  
3 extends into a genuine heartfelt  
4 engagement with the students,  
5 educators and communities he  
6 serves.

7 I will say this really  
8 quickly. It is important that we  
9 do not pit charter schools against  
10 public schools, and that is what I  
11 felt sitting here today. We are to  
12 serve children. What about the  
13 children? We have not asked one  
14 child to speak today about what  
15 they feel when they walk inside of  
16 our school buildings, what violence  
17 they see on a daily basis. And I  
18 want to explain to you all or at  
19 least say that we are still in a  
20 pandemic. I will be brief. We are  
21 still in a pandemic.

22 Also, in reference to Black  
23 male educators in our school, in  
24 September of 2022 the Chair of the  
25 Education Committee put forth a

1 resolution for Martin Luther King  
2 High School. I'm proud to stand  
3 here and say that I'm the first  
4 principal in Philadelphia to  
5 recruit and secure four Black males  
6 in core subjects to teach our  
7 children. And you know what  
8 happened from that year to this  
9 year, a 13.5 percent increase in  
10 our Keystone scores in Algebra.

11 (Applause.)

12 MS. WILKINS: Let us do the  
13 work, but ask us about what we  
14 need. You coming to Martin Luther  
15 King and seeing how beautiful that  
16 school was, it took a lot of  
17 ass-kicking, excuse me, maybe I  
18 shouldn't have said that, but it  
19 did for it to get here.

20 I am standing -- people who  
21 know me know I run through my  
22 neighborhood and anywhere that I  
23 go, you will know who I am and you  
24 will understand the power of Martin  
25 Luther King High School. So let us

1 please remember the children in all

2 that we're doing. Thank you.

3 COUNCILWOMAN GILMORE

4 RICHARDSON: Thank you for your

5 testimony.

6 The Chair now recognizes

7 Danny Cortes. State your name for

8 the record. Proceed with your

9 testimony next. Will be Alfredo

10 Calderon.

11 REVEREND CORTES: We're

12 together. We'll save you two

13 minutes.

14 COUNCILWOMAN GILMORE

15 RICHARDSON: So please state your

16 name for the record. Proceed with

17 your testimony.

18 REVEREND CORTES: My name

19 is Reverend Danny Cortes.

20 MR. CALDERON: My name is

21 Alfredo Calderon.

22 REVEREND CORTES:

23 Collectively we represent 5,000

24 children in North Philadelphia in

25 several charter schools. I'm here

1 today to implore you to appoint  
2 members that have a demonstrated  
3 history that aligns with the  
4 Mayor's commitment to a traditional  
5 and charter public school ecology  
6 and have shown they accept this  
7 reality.

8 Charters are an asset to  
9 our children, parents and to  
10 Philadelphia. They reside in all  
11 your Councilmanic districts and  
12 offer hope to parents who would  
13 otherwise have to subject their  
14 children to schools that can do an  
15 injustice to their futures and  
16 squash their parents' aspirations.

17 Appointees that  
18 consistently ignore the  
19 opportunities charters offer Black  
20 and Brown students that have a  
21 record of past and demonstrated  
22 rejection of all things charter  
23 around growth and expansion and  
24 have eliminated Black and Brown  
25 charters that could produce high-

1 performing students of color do not  
2 show a commitment to the Mayor's  
3 vision as she has articulated.  
4 Charters are statistically  
5 verified best option for Black and  
6 Brown students. A person with a  
7 philosophical commitment that is an  
8 unequivocal commitment against  
9 charters is doing a disturbance to  
10 that vision. We need appointees  
11 committed to a new practice. And I  
12 quote Mayor Parker of diversity of  
13 thought that supports quality seats  
14 in both traditional district and  
15 public charter schools. Know us,  
16 first (inaudible) a united city.  
17 And I will conclude, let's  
18 treat all of Philadelphia's  
19 children with the same level of  
20 dedication and tenacity they  
21 deserve. No matter what sector  
22 they attend, public charter or  
23 traditional, parochial or  
24 independent, they are all your  
25 children. A vision is only as good

1 as those tasked to make it happen.

2 We need a passion to serve

3 all children and appointees that

4 acknowledge what is demonstrated

5 best for Black and Brown. Thank

6 you very much.

7 (Applause.)

8 MR. CALDERON: Alfredo

9 Calderon. I was here to testify

10 about our concerns with some of the

11 nominees. However, my testimony

12 has changed since Mr. Streater

13 decided to make a statement as

14 erroneous. Two of the schools that

15 they took back, which was Olney and

16 Stetson, he mentioned that they

17 were done because of misuse of

18 funds. That is incorrect.

19 Those two schools -- all

20 five schools of our schools were

21 audited by the Auditor General

22 Eugene DePasquale. He found no

23 dollars missing. All of the

24 schools were audited by the City

25 Controller. They found no issues.

1 Also, the Department of Education  
2 audited one of those two schools  
3 that they took back and they found  
4 no missing money, not \$1 missing.  
5 Also, there were third party  
6 auditors. He also stated that the  
7 Charter Appeals Board had actually  
8 found with them -- they voted just  
9 to uphold their vote and they did  
10 not give us an opportunity to  
11 present any evidence to show to the  
12 country.

13 In a subpoena that we did  
14 in our fight, there was a current  
15 Board member that was asked why you  
16 wanted the schools back, so you  
17 expected them to say something such  
18 as because they're failing, that  
19 they're failing the children or  
20 what he said missing funds, none of  
21 that was said. All she said was  
22 they want the schools back because  
23 they want them back into their  
24 inventory. That was her statement  
25 on the record. All right.

1       They see it as an  
2 inventory. They see our children  
3 as subjects or objects of an  
4 inventory that this District  
5 maintains. That's unacceptable.  
6 Thank you.

7       (Applause.)

8       COUNCIL PRESIDENT JOHNSON:

9 Leonard Wakefield.

10       (Witness approached the  
11 podium.)

12       COUNCIL PRESIDENT JOHNSON:

13 Good evening. Leonard Wakefeld.

14       COUNCIL PRESIDENT JOHNSON:

15 You can begin, Leonard.

16       MR. WAKEFIELD: Okay. I'm  
17 here to represent the Board of  
18 candidates carefully selected from  
19 a pool of 27 individuals by our new  
20 Mayor Cherelle Parker. This team  
21 has been chosen as the new School  
22 Board under her leadership. I urge  
23 you to vote in favor of this  
24 Mayoral-appointed team to ensure  
25 the continuity of crucial work

1 while welcoming new esteemed  
2 members to the Board.

3       Let me address the recent  
4 smear tactics surrounding the  
5 debate on charter schools. It's  
6 essential to recognize these  
7 tactics for what they are. Nothing  
8 more than attempts to distort the  
9 facts. Contrary to how it's been  
10 portrayed, our Board has supported  
11 charter schools.

12       Some may urge that it has  
13 leaned more towards pro-charter  
14 than pro-public schools. As Board  
15 members, we often confront  
16 contentious issues regarding public  
17 versus charter schools. Union  
18 matters, community interests and  
19 special interest groups. However,  
20 as long as our decisions adhere to  
21 Charter School law, they should be  
22 respected.

23       Consider, for instance, the  
24 tenure of Joyce Wilkerson, during  
25 which several charter schools were

1 approved since 2018. The return to  
2 local charter has seen a 90 percent  
3 renewal rate for charters, yet  
4 there are attempts to paint  
5 Ms. Wilkerson, a highly  
6 accomplished individual with over  
7 40 years of stellar career in  
8 government as an anti-charter  
9 without acknowledging her record of  
10 charter school appointments and  
11 expansion.

12 Perhaps the real issue  
13 isn't about being anti-charter, but  
14 instead about being against poorly-  
15 performing charters. This  
16 misfortune being spread is nothing  
17 short of lies and it's essential to  
18 demand proof for those who  
19 propagate such falsehoods. The  
20 previous School Board undoubtedly  
21 had some errors to improve upon.

22 However, holding them  
23 accountable for not approving  
24 expansions for operations whose  
25 existing schools have alarmingly

1 low reading and math scores is  
2 unjustifiable. The debate should  
3 not dissolve into charter versus  
4 public. It's about ensuring the  
5 presence of high-quality schools  
6 regardless of their classification.  
7 Thank you for your attention, and I  
8 urge you consider the facts when  
9 deciding.

10 COUNCIL PRESIDENT JOHNSON:

11 You're welcome. Shawn Aleong. Did  
12 I pronounce that right?

13 (Witness approached the  
14 podium.)

15 MR. ALEONG: Good  
16 evening --

17 COUNCIL PRESIDENT JOHNSON:  
18 Good evening.

19 MR. ALEONG: --  
20 Councilmembers. Thank you for this  
21 opportunity. I am here today to  
22 speak. My name is Shawn Aleong.  
23 I'm here to speak today for the  
24 current Board President. There has  
25 been numerous improvements,

1 particularly engaged in school and  
2 community members under the present  
3 (inaudible) of the follow  
4 initiative: Removal of physical  
5 barriers such as (inaudible) from  
6 all of the auditorium and we  
7 position Board members closer to  
8 the community for a more inclusive  
9 atmosphere, atmosphere. We let the  
10 realization of the two men that  
11 speak the rule to allow for  
12 increase community input,  
13 (inaudible) of engagement structure  
14 members of the Charter School  
15 Office, CSO, team instructor  
16 assignment, a member of the Charter  
17 Office, CSO, (inaudible) as the  
18 point of contact for each school,  
19 introduce of office hours program,  
20 provide overopportunities for  
21 engagement with SC-based service  
22 managed experts, doubling CSO's  
23 staff, currently 22 full-time  
24 employees, better support schools,  
25 enhancement of community, include

- 1 update monthly newsletter format,
- 2 provide updates on school
- 3 organizational process, operational
- 4 requirements and engagement
- 5 opportunities.

6       Additionally, this

7 newsletter highlights students and

8 schools' success. While many

9 compliments are not listed, the

10 highlights above on the school

11 shows commitment to support the

12 charters by implementing the

13 strategies to help them meet

14 standards, outline Charter School

15 law and have leaders who will act

16 as responsible stewards of all

17 funds allocated to the Philadelphia

18 children. Thank you for attention.

19       (Applause.)

20       COUNCIL PRESIDENT JOHNSON:

21 Next up is Amy Hollister. Amy

22 Hollister.

23       (Witness approached the

24 podium.)

25       MS. HOLLISTER: Without

1 glasses, I'm going to make this  
2 work. My name is Amy Hollister.  
3 I've been a proud Philadelphia  
4 School educator and administrator  
5 in Philadelphia for 25 years.  
6 Thank you, Rue, but I got it on the  
7 computer.

8       Today I'm here representing  
9 Philadelphia Charters for  
10 Excellence also known as PCE. We  
11 are a nonprofit membership  
12 organization founded in 2011, and  
13 today we represent 80 brick-and-  
14 mortar charter schools here in our  
15 City. We collectively educate  
16 one-third of the public school  
17 students in the City. That's more  
18 than 62,000 children. They come  
19 from every single one of your  
20 Councilmanic Districts and we  
21 shared that information with you  
22 today.

23       As others have stated with  
24 the new leadership in the Mayor's  
25 Office, on City Council and in the

1 School Board, there is great  
2 opportunity to create our One  
3 Philadelphia that we've heard so  
4 often, and I've heard it today.  
5 That it's not public, traditional  
6 and charter. One Philadelphia, and  
7 I applaud Mayor Parker for that  
8 theme.

9 Real change starts with  
10 ensuring that every member of the  
11 School Board is committed to fully  
12 supporting charter schools and  
13 District-operated schools, but it  
14 does not stop there. Others have  
15 spoken about deep challenges  
16 charter schools faced under the  
17 previous School Board and detailed  
18 the recent Ballard Spahr  
19 investigation.

20 There are some important  
21 fixes that can be put into place to  
22 address those problems. Today I  
23 want to outline four of those.  
24 One, continue to welcome public  
25 charter schools as leading

1 collaborators in innovation. I've  
2 walked through 80 of the 83 schools  
3 in this City that are charters.  
4 I've walked through the halls of  
5 most of them, and I can tell you  
6 that the unique and innovative  
7 spaces that I've seen are just  
8 amazing. We have everything from  
9 Afrocentric education, careers in  
10 STEM, Freedom schools, language  
11 arts immersion. These are the  
12 reasons that people are staying in  
13 Philadelphia.  
14 Two, we need to reform how  
15 charter schools are authorized and  
16 evaluated. The Ballard Spahr  
17 report laid bare reasons we need to  
18 develop a new authorizing framework  
19 and model charter agreement until a  
20 fair, unbiased and transparent  
21 evaluation can be created in  
22 collaboration with leaders. All  
23 nonsafety charter renewals should  
24 be paused.  
25 Three, we should hold all

1 Philadelphia schools in the same  
2 regard. Often we'll hear great  
3 things about our traditional public  
4 schools, but we will be left out of  
5 those awards or those  
6 announcements. And as charters, we  
7 think that that should be across  
8 the City.

9 Four, we would like to  
10 stand with you and support budget  
11 reform so that all schools are  
12 adequately funded. We definitely  
13 have a great opportunity in front  
14 of us with the new funding hearing.

15 And in closing, I would just like  
16 to say that with a new School  
17 Board, new authorizing policy and  
18 fiscal financial equity on the  
19 horizon, Philadelphia schools can  
20 be what we want them to be a true  
21 opportunity for our City's children  
22 to achieve and be the people we all  
23 know they can be. Please make this  
24 a reality by appointing and holding  
25 accountable nine new Board members

1 who accept the challenge of  
2 fairness for all schools. I thank  
3 you and good night.

4 COUNCIL PRESIDENT JOHNSON:

5 Thank you.

6 Horace Clouden.

7 (Witness approached the  
8 podium.)

9 COUNCIL PRESIDENT JOHNSON:

10 I'm also going to ask for -- is it

11 Tina Kluetmeier? Is there a Tina  
12 Kluetmeier?

13 (No response.)

14 COUNCIL PRESIDENT JOHNSON:

15 Okay. And Mama Gail.

16 Go ahead, Mr. Horace.

17 MR. CLOUDEN: Yes. My name

18 is Horace Clouden. I did apply to

19 be on the School Board. And my

20 reasoning is because I am

21 experienced with facilities. Okay.

22 For the last 12 years I worked in

23 over 100 schools as a building

24 engineer, plus was four newly-built

25 worksites.

1 I also have training in 10  
2 different CTE courses. Plus I  
3 developed a training manual for  
4 engineer trainees. And I did push  
5 back on facility action items. You  
6 know, with all the 12 years of  
7 research that I have done, the one  
8 thing I can say to everybody in  
9 this room, bring back junior high  
10 schools, 7th, 8th and 9th. I've  
11 been saying that for the last 12  
12 years. Okay.

13 We have 123 middle grade  
14 locations. You're never going to  
15 get parity in any of that stuff.  
16 You're never going to get an equal  
17 education out of 123 locations.  
18 Downsize it to 25 junior high  
19 schools. You have the facilities  
20 already. These schools can handle  
21 the load. It's not that you get an  
22 elementary school and you make a K  
23 to 8. Now, you got 7th and 8th  
24 grade in there and everybody's  
25 crying about you don't have enough

1 electrical to supply it. You do  
2 have it in 25 junior high schools,  
3 and you still have the buildings.

4 When you talk about  
5 facilities master plan, right now a  
6 facility master plan doesn't list  
7 the schools that have pools in it  
8 or they don't list the schools that  
9 have athletic spaces attached to  
10 them, okay, inaccurate facility  
11 master plan.

12 When we talk about testing  
13 of students, I said to the Board,  
14 you should test every 3rd grader to  
15 12th grader in 3rd grade math  
16 without a calculator and English  
17 language arts. What we don't  
18 understand is this: That test is  
19 the same entry-level job -- is the  
20 same test for an entry-level job,  
21 3rd grade level math plus English  
22 language arts.

23 Now, you have schools --  
24 now, we talk about school safety.  
25 I don't know if you know, we have

1 some schools that's 200, 300, 400  
2 and 700 over building capacity.  
3 These schools are not safe. When  
4 you talk about the school budget is  
5 grossly underfunded. How can it be  
6 grossly underfunded when 90 percent  
7 of the budget goes to salaries and  
8 benefits, you know? What we need  
9 is better productivity out of the  
10 staff.

11 Now, you talk about teacher  
12 shortage. Philadelphia does not  
13 have a teacher shortage.  
14 Philadelphia has a 96 percent  
15 teacher fill. The problem with the  
16 teachers in Philadelphia is they  
17 don't come to work. We have a \$10  
18 million substitute fees that the  
19 District is paying for teachers not  
20 coming to work.

21 We talk about swimming  
22 pools. There's five pools that can  
23 be put back online right now  
24 because this Board has approved \$10  
25 million worth of materials for

1 these spots, plus \$8 million in  
2 maintenance support. So you don't  
3 have to worry about adding  
4 additional money for the pools to  
5 bring them back online. Plus I  
6 submitted a pool plan, you know.

7 The District -- let's see,  
8 okay. The District always focus on  
9 the best schools -- okay. I'll do  
10 it real quick. This is important.  
11 The District is always focusing on  
12 the better schools. The schools  
13 above the river get the support.  
14 The schools below the river do not.  
15 I gave the School District a map to  
16 show them the divide in the City.

17 Now, with the one Board  
18 member that might come on that  
19 said, well, I'm going to fight to  
20 get what the students need. You're  
21 a Board member. You don't need to  
22 fight for anything. Policy 000  
23 gives you the authority to tell the  
24 Superintendent what you need to  
25 have done. So get this fight out

1 of here and just start demanding

2 from the Superintendent to do a

3 better job. Thank you.

4 (Applause.)

5 COUNCIL PRESIDENT JOHNSON:

6 Mama Gail.

7 MS. CLOUDEN: Peace and

8 love family. I am standing here in

9 honor of those that came before us.

10 I stand here declaring, decreeing

11 and claiming that we go back to the

12 basics for new beginnings. That's

13 what the ancestors are calling for.

14 Our children have been cheated too

15 much. You heard my husband.

16 This man almost died. He

17 was the engineer that got poisoned

18 by carbon monoxide in a school. It

19 took six years after he was sick

20 for a year to get his pay, and we

21 were told he was one of the best in

22 the District. We were told they

23 wanted 100 more men like that man.

24 What is it about that man that he

25 can't serve? I'm just asking you.

1       Family, a lot of stuff is  
2 criminal. There's no reason in  
3 this world why our children in  
4 Philadelphia can't read, can't  
5 write, can't do math, can't read a  
6 clock and can't sign their names.  
7 I call it criminal. If they're  
8 going to school from the beginning  
9 when everybody says kindergarten,  
10 if they're going to school from  
11 kindergarten to 12th grade, they  
12 should know those things.  
13       I don't have a lot to say  
14 because this is not the place. If  
15 I'm talking to you as I've talked  
16 to them all these years, I've been  
17 at Board meetings from the parkway,  
18 all right, sitting with  
19 Dr. Clayton. If we don't do  
20 something -- see, I was in a  
21 tornado a week and a half ago. You  
22 got a earthquake feeling. If we  
23 don't do what's right by these  
24 beautiful beings that God is  
25 sending here, you have not seen

1 anything yet, I'm telling you. The  
2 storm he showed me years ago that's  
3 coming if we don't do right, it's  
4 nothing like it's ever been seen  
5 before.

6 We seen all kinds of stuff  
7 all over the world. You have not  
8 seen what's coming here to this  
9 City. This is a very spiritual  
10 place. There's a reason why it was  
11 the beginning, let me tell you.  
12 When I say the beginning, y'all  
13 know, government, everything  
14 started here. Went to D.C. and  
15 Washington, but it started here.  
16 Wall Street, everything.

17 Family, we got to get it  
18 together and we got to work  
19 together like never before. I  
20 don't care who sits in those seats.  
21 If they sit in those seats and they  
22 keep saying yes to amendments, to  
23 contracts, people come and they  
24 say, this is what I want, this is  
25 what's voted on and come back and

1 there's an amendment, amendment,  
2 amendment, amendment. Come on,  
3 they might not have been the lowest  
4 bid, I'm just saying.

5       There's oversight that's  
6 needed at the School District of  
7 Philadelphia. I'm not talking  
8 about hiring firms to come in from  
9 East Giblip. I'm talking about  
10 people doing their jobs, people  
11 saying you're not doing what's  
12 right.

13       And the other thing I talk  
14 about all the time is the lies.  
15 The lies, that half truths. And  
16 I'm telling you people in  
17 management position have got to  
18 stand up and really pay attention.  
19 Enough bringing all these people in  
20 from everywhere else. Let's deal  
21 with what we have.

22       There's no reason why our  
23 young people can't get these jobs.  
24 I talked about South Africa. Years  
25 ago I talked to Dr Ackerman, I

1 talked to Dr. Hite. Why is it  
2 still that our City looks like  
3 South Africa when it comes to  
4 construction? Something's wrong.  
5 You're welcome. Something's wrong.

6 (Applause.)

7 COUNCIL PRESIDENT JOHNSON:

8 Thank you, Mama Gail.

9 Is there anyone else here  
10 for public comment?

11 (No response.)

12 COUNCIL PRESIDENT JOHNSON:

13 Okay. Hearing none, I want to  
14 thank all our witnesses for their  
15 participation today. We value your  
16 opinion.

17 We will now go into our  
18 public meeting to consider the  
19 action to be taken on Bill Nos.  
20 240254, 240255, 240256, 240257,  
21 240258, 240259, 240260 and 240262.

22 Mr. Christmas, could you  
23 please call the roll and take  
24 attendance.

25 THE CLERK: Councilman

1 Squilla.  
2 (No response.)  
3 THE CLERK: Council Lady  
4 Gauthier.  
5 (No response.)  
6 THE CLERK: Councilman  
7 Jones.  
8 COUNCILMAN JONES: Present.  
9 THE CLERK: Councilman  
10 Young.  
11 COUNCILMAN YOUNG: Present.  
12 THE CLERK: Councilman  
13 Driscoll.  
14 COUNCILMAN DRISCOLL:  
15 Present.  
16 THE CLERK: Council Lady  
17 Lozada.  
18 COUNCILWOMAN LOZADA:  
19 Present.  
20 THE CLERK: Council Lady  
21 Bass.  
22 COUNCILWOMAN BASS:  
23 Present.  
24 THE CLERK: Councilman  
25 Phillips.

1 COUNCILMAN PHILLIPS:  
2 Present.  
3 THE CLERK: Councilman  
4 O'Neill.  
5 (No response.)  
6 THE CLERK: Council Lady  
7 Gilmore Richardson.  
8 COUNCILWOMAN GILMORE  
9 RICHARDSON: Present.  
10 THE CLERK: Councilman  
11 Thomas.  
12 COUNCILMAN THOMAS:  
13 Present.  
14 THE CLERK: Councilman  
15 Harrity.  
16 COUNCILMAN HARRITY:  
17 Present.  
18 THE CLERK: Council Lady  
19 Ahmad.  
20 COUNCILWOMAN AHMAD:  
21 Present.  
22 THE CLERK: Council Lady  
23 Landau.  
24 COUNCILWOMAN LANDAU:  
25 Present.

1 THE CLERK: Council Lady

2 Brooks.

3 (No response.)

4 THE CLERK: Councilman

5 O'Rourke.

6 COUNCILMAN O'ROURKE:

7 Present.

8 THE CLERK: Council

9 President Johnson.

10 COUNCIL PRESIDENT JOHNSON:

11 Present. Thank you.

12 The Chair now recognizes

13 Councilmember Gilmore Richardson

14 for a motion on Resolution Nos.

15 240254, 240255, 240256, 240257,

16 240258, 240259, 240260 and 240262.

17 COUNCILWOMAN GILMORE

18 RICHARDSON: Thank you,

19 Mr. President.

20 I move that Resolutions

21 240254, 240255, 240256, 240257,

22 240258, 240259, 240260 and 240262

23 be reported from this Committee

24 with a favorable recommendation and

25 that the rules of Council be

1 suspended as to permit  
2 consideration of these resolutions  
3 at our next session of Council.

4 (Duly seconded.)

5 COUNCIL PRESIDENT JOHNSON:

6 The Chair notes for the record that  
7 Councilmember Thomas seconds the  
8 motion.

9 It has been moved and  
10 properly seconded that Resolution  
11 Nos. 240254, 240255, 240256,  
12 240257, 240258, 240259, 240260 and  
13 240262 be reported from this  
14 Committee with a favorable  
15 recommendation that the rules of  
16 Council be suspended to permit  
17 consideration of these resolutions  
18 at our next session of Council.

19 All those in favor will  
20 signify a motion by saying aye.

21 (Aye.)

22 COUNCIL PRESIDENT JOHNSON:

23 Those opposed?

24 (No response.)

25 COUNCIL PRESIDENT JOHNSON:

1 The ayes have it and Resolution  
2 Nos. 240254, 240255, 240256,  
3 240257, 240258, 240259, 240260 and  
4 240262 will be reported from this  
5 Committee with a favorable  
6 recommendation with a suspension of  
7 the rules to permit consideration  
8 of these resolutions at our next  
9 session of Council.

10 This concludes the business  
11 for today of the Committee of the  
12 Whole. We thank everyone for being  
13 here.

14 (Committee of the Whole  
15 concluded at 6:30 p.m.)

16  
17  
18  
19  
20  
21  
22  
23  
24  
25

1           C E R T I F I C A T I O N

2           I, hereby certify that the proceedings  
3 and evidence noted are contained fully and  
4 accurately in the stenographic notes taken by  
5 me in the foregoing matter, and that this is  
6 a correct transcript of the same.  
7

8

9

10

11

12           \_\_\_\_\_  
          TANEHA CARROLL  
          Court Reporter - Notary Public

13

14

15

16

17

18           (The foregoing certification of this  
19 transcript does not apply to any reproduction  
20 of the same by any means, unless under the  
21 direct control and/or supervision of the  
22 certifying reporter.)

23

24

25

|                  |                     |               |                     |                |
|------------------|---------------------|---------------|---------------------|----------------|
|                  |                     | <b>11</b>     | 195:5               | 281:22         |
|                  |                     | 85:5          | 366:21              | 322:9, 24      |
|                  |                     | 122:22        | <b>158</b>          | 377:9          |
| <b>\$1</b>       | <b>0</b>            |               | 247:18              | <b>200</b>     |
| 94:12            | 293:19              | <b>11:15</b>  | <b>16</b>           | 129:18, 19     |
| 343:9            | 298:1               | 335:14        | 223:16              | 409:1          |
| 395:4            | <b>000</b>          | <b>11:20</b>  | <b>17</b>           | <b>200,000</b> |
| <b>\$1.4</b>     | 410:22              | 335:14        | 29:24               | 364:19         |
| 317:13           |                     | <b>12</b>     | 143:14              | <b>2000</b>    |
| <b>\$10</b>      | <b>1</b>            | 51:24         | 223:16              | 106:13         |
| 409:17, 24       | <b>1</b>            | 362:13        | 352:20              | 107:21         |
| <b>\$100,000</b> | 51:22               | 406:22        | 364:9               | <b>2011</b>    |
| 89:22            | 173:7               | 407:6, 11     | <b>175-year-old</b> | 137:17         |
| <b>\$14</b>      | 174:10, 16          | <b>12,000</b> | 129:23              | 402:12         |
| 234:2            | 186:18              | 355:9         | <b>17th</b>         | <b>2013</b>    |
| 315:23           | 264:15              | <b>123</b>    | 41:10               | 44:2           |
| <b>\$15</b>      | 298:1               | 407:13, 17    | <b>19</b>           | <b>2014</b>    |
| 85:23            | 371:25              | <b>125</b>    | 69:11               | 292:12         |
| <b>\$2</b>       | 372:9               | 67:12         | 307:18              | <b>2015</b>    |
| 82:3             | <b>1.4</b>          | <b>12th</b>   | <b>1972</b>         | 292:12         |
| <b>\$2.5</b>     | 292:8               | 408:15        | 39:19 40:6          | 293:22         |
| 309:22           | 317:14              | 412:11        |                     | 294:3          |
| <b>\$21.3</b>    | <b>10</b>           | <b>13</b>     | <b>1st</b>          | <b>2016</b>    |
| 83:13            | 47:20               | 29:24         | 136:17              | 91:13          |
| 84:13            | 203:16              | 352:20        | 294:7               | 362:9          |
| <b>\$25</b>      | 269:5, 16           | 362:10, 13    | 347:14              | <b>2018</b>    |
| 197:14           | 307:21              | <b>13.5</b>   |                     | 289:7          |
| <b>\$4.5</b>     | 407:1               | 390:9         | <b>2</b>            | 398:1          |
| 339:16           | <b>10-year</b>      | <b>14</b>     | <b>2</b>            | <b>2019</b>    |
| <b>\$5,000</b>   | 318:8               | 167:2         | 26:1                | 296:5          |
| 308:21           | <b>100</b>          | <b>145</b>    | 307:24              | 297:24         |
| <b>\$58.6</b>    | 9:22 141:3          | 84:15         | <b>2,000</b>        | <b>2020</b>    |
| 85:2             | 261:22, 23,         | <b>14th</b>   | 66:23               | 296:5          |
| <b>\$6</b>       | 24 262:2, 5         | 371:23, 25    | 105:6               | <b>2022</b>    |
| 62:10            | 366:23              | 372:10        | 108:2               | 12:2 51:3      |
| <b>\$78</b>      | 406:23              | <b>15</b>     | <b>20</b>           | 99:15          |
| 85:20            | 411:23              | 67:25         | 87:24               | 102:24         |
| <b>\$8</b>       | <b>100-year-old</b> | 121:1         | 197:15              | 219:9          |
| 410:1            | 145:7               | 145:5         | 220:23              | 289:7          |

|                |               |               |              |                |
|----------------|---------------|---------------|--------------|----------------|
| 319:16         | 2:12 5:10     | 419:12        | 56:16        | 8:12 398:7     |
| 362:9          | 13:7          | 420:3         | 364:7        | <b>40-year</b> |
| 389:24         | 415:20        | <b>240261</b> | <b>300</b>   | 376:22         |
| <b>2023</b>    | 418:15, 21    | 2:14 6:19     | 67:10        | <b>400</b>     |
| 37:17 44:5     | 419:11        | 7:4           | 107:20       | 129:1          |
| 87:6 294:3     | 420:2         | <b>240262</b> | 126:23       | 409:1          |
| 359:1          | <b>240255</b> | 2:14 6:25     | 132:18       | <b>41</b>      |
| <b>2024</b>    | 2:12 5:14     | 415:21        | 409:1        | 346:19         |
| 102:25         | 415:20        | 418:16, 22    | <b>30s</b>   | <b>440</b>     |
| 319:16         | 418:15, 21    | 419:13        | 41:13        | 154:13         |
| <b>2025</b>    | 419:11        | 420:4         | <b>310</b>   | 264:1          |
| 229:23         | 420:2         | <b>25</b>     | 67:7         | <b>45</b>      |
| 313:11         | <b>240256</b> | 67:11         | 107:25       | 365:25         |
| <b>20th</b>    | 2:12 5:19     | 107:1, 9      | <b>3579</b>  | <b>47</b>      |
| 373:5          | 415:20        | 122:2, 10,    | 203:2, 20    | 146:15         |
| <b>21</b>      | 418:15, 21    | 14, 18        | 207:12       | <b>470</b>     |
| 104:20         | 419:11        | 123:2         | <b>36</b>    | 343:22         |
| 366:18         | 420:2         | 127:8         | 345:1        | <b>48</b>      |
| <b>212</b>     | <b>240257</b> | 281:22        | <b>368</b>   | 69:9           |
| 318:21         | 2:12 5:24     | 402:5         | 67:6         | <b>4th</b>     |
| <b>217</b>     | 415:20        | 407:18        | 107:24       | 307:12         |
| 348:18         | 418:15, 21    | 408:2         | <b>38</b>    | 374:2          |
| <b>21st</b>    | 419:12        | <b>26</b>     | 122:23       |                |
| 304:16         | 420:3         | 209:11        | 346:23       | <b>5</b>       |
| 315:8          | <b>240258</b> | <b>27</b>     | <b>3:30</b>  | <b>5</b>       |
| <b>22</b>      | 2:13 6:4      | 27:21         | 218:24, 25   | 40:5 155:3     |
| 87:5           | 415:21        | 51:20, 22     | <b>3rd</b>   | 181:15         |
| 220:23         | 418:16, 22    | 396:19        | 136:18       | 251:10         |
| 221:1          | 419:12        | <b>27th</b>   | 199:1, 2, 4  | 269:14, 15     |
| 400:23         | 420:3         | 346:21        | 408:14, 15,  | <b>5,000</b>   |
| <b>23</b>      | <b>240259</b> |               | 21           | 308:5          |
| 87:19 89:4     | 2:13 6:9      | <b>3</b>      |              | 391:23         |
| 289:10         | 415:21        | <b>3</b>      | <b>4</b>     | <b>50</b>      |
| <b>24- '25</b> | 418:16, 22    | 51:22         | 88:15        | 38:12 67:8     |
| 343:7          | 419:12        | 137:5         | <b>4</b>     | 314:15         |
| <b>24/7</b>    | 420:3         | 251:5         | <b>4,200</b> | <b>500</b>     |
| 286:3          | <b>240260</b> | 307:25        | 358:1        | 358:2          |
| <b>240254</b>  | 2:14 6:14     | <b>30</b>     | <b>40</b>    |                |
|                | 415:21        | 37:17         |              |                |
|                | 418:16, 22    |               |              |                |

|                |             |                  |                    |                    |
|----------------|-------------|------------------|--------------------|--------------------|
| <b>502</b>     | 314:1       | 259:25           | 139:17             | 193:16             |
| 384:4          | <b>75</b>   | 294:7, 8         | 147:8              | 195:22             |
| <b>50s</b>     | 230:22      | 407:10, 23       | 153:4              | 198:9              |
| 173:20         | <b>7th</b>  |                  | 154:20             | 213:1              |
| <b>55</b>      | 143:12      | <b>9</b>         | 352:4              | 249:17             |
| 138:5          | 407:10, 23  | <b>9</b>         | <b>above-</b>      | 263:14             |
| <b>56</b>      |             | 44:10            | 155:7              | 264:24             |
| 138:5          | <b>8</b>    | <b>9-0</b>       | <b>absences</b>    | 271:12             |
| <b>5:19</b>    | <b>8</b>    | 75:5             | 203:4, 23          | 297:11             |
| 335:15         | 89:15       | <b>90</b>        | 204:3              | 299:10             |
|                | 292:10      | 69:11            | <b>absolutely</b>  | <b>academicall</b> |
| <b>6</b>       | 293:20      | 109:24           | 102:20             | <b>y</b>           |
| <b>6</b>       | 346:23      | 173:10           | 181:18             | 140:25             |
| 51:22, 24      | 407:23      | 262:9            | 207:12             | <b>Academy</b>     |
| <b>60</b>      | <b>80</b>   | 307:19           | 218:1              | 44:23              |
| 230:22         | 105:10, 16  | 343:23           | 259:18             | 63:15 75:3         |
| <b>62, 000</b> | 106:16, 22  | 398:2            | 283:22             | 209:18             |
| 402:18         | 107:11      | 409:6            | 325:3              | 223:15             |
| <b>634</b>     | 121:24      | <b>96</b>        | 328:12             | 281:18             |
| 196:8          | 122:11, 15, | 409:14           | <b>absorb</b>      | 284:18             |
| <b>650</b>     | 19 150:13   | <b>9mm</b>       | 196:15             | 289:9              |
| 67:9           | 284:20      | 63:19            | <b>abstraction</b> | 359:5              |
| <b>6:30</b>    | 402:13      | <b>9th</b>       | 356:2              | 366:22             |
| 420:15         | 404:2       | 158:3            | <b>abysmal</b>     | 372:17             |
|                | <b>82</b>   | 259:4, 7         | 152:7              | <b>accelerate</b>  |
| <b>7</b>       | 67:12       | 407:10           | <b>academic</b>    | 21:17, 22          |
| <b>7</b>       | <b>83</b>   | <b>A</b>         | 20:10 27:7         | 65:17 66:7         |
| 89:12          | 129:20      | <b>abatement</b> | 53:11              | 86:13 88:5         |
| <b>7, 500</b>  | 404:2       | 88:19            | 66:11              | 138:20             |
| 66:24          | <b>85</b>   | <b>abide</b>     | 72:18              | 171:16             |
| <b>70</b>      | 173:11      | 239:18           | 86:15 87:1         | 194:2, 3, 4        |
| 230:21         | 348:21      | <b>abilities</b> | 88:3, 13           | 195:19             |
| <b>70, 000</b> | 366:24      | 41:23            | 120:25             | 197:7, 12,         |
| 364:22         | <b>88</b>   | <b>ability</b>   | 123:13             | 19 199:18          |
| <b>700</b>     | 128:24      | 31:22            | 127:24             | 201:6              |
| 409:2          | 129:20      | 131:25           | 133:5              | 300:5              |
| <b>70s</b>     | <b>8th</b>  | 133:3            | 134:1              | <b>accentuate</b>  |
|                | 20:3        | 136:20           | 141:22             | 320:19             |
|                | 258:23, 25  |                  | 153:13, 14         | <b>accept</b>      |
|                |             |                  | 154:17             | 347:25             |

|                    |                    |                    |                    |                   |
|--------------------|--------------------|--------------------|--------------------|-------------------|
| 392:6              | <b>accountable</b> | 29:1, 25           | 363:13             | 387:16            |
| 406:1              | 11:6 82:13         | 46:2 48:20         | 387:6              | <b>activities</b> |
| <b>access</b>      | 135:16             | 58:13              | <b>acknowledge</b> | 328:9             |
| 12:15              | 151:18, 20,        | 66:12              | <b>s</b>           | <b>actor</b>      |
| 27:13 38:8         | 21, 23, 25         | 72:18              | 388:24             | 361:7             |
| 52:10 72:6         | 152:18             | 75:10, 12          | <b>acknowledgi</b> | <b>acts</b>       |
| 192:18             | 153:22             | 120:25             | <b>ng</b>          | 361:16            |
| 210:9              | 163:5              | 124:14             | 398:9              | <b>actual</b>     |
| 215:25             | 165:17             | 139:10             | <b>acquaintanc</b> | 120:8             |
| 216:4, 12          | 181:19             | 141:22             | <b>e</b>           | 160:23            |
| 221:9, 15          | 183:12             | 153:13, 14         | 38:1               | 184:6             |
| 301:19             | 190:10, 13         | 154:17             | <b>acquiesce</b>   | 221:12            |
| 314:2              | 197:24             | 158:6              | 370:8              | 227:19            |
| <b>accessible</b>  | 246:12             | 181:16             | <b>act</b>         | 291:18            |
| 283:2              | 260:16             | 193:16             | 242:23             | 319:18            |
| <b>accessing</b>   | 261:7, 11          | 198:9              | 247:18             | <b>add</b>        |
| 82:10              | 264:4              | 213:2              | 340:2              | 86:2              |
| <b>accommodate</b> | 267:4              | 250:20             | 401:15             | 115:17            |
| 338:23             | 310:12             | 263:14             | <b>acting</b>      | 118:15            |
| <b>accompany</b>   | 398:23             | 269:23             | 56:9 310:3         | 172:21            |
| 328:17             | 405:25             | 271:12             | <b>action</b>      | 176:13            |
| <b>accomplishe</b> | <b>accurate</b>    | 280:24             | 111:10, 25         | 193:20            |
| <b>d</b>           | 116:11             | 297:11             | 332:11, 13         | 199:21            |
| 398:6              | <b>accusations</b> | 299:11             | 355:7              | 212:13            |
| <b>account</b>     | 225:23             | 352:19, 21         | 407:5              | 214:25            |
| 348:25             | <b>ACE</b>         | 353:16             | 415:19             | 244:19            |
| <b>accountabil</b> | 360:3              | <b>achievement</b> | <b>actions</b>     | 256:3             |
| <b>ity</b>         | <b>ACES</b>        | <b>s</b>           | 333:22             | 263:18            |
| 153:6, 8           | 218:3              | 24:19              | 341:18             | 265:19            |
| 160:5, 15,         | <b>achieve</b>     | 388:24             | 387:13             | 282:20            |
| 23 161:9,          | 19:25              | <b>achieving</b>   | <b>activate</b>    | 317:4             |
| 11 162:22,         | 24:21              | 299:12             | 200:2              | 328:5             |
| 24 163:13          | 41:21              | <b>Ackerman</b>    | <b>active</b>      | <b>added</b>      |
| 164:7              | 50:11              | 201:16, 18         | 160:24             | 107:24            |
| 166:1              | 261:9              | 414:25             | <b>actively</b>    | <b>adding</b>     |
| 269:21             | 322:22             | <b>acknowledge</b> | 35:18              | 410:3             |
| 274:5              | 405:22             | 320:22             | 56:18              | <b>addition</b>   |
| 345:8              | <b>achievement</b> | 394:4              | 108:3              | 55:4 84:24        |
| 381:23             | 20:10 21:8         | <b>acknowledge</b> | 313:2              | 136:6             |
|                    | 24:24 27:7         | <b>ment</b>        |                    | 171:21            |

|                   |                    |                    |                   |                    |
|-------------------|--------------------|--------------------|-------------------|--------------------|
| 224:20            | <b>addressed</b>   | <b>administrat</b> | <b>advice</b>     | <b>affects</b>     |
| 267:5             | 207:2              | <b>or</b>          | 258:18            | 150:20             |
| 276:24            | <b>addresses</b>   | 164:9              | <b>advisory</b>   | <b>affiliated</b>  |
| 303:8, 21         | 372:11             | 402:4              | 22:23             | 351:4              |
| 315:25            | <b>addressing</b>  | <b>administrat</b> | 167:7             | <b>affirmative</b> |
| 348:20            | 94:14, 20          | <b>ors</b>         | <b>advocacy</b>   | <b>ly</b>          |
| 362:14            | 220:6              | 56:22 57:5         | 26:8 64:21        | 83:17, 23          |
| <b>additional</b> | 232:12             | 384:6              | 110:16            | 171:9              |
| 84:25             | 300:6              | <b>admission</b>   | 190:3             | 276:7              |
| 133:4             | 352:7              | 129:5, 6, 11       | 237:23            | <b>affirmed</b>    |
| 136:11, 22        | 387:15             | 130:3              | <b>advocate</b>   | 277:3              |
| 137:10, 25        | <b>adequate</b>    | 132:3              | 12:21             | <b>afford</b>      |
| 138:6             | 176:1              | 134:15             | 97:18             | 254:10             |
| 140:20            | 304:13             | 205:19             | 163:17, 23        | <b>afforded</b>    |
| 221:1             | <b>adequately</b>  | 236:25             | 226:2             | 22:6 58:7          |
| 303:6             | 57:16              | 237:8, 19,         | 251:2             | <b>Africa</b>      |
| 326:19            | 405:12             | 24                 | 330:13            | 14:13              |
| 410:4             | <b>adhere</b>      | <b>admit</b>       | 336:8             | 15:13              |
| <b>Additional</b> | 397:20             | 129:18             | 339:8             | 414:24             |
| <b>y</b>          | <b>adjacent</b>    | 130:22             | 350:23            | 415:3              |
| 401:6             | 222:24             | 131:2              | 387:25            | <b>African</b>     |
| <b>additions</b>  | <b>adjudicatio</b> | 158:22             | <b>advocated</b>  | 60:10              |
| 85:3, 13, 17      | <b>ns</b>          | 206:5              | 45:13, 16         | 62:23              |
| <b>address</b>    | 121:7              | <b>adopted</b>     | 331:14            | 144:21             |
| 52:21             | <b>Adjunct</b>     | 21:16              | <b>advocating</b> | 168:18             |
| 82:21             | 57:18              | <b>adult</b>       | 10:22             | 171:4              |
| 111:13            | <b>administrat</b> | 214:18             | 36:17             | 173:12, 13         |
| 141:20            | <b>ion</b>         | <b>adults</b>      | 179:12            | 174:15             |
| 193:16            | 61:5, 20           | 275:25             | 203:7             | <b>African-</b>    |
| 204:13            | 68:25              | <b>advance</b>     | 313:2, 15         | 121:14             |
| 219:16            | 87:10 92:1         | 42:10              | 331:2, 21,        | 376:25             |
| 231:2, 3, 12      | 232:12             | <b>advanced</b>    | 25                | <b>Afrocentric</b> |
| 236:20            | 331:5              | 131:24             | <b>affect</b>     | 404:9              |
| 292:13            | 373:7              | <b>adversarial</b> | 294:25            | <b>afternoon</b>   |
| 295:4             | 375:16             | 330:19             | 339:18            | 50:21, 22          |
| 300:9             | <b>administrat</b> | <b>adverse</b>     | <b>affected</b>   | 54:25              |
| 332:7             | <b>ive</b>         | 277:1              | 134:12            | 142:5              |
| 337:2             | 327:12             | <b>advertising</b> | 344:19            | 149:6              |
| 397:3             | 328:16             | 216:3              | <b>affecting</b>  | 159:17             |
| 403:22            |                    |                    | 198:9             |                    |

|                     |                  |                   |                   |                   |
|---------------------|------------------|-------------------|-------------------|-------------------|
| 219:2               | 379:14           | 122:21            | 19, 22            | <b>amaz</b>       |
| 291:6               | <b>agreed</b>    | <b>alarmingly</b> | <b>Allen</b>      | 97:5              |
| 371:4               | 123:18           | 398:25            | 85:7              | <b>amazing</b>    |
| <b>afterthought</b> | 155:22           | <b>Aleong</b>     | <b>Alliance</b>   | 27:8, 12          |
| <b>t</b>            | 249:2            | 399:11, 15,       | 339:5             | 36:13             |
| 142:25              | <b>agreement</b> | 19, 22            | <b>allocated</b>  | 75:21 98:5        |
| <b>age</b>          | 203:15           | <b>Alfredo</b>    | 85:24             | 168:20            |
| 27:21               | 329:4            | 391:9, 21         | 323:3             | 172:19            |
| 51:20, 22           | 404:19           | 394:8             | 401:17            | 193:1             |
| <b>agencies</b>     | <b>ahead</b>     | <b>Algebra</b>    | <b>allocation</b> | 200:11            |
| 52:21               | 26:18            | 197:3             | 83:20             | 212:25            |
| <b>agency</b>       | 217:22           | 258:24            | <b>allowed</b>    | 234:24            |
| 119:22              | 253:14           | 259:1, 25         | 39:22 66:6        | 246:8             |
| 153:25              | 287:2            | 263:5, 6          | 105:21            | 311:19            |
| <b>aggressive</b>   | 359:15           | 390:10            | 242:25            | 333:12            |
| 307:8               | 406:16           | <b>align</b>      | <b>allowing</b>   | 404:8             |
| <b>aggressivel</b>  | <b>Ahmad</b>     | 52:25             | 12:24             | <b>amend</b>      |
| <b>y</b>            | 4:11, 12         | 79:21             | 59:14             | 314:9             |
| 170:22              | 180:4, 5         | 230:13            | 134:24            | 333:18            |
| <b>Agnes</b>        | 182:1            | 260:12            | 274:12            | <b>amendment</b>  |
| 40:6                | 187:23           | 370:3             | 328:20            | 39:20, 21         |
| <b>agnostic</b>     | 189:1            | <b>aligned</b>    | 367:2             | 371:23, 25        |
| 282:2               | 205:4            | 154:10            | <b>alma</b>       | 372:10            |
| <b>agnosticall</b>  | 311:15, 16       | 269:23            | 129:23            | 414:1, 2          |
| <b>y</b>            | 315:12           | 375:3             | 132:20            | <b>amendments</b> |
| 69:2                | 316:9            | <b>aligns</b>     | <b>alongside</b>  | 413:22            |
| <b>agree</b>        | 317:8            | 154:14            | 352:2             | <b>America</b>    |
| 46:16               | 319:4, 7         | 392:3             | 367:15            | 284:25            |
| 108:6, 11           | 417:19, 20       | <b>alkalides</b>  | 369:8             | 285:1             |
| 123:18              | <b>AI</b>        | 158:24            | <b>Alpha</b>      | <b>American</b>   |
| 125:1               | 27:24            | <b>all-hands-</b> | 26:3, 4           | 44:23             |
| 141:2               | <b>aid</b>       | <b>on-deck</b>    | <b>altered</b>    | 60:11             |
| 175:8               | 190:3            | 329:15            | 358:25            | 62:24             |
| 196:2               | <b>aims</b>      | <b>all-year-</b>  | <b>alumni</b>     | 144:22            |
| 270:10              | 36:8             | <b>round</b>      | 126:24            | 168:18            |
| 291:21, 22          | <b>air</b>       | 197:10            | 132:9, 19         | 171:4             |
| 306:3               | 31:1             | <b>allegation</b> | <b>alumnus</b>    | 173:12, 13        |
| 359:11, 14          | 141:14           | 120:5             | 387:7             | 174:15            |
| 366:10              | <b>alarming</b>  | 371:13, 15,       |                   | 284:18, 24        |
|                     |                  |                   |                   | 357:23            |

|                   |                    |                   |                    |                    |
|-------------------|--------------------|-------------------|--------------------|--------------------|
| 377:1             | 282:19             | 60:3              | 189:25             | 161:5              |
| <b>amount</b>     | 287:24             | <b>anymore</b>    | 191:9              | 162:4              |
| 102:12            | 288:18, 21         | 128:16            | 213:21             | 219:8              |
| 183:7             | <b>anecdotal</b>   | 355:19            | 215:2              | 373:5              |
| 240:5             | 155:25             | <b>apologize</b>  | 217:20             | <b>appointees</b>  |
| <b>amounts</b>    | <b>angst</b>       | 97:7              | 262:22             | 160:21             |
| 344:13            | 333:24             | 211:22            | 285:24             | 166:6              |
| <b>Amy</b>        | <b>Anne</b>        | 226:2             | 286:5              | 246:2, 3           |
| 84:22             | 85:7               | 338:10            | 301:4              | 287:8              |
| 401:21            | <b>announcemen</b> | <b>apologized</b> | 314:23             | 289:1              |
| 402:2             | <b>ts</b>          | 332:23            | 315:11             | 392:17             |
| <b>analogies</b>  | 405:6              | <b>apology</b>    | 390:11             | 393:10             |
| 195:10            | <b>annually</b>    | 363:13            | 394:7              | 394:3              |
| <b>analytical</b> | 343:10             | <b>app</b>        | 396:7              | <b>appointing</b>  |
| 33:4              | <b>answering</b>   | 302:25            | 401:19             | 405:24             |
| <b>analytics</b>  | 109:23             | <b>apparent</b>   | 411:4              | <b>appointment</b> |
| 53:7              | <b>answers</b>     | 97:21             | 415:6              | 5:10, 20           |
| <b>analyzing</b>  | 92:20              | <b>Appeals</b>    | <b>apples-to-</b>  | 6:5, 10, 25        |
| 16:6              | 169:17, 20         | 395:7             | <b>apples</b>      | 22:25              |
| <b>ancestors</b>  | 244:15             | <b>appears</b>    | 62:19              | <b>appointment</b> |
| 411:13            | 310:12             | 150:16, 17        | 68:22              | <b>s</b>           |
| <b>anchor</b>     | <b>Anthony</b>     | 203:10            | <b>applicants</b>  | 291:14             |
| 223:1             | 71:12              | 337:13            | 340:6              | 294:19, 22         |
| <b>anchors</b>    | 205:3              | <b>applaud</b>    | <b>application</b> | 398:10             |
| 355:25            | 241:4              | 30:11             | 289:22             | <b>appreciated</b> |
| <b>and-tell</b>   | <b>anti-</b>       | 403:7             | 342:1              | 91:21              |
| 63:19             | <b>charter</b>     | <b>Applause</b>   | <b>application</b> | 97:12              |
| <b>Andrews</b>    | 398:8, 13          | 69:4 70:9         | <b>s</b>           | 119:14             |
| 5:16 18:7,        | <b>anti-</b>       | 71:24 91:9        | 345:6              | 125:11             |
| 8, 11 35:1        | <b>violence</b>    | 93:22             | <b>applied</b>     | <b>appreciatio</b> |
| 53:25 59:9        | 347:7              | 98:18             | 13:20              | <b>n</b>           |
| 77:12             | <b>anticipate</b>  | 101:10            | <b>apply</b>       | 387:6              |
| 135:7             | 138:12             | 103:16            | 98:15              | <b>appreciativ</b> |
| 215:9, 20         | <b>antiquated</b>  | 105:14            | 406:18             | <b>e</b>           |
| 219:6             | 206:18, 20         | 141:4             | <b>appoint</b>     | 126:9              |
| 220:10            | <b>Antonia</b>     | 146:5             | 392:1              | 304:19             |
| 221:2             | 67:8               | 163:6             | <b>appointed</b>   | <b>apprehensio</b> |
| 243:2             | <b>anxious</b>     | 179:25            | 28:15              | <b>n</b>           |
| 258:8             |                    | 181:25            | 56:10, 12          | 266:3              |
|                   |                    |                   | 57:10, 22          |                    |

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>apprenticeship</b><br>10:11, 16                                                                    | 345:16<br>354:16<br>374:7                                                                                                                                                                                                                                                                                                                                                                                                                | <b>arrested</b><br>122:20                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>aspect</b><br>171:1<br>217:13<br>382:19                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>assignment</b><br>306:17<br>400:16                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>approach</b><br>20:24<br>32:17<br>53:16<br>185:4<br>200:14<br>269:24<br>329:15<br>352:12<br>377:17 | <b>approved</b><br>84:18<br>348:2<br>398:1<br>409:24<br><b>approving</b><br>398:23<br><b>approximate</b><br><b>ly</b><br>322:9<br><b>APPS</b><br>341:17<br>342:3<br><b>arc</b><br>373:2<br><b>Arcadia</b><br>55:23<br><b>architect</b><br>368:24<br>370:7<br><b>area</b><br>67:3 72:16<br>103:11, 12<br>298:6<br><b>areas</b><br>228:4<br>243:16<br>260:24<br>300:16<br>361:21<br><b>argue</b><br>9:12<br><b>Army</b><br>18:17<br>178:17 | <b>arrival</b><br>86:11<br><b>arriving</b><br>48:21<br><b>arrogant</b><br>178:23<br><b>Art's</b><br>20:15<br><b>article</b><br>347:15<br>349:3<br><b>articulated</b><br>191:24<br>222:25<br>224:8, 24<br>393:3<br><b>articulation</b><br>228:22<br><b>artist</b><br>238:11<br><b>arts</b><br>138:23<br>146:11<br>238:4, 5, 10<br>263:7<br>404:11<br>408:17, 22<br><b>asbestos</b><br>62:9 82:14<br>88:19<br>101:4, 8, 18<br>231:2<br><b>Ashley</b><br>18:11<br>200:17<br>357:9 | <b>aspects</b><br>207:21<br><b>ASPIRA</b><br>72:17<br>73:13<br><b>aspirations</b><br>368:20<br>392:16<br><b>aspired</b><br>65:22<br><b>ass-kicking</b><br>390:17<br><b>assaulted</b><br>204:8<br><b>assembling</b><br>26:15<br><b>Assembly</b><br>38:4 344:2<br><b>assertions</b><br>333:7<br><b>Assessment</b><br>344:21<br><b>assessments</b><br>58:15<br><b>asset</b><br>55:4<br>164:25<br>392:8<br><b>assets</b><br>165:9<br>356:23<br><b>assigned</b><br>39:11<br>57:12 | <b>assist</b><br>58:18<br><b>assistance</b><br>133:11<br>137:11<br>178:2<br>352:16<br><b>assistant</b><br>384:22<br>385:4<br><b>assistants</b><br>323:1, 3, 7,<br>11, 13, 18<br><b>associating</b><br>42:17<br><b>Association</b><br>8:23 384:5<br><b>assume</b><br>348:10<br><b>assuming</b><br>301:8, 10<br><b>assure</b><br>11:1 12:13<br>56:19<br>237:23<br>291:9<br><b>assured</b><br>290:15<br><b>assuring</b><br>58:6<br><b>athletic</b><br>8:17 84:20<br>236:9, 11<br>408:9<br><b>athletics</b> |

|                   |                    |                     |                 |                    |
|-------------------|--------------------|---------------------|-----------------|--------------------|
| 235:19, 22        | 151:11             | <b>auditorium</b>   | <b>autonomy</b> | 28:6, 8            |
| 236:2             | 204:5              | 320:15              | 129:14          | 29:19, 21          |
| <b>atmosphere</b> | 399:7              | 400:6               | 153:24          | 68:4               |
| 388:4             | 401:18             | <b>auditors</b>     | 237:11          | 88:10, 21          |
| 400:9             | 414:18             | 395:6               | 327:11          | 102:15             |
| <b>attached</b>   | <b>attentively</b> | <b>august</b>       | <b>Ave</b>      | 156:12             |
| 408:9             | 241:8              | 289:10              | 212:2           | 275:5, 20          |
| <b>attempt</b>    | <b>attest</b>      | 369:21              | <b>avenue</b>   | <b>baby</b>        |
| 158:20            | 51:10              | <b>aunt</b>         | 27:24           | 14:17              |
| <b>attempts</b>   | <b>attorney</b>    | 189:12              | 353:24          | 36:20              |
| 274:1             | 26:6 28:1          | <b>authentic</b>    | <b>average</b>  | <b>Baccalaurea</b> |
| 397:8             | 31:6, 13           | 226:3               | 61:12           | <b>te</b>          |
| 398:4             | 40:20              | 375:22              | 324:12          | 131:23             |
| <b>attend</b>     | 150:8, 10          | <b>authenticall</b> | <b>avoid</b>    | <b>Bache-</b>      |
| 18:20             | 158:13             | <b>ly</b>           | 273:1           | <b>martin</b>      |
| 19:10             | <b>attract</b>     | 179:14              | <b>award</b>    | 85:14              |
| 41:18             | 283:17             | <b>authority</b>    | 385:1, 2        | <b>Bachelor</b>    |
| 340:13            | <b>attracting</b>  | 79:16, 23           | <b>awards</b>   | 20:15              |
| 355:10            | 284:5              | 80:9, 10            | 364:10, 15      | <b>Bachelor's</b>  |
| 381:7             | <b>attractive</b>  | 152:25              | 405:5           | 55:21              |
| 393:22            | 166:22             | 351:22              | <b>aware</b>    | 172:2, 3           |
| <b>attendance</b> | 167:23             | 375:13              | 38:4            | <b>back</b>        |
| 2:17 58:15        | 168:7              | 410:23              | 140:17          | 25:25              |
| 260:25            | 169:2, 13          | <b>authorizati</b>  | 142:11          | 31:10              |
| 261:2, 19         | 282:22             | <b>on</b>           | 187:15          | 34:11, 19          |
| 272:8, 9          | 283:5, 8           | 79:12 80:8          | 359:24          | 38:3 40:3          |
| 415:24            | <b>audience</b>    | <b>authorized</b>   | <b>aye</b>      | 43:2 75:7,         |
| <b>attended</b>   | 7:23               | 260:7               | 419:20, 21      | 25 77:4            |
| 20:1, 12          | 168:15             | 404:15              | <b>ayes</b>     | 96:2, 14, 17       |
| 37:22             | 234:23             | <b>authorizer</b>   | 420:1           | 104:3              |
| 140:18            | <b>audit</b>       | 164:10              | <b>AYP</b>      | 110:6              |
| 384:7, 9,         | 195:2              | <b>authorizers</b>  | 57:15           | 111:9              |
| 15, 17, 19        | <b>audited</b>     | 79:10               |                 | 117:22             |
| <b>attending</b>  | 394:21, 24         | <b>authorizing</b>  | <b>B</b>        | 125:15             |
| 262:9             | 395:2              | 404:18              | <b>baba</b>     | 126:18             |
| 355:18            | <b>Auditor</b>     | 405:17              | 29:22           | 132:11             |
| <b>attention</b>  | 276:9              | <b>automotive</b>   | <b>babies</b>   | 135:2              |
| 77:19             | 394:21             | 64:12               | 27:17           | 136:8              |
| 133:16            |                    |                     |                 | 137:15             |
|                   |                    |                     |                 | 159:5              |

|                    |                   |                  |                   |                   |
|--------------------|-------------------|------------------|-------------------|-------------------|
| 164:4              | <b>bad</b>        | <b>barriers</b>  | <b>basis</b>      | <b>Beeber</b>     |
| 169:22             | 48:11             | 48:19            | 48:22             | 169:4             |
| 172:4, 13          | 87:22             | 400:5            | 161:1             | 172:9             |
| 173:12, 25         | 155:14            | <b>bartender</b> | 209:23            | 223:19            |
| 175:22             | 211:25            | 27:22, 23        | 211:8             | <b>beefed</b>     |
| 176:6              | 229:15            | <b>Bartram</b>   | 214:3             | 148:12            |
| 177:25             | 274:16            | 365:15           | 216:8             | <b>Beehan(ph)</b> |
| 198:16             | 361:5, 7          | <b>base</b>      | 237:3             | 85:11             |
| 218:24             | <b>badly</b>      | 152:10           | 276:20            | <b>began</b>      |
| 242:17             | 284:9             | <b>based</b>     | 305:4             | 14:5 15:7         |
| 249:1              | <b>bag</b>        | 9:13 60:21       | 389:17            | 18:16, 18         |
| 256:13             | 317:11            | 78:9, 17         | <b>basketball</b> | 44:17             |
| 257:16             | <b>bake</b>       | 80:18            | 8:21, 24          | 47:19             |
| 272:11, 24         | 269:9             | 144:4, 5         | <b>Bass</b>       | 48:13             |
| 277:11             | <b>baked</b>      | 147:24           | 3:13, 14          | 219:13            |
| 278:17             | 153:9             | 158:15           | 205:3             | 313:25            |
| 282:14             | <b>balance</b>    | 194:5            | 291:3, 4          | <b>begin</b>      |
| 293:13             | 156:9             | 228:14           | 295:20, 22        | 7:8, 13, 15       |
| 297:4, 16          | 305:22            | 236:7, 8         | 297:22            | 43:7 50:18        |
| 306:18             | <b>balanced</b>   | 252:17           | 300:20            | 70:24             |
| 314:22             | 31:21             | 253:1            | 301:5, 22         | 396:15            |
| 334:24             | 377:17            | 323:4            | 302:1, 4          | <b>beginning</b>  |
| 338:25             | <b>Ballad</b>     | 330:16           | 416:21, 22        | 204:3             |
| 340:20             | 371:17            | 335:24           | <b>battle</b>     | 338:10            |
| 362:24             | 372:2, 18         | 337:16, 21       | 45:8              | 412:8             |
| 367:14             | <b>Ballard</b>    | 342:15           | <b>bear</b>       | 413:11, 12        |
| 394:15             | 251:20            | 343:3            | 212:22            | <b>beginnings</b> |
| 395:3, 16,         | 361:13            | <b>baseline</b>  | <b>beat</b>       | 26:20             |
| 22, 23             | 403:18            | 88:4             | 63:4              | 411:12            |
| 407:5, 9           | 404:16            | <b>bases</b>     | <b>beauti</b>     | <b>behalf</b>     |
| 409:23             | <b>bar</b>        | 200:7            | 285:14            | 11:13             |
| 410:5              | 40:25             | <b>Basic</b>     | <b>beautiful</b>  | 336:9             |
| 411:11             | 42:18             | 343:5            | 46:8 95:10        | 349:22            |
| 413:25             | <b>bare</b>       | <b>basically</b> | 285:16            | 355:9             |
| <b>background</b>  | 404:17            | 77:21            | 317:6             | 375:19            |
| 26:19              | <b>bargaining</b> | 103:23           | 318:13            | <b>behavior</b>   |
| 52:11              | 203:12, 15,       | 372:11           | 390:15            | 118:6             |
| 384:7              | 21                | <b>basics</b>    | 412:24            | 119:11            |
| <b>backgrounds</b> |                   | 411:12           | <b>Beaver</b>     | 361:7             |
| 375:1              |                   |                  | 55:24             |                   |
| 389:1              |                   |                  |                   |                   |

|                                                    |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>beings</b><br>412:24                            | <b>Bethune</b><br>85:15                                                                                                   | <b>billion</b><br>62:11 82:3                                                                                                                          | 122:1, 9,<br>12, 13, 16,<br>17, 20                                                                                                                                                                                                                                                 | 63:24<br>113:11                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>belief</b><br>19:17 20:5<br>388:13              | <b>bias</b><br>361:9, 19,<br>21                                                                                           | 94:13<br>234:3<br>315:23<br>317:14, 15<br>339:17<br>343:10                                                                                            | 142:15<br>151:4, 6, 9,<br>13 158:4<br>159:2<br>168:16<br>170:7, 15,<br>17 173:6, 9<br>174:11, 14,<br>16, 20<br>176:18, 19<br>177:10, 17<br>225:15, 20<br>226:3<br>252:2<br>296:15<br>356:16<br>362:4, 14,<br>21 373:8<br>384:24<br>389:22<br>390:5<br>392:19, 24<br>393:5<br>394:5 | <b>bleeds</b><br>224:22<br><b>Bloomsburg</b><br>20:12<br><b>blown</b><br>311:23<br><b>board</b><br>5:11, 16, 21<br>6:1, 6, 11,<br>16, 21 7:1,<br>9, 21 8:25<br>11:22<br>13:15, 21<br>18:13<br>20:25<br>21:10, 25<br>22:4, 5<br>23:8 24:6<br>25:3, 24<br>26:9<br>28:16, 22<br>29:16<br>32:14<br>33:16<br>34:25<br>35:5, 6<br>37:12, 21<br>38:11, 14,<br>15 39:3<br>42:5 43:23<br>46:23<br>47:18<br>49:20 50:1<br>51:2, 6<br>53:9, 16, 21<br>54:6, 13<br>55:3, 16<br>59:6 61:2<br>65:14, 16, |
| <b>believed</b><br>48:14                           | <b>Bible</b><br>20:17                                                                                                     | <b>bio</b><br>184:6                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>believes</b><br>196:3<br>232:18                 | <b>Biblical</b><br>20:16                                                                                                  | <b>bios</b><br>183:21, 23<br>184:5, 6                                                                                                                 |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>bell</b><br>169:22<br>264:9                     | <b>bid</b><br>414:4                                                                                                       | <b>BIPOC</b><br>76:18<br>107:17                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>belong</b><br>364:22                            | <b>big</b><br>24:4<br>108:1, 8, 11<br>214:3<br>216:6<br>235:20<br>238:4<br>347:17                                         | <b>Bishop</b><br>369:8                                                                                                                                |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Ben</b><br>152:6                                |                                                                                                                           | <b>bit</b><br>66:1 88:1<br>140:3<br>151:24<br>207:9<br>218:7<br>291:10<br>329:21<br>377:23                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>benchmark</b><br>262:8                          | <b>bigger</b><br>45:6<br>213:25                                                                                           | <b>black</b><br>26:21<br>35:15, 17,<br>20 94:7, 21<br>103:14<br>105:3, 7,<br>13, 18<br>106:15, 16,<br>24 107:10<br>108:9<br>118:2<br>119:19<br>121:22 | <b>Black-</b><br>156:1<br><b>Black-</b><br><b>founded</b><br>107:22<br><b>Black-led</b><br>106:12, 24<br>107:22<br><b>blame</b><br>255:7<br><b>blank</b><br>39:11<br>40:20                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>bend</b><br>349:12                              | <b>biggest</b><br>177:21<br>208:20<br>210:25<br>361:20                                                                    |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>bends</b><br>373:3                              | <b>bilingual</b><br>31:25<br>44:17<br>45:17<br>142:17<br>284:22<br>322:2, 3, 6<br>323:1, 2, 6,<br>10, 12, 17<br>324:5, 16 |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>beneficial</b><br>225:1                         |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>beneficiari</b><br><b>es</b><br>33:16<br>342:18 |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>benefited</b><br>377:15, 22                     |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>benefits</b><br>347:16<br>409:8                 |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>bet</b><br>31:8                                 |                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Bethel</b><br>212:19, 20                        | <b>Bill</b><br>415:19                                                                                                     |                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 66:11,<br>16, 21<br>67:13<br>73:17, 23,<br>25 74:7, 11<br>75:1, 4, 16,<br>19 76:1<br>77:9, 17<br>80:10, 13<br>81:19<br>82:23 83:3<br>86:4<br>91:12, 23,<br>25 92:13<br>96:25<br>97:8, 9, 13,<br>17 98:15,<br>16, 22<br>101:13<br>102:18<br>104:14, 24<br>106:1, 18,<br>19, 21<br>109:20<br>111:24<br>112:9<br>114:3<br>115:20<br>116:12<br>118:20<br>120:10<br>121:12<br>123:17<br>124:7<br>130:9<br>131:5<br>134:11<br>140:11<br>142:10, 22,<br>23 143:21<br>144:7<br>145:15 | 146:2<br>147:11<br>152:23<br>153:12<br>157:6, 18<br>158:8<br>159:7<br>164:21<br>166:6<br>171:2, 15<br>172:19<br>179:24<br>180:24<br>185:16<br>186:9, 17,<br>24 187:22<br>188:6<br>197:21<br>198:3<br>204:10, 15<br>205:12<br>206:9<br>211:6, 18<br>213:6, 10<br>219:12<br>226:5, 15,<br>17 229:2<br>230:14<br>232:18<br>234:14, 15<br>235:9, 23<br>237:5<br>242:1, 5,<br>18, 24<br>245:6, 17,<br>25 248:10,<br>12 249:9,<br>10, 11<br>250:6<br>253:5<br>256:6, 9,<br>16, 23 | 257:18<br>259:22<br>260:13<br>265:14<br>270:5, 14,<br>16, 21<br>271:10<br>273:10, 13,<br>20 274:18,<br>19 275:6<br>276:25<br>277:4<br>287:8<br>288:17<br>289:8<br>290:5, 10,<br>14 297:3, 8<br>300:2<br>313:1, 14,<br>18 316:16<br>318:3<br>320:2<br>328:1<br>329:8<br>330:12<br>331:4, 14<br>333:7, 16,<br>17 334:9,<br>12 339:15<br>341:18, 21,<br>25 345:5,<br>16 348:3,<br>19, 21, 25<br>349:5, 13<br>350:24<br>351:1<br>352:2<br>353:8, 25<br>354:17, 23<br>355:1, 5<br>358:4<br>359:7 | 360:25<br>361:17, 23<br>362:25<br>366:8, 9, 25<br>368:23<br>369:19<br>374:9, 13<br>378:7, 10,<br>17 381:5<br>382:25<br>385:9<br>386:23<br>395:7, 15<br>396:17, 22<br>397:2, 10,<br>14 398:20<br>399:24<br>400:7<br>403:1, 11,<br>17 405:17,<br>25 406:19<br>408:13<br>409:24<br>410:17, 21<br>412:17<br><b>Board's</b><br>29:3 79:9<br>259:19<br>326:15, 21<br>328:12<br>347:25<br>348:14<br>352:9<br><b>boards</b><br>80:7<br>250:24, 25<br>343:23, 24<br><b>boat</b><br>190:19<br><b>bodies</b><br>199:25 | 200:25<br><b>body</b><br>47:11<br>50:10<br>119:2<br>137:24<br>138:15<br>144:1, 7<br>159:19<br>205:5<br>218:18<br>268:20<br>277:5<br>305:10<br>331:16<br>339:16<br>379:7<br>383:13<br><b>Bok</b><br>141:16<br><b>bold</b><br>230:14<br>231:1<br><b>boldfaced</b><br>64:4<br><b>bolsters</b><br>388:18<br><b>bond</b><br>37:24<br>42:24<br><b>bonds</b><br>39:16, 23<br>312:23<br>318:6<br><b>bones</b><br>26:7<br><b>book</b><br>170:5<br><b>Booker</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                  |                   |                 |                    |                  |
|------------------|-------------------|-----------------|--------------------|------------------|
| 360:18           | <b>breaking</b>   | 186:7           | 368:22             | <b>build</b>     |
| 363:19           | 120:22            | 187:20          | 376:19             | 29:12            |
| 364:2, 4         | 192:7             | 232:22          | 392:20, 24         | 47:24 53:2       |
| 367:6, 8, 12     | <b>breaks</b>     | 277:9, 11       | 393:6              | 86:24            |
| <b>books</b>     | 198:18            | 414:19          | 394:5              | 87:21            |
| 239:2            | <b>brick-and-</b> | <b>brings</b>   | <b>brushed</b>     | 92:25            |
| <b>boom</b>      | 402:13            | 31:14 35:1      | 101:21             | 100:8            |
| 228:5            | <b>bridge</b>     | 387:8           | <b>Bryant</b>      | 165:13           |
| <b>born</b>      | 233:1, 10         | <b>broke</b>    | 23:25              | 181:10           |
| 18:14            | <b>briefed</b>    | 233:2           | <b>buddy</b>       | 199:15           |
| <b>bothers</b>   | 248:1             | 332:20          | 59:22              | 314:18, 21       |
| 226:3            | 258:11, 13        | <b>broken</b>   | <b>budget</b>      | 331:9            |
| <b>bottom</b>    | <b>briefly</b>    | 146:16          | 45:20              | <b>building</b>  |
| 344:25           | 39:8              | <b>Brooks</b>   | 52:22              | 31:12            |
| <b>boy</b>       | 111:18            | 4:19 205:2      | 83:13, 19          | 45:22            |
| 26:21            | 194:2             | 418:2           | 84:13, 25          | 46:11            |
| <b>boys</b>      | 212:13            | <b>brother</b>  | 128:19             | 86:17, 24,       |
| 8:24 170:8       | <b>brightest</b>  | 25:12, 15       | 138:3              | 25 87:23         |
| 174:20           | 286:15            | 35:23 95:8      | 160:16, 17         | 95:9             |
| <b>Bracetti</b>  | <b>brilliance</b> | 107:20          | 185:18             | 102:9, 14        |
| 67:4             | 377:16            | 171:12          | 305:24             | 104:20           |
| <b>brain</b>     | 378:1             | 172:15          | 306:19             | 145:7            |
| 218:18           | <b>brilliant</b>  | 212:16          | 309:1              | 150:1            |
| <b>brand</b>     | 193:5             | 229:12          | 313:11, 12         | 227:17           |
| 280:15           | <b>bring</b>      | 270:7           | 320:11             | 231:6, 24        |
| 307:11           | 20:23             | <b>brothers</b> | 321:3              | 232:1            |
| <b>bread</b>     | 43:20 50:1        | 121:15          | 334:22             | 281:14           |
| 332:20           | 53:20 58:4        | <b>brought</b>  | 335:5              | 304:1, 6         |
| <b>breadth</b>   | 59:9 75:6         | 51:19           | 339:17             | 310:4            |
| 33:9             | 77:4 78:5         | 63:19, 21       | 343:7              | 314:4            |
| <b>break</b>     | 175:22            | 97:15           | 405:10             | 321:14           |
| 69:9             | 245:24            | 173:16          | 409:4, 7           | 377:11           |
| 202:19           | 246:6             | 174:23          | <b>budget allo</b> | 406:23           |
| 218:23           | 253:20            | 290:9           | <b>cated</b>       | 409:2            |
| 347:15           | 254:1             | <b>Brown</b>    | 170:25             | <b>buildings</b> |
| <b>breakfast</b> | 266:8             | 33:16           | <b>budget allo</b> | 41:13 48:8       |
| 305:7            | 407:9             | 94:7, 22        | <b>cates</b>       | 82:15            |
|                  | 410:5             | 158:4           | 85:2               | 86:19            |
|                  | <b>bringing</b>   | 296:16          | <b>budgets</b>     | 88:18            |
|                  |                   | 356:16          | 248:2              | 100:22, 24       |
|                  |                   |                 |                    | 141:11           |

|                    |                    |                   |                 |                  |
|--------------------|--------------------|-------------------|-----------------|------------------|
| 145:22, 23         | 194:20             | 72:16             | <b>capacity</b> | 47:19            |
| 148:3              | <b>buy-in</b>      | 121:6             | 32:7 49:17      | 48:13 52:9       |
| 280:3              | 316:21             | 147:13            | 57:4            | 57:24            |
| 304:14             | <b>byproduct</b>   | 155:13            | 129:16          | 126:20           |
| 314:5, 6           | 317:12             | 215:23            | 148:12          | 127:5, 24        |
| 315:9              | <b>byproducts</b>  | 266:6, 13         | 239:2           | 141:1            |
| 318:15             | 275:23             | 337:12            | 381:10          | 158:6            |
| 389:16             | <b>bystanders</b>  | <b>calling</b>    | 409:2           | 179:22           |
| 408:3              | 275:23             | 180:23            | <b>capital</b>  | 303:8, 19        |
| <b>built</b>       |                    | 344:1             | 62:11           | 375:2            |
| 41:12              | <hr/>              | 357:1             | 83:13, 19       | 381:24           |
| 91:17              | <b>C</b>           | 411:13            | 84:8, 12        | 398:7            |
| 224:25             | <b>cadence</b>     | <b>calls</b>      | 85:2 94:4       | <b>careers</b>   |
| 227:23             | 248:25             | 37:5 43:4         | 99:21           | 41:22            |
| 232:25             | <b>cake</b>        | 47:3 54:17        | 314:3           | 166:10           |
| <b>Bullying</b>    | 269:9              | <b>Camden</b>     | 316:12          | 404:9            |
| 246:14             | <b>calculation</b> | 57:1              | <b>capped</b>   | <b>careful</b>   |
| <b>burden</b>      | <b>s</b>           | <b>Cameroon</b>   | 129:17          | 206:2            |
| 149:11             | 343:4              | 14:13             | <b>car</b>      | <b>carefully</b> |
| <b>burdens</b>     | <b>calculator</b>  | <b>campaign</b>   | 212:20          | 396:18           |
| 344:5              | 408:16             | 246:17            | <b>carbon</b>   | <b>cares</b>     |
| <b>bureaucracy</b> | <b>Calderon</b>    | 284:1             | 411:18          | 132:16           |
| 151:12             | 391:10, 20,        | <b>campaigns</b>  | <b>care</b>     | 158:9            |
| 247:7              | 21 394:8, 9        | 341:13            | 17:7 69:2,      | 383:1, 4         |
| <b>burned</b>      | <b>calendar</b>    | <b>campus</b>     | 17, 18          | <b>Caribbean</b> |
| 63:3               | 226:21             | 44:6 85:10        | 127:12          | 284:25           |
| <b>bus</b>         | 229:23             | 212:17            | 128:5           | <b>carpentry</b> |
| 367:14             | <b>call</b>        | <b>cancer</b>     | 189:16          | 174:25           |
| <b>business</b>    | 32:23, 24          | 312:6             | 203:18          | <b>Carver</b>    |
| 192:12, 15         | 120:3, 9           | <b>candidate</b>  | 306:20          | 127:17, 25       |
| 289:24             | 132:19             | 353:18            | 413:20          | 133:13           |
| 340:3              | 178:21             | <b>candidates</b> | <b>cared</b>    | <b>case</b>      |
| 420:10             | 202:18             | 49:16             | 254:13          | 49:12            |
| <b>busy</b>        | 336:22             | 396:18            | <b>career</b>   | 135:20           |
| 185:24             | 412:7              | <b>Cantonese</b>  | 13:18           | 257:17           |
| <b>button</b>      | 415:23             | 323:8             | 14:5, 25        | 276:10           |
| 287:22             | <b>called</b>      | <b>cap</b>        | 37:15           | 298:16, 19,      |
| <b>buy</b>         | 5:5 15:14          | 134:18            | 40:13 42:3      | 21               |
| 154:2              | 57:1 58:2          |                   | 44:9, 17        | <b>cases</b>     |
|                    |                    |                   | 45:12           |                  |

|                    |                    |                  |                    |                    |
|--------------------|--------------------|------------------|--------------------|--------------------|
| 67:25              | 309:21             | <b>certified</b> | 311:14             | <b>chairperson</b> |
| <b>cash</b>        | 384:12             | 173:25           | 326:9              | 330:10             |
| 234:9              | <b>centered</b>    | 175:5            | 330:20             | 384:24             |
| <b>Cassandra</b>   | 53:18              | 280:7            | 335:1              | <b>chairs</b>      |
| 349:18             | 121:15             | 284:21           | 338:2              | 54:20              |
| 350:4              | <b>central</b>     | <b>CFO</b>       | 346:3              | <b>Chalkbeat</b>   |
| <b>Cassidy</b>     | 60:12, 19          | 289:12           | 349:17             | 347:14             |
| 84:22              | 185:6              | <b>Chair</b>     | 350:9              | <b>challenge</b>   |
| 95:11              | 284:24             | 7:16 8:4, 7      | 354:6              | 406:1              |
| 307:10             | 365:12             | 9:4 12:1, 9      | 357:8              | <b>challenged</b>  |
| <b>catchment</b>   | <b>centralized</b> | 13:1 25:9        | 360:12             | 143:6              |
| 298:6              | 134:15             | 37:5 43:4        | 363:18             | 254:20             |
| 300:16             | <b>century</b>     | 47:3 54:17       | 368:4              | 368:23             |
| <b>category</b>    | 304:16             | 59:24 60:5       | 370:24             | <b>challenges</b>  |
| 121:23             | 315:8              | 62:22 63:9       | 373:12, 16         | 31:16              |
| <b>Caucus</b>      | <b>CEO</b>         | 70:18 94:1       | 376:7              | 45:20 48:6         |
| 384:24             | 44:20              | 95:15, 17        | 380:7, 11          | 49:10              |
| <b>caught</b>      | 223:17             | 99:14            | 386:4              | 52:22 58:3         |
| 77:19              | 284:17             | 107:15           | 389:24             | 142:15             |
| 291:9, 12          | 357:23             | 111:17           | 391:6              | 146:13             |
| <b>causing</b>     | 374:4              | 125:20           | 418:12             | 165:12             |
| 120:1              | <b>ceremonial</b>  | 141:25           | 419:6              | 265:7              |
| 203:8              | 388:11             | 148:25           | <b>Chair's</b>     | 267:23             |
| <b>CCP</b>         | <b>ceremonies</b>  | 149:17           | 333:15             | 352:8              |
| 31:11              | 388:10             | 159:14           | <b>chairing</b>    | 369:3              |
| <b>Cecilia</b>     | <b>certificate</b> | 173:2            | 332:12, 13         | 387:11, 15         |
| 97:1, 12           | 56:4               | 180:3            | <b>Chairman</b>    | 403:15             |
| <b>celebrate</b>   | <b>certificate</b> | 188:19           | 13:5 25:14         | <b>chamber</b>     |
| 162:25             | <b>s</b>           | 207:6            | 83:1 87:9          | 186:21             |
| 163:3              | 56:3               | 208:1            | 94:2               | 318:24             |
| 176:23             | 173:22             | 225:8            | 204:24             | 369:21             |
| 177:6, 9           | <b>certificati</b> | 233:19, 20       | 231:19             | <b>chambers</b>    |
| <b>celebrating</b> | <b>on</b>          | 241:2            | 233:18             | 43:3 60:25         |
| 233:7              | 172:4              | 253:13           | 242:3              | <b>champion</b>    |
| <b>Center</b>      | 174:1              | 255:22, 24       | 304:24             | 74:2               |
| 14:7 18:17         | <b>certificati</b> | 257:25           | 306:13             | 316:10             |
| 168:16             | <b>ons</b>         | 278:3            | 307:6              | <b>chance</b>      |
| 289:13             | 55:25              | 301:23           | 317:1              | 52:6               |
|                    | 168:12             | 302:10, 15       | 319:15             | 130:10             |
|                    |                    | 306:10           | <b>Chairmember</b> |                    |
|                    |                    | 310:16           | 142:7              |                    |

|                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 230:17, 22,<br>23 377:12                                                                                                                                                                                                                                                          | 254:24<br>286:7<br>297:17                                                                                                                                                                                                                                                                                                                                                                                                                                        | 75:17<br>77:23<br>78:10, 11,<br>15, 22<br>79:14, 17<br>80:5, 18, 24<br>103:8, 13,<br>14, 20<br>105:11, 17,<br>18 106:11,<br>22, 25<br>107:23<br>108:22<br>109:17<br>113:23<br>114:2, 4,<br>12, 20, 23<br>115:1, 2, 7,<br>13, 23, 25<br>116:6, 18<br>127:23<br>142:15, 18,<br>24 143:5<br>144:10, 11<br>145:6<br>149:20, 22<br>150:2, 6<br>151:20, 24<br>152:12, 20<br>153:12<br>154:2, 19<br>155:15, 19,<br>21, 24<br>160:5, 7,<br>12, 25<br>161:7, 15,<br>20, 23<br>162:11, 24<br>163:10, 16,<br>19, 25<br>164:9, 22<br>165:3, 8, 14 | 166:1<br>167:3<br>208:15, 19,<br>22 212:25<br>215:25<br>248:15<br>249:7, 23<br>250:13, 18,<br>25 251:9<br>254:8<br>259:3<br>264:16<br>265:4, 6, 9,<br>13, 25<br>266:8, 14,<br>15 267:25<br>271:9<br>272:3<br>273:14<br>282:1<br>284:18<br>292:22<br>293:22, 25<br>300:17<br>334:9<br>340:25<br>342:1, 6, 7<br>343:14, 16,<br>19 344:3,<br>5, 9, 15<br>345:6<br>347:20<br>348:12<br>349:2<br>354:24<br>355:5, 11,<br>13 357:25<br>358:12, 24<br>360:3<br>362:21<br>364:7, 22<br>365:18 | 366:7, 8, 16<br>367:2, 13<br>372:19<br>377:1<br>389:9<br>391:25<br>392:5, 22<br>393:15, 22<br>395:7<br>397:5, 11,<br>17, 21, 25<br>398:2, 10<br>399:3<br>400:14, 16<br>401:14<br>402:14<br>403:6, 12,<br>16, 25<br>404:15, 19,<br>23<br><br><b>charters</b><br>48:2 66:19<br>79:8, 19, 21<br>105:4<br>106:15, 16<br>118:1, 2<br>160:13<br>206:10<br>264:21<br>268:3, 4<br>273:8<br>344:24<br>345:16<br>348:1, 13,<br>14, 17, 21<br>356:9, 22<br>392:8, 19,<br>25 393:4, 9<br>398:3, 15<br>401:12<br>402:9 |
| <b>change</b><br>79:25<br>81:22<br>93:17<br>106:4<br>110:24<br>112:17<br>114:8<br>124:20<br>158:21<br>170:16<br>190:23<br>194:22<br>196:17, 25<br>227:10, 24<br>262:13<br>285:12<br>294:14<br>296:22<br>297:20<br>317:20<br>351:25<br>355:3<br>367:21<br>370:7<br>375:22<br>403:9 | <b>Chao</b><br>115:17<br>116:2<br>156:5<br><b>Chapter</b><br>26:5<br><b>character</b><br>351:12<br>381:17<br>382:24<br><b>characteriz</b><br><b>e</b><br>112:23<br><b>charge</b><br>167:19<br>216:13<br>308:19<br>347:4<br><b>charged</b><br>122:12, 16<br><b>Charles</b><br>52:14<br><b>charter</b><br>31:21<br>34:23<br>44:14, 24<br>50:25<br>58:25<br>60:21<br>62:17, 24<br>63:24<br>65:19<br>66:4, 9, 22<br>67:14, 22<br>68:1 71:17<br>73:12<br>74:3, 15, 18 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>changed</b><br>14:24<br>113:9<br>118:16, 22<br>131:4<br>227:25<br>272:23<br>358:22<br>394:12<br><br><b>changing</b><br>81:16<br>204:19                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                    |                |                  |              |                   |
|--------------------|----------------|------------------|--------------|-------------------|
| 404:3              | 396:20         | 389:14           | 225:18, 25   | 402:18            |
| 405:6              | <b>cherish</b> | <b>child's</b>   | 233:15       | 405:21            |
| <b>Chase</b>       | 43:17          | 254:13           | 237:25       | 411:14            |
| 85:13              | <b>Cheryl</b>  | 301:6            | 254:19       | 412:3             |
| <b>Chau</b>        | 7:1 32:3       | <b>childhood</b> | 258:23       | <b>Children's</b> |
| 17:24              | 54:3, 18       | 218:2, 3         | 264:25       | 289:12            |
| <b>Chauwing</b>    | 172:21         | <b>children</b>  | 268:6, 8, 13 | <b>Childs</b>     |
| 6:16 33:2,         | <b>Chester</b> | 9:23 10:8        | 280:21       | 141:15            |
| 4 50:18, 24        | 127:21         | 12:13, 22        | 285:17       | <b>choice</b>     |
| 59:8               | <b>Cheyney</b> | 17:7, 15         | 292:15, 25   | 190:21            |
| 249:11             | 44:16          | 18:2 29:3        | 296:16, 17   | 298:11            |
| 327:2              | 55:22          | 31:3 36:3        | 297:6        | 345:14            |
| 328:4              | 57:21          | 41:16 42:9       | 298:21       | 353:21            |
| 381:4, 7           | 384:17         | 51:19            | 305:15       | 356:12            |
| 382:16, 23         | <b>chief</b>   | 52:10 54:7       | 315:9, 16    | 365:22, 23        |
| <b>cheated</b>     | 38:22          | 60:18            | 317:21       | <b>choices</b>    |
| 411:14             | 115:16         | 70:25            | 321:18       | 51:13             |
| <b>check</b>       | 116:1          | 72:23            | 326:20       | <b>choir</b>      |
| 152:25             | 212:20         | 73:7, 24         | 335:17       | 293:9             |
| <b>checked</b>     | 281:11         | 79:4 82:14       | 339:18       | <b>choose</b>     |
| 333:16             | 288:4          | 102:11           | 342:16       | 73:4              |
| <b>cheer</b>       | 377:6          | 103:21, 22       | 347:2, 6     | 268:7, 14         |
| 189:15             | <b>child</b>   | 104:21           | 348:15       | 299:7, 23         |
| <b>cheering</b>    | 12:14          | 117:7, 16        | 351:20       | <b>chooses</b>    |
| 190:8              | 27:15          | 123:25           | 353:23       | 281:21            |
| <b>cheerlead</b>   | 36:20 45:8     | 125:2, 4         | 354:18       | <b>choosing</b>   |
| 291:25             | 58:7, 8        | 133:23, 24       | 355:10, 20,  | 299:5, 16         |
| 292:1              | 63:12 64:1     | 140:9, 17        | 23 356:3     | <b>chose</b>      |
| <b>cheerleader</b> | 185:24         | 145:18           | 364:20       | 24:8              |
| <b>s</b>           | 214:17         | 151:4, 6, 9,     | 365:7, 25    | 272:11            |
| 291:24             | 218:20         | 13, 15           | 367:19       | <b>chosen</b>     |
| <b>cheerleadin</b> | 240:18         | 156:24           | 375:5        | 60:20             |
| <b>g</b>           | 264:23         | 159:2            | 383:2        | 129:20            |
| 315:5              | 298:14, 15     | 174:19, 25       | 389:12, 13   | 396:21            |
| <b>chemistry</b>   | 299:17, 24     | 175:25           | 390:7        | <b>Chris</b>      |
| 15:3               | 300:12, 14     | 181:16, 21       | 391:1, 24    | 223:16            |
| <b>Cherelle</b>    | 301:3          | 182:12           | 392:9, 14    | <b>Christmas</b>  |
| 55:1 374:7         | 329:20         | 183:14           | 393:19, 25   | 2:16 5:6          |
|                    | 353:14         | 193:10           | 394:3        | 196:13            |
|                    | 356:13         | 209:19           | 395:19       |                   |
|                    |                | 220:20           | 396:2        |                   |
|                    |                |                  | 401:18       |                   |

|                    |              |             |                 |                    |
|--------------------|--------------|-------------|-----------------|--------------------|
| 415:22             | 27:17, 23    | 217:9       | 394:24          | 129:1              |
| <b>chronically</b> | 30:11, 24    | 219:18      | 402:15, 17,     | 131:24             |
| 195:7              | 34:12        | 226:20      | 25 404:3        | <b>classic</b>     |
| <b>chunk</b>       | 38:24        | 227:11, 13, | 405:8           | 331:3              |
| 108:1, 8, 12       | 42:22 43:1   | 15 229:9    | 410:16          | <b>classificat</b> |
| <b>church</b>      | 44:1 46:22   | 230:7       | 413:9           | <b>ion</b>         |
| 44:1 63:2          | 48:24        | 234:19      | 415:2           | 399:6              |
| <b>Cindy</b>       | 50:12, 24    | 237:1, 2    | <b>city's</b>   | <b>classmates</b>  |
| 205:3              | 54:7 59:19   | 245:13      | 13:24           | 378:21             |
| 291:3              | 61:19        | 255:9       | 16:23 36:9      | <b>classroom</b>   |
| <b>circle</b>      | 64:13        | 274:16, 21  | 39:1 44:25      | 86:18              |
| 164:4              | 69:10 71:9   | 283:15, 18  | 342:5, 16       | <b>classrooms</b>  |
| <b>circuits</b>    | 76:19        | 285:15, 16  | 351:5           | 88:11              |
| 86:21              | 81:2, 13     | 292:2       | 405:21          | <b>clause</b>      |
| <b>circumstanc</b> | 93:1 94:16   | 298:25      | <b>civic</b>    | 155:13             |
| <b>e</b>           | 104:2, 11    | 299:13      | 35:18           | 359:6              |
| 52:12              | 105:12       | 304:7       | <b>civics</b>   | 371:24             |
| <b>circumstanc</b> | 107:2        | 306:5       | 239:9, 20       | <b>Clayton</b>     |
| <b>es</b>          | 116:25       | 313:19      | 240:13, 20      | 56:14              |
| 181:3              | 117:13       | 315:15      | 275:8           | 201:21             |
| 189:11             | 121:25       | 321:20      | <b>civil</b>    | 412:19             |
| <b>cities</b>      | 130:16       | 333:17, 19  | 366:2           | <b>clean</b>       |
| 49:3               | 132:23       | 334:6       | <b>claimant</b> | 41:20              |
| <b>citizen</b>     | 133:18       | 335:18      | 372:16          | 145:24             |
| 35:7               | 139:24       | 336:4       | <b>claiming</b> | <b>cleanest</b>    |
| 376:20             | 141:13       | 341:3, 6    | 411:11          | 24:3 94:16         |
| 379:9              | 143:2, 4, 13 | 343:1       | <b>clarify</b>  | 283:15             |
| <b>citizens</b>    | 146:4        | 350:20      | 224:4           | <b>clear</b>       |
| 325:24             | 149:8, 12    | 353:14, 23  | <b>clarity</b>  | 9:3, 24            |
| 368:16             | 151:15       | 354:14      | 285:2           | 99:23              |
| <b>citizenship</b> | 158:19       | 355:16      | 329:6           | 103:18             |
| 200:2              | 164:3        | 357:22      | <b>class</b>    | 104:25             |
| <b>city</b>        | 168:8        | 358:3       | 33:18           | 106:19             |
| 7:11 9:5, 6        | 187:4        | 364:16, 21  | 63:22           | 142:12             |
| 18:3, 10           | 189:17, 21   | 367:19      | 128:24          | 164:23             |
| 24:4, 25           | 190:5, 14    | 369:7, 19   | 199:2, 3, 5     | 165:1              |
| 25:17, 22          | 192:6        | 374:6, 12   | 314:11          | 222:22             |
| 26:22              | 195:2        | 375:20      | 384:11          | 223:2, 6           |
|                    | 197:15       | 378:3       | <b>classes</b>  | 225:24             |
|                    | 200:1, 24,   | 380:24      |                 |                    |
|                    | 25 203:9     | 384:12      |                 |                    |
|                    | 214:24       | 393:16      |                 |                    |

|                  |                 |                    |                    |                    |
|------------------|-----------------|--------------------|--------------------|--------------------|
| 226:7            | 412:6           | <b>cluster</b>     | <b>coincidence</b> | <b>collaborato</b> |
| 244:17           | <b>close</b>    | 384:23             | 150:23, 24         | <b>rs</b>          |
| 247:25           | 11:24           | <b>Co-board</b>    | <b>Coleman</b>     | 404:1              |
| 284:3            | 100:9           | 201:5              | 342:22, 25         | <b>collapse</b>    |
| 286:13           | 130:15          | <b>co-chair</b>    | <b>collaborate</b> | 154:25             |
| 290:11           | 240:9           | 22:22              | 92:16              | <b>collapsed</b>   |
| 292:19           | 344:14, 24      | 327:2, 3           | 196:4              | 111:21             |
| 374:11           | <b>closed</b>   | 328:4              | 199:7              | <b>collate</b>     |
| 388:16           | 67:14           | <b>co-chairing</b> | 367:16             | 183:24             |
| <b>clearer</b>   | 105:12, 18      | 53:10              | <b>collaborate</b> | <b>colleague</b>   |
| 262:11           | 106:17, 23      | <b>coach</b>       | <b>d</b>           | 60:5               |
| <b>clerk</b>     | 111:21, 22,     | 8:20 27:11         | 186:16             | 117:17             |
| 2:18, 21, 24     | 23 121:25       | 280:14             | <b>collaborati</b> | 180:7              |
| 3:2, 5, 8,       | 155:18          | 308:17             | <b>on</b>          | 188:25             |
| 12, 16, 20,      | 340:24          | <b>coached</b>     | 16:20              | 306:14             |
| 23 4:2, 6,       | <b>closely</b>  | 377:19             | 91:18              | 311:19             |
| 10, 14, 18,      | 8:17, 19        | <b>coaches</b>     | 92:24              | 375:10             |
| 21, 25 5:9       | 128:12          | 8:22               | 93:16              | 382:13             |
| 34:4             | 382:1           | 280:11, 18         | 139:24             | <b>colleagues</b>  |
| 415:25           | <b>closer</b>   | 281:6              | 182:22             | 7:20 10:1          |
| 416:3, 6, 9,     | 262:5           | <b>coaching</b>    | 230:6              | 11:12              |
| 12, 16, 20,      | 400:7           | 9:17               | 245:16             | 70:13              |
| 24 417:3,        | <b>closest</b>  | <b>Coalition</b>   | 247:15             | 71:11              |
| 6, 10, 14,       | 303:5           | 120:15             | 404:22             | 97:14              |
| 18, 22           | <b>closing</b>  | <b>Coates</b>      | <b>collaborati</b> | 110:7              |
| 418:1, 4, 8      | 24:1 75:4       | 380:8              | <b>ve</b>          | 126:1, 21          |
| <b>Cleveland</b> | 161:21          | <b>code</b>        | 16:4 23:2          | 143:15             |
| 14:7 356:7       | 231:23          | 12:14 20:8         | 53:18 71:4         | 182:7, 17          |
| <b>client</b>    | 405:15          | 143:2              | 93:11              | 208:5              |
| 104:6, 8, 10     | <b>closure</b>  | <b>codes</b>       | 167:1, 2           | 229:3              |
| 288:2            | 109:17          | 19:9 44:25         | 245:14             | 247:4              |
| <b>clients</b>   | <b>closures</b> | 69:10              | 290:4              | 315:1              |
| 76:25            | 107:12          | 307:18             | <b>collaborati</b> | 321:2              |
| 288:2            | 123:5           | <b>cohesive</b>    | <b>vely</b>        | <b>colleagues'</b> |
| <b>climate</b>   | <b>Clouden</b>  | 183:4              | 92:7               | 110:5              |
| 385:4            | 406:6, 17,      | 184:15             | 224:15             | <b>collective</b>  |
| <b>climb</b>     | 18 411:7        | <b>cohorts</b>     | <b>collaborato</b> | 24:13              |
| 369:4            | <b>club</b>     | 281:21, 22         | <b>r</b>           | 25:20              |
| <b>clock</b>     | 377:9           |                    | 130:15             | 30:23 36:9         |
| 140:15           |                 |                    |                    | 53:21              |

|                    |                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| 61:19              | <b>commendatio</b> | 371:18             | 47:17              | 110:13             |
| 203:11, 14,        | <b>n</b>           | <b>Commissione</b> | 49:14              | 271:19             |
| 21 256:23          | 381:4              | <b>r</b>           | 53:10              | <b>communicati</b> |
| 387:5              | <b>commended</b>   | 212:19             | 70:16              | <b>on</b>          |
| <b>collectivel</b> | 96:12              | <b>commit</b>      | 99:14              | 20:24              |
| <b>y</b>           | <b>commensurat</b> | 208:25             | 104:3              | 144:9, 13          |
| 62:13              | <b>e</b>           | 353:4              | 142:9              | 251:22             |
| 205:6              | 316:4              | 366:25             | 143:25             | 359:12, 15         |
| 253:2              | <b>comment</b>     | <b>commitment</b>  | 149:18             | <b>communicati</b> |
| 374:18             | 112:8              | 26:6 53:25         | 185:13             | <b>ons</b>         |
| 391:23             | 183:18             | 142:21             | 219:4              | 20:14              |
| 402:15             | 187:24             | 218:10             | 256:18, 19         | <b>communities</b> |
| <b>college</b>     | 240:8              | 237:20             | 257:4, 20          | 23:10              |
| 15:4 20:18         | 253:14             | 336:14             | 305:1              | 47:24              |
| 52:12              | 336:22             | 351:14             | 327:15             | 177:12             |
| 55:24 72:6         | 337:2              | 353:12             | 328:13             | 266:7              |
| 171:24             | 338:1, 12          | 378:2              | 389:25             | 273:2              |
| 172:8              | 415:10             | 386:24             | 418:23             | 281:14, 16         |
| 308:8, 9           | <b>commenter</b>   | 387:14             | 419:14             | 339:19             |
| 381:24             | 337:23             | 392:4              | 420:5, 11,         | 351:9              |
| <b>color</b>       | <b>commenters</b>  | 393:2, 7, 8        | 14                 | 366:14             |
| 393:1              | 337:14             | 401:11             | <b>Committee's</b> | 374:16             |
| <b>combination</b> | <b>comments</b>    | <b>commitments</b> | 143:17             | 387:12             |
| 15:2               | 110:12             | 133:3              | <b>common</b>      | 389:5              |
| <b>combined</b>    | 180:7              | <b>committed</b>   | 187:19             | <b>community</b>   |
| 32:4, 17           | 338:13             | 21:10              | <b>Commonwealt</b> | 22:23 34:6         |
| <b>comfortable</b> | 380:4              | 23:13              | <b>h</b>           | 35:20 55:6         |
| 22:9 230:2         | <b>commerce</b>    | 35:16 58:6         | 39:24              | 56:23 57:7         |
| 280:17             | 192:10             | 105:20             | 313:5, 23          | 73:1 81:14         |
| <b>Comly</b>       | 233:13             | 191:13             | 343:25             | 143:5              |
| 85:17              | <b>Commission</b>  | 311:8              | 344:24             | 144:13             |
| <b>commanding</b>  | 313:7              | 375:3              | 384:5              | 145:1              |
| 351:22             | 340:22             | 376:1              | <b>communicate</b> | 152:13             |
| <b>commend</b>     | 343:6              | 393:11             | 192:4              | 165:10             |
| 10:17 96:8         | 377:5              | 403:11             | 211:6              | 167:5              |
| 109:2              | 378:6, 11,         | <b>committee</b>   | <b>communicate</b> | 182:24             |
| 126:3              | 18                 | 2:10 5:4           | <b>d</b>           | 184:9              |
| 149:7              | <b>commissione</b> | 8:5, 8 9:5         | 103:24             | 192:16             |
| 234:16             | <b>d</b>           | 10:3 12:2,         | <b>communicati</b> | 193:4              |
|                    |                    | 9, 20 13:1         | <b>ng</b>          | 220:18             |
|                    |                    |                    |                    | 222:24             |

|                     |                    |                    |                    |                    |
|---------------------|--------------------|--------------------|--------------------|--------------------|
| 225:4               | <b>compensated</b> | <b>complimente</b> | <b>concerned</b>   | 279:2              |
| 229:7               | 279:13             | <b>d</b>           | 98:14              | 358:10             |
| 242:3               | <b>compensatio</b> | 33:8               | 128:21             | <b>condos</b>      |
| 252:10              | <b>n</b>           | 121:16             | 129:22             | 331:9              |
| 272:17              | 48:7               | <b>compliments</b> | 234:2              | <b>conducted</b>   |
| 279:17              | <b>competence</b>  | 401:9              | 235:21             | 340:2              |
| 282:10              | 377:16             | <b>complying</b>   | 236:23             | <b>conference</b>  |
| 353:17              | <b>competency</b>  | 349:10             | 242:2              | 139:22             |
| 355:25              | 183:8              | <b>component</b>   | 358:16             | 311:25             |
| 361:11              | 188:8              | 198:20             | <b>concerns</b>    | <b>conferences</b> |
| 366:7               | <b>competing</b>   | 223:23             | 10:4               | 233:4              |
| 369:14              | 268:3, 12          | 224:19             | 103:24             | <b>confidence</b>  |
| 375:11              | 349:14             | 372:8              | 159:23             | 207:1              |
| 382:20              | <b>competition</b> | <b>components</b>  | 160:1, 3           | 319:11             |
| 383:5               | 236:9, 15          | 372:1              | 251:1              | 353:11             |
| 387:1               | <b>complement</b>  | <b>composition</b> | 327:22             | 388:17             |
| 388:18              | 374:24             | 76:15              | 336:25             | <b>confident</b>   |
| 397:18              | <b>complete</b>    | <b>compounded</b>  | 358:9              | 363:5              |
| 400:2, 8,<br>12, 25 | 87:4               | 343:12             | 394:10             | 383:9              |
| <b>compare</b>      | <b>completed</b>   | <b>comprehensi</b> | <b>concert</b>     | <b>confirm</b>     |
| 123:20, 22          | 87:5 89:4          | <b>ve</b>          | 182:9              | 345:4              |
| <b>compared</b>     | <b>completely</b>  | 89:13              | <b>conclude</b>    | 353:7              |
| 184:5               | 247:25             | 198:10             | 393:17             | <b>confirmatio</b> |
| 212:10              | 266:25             | 239:4              | <b>concluded</b>   | <b>n</b>           |
| <b>compares</b>     | 311:23             | 387:2              | 420:15             | 37:11              |
| 300:18              | 325:19             | <b>computer</b>    | <b>concludes</b>   | 350:23             |
| <b>comparison</b>   | 339:13             | 402:7              | 420:10             | <b>confirmed</b>   |
| 62:20               | <b>completion</b>  | <b>concepts</b>    | <b>concrete</b>    | 226:15             |
| 68:22               | 382:2              | 198:19             | 133:2              | 256:23             |
| <b>compassion</b>   | <b>complex</b>     | 199:6              | 319:18             | 301:9, 11          |
| 351:23              | 19:14              | <b>concern</b>     | <b>conditioner</b> | <b>confirming</b>  |
| 382:18              | 352:5              | 82:24              | <b>s</b>           | 5:10, 15,          |
| <b>compel</b>       | 375:24             | 83:4, 25           | 141:15             | 20, 25 6:5,        |
| 275:9               | <b>complexitie</b> | 130:11             | <b>conditions</b>  | 10, 15, 20,        |
| <b>compelled</b>    | <b>s</b>           | 147:4              | 82:16              | 25 353:10          |
| 277:13              | 49:2               | 148:16             | 143:10             | <b>conflict</b>    |
| <b>compels</b>      | <b>compliance</b>  | 217:10             | 145:12             | 203:10             |
| 36:5                | 362:8, 12          | 238:5              | 155:12, 20         | 270:12, 17         |
|                     |                    |                    | 165:14             | 287:16, 21         |
|                     |                    |                    | 275:15             |                    |

|                           |                            |                          |                    |                           |
|---------------------------|----------------------------|--------------------------|--------------------|---------------------------|
| 288:10                    | 28:3 160:4                 | 370:1                    | <b>continue</b>    | <b>contracts</b>          |
| 290:12, 16,<br>18         | 263:13                     | 371:12                   | 12:19 24:8         | 157:23                    |
| <b>confront</b>           | <b>consistentl<br/>y</b>   | <b>constructio<br/>n</b> | 25:2 30:21         | 235:5, 11                 |
| 397:15                    | 267:24                     | 83:14                    | 36:25 37:2         | 290:8                     |
| <b>confused</b>           | 342:8                      | 84:13, 14                | 46:18 70:6         | 413:23                    |
| 359:2                     | 352:11                     | 303:25                   | 81:24              | <b>Contrary</b>           |
| <b>confusion</b>          | 361:22                     | 415:4                    | 134:17             | 397:9                     |
| 203:8                     | 387:13                     | <b>consultant</b>        | 136:1              | <b>contribute</b>         |
| <b>Congress</b>           | 392:18                     | 52:20                    | 191:16             | 17:12                     |
| 336:7                     | <b>consists</b>            | <b>consultants</b>       | 193:7              | 36:24                     |
| <b>connect</b>            | 144:24                     | 232:22                   | 199:18             | 383:12                    |
| 303:24                    | <b>consolidati<br/>ng</b>  | <b>consultatio<br/>n</b> | 281:8              | <b>contributed</b>        |
| <b>connected</b>          | 231:5                      | 327:14                   | 344:11, 16         | 388:2                     |
| 184:9                     | <b>Conspiracy</b>          | <b>contact</b>           | 350:25             | <b>control</b>            |
| <b>connecting</b>         | 170:7                      | 400:18                   | 382:24             | 61:14                     |
| 23:18                     | <b>Constance</b>           | <b>contemplate<br/>d</b> | 383:10             | 275:2                     |
| <b>connection</b>         | 56:14                      | 267:7                    | 403:24             | 297:5                     |
| 217:19                    | <b>constant</b>            | <b>content</b>           | <b>continued</b>   | 339:9                     |
| <b>connections</b>        | 201:20                     | 260:3                    | 52:3 54:10         | 340:21                    |
| 341:5                     | 314:13                     | <b>contentious</b>       | 57:4               | <b>Controller</b>         |
| <b>consequence<br/>s</b>  | <b>constantly</b>          | 352:6                    | 138:13             | 394:25                    |
| 129:4                     | 9:16                       | 397:16                   | 304:22             | <b>controls</b>           |
| 206:3, 7                  | <b>constituenc<br/>y</b>   | <b>contesting</b>        | 377:21             | 85:21                     |
| <b>considerati<br/>on</b> | 292:5                      | 372:14                   | <b>continuing</b>  | <b>controversi<br/>al</b> |
| 46:25                     | <b>constituent<br/>s</b>   | <b>context</b>           | 28:25              | 375:25                    |
| 177:24                    | 11:14                      | 49:1                     | 304:21             | <b>convene</b>            |
| 207:23                    | 183:5                      | 115:18                   | <b>continuity</b>  | 40:24                     |
| 354:2                     | 190:14                     | 118:15                   | 396:25             | <b>convenes</b>           |
| 419:2, 17                 | 232:4                      | 213:8                    | <b>continuous</b>  | 211:14, 17                |
| 420:7                     | 319:12                     | 244:8                    | 353:7              | 281:20                    |
| <b>considered</b>         | <b>Constitutio<br/>n</b>   | 317:5                    | <b>continuum</b>   | 327:16, 17                |
| 37:11                     | 39:18, 22                  | 318:19                   | 199:14             | <b>convening</b>          |
| 272:22                    | <b>constitutio<br/>nal</b> | <b>continually</b>       | <b>contract</b>    | 16:9                      |
| 324:5                     |                            | 151:10                   | 16:8               | 339:21                    |
| <b>consistent</b>         |                            | 362:17                   | 203:22             | <b>conversatio<br/>n</b>  |
|                           |                            |                          | 234:18             | 11:5, 19                  |
|                           |                            |                          | 235:13             | 12:18                     |
|                           |                            |                          | 289:17             |                           |
|                           |                            |                          | <b>contractors</b> |                           |
|                           |                            |                          | 94:8               |                           |

|                      |                    |                |             |              |
|----------------------|--------------------|----------------|-------------|--------------|
| 78:13                | 234:24             | <b>Cory</b>    | 116:24, 25  | 219:3        |
| 130:20               | 380:15             | 350:18         | 117:13, 18  | 220:25       |
| 134:10               | 383:18, 24         | <b>cost</b>    | 123:16      | 222:8        |
| 142:20               | 384:1, 3           | 197:13         | 125:10, 14, | 223:10       |
| 155:5                | <b>cooperative</b> | <b>Council</b> | 16, 18, 23, | 225:6, 12    |
| 162:21               | 332:4              | 2:2, 5, 8, 21  | 25 132:23   | 228:3        |
| 228:20               | <b>coordinated</b> | 3:8, 12, 23    | 133:18      | 229:10       |
| 231:14               | 334:2              | 4:10, 14, 18   | 135:5       | 230:7, 24    |
| 301:12               | <b>coordinator</b> | 5:2 7:6,       | 137:14, 24  | 233:21       |
| 382:7                | 45:16              | 12, 19 9:5,    | 139:25      | 234:19       |
| <b>conversations</b> | <b>copies</b>      | 6 10:5         | 140:16      | 235:17, 24   |
| 78:4, 6              | 342:3              | 11:3, 18, 25   | 141:7, 8    | 236:19       |
| 97:22                | <b>core</b>        | 12:23          | 142:3       | 237:1, 2     |
| 143:24               | 175:23             | 13:4, 10, 13   | 143:12      | 238:8        |
| 162:6                | 222:25             | 18:4, 10       | 144:1       | 240:6, 11,   |
| 210:21               | 223:7              | 22:23          | 147:6       | 23, 25       |
| 211:15               | 390:6              | 25:7, 12,      | 148:22, 23  | 241:6, 15    |
| 224:11               | <b>Corey</b>       | 13, 16, 17     | 159:12      | 245:13       |
| 244:14               | 350:10             | 27:3 30:12     | 168:9       | 253:12       |
| 252:25               | <b>corporate</b>   | 37:3, 8, 13    | 169:21, 24  | 255:9, 21    |
| 321:5                | 91:6               | 38:2 42:14     | 171:8       | 257:24       |
| <b>conversely</b>    | <b>Corps</b>       | 43:11          | 172:25      | 264:10, 14   |
| 69:13                | 14:11, 19          | 47:1, 7, 9     | 176:8       | 274:21       |
| <b>conviction</b>    | <b>correct</b>     | 50:15, 21,     | 177:14      | 276:6        |
| 350:22               | 130:19             | 22, 24         | 178:5       | 277:25       |
| 370:19               | 201:16             | 54:15, 22      | 180:1       | 278:1, 7, 14 |
| <b>convinced</b>     | 218:1              | 55:8           | 182:15      | 283:11, 21   |
| 15:16                | 230:11             | 59:16, 19      | 184:10, 22  | 286:17, 21,  |
| <b>convoluted</b>    | 288:17             | 61:20 71:9     | 186:21      | 25 287:4     |
| 344:9                | 349:3              | 81:2, 13       | 187:5       | 291:1        |
| <b>Conwell</b>       | <b>correction</b>  | 82:25          | 188:17, 22  | 304:24       |
| 384:9                | 132:5              | 83:16, 22      | 190:6       | 306:5        |
| <b>cooking</b>       | <b>correctly</b>   | 87:8, 12, 14   | 195:2       | 310:15, 22   |
| 175:2                | 309:11             | 90:10          | 197:16      | 311:11, 17   |
| <b>cool</b>          | <b>Cortes</b>      | 93:15, 24,     | 200:1, 24   | 313:20       |
| 216:23               | 386:9              | 25 95:5,       | 201:15, 19  | 320:6, 8, 25 |
| <b>Cooper</b>        | 391:7, 11,         | 13, 20         | 202:9, 16   | 330:3        |
| 196:7                | 18, 19, 22         | 104:2, 11      | 205:10      | 334:7, 18    |
|                      |                    | 106:5          | 207:3, 11,  | 336:4        |
|                      |                    | 107:15         | 24 208:4    | 343:1        |
|                      |                    | 115:11         | 217:21      | 349:9, 11    |
|                      |                    |                | 218:22      | 350:19       |

|                   |            |                     |                      |                       |
|-------------------|------------|---------------------|----------------------|-----------------------|
| 353:3             | 100:13, 15 | 247:1               | <b>Councilmember</b> | 333:18, 20            |
| 354:15            | 101:11     | 248:7               |                      | 347:8                 |
| 357:23            | 102:17     | 255:25              | 7:17 8:3             | 418:13                |
| 358:4             | 103:17     | 256:1, 20           | 10:9 59:25           | 419:7                 |
| 364:16            | 105:15     | 257:1, 5            | 65:12                | <b>Councilmembers</b> |
| 369:20            | 108:5      | 258:2, 17           | 70:12, 19            | 10:20, 23             |
| 374:6             | 109:1, 19  | 260:14              | 79:6 94:1            | 15:19                 |
| 380:22            | 112:3, 18  | 262:15              | 95:5, 18, 24         | 43:12 54:9            |
| 396:8, 12,        | 113:1, 7,  | 264:7               | 99:11                | 55:10                 |
| 14 399:10,        | 14, 18, 22 | 278:5, 10,          | 100:3, 12            | 90:18                 |
| 17 401:20         | 114:1, 9,  | 16 281:10           | 102:1                | 161:13                |
| 402:25            | 15, 25     | 282:17              | 103:7                | 194:12                |
| 406:4, 9, 14      | 115:5, 10, | 283:9               | 116:20               | 204:22                |
| 411:5             | 20 116:4,  | 286:20              | 117:9                | 255:4                 |
| 415:7, 12         | 12, 23     | 287:3               | 125:21               | 333:13                |
| 416:3, 16,        | 117:20     | 288:15, 19,         | 134:8                | 340:14, 15            |
| 20 417:6,         | 118:20     | 23 290:1,           | 137:20               | 341:20, 22,           |
| 18, 22            | 119:9, 17  | 21 301:21           | 142:1                | 24 342:4              |
| 418:1, 8,         | 121:12     | 302:6               | 149:1, 17            | 368:15                |
| 10, 25            | 124:25     | 306:1, 12           | 180:4                | 399:20                |
| 419:3, 5,         | 125:8      | 309:18              | 188:20, 25           | <b>Councilpeople</b>  |
| 16, 18, 22,       | 149:2      | 320:24              | 201:10               | 38:5                  |
| 25 420:9          | 156:17     | 322:13              | 207:7                | <b>Councilwoman</b>   |
| <b>Councilman</b> | 159:10, 16 | 324:1, 11           | 208:2                | 3:10, 14, 25          |
| 2:18, 24          | 163:7      | 325:11              | 217:24               | 4:12, 16              |
| 3:1, 2, 4, 5,     | 165:5, 21  | 326:12              | 225:9                | 70:10                 |
| 7, 16, 18, 20     | 169:18     | 328:10              | 228:2                | 131:12                |
| 4:2, 4, 6, 8,     | 208:3      | 329:9               | 229:13               | 134:22                |
| 21, 23, 25        | 212:5      | 415:25              | 237:14               | 136:4                 |
| 7:18 60:1         | 213:14, 22 | 416:6, 8, 9,        | 257:25               | 140:13                |
| 65:7 68:5         | 215:3, 18  | 11, 12, 14,         | 264:12               | 141:5                 |
| 69:5 70:2,        | 216:16     | 24 417:1,           | 278:4                | 142:2                 |
| 20 71:25          | 225:11     | 3, 10, 12,          | 291:3                | 146:6                 |
| 77:12             | 227:6      | 14, 16              | 295:20, 21           | 148:21                |
| 80:16 90:9        | 229:19     | 418:4, 6            | 301:22               | 180:5                 |
| 91:10             | 230:19     | <b>Councilmanic</b> | 302:1, 11            | 182:1                 |
| 93:23             | 233:21     |                     | 306:8, 11            | 187:23                |
| 95:19             | 235:15     | 374:3               | 310:20               | 188:21                |
| 97:6, 25          | 241:3, 5   | 392:11              | 311:9, 15            |                       |
| 98:7, 9, 21       | 243:17     | 402:20              | 316:25               |                       |
| 99:9              | 244:16, 24 |                     | 320:22               |                       |
|                   | 245:4, 9   |                     | 326:10               |                       |

|             |                   |                  |                 |                    |
|-------------|-------------------|------------------|-----------------|--------------------|
| 190:1       | 380:5, 10,        | <b>countries</b> | 150:14          | 74:4, 17           |
| 191:10      | 21 383:15,        | 15:12            | 158:18, 25      | 279:2              |
| 193:24      | 23 386:1          | <b>country</b>   | 234:5           | 388:3              |
| 264:13      | 391:3, 14         | 39:16            | 313:5           | <b>creations</b>   |
| 267:15      | 416:18, 22        | 51:20            | 372:14          | 348:13             |
| 270:8       | 417:8, 20,        | 123:21           | <b>covered</b>  | <b>creative</b>    |
| 271:25      | 24 418:17         | 128:16           | 192:2           | 309:19             |
| 276:1, 8    | <b>counsel</b>    | 181:5, 12,       | 275:12          | <b>credentials</b> |
| 277:24      | 37:24, 25         | 13 183:15        | <b>COVID</b>    | 96:6               |
| 291:4       | <b>counseling</b> | 284:24           | 359:3           | 121:17             |
| 295:22      | 20:19 35:2        | 395:12           | <b>COVID-19</b> | <b>credit</b>      |
| 297:22      | 323:1, 2, 7,      | <b>county</b>    | 136:15          | 38:7, 23           |
| 300:20      | 10, 12, 17        | 313:22           | <b>crack</b>    | 307:16             |
| 301:5       | <b>counselor</b>  | <b>couple</b>    | 212:7           | <b>credits</b>     |
| 302:4, 13   | 20:21, 23         | 103:5            | <b>crazy</b>    | 175:4              |
| 309:15, 16  | 216:21            | 176:14           | 93:3            | <b>crime</b>       |
| 310:18, 25  | 346:24            | 198:12           | 209:14          | 307:23             |
| 311:16      | 347:9             | 225:13           | 251:11, 12      | <b>crime-</b>      |
| 315:12      | <b>counselors</b> | 226:9            | 325:15          | <b>ridden</b>      |
| 316:9       | 210:11            | 235:17           | <b>create</b>   | 18:25              |
| 317:8       | 213:19            | 250:11           | 15:8 24:25      | <b>crimes</b>      |
| 319:4, 7    | 214:22            | 291:7            | 49:9 62:5       | 122:12             |
| 337:24      | 215:1, 12         | 312:20           | 65:18 66:6      | <b>criminal</b>    |
| 338:8       | 222:6             | <b>coupled</b>   | 89:2            | 181:17, 18         |
| 342:20      | 324:16            | 49:1             | 200:10          | 412:2, 7           |
| 345:20      | 334:23            | <b>courage</b>   | 249:13          | <b>crisis</b>      |
| 346:1       | <b>count</b>      | 370:19           | 257:2, 3, 19    | 101:8, 18,         |
| 349:16, 23  | 316:6             | <b>course-</b>   | 278:20          | 23 104:14          |
| 350:7, 13   | <b>counted</b>    | 130:18           | 316:23          | 236:2, 21          |
| 354:3       | 322:24            | 131:3            | 403:2           | 289:12             |
| 356:19      | <b>counter</b>    | 132:4            | <b>created</b>  | 358:18             |
| 357:4, 14   | 65:25             | <b>course-</b>   | 101:18          | 369:4              |
| 360:5, 11,  | <b>Countering</b> | <b>correct</b>   | 105:6           | <b>critic</b>      |
| 17 363:15,  | 170:6             | 129:9            | 155:12, 15      | 341:17             |
| 24 367:5,   | <b>counties</b>   | <b>courses</b>   | 404:21          | <b>critical</b>    |
| 10, 25      | 62:3              | 174:2            | <b>creates</b>  | 88:12              |
| 368:9       | <b>countless</b>  | 407:2            | 239:16          | 191:12             |
| 370:12, 21  | 351:15            | <b>court</b>     | <b>creating</b> | 241:10             |
| 371:5       |                   | 120:6            | 32:11           | 254:22             |
| 373:10, 15, |                   |                  |                 |                    |
| 21 376:4    |                   |                  |                 |                    |
| 379:16, 22  |                   |                  |                 |                    |

|                   |                    |                    |                  |                    |
|-------------------|--------------------|--------------------|------------------|--------------------|
| 255:18            | 407:2              | <b>current</b>     | 327:1            | 225:20             |
| 372:1             | <b>Cabbage</b>     | 21:25 22:4         | <b>cycles</b>    | <b>Darrell</b>     |
| <b>critically</b> | 5:11 13:8,         | 24:6, 11           | 269:4            | 369:9              |
| 232:17            | 9, 12 32:10        | 35:6               |                  | <b>data</b>        |
| <b>criticized</b> | 42:1               | 49:20, 23          | <b>D</b>         | 16:6 53:6          |
| 76:25             | 166:23             | 74:11              | <b>D.C.</b>      | 58:13              |
| <b>cross</b>      | 177:16             | 205:13             | 48:3             | 66:19              |
| 273:16            | 178:7              | 223:17             | 164:11           | 76:1, 14           |
| 298:24            | 187:1              | 242:24             | 413:14           | 79:3               |
| <b>crow</b>       | 199:20             | 248:10             | <b>D.N.</b>      | 87:17, 18,         |
| 332:21            | 207:8, 13          | 265:24             | 346:24           | 21, 22             |
| <b>crucial</b>    | 222:10, 21         | 343:19             | <b>dad</b>       | 89:5, 13           |
| 396:25            | 223:13             | 350:24             | 46:14            | 94:3 95:6          |
| <b>crux</b>       | 244:18             | 355:1              | 123:1            | 105:9              |
| 274:17            | 245:2, 7           | 371:14, 18         | <b>Daddy</b>     | 110:13             |
| <b>crying</b>     | 246:24             | 395:14             | 29:22            | 111:19             |
| 407:25            | 247:2              | 399:24             | <b>daily</b>     | 112:14             |
| <b>Crystal</b>    | 290:3              | <b>curricula</b>   | 48:21            | 123:2              |
| 5:11 13:8         | <b>culminated</b>  | 198:11             | 209:23           | 125:7              |
| 32:10 42:1        | 15:11              | <b>curriculars</b> | 213:23           | 154:9              |
| 54:3 175:9        | <b>cultivate</b>   | 27:14              | 214:3            | 162:6              |
| 192:2             | 187:16             | <b>curriculum</b>  | 216:8            | 164:12             |
| 222:9             | <b>cultivated</b>  | 138:25             | 389:17           | 165:19             |
| 253:22            | 26:25              | 167:6, 17          | <b>damning</b>   | 194:16             |
| <b>CSO</b>        | <b>cultivation</b> | 194:19, 20         | 372:3            | 215:11             |
| 113:20            | 16:21              | 195:4              | <b>dance</b>     | 228:18             |
| 213:7             | 32:25              | 198:18             | 238:12           | 259:11, 14         |
| 265:16            | <b>culture</b>     | 200:10, 13         | <b>dangerous</b> | 262:13, 16         |
| 273:13            | 72:25              | 258:6, 10,         | 272:23           | 263:5, 16          |
| 400:15, 17        | 167:10             | 16 259:12,         | <b>Danny</b>     | 266:18             |
| <b>CSO's</b>      | 180:13, 14         | 16 376:25          | 386:9            | 296:9, 15          |
| 400:22            | 222:23             | <b>cut</b>         | 391:7, 19        | 300:18             |
| <b>CTE</b>        | 243:13             | 180:20             | <b>dare</b>      | 324:9              |
| 10:19             | 254:24             | 214:19             | 46:4             | 342:7              |
| 131:18            | 297:17, 20         | 302:8              | <b>dark</b>      | 344:18             |
| 169:5             | 299:15             | <b>cycle</b>       | 341:16           | 358:23             |
| 172:9             | <b>curious</b>     | 248:22             | <b>dark-</b>     | 372:21             |
| 303:11, 12,       | 99:10              | 249:14             | <b>skinned</b>   | 382:1, 5           |
| 14, 18, 22        | 165:9              | 252:15, 19         |                  | <b>data-driven</b> |
|                   |                    |                    |                  | 53:17              |
|                   |                    |                    |                  | 252:25             |

|                   |                |                 |                  |                    |
|-------------------|----------------|-----------------|------------------|--------------------|
| <b>data-</b>      | <b>days</b>    | <b>debates</b>  | 334:10           | 411:10             |
| <b>planning</b>   | 51:24          | 312:4           | 342:15           | <b>dedicated</b>   |
| 89:3              | 203:16         | <b>decades</b>  | 354:18           | 36:19 52:8         |
| <b>date</b>       | 207:18         | 81:12           | 385:10, 11       | 58:5               |
| 93:20             | 261:3, 22,     | 369:2           | <b>decision-</b> | 351:16             |
| <b>dates</b>      | 24 262:2       | 378:24          | <b>making</b>    | <b>dedication</b>  |
| 87:7 319:9        | 280:10         | <b>December</b> | 20:25            | 352:24             |
| <b>daughter</b>   | 340:21         | 89:4            | 352:13           | 353:16             |
| 180:15            | <b>de</b>      | <b>decent</b>   | <b>decisions</b> | 393:20             |
| 299:5             | 67:7           | 365:16          | 21:2, 6          | <b>deep</b>        |
| 349:21            | 107:25         | <b>decide</b>   | 29:14 50:3       | 151:1              |
| 356:9             | <b>dead</b>    | 11:9 21:5       | 67:23 73:3       | 287:10             |
| 376:22            | 86:11          | <b>decided</b>  | 77:21            | 350:21             |
| <b>daughter's</b> | <b>deaf</b>    | 14:11           | 78:17            | 403:15             |
| 133:13            | 64:25          | 40:13           | 80:15            | <b>deep-seated</b> |
| <b>daughters</b>  | <b>deal</b>    | 260:10          | 104:1            | 351:13             |
| 356:4             | 168:6          | 394:13          | 114:7, 17,       | <b>deeper</b>      |
| <b>day</b>        | 279:11         | <b>deciding</b> | 18 118:11,       | 296:14             |
| 11:2 12:10        | 414:20         | 399:9           | 25 119:3         | <b>deeply</b>      |
| 19:1 28:3         | <b>dealing</b> | <b>decision</b> | 121:4            | 127:13             |
| 51:25             | 150:5          | 15:20           | 123:15           | 128:6              |
| 63:13             | 152:2          | 78:9, 22, 25    | 144:14           | 158:9              |
| 64:25             | 221:16         | 79:12           | 251:23           | 383:2              |
| 72:19             | 233:13         | 80:8, 9, 12,    | 253:3            | 388:17             |
| 110:8             | 236:1, 21      | 18 89:11        | 260:9            | <b>defend</b>      |
| 126:20            | 253:6          | 103:19, 21      | 262:20           | 108:24             |
| 140:6, 8          | 265:8          | 104:23          | 270:19           | 111:14             |
| 163:2             | 322:1          | 106:3           | 273:24           | 344:14             |
| 186:18            | <b>deals</b>   | 109:6, 18       | 294:13, 16,      | <b>defense</b>     |
| 188:24            | 203:4          | 110:23          | 23, 25           | 336:8              |
| 216:22            | <b>dear</b>    | 117:5           | 325:8            | <b>defensive</b>   |
| 231:21            | 43:11 44:7     | 119:5, 8        | 339:17           | 118:10             |
| 233:9             | 45:7 343:1     | 121:8           | 369:25           | <b>deficient</b>   |
| 254:16            | 356:24         | 123:12          | 383:1            | 344:7              |
| 335:6, 16         | 381:9          | 128:10, 18      | 397:20           | <b>define</b>      |
| 338:21            | <b>debate</b>  | 237:18          | <b>declaring</b> | 328:19             |
| 382:7, 11         | 243:4          | 251:3           | 411:10           | <b>defined</b>     |
| <b>Daycare</b>    | 397:5          | 252:6           | <b>decline</b>   | 107:23             |
| 18:17             | 399:2          | 300:11, 15      | 272:13           |                    |
|                   |                | 301:2           | <b>decreeing</b> |                    |

|                                                                                        |                                                                  |                                                                             |                                                                               |                                                                                         |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>defines</b><br>369:12                                                               | <b>demand</b><br>228:1<br>367:1<br>398:18                        | 173:23<br>192:10<br>288:5<br>308:15<br>395:1                                | <b>designed</b><br>45:10, 18<br>308:20                                        | 282:12, 13<br>404:18                                                                    |
| <b>degree</b><br>15:21<br>20:15, 19<br>55:22, 23<br>62:2<br>172:1, 2<br>280:8<br>292:5 | <b>demanding</b><br>90:20<br>411:1                               | <b>departments</b><br>381:18                                                | <b>desire</b><br>255:12<br>351:24                                             | <b>developed</b><br>16:19<br>22:25<br>307:2<br>407:3                                    |
| <b>degrees</b><br>44:15<br>121:20<br>173:17                                            | <b>demands</b><br>345:7                                          | <b>Depasquale</b><br>394:22                                                 | <b>desk</b><br>382:6                                                          | <b>developing</b><br>326:16                                                             |
| <b>Delaware</b><br>175:20                                                              | <b>demographic</b><br>150:20                                     | <b>depending</b><br>198:24                                                  | <b>Destroy</b><br>170:7                                                       | <b>development</b><br>15:10 46:1<br>94:24<br>168:17<br>199:12<br>247:17<br>280:2, 6, 11 |
| <b>deliberate</b><br>369:24                                                            | <b>demographic</b><br>s<br>49:7                                  | <b>depends</b><br>64:3                                                      | <b>destroyed</b><br>40:10                                                     | <b>development</b><br>al<br>247:21                                                      |
| <b>delight</b><br>177:11                                                               | <b>demonstrate</b><br>387:14                                     | <b>deplorable</b><br>143:13<br>145:11                                       | <b>detail</b><br>161:2<br>287:14<br>289:4                                     | <b>devoted</b><br>26:2                                                                  |
| <b>delighted</b><br>177:5, 9<br>356:25                                                 | <b>demonstrate</b><br>d<br>351:18<br>352:4<br>392:2, 21<br>394:4 | <b>Deputy</b><br>63:10                                                      | <b>detailed</b><br>166:2<br>403:17                                            | <b>diagnostic</b><br>58:14                                                              |
| <b>deliver</b><br>91:7<br>347:16<br>369:13                                             | <b>demonstrate</b><br>s<br>270:25                                | <b>desegregate</b><br>d<br>33:18                                            | <b>determine</b><br>11:10<br>108:21<br>120:17<br>240:4<br>258:5<br>328:14, 24 | <b>dialogue</b><br>9:22                                                                 |
| <b>deliverable</b><br>202:14                                                           | <b>demonstrati</b><br>on<br>388:12                               | <b>desegregati</b><br>on<br>368:25                                          | <b>determined</b><br>89:17<br>351:17                                          | <b>dictate</b><br>153:1                                                                 |
| <b>deliverable</b><br>s<br>188:1                                                       | <b>denied</b><br>356:15<br>365:6                                 | <b>deserve</b><br>17:17<br>41:17, 18<br>46:21<br>145:18<br>348:23<br>393:21 | <b>determining</b><br>258:6                                                   | <b>die</b><br>186:2                                                                     |
| <b>delivered</b><br>352:17<br>374:16                                                   | <b>deny</b><br>345:5<br>348:8<br>349:4                           | <b>deserved</b><br>19:4 46:5                                                | <b>deterred</b><br>40:17                                                      | <b>died</b><br>411:16                                                                   |
| <b>delivering</b><br>48:23<br>58:19                                                    | <b>depart</b><br>350:5                                           | <b>deserves</b><br>374:13<br>387:5                                          | <b>develop</b><br>21:15 53:2<br>86:12<br>87:16<br>88:3, 15<br>89:5, 12, 16    | <b>difference</b><br>161:14<br>208:13, 20<br>261:17<br>367:23                           |
|                                                                                        | <b>department</b><br>57:12                                       |                                                                             |                                                                               | <b>differentia</b><br>ted<br>58:19                                                      |

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>difficult</b><br>58:3 78:24<br>80:13<br>162:5<br>179:5,6<br>180:9<br>189:11<br>267:19<br>279:22 | <b>directive</b><br>157:19,20<br><b>directives</b><br>343:18<br><b>directly</b><br>97:21<br>207:14<br>211:6<br>354:19<br><b>Director</b><br>8:17 56:15<br>57:3,18<br>187:7<br>258:10<br>375:14<br>377:7<br><b>disagree</b><br>108:7<br><b>disagreed</b><br>123:17<br><b>disappointe<br/>d</b><br>45:5<br>377:24<br><b>disaster</b><br>39:15<br>40:11<br><b>discovered</b><br>14:14<br><b>discovery</b><br>372:16<br><b>discriminat<br/>ion</b><br>149:22<br>150:13<br><b>discuss</b><br>132:18<br>157:5 | <b>discussed</b><br>120:1<br><b>discussion</b><br>13:3 241:9<br>290:11<br><b>discussions</b><br>244:9<br><b>disengaged</b><br>200:20<br><b>dish</b><br>153:16<br><b>disingenuou<br/>s</b><br>119:1,6<br>229:5<br><b>disparate</b><br>120:4<br>150:15<br>362:20<br><b>disparities</b><br>193:17<br><b>disparity</b><br>201:2<br><b>disproporti<br/>onately</b><br>362:3,20<br><b>disrupting</b><br>51:16<br><b>disservice</b><br>151:14<br><b>dissolve</b><br>399:3<br><b>Disston</b><br>85:8<br><b>distinguish<br/>ed</b><br>57:10<br>368:15 | <b>distort</b><br>397:8<br><b>district</b><br>5:12,17,22<br>6:2,7,12,<br>17,22 7:2,<br>10 8:9,13,<br>18,20,25<br>10:22 16:2<br>19:23<br>21:16,21<br>24:14<br>31:20<br>35:10<br>38:9,14<br>41:6,15<br>42:8<br>44:11,13,<br>19 45:21<br>50:9 52:24<br>55:5<br>56:17,25<br>59:11 66:5<br>72:3 79:15<br>81:4,17<br>86:5 88:24<br>94:12 95:1<br>104:5<br>115:4<br>123:9,14<br>124:13<br>131:4<br>133:10<br>136:21<br>137:9,20,<br>23 138:1,7<br>139:3<br>140:5<br>143:12<br>144:25<br>145:3,8 | 147:19,20,<br>25 151:2,6<br>152:3,24<br>153:18,23,<br>24 154:8<br>156:11<br>157:10,14<br>159:7,9<br>165:11,15<br>166:16<br>168:23<br>170:22<br>171:3,7,<br>11,25<br>172:5,13<br>175:16<br>176:22<br>180:25<br>182:10<br>184:12<br>185:16<br>187:6,10<br>190:17<br>191:5,19,<br>23 192:14,<br>19 194:6<br>198:24<br>199:19<br>202:4<br>203:2<br>211:13<br>212:17<br>213:9<br>215:24<br>222:7,17,<br>19 224:1<br>228:3,4<br>229:1<br>235:4<br>237:4<br>246:7,13,<br>15,23 |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|              |                   |                    |                 |                   |
|--------------|-------------------|--------------------|-----------------|-------------------|
| 250:16       | 18 346:19         | <b>District/</b>   | 197:18          | <b>drafters</b>   |
| 254:25       | 347:12, 22        | <b>board</b>       | 274:12, 24      | 251:19            |
| 256:13       | 348:18, 22        | 201:25             | 313:3           | <b>draws</b>      |
| 257:14       | 359:18            | <b>districts</b>   | 347:22          | 300:17            |
| 258:4, 7     | 362:18            | 57:13              | 365:20          | <b>dream</b>      |
| 259:3, 4     | 364:6, 11         | 128:15             | 378:12          | 45:5 163:2        |
| 260:15       | 366:19            | 292:1              | 394:23          | 264:3             |
| 264:18, 20   | 367:16            | 314:10             | <b>domain</b>   | 304:6             |
| 265:4, 10,   | 371:15            | 392:11             | 66:14           | <b>dreaming</b>   |
| 17 268:2,    | 372:13            | 402:20             | 249:18          | 162:4             |
| 20 272:2,    | 374:3             | <b>disturbance</b> | 297:12          | 254:18            |
| 10 277:2     | 376:23            | 393:9              | 362:7           | <b>dreams</b>     |
| 278:19       | 377:4             | <b>disturbing</b>  | <b>Donald</b>   | 36:23             |
| 281:17       | 379:1             | 348:6              | 158:24          | 253:24            |
| 284:4, 8,    | 381:19            | <b>dive</b>        | 341:8           | <b>Drew</b>       |
| 11, 13       | 383:4             | 151:1              | <b>donate</b>   | 52:15             |
| 285:14       | 385:7             | <b>diverse</b>     | 239:1           | <b>Drexel</b>     |
| 286:4, 9, 16 | 393:14            | 38:19              | <b>doomed</b>   | 16:1 57:20        |
| 289:14, 17   | 396:4             | 48:24              | 60:16           | <b>Driscoll</b>   |
| 290:8        | 409:19            | <b>diversify</b>   | 210:21          | 3:6, 7            |
| 293:18       | 410:7, 8,         | 159:8              | <b>door</b>     | 204:24            |
| 294:24       | 11, 15            | <b>diversity</b>   | 63:13, 25       | 416:13, 14        |
| 295:1, 11,   | 411:22            | 25:21 50:6         | 69:25           | <b>Driscoll's</b> |
| 24 301:1     | 414:6             | 94:6 96:8          | 120:6           | 306:8             |
| 303:3        | <b>District's</b> | 374:14             | 332:6           | <b>drive</b>      |
| 305:23       | 30:8              | 393:12             | <b>dope</b>     | 33:6 53:25        |
| 306:8        | 187:12            | <b>divide</b>      | 306:6           | 124:20            |
| 307:13       | 191:14            | 410:16             | <b>dot</b>      | 188:6             |
| 311:7, 21    | 194:9             | <b>doable</b>      | 273:16          | 196:25            |
| 312:9        | 203:11, 14        | 318:20             | <b>doubling</b> | 262:12            |
| 314:1, 16,   | 256:11            | <b>Doctorate</b>   | 400:22          | 280:22            |
| 19 318:6     | 328:19            | 384:20             | <b>doubted</b>  | 296:21            |
| 322:25       | <b>District-</b>  | <b>dodge</b>       | 41:3            | 297:11            |
| 327:9        | 281:25            | 209:24             | <b>downsize</b> | 316:3             |
| 328:23       | <b>District-</b>  | <b>dollars</b>     | 100:10          | <b>driven</b>     |
| 330:14       | <b>managed</b>    | 79:13              | 407:18          | 367:4             |
| 331:13       | 80:2              | 108:23             | <b>downturn</b> | <b>driver's</b>   |
| 335:21       | <b>District-</b>  | 183:9, 10          | 137:18          | 303:22            |
| 342:9        | <b>operated</b>   | 196:9              |                 | 304:3             |
| 343:17       | 403:13            |                    |                 |                   |
| 344:6, 12    |                   |                    |                 |                   |
| 345:11, 17,  |                   |                    |                 |                   |

|                  |                 |                   |                     |                  |
|------------------|-----------------|-------------------|---------------------|------------------|
| 306:3            | <b> dwell</b>   | 303:19            | <b>economically</b> | <b>educates</b>  |
| <b>driving</b>   | 345:24          | 332:10            | 88:8                | 31:24            |
| 171:20           | <b>dynamic</b>  | <b>earned</b>     | <b>economist</b>    | <b>educating</b> |
| 182:11           | 241:13, 14,     | 44:15             | 107:4, 6            | 151:3, 13        |
| 194:22           | 24 243:24       | <b>earnings</b>   | <b>economy</b>      | 152:9            |
| <b>drop-outs</b> | <b>dynamite</b> | 51:25             | 316:3               | 292:24           |
| 21:14            | 33:2, 13        | <b>ears</b>       | <b>ecosystem</b>    | 349:8            |
| <b>dropout</b>   |                 | 64:25             | 168:5               | <b>education</b> |
| 307:17, 20,      | <b>E</b>        | <b>earthquake</b> | <b>ed</b>           | 5:12, 17, 21     |
| 22               | <b>E.M.</b>     | 412:22            | 57:8, 12            | 6:2, 6, 12,      |
| <b>drug</b>      | 331:7, 8        | <b>ease</b>       | 63:10               | 17, 22 7:2       |
| 18:24            | <b>eager</b>    | 359:12            | 173:23              | 8:5, 7 9:4       |
| 221:21           | 36:25           | <b>easier</b>     | 303:22              | 10:3 11:1        |
| <b>dual</b>      | 164:20          | 151:24            | 306:3               | 12:1, 9, 16,     |
| 45:18            | <b>Eagles</b>   | 329:22            | <b>edifices</b>     | 20 13:1          |
| 88:16            | 30:4 42:24      | <b>East</b>       | 318:14              | 14:12, 15,       |
| <b>due</b>       | 233:5           | 414:9             | <b>eds</b>          | 24 15:1,         |
| 88:18            | <b>earlier</b>  | <b>Eastern</b>    | 315:15              | 17, 23, 25       |
| 109:20           | 36:4 79:6       | 384:25            | <b>educate</b>      | 16:23            |
| 111:24           | 109:3, 5        | <b>easy</b>       | 17:7 61:18          | 18:14 22:5       |
| 116:13, 24       | 112:8           | 48:25             | 102:11              | 23:8 24:5,       |
| 119:18           | 130:21          | 295:7             | 157:25              | 17 25:3, 25      |
| 120:11, 17       | 163:12          | 361:5             | 218:20              | 26:10            |
| 143:22           | 221:7           | <b>eat</b>        | 297:6               | 28:16, 19        |
| 175:6            | 226:16          | 332:21            | 329:20              | 29:2 30:9,       |
| 205:7            | 228:15, 17      | 361:11            | 367:18              | 20 31:3, 24      |
| 266:4            | 237:15          | <b>echo</b>       | 402:15              | 33:17            |
| 343:17           | 255:2           | 180:6             | <b>educate-</b>     | 36:4, 10, 22     |
| 348:12           | 264:17          | 311:18            | <b>the-</b>         | 37:12, 22        |
| 370:10           | 265:21          | <b>ecology</b>    | 271:12              | 41:5 44:9,       |
| 372:9, 12        | 268:11, 19      | 392:5             | <b>educated</b>     | 15 45:3          |
| <b>duly</b>      | 269:1           | <b>economic</b>   | 13:23               | 46:6, 20         |
| 419:4            | 275:16          | 38:24             | 27:15 31:4          | 47:20            |
| <b>duty</b>      | 325:12          | 94:17             | 35:21               | 48:14, 15,       |
| 76:6, 8          | <b>early</b>    | 137:18            | 55:18               | 24 51:6, 11      |
| 156:10           | 53:1 101:2      | 283:16            | 206:19              | 52:4             |
| 232:5            | 127:4           | 293:6             | 298:22              | 54:11, 14        |
| 334:16           | 170:2           |                   | 364:20              | 55:3, 17         |
| 388:11           | 266:13          |                   |                     | 56:1, 21         |
|                  | 296:24          |                   |                     | 60:6, 8, 23      |
|                  |                 |                   |                     | 61:3 63:10       |

|             |                    |                    |                    |                    |
|-------------|--------------------|--------------------|--------------------|--------------------|
| 65:16, 21   | 299:19             | 387:21, 23         | 198:8              | 141:16             |
| 66:21       | 300:2              | 388:4              | 200:21             | 227:16             |
| 75:4, 19    | 301:8              | <b>educator</b>    | 387:24             | 228:1              |
| 76:2 81:23  | 303:9              | 31:21 32:6         | <b>ego</b>         | 346:21, 24         |
| 89:9 99:14  | 304:25             | 57:11 72:5         | 92:8 93:8          | 356:7              |
| 104:2       | 317:22             | 75:21              | <b>egregious</b>   | 407:22             |
| 142:7       | 329:12, 19         | 168:17, 20         | 105:20             | <b>elevate</b>     |
| 143:17, 24  | 333:8              | 340:8              | <b>Eisenhower</b>  | 202:7              |
| 147:11      | 334:12             | 364:5              | 248:17             | <b>elevated</b>    |
| 149:18      | 339:15             | 376:22             | 269:3              | 167:14             |
| 152:23      | 343:5              | 402:4              | <b>El-mekki</b>    | <b>Eligibility</b> |
| 153:16      | 348:24             | <b>educators</b>   | 171:12             | 56:6               |
| 158:9       | 351:1, 8           | 16:10              | <b>ELA</b>         | <b>eligible</b>    |
| 169:6       | 353:8, 25          | 226:12             | 199:13             | 314:3              |
| 180:13      | 368:23             | 389:5, 23          | <b>elaborate</b>   | <b>eliminate</b>   |
| 181:5       | 369:4              | <b>Edward</b>      | 223:11             | 276:21             |
| 183:15      | 374:9              | 141:16             | <b>Elbert</b>      | <b>eliminated</b>  |
| 185:13, 16  | 375:6              | <b>effect</b>      | 376:11             | 392:24             |
| 187:14      | 378:14             | 51:15              | 379:19             | <b>embodies</b>    |
| 204:24      | 381:6              | 351:24             | 380:2              | 25:21              |
| 206:9       | 382:15             | <b>effective</b>   | <b>elected</b>     | 30:24              |
| 209:7       | 389:25             | 58:19              | 11:5 12:5          | 351:9              |
| 222:12      | 395:1              | 352:22             | 330:11, 21         | 382:17             |
| 225:9       | 404:9              | 388:3              | 341:13             | <b>embodiment</b>  |
| 226:1       | 407:17             | <b>effectively</b> | 343:22             | 353:17             |
| 233:20      | <b>educational</b> | 32:7               | <b>electrical</b>  | <b>embrace</b>     |
| 241:3, 10   | 18:16, 22          | 374:20             | 85:21              | 369:22             |
| 248:20, 22, | 19:3, 8            | <b>efficacy</b>    | 408:1              | 370:18             |
| 23 256:5, 6 | 34:24              | 352:7              | <b>electricity</b> | <b>embraced</b>    |
| 266:22      | 35:19              | <b>efficiently</b> | 175:1              | 120:12             |
| 267:11      | 45:24              | 183:11             | <b>electronics</b> | <b>embracing</b>   |
| 270:21      | 51:14              | <b>effort</b>      | 14:6               | 120:14, 15         |
| 273:13, 21  | 52:18              | 314:7              | <b>element</b>     | <b>emergency</b>   |
| 275:7       | 84:17              | <b>efforts</b>     | 372:9              | 39:20              |
| 276:25      | 102:12             | 26:11              | <b>elementary</b>  | 173:21             |
| 277:4       | 166:19             | 29:23              | 20:2 56:1,         | 329:14             |
| 287:11      | 257:8              | 52:25              | 2, 8 67:5          | <b>emerging</b>    |
| 290:10      | 344:21             | 141:24             | 128:2              | 359:2              |
| 293:1, 8    | 352:8, 23          | 149:8              |                    |                    |
| 296:19      | 353:6, 19          |                    |                    |                    |
| 297:2, 10   | 386:25             |                    |                    |                    |
| 298:23      |                    |                    |                    |                    |

|                    |                  |                    |                    |                   |
|--------------------|------------------|--------------------|--------------------|-------------------|
| <b>empathy</b>     | <b>end</b>       | 332:3              | 292:10             | 303:3             |
| 351:23             | 11:2 37:14       | <b>engaged</b>     | 293:21             | 305:9             |
| <b>emphasis</b>    | 64:24            | 23:7 29:10         | 321:18             | 329:5             |
| 24:23              | 226:21           | 46:7 49:14         | 322:10, 16,        | 396:24            |
| <b>emphasizing</b> | 228:12           | 194:11, 13         | 20, 21             | <b>ensured</b>    |
| 91:15              | 229:22           | 200:18             | 324:4, 8, 9,       | 381:6             |
| <b>employ</b>      | 231:21           | 201:22             | 23, 24             | <b>ensures</b>    |
| 53:8               | 246:10, 20       | 242:8              | 325:14             | 79:19             |
| <b>employee</b>    | 254:16           | 269:9              | 408:16, 21         | <b>ensuring</b>   |
| 377:3              | 309:25           | 312:4              | <b>enhance</b>     | 19:7 36:19        |
| <b>employees</b>   | 335:15           | 313:2              | 329:18             | 52:9              |
| 400:24             | 339:11           | 325:10             | <b>enhanced</b>    | 303:10            |
| <b>employers</b>   | 357:1            | 382:9              | 387:19             | 304:12            |
| 247:16             | <b>endeavors</b> | 400:1              | <b>enhancement</b> | 305:13            |
| <b>employs</b>     | 141:1            | <b>engagement</b>  | 400:25             | 334:15            |
| 358:2              | <b>ended</b>     | 192:19             | <b>enhances</b>    | 352:9             |
| <b>empower</b>     | 214:17           | 194:10             | 31:22              | 375:4             |
| 250:13, 23         | <b>endorse</b>   | 268:21             | <b>enjoy</b>       | 399:4             |
| 252:20             | 382:22           | 389:4              | 176:20             | 403:10            |
| <b>empowering</b>  | <b>enemies</b>   | 400:13, 21         | <b>enrichment</b>  | <b>enter</b>      |
| 36:22              | 196:6            | 401:4              | 328:9              | 114:6             |
| <b>empty</b>       | <b>energy</b>    | <b>engaging</b>    | <b>enroll</b>      | <b>enthusiasm</b> |
| 134:18             | 30:16            | 171:11             | 133:4              | 176:11            |
| <b>emulate</b>     | 53:23            | 247:16             | 134:20             | 219:10            |
| 127:6              | 85:25            | 266:3              | <b>enrollment</b>  | <b>enticing</b>   |
| <b>enable</b>      | 124:7            | <b>engineer</b>    | 100:7              | 166:16            |
| 261:8              | 188:12           | 14:6, 21           | 132:2              | <b>entire</b>     |
| <b>enact</b>       | 225:17           | 42:2 182:3         | 134:19             | 40:24             |
| 344:2              | 255:23           | 406:24             | 382:5              | 91:25 92:1        |
| <b>enacted</b>     | 256:25           | 407:4              | <b>enshrines</b>   | 131:16            |
| 328:12             | 286:19           | 411:17             | 66:8               | 149:12            |
| <b>encourage</b>   | <b>engage</b>    | <b>engineering</b> | <b>enshrining</b>  | 167:11            |
| 359:18             | 22:7             | 14:25              | 250:2              | 223:1             |
| <b>encouraged</b>  | 211:19           | 127:18             | <b>ensure</b>      | 292:2             |
| 357:19, 21         | 218:11           | 174:25             | 28:24              | 329:20            |
| <b>encouraging</b> | 249:17           | <b>English</b>     | 134:16             | <b>entities</b>   |
| 166:17             | 252:9            | 51:23              | 176:16             | 316:23            |
|                    | 266:15           | 53:15              | 207:2              | <b>entitled</b>   |
|                    | 305:2, 10        | 138:22             | 270:11, 17         | 203:16            |
|                    | 330:11           | 263:6              |                    |                   |

|                                  |                               |                                |                                         |                                          |
|----------------------------------|-------------------------------|--------------------------------|-----------------------------------------|------------------------------------------|
| <b>entity</b><br>195:8, 11       | 48:15                         | 106:24                         | 404:21                                  | <b>Evin</b><br>303:14                    |
| <b>entry-level</b><br>408:19, 20 | <b>equipped</b><br>22:1       | <b>ESSER</b><br>84:15          | <b>evening</b><br>338:6                 | <b>evolve</b><br>252:17                  |
| <b>envelope</b><br>93:8          | <b>equitable</b><br>145:25    | <b>established</b><br>221:7    | 339:3                                   | <b>exact</b><br>119:24, 25               |
| <b>envious</b><br>62:3           | 156:20                        | <b>esteemed</b><br>25:16       | 350:17                                  | 310:9                                    |
| <b>environment</b><br>147:9      | <b>equitably</b><br>183:10    | 397:1                          | 357:18                                  | <b>Examine</b><br>309:19                 |
| 166:19                           | <b>equity</b><br>62:23        | <b>Ethan</b><br>85:7           | 360:10                                  | <b>examining</b><br>53:11                |
| 167:12                           | 156:19                        | <b>ethical</b><br>287:17       | 364:3                                   | <b>examples</b><br>270:13                |
| 168:4, 10                        | 157:3, 9,                     | <b>Eugene</b><br>394:22        | 368:14                                  | 272:6                                    |
| 169:1                            | 11, 12, 22                    | <b>Eugenio</b><br>67:7         | 374:1                                   | 276:15                                   |
| 387:22                           | 158:10                        | 107:25                         | 376:15, 16,                             | <b>exceeding</b><br>387:20               |
| 388:23                           | 353:13                        | <b>Europe</b><br>15:13         | 17 380:19,                              | <b>excellence</b><br>145:20              |
| <b>environmental</b><br>62:8     | 356:23                        | 181:10                         | 20 381:1                                | 189:21                                   |
| <b>environment</b><br>16:12      | 375:4                         | <b>evaluate</b><br>164:13      | 384:1                                   | 245:23                                   |
| <b>s</b><br>25:1                 | 405:18                        | 267:19                         | 386:12                                  | 353:12                                   |
| <b>envisions</b><br>212:7        | <b>erroneous</b><br>394:14    | <b>evaluated</b><br>404:16     | 396:13                                  | 382:21                                   |
| <b>epidemic</b><br>212:7         | <b>errors</b><br>398:21       | <b>evaluates</b><br>79:18      | 399:16, 18                              | 402:10                                   |
| <b>equal</b><br>45:16            | <b>escalating</b><br>203:24   | <b>evaluating</b><br>157:6, 11 | <b>event</b><br>236:11                  | <b>excellent</b><br>174:7                |
| 63:14, 25                        | <b>Esperanza</b><br>67:6      | <b>evaluation</b><br>64:20     | 230:7                                   | 184:6                                    |
| 192:18                           | 107:24                        | 154:11, 13                     | 332:17                                  | 191:7                                    |
| 321:24                           | <b>Esquire</b><br>386:24      | 197:25                         | <b>events</b><br>216:7                  | <b>excelling</b><br>150:3                |
| 325:20                           | <b>essence</b><br>351:10      | 263:25                         | 388:21                                  | <b>exceptional</b><br>296:18             |
| 370:9                            | <b>essential</b><br>33:5 35:4 | 264:1, 2                       | <b>eventually</b><br>174:5              | 352:4                                    |
| 371:24                           | 397:6                         | 360:25                         | 328:1                                   | 375:17                                   |
| 407:16                           | 398:17                        | 363:4                          | <b>ever-</b><br><b>changing</b><br>49:6 | <b>exceptional</b><br><b>ly</b><br>38:18 |
| <b>equalize</b><br>162:8         | <b>essentially</b>            | 381:22                         | <b>everybody's</b><br>197:25            |                                          |
| <b>equalizer</b><br>36:11        |                               |                                | 234:6                                   |                                          |
|                                  |                               |                                | 264:1                                   |                                          |
|                                  |                               |                                | 308:8                                   |                                          |
|                                  |                               |                                | 407:24                                  |                                          |
|                                  |                               |                                | <b>everyone's</b><br>242:14             |                                          |
|                                  |                               |                                | <b>evidence</b><br>395:11               |                                          |

|                    |                   |                    |                     |                      |
|--------------------|-------------------|--------------------|---------------------|----------------------|
| <b>exceptional</b> | 318:21            | 250:3              | 244:5               | 389:18               |
| <b>s</b>           | <b>exist</b>      | 259:22, 25         | 253:2, 21           | <b>explore</b>       |
| 28:14, 15          | 124:11            | 261:18             | 254:3               | 167:16               |
| <b>excessive</b>   | 271:20, 21        | 262:14             | 255:17              | <b>exploring</b>     |
| 203:25             | 297:2             | 325:8              | 265:7               | 290:12               |
| 343:13             | 343:18            | <b>expectation</b> | 282:6               | <b>exposed</b>       |
| <b>exchange</b>    | <b>existed</b>    | 261:21             | 316:19              | 260:3                |
| 332:14             | 39:23             | <b>expectation</b> | 320:16              | 358:11               |
| <b>excited</b>     | 118:6             | <b>s</b>           | 324:21              | <b>exposure</b>      |
| 12:19 17:1         | <b>existence</b>  | 226:14             | 374:19, 24          | 16:11                |
| 49:18, 25          | 19:16             | 245:10             | <b>experienced</b>  | 303:19               |
| 53:19 54:5         | <b>existing</b>   | 259:20             | 406:21              | <b>express</b>       |
| 78:12              | 145:14, 15        | 260:12, 18,        | <b>experiences</b>  | 28:21                |
| 141:17             | 278:22            | 20, 23             | 15:15 19:8          | 386:20               |
| 189:4              | 349:1             | 267:19             | 49:19 53:4          | <b>expressed</b>     |
| 191:17             | 398:25            | <b>expected</b>    | 121:17              | 142:6                |
| 199:11             | <b>exists</b>     | 395:17             | 218:4               | <b>extended</b>      |
| 358:3              | 285:8             | <b>expenditure</b> | <b>experiencing</b> | 304:20               |
| <b>excluded</b>    | <b>exorbitant</b> | 316:12             | 142:16              | 338:21               |
| 41:3               | 344:13            | <b>expenses</b>    | 146:12              | 384:14               |
| <b>excuse</b>      | <b>expand</b>     | 343:13             | 219:22              | <b>extends</b>       |
| 36:16 47:5         | 303:11            | <b>experience</b>  | 220:8               | 389:3                |
| 74:8 95:6          | <b>expanded</b>   | 18:22 19:3         | 281:24              | <b>extensive</b>     |
| 183:6              | 44:5              | 21:25 32:5         | <b>experiential</b> | 32:3                 |
| 341:23             | 220:14            | 33:10 36:1         | 15:17               | <b>external</b>      |
| 390:17             | <b>expanding</b>  | 39:8 43:18         | <b>expert</b>       | 69:7                 |
| <b>execute</b>     | 34:24             | 55:14              | 72:2 227:9          | <b>extra</b>         |
| 192:25             | 220:22, 24        | 58:4, 9            | <b>expertise</b>    | 140:4                |
| 193:6              | <b>expansion</b>  | 59:11              | 30:23               | 197:14               |
| <b>executive</b>   | 392:23            | 65:13 96:9         | 32:4, 18            | 307:15               |
| 43:25 57:2         | 398:11            | 97:16              | 35:2 148:8          | <b>extra-</b>        |
| 187:6              | <b>expansions</b> | 161:6              | 312:19              | 27:13                |
| 340:3              | 398:24            | 169:12             | <b>experts</b>      | <b>extraordinary</b> |
| 377:6              | <b>expect</b>     | 175:3              | 400:22              | 17:15                |
| <b>exemplar</b>    | 138:12            | 176:17             | <b>expiring</b>     | 369:23               |
| 95:8               | 184:19            | 187:5              | 235:6, 12           | <b>extreme</b>       |
| <b>exemplary</b>   | 190:11            | 209:20             | <b>explain</b>      | 75:13                |
| 387:4              | 191:15            | 210:4              |                     |                      |
| <b>exercise</b>    | 245:19            | 213:24             |                     |                      |
|                    |                   | 214:15             |                     |                      |

|                    |                   |                 |                 |                   |
|--------------------|-------------------|-----------------|-----------------|-------------------|
| 344:4              | 241:17            | 407:19          | 112:13          | 156:22            |
| <b>extremely</b>   | <b>facilities</b> | 408:5           | 397:9           | 354:25            |
| 128:13             | 48:9 81:5,        | <b>facility</b> | 399:8           | <b>fairness</b>   |
| 183:23             | 8,10 84:17        | 46:9 89:13      | <b>faculty</b>  | 79:7 406:2        |
| 234:20             | 87:2 89:5,        | 96:15           | 383:3           | <b>faith</b>      |
| <b>exudes</b>      | 16,25             | 100:7           | <b>FAFSA</b>    | 31:22             |
| 351:12             | 95:25             | 146:12,14       | 382:2           | 186:13            |
| <b>eye</b>         | 96:17             | 227:20          | <b>fail</b>     | <b>falling</b>    |
| 373:8              | 99:11,13,         | 329:1,6         | 99:7            | 318:17            |
| <b>eyes</b>        | 16,22,24          | 385:5           | <b>failed</b>   | <b>falls</b>      |
| 73:15              | 101:23,25         | 407:5           | 61:10           | 64:25             |
| 77:20,22           | 102:2             | 408:6,10        | 174:5           | <b>falsehoods</b> |
| 220:20             | 104:13,17,        | <b>facing</b>   | <b>failing</b>  | 398:19            |
|                    | 20 143:10,        | 209:23          | 69:13           | <b>familiar</b>   |
|                    | 11 145:14,        | 210:17          | 395:18,19       | 145:11            |
| <b>F</b>           | 22 146:10,        | 212:11          | <b>fails</b>    | <b>families</b>   |
| <b>fabric</b>      | 21 168:2          | 233:25          | 347:16          | 9:11,21,23        |
| 369:7              | 188:4             | 369:5           | <b>failure</b>  | 12:21 42:9        |
| <b>face</b>        | 224:10,11,        | <b>fact</b>     | 259:8           | 52:10             |
| 64:2               | 12 226:15,        | 40:17           | <b>fair</b>     | 56:23 57:6        |
| 150:16             | 19 228:7,         | 65:15           | 64:8 67:19      | 73:14 74:6        |
| <b>face-to-</b>    | 11 229:21         | 109:7           | 68:12,15,       | 137:2             |
| <b>face</b>        | 231:4,11,         | 110:4           | 25 70:8         | 203:19            |
| 217:18             | 16 234:1,         | 121:21          | 93:9            | 216:11            |
| <b>Facebook</b>    | 12 236:1,         | 130:12          | 106:15          | 226:1             |
| 210:5              | 5,8,16,21         | 210:14          | 228:21          | 268:7,13          |
| <b>faced</b>       | 248:2             | 218:15          | 229:20          | 272:19            |
| 21:1               | 256:7,8,          | 226:4           | 230:20          | 273:2             |
| 214:17             | 17,19             | 231:13          | 362:9           | 299:21,22         |
| 387:11             | 257:10,13,        | 299:11          | 370:6           | 322:18            |
| 403:16             | 20,22             | 339:24          | 404:20          | 323:19,25         |
| <b>facet</b>       | 308:3,16          | 352:10          | <b>Fairhill</b> | 325:6,8           |
| 351:11             | 309:4,8           | 361:18          | 44:10           | 339:19            |
| <b>facil</b>       | 312:22            | 362:1           | <b>fairly</b>   | 347:2             |
| 236:10             | 317:5,6,11        | <b>factor</b>   | 38:6 62:18      | 354:19            |
| <b>facilitatin</b> | 318:8             | 69:7 139:9      | 64:19           | 355:9,17          |
| <b>g</b>           | 320:18            | <b>factors</b>  | 65:2,4,23       | 356:16            |
| 16:8 93:10         | 321:8             | 16:25 99:6      | 66:19           | 369:3             |
| <b>facilitator</b> | 326:18            | <b>facts</b>    | 69:23           | <b>family</b>     |
|                    | 328:8             | 91:22           |                 | 36:2 71:11        |
|                    | 406:21            |                 |                 |                   |

|                  |                 |                    |                  |                  |
|------------------|-----------------|--------------------|------------------|------------------|
| 136:25           | <b>federal</b>  | 385:16             | <b>fiduciary</b> | <b>figures-</b>  |
| 203:5            | 314:16, 17      | <b>fees</b>        | 277:14           | 192:1            |
| 207:18           | 315:7           | 308:16             | 334:16           | <b>fill</b>      |
| 411:8            | 316:22          | 409:18             | <b>field</b>     | 134:17           |
| 412:1            | 372:14          | <b>feet</b>        | 40:18            | 237:11           |
| 413:17           | <b>feedback</b> | 245:19             | 42:19            | 238:2            |
| <b>fan</b>       | 204:9           | <b>Feldman</b>     | 84:20            | 409:15           |
| 101:8            | 258:19          | 28:2               | 122:7, 8         | <b>filled</b>    |
| 377:9            | <b>feeding</b>  | <b>Fell</b>        | <b>fiercely</b>  | 237:13, 24       |
| <b>fantastic</b> | 201:4           | 346:24             | 163:17           | 355:25           |
| 208:17           | <b>feel</b>     | <b>fellow</b>      | <b>fight</b>     | <b>finally</b>   |
| <b>Farm</b>      | 19:20           | 42:1, 5            | 19:5 45:10       | 6:24 35:15       |
| 85:13            | 22:9, 19        | 43:14              | 46:19            | 137:13           |
| <b>fast</b>      | 23:4 49:9       | 51:21              | 105:23           | 304:11           |
| 88:2 89:20       | 54:20           | 55:13              | 146:2            | <b>finance</b>   |
| <b>fastest</b>   | 72:24, 25       | 59:2, 12           | 159:25           | 31:15            |
| 21:19            | 102:19          | 127:10             | 372:23           | 34:22            |
| 323:14           | 124:2           | 248:18             | 395:14           | 37:24            |
| <b>father</b>    | 132:14, 15      | 269:3              | 410:19, 22,      | 39:12            |
| 8:11 45:4        | 230:2           | <b>felt</b>        | 25               | 40:12, 14,       |
| 60:12            | 232:15          | 18:20 19:4         | <b>fighting</b>  | 23, 25 53:6      |
| 127:20           | 234:8           | 101:20             | 46:18            | 127:7            |
| <b>fault</b>     | 241:23          | 144:15             | 196:13           | 281:5            |
| 210:18           | 252:1, 3        | 255:23             | <b>figure</b>    | 312:18           |
| 292:17           | 264:22, 25      | 330:22             | 162:3            | <b>financial</b> |
| <b>favor</b>     | 280:16, 17      | 334:2              | 181:22           | 30:15            |
| 396:23           | 298:13, 15      | 389:11             | 195:14           | 66:13            |
| 419:19           | 331:20          | <b>FEMA</b>        | 206:1            | 75:13            |
| <b>favorable</b> | 389:15          | 39:23              | 233:9            | 120:23           |
| 418:24           | <b>feeling</b>  | <b>female</b>      | 237:21           | 153:11           |
| 419:14           | 119:21          | 40:24              | 249:13           | 213:3            |
| 420:5            | 242:6           | 175:2              | 266:16           | 239:8, 21        |
| <b>feasible</b>  | 286:18          | <b>females</b>     | 272:19           | 240:14, 19       |
| 324:17           | 331:1           | 174:13, 15         | 276:21           | 274:13, 23       |
| <b>February</b>  | 412:22          | <b>fentanyl</b>    | 312:12           | 340:18           |
| 333:11           | <b>feelings</b> | 63:21              | <b>figured</b>   | 341:7            |
| 339:22           | 345:14          | <b>fiduciaries</b> | 246:17           | 344:4            |
| 347:14           | <b>feels</b>    | 79:11              | <b>figures</b>   | 405:18           |
|                  | 90:13           | 156:11             | 178:22           | <b>find</b>      |
|                  | 363:10          |                    |                  | 32:8 93:9,       |

|                    |                    |                    |                  |                    |
|--------------------|--------------------|--------------------|------------------|--------------------|
| 11 119:24          | 356:5              | <b>flaws</b>       | <b>focuses</b>   | <b>forever</b>     |
| 120:7              | <b>fiscal</b>      | 131:3              | 304:9            | 234:4              |
| 125:7              | 31:16              | <b>flexibility</b> | <b>focusing</b>  | <b>forgot</b>      |
| 148:7              | 191:14             | 275:14             | 133:8            | 278:12             |
| 150:14             | 405:18             | <b>floating</b>    | 165:25           | <b>forgotten</b>   |
| 159:23             | <b>fiscally</b>    | 312:23             | 302:23           | 45:14              |
| 165:10             | 342:2              | <b>flood</b>       | 410:11           | <b>form</b>        |
| 250:22             | 348:4              | 39:19 40:6         | <b>folks</b>     | 363:3              |
| 275:9              | <b>Fitler</b>      | <b>floor</b>       | 151:17           | <b>format</b>      |
| 303:23             | 85:15              | 333:21             | 189:4,5          | 401:1              |
| <b>Finder</b>      | <b>fitting</b>     | <b>floundering</b> | 245:11           | <b>formative</b>   |
| 302:25             | 325:17             | 356:10             | 252:2            | 58:14              |
| <b>finding</b>     | <b>five-</b>       | <b>flow</b>        | 329:2            | <b>formula</b>     |
| 93:17              | 165:23             | 102:9              | 331:20           | 199:24             |
| 344:23             | <b>five-month</b>  | 196:23             | 362:21           | 315:25             |
| 376:2              | 15:9               | <b>flowing</b>     | 385:6            | <b>Forrest</b>     |
| <b>findings</b>    | <b>five-year</b>   | 197:25             | <b>follow</b>    | 85:11              |
| 372:2              | 152:21             | <b>flows</b>       | 77:24,25         | <b>forthcoming</b> |
| <b>fine</b>        | <b>fix</b>         | 28:4               | 78:16            | 305:25             |
| 105:22             | 74:22              | <b>fluent</b>      | 230:5            | <b>fortress</b>    |
| 108:10             | 131:8              | 46:6               | 277:15           | 27:4               |
| 274:20             | 134:6              | <b>fluid</b>       | 371:11           | <b>fortunate</b>   |
| 288:24             | 136:1              | 114:7              | 400:3            | 37:23              |
| <b>finger</b>      | 148:9              | <b>fly-by</b>      | <b>follow-up</b> | 126:22             |
| 31:1               | 195:15             | 185:21             | 219:14           | <b>forum</b>       |
| <b>finished</b>    | 266:18             | <b>Flyers</b>      | 316:11           | 319:23             |
| 127:24             | <b>fixed</b>       | 233:5,6            | <b>food</b>      | <b>forward</b>     |
| <b>Finland</b>     | 195:16             | <b>focus</b>       | 49:4 61:25       | 11:19              |
| 248:18             | 361:6              | 20:9 21:7,         | <b>foolish</b>   | 12:17 13:2         |
| <b>firm</b>        | <b>fixes</b>       | 12 29:1            | 92:18            | 22:17              |
| 20:5 39:10         | 403:21             | 124:14             | <b>football</b>  | 59:1,3             |
| <b>firmly</b>      | <b>fixing</b>      | 147:8              | 27:11            | 68:15,24           |
| 368:21             | 321:15             | 387:19             | <b>Force</b>     | 84:11              |
| <b>firms</b>       | <b>flabbergast</b> | 410:8              | 40:5             | 129:25             |
| 414:8              | <b>ed</b>          | <b>focused</b>     | <b>forces</b>    | 135:6              |
| <b>first-world</b> | 296:25             | 45:25              | 341:16           | 165:17             |
| 181:13             | <b>flavor</b>      | 124:15             | <b>foremost</b>  | 170:24             |
| <b>firsthand</b>   | 269:11             | 293:12             | 217:3            | 183:20             |
| 12:6 351:7         |                    |                    |                  | 184:15             |

|                     |                   |                   |                    |                    |
|---------------------|-------------------|-------------------|--------------------|--------------------|
| 186:12              | <b>founded</b>    | 201:21            | <b>friends</b>     | <b>fund</b>        |
| 187:20              | 44:1 156:2        | <b>Frankford</b>  | 15:5, 6            | 14:17              |
| 188:13              | 402:12            | 213:12            | 71:10              | 218:10             |
| 198:6               | <b>founder</b>    | <b>Franklin</b>   | 133:21             | 231:12             |
| 230:12              | 76:16             | 67:4, 5           | <b>front</b>       | <b>fundamental</b> |
| 244:1               | 223:18            | 105:19            | 27:24              | 176:15             |
| 247:10              | <b>founding</b>   | 108:16            | 163:14             | 356:14             |
| 302:23              | 44:20 46:3        | 109:9, 12         | 307:5              | <b>funded</b>      |
| 304:20              | <b>Fox</b>        | 110:17            | 331:4              | 30:13              |
| 315:13              | 85:13             | 111:11            | 338:24             | 345:12             |
| 316:20              | <b>foxhole</b>    | 152:6             | 405:13             | 405:12             |
| 330:7               | 33:3, 12          | <b>frankly</b>    | <b>frustration</b> | <b>funder</b>      |
| 334:19              | <b>fractions</b>  | 61:3              | 143:18             | 315:6              |
| 336:19              | 259:5, 6          | 345:17            | <b>frustration</b> | <b>funding</b>     |
| 376:2               | <b>fragmented</b> | <b>Fraternity</b> | <b>s</b>           | 38:8 45:17         |
| <b>fostering</b>    | 139:4             | 26:4              | 142:6, 10          | 46:10 48:9         |
| 388:22              | <b>frame</b>      | <b>free</b>       | <b>fueled</b>      | 137:25             |
| <b>fosters</b>      | 11:4              | 9:18 149:9        | 15:20              | 138:6, 13          |
| 387:23              | <b>framework</b>  | 216:13            | <b>full</b>        | 175:7              |
| <b>fought</b>       | 19:15             | 221:15            | 68:19              | 191:1, 17          |
| 19:2 45:21          | 67:16             | 327:21            | 214:13             | 193:15             |
| 46:17               | 77:23             | <b>freedom</b>    | 227:2              | 199:24             |
| <b>found</b>        | 78:11, 14         | 15:14             | 305:10             | 279:11, 12,        |
| 47:22               | 158:21            | 312:5             | 328:1              | 23 312:21          |
| 101:3               | 249:1, 7, 18      | 404:10            | <b>full-time</b>   | 313:7              |
| 112:14              | 252:16            | <b>frequently</b> | 210:10             | 314:3, 12,         |
| 150:12              | 271:4, 6, 7       | 305:2, 11         | 400:23             | 20 316:1           |
| 158:2               | 297:10            | <b>fresh</b>      | <b>fully</b>       | 317:13             |
| 213:23              | 360:3             | 234:6             | 203:17             | 343:5              |
| 233:11              | 361:22            | 297:4             | 403:11             | 358:13             |
| 382:11, 16          | 362:2, 13         | <b>freshman</b>   | <b>fun</b>         | 405:14             |
| 394:22, 25          | 404:18            | 159:19            | 140:8              | <b>funds</b>       |
| 395:3, 8            | <b>frameworks</b> | <b>friction</b>   | <b>function</b>    | 29:6 84:15         |
| <b>foundation</b>   | 33:6 157:7        | 308:14            | 265:13, 16         | 168:9              |
| 27:19               | 362:16            | <b>Friday</b>     | <b>functional</b>  | 194:21             |
| 28:11               | <b>framing</b>    | 27:23             | 16:14              | 196:25             |
| <b>foundational</b> | 318:12            | <b>friend</b>     | 222:14, 16         | 273:11             |
| <b>l</b>            | <b>frank</b>      | 381:9             | <b>functioning</b> | 276:12             |
| 27:2                | 85:7              | 382:16            | 189:10             | 394:18             |
|                     |                   |                   |                    | 395:20             |

|                  |                  |                    |                |               |
|------------------|------------------|--------------------|----------------|---------------|
| 401:17           | 70:5 236:7       | 170:4              | 240:10         | 370:12, 21    |
| <b>future</b>    | <b>games</b>     | 275:13             | 338:22         | 371:5         |
| 16:1 47:25       | 9:18             | 282:5              | <b>Ghost</b>   | 373:10, 15,   |
| 99:25            | <b>GAMP</b>      | 410:15             | 196:13         | 21 376:4      |
| 100:4            | 208:16           | <b>general</b>     | <b>Giblip</b>  | 379:16, 22    |
| 128:22           | <b>Gandhi</b>    | 20:1 38:3          | 414:9          | 380:5, 10,    |
| 129:22           | 367:20           | 41:9               | <b>Gilmore</b> | 21 383:15,    |
| 133:25           | <b>gang</b>      | 246:21             | 3:24, 25       | 23 386:1      |
| 141:1            | 92:22            | 248:23             | 10:9           | 391:3, 14     |
| 147:1            | <b>gap</b>       | 272:18             | 70:10, 22      | 417:7, 8      |
| 201:5            | 35:20            | 276:9              | 81:14          | 418:13, 17    |
| 220:6            | <b>gaps</b>      | 344:1              | 117:9          | <b>Girard</b> |
| 244:1            | 156:14, 15       | 394:21             | 125:21         | 15:3          |
| 334:20           | <b>garage</b>    | <b>generation</b>  | 131:12         | <b>girl</b>   |
| 353:6, 20        | 85:9             | 53:14              | 134:8, 22      | 127:11        |
| 356:1            | <b>Garden</b>    | <b>generous</b>    | 135:5          | <b>girls</b>  |
| <b>futures</b>   | 41:11            | 167:16             | 136:4          | 126:19        |
| 388:14           | <b>Gas</b>       | <b>gentleman</b>   | 140:13         | 127:1, 16     |
| 392:15           | 38:25            | 162:15             | 141:5          | 128:23        |
| <b>FY25</b>      | <b>gaslight</b>  | <b>gentlemen</b>   | 204:22         | 130:5         |
| 138:3            | 148:17           | 353:20             | 205:21         | 132:13        |
| 221:1            | <b>gather</b>    | <b>genuine</b>     | 237:14         | 133:1, 4      |
| <hr/>            | 382:1            | 351:24             | 301:24         | <b>Girls'</b> |
| <b>G</b>         | <b>gathering</b> | 387:14             | 302:12, 13     | 31:7, 9, 14   |
| <b>Gail</b>      | 42:17            | 389:3              | 306:15, 23     | 41:11         |
| 406:15           | <b>Gauthier</b>  | <b>George</b>      | 310:18, 25     | 127:10        |
| 411:6            | 2:22             | 20:1               | 337:24         | 128:8, 20     |
| 415:8            | 204:23           | <b>Germantown</b>  | 338:8          | 129:17, 21,   |
| <b>gain</b>      | 416:4            | 15:6 27:9,         | 342:20         | 25 130:25     |
| 16:12            | <b>gave</b>      | 12 55:20           | 345:20         | 131:15, 20    |
| 157:3            | 76:18            | 89:21              | 346:1          | 132:6, 16     |
| 222:13           | 112:20           | 147:5              | 349:16, 23     | 133:8         |
| <b>gained</b>    | 113:15           | 212:2              | 350:7, 13      | 134:3, 24     |
| 38:12 53:5       | 114:10, 18       | 295:25             | 354:3          | 189:13, 15    |
| 61:13            | 116:8            | 387:7              | 356:19         | 237:16        |
| <b>galvanize</b> | 122:24           | <b>Germantown'</b> | 357:4, 14      | 306:24        |
| 200:1, 7         | 132:21           | <b>s</b>           | 360:5, 11,     | 365:12        |
| <b>game</b>      | 157:1            | 318:11             | 17 363:15,     | <b>give</b>   |
| 28:7 31:9        |                  | <b>get all</b>     | 24 367:5,      | 19:15         |
|                  |                  |                    | 10, 25         | 23:16         |
|                  |                  |                    | 368:9          |               |

|               |                 |                   |             |                    |
|---------------|-----------------|-------------------|-------------|--------------------|
| 74:1, 11      | 209:4           | 222:20            | 154:3       | <b>good-</b>       |
| 76:5, 9       | 325:24          | 262:17            | 159:16      | <b>working</b>     |
| 77:14 87:6    | <b>glasses</b>  | 263:1, 9          | 162:17, 18, | 213:5              |
| 88:8          | 402:1           | 267:20            | 19 164:2    | <b>govern</b>      |
| 109:8, 12     | <b>Glenn</b>    | 295:17, 25        | 166:14      | 31:23 32:7         |
| 113:11        | 14:7            | 296:6, 7          | 176:17      | 35:10              |
| 116:7         | <b>global</b>   | 297:7             | 178:13      | 374:20             |
| 129:12        | 62:25           | 298:16            | 186:13      | <b>governance</b>  |
| 130:8         | 63:15           | 299:1             | 202:24      | 33:6 35:5          |
| 138:5         | 181:23          | 360:2             | 208:5       | 66:11              |
| 154:20        | 182:12          | <b>God</b>        | 217:6       | 124:21             |
| 155:15        | 289:8           | 209:11            | 219:7       | 213:3              |
| 156:6         | 366:22          | 412:24            | 223:5       | 258:9              |
| 164:14        | <b>globe</b>    | <b>Goldenberg</b> | 230:17, 23  | 296:21             |
| 177:24        | 378:15          | 331:11            | 271:18      | <b>governed</b>    |
| 184:19        | <b>Gloria</b>   | <b>Gompers</b>    | 274:11      | 80:6 101:7         |
| 203:1         | 27:9            | 127:14            | 278:15      | 241:15             |
| 220:2         | <b>glove</b>    | 128:1             | 279:3, 4    | <b>governing</b>   |
| 222:15        | 334:14          | <b>good</b>       | 285:21      | 339:16             |
| 235:23        | <b>go-round</b> | 2:3, 4, 6, 7      | 291:6       | <b>government</b>  |
| 237:9, 18     | 301:12          | 7:7, 18, 19,      | 319:18      | 8:1 91:3           |
| 239:10        | <b>goal</b>     | 20 11:10          | 320:17, 20  | 160:4              |
| 262:2         | 24:14           | 13:9, 11, 12      | 324:24      | 239:9, 20          |
| 287:24        | 154:15          | 18:8              | 335:6       | 240:14, 21         |
| 302:18        | 305:17          | 25:11, 15         | 338:6       | 315:6              |
| 310:7         | 383:7           | 35:23             | 339:3       | 398:8              |
| 316:1         | <b>goals</b>    | 43:3, 9           | 350:17      | 413:13             |
| 321:24        | 29:4 66:7       | 47:6, 8           | 356:12      | <b>governmenta</b> |
| 332:1         | 123:9           | 48:10             | 357:17      | <b>l</b>           |
| 333:20        | 124:11, 16      | 50:20, 21,        | 364:3       | 119:22, 23         |
| 338:12        | 138:11          | 22 51:12          | 368:14      | <b>governments</b> |
| 395:10        | 147:12          | 54:19, 20,        | 371:3       | 37:19              |
| <b>giving</b> | 148:19          | 23, 25            | 373:25      | <b>Governor</b>    |
| 52:6 61:8     | 153:25          | 64:15 69:2        | 376:14, 16, | 57:8, 23           |
| 164:15        | 154:2, 6        | 72:9 83:8         | 17 380:19,  | 82:4               |
| 303:6         | 157:8           | 84:4              | 20 384:1    | 102:22             |
| 325:18        | 158:2           | 107:5, 19         | 386:12      | 231:10             |
| 337:8         | 197:21          | 109:8             | 393:25      | 234:11             |
| 384:6         | 198:1           | 141:9             | 396:13      | 343:6              |
| <b>glad</b>   |                 | 145:24            | 399:15, 18  |                    |
| 208:10        |                 | 149:6             | 406:3       |                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governor's</b><br>39:14 57:9<br>313:11<br>321:9<br><b>grab</b><br>242:13, 15,<br>16<br><b>grace</b><br>76:5 90:3<br>91:11<br>156:6, 13<br>352:6<br><b>gracious</b><br>156:16<br><b>grad</b><br>384:18<br><b>grade</b><br>20:3 61:12<br>73:22, 24<br>74:1, 2<br>78:21<br>136:14, 18<br>137:3, 8<br>138:16<br>140:21<br>158:3<br>198:25<br>199:1, 2, 5<br>230:10<br>239:14<br>259:7, 23,<br>25 260:2, 3<br>294:7, 8<br>307:16<br>308:12<br>310:7<br>315:18<br>407:13, 24<br>408:15, 21<br>412:11 | <b>grader</b><br>408:14, 15<br><b>graders</b><br>258:23, 25<br>259:5<br><b>grades</b><br>61:9 64:16<br>199:15<br>259:12, 17<br>324:20<br><b>graduate</b><br>10:14<br>15:22<br>19:22 20:4<br>27:25<br>31:7, 9, 13<br>44:12 51:1<br>60:11, 12,<br>13 121:19<br>127:14<br>135:11<br>179:16<br>311:3<br>376:20<br><b>graduated</b><br>8:10 40:19<br>128:25<br>209:12<br><b>graduates</b><br>44:14<br>60:10, 19<br>189:13<br>240:18<br>388:15<br><b>graduating</b><br>13:25<br>15:24<br>55:20<br>127:17<br>384:11 | <b>graduation</b><br>14:5 16:16<br>365:16<br>382:3, 4<br>388:9<br><b>grandfather</b><br>60:9<br><b>grandkids</b><br>60:19 69:6<br><b>grandmother</b><br>189:12, 18<br><b>grandson</b><br>209:13<br><b>granted</b><br>80:9<br><b>grants</b><br>16:7<br>314:17<br><b>Grassroots</b><br>339:5<br><b>grateful</b><br>26:10<br>127:2<br>379:13<br><b>gratitude</b><br>28:21<br><b>Gratz</b><br>212:17<br>356:8<br><b>great</b><br>21:23<br>23:24 24:9<br>25:22<br>30:16<br>33:24 34:3<br>36:11<br>39:19 40:5<br>42:21<br>48:15 | 50:11 51:7<br>72:5 74:4<br>104:23<br>109:3<br>161:19<br>163:1<br>195:2<br>202:5, 10,<br>24 208:16<br>213:4<br>216:17<br>217:8<br>234:17<br>238:15<br>253:16<br>261:16, 20<br>281:1, 13<br>283:12<br>284:1<br>285:9, 23<br>306:7, 9<br>308:2<br>319:8<br>320:12<br>321:22<br>350:20<br>360:9<br>363:7<br>367:18<br>369:7<br>385:24<br>403:1<br>405:2, 13<br><b>greater</b><br>46:17<br><b>greatest</b><br>12:3<br>364:15<br><b>greatness</b><br>23:14 | <b>Greene</b><br>15:4<br><b>greenest</b><br>24:4 94:16<br>283:15<br><b>grew</b><br>141:13<br><b>groceries</b><br>68:10<br><b>grossly</b><br>409:5, 6<br><b>ground</b><br>144:16<br>193:3<br><b>grounded</b><br>352:10<br><b>group</b><br>26:16<br>38:19<br>126:10<br>223:14<br>231:22<br>331:11<br>367:21<br><b>groups</b><br>16:10<br>211:15<br>308:20<br>347:7<br>397:19<br><b>grow</b><br>308:6<br>326:1, 2<br><b>growing</b><br>31:24<br>72:20<br>100:20<br>322:12, 14<br>323:14 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                   |                   |                  |                  |              |
|-------------------|-------------------|------------------|------------------|--------------|
| 325:24            | 328:15            | 237:9            | <b>hand-in-</b>  | 99:20        |
| 367:1             | 360:2             | 245:18           | <b>hand</b>      | 133:11, 19   |
| <b>grown</b>      | <b>guess</b>      | 257:15           | 190:18           | 134:3        |
| 227:14            | 34:5              | 308:15           | <b>handgun</b>   | 158:4        |
| <b>growth</b>     | 153:3, 21         | 321:7            | 63:20            | 161:19, 23,  |
| 75:12             | 156:25            | 376:15           | <b>handle</b>    | 25 163:1     |
| 263:14            | 157:3, 5          | <b>gymnasium</b> | 86:21            | 164:17       |
| 332:9             | 285:7             | 236:13           | 407:20           | 178:14, 16   |
| 366:17, 18,       | 335:13            |                  | <b>hands</b>     | 199:23       |
| 20, 23            | <b>guidance</b>   | <b>H</b>         | 90:7             | 210:7        |
| 387:23            | 387:18            | <b>H(ph)</b>     | 342:14           | 211:9        |
| 392:23            | <b>guide</b>      | 251:5            | <b>happen</b>    | 221:23       |
| <b>gruff</b>      | 280:20            | <b>Hackney</b>   | 102:6            | 262:19       |
| 33:20             | <b>guided</b>     | 68:16            | 144:8            | 279:21       |
| <b>guarantee</b>  | 75:8, 9           | <b>half</b>      | 153:2            | 280:20       |
| 173:23            | <b>guideline</b>  | 140:5, 7         | 181:22           | 296:13       |
| 234:10            | 328:18            | 231:24, 25       | 185:21           | 359:9        |
| <b>guard</b>      | <b>guidelines</b> | 342:5            | 227:5            | 378:13       |
| 296:1             | 61:6              | 412:21           | 253:25           | <b>happy</b> |
| <b>guardrail</b>  | <b>guilty</b>     | 414:15           | 275:3            | 15:18        |
| 147:14            | 255:5             | <b>hall</b>      | 277:22           | 50:13        |
| 218:7             | <b>gun</b>        | 34:12            | 315:19, 20       | 82:21        |
| 263:1             | 120:9             | 126:23           | 328:20           | 107:15       |
| <b>guardrails</b> | 219:16            | 199:3            | 347:19           | 123:23       |
| 29:4 61:6         | 220:9             | 320:11           | 394:1            | 124:6, 23    |
| 66:8              | 221:19, 20        | <b>halls</b>     | <b>happened</b>  | 182:2        |
| 123:10            | 308:21            | 336:3, 5         | 104:19           | 295:24       |
| 124:11, 17        | 385:12            | 404:4            | 120:22           | 342:18       |
| 147:12            | <b>gung</b>       | <b>hallways</b>  | 132:5, 12        | <b>hard</b>  |
| 148:20            | 92:21             | 64:9             | 244:22           | 30:10 52:2   |
| 154:1, 3, 6       | <b>guru</b>       | <b>hand</b>      | 266:12           | 126:4        |
| 157:9             | 122:24            | 34:17            | 277:21           | 168:21       |
| 158:2             | <b>guy</b>        | 35:23 66:2       | 294:2            | 178:4        |
| 197:22            | 59:21             | 111:3, 8         | 311:21           | 183:1        |
| 267:21            | 206:15            | 177:13           | 390:8            | 230:18       |
| 295:17            | <b>guys</b>       | 334:14           | <b>happening</b> | 239:18       |
| 296:6, 7          | 101:17            | <b>hand-and-</b> | 72:14            | 279:15       |
| 297:7             | 226:8             | <b>glove</b>     | 75:14            | 285:1, 19    |
| 298:17            | 235:19            | 171:13           | 81:11            | 315:21       |
| 299:1             |                   |                  | 90:13, 25        | 359:22       |
|                   |                   |                  |                  | 361:4        |

|                                                                                                                                                                                       |                                                          |                                                                                                                               |                                                                                                                                                                     |                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>hard-check</b><br>64:18                                                                                                                                                            | <b>Harvard's</b><br>15:22                                | 68:19                                                                                                                         | 251:21                                                                                                                                                              | <b>hears</b><br>205:13                                                                                  |
| <b>harder</b><br>77:16                                                                                                                                                                | <b>hate</b><br>75:25                                     | 69:21                                                                                                                         | 264:8, 15                                                                                                                                                           | <b>heart</b><br>36:6 44:8                                                                               |
| <b>Harlem</b><br>368:18<br>369:1                                                                                                                                                      | <b>hats</b><br>9:6, 14                                   | 83:15, 20                                                                                                                     | 265:6                                                                                                                                                               | 119:19                                                                                                  |
| <b>Harper</b><br>7:1 54:18,<br>19, 24<br>172:21<br>173:3, 4<br>279:10                                                                                                                 | <b>Haver</b><br>338:3, 6<br>339:1, 3, 4<br>342:12        | 92:13                                                                                                                         | 270:7                                                                                                                                                               | 144:19                                                                                                  |
| <b>Harper's</b><br>32:3                                                                                                                                                               | <b>Hawkins</b><br>27:11                                  | 108:8                                                                                                                         | 271:17                                                                                                                                                              | 382:20, 25                                                                                              |
| <b>Harrisburg</b><br>40:3<br>102:23<br>231:15<br>274:15<br>313:21                                                                                                                     | <b>hazards</b><br>61:24                                  | 134:25                                                                                                                        | 275:10                                                                                                                                                              | <b>heartfelt</b><br>386:21<br>389:3                                                                     |
| <b>Harrisburg's</b><br>234:2                                                                                                                                                          | <b>head</b><br>36:6                                      | 135:8                                                                                                                         | 296:24                                                                                                                                                              | <b>heartland</b><br>368:18, 22                                                                          |
| <b>Harrity</b><br>4:7, 8<br>205:2<br>207:7<br>208:2, 3<br>212:5<br>213:14, 22<br>215:3, 18<br>216:16<br>217:24<br>320:23, 24<br>322:13<br>324:1, 11<br>325:11<br>334:21<br>417:15, 16 | <b>headed</b><br>25:4 227:3<br>228:23<br>249:20<br>264:3 | 136:2                                                                                                                         | 333:23                                                                                                                                                              | <b>heartwarmin</b><br>g<br>312:1                                                                        |
|                                                                                                                                                                                       | <b>heads-up</b><br>70:13                                 | 142:21                                                                                                                        | 337:3                                                                                                                                                               | <b>heavy</b><br>126:5                                                                                   |
|                                                                                                                                                                                       | <b>headway</b><br>148:15                                 | 144:2                                                                                                                         | 339:25                                                                                                                                                              | <b>height</b><br>137:18                                                                                 |
|                                                                                                                                                                                       | <b>heal</b><br>17:25 18:1                                | 170:19                                                                                                                        | 340:18                                                                                                                                                              | <b>held</b><br>7:5 11:6<br>47:25<br>151:19, 21,<br>22 152:8,<br>11 183:12<br>190:13<br>246:12<br>340:11 |
|                                                                                                                                                                                       | <b>health</b><br>30:15<br>166:14<br>222:6                | 183:19                                                                                                                        | 348:6                                                                                                                                                               | <b>hell</b><br>232:20                                                                                   |
|                                                                                                                                                                                       | <b>healthy</b><br>16:13<br>222:13, 16<br>223:24          | 184:17                                                                                                                        | 361:23                                                                                                                                                              | <b>helped</b><br>16:12<br>21:14 23:9<br>30:12, 14<br>58:18<br>180:20<br>222:12<br>286:10                |
|                                                                                                                                                                                       | <b>hear</b><br>15:18<br>65:8, 10                         | 192:20                                                                                                                        | 363:10                                                                                                                                                              | <b>helpful</b>                                                                                          |
|                                                                                                                                                                                       |                                                          | 202:24                                                                                                                        | 365:10                                                                                                                                                              |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 204:9                                                                                                                         | 366:12, 15,<br>16 369:13                                                                                                                                            |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 205:12, 14                                                                                                                    | 403:3, 4                                                                                                                                                            |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 208:10                                                                                                                        | 411:15                                                                                                                                                              |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 250:1, 4, 24                                                                                                                  | <b>hearing</b><br>2:9 5:5<br>7:8 32:13<br>75:15<br>94:11<br>108:18<br>110:3<br>116:25<br>117:14<br>155:25<br>276:17, 18,<br>19 327:20<br>340:10<br>405:14<br>415:13 |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 251:1                                                                                                                         |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 267:24                                                                                                                        |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 292:6, 7                                                                                                                      |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 295:2                                                                                                                         |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 325:25                                                                                                                        |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 338:17                                                                                                                        |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 365:13                                                                                                                        |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 377:25                                                                                                                        |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 378:1                                                                                                                         |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | 405:2                                                                                                                         |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          | <b>heard</b><br>23:6 32:23<br>51:9 84:2<br>96:20<br>132:15<br>137:1<br>142:6<br>144:5<br>161:12<br>169:21<br>198:15<br>205:19 |                                                                                                                                                                     |                                                                                                         |
|                                                                                                                                                                                       |                                                          |                                                                                                                               |                                                                                                                                                                     |                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 71:8<br>165:22, 24<br><b>helping</b><br>28:2 57:14<br>281:7<br>331:6<br><b>helps</b><br>17:25 21:3<br>282:14, 16<br>328:18, 19<br><b>Henry</b><br>52:14<br><b>heterogeneo</b><br><b>us</b><br>49:8<br><b>hey</b><br>70:1 102:5<br>216:24<br>266:17<br><b>hidden</b><br>178:22<br>192:1<br><b>high</b><br>8:20 10:14<br>20:4<br>27:10, 12<br>31:7, 9, 14<br>41:10, 11<br>48:23<br>55:20<br>60:14<br>66:12 67:4<br>100:2, 18,<br>19 126:19,<br>25 127:11,<br>15, 17, 25<br>128:5, 8,<br>21, 22<br>129:17, 21,<br>25 130:5, | 25 131:15,<br>20 132:6,<br>13, 16, 25<br>133:8, 13<br>134:4, 24<br>139:10<br>141:17<br>179:16<br>189:13, 15,<br>19 197:4<br>208:19<br>232:20<br>237:16<br>239:10<br>240:1, 2, 17<br>242:4<br>245:10<br>247:17<br>273:15, 19<br>304:7, 8<br>306:22, 25<br>311:3, 4, 9,<br>22 320:11<br>365:3, 8, 12<br>367:1<br>382:3, 9<br>386:15<br>387:2, 4, 8<br>388:8<br>390:2, 25<br>407:9, 18<br>408:2<br><b>High's</b><br>320:14<br><b>high-</b><br>392:25<br><b>high-</b><br><b>performance</b><br>298:4 | <b>high-</b><br><b>performing</b><br>298:8<br><b>high-</b><br><b>quality</b><br>399:5<br><b>higher</b><br>45:24 46:1<br>153:13<br>158:5<br>259:13<br>261:9<br><b>highest</b><br>175:16<br>323:14<br>381:3<br><b>highlight</b><br>246:21<br><b>highlighted</b><br>24:16<br><b>highlights</b><br>13:17<br>24:18 85:1<br>388:21<br>401:7, 10<br><b>highly</b><br>398:5<br><b>highly-</b><br>195:22<br><b>highway</b><br>241:20<br><b>Hinson</b><br>350:10, 17,<br>18<br><b>hire</b><br>17:5<br>170:15<br>284:20<br>323:11 | <b>hired</b><br>29:9 196:1<br>224:2<br>280:4<br><b>hiring</b><br>157:12<br>158:11<br>173:6<br>414:8<br><b>historic</b><br>354:15<br>369:15<br><b>historical</b><br>49:1<br><b>historicall</b><br><b>y</b><br>244:22<br><b>histories</b><br>287:10<br><b>history</b><br>154:7, 12<br>265:20<br>266:4<br>317:19<br>370:4<br>373:2<br>392:3<br><b>hit</b><br>101:8<br><b>Hite</b><br>170:13<br>415:1<br><b>ho</b><br>92:21<br><b>hog</b><br>270:6<br><b>hold</b><br>17:22<br>20:15, 18 | 55:25 56:5<br>108:15, 20<br>135:15<br>151:24<br>152:18<br>153:21<br>163:4<br>165:16<br>190:10<br>260:15<br>261:6, 10<br>264:4<br>267:4<br>305:22<br>310:11<br>356:24<br>404:25<br><b>holding</b><br>82:13<br>151:17<br>270:23<br>398:22<br>405:24<br><b>holds</b><br>197:23<br><b>holistic</b><br>29:2<br>164:14<br>200:14<br><b>Hollister</b><br>401:21, 22,<br>25 402:2<br><b>Holme</b><br>84:23<br><b>home</b><br>61:24<br>133:17<br>180:20<br>236:7, 14<br>322:19 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                  |                                                                                |                                                                                       |                                                                                                                           |                                                                                                                                                             |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>homes</b><br>40:9, 10                                                         | 38:10 42:4<br>55:3 93:14                                                       | 329:2<br>351:15                                                                       | <b>hurricane</b><br>40:5                                                                                                  | 253:21<br><b>identified</b>                                                                                                                                 |
| <b>hometown</b><br>17:13                                                         | 169:17<br>186:17                                                               | 372:19<br>400:19                                                                      | <b>hurt</b><br>274:14                                                                                                     | 361:15<br><b>identify</b>                                                                                                                                   |
| <b>homework</b><br>306:16                                                        | 246:5<br>247:13                                                                | <b>house</b><br>63:1 267:1                                                            | <b>husband</b><br>44:2                                                                                                    | 118:5<br><b>identities</b>                                                                                                                                  |
| <b>honest</b><br>103:25<br>288:8                                                 | 253:24<br>349:8, 11                                                            | 336:6<br><b>housed</b><br>267:1                                                       | 411:15<br><b>HVAC</b><br>85:20                                                                                            | 19:15<br><b>identity</b><br>15:10                                                                                                                           |
| <b>honesty</b><br>382:17                                                         | 379:14<br>388:16                                                               | <b>housing</b><br>26:22 49:4                                                          | <b>hypercritic</b><br><b>al</b><br>319:22                                                                                 | <b>ideology</b><br>250:19<br><b>IEPS</b>                                                                                                                    |
| <b>honey</b><br>28:10                                                            | 392:12<br><b>hoping</b><br>92:12                                               | <b>Houston</b><br>41:8                                                                | <b>hypocrite</b><br>228:16                                                                                                | 136:11<br><b>ignore</b><br>392:18                                                                                                                           |
| <b>honor</b><br>12:3 42:20<br>51:7<br>140:15<br>306:24<br>411:9                  | 191:22<br>217:14<br>226:10<br>240:9<br><b>Hopkinson</b><br>85:18               | <b>How's</b><br>291:6<br><b>Hughes</b><br>200:5                                       | <hr/> <b>I</b><br><b>I's</b><br>273:16<br><b>I-95</b><br>233:1                                                            | <b>II</b><br>181:9<br><b>illnesses</b><br>203:5                                                                                                             |
| <b>Honorable</b><br>43:12<br>350:18<br>353:2<br>354:13<br>368:14                 | <b>Horace</b><br>406:6, 16,<br>18<br><b>horizon</b><br>405:19                  | <b>human</b><br>20:17 32:4<br>51:11<br>52:20<br>56:11, 15<br>57:3 333:5               | <b>IB</b><br>44:22<br>131:22<br><b>idea</b><br>92:22<br>109:8<br>220:3<br>222:15<br>357:20                                | <b>illustrate</b><br>31:5<br><b>imagine</b><br>142:17<br><b>Imhotep</b><br>212:24<br>213:13                                                                 |
| <b>honored</b><br>13:14<br>25:2, 23<br>43:15<br>47:14<br>306:5<br>381:2<br>388:7 | <b>host</b><br>71:10<br>170:12<br>236:6, 14<br><b>Hostos</b><br>67:7<br>107:25 | <b>humble</b><br>26:20<br><b>humbled</b><br>47:14<br><b>humility</b><br>351:12        | <b>ideal</b><br>353:18<br><b>ideas</b><br>50:2 184:8<br>192:20, 22<br>193:2, 5<br>196:22<br>201:13<br>241:18<br>247:9, 10 | <b>immediately</b><br>93:18<br><b>immersion</b><br>45:19<br>404:11<br><b>immigrants</b><br>317:17, 24<br><b>impact</b><br>120:4<br>147:8<br>150:15<br>273:2 |
| <b>honoring</b><br>37:9<br><b>hood</b><br>141:12<br><b>hope</b><br>35:12 37:2    | 141:12<br>147:6<br>287:22<br><b>hours</b><br>51:24                             | <b>hunnit-year</b><br>318:10<br><b>Hunter</b><br>145:9<br><b>Huntingdon</b><br>346:22 |                                                                                                                           |                                                                                                                                                             |

|                    |                        |                    |                     |                    |
|--------------------|------------------------|--------------------|---------------------|--------------------|
| 351:7              | <b>importance</b>      | <b>impossible</b>  | 278:6               | 203:25             |
| 354:19             | 96:24                  | 247:3              | 283:20              | 347:7              |
| 383:11             | 98:11                  | <b>impressed</b>   | 296:4               | 355:21             |
| <b>impactful</b>   | 126:8                  | 38:15 39:2         | 363:11              | 378:20             |
| 362:3              | <b>important</b>       | <b>impression</b>  | 393:16              | <b>inclusion</b>   |
| <b>impacting</b>   | 11:4 23:22             | 381:13             | 400:3,5,<br>13,17   | 94:6               |
| 133:22             | 40:8 58:3              | <b>impressive</b>  | <b>inauguration</b> | <b>inclusive</b>   |
| <b>impacts</b>     | 59:10 66:1             | 17:20              | n                   | 31:2 65:19         |
| 272:15             | 71:1 79:9              | 26:16              | 369:15              | 242:19             |
| <b>impediment</b>  | 80:14                  | 183:22,23          | <b>incentives</b>   | 388:23             |
| 303:23             | 83:11                  | <b>improper</b>    | 170:23              | 400:8              |
| <b>implement</b>   | 103:7                  | 331:2,22           | 285:4               | <b>income</b>      |
| 66:10              | 115:19                 | <b>improve</b>     | <b>incentivize</b>  | 335:23             |
| 167:17             | 128:13,18              | 12:12              | 139:16              | 356:17             |
| 239:14             | 134:16                 | 24:14 38:7         | 195:20              | <b>incorrect</b>   |
| 274:6              | 139:13                 | 78:2 144:8         | 278:21              | 394:18             |
| 327:12             | 161:10                 | 312:11             | <b>incident</b>     | <b>increase</b>    |
| 375:22             | 164:8,18               | 398:21             | 131:17              | 308:1              |
| <b>implementat</b> | 193:21                 | <b>improvement</b> | 132:8               | 390:9              |
| <b>ion</b>         | 198:2                  | 58:16              | <b>include</b>      | 400:12             |
| 129:10             | 206:8                  | 61:15              | 92:4                | <b>increased</b>   |
| <b>implementat</b> | 229:1                  | 62:11              | 107:17              | 66:22              |
| <b>ions</b>        | 232:3,17,<br>19 233:15 | 77:16              | 228:11              | 76:15              |
| 158:7              | 247:20                 | 298:1              | 247:14              | 138:13             |
| <b>implemented</b> | 257:6                  | <b>improvement</b> | 400:25              | <b>increasing</b>  |
| 45:18              | 280:16                 | <b>s</b>           | <b>included</b>     | 58:12              |
| 74:14              | 287:1                  | 84:9               | 38:16 48:5          | <b>incredible</b>  |
| 132:4              | 291:14,20              | 399:25             | 345:1               | 161:22,24          |
| <b>implementin</b> | 299:20                 | <b>improving</b>   | <b>includes</b>     | 189:17             |
| <b>g</b>           | 302:22                 | 17:12              | 29:13               | <b>incumbents</b>  |
| 33:5               | 321:11                 | 21:20              | 84:15               | 374:23             |
| 150:18             | 352:14                 | 58:11              | 247:15              | <b>indelible</b>   |
| 167:19             | 370:5                  | 265:3              | 374:22              | 381:13             |
| 401:12             | 385:11                 | <b>inaccurate</b>  | <b>including</b>    | <b>independenc</b> |
| <b>implore</b>     | 389:8                  | 408:10             | 48:11               | <b>e</b>           |
| 369:20             | 403:20                 | <b>inaudible</b>   | 49:4,22             | 152:1,22           |
| 372:4              | 410:10                 | 65:6               | 83:14               | 153:7,12           |
| 392:1              | <b>importantly</b>     | 113:17             | 85:16               | 334:8,11           |
|                    | 9:10 17:14             | 139:18             | 133:12              |                    |
|                    | 219:10                 |                    |                     |                    |

|                    |                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>independent</b> | 341:6              | 167:13             | <b>insecuritie</b> | 12, 13, 25         |
| 58:25              | <b>inform</b>      | 168:14             | <b>s</b>           | 99:2               |
| 75:18              | 86:16              | 375:15             | 49:5 62:1          | <b>institution</b> |
| 393:24             | 88:14              | 400:4              | <b>insecurity</b>  | <b>s</b>           |
| <b>indicator</b>   | 164:20             | <b>initiatives</b> | 26:22              | 45:25              |
| 296:12             | 294:24             | 9:20 99:5          | <b>inside</b>      | 106:13             |
| <b>indicators</b>  | <b>information</b> | 167:4              | 171:5              | 297:19             |
| 29:25              | 23:10              | <b>injustice</b>   | 335:5              | <b>instruction</b> |
| 352:21             | 59:10              | 392:15             | 389:15             | 58:12              |
| <b>individual</b>  | 80:22 81:9         | <b>inmates</b>     | <b>insight</b>     | 61:17              |
| 25:19              | 87:11              | 69:12              | 16:13              | 140:23             |
| 58:21              | 107:13             | 307:19             | 222:13             | 280:23             |
| 248:11             | 108:6              | <b>innocent</b>    | <b>insightfuln</b> | <b>instruction</b> |
| 332:19             | 112:11, 21,        | 275:22             | <b>ess</b>         | <b>al</b>          |
| 361:3              | 24 113:13,         | <b>innovate</b>    | 53:24              | 199:9              |
| 398:6              | 15 114:5,          | 248:5              | <b>inspire</b>     | <b>instruction</b> |
| <b>individuals</b> | 10, 13, 19,        | <b>innovation</b>  | 23:23              | <b>s</b>           |
| 26:17              | 23 116:8           | 224:3              | <b>inspiring</b>   | 58:20              |
| 36:13 40:9         | 125:10             | 248:6              | 23:13              | <b>instructor</b>  |
| 76:13              | 156:1              | 404:1              | 35:17              | 400:15             |
| 253:8              | 185:25             | <b>innovative</b>  | <b>instance</b>    | <b>insurmounta</b> |
| 327:17             | 198:20             | 246:5, 19          | 328:21             | <b>ble</b>         |
| 336:22             | 216:9              | 404:6              | 397:23             | 49:10              |
| 385:21, 23         | 230:25             | <b>innovative-</b> | <b>instant</b>     | <b>intact</b>      |
| 396:19             | 262:3, 11          | <b>community</b>   | 28:24              | 348:4              |
| <b>industry</b>    | 321:6              | 367:3              | <b>Institute</b>   | <b>integral</b>    |
| 94:13              | 372:18             | <b>inpatient</b>   | 57:9               | 131:21             |
| <b>industry-</b>   | 373:6              | 289:15             | <b>institution</b> | <b>integrated</b>  |
| <b>certified</b>   | 402:21             | <b>input</b>       | 102:11             | 207:20             |
| 310:5              | <b>informed</b>    | 400:12             | 111:12             | <b>integrity</b>   |
| <b>inequities</b>  | 87:3 379:9         | <b>Inquirer</b>    | 151:2              | 351:13             |
| 48:16              | <b>infrastruct</b> | 348:7              | 189:17             | 381:12             |
| 51:17              | <b>ure</b>         | <b>inquiry</b>     | 194:25             | 382:18             |
| <b>inequity</b>    | 82:1, 19           | 223:9              | <b>institution</b> | <b>intelligent</b> |
| 360:1              | 86:20              | <b>ins-and-</b>    | <b>al</b>          | 121:14, 20         |
| 372:21             | 89:25              | <b>outs</b>        | 17:22              | <b>intent</b>      |
| <b>influence</b>   | 304:12, 14         | 256:10             | 43:18 59:5         | 116:21             |
| 242:4              | <b>inhabitants</b> |                    | 96:19              | 117:2, 5           |
| 331:23             | 308:7              |                    | 98:2, 10,          | 119:25             |
|                    | <b>initiative</b>  |                    |                    |                    |

|                    |                      |                    |               |                  |
|--------------------|----------------------|--------------------|---------------|------------------|
| 120:8              | <b>intern</b>        | 396:2, 4           | 380:7         | 62:9 75:13       |
| <b>intention</b>   | 183:24               | <b>invest</b>      | <b>Irish</b>  | 99:21            |
| 344:14             | <b>International</b> | 378:12             | 317:24        | 100:6            |
| <b>intentional</b> | <b>al</b>            | <b>invested</b>    | <b>Isaiah</b> | 109:16           |
| 160:25             | 131:22               | 316:5              | 8:4 35:23     | 111:14           |
| 178:8              | <b>internships</b>   | <b>investigate</b> | 95:18         | 120:23           |
| 179:19             | 309:24               | 371:19             | 142:7         | 139:2            |
| 361:2, 16          | <b>interperson</b>   | <b>investigate</b> | 149:18        | 151:8, 11        |
| <b>interacting</b> | <b>al</b>            | <b>d</b>           | 204:25        | 168:1, 11        |
| 22:18              | 217:19               | 276:10             | 225:9         | 200:3            |
| <b>interaction</b> | <b>interruptio</b>   | <b>investigati</b> | 233:20        | 233:25           |
| <b>s</b>           | <b>n</b>             | <b>on</b>          | 307:6         | 234:22           |
| 36:12 71:2         | 338:11               | 403:19             | 317:1         | 244:7, 10,       |
| <b>interest</b>    | <b>intersectio</b>   | <b>investment</b>  | <b>issue</b>  | 11 273:11        |
| 7:25 29:18         | <b>ns</b>            | 298:3              | 39:13, 23     | 290:13           |
| 79:4               | 19:12                | 315:8              | 64:7 74:19    | 302:21           |
| 112:15             | <b>intertwined</b>   | 388:13             | 81:12         | 318:18           |
| 117:6, 16          | 369:6                | <b>investments</b> | 94:15         | 330:14           |
| 156:23             | <b>intervene</b>     | 51:12              | 104:17        | 336:25           |
| 193:10             | 263:12               | 222:5              | 120:2         | 352:5, 6         |
| 205:6              | <b>interview</b>     | <b>invigorate</b>  | 135:12, 13    | 359:23, 25       |
| 287:16, 21         | 275:7                | 318:25             | 136:1         | 372:11           |
| 288:11             | <b>interviewed</b>   | <b>invited</b>     | 199:22        | 375:24           |
| 290:13, 17,        | 176:4                | 381:7              | 204:13        | 394:25           |
| 19 302:16          | <b>intimately</b>    | <b>inviting</b>    | 212:14        | 397:16           |
| 340:19             | 140:19               | 37:10              | 219:16, 17    | <b>issuing</b>   |
| 397:19             | <b>intriguing</b>    | <b>invoked</b>     | 220:7         | 39:15            |
| <b>interested</b>  | 308:11               | 359:5              | 231:13        | <b>Italians</b>  |
| 35:6               | <b>introduce</b>     | <b>involved</b>    | 232:13        | 317:25           |
| <b>interesting</b> | 400:19               | 201:23             | 237:7         | <b>items</b>     |
| 150:7              | <b>introduced</b>    | 208:12             | 251:21        | 407:5            |
| 184:3              | 94:10                | 212:18             | 287:2, 22     | <b>iteration</b> |
| <b>interests</b>   | 167:6                | 242:7              | 290:18        | 205:13           |
| 347:11             | 170:12               | 243:15, 16         | 312:24        |                  |
| 397:18             | <b>invaluable</b>    | 328:25             | 317:2         | <b>J</b>         |
| <b>intergovern</b> | 32:21                | <b>involvement</b> | 318:9, 10     | <b>jacket</b>    |
| <b>mental</b>      | <b>inventory</b>     | 389:1              | 333:2         | 277:12           |
| 32:16              | 395:24               | <b>Ira</b>         | 371:23        | <b>Jamaican</b>  |
| 185:4              |                      |                    | 398:12        | 212:8            |
|                    |                      |                    | <b>issues</b> |                  |
|                    |                      |                    | 38:23, 24     |                  |

|                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>James</b><br>84:22                                     | <b>Joan</b><br>5:20 31:6<br>34:1 37:6<br>54:2 127:1<br>312:14                                                                                                                                                                                                                                                           | 308:5<br>315:17<br>348:11<br>349:14<br>414:10, 23                                                                                                                                                                                                                                                                                                                                                                   | 207:3, 11,<br>24 216:6<br>217:21<br>218:22<br>219:3<br>220:25<br>222:8<br>223:10<br>225:6<br>230:24<br>240:25<br>241:6<br>253:12<br>255:21<br>257:24<br>264:10<br>276:6<br>278:1, 7, 14<br>283:11, 21<br>286:17, 25<br>291:1<br>308:25<br>310:15, 22<br>311:11<br>320:8<br>330:3<br>334:18<br>337:10<br>347:8<br>364:2, 4<br>367:8, 12<br>396:8, 12,<br>14 399:10,<br>17 401:20<br>406:4, 9, 14<br>411:5<br>415:7, 12<br>418:9, 10<br>419:5, 22,<br>25 | 14:11<br>166:17<br>313:18<br><b>joined</b><br>40:20<br><b>joke</b><br>40:23<br><b>Jones</b><br>2:25 3:1<br>6:11 34:21<br>47:4, 6, 9,<br>12 59:25<br>60:1 65:7,<br>12 68:5<br>69:5 70:2,<br>12 79:6<br>100:3, 12,<br>13 103:7<br>163:22<br>165:7<br>229:13<br>289:5<br>306:11, 12<br>309:18<br>311:9<br>357:16<br>360:13, 14,<br>23 373:18<br>376:8, 19<br>416:7, 8<br><b>Jones'</b><br>310:20<br><b>JONES-BROWN</b><br>376:14, 18<br><b>Jordan</b><br>196:6<br>206:22<br>235:1<br><b>Joseph</b><br>44:4 |
| <b>Jamie</b><br>204:23                                    |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Janeil</b><br>380:12, 14                               | <b>job</b><br>11:10<br>14:21<br>76:23 83:8<br>84:4 91:5,<br>8 124:3<br>149:10, 11<br>175:10<br>180:9<br>181:4<br>190:12<br>216:3<br>234:17<br>252:24<br>255:14, 20<br>261:10<br>271:18<br>273:23<br>275:19<br>277:17<br>284:2<br>285:12, 21,<br>23 303:16<br>308:2<br>309:25<br>348:14<br>379:12<br>408:19, 20<br>411:3 | <b>John</b><br>373:13<br><b>Johnson</b><br>2:2, 5, 8<br>5:1, 2 7:6<br>13:4, 10<br>18:4, 9<br>25:7, 13<br>37:3, 8<br>42:14<br>43:11<br>47:1, 7, 10<br>50:15, 23<br>54:15, 22<br>55:9 59:16<br>82:25<br>83:16, 22<br>87:8, 14<br>93:25<br>95:13<br>117:18<br>125:18, 23<br>141:8<br>148:23<br>159:12<br>169:24<br>171:8<br>172:25<br>176:8<br>177:14<br>178:5<br>180:1<br>184:22<br>188:17<br>201:15, 19<br>202:9, 16 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jarrett</b><br>303:15<br>306:4                         |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jawanza</b><br>170:8                                   |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jay</b><br>149:1<br>180:7<br>257:25<br>326:11          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>JBM</b><br>212:8                                       |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jeffrey</b><br>205:1<br>326:10<br>341:2<br>342:17      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jerk</b><br>212:8                                      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jerry</b><br>196:6<br>206:22<br>235:1                  |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jersey</b><br>175:20                                   |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jesuit</b><br>384:19                                   |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Jim</b><br>205:2<br>207:7<br>208:2<br>320:22<br>334:21 | <b>jobs</b><br>15:25<br>77:17<br>173:18<br>254:12<br>279:14<br>304:11                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>join</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                            |                                         |                                               |                           |                                |
|----------------------------|-----------------------------------------|-----------------------------------------------|---------------------------|--------------------------------|
| <b>Joseph's</b><br>384:20  | <b>judgment</b><br>55:15                | <b>keenly</b><br>187:15                       | 218:16                    | 266:1                          |
| <b>Josh</b><br>231:10      | <b>June</b><br>81:1,5                   | <b>keeping</b><br>52:23                       | <b>kids</b><br>50:3 52:23 | 294:12,19                      |
| <b>journey</b><br>15:11,14 | 87:5,6,18                               | 143:7                                         | 61:18,22                  | 310:1                          |
| 18:16                      | 373:5                                   | 220:19                                        | 63:4 64:11                | 324:6                          |
| 36:25                      | <b>June's</b><br>81:6                   | <b>Keira</b><br>368:5,13,                     | 68:18 73:5                | 329:3                          |
| 220:13                     | <b>junior</b><br>41:9                   | 17 371:11                                     | 135:18,22                 | 363:10                         |
| 264:24                     | 407:9,18                                | <b>Keisha</b><br>380:16                       | 141:10                    | <b>kindergarte</b>             |
| <b>Joyce</b><br>6:21 17:24 | 408:2                                   | 383:25                                        | 163:25                    | <b>n</b><br>8:16 20:3          |
| 24:11                      | <b>jurisdictio</b><br><b>n</b><br>110:1 | 386:5,8,13                                    | 164:3                     | 45:15                          |
| 33:8,11                    | <b>justice</b><br>205:8                 | <b>Kendra</b><br>205:2                        | 165:4,8                   | 136:17                         |
| 34:7,8,15,                 | 370:5                                   | <b>Kenney's</b><br>63:9                       | 210:3,17,                 | 294:6                          |
| 20 38:20                   | 372:7                                   | <b>Kensington</b><br>44:6                     | 22 212:11                 | 412:9,11                       |
| 43:21                      | 373:4                                   | 146:10                                        | 213:20,23                 | <b>kinds</b><br>178:21         |
| 53:22 59:8                 | <b>juxtaposed</b><br>309:5              | 209:16                                        | 216:18                    | 216:18                         |
| 62:15                      |                                         | <b>Kensington/</b><br><b>richmond</b><br>67:3 | 221:4,24                  | 293:11                         |
| 249:11                     | <b>K</b>                                | <b>Kenya</b><br>248:19                        | 258:20                    | 413:6                          |
| 296:2,24                   | <b>K-12</b><br>199:14                   | <b>key</b><br>139:13                          | 289:14                    | <b>King</b><br>100:2           |
| 327:3                      | <b>Kansas</b><br>368:22                 | 371:21                                        | 294:5                     | 373:1                          |
| 348:9                      | <b>Katherine</b><br>70:21               | <b>Keystone</b><br>67:10                      | 295:6                     | 386:15                         |
| 349:5                      | 81:14                                   | 107:20                                        | 305:16                    | 387:3                          |
| 375:9,11,                  | 204:22                                  | 390:10                                        | 335:21,22                 | 388:8                          |
| 17,25                      | 205:20                                  | <b>kid</b><br>63:19                           | 370:6                     | 390:1,15,                      |
| 377:8,13                   | 306:15,23                               | 69:21                                         | <b>Kier</b><br>363:25     | 25                             |
| 378:8,22                   | <b>Kathy</b><br>125:21                  | 141:12                                        | <b>kind</b><br>60:7       | <b>kinks</b><br>249:12         |
| 379:11                     | <b>Katrina</b><br>34:17                 | 215:4                                         | 141:13                    | <b>KIPP</b><br>67:12           |
| 397:24                     |                                         | 217:4                                         | 153:5                     | 289:6                          |
| <b>Jr</b><br>360:14        |                                         |                                               | 159:25                    | <b>Kluetmeier</b><br>406:11,12 |
| 380:8                      |                                         |                                               | 166:2,18                  | <b>knew</b><br>68:18           |
| <b>judge</b><br>34:4 76:21 |                                         |                                               | 182:8                     | 101:5                          |
| 267:17                     |                                         |                                               | 194:7                     | 137:22                         |
| 276:13                     |                                         |                                               | 196:13                    | <b>knock</b><br>69:25          |
| <b>judged</b><br>358:24    |                                         |                                               | 204:4                     | 74:22                          |
|                            |                                         |                                               | 209:14                    |                                |
|                            |                                         |                                               | 214:4,5,8                 |                                |
|                            |                                         |                                               | 216:7                     |                                |
|                            |                                         |                                               | 217:15                    |                                |
|                            |                                         |                                               | 242:6                     |                                |
|                            |                                         |                                               | 252:12                    |                                |

|                  |                |                  |                  |                   |
|------------------|----------------|------------------|------------------|-------------------|
| <b>knowing</b>   | 160:3          | 198:7            | 252:13           | <b>Latino</b>     |
| 158:8            | 173:7          | 217:23           | 263:7            | 142:23            |
| 182:20           | 235:21         | 244:2            | 271:23           | 144:23            |
| 247:7, 25        | 293:3          | 249:11           | 277:20           | 146:3             |
| 366:18           | 299:7          | 256:15, 22       | 321:19           | <b>Latino-led</b> |
| <b>knowledge</b> | 304:3          | 257:3            | 322:10, 16,      | 142:17            |
| 17:22            | 343:11         | 259:18           | 19, 21           | <b>law</b>        |
| 31:15            | <b>lacking</b> | 261:16           | 324:4, 19,       | 27:25 28:1        |
| 43:19 59:5       | 299:10         | 281:9, 11        | 23 404:10        | 33:25 34:3        |
| 96:20            | <b>lacks</b>   | 299:3            | 408:17, 22       | 39:9, 10          |
| 98:2, 11,        | 222:17         | 322:7, 15        | <b>languages</b> | 40:14, 19,        |
| 12, 14           | <b>ladies</b>  | 324:7            | 46:7 323:9       | 23 66:3, 5,       |
| 99:1, 2          | 41:1           | 325:3            | <b>Lankenau</b>  | 9 67:21           |
| 242:21           | 353:20         | 326:8            | 311:22           | 75:8 76:7,        |
| 243:19, 24       | <b>lady</b>    | 327:3            | <b>lap</b>       | 8 77:23           |
| 253:20           | 2:21 3:8,      | 328:4, 6, 11     | 110:15           | 78:10, 15         |
| 314:21           | 12, 23         | 381:4            | <b>laptops</b>   | 79:22 80:4        |
| 324:3            | 4:10, 14, 18   | <b>Lamberton</b> | 62:4             | 120:3, 10,        |
| 374:19           | 204:5          | 60:18            | <b>large</b>     | 22 122:7          |
| <b>Kobe</b>      | 416:3, 16,     | <b>Lancaster</b> | 21:20            | 152:17, 20        |
| 23:25            | 20 417:6,      | 20:17            | 90:14            | 153:9, 21         |
| <b>Kooth</b>     | 18, 22         | <b>Landau</b>    | 123:20           | 154:19            |
| 215:23, 25       | 418:1          | 4:15, 16         | 153:18           | 155:7             |
| 216:12           | <b>laid</b>    | 188:20, 21       | 180:11           | 156:13, 14        |
| 221:8            | 198:21         | 190:1            | <b>larger</b>    | 158:14            |
| <b>kudos</b>     | 404:17         | 191:10           | 129:2            | 159:6             |
| 312:8            | <b>Lam</b>     | 193:24           | <b>Larue</b>     | 236:4, 7          |
| <b>Kunjufu</b>   | 6:16 17:25     | 205:4            | 380:12, 15,      | 267:6             |
| 170:8            | 33:2, 4        | 309:16           | 19               | 275:13            |
|                  | 50:18, 20,     | 417:23, 24       | <b>lasting</b>   | 277:10, 11        |
| <b>L</b>         | 24 78:19       | <b>landscape</b> | 387:17           | 326:24            |
| <b>lab</b>       | 97:11          | 248:1            | <b>lastly</b>    | 343:19            |
| 361:18           | 98:3, 8, 25    | 287:11           | 304:5, 17        | 344:6, 8, 19      |
| <b>labor</b>     | 112:6, 22      | <b>Lane</b>      | <b>late</b>      | 345:7             |
| 304:11           | 113:5, 12      | 216:5            | 56:13            | 352:10            |
| <b>labs</b>      | 114:5, 13,     | <b>language</b>  | 197:4, 5         | 397:21            |
| 86:18            | 22 115:25      | 45:19            | <b>Latin</b>     | 401:15            |
| <b>lack</b>      | 116:19         | 53:15            | 284:23           | <b>law-driven</b> |
| 146:24           | 134:7          | 138:22           |                  | 253:1             |
|                  | 176:12         | 183:6            |                  | <b>Lawrence</b>   |
|                  |                |                  |                  | 357:16            |

|                         |                   |                |                 |                    |
|-------------------------|-------------------|----------------|-----------------|--------------------|
| 360:13, 14,<br>23       | 302:11            | 366:22         | <b>learned</b>  | 203:12, 18         |
| <b>laws</b>             | 306:2             | 370:18         | 42:5 52:17      | 205:8              |
| 178:15                  | 310:16            | 377:18         | 165:2           | 277:23             |
| <b>lawsuit</b>          | 364:8, 14         | 385:2          | 252:17          | 306:16             |
| 158:17                  | 375:18            | 386:22         | 332:16          | 349:21             |
| <b>lawyer</b>           | 384:23            | 388:22         | <b>learner</b>  | <b>leaving</b>     |
| 33:25                   | <b>leaders</b>    | 396:22         | 53:15           | 47:21              |
| 36:5, 15, 17            | 53:3 74:18        | 402:24         | 378:9           | 166:9              |
| 45:9 76:24              | 156:2             | <b>leading</b> | <b>learners</b> | 347:22             |
| 104:1, 4, 7,<br>9 190:4 | 191:12            | 35:16          | 322:11, 16,     | <b>led</b>         |
| 230:17                  | 194:15            | 273:23         | 22 324:8,       | 99:7 116:1         |
| 277:10                  | 196:8             | 403:25         | 10              | 158:23             |
| <b>lawyers</b>          | 223:3             | <b>leads</b>   | <b>learning</b> | 275:1              |
| 121:19                  | 243:8             | 113:23         | 10:8 16:3       | <b>Lee</b>         |
| 122:13, 17              | 266:8             | 114:4          | 27:1 46:8       | 52:14              |
| <b>layered</b>          | 281:19            | 116:5, 18      | 61:22           | <b>left</b>        |
| 19:14                   | 282:3             | 161:11         | 137:4           | 57:17 58:9         |
| <b>layers</b>           | 401:15            | 214:20         | 139:6, 7        | 142:19             |
| 198:19                  | 404:22            | 234:25         | 147:9           | 145:8              |
| <b>lead</b>             | <b>leadership</b> | 235:1          | 166:25          | 337:9              |
| 16:15 62:9              | 15:22             | <b>League</b>  | 172:11          | 364:11             |
| 154:25                  | 16:20 23:2        | 8:23           | 191:8           | 381:13             |
| 230:5                   | 24:10 26:7        | <b>lean</b>    | 199:6           | 405:4              |
| 231:2                   | 35:3 36:7         | 282:14         | 257:9           | <b>legal</b>       |
| 257:22                  | 49:20             | <b>leaned</b>  | 258:20          | 34:7 37:15         |
| 259:13                  | 57:25             | 131:7          | 260:5           | 42:19 76:6         |
| 290:5                   | 63:15 75:2        | 397:13         | 266:7           | 190:3              |
| 353:19                  | 101:21            | <b>learn</b>   | 272:16          | 270:23             |
| <b>leader</b>           | 118:18            | 20:6 41:24     | 276:17          | 288:4, 13          |
| 26:3 31:22              | 129:13            | 49:18 86:6     | 281:12, 16      | 289:25             |
| 70:21                   | 191:16            | 137:6          | 282:8           | 290:19             |
| 76:16                   | 223:15            | 140:6          | 318:14          | 375:12             |
| 79:24                   | 224:6             | 153:19         | 348:16          | <b>legends</b>     |
| 205:20                  | 237:4             | 161:17, 18     | 355:23          | 364:17             |
| 243:7                   | 241:21            | 175:25         | 366:13          | <b>legislation</b> |
| 251:8                   | 244:13            | 217:4          | <b>lease</b>    | 10:17              |
| 265:25                  | 283:13            | 248:19         | 150:1           | <b>legislative</b> |
| 301:24, 25              | 289:9             | 255:12, 13     | <b>leave</b>    | 50:10              |
|                         | 333:5             | 257:10         | 111:15          | 143:25             |
|                         | 351:10, 21        | 378:12         | 131:6           |                    |
|                         | 352:1, 20         |                |                 |                    |

|                    |                  |                   |                    |                  |
|--------------------|------------------|-------------------|--------------------|------------------|
| <b>legislator</b>  | 136:14           | 22:6              | 293:3              | 336:11           |
| 332:10             | 137:3, 8         | <b>liberal</b>    | <b>lift</b>        | <b>Lisa</b>      |
| 333:1, 14          | 140:22, 24       | 309:2             | 303:17             | 97:1             |
| <b>legislators</b> | 168:11           | <b>librarians</b> | <b>lifting</b>     | 132:10           |
| 333:13             | 172:24           | 238:21, 22,       | 52:5 126:5         | 338:3, 7         |
| <b>legislature</b> | 198:25           | 25                | 189:23             | 339:1, 4         |
| 314:8              | 199:23           | <b>library</b>    | 217:25             | <b>list</b>      |
| <b>legitimate</b>  | 211:13           | 239:5             | 218:21             | 76:19            |
| 120:20             | 219:22           | <b>license</b>    | <b>lighthouses</b> | 129:15           |
| 251:24             | 231:7            | 304:4             | 19:19              | 179:1            |
| <b>Lehmann</b>     | 233:16           | <b>licensed</b>   | <b>lighting</b>    | 302:20           |
| 223:17             | 240:19           | 20:21, 22         | 145:25             | 337:23           |
| <b>lend</b>        | 245:15, 23       | 216:1, 14         | <b>lightly</b>     | 338:18, 24       |
| 189:14             | 247:7, 18        | <b>lie</b>        | 383:7              | 408:6, 8         |
| 329:17             | 259:24           | 64:4              | <b>limbo</b>       | <b>listed</b>    |
| <b>lending</b>     | 260:2, 3         | 368:21            | 104:21             | 401:9            |
| 53:12              | 261:25           | <b>lies</b>       | <b>limit</b>       | <b>listen</b>    |
| <b>lends</b>       | 262:7            | 398:17            | 48:20              | 90:23 92:6       |
| 79:18              | 301:20           | 414:14, 15        | 338:13             | 143:23           |
| <b>lens</b>        | 322:22           | <b>life</b>       | <b>limitless</b>   | 216:24           |
| 97:20              | 324:3            | 12:12             | 353:13             | 217:16           |
| 121:10             | 328:24           | 13:18             | <b>LINC</b>        | 291:23           |
| 157:10             | 393:19           | 17:13             | 224:3              | 298:2, 18        |
| <b>Leonard</b>     | 408:21           | 23:19 28:5        | <b>Lincoln</b>     | 335:9            |
| 396:9, 13,         | <b>leveling</b>  | 31:13             | 14:1, 4            | 340:15           |
| 15                 | 81:11, 16        | 51:15             | 20:20              | <b>listened</b>  |
| <b>lesson</b>      | 128:9, 10,       | 149:24            | 84:20              | 10:6, 9          |
| 225:14             | 16 205:17        | 213:24            | 100:19             | 71:23 86:1       |
| 317:19             | 237:7            | 214:14            | <b>Linda</b>       | 96:18            |
| <b>lessons</b>     | <b>levels</b>    | 278:21            | 346:4, 10,         | 99:18            |
| 252:17             | 30:9             | 286:4             | 16                 | 104:14           |
| <b>letter</b>      | 138:17           | 325:14            | <b>Lindback</b>    | 106:1            |
| 56:5               | 272:10           | 382:19            | 385:1              | 192:23           |
| 204:20             | <b>leveraged</b> | <b>lifelong</b>   | <b>lines</b>       | <b>listening</b> |
| <b>letting</b>     | 45:23            | 26:25             | 147:25             | 7:23 71:3        |
| 42:11              | <b>levers</b>    | 307:2             | 156:18             | 72:9, 13         |
| <b>level</b>       | 326:25           | 378:8             | 217:15             | 91:19            |
| 22:8 77:6          | <b>Liaison</b>   | <b>lifetime</b>   | 298:25             | 93:10            |
|                    |                  | 219:24            |                    | 96:6, 22         |
|                    |                  |                   |                    | 131:9            |

|                   |                  |               |            |                   |
|-------------------|------------------|---------------|------------|-------------------|
| 202:1             | <b>load</b>      | 327:10        | 9:6 10:3,  | 341:5,10          |
| 241:8             | 407:21           | 344:9         | 10 14:2    | 390:16            |
| 242:23            | <b>loaded</b>    | 356:15        | 17:10 52:1 | 412:1,13          |
| 245:16            | 35:8             | 373:3         | 72:13      | <b>louder</b>     |
| 369:18            | <b>lobbyists</b> | 397:20        | 85:25      | 333:22            |
| <b>literacy</b>   | 336:3,4,6        | <b>longer</b> | 90:15 93:5 | <b>Louis</b>      |
| 53:1              | <b>local</b>     | 79:15         | 96:21      | 41:9              |
| 123:24            | 32:5,18          | 91:13         | 99:19      | <b>love</b>       |
| 239:8,21          | 39:24            | 143:16        | 101:16     | 28:9              |
| 240:15,20         | 275:1            | 177:22        | 115:8      | 102:20            |
| <b>litigation</b> | 297:5            | 289:3         | 123:15     | 121:21            |
| 108:19            | 303:5            | 322:23        | 130:7      | 218:11            |
| <b>live</b>       | 315:7            | 324:5,7,8     | 153:24     | 257:18            |
| 209:16            | 384:4            | <b>looked</b> | 161:6,17,  | 310:2             |
| 221:18            | 398:2            | 64:2 75:9     | 18,19      | 316:25            |
| 285:15            | <b>locally</b>   | 123:5         | 172:15     | 325:16            |
| 295:24            | 378:14           | 187:9,12      | 174:2      | 380:24,25         |
| 309:21,24         | <b>location</b>  | 297:4         | 187:16     | 411:8             |
| 311:2             | 150:5            | <b>Lord</b>   | 189:20,21  | <b>loved</b>      |
| 341:3             | <b>locations</b> | 278:11        | 190:2,4    | 307:1             |
| 374:2             | 407:14,17        | <b>Loree</b>  | 199:15     | <b>low</b>        |
| 375:23            | <b>locked</b>    | 373:18        | 209:17     | 399:1             |
| <b>lived</b>      | 294:9            | 376:8,19      | 210:19     | <b>lower</b>      |
| 36:1 53:13        | <b>locking</b>   | <b>Lori</b>   | 211:3      | 356:17            |
| 69:25 70:5        | 295:5            | 376:11        | 217:8      | <b>lowered</b>    |
| 96:9              | <b>lockstep</b>  | <b>lose</b>   | 224:10     | 260:23            |
| 121:16            | 269:12           | 45:8          | 232:14,15  | 261:3             |
| 214:14            | <b>logistics</b> | 131:21        | 234:19     | <b>lowest</b>     |
| 253:1             | 186:19           | 135:17        | 242:1      | 175:18            |
| <b>lives</b>      | <b>logo</b>      | <b>losing</b> | 244:4,8,20 | 264:19            |
| 12:14             | 162:19           | 61:21 98:1    | 251:16     | 414:3             |
| 16:15             | <b>long</b>      | 275:1         | 253:20,21  | <b>lowest-</b>    |
| 383:11            | 91:15            | 279:6         | 258:24     | 355:15            |
| <b>living</b>     | 139:4            | <b>loss</b>   | 262:3      | <b>lowest-</b>    |
| 28:16,17          | 145:21           | 61:23         | 263:2      | <b>performing</b> |
| 40:1,4            | 179:21           | <b>lost</b>   | 264:15     | 143:3             |
| 82:14             | 188:24           | 347:18        | 279:10     | <b>Lozada</b>     |
| 364:17            | 234:11           | 359:16        | 281:1      | 3:9,10            |
| <b>LLP</b>        | 297:16           | <b>lot</b>    | 285:20     | 142:1,2           |
| 39:11             |                  |               | 316:13,18  |                   |
|                   |                  |               | 324:22     |                   |
|                   |                  |               | 325:7      |                   |

|               |                     |                  |                        |               |
|---------------|---------------------|------------------|------------------------|---------------|
| 146:6         | 123:15              | <b>majority</b>  | 176:4                  | 328:25        |
| 148:21        | 138:24              | 70:21            | 178:13                 | 329:21        |
| 205:1         | 167:18              | 151:5            | 181:1, 23              | 335:3         |
| 264:12, 13    | 234:11              | 174:12, 14       | 183:13                 | 342:14, 17    |
| 267:15        | 251:4               | 205:20           | 184:8                  | 345:15        |
| 270:8         | 252:6               | 301:23, 25       | 189:22                 | 347:12        |
| 271:25        | 273:25              | 302:11           | 191:4                  | 353:18        |
| 276:1, 8      | 329:4               | 306:2            | 192:16                 | 363:2         |
| 277:24        | 373:6               | 310:16           | 201:3                  | 367:22, 23    |
| 309:15        | 374:11              | <b>make</b>      | 216:9                  | 385:10, 12    |
| 416:17, 18    | <b>Magnet</b>       | 9:2, 24          | 220:16                 | 394:1, 13     |
| <b>lunch</b>  | 384:10              | 18:25            | 222:5                  | 402:1         |
| 332:19        | <b>Mainline</b>     | 21:19 24:2       | 226:6                  | 405:23        |
| <b>Luther</b> | 88:10               | 50:2 51:13       | 231:3                  | 407:22        |
| 100:2         | <b>maintain</b>     | 57:15            | 233:10                 | <b>makes</b>  |
| 373:1         | 91:5                | 67:23 68:2       | 236:3                  | 274:15        |
| 386:15        | 131:25              | 73:3, 20         | 238:23                 | 318:20        |
| 387:3         | 146:22              | 77:20            | 239:17                 | 339:17        |
| 388:8         | 334:16              | 78:9, 17         | 240:16                 | 383:1         |
| 390:1, 14, 25 | <b>maintaining</b>  | 80:7, 12, 14, 17 | 241:17                 | <b>making</b> |
|               | 32:12, 19           | 87:20 92:6       | 242:17                 | 29:13         |
|               | 96:25               | 94:14            | 245:11, 14             | 36:10 68:9    |
| <b>M</b>      | 146:13              | 106:16, 25       | 253:2, 14              | 94:15, 21     |
| <b>Madame</b> | 387:20              | 109:18           | 260:8                  | 103:25        |
| 96:12         | <b>maintains</b>    | 112:10           | 262:19                 | 123:11        |
| <b>made</b>   | 396:5               | 114:7            | 268:12                 | 128:18        |
| 14:23         | <b>maintenance</b>  | 117:5            | 274:22                 | 168:6         |
| 40:11         | 16:22               | 118:24           | 275:4                  | 182:11, 22    |
| 61:14, 21     | 64:13               | 122:2, 9, 14, 17 | 279:3                  | 191:20        |
| 78:23, 25     | 90:14               | 124:2            | 280:22                 | 192:8         |
| 89:11         | 343:14, 16          | 141:19, 20       | 282:21                 | 205:7         |
| 99:16         | 410:2               | 144:15           | 283:4, 8, 14           | 221:3         |
| 106:3         | <b>major</b>        | 148:15           | 288:3                  | 230:10        |
| 109:7         | 43:1 49:3           | 166:21           | 290:23                 | 252:1         |
| 110:23        | 85:1, 3, 10, 14, 16 | 167:22           | 291:12                 | 263:25        |
| 112:8         | 128:15              | 168:9            | 294:16, 18, 22, 23, 25 | 283:2, 13     |
| 117:4         | <b>majored</b>      | 169:1, 11        | 295:4, 13              | 284:2         |
| 118:12, 13    | 20:14               | 171:3            | 300:7, 15              | 286:12        |
| 119:3         |                     | 175:10           | 301:2, 18              | 291:15        |
| 121:5         |                     |                  | 315:22, 24             | 294:14        |
|               |                     |                  | 316:2                  | 306:24        |

|                    |                    |                    |                    |                  |
|--------------------|--------------------|--------------------|--------------------|------------------|
| 334:9,10,<br>23    | 340:25<br>400:22   | 61:17              | <b>Martin</b>      | 236:16           |
| <b>male</b>        | <b>management</b>  | <b>map</b>         | 84:23              | <b>mater</b>     |
| 170:17             | 16:7 34:23         | 410:15             | 100:1              | 129:23           |
| 171:4              | 53:8 79:15         | <b>march</b>       | 386:14             | 132:21           |
| 173:24             | 164:22             | 370:4              | 387:3              | <b>materials</b> |
| 174:6,16           | 272:12             | <b>marginalize</b> | 388:7              | 260:4            |
| 175:2              | 357:25             | <b>d</b>           | 390:1,14,<br>24    | 409:25           |
| 176:18,19          | 414:17             | 19:13              | <b>masked</b>      | <b>math</b>      |
| 389:23             | <b>manager</b>     | <b>Maria</b>       | 322:20             | 15:3             |
| <b>males</b>       | 272:4              | 67:7               | <b>mass</b>        | 107:5,6          |
| 173:6,9            | <b>managers</b>    | 107:25             | 20:14              | 122:24           |
| 174:11,13          | 385:5              | 137:21             | 88:12              | 123:24           |
| 390:5              | <b>managing</b>    | <b>Mariana</b>     | <b>massage</b>     | 125:5            |
| <b>malnourishe</b> | 29:6 48:10         | 67:3               | 274:9              | 194:18           |
| <b>d</b>           | <b>Mandarin</b>    | <b>mark</b>        | <b>Mast</b>        | 198:18           |
| 195:10             | 323:8              | 44:2,3             | 67:9               | 209:9,13         |
| <b>malpractice</b> | <b>mandated</b>    | 72:18              | <b>master</b>      | 259:6            |
| 119:23             | 313:4              | 204:25             | 373:4              | 263:8            |
| <b>Mama</b>        | <b>mandatory</b>   | 255:25             | 408:5,6,11         | 272:9            |
| 406:15             | 240:17             | 261:5              | <b>Master's</b>    | 275:8            |
| 411:6              | <b>manipulatin</b> | <b>marked</b>      | 15:21              | 292:9            |
| 415:8              | <b>g</b>           | 61:15              | 20:18              | 293:20           |
| <b>man</b>         | 262:16             | 202:12             | 55:23              | 315:20           |
| 35:15              | <b>Mann</b>        | 317:20             | <b>Masterman</b>   | 325:12           |
| 119:19             | 127:23             | <b>market</b>      | 13:25              | 344:25           |
| 225:20             | 309:20             | 38:8 314:2         | 127:14             | 366:24           |
| 287:2              | <b>manner</b>      | <b>marketing</b>   | 311:3              | 399:1            |
| 310:21             | 198:22             | 283:25             | 365:11             | 408:15,21        |
| 311:1              | <b>Mansion</b>     | <b>Marquita</b>    | <b>Masterman's</b> | 412:5            |
| 312:6              | 100:1              | 354:7,13           | 31:11              | <b>matter</b>    |
| 341:1              | 102:7              | 355:4              | <b>Mastery</b>     | 10:24            |
| 411:16,23,<br>24   | 152:6              | <b>marriage</b>    | 67:10              | 12:14            |
| <b>manage</b>      | <b>mantle</b>      | 60:16              | 127:22             | 19:8,9           |
| 62:10,12           | 370:18             | <b>married</b>     | 212:17             | 20:7 31:4        |
| <b>managed</b>     | <b>manual</b>      | 60:15              | 355:5,10,<br>14,20 | 86:14            |
| 40:16              | 407:3              | 127:20             | 356:8              | 87:20            |
| 46:10 62:1         | <b>manuals</b>     | <b>Marshall</b>    | <b>match</b>       | 107:18           |
| 63:5 282:1         |                    | 181:7              |                    | 120:16           |
|                    |                    |                    |                    | 147:17           |
|                    |                    |                    |                    | 164:2            |
|                    |                    |                    |                    | 185:9            |

|                 |                |                    |                   |                |
|-----------------|----------------|--------------------|-------------------|----------------|
| 210:15          | 126:3          | <b>Mayoral-</b>    | 269:20            | 22:1, 4        |
| 213:11          | 139:25         | <b>appointed</b>   | <b>media</b>      | 24:7 25:19     |
| 217:6, 7        | 184:11         | 396:24             | 221:25            | 26:3 35:1,     |
| 218:15          | 192:4          | <b>Mccall</b>      | <b>medical</b>    | 6 37:21        |
| 255:15          | 230:6, 13      | 20:2               | 207:18            | 38:11          |
| 287:18          | 231:1          | <b>Mcclure</b>     | <b>mediocracy</b> | 46:22 51:2     |
| 295:14          | 255:8          | 85:15              | 261:14            | 53:9, 17       |
| 362:1           | 274:21         | <b>me-now</b>      | <b>meds</b>       | 55:16          |
| 393:21          | 283:13         | 155:8              | <b>meet</b>       | 73:23          |
| <b>mattered</b> | 286:11         | <b>Meade</b>       | 315:16            | 97:13, 14,     |
| 352:18          | 293:5          | 384:9              | 58:20             | 17 106:2       |
| <b>matters</b>  | 308:10         | <b>meager</b>      | 72:17             | 117:13         |
| 60:8            | 313:19         | 51:25              | 260:23            | 132:22         |
| 132:17          | 315:4          | <b>meals</b>       | 261:5             | 142:8          |
| 273:7           | 321:25         | 68:9               | 305:1             | 191:25         |
| 295:4           | 357:1          | <b>meaning</b>     | 340:13            | 192:1          |
| 297:12          | 369:16         | 16:15              | 362:11            | 202:18         |
| 302:21          | 374:7, 11      | <b>meaningful</b>  | 401:13            | 246:25         |
| 397:18          | 375:16         | 344:2              | <b>meeting</b>    | 248:10         |
| <b>Mayfair</b>  | 377:14         | 387:16             | 2:10              | 249:10, 11     |
| 85:8            | 379:4          | <b>meaningfull</b> | 201:23            | 253:5          |
| 303:12          | 385:15, 19,    | y                  | 262:8             | 256:16         |
| <b>Mayor</b>    | 25 393:12      | <b>means</b>       | 332:12, 13        | 274:18         |
| 13:14 17:2      | 396:20         | 12:7 41:3          | 334:5             | 309:4          |
| 24:2, 7, 25     | 403:7          | 160:13             | 339:24            | 339:5          |
| 26:15           | <b>Mayor's</b> | 293:1              | 359:8             | 341:17         |
| 28:13 31:1      | 30:25 50:4     | 308:24             | 415:18            | 347:3          |
| 32:22, 24       | 138:3          | 355:13             | <b>meetings</b>   | 395:15         |
| 34:12           | 185:2, 7       | <b>measure</b>     | 101:20            | 400:16         |
| 38:21           | 186:6          | 369:25             | 135:15            | 403:10         |
| 46:24           | 187:13         | <b>mechanism</b>   | 142:13            | 410:18, 21     |
| 47:15           | 197:10         | 186:11             | 185:14            | <b>members</b> |
| 49:13           | 232:11         | 194:8              | 263:1             | 7:21 11:22     |
| 51:5, 7         | 284:1          | 282:11             | 305:8             | 13:13 18:9     |
| 53:19 55:1      | 290:9          | 327:7              | 412:17            | 23:4, 6        |
| 58:22           | 325:19         | <b>mechanisms</b>  | <b>meets</b>      | 25:17          |
| 63:8, 10        | 392:4          | 152:17             | 237:2             | 28:22          |
| 68:7 69:18      | 393:2          |                    | <b>member</b>     | 37:12 38:6     |
| 94:19           | 402:24         |                    | 13:15 21:1        | 39:3, 5        |
| 96:8, 13, 23    | <b>Mayoral</b> |                    |                   | 42:6 43:23     |
| 121:16          | 374:17         |                    |                   | 47:11          |

|            |                   |                   |                   |                    |
|------------|-------------------|-------------------|-------------------|--------------------|
| 49:21      | 353:2             | 255:2             | <b>metrics</b>    | 197:14             |
| 50:1, 23   | 354:14, 17,       | 264:17            | 152:17            | 309:22             |
| 59:19 74:7 | 24 358:2          | 265:21            | 358:23            | 369:3              |
| 77:9, 17   | 369:19            | 268:10, 18        | 359:24            | 409:18, 25         |
| 87:11      | 380:22            | 269:1             | <b>mic</b>        | 410:1              |
| 91:12      | 392:2             | 275:15            | 60:6              | <b>mind</b>        |
| 92:13      | 397:2, 15         | 293:15            | 242:13, 15        | 112:5              |
| 95:16      | 400:2, 7, 14      | 316:11            | 270:6             | 156:25             |
| 96:7, 10   | 405:25            | 328:22            | 346:14            | 185:6              |
| 97:1       | <b>membership</b> | 331:17            | <b>mic's</b>      | 217:6              |
| 98:16, 17  | 402:11            | 394:16            | 65:10             | 218:17             |
| 112:10     | <b>memorandum</b> | <b>mentioning</b> | <b>microphone</b> | 234:6              |
| 125:12     | 138:10            | 196:20            | 310:23            | <b>mindful</b>     |
| 129:13     | 329:3             | <b>mentor</b>     | <b>middle</b>     | 287:13             |
| 130:9      | <b>memos</b>      | 15:8              | 44:21             | <b>mindset</b>     |
| 140:11     | 204:1             | <b>mentored</b>   | 52:17             | 101:1              |
| 144:3      | <b>Memphis</b>    | 377:19            | 108:19            | <b>mini</b>        |
| 164:21     | 209:17            | <b>mentorship</b> | 172:7             | 75:19              |
| 170:5      | 359:5             | 23:17             | 197:3             | <b>minimal</b>     |
| 172:20     | 372:16            | 178:1             | 208:16            | 339:20             |
| 186:24     | <b>men</b>        | 179:8             | 223:20, 22        | <b>minimized</b>   |
| 191:15     | 35:17, 21         | <b>mere</b>       | 224:17            | 361:18             |
| 192:17     | 177:10            | 389:2             | 303:13, 18        | <b>Ministries</b>  |
| 193:4      | 400:10            | <b>Mesi</b>       | 335:23            | 369:10             |
| 201:5      | 411:23            | 132:11            | 382:9             | <b>minor</b>       |
| 221:14     | <b>mental</b>     | <b>message</b>    | 384:10            | 20:16              |
| 226:6      | 166:14            | 183:3             | 407:13            | <b>minute</b>      |
| 234:15     | 222:6             | 198:15            | <b>midst</b>      | 251:4              |
| 242:5, 25  | <b>mentality</b>  | 388:16            | 9:25 10:1         | 297:19             |
| 249:9      | 71:5 92:23        | <b>messages</b>   | 105:2             | 337:15             |
| 250:6      | <b>mention</b>    | 231:22            | 117:14            | <b>minute-and-</b> |
| 270:5, 14, | 39:18             | 232:3             | 166:18            | <b>a-half</b>      |
| 16 278:24  | 136:8             | <b>met</b>        | <b>Mike</b>       | 338:14             |
| 290:5      | 304:5             | 155:21            | 204:23            | <b>minutes</b>     |
| 304:23, 25 | <b>mentioned</b>  | 254:9             | <b>millage</b>    | 70:14              |
| 330:17, 20 | 82:4 94:4         | 381:17            | 138:4             | 122:23             |
| 331:16     | 160:8             | <b>metric</b>     | <b>million</b>    | 391:13             |
| 341:21, 25 | 221:6             | 107:7             | 83:13             | <b>mirror</b>      |
| 343:1      | 229:25            | 153:6             | 84:14, 15         | 22:16              |
| 348:3      |                   |                   | 85:3, 20, 23      |                    |
| 349:5, 13  |                   |                   |                   |                    |
| 350:19     |                   |                   |                   |                    |

|                    |                 |                    |                |                 |
|--------------------|-----------------|--------------------|----------------|-----------------|
| <b>misfortune</b>  | 223:1           | 197:13, 17         | 263:2, 18      | 88:20           |
| 398:16             | 224:5, 8,       | 215:1              | 280:14         | 103:4           |
| <b>misinformat</b> | 13, 20, 21,     | 309:2              | <b>monthly</b> | 122:5, 6, 7     |
| <b>ion</b>         | 23 225:2        | 313:12             | 185:13         | 123:8           |
| 113:4              | 271:13          | 321:8, 12          | 237:3          | 139:9           |
| <b>mismanageme</b> | 295:8           | 341:11, 16         | 401:1          | 150:4           |
| <b>nt</b>          | 404:19          | 344:13             | <b>months</b>  | 154:4           |
| 120:24             | <b>modeled</b>  | 345:17             | 143:14         | 166:4           |
| 160:17             | 377:18          | 347:12, 17         | 182:16         | 186:14          |
| 273:11             | <b>models</b>   | 395:4              | 193:3          | 200:25          |
| 274:13             | 179:12          | 410:4              | <b>morale</b>  | 230:12          |
| 276:11             | 187:7           | <b>money-</b>      | 272:17         | 242:7, 8, 9,    |
| <b>missed</b>      | 295:9           | <b>related</b>     | <b>morning</b> | 20 243:6,       |
| 58:22              | 367:9           | 233:14             | 2:3, 4, 6, 7   | 14 245:8        |
| 204:7              | <b>modest</b>   | <b>Moneybags</b>   | 7:7, 19, 20    | 247:10          |
| <b>missing</b>     | 307:8           | 335:4              | 13:9, 11, 12   | 298:6           |
| 155:5              | <b>modular</b>  | <b>monitor</b>     | 18:8 43:10     | 330:7           |
| 394:23             | 85:17           | 124:18             | 47:6, 8        | 348:7           |
| 395:4, 20          | <b>mom</b>      | 147:15, 16,        | 50:20          | 349:4           |
| <b>mission</b>     | 51:19 52:3      | 17 148:13          | 54:19, 21,     | 418:20          |
| 23:1 36:10         | 189:13          | 261:19, 25         | 23 126:17,     | <b>moved</b>    |
| 65:18              | <b>mom's</b>    | 262:6              | 20             | 23:3 44:9       |
| 102:10             | 378:20          | 263:9              | <b>mortar</b>  | 119:10          |
| 228:24             | <b>moment</b>   | 296:11             | 402:14         | 127:19          |
| <b>mistake</b>     | 43:16           | <b>monitoring</b>  | <b>mother</b>  | 317:17          |
| 109:12             | 155:8           | 53:11              | 60:13          | 341:16          |
| 266:17             | 164:5           | 263:17, 19         | 208:23         | 419:9           |
| <b>mistakes</b>    | 190:24          | <b>monitors</b>    | 254:10         | <b>movement</b> |
| 86:6               | 297:4           | 197:22             | <b>mothers</b> | 174:8           |
| <b>misuse</b>      | <b>moments</b>  | <b>monoxide</b>    | 347:4, 5       | <b>moves</b>    |
| 394:17             | 22:17           | 411:18             | <b>motion</b>  | 154:17          |
| <b>mixed</b>       | <b>momentum</b> | <b>Montessori</b>  | 418:14         | 195:21          |
| 317:11             | 29:13 77:2      | 67:11              | 419:8, 20      | 242:21          |
| <b>MLK</b>         | <b>money</b>    | <b>Montessori-</b> | <b>MOU</b>     | 243:7, 14       |
| 320:11             | 82:11           | <b>trained</b>     | 137:19         | 245:8           |
| <b>model</b>       | 94:23           | 180:18             | <b>mouth</b>   | <b>moving</b>   |
| 124:21             | 120:24          | <b>month</b>       | 197:17         | 129:25          |
| 172:8              | 177:25          | 131:16             | <b>move</b>    | 170:24          |
| 174:19             | 183:13          | 211:17             | 64:23          | 263:11          |
|                    |                 |                    |                | 300:3           |
|                    |                 |                    |                | 302:23          |

|                     |                      |                      |                        |                    |
|---------------------|----------------------|----------------------|------------------------|--------------------|
| 332:24              | 412:6                | 247:8                | 18:20 44:7             | <b>news</b>        |
| 385:8               | <b>Naomi</b>         | 254:23               | 144:16                 | 207:16             |
| <b>multiple</b>     | 360:18               | 290:20               | 209:25                 | <b>newsletter</b>  |
| 10:6 15:12          | 363:19               | 352:5                | 299:8                  | 401:1,7            |
| 34:2                | 364:3                | <b>navigating</b>    | 340:23                 | <b>Nic</b>         |
| 101:19              | <b>narrative</b>     | 26:21                | 355:19                 | 159:14             |
| 121:19              | 196:17               | 31:16                | 375:14                 | <b>nice</b>        |
| 146:17              | 291:22               | <b>necessarily</b>   | 390:22                 | 64:22              |
| 187:18              | <b>NASA</b>          | 73:10                | <b>neighborhoods</b>   | 319:17             |
| 327:25              | 14:6 42:2            | 109:25               | 10:24                  | 320:18             |
| <b>multiplicity</b> | 179:6                | 110:14               | 90:23                  | <b>nickel</b>      |
| 375:24              | 182:3                | 210:18               | 356:18                 | 273:7              |
| <b>mundane</b>      | <b>nation</b>        | 237:12               | 374:15                 | <b>Nicolas</b>     |
| 369:22              | 21:21                | <b>necessity</b>     | <b>neighboring</b>     | 205:4              |
| <b>municipal</b>    | 309:21,25            | 39:14                | 46:13                  | <b>niece</b>       |
| 127:6               | 311:2                | <b>neck-and-neck</b> | <b>nets</b>            | 193:22             |
| 308:9               | <b>national</b>      | 110:18               | 178:11                 | <b>night</b>       |
| <b>murdered</b>     | 30:3,7               | <b>needed</b>        | <b>network</b>         | 126:23             |
| 219:25              | 34:22                | 18:23                | 16:22                  | 132:19             |
| 347:5               | 124:19               | 104:22               | 224:1,4                | 406:3              |
| <b>murky</b>        | 311:25               | 191:21               | 289:7                  | <b>Nina</b>        |
| 267:14              | 344:21               | 275:14               | <b>neutral</b>         | 180:4              |
| <b>muscle</b>       | 362:15               | 284:21,22,           | 150:16,17              | 188:25             |
| 194:9               | 374:4                | 23 365:9             | 249:16                 | 205:4              |
| <b>museums</b>      | <b>nationalities</b> | 414:6                | <b>new-to-be</b>       | 311:15             |
| 63:5                | 285:8                | <b>needing</b>       | 192:1                  | <b>nine-member</b> |
| <b>music</b>        | 321:21               | 215:12               | <b>newcomers</b>       | 188:6              |
| 238:4,6,10          | <b>nationwide</b>    | 323:11               | 374:23                 | <b>nobody's</b>    |
| <b>musical</b>      | 177:20               | <b>needle</b>        | <b>newer</b>           | 214:12             |
| 54:20               | <b>native</b>        | 195:22               | 146:10,11,             | <b>nodded</b>      |
|                     | 13:23                | 201:1                | 23 159:21              | 83:17,23           |
|                     | <b>natural</b>       | 263:10               | 318:15                 | 171:9              |
| <b>N</b>            | 40:11                | <b>negatively</b>    | 321:2                  | 276:7              |
| <b>named</b>        | <b>nature</b>        | 272:15               | <b>newly-appointed</b> | <b>nominate</b>    |
| 223:25              | 243:8                | <b>negotiation</b>   | 244:23                 | 385:19             |
| 364:16              | 308:18               | 16:8                 | <b>newly-built</b>     | <b>nominated</b>   |
| <b>names</b>        | <b>navigate</b>      | <b>neighborhood</b>  | 406:24                 | 13:14              |
| 340:6               | 18:24                |                      |                        | 37:10              |

|                    |                    |                    |                 |                    |
|--------------------|--------------------|--------------------|-----------------|--------------------|
| 219:8              | 378:19             | 18:15 67:6         | 20 43:5,9,      | 292:11             |
| 378:21             | 394:11             | 71:18              | 10,24 44:3      | 294:4              |
| <b>nominating</b>  | <b>non-charter</b> | 391:24             | 144:17          | 319:9              |
| 26:11              | 264:16             | <b>Northeast</b>   | 161:3           | <b>numerous</b>    |
| 47:17              | <b>non-</b>        | 67:9 71:21         | 253:15          | 399:25             |
| 49:14 55:2         | <b>discriminat</b> | 100:17,18          | 283:19,23       | <b>nurses</b>      |
| 339:21             | <b>ory</b>         | <b>Northwest</b>   | 285:25          | 215:12             |
| 379:4              | 120:21             | 71:20              | 286:6           | <b>nursing</b>     |
| <b>nomination</b>  | <b>non-</b>        | 320:12,13          | <b>nowadays</b> | 210:10             |
| 18:13              | <b>educators</b>   | <b>Northwood</b>   | 158:18          | <b>nurturing</b>   |
| 46:24              | 223:12             | 105:20             | <b>nuance</b>   | 387:22             |
| 47:15 51:8         | <b>non-</b>        | <b>Nos</b>         | 35:9            |                    |
| 330:8              | <b>existent</b>    | 2:11               | <b>nuanced</b>  | <b>o</b>           |
| <b>nominations</b> | 182:19             | 415:19             | 270:22          | <b>O'NEILL</b>     |
| 7:9 385:20         | <b>non-renewal</b> | 418:14             | 271:1           | 3:21 417:4         |
| <b>nominee</b>     | 270:19             | 419:11             | <b>number</b>   | <b>O'ROURKE</b>    |
| 42:1 54:13         | <b>non-renewed</b> | 420:2              | 75:7            | 4:22,23            |
| 244:23             | 67:13              | <b>note</b>        | 108:3,9         | 159:15,16          |
| 340:10             | <b>non-school</b>  | 83:12              | 123:4           | 163:7              |
| 375:9              | 354:16             | 352:15             | 124:1           | 165:5,21           |
| <b>nominees</b>    | <b>non-</b>        | <b>notes</b>       | 131:18          | 169:18             |
| 17:21              | <b>traditional</b> | 176:14             | 133:9           | 205:5              |
| 38:16              | 292:22             | 419:6              | 136:6,15        | 278:4,5,           |
| 43:15,19           | <b>nonprofit</b>   | <b>nothing's</b>   | 137:1           | 10,16              |
| 50:8 51:5          | 16:20,23           | 81:10              | 139:9,21        | 281:10             |
| 53:20              | 35:3 53:2          | <b>notice</b>      | 195:21          | 282:17             |
| 55:14              | 91:6 290:6         | 339:20             | 215:9           | 283:9              |
| 59:2,12            | 308:17,20          | <b>noticed</b>     | 219:17          | 286:20             |
| 98:5 124:9         | 357:24             | 248:21             | 235:2           | 287:3              |
| 130:10             | 374:5              | 254:5              | 249:21          | 288:15,19,         |
| 186:25             | 402:11             | <b>noticing</b>    | 291:8           | 23 290:1,          |
| 196:2              | <b>nonprofits</b>  | 241:13             | 322:11,20       | 21 418:5,6         |
| 198:4              | 200:6              | <b>notoriety</b>   | 364:9           | <b>oath</b>        |
| 253:19             | <b>nonsafety</b>   | 124:19             | 378:16,19       | 277:14             |
| 256:22             | 404:23             | <b>nourishment</b> | <b>numbers</b>  | <b>objects</b>     |
| 270:5              | <b>norms</b>       | 27:5               | 81:9 94:7       | 396:3              |
| 345:5              | 81:25              | <b>Novalles</b>    | 95:2            | <b>obligations</b> |
| 358:6,7            | <b>North</b>       | 6:6 31:19,         | 122:4,21,       | 270:23             |
| 374:8,18,          |                    |                    | 25 123:25       |                    |
| 22,25              |                    |                    | 152:7           |                    |

|                                                                |                                                                                                                                                                                                                                                                                           |                                                          |                                                                                           |                                                                                                                                                                                                                              |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>observation</b><br>243:3, 5<br>244:20                       | <b>offers</b><br>34:21<br>212:21                                                                                                                                                                                                                                                          | <b>official</b><br>12:5 160:9                            | <b>onus</b><br>273:12                                                                     | <b>operators</b><br>68:2<br>266:14                                                                                                                                                                                           |
| <b>observe</b><br>241:22                                       | <b>office</b><br>38:22<br>56:11 63:9                                                                                                                                                                                                                                                      | <b>officials</b><br>11:6 82:8<br>330:11, 21<br>341:14    | <b>open</b><br>16:9 59:18<br>105:22<br>145:23<br>192:11, 14<br>214:15<br>223:21<br>231:24 | 275:11                                                                                                                                                                                                                       |
| <b>observing</b><br>241:25                                     | 74:16<br>79:17                                                                                                                                                                                                                                                                            | <b>offline</b><br>333:1                                  |                                                                                           | <b>opinion</b><br>73:11<br>227:8<br>240:13<br>297:25<br>379:10<br>415:16                                                                                                                                                     |
| <b>obsolete</b><br>148:7                                       | 113:23<br>114:4, 12,<br>21, 24<br>115:1, 2, 7,<br>13, 24<br>116:1, 6<br>144:10, 12<br>149:20, 23<br>150:6<br>155:25<br>160:12<br>164:23<br>183:24<br>187:13<br>265:9, 25<br>266:16<br>290:10<br>312:3<br>321:9<br>323:23<br>366:16<br>381:21, 24,<br>25 382:8<br>400:15, 17,<br>19 402:25 | <b>Ohio</b><br>14:8                                      | <b>opened</b><br>44:6                                                                     |                                                                                                                                                                                                                              |
| <b>obtain</b><br>19:3<br>173:21                                |                                                                                                                                                                                                                                                                                           | <b>ol'</b><br>320:13                                     | <b>opening</b><br>60:4<br>103:18<br>332:6                                                 | <b>opinions</b><br>23:6<br>78:10, 17                                                                                                                                                                                         |
| <b>occasion</b><br>292:16                                      |                                                                                                                                                                                                                                                                                           | <b>oldest</b><br>127:16                                  |                                                                                           | <b>opportuniti<br/>es</b><br>165:13<br>303:24<br>325:20<br>329:25<br>392:19<br>401:5                                                                                                                                         |
| <b>occasions</b><br>341:19                                     |                                                                                                                                                                                                                                                                                           | <b>Olney</b><br>72:16<br>189:19<br>272:5<br>394:15       | <b>opens</b><br>34:2<br>165:2, 7                                                          |                                                                                                                                                                                                                              |
| <b>occupy</b><br>307:18                                        |                                                                                                                                                                                                                                                                                           | <b>once-a-<br/>month-</b><br>185:20                      | <b>operate</b><br>344:16                                                                  |                                                                                                                                                                                                                              |
| <b>occur</b><br>332:18                                         |                                                                                                                                                                                                                                                                                           | <b>one's</b><br>193:20                                   | <b>operating</b><br>49:2                                                                  | <b>opportunity</b><br>11:21<br>12:25<br>18:12<br>22:7, 22<br>25:5 43:13<br>46:21<br>47:13, 16<br>50:13 51:4<br>52:9 54:12<br>55:11 58:7<br>59:14<br>94:18, 22<br>126:14, 18<br>130:9<br>268:6<br>283:16<br>293:4, 6<br>304:2 |
| <b>occurred</b><br>131:17<br>195:1<br>244:9<br>273:5<br>274:14 |                                                                                                                                                                                                                                                                                           | <b>one-and-</b><br>294:17                                | <b>operation</b><br>352:8                                                                 |                                                                                                                                                                                                                              |
| <b>occurs</b><br>213:17                                        |                                                                                                                                                                                                                                                                                           | <b>one-third</b><br>64:10<br>402:16                      | <b>operational</b><br>52:21<br>401:3                                                      |                                                                                                                                                                                                                              |
| <b>offer</b><br>17:10<br>253:23<br>381:3<br>392:12, 19         | <b>office's</b><br>160:2                                                                                                                                                                                                                                                                  | <b>ongoing</b><br>166:8<br>178:2<br>252:14<br>319:25     | <b>operational<br/>ize</b><br>147:22                                                      |                                                                                                                                                                                                                              |
| <b>offered</b><br>185:11<br>293:23                             | <b>officer</b><br>56:10<br>384:4                                                                                                                                                                                                                                                          | <b>online</b><br>75:7 210:5<br>217:17<br>409:23<br>410:5 | <b>operations</b><br>16:19 53:6<br>247:24<br>398:24                                       |                                                                                                                                                                                                                              |
| <b>offering</b><br>323:20                                      | <b>officers</b><br>220:17                                                                                                                                                                                                                                                                 |                                                          | <b>operator</b><br>75:20<br>147:21<br>275:10                                              |                                                                                                                                                                                                                              |

|                 |                    |                    |                    |                 |
|-----------------|--------------------|--------------------|--------------------|-----------------|
| 305:6           | 313:9              | 197:11             | 309:20             |                 |
| 321:25          | 324:20             | <b>outcome</b>     | 311:4, 8           | <b>P</b>        |
| 343:2           | 329:5              | 270:2              | <b>overcorrect</b> | <b>p.m.</b>     |
| 354:16          | 337:5, 12          | <b>outcomes</b>    | <b>ing</b>         | 420:15          |
| 381:1           | <b>orders</b>      | 10:7               | 229:17             | <b>PA</b>       |
| 387:24          | 147:16             | 24:14, 22          | <b>overdoses</b>   | 340:2           |
| 395:10          | <b>organizatio</b> | 138:11             | 221:22             | <b>packets</b>  |
| 399:21          | <b>n</b>           | 160:19             | <b>overflowed</b>  | 63:21           |
| 403:2           | 158:23             | 161:11             | 100:25             | <b>paddling</b> |
| 405:13, 21      | 223:25             | 259:13             | <b>overhaul</b>    | 190:19          |
| <b>opposed</b>  | 224:2              | <b>outdoors</b>    | 366:10             | <b>paid</b>     |
| 242:19          | 281:20             | 236:10, 12         | <b>overloading</b> | 73:6            |
| 419:23          | 357:25             | <b>outgoing</b>    | 86:22              | 166:11, 12      |
| <b>opposite</b> | 358:17             | 28:22              | <b>overlooked</b>  | 167:15          |
| 266:25          | 361:12             | 82:23 83:3         | 45:14              | 175:16          |
| <b>optics</b>   | 402:12             | <b>outline</b>     | <b>overopportu</b> | 204:4           |
| 207:14          | <b>organizatio</b> | 401:14             | <b>nities</b>      | 308:22          |
| <b>opting</b>   | <b>nal</b>         | 403:23             | 400:20             | 335:10          |
| 355:18          | 362:8, 12          | <b>outlined</b>    | <b>overseas</b>    | <b>paint</b>    |
| <b>option</b>   | 401:3              | 326:24             | 52:16              | 62:9            |
| 239:11          | <b>organizatio</b> | <b>outperforme</b> | <b>oversee</b>     | 238:12          |
| 240:21          | <b>ns</b>          | <b>d</b>           | 348:14             | 398:4           |
| 264:21          | 187:18             | 46:12              | <b>overseeing</b>  | <b>painted</b>  |
| 268:7, 15       | 287:15             | <b>outset</b>      | 348:21             | 145:5           |
| 298:14          | 290:7              | 374:10             | <b>oversees</b>    | <b>Pan</b>      |
| 315:15          | 326:17             | <b>outsized</b>    | 339:16             | 44:23           |
| 393:5           | 329:16, 23         | 51:14              | <b>oversight</b>   | 284:18          |
| <b>options</b>  | <b>organizer</b>   | <b>outstanding</b> | 160:4, 25          | <b>pandemic</b> |
| 298:12          | 159:22, 24         | 382:23             | 347:25             | 24:19           |
| 303:7           | <b>original</b>    | 386:22             | 389:2              | 48:12           |
| <b>order</b>    | 117:24             | <b>Overbook</b>    | 414:5              | 61:16           |
| 5:5 209:25      | 278:17             | 365:14             | <b>owned</b>       | 101:2           |
| 210:13          | <b>originally</b>  | <b>Overbrook</b>   | 314:7              | 123:16          |
| 214:21          | 113:10             | 60:13              | <b>owner</b>       | 136:19          |
| 236:6           | 272:21             | 100:1, 4, 11       | 149:25             | 296:7           |
| 257:10          | <b>Orleans</b>     | 128:5              |                    | 385:13          |
| 258:22          | 34:18              | 229:14             |                    | 389:20, 21      |
| 261:5           | <b>out-of-</b>     | 306:21, 25         |                    | <b>panel</b>    |
| 262:17          | <b>school</b>      | 307:9, 15          |                    | 26:12           |
| 305:18          |                    |                    |                    |                 |

|                    |                 |                  |                     |                    |
|--------------------|-----------------|------------------|---------------------|--------------------|
| 339:22, 24         | 73:3, 5, 7      | <b>Parker's</b>  | 332:22              | 33:1               |
| 340:1, 5           | 126:24          | 17:2 24:2        | 334:13              | 187:17             |
| <b>Pantoja</b>     | 132:18          | 28:14            | 355:6               | <b>parts</b>       |
| 67:8               | 192:17          | 32:22, 24        | <b>partial</b>      | 170:19             |
| <b>papa</b>        | 194:14          | 47:15 51:5       | 289:15              | 227:12             |
| 29:21              | 200:18, 19      | 53:19            | <b>participate</b>  | <b>party</b>       |
| <b>papers</b>      | 201:22, 23,     | 374:7            | 35:18               | 249:16             |
| 208:24             | 25 202:2        | <b>parking</b>   | 94:23               | 395:5              |
| <b>Paradigm</b>    | 208:12          | 283:2            | <b>participati</b>  | <b>pass</b>        |
| 357:24             | 209:7           | <b>parkway</b>   | <b>on</b>           | 24:6               |
| <b>paralegal</b>   | 223:3           | 384:11           | 388:10              | 324:20             |
| 39:10, 13          | 232:4           | 412:17           | 415:15              | <b>passed</b>      |
| <b>paraphernal</b> | 250:13, 23      | <b>parochial</b> | <b>particulars</b>  | 61:9               |
| <b>ia</b>          | 252:21          | 282:1            | 292:14              | 337:17             |
| 18:24              | 264:20          | 393:23           | <b>partisanship</b> | <b>passing</b>     |
| <b>paraprofess</b> | 276:17          | <b>part</b>      | <b>p</b>            | 247:18             |
| <b>ional</b>       | 327:17          | 28:12            | 370:17              | <b>passion</b>     |
| 171:22             | 340:12          | 33:17 42:2       | <b>partly</b>       | 14:14 27:1         |
| <b>paraprofess</b> | 365:4, 21       | 46:16            | 87:1                | 36:6, 16           |
| <b>ionals</b>      | 369:18          | 94:20            | <b>partner</b>      | 45:2 256:5         |
| 171:23             | 392:9, 12       | 104:17           | 382:12              | 336:13             |
| <b>Pardon</b>      | <b>parents'</b> | 109:15           | <b>partnered</b>    | 394:2              |
| 338:9              | 392:16          | 139:13           | 210:2               | <b>passionate</b>  |
| <b>parent</b>      | <b>parity</b>   | 143:20           | 216:5               | 225:22             |
| 22:22 51:1         | 407:15          | 144:6            | <b>partners</b>     | 330:23             |
| 198:11             | <b>Parker</b>   | 159:24           | 74:3                | 335:16             |
| 201:9              | 13:14 17:3      | 162:10           | 182:23              | 347:1              |
| 202:7              | 24:8 25:1       | 170:9, 23        | 183:2               | <b>passthrough</b> |
| 209:5              | 46:24 51:7      | 172:8            | 218:12              | 79:13              |
| 246:8              | 55:1 65:4       | 182:14           | <b>partnership</b>  | <b>past</b>        |
| 250:15             | 68:7, 24        | 190:12           | 50:8                | 21:9 22:24         |
| 300:13, 25         | 69:18           | 200:8            | 171:2, 15           | 49:22              |
| 340:7              | 126:4           | 201:2            | 202:23              | 57:22              |
| 355:6              | 286:11          | 218:7            | 304:23              | 94:10 99:8         |
| <b>parents</b>     | 356:25          | 227:10, 15       | 331:12              | 124:12             |
| 14:17              | 357:1           | 233:10           | <b>partnership</b>  | 149:24             |
| 18:18 19:2         | 374:11          | 257:8            | <b>s</b>            | 177:7              |
| 51:21              | 393:12          | 279:15           | 32:12, 14,          | 191:11             |
| 72:22              | 396:20          | 282:10           | 15, 16, 20          | 196:14             |
|                    | 403:7           | 315:13           |                     |                    |
|                    |                 | 318:12           |                     |                    |

|                 |                     |                       |             |                   |
|-----------------|---------------------|-----------------------|-------------|-------------------|
| 229:16          | 285:3               | 177:20                | 143:19      | 379:12            |
| 330:15          | 314:22              | 341:2                 | 148:5, 8    | 382:14            |
| 388:6           | 411:20              | 343:8, 23             | 150:21      | 390:20            |
| 392:21          | 414:18              | 384:16                | 158:15, 25  | 404:12            |
| <b>Pastor</b>   | <b>paying</b>       | <b>Pennsylvania's</b> | 168:13      | 405:22            |
| 31:19           | 133:16              | 344:22                | 173:17      | 413:23            |
| 43:25           | 175:21              |                       | 174:8, 23   | 414:10, 16,       |
| <b>Pat</b>      | 409:19              | <b>people</b>         | 175:18      | 19, 23            |
| 373:17, 22      | <b>PCAC</b>         | 7:22 9:15,            | 176:24      | <b>perceiving</b> |
| <b>path</b>     | 23:1, 3             | 20 10:12,             | 178:21      | 285:13            |
| 141:21          | <b>PCE</b>          | 18 11:7, 8,           | 185:25      | <b>percent</b>    |
| 376:2           | 402:10              | 10 23:23              | 186:7       | 9:22 69:11        |
| <b>paths</b>    | <b>PD</b>           | 28:3 33:14            | 193:3       | 105:11, 16        |
| 34:2 60:20      | 224:22              | 38:20                 | 210:6       | 106:16, 22        |
| 220:15          | <b>PDS</b>          | 39:25                 | 219:20, 25  | 107:1, 9, 11      |
| 375:2           | 167:20, 21          | 42:23                 | 220:8, 18,  | 109:24            |
| <b>pathway</b>  | <b>Peace</b>        | 57:25                 | 19 225:16   | 121:24            |
| 75:3            | 14:11, 19           | 68:21                 | 226:4       | 122:2, 10,        |
| <b>pathways</b> | 411:7               | 71:2, 10              | 238:14      | 11, 14, 15,       |
| 34:24           | <b>peers</b>        | 72:7, 10, 11          | 239:1, 11   | 18, 19            |
| <b>patient</b>  | 177:4               | 78:5 91:16            | 242:1, 14   | 123:3             |
| 278:8           | 330:9               | 92:17 93:7            | 243:22, 23  | 125:5             |
| <b>Patricia</b> | <b>Peirce</b>       | 94:22                 | 245:12      | 141:3             |
| 374:1           | 84:22               | 101:16                | 251:25      | 150:13            |
| <b>pattern</b>  | <b>Pelzer</b>       | 103:1                 | 271:5       | 173:8, 10,        |
| 149:21          | 27:9                | 106:20                | 276:3, 25   | 11 174:11,        |
| <b>patterns</b> | <b>Peng</b>         | 113:10                | 282:13      | 17 181:15         |
| 262:10          | 115:16              | 115:9                 | 283:5       | 230:21, 22        |
| <b>patting</b>  | 116:1               | 116:3                 | 285:13      | 261:22, 23,       |
| 297:15          | 156:5               | 121:18, 21,           | 288:9       | 24 262:2, 9       |
| <b>paused</b>   | <b>Penn</b>         | 22 122:11,            | 298:2, 5, 9 | 284:20            |
| 404:24          | 63:23               | 16, 17, 19,           | 303:4, 16   | 292:9, 10         |
| <b>pay</b>      | 308:18              | 20 128:14             | 304:10, 16  | 293:19, 20        |
| 151:10          | <b>Pennsylvania</b> | 129:14                | 305:14      | 298:2             |
| 175:13          | <b>a</b>            | 131:6                 | 309:23      | 307:19, 21        |
| 214:23, 24      | 39:21               | 135:16                | 311:6       | 322:9, 24         |
| 230:9           | 40:22               | 136:10, 13,           | 324:22      | 343:24            |
| 254:12          | 57:11, 14           | 16, 23                | 336:2, 14   | 366:19, 21,       |
|                 | 173:22              | 137:3, 7              | 340:17      | 23, 24            |
|                 |                     | 140:21                | 361:13      | 390:9             |
|                 |                     | 141:21                | 377:20      | 398:2             |
|                 |                     |                       | 378:16, 23  |                   |

|                    |                    |                    |              |             |
|--------------------|--------------------|--------------------|--------------|-------------|
| 409:6, 14          | <b>Perryman</b>    | 332:2              | 41:7 42:22   | 219:18      |
| <b>percentage</b>  | 95:8               | 387:9              | 43:2 44:5,   | 220:1       |
| 261:3              | <b>persevering</b> | <b>perspective</b> | 23 46:19     | 221:19      |
| 262:1              | 52:2               | <b>s</b>           | 48:4, 25     | 227:12      |
| <b>perception</b>  | <b>person</b>      | 50:7               | 50:5 54:8,   | 231:15      |
| 60:22              | 23:21 72:1         | <b>persuade</b>    | 11 55:2, 19  | 236:13      |
| 290:16             | 75:6 95:9          | 314:8, 25          | 56:7, 18, 25 | 245:25      |
| <b>perfect</b>     | 115:6, 12,         | 315:2, 3, 7        | 64:14 67:9   | 246:6, 16   |
| 234:9              | 15 116:5, 7        | <b>Petri</b>       | 69:10        | 248:24      |
| <b>performance</b> | 241:19             | 153:15             | 71:18, 19,   | 253:4       |
| 16:6 53:7          | 256:8              | <b>PFT</b>         | 20, 21 72:4  | 254:25      |
| 67:15              | 267:18, 22         | 206:23             | 74:6 76:20   | 274:18      |
| 79:21              | 338:18, 24         | <b>Phase</b>       | 81:2, 4      | 281:18      |
| 272:7              | 379:2              | 88:15              | 93:1 94:17   | 283:14, 18, |
| <b>performed</b>   | 393:6              | 89:12, 15          | 95:1         | 24 286:9    |
| 342:8              | <b>person-</b>     | <b>phenomenal</b>  | 105:13       | 287:12      |
| <b>performing</b>  | <b>specific</b>    | 303:15             | 107:2        | 289:6       |
| 146:11             | 99:1               | <b>Phi</b>         | 115:4        | 301:1       |
| 264:19             | <b>personal</b>    | 26:4               | 122:1        | 304:8       |
| 292:15             | 9:8 91:17          | <b>Philadel</b>    | 123:14       | 317:18, 19  |
| 355:16             | 203:5              | 313:9              | 126:19, 25   | 319:2       |
| 393:1              | 240:15             | <b>Philadelphi</b> | 127:15       | 320:14      |
| 398:15             | 336:12             | <b>a</b>           | 128:4, 22    | 325:22      |
| <b>period</b>      | 349:7              | 5:13, 18, 23       | 130:4        | 327:9       |
| 69:3               | 388:13             | 6:3, 8, 13,        | 132:13, 23,  | 331:7       |
| 162:18, 19         | <b>personally</b>  | 18, 23 7:3,        | 25 138:1, 7  | 335:18      |
| 167:7, 8           | 14:10              | 10, 12 8:9,        | 139:3        | 339:6       |
| 177:18             | 229:6              | 13 11:7            | 156:12       | 343:9, 20   |
| <b>permanent</b>   | 247:3, 23          | 13:22              | 160:6        | 345:11      |
| 14:23              | 251:19             | 16:2, 3            | 163:18       | 346:11, 18, |
| 132:7              | <b>personnel</b>   | 17:16              | 164:4        | 25 347:15   |
| 173:25             | 367:16             | 18:15              | 166:25       | 350:20      |
| <b>permit</b>      | <b>perspective</b> | 19:6, 22, 25       | 168:24       | 353:1, 25   |
| 419:1, 16          | 34:22 50:2         | 21:16, 19          | 172:1, 6, 14 | 354:14      |
| 420:7              | 53:13              | 23:11 24:3         | 175:15, 17   | 357:20      |
| <b>perpetuatin</b> | 97:16              | 25:24              | 189:18, 22   | 364:5, 21   |
| <b>g</b>           | 150:8              | 26:23 30:3         | 190:5, 15    | 369:13      |
| 51:16              | 203:1              | 36:21              | 191:5, 6     | 372:5, 6    |
|                    | 220:4              | 38:10 39:6         | 192:7, 11,   | 374:6, 9,   |
|                    | 296:21             |                    | 14 212:6     | 12, 21      |
|                    |                    |                    | 215:24       | 375:12, 20  |
|                    |                    |                    | 217:10       | 376:24      |

|                    |                    |                    |                  |            |
|--------------------|--------------------|--------------------|------------------|------------|
| 378:4              | 205:3              | 236:3,17           | 389:9            | 88:16,23,  |
| 381:20             | 241:4,5            | <b>pick</b>        | <b>pitted</b>    | 25 89:16,  |
| 384:8,14           | 243:17             | 89:8               | 358:14           | 18 99:13,  |
| 385:8              | 244:16,24          | 129:14             | <b>pivot</b>     | 17,22,24   |
| 388:5              | 245:4,9            | 158:15             | 156:7            | 102:1,2,5, |
| 390:4              | 247:1              | 179:10             | 196:11           | 22,23,25   |
| 391:24             | 248:7              | <b>picked</b>      | <b>pivotal</b>   | 103:2,3    |
| 392:10             | 270:7              | 184:3              | 52:5             | 104:18     |
| 401:17             | 416:25             | <b>picture</b>     | <b>place</b>     | 133:2      |
| 402:3,5,9          | 417:1              | 164:14             | 41:19            | 143:18     |
| 403:3,6            | <b>Philly</b>      | <b>piece</b>       | 74:23            | 145:14     |
| 404:13             | 21:17,22           | 130:22             | 94:25            | 160:24     |
| 405:1,19           | 30:25 34:6         | 198:2              | 118:3            | 161:5      |
| 409:12,14,         | 36:2 50:5,         | 206:5,16           | 122:6            | 163:16     |
| 16 412:4           | 25 52:15           | 248:15             | 132:9            | 166:15,21  |
| 414:7              | 60:14              | 255:10             | 134:14           | 170:25     |
| <b>Philadelphi</b> | 65:17 66:7         | 267:11             | 137:12           | 171:17     |
| <b>a's</b>         | 67:6 86:13         | 271:24             | 168:16           | 181:8      |
| 339:7              | 88:5               | 274:4,5            | 186:23           | 182:8      |
| 368:20             | 138:20             | 308:3              | 236:10,12        | 183:20     |
| 369:5,16           | 171:17             | 348:7              | 267:4            | 184:15     |
| 393:18             | 185:3              | <b>pieces</b>      | 336:16           | 188:2,4    |
| <b>Philadelphi</b> | 194:2,4            | 198:20             | 363:1            | 191:3      |
| <b>ans</b>         | 195:19             | 225:5              | 379:6            | 195:19     |
| 312:8              | 197:7,12,          | 257:8              | 403:21           | 197:12     |
| <b>philanthrop</b> | 19 201:6           | 268:19             | 412:14           | 201:6,7    |
| <b>ic</b>          | 282:21             | <b>piggybackin</b> | 413:10           | 226:16,19  |
| 316:23             | 283:4,6,8          | <b>g</b>           | <b>placement</b> | 227:2      |
| <b>Phillip's</b>   | 288:1              | 95:23              | 56:10            | 228:7,11   |
| 95:24              | 300:5              | <b>pilot</b>       | 131:24           | 229:5,22   |
| <b>Phillips</b>    | 365:14             | 89:5               | <b>places</b>    | 230:1      |
| 3:17,18            | <b>philosophic</b> | <b>piloted</b>     | 19:20            | 231:17     |
| 70:19,20           | <b>al</b>          | 194:7              | 191:7            | 234:12     |
| 71:12,25           | 393:7              | <b>pipeline</b>    | <b>plan</b>      | 236:1,19   |
| 77:13              | <b>physical</b>    | 64:15 69:8         | 21:18            | 238:9      |
| 80:16 90:9         | 400:4              | 84:19 94:5         | 81:5,8           | 260:5      |
| 91:10              | <b>physics</b>     | 308:2              | 82:1 83:6        | 261:12,13  |
| 93:23              | 14:1 15:2          | 358:19             | 84:2,5           | 286:10     |
| 99:11              | <b>PIAA</b>        | <b>pit</b>         | 86:12,13         | 300:4,5    |
| 201:11             | 8:25               |                    | 87:2             | 307:4,9    |
|                    |                    |                    |                  | 309:4,6,9  |
|                    |                    |                    |                  | 316:20     |

|                 |               |                 |                    |                    |
|-----------------|---------------|-----------------|--------------------|--------------------|
| 317:2           | 306:6         | 310:20          | 327:1, 10,         | 100:20             |
| 319:5           | <b>podium</b> | 321:6           | 15, 19, 25         | 122:3, 10,         |
| 321:8           | 337:18        | 332:8           | 328:3, 13,         | 15, 18             |
| 367:18          | 338:5         | 400:18          | 20 389:2           | 123:3              |
| 368:25          | 346:6         | <b>points</b>   | 405:17             | 144:23, 25         |
| 408:5, 6, 11    | 350:12        | 10:18           | 410:22             | 152:10             |
| 410:6           | 354:11        | 138:24          | <b>policy-wise</b> | 177:3              |
| <b>Plancon</b>  | 357:13        | 306:9           | 168:21             | 180:11             |
| 314:9           | 360:16        | <b>poised</b>   | <b>polite</b>      | 227:11, 13,        |
| <b>planning</b> | 363:23        | 29:12           | 64:23              | 25 228:5           |
| 182:5           | 368:8         | <b>poisoned</b> | <b>political</b>   | 296:19             |
| <b>plans</b>    | 371:2         | 411:17          | 69:16              | 309:7              |
| 58:16           | 373:20        | <b>police</b>   | 318:5              | 325:23             |
| 81:10           | 376:13        | 220:17          | 341:5, 7           | 336:1              |
| 145:22          | 379:21        | <b>policies</b> | <b>politicians</b> | <b>populations</b> |
| 166:2           | 380:18        | 150:19          | 68:19              | 31:25 49:8         |
| 199:9           | 383:22        | 202:3           | <b>politics</b>    | 323:4, 15          |
| <b>plate</b>    | 386:11        | 250:2           | 69:7 93:4,         | <b>portfolio</b>   |
| 149:14          | 396:11        | 326:16          | 5                  | 252:22             |
| <b>platform</b> | 399:14        | 327:4           | <b>Pollock</b>     | 318:16             |
| 27:20           | 401:24        | 328:17          | 85:11              | <b>portion</b>     |
| <b>play</b>     | 406:8         | <b>policy</b>   | <b>pool</b>        | 334:5              |
| 89:1            | <b>point</b>  | 16:10           | 85:24              | <b>portrayed</b>   |
| 334:25          | 63:8, 24      | 53:7, 10        | 396:19             | 397:10             |
| <b>player</b>   | 80:21         | 129:5, 12       | 410:6              | <b>Portuguese</b>  |
| 110:6           | 82:10         | 130:3           | <b>pools</b>       | 323:13             |
| <b>playing</b>  | 108:5         | 132:3           | 408:7              | <b>posed</b>       |
| 27:11 69:6      | 117:24        | 150:16          | 409:22             | 207:10             |
| <b>playoffs</b> | 118:22        | 168:10          | 410:4              | <b>Poses</b>       |
| 236:15          | 126:6         | 199:21          | <b>poorest</b>     | 342:22, 25         |
| <b>PLC's</b>    | 159:5         | 203:3, 7,       | 44:25              | 345:21, 23         |
| 281:15          | 163:11        | 12, 20          | 143:1              | <b>posit</b>       |
| <b>plug</b>     | 164:5         | 205:9           | <b>poorly-</b>     | 318:24             |
| 201:4           | 165:16        | 206:18, 20      | 398:14             | <b>position</b>    |
| 239:7           | 182:10        | 207:12          | <b>Poorly-</b>     | 9:8 10:13          |
| <b>plumbing</b> | 230:25        | 248:21          | <b>performing</b>  | 11:23              |
| 175:1           | 242:15        | 249:14          | 344:15             | 12:5, 11           |
| <b>podcast</b>  | 243:10        | 252:14, 19      | <b>population</b>  | 22:3 57:17         |
|                 | 250:7         | 269:3           | 97:24              | 58:5 93:4          |
|                 | 268:9         | 326:22          |                    |                    |
|                 | 289:21        |                 |                    |                    |

|                    |                   |                    |                    |              |
|--------------------|-------------------|--------------------|--------------------|--------------|
| 226:13             | 52:6 94:21        | <b>prayer</b>      | <b>presence</b>    | 42:14        |
| 227:22             | 293:3             | 369:14             | 388:9, 20          | 43:11        |
| 247:14             | <b>power</b>      | <b>preaching</b>   | 399:5              | 47:1, 7, 10  |
| 383:7              | 28:18             | 293:9              | <b>present</b>     | 49:23, 24    |
| 400:7              | 353:3             | <b>precise</b>     | 3:1, 4, 11,        | 50:15, 21,   |
| 414:17             | 355:2             | 286:13             | 15, 19 4:1,        | 23 54:15,    |
| <b>positive</b>    | 390:24            | <b>precision</b>   | 5, 9, 13, 17,      | 22 55:8, 9   |
| 351:25             | <b>powerful</b>   | 31:17              | 24 5:3, 4          | 59:7, 16     |
| 356:6              | 388:12            | <b>precludes</b>   | 101:6              | 60:2 61:1    |
| <b>positively</b>  | <b>powers</b>     | 155:9              | 381:6              | 74:11        |
| 36:24              | 326:22, 24        | <b>predictabil</b> | 395:11             | 82:25        |
| 383:11             | <b>practical</b>  | <b>ity</b>         | 400:2              | 83:16, 22    |
| <b>possess</b>     | 204:11            | 61:25              | 416:8, 11,         | 87:8, 14     |
| 374:18             | <b>practice</b>   | <b>preempt</b>     | 15, 19, 23         | 90:10        |
| <b>possibility</b> | 28:1 37:17        | 60:7               | 417:2, 9,          | 93:24, 25    |
| 67:17              | 40:12             | <b>Prek</b>        | 13, 17, 21,        | 95:5, 13, 20 |
| <b>possibly</b>    | 167:5             | 136:17             | 25 418:7,          | 97:8, 9      |
| 204:18             | 281:14            | <b>premise</b>     | 11                 | 98:22        |
| <b>post-</b>       | 393:11            | 156:22             | <b>presentatio</b> | 101:13       |
| 24:18              | <b>practiced</b>  | <b>Prep</b>        | <b>n</b>           | 102:18       |
| <b>post-covid</b>  | 40:22             | 208:19, 21         | 170:4, 10          | 104:15, 24   |
| 358:19             | <b>practices</b>  | <b>prepandemic</b> | 311:24             | 106:6        |
| <b>post-</b>       | 79:20             | 30:9               | <b>presented</b>   | 109:21       |
| <b>secondary</b>   | 262:12            | <b>prepare</b>     | 61:2               | 114:3        |
| 382:4, 15          | 266:10            | 255:1              | 234:22             | 115:11, 21   |
| <b>posting</b>     | 348:15            | <b>prepared</b>    | <b>presents</b>    | 116:13, 24   |
| 210:5              | 352:9             | 19:5 42:12         | 261:11             | 117:18       |
| <b>potential</b>   | <b>practicing</b> | 321:12             | <b>president</b>   | 118:21       |
| 300:12             | 26:5              | <b>prepares</b>    | 2:2, 5, 8          | 121:13       |
| 340:9              | <b>pragmatism</b> | 16:14              | 5:1, 2 7:6,        | 125:11, 14,  |
| 353:13             | 36:7              | <b>preparing</b>   | 19 8:22            | 17, 18, 23,  |
| 388:14             | <b>prairie</b>    | 304:10             | 10:5 11:3,         | 25 140:1,    |
| <b>potentially</b> | 63:2              | 382:14             | 18, 25             | 16 141:7, 8  |
| 73:19 82:5         | <b>praise</b>     | <b>Pres</b>        | 12:24              | 142:3, 11    |
| 157:7              | 96:22             | 25:12              | 13:4, 10           | 146:8        |
| <b>poured</b>      | 278:11            | 286:21             | 18:4, 9            | 147:6        |
| 341:10             | <b>Pratt</b>      | <b>prescribed</b>  | 24:10, 12          | 148:22, 23   |
| <b>poverty</b>     | 85:12             | 155:7              | 25:7, 13, 16       | 149:3        |
|                    |                   |                    | 27:3 37:3,         | 159:11, 12   |
|                    |                   |                    | 8, 14 38:2         | 169:21, 24   |
|                    |                   |                    |                    | 171:8        |
|                    |                   |                    |                    | 172:25       |

|              |                    |                   |                    |                    |
|--------------|--------------------|-------------------|--------------------|--------------------|
| 176:8        | 283:11, 21         | <b>previous</b>   | 384:3, 22,         | 376:20             |
| 177:14       | 286:17, 25         | 73:25             | 23 385:1           | <b>privately</b>   |
| 178:5        | 287:4              | 101:21            | 386:14             | 340:24             |
| 180:1        | 291:1, 5           | 106:21            | 390:4              | <b>Privately-</b>  |
| 184:21, 22   | 308:24             | 114:18            | <b>principals</b>  | <b>run</b>         |
| 186:21       | 310:14, 15,        | 129:1             | 9:9 27:8           | 347:20             |
| 188:16, 17,  | 22 311:11,         | 161:12            | 58:10, 17          | <b>privatizati</b> |
| 22 194:24    | 17 320:7,          | 288:17            | 129:12             | <b>on</b>          |
| 201:15, 19   | 8, 25              | 398:20            | 131:9              | 341:12             |
| 202:9, 16    | 326:13             | 403:17            | 177:6, 10          | <b>privilege</b>   |
| 205:11       | 330:2, 3           | <b>previously</b> | 189:8              | 108:17             |
| 207:3, 11,   | 334:7, 18          | 193:12            | 237:10             | 299:4, 16,         |
| 24 208:4     | 350:24             | <b>Pri</b>        | 281:21, 23         | 23 300:22,         |
| 217:21       | 351:2              | 368:6             | 286:1, 2           | 23, 24             |
| 218:22       | 353:10             | 370:25            | 385:3, 4           | 301:17, 20         |
| 219:3        | 377:8              | 371:10            | <b>principles</b>  | 333:15             |
| 220:25       | 384:3              | <b>price</b>      | 92:8               | 375:10             |
| 222:8        | 386:23             | 179:18            | <b>prior</b>       | 381:16             |
| 223:10       | 396:8, 12,         | <b>pride</b>      | 8:6 48:20          | <b>prizes</b>      |
| 225:6, 12    | 14 399:10,         | 350:22            | 272:25             | 364:15             |
| 226:17       | 17, 24             | <b>prides</b>     | 338:9              | <b>pro-charter</b> |
| 230:24       | 401:20             | 183:16            | 355:14             | 73:11              |
| 233:22       | 406:4, 9, 14       | <b>primarily</b>  | <b>prioritize</b>  | 397:13             |
| 234:14       | 411:5              | 163:15            | 193:15             | <b>pro-public</b>  |
| 235:17, 24   | 415:7, 12          | <b>primary</b>    | 351:19             | 397:14             |
| 236:19       | 418:9, 10,         | 44:21             | <b>prioritized</b> | <b>proactive</b>   |
| 238:8        | 19 419:5,          | <b>primed</b>     | 352:11             | 287:19             |
| 240:7, 11,   | 22, 25             | 198:4             | <b>prioritizin</b> | <b>problem</b>     |
| 23, 25       | <b>President's</b> | <b>principal</b>  | g 17:3 21:11       | 21:5 80:25         |
| 241:6, 16    | 228:3              | 44:19, 20         | <b>priority</b>    | 109:10             |
| 243:11, 12   | <b>press</b>       | 45:21 46:4        | 136:6              | 162:10             |
| 244:3, 12    | 120:13             | 56:3 95:9         | <b>private</b>     | 221:21             |
| 248:12       | 139:22             | 132:7, 10         | 37:16 73:6         | 255:6              |
| 253:12       | 233:4              | 145:3             | 167:3              | 277:7              |
| 255:21       | <b>pressure</b>    | 168:19, 23        | 178:25             | 283:25             |
| 256:2        | 349:12             | 234:25            | 179:1              | 343:11, 21         |
| 257:24       | <b>pretty</b>      | 284:17            | 254:4, 9           | 409:15             |
| 258:3        | 76:22              | 364:12            | 335:22             | <b>problems</b>    |
| 264:8, 10,   | 235:6, 12          | 377:2             | 347:11             | 123:2              |
| 14 276:6     | 292:12             |                   |                    |                    |
| 277:25       |                    |                   |                    |                    |
| 278:1, 7, 14 |                    |                   |                    |                    |

|                   |                   |                    |                    |                    |
|-------------------|-------------------|--------------------|--------------------|--------------------|
| 174:4             | 131:3             | 311:7              | <b>professions</b> | 303:14             |
| 195:16            | 134:13, 21        | <b>product</b>     | 335:25             | 311:2              |
| 213:23            | 148:10            | 8:8 36:2           | <b>Professor</b>   | 347:16             |
| 344:23            | 150:4, 7          | 346:10, 17         | 57:19              | 400:19             |
| 403:22            | 160:10            | <b>productivit</b> | <b>proficienci</b> | <b>programming</b> |
| <b>procedural</b> | 168:3             | <b>y</b>           | <b>es</b>          | 86:16              |
| 372:12            | 205:19            | 409:9              | 312:11             | 88:14              |
| <b>procedures</b> | 228:17            | <b>profession</b>  | <b>proficiency</b> | <b>programs</b>    |
| 327:13            | 232:23            | 166:9, 22          | 292:9, 10          | 9:19 10:11         |
| 328:17            | 250:8             | 167:22             | 293:20, 21         | 45:17              |
| <b>proceed</b>    | 252:8             | 168:6              | 322:23             | 238:4, 6,          |
| 28:20             | 267:3             | 169:14             | <b>proficient</b>  | 10, 18             |
| 87:15             | 275:12            | 176:25             | 125:4              | 289:15             |
| 338:1             | 288:7, 12         | 177:18             | <b>proficientl</b> | 303:11, 18         |
| 339:2             | 289:11            | 179:22             | <b>y</b>           | 309:19             |
| 342:24            | 328:3             | 207:15, 22         | 125:3              | <b>progress</b>    |
| 350:15            | 332:23            | 282:12             | <b>profound</b>    | 24:13              |
| 354:8             | 333:19            | <b>professiona</b> | 387:12             | 53:12              |
| 357:10            | 334:13            | <b>l</b>           | <b>profoundly</b>  | 57:16              |
| 360:21            | 336:24            | 20:21, 22          | 26:8               | 100:14             |
| 363:19            | 339:12            | 173:8              | <b>program</b>     | 123:13, 19         |
| 368:11            | 344:10            | 175:10             | 10:16 15:9         | 124:18             |
| 371:7             | 359:4, 11         | 176:1              | 45:15, 19          | 148:11             |
| 373:23            | 360:24            | 199:12             | 64:13              | 165:20             |
| 376:9             | 370:10            | 266:6              | 131:23             | 198:5              |
| 379:24            | 372:9, 13         | 281:12, 15         | 140:2, 17,         | 204:17             |
| 380:13            | 374:11            | 282:7              | 18, 19             | 263:9, 17,         |
| 383:20            | 401:3             | 330:24             | 141:10, 11,        | 19 296:11          |
| 386:6             | <b>processing</b> | 331:20             | 18 169:9           | 344:22             |
| 391:8, 16         | 21:3              | 335:20             | 171:23             | 349:2              |
| <b>proceeded</b>  | <b>produce</b>    | 366:13             | 172:9              | <b>progressive</b> |
| 15:1              | 39:6 69:11        | <b>professiona</b> | 173:5              | 179:12             |
| 359:10            | 392:25            | <b>lism</b>        | 174:5, 22          | <b>project</b>     |
| <b>process</b>    | <b>produced</b>   | 175:22             | 199:13             | 40:8 43:1          |
| 49:15             | 21:23             | <b>professiona</b> | 215:22             | 46:11              |
| 65:18             | 371:21            | <b>lization</b>    | 220:15             | 89:16              |
| 79:10 86:3        | <b>producer</b>   | 167:25             | 221:8, 11,         | <b>projected</b>   |
| 87:17             | 177:21            | <b>professiona</b> | 12, 14             | 132:1              |
| 108:20            | <b>producing</b>  | <b>ls</b>          | 280:1              | <b>projects</b>    |
| 126:7             | 310:3             | 167:15             | 289:20             | 40:15              |

|                    |                 |                  |              |                  |
|--------------------|-----------------|------------------|--------------|------------------|
| 84:18              | <b>proud</b>    | 114:23           | 58:25 60:8   | 15 346:11,       |
| 85:5, 7, 12        | 13:22           | 126:12           | 62:18        | 18 351:5         |
| 94:5               | 19:22 26:3      | 345:10           | 63:25 74:2   | 355:11           |
| <b>promise</b>     | 44:11 51:1      | <b>provider</b>  | 79:8, 13     | 358:12, 18       |
| 370:2              | 106:6           | 272:3            | 90:20        | 359:8            |
| 371:13             | 110:20, 22      | 293:23           | 103:10, 20   | 365:17, 18,      |
| 374:17             | 111:4, 8        | 294:1            | 124:18       | 19, 21           |
| <b>promises</b>    | 194:23          | <b>providers</b> | 127:13, 21   | 372:23           |
| 347:13             | 284:7           | 67:22            | 128:4, 6     | 375:18           |
| <b>promotion</b>   | 285:6, 11       | 250:1, 5         | 143:5        | 376:21           |
| 116:9              | 332:14          | 265:6            | 161:8, 16,   | 377:11, 21       |
| <b>pronounce</b>   | 386:14          | 267:25           | 25 162:12,   | 384:8            |
| 399:12             | 387:7           | 273:14           | 23 163:18    | 389:10           |
| <b>proof</b>       | 390:2           | 276:18           | 167:3        | 392:5            |
| 398:18             | 402:3           | <b>providing</b> | 208:14       | 393:15, 22       |
| <b>propagate</b>   | <b>proudly</b>  | 35:4 268:5       | 215:25       | 397:16           |
| 398:19             | 44:18           | 292:25           | 246:22       | 399:4            |
| <b>proper</b>      | <b>prove</b>    | 356:23           | 248:19, 22   | 402:16           |
| 176:5              | 66:20           | 372:15           | 249:25       | 403:5, 24        |
| <b>properly</b>    | 361:4           | <b>prowess</b>   | 250:4, 9     | 405:3            |
| 345:12             | <b>provide</b>  | 33:4             | 254:7        | 415:10, 18       |
| 419:10             | 18:21           | <b>PTSD</b>      | 264:18       | <b>public-</b>   |
| <b>property</b>    | 46:19           | 195:11           | 265:3        | <b>private</b>   |
| 149:25             | 58:10 62:4      | <b>public</b>    | 266:22       | 32:15, 25        |
| <b>proposals</b>   | 87:11           | 2:9, 10          | 267:11       | 331:12           |
| 343:7              | 95:15           | 7:23 8:10,       | 274:12, 23   | <b>publicly</b>  |
| <b>proposed</b>    | 136:22          | 23 13:24         | 289:6        | 381:10           |
| 138:3, 4           | 160:24          | 28:19            | 292:21       | <b>Puerto</b>    |
| <b>proposition</b> | 234:12          | 29:6, 10, 11     | 294:11       | 44:10            |
| 308:11             | 238:17          | 30:19            | 297:2, 9     | <b>pull</b>      |
| <b>prosecutor</b>  | 239:22          | 31:15, 20,       | 303:5        | 169:1            |
| 267:17             | 240:11          | 23 36:4          | 309:13       | 187:18           |
| 276:14             | 258:18          | 39:12            | 312:18       | 326:25           |
| <b>protection</b>  | 289:18          | 40:12, 14,       | 317:22       | <b>pulse</b>     |
| 370:10             | 326:19          | 22, 25           | 327:20       | 368:19           |
| 371:24             | 329:25          | 47:19            | 336:22, 23   | <b>purported</b> |
| <b>protesting</b>  | 400:20          | 48:14            | 337:2, 14,   | 153:15           |
| 207:17             | 401:2           | 51:2, 12         | 23 338:1,    | <b>purpose</b>   |
|                    | <b>provided</b> | 52:4 54:11       | 12 339:6,    | 16:16            |
|                    | 27:19           | 55:19 57:2       | 7, 8, 9, 12, | 46:17            |
|                    | 97:23           |                  | 23 340:19,   |                  |
|                    |                 |                  | 23 341:12,   |                  |

|                 |                    |                 |                    |                  |
|-----------------|--------------------|-----------------|--------------------|------------------|
| 88:17           | 236:24             | 56:19, 20       | 147:3              | 117:12, 23       |
| <b>pursue</b>   | 237:22             | 58:23           | 149:16             | 118:5, 23        |
| 15:21           | 255:19             | 60:22           | 151:16             | 119:13           |
| 36:23           | 263:4, 16          | 139:10          | 154:9              | 123:7            |
| 40:13           | 291:23             | 252:13          | 156:9              | 149:15           |
| 290:8           | 309:22             | 268:25          | 163:20             | 232:8            |
| <b>purview</b>  | 317:4              | 278:20          | 164:6              | 336:11           |
| 80:3            | 363:1              | 292:25          | 166:24             | 357:22           |
| <b>push</b>     | 389:25             | 298:23          | 169:17             | <b>questions</b> |
| 92:3 93:8       | 403:21             | 301:7           | 182:6              | 11:21 21:4       |
| 96:14 99:4      | 409:23             | 329:19          | 193:13             | 42:13            |
| 168:25          | <b>puts</b>        | 359:16          | 202:21             | 50:14            |
| 256:12          | 308:25             | 393:13          | 207:5, 9           | 59:20            |
| 257:16          | <b>putting</b>     | <b>quarter</b>  | 210:25             | 92:20            |
| 315:21          | 169:9              | 144:24          | 219:14             | 99:12            |
| 407:4           | 316:20             | <b>quasi</b>    | 234:13             | 109:23, 24       |
| <b>pushback</b> | 318:19             | 152:1           | 253:17, 18         | 110:10           |
| 293:25          | 327:24             | <b>question</b> | 256:4              | 115:22           |
| <b>pushed</b>   | <b>pyramid</b>     | 62:16           | 259:10             | 119:16           |
| 90:18           | 264:6              | 63:11           | 261:17             | 125:13           |
| 97:22           |                    | 65:1, 5, 12     | 265:11             | 126:2            |
| 104:3           | <b>Q</b>           | 68:14, 20,      | 270:4              | 149:4            |
| <b>pushing</b>  | <b>qualificati</b> | 23 73:21        | 272:1              | 160:22           |
| 259:24          | <b>ons</b>         | 77:11, 14       | 279:1              | 187:2, 11        |
| 300:7           | 148:4              | 79:5 80:22      | 287:17             | 189:1            |
| <b>put</b>      | <b>qualified</b>   | 81:18           | 288:20             | 193:11           |
| 9:7 10:12       | 116:2              | 82:21 94:9      | 291:18             | 208:6            |
| 11:8 12:11      | 143:7              | 95:24           | 296:20             | 226:9            |
| 39:25           | 195:23             | 97:10           | 297:1              | 227:1            |
| 111:25          | 379:12             | 98:24           | 301:16             | 230:9            |
| 121:22          | <b>qualify</b>     | 102:21          | 312:14, 22,        | 244:21           |
| 137:11          | 13:19              | 105:8, 10       | 25 313:16          | 250:7            |
| 146:17          | 16:25              | 107:16          | 316:11             | 258:12, 14       |
| 171:14          | <b>quality</b>     | 112:20          | 321:16, 17         | 263:3            |
| 181:21          | 10:15 11:1         | 116:16, 22      | 322:8              | 278:17           |
| 184:7           | 12:12, 15          | 117:3           | 326:10             | 305:23           |
| 185:2, 7        | 17:12 24:4         | 118:8, 16       | 328:7              | 310:9            |
| 188:9           | 36:22 45:3         | 124:5           | 329:10             | 312:20           |
| 197:17          | 46:20              | 138:22          | 330:6              | 335:12           |
| 226:12          | 48:23              | 140:11          | 345:24             | 361:25           |
|                 |                    | 144:18          | <b>questioning</b> | <b>Quetcy</b>    |

|                  |                |                    |                    |                    |
|------------------|----------------|--------------------|--------------------|--------------------|
| 142:1            | 158:16         | <b>rampant</b>     | <b>re-engaged</b>  | 366:24             |
| 205:1            | <b>racism</b>  | 246:14             | 135:21, 23         | 399:1              |
| <b>quick</b>     | 111:14         | <b>Randolph</b>    | <b>re-ignite</b>   | <b>ready</b>       |
| 94:2             | 158:17         | 64:10              | 201:8              | 19:5               |
| 152:15           | 361:1, 2, 8,   | 308:4              | <b>reach</b>       | 179:15             |
| 169:25           | 16 362:23      | <b>rare</b>        | 44:1               | 182:12             |
| 176:14           | 371:16, 20     | 186:9              | 262:17, 18         | 186:18             |
| 201:4            | 372:22         | <b>rate</b>        | 365:8              | 202:18             |
| 202:21           | <b>racist</b>  | 165:23             | <b>reaching</b>    | 230:15             |
| 226:9            | 107:4          | 307:17, 21         | 215:7              | 315:16             |
| 235:18           | 118:5, 12      | 365:16             | <b>react</b>       | 324:15             |
| 245:22           | 119:11         | 398:3              | 213:16             | <b>real</b>        |
| 300:21           | 120:19         | <b>rates</b>       | 333:6              | 62:7 94:2          |
| 326:14           | 122:4          | 58:16              | <b>reaction</b>    | 148:17             |
| 410:10           | 123:6          | 181:15             | 104:18             | 169:25             |
| <b>quickly</b>   | 174:9, 10      | 307:22, 23         | <b>reactionary</b> | 182:19, 21,        |
| 80:3 136:7       | 225:22         | <b>re-</b>         | 213:15             | 22 184:14          |
| 253:16           | <b>radical</b> | <b>appointed</b>   | <b>reactive</b>    | 202:21             |
| 300:22           | 81:22          | 81:21              | 101:1              | 235:18             |
| 310:19           | 93:16          | <b>re-</b>         | 104:13             | 288:7, 11          |
| 389:8            | <b>rails</b>   | <b>appointing</b>  | 105:2              | 300:21             |
| <b>quiet</b>     | 337:9          | 12:8               | <b>read</b>        | 309:25             |
| 274:7            | <b>rainbow</b> | <b>re-</b>         | 5:7 137:5          | 312:4              |
| <b>Quinones-</b> | 310:1          | <b>appointment</b> | 386:16             | 317:2              |
| <b>sanchez</b>   | <b>raise</b>   | 5:15, 25           | 412:4, 5           | 398:12             |
| 137:21           | 116:9          | 6:15, 20           | <b>readiness</b>   | 403:9              |
| <b>quiz</b>      | 225:21         | 25:23 39:3         | 158:6              | 410:10             |
| 306:18           | 278:19         | 381:5              | 381:25             | <b>realistic</b>   |
| <b>quo</b>       | <b>raised</b>  | <b>re-approved</b> | <b>reading</b>     | 226:18, 23         |
| 30:2 370:9       | 18:14          | 348:2              | 125:2              | 228:10             |
| <b>quorum</b>    | 34:17          | <b>re-</b>         | 136:14, 20,        | <b>reality</b>     |
| 5:3              | 35:22          | <b>arranging</b>   | 22 137:4,          | 96:5               |
| <b>quote</b>     | 51:18 70:4     | 128:19             | 6, 8 138:16        | 150:18             |
| 23:20            | 99:12          | <b>re-elect</b>    | 140:21, 24         | 356:3              |
| 393:12           | 163:12         | 353:9              | 199:17, 18         | 392:7              |
|                  | <b>raising</b> | <b>re-elected</b>  | 259:23             | 405:24             |
|                  | 279:1          | 351:2              | 272:9              | <b>realization</b> |
| <b>R</b>         | <b>rally</b>   | <b>re-election</b> | 315:18             | 400:10             |
| <b>race</b>      | 251:3          | 70:3               | 344:25             | <b>reason</b>      |
| 20:8             |                |                    |                    | 9:1 73:3           |

|                  |                    |                    |                    |                    |
|------------------|--------------------|--------------------|--------------------|--------------------|
| 74:12 91:2       | 48:11              | 173:2              | 420:6              | 386:6              |
| 92:18            | 198:8              | 180:3              | <b>recommendat</b> | 391:8, 16          |
| 120:21           | 343:4              | 188:19             | <b>ions</b>        | 392:21             |
| 132:22           | 344:20             | 207:6              | 23:5 204:1         | 395:25             |
| 195:1            | 397:3              | 208:1              | 313:6              | 398:9              |
| 239:24           | 403:18             | 225:8              | <b>recommended</b> | 419:6              |
| 273:7            | <b>recently</b>    | 233:19             | 68:7               | <b>records</b>     |
| 277:2            | 48:3               | 241:2              | <b>recommends</b>  | 121:3              |
| 412:2            | 115:14             | 253:13             | 358:5              | <b>recovery</b>    |
| 413:10           | 222:10             | 255:22, 24         | <b>reconsidera</b> | 30:8               |
| 414:22           | 323:6              | 257:25             | <b>tion</b>        | <b>Recreation</b>  |
| <b>reasoning</b> | <b>reception</b>   | 278:3              | 327:5              | 308:14             |
| 76:10            | 232:11             | 301:23             | <b>record</b>      | <b>recruit</b>     |
| 406:20           | <b>recess</b>      | 302:10             | 43:7 69:22         | 322:5              |
| <b>reasons</b>   | 219:2              | 306:10             | 95:16              | 390:5              |
| 13:20            | <b>recog</b>       | 311:14             | 156:3              | <b>recruited</b>   |
| 121:8, 9         | 30:3               | 326:9              | 226:12             | 56:18              |
| 241:11           | <b>recognition</b> | 338:2              | 236:25             | 176:3              |
| 275:6            | 30:7               | 346:4              | 237:17, 22         | <b>recruitment</b> |
| 404:12, 17       | 386:21             | 349:18             | 270:24             | 17:4 49:5          |
| <b>recall</b>    | <b>recognize</b>   | 350:9              | 289:4, 23          | 170:1              |
| 200:4            | 70:19              | 354:6              | 290:24             | <b>rectify</b>     |
| 221:12           | 126:7              | 357:8              | 327:24             | 210:13             |
| <b>receipts</b>  | 243:2              | 360:13             | 331:19             | 344:3              |
| 31:18 90:5       | 292:4              | 363:18             | 332:8              | <b>rectifying</b>  |
| <b>receive</b>   | 335:11             | 368:4              | 334:1              | 75:15              |
| 19:7             | 397:6              | 370:24             | 342:23             | <b>recuse</b>      |
| 233:16           | <b>recognized</b>  | 373:13, 17         | 350:3, 15          | 288:13             |
| 264:23           | 58:1 138:2         | 376:7              | 353:15             | <b>recused</b>     |
| 289:13           | <b>recognizers</b> | 380:7, 11          | 354:8              | 288:6              |
| 298:22           | 310:16             | 386:4              | 357:7, 10          | <b>recusing</b>    |
| 301:7            | <b>recognizes</b>  | 391:6              | 360:21             | 287:20             |
| 375:5            | 7:16 25:9          | 418:12             | 363:21             | <b>Redevelopme</b> |
| <b>received</b>  | 59:24 94:1         | <b>recommend</b>   | 368:3, 11          | <b>nt</b>          |
| 55:21            | 95:17              | 144:4              | 371:7              | 375:13             |
| 314:20           | 125:20             | <b>recommendat</b> | 373:23             | <b>Redfearn</b>    |
| <b>receives</b>  | 141:25             | <b>ion</b>         | 376:9              | 357:9, 17          |
| 36:21            | 148:25             | 157:1              | 379:24             | 360:6, 8           |
| <b>recent</b>    | 159:14             | 240:16             | 380:13             |                    |
| 24:16, 18        |                    | 418:24             | 383:19             |                    |
|                  |                    | 419:15             |                    |                    |

|                    |                    |                    |                   |                    |
|--------------------|--------------------|--------------------|-------------------|--------------------|
| <b>reduce</b>      | 43:22 54:1         | <b>related</b>     | 120:13            | <b>Renaissance</b> |
| 307:17, 20,        | 269:2              | 101:23             | 340:5             | 355:12             |
| 23 308:13,         | 348:8              | 160:22             | <b>relief</b>     | 356:9              |
| 21                 | 349:6              | 168:11             | 39:16             | <b>Rendell's</b>   |
| <b>reducing</b>    | 350:24             | <b>relates</b>     | <b>relocation</b> | 57:9               |
| 201:2              | 351:9              | 12:4 66:4,         | 84:21             | <b>renew</b>       |
| <b>reference</b>   | 352:3, 15          | 13 99:21           | <b>rely</b>       | 80:18              |
| 389:22             | 353:22             | 110:12, 17         | 114:22            | <b>renewal</b>     |
| <b>referencing</b> | 386:23             | 111:20             | <b>remain</b>     | 74:24              |
| 110:11             | <b>Reginald's</b>  | 158:11             | 339:9             | 152:21             |
| <b>refers</b>      | 353:7              | 194:10             | <b>remarkable</b> | 160:10             |
| 99:3               | <b>Region</b>      | 207:14             | 29:7, 8           | 165:18             |
| <b>reflect</b>     | 384:25             | 220:6              | 381:17            | 359:4, 11          |
| 24:1 264:2         | <b>Regional</b>    | 229:14             | <b>remarks</b>    | 360:4              |
| <b>reflected</b>   | 364:13             | 230:10             | 338:22            | 398:3              |
| 73:9               | <b>registered</b>  | 238:9              | <b>remediate</b>  | <b>renewals</b>    |
| <b>Reflecting</b>  | 239:11             | 239:16             | 88:17             | 270:18             |
| 26:19              | 240:22             | 240:13             | <b>remember</b>   | 348:12             |
| <b>reflection</b>  | <b>regret</b>      | 330:13             | 42:16             | 404:23             |
| 22:13              | 118:25             | 333:6              | 60:24 63:7        | <b>renewed</b>     |
| 224:12             | 119:4              | <b>relationshi</b> | 101:12, 14,       | 76:2               |
| <b>reform</b>      | <b>regular</b>     | <b>p</b>           | 15, 17, 19        | <b>renovated</b>   |
| 340:22             | 161:1              | 9:9 16:21          | 127:4             | 45:23              |
| 344:3              | 211:8              | 182:15             | 137:17            | <b>renovating</b>  |
| 377:5              | 276:19             | 187:4, 9, 12       | 170:2, 8          | 314:6              |
| 378:6, 11,         | 305:3              | 204:14             | 219:7             | <b>renovation</b>  |
| 18 404:14          | <b>regularity</b>  | 206:24             | 391:1             | 90:12              |
| 405:11             | 163:13             | 213:5, 6           | <b>remind</b>     | <b>renovations</b> |
| <b>regard</b>      | <b>regularly</b>   | 288:5              | 23:14             | 85:1, 4, 10,       |
| 61:16              | 53:9               | 332:4              | <b>reminded</b>   | 14, 16             |
| 405:2              | <b>reimburseme</b> | 382:5              | 26:20             | 99:19              |
| <b>Reggie</b>      | <b>nt</b>          | <b>relationshi</b> | <b>remiss</b>     | <b>Rep</b>         |
| 59:7               | 289:16             | <b>ps</b>          | 28:20             | 22:6               |
| <b>regime</b>      | 345:9              | 45:23              | <b>Removal</b>    | <b>repair</b>      |
| 371:14, 18         | <b>rejection</b>   | 187:17             | 400:4             | 146:18             |
| <b>Reginald</b>    | 392:22             | 307:3              | <b>remove</b>     | <b>repaying</b>    |
| 6:1 24:12          | <b>relate</b>      | 319:25             | 79:24             | 52:3               |
| 25:10, 14          | 22:19              | <b>Relays</b>      | 109:22            |                    |
|                    |                    | <b>release</b>     |                   |                    |

|                                                                                                                               |                                                |                                                                                                                               |                                                                                                                                                                |                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>repercussions</b><br>203:25                                                                                                | <b>representative</b><br>177:2,4               | <b>research</b><br>14:7 79:2<br>218:2                                                                                         | 420:8                                                                                                                                                          | <b>respectfully</b><br>116:19                                                                                                                                             |
| <b>replaced</b><br>340:24                                                                                                     | <b>representatives</b><br>211:19<br>231:8      | 260:8<br>312:7<br>317:16<br>381:22<br>407:7                                                                                   | <b>resolve</b><br>351:19                                                                                                                                       | 374:5                                                                                                                                                                     |
| <b>report</b><br>103:23<br>111:13<br>251:6,20<br>342:4<br>344:20<br>361:14<br>362:2,15<br>371:21<br>372:2<br>404:17           | <b>represented</b><br>37:20<br>149:25<br>235:4 | <b>reserve</b><br>134:20                                                                                                      | <b>resonates</b><br>388:17                                                                                                                                     | <b>respond</b><br>111:18<br>112:7<br>232:6                                                                                                                                |
| <b>reported</b><br>74:20<br>418:23<br>419:13<br>420:4                                                                         | <b>representing</b><br>313:25<br>402:8         | <b>reside</b><br>392:10                                                                                                       | <b>resonating</b><br>368:19                                                                                                                                    | <b>responding</b><br>232:3                                                                                                                                                |
| <b>reporting</b><br>160:11<br>294:4                                                                                           | <b>reproductive</b><br>312:5                   | <b>resident</b><br>50:25                                                                                                      | <b>resource</b><br>32:4 56:11<br>193:17                                                                                                                        | <b>response</b><br>2:20,23<br>3:22 4:20<br>146:19,24<br>176:10<br>276:2<br>288:25<br>297:21<br>373:14<br>380:9<br>406:13<br>415:11<br>416:2,5<br>417:5<br>418:3<br>419:24 |
| <b>represent</b><br>11:15<br>37:23<br>107:11<br>132:20<br>143:1,2,4,8 330:16<br>336:14<br>385:3<br>391:23<br>396:17<br>402:13 | <b>Republicans</b><br>341:9                    | <b>resides</b><br>383:5                                                                                                       | <b>resources</b><br>23:18<br>52:25<br>56:15 57:3<br>136:23<br>140:20<br>181:10,11,14 191:4<br>197:6<br>213:11<br>222:7<br>316:24<br>352:24<br>358:16<br>372:23 | <b>responses</b><br>92:12<br>287:6                                                                                                                                        |
|                                                                                                                               | <b>request</b><br>99:16                        | <b>resigning</b><br>289:11                                                                                                    | <b>resp</b><br>98:20                                                                                                                                           | <b>responsibility</b><br>17:11<br>176:16<br>255:11                                                                                                                        |
|                                                                                                                               | <b>requests</b><br>146:17                      | <b>resilience</b><br>369:12                                                                                                   | <b>respect</b><br>43:17<br>69:19,20<br>109:20<br>110:4<br>116:14,24<br>140:14<br>186:4                                                                         | <b>responsible</b><br>68:8,10<br>331:6<br>342:2<br>348:5,20,22 401:16                                                                                                     |
|                                                                                                                               | <b>require</b><br>153:20                       | <b>resist</b><br>372:24                                                                                                       | <b>respected</b><br>397:22                                                                                                                                     |                                                                                                                                                                           |
|                                                                                                                               | <b>required</b><br>27:1                        | <b>resolution</b><br>2:11 5:9,14,19,24<br>6:4,9,14,19,24 7:4<br>13:7<br>170:12<br>344:1<br>390:1<br>418:14<br>419:10<br>420:1 | <b>respectful</b><br>302:19                                                                                                                                    |                                                                                                                                                                           |
|                                                                                                                               | <b>requirements</b><br>401:4                   | <b>resolutions</b><br>5:8 94:10<br>337:3<br>418:20<br>419:2,17                                                                |                                                                                                                                                                |                                                                                                                                                                           |
|                                                                                                                               | <b>requires</b><br>102:13<br>152:20<br>197:6   |                                                                                                                               |                                                                                                                                                                |                                                                                                                                                                           |
| <b>representation</b><br>22:14<br>157:13                                                                                      | <b>requisite</b><br>86:8<br>374:19             |                                                                                                                               |                                                                                                                                                                |                                                                                                                                                                           |

|                                          |                               |                                |                               |                                         |
|------------------------------------------|-------------------------------|--------------------------------|-------------------------------|-----------------------------------------|
| <b>responsive</b><br>222:23              | <b>retention</b><br>17:4 46:1 | 373:9                          | <b>Richardson</b><br>3:24 4:1 | 24 386:2                                |
| <b>rest</b><br>224:24                    | 49:6 348:8                    | <b>revenue</b><br>235:22       | 10:10                         | 391:4, 15                               |
| 242:5                                    | 349:7                         | 240:5                          | 70:11, 22                     | 417:7, 9                                |
| <b>restored</b><br>40:9                  | <b>retired</b><br>8:11 37:16  | 343:12                         | 81:15                         | 418:13, 18                              |
| <b>restraints</b><br>349:10, 14          | 173:17, 19                    | <b>Reverend</b><br>391:11, 18, | 117:9                         | <b>richest</b><br>341:1                 |
| <b>restructure</b><br><b>d</b><br>323:19 | 364:4                         | 19, 22                         | 125:22                        | <b>Richmond</b><br>85:9                 |
| <b>rests</b><br>370:10                   | 374:4                         | <b>reverse</b><br>111:6        | 131:13                        | <b>Rico</b><br>44:10                    |
| <b>result</b><br>40:4 129:3              | <b>retirement</b><br>37:18    | 119:5                          | 134:8, 23                     | <b>rid</b><br>361:6                     |
| 137:23                                   | <b>retiring</b><br>56:24      | 158:16                         | 135:5                         | <b>ride</b><br>110:7                    |
| 138:12                                   | <b>retreat</b><br>185:15, 20  | <b>reversed</b><br>75:5        | 136:5                         | <b>right-</b><br><b>sizing</b><br>309:6 |
| 220:8                                    | 186:3                         | <b>reversing</b><br>29:14      | 140:14                        | <b>right-wing</b><br>341:9              |
| 272:14                                   | 196:20                        | <b>review</b><br>160:9         | 141:6                         | <b>rights</b><br>366:2                  |
| <b>resulted</b><br>29:23                 | 320:1                         | <b>revisited</b><br>249:5      | 204:23                        | <b>rise</b><br>30:1, 2                  |
| <b>results</b><br>21:23                  | 334:20                        | <b>revocation</b><br>108:22    | 205:21                        | 41:22                                   |
| 91:4, 7                                  | <b>retreats</b><br>268:22     | 344:10                         | 237:15                        | 352:22                                  |
| 352:18                                   | <b>retroactive</b><br>109:10  | <b>rewarded</b><br>180:10      | 301:24                        | 370:17                                  |
| <b>resume</b><br>219:4                   | <b>return</b><br>27:20        | <b>rewarding</b><br>179:22     | 302:12, 14                    | <b>rising</b><br>292:16                 |
| <b>resumé</b><br>45:1                    | 316:5                         | <b>RFP</b><br>87:17            | 306:15, 23                    | <b>rivalry</b><br>60:15                 |
| <b>retain</b><br>17:5 279:9              | 398:1                         | <b>Rhawnhurst</b><br>85:8      | 310:17, 19                    | <b>river</b><br>410:13, 14              |
| 281:8                                    | <b>returned</b><br>14:20      | <b>Rho</b><br>26:5             | 311:1                         | <b>Road</b><br>69:12                    |
| <b>retaining</b><br>279:3, 25            | <b>returning</b><br>14:16     | <b>rich</b><br>25:21           | 337:25                        | 307:20                                  |
| 284:5                                    | 34:25                         | <b>Richard</b><br>43:21        | 338:9                         | <b>Robin</b><br>196:7                   |
| <b>retainment</b><br>278:21              | 43:23                         |                                | 342:21                        | 234:24                                  |
|                                          | 234:15                        |                                | 345:21                        |                                         |
|                                          | 246:3                         |                                | 346:2                         |                                         |
|                                          | 347:23                        |                                | 349:17, 24                    |                                         |
|                                          | 358:7                         |                                | 350:8, 14                     |                                         |
|                                          | 366:1                         |                                | 354:4                         |                                         |
|                                          | <b>revealed</b>               |                                | 356:20                        |                                         |
|                                          |                               |                                | 357:5, 15                     |                                         |
|                                          |                               |                                | 360:6, 12,                    |                                         |
|                                          |                               |                                | 18 363:16,                    |                                         |
|                                          |                               |                                | 25 367:6,                     |                                         |
|                                          |                               |                                | 11 368:1,                     |                                         |
|                                          |                               |                                | 10 370:13,                    |                                         |
|                                          |                               |                                | 22 371:6                      |                                         |
|                                          |                               |                                | 373:11, 16,                   |                                         |
|                                          |                               |                                | 22 376:5                      |                                         |
|                                          |                               |                                | 379:17, 23                    |                                         |
|                                          |                               |                                | 380:6, 11,                    |                                         |
|                                          |                               |                                | 21 383:16,                    |                                         |

|                 |                   |                  |                    |                    |
|-----------------|-------------------|------------------|--------------------|--------------------|
| 380:15          | 232:11            | <b>rug</b>       | 52:23              | 121:22             |
| 383:18, 24      | 233:8             | 101:22           | 218:8              | <b>Sarah's</b>     |
| 384:2           | 244:7             | <b>rule</b>      | 220:15             | 242:12             |
| <b>Robinson</b> | 255:19            | 400:11           | 221:4              | 289:21             |
| 369:9           | 315:24            | <b>rules</b>     | 254:19             | <b>Sarah-</b>      |
| <b>robust</b>   | 345:25            | 168:22           | 257:9              | 18:10              |
| 35:4            | 407:9             | 314:9            | 409:3              | 200:16             |
| <b>role</b>     | <b>rooms</b>      | 418:25           | <b>safeguardin</b> | <b>Sarah-</b>      |
| 13:19 79:9      | 137:17            | 419:15           | <b>g</b>           | <b>ashley</b>      |
| 174:19          | <b>root</b>       | 420:7            | 191:13             | 5:16 18:7          |
| 247:6           | 21:4              | <b>ruling</b>    | <b>safest</b>      | 35:1 53:24         |
| 258:5, 15       | <b>roots</b>      | 234:5            | 24:3 94:16         | 59:9 219:5         |
| 259:19          | 368:21            | <b>run</b>       | 265:1              | 288:16             |
| 260:6           | <b>Ross</b>       | 70:2 89:20       | 283:15             | <b>sat</b>         |
| 276:16          | 354:7, 12,        | 166:24           | <b>safety</b>      | 145:4              |
| 313:13          | 13 355:4          | 290:5, 6         | 18:21              | 162:5              |
| 326:15, 22      | 356:20, 22        | 344:12           | 72:24              | 289:8              |
| 328:12, 19      | <b>round</b>      | 390:21           | 147:13             | <b>satisfactor</b> |
| 379:8           | 26:1 70:15        | <b>running</b>   | 178:11             | <b>y</b>           |
| 387:10          | 80:23             | 9:18 82:11       | 254:14             | 261:2              |
| <b>roles</b>    | 125:16            | <b>runs</b>      | 299:14             | <b>satisfying</b>  |
| 48:1            | 136:9             | 115:1, 2,        | 358:18             | 14:10, 22          |
| <b>roll</b>     | 169:23            | 12, 23           | 408:24             | <b>Saul</b>        |
| 2:17            | 202:20            | 212:21           | <b>salaries</b>    | 20:4               |
| 199:13          | 207:6             | 310:21           | 409:7              | 135:10, 11         |
| 358:5           | 264:15            | 311:1            | <b>Salley</b>      | <b>save</b>        |
| 415:23          | 276:4             | <b>rush</b>      | 97:2, 14           | 331:6              |
| <b>roll-out</b> | 286:24            | 63:22            | <b>Salvation</b>   | 391:12             |
| 198:10          | <b>rowing</b>     |                  | 18:17              | <b>saved</b>       |
| <b>Rome</b>     | 305:12            | <b>S</b>         | <b>Sampson</b>     | 316:15             |
| 39:11           | <b>Roxborough</b> | <b>Sabjoree</b>  | 376:11             | <b>Sayre</b>       |
| 40:20           | 70:1              | 368:6            | 379:19             | 85:24              |
| <b>room</b>     | <b>Rubin</b>      | <b>sacrifice</b> | 380:1, 2           | <b>SC-BASED</b>    |
| 9:15 41:1       | 346:4, 7,         | 52:1, 4          | <b>sanctuary</b>   | 400:21             |
| 51:10           | 10, 15, 17        | <b>safe</b>      | 321:20             | <b>scale</b>       |
| 62:25           | <b>Rue</b>        | 19:21            | <b>Sankofa</b>     | 90:14              |
| 68:18           | 188:20            | 22:19            | 312:3              | <b>scarce</b>      |
| 71:16           | 205:3             | 36:14, 18        | <b>Sarah</b>       | 358:15             |
| 77:15 78:8      | 402:6             | 41:20            | 101:15             |                    |
| 131:6           |                   |                  |                    |                    |

|                  |            |            |            |            |
|------------------|------------|------------|------------|------------|
| <b>scathing</b>  | 46:3,23    | 128:2,5,   | 182:9      | 9,16,25    |
| 372:3            | 48:21 49:2 | 15,23      | 187:7      | 256:10     |
| <b>scenarios</b> | 50:9 51:1  | 130:5      | 189:16,19  | 259:2,3    |
| 287:14           | 52:17,24   | 131:16     | 191:5,18,  | 260:15     |
| 300:2            | 53:3 55:3, | 132:13,21  | 23 192:13  | 261:6,22,  |
| <b>scenes</b>    | 5,19       | 133:1,5,   | 194:6      | 23 262:1   |
| 250:10           | 56:17,24   | 13,14,20   | 197:3,5,11 | 265:9,10,  |
| 274:9            | 57:2,13    | 134:12     | 198:16,17, | 14,25      |
| <b>schedule</b>  | 58:16      | 137:9,25   | 23 199:5   | 266:15     |
| 224:21           | 59:6,11    | 138:6,8    | 202:4      | 268:1      |
| 335:9            | 60:14 61:2 | 139:3      | 203:2,14   | 271:9      |
| 336:18           | 63:3,13,   | 140:4,5    | 208:14,15, | 272:3,10   |
| <b>school</b>    | 16,24      | 141:16,17  | 16,17,20,  | 274:2      |
| 5:12,17,22       | 67:5,6     | 144:10,11, | 25 209:22  | 278:19     |
| 6:2,7,12,        | 72:3,22    | 25 145:3,  | 210:1,9    | 281:18,19  |
| 17,22 7:2,       | 74:16      | 4,6,8,9,   | 211:5      | 282:3      |
| 9,10,21          | 75:7,11,   | 10,12      | 212:3,6,16 | 284:4,8,19 |
| 8:9,12,18,       | 17,21      | 150:2      | 213:11,20  | 285:9,13   |
| 19,21            | 77:17      | 151:2      | 214:22     | 286:8      |
| 10:14,25         | 79:14,17,  | 152:3,5,12 | 215:15,17, | 289:6,14   |
| 11:22            | 24 80:11,  | 153:15     | 24 218:16  | 292:8      |
| 13:15,24         | 25 81:4,16 | 154:8      | 219:21     | 293:14,18, |
| 14:3 15:4,       | 88:7 89:8, | 155:24     | 220:13     | 22 294:1,  |
| 5,6,21,23        | 9 95:1,10  | 156:11,20, | 221:5      | 11,24      |
| 16:2,14          | 96:25      | 21 157:6,  | 222:2,17,  | 295:1,8,   |
| 18:21            | 100:2,18,  | 10,13      | 23 223:1,  | 11,15      |
| 19:1,10,23       | 19 102:14  | 159:25     | 2,20,22,24 | 297:24     |
| 20:2,5,7         | 104:5      | 160:7,12   | 224:5,9,   | 299:5,8,9, |
| 21:15,20         | 107:23     | 161:7      | 17,20,25   | 17,24      |
| 27:4,10,         | 108:25     | 164:9,17,  | 226:5      | 300:12,25  |
| 12,20,25         | 113:23     | 22,25      | 227:4,16   | 302:25     |
| 31:7,10          | 114:2,4,   | 165:3,8,11 | 231:24,25  | 303:5,14,  |
| 33:19,25         | 12,21,24   | 167:10,11  | 237:4,5,   | 18 304:7,  |
| 34:3,23          | 115:1,2,3, | 168:23     | 16,25      | 8,14       |
| 38:9,13          | 7,13,23    | 171:25     | 238:7,11   | 305:23     |
| 40:19            | 116:1,6    | 172:5,13   | 239:10     | 306:7,22,  |
| 41:6,8,10,       | 122:23     | 175:16     | 240:1,3,18 | 25 308:7   |
| 14,18 42:8       | 123:8,14   | 176:17,20  | 245:17,25  | 309:14     |
| 44:14,19,        | 124:12,13  | 177:12     | 246:6,12,  | 311:3,4,7, |
| 22,24            | 126:19,25  | 179:1,16,  | 15 247:17  | 9,21,22    |
| 45:20            | 127:15,18, | 24 180:25  | 251:9      | 312:9,20   |
|                  | 23,25      | 181:12     | 254:4,7,8, | 313:7,14,  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 314:5,<br>10, 15<br>316:16<br>317:23, 25<br>318:6<br>319:1<br>320:12<br>322:25<br>323:5<br>326:17<br>327:9<br>330:13<br>332:1<br>335:22<br>339:18<br>340:22<br>343:15, 16,<br>22, 24<br>345:5, 11,<br>14, 15<br>346:25<br>348:3<br>351:5<br>354:23<br>355:1, 5<br>356:10, 13<br>359:6<br>360:3, 25<br>361:17<br>362:25<br>364:6, 8<br>365:3<br>366:7, 8, 9,<br>25 371:14<br>372:13<br>374:13, 21<br>376:23<br>377:2, 4<br>378:5, 6,<br>10, 17, 18<br>379:1<br>381:19 | 382:3<br>383:4<br>384:5, 9, 10<br>385:7, 9<br>386:15<br>387:4, 8<br>388:8<br>389:16, 23<br>390:2, 16,<br>25 392:5<br>396:21<br>397:21<br>398:10, 20<br>400:1, 14,<br>18 401:2,<br>10, 14<br>402:4, 16<br>403:1, 11,<br>17 405:16<br>406:19<br>407:22<br>408:24<br>409:4<br>410:15<br>411:18<br>412:8, 10<br>414:6<br><b>school's</b><br>210:18<br><b>school-to-</b><br><b>paycheck</b><br>64:14<br>308:1<br><b>school-to-</b><br><b>prison</b><br>69:8<br><b>schools</b><br>8:2, 10<br>9:13, 17<br>10:4, 19, 23<br>16:9 18:19 | 19:18<br>37:22<br>46:13 51:2<br>52:15<br>53:12<br>58:23<br>60:21<br>62:17, 18,<br>22, 24<br>64:19<br>65:20, 22<br>66:4, 5<br>69:3, 14<br>71:17<br>72:16, 23<br>73:4, 6, 8<br>74:3, 5<br>76:3, 17<br>80:2, 6<br>90:15<br>100:17, 20,<br>21, 24<br>101:4, 7<br>103:9, 10,<br>13, 15<br>105:11, 17,<br>19 106:17,<br>23, 25<br>107:1, 10,<br>17 108:9<br>109:17<br>111:20<br>112:4<br>114:6<br>121:24<br>123:21<br>127:13, 22<br>128:4, 6<br>129:6, 11,<br>13 131:1,<br>19 133:9,<br>12, 21 | 134:5, 17<br>135:19<br>139:19<br>142:16, 18,<br>24 143:3,<br>4, 6, 9<br>145:19<br>146:1<br>147:14<br>151:20, 22,<br>25 155:15,<br>17, 21<br>157:4<br>158:23<br>160:5<br>161:1, 15,<br>16, 20, 21,<br>23 162:1,<br>8, 9, 11, 12,<br>13, 17, 18,<br>19, 23, 25<br>163:11, 16,<br>18, 19, 23,<br>24 164:2<br>167:2, 8, 18<br>169:7, 13<br>171:5<br>178:25<br>191:6<br>193:18<br>195:3<br>197:15<br>208:18<br>210:12<br>212:25<br>215:11<br>218:8<br>220:21, 23<br>221:1<br>222:14, 16<br>223:14, 18,<br>21 224:4 | 225:2<br>227:17, 19,<br>22 228:1<br>229:11<br>231:3, 5, 6,<br>23 234:7<br>237:1, 9, 19<br>238:17, 22,<br>24 239:4, 8<br>251:1<br>254:19<br>255:6<br>258:25<br>262:7<br>264:18<br>265:4<br>272:4, 11,<br>14, 21<br>279:5, 18<br>282:2<br>285:18<br>290:4, 6<br>291:19<br>292:19, 21,<br>22, 23<br>298:3, 5, 7<br>299:12<br>300:3, 19<br>303:12<br>305:6<br>307:11<br>313:21<br>314:18, 21<br>316:6, 14<br>318:22<br>320:9, 17<br>321:14, 15<br>323:3<br>326:20<br>329:18, 24<br>334:24<br>339:6, 8, 9 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 340:19, 23,<br>25 341:6,<br>12 342:6,<br>8, 9 343:9<br>344:5, 11,<br>15 345:10<br>346:11, 18<br>347:21, 23,<br>24 348:19<br>354:24<br>355:10, 11,<br>13, 16, 19,<br>20, 24<br>357:24<br>358:12, 24<br>362:4, 5,<br>10, 22<br>364:23<br>365:9, 15,<br>18, 19, 21<br>366:9<br>367:2, 3, 13<br>372:20<br>376:21<br>382:10<br>384:8, 14<br>387:3, 11<br>388:1, 5<br>389:9, 10<br>391:25<br>392:14<br>393:15<br>394:14, 19,<br>20, 24<br>395:2, 16,<br>22 397:5,<br>11, 14, 17,<br>25 398:25<br>399:5<br>400:24<br>402:14<br>403:12, 13, | 16, 25<br>404:2, 10,<br>15 405:1,<br>4, 11, 19<br>406:2, 23<br>407:10, 19,<br>20 408:2,<br>7, 8, 23<br>409:1, 3<br>410:9, 12,<br>14<br><b>schools'</b><br>401:8<br><b>science</b><br>20:19<br>55:21<br>86:18<br>127:18<br>195:3<br>199:17<br>223:14<br>263:8<br><b>scientist</b><br>182:3<br><b>scientists</b><br>41:25<br><b>scores</b><br>123:24<br>345:1<br>390:10<br>399:1<br><b>scripting</b><br>310:4<br><b>scrutinized</b><br>166:11<br><b>search</b><br>14:9<br><b>season</b><br>185:19 | <b>seasoned</b><br>74:8<br>179:9, 11<br>349:5<br>375:18<br><b>seat</b><br>237:24<br>252:13<br>268:25<br><b>seats</b><br>66:23<br>67:2, 7, 8,<br>10 76:14<br>105:6, 7<br>106:12<br>107:20, 24<br>109:9, 13<br>134:18<br>176:13<br>237:12<br>238:3<br>256:24<br>367:1<br>393:13<br>413:20, 21<br><b>Secondary</b><br>56:3<br><b>seconded</b><br>419:4, 10<br><b>seconds</b><br>419:7<br><b>section</b><br>44:4<br>371:25<br>372:9<br><b>sector</b><br>30:17, 19<br>66:23<br>152:19<br>153:17, 18 | 154:2<br>229:12<br>250:14<br>268:25<br>269:5, 7<br>282:2<br>297:9<br>393:21<br><b>sectors</b><br>16:24<br>58:24<br>374:15<br><b>secure</b><br>87:17<br>390:5<br><b>secured</b><br>46:10<br><b>securing</b><br>48:8<br><b>Seebadri</b><br>370:25<br>371:3, 9, 10<br><b>seek</b><br>25:23<br>32:21<br>216:20<br><b>seeking</b><br>303:23<br><b>sees</b><br>80:5<br><b>select</b><br>49:15<br><b>selected</b><br>96:10, 23<br>97:2<br>121:18<br>396:18<br><b>selection</b><br>134:13 | 168:3<br><b>self-grade</b><br>310:10<br><b>selflessly</b><br>378:25<br><b>semantics</b><br>225:17<br><b>semi-</b><br>335:19<br><b>Senator</b><br>200:4<br><b>send</b><br>72:22<br>73:5, 7<br>181:11<br>213:10<br>342:3<br>356:13<br><b>sending</b><br>317:21<br>412:25<br><b>sends</b><br>388:16<br><b>senior</b><br>127:17<br>184:1<br>239:9, 25<br>240:2, 17<br><b>sense</b><br>72:25<br>82:18<br>92:24<br>170:15<br>182:19, 21,<br>22 231:20<br>232:19<br>233:24<br>235:10<br>345:15 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |                 |                   |                  |                  |
|--------------------|-----------------|-------------------|------------------|------------------|
| 350:22             | 394:2           | 282:4             | <b>shapes</b>    | <b>sharing</b>   |
| <b>sentiment</b>   | 411:25          | 350:25            | 180:21           | 22:9 91:22       |
| 262:25             | <b>served</b>   | 351:10, 23        | <b>shaping</b>   | 182:21           |
| <b>separate</b>    | 34:12           | 364:8             | 51:15            | <b>sharp</b>     |
| 201:20             | 44:18           | <b>session</b>    | <b>Shapiro</b>   | 218:25           |
| 266:23             | 145:1           | 186:5             | 231:11           | <b>Shawn</b>     |
| <b>separating</b>  | 364:6, 10       | 337:7             | <b>Shapiro's</b> | 399:11, 22       |
| 265:12, 16         | 377:5, 10,      | 340:4             | 343:6            | <b>sheet</b>     |
| <b>September</b>   | 11 378:5,       | 381:8             | <b>Shapp</b>     | 337:14, 17       |
| 12:2 37:17         | 17 383:3        | 419:3, 18         | 39:14            | <b>Shepherd</b>  |
| 87:19              | <b>serves</b>   | 420:9             | <b>share</b>     | 28:2             |
| 99:15              | 74:5            | <b>sessions</b>   | 23:9 38:11       | <b>shield</b>    |
| 102:24             | 339:14          | 144:1             | 39:24, 25        | 221:24           |
| 389:24             | 358:1           | <b>set</b>        | 42:4 43:15       | 222:3            |
| <b>SERGEANT -</b>  | 361:13          | 21:2 102:8        | 45:2 59:1        | <b>shielded</b>  |
| <b>AT-ARMS</b>     | 376:24          | 121:8             | 83:5, 25         | 222:2            |
| 342:10             | 382:19          | 253:25            | 94:19 95:3       | <b>shift</b>     |
| 346:13             | 389:6           | 259:7, 19         | 130:11           | 138:4            |
| <b>seriousness</b> | <b>service</b>  | 260:13            | 142:9            | <b>shifting</b>  |
| 146:21             | 26:6 28:6       | 313:12            | 143:16           | 176:13           |
| <b>servant</b>     | 37:1            | <b>sets</b>       | 147:3            | 204:18           |
| 26:2 36:7          | 126:15          | 50:6              | 184:16           | <b>shine</b>     |
| 375:18             | 127:10          | <b>setting</b>    | 192:22           | 375:7            |
| <b>serve</b>       | 351:16          | 179:19            | 231:22           | <b>Shipley</b>   |
| 14:12              | 353:8, 24       | 254:17            | 290:16           | 15:4             |
| 16:25 17:8         | 377:12, 21      | 260:17            | 358:9            | <b>shoes</b>     |
| 34:10              | 379:13          | <b>severely</b>   | <b>shared</b>    | 99:4             |
| 35:24 36:5         | 400:21          | 234:7             | 154:14           | <b>shooting</b>  |
| 37:19              | <b>services</b> | <b>sewing</b>     | 198:16           | 212:15           |
| 42:10              | 20:17 34:7      | 175:1             | 252:12           | <b>shootings</b> |
| 46:22              | 52:20           | <b>sexually</b>   | 268:24           | 214:4            |
| 47:17              | 97:19, 23       | 204:8             | 271:23           | <b>short</b>     |
| 55:12, 15          | 136:9, 13       | <b>Shallcross</b> | 277:20           | 238:20           |
| 145:17             | 326:19          | 85:9              | 282:6            | 368:16           |
| 353:22             | 345:9           | <b>shameless</b>  | 402:21           | 386:18           |
| 355:4, 20          | 375:12          | 239:7             | <b>shares</b>    | 398:17           |
| 377:13             | <b>serving</b>  | <b>shaped</b>     | 82:23 83:3       | <b>shortage</b>  |
| 378:4, 25          | 39:4 44:24      | 26:8              | <b>Sharif</b>    | 166:8            |
| 379:15             | 49:17 51:3      |                   | 171:12           |                  |
| 389:12             | 146:2           |                   |                  |                  |

|                    |                  |                    |                    |                   |
|--------------------|------------------|--------------------|--------------------|-------------------|
| 177:19             | 275:11           | 269:20             | 237:6              | <b>sister</b>     |
| 280:9              | 337:22           | <b>sight</b>       | 281:25             | 18:19             |
| 409:12,13          | 366:20,23        | 81:7               | <b>Simon</b>       | 33:15             |
| <b>shortchange</b> | 413:2            | <b>sign</b>        | 356:7              | <b>sit</b>        |
| <b>s</b>           | <b>showing</b>   | 208:23             | <b>simple</b>      | 8:24 19:11        |
| 343:8              | 196:11           | 316:8              | 146:16             | 78:8              |
| <b>shortly</b>     | 206:12           | 337:4              | 288:7,11           | 101:24            |
| 14:15              | <b>shown</b>     | 412:6              | 354:22             | 105:25            |
| <b>shot</b>        | 139:17           | <b>sign-up</b>     | <b>simply</b>      | 106:14            |
| 155:16             | 392:6            | 337:14             | 342:2              | 110:21            |
| 219:25             | <b>shows</b>     | <b>signed</b>      | <b>simultaneou</b> | 124:8,10          |
| 370:6              | 75:11 86:1       | 204:21             | <b>sly</b>         | 135:15            |
| <b>shoulder-</b>   | 165:19           | 302:18             | 15:7               | 163:3             |
| <b>to-shoulder</b> | 205:5            | 337:6,11           | 239:19             | 180:24            |
| 110:19             | 218:16           | 343:25             | <b>sing</b>        | 362:24            |
| <b>shoulders</b>   | 311:5            | <b>significant</b> | 238:13             | 413:21            |
| 370:11             | 342:5,7          | 112:13             | 313:20             | <b>Site</b>       |
| <b>show</b>        | 401:11           | 198:14             | <b>single</b>      | 57:18             |
| 22:20 30:5         | <b>shut</b>      | <b>significant</b> | 12:10              | <b>sits</b>       |
| 39:5 59:23         | 232:1            | <b>ly</b>          | 36:20              | 413:20            |
| 70:7               | 331:8            | 227:14             | 51:18              | <b>sitting</b>    |
| 118:23             | 339:13           | 361:9              | 72:19,21           | 9:15 17:23        |
| 121:4              | 341:15           | 388:2              | 75:5               | 90:7              |
| 124:22             | <b>sick</b>      | <b>signify</b>     | 78:22,25           | 175:12            |
| 183:7              | 203:12,16        | 419:20             | 80:12              | 181:20            |
| 242:23             | 205:8            | <b>signing</b>     | 160:12             | 231:8             |
| 324:9              | 411:19           | 335:11             | 233:9              | 241:7             |
| 337:22             | <b>side</b>      | <b>signs</b>       | 254:10             | 369:17            |
| 367:24             | 250:16,18        | 75:12              | 261:23             | 389:11            |
| 393:2              | 264:5            | <b>silenced</b>    | 300:25             | 412:18            |
| 395:11             | 273:6            | 340:1              | 338:18,23          | <b>situated</b>   |
| 410:16             | <b>side-by-</b>  | <b>silent</b>      | 402:19             | 257:19            |
| <b>show-</b>       | <b>side</b>      | 327:10             | <b>sir</b>         | <b>situation</b>  |
| 63:18              | 358:8            | <b>silos</b>       | 102:19             | 190:22            |
| <b>show-and-</b>   | <b>sidelines</b> | 192:8              | 116:14,17          | 210:14            |
| <b>tell</b>        | 155:2            | <b>similar</b>     | 117:21             | 212:24            |
| 63:20              | <b>sides</b>     | 104:12             | 119:17             | 272:2             |
| <b>showed</b>      | 152:18           | 149:16             | 202:6              | 358:14            |
| 75:17              | 252:21           |                    | 240:24             | <b>situations</b> |
|                    |                  |                    | 334:17             | 266:25            |

|               |                 |                    |                    |                  |
|---------------|-----------------|--------------------|--------------------|------------------|
| 273:1         | 29:11,12,       | 397:4              | <b>Solis-cohen</b> | 320:14           |
| 295:10        | 17 32:9         | <b>Smedley</b>     | 84:21              | 331:7            |
| <b>Sixers</b> | 35:8 36:8       | 67:11              | <b>solitude</b>    | 346:25           |
| 233:5         | 49:16 50:7      | <b>smell</b>       | 27:5               | 366:1            |
| <b>sixth</b>  | 77:3,5          | 145:24             | <b>solution</b>    | 414:24           |
| 60:25         | 98:5 124:9      | <b>Smith</b>       | 21:5               | 415:3            |
| <b>size</b>   | 172:19,23       | 373:17,18,         | <b>solutions</b>   | <b>Southwest</b> |
| 66:22         | 185:3,8         | 25 374:2           | 93:12,18           | 67:11            |
| <b>skill</b>  | 253:7           | <b>smoking</b>     | 387:17             | 71:20 75:2       |
| 50:6          | 255:16          | 120:9              | <b>someone's</b>   | 118:17           |
| 187:20        | 374:8           | <b>smooth</b>      | 252:3              | 212:6            |
| 253:25        | <b>slate's</b>  | 28:25              | <b>Something's</b> | 289:9            |
| 282:13        | 30:22           | <b>So-and-so</b>   | 415:4,5            | <b>space</b>     |
| 304:9         | <b>slated</b>   | 216:25             | <b>son</b>         | 66:25            |
| <b>skills</b> | 131:20          | <b>soared</b>      | 122:22             | 88:16,23         |
| 16:19 21:3    | <b>slavery</b>  | 356:11             | 193:21             | 104:16,22        |
| 22:12 23:2    | 363:11          | <b>social</b>      | 208:15             | 146:14           |
| 47:23 53:6    | <b>sleep</b>    | 180:16             | 209:1,11           | 211:20           |
| 58:1          | 135:17          | 221:25             | <b>song</b>        | 224:16           |
| 198:21        | <b>sleeves</b>  | <b>socializing</b> | 313:20             | 235:20           |
| 247:13,24     | 358:6           | 83:8 84:5          | <b>sons</b>        | 236:22           |
| 248:4         | <b>slide</b>    | <b>societal</b>    | 44:3,13            | <b>spaces</b>    |
| 374:14,24     | 141:19          | 51:17              | 356:4              | 143:8            |
| <b>skin</b>   | <b>sliding</b>  | <b>society</b>     | <b>sort</b>        | 224:18           |
| 28:7 31:8     | 121:1           | 36:24              | 312:23             | 265:1            |
| 70:5          | <b>slight</b>   | 151:8              | <b>sought</b>      | 404:7            |
| <b>skip</b>   | 335:23          | 210:20             | 37:20              | 408:9            |
| 347:10        | <b>slow</b>     | <b>society's</b>   | 318:4              | <b>Spahr</b>     |
| <b>SLA</b>    | 88:2            | 48:16              | <b>sound</b>       | 361:14           |
| 169:4         | 148:10          | <b>softball</b>    | 30:1               | 371:17           |
| 172:9         | <b>small</b>    | 208:7              | <b>sounds</b>      | 372:2,18         |
| 223:19,21     | 214:2           | <b>sold</b>        | 311:12             | 403:18           |
| 224:17        | 289:16          | 89:22              | 349:7              | 404:16           |
| <b>SLAS</b>   | <b>smart</b>    | <b>solely</b>      | <b>South</b>       | <b>spanish</b>   |
| 223:6,11      | 255:18          | 304:9              | 50:25              | 45:7 323:7       |
| <b>slate</b>  | <b>smartest</b> | <b>solid</b>       | 71:19              | <b>speak</b>     |
| 17:20         | 131:5           | 377:17             | 168:20             | 64:24            |
| 25:20         | <b>smear</b>    |                    | 284:25             | 65:13,15,        |
| 26:17         |                 |                    |                    | 20 83:1          |
|               |                 |                    |                    | 129:8            |

|                 |                    |                    |                  |                    |
|-----------------|--------------------|--------------------|------------------|--------------------|
| 130:1, 10       | <b>special</b>     | 24:17              | <b>spotlight</b> | 56:19, 22          |
| 134:2           | 21:2 37:24         | 136:12             | 375:8            | 57:6 173:8         |
| 138:16          | 56:1               | <b>spend</b>       | <b>spots</b>     | 181:2              |
| 144:21          | 108:17             | 9:12               | 410:1            | 221:13             |
| 145:13          | 129:4, 5, 10       | 372:19             | <b>spread</b>    | 278:23             |
| 157:16          | 130:2, 22          | 378:11             | 369:1            | 279:4              |
| 161:4, 13,      | 131:2              | <b>spending</b>    | 398:16           | 280:2, 6, 10       |
| 20 198:3        | 132:3              | 372:22             | <b>SPREE</b>     | 288:4              |
| 215:4, 5        | 158:22             | <b>spends</b>      | 360:2            | 358:2              |
| 242:25          | 205:18             | 344:12             | <b>Spring</b>    | 377:6              |
| 243:1           | 206:5              | <b>spent</b>       | 41:10            | 383:3              |
| 247:5           | 236:25             | 44:8 56:16         | <b>squash</b>    | 400:23             |
| 254:2           | 237:8, 19,         | 94:24              | 392:16           | 409:10             |
| 291:19          | 24 296:19          | <b>spheres</b>     | <b>Squilla</b>   | <b>staffer</b>     |
| 310:23          | 355:21             | 35:19              | 2:19             | 137:16             |
| 324:24          | 373:4              | <b>spirit</b>      | 204:25           | <b>staffing</b>    |
| 333:21, 22      | 397:19             | 369:6              | 255:25           | 79:25              |
| 337:15          | <b>specialist</b>  | <b>spirited</b>    | 256:1, 20        | 278:18             |
| 340:8           | 376:25             | 312:4              | 257:1, 5         | 328:24             |
| 346:14          | <b>specialized</b> | <b>spirits</b>     | 416:1            | <b>stage</b>       |
| 381:1           | 97:19              | 388:19             | <b>Squilla's</b> | 57:24              |
| 389:14          | <b>specially</b>   | <b>spiritual</b>   | 228:2            | 181:24             |
| 399:22, 23      | 316:5              | 413:9              | <b>St</b>        | 182:13             |
| 400:11          | <b>specific</b>    | <b>split</b>       | 349:18, 20       | <b>stages</b>      |
| <b>speaker</b>  | 140:23             | 267:13             | 350:4            | 85:6 310:4         |
| 337:19          | 165:15             | <b>spoke</b>       | 384:20           | <b>stakeholder</b> |
| 349:19          | 328:7              | 51:23              | <b>stab</b>      | 351:4              |
| 350:6           | <b>specificall</b> | 300:23             | 152:15           | <b>stakeholder</b> |
| <b>speakers</b> | <b>y</b>           | <b>spoken</b>      | 184:25           | <b>s</b>           |
| 337:4           | 8:1 96:23          | 244:6              | <b>stability</b> | 130:16             |
| <b>speaking</b> | 118:4              | 403:15             | 191:14           | <b>stakes</b>      |
| 13:16           | 130:4              | <b>spokesperso</b> | <b>stable</b>    | 273:15, 19         |
| 214:11          | 163:10             | <b>n</b>           | 139:11           | <b>stand</b>       |
| 248:11          | 170:17             | 244:4, 5           | <b>stadium</b>   | 19:5 25:18         |
| 286:8           | 193:14             | <b>sports</b>      | 42:25            | 78:24              |
| 325:13          | 203:3              | 235:20             | <b>staff</b>     | 106:2              |
| 343:2           | 239:25             | 236:22             | 38:5, 22         | 109:6, 7           |
| <b>speaks</b>   | 254:2              |                    | 42:7 48:8        | 350:21             |
| 24:13, 20,      | 362:6              |                    |                  | 355:8              |
| 23 180:12       | <b>speech</b>      |                    |                  | 363:8              |
| 235:25          |                    |                    |                  |                    |

|                    |                |                 |                   |                    |
|--------------------|----------------|-----------------|-------------------|--------------------|
| 364:18             | <b>start</b>   | 382:6           | 368:10            | 159:25             |
| 381:2              | 13:7 43:6      | 413:14, 15      | 371:6             | 277:5              |
| 385:17             | 60:17          | <b>starting</b> | 373:22            | <b>statistical</b> |
| 390:2              | 95:23          | 196:23          | 376:8             | 123:1              |
| 405:10             | 108:20         | 256:21          | 379:23            | <b>statistical</b> |
| 411:10             | 126:16         | <b>starts</b>   | 380:12            | <b>ly</b>          |
| 414:18             | 128:7, 20      | 293:7           | 383:19            | 393:4              |
| <b>stand-alone</b> | 145:9          | 403:9           | 384:15, 16        | <b>status</b>      |
| 362:4, 21          | 162:21         | <b>state</b>    | 386:5             | 30:2 349:1         |
| <b>standard</b>    | 175:13         | 24:16           | 391:7, 15         | 370:8              |
| 145:20             | 189:2          | 32:5, 18        | <b>state's</b>    | 382:3              |
| 236:6, 17          | 190:25         | 43:6 57:14      | 343:5             | <b>stay</b>        |
| 240:4              | 215:19, 21     | 61:14           | <b>state-</b>     | 11:11              |
| 362:11             | 222:22         | 69:12 80:5      | <b>delegated</b>  | 105:22             |
| <b>standardize</b> | 225:14         | 82:7, 8         | 156:10            | 142:23             |
| <b>d</b>           | 268:12         | 155:8           | <b>state-of-</b>  | 186:23             |
| 239:17, 22         | 269:18         | 168:11, 14      | 46:8              | 281:7              |
| <b>standards</b>   | 271:23         | 175:17          | <b>state-of-</b>  | <b>stayed</b>      |
| 66:12 77:7         | 285:16         | 199:23          | <b>the-art</b>    | 294:4              |
| 88:4               | 286:7          | 231:7           | 84:16             | <b>staying</b>     |
| 152:8, 12          | 306:21         | 239:15          | <b>stated</b>     | 61:24              |
| 239:16             | 321:13         | 240:6           | 222:11            | 404:12             |
| 260:24             | 346:15         | 279:16          | 395:6             | <b>steadfast</b>   |
| 387:21             | 411:1          | 307:19          | 402:23            | 29:6               |
| 401:14             | <b>started</b> | 312:21          | <b>statement</b>  | 351:18             |
| <b>standing</b>    | 39:9 63:1      | 313:3           | 48:18 60:4        | <b>steadfastne</b> |
| 79:8 112:9         | 83:7 84:3      | 314:3, 12,      | 103:19            | <b>ss</b>          |
| 362:19             | 86:3 87:5      | 16 315:7,       | 117:4             | 53:22              |
| 388:15             | 96:16          | 22 316:3,       | 386:16            | <b>stellar</b>     |
| 390:20             | 126:17         | 22 329:13       | 394:13            | 398:7              |
| 411:8              | 130:24         | 336:5           | 395:24            | <b>stem</b>        |
| <b>standpoint</b>  | 143:23         | 340:21          | <b>statements</b> | 151:9              |
| 141:23             | 145:6          | 342:23          | 16:11             | 404:10             |
| <b>stands</b>      | 175:18         | 343:7, 19       | <b>states</b>     | <b>step</b>        |
| 378:22             | 223:15         | 344:20          | 14:16             | 96:2               |
| <b>Stanton</b>     | 231:11         | 345:7           | 175:20            | 149:13             |
| 331:7, 8           | 252:7          | 350:14          | 279:7             | 176:24             |
| <b>stars</b>       | 294:6, 7       | 354:7           | 345:1             | <b>Stephon</b>     |
| 230:13             | 307:4          | 357:9           | <b>statewide</b>  | 337:10             |
|                    | 316:17         | 360:20          |                   |                    |
|                    | 335:14         | 363:20          |                   |                    |

|                                                                                               |                                                                                                       |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>stepped</b><br>137:14                                                                      | 59:23                                                                                                 | 382:12                                                                                                                                                                                                                                                                                   | 113:17, 20,                                                                                                                                                                                                                                                                                                                                                                                                                                       | 276:23                                                                                                                                   |
| <b>stepping</b><br>247:6                                                                      | <b>stood</b><br>62:21<br>110:18                                                                       | <b>strategizin</b><br><b>g</b><br>219:13                                                                                                                                                                                                                                                 | 25 114:3<br>115:3, 8,<br>16, 21<br>116:10, 13<br>118:14, 21<br>119:7, 15<br>121:13<br>124:4<br>125:6<br>130:6<br>134:25<br>138:18<br>141:2<br>146:8<br>147:2<br>150:9<br>152:14<br>157:15<br>171:6, 10<br>184:24<br>193:23<br>194:1<br>201:3, 17<br>202:6, 11<br>205:10<br>211:10<br>212:12<br>226:17, 24<br>228:14<br>230:3, 21<br>234:14<br>235:14<br>242:4, 20,<br>22 244:3<br>248:9<br>262:23<br>265:18<br>268:17<br>269:2<br>270:20<br>273:3 | 295:16, 23<br>296:5<br>317:3, 10<br>319:6<br>326:21<br>330:6<br>332:5<br>348:9<br>350:25<br>353:22<br>386:23<br>387:8<br>388:7<br>394:12 |
| <b>steps</b><br>86:9<br>137:22                                                                | <b>stop</b><br>69:14<br>85:19<br>125:15<br>159:1<br>266:19<br>268:10, 11<br>284:8<br>384:13<br>403:14 | <b>strategy</b><br>87:17, 18<br>89:3<br>170:24<br>186:5<br>204:12<br>287:19                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>Stern</b><br>5:21 31:6<br>37:6, 7<br>42:15<br>127:1<br>312:15<br>313:17<br>314:24<br>316:7 |                                                                                                       | <b>Strawberry</b><br>99:25<br>102:7<br>152:5                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>Stetson</b><br>272:5<br>394:16                                                             | <b>stopped</b><br>108:23<br>382:6                                                                     | <b>streamlined</b><br>323:22                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Streater's</b><br>244:13<br>349:6<br>386:24<br>388:20                                                                                 |
| <b>steward</b><br>274:23                                                                      | <b>stops</b><br>361:7                                                                                 | <b>Streater</b><br>6:1 7:14<br>24:12<br>25:10, 11,<br>14, 15<br>43:22<br>49:24 54:1<br>59:7 62:16<br>64:9 65:6,<br>9 74:9<br>82:20<br>83:2, 18, 24<br>87:13, 16<br>94:2 95:4<br>97:4, 8, 9<br>98:19, 23<br>101:14<br>102:3, 18<br>104:15, 24<br>107:14<br>108:13<br>109:14, 21<br>111:17 |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>street</b><br>15:5 31:11<br>34:13<br>47:22<br>209:18<br>359:5<br>372:17<br>373:13<br>377:14<br>413:16                                 |
| <b>stewards</b><br>274:11<br>401:16                                                           | <b>storm</b><br>39:19 40:5<br>413:2                                                                   |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Street's</b><br>38:21<br>375:16                                                                                                       |
| <b>stewardship</b><br>352:23                                                                  | <b>story</b><br>30:18<br>42:16<br>75:23 77:7<br>277:18                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>streets</b><br>18:25<br>220:1                                                                                                         |
| <b>stick</b><br>370:1                                                                         | <b>straight</b><br>277:12                                                                             |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>strength</b><br>130:18                                                                                                                |
| <b>stick-built</b><br>307:11                                                                  | <b>strategic</b><br>21:18<br>32:12, 20<br>86:13<br>182:5, 8<br>183:20                                 |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>strengtheni</b><br><b>ng</b>                                                                                                          |
| <b>stipends</b><br>167:16                                                                     | <b>strategies</b><br>170:19<br>401:13                                                                 |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>stipulation</b><br><b>s</b><br>80:19                                                       | <b>strategist</b>                                                                                     |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>stitch</b><br>184:13                                                                       |                                                                                                       |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>stole</b>                                                                                  |                                                                                                       |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |

|                    |                  |                 |             |                |
|--------------------|------------------|-----------------|-------------|----------------|
| 167:11             | <b>strung</b>    | <b>student-</b> | 12 172:10   | 408:13         |
| <b>strengthens</b> | 188:10           | <b>centered</b> | 173:11      | 410:20         |
| 32:6               | <b>stuck</b>     | 179:13          | 176:18, 20  | <b>studied</b> |
| <b>strengths</b>   | 293:2            | 269:24          | 179:14      | 14:1 127:7     |
| 164:24             | 294:20           | 271:11          | 181:2       | <b>studies</b> |
| <b>stress</b>      | <b>student</b>   | 352:12          | 192:17      | 20:16          |
| 321:10             | 16:6 21:7,       | <b>students</b> | 211:7, 16,  | 377:1          |
| <b>strict</b>      | 11 22:5          | 9:11 14:3       | 22 214:6    | <b>studio</b>  |
| 157:18             | 24:23            | 15:10           | 216:23      | 309:22         |
| <b>stride</b>      | 29:1, 25         | 16:15           | 218:14      | <b>study</b>   |
| 319:21             | 33:7 48:20       | 19:6, 11,       | 223:4       | 41:21          |
| <b>strident</b>    | 52:13            | 19, 20, 24      | 224:14      | 104:11         |
| 66:18              | 53:14            | 20:6            | 247:22      | 345:2          |
| <b>strive</b>      | 57:19            | 21:12, 24       | 259:21, 23  | <b>stuff</b>   |
| 72:19              | 58:12            | 22:8, 14, 18    | 260:1       | 33:22 72:7     |
| <b>strong</b>      | 75:10, 12        | 23:13, 15       | 261:8, 21,  | 96:15          |
| 28:19              | 100:7            | 24:22           | 24 262:1, 9 | 111:15         |
| 97:18              | 124:14           | 29:18 45:3      | 271:2       | 123:9          |
| <b>structure</b>   | 139:9            | 46:5, 12, 20    | 275:21      | 147:22         |
| 152:2              | 158:5            | 52:13           | 282:5       | 148:2          |
| 224:25             | 160:18           | 56:20, 23       | 289:19      | 190:5          |
| 400:13             | 172:11           | 57:6 58:21      | 303:20, 22  | 197:23         |
| <b>structured</b>  | 183:25           | 74:6 75:11      | 307:1       | 209:17         |
| 23:19              | 211:18           | 88:6, 9, 12     | 311:20      | 212:1          |
| <b>structures</b>  | 212:1            | 97:18, 24       | 312:2       | 214:5, 8       |
| 178:8, 9           | 215:23           | 102:13          | 322:10      | 217:5          |
| 179:20             | 216:10           | 112:16          | 325:5       | 240:10         |
| <b>struggle</b>    | 221:8            | 126:24          | 327:16      | 249:23         |
| 178:12             | 250:20           | 128:24          | 330:1       | 263:24         |
| 314:14             | 261:4            | 129:1, 18       | 340:12      | 274:10         |
| <b>struggled</b>   | 269:23           | 132:9           | 347:17      | 275:24         |
| 38:23              | 272:8, 16        | 133:25          | 348:23      | 407:15         |
| <b>struggles</b>   | 295:14           | 134:19          | 358:1       | 412:1          |
| 359:13             | 306:6            | 139:5, 6, 18    | 359:17      | 413:6          |
| <b>struggling</b>  | 323:24           | 140:3           | 378:3, 25   | <b>style</b>   |
| 136:19             | 340:8            | 144:21, 22      | 383:9       | 333:4          |
| 238:21             | 346:22           | 146:3, 4        | 388:14, 25  | 351:21         |
| 298:8              | 352:19, 20,      | 151:5           | 389:4       | <b>subject</b> |
|                    | 25 358:23        | 152:10          | 392:20      | 307:24         |
|                    | <b>student -</b> | 158:5, 22       | 393:1, 6    | 309:2          |
|                    | 53:17            | 169:7, 10,      | 401:7       |                |
|                    |                  |                 | 402:17      |                |

|                    |                    |                    |                    |                   |
|--------------------|--------------------|--------------------|--------------------|-------------------|
| 392:13             | 324:19             | <b>summarize</b>   | 318:3              | 323:18            |
| <b>subjecting</b>  | <b>success</b>     | 338:15             | 327:8              | 325:9             |
| 203:23             | 19:24              | 342:13             | 352:3,16           | 327:22            |
| <b>subjects</b>    | 21:12 27:3         | 345:22             | 410:24             | 341:14            |
| 306:20             | 33:7 52:7          | 356:21             | 411:2              | 347:5             |
| 390:6              | 128:14             | 360:7              | <b>Superintend</b> | 362:25            |
| 396:3              | 134:1              | 367:7              | <b>ent's</b>       | 381:9             |
| <b>submit</b>      | 179:15             | 370:14             | 21:18 56:5         | 385:19,20,        |
| 289:24             | 246:22             | <b>summative</b>   | 154:11             | 25 386:21         |
| 350:2              | 258:22             | 58:15              | 260:6              | 400:24            |
| 357:6              | 305:14             | <b>summer</b>      | <b>Superintend</b> | 401:11            |
| 368:2              | 352:25             | 9:18 15:11         | <b>ent/cluster</b> | 405:10            |
| 380:3              | 401:8              | 140:2,10           | 364:13             | 410:2,13          |
| <b>submitted</b>   | <b>successful</b>  | 141:18             | <b>Supervisor</b>  | <b>supported</b>  |
| 410:6              | 58:8 73:20         | 185:17             | 56:4 57:19         | 19:21             |
| <b>subpoena</b>    | 75:23              | 199:13             | <b>supervisors</b> | 21:17             |
| 395:13             | 181:23             | 280:4              | 280:12             | 139:12            |
| <b>subscribe</b>   | 300:8              | <b>sums</b>        | <b>supply</b>      | 282:11            |
| 68:11              | 333:3              | 23:20              | 408:1              | 377:19            |
| <b>subset</b>      | <b>successfull</b> | 347:17             | <b>support</b>     | 382:13            |
| 318:22,23          | <b>y</b>           | <b>Sunshine</b>    | 9:20 26:24         | 397:10            |
| <b>subsidized</b>  | 246:1              | 340:2              | 29:9 47:24         | <b>supporter</b>  |
| 282:25             | <b>sudden</b>      | <b>superintend</b> | 53:3 54:10         | 341:8             |
| <b>substantial</b> | 81:15              | <b>ent</b>         | 55:12              | <b>supporting</b> |
| 16:24              | <b>sued</b>        | 29:8               | 58:10,17           | 29:7 48:1         |
| <b>substantive</b> | 158:16,19          | 56:12,13           | 79:14,18           | 49:7 325:7        |
| 372:12             | <b>suffice</b>     | 130:13             | 84:16 85:4         | 341:11            |
| <b>substitute</b>  | 81:24              | 135:2              | 165:15             | 347:3             |
| 409:18             | <b>sufficient</b>  | 139:8              | 166:15             | 379:5             |
| <b>suburbs</b>     | 290:23             | 157:17,21          | 178:9              | 403:12            |
| 175:19             | <b>suggest</b>     | 171:19             | 179:21             | <b>supportive</b> |
| 279:6              | 379:7              | 196:1              | 188:8              | 141:24            |
| 283:7              | <b>suggestion</b>  | 197:24             | 193:15             | 222:19            |
| <b>subverts</b>    | 185:12             | 205:16             | 203:17             | 231:9             |
| 203:20             | <b>suggestions</b> | 211:14             | 212:22             | 328:8             |
| <b>succeed</b>     | 23:5               | 255:9              | 218:14             | 360:4             |
| 22:2 99:6          | <b>suitability</b> | 260:17,22          | 231:17             | 388:3,22          |
| 140:25             | 89:10              | 261:7              | 265:12,15          | <b>supports</b>   |
|                    | 102:12             | 263:4,15           | 281:23             | 176:23            |
|                    |                    | 296:10             | 304:15             | 178:1             |

|                    |                    |                 |                 |                |
|--------------------|--------------------|-----------------|-----------------|----------------|
| 224:21             | <b>switched</b>    | <b>systems</b>  | <b>taking</b>   | 333:1          |
| 323:21, 23,        | 106:8              | 49:3 85:21      | 94:25           | 334:25         |
| 24 325:4           | <b>synergy</b>     | 148:6, 9        | 174:1           | 336:24         |
| 393:13             | 30:16              | 243:19          | 183:3           | 360:24         |
| <b>supposed</b>    | 269:18             | 266:24          | 205:17          | 361:23         |
| 111:13             | <b>synopsis</b>    |                 | 319:20          | 364:19         |
| 226:25             | 184:1              | <b>T</b>        | 321:21          | 366:12, 17     |
| <b>Surely</b>      | <b>system</b>      | <b>t-shirt</b>  | 335:8           | 408:4, 12,     |
| 320:9              | 13:24 14:3         | 162:19          | 336:17          | 24 409:4,      |
| <b>surfaced</b>    | 17:18 18:1         | <b>T.M.</b>     | <b>talent</b>   | 11, 21         |
| 112:15             | 20:7 31:3,         | 84:21           | 25:22 35:9      | 414:13         |
| <b>surplus</b>     | 23 35:22           | <b>table</b>    | 311:5, 6        | <b>talked</b>  |
| 234:3, 5           | 51:14              | 43:20           | <b>talented</b> | 82:7 98:10     |
| 315:23             | 52:18              | 53:21 78:6      | 38:19           | 103:8          |
| <b>surprisingl</b> | 55:19 57:2         | 97:17           | <b>talents</b>  | 123:12         |
| <b>y</b>           | 74:4               | 163:3           | 47:23 58:1      | 168:2          |
| 40:7               | 124:20             | 232:24          | <b>talk</b>     | 170:5          |
| <b>surrender</b>   | 154:14             | 254:1           | 10:6, 10        | 192:24         |
| 155:13             | 173:5              | 337:8           | 66:1            | 209:19         |
| 359:6              | 266:21             | <b>tackling</b> | 74:21, 24       | 216:25         |
| <b>surround</b>    | 294:10             | 48:6            | 82:9 84:8       | 226:16         |
| 176:23             | 322:17             | <b>Tacony</b>   | 96:19, 24       | 237:15         |
| <b>surrounding</b> | 329:12             | 44:4            | 99:24           | 332:20         |
| 397:4              | 343:15, 17         | <b>tactics</b>  | 103:5           | 412:15         |
| <b>suspended</b>   | 344:17             | 397:4, 7        | 104:15          | 414:24, 25     |
| 419:1, 16          | 351:5              | <b>tag</b>      | 128:8           | 415:1          |
| <b>suspension</b>  | 353:19             | 179:18          | 130:22          | <b>talking</b> |
| 204:2              | 366:11             | <b>tailored</b> | 154:5           | 9:25 34:14     |
| 420:6              | 374:21             | 58:20           | 170:1           | 73:16          |
| <b>sustained</b>   | 375:22             | <b>takes</b>    | 177:16          | 105:1          |
| 218:4              | <b>systematic</b>  | 99:6            | 202:22          | 109:15         |
| <b>swimming</b>    | 353:5              | 178:12          | 204:6           | 114:16, 17     |
| 409:21             | <b>systematica</b> | 218:11          | 214:6           | 118:17         |
| <b>swing</b>       | <b>lly</b>         | 236:9, 12       | 216:1, 7, 14    | 119:10         |
| 88:15, 23          | 352:17             | 297:19          | 217:16          | 130:8          |
| 104:16, 22         | <b>systemic</b>    | 320:1           | 218:5           | 145:2          |
| <b>switch</b>      | 48:19              | 375:21          | 224:7, 9        | 146:20         |
| 14:24              | 361:8, 9, 19       | 382:25          | 252:15          | 149:19         |
|                    | 362:23             |                 | 257:7           | 155:10         |
|                    | 372:22             |                 | 285:19          | 192:5          |
|                    |                    |                 | 293:5           | 200:17         |

|                |                  |                    |                 |                    |
|----------------|------------------|--------------------|-----------------|--------------------|
| 214:12         | 196:9            | <b>teacher-led</b> | 207:16          | 116:2              |
| 226:7          | 289:2            | 167:21             | 211:7           | 126:4              |
| 229:12         | 347:15           | <b>teachers</b>    | 217:9           | 260:7              |
| 231:19         | 365:20           | 9:10 17:6          | 221:10, 11,     | 315:14             |
| 250:14         | <b>taxed</b>     | 21:24              | 13 223:3        | 355:7              |
| 251:18         | 286:22           | 27:8, 13           | 235:2           | 396:20, 24         |
| 254:6, 17,     | <b>taxes</b>     | 42:7 48:7          | 239:18          | 400:15             |
| 18 256:7       | 70:4             | 56:22              | 272:16          | <b>Teamsters</b>   |
| 284:9          | <b>taxpayers</b> | 57:5, 20           | 279:4, 6,       | 384:4, 24          |
| 296:22         | 183:8            | 58:11, 18          | 13, 25          | <b>Tech</b>        |
| 303:1          | <b>teach</b>     | 126:24             | 280:1, 15       | 223:25             |
| 308:10         | 15:1 52:16       | 131:21             | 281:1, 8        | <b>technical</b>   |
| 334:6, 8, 11   | 239:8, 19        | 132:1, 10          | 282:12, 22      | 303:9              |
| 365:11, 13     | 280:21           | 139:10, 16         | 283:1, 3, 17    | <b>telling</b>     |
| 371:12         | 390:6            | 143:7              | 284:6, 10,      | 90:4               |
| 412:15         | <b>teacher</b>   | 166:9, 17          | 15, 20          | 217:11             |
| 414:7, 9       | 8:11, 14         | 167:14, 25         | 285:3, 5, 7,    | 263:21             |
| <b>talks</b>   | 17:3 44:18       | 169:8, 11          | 18, 20, 22      | 277:17             |
| 195:19         | 45:4, 15, 25     | 170:2, 16,         | 289:18          | 413:1              |
| 226:19         | 49:5 56:8        | 17 171:5           | 322:2, 4, 6     | 414:16             |
| <b>Tamir's</b> | 166:8            | 172:12             | 340:11          | <b>tells</b>       |
| 168:15         | 177:19           | 173:24             | 359:14, 17      | 257:14             |
| <b>task</b>    | 178:14, 18       | 174:6, 12          | 369:18          | <b>temperament</b> |
| 48:25          | 179:11           | 175:11, 13,        | 409:16, 19      | 35:9 55:15         |
| <b>tasked</b>  | 180:16, 17,      | 23 176:2,          | <b>teaching</b> | <b>Temple</b>      |
| 284:19         | 18 195:23        | 6, 19              | 166:21          | 44:16              |
| 394:1          | 203:4            | 177:17, 18,        | 174:24          | 183:25             |
| <b>taught</b>  | 217:7            | 22 178:2,          | 176:25          | <b>ten</b>         |
| 8:12, 15       | 239:12           | 3, 11              | 178:4, 20,      | 249:4              |
| 51:25 56:7     | 272:8            | 179:10, 21         | 24 207:15,      | 252:18             |
| 128:3          | 280:8            | 180:14             | 21 278:22       | <b>tenacity</b>    |
| 189:19         | 346:20           | 181:1              | 279:22          | 49:19              |
| 198:12         | 358:19           | 189:7              | 280:17, 24,     | 393:20             |
| 259:1, 17      | 376:24           | 192:16             | 25              | <b>tend</b>        |
| 306:25         | 384:21           | 194:14             | <b>team</b>     | 161:20             |
| 339:7          | 409:11, 13,      | 199:7              | 25:20 65:4      | 225:23             |
| 346:23         | 15               | 200:9              | 68:6 69:16      | <b>tents</b>       |
| <b>tax</b>     | <b>teacher's</b> | 203:6, 9,          | 87:10           | 40:1, 4            |
| 69:24          | 172:3            | 15, 17, 22,        | 89:17 92:1      |                    |
| 108:23         |                  | 24 204:15          | 95:14           |                    |
|                |                  | 205:7              | 110:6           |                    |

|                    |                   |                    |                   |               |
|--------------------|-------------------|--------------------|-------------------|---------------|
| <b>tenure</b>      | 352:22            | 391:5, 9, 17       | 216:2, 15         | 361:5         |
| 25:2 26:9          | <b>testify</b>    | 394:11             | 219:11            | 372:25        |
| 112:1              | 18:12 25:6        | <b>testing</b>     | 288:1             | 384:19        |
| 118:13             | 43:13 51:4        | 239:14, 23         | <b>therapists</b> | 407:8         |
| 170:3              | 54:12             | 240:4              | 122:9, 13         | 414:13        |
| 397:24             | 55:11             | 281:9              | <b>therapy</b>    | <b>things</b> |
| <b>term</b>        | 59:15             | 408:12             | 136:12            | 29:24         |
| 60:25              | 305:21            | <b>tests</b>       | <b>thing</b>      | 50:11 62:5    |
| 96:21              | 337:5             | 239:17             | 23:22             | 63:14         |
| 145:21             | 394:9             | 310:11             | 33:23             | 66:6, 9       |
| <b>termination</b> | <b>testifying</b> | <b>Texas</b>       | 34:16             | 70:25 71:7    |
| 204:2              | 62:22             | 48:2               | 85:25             | 74:14 80:1    |
| <b>terms</b>       | 159:18            | <b>text</b>        | 87:24             | 82:6 88:20    |
| 79:5, 7            | <b>testimony</b>  | 231:22             | 89:23 90:2        | 92:9 99:7,    |
| 94:7, 11           | 7:13 43:8         | 232:2              | 119:25            | 20 101:22     |
| 155:19             | 50:19 96:4        | <b>textbook</b>    | 135:10            | 102:15        |
| 165:23             | 126:11            | 254:21             | 155:4, 12         | 103:6         |
| 188:1              | 228:15            | <b>TGI</b>         | 164:11            | 105:1, 5      |
| 202:2              | 291:10, 13        | 27:23              | 165:1, 2          | 110:2, 11     |
| 203:13, 21         | 302:18            | <b>thankful</b>    | 176:21            | 113:9         |
| 204:10, 12         | 338:15            | 24:7               | 194:23            | 118:11        |
| 205:8              | 339:23            | 126:11             | 195:17, 21        | 121:2, 3, 6   |
| 219:24             | 342:24            | 127:2              | 199:10            | 131:9         |
| 247:12             | 345:22            | <b>thanking</b>    | 200:22, 23        | 132:12        |
| 260:4              | 349:22            | 180:8              | 208:9             | 135:4         |
| 262:4              | 350:1, 16         | <b>thankless</b>   | 213:16            | 136:9         |
| 299:14             | 354:5, 9          | 149:10             | 220:11, 14        | 147:15, 16,   |
| 300:1, 10          | 356:21            | <b>that'll</b>     | 221:3, 6          | 18 148:10     |
| <b>terrible</b>    | 357:6, 11         | 125:11             | 227:7             | 149:10        |
| 82:15              | 360:7, 22         | <b>the-art</b>     | 246:5, 9, 19      | 150:11        |
| <b>test</b>        | 363:17, 20        | 46:9               | 251:17            | 151:7         |
| 123:23             | 367:7             | <b>theme</b>       | 262:24            | 152:25        |
| 217:23             | 368:2, 12         | 403:8              | 263:21, 23        | 153:10, 19,   |
| 298:16, 19,        | 370:14, 23        | <b>therapeutic</b> | 266:13            | 20 155:9,     |
| 20 299:3           | 371:8             | 122:8              | 279:24            | 14 156:6      |
| 408:14, 18,        | 373:12, 24        | <b>therapist</b>   | 282:15            | 157:22, 23    |
| 20                 | 376:6, 10         | 22:12              | 284:4             | 158:12, 13    |
| <b>testament</b>   | 379:18, 25        | 215:14, 16         | 286:1             | 161:19        |
| 28:17              | 380:3, 14         |                    | 291:16            | 163:1         |
| 30:23              | 383:17, 20        |                    | 310:1             | 168:25        |
|                    | 386:3, 7          |                    | 311:12            | 171:18        |

|              |                  |             |                       |                  |
|--------------|------------------|-------------|-----------------------|------------------|
| 178:22       | 279:7            | 35:24       | 307:6                 | 197:20           |
| 179:17       | 281:25           | 95:18, 19   | 309:4                 | <b>throw</b>     |
| 183:17       | 282:4, 20        | 97:6, 25    | 317:1                 | 21:13            |
| 185:21       | 283:4            | 98:7, 9, 21 | 417:11, 12            | 213:17           |
| 187:14       | 291:8            | 99:9        | 419:7                 | <b>throwaway</b> |
| 193:7        | 293:11           | 100:15      | <b>Thompson</b>       | 167:8            |
| 196:20, 21   | 296:23           | 101:11      | 97:1, 13, 17          | <b>thrust</b>    |
| 197:2        | 304:6            | 102:17      | <b>thoroughfare</b>   | 160:2            |
| 199:22       | 305:8            | 103:17      | <b>e</b>              | <b>time</b>      |
| 210:19       | 310:2, 7, 8      | 105:15      | 233:11                | 9:13 11:23       |
| 213:25       | 319:19           | 107:15      | <b>thought</b>        | 38:3 41:1,       |
| 214:2        | 329:13           | 108:5       | 11:3 14:19            | 19 42:18         |
| 216:19       | 330:18           | 109:1, 19   | 97:15                 | 59:18            |
| 220:4, 5     | 358:21           | 111:18      | 112:19                | 61:1, 13         |
| 221:23       | 361:10           | 112:3, 18   | 179:2                 | 63:18            |
| 222:3        | 364:23           | 113:1, 7,   | 194:6                 | 74:17 75:2       |
| 224:15       | 371:22           | 14, 18, 22  | 302:2                 | 79:1 82:11       |
| 225:13       | 392:22           | 114:1, 9,   | 382:12                | 88:1 91:15       |
| 226:11       | 405:3            | 15, 25      | 393:13                | 93:14            |
| 228:8, 12    | 412:12           | 115:5, 10,  | <b>thoughtful</b>     | 112:12, 25       |
| 229:24       | <b>thinkers</b>  | 20 116:4,   | 49:15 90:2            | 114:8            |
| 235:18       | 254:22           | 12, 20, 23  | 138:23                | 139:11           |
| 237:6        | 255:18           | 117:20      | 206:2                 | 140:15           |
| 239:2, 20    | <b>thinking</b>  | 118:20      | 230:16                | 154:7, 12        |
| 242:9        | 185:7            | 119:9       | 357:22                | 165:6            |
| 243:20       | 201:12           | 121:12      | <b>thoughtfulness</b> | 166:13           |
| 245:22, 25   | 211:3            | 124:25      | <b>ess</b>            | 168:21           |
| 248:2, 16,   | 217:15           | 125:8       | 381:12                | 170:11, 18       |
| 20 250:12    | 271:2            | 142:8       | <b>thoughts</b>       | 178:23           |
| 251:14, 16,  | 278:25           | 149:18      | 97:3                  | 185:18           |
| 20 254:5     | 279:8            | 204:25      | 169:15                | 197:11           |
| 256:12, 14   | 282:25           | 225:10, 11  | <b>thousands</b>      | 206:15           |
| 257:15       | 283:1, 3         | 227:6       | 378:2                 | 212:18           |
| 258:11, 13,  | 302:17           | 229:19      | <b>thrive</b>         | 234:9            |
| 19 263:6     | <b>thinktank</b> | 230:19      | 20:6                  | 235:16           |
| 265:22, 23   | 15:25            | 231:19      | <b>thriving</b>       | 242:16           |
| 266:6, 10    | 222:12           | 233:20, 21  | 355:24                | 256:18           |
| 268:18, 22   | <b>Thomas</b>    | 235:15      | <b>through-</b>       | 273:21           |
| 269:4, 8, 21 | 4:3, 4           | 301:21      | <b>line</b>           | 281:23           |
| 271:20, 21   | 7:17, 18         | 302:6       |                       | 286:22           |
| 273:20       | 8:4 13:5         | 304:25      |                       | 287:13           |
| 274:3        |                  | 306:1       |                       |                  |

|                  |                   |                |              |                |
|------------------|-------------------|----------------|--------------|----------------|
| 289:2            | 189:24            | 126:10         | <b>told</b>  | <b>torn</b>    |
| 292:3            | 319:22            | 132:23         | 30:18 77:8   | 227:23         |
| 294:21           | 322:15            | 159:18, 21     | 81:3         | <b>tornado</b> |
| 302:16, 20       | 327:25            | 205:14         | 100:11       | 412:21         |
| 304:19           | 331:18            | 208:6          | 182:18       | <b>tossed</b>  |
| 313:10           | 375:23            | 212:11         | 216:23       | 175:7          |
| 314:14, 19       | <b>timing</b>     | 223:12         | 254:20       | <b>totally</b> |
| 318:4            | 230:11            | 237:19         | 362:18       | 107:8          |
| 320:4, 21        | <b>Tina</b>       | 240:24         | 366:3        | 375:3          |
| 321:4, 22        | 406:11            | 243:1          | 411:21, 22   | <b>touch</b>   |
| 324:12           | <b>tired</b>      | 291:10, 11     | <b>Tom</b>   | 39:8           |
| 325:18           | 33:22             | 335:6, 14      | 57:23        | <b>tough</b>   |
| 329:18           | 367:13            | 336:18         | <b>ton</b>   | 21:2 29:14     |
| 331:9            | <b>tirelessly</b> | 337:4          | 238:25       | 67:23          |
| 335:8, 13        | 12:10             | 339:10         | <b>tone</b>  | 69:23          |
| 336:17           | 28:23 38:7        | 343:3          | 225:17       | 252:24         |
| 337:1, 17,       | 45:22             | 345:4          | <b>tool</b>  | 333:2, 10      |
| 21 338:20        | 375:19            | 350:21         | 250:17, 22   | <b>tour</b>    |
| 340:11           | <b>titles</b>     | 353:3          | 269:25       | 366:2, 3       |
| 341:15           | 5:7               | 354:15         | 271:13       | <b>Town</b>    |
| 342:11           | <b>today</b>      | 355:8          | <b>tools</b> | 126:22         |
| 354:1            | 2:15 7:24         | 357:19         | 22:2 23:17   | 320:11         |
| 358:25           | 9:3 11:13         | 361:23         | 27:2 35:4    | <b>Towne</b>   |
| 359:15           | 13:16             | 362:18         | 66:2 67:20   | 67:4, 5        |
| 360:9            | 25:18             | 364:19         | 75:22        | 105:19         |
| 381:15           | 26:13             | 365:10         | 155:6        | 108:16         |
| 383:14           | 30:22 39:4        | 367:23         | 250:21       | 109:9, 12      |
| 386:18           | 42:11             | 369:6, 17,     | 253:6        | 110:17         |
| 414:14           | 43:14 45:1        | 20 377:7,      | 275:18       | 111:11         |
| <b>timeline</b>  | 46:15             | 25 381:3       | <b>top</b>   | <b>toxic</b>   |
| 91:1 93:19       | 47:14             | 389:11, 14     | 34:9 75:16   | 166:18         |
| 188:3            | 49:12 64:6        | 392:1          | 86:2         | <b>track</b>   |
| <b>timelines</b> | 68:14             | 399:21, 23     | 108:14       | 169:5, 10      |
| 184:20           | 70:23             | 402:8, 13,     | 197:21       | 308:17, 22     |
| <b>times</b>     | 71:17             | 22 403:4,      | 264:5        | 353:15         |
| 10:6 48:10       | 83:10             | 22 415:15      | 378:22       | 382:2          |
| 72:17            | 99:18             | 420:11         | <b>topic</b> | <b>tracked</b> |
| 80:17, 20        | 103:19            | <b>today's</b> | 206:14       | 202:13         |
| 86:7 93:7        | 110:3             | 9:21 11:4,     | 249:24       |                |
| 123:4            | 117:5             | 19 12:18       |              |                |
| 142:19           |                   | 13:3 337:7     |              |                |

|                                   |                                          |                             |                                   |                               |
|-----------------------------------|------------------------------------------|-----------------------------|-----------------------------------|-------------------------------|
| <b>tracking</b><br>203:22         | 369:21                                   | 372:15                      | <b>treatment</b><br>120:5         | <b>truth</b><br>22:10         |
| <b>trade</b><br>41:24             | <b>transcenden<br/>ce</b><br>353:5       | 404:20                      | 157:4                             | 48:17                         |
| <b>trades</b><br>153:4            | <b>transcript</b><br>334:4               | <b>trauma</b><br>209:22     | 289:13                            | 255:15                        |
| 174:24                            | <b>transform</b><br>18:3                 | 210:16                      | <b>trend</b><br>147:24            | <b>truths</b><br>414:15       |
| 303:25                            | <b>transformat<br/>ion</b><br>27:6 356:6 | 211:23                      | 154:24                            | <b>tuition</b><br>254:11,12   |
| 304:1,7,9                         | 375:15                                   | 212:9,22                    | <b>trending</b><br>67:19          | <b>tune</b><br>205:25         |
| <b>tradition</b><br>189:20        | <b>transformat<br/>ional</b><br>190:23   | 213:16                      | <b>trends</b><br>147:19           | <b>turbulent</b><br>375:23    |
| <b>traditional</b><br>58:24       | <b>transformat<br/>ive</b><br>28:18      | 214:9,10,<br>11,16          | 164:16                            | <b>turn</b><br>77:9           |
| 151:22                            | 351:7                                    | 217:11                      | 296:13                            | 329:24                        |
| 161:14,15,<br>25 162:23           | <b>transition</b><br>28:25               | 218:5                       | 297:14                            | <b>turnaround</b><br>355:14   |
| 164:1                             | <b>transitio<br/>ne</b><br>178:20        | 219:16,22                   | <b>triangulate<br/>d</b><br>334:3 | <b>turned</b><br>180:17       |
| 254:7,8                           | <b>translation</b><br>45:7               | 220:7,12                    | <b>trips</b><br>63:5              | <b>turning</b><br>63:8        |
| 292:20                            | <b>transmit</b><br>167:9                 | 221:16                      | <b>trucks</b><br>233:7            | <b>turnover</b><br>224:6      |
| 294:11                            | <b>transparenc<br/>y</b><br>21:11        | <b>traumatic</b><br>212:14  | <b>true</b><br>242:9              | <b>turnpike</b><br>40:2       |
| 358:11                            | 90:21                                    | 218:3                       | 243:6                             | <b>tutelage</b><br>377:22     |
| 392:4                             | 251:23                                   | <b>travel</b><br>15:12 46:9 | 355:1                             | <b>tutored</b><br>52:13       |
| 393:14,23                         | 345:8                                    | <b>traveled</b><br>52:16    | 405:20                            | <b>two-part</b><br>65:1 227:7 |
| 403:5                             | 372:24                                   | <b>treat</b><br>62:17       | <b>Trump</b><br>341:8             | <b>type</b><br>10:25          |
| 405:3                             | <b>transparent</b><br>78:3,4             | 64:18,22                    | <b>Trump's</b><br>158:24          | 19:24                         |
| <b>trainees</b><br>407:4          | 249:22                                   | 65:2,3,22                   | <b>trust</b><br>14:17             | 157:9                         |
| <b>training</b><br>179:4          | 271:19                                   | 66:18                       | 69:18,20                          | 232:2                         |
| 182:4                             |                                          | 69:22                       | 89:20                             | 331:23                        |
| 407:1,3                           |                                          | 72:11                       | 91:16,17,<br>18 206:25            |                               |
| <b>trait</b><br>99:2              |                                          | 103:9,12,<br>14 106:15      | 244:12                            |                               |
| <b>trajectorie<br/>s</b><br>51:15 |                                          | 117:25                      | <b>Trustee</b><br>57:21           |                               |
| <b>trajectory</b><br>294:15       |                                          | 118:2                       |                                   |                               |
| <b>transcend</b>                  |                                          | 156:20,21                   |                                   |                               |
|                                   |                                          | 354:24                      |                                   |                               |
|                                   |                                          | 393:18                      |                                   |                               |
|                                   |                                          | <b>treated</b><br>72:10     |                                   |                               |
|                                   |                                          | <b>treating</b><br>103:8    |                                   |                               |

|                                                             |                                                                                                                                                                                                                                                                                                                                       |                                                                                                            |                                                              |                                                                                         |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>types</b><br>238:17<br>258:19<br>259:16<br>361:1         | <b>underperforming</b><br>160:18<br>344:11                                                                                                                                                                                                                                                                                            | 408:18                                                                                                     | <b>unfair</b><br>358:13                                      | 16:1<br>20:13, 20<br>44:16                                                              |
| <b>typically</b><br>70:15<br>328:16                         | <b>underscores</b><br>344:22                                                                                                                                                                                                                                                                                                          | <b>understanding</b><br>99:5<br>111:19<br>138:10<br>160:6<br>194:13<br>204:19<br>260:21<br>268:24<br>273:9 | <b>unfortunate</b><br>212:24<br>238:16<br>239:3<br>273:4     | 55:22<br>57:20, 22<br>63:23<br>201:9<br>202:8<br>209:6<br>246:8<br>250:15<br>384:16, 18 |
| <b>ultimately</b><br>18:2 24:24                             | <b>underserved</b><br>387:2, 12                                                                                                                                                                                                                                                                                                       | 277:21<br>387:10                                                                                           | <b>UNIDENTIFIED</b><br>349:19<br>350:6                       | <b>unjustifiable</b><br>399:2                                                           |
| <b>unacceptabl</b><br><b>e</b><br>82:17<br>396:5            | <b>underserviced</b><br>388:1                                                                                                                                                                                                                                                                                                         | <b>understands</b><br>256:9<br>257:21<br>375:21                                                            | <b>unifying</b><br>65:18                                     | <b>unlike</b><br>321:1                                                                  |
| <b>unbiased</b><br>404:20                                   | <b>understand</b><br>41:2 61:4<br>79:2 90:12<br>106:11<br>107:12<br>111:2, 7<br>116:21<br>135:9, 13<br>136:3<br>164:16<br>195:24<br>205:22<br>213:15<br>218:13<br>229:4<br>239:15<br>245:12<br>257:13<br>260:11<br>262:21, 25<br>266:9<br>268:2<br>316:18<br>324:18, 25<br>325:1<br>341:21, 24<br>358:22<br>365:1<br>387:25<br>390:24 | <b>understood</b><br>225:3                                                                                 | <b>unintended</b><br>129:3<br>206:3, 7                       | <b>unparalleled</b><br>31:17                                                            |
| <b>uncle</b><br>368:24                                      |                                                                                                                                                                                                                                                                                                                                       | <b>underutilized</b><br>100:23<br>227:18                                                                   | <b>union</b><br>196:8<br>204:15<br>234:25<br>235:2<br>397:17 | <b>untruth</b><br>64:5                                                                  |
| <b>unclear</b><br>203:8                                     |                                                                                                                                                                                                                                                                                                                                       | <b>underway</b><br>84:10                                                                                   | <b>unions</b><br>196:5<br>202:23<br>235:3                    | <b>unwavering</b><br>26:24<br>352:24                                                    |
| <b>underenroll</b><br><b>ed</b><br>342:6<br>348:1<br>355:17 |                                                                                                                                                                                                                                                                                                                                       | <b>undoubtedly</b><br>398:20                                                                               | <b>unique</b><br>9:7 20:23<br>22:7 387:9<br>404:6            | <b>up-to-date</b><br>114:11, 20                                                         |
| <b>underfunded</b><br>195:7<br>234:8<br>317:14<br>409:5, 6  |                                                                                                                                                                                                                                                                                                                                       | <b>undue</b><br>331:23                                                                                     | <b>UNITE</b><br>234:17<br>235:13                             | <b>upcoming</b><br>133:5<br>138:8                                                       |
| <b>undergrad</b><br>8:15<br>384:17                          |                                                                                                                                                                                                                                                                                                                                       | <b>unelected</b><br>274:19                                                                                 | <b>united</b><br>393:16                                      | <b>update</b><br>401:1                                                                  |
| <b>underlying</b><br>214:9                                  |                                                                                                                                                                                                                                                                                                                                       | <b>unequivocal</b><br>393:8                                                                                | <b>universe</b><br>187:8                                     | <b>updated</b><br>112:25<br>113:13, 16<br>116:7<br>195:4                                |
| <b>undermine</b><br>203:11                                  |                                                                                                                                                                                                                                                                                                                                       | <b>uneven</b><br>317:13                                                                                    | <b>University</b><br>14:2, 4                                 | <b>updates</b><br>401:2                                                                 |
|                                                             |                                                                                                                                                                                                                                                                                                                                       | <b>unexpectedl</b><br><b>y</b><br>359:3                                                                    |                                                              |                                                                                         |

|                              |                              |                             |                             |                             |
|------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|
| <b>uphold</b><br>395:9       | <b>V</b>                     | 32:11                       | 308:21                      | <b>voice</b><br>189:14      |
| <b>uplifting</b><br>351:14   | <b>vacancies</b><br>66:24    | <b>versus</b><br>73:11      | 385:13                      | 225:21                      |
| <b>urban</b><br>21:20        | <b>vacant</b><br>237:11      | 357:2                       | 389:16                      | 327:22                      |
| 311:2                        | <b>vacuum</b><br>168:7       | 360:2                       | <b>virtue</b><br>341:4      | 357:21                      |
| <b>urge</b><br>353:6         | 184:17                       | 397:17                      | <b>virus</b><br>361:11      | 366:4, 5                    |
| 369:24                       | 348:18                       | 399:3                       | <b>vision</b><br>21:15 23:1 | 368:18                      |
| 374:5                        | <b>valid</b><br>138:23       | <b>vested</b><br>325:19     | 24:2, 5                     | 385:14                      |
| 396:22                       | <b>valuable</b><br>53:5 55:4 | <b>viable</b><br>88:8       | 30:25 50:4                  | <b>voiceless</b><br>45:13   |
| 397:12                       | 97:15                        | <b>Vice-chair</b><br>241:3  | 58:23 59:1                  | <b>voices</b><br>120:14, 16 |
| 399:8                        | 387:9                        | 335:3                       | 61:2 65:19                  | <b>volume</b><br>337:16     |
| <b>urgency</b><br>82:18      | <b>values</b><br>73:9        | <b>vice-</b>                | 92:3, 4, 5                  | <b>volunteer</b><br>14:12   |
| 170:15                       | 222:25                       | <b>principal</b><br>56:9    | 94:19                       | <b>volunteered</b><br>49:21 |
| 231:20                       | 223:8                        | <b>victory</b><br>110:15    | 102:8, 10                   | 378:24                      |
| 232:14, 20                   | 353:18                       | 361:17                      | 154:15                      |                             |
| 233:16, 24                   | 356:24                       | <b>videos</b><br>210:3      | 185:2                       | <b>vote</b><br>11:13        |
| 235:10                       | 366:8                        | <b>viewing</b><br>7:24      | 186:8                       | 103:1                       |
| <b>urgent</b><br>190:22      | 375:2                        | <b>Vil</b><br>349:18, 20    | 227:3                       | 106:4, 7, 8                 |
| 232:6                        | <b>vantage</b><br>182:10     | 350:4                       | 228:23                      | 109:15                      |
| <b>urging</b><br>370:16      | <b>variety</b><br>48:1       | <b>village</b><br>26:24     | 231:2                       | 110:22                      |
| <b>usher</b><br>81:22        | <b>vehicle</b><br>64:12      | 230:12                      | 253:4                       | 111:4, 6                    |
| <b>utilities</b><br>39:1     | 308:3                        | <b>violation</b><br>340:1   | 325:20                      | 116:14                      |
| <b>utilization</b><br>85:5   | <b>vendor</b><br>87:18       | <b>violations</b><br>105:21 | 393:3, 10, 25               | 117:15                      |
| <b>utilize</b><br>247:13     | <b>verified</b><br>393:5     | <b>violence</b><br>219:17   | <b>visit</b><br>305:6       | 118:16, 18                  |
| 248:4                        | <b>vernacular</b><br>225:15  | 220:9                       | 311:22                      | 214:25                      |
| <b>utilized</b><br>66:3 93:7 | <b>versatility</b>           | 221:20, 21                  | 312:3                       | 217:12                      |
| <b>utilizing</b><br>67:20    |                              |                             | <b>visited</b><br>131:19    | 239:12                      |
|                              |                              |                             | <b>visiting</b><br>131:18   | 240:22                      |
|                              |                              |                             | <b>visits</b><br>79:19      | 287:17                      |
|                              |                              |                             | <b>vital</b><br>23:9 74:3   | 288:6, 14                   |
|                              |                              |                             | 241:10                      | 330:9                       |
|                              |                              |                             |                             | 333:10                      |
|                              |                              |                             |                             | 341:22, 25                  |
|                              |                              |                             |                             | 342:14                      |
|                              |                              |                             |                             | 353:11                      |

|                  |                |                   |                    |                   |
|------------------|----------------|-------------------|--------------------|-------------------|
| 355:2            | 285:18         | 293:13            | <b>Watlington</b>  | 308:19            |
| 385:15           | 330:25         | 299:18            | 24:17 42:6         | 412:21            |
| 395:9            | 389:15         | 302:20            | 171:14,16          | <b>weeks</b>      |
| 396:23           | <b>walked</b>  | 311:18            | 194:11             | 177:8             |
| <b>voted</b>     | 64:9 294:1     | 312:19            | 195:18             | <b>weigh</b>      |
| 75:6 330:9       | 404:2,4        | 331:8             | 197:8              | 300:10            |
| 395:8            | <b>walking</b> | 365:5             | 204:21             | <b>weight</b>     |
| 413:25           | 212:1,16       | 395:16            | 205:24             | 370:9             |
| <b>votes</b>     | 270:14         | 411:23            | 206:14,23          | <b>welcomed</b>   |
| 69:24            | 336:3,5        | <b>wanting</b>    | 207:1              | 19:21             |
| 112:9,10,        | 372:20         | 149:13            | 258:14             | <b>welcoming</b>  |
| 16 328:2         | <b>Wall</b>    | <b>War</b>        | 352:17             | 147:14            |
| <b>voting</b>    | 47:21          | 181:9             | <b>Watlington'</b> | 218:8             |
| 101:13,14,       | 413:16         | <b>warehouse</b>  | <b>s</b>           | 333:8             |
| 15 116:16        | <b>Walton</b>  | 89:6,7,14         | 300:4              | 397:1             |
| 123:10           | 346:21         | 228:18            | <b>ways</b>        | <b>welfare</b>    |
| 137:24           | <b>Wanda</b>   | <b>warm</b>       | 92:19              | 386:25            |
|                  | 6:5 31:19      | 206:24            | 93:11,17           | <b>well-</b>      |
| <b>W</b>         | 43:5,10,24     | <b>warning</b>    | 106:9              | 139:11            |
| <b>W.B.</b>      | 54:2           | 204:1             | 161:10             | <b>well-being</b> |
| 20:4             | 268:10         | <b>warnings</b>   | 198:21             | 20:11             |
| <b>wages</b>     | <b>wanted</b>  | 274:1             | 249:23             | <b>well-</b>      |
| 234:21           | 37:18          | <b>warring</b>    | 266:10,16          | <b>lighted</b>    |
| 278:20           | 47:22          | 212:9             | 279:8              | 41:20             |
| 279:1            | 104:10         | <b>Washington</b> | 344:7              | <b>well-</b>      |
| <b>Wagner</b>    | 112:6          | 48:3              | <b>weaker</b>      | <b>resourced</b>  |
| 41:9             | 126:16         | 100:18            | 281:4              | 195:23            |
| <b>wait</b>      | 128:7          | 413:15            | <b>weakness</b>    | <b>well-</b>      |
| 154:22,23        | 132:10         | <b>watch</b>      | 32:8               | <b>supported</b>  |
| 155:2            | 136:7          | 154:23            | <b>wealth</b>      | 139:12            |
| 243:22           | 160:20         | 243:22            | 31:14,15           | <b>Wesley</b>     |
| 251:4            | 180:6          | <b>watched</b>    | 341:4              | 364:1             |
| 320:3            | 193:20         | 139:22            | <b>wear</b>        | 368:5,13,         |
| <b>Wakefeld</b>  | 202:7          | 180:19            | 9:5,14             | 17 370:13,        |
| 396:13           | 208:9          | 377:15            | <b>weather</b>     | 15 371:11         |
| <b>Wakefield</b> | 244:17         | <b>watching</b>   | 291:11             | <b>West</b>       |
| 396:9,16         | 256:3          | 28:10             | <b>week</b>        | 14:13             |
| <b>walk</b>      | 282:20         | <b>water</b>      | 51:24              | 15:13             |
| 229:7            | 290:23         | 232:21            | 177:7              |                   |
|                  | 291:12,17      |                   | 280:2,13           |                   |

|                    |                    |                   |                 |            |
|--------------------|--------------------|-------------------|-----------------|------------|
| 52:15              | <b>Wilkerson</b>   | 266:13            | 98:13           | 138:9      |
| 60:14              | 6:21 17:24         | <b>windows</b>    | 105:24          | 147:15     |
| 67:12              | 24:11              | 146:15            | 187:3           | 148:5      |
| 71:18              | 33:11              | <b>winner</b>     | <b>word</b>     | 149:8      |
| 365:14             | 34:8,20            | 385:1             | 113:2,3,8,<br>9 | 158:3      |
| <b>Western</b>     | 38:20              | <b>winning</b>    | <b>words</b>    | 161:22,24  |
| 15:13              | 43:21              | 30:6              | 33:11           | 164:20     |
| <b>wet</b>         | 49:23              | <b>wisdom</b>     | 333:22          | 172:16     |
| 245:19             | 53:23 59:8         | 53:22             | 386:18          | 180:19,22  |
| <b>wherewithal</b> | 62:15              | 374:20            | <b>work</b>     | 184:7      |
| 153:11             | 249:12             | <b>witnessed</b>  | 10:2            | 187:16,21  |
| 213:4              | 296:3,24           | 351:6             | 12:10,19        | 189:3      |
| 318:5              | 327:4              | 356:5             | 14:10           | 190:8      |
| <b>White</b>       | 348:9              | 369:11            | 24:9,19,20      | 192:3      |
| 103:13             | 349:6              | <b>witnesses</b>  | 26:18           | 193:9      |
| 105:4,18           | 375:9              | 349:25            | 39:12           | 196:10     |
| 117:25             | 377:9,13           | 386:10            | 40:14           | 199:4,16,  |
| 174:12,13          | 379:11             | 415:14            | 42:21,24        | 25 200:5,  |
| <b>Whitney</b>     | 397:24             | <b>witnessing</b> | 48:5            | 22,24      |
| 6:11 34:21         | 398:5              | 381:16            | 49:22,25        | 201:7,12   |
| 47:4,12            | <b>Wilkerson's</b> | <b>Wolf</b>       | 54:5 57:1,      | 204:7      |
| 50:16 54:3         | 33:9               | 57:23             | 4 61:11         | 205:21     |
| <b>who've</b>      | <b>Wilkins</b>     | <b>woman</b>      | 66:18           | 206:1      |
| 10:21              | 380:16             | 33:13             | 67:21 68:1      | 211:12     |
| 11:22              | 383:25             | 184:4             | 76:9 77:16      | 213:1,2    |
| 122:11             | 386:5,12,          | 369:16            | 84:5            | 214:8      |
| 182:17             | 13 390:12          | 381:16            | 90:12,14,       | 218:12     |
| 189:5              | <b>willingness</b> | 382:17,23         | 16 91:24        | 219:11     |
| 377:20             | 24:20              | <b>women</b>      | 92:16           | 222:11     |
| <b>whole-child</b> | 75:18              | 40:18,21          | 100:13          | 230:15     |
| 271:13             | <b>willy-nilly</b> | 42:19             | 109:3           | 265:2      |
| <b>wholehearte</b> | 274:25             | <b>wondered</b>   | 110:16          | 273:14     |
| <b>dly</b>         | <b>win</b>         | 313:8,13          | 126:5,8,14      | 274:2,8    |
| 382:22             | 30:4,6             | <b>wonderful</b>  | 127:3,6         | 281:13,17  |
| 385:17             | 158:17             | 90:19             | 128:11          | 282:23     |
| <b>wide</b>        | <b>window</b>      | 196:8             | 131:8           | 283:6      |
| 33:9               | 74:17              | 287:7             | 133:17          | 284:11,15  |
| <b>widely</b>      | 152:21             | <b>wondering</b>  | 134:5           | 285:6,19   |
| 369:1              | 164:7              |                   | 135:3,23        | 292:20,21, |
|                    | 165:24             |                   | 136:2,21        | 23 294:10  |
|                    |                    |                   |                 | 295:9,13   |
|                    |                    |                   |                 | 298:17     |

|               |                  |                    |                   |              |
|---------------|------------------|--------------------|-------------------|--------------|
| 303:2         | 289:5            | 307:8              | <b>Wow</b>        |              |
| 304:15, 21    | 331:10           | 308:4              | 88:24             | <b>Y</b>     |
| 305:18        | 346:12, 19       | 314:15             | <b>WPA</b>        | <b>y'all</b> |
| 307:7         | 347:6            | 336:19             | 41:12             | 26:7 27:21   |
| 308:23        | 375:19           | 352:15             | <b>wrap</b>       | 29:20        |
| 312:10, 12    | 377:14           | 375:11             | 330:5             | 30:10, 12,   |
| 318:7         | 381:21, 23,      | 381:18             | <b>write</b>      | 13 31:8      |
| 319:13        | 25 406:22        | 387:16             | 16:10             | 34:11, 25    |
| 326:5         | <b>worker-</b>   | <b>works</b>       | 334:22            | 35:14        |
| 327:13, 15    | 180:16           | 8:19 38:25         | 412:5             | 91:14        |
| 329:3         | <b>workers</b>   | 52:18              | <b>writing</b>    | 122:4        |
| 332:25        | 234:21           | 104:9              | 235:25            | 123:11       |
| 335:25        | <b>workforce</b> | 117:10             | 236:19            | 135:14       |
| 337:20        | 247:16           | 309:20, 21         | 238:9             | 185:18       |
| 347:13        | <b>working</b>   | <b>worksites</b>   | 240:10, 12        | 278:12       |
| 351:11        | 9:19 15:8        | 406:25             | 310:3             | 318:9        |
| 358:3, 7      | 24:15            | <b>world</b>       | 386:20            | 413:12       |
| 359:22        | 27:10, 21        | 44:22              | <b>written</b>    | <b>yard</b>  |
| 363:2         | 28:23 40:7       | 46:10              | 350:1             | 370:1        |
| 369:8         | 52:1 56:16       | 181:9              | 380:3             | <b>Yass</b>  |
| 380:23        | 59:2, 4          | 183:16             | <b>wrong</b>      | 341:2, 10    |
| 382:8         | 73:13, 14        | 233:3              | 112:21, 24        | 342:17       |
| 385:6         | 92:7 95:12       | 367:21             | 150:21            | <b>year</b>  |
| 390:13        | 130:14           | 412:3              | 165:3, 8          | 22:24        |
| 396:25        | 137:21           | 413:7              | 206:11            | 41:11, 19    |
| 402:2         | 148:19           | <b>world-class</b> | 223:9             | 72:21        |
| 409:17, 20    | 163:15           | 31:2 36:21         | 227:8             | 81:21 91:3   |
| 413:18        | 171:2, 12        | 46:5               | 240:6             | 129:19       |
| <b>worked</b> | 179:6            | <b>worried</b>     | 299:14            | 131:16       |
| 8:17 15:24    | 180:25           | 98:1               | 363:8             | 132:8        |
| 34:6 38:6,    | 188:14           | 234:20             | 415:4, 5          | 133:5        |
| 13, 21        | 189:9            | <b>worry</b>       | <b>wrote</b>      | 137:14, 15   |
| 51:24         | 195:12           | 410:3              | 187:3             | 138:8        |
| 52:19, 24     | 197:8, 18        | <b>worst</b>       | <b>Wynnefield</b> | 139:1        |
| 56:21         | 199:8, 10,       | 284:13             | 311:12            | 147:7        |
| 81:13         | 11 202:22        | <b>worth</b>       |                   | 155:3        |
| 135:4         | 208:11           | 164:12             | <b>X</b>          | 160:13       |
| 145:15        | 219:13           | 175:14             | <b>XII</b>        | 165:24       |
| 164:10        | 249:9, 12        | 409:25             | 8:25              | 167:5        |
| 175:6         | 286:3            |                    |                   | 185:12       |
| 223:24        | 295:7            |                    |                   | 203:16       |

|                   |             |                 |                 |
|-------------------|-------------|-----------------|-----------------|
| 212:23            | 122:22      | 414:24          | 287:2           |
| 220:24            | 127:9       | <b>years'</b>   | 303:4, 16       |
| 226:22            | 145:5       | 164:12          | 304:10, 15      |
| 228:13            | 152:22      | <b>yeoman's</b> | 305:14          |
| 229:23            | 154:22, 23  | 26:18           | 309:23          |
| 239:10            | 155:1       | 181:4           | 310:21          |
| 240:1, 2, 3,      | 160:10, 14  | <b>Yesha</b>    | 311:1, 6        |
| 17 246:7,         | 164:6, 15   | 369:9           | 312:6           |
| 10, 20            | 165:18      | <b>yield</b>    | 326:11, 12      |
| 251:5, 10         | 178:13      | 337:18          | 328:10          |
| 260:18, 19        | 191:11, 19, | <b>yielded</b>  | 329:9           |
| 275:8             | 20 195:5    | 60:6            | 382:14          |
| 280:5             | 198:13      | <b>York</b>     | 414:23          |
| 294:3             | 223:16      | 48:2            | 416:10, 11      |
| 296:2             | 232:9       | <b>young</b>    | <b>Young's</b>  |
| 301:13            | 249:4       | 3:3, 4 9:20     | 180:7           |
| 307:21            | 252:19      | 10:12, 18       | <b>younger</b>  |
| 324:13            | 256:15      | 26:21 72:7      | 303:20          |
| 366:19, 20        | 269:6, 14,  | 128:14          | <b>youngest</b> |
| 390:8, 9          | 15, 16      | 129:14          | 22:3 128:1      |
| 411:20            | 270:25      | 136:10, 13,     | <b>youth</b>    |
| <b>year-over-</b> | 301:14      | 16, 23          | 351:14          |
| <b>year</b>       | 303:1       | 137:2, 7        | 383:2           |
| 138:15            | 314:15      | 140:20          |                 |
| <b>yearly</b>     | 324:14      | 141:21          | <b>z</b>        |
| 57:16             | 342:7       | 149:1, 2        | <b>zip</b>      |
| <b>years</b>      | 346:20, 23  | 156:17          | 12:14 19:9      |
| 8:6, 12           | 347:4       | 159:10          | 20:8 44:25      |
| 16:18             | 354:20      | 184:4           | 69:9 143:1      |
| 20:13 21:9        | 364:7, 9    | 204:5           | 307:18          |
| 27:22             | 365:4       | 205:1           | <b>zone</b>     |
| 38:12             | 371:20      | 212:15          | 89:2            |
| 44:11, 22         | 377:9       | 219:20, 24      |                 |
| 47:20, 21         | 381:14      | 220:7           |                 |
| 51:22             | 388:6       | 238:14          |                 |
| 56:16             | 398:7       | 239:10          |                 |
| 65:15             | 402:5       | 258:1, 2, 17    |                 |
| 67:14, 25         | 406:22      | 260:14          |                 |
| 76:4 87:24        | 407:6, 12   | 262:15          |                 |
| 115:9             | 411:19      | 264:7           |                 |
| 121:1             | 412:16      |                 |                 |
|                   | 413:2       |                 |                 |

# City of Philadelphia

## Public Hearing Notice

---

The Committee of the Whole of the Council of the City of Philadelphia will hold a Public Hearing on Friday, April 19, 2024, at 10:00 AM, in Room 400, City Hall, to hear testimony on the following items:

- |               |                                                                                                                                   |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>240254</b> | Resolution confirming the appointment of Crystal Cabbage to the Board of Education of the School District of Philadelphia.        |
| <b>240255</b> | Resolution confirming the reappointment of Sarah-Ashley Andrews to the Board of Education of the School District of Philadelphia. |
| <b>240256</b> | Resolution confirming the appointment of Joan Stern to the Board of Education of the School District of Philadelphia.             |
| <b>240257</b> | Resolution confirming the reappointment of Reginald Streater to the Board of Education of the School District of Philadelphia.    |
| <b>240258</b> | Resolution confirming the appointment of Wanda Novales to the Board of Education of the School District of Philadelphia.          |
| <b>240259</b> | Resolution confirming the appointment of Whitney Jones to the Board of Education of the School District of Philadelphia.          |
| <b>240260</b> | Resolution confirming the reappointment of Chau Wing Lam to the Board of Education of the School District of Philadelphia.        |
| <b>240261</b> | Resolution confirming the reappointment of Joyce Wilkerson to the Board of Education of the School District of Philadelphia.      |
| <b>240262</b> | Resolution confirming the appointment of Cheryl Harper to the Board of Education of the School District of Philadelphia.          |

Immediately following the public hearing, a meeting of the Committee of the Whole, open to the public, will be held to consider the action to be taken on the above listed items.

Copies of the foregoing items are available in the Office of the Chief Clerk of the Council, Room 402, City Hall.

City Council Testimony  
Committee of the Whole  
Reginald Streater, Esq.  
Testimony on Resolution No. 240257  
April 19, 2024

Council President Johnson and esteemed members of the City Council,

I stand before you today not merely as an individual, but as a member of a team that embodies the rich diversity and talent of our great city. My name is Reginald L. Streater, and I am honored to seek reappointment to the Philadelphia Board of Education. As a devoted servant leader, a proud made member of Alpha Phi Alpha Fraternity, Inc., Rho Chapter, and a practicing attorney, my commitment to service, leadership, and advocacy has profoundly shaped my tenure on this Board. I am grateful for the diligent efforts of the nominating panel. I also wish to thank our Mayor for assembling such an impressive group of individuals for this slate.

Reflecting on my background, I am reminded of my humble beginnings as a young Black boy navigating housing insecurity in Philadelphia. It was through the unwavering support of my village that I cultivated a lifelong passion for learning and acquired the foundational tools necessary for success. School was my fortress of solitude, nourishment, and transformation — whether it was through academic achievement, amazing teachers, or access to extra and co-curriculars, I truly believe that I, the whole child, was educated. This foundation provided me with the platform to return to school at age 27 after working 9 years mostly as a bartender, graduate from law school, and practice law as a plaintiff's attorney at Feldman Shepherd. Now, as one of Mayor Parker's nine appointees to the Board of Education, I am a living testament to the transformative power of a strong public education!

Before I proceed, I wish to express my gratitude to the outgoing Board, who are working tirelessly to ensure a smooth transition while continuing to focus on student achievement and the holistic education of our children through the Board's Goals and Guardrails. They have also been steadfast in managing public funds and supporting our remarkable Superintendent. I believe this slate is poised to build upon this momentum, which includes making tough decisions in the best interest of our students. These efforts have resulted in, among many other things, 13 out of 17 student achievement indicators on the rise, national recognition for the District's recovery to pre-pandemic education levels, financial health, and energy.

Now, today, this slate's collective expertise is a testament to our city and it embodies our Mayor's vision for "One Philly," inclusive of a world-class education system for all children no matter where they are educated. To illustrate, Joan Stern, an attorney and graduate of Girl's High, brings a wealth of public finance knowledge, navigating fiscal challenges with unparalleled precision. Wanda Novales, former district and public charter educator, and now faith leader, enhances our ability to govern a public system of education that educates growing bilingual populations. Cheryl Harper's extensive human resources expertise, combined with her state and local experience as an educator, strengthens our capacity to govern effectively. Crystal Cubbage's versatility in creating and maintaining strategic partnerships will be invaluable as we seek to further align with Mayor Parker's call for the cultivation of public/private partnerships.

ChauWing Lam's analytical prowess has been essential in implementing governance frameworks that drive student success. This is complemented by Joyce Wilkerson's wide breadth of experience, decades of public service, and unapologetic love, care, and concern for the academic achievement of all students no matter where they are educated. Whitney Jones offers a national perspective on finance and charter school management, expanding our educational pathways. Returning Board member Sarah-Ashley Andrews brings her counseling expertise and nonprofit leadership, providing robust essential tools for Board governance. Indeed, as a current Board member, and interested citizen, this slate is loaded with the talent, temperament, and nuance necessary to govern this District in "the right now."

Finally, as a Black man, I am committed to leading by example and inspiring more Black men to actively participate in the civic and educational spheres of our community. My lived experience as a product of Philly, a father of two children in public education, and as a lawyer compels me to serve with my heart and my head—passion, servant leadership, and pragmatism. I know that this slate aims to further the city's collective mission of making education the great equalizer. After getting to know these eight amazing individuals, I believe it is safe to say that we are dedicated to ensuring that every child in Philadelphia receives a world-class quality education, empowering them to pursue their dreams and contribute positively to society.

I am eager to continue this journey, together with you, while we collectively advance our shared goals for the betterment of all students in Philadelphia.

City Council Testimony  
Committee of the Whole  
Whitney Jones  
Testimony on Resolution No. 240259  
April 19, 2024

Good morning, Council President and Councilmember,

My name is Whitney Jones. Thank you for the opportunity to appear before you today. I am honored and humbled by the opportunity Mayor Parker and the nominating committee have given me to serve on the Board of Education. I began my career in public education administration ten years ago, and I have held a variety of roles in New York, Texas, Washington D.C., and Philadelphia. When I began my career in education, I believed education was the great equalizer for many of society's inequities. While I still believe that there is some truth to that statement, I now know that there are systemic barriers that limit student achievement prior to arriving to school.

Delivering a high-quality education in a city as diverse as Philadelphia is no easy task. The historical context coupled with the complexities of operating school systems in most major cities (housing and food insecurity for students, teacher recruitment and retention, everchanging demographics, supporting immigrant populations, etc.) creates what could feel like insurmountable challenges. However, I do not believe this is the case. With the Mayor's vision for One Philly, the diverse skill sets and perspectives of the slate of nominees, and the partnership with District leadership as well as this legislative body, I believe we will be able to achieve great things for the city.

Again, I thank you for this opportunity and am happy to answer any questions.

City Council Testimony  
Committee of the Whole  
Wanda Novales  
Testimony on Resolution No. 240258  
April 19, 2024

Dear Council President Johnson and Honorable Councilmembers, thank you for the opportunity to testify before you today.

My name is Wanda Novales. I am the Executive Pastor of CityReach Church, which I founded in 2013 with my husband, Mark Novales, and our two sons, Mark and Joseph, in the Tacony section of Philadelphia. In 2023, we expanded and opened a campus in Kensington, a neighborhood near and dear to my heart as it is where I spent most of my career in education.

I moved to Fairhill from Puerto Rico at 9 years old, and am a proud District graduate. My two sons are district and charter school graduates. I earned degrees in education at Temple, Cheyney, and Arcadia Universities. I began my career as a bilingual teacher and proudly served as a School District principal. I am also the founding principal and CEO of the first Primary and Middle Years IB World School in Philadelphia, Pan American Academy Charter School, serving one of the City's poorest zip codes.

That's my resume but today, I want to share my passion for quality education for all students. When I became a teacher, my father was very disappointed. His dream for me was much bigger. He would say, Wanda, you never lose a battle (tu nunca pierdes un caso). You need to be a lawyer. You were designed to fight for others. And I have.

Throughout my career, I have advocated for the voiceless, forgotten, and overlooked. As a Kindergarten teacher/program coordinator, I advocated for equal funding for bilingual programs. I designed and implemented a dual language immersion program against budget challenges. As a School District principal, I fought tirelessly to have my building renovated, leveraged relationships with higher educational institutions, and focused on teacher development, retention, and higher achievement. As a founding charter school principal, I dared to believe that my students deserved a world-class education, to be fluent in two languages, to be engaged in learning in a beautiful state-of-the-art facility, and to travel the world. I secured funding, managed a new building project and our students outperformed all neighboring schools.

I wish my dad was here today. I believe he would agree that this is part of my greater purpose. I have fought, I am fighting, and I will continue to fight to provide ALL Philadelphia students the quality education they deserve.

I welcome the opportunity to serve our City as a member of the next School Board, thank Mayor Parker for her nomination, and appreciate your consideration.

City Council Testimony  
Committee of the Whole  
Wanda Novales  
Testimony on Resolution No. 240258  
April 19, 2024

Dear Council President Johnson and Honorable Councilmembers, thank you for the opportunity to testify before you today.

My name is Wanda Novales. I am the Executive Pastor of CityReach Church, which I founded in 2013 with my husband, Mark Novales, and our two sons, Mark and Joseph, in the Tacony section of Philadelphia. In 2023, we expanded and opened a campus in Kensington, a neighborhood near and dear to my heart as it is where I spent most of my career in education.

I moved to Fairhill from Puerto Rico at 9 years old, and am a proud District graduate. My two sons are district and charter school graduates. I earned degrees in education at Temple, Cheyney, and Arcadia Universities. I began my career as a bilingual teacher and proudly served as a School District principal. I am also the founding principal and CEO of the first Primary and Middle Years IB World School in Philadelphia, Pan American Academy Charter School, serving one of the City's poorest zip codes.

That's my resume but today, I want to share my passion for quality education for all students. When I became a teacher, my father was very disappointed. His dream for me was much bigger. He would say, Wanda, you never lose a battle (tu nunca pierdes un caso). You need to be a lawyer. You were designed to fight for others. And I have.

Throughout my career, I have advocated for the voiceless, forgotten, and overlooked. As a Kindergarten teacher/program coordinator, I advocated for equal funding for bilingual programs. I designed and implemented a dual language immersion program against budget challenges. As a School District principal, I fought tirelessly to have my building renovated, leveraged relationships with higher educational institutions, and focused on teacher development, retention, and higher achievement. As a founding charter school principal, I dared to believe that my students deserved a world-class education, to be fluent in two languages, to be engaged in learning in a beautiful state-of-the-art facility, and to travel the world. I secured funding, managed a new building project and our students outperformed all neighboring schools.

I wish my dad was here today. I believe he would agree that this is part of my greater purpose. I have fought, I am fighting, and I will continue to fight to provide ALL Philadelphia students the quality education they deserve.

I welcome the opportunity to serve our City as a member of the next School Board, thank Mayor Parker for her nomination, and appreciate your consideration.

City Council Testimony  
Committee of the Whole  
Joan Stern, Esq.  
Testimony on Resolution No. 240256  
April 19, 2024

Council President Johnson and Members of the City Council, thank you for the honor of inviting me to be considered for confirmation today.

In April 1971, I became the first paralegal hired by the law firm now known as Blank Rome LLP. I was assigned to the corporate and securities law practice at Blank Rome, and in the Fall of 1972, was assigned to work on the law firm's first public finance engagement for the Commonwealth of Pennsylvania – the Commonwealth's Disaster Relief General Obligation Bonds, Series of 1973. The experience focused me on pursuing a career in the law. I entered Temple University School of Law (now the Beasley School of Law) in the Fall of 1974 as a full-time student and graduated cum laude in 1977. In May 1977, I joined Blank Rome as an associate and became the second woman in Pennsylvania to practice public finance law. At Blank Rome, I was elected partner in 1983. I served in a series of leadership roles at Blank Rome until joining, as a Partner in the Public Finance Practice, the law firm of Eckert Seamans Cherin & Mellott, LLC in 2014.

As a public finance attorney, I concentrated my practice on financings for state and local governments, governmental agencies and authorities, cultural and sports facilities, institutions of higher education, and healthcare entities. I drafted significant debt and finance legislation enacted in Pennsylvania, New Jersey, and other states. As counsel to the School District, I have drafted amendments to the School Code and the Fiscal Code which have improved the District's market access and credit rating. From 1977 to September 30, 2023 (when I retired from private law practice), I served as bond counsel and special counsel to the Commonwealth of Pennsylvania, the City of Philadelphia, and The School District of Philadelphia.

I continue to be active in the civic and cultural life of the City. I attended K-12 schools in The School District of Philadelphia and received a B.A. from the University of Pennsylvania and a J.D. from Temple University School of Law (Beasley School of Law). I grew up in Mt. Airy and have resided in Center City since 1971.

As a member of the Board of Education, I hope to share my knowledge with my fellow board members and with Dr. Watlington, his staff, our teachers, and all those who work for the District as well as our families and children, whose learning and opportunities we must advance. I will be pleased to respond to any questions.

City Council Testimony  
Committee of the Whole  
Joyce Wilkerson, Esq.  
Testimony on Resolution No. 240251  
April 19, 2024

Good morning, Council President Johnson and Members of the City Council. I am Joyce Wilkerson. I am grateful to Mayor Cherrille Parker for nominating me to continue my service on the Board of Education. We are on the right track. I believe it is imperative that we maintain the momentum and accelerate Philly!

I began my governance work with the School District in 2016 when former Mayor Jim Kenney appointed me to the School Reform Commission and Governor Wolf asked me to serve as its chair. I'm proud of the role I played in engineering the District's return to local control after 17 years of state oversight. I'm proud of the role that I played in defeating the efforts of some in the state to retain some aspects of state oversight.

In my time on the SRC and then the School Board, I brought to the position decades of experience, where I successfully addressed some of Philadelphia's most challenging issues. For example, as a legal service lawyer, I represented public housing residents by challenging the conditions in public housing. My litigation, on behalf of the Residents Advisory Board, enabled the construction of the recently demolished University City Townhouse apartments. Later, as a lawyer for the Philadelphia Redevelopment Authority, I served as counsel for the RDA in approximately \$400 million of bond financings to increase the supply of affordable housing.

As Chief of Staff to Council President John Street, I worked on redistricting the city to create a Hispanic influence Council District, and with Sally Bellet, led the implementation of the Legistar IT system, which is still in use by the City Council today.

As Chief of Staff to Mayor Street, I played an important role, together with Pat Smith and Ira Goldstein at the Reinvestment Fund, in the creation of NTI, the Neighborhood Transformation Initiative, a data-informed strategic approach to community development. I played a pivotal role in the stabilization of the Philadelphia Gas Works. I am particularly proud of my role in the creation of the President's House memorial honoring the 9 Africans who were enslaved in the executive mansion at 6th and Market Streets. Because I knew of former collaborations between the City and the National Park Service, I was able to negotiate the City's lead role in moving the project forward, establish the President's House Oversight Committee, secure a lead role for the Avenging the Ancestor's Coalition, and fund the archeological excavation of the site, disclosing the foundation of the kitchen where Hercules cooked and the underground passageway that led from the kitchen into the executive mansion.

In later years, I built on my experience in Philadelphia and served as the Executive Director of the New Orleans Redevelopment Authority in years post-Katrina. It was in New Orleans that I came to better understand the challenges of rebuilding a community and the need to carefully engage with its residents. This experience in particular informs my thinking on a facilities plan.

In serving on the SRC and then the Board of Education, I have drawn on all of these experiences. Yet I have found that governing in the K-12 public education space brings a multitude of even more complex challenges. I welcome the opportunity to share some of the lessons I, and other members of the current Board of Education, have learned. It's important that we not lose sight of them. Our children cannot afford for us to lose momentum or fail to capitalize on the opportunity for collaboration that Mayor Parker has proposed.

Following the return to local control, the path forward was obscured by the myriad of daily challenges the District confronted: continuing financial challenges, an antiquated infrastructure, poor student academic performance, and later COVID-19, to name a few.

It was at a retreat supported by the Council of the Great City Schools in 2019 that the Board, working with former Superintendent Hite, redefined the work of the Board. I believe the transformation is one of the things changing the trajectory of public education in our City. During the retreat, we were mindful that our students' achievement (District and Charter) was among the lowest-performing urban school districts in the country with only one-third of our students reading at grade level. At the time, only Detroit had worse outcomes for its students. We learned the Board historically had spent only 10% of its time focused on student achievement. This was unacceptable.

Coming to terms with and accepting our failure as adults led to our creation of the Board's Goals and Guardrails: our commitment to govern focusing on student achievement and the conditions that must exist if children are to learn. As part of Goals & Guardrails, the Board has adopted specific measurable academic criteria and then identified conditions that must be present for our children to succeed. The Board uses a review of data at monthly Board meetings, and monitoring sessions to evaluate District progress by asking what is happening, why is it happening, what corrective measures will the Superintendent take, and finally, what decisions by the Board will be needed.

Our focus has been critical. The Board's understanding of its governing role (as opposed to the Superintendent's management role), and our focus on student achievement helped guide our search to replace Superintendent Hite. Our belief that all of our students can achieve at high levels, and our willingness to hold ourselves and the District accountable, are why Superintendent Watlington chose to come to Philadelphia. It is why Dr. Watlington is able to recruit top educators to be a part of his team. Our Goals and Guardrails underpin his strategic plan: Accelerate Philly. It is the organizing principle undergirding his organization of the District, our budget, and thinking about a facilities plan.

With student achievement as the District's North Star, we are making progress in attracting national attention as we do so. As reported in The New York Times, according to a recent Harvard University study, the District is at the top in COVID recovery in math compared to 14 other urban districts participating in the study. The District is second in recovery in reading, compared to the 14 other urban districts. Furthermore, the District is making progress in 13 out of 17 indicators of academic achievement that we measure throughout the year.

In the coming year, the Board will have critical challenges to navigate. Having a knowledgeable Board is critical: the PFT contract expires in August 2025. After unprecedented federal funding, the District will have to manage a Five Year Financial Plan with a \$400 million structural deficit. While the Board's governance role for District-operated schools is understood, better integrating and aligning the charter school sector into Philadelphia's system of public education is crucial unfinished work.

There are those who say the Board under my leadership is anti-charter school. The facts do not bear this out. The Board's approach to our charter schools is focused on student academic achievement and alignment with Charter School law. Our Charter School Framework is clear. Since 2018, the Board of Education has authorized more than 2,300 new charter seats. During my service on the Board, I have voted to approve more than 10,000 seats when the applications met the requirements of state law.

The Board has worked with charter schools to program to their strength, reconfiguring one school to eliminate seats in one grade in which students were not being well-served, in lieu of nonrenewal. At another school, the Board added elementary seats at an operator's successful schools, with its agreement to withdraw a deficient charter application.

It is also true that I have supported the non-renewal of some charter schools or voted to reject applications for new charter schools. For example, I voted to not renew a Renaissance charter school that had expelled more students than the rest of the District combined, among other violations. I have voted against granting a new school to charter school operators struggling to achieve even minimally acceptable student academic outcomes in the existing schools they operate. I have rejected applications for a new charter school that didn't even cite Pennsylvania academic standards, instead relying on charter school applications submitted in other states. There are aspects of work by the Charter School Office that do not get the attention that is deserved. Our brick-and-mortar charter schools have received more than \$770 million in COVID funding directly from the state. At both the inception of the ESSR funding, and as the schools address the spend down of charter funds, the Board's charter office has held training sessions for charter school operators.

Throughout my career, I have volunteered with a myriad of organizations. I mention this because, as Mayor Parker correctly emphasizes, collaboration will be critical to the Mayor's plan to provide year-round learning and other experiences for our children. My relationships can be particularly important to the Mayor's vision and the work of the District. Currently, in addition to my service on the Board of Education, I chair the healthcare committee for Project Home. Project Home operates a federally qualified health center that provides services in North Philadelphia and the Kensington area, in addition to almost 1,000 units of housing. I serve on the Executive Committee of the Council of the Great City Schools, where I chair the task force on K-12 governance and operations. The Council supports 78 member urban districts. For example, the Council is working successfully with member Districts to supplement school budgets with Medicaid dollars to support the physical and mental health needs of our children. It is critical that we form and use these sorts of relationships that support the work of our District and our schools.

I thank you for the opportunity to introduce myself and to talk about the work that I have led during my service to the School District.

City Council Testimony  
Committee of the Whole  
Crystal Cabbage  
Testimony on Resolution No. 240254  
April 19, 2024

Good morning Council President and Members of City Council,

I am honored that Mayor Parker nominated me to be a school board member and to be speaking to you today. What follows are a few highlights from my life and career that qualify me for this role and the reason why I applied to be on the Board.

I am a proud Philadelphia native, educated in the city's public school system. After graduating from Masterman, I studied Physics at Lincoln University and began my career as an Electronics Engineer at NASA Glenn Research Center in Cleveland, OH. In search of more personally satisfying work, I decided to join the Peace Corps to serve as an Education Volunteer in Cameroon, West Africa – where I discovered my passion for education. Shortly after returning to the States, I made the permanent career change from engineering to education and proceeded to teach some combination of Physics, Chemistry, and Math at Girard College, The Shipley School, Greene Street Friends' School, and Germantown Friends' School.

Simultaneously, I began working with a mentor to create a 5-month program that took students on an identity development journey and culminated with summer travel to multiple countries in West Africa and Western Europe. It was called Journey to Freedom. Together these experiences convinced me of the value of experiential education and fueled my decision to pursue a master's degree in School Leadership at Harvard's Graduate School of Education.

Since graduating, I have worked at the education think tank – Jobs for the Future, Drexel University, The School District of Philadelphia, and now the Philadelphia Learning Collaborative. I've done everything from analyzing student performance data and grants management to facilitating contract negotiations to open new schools and convening groups of educators to write policy statements. Exposure to these environments has helped me to gain insight into what healthy, functional schools that prepare students to lead lives of meaning and purpose after graduation – look like. During these years I have developed skills in operations, collaboration, nonprofit leadership, and relationship cultivation and maintenance. My network in the city's education and nonprofit sectors is substantial. These factors qualify me to serve.

I am particularly excited that Mayor Parker is prioritizing teacher recruitment and retention. I believe that if we hire and retain the right teachers - they will educate and care for our children.

I want to serve because I have been asked to, I have a lot to offer, and it is my responsibility to contribute to improving the quality of life in my hometown. More importantly, I know how extraordinary the children in Philadelphia are and I know they deserve better than what they have been getting from our system. I want to be one of the ones who helps to heal the system, that can heal our children, and ultimately transform our city.

City Council Testimony  
Committee of the Whole  
Sarah-Ashley Andrews  
Testimony on Resolution No. 240255  
April 19, 2024

Good morning, Council President Johnson, and members of City Council. My name is Sarah-Ashley Andrews. Thank you for the opportunity to testify regarding my nomination to the Board of Education. I was born and raised in North Philadelphia. My educational journey began at the Salvation Army Day Care Center. As my parents began to look for schools for my sister and I to attend, they felt that my neighborhood school would not provide the safety or educational experience that we needed, as we would have to navigate through drug paraphernalia and crime-ridden streets to make it to school each day. My parents fought for me to obtain the educational experience they felt I deserved. That prepared me to stand ready to fight for the students of Philadelphia, ensuring that they receive the best educational experience, no matter what school they attend. Especially those students who sit at intersections where they are ignored and marginalized because of their complex and layered identities that give no framework for their existence.

My belief has always been that our schools need to be light houses for our students. Places where all students can feel safe, welcomed, and supported. As a proud graduate of the Philadelphia School District, I am an example of the type of success that students of Philadelphia can achieve. I attended General George A McCall Elementary School from kindergarten to 8th grade. I am also a graduate of W.B. Saul High School. I have a firm belief that all students can learn and thrive in our school system. This especially happens when we focus on their academic achievement and their well-being. I attended Bloomsburg University for two years, where I majored in Mass Communications. I hold a Bachelor of Arts degree in Biblical Studies with a minor in Human Services from Lancaster Bible College. I hold a Master of Science Degree in Counseling from Lincoln University. I am also a Licensed Professional Counselor.

As a counselor, I bring a unique approach to communication and decision-making. And as a Board member, I have learned that as a Board, we are often faced with tough decisions. My special set of skills helps us ask processing questions, get to the root of the problem, and decide on a solution. Each of those decisions have a direct impact on student achievement. For the past two years, I have been committed to Board transparency, prioritized student success, and focused on our students who are most vulnerable, such as those who are at risk of dropping out or have dropped out. I have helped to develop the vision for the School District of Philadelphia, adopted and supported "Accelerate Philly," the Superintendent's strategic plan to make Philadelphia the fastest-improving, large urban school district in the nation. Accelerate Philly has already produced great results for our students and teachers. My experience as a current board member has equipped me with the necessary tools to further succeed in this position.

As the youngest current member of the Board of Education, and as the Student Board Rep liaison, I have been afforded the unique opportunity to engage with students on a level in which they feel comfortable sharing the truth. Some would say it is my skills as a therapist, however I

see it as direct reflection of representation. Students can see themselves in me; I am an example of someone they can mirror. I look forward to moments of interacting with our students, who can relate and feel safe when I show up.

I also have had the opportunity to Co-Chair the Parent and Community Advisory Council (PCAC) for the past year. Within the year of my appointment, we developed the mission and vision for PCAC. With my collaborative leadership skills, we have moved PCAC in a direction where members feel that their recommendations, suggestions, and opinions are heard. The members have become more engaged with the Board of Education, helping us to share vital information with communities all over Philadelphia.

More than that, I have committed to inspiring all students to greatness. I often remind the students that they can be anything that they want to be and giving them the tools, mentorship, and resources to do so. I have structured my life around this quote by Kobe Bryant which sums up who I am as a person - "The most important thing is to try and inspire people so that they can be great at whatever they want to do."

In closing, I often reflect on Mayor Parker's vision to make Philadelphia the safest, cleanest, greenest big city, with economic opportunity for all. Without quality education, this vision will not come to pass. As a current member of the Board of Education, our progress speaks to the collective goal to improve District outcomes. This is working, as it was highlighted in the recent State of Education Speech by Dr. Watlington, and recent coverage of our post-pandemic achievements. This work speaks to our willingness to work together to achieve what are the best outcomes for our students. It speaks to our emphases on student achievement and will ultimately help create the city that Mayor Parker envisions. I would be honored to continue my tenure on the Board of Education, as we are headed in the right direction. Thank you for the opportunity to testify. I am happy to answer any questions you may have.

City Council Testimony  
Committee of the Whole  
ChauWing Lam  
Testimony on Resolution No. 240260  
April 19, 2024

Good Morning Council President Johnson and members of City Council. I am ChauWing Lam, a South Philly resident, charter school parent, and a proud graduate of Rahway High School in Union County, NJ. Thank you for this opportunity to testify as one of Mayor Parker's nominees to the Board of Education, and thank you, Mayor Parker, for the great honor of your nomination.

I believe, as I expect many in this room do, that education is a human right and a public good. The investments and choices that we make in our education system have an outsized role in shaping life trajectories and disrupting or perpetuating societal inequities. I was raised by a single mom who brought three children to this country at the age of 27. She worked 6 days a week, 12 hours a day for meager wages. As a child, I witnessed a man slam a gun against my mom's head, while another pointed his at me and my sisters, 12, 9, and 7 years old. They robbed us of every penny we'd earned that week. School, for our family, was a pathway out of poverty, out of despair.

I have since dedicated my career to ensuring opportunity and access for children and families regardless of background or circumstance. As a college student, I tutored students at Henry C. Lea and the former Charles R Drew in West Philly. I traveled overseas to teach at a middle school and learned how another educational system works. I later worked as a consultant to human services agencies to address operational and budget challenges, then at the School district to align resources and efforts around early literacy, and supported principals as operations director for a leadership development-focused nonprofit.

Through these experiences and others, I've honed my skills in finance, operations, data analytics, performance management, and policy, skills I employ as a Board member to make budgetary, personnel, and policy decisions. With 197,000 students in our system across 331 schools, it is critical that our Board is data-driven and student-centered. I am excited for all that Mayor Parker's nominees bring to the table as a collective board. I look forward to working with each of you. Thank you, Councilmembers for the support you've demonstrated to public education in Philadelphia and for this opportunity to testify. I'm happy to answer your questions.

City Council Testimony  
Committee of the Whole  
Cheryl Harper  
Testimony on Resolution No. 240262  
April 19, 2024

Good morning Council President and Councilmembers,

I am Cheryl E. Harper, I am honored to be before this legislative body as a nominee for the Philadelphia School District Board of Education. I want to thank Mayor Cherelle L. Parker for nominating me. I hope to be a valuable addition to the Board and the community.

I want to thank City Council President Johnson and Council Members for this opportunity to testify and I ask for your support to serve. I believe that together, with my fellow nominees, I have the experience, temperament, and judgment to serve as a member of the Board of Education.

I was educated in the Philadelphia Public School System, graduating from Germantown High School. I received my B.S. from Cheyney University, in Elementary and Special Education and M Ed. from Arcadia University, which was Beaver College. I also hold certifications in Elementary and Special Education, Elementary/Secondary Principals, Educational Supervisor, and Superintendent.

I taught in Philadelphia as an elementary teacher and was a vice principal. I was appointed as a placement officer in Human Resources and later appointed by Superintendent Dr. Constance E. Clayton as director of Human Resources. I spent 30 years working in the School District of Philadelphia. Throughout my time, I recruited qualified staff to ensure that our students would have a quality education. I worked with administrators, teachers, faculty, students, families, and the community. After retiring from the School District of Philadelphia, I was called to work for the Camden Public School District as executive director of Human Resources and I continued to work with administrators, teachers, staff, students, families, and the community.

Later, under Governor Ed Rendell's Governor's Institute, I was appointed as a Distinguished Educator for the PA Department of Education. I was assigned to various school districts across the Commonwealth of Pennsylvania, helping them make Adequate Yearly Progress (AYP). I left this position to become a Site Director/Adjunct Professor, supervising student teachers for Drexel University. I am currently a trustee for Cheyney University, appointed by Governor Tom Wolf. At each stage of my career, people in leadership have recognized my skills and talents and called upon me to take on important and difficult challenges. I bring that experience to this position.

I am dedicated and committed to ensuring that every child is afforded the opportunity to be successful and that no child is left behind. My experience in using data from diagnostic, formative, and summative assessments, attendance rates, and school improvement plans to support principals and help assist teachers in delivering effective differentiated instruction tailored to meet individual student needs to gain student achievements enables me to be a

valuable addition to the Board. The Mayor has a vision for quality schools across all sectors, traditional public, charter, and independent. I share that vision and look forward to working with my fellow nominees.

Again, thank you for allowing me the opportunity to testify.

City Council Testimony  
Committee of the Whole  
Cheryl Harper  
Testimony on Resolution No. 240262  
April 19, 2024

Good morning Council President and Councilmembers,

I am Cheryl E. Harper, I am honored to be before this legislative body as a nominee for the Philadelphia School District Board of Education. I want to thank Mayor Cherelle L. Parker for nominating me. I hope to be a valuable addition to the Board and the community.

I want to thank City Council President Johnson and Council Members for this opportunity to testify and I ask for your support to serve. I believe that together, with my fellow nominees, I have the experience, temperament, and judgment to serve as a member of the Board of Education.

I was educated in the Philadelphia Public School System, graduating from Germantown High School. I received my B.S. from Cheyney University, in Elementary and Special Education and M Ed. from Arcadia University, which was Beaver College. I also hold certifications in Elementary and Special Education, Elementary/Secondary Principals, Educational Supervisor, and Superintendent.

I taught in Philadelphia as an elementary teacher and was a vice principal. I was appointed as a placement officer in Human Resources and later appointed by Superintendent Dr. Constance E. Clayton as director of Human Resources. I spent 30 years working in the School District of Philadelphia. Throughout my time, I recruited qualified staff to ensure that our students would have a quality education. I worked with administrators, teachers, faculty, students, families, and the community. After retiring from the School District of Philadelphia, I was called to work for the Camden Public School District as executive director of Human Resources and I continued to work with administrators, teachers, staff, students, families, and the community.

Later, under Governor Ed Rendell's Governor's Institute, I was appointed as a Distinguished Educator for the PA Department of Education. I was assigned to various school districts across the Commonwealth of Pennsylvania, helping them make Adequate Yearly Progress (AYP). I left this position to become a Site Director/Adjunct Professor, supervising student teachers for Drexel University. I am currently a trustee for Cheyney University, appointed by Governor Tom Wolf. At each stage of my career, people in leadership have recognized my skills and talents and called upon me to take on important and difficult challenges. I bring that experience to this position.

I am dedicated and committed to ensuring that every child is afforded the opportunity to be successful and that no child is left behind. My experience in using data from diagnostic, formative, and summative assessments, attendance rates, and school improvement plans to support principals and help assist teachers in delivering effective differentiated instruction tailored to meet individual student needs to gain student achievements enables me to be a

valuable addition to the Board. The Mayor has a vision for quality schools across all sectors, traditional public, charter, and independent. I share that vision and look forward to working with my fellow nominees.

Again, thank you for allowing me the opportunity to testify.

Leonard M. Wakefield



Good morning, esteemed City Council Members of Philadelphia, My name is ~~Leonard M. Wakefield~~ and I am here to represent the board of candidates carefully selected from a pool of 27 individuals by our new Mayor, Cherelle Parker. This team has been chosen as the new School Board under her leadership. I urge you to vote in favor of this mayor-appointed team to ensure the continuity of crucial work while welcoming new esteemed members to the board.

Let me address the recent smear tactics surrounding the debate on charter schools. It's essential to recognize these tactics for what they are – nothing more than attempts to distort the facts. Contrary to how it's being portrayed, our board has supported charter schools. Some may argue that it has leaned more towards pro-charter than pro-public school.

As board members, we often confront contentious issues regarding public versus charter schools, union matters, community interests, and special interest groups. However, as long as our decisions adhere to charter school law, they should be respected. Consider, for instance, the tenure of Joyce Wilkerson, during which several charter schools were approved. Since 2018, the return to local control has seen a 90% renewal rate for charters. Yet, there are attempts to paint Ms. Wilkerson, a highly accomplished individual with over forty years of stellar career in government, as an anti-charter without acknowledging her record of charter school approval and expansion.

Perhaps the real issue isn't about being anti-charter but instead being against poorly performing charters. The misinformation being spread is nothing short of lies, and it's essential to demand proof from those who propagate such falsehoods. The previous school board undoubtedly had areas to improve upon. However, holding them accountable for not approving expansions for operators whose existing schools have alarmingly low reading and math scores is unjustifiable. This debate should not devolve into charter versus public; it's about ensuring the presence of high-quality schools, regardless of their classification.

Thank you for your attention, and I urge you to consider the facts when deciding.

THE SCHOOL DISTRICT OF PHILADELPHIA  
MARTIN LUTHER KING HIGH SCHOOL

6100 STENTON AVENUE  
PHILADELPHIA, PENNSYLVANIA 19138  
<https://philasd.org/mlkhs>

PHONE: (215) 400-3500

FAX: (215) 400-3501

Mrs. Keisha Q. Wilkins, Principal  
Mrs. Stacey Mitchell-Precia, Assistant Principal  
Mrs. Darcelle Void-Boston, Roster Chair  
Dr. Aisha Eubanks, Special Education Case Manager  
Mr. Jamal-Kalee Ferguson, Climate Manager

Dr. Sherri Wallace, Assistant Principal  
Dr. Angela Crawford, Assistant Principal  
Mrs. Daiimah Coleman-Johnson, Roster Chair  
Mr. Antonio Anderson, Climate Manager  
Ms. Shanell Potts, Climate Manager

April 19, 2024

Greetings,

I am writing to express my heartfelt support and recognition for the outstanding leadership of Mr. Reginald Streater, Esq., our esteemed Philadelphia School Board President. Mr. Streater's commitment to the educational welfare of our community, particularly the underserved comprehensive high schools such as Martin Luther King High School, has been exemplary and deserves our collective acknowledgment and appreciation.

As a proud alumnus of Germantown High School, Mr. Streater brings a unique and valuable perspective to his role. His understanding of the challenges faced by schools in underserved communities is profound, and his actions consistently demonstrate a genuine commitment to addressing these challenges and actively working toward meaningful and lasting solutions. Under his guidance, we have seen an enhanced focus on not only maintaining and exceeding educational standards but also on nurturing an environment that fosters educational growth and opportunity. His efforts to understand and advocate for the needs of underserved schools have contributed significantly to creating a supportive and effective educational atmosphere in Philadelphia schools.

For the past two years, Mr. Streater has honored Martin Luther King High School with his presence at our graduation ceremonies. His participation is more than a ceremonial duty; it is a powerful demonstration of his personal investment and belief in our students' potential and futures. By standing with our graduates, he sends a clear message of hope and confidence that resonates deeply within our community and bolsters our spirits. Mr. Streater's presence at these events also highlights his leadership in fostering a supportive and inclusive environment that acknowledges the achievements of all

students, regardless of their backgrounds. His involvement goes beyond mere oversight of policy and extends into genuine, heartfelt engagement with the students, educators, and communities he serves.

We are deeply grateful for Mr. Streater's ongoing dedication and leadership. His efforts to understand and actively engage with the needs of Philadelphia's schools, especially those that are historically underserved, are not only commendable but also inspire others to strive for excellence and equity in education. We look forward to continuing to work with Mr. Streater and are confident in his vision for the Philadelphia School District. His leadership is a beacon of hope and a force for positive change within our educational system. Thank you for your attention to this letter of support. We are truly fortunate to have Mr. Reginald Streater as a leader and advocate for our schools.

In service to children,

*Keisha Q. Wilkins*

Principal, Martin Luther King HS

City Council of Philadelphia  
Committee of the Whole  
Public Hearing on Resolutions Nos. 240254 - 240262  
Friday, April 19, 2024  
11:00 AM  
Room 400, City Hall

Written Testimony of Patricia L. Smith

My name is Patricia Smith, and I live at 3600 Conshohocken Avenue in the city of Philadelphia. I am a recently retired CEO of a national nonprofit. I respectfully urge the City Council of Philadelphia to approve Mayor Cherelle L. Parker's slate of nominees to the Philadelphia Board of Education. These nominations are the product of a rigorous and thorough process conducted by the 13-person Educational Nominating Panel to find the most qualified individuals ready, willing and able to serve on the Board of Education, the governing body of the Philadelphia School District.

At the outset of the process, Mayor Parker made clear that the city of Philadelphia deserves a "school board with a diversity of skills from different neighborhoods, sectors and communities." She has delivered on her promise to the citizens of Philadelphia. The nine mayoral nominees – **Sarah-Ashley Andrews** (Res. #240255), **Crystal Cubbage** (Res. #240252), **Cheryl Harper** (Res. #240262), **Whitney Jones** (Res. #240259), **ChauWing Lam** (Res. #240260), **Wanda Novales** (Res. #240258), **Joan Stern** (Res. #240256), **Reginald Streater** (Res. #240257), and **Joyce Wilkerson** (Res. #240261) – collectively possess the requisite knowledge, experiences and wisdom to effectively govern Philadelphia's school system. The nominees include incumbents and newcomers. Their skills and experiences complement one another. Although the nominees come from different backgrounds and career paths, they are values-aligned, each totally committed to equity and ensuring that our children have access to a quality education.

I especially want to shine a spotlight on a particular nominee -- Joyce Wilkerson -- a former colleague who I first met at Mount Holyoke College. Since then, I have had the privilege of working closely with Joyce at Community Legal Services, the Philadelphia Redevelopment Authority and as director of Neighborhood Transformation during Mayor John F. Street's Administration.

I highly recommend the reappointment of Joyce Wilkerson to the Board of Education because of her deep knowledge and understanding of the challenges and opportunities facing big, post-industrial school systems like Philadelphia's. First appointed to the Board of Education in 2016, Joyce guided the School District of Philadelphia's transition from the state-control School Reform Commission to the now locally governed Board of Education. During her tenure, the school district achieved financial stability and even obtained an investment grade rating from Moody's Investor Services for the first time since 1977.

Joyce is an enthusiastic advocate for equitable funding for the Philadelphia School District. In numerous ways, she has collaborated with parents, teachers and community leaders to ensure that every child can reach their full potential. In 2022, the Council of Urban Boards of Education awarded Joyce the prestigious Benjamin Elijah Mays Lifetime Achievement Award. This national award recognizes the unique contributions of urban school board members to the educational systems they serve and their influence on the students they serve.

Joyce is an exceptional leader and seasoned public servant, who has worked tirelessly on behalf of the city of Philadelphia. Throughout her career, she has demonstrated a deep commitment to equitable access to quality education and understands that a strong and resilient educational system is essential for Philadelphia's long-term economic vitality and well-being. Not only is Joyce a passionate advocate for diversity, equity, and inclusion, she appreciates what it takes to implement authentic "systems change" in the public sector.

We live in turbulent times and the multiplicity of issues facing the school district are complex and controversial. There are no easy answers. Joyce is a principled, pragmatic, problem-solver – one who strives to understand opposing viewpoints and works hard to find consensus. Joyce values collaboration and believes in the importance of involving all stakeholders in decision-making processes. She will listen to your concerns and will be forthright when she disagrees with you. You will know where she stands and why. These are rare qualities in public leaders today but important ones if we are going to make any headway addressing the intractable problems that threaten Philadelphia's school system.

1  
Lisa Haver

Testimony to City Council  
April 19, 2024

Good afternoon. My name is Lisa Haver. I am a co-founder and coordinator of the grass-roots Alliance for Philadelphia Public Schools. I taught in Philadelphia's public schools and now advocate for public schools to remain in public control.

Today, we are near the end of a process in which the public has been shut out almost completely. We have no say in who serves on the board of education, the governing body of the school district that oversees a \$4.5 billion budget and makes decisions that affect schoolchildren and their families and communities. There was minimal notice of the convening of the Nominating Panel in February. There was no public testimony taken at the first panel meeting; in fact, when I asked to be heard, I was silenced. The panel, in violation of the PA Sunshine Act, conducted all of its business in executive session. The panel did not release the names of the applicants so there was no way for any parent, student or educator to speak out for or against any potential nominee or to know any applicant's vision for the future of the city's public schools.

This hearing is being held at a time when teachers, students and most parents are not able to attend. APPS members tried to make appointments to speak to councilmembers and were told that would not be possible because of budget hearings. But it turns out that some people were heard—those with a financial interest in public schools, those who want to go back to the days of state control and the School Reform Commission when neighborhood public schools were closed and replaced by privately managed charter schools.

The richest man in Pennsylvania is Jeffrey Yass. He does not live in the city but has had, by virtue of his wealth and political connections, a lot of influence on the city's schools. He is a political and financial supporter of Donald Trump and other right-wing republicans. Yass has poured a lot of money into supporting the privatization of public schools and into the political campaigns of elected officials who support that. At the same time the public was shut out, the dark money forces moved in.

I am not here on behalf of any nominee. As I member of APPS I have been a critic of the actions of the board on many occasions. Councilmembers should understand that board members who vote against any new charter application are simply being fiscally responsible. I sent copies of APPS report to some councilmembers that shows that over half of the city's charter schools are under-enrolled. Years of data shows that charter schools have consistently performed below district schools.

In every other district in the state, people can vote for their school board. Philadelphians remain disenfranchised. The vote is in your hands. Make your decision based on what is best for the city's children and their public schools, not on what will make Jeffrey Yass and his beneficiaries happy.



Testimony to Philadelphia City Council on April 19, 2024  
on Resolutions 240254 through 240262 regarding School Board members

Submitted by Markida Ross, Mastery Parent Action Team

Greetings honorable Members of the Philadelphia City Council.

Today, you have a historic opportunity to approve nine School Board members who will do right by our children. Your decision will directly impact our families now and for years to come.

What we are asking for is simple. We are asking that each one of the nine School Board Members will treat public charter schools fairly, which has not always been true of the current School Board. With your vote, you have the power to change that.

My name is Markida Ross, and I am here today on behalf of 12,000 families whose children attend Mastery Schools. These are public charter schools, some are Renaissance charter schools, which means that prior to the Mastery turnaround they were some of the lowest performing schools in the city, mostly under enrolled as families were opting out of attending their neighborhood schools. Not anymore. Mastery Schools serve ALL children, including many who have special needs. Our children are learning and thriving, and our schools are community anchors. We are filled with hope for the future.

This is not an abstraction for me – it is my reality. I have seven children, five sons and two daughters. I have witnessed firsthand the positive transformation at Cleveland Elementary and Simon Gratz High School when they became Mastery Renaissance charter schools. My daughter was floundering in school and then she soared. Having a choice of a good school to send your child is fundamental. It has been a right denied for too long to too many Black and brown families, especially in lower income neighborhoods. Charters are providing access and equity – values I believe you all hold dear.

We are so delighted that Mayor Parker is calling for an end to the us vs them, an end to the charter vs. district dead end debate. It's time we unite to do right by ALL children. We want all nine members of the new School Board to understand and appreciate the essential role that public charter and district schools play in providing quality public school options for thousands of children, especially Black and brown children. We ask that your votes today reflect that vision and mandate.

Thank you for your leadership.

## CASS TESTIMONY

My name is Dr. Cassandra St. Vil and I am the new Chief Executive Officer of Philadelphia Charters for Excellence, a non-profit membership organization founded in 2011. Today, PCE represents 80 brick-and-mortar public schools, which collectively educate one-third of Philadelphia's public school students. The more than 62,000 Philadelphia children PCE schools educate come from every Council District and every Council District is home to multiple schools that are PCE members.

I am happy to be here with you today and although I have not met all the members of Council yet, I look forward to doing so in the coming weeks. We want PCE to be a resource for you as you consider how best to help ensure that every child receives the education they need and deserve. PCE wants to be a partner with you and the Parker Administration.

Although I am new to this position and the city, I am not new to charter school issues. I have more than 20 years' of leadership experience in the education and charter school sectors as well as most recently serving as Director of Membership at the Maryland Alliance for Public Charter Schools.

I am happy to be here in Philadelphia because it is an exciting time for the city's education system. With a new mayor, new Council leadership, and, hopefully with Council's approval of a fair-minded, innovative new School Board, there is an opportunity to build on recent successes and fulfill Mayor Parker's vision of "One Philadelphia".

Of course, as you know, there can be no "One Philadelphia" if the School District and the Philadelphia School Board continue to act as if there are two sets of schools: district operated schools as favored, and charter schools as step-children. Both are public schools, open and accessible to all. It is why the claim that charter schools somehow take funding "away" from public schools is false and misleading: charter schools are public schools educating public school students. They deserve equal support; just as the decisions of the parents who choose to send their children to charter schools deserve to be respected.

PCE believes that every member of the new School Board should be committed to:

- Creating a system of great schools with public charter schools recognized as the vital asset and partner they are,
- Treating charter schools with fairness and transparency, and
- Taking responsibility to work with charter school leaders to let good schools grow and encourage innovative new schools open to meet family demand.

A new charter school has not been approved since 2018 despite more than 21,000 students you each represent being on waiting lists to enroll. Further, no Black-led charter has been approved in almost a decade and a half. It's here that I hope my experience can be of the most help to you. In my experience in Maryland, Washington, DC and New York, I have seen firsthand the impact a good authorizer can have - especially when they fulfill the mission of authorizing which

is to give students and families access to great public charter schools. Our collective goal should be to provide the resources and support needed to ensure that every school can provide the education children need. The current authorizing function must be reimagined under the new School Board's leadership to meet this mission.

Philadelphia's charters are not only meeting a need, they are leading the way in creating innovative education opportunities that reflect the diversity of this city and support specific communities in ways that District operated schools are not designed to do.

In closing, there are as many opportunities as there are challenges facing Philadelphia schools. PCE is committed to working with a fair and transparent School Board, City Council, and our Mayor to ensure that every Philadelphia student has the opportunity to attend a high quality public school of their choice, be it a traditional District operated school or a public charter school. Thank you for your time and I look forward to serving the children of Philadelphia together.

## AMY TESTIMONY

Thank you, Members of City Council for allowing me to make a few comments.

My name is Amy Hollister and I am the Director of Community Development at Philadelphia Charters for Excellence. Prior to joining PCE, I helped found and served as principal and CEO at Northwood Academy Charter School for 16 years and have also taught at both city charter and district-operated schools. So I am speaking today both as an advocate for important changes we hope the next School Board will take up, and as someone with the detailed knowledge of the impact those programmatic changes will have on the ability for charter schools to provide every child with the unique education they deserve.

As others/Dr. St. Vil have stated, with new leadership in the Mayor's office, on City Council and on the School Board, there is a great opportunity to create "One Philadelphia" when it comes to our schools, because every Philadelphia child deserves an equal shot at success.

Real change starts with ensuring every member of the School Board is committed to fully supporting both charter schools and District operated schools. But it does not stop there. Others have spoken about the deep challenges charter schools faced under the previous School Board as detailed in the recent Ballard Spahr investigation. There are some important fixes that can be made that will begin to address those problems.

- Welcome public charter schools as leading collaborators in innovation. In my various roles, I have engaged with and walked the halls of almost every one of the 83 charter schools in our city. I can say, without a doubt, that they are all unique and innovative by design, with the autonomy at the local school level to not only address the needs of individual children, but also to the communities in which they are located and students they attract. We should be proud that Philadelphia has charter schools that are focused on everything from Afrocentric education to specific career pathways in STEM to Freedom Schools to language and art immersion. These schools are reasons for parents to stay in our City and send their children to school here.
- Reform how charter schools are authorized and evaluated. The Ballard report laid bare the reasons why we need to develop a new authorizing framework and model charter agreement. Until a fair, unbiased, and transparent evaluation process can be created *in collaboration with charter leaders*, all non-safety related charter renewal and closure decisions should be paused.
- Hold ALL Philadelphia public schools to the same standard. We often hear the local media and School District touting successes of District operated schools, but there is rarely the same willingness to tout the many successes of public charter schools. At the same time, a shortcoming at a charter school threatens closure, but underperforming District Schools with the same challenge are given more resources and support. That inequity hurts students.

- Work with us to ensure that funding for charter schools represents the quality of education students are supposed to receive. I can tell you as a former head of a charter school, that lower per pupil funding allocated to charter schools compared to District operated schools -- despite both being public schools -- has an impact on students. We hope you'll work with us to advocate for more funding from Harrisburg for all public schools in Philadelphia and fix the funding formula to ensure that more equitable dollars go to students in public charter schools.

In closing, during my 25 years as a Philadelphia educator, leader, and parent, I have experienced first hand why families know they've hit the jackpot when they are selected in a charter school lottery of their choosing. For those families, they found the opportunities afforded to them in the charter system to be unique, above the standard, and ultimately what is best for their child. It's time that we had a School Board that sees their role as an authorizer to affirm these families' choices, to create more great public school options for families, and to ensure each charter school has the flexibility to innovate to meet student and community wants and needs without unnecessary burdens and inequitable decision making.

With a new school board, new authorizing policies, and financial equity on the horizon, Philadelphia schools can be what we want them to be: a true opportunity for our city's children to achieve and be the people we all know they can be. Please make this a reality by appointing and holding accountable nine new board members who accept the challenge of fairness for all schools.

Thank you.



### Who is PCE?

Philadelphia Charters for Excellence (PCE) is a 501(c)(3) non-profit that serves as the umbrella advocacy organization for 80 of Philadelphia's brick-and-mortar charter schools serving more than 62,000 public school students. In addition to its advocacy and policy efforts, PCE has begun to provide technical assistance to member organizations in light of the absence of any charter support organization in the city or state.

PCE's goal is to ensure that every Philadelphia public school student has the opportunity to attend a high quality public school of their choice, be it a traditional district-operated school or a public charter school. For families to be able to do so, there are some important steps city and state leaders need to take.

### Current Moment in Philadelphia Public Education

There are two important things PCE is focused on in Philadelphia 2024:

- Philadelphia parents make choices about where to educate their children every day -- and today, enrollment data shows the majority of parents are deciding either to send their child to a school that isn't their traditional district neighborhood school or, too often, move outside the city.
- With Mayor Parker in office and a new City Council, there is an unprecedented opportunity to build on the progress made under Mayor Kenney and fundamentally improve educational outcomes for Philadelphia children by addressing a small number of longstanding structural problems and funding inequities.

If done right, Philadelphia's schools can be a reason why parents stay in the city, rather than leave.

### PCE's Goals for Philadelphia Policy in 2024:

Progress can't be made without both the city implementing important reforms in Philadelphia:

- Reconstitute the School Board with members who support both district and charter schools as *equal public school options* for Philadelphia students.
- Develop a new authorizing process, evaluation framework, and model charter agreement through a bi-partisan process co-led with charter leaders *and* pause all non-safety related charter renewal and closure decisions until a fair and transparent evaluation process can be created. Right now, the School District as local authorizer controls the fate of all charter schools; which is like Burger King getting to make decisions about if McDonalds opens, closes or expands.
- Set charter schools up for success by supporting and facilitating the creation of an independent technical assistance entity not affiliated with the School District - either through a charter-specific IU or through a non-profit charter support organization.
- Allow successful, high-demand charter schools to grow to meet student demand and authorize new charter schools with innovative models and high family demand
- Work with the Mayor's Chief Education Officer and Council Education Chair to secure permanent, regular, and equitable representation for the charter sector through PCE delegates on all city-level education policy and action committees

*Philadelphia Charters for Excellence includes 80 brick-and-mortar charter schools collectively educating more than one-third of Philadelphia's 200,000 public school students – with another 21,000 on waiting lists to enroll. As public data makes clear, parents are clamoring for options and, too often, they leave the city in pursuit of better schools.*

**#SameKids.SameNeeds.**

| Council District                                                                | 1st<br>Squilla | 2nd<br>Johnson | 3rd<br>Gauthier | 4th<br>Jones | 5th<br>Young | 6th<br>Driscoll | 7th<br>Lozada | 8th<br>Bass | 9th<br>Phillips | 10th<br>O'Neill |
|---------------------------------------------------------------------------------|----------------|----------------|-----------------|--------------|--------------|-----------------|---------------|-------------|-----------------|-----------------|
| Number of K-12 public school students                                           | 18,265         | 16,003         | 15,593          | 12,777       | 14,681       | 21,653          | 28,190        | 25,534      | 16,744          | 22,551          |
| % attending assigned/zoned District school                                      | 33.5%          | 25.0%          | 24.3%           | 23.1%        | 28.0%        | 51.2%           | 36.5%         | 22.0%       | 41.8%           | 58.0%           |
| % attending charter schools                                                     | 32.6%          | 49%            | 50.9%           | 49.1%        | 41.6%        | 33.8%           | 42.9%         | 45.7%       | 38.4%           | 25.1%           |
| # Attending charter schools                                                     | 5,958          | 7,834          | 7,935           | 6,269        | 6,106        | 7,318           | 12,106        | 11,678      | 6,412           | 5,663           |
| # on Charter Wait Lists for Fall 2024                                           | 653            | 1,073          | 1,309           | 1,496        | 1,275        | 3,621           | 2,848         | 1,973       | 2,411           | 3,698           |
| District Schools located in the Council District                                | 22             | 17             | 24              | 21           | 32           | 14              | 32            | 25          | 17              | 16              |
| Charter Schools located in the Council District                                 | 7              | 10             | 11              | 10           | 14           | 7               | 8             | 8           | 3               | 4               |
| Different public schools attended by students residing in this Council District | 291            | 269            | 292             | 288          | 320          | 274             | 321           | 328         | 302             | 201             |

There can be no "One Philadelphia" if the School District and the Philadelphia School Board continue to act as if there are two sets of schools: district operated schools and charter schools. Charter school students are public school students, and every Philadelphia child deserves the same support.