

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE OF THE WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Wednesday, May 9, 2018
10:40 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILWOMAN CINDY BASS
COUNCILWOMAN JANNIE L. BLACKWELL
COUNCILMAN ALLAN DOMB
COUNCILMAN DEREK S. GREEN
COUNCILMAN WILLIAM K. GREENLEE
COUNCILWOMAN HELEN GYM
COUNCILMAN BOBBY HENON
COUNCILMAN KENYATTA JOHNSON
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN DAVID OH
COUNCILMAN BRIAN J. O'NEILL
COUNCILWOMAN CHERELLE L. PARKER
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILWOMAN BLONDELL REYNOLDS BROWN
COUNCILMAN MARK SQUILLA
COUNCILMAN AL TAUBENBERGER

BILLS 180162, 180163, 180164, 180165, 180166,
180167, 180168, and 180178
RESOLUTION 180185

- - -

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCIL PRESIDENT CLARKE: Good
3 morning.

4 (Good morning.)

5 COUNCIL PRESIDENT CLARKE:

6 We're going to get started now. This is
7 the public hearing of the Committee of
8 the Whole regarding Bills No. 180162,
9 180163, 180164, 180165, 180166, 180167,
10 180168, 180178, and Resolution No.
11 180185.

12 Mr. Stitt, please read the
13 titles of the bills and resolution.

14 THE CLERK: Bill No. 180162, an
15 ordinance to adopt a Capital Program for
16 the six Fiscal Years 2019 through 2024
17 inclusive.

18 Bill No. 180163, an ordinance
19 to adopt a Fiscal 2019 Capital Budget.

20 Bill No. 180164, an ordinance
21 adopting the Operating Budget for Fiscal
22 Year 2019.

23 Bill No. 180165, an ordinance
24 amending Chapter 19-1800 of The
25 Philadelphia Code, entitled "School Tax

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 Authorization," to authorize the Board of
3 Education to impose a real estate tax for
4 the School District of Philadelphia,
5 under certain terms and conditions.

6 Bill No. 180166, an ordinance
7 amending Section 19-1301.1 of The
8 Philadelphia Code, entitled "Homestead
9 Exclusion," to increase the amount of the
10 homestead exclusion, under certain terms
11 and conditions.

12 Bill No. 180167, an ordinance
13 amending Chapter 19-1400 of The
14 Philadelphia Code, entitled "Realty
15 Transfer Tax," to increase the rate of
16 realty transfer tax, under certain terms
17 and conditions.

18 Bill No. 180168, an ordinance
19 amending Chapter 19-1500 of The
20 Philadelphia Code, entitled "Wage and Net
21 Profits Tax," by revising certain tax
22 rates, under certain terms and
23 conditions.

24 Bill No. 180178, an ordinance
25 amending Chapter 19-1500 of The

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 Philadelphia Code, entitled "Wage and Net
3 Profits Tax," by revising certain tax
4 rates, under certain terms and
5 conditions.

6 Resolution No. 180185,
7 resolution providing for the approval by
8 the Council of the City of Philadelphia
9 of a Revised Five Year Financial Plan for
10 the City of Philadelphia covering Fiscal
11 Years 2019 through 2023, and
12 incorporating proposed changes with
13 respect to Fiscal Year 2018, which is to
14 be submitted by the Mayor to the
15 Pennsylvania Intergovernmental
16 Cooperation Authority (the "Authority")
17 pursuant to the Intergovernmental
18 Cooperation Agreement, authorized by an
19 Ordinance of this Council approved by the
20 Mayor on January 3rd, 1992 (Bill No.
21 1563-A), by and between the City and the
22 Authority.

23 COUNCIL PRESIDENT CLARKE:

24 Thank you, Mr. Stitt.

25 Today we continue the public

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 hearing of the Committee of the Whole to
3 consider the bills read by the Clerk that
4 constitute proposed operating and capital
5 spending measures for Fiscal 2019, a
6 Capital Program, and a forward-looking
7 Capital Plan for Fiscal 2019 through
8 Fiscal 2024.

9 Today we will hear testimony
10 from the following City departments: The
11 School District of the City of
12 Philadelphia, and we will have department
13 callbacks at or around 3:30, 4 o'clock.
14 I believe we have OPA and Treasurer's
15 Office will come back today.

16 I'm joined here today by our
17 awesome Chair of the Education Committee,
18 Councilwoman Jannie Blackwell.

19 You all need to give her a
20 hand.

21 (Applause.)

22 COUNCIL PRESIDENT CLARKE:

23 Thank you.

24 Mr. Stitt, the first person to
25 testify is?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 THE CLERK: Dr. Hite and Chair
3 Richman.

4 COUNCIL PRESIDENT CLARKE:

5 Thank you.

6 (Witnesses approached witness
7 table.)

8 COUNCIL PRESIDENT CLARKE: Good
9 morning.

10 DR. HITE: Good morning. Good
11 morning, President Clarke. I'm joined
12 here by Marjorie Neff, who is
13 representing the Chair of the SRC,
14 Estelle Richman.

15 COUNCIL PRESIDENT CLARKE:
16 Welcome back.

17 DR. HITE: And Uri Monson,
18 Chief Financial Officer.

19 Good morning, President Clarke
20 and members of City Council. Thank you
21 for the opportunity to testify before you
22 today about the School District's budget
23 for the Fiscal Year 2018-19 and the
24 District's Five Year Plan.

25 Before I begin, I'd like to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 share a brief video with you that

3 highlights our work toward our first two

4 anchor goals, a focus on early literacy

5 and the successful transition to high

6 school through our Ninth Grade Academies.

7 (Video played.)

8 DR. HITE: Thanks again,

9 President Clarke and Committee Chairwoman

10 Blackwell, for the opportunity to testify

11 before you today on the School District's

12 budget. Today I'm joined by several

13 students, and these are students who are

14 representing our newly formed Citywide

15 Student Government, and I want to briefly

16 introduce them.

17 First, we have Zuha Mutan. She

18 is a senior at William Bodine High School

19 for International Affairs. Zuha resides

20 in North Philadelphia and will be

21 attending University of Pennsylvania on a

22 full scholarship to study biology in

23 preparation for medical school.

24 (Applause.)

25 DR. HITE: Zuha also attended

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Clara Barton, Feltonville Intermediate,
3 and Masterman.

4 Khalid Abogourin, he currently
5 is a junior at the Philadelphia Virtual
6 Academy. He is a National Honor Society
7 student and a varsity baseball player.
8 Khalid attended Penrose and resides in
9 the Southwest.

10 Kalyse Ecker. Kalyse --
11 (Applause.)

12 DR. HITE: Kalyse Ecker will be
13 graduating from Philadelphia Virtual
14 Academy and will attend Slippery Rock
15 University in the fall. Among her many
16 other activities, Kalyse is involved in
17 Play on, Philly! and volunteers at Bryn
18 Mawr Hospital. She resides in the
19 Southwest and formerly attended West
20 Catholic.

21 (Applause.)

22 DR. HITE: Zadia Rachman is a
23 junior at Swenson Arts and Technology
24 High School. She's currently involved in
25 the Air Force Junior ROTC, where she is

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 serving as Acting Vice Commander. She's
3 in the Yearbook Club, Student Council,
4 and on Citywide Student Government. She
5 also interns in the State
6 Representative's office, and she
7 previously attended Solis-Cohen
8 Elementary and Woodrow Wilson Middle
9 School.

10 (Applause.)

11 DR. HITE: And Ronnie Thomas,
12 also a student at the Philadelphia
13 Virtual Academy. He's in the junior
14 year. He lives in West Philadelphia.
15 His prior schools were John Barry and New
16 Media.

17 (Applause.)

18 DR. HITE: And, finally, I want
19 to introduce our Citywide Student
20 Government President, Alfredo Pratico.
21 Alfredo attended Greenfield Elementary
22 School and now attends Julia Masterman.
23 Besides serving as President of the
24 Citywide Student Government, Alfredo also
25 serves on my Superintendent Student

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Advisory Board. He is Vice President of
3 SGA at Masterman, a Philadelphia Youth
4 Commissioner, and a violinist for the
5 school orchestra.

6 (Applause.)

7 DR. HITE: Each of these
8 students are products of their public
9 schools, from pre-K to elementary, to
10 middle school, to high school. They are
11 proof that every one of Philadelphia's
12 public school students, their potential
13 is limitless.

14 This year, Mr. President, I've
15 chosen to submit my testimony instead of
16 reading it, and so has the Chair of the
17 SRC. This hearing at its core, however,
18 is about our students and their future.
19 Because of that, I think it's also
20 important to hear firsthand from one of
21 Philadelphia's public school students.
22 So it gives me great pride to cede my
23 time to Alfredo, who has some thoughts to
24 share.

25 Alfredo.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 (Applause.)

3 MR. PRATICO: Thank you,
4 Mr. Council President Clarke,
5 Councilwoman Blackwell, members of City
6 Council, and Dr. Hite. Thank you for the
7 opportunity to testify.

8 I come to you today as a
9 student in the School District of
10 Philadelphia and as a representative of
11 its Citywide Student Government. I'm a
12 strong advocate for public education, and
13 I'm hopeful of this new era of public
14 education in Philadelphia.

15 What could be more essential to
16 this city's future than a promise to
17 provide a strong education to its youth,
18 the next generation of leaders.

19 Education is an investment that
20 safeguards against poverty, strife, and
21 prejudice, because a great education
22 teaches you not what to think, but how to
23 think. Our education needs to provide us
24 with critical thinking tools that not
25 only allow us to hope for the cure for

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 cancer or solutions to the opioid crisis
3 or peace or the eradication of hunger,
4 but tools which allow us to know that
5 these things are possible and that we can
6 create them.

7 As a sixth grader, I vividly
8 remember the major budget cuts which
9 slashed teaching staff and crushed the
10 extra money that provided for essentials
11 such as books and basic supplies needed
12 to run day-to-day school operations.
13 Even though no one bluntly said "your
14 futures don't matter" or "we don't care
15 what happens to you," the message was
16 clear. There was no money to hire staff
17 and to fund programs led by individuals
18 student trusted and looked up to for
19 comfort and knowledge, for strength and
20 resilience when situations at home got
21 tough.

22 At my school, though we had
23 little money, we were fortunate enough to
24 have a unified community which brought in
25 boxes of pencils and rolls of toilet

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 paper to make up some of the losses. We
3 were some of the more fortunate ones. At
4 the end of the day, every child who had
5 no support suffered the greatest loss. I
6 would estimate that the majority of the
7 students in the District fell into the
8 latter category.

9 Those schools and students are
10 in neighborhoods with severe economic
11 challenges, located in every councilmanic
12 district, where families were not
13 involved, organized or with financial
14 means to cover the gaps, families who
15 were trying desperately to make ends meet
16 at home and could not stretch their
17 paycheck any further. In the end, our
18 education was taken hostage and so were
19 our futures.

20 We must consider what it is
21 like now and what the real chances are
22 for a child to succeed if they do not
23 have a structure and support system to
24 protect and guide them. How difficult
25 are the odds of success if there are no

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 clear paths. Public education is
3 supposed to be the safety net for all,
4 not for the few.

5 As I have become more active in
6 my community, I have had the possibility
7 to see the needs of students beyond my
8 own personal experience. I see these
9 needs and realize how dire they are. I
10 realize that the responsibility falls on
11 every shoulder to fund and uphold this
12 building block of democratic society -
13 education.

14 We need to look at the bigger
15 picture and provide funds and programs
16 for all 135,000-plus students in the
17 District, beginning in prekindergarten
18 and continuing all the way through 12th
19 grade. We can no longer support only in
20 word this most basic need. We must make
21 an education which provides valuable
22 opportunities for all a reality for all.

23 As a student, I come before you
24 on behalf of my peers and ask that this
25 City Council also considers specific

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 funding for programs and initiatives that
3 address biases of all types. If we will
4 ever be a society freed from the chains
5 of discrimination, we need to address
6 these issues head-on in schools first.
7 We must understand that respect and
8 acceptance of our fellow human beings are
9 as intrinsic to peace and democracy as
10 proficiency in math and English. Let our
11 District set the bar and take the stand.

12 If we make public education our
13 priority today, we will feel the benefits
14 tomorrow. Education will give my
15 generation and future generations the
16 tools to realize equality for all, live
17 better lives, be more productive
18 citizens, and have futures that are not
19 linked to hereditary poverty and
20 violence. The cycle must be broken, and
21 education is the answer.

22 The new School Board and City
23 Council and the Mayor and every citizen
24 now has the power to right a wrong. What
25 we believe will be reflected in our

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 actions and our funding. What will be
3 tomorrow is carved by what we do today.
4 How we provide for the education of our
5 children today measures our social
6 responsibility to our city and our
7 country. It is our own moral choice to
8 pay forward this good fortune. Yes,
9 there is a price to a good education, but
10 the price of doing nothing is far higher.

11 (Applause.)

12 DR. HITE: Thank you, Alfredo.

13 I could not have said that
14 better myself, which is why I yielded my
15 time this morning to our Citywide Student
16 Government President Alfredo Pratico.

17 Thank you for your time and
18 thank you to the fellow students who took
19 time to be here today. And, oh, by the
20 way, they're all excused and have made a
21 pledge to make up their work. Two have
22 advanced placement exams this week, and
23 so I thank them for being here.

24 Mr. President, before I take
25 any questions, before I take questions of

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Council, I'd like to address the recent
3 stories that detail many of the issues we
4 face in our aging buildings.

5 How do we fix this? It is not
6 about how we got here or who is to blame.
7 It is about fixing, however, this as
8 quickly as possible for our children and
9 for our teachers and our staff who learn
10 and work in these buildings every day.
11 The condition of our buildings is not new
12 nor is it a surprise.

13 In 2016, we hired expert
14 engineers and architects to identify
15 needed updates and replacements across
16 our school buildings, half of which are
17 over 70 years old. Over 4.5 billion in
18 needed repairs were identified.

19 Using that data, we prioritized
20 our spending and projects to make the
21 most critically needed repairs. We also
22 know that work is not enough, so
23 additional projects are planned and in
24 construction.

25 We also looked at the health

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 concerns of our students and prioritized
3 restoring trained nurses in every
4 building. We hired a pediatrician to
5 develop the protocols needed to address
6 the chronic health issues facing
7 vulnerable children. And every day
8 thousands of dedicated staff make repairs
9 and clean hundreds of buildings across
10 the City.

11 But we can do better. We need
12 to raise our expectations around what are
13 acceptable cleanliness and maintenance
14 conditions, and we need to be more
15 vigilant about how we do this work.
16 We're facing a challenge that could seem
17 too big to solve, but it isn't. It will,
18 however, require an all-hands-on-deck
19 effort from every neighborhood in the
20 City.

21 Right now there are creative
22 solutions that will allow Philadelphia to
23 devote more resources to improving school
24 conditions. This is a moment to work
25 together and to move as quickly as

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 possible to do whatever we can to create
3 cleaner, safer, and more modern school
4 buildings for our children and our
5 teachers and staff. As Alfredo said,
6 they deserve nothing less.

7 So with that, Mr. President, I
8 look forward to taking your questions and
9 questions from members of Council.

10 COUNCIL PRESIDENT CLARKE:

11 Thank you very much.

12 And thank you, young man. I
13 appreciate you being here.

14 I got a couple of questions,
15 Dr. Hite. We had a somewhat spirited
16 discussion yesterday with our Finance
17 Chair and then last night a lot of
18 passionate citizens here voicing their
19 position on funding. A lot of different
20 issues this year in terms of sources of
21 funding, which was kind of interesting.
22 It wasn't a traditional raise taxes. It
23 was like kind of all over the place,
24 which is a good thing. And your
25 reference to issues relating to the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 capital needs in the schools brings me to
3 this first question.

4 There have been recent reports
5 in regards to hazardous health
6 conditions, as you just laid out. So
7 talk about energy. And you know me and
8 this Energy Authority thing. We love our
9 Energy Authority. So March of last year,
10 the Energy Authority and the District,
11 you guys jointly announced an expanded
12 energy efficiency program and our
13 estimates that it could reduce District
14 capital expenditures. They have a number
15 here, but I want to say literally
16 hundreds of millions of dollars. And it
17 could, based on those savings, drive a
18 lot of those energy savings across
19 multiple fiscal years.

20 With that understanding,
21 wouldn't this possibly be the best time
22 to scale the energy program up as opposed
23 to three schools? And we appreciate you
24 working on the three schools, but if in
25 fact -- and we believe this to be true --

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 that these properties, this energy
3 program will save us a lot of money,
4 short term, long term, plus create an
5 environment where we won't necessarily
6 have to go through the traditional
7 borrowing process. We can kind of
8 hopefully with even ESCO or some other
9 sort have it pay for itself. Wouldn't
10 this be like the best time to entertain
11 going way beyond three schools?

12 DR. HITE: Yeah. So I'll start
13 and then turn it over to Uri Monson, who
14 has been involved in the planning for
15 this. And thank you, first of all, first
16 and foremost, for working with us with
17 the Energy Authority and focusing on
18 those three schools that we are piloting
19 and moving that work forward.

20 The whole purpose of the pilot
21 was also to determine how fast we could
22 take this initiative to scale or to a
23 much larger scale and think of how do we
24 address many of the issues in our capital
25 budget or capital plan utilizing some of

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 the energy performance savings. And so
3 as you mentioned, we've looked at the
4 pilot. We are beginning that work
5 starting this fall after we've gone
6 through a series of procurement and
7 through all of those things. And we
8 funded this pilot ourselves just to see
9 what the savings will be.

10 And so with that, I'm going to
11 turn it over to Uri Monson to continue.

12 MR. MONSON: Thank you.

13 Good morning, Council
14 President. Uri Monson, Chief Financial
15 Officer for the District.

16 We have proceeded with the
17 pilot, and the goals of the pilot are to
18 make sure that we can properly measure
19 what the savings are, what the energy
20 savings are so we can tie in what the
21 most bang for the buck and what the goals
22 will be. By doing stuff -- a lot of the
23 projects are this summer. We'll be able
24 to measure, with the goal of -- and
25 obviously our primary building season is

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 in the summer, that we can learn
3 information we need, have a program, and
4 so we can scale up beginning a year from
5 now.

6 I will point out that the
7 budget we have presented doesn't assume
8 any savings from ESCO, because the goal
9 is not to identify budget savings but to
10 identify funds we can then roll back into
11 capital to speed up the capital program.
12 So that completely ties in with the goals
13 that you highlighted and our goals to hit
14 the ground running once we have the
15 information we need from the pilot.

16 COUNCIL PRESIDENT CLARKE:
17 Okay. So the decision -- and, again,
18 thank you all for moving ahead. I think
19 this will be a great program.

20 The decision to use capital
21 dollars that the School District
22 currently has or anticipates having,
23 essentially funding it yourself, would it
24 not have been a little more prudent to
25 take those capital dollars and apply them

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 to some other much-needed capital and
3 fund the energy program through an ESCO?

4 MR. MONSON: So we did balance
5 it out, and when we did the RFP, we did
6 invite folks to submit financing
7 proposals as well. We had sufficient
8 capital dollars, and because the scale of
9 the project wasn't so large and we
10 weren't -- we're still trying to figure
11 exactly what we were measuring, which
12 determines what the ESCO return is, and
13 we really wanted to get as much data on
14 that, the goal would be that at the next
15 step, we could look at either an ESCO
16 funding through a partner, looking at
17 green bonds, looking at even borrowing
18 ourselves as our financial writing
19 improves.

20 But the goal of the pilot
21 really was to get all of the raw energy
22 data that we could get of how we're
23 measuring and not have the fiscal play a
24 part in it, play a role in it. And,
25 again, that's partially why it was

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 limited to only the three sites, with the
3 ability to scale up and having a
4 larger -- we'll also be able to do
5 economies of scale if we're doing 10, 20,
6 whatever the number of projects we end up
7 doing at the next stage. The larger
8 borrowing we can do, we can achieve
9 economies of scale with the cost of
10 borrowing -- again, even an ESCO has
11 costs of borrowing -- looking at green
12 bonds, looking at all the options before
13 us.

14 So it is something we waived
15 looking at, but that's one of the reasons
16 we limited how many projects were in it,
17 because we were self-funding it.

18 COUNCIL PRESIDENT CLARKE:

19 Okay. Just for the record, I still think
20 we should have used an ESCO, but it's
21 your responsibility. But I just think
22 that we probably could have used those
23 capital dollars for something else other
24 than that, but that's fine. You made a
25 decision. I hope it was a prudent

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 decision.

3 Okay. So funding. In your
4 testimony, School District needs every
5 proposed dollar in the new budget and
6 needs more. And I guess our question is,
7 what is your actual ask for the School
8 District? I mean, because there were
9 some conversations in yesterday's tax
10 meeting with Mr. Dubow. What are you
11 asking for, say, as an example for Fiscal
12 '19, Fiscal '20, and '21? And Mr. Dubow
13 actually made reference that when you
14 laid out your potential deficit, it did
15 not -- the funding in that did not
16 include any fund balance.

17 Can you kind of walk me through
18 that? Because normally when we talk
19 about a deficit, we kind of like include
20 the fund balance that we would like to
21 see.

22 MR. MONSON: I'll address it
23 sort of on two levels. I think the
24 issue -- the first part of the question,
25 our goal is really to try and eradicate

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 our structural deficit. We have a
3 structural deficit where our expenditures
4 were growing almost twice as fast as our
5 revenues. No matter what, we were always
6 going to be behind and always coming
7 back. And we've had these discussions
8 with Council and with the state and with
9 all of our funders for the past several
10 years.

11 The goal and when we had
12 discussions with the City and with the
13 Mayor's budget proposed is really to
14 bring our revenue growth in line with our
15 expenditure growth with recurring
16 consistent revenues, so that we're much
17 closer in our budget within 0.3 percent
18 of the growth rates. The idea being that
19 we become self-funding and consistent
20 over time.

21 In terms of fund balance, we
22 currently have a fund balance that is
23 projected about \$140 million. It's a
24 little less than 5 percent. For
25 perspective, it's certainly a large

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 number, and I'm not going to say that it
3 isn't. It does represent a little more
4 than two weeks operating for us. So even
5 having that money in the bank at the end
6 of the year, we have to do a short-term
7 borrowing until tax revenues come in.
8 We're a \$3 billion organization, so --

9 COUNCIL PRESIDENT CLARKE: You
10 do that all the time, right?

11 MR. MONSON: Right. We do it
12 every year. It's the normal course of
13 business, but it is because we're not
14 even close to the 10 percent
15 recommendation that New York City schools
16 recommend or Moody's recommends for what
17 your fund balance should be. So it's --
18 we're in a place where we can make
19 decisions or fund certain issues that
20 happen, but, again, it's two, two and a
21 half weeks operating, and we need to
22 balance out those two needs.

23 COUNCIL PRESIDENT CLARKE: '19,
24 '20, '21, what is your ask? That was
25 part of the question.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MR. MONSON: The ask is that
3 the Mayor's proposal would actually have
4 no -- would bring us to structural
5 balance so that we are balanced with a
6 reasonable fund balance for all five
7 years through 2023.

8 COUNCIL PRESIDENT CLARKE: With
9 the Mayor's ask?

10 MR. MONSON: Correct.

11 COUNCIL PRESIDENT CLARKE:
12 Okay. All right. Still didn't answer
13 the question, but it's okay. I want to
14 hear a specific, and this is for a
15 reason, because these numbers have been
16 all over the place.

17 MR. MONSON: Do you want me to
18 go through --

19 COUNCIL PRESIDENT CLARKE: I
20 want you to say what your ask is.

21 MR. MONSON: So with the
22 assessments, with the increased
23 assessments, we would still have about a
24 \$650 million deficit by the end of the
25 five years.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCIL PRESIDENT CLARKE: What
3 would that deficit be in the first year?

4 MR. MONSON: We will not have a
5 deficit in the first year.

6 COUNCIL PRESIDENT CLARKE:
7 Okay. Second year?

8 MR. MONSON: I do not believe
9 we would have -- we should end the year
10 with a positive fund balance, a narrowing
11 fund balance.

12 COUNCIL PRESIDENT CLARKE:
13 First two years?

14 MR. MONSON: Correct.

15 COUNCIL PRESIDENT CLARKE: All
16 right. Okay. Thank you.

17 MR. MONSON: Sure.

18 COUNCIL PRESIDENT CLARKE: One
19 last question and I'll turn -- I'm going
20 to ask this quickly. I'm over my time
21 limit.

22 So we look in your budget.
23 It's 1.56 billion in local funding and
24 1.62 billion from the state, and under
25 these projections, it would be a funding

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 split 49/51. In FY11, the ratio was
3 approximately 35/65. So do you
4 believe -- and I'm asking this question
5 because hopefully we can get you on the
6 record, and I understand you have to have
7 relationships on the state and local
8 level.

9 Does the School District
10 believe the ratio of the state funding
11 level should be -- what do you think it
12 should be? Should it be the '11 or
13 should it be the current 49/51?

14 DR. HITE: So --

15 COUNCIL PRESIDENT CLARKE: It's
16 one of those kind of loaded questions.

17 DR. HITE: It's not a loaded
18 question. I don't tend to focus on the
19 ratio, Mr. Council President. What we
20 are trying to focus on is the revenue we
21 need to provide children with an adequate
22 education. And while we have seen
23 increased revenue from the City and we've
24 also seen a decrease in the revenue from
25 the state over an extended period of

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 time, what we're still -- what we're
3 asking for now is to maintain the
4 stability that we fought so hard to get
5 to to this point. It's still not
6 anywhere close to what we need to be
7 adequate. And I think that to your
8 question, I think we have to continue
9 advocating with all of the funders,
10 local, state, and anyone else who is
11 interested in funding for adequacy. And
12 we're not there yet and it's not close,
13 but what we have included in this budget
14 allows us to maintain the set of
15 investments that we've made with some
16 hard-won revenue that both the City has
17 provided and the state has provided.

18 COUNCIL PRESIDENT CLARKE:

19 Okay. I only ask that question because
20 your state ask -- I'm trying to find out
21 if your state ask is based on the current
22 ratio or the state ask is based on what
23 we believe the ratio should be and what
24 you -- that's why I say --

25 DR. HITE: I see. And we base

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 our requests on both what the Governor
3 has proposed and what the Mayor has
4 proposed. That's what we base our budget
5 on. And then in the years where those
6 amounts were not enough, then we also had
7 to say "and we need more in addition to
8 this."

9 COUNCIL PRESIDENT CLARKE:

10 Bottom line is, you're going to stay out
11 of that fight. I understand.

12 The Chair recognizes
13 Councilwoman Blackwell.

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much. We want to say thank you
16 and a special thanks to Evelyn
17 Sample-Oates, who is our daily contact
18 and who does a great job for us,
19 responsible, always there, and who has
20 worked with you to get us this
21 information, the information we received
22 yesterday about schools in our area,
23 information we received today about those
24 listed in the Inquirer with water and
25 asbestos and all those kinds of issues,

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 lead paint. And certainly those who
3 don't have them, District Councilpeople,
4 we look forward to them having them
5 between today and tomorrow so that
6 everybody will be satisfied that an
7 approach is underway in their respective
8 districts to correct this horrific
9 problem, very sad problem, sad situation.
10 So we certainly want to say thank you.

11 I know that when we met the
12 other day, we gave you a gentleman, a
13 Mr. Henry, for CTE. How is that going,
14 and CAT programs, and how is all that
15 going? I got to meet with Penn in the
16 next week or so, and I want to make sure
17 that we are doing our part and that I'm
18 pushing where I should with the
19 universities in my area to make sure that
20 our kids get a chance.

21 DR. HITE: So thank you. With
22 respect to CTE, so we've expanded the
23 number of seats in CTE and we've also
24 made the CTE seats more relevant in terms
25 of what children would then leave

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 schools -- what certifications those
3 children would leave with. And so I'm
4 proud to say that in some of the visits
5 that we hosted for members of Council,
6 one was at our CTE center at Randolph
7 Career and Technical Center, and we had
8 an opportunity to highlight the types of
9 experiences that young people had and
10 were having, not just at the career and
11 technical education schools but in career
12 and technical education programs across
13 the City. And I think to your point,
14 Councilwoman, we have now young people
15 who are leaving these programs going
16 directly into work in those respective
17 fields. And what was nice at the meeting
18 at Randolph, we had representatives from
19 Fleet Management, the City's Fleet
20 Management, who indicated that almost 15
21 percent of his workforce were from
22 students who were coming out of those CTE
23 programs.

24 We also have work-based
25 experiences that we're doing with the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 finishing trades, that we are doing with
3 SEPTA. You talked about the PennAssist
4 program. There's still more than 40
5 children who are also working through
6 that program and moving towards an
7 apprenticeship.

8 We also have now created
9 apprenticeships in our own workforce with
10 children that will then be candidates for
11 maintenance positions, and these are
12 candidates who are working -- or children
13 who are working with our steamfitters,
14 our HVAC, our electricians, and our
15 plumbers, and those individuals would
16 then come into work for the School
17 District if they so chose after their
18 certification.

19 So CTE is critical in terms of
20 providing children with those relevant
21 experiences so that if they want to go
22 into the work world, they have the skills
23 to do that but, more importantly, if they
24 want to go into some sort of
25 post-secondary experience, they can do

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 that as well.

3 COUNCILWOMAN BLACKWELL: Thank
4 you.

5 What about summer programs?
6 What are summer programs like for our
7 students?

8 DR. HITE: So we are restoring
9 a large number of summer programs. A lot
10 of those programs are in the, what we
11 call, extended school year for children
12 with special needs. These are programs
13 that we must have for our young people
14 called ESY programs.

15 In addition to that, we have a
16 large number of programs for children who
17 need to recover credits. These are many
18 students who don't have the sufficient
19 credits to graduate, and they can
20 graduate after completing the summer
21 program. We've restored many of those
22 programs for young people. And in
23 addition to that, we've started to create
24 some enrichment programs, particularly
25 around reading and some of the programs

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 in the STEM-related areas in the summer.

3 So we are slowly bringing back
4 summer-based experiences for young
5 people. And I'll just add that one of
6 the most extraordinary experiences in the
7 summer is the summer work program that we
8 do in collaboration with multiple
9 entities across the City where almost
10 8,000 of our young people here in
11 Philadelphia actually have a work-based
12 experience in the summer.

13 COUNCILWOMAN BLACKWELL: That's
14 good. Do you have a program for seniors
15 or youngsters who may be seniors who need
16 a shot so that they can graduate?

17 DR. HITE: Yes. That's the
18 credit recovery program that I spoke of
19 earlier, and those individuals would then
20 graduate at the end of that program, but
21 they still count towards that year's
22 graduating class.

23 COUNCILWOMAN BLACKWELL: That's
24 good. And we still have like twilight
25 programs and that sort of thing for at

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 night?

3 DR. HITE: Yes, we do.

4 COUNCILWOMAN BLACKWELL: That's
5 good. And we spoke to Evelyn today about
6 a program that started at Comegys, that
7 the principal contacted us and was
8 worried about it not being continued, but
9 I won't mention that, because she said
10 she'll check on that and get back to us
11 and let us know where we are within that
12 area.

13 Well, I guess I'll give some
14 folks a chance now.

15 Councilwoman Parker.

16 COUNCILWOMAN PARKER: Thank
17 you, Madam Chair.

18 And good morning to each of
19 you. I want to follow up in Chairwoman
20 Blackwell's line of questioning and,
21 Dr. Hite, your opening remarks and
22 particularly relative to -- and I
23 remember the analysis regarding the
24 School District of Philadelphia's aging
25 infrastructure and those hearings, and I

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 remember this big \$5 billion number, and
3 it made me think about the City of
4 Philadelphia's aging housing stock and
5 the crisis that we have there.

6 You mentioned the process. We
7 read the article, but I have some
8 residents in the Olney section of my
9 district that are watching right now, and
10 I need for you relative to remediation --
11 and you don't have to go into the weeds
12 relative to all of the details, but I
13 want you to talk to those residents who
14 may be watching now about what we're
15 doing relative to Olney. And I know it
16 was only one of many.

17 DR. HITE: Sure.

18 COUNCILWOMAN PARKER: Thank
19 you.

20 DR. HITE: Sure. And I want to
21 make sure so that we get the right
22 information, Councilwoman, that I'll have
23 my operations person, Danielle Floyd,
24 come up and respond, because she could
25 give more detail to that.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 (Witness approached witness
3 table.)

4 COUNCILWOMAN BLACKWELL: While
5 she's coming forward, I understand that
6 one of the best Senators is here today,
7 and he comes from just about the best
8 district in the City. Senator Vincent
9 Hughes, where are you? And we also
10 welcome you if you'd like to address us
11 today. Senator?

12 (No response.)

13 COUNCILWOMAN BLACKWELL: All
14 right. When he comes back, let him know.
15 We're happy to have him address us if he
16 would like.

17 Thank you. Good morning.

18 MS. FLOYD: Good morning.
19 Danielle Floyd, Chief Operating Officer.

20 COUNCILWOMAN BLACKWELL: Pull
21 the mic closer.

22 MS. FLOYD: Sure. Thank you.

23 Councilwoman, I appreciate the
24 question. This is an area that does
25 require a significant amount of attention

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 from our team, and we share the urgency
3 that has been expressed by Dr. Hite, and
4 we are doing a number of things. And the
5 first is, we shared with you in January a
6 list of schools, about 44 of them, that
7 had been identified with significant
8 quantities of peeling and paint problems
9 in their building. We're addressing this
10 on a number of fronts.

11 One, we are having our
12 certified asbestos team going out to HEPA
13 vac spaces in schools where residue
14 exists on surfaces, on classroom desks,
15 on floors. Until we can get there to be
16 able to fully remediate the problem, at a
17 minimum we need to clean up the things
18 that are there and could be potentially a
19 hazard for students. And so we --

20 COUNCILWOMAN PARKER: Could you
21 tell me, do you have a timeline for when
22 that work at Olney is to be completed?
23 If you could just give me like a date
24 certain that you suspect, that would be
25 great. I just need to answer a local

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 question.

3 MS. FLOYD: Sure. So we've
4 been out to Olney. A couple of months
5 ago we were actually out there right
6 after we were informed by some reporters
7 from the Inquirer about concerns that
8 existed at the site. We can make sure to
9 provide you a very specific schedule on
10 that school in terms of what we've done.
11 We did an immediate cleanup and abatement
12 at that school in March when we were made
13 aware of conditions that were there, and
14 then I followed up actually and met with
15 the principal specifically around
16 concerns that they had regarding their
17 building.

18 So we're happy to provide to
19 you in writing a very specific schedule
20 for that school, as well as all the other
21 schools that we shared with you in
22 January that have major issues in them.

23 COUNCILWOMAN PARKER: So I just
24 needed you to answer that question on the
25 record, and I do, for full disclosure for

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 my constituency, as I've communicated to
3 them in public meetings, we have been in
4 constant contact with the District. We
5 know that you have been communicating
6 with the principal, along with some
7 parents, because many of them have
8 communicated with my office. So I just
9 want to make sure that we keep those
10 lines of communication open and we work
11 to get a resolution. Okay?

12 MS. FLOYD: Yes.

13 COUNCILWOMAN PARKER: My next
14 question, Dr. Hite, is, I saw in your
15 testimony sort of the focus about
16 literacy, right? And I am bias because I
17 am an English teacher. So when anyone
18 talks about reading and literacy, I'm on
19 board.

20 However, about two weeks ago, I
21 was just at a competition at the
22 carpenters union. The bricklayers had a
23 competition. I visited the steamfitters
24 not long ago, and I actually was able to
25 walk through each section in these

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 respective training sites in Northeast
3 Philadelphia. And, Dr. Hite, I would not
4 be able to -- when I walked through this
5 carpenter site, the calculations relative
6 to the margin of error, it was astounding
7 to me.

8 So while I hear us focusing on
9 literacy from a reading perspective, when
10 Councilwoman Blackwell just talked about
11 those summer activities, I'm thinking
12 about summer, spring, winter, fall and
13 math and math and math. What is
14 happening just from a basic skills sort
15 of accomplishment and achievement there?
16 How are we focusing on that?

17 DR. HITE: So you're talking
18 about math specifically, right?

19 COUNCILWOMAN PARKER: Yes.

20 DR. HITE: As you know, we have
21 focused intently -- one of our anchor
22 goals has been on literacy, because we
23 think that it's the basis for everything
24 else. Students must be able to read that
25 problem that they then have to solve and

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 make a calculation for.

3 Now, having said that, one of
4 the things that we are continuing to move
5 toward is the work that we are doing in
6 the subjects of mathematics, and not just
7 math as an isolated subject, but the math
8 concepts as a way of problem-solving the
9 types of --

10 COUNCILWOMAN PARKER: Cross
11 discipline.

12 DR. HITE: Across discipline,
13 just as we're doing literacy across
14 discipline. And that's why those
15 experiences that I talked about in the
16 CTE programs then become so important.
17 But it's also why we are starting -- we
18 have now added computer science and
19 coding across the curriculum starting in
20 first grade, so that children then have
21 an exposure to that type of
22 problem-solving as a part of their
23 experience.

24 Part of the materials that we
25 shared in your school visit when we went

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 to the new Hill-Freedman, you saw new
3 math materials, and those are new math
4 materials that we were able to purchase
5 because of the investments that we've
6 made in the past, and we're beginning
7 to -- we're training those individuals
8 just as we were training the individuals
9 on early literacy.

10 So our focus, while it has been
11 on literacy because we know that that
12 drives everything else we do, we're
13 transitioning to also training
14 individuals in math, and we've actually
15 started adding math coaches in schools so
16 that they are developing math teachers as
17 they are working with their respective
18 schools.

19 COUNCILWOMAN PARKER: Listen,
20 Dr. Hite, I appreciate you sort of
21 getting that on the record for us,
22 because it became inherently just clear
23 to me that competency in mathematics in
24 that cross discipline way, because it was
25 technology along with the math and the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 measuring, and I thought about myself,
3 right, and I just said, well, that is
4 something that we really need to focus
5 on.

6 My final question -- well, my
7 final question and then I have a comment.
8 Uri, thank you for giving us that \$650
9 million number. When the Mayor proposed
10 his budget, we all saw the \$990 million.
11 Since then, this is our last one Thursday
12 night, our seventh budget briefing and
13 town hall meeting in the Ninth
14 Councilmanic District where we go through
15 that process, and now the final number I
16 will use is \$650 million. I just want to
17 make sure that that is the number you put
18 on the record when the President -- I
19 wanted to make sure I heard you
20 correctly.

21 MR. MONSON: Yes. That's
22 correct.

23 COUNCILWOMAN PARKER: And with
24 that \$650 million, you're saying that you
25 would not run a deficit until the third

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 year?

3 MR. MONSON: No. We would
4 actually have a positive fund balance
5 through 2023.

6 COUNCILWOMAN PARKER: Through
7 2023?

8 MR. MONSON: So all five years.

9 COUNCILWOMAN PARKER: So all
10 five years, okay. All right.

11 Finally, Dr. Hite, I'm just
12 going to ask you to, if you will, because
13 I have another meeting I have to go to,
14 if you can send a response in writing to
15 the President regarding this issue of
16 cultural competency. That is an issue.
17 Particularly you've heard me talk about
18 the recruitment of African American male
19 teachers, which is extremely important,
20 and I want to make sure teachers are
21 being required to take this diversity
22 training and that we have a strategy for
23 the recruitment of black males in
24 particular and we're focused on cultural
25 competency.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Finally, for my teachers,
3 again, bias, I was a teacher. Tell us
4 what interventions the School District
5 has when it loses multiple teachers in
6 the first quarter of the year. If you
7 want to see some kids that are in flux, a
8 classroom that was being led and then you
9 have multiple teachers that just leave.
10 Like what is the strategy for
11 remediation, along with an update on how
12 we're doing with substitutes and are we
13 making every effort that we possibly can
14 to get our retired teachers from the
15 School District back into the
16 substitution pool?

17 I'm bias. I went to school
18 during the Dr. Constance E. Clayton era.
19 And so I'm saying to myself, well, if all
20 of the substitutes were Dr. Constance E.
21 Clayton substitutes, wow, I wonder where
22 we'd be. So I just wanted to make sure I
23 put that on the record.

24 DR. HITE: Sure. Thank you.

25 COUNCILWOMAN PARKER: Thank you

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 so very much for your patience and
3 response.

4 Thank you, Mr. President.

5 COUNCILWOMAN BLACKWELL: Thank
6 you, Councilwoman.

7 Councilman Greenlee, you're
8 next.

9 COUNCILMAN GREENLEE: Thank
10 you, Madam Chair.

11 First, I'd just like to put on
12 record I want to brag for a second.
13 Patrico that spoke here is a neighbor of
14 mine and also my nominee on the
15 Philadelphia Youth Commission. So I
16 think I got something right.

17 He's in the Fifth Councilmanic
18 District, Councilman Jones, by the way,
19 just to let you know.

20 Good morning, everybody.
21 Doctor, this is something I meant to
22 bring up to you when we talked the other
23 day, the issue of nurses in schools, and
24 I know that's been an issue that's been
25 discussed a lot. Where are we with that?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Because I hear from some people there's
3 nurses sometimes and not other times in
4 some of their schools. So could you
5 comment on that, please.

6 DR. HITE: We have a full-time
7 nurse in every school building.

8 COUNCILMAN GREENLEE: All the
9 time?

10 DR. HITE: Yes.

11 COUNCILMAN GREENLEE: Really?
12 Okay. Because there were some concerns
13 about -- so maybe I'll just raise the
14 ones that were talked about. I'll
15 just --

16 DR. HITE: We have a
17 full-time -- and this is something that
18 we've worked hard to achieve, but we now
19 have a full-time nurse in every school
20 building.

21 COUNCILMAN GREENLEE: Okay.
22 All right. I appreciate that.

23 The other question was just
24 raised with me today, and that's kind of
25 IT related. The person was concerned

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that the District has a system where
3 students and parents can access their
4 grades online, and I know that's overall
5 good, and that some students say they do
6 work in the Google Classroom and other
7 online sites. With what has been in the
8 media a lot lately with the problem with
9 Facebook and whatever and the use or, I
10 guess, misuse of a lot of data, what kind
11 of protections are there for this
12 information, particularly students'
13 information?

14 DR. HITE: Yeah. So we have a
15 student information system, and we use
16 the student information system that
17 provides for the first time the
18 opportunity for parents to see grades, to
19 see if children are attending, for
20 students to review their own information,
21 their transcripts and a lot of that, and
22 there are very strict protocols for data
23 and data management. And we have a team
24 in IT who focuses specifically on the
25 protection of our students' data, and

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 those things are also driven by FERPA
3 regulations, which are the federal
4 requirements around who has access to
5 those data. But we have very strict
6 guidelines around that, and those -- any
7 organization that is collecting -- and we
8 house all of our own data. It's not
9 housed in other places, and nor do we
10 give permission for entities to share
11 that information. And so very strict
12 protocols. We are in constant review of
13 those protocols, and we're glad to talk
14 specifically if there are specific
15 concerns about a particular school.

16 COUNCILMAN GREENLEE: Okay.
17 Yeah. I think it was more of a general
18 question but, again, with all the media
19 attention, and rightfully so, about
20 misuse of some of that data, I just want
21 to make sure that -- but you sound like
22 you're confident that that is well
23 protected.

24 DR. HITE: Yes.

25 COUNCILMAN GREENLEE: Okay.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Thank you, sir.

3 Thank you, Madam Chair.

4 COUNCILWOMAN BLACKWELL: You're
5 welcome.

6 So we have a full-time nurse
7 and a full-time counselor?

8 DR. HITE: Yes.

9 COUNCILWOMAN BLACKWELL: In all
10 schools?

11 DR. HITE: Yes.

12 COUNCILWOMAN BLACKWELL: Thank
13 you.

14 Councilman Jones.

15 COUNCILMAN JONES: Thank you,
16 Madam Chair.

17 COUNCILWOMAN BLACKWELL: You're
18 welcome.

19 COUNCILMAN JONES: Good morning
20 still.

21 I'm going to follow course and
22 thank you guys. Councilman Greenlee was
23 afforded an opportunity to brag about the
24 young man that came from the Fifth
25 District, and we're proud of him, but I

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 had an opportunity to travel to Randolph,
3 which is in the Fourth Councilmanic
4 District, which you spoke about, that
5 provided all those CT opportunities, and
6 I want to thank Evelyn Oates for pulling
7 that together and remembering that in
8 prior budget hearings, we talked about
9 that school-to-opportunity pipeline.

10 DR. HITE: Right.

11 COUNCILMAN JONES: And I was
12 very happy to see that Fleet now gets 15
13 percent of its staffing from a City
14 school run by a City program. And it's
15 not just Fleet. It's other different
16 departments. And as we take a look at
17 the labor shortage in the Gas Works, in
18 Water Department, and in Streets, that
19 there might be further opportunities for
20 these youth to come into a workforce
21 directly from school opportunities, and
22 I'm very excited about that.

23 One of the other pipelines that
24 I'd like to speak to briefly is the
25 school-to-prison pipeline. And as

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 important as school-to-opportunity
3 pipelines are, we have to pay a little
4 bit of attention to preventing some of
5 that.

6 One of the damning statistics
7 that not -- it's not a School District
8 statistic, but a City statistic. There
9 are 48 zip codes in the City of
10 Philadelphia. Eleven of those zip codes
11 we found occupied 90 percent of the
12 inhabitants of the prisons on State Road.
13 Out of the 48 zip codes, 11 of them. And
14 we were looking at overlapping maps of
15 where we had school closures and failing
16 schools and could not help to draw the
17 correlation between the two.

18 So what I want to take my time
19 to ask, from the vantage point of being a
20 Pennsylvania Human Relations
21 Commissioner, how are we looking at that
22 data and saying things like pre-K and
23 knowing that if an individual can read up
24 to grade level by the fourth grade, we
25 can prevent that pipeline.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 So let's dig down into it.

3 What are we doing to identify at-risk
4 young people early, give them the kinds
5 of attention to divert them from those
6 negative outcomes and also young people
7 that happen to be in the DHS system,
8 because there's another statistic that
9 shows that bad outcomes happen to happen.
10 That's not your fault, but it is in your
11 radar and wheelhouse to help prevent.

12 So who would be an individual
13 or a department that would be focused on
14 these kinds of stats?

15 DR. HITE: So we have several
16 departments in the District that are
17 focused on these types of stats, and we
18 actually monitor these types of stats
19 district-wide. And now, Councilman,
20 we've done a much better job working
21 across agency, other City-based agencies,
22 and looking at the data, and one of the
23 things that we found is if in fact the
24 overlay, those same maps that you just
25 described, on the school maps you would

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 see that there are consistencies in and
3 among some of these communities with
4 challenges related to circumstances of
5 poverty. And one of the things that we
6 are doing is better coordinating those
7 services, and I'll give a couple of
8 examples. One is the example of
9 out-of-school time and how do we and
10 where do we place out-of-school-time
11 opportunities for schools and for
12 communities where we are seeing all of
13 the data suggests that there needs to be
14 more support in those particular areas.
15 And so we've been able to look at our
16 attendance data. We've been able to look
17 at our reading data. But then we can
18 also now get information from some of the
19 City divisions about curfew violations,
20 and then we would -- it gives us
21 information about --

22 COUNCILMAN JONES: Triangulate.

23 DR. HITE: Right. So what are
24 some of the problems that we're all
25 collectively attempting to solve.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Additionally, we have also done
3 a lot of work with other agencies around
4 how to direct services to families and
5 students most in need, and Behavioral
6 Health helped us with doing a program
7 that is now established to get social
8 workers and parent advocates into
9 specific communities based on the
10 challenges not only in those communities
11 but in those schools to help with climate
12 and cultures in schools.

13 I'm pleased to say today that
14 we've hired all but three of those social
15 workers who are now coming on and being
16 selected by school principals so that
17 they are working with those schools and
18 school communities. So those are
19 examples.

20 I'll just add this, that the
21 school-to-prison pipeline is also a real
22 issue, and one of the things that we did
23 several years ago was created in schools
24 with then-Deputy Commissioner Bethel an
25 arrest diversion program that took --

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that reduced by almost 400 percent the
3 number of arrests that were occurring in
4 schools, many for things that did not
5 begin as criminal behavior.

6 And so those types of
7 approaches are approaches that we're
8 taking to do this. When we finalize the
9 contract with the Philadelphia Federation
10 of Teachers, we're also -- they also
11 requested that every teacher be trained
12 on restorative practices, and it is, once
13 again, one of those other things that
14 then gives our workforce some tools that
15 they could use to encourage children to
16 express their feelings in a way that will
17 prevent other types of problems moving
18 forward.

19 COUNCILMAN JONES: You wouldn't
20 need to do it today, but I would be
21 interested in in-house suspensions versus
22 external suspensions to see how we --
23 young people, when they are told not to
24 come back to school, wind up in more
25 trouble, and how we are dealing with

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that.

3 My good friend I see over
4 there, Senator Hughes, in that whole
5 prison-to-pipeline issue has some
6 groundbreaking law that is requiring the
7 corrections department at the state level
8 to take 1 percent of the proceeds that
9 incarcerated individuals get and dedicate
10 it to the children of those individuals
11 to do preventive pre-entry kinds of
12 program, and I give him a great deal of
13 credit for that.

14 My colleague State
15 Representative Morgan Cephas introduced
16 House Bill 2210 and talks about
17 expungements, and I see that that might
18 be by way of student expungements. Are
19 you familiar with that, to see if we
20 could erase them from the record?

21 DR. HITE: Yes. Yes.

22 COUNCILMAN JONES: I would be
23 interested in your opinion on that.

24 DR. HITE: Okay. And you had
25 reminded me of something, Councilman,

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that we have. We've also eliminated
3 suspensions for kindergarten this current
4 year, this past year, and moving forward
5 next year, we have also stated the need
6 to eliminate suspensions from
7 kindergarten through second grade. So
8 we've eliminated suspensions for
9 kindergarten, and then we're going to
10 expand that through second grade after
11 this year. And so it is -- our whole
12 point here is to keep children in schools
13 and think that that's where we can teach
14 them how to read and do math and do all
15 of the other critically important things.

16 COUNCILMAN JONES: I'll end on
17 this. An individual that I grew up with
18 had a YouTube kind of rant. I guess
19 that's the only way I could put it. And
20 he chronicled how because he could not
21 read to level, when he was asked in class
22 to read out loud, he clowned his way to
23 get kicked out of class rather than face
24 the prospect of being embarrassed in
25 class. When he wound up getting

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 suspended, he wound up running with some
3 older guys, who took advantage of the
4 fact that he was younger and made him the
5 crash dummy to actually go commit crimes
6 because he was a juvenile and would not
7 receive adult kinds of -- which led him
8 to prison. And so if you reverse
9 engineer back to that kid being
10 embarrassed because he couldn't perform
11 at that level, there's a lot of stories
12 like that. And rather than almost push
13 them to their fate, we need to kind of
14 bring them back in to say, no, no, you're
15 not going to get a free pass. You're
16 just going to have to work a little
17 harder, get a little more tutoring, and
18 maybe we can reverse some of that.

19 And I just thank you. I know
20 you're not a babysitting service. I know
21 you're not responsible for all of the
22 social ills in the world, but I do
23 believe sincerely that you are part of
24 the solution to many of them.

25 DR. HITE: So do we.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN JONES: Thank you
3 very much.

4 Thank you, Madam Chair.

5 COUNCILWOMAN BLACKWELL: Thank
6 you. Thank you very much.

7 And let me again welcome
8 Senator Hughes. I welcomed you when you
9 were out, saying that you were just from
10 the best area, best district in the City,
11 and certainly welcomed you to make
12 comments if you'd like. However, we're
13 glad to have you come by at any rate and
14 you're always welcome here.

15 (Witness approached witness
16 table.)

17 COUNCILWOMAN BLACKWELL: After
18 his comments, Councilman Oh is next.

19 COUNCIL PRESIDENT CLARKE: Drum
20 roll, big announcement for more money.

21 (Applause.)

22 SENATOR HUGHES: Well, I wasn't
23 anticipating speaking. Thank you,
24 Council President, Council Chair of the
25 Education Committee Blackwell, all my

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 friends in Council, and I have a lot of
3 friends here, and the folks at the
4 District. Thank you.

5 I was in between meetings,
6 Mr. President, Madam Chair, and I figured
7 I'd just stop by because I wanted to hear
8 what was going on. We're all
9 collectively concerned about the School
10 District, our children. They don't
11 particularly have a lobbyist except for
12 us, right? And I'll say what other folks
13 may not want to say or may be too
14 delicate for the folks at the District to
15 say, but the principal problem that we
16 have in funding is, the Commonwealth of
17 Pennsylvania has dropped the ball on this
18 funding. All right?

19 COUNCIL PRESIDENT CLARKE:

20 Thank you.

21 SENATOR HUGHES: The billion
22 dollar cut that -- I became Chair of
23 the -- Democratic Chair of the Senate
24 Appropriations Committee in 2011, the
25 same time that the previous Governor was

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 sworn into office, and everyone knows
3 that at that moment, the other party had
4 majority chairs of both legislative
5 branches, House and Senate, and of course
6 the Governor's Office, and we all know
7 what happened at that point. There was a
8 massive cut in public education funding,
9 and of course our districts, low-income
10 districts, struggling districts, suffered
11 the most in that process. And
12 fortunately because of Governor Wolf --
13 thank you, Governor Wolf -- we've been
14 able to recoup basically back to where we
15 were in 2010. Keep in mind, that's eight
16 or nine years ago. Right? So that means
17 almost ten years our children have
18 suffered.

19 So the state has dropped the
20 ball dramatically on this issue, on
21 equity in funding. We're the worst state
22 in the nation in terms of equitable
23 funding of public education. We do a
24 masterful job of trying to keep
25 everything together in that context.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 City Council here, you all should be
3 considered heroes and sheroes for the
4 tough votes that you've taken over the
5 last several years, making up for the
6 lack of responsible funding from
7 Harrisburg. I can't say it enough, the
8 tough votes. You're confronted with
9 another one in a few short weeks.

10 But, you know, I worry. I'm on
11 the side of the lawsuit. I worry that
12 the Commonwealth just does not -- for
13 centuries has not funded public
14 education. I represent the inequity, as
15 you know, Mr. President. I represent the
16 suburbs. I represent \$10,000 more per
17 child being spent in Upper Dublin High
18 School and Plymouth Whitemarsh High
19 School. Take a classroom of 30 kids
20 times \$10,000. That's \$300,000 more
21 money coming into that classroom. And
22 the state is supposed to be the
23 equitable -- make up that difference.

24 So I wasn't anticipating this.
25 I am not afraid to call it for what it is

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 and the state's lack of financial
3 support, and I'm not afraid to consider
4 all of you all heroes for really stepping
5 up in a dramatic way. We hope in this
6 process in Harrisburg that by the end of
7 June, hopefully a little bit earlier, we
8 can complete the Governor's budget
9 request and secure everything that the
10 Governor has asked for public education.
11 Okay?

12 We are looking aggressively
13 around the issue of school construction
14 and trying to add an infusion of new
15 dollars, dramatic increase of new
16 dollars. I sit on the state's Advisory
17 Commission on PlanCon, which deals with
18 funding local school districts. We're
19 going to have a new plan.

20 Councilman Kenyatta Johnson,
21 you remember this when you were in
22 Harrisburg.

23 We're going to have a new plan
24 evolve in the -- probably announced on
25 May 23rd. The problem is there won't be

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 any money attached to it. So we have a
3 new plan that streamlines the process to
4 get more state dollars on construction
5 into districts, but there's no money
6 attached to it. And I've already
7 expressed to colleagues, if you don't
8 have any money, what are you talking
9 about?

10 So we're looking to go after
11 some folks who are not paying their fair
12 share and get them to step up. They
13 drill for natural gas. They're not
14 paying a state severance tax. So they
15 might as well pay up. They haven't paid
16 up in the last 12 years. They might as
17 well pay up now. This is a perfect
18 investment.

19 So I could go on forever. I'm
20 not going to go on forever. Okay? But
21 this is one voice who is just standing in
22 the back monitoring and watching, and
23 whatever help we can provide you in terms
24 of getting clarity on issues, dealing
25 with money that should have come into the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 District that never got to the District,
3 we're here for you. And we've always had
4 a good relationship in terms of sharing
5 information. We'll continue to do that.

6 I just need folks to
7 understand -- I'm going to say this last.
8 Like I said, I represent the schools in
9 the suburbs. They're part of my
10 district. I've taken folks from the City
11 out to the suburbs to see what the
12 meteorological center in the high school,
13 which has nine flat-screen TV's and can
14 track lightning strikes in a 300-mile
15 radius, and kids are learning
16 meteorology. Okay? The swimming pools
17 with water and, you know, they change the
18 size of the pools based on whatever event
19 it is that they're practicing in, the
20 incredible facilities that they have, and
21 I just -- one thing we may want to
22 encourage, because there's not enough
23 outrage, one thing we may want to
24 encourage is to get a number of family
25 members and young people and

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Councilmembers, whatever, to see what's
3 out there, to see what it looks like, not
4 to denigrate what we already have,
5 because these folks are struggling with
6 as much as they can put together to make
7 it happen, but sometimes I think that our
8 people don't know what they could have
9 and should have. All right? And because
10 of that, the outrage is not at the level
11 that it needs to be and at the place that
12 it needs to be. Not on y'all. Up in
13 Harrisburg.

14 So I just offer that up. I'm
15 sorry to take your time.

16 COUNCIL PRESIDENT CLARKE:

17 That's okay.

18 SENATOR HUGHES: I was watching
19 in the back just because I had a few
20 minutes, so...

21 COUNCIL PRESIDENT CLARKE:

22 Thank you. Thank you, Senator. We
23 always appreciate you being here.

24 SENATOR HUGHES: Thank you.

25 COUNCIL PRESIDENT CLARKE: And

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 you're not alone. We got your back.

3 SENATOR HUGHES: Thank you.

4 Thank you very much.

5 COUNCILWOMAN BLACKWELL:

6 Mr. Superintendant, we want you to know

7 that Mr. Henry -- raise your hand,

8 Mr. Henry. That's Mr. Henry that we

9 really think should be involved in our

10 program. That's Mr. Henry back there.

11 He has a wonderful program, 100 percent

12 success, like a Randolph Skills program.

13 This is the gentleman that we've asked

14 you to meet with.

15 Thank you for coming here again

16 today, Mr. Henry.

17 MR. HENRY: Thank you for

18 having me.

19 COUNCILWOMAN BLACKWELL: Thank

20 you.

21 COUNCIL PRESIDENT CLARKE:

22 Thank you, Councilwoman.

23 Next up we have Councilman

24 Taubenberger.

25 COUNCILMAN TAUBENBERGER:

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Council President, thank you very much.

3 Good morning. Good morning,
4 Dr. Hite and staff. I thank you very
5 much for all the difficult work you do
6 when you educate children, and you're
7 directly impacting our future, and I like
8 what I see with your team.

9 I also want to commend you for
10 having the students come in. The lady in
11 back of me -- was in back of me, she
12 actually went to the very same middle
13 school that I went to, Woodrow Wilson.
14 So that's kind of an interesting thing.
15 And also thank you for having Alfredo
16 testify. And I will have to say this
17 week it was not the only testimony from a
18 student from the public school system.
19 Earlier in the week in front of the
20 Public Health Committee chaired by
21 Councilwoman Bass we had Anna Nguyen
22 speak on a new piece of legislation
23 regarding the curtailment of smoking at
24 sheltered bus stops. And to be very
25 blunt about it, it was actually her idea

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that I got in the class of Ms. Liz Taylor
3 from Masterman High School. I talked to
4 their social studies class. She had a
5 question on it. I thought, to be very
6 direct, that it was already illegal, that
7 you weren't allowed to do it. She wanted
8 to know my position. I said, Anna, I
9 believe it's illegal. I will check on
10 it. Well, we found out it wasn't. It's
11 going to be now, thanks to my colleagues
12 and the leadership of Councilwoman Bass
13 on the Public Health Committee.

14 Question I have on the overall
15 budget, the District has said it is in
16 better financial shape than last year.
17 The question I have, what has changed and
18 how does that impact bond ratings or any
19 Wall Street outlooks? So it's actually
20 two questions.

21 MR. MONSON: Thank you,
22 Councilman, for asking. We are in better
23 financial shape, partially because of
24 managing the money and also being able to
25 really use the projections of the Five

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Year Plan to make sure that we're making
3 investments we can sustain over time.

4 We did get a bond rating
5 upgrade about a year ago, a year and a
6 half ago, which was the first upgrade the
7 District has had in eight years, and
8 actually we saw the fruit of that. We
9 did a bond issuance to raise capital
10 dollars to put into the buildings, about
11 \$275 million bond issuance a month ago.
12 Because of the bond rating and our
13 improved fiscal condition in comparison
14 to a borrowing we did in October of '16,
15 so basically 18 months later, on a
16 comparison basis, we saved about \$18 and
17 a half million in interest, which is
18 money that goes into the buildings rather
19 than going to investors, and that's
20 obviously where we'd rather see it going.

21 So it's positive in terms of
22 our ability to do the investment and it's
23 positive in that it enables us to build
24 on that and put the resources we can
25 obtain where we want them to go.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN TAUBENBERGER: Thank
3 you very, very much.

4 Council President, thank you.

5 COUNCIL PRESIDENT CLARKE:

6 Thank you, Councilman.

7 The Chair recognizes
8 Councilwoman Gym.

9 COUNCILWOMAN GYM: Thank you
10 very much, Council President.

11 And good afternoon. So I
12 wanted to open up by just talking a
13 little bit about my course in the School
14 District as a mom. So my daughter
15 entered -- my oldest daughter entered the
16 public schools in 2002, right after the
17 state takeover occurred. All three of my
18 kids went through the absolute worst
19 years of the budget cut through the chaos
20 that happened post-Paul Vallas, some of
21 the chaos that followed your leadership.
22 They lived through all four years, all
23 residual years since the Corbett budget
24 went into effect, and it was devastating
25 for them.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 They talked a lot about the
3 resources that they didn't have. I think
4 my son ended up in an algebra class with
5 60 kids. Their libraries were closed and
6 things were chaotic year to year. I was
7 grateful to be in a school with SRC Chair
8 Marge Neff, and we scraped together every
9 year at Powel trying to get those kids
10 the resources that they need, scrambled
11 together with parents. And my hope is is
12 that this year I get to be on a City
13 Council that votes for the first time
14 that we don't encounter that massive
15 instability and the chaos and the
16 uncertainty that it led to.

17 I also want to emphasize,
18 though, that it's not even nearly
19 adequate, and I think that that's where I
20 sort of want to start. I mean, one of
21 the things that is most prominent about
22 not understanding like how inadequate our
23 current system is is that my kids know
24 the names of their police officer whom
25 they see every single day at their

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 schools. And I guess one of the
3 questions that I had is what it means
4 when we budget for more school police
5 officers than we do counselors in the
6 school.

7 (Applause.)

8 COUNCILWOMAN GYM: And the
9 ratio suggests that we prioritize
10 surveillance over support.

11 As of January 2018, I think the
12 numbers showed that there are 342 school
13 police officers versus 267 counselors.
14 And one of the questions for young people
15 are like what our schools feel like. We
16 heard it every single day in our student
17 town hall when we listened to over 100
18 youth talk about what it felt like to go
19 through metal detectors, be surveilled
20 with cameras, and struggled to get access
21 to a counselor, struggled to talk to
22 people when they're going through some
23 really traumatic issues in their lives.

24 What are we doing right now in
25 the budget to alter that ratio, to ensure

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that we're actually building schools that
3 are responsive to the needs of our young
4 people? I know you and I, Dr. Hite, have
5 spoken before about the importance of
6 investments in restorative justice
7 practices, but if you could speak to
8 those things, that might be a good place
9 for us to start.

10 DR. HITE: Thank you,
11 Councilwoman Gym. And so, yes, you are
12 right that in the budget book, what the
13 budgeted number of counselors versus
14 school police officers is, but I think
15 there are two distinctions, because the
16 book doesn't tell the whole story. So,
17 number one, the number of school police
18 have actually gone down over the year.
19 So that number is not going up. It's
20 staying the same. It's about at 370. It
21 used to be well over 400 at a time when I
22 first arrived when we were heavy on zero
23 tolerance and those types of things in
24 schools.

25 I would also add that the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 number of counselors has gone up every
3 year, and we are continuing to make
4 investments there. And not only has the
5 number of counselors gone up, but we're
6 also increasing the number of bilingual
7 counselor assistants that are also
8 providing that support and, in addition,
9 some climate staff that are working on
10 problem-solving and not policing.

11 And so you're right, and it is
12 a function of unfortunately taking one of
13 those entities down to zero and then
14 having to start over again, but I'm
15 pleased to say that we went from a low of
16 120 at one point. It was almost zero at
17 one point to 310 that will be in schools
18 next year.

19 I will also add that we're
20 having the same -- we're talking about
21 counselors versus school police, but
22 we're also seeing equal investments in
23 things that engage children, like art and
24 music, also expanding.

25 But to your point, we're

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 continuously trying to build on those
3 support structures for students as we
4 move into the future, but this is a point
5 that you're right and, quite frankly, I
6 would rather see more counselors than
7 police. Naturally we have safety issues
8 and community-based issues in schools
9 where in some cases we have communities
10 asking for more police. And so we're
11 trying to navigate that part as well, but
12 by the same token, I'm in agreement, and
13 we are trying to increase that number
14 every year, and the one thing we don't
15 want to do is move backwards, to your
16 point.

17 COUNCILWOMAN GYM: I appreciate
18 that. I mean, I've been with many of
19 those school communities that talk
20 constantly about the issue of climate and
21 safety. I don't think, though, that they
22 ask for school police. They ask for the
23 things that make schools feel safe and
24 whole. And the fact that it's been
25 reduced to the issue that the only

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 options that we give our young people are
3 school police officers as opposed to
4 bringing in a cohort of support
5 personnel, restoration of those kinds of
6 support services that we desperately need
7 in our schools is the thing that I think
8 we're asking for in terms of the
9 additional budget ask over and above what
10 City Council may seek to give, but it's
11 an essential issue. And particularly in
12 an age of mass incarceration, I think we
13 can all agree that what we want to make
14 sure is that we want to see a faster
15 ramp-up on the counselors and the support
16 services within our schools. Those are
17 the things that parents, students,
18 educators will say over and over and over
19 again to me that that's what makes young
20 people feel safe, that's what makes
21 schools feel good to them, and that
22 attention to trauma that they need.

23 The other issue that I think
24 you and I have spoken about and I'm
25 particularly interested in are the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 recruitment and retention efforts,
3 especially as we look at teacher
4 vacancies and rapid turnover within the
5 school system. This was an important
6 issue that this Council was very
7 supportive on in terms of supporting the
8 new teachers contract and supporting a
9 principals contract that was sustainable
10 and was able to bring in and stabilize
11 our system. But I am really worried and
12 frustrated about the vacancies that have
13 been a problem for years.

14 We know that there are
15 concentrated schools that have
16 significant levels of vacancies. We also
17 know that like special education is a
18 very vulnerable spot for us that we have
19 to look at. And I'm interested in what
20 are you -- and specifically when we talk
21 about toxic city and the lead issue and
22 the buildings, I mean, our vacancies in
23 our building positions is phenomenal.
24 We've got 115 building engineer
25 vacancies, 44 custodial assistant

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 vacancies, 11 general cleaner vacancies,
3 60 maintenance and repair vacancies, 31
4 bus attendant vacancies. So all these
5 things have a massive impact on people's
6 ability to feel like their schools are
7 clean, well taken care of, that they're
8 bright and well lit.

9 So going back to our central
10 problem about recruitment and retention
11 efforts, what are we doing differently in
12 HR that is addressing these things in a
13 meaningful way that we can get confidence
14 from you that this investment that we're
15 making is going to go for the targeted
16 areas that desperately need it and that
17 school communities are telling us are
18 essential?

19 DR. HITE: So I think the -- so
20 a couple of points I think that are
21 really important. One is that we are
22 starting our recruitment efforts year
23 round. So it's not just a recruitment
24 effort at one point in the year that
25 starts for the opening of the next school

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 year. We're constantly recruiting.

3 In addition, we are also
4 working and several Councilmembers have
5 hosted job fairs in their respective
6 neighborhoods for some of the support
7 types of positions that you mentioned.
8 We also partnered with PHA and did a job
9 fair where we had over 700 people attend,
10 and we now expect to hire about 65 of
11 those individuals who came to that. And
12 that is work that is actually happening
13 all year long.

14 A couple of points I want to
15 make are, one, our vacancy number has
16 actually gone down. Now, we have now --
17 the percentage of vacancies now are about
18 98.5 percent. We have 98.5 fill rate,
19 which means a vacancy of one and a half
20 percent. Although that's a small number,
21 it does represent about 140 teaching
22 positions, and those positions are
23 significant.

24 One of the things that we're
25 doing moving forward is looking at the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 schools that have traditionally had
3 challenges with even when we fill those
4 positions, then we would see a large
5 number of individuals leave, that we are
6 going to be hiring -- in the past we've
7 over -- what we've said was we were
8 over-hiring, so that when individuals
9 leave, we could fill the positions, but
10 now we're going to target that to schools
11 that have historically had issues with
12 maintaining a teacher staff throughout
13 the school year, particularly in the
14 areas of special education. We think
15 that's really important.

16 The other thing that I think is
17 important for everyone to understand --
18 and I don't know if this is a product of
19 the economy. It's definitely a product
20 of individuals de-legitimizing the
21 teacher profession -- is that we're
22 seeing fewer and fewer students coming
23 out of institutions of higher education
24 who are certified to teach, and that
25 problem is especially acute here in

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 Pennsylvania. I used to come from the
3 other states where I worked to come to
4 Pennsylvania to recruit teachers. Now
5 we've seen almost a 60 percent reduction
6 in the numbers of individuals who are
7 coming out of these institutions of
8 higher education, and that's why we also
9 have to address like the facilities
10 issues, the climate issues, because our
11 focus also has to go on retention.

12 When we're starting in July 1
13 with 100 percent of the vacancies filled,
14 we want to make sure we are able to stay
15 as close to that number as possible, and
16 that's a retention issue as much as it is
17 a recruitment issue.

18 COUNCILWOMAN GYM: Thank you,
19 Council President. I wanted to make sure
20 that we get to that, and I'll come back
21 around on my second round, but I do want
22 to revisit this issue, because I think
23 it's got to be more than job fairs, and
24 we recognize the national teacher crisis.
25 I'm interested in what additional

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 measures, and I'll pick that up on the
3 next round.

4 Thank you, Council President.

5 COUNCIL PRESIDENT CLARKE:

6 Thank you, Councilwoman.

7 Councilman Green is next, and
8 if it's okay, they're asking us to go
9 across the street briefly for a
10 presentation of veterans. So Councilman
11 Green and then we can break and we'll
12 come right back after the break, if it's
13 okay with you guys. I know I put you all
14 on the spot, right? The veterans, you
15 got to do it for the veterans.

16 Councilman Green.

17 COUNCILMAN GREEN: Thank you,
18 Council President.

19 Dr. Hite, Commissioner Neff,
20 Mr. Monson, good morning. I just had a
21 few follow-up questions based on things I
22 heard earlier today.

23 I want to make sure I
24 understand that for FY20, there will be a
25 positive fund balance based on the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 revised plan; is that correct?

3 MR. MONSON: Yes. That's
4 correct.

5 COUNCILMAN GREEN: And what is
6 that amount?

7 MR. MONSON: Are you saying
8 assuming -- currently assuming no
9 additional actions?

10 COUNCILMAN GREEN: Based on the
11 Revised Five Year Plan that you included,
12 which includes the assessments and also
13 the proposed 4.1 percent real estate tax
14 increase, the FY20 projected fund balance
15 would be what amount?

16 MR. MONSON: A little over \$191
17 million.

18 COUNCILMAN GREEN: And then for
19 FY21, that number is, what, 162?

20 MR. MONSON: Correct.

21 COUNCILMAN GREEN: So that's
22 based on the 4 percent increase and the
23 tax assessments.

24 However, looking at some
25 previous data that you provided, which

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 was your preliminary Five Year Plan,
3 which included the base with increased
4 assessments, but did not include the
5 realty tax increase, what is the fund
6 balance that was projected at that time
7 for FY20?

8 MR. MONSON: Which plan were
9 you talking -- going back before --

10 COUNCILMAN GREEN: As of March
11 27th.

12 MR. MONSON: The March 27th
13 plan?

14 COUNCILMAN GREEN: As of March
15 27th.

16 MR. MONSON: I have to -- I
17 believe it was a little lower. If you
18 have it in front of you.

19 COUNCILMAN GREEN: So my
20 understanding is that for FY20, at one
21 point it was a negative fund balance, but
22 now my understanding is that based on
23 some new calculations, it would actually
24 be a positive fund balance for FY20.

25 MR. MONSON: For FY20 before

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 the new assessments and not --

3 COUNCILMAN GREEN: With the
4 assessments but not including the real
5 estate tax increase.

6 MR. MONSON: Got it. Give me
7 one second.

8 With the assessments and no
9 property tax increase, but including the
10 other --

11 COUNCILMAN GREEN: I'm sorry?
12 Including the assessments but no increase
13 in the property tax.

14 MR. MONSON: What about the
15 wage tax proposal and --

16 COUNCILMAN GREEN: All of those
17 in. The only thing that's not included
18 would be the real estate tax increase.

19 MR. MONSON: Only thing not
20 included is the property tax?

21 COUNCILMAN GREEN: Right.

22 MR. MONSON: It would be about
23 127 million.

24 COUNCILMAN GREEN: Would be the
25 fund balance for FY20?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MR. MONSON: Yes.

3 COUNCILMAN GREEN: And what
4 about for FY21?

5 MR. MONSON: About 68 million.

6 COUNCILMAN GREEN: Positive?

7 MR. MONSON: Yes.

8 COUNCILMAN GREEN: So a \$68
9 million positive fund balance FY21 and
10 121 million positive fund balance at
11 FY20, and that's including all of the
12 other proposals from the Administration,
13 including the assessments but not a real
14 estate tax increase?

15 MR. MONSON: Correct.

16 COUNCILMAN GREEN: Just a few
17 other questions. In this Revised Five
18 Year Plan that includes a line item
19 called transfer for reserves, what is
20 that source of reserves?

21 MR. MONSON: So the transfer
22 reserves is -- it's kind of a fluky thing
23 related to the way we collect for our
24 debt service. So since 1982, to assure
25 investors, we collect money in a sinking

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 fund so that -- and we have to have the
3 money in advance. So as of June 30th,
4 the end of the year, there's a certain
5 amount of money that's kind of considered
6 trap funds, because they're available
7 funds but only for debt service purposes.
8 So they're on the books. So they are
9 then transferred -- effectively if you
10 want to do what our total debt service
11 for the year is, if you took the debt
12 service number and then subtracted the
13 transfers from reserves, that's actually
14 our net payments into debt service, but
15 that's all related to where money is in
16 the sinking fund and how it relates to
17 our debt payments, which is why it
18 fluctuates year to year, but it's
19 completely based on the debt service
20 schedule. That's what all those funds
21 are.

22 COUNCILMAN GREEN: So it's more
23 of a timing cash flow dynamic?

24 MR. MONSON: Yeah, a timing
25 cash flow and also the mechanism of the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 sinking fund.

3 COUNCILMAN GREEN: The sinking
4 fund dynamic, okay.

5 Also, I know in previous
6 conversations and in somewhat compared to
7 the City, my understanding is that the
8 School District is providing for a
9 federal reserve because of its concern
10 regarding Title I dollars?

11 MR. MONSON: Title II dollars.

12 COUNCILMAN GREEN: Title II
13 dollars. I'm sorry.

14 MR. MONSON: So in the
15 President's proposed budget and the House
16 proposed budget, both included the
17 elimination of Title II. Obviously
18 they've been doing continuing resolutions
19 for a year and a half now, I think, but
20 because those are the proposed budgets on
21 the table. Because those dollars are
22 used primarily for professional
23 development and a lot of our early
24 literacy, which is one of our anchor
25 goals, we're reserving funds that if that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 were to happen, we would want to make
3 sure we could find a way to continue to
4 fund those programs.

5 COUNCILMAN GREEN: And what is
6 that amount on an annual basis?

7 MR. MONSON: \$17 and a half
8 million.

9 COUNCILMAN GREEN: Okay. I
10 have some other questions that I wanted
11 to touch base on, and I'll get to them
12 quickly, but I know we're going to go to
13 break.

14 So do you have a proposed bond
15 offering coming up for this year or bond
16 offerings coming up for this year?

17 MR. MONSON: We just did an
18 offering about a month ago. We have
19 planned in the Five Year Plan basically
20 every other year of borrowing. We
21 previously had about 200 million. We're
22 now up to 250 million. Because of the
23 improved bond rating, we're able to get
24 more dollars for the same debt service.
25 So between the fact we were able to go up

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 to 275 and we're now scheduled for two
3 more 250 every other year, it's about 175
4 more than we had in a previous plan to go
5 into capital.

6 COUNCILMAN GREEN: So basically
7 not until the next fiscal year?

8 MR. MONSON: Correct.

9 COUNCILMAN GREEN: And that's
10 primarily for capital?

11 MR. MONSON: Correct.

12 COUNCILMAN GREEN: Also, I
13 wanted to talk about a couple other
14 issues. One dealing with -- this is an
15 issue that we had talked previously
16 regarding Catapult. I wanted to kind of
17 get some perspective on where are we with
18 Catapult going forward.

19 DR. HITE: With the Catapult,
20 as you know, we moved a program out of
21 Wordsworth and moved that program back
22 into three schools in the District. And
23 so that program went then to three
24 schools and -- I think it was
25 Frankford -- it was into three schools.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 And we have now all but about 22 of the
3 families who were previously at Catapult
4 now in one of those three programs, and
5 one of the programs, particularly in the
6 elementary school, ran into some
7 difficulty. So next year we're going to
8 discontinue that program but still
9 operate the other two, the one in the
10 high school and the one in the K-8, but
11 the elementary school program will be
12 discontinued.

13 But 22 families chose to remain
14 in the program, as they had the right to
15 remain based on their desires, but all of
16 the other children were moved into
17 programs in District schools, and in two
18 of the three schools, that is working
19 very well. At one of the schools it is
20 not and at that elementary school we will
21 be discontinuing it.

22 COUNCILMAN GREEN: So how many
23 students are in Catapult programs?

24 DR. HITE: I have to get that
25 number to you, so I don't have that.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN GREEN: And how are
3 you evaluating the success or lack
4 thereof of Catapult?

5 DR. HITE: So with that,
6 Councilman, I'll call up our Acting
7 Interim Chief of Academic Supports, Diane
8 Castelbuono.

9 (Witness approached witness
10 table.)

11 MS. CASTELBUONO: Good
12 afternoon. Diane Castelbuono, Interim
13 Chief Academic Officer.

14 Councilman, our Catapult
15 program is measured based on a
16 performance contract that we have with
17 all of our contractors who run special
18 education programs. We track how many
19 students meet their IEP goals. We look
20 at behavior data, suspensions, and
21 expulsions. We track their compliance
22 with IEPs, timelines, and we look at
23 academic data based on individual
24 students' IEP goals.

25 COUNCILMAN GREEN: So based on

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 your assessment, how are they doing?

3 MS. CASTELBUONO: As Dr. Hite
4 said, we are pleased with the work that
5 is happening at the two middle and high
6 school programs. Again, there were some
7 issues with the elementary program, which
8 is why we've chosen to discontinue. We
9 will be looking very closely at the
10 end-of-year data when we receive that in
11 June.

12 COUNCILMAN GREEN: Okay. I
13 have some additional questions, but I'll
14 come back at the next round.

15 COUNCIL PRESIDENT CLARKE:
16 Thank you, Councilman.

17 We're going to take a brief
18 break. We got to go -- a little
19 responsibility across the street. We'll
20 be back very shortly, probably half an
21 hour.

22 (Recess.)

23 COUNCILWOMAN BROWN: Good
24 afternoon. At this time we're going to
25 move out of recess and reconvene our

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 budget hearings for the School District
3 of Philadelphia. I want to thank you for
4 allowing us to honor our responsibility
5 and duty to salute veterans.

6 Forgive me. Dr. Hite?

7 DR. HITE: Yes, Madam Chair.

8 If we could correct the record on a
9 statement that was made earlier. Uri
10 Monson wants to make a correction.

11 COUNCILWOMAN BROWN: Be happy
12 to. So why don't we start with that.
13 State your full name for the record and
14 the action you want to take and then
15 proceed.

16 MR. MONSON: Thank you. Uri
17 Monson, Chief Financial Officer for the
18 District.

19 COUNCILWOMAN BROWN: We're
20 going to need you to pull that closer.

21 MR. MONSON: Uri Monson, Chief
22 Financial Officer for the School District
23 of Philadelphia.

24 When I was responding to a
25 question earlier from Councilman Green

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 about what the projected balances would
3 be in the absence -- if the entire City
4 package except the property tax, the
5 numbers I quoted had the homestead -- had
6 the transfer tax included but not the
7 homestead adjustment increase. So the
8 numbers I gave were not quite the
9 scenario he asked for. The scenario he
10 asked for, which would take that out,
11 would result in a positive fund balance
12 in Fiscal Year '20 of around 70 million,
13 not the 125 I said earlier, and a
14 negative fund balance by '21 of about \$15
15 to \$20 million, and then continuing
16 negative throughout, ending the negative
17 almost \$200 million fund balance by '23.
18 So those are the correct answers to the
19 scenario that Councilman Green asked
20 about.

21 COUNCILWOMAN BROWN: Okay.
22 Once he returns, I may lean on you to
23 restate that just for his benefit.

24 MR. MONSON: I'd be happy to.
25 Thank you.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILWOMAN BROWN: Very well.

3 If we could start this
4 afternoon with Councilwoman Maria
5 Quinones-Sanchez.

6 COUNCILWOMAN SANCHEZ: And I
7 get a double clock for being so patient.

8 COUNCILWOMAN BROWN: Yes, yes,
9 yes.

10 COUNCILWOMAN SANCHEZ: Thank
11 you.

12 Thank you, everyone. I'm going
13 to ask that you shorten your responses so
14 I can get through all of this and then
15 maybe we all can get out of here pretty
16 quickly. Okay?

17 So thank you all. I know that
18 what we've learned to be the new normal
19 is not what we all consider to be
20 adequate, and I think, Dr. Hite, you
21 spoke to this earlier about what is
22 adequate and appropriate. One of the
23 things that I asked the Administration
24 when they came forward with this proposal
25 was, now that we're going to local

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 control, what is their expectation about
3 the way we fund schools. And in
4 particular I asked them about a
5 student-weighted formula.

6 So I want to quickly have --
7 are we moving in that direction? In an
8 adequate funded School District, what
9 does a student formula look like and what
10 are the impediments to get there?

11 MR. MONSON: Good afternoon,
12 Councilwoman. So we're looking at that
13 issue from a multiplicity of issues.
14 Part of our problem is, we don't get any
15 revenues on a per-student basis, and
16 we're looking at how we would allocate
17 resources on a weighted basis given the
18 way we budget and the way a large
19 district budgets.

20 In addition, the new ESA (ph)
21 requirements -- I know you want me to
22 keep this brief. I'll do my best. But
23 the new ESA requirements require us to
24 look at how we're spending money in each
25 school and compare it. So that's a

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 process we're going through this year.
3 So all that data is being brought
4 together to really look at how we can do
5 that, if we can supplement. It is tricky
6 because we allocate resources based on
7 average salaries, and obviously the bulk
8 of our budgets are personnel. So a
9 principal gets a certain number of FTE
10 based on an average salary, and obviously
11 whoever fills that FTE could either be
12 higher to lower.

13 We have had issues in the past
14 and we've looked at where even though we
15 allocate on an equitable basis, the
16 actual spend is not on an equitable basis
17 because certain schools have a
18 preponderance of more senior teachers.
19 Other schools have higher turnover rates
20 and lower salary teachers.

21 Trying to balance how we
22 address the equity issue without putting
23 too much burden on principals to have to
24 have a certain dollar figure to allocate
25 is something we're really struggling

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 with, but looking at and something that
3 Boston has been doing. Los Angeles just
4 did a new effort this year, a pilot
5 effort with a small portion of their
6 budget. So we're studying what they've
7 been doing and hope to have a proposal to
8 discuss internally and then be able to
9 discuss with new the board, et cetera.

10 COUNCILWOMAN SANCHEZ: Well,
11 I'm going to be looking at that
12 particularly as we look at long-term
13 sustainable funding, right? Because we
14 do do some student-weighted based on
15 Title I and some of the other things. So
16 there is some matrix on that, and I
17 just -- I think that this notion that we
18 have these very, very good schools, the
19 lead schools, and then these
20 bad-performing schools where we put more
21 money and we say they're making --
22 they're doing better, and then these
23 schools that we kind of triage that are
24 just out there, right?

25 As I went through this book --

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 and I go through the exercise all the
3 time -- the achievement gap, right, in
4 the low-performing schools, particularly
5 in districts like mine, is hugely
6 concerning, and I don't know how we get
7 there without that kind of equity and
8 long term.

9 The other question that I had
10 was, philosophically what do we do with
11 this portfolio? As I listen to parents
12 and as we talk about how we right-size
13 the District, I think that we have to get
14 to a place where we agree on what the
15 School District's portfolio is and where
16 we are today, right, and what are the
17 values as the City that we have. And I
18 am of the belief that every single kid
19 should be able to walk to a good K and 8
20 school regardless, right? And that means
21 how do we right-size it given the
22 population shifts so that as we address
23 the issue of school closures moving
24 forward, right, that we do it in a way
25 where -- too many times people are

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 enamored with ugly buildings as opposed
3 to this value -- because people just
4 value, I want to have the school there,
5 even if it's a bad-performing school or a
6 bad building, right? We had that
7 experience in some of my buildings that
8 are like 100 years old.

9 So are we working towards that
10 kind of philosophy? I mean, kids get on
11 the bus every day for high school, and
12 those high school options should continue
13 to be robust, with CTE and other things,
14 but this notion of these large
15 comprehensive schools that are
16 challenging I don't think long term
17 benefit young people. I mean, we went
18 through the small school model with
19 Kensington that kind of just got stalled.

20 So are we looking at what does
21 the School District portfolio look like
22 and what are the core values that we want
23 to achieve?

24 DR. HITE: You say keep it
25 short. So yes. Yes, we're looking at

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 it, and I do think that every year we
3 walk through a process, and that
4 process -- we actually go through this
5 process now annually that looks at the
6 condition of the building, the
7 performance of the building, the
8 utilization of the building to do an
9 assessment on do we have the -- do we
10 have space that is going unutilized in
11 buildings that are in disrepair, and then
12 those things would influence a further
13 conversation about how do we do something
14 else with that building.

15 The way we've been addressing
16 this in the past is really through a
17 series of co-locating programs so that we
18 are increasing the utilization at some of
19 the buildings, but as we move forward, we
20 are considering ---

21 COUNCILWOMAN SANCHEZ: Let me
22 strongly recommend -- Councilman Kenney
23 at that time, Councilman Kenney and I
24 were part of a City task force, and we
25 looked at every City facility and visited

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 too many of them. Putting some sort of
3 task force that involves the
4 Administration and Council and other
5 folks to really look at a master plan,
6 because I know you have a matrix now for
7 what the capital needs are, right? But
8 it's sort of like, again, if you have
9 those core values, everybody is entitled
10 to a K and 8 school, walking distance, if
11 we have core values that we can't have
12 these 3,800 comprehensive high schools,
13 right? So how do you get to that point I
14 think will be a beneficial exercise.
15 Because I do think we're going to be
16 looking at closures in the future, and I
17 don't want to experience what we've
18 experienced in the past about how we do
19 that. So whatever process, that that
20 begins now, so that as we move from an
21 interim School Board to the permanent
22 School Board after our Charter change I
23 think would be beneficial.
24 I do want to talk about
25 facilities at this -- we go through this

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 every single year around access to school
3 buildings, not only for Parks and Rec but
4 for community utilization. And I know
5 Kathryn has been meeting with the School
6 District, but I was really disappointed
7 in the limited access by districts like
8 mine to facilities, particularly new
9 buildings, right? The fact that my
10 community schools are not open as part of
11 the concept is problematic. And I know
12 there was a financial reason behind that,
13 but how can we improve that? I mean,
14 schools were looked at as community
15 anchors before the definition of
16 community schools, but there was not
17 equity in the utilization of school
18 amenities for weekends and evenings
19 across the City. And in fact, if I
20 shared the numbers with you -- when we
21 went through the exercise with Parks and
22 Rec, it was quite troubling.

23 DR. HITE: And would love to
24 hear more information about those
25 specific schools, Councilwoman, because I

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 thought we resolved this issue.

3 COUNCILWOMAN SANCHEZ: We
4 resolved the financial, but the issue,
5 again, it's a negotiating. Kathryn has
6 been wonderful about accommodating my
7 additional request, but that's just a
8 perfect example of inequity, right?
9 Because those people who know to ask, ask
10 and get. And for communities who fight
11 for new buildings and have these
12 beautiful anchors that they don't have
13 access to, I just think as we're looking
14 at funding and needs, that those
15 buildings -- in some cases that school
16 building is the anchor in that entire
17 community and it shouldn't be based on a
18 financial agreement that we worked on
19 between Council and you. It really
20 should be based on community needs and
21 the ability -- because what comes first,
22 the building becomes open or we bring
23 programs to the community? And I think
24 identifying those gaps and saying this
25 school is going to be open because we

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 have a community need, and then looking
3 for those stakeholders and those
4 partnerships will happen.

5 DR. HITE: Yes.

6 COUNCILWOMAN SANCHEZ: So I
7 think it's hugely important.

8 And since I still have time, I
9 might get through all of my stuff.
10 Support services. Oh, before -- as it
11 relates to the facilities piece -- no.
12 I'll have an offline conversation around
13 that.

14 As it relates to support
15 services, many of you know that I have
16 been really looking at, and thanks to
17 Councilwoman Bass and her committee, the
18 CBH and school-based services. I was
19 pleased to know that you were now on the
20 Board of CBH.

21 What have been the improvements
22 from our discussion last year -- and I
23 don't know if Karyn Lynch wants to come
24 up -- around the ability -- this
25 continues to be an issue. I know when

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 I'm in a school with the Mayor, he is as
3 frustrated as I am, the inability for us
4 to get to a place where principals and
5 teachers could select providers and
6 intervention strategies for children
7 receiving these types of services. What
8 improvements have we done?

9 (Witness approached witness
10 table.)

11 MS. LYNCH: Good afternoon.
12 For the record, I'm Karyn Lynch, Chief of
13 Student Support Services with the School
14 District of Philadelphia.

15 Councilwoman, could you
16 please --

17 COUNCILWOMAN SANCHEZ: So last
18 year we talked about whether principals
19 and teachers really did have a say on
20 selection of providers, particularly
21 behavioral health and intervention
22 providers in their school base, and I
23 know that there have been some
24 improvements and people tell me, well,
25 people are talking to each other. That

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 to me is not enough. What improvements
3 since the last time I asked you -- and,
4 as I mentioned, Hite is now on the Board,
5 so I'm expecting him to hold his Board
6 members accountable. What have been the
7 improvements and how far do we have to go
8 since this is such a frustrating issue,
9 particularly around trauma-informed
10 interventions for children?

11 MS. LYNCH: So thank you for
12 the opportunity and thank you for
13 repeating the question for me.

14 In the last year, there has
15 been some great progress. Principals in
16 the 22 schools that are receiving the new
17 model of behavioral health have been
18 actively involved in the selection of the
19 clinical coordinators that are coming to
20 their schools.

21 COUNCILWOMAN SANCHEZ: So this
22 is the 40 social workers?

23 MS. LYNCH: This is the 22
24 clinical social workers and the three
25 additional positions that CBH has

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 committed to funding over the --

3 COUNCILWOMAN SANCHEZ: I'm sure
4 Councilwoman Gym is going to ask you
5 about that. I'm talking about in general
6 providers and intervention strategies.

7 MS. LYNCH: So you're talking
8 about the STS providers that are existing
9 within the schools, and to my knowledge,
10 there has not been a new STS provider
11 identified to go into schools. When
12 providers have left -- and, in fact, the
13 model that we're talking about, the STEP,
14 is the replacement model for the STS.
15 When STS providers are not in schools,
16 which is also what you're talking about,
17 and there is what they call BHRS
18 services, principals this year have been
19 slightly more involved in identifying the
20 providers that will come into their
21 buildings. The way that the regulations
22 can be interpreted is that it's parental
23 choice. So you could have four, five,
24 six providers within the building at a
25 single time, and that becomes somewhat

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 unwieldy. So what principals really
3 choose to do is to really sort of focus
4 on one particular provider, and we have
5 been helping them through that process
6 this year of making certain --

7 COUNCILWOMAN SANCHEZ: So I'm
8 going to be looking towards, again, as we
9 unravel this CBH, I'm really going to be
10 looking for a report card around who are
11 good providers and who are not, right?
12 And this issue -- because I think it's
13 hugely important. And I say this as
14 someone who sees all the challenges in
15 the big system, but the services in
16 particular for children is even more
17 important, right? And so this has been
18 slow. We've been having this
19 conversation five or six years and I'm
20 not seeing enough. So we may want to
21 have to do a conversation just on that,
22 because I don't -- I was at Teach Plus
23 the other day with some of the great
24 teachers that are spending the time in
25 the program and just really frustrated

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that you have energetic teachers who are
3 trying to get their tools, but have no
4 ability to kind of influence that in
5 their classroom.

6 So thank you, Madam Chair.
7 COUNCILWOMAN BROWN: You're
8 welcome.

9 We're still on the first round
10 of questions. Following me will be
11 Councilman Domb also on the first round.

12 Briefly update us on where we
13 are with suspensions -- Councilman Domb,
14 then Councilwoman Bass, right, according
15 to this. Just according to the record.

16 We learned from our April
17 hearing that suspensions -- and we know
18 what the facts are -- are more frequently
19 revealed with students of color, African
20 American boys, and children with special
21 needs. So give us an update on where you
22 are with that. Do you monitor how
23 schools are engaging and/or overusing
24 suspensions? A summary on where you are
25 with that issue.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 DR. HITE: Yeah. Thank you.

3 We have now -- and I think I was sharing
4 this earlier. Someone had asked the
5 question, Councilwoman. We have now a
6 way to in our student information
7 system -- well, we have a dashboard, and
8 it allows us to collect information from
9 all of our schools. One of the metrics
10 is a whole metric around
11 disproportionality in terms of who is
12 being suspended, who are in those
13 categories, from what schools, do we see
14 more of children in those categories
15 suspended, and then how do we get the
16 supports to the schools, the staff, and
17 to the children in order to address that.

18 I don't have the numbers in
19 front of me specifically about the work
20 that -- the data as a result of that. We
21 can get you that, but we actually have
22 been actively reviewing and analyzing
23 those data now, and we can get those data
24 literally by the day in terms of who is
25 being suspended from schools and what

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 categories and what categories of
3 children are falling -- I mean, are being
4 suspended from schools. And then that
5 information then informs us of things
6 that we have to do with respect to
7 development in some cases, climate
8 support or management support to those
9 schools and support to the family just
10 from the previous questions.

11 COUNCILWOMAN BROWN: Yes. So I
12 won't punctuate the concerns raised by
13 Councilwoman Sanchez, because that
14 happens at every School District hearing
15 where we are curious to know if there's
16 been some improvement in the relationship
17 with DHS, CBH, and the School District.

18 When you submit that data, if
19 you would break it down by councilmanic
20 district, because I find that District
21 Councilmembers are always curious to know
22 where their schools fall around a
23 particular metric. So that would be
24 very, very helpful.

25 DR. HITE: Sure.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILWOMAN BROWN: Councilman

3 Domb.

4 COUNCILMAN DOMB: Thank you,

5 Madam Chairwoman.

6 Good afternoon.

7 DR. HITE: Good afternoon.

8 COUNCILMAN DOMB: I have a

9 couple questions. I just want to make
10 sure I understand what your ask is of the
11 City and, that is, that right now we're
12 going -- the School District doesn't go
13 negative until Fiscal Year '21? In
14 Fiscal Year '19 and '20 you don't need
15 any funding, but you do need it for '21?

16 MR. MONSON: So you're assuming
17 no -- just the assessment change?

18 COUNCILMAN DOMB: Right. Just
19 off the most recent numbers.

20 MR. MONSON: With just the
21 assessment change -- give me one second.
22 For certain next year we're not going
23 negative, and I don't have --

24 COUNCILMAN DOMB: I think
25 someone mentioned earlier that '19 you

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 were okay, '20 you'd be just about break
3 even, and '21 you start to go negative.

4 MR. MONSON: Correct.

5 COUNCILMAN DOMB: So here's my
6 question, and maybe it's not for you, but
7 maybe it's the Administration. If we
8 have two more years of not going
9 negative, why are we dealing with this
10 now?

11 MR. MONSON: I mean, I'll still
12 answer it. For a couple reasons,
13 Councilman. Number one, it's in order to
14 properly plan and make the investments we
15 need to make in education, and we can't
16 do the investments -- we don't want to be
17 in a position of having to put money in
18 and then -- put investments in and then
19 take investments out. It's not fair. It
20 doesn't allow the investments to take
21 hold and really have the changes.

22 In addition -- and fiscal
23 stability allows us to do the proper
24 educational investments, and really our
25 goal is to get out of the structural

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 deficit that we've been in where our
3 revenues are not growing as fast as our
4 expenditures and to plan for long term,
5 to really be structurally sound. That's
6 the goal and that's what we're trying to
7 achieve with this.

8 And the other thing is, the
9 earlier we deal with it, the less the
10 pain, because then the gap is much
11 smaller and you're dealing with it
12 sooner. If you wait too long, the gap is
13 that much larger. It becomes more
14 emergent and becomes a much more drastic
15 fix.

16 COUNCILMAN DOMB: And here's my
17 other question, because I'm not sold on
18 that yet, but the reserves the School
19 District has, did I hear earlier they're
20 about 5 percent is your reserves?

21 MR. MONSON: You're talking
22 about the year-end fund balance?

23 COUNCILMAN DOMB: Yes.

24 MR. MONSON: So year-end fund
25 balance, which is not reserves, we're not

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 at 5 percent. We're just below 5
3 percent. But for perspective, that's
4 about two and a half weeks operating for
5 us. So, I mean, we're good for one
6 payroll in case of an emergency. I mean,
7 that's really what it comes down to.

8 COUNCILMAN DOMB: It's better
9 than the City, though.

10 MR. MONSON: It depends on the
11 year.

12 COUNCILMAN DOMB: I don't think
13 our reserves in the City are 4 percent.

14 MR. MONSON: I have not looked
15 at the City's Five Year Plan, so...

16 COUNCILMAN DOMB: Okay. Here's
17 another question I wanted to ask. How
18 many bank accounts does the School
19 District have in general?

20 MR. MONSON: You mean with how
21 many different banks or how many total
22 accounts?

23 COUNCILMAN DOMB: Accounts.
24 Ball park.

25 MR. MONSON: Probably over 250,

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 because every individual school has a
3 student account. So that's 220-plus
4 right there.

5 COUNCILMAN DOMB: Are all those
6 accounts reconciled to date?

7 MR. MONSON: We reconcile all
8 of our accounts on a monthly basis.

9 COUNCILMAN DOMB: So sitting
10 here today, you can just tell us that
11 every account you have is reconciled
12 within 30 days?

13 MR. MONSON: Yes.

14 COUNCILMAN DOMB: And are there
15 any outstanding issues?

16 MR. MONSON: None that go
17 beyond those 30 days. We find an issue,
18 whether it's reconciling with the City
19 because they're our tax collector,
20 reconciling with any of the various
21 banks, we look at it, review it, and
22 they're resolved within 30 days, yes.

23 COUNCILMAN DOMB: Because I
24 will say my concern, which I voiced
25 pretty openly, is that our city has not

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 reconciled several accounts for seven
3 years, some for three or four years, and
4 we had 33.3 million not accounted for.
5 Now we're down to 26. And I said
6 yesterday that I'm not in a position to
7 vote for any tax increase until our books
8 are reconciled. So that's just my
9 personal opinion, not my colleagues', but
10 I don't see how we ask taxpayers of the
11 City to put forth more money when we
12 haven't managed their money they paid us
13 efficiently. I just don't see it.

14 Let me ask another question
15 on -- by the way, I'm a big supporter of
16 schools. You guys know that. I love
17 education.

18 DR. HITE: And our books are
19 reconciled, Councilman. I just wanted to
20 make that point again.

21 COUNCILMAN DOMB: I will say
22 this too: I think all of you are doing a
23 good job and I'm thankful that you're
24 here and I'd be devastated if you weren't
25 here. So I think you're doing a really

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 good job.

3 Some of my pet peeves are --
4 and I saw this actually in your
5 information. We raised our high school
6 graduation rates. We're now at, I think,
7 66 or 67 percent?

8 DR. HITE: 67, yes.

9 COUNCILMAN DOMB: And I know
10 your goal with this investment over the
11 next five years is to get to 80 percent.

12 DR. HITE: That's correct.

13 COUNCILMAN DOMB: Do you think
14 it's a realistic goal?

15 DR. HITE: Yes, we do. I do.

16 COUNCILMAN DOMB: Because part
17 of my thought process is, that is a great
18 goal to accomplish for the public school
19 system and charter schools of the City,
20 to get to 80 percent high school
21 graduation.

22 DR. HITE: Yeah. So at one
23 point we were at 52 percent.

24 COUNCILMAN DOMB: I know. In
25 '06, I think, wasn't it?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 DR. HITE: Yes. And we also --
3 last year's graduating class, if in fact
4 we only included in the data the children
5 who entered their high school and
6 graduated four years later, last year
7 would have been at 78 percent. But we
8 also include everyone else who is in a
9 high school program anywhere. And so
10 that's why that number -- all of our
11 alternative schools, our evening schools,
12 children who have come back who had left
13 schools or became disconnected. So when
14 we count all of those children, all of
15 those individual students, it's 67
16 percent.

17 COUNCILMAN DOMB: Okay. And so
18 my next question on metrics -- graduation
19 rates, that's great to get to 80 percent,
20 I think that's great, in five years. The
21 other question, do you keep metrics on
22 our graduates, how many go on to college?

23 DR. HITE: We do, yes.

24 COUNCILMAN DOMB: What's the
25 number today and what's the goal after

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 our investment of this money?

3 DR. HITE: I don't have that.

4 I can get that number for you, but we do

5 keep the children who have been -- we

6 keep who plans to go off to college and

7 then we try to -- then we also maintain

8 the first fall matriculation for

9 students, but those are generally

10 students in schools in Pennsylvania,

11 because we can't -- it's harder to do --

12 COUNCILMAN DOMB: Do you have

13 any idea, though, of the graduating class

14 this year what percentage will go on to

15 college?

16 DR. HITE: I don't have that

17 number. We had 8,000 last week at the

18 college signing day, but it is -- I'll

19 get that number for you.

20 COUNCILMAN DOMB: Do we keep

21 any kind of data on kids that don't go on

22 to college but go into employment, what

23 the income range is for those young

24 adults graduating high school, what the

25 income ranges are?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 DR. HITE: I do have some
3 numbers for you.

4 COUNCILMAN DOMB: I'm looking
5 for two numbers. One is going to college
6 and, two, those who don't go to college,
7 the job they achieve, any kind of average
8 income of those jobs, because I'm just
9 curious to see how we're getting people
10 jobs in the City.

11 DR. HITE: So last year's
12 graduating class we had graduates who
13 were matriculated into college that
14 following fall were 56 percent, and then
15 of that 56 percent, 89 percent of them
16 matriculated into in-state schools.

17 COUNCILMAN DOMB: Do you have
18 any numbers as to the 56 percent that
19 went on to college how many graduated?

20 DR. HITE: This was last year's
21 graduating class.

22 COUNCILMAN DOMB: High school,
23 though.

24 DR. HITE: High school
25 graduating class.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN DOMB: From prior
3 years, like from four years ago, kids who
4 graduated four years ago, how many of
5 them went to college and then got a
6 college degree?

7 DR. HITE: We can get that
8 information for you. I don't have it
9 today.

10 COUNCILMAN DOMB: So what I'm
11 looking for is all these types of metrics
12 to measure the progress of the school
13 system, because you're asking us to make
14 a worthwhile huge investment. I just
15 want to make sure that kids are getting
16 educated and have great careers.

17 On the CTE programs, I know you
18 have some great programs. We've been to
19 several of the schools. Are you
20 expanding those programs with other
21 schools? Because I know that, for
22 example, in Councilman Jones' district,
23 the CTE school there, they had like 40 or
24 50 adults in a welding class that get
25 great jobs when they graduate making

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 \$45,000, \$50,000 a year. Those are
3 good-paying jobs that I'd like to see
4 more people get.

5 DR. HITE: Yeah. So because
6 all CTE programs have to be approved by
7 PDE first, we have CTE-based high
8 schools, and you mentioned some of those,
9 but we also have in the 54 high schools,
10 32 of the 54 have CTE-based programs
11 within and we also have CTE programs
12 offered at the Juvenile Justice Center
13 and at Pennypack. And so in all total,
14 32 of the 54 high schools offer CTE
15 programs.

16 COUNCILMAN DOMB: Okay. I have
17 some more questions, but I'll come back
18 on the second round. Thank you very
19 much. Thank you.

20 Thank you, Madam Chairwoman.

21 COUNCILWOMAN BROWN: You're
22 welcome.

23 Councilwoman Bass.

24 COUNCILWOMAN BASS: Thank you,
25 Madam Chair.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Good afternoon.

3 DR. HITE: Good afternoon.

4 COUNCILWOMAN BASS: So just a
5 couple of things I wanted to say, and the
6 first is, I was thinking about Senator
7 Hughes when he was here earlier and he
8 talked about in another part of his
9 district, which is the suburban district,
10 about how they have the weather system,
11 they're training to be meteorologists.
12 And just in contrast, I was over at the
13 Logan Elementary School earlier today,
14 which has a great principal, great
15 foundation, community school, but still
16 very much struggling and in need of
17 assistance. And so I was there this
18 morning because Brittney Shipp, who is a
19 former meteorologist here for Channel 10
20 here in Philadelphia, she was talking
21 about her new book and it was career day
22 and just encouraging kids to think about
23 meteorology, and just the contrast
24 between what our suburban partners have
25 versus what we have and what we offer.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 And so as we talk about raising taxes,
3 raising assessments, there's just a lot
4 of questions in terms of how are we
5 making sure that we are competitive with
6 our suburban partners.

7 I do want to compliment the
8 District. I think the work that we've
9 done on early childhood education has
10 been significant, and I do think it will
11 pay off in time, but for right now I
12 think a lot of parents are still feeling
13 the concern in terms of what's happening
14 in their school and their neighborhood.
15 I hear it all the time, and folks want to
16 get in front of the issues that exist in
17 their neighborhood schools.

18 One of the things that our
19 office has done to try to address that
20 is, we're going to be hosting later this
21 month in what will be a continuing series
22 of community events around kindergarten
23 and transitioning through to the eight
24 district schools. So we'll be bringing
25 together pre-K providers, day cares and

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 the like, elementary schools, parents,
3 and School District personnel, and we're
4 going to raise awareness on the
5 importance of transition planning,
6 fostering a more collaborative
7 relationship and strengthening family
8 engagement throughout the process. Those
9 are our goals.

10 Also some of our other goals
11 would be, to make that happen, would be
12 that parents not register until the first
13 day of kindergarten. We want to stop
14 that and get folks to register early, get
15 your spots early. Also making sure they
16 have obtained the proper documentation
17 for school entry, such as medical
18 records. And I know that that's
19 something that is required, and pulling
20 all that together when you have a very
21 busy lifestyle, you have a child, more
22 than one maybe, and pulling all of your
23 documents together, it can be stressful,
24 it can be time-consuming. And so we want
25 to help, where possible, to make that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 happen sooner rather than later.

3 And also we want to work with
4 them on the lack of supportive services
5 for families, especially those with
6 special needs children, to make sure that
7 they are in queue for those services from
8 the School District, because we don't
9 want anybody to be left behind.

10 And as you are well aware,
11 successful transition practices are
12 related to improved academic achievement
13 and increased parent-initiated school
14 involvement during kindergarten, which
15 builds up our School District as a whole.

16 Our first meeting for this
17 group is going to be held May 30th at
18 Lovett Library, which is at the
19 intersection of Germantown and Sedgwick
20 Streets. More details are to come.
21 They're going to be, again, throughout
22 the entire Eighth District. And the
23 Office of Early Childhood Education will
24 be participating. So we're very, very
25 excited. They were incredibly helpful to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 my staff in terms of sharing information
3 and just excited about wanting to be
4 involved in the whole process.

5 And so I did want to give just
6 kudos to the District and thank you all
7 for working together with us on this
8 initiative, because it's very, very
9 important that we get our young folks off
10 to the right start from the very
11 beginning. So I just wanted to say that.

12 Also, I did have a number of
13 questions I wanted to go through today,
14 and I wanted to piggyback on Councilman
15 Domb's questions in terms of the
16 structural deficit, because there were a
17 couple of things that were said here
18 today that really left me a little bit
19 confused. And so, Mr. Monson, one of the
20 things you mentioned is that the plan
21 here was to eradicate our structural
22 deficit, and I don't understand how we do
23 that if we're not looking at charter
24 reimbursements. And also this looks like
25 a temporary eradication, if there is such

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 a thing. I think those words kind of
3 work against each other. So I don't
4 understand how we can eradicate a
5 structural deficit if we know good and
6 well that there's going to be a deficit
7 again in 2023. And so we're planning to
8 address a deficit now that's not going to
9 be happening now, and so it just leaves a
10 lot of questions, because folks feel that
11 let's deal with it when it comes. I
12 can't count what's in other people's
13 pockets, and I don't think that anyone
14 should. We want our schools to be good
15 and to be strong, but at the same time,
16 the deficit is a minute away and folks
17 are paying bills to keep their households
18 going right now.

19 And so a significant increase
20 in most of my district has seen -- or
21 I'll say large parts of my district have
22 seen very significant increases. I don't
23 know how we reconcile that with the fact
24 that we don't see the deficits coming for
25 a few years. And then even if we did

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 start now with the planned tax increases,
3 in 2023 we're right back to where we
4 started again. We're right back to the
5 same situation, correct?

6 MR. MONSON: We would actually
7 have -- if the entire package were
8 enacted, we would have a positive fund
9 balance in 2023 of \$100 million.

10 COUNCILWOMAN BASS: We would
11 have a positive? I thought I heard you
12 say that we would have --

13 MR. MONSON: That was the
14 scenario that Councilman Green asked me
15 if we did not -- if we did everything but
16 the property tax increase.

17 COUNCILWOMAN BASS: If we what?

18 MR. MONSON: If we did
19 everything in the package except the
20 property tax increase, then we would be
21 negative by 2021. So with the entire
22 package and the real issue with getting
23 to ending the structural deficit -- and
24 really the point of the structural
25 deficit is how fast expenditures are

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 growing relative to revenues. So we were
3 at a point where actually a year ago our
4 expenditures were growing almost twice as
5 fast as revenues, almost 4 percent to
6 about 2 percent. We've been doing some
7 work with the controlling expenditures
8 while still making investments, and
9 that's down at around 3.6 percent growth.
10 With the proposed package, it would bring
11 our average revenue growth to 3.2
12 percent, which is pretty close to
13 balanced. I mean, it's not perfect, but,
14 again, 2023 you're at \$100 million fund
15 balance and it's still twice your annual
16 operating deficit projected five years
17 from now. That's a pretty good place to
18 be. So to that piece.

19 The question -- you first asked
20 about charter reimbursement. There's no
21 question that -- and we continue to
22 advocate for at the state for some kind
23 of charter reimbursement formula. The
24 fastest growing part of our budget is
25 charter school expenditures. Two-thirds

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 of that growth is because of the way the
3 charter formula works. We are investing
4 more in our schools. We're getting rid
5 of split classes. We're adding teachers,
6 adding ELL teachers. All of those -- and
7 we spend more in the District-operated
8 schools. That translates into a higher
9 charter school rate. So actually
10 two-thirds of the growth is rate based,
11 not a matter of students moving from
12 District schools to charter schools. And
13 because we're investing more in our
14 schools over time, what we plan to do
15 over the five years, the charter growth
16 rate is above 7 percent. So that's far
17 and away the largest growth in the
18 budget. And because that's formulaic on
19 the state, I agree with you completely,
20 it begs the question of why we aren't
21 able to go back to getting a charter
22 reimbursement rate to help offset that
23 growth in an area we have no control over
24 in our expenditures.

25 COUNCILWOMAN BASS: Because I

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 don't know how we can sustain. I just
3 don't know with this plan how we can
4 sustain. And did we ask for a charter
5 reimbursement this year to the
6 Commonwealth?

7 MR. MONSON: I think it's an
8 ongoing discussion. I don't think it's
9 new this year. I think it's an issue we
10 bring every time -- every conversation we
11 have it's an issue. We're able to point
12 to the growth in the charter rate, and
13 it's -- I'm sorry.

14 COUNCILWOMAN BASS: No. I'm
15 sorry. I asked because I was at a
16 meeting and a state legislator said, you
17 know, what are y'all doing? Nobody asked
18 us.

19 I said, well, do we have to
20 ask? Don't you know? Don't you know
21 that we are lacking these funds?

22 But the bottom line was, there
23 was a statement made that there was no
24 request from the -- no formal request, I
25 should say. I'm not talking about

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 conversations, undocumented
3 conversations, but what I was told is
4 that there was not a formal request from
5 the District to the Commonwealth.

6 DR. HITE: So our requests are
7 the same requests that we have and have
8 made since we started the Five Year Plan,
9 Councilwoman, and it is all about trying
10 to make sure that we remain balanced over
11 a period of time. So charter school
12 reimbursements have been a conversation
13 that -- well, a request that I've made
14 every time I go to Harrisburg
15 irrespective of who I've talked to in
16 Harrisburg, whether it be members of our
17 delegation, the leadership in the
18 delegation or the Governor's Office.
19 We've been all requesting that.

20 I think one of the challenges
21 now is that now that they have a formula
22 and all new monies are run through that
23 formula, that has then complicated
24 matters in terms of additional requests,
25 because now all new monies run through

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 that said formula.

3 But I do think that, to your
4 point, one thing that I said earlier is
5 that what we're talking about in terms of
6 the investments in schools -- and you
7 described -- I think you said you were at
8 Logan. I'm sure you saw their weather
9 center -- well, their rain garden center.
10 That wasn't what Senator Hughes
11 described.

12 COUNCILWOMAN BASS: Not at all.

13 DR. HITE: But nonetheless that
14 was -- they have that because we had the
15 opportunity to redo that play space.

16 COUNCILWOMAN BASS: But that
17 begs the question, though. Because,
18 again, we're asking people to pay more,
19 to dig into their pockets and pay more.
20 And so as we make that comparison between
21 what Senator Hughes described and what I
22 saw the day at Logan Elementary and the
23 additional infusion of dollars, which is
24 very important -- we want our kids to
25 succeed. We want to put the money into

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 our District schools, but I guess my
3 question on this is how close are we
4 getting to some of our suburban
5 competitors? People leave the City of
6 Philadelphia unfortunately because as
7 they have two or three or four children
8 and the educational options are limited
9 unless you live in certain neighborhoods.
10 So how do we compete? Are we going to be
11 competing with the resources that are
12 going to be put into the District? Will
13 this make us competitive with the
14 Cheltenham, with the Radnor, with the
15 Lower Merion? How far are we off?

16 DR. HITE: Well, I mean, if
17 districts are spending 10,000 more
18 dollars per student than we are, I mean,
19 that's pretty significant revenue to make
20 up. However, I do think that as we work
21 to start to rebuild what we want our
22 children to experience, I think things
23 are important that have been put into
24 place. The fact now that -- I mean,
25 we're talking about being proud that all

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 of our schools have guidance counselors.

3 We should be taking that for granted.

4 We're proud that all schools have nurses.

5 We should be taking that for granted.

6 COUNCILWOMAN BASS: The basic.

7 DR. HITE: Right. And I do

8 think it's the reason why we are saying

9 these are the things we need in order to

10 actually implement these types of

11 programs and put these resources into

12 schools. And specifically the

13 investments that we're talking about for

14 this year would allow us to further

15 reduce class sizes by eliminating splits

16 in first and second grade. We can then

17 modernize more classrooms, another 150

18 classrooms from K to third grade. We can

19 expand CTE programming. We can hire more

20 bilingual counselor assistants. These

21 are all things that these investments

22 would allow us to do, but once we do

23 those things, in order to maintain those

24 things, that's the point that Uri was

25 talking about earlier in terms of

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 eliminating the structural deficit,
3 because with the structural deficit, it
4 doesn't allow us to sustain those things,
5 and that's the challenge that we have.

6 COUNCILWOMAN BASS: But we're
7 really not eliminating the structural
8 deficit. Well, I guess for two years.
9 We're temporarily eliminating it.

10 DR. HITE: Right. But I
11 remember for three years when I was
12 coming to this body, we were asking for
13 money just to open and money to remain
14 open and money to put into schools. So
15 we are at a different place, thanks to
16 the work that Council has done, the City
17 has done. We are in a different place.
18 We just want to be able to stay there in
19 this place as long as we can so that we
20 are not going back to what we've heard
21 described earlier today.

22 COUNCILWOMAN BASS: I don't
23 think that we want -- and I understand
24 and appreciate your point. We want to
25 stay here, but I think that as we're

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 asking folks to dig deeper into their
3 pockets and to come up with significant
4 amounts of money to cover the tax
5 increases, people want to see us go
6 higher, so much higher than where we are,
7 because I don't think that we would be
8 receiving the pushback that we are
9 receiving from our constituents if we --
10 if I was able to tell my constituents
11 that we are going to be on par with some
12 of these other neighboring districts,
13 then I think people would say, I'm all
14 in. I want to get them to that "I'm all
15 in" point. I look forward to working
16 with you on that. And I know my time is
17 up, so I'll come back around on my second
18 round. I have some additional questions.

19 DR. HITE: But my last point
20 is, on par means even larger investments,
21 and I think that's the point you're
22 making.

23 COUNCILWOMAN BASS: And what
24 gets us there, that's another question.
25 What gets us from where we are today to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 where they are right now, and let's have
3 that conversation. Let's have it now.

4 Thank you, Madam Chair.

5 COUNCILWOMAN BROWN: You're
6 welcome.

7 I want to do a follow-up on
8 Councilman Domb's important questions
9 regarding the college-going rate and
10 what's happening in that space and to
11 make the connection that you just
12 mentioned, Dr. Hite, and, that is, the
13 college-going rate increases when we have
14 guidance counselors. So the presence of
15 guidance counselors matter. And to also
16 say thank you publicly for the School
17 District of Philadelphia under your
18 leadership and Dr. Lynch back there, who
19 consistently are terrific partners in our
20 higher ed, college, pre-college
21 experience that we do at U Sciences.
22 That partnership works, and it should not
23 go unrecognized. So I want to thank you
24 for that.

25 We're going to now bounce the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 ball to Councilman Oh.

3 COUNCILMAN OH: Thank you,
4 Chairwoman. Thank you very much.

5 Sometimes -- and I don't
6 remember who said, but sometimes in these
7 discussions -- it might not have been
8 anybody in this current Administration,
9 but it has been said that we're agnostic
10 to where the money comes from, city,
11 state, federal, as long as we get the
12 money. I don't know that I can attribute
13 it to this Administration. It might have
14 been some others. But the end point is
15 that the School District says, listen, we
16 need a certain amount of money, wherever
17 it may come from, and that often comes up
18 when we talk about how much is the state
19 contributing. If the City gives more,
20 does the state give less. And I want to
21 bring that up because I think it's really
22 critical to me that the School District
23 is now going to be governed by the City,
24 the citizens of the City, and we're the
25 people that have the most interest, our

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 kids go to the school, things like that.

3 The students from Philadelphia,
4 their parents are the ones who work in
5 the City, and they typically want their
6 kids to graduate and then be able to get
7 a job in the City. The median household
8 income in Philadelphia has reduced. It's
9 now \$39,770. And it comes as a shock to
10 many Philadelphians who are goodhearted,
11 good-minded people who earn over \$100,000
12 that the median household income in the
13 City is \$39,000. That's not a lot for
14 people to live on. And so I think the
15 idea of having a wish list of what the
16 school could do versus how much people
17 can afford means that there has to be a
18 priority of what is the most important
19 thing, what is the most impactful thing
20 that the school can do to deliver
21 good-quality education in an impactful
22 way across all neighborhoods of
23 Philadelphia.

24 When I look at what the City
25 has done, in 2009 up until 2011, the City

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 of Philadelphia contributed \$38 million,
3 up to \$38,600,000 from the General Fund
4 to the School District of Philadelphia,
5 and it has increased by \$65 million,
6 \$65,858,000, almost \$66 million increase
7 by the time we get to 2018. So from \$38
8 million contribution from the General
9 Fund, it's going to \$66 million this
10 year, but next year it goes up to \$176
11 million. And for every dollar of the
12 General Fund that we give to the schools
13 that the state doesn't give, it's less
14 roads, less clean neighborhoods, less
15 public safety, less social services, less
16 after-school programs that are run
17 independent, a lot of things that aren't
18 there. My concern, as has been mentioned
19 by others as well, is that if we increase
20 the taxes as we are in the City upon
21 people who can't really bear the cost of
22 them, knowing that we're going to come
23 back to them in a few years for more
24 money for the schools, what is the most
25 important thing for the school to focus

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 on to provide better education in the
3 classroom? If you can't get everything
4 that you want here, what is it that you
5 need to do in order to produce better
6 students?

7 DR. HITE: Part of what we do
8 now, Councilman Oh, is prioritizing so
9 that we can make targeted investments on
10 things that are critically important for
11 schools. So it's been in context of what
12 we were facing in respective years. So
13 one year the priority was to restore
14 services that we had moved out of
15 schools. And so one year it was getting
16 a nurse in every school and a counselor
17 in every school. That became the
18 priority.

19 We have prioritized around
20 essentially early literacy, teaching
21 children to read, particularly in the
22 early grades. We have prioritized around
23 ninth grade, and the ninth grade is to --
24 the reason we are prioritizing third
25 grade, getting children to read by the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 time they're in the third grade, because
3 they are four times more likely to
4 graduate on time if they're reading on
5 grade level at the end of third grade.
6 And we know that the top indicator for a
7 child moving through high school in four
8 years is how well they do as a ninth
9 grader, do they have the right credits,
10 are they successful in those credits, and
11 do they attend school.

12 And so we prioritize now based
13 on those two places. Those are also our
14 two anchor goals in terms of the two most
15 important things that we've worked on.

16 We've also prioritized
17 staffing, and we continue to prioritize
18 climate and culture around not just the
19 environments in schools but training
20 school staff and providing supports to
21 students who need additional supports
22 because they've been exposed to trauma or
23 that there are other issues that families
24 with children are facing.

25 So those are the things that --

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 so our budget is based on a set of
3 priorities now that says with these
4 investments, this is how we would
5 prioritize these investments in order to
6 ensure that we can continue the movement
7 that we've made so far.

8 COUNCILMAN OH: In terms of,
9 let's say, an effort, what happens to the
10 idea -- I'm not saying it's a good idea,
11 bad idea, but what happens to the idea
12 that if you go into the poorest
13 performing neighborhoods that have the
14 most lack of resources, that have the
15 most dangerous conditions back at home,
16 that has lack of technology in a home,
17 and you put more programs, longer school
18 days, more resources, more services in
19 those schools, what happens with that
20 idea, a greater investment for the lack
21 of what's at home or in the community,
22 putting more into those schools that
23 typically have had a lack of investment
24 in the first place, so they would require
25 a large investment?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 DR. HITE: Yeah. I mean, what
3 we have done and I would say it's -- I
4 would say based on the challenges that
5 individuals are facing in those homes, we
6 see that as some of the work that we're
7 doing particularly around a turnaround
8 strategy, and those are investments that
9 go to our lowest performing schools, and
10 what we found then on our accountability
11 framework is that the greatest percentage
12 of growth happened in those schools where
13 we made those investments. So those
14 investments included things like
15 technology, teacher training,
16 instructional materials. They do come in
17 and they have before- and after-care
18 programs. And so all of those
19 investments are responsive to the needs
20 of those children, but what we have found
21 is that of all of the networks that we
22 have in the District, the turnaround
23 network where we made the most
24 investments based on the things you
25 described, we saw the greatest growth.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN OH: All right.

3 Thank you very much.

4 Thank you.

5 COUNCIL PRESIDENT CLARKE:

6 Thank you, Councilman.

7 The Chair recognizes

8 Councilwoman Gym.

9 COUNCILWOMAN GYM: Thank you
10 very much, Council President.

11 Just really quickly for
12 clarity, I think it was important to note
13 that we don't actually have to wonder
14 about the differences around school
15 funding because the fair funding study
16 that's been done by the state has very
17 clearly delineated out the kinds of
18 differences about what it is between us
19 and Lower Merion and Radnor in great
20 detail, including the fact that Lower
21 Merion spends more than double than we do
22 currently. They're at almost \$30,000 per
23 child every single year and compared to
24 the 14,800 that Philadelphia roughly
25 spends. So it's not a per-pupil ratio.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 The difference between those two schools,
3 if extrapolated out per year, would be \$3
4 billion every single year. So that gap
5 is phenomenal. It is the definition of
6 why this is a massive civil rights
7 violation in our state. It's why the
8 funding formula issued by the state is,
9 in my opinion, unconstitutional, illegal,
10 and racist, and it is the defining nature
11 of what is facing us today.

12 So given that, I think this
13 body has been challenged constantly about
14 what we're going to do, and one response
15 was was that we left it behind in 2013
16 when the state took out another \$300
17 million out of Philly public schools. We
18 did what we could, but we couldn't make
19 up or didn't make up for that deficit,
20 and our schools tanked. We closed 24
21 public schools. We lost 4,000 staff.
22 Kids died in schools without school
23 nurses. We're still dealing with a lot
24 of the issues.

25 And so I don't think that we

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 are going to get to the state or should
3 make promises about getting to the point
4 of a Lower Merion or a Radnor or doing
5 more with less. I think we've got a lot
6 of questions on the table, and it's fair
7 for us to demand more and to drive the
8 central understanding that this is a
9 constant civil rights violation that is
10 going on every single day in our state,
11 in our classrooms, to our children, and
12 we should keep that on and then still try
13 to do more.

14 And, again, I wanted to go back
15 to my first round of questions about the
16 teacher vacancies issues. Effectively
17 this message about one of the hallmarks
18 of not having this kind of ability to
19 bring teachers in or to see massive
20 turnover or to deal with substitutes is
21 that I deal with parents every day who
22 are frustrated that their children attend
23 classes with substitutes, that they
24 aren't getting a fair shot at an algebra
25 class or they're being tested in some of

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 these areas, and one of the questions is
3 like what can I tell these parents who
4 are talking and looking at maybe that the
5 class is being filled with a substitute,
6 but we need to know that they're being
7 certified in their area, that there's
8 strong teaching going on, are there any
9 supplemental resources available to those
10 students who have recurring subs all the
11 time.

12 DR. HITE: Yeah, and I think
13 that is important. Councilwoman Gym,
14 thanks for the question and thanks for
15 the comments you made earlier. So I
16 think one thing that's really important
17 is to once again acknowledge that while
18 we have -- we're filling 98.5 percent of
19 the jobs that we have in the District,
20 and with almost 18,000 employees, we do
21 see individuals who throughout the year
22 come and go. And since the beginning of
23 the year, we've hired -- we've actually
24 had 138 vacancies that have occurred
25 since September 1st. And so this does

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 create a problem for us, but out of the
3 44 -- the 140 vacancies that I talked
4 about earlier, only 26 of those current
5 vacancies have been open since the
6 beginning of the school year. So we had
7 26 vacancies, but even those are being
8 filled with adults who are substitute
9 teachers, in some cases long-term subs,
10 but not in all cases are certified in
11 that area.

12 However, I do want to say
13 working forward, we have increased the
14 number of -- we actually now have a
15 residency program that we work -- that
16 we're working with to actually develop
17 and build teachers that are already
18 working in some of our schools who are
19 not certified. We are also targeting
20 recruitment, not just at the job fairs
21 that I talked about but at colleges and
22 universities, particularly at
23 historically black colleges and
24 universities. We partnered with the
25 local group Black Male Educators for

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Social Justice, who continue recruitment
3 and retention, and we've created like
4 teacher apprenticeship programs as well.

5 And so part of this is also to
6 try to think about unique ways now to
7 solve this problem in the future with
8 students who may be sitting in their
9 classrooms right now and how do we
10 provide supports so that we can send
11 those children off to college with a
12 commitment to come back and teach here in
13 Philadelphia, and that in and of itself
14 then helps us to sustain more of a stable
15 workforce than we already have.

16 But I want to add a point I
17 started with, is that we're in a much
18 better position this year than we've been
19 in previous years with respect to the
20 number of vacancies that have occurred
21 from the start of the year to this point
22 in the year. However, we know we still
23 have work to do, and as I indicated
24 earlier, one of the things we're going to
25 do this year that we haven't done in the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 past is target more hires, people that we
3 hire as teachers, to the schools that
4 have traditionally seen lots of
5 individuals come and go. We know who
6 those schools are, and instead of just
7 hiring more people and just having them
8 go out to schools, but sending four more
9 people to school X because over the past
10 three years, school X has lost a number
11 of teachers during the school year.

12 COUNCILWOMAN GYM: Okay. Last
13 year we held a hearing on teacher
14 diversity. This is a very important
15 issue I think for our students, for our
16 young people. I came in on a diversity
17 program into the teaching for the School
18 District of Philadelphia when I came in
19 as an educator in 1993 or 4. And so
20 there are new positions within the Talent
21 Office. I think there are 30 new
22 positions within the Talent Office, but I
23 am concerned because the hiring around
24 black teachers in particular was 17
25 percent I think for this year. It's 5

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 percent Latin and 2 percent Asian, and
3 those numbers are a concern for us.

4 So I heard you say that there's
5 starting to become a relationship with
6 groups like Black Male Educators and some
7 of the HBCUs, but could you speak a
8 little bit more specifically, like are
9 some of the folks that are being hired of
10 the 30 new positions in the office of --
11 in the Talent Office, are those folks
12 multilingual, people of color, are they
13 purposely looking to diversify, are they
14 planning -- are they behind initiatives
15 to recruit minority teachers of color and
16 multilingual employees within the
17 District?

18 DR. HITE: Yeah. So the reason
19 we started the residency program was to
20 actually get at more diversity in
21 teachers of color, and then we're also
22 working with quite a few partners,
23 including our local higher eds, in some
24 of the residency-based programs that I
25 talked about, and what we're finding is

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 we're targeting those residency programs
3 that actually are sending us more diverse
4 candidates.

5 And I want to also add,
6 though -- this goes back to my earlier
7 point in terms of if there's a 60 percent
8 reduction in individuals who graduated
9 from colleges and universities, that does
10 present a problem for us. We're
11 targeting all of the HBCUs, not just a
12 few, not just those in Pennsylvania, but
13 there is an alarming thing that's
14 happening in schools of higher ed. So
15 last year schools in Pennsylvania
16 produced ten black males with teacher
17 certifications, ten, across the whole
18 Commonwealth. And so we have to actually
19 now begin creating a pipeline to some of
20 these schools, and I think that that goes
21 back to a point you made earlier about
22 these inequities that follow children
23 from grade school all the way into
24 college and into workforce opportunities.

25 And so I think there are a lot

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 of things that we can do to get more
3 children into these programs, but we can
4 also do more to keep individuals who are
5 in one of these diverse categories
6 employed in our system.

7 COUNCILWOMAN GYM: For clarity,
8 are any of the new positions within the
9 Talent Office strategically speaking to
10 the need to recruit minority teachers of
11 color, multilingual employees? And more
12 than just targeting HBCUs, do we have an
13 established formal relationship with any
14 of them? Obviously our former CFO is now
15 at Howard, for example, and do we have a
16 much more formalized relationship with
17 that university that can help build in
18 that pipeline even if they're not ready
19 to graduate with a specific teacher cert
20 or a special degree in education?

21 DR. HITE: Yes. We have a
22 group in HR who are specific -- their
23 specific responsibilities are minority
24 recruiting, and that's the specific
25 responsibility, and those are the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 individuals who have also made these --
3 created these partnerships with the
4 HBCUs. I don't know to the extent of how
5 formal these partnerships are, but some
6 of the black males that we hired last
7 year were from Howard University. Some
8 attended our schools and went off to
9 Howard and then we got them to come here
10 instead of going to DC and other places.

11 But we are finding that we're
12 getting more and more individuals there.
13 We're also in the midst of a pretty
14 significant recruitment campaign that is
15 talking about the virtues of Philadelphia
16 as we talk to young individuals who are
17 in the teaching profession.

18 But, yes, we have partnerships.
19 I don't know how formal those agreements
20 are where children are actually coming
21 into, but our residency and
22 apprenticeship programs are designed for
23 minorities and for the recruitment of
24 minorities, and what we have found is
25 they've been very successful in producing

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 more minority teachers for us.

3 COUNCILWOMAN GYM: I'll come
4 back around.

5 Thank you, Council President.

6 COUNCIL PRESIDENT CLARKE: Are
7 you good, Councilwoman?

8 COUNCILWOMAN GYM: I'll just do
9 my next round.

10 COUNCIL PRESIDENT CLARKE:

11 Thank you. Thank you, Councilwoman.

12 The Chair recognizes Councilman
13 Green.

14 COUNCILMAN GREEN: Thank you,
15 Council President.

16 I just want to make sure I
17 understand some things that were
18 clarified on the record. So my
19 understanding is that for FY20, with all
20 of the other measures, including
21 assessments and no real estate tax
22 increase, we're looking at a \$68 million
23 fund balance for FY20, not FY21?

24 MR. MONSON: Correct. Right
25 around 70 million, yes.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN GREEN: All right.

3 And so just some other questions I had.
4 Something that you're going to get back
5 to me regarding Catapult. Now, in
6 reference to -- and I think it may have
7 been Councilman Jones or, Dr. Hite, you
8 talked this early on in reference to the
9 physical environment of our schools. As
10 you know, I've been working with the
11 Philadelphia Healthy School Initiative.
12 So I guess some of my questions is that
13 as part of your documentation, you have
14 an Action Plan 3.0, and so the question
15 is, is some of the environmental issues
16 and perspectives going to be part of that
17 plan going forward as one of the anchor
18 goals?

19 DR. HITE: Yes. It's part of
20 our operational plan. So in Action Plan
21 3.0, it speaks to operations and supports
22 to schools. That's a whole -- that whole
23 area is how we support schools. And so,
24 yes, that's one of -- I mean, just as
25 finance would be a support to schools.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 But operations is a critically important
3 area. In fact, operations did a
4 strategic plan that mirrors our Action
5 Plan so that we are able to provide the
6 children with the types of environments
7 that we want them to see.

8 COUNCILMAN GREEN: Earlier we
9 talked a little bit about capital
10 offerings, and I think Mr. Monson said
11 about a month ago the School District
12 issued some debt, and my understanding is
13 those dollars are going to be used for
14 capital improvements in the schools and
15 that you'll be going to market every
16 other year, \$250, \$275 million. I guess
17 one of my questions is that how are you
18 prioritizing those dollars? In past
19 hearings we talked about a master plan
20 for the School District. I know there's
21 a facilities initiative that you have,
22 the facilities -- I'm trying to look at
23 my notes here from last year. A Facility
24 Condition Assessment, and you're going to
25 use that document in order to come up

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 with a master plan. My question is, how
3 are you prioritizing this capital
4 spending and are you actually going to do
5 a master plan going forward like other
6 school districts have done around the
7 country?

8 DR. HITE: Yeah. So I'm going
9 to call Danielle Floyd up, because her
10 work is to prioritize that. As you
11 indicated, Councilman Green, the
12 Facilities Condition Index is one part of
13 how we prioritize those. We also have
14 facilities with significant needs that
15 also have to become a part. Something
16 that's immediate, like if in fact we have
17 a problem with a boiler or boiler
18 explodes, then we have to fix those
19 things or if we have a roof that is caved
20 in, we actually have to -- that becomes
21 something that escalates on that
22 priority, although it may not be a part
23 of that Facility Condition Index. And so
24 we prioritize based on a set of factors,
25 and I'll have Danielle work through what

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 those are.

3 (Witness approached witness
4 table.)

5 MS. FLOYD: Good afternoon.

6 Danielle Floyd, Chief Operations Officer.

7 To build on what Dr. Hite said,
8 so the foundation of our capital work is
9 the Facility Condition Assessment report
10 that was shared. There's three areas.
11 One is around lifecycle replacements.
12 And so we use the baseline of the FCA and
13 then we also look at the number of work
14 orders that we spend and the number of
15 hours in each one of those schools to
16 identify and prioritize where our dollars
17 need to be spent. So that's one area in
18 terms of the capital budget, our
19 lifecycle replacements, roofs, windows,
20 boilers, chillers, et cetera.

21 There's another set of
22 investments that we look at as it relates
23 to schools that have been expanding in
24 enrollment, and looking at a set of
25 criteria, enrollment history, projected

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 future enrollment, building condition,
3 space in available schools to identify a
4 set of investments that we need to make
5 to right-size schools with growing
6 populations or projected expanded
7 populations.

8 And then we have a set of
9 buildings that we had shared with you
10 also as part of the Condition Assessment
11 that are in desperate need of repair
12 because their Facility Condition Index
13 score has scored extremely high. And so
14 we put those schools into a category as
15 well, looking at academic performance,
16 utilization, historic enrollment,
17 projected enrollment to prioritize the
18 set of investments around facilities that
19 would be part of a major renovation or
20 new construction program. So those are
21 the three elements of the capital
22 program.

23 To answer your second question
24 in terms of long-range planning, we are
25 doing two things this year. One is,

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 we -- one of the things that was
3 recommended as part of the Condition
4 Assessment was that they needed to be
5 ongoing, that the data could not be
6 static. So we did this work in 2015.
7 We've set aside money in the capital
8 budget to do a refresh of the Condition
9 Assessment so that our information stays
10 current and we're prioritizing based on
11 those needs. And we've also set aside
12 money to do a demographic study, because
13 if we're going to look at where we're
14 going to be making investments, we need
15 to know where students are right now, but
16 we also need to know where we're going to
17 be over the next five to ten years. So
18 that information, combined with -- our
19 facility information combined with our
20 enrollment information will allow us to
21 put together a multi-year plan in terms
22 of where investments need to happen.

23 The last thing I will say is
24 that we identify multiple years of
25 projects within the capital budget every

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 year. And so when you look at the
3 capital budget, it includes not only
4 investments from previous years, we've
5 identified investments for the next two
6 to three years. But as Dr. Hite
7 mentioned, conditions do change and we do
8 need to respond to issues that occur in
9 schools and often need to swap out those
10 projects.

11 COUNCILMAN GREEN: So thank you
12 for that additional information. My
13 concern is that the FCA, or Facilities
14 Condition Assessment, was done in 2015.
15 I'm glad to hear that you're providing
16 dollars to update that, but to me that's
17 just like from a financial perspective a
18 balance sheet, which is a snapshot of
19 where you are at a certain time. That
20 doesn't give you a roadmap of how you
21 plan to spend the money over a period of
22 time like we do with PICA with the Five
23 Year Plan. And I guess my question is,
24 there seems to be somewhat of a
25 reluctance of doing a master plan going

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 forward in reference to we've done an
3 FCA. We understand we've done an
4 assessment of our buildings, and we know
5 those buildings where we need to do a
6 critical investment and those that we may
7 need some time, but why aren't we taking
8 that information and do a multi-year
9 master plan, especially when you're doing
10 bond offerings every other year, and that
11 helps you to do the planning and
12 prioritizing?

13 MS. FLOYD: Could you repeat
14 the last question? I'm sorry. I
15 apologize.

16 COUNCILMAN GREEN: Bottom line,
17 why are we not doing a master plan and
18 keep doing updates to an FCA?

19 MS. FLOYD: So, again, one part
20 of putting together -- if you're going to
21 do a good facilities master plan, there's
22 three pieces of information that you
23 need. One is about the condition of your
24 buildings. The second is understanding
25 demographic information about where your

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 students are going to be, both now and in
3 the future. And the third is typically
4 an educational adequacy study. So you
5 look at the buildings that you have and
6 based on the type of environments you
7 want to provide. So we say all of our
8 elementary schools should have libraries,
9 should have a gym that's not combined
10 with their cafeteria or with their
11 auditorium. So we've done -- as I said
12 before, we've done the condition
13 assessment work. We're adding in the
14 enrollment projections work as well as
15 updating the FCA and figuring out how we
16 can do the educational adequacy point.

17 There's not a resistance to
18 doing a long-range master plan. In fact,
19 our capital budget reflects a six-year
20 program of which projects have been
21 identified and again prioritized based on
22 what our lifecycle needs are as well as
23 where we've seen growth in populations
24 and needing to make additions or
25 renovations. But I would also offer that

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 school districts that have done this well
3 have all three of those components when
4 they're putting together a long-range
5 plan.

6 COUNCILMAN GREEN: So we've
7 worked on the first two. We're still
8 working on the final three. So when will
9 the final point of the three be complete?

10 MS. FLOYD: So this year we're
11 doing the update to FCA and we're doing
12 the enrollment. Even if we can't get to
13 the educational adequacy piece, we have
14 to go with the information we have in
15 order to do something. So this time next
16 year we'll be able to communicate sort of
17 long range what the needs are. Whether
18 or not we can afford to do them will be a
19 whole other conversation.

20 COUNCILMAN GREEN: Right. I
21 understand whether we are able to afford
22 to do them, but you're saying by this
23 time next year, we'll be moving forward
24 on a master plan?

25 MS. FLOYD: Yes.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN GREEN: Also, as
3 you're doing these activities and making
4 improvements to schools, how are you
5 communicating that with parents as well
6 as teachers and employees in the
7 buildings?

8 MS. FLOYD: So when it comes
9 to -- are you talking about specific
10 capital projects?

11 COUNCILMAN GREEN: Just any
12 capital projects. I know there's been
13 some concerns in reference to various
14 improvements at the schools you have
15 done, some during the holiday season, and
16 there's been some concerns about lack of
17 information thereof and has been stops
18 and starts. So my understanding is that
19 the District has learned from that and
20 has been moving forward. So I just want
21 to make sure that as they're doing
22 investments in our schools, especially
23 updating the physical environment, how
24 we're communicating that information,
25 both to teachers, employees in the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 schools, and the parents and also
3 students.

4 MS. FLOYD: Sure. So as we
5 talked about back in January where we
6 weren't doing -- I would say did not do
7 the best job in terms of communication,
8 there's been, I would say, significant
9 improvement in that area. And I would
10 say that that was also with direct
11 feedback from parents who came and
12 testified here. We actually met with
13 them to talk about what are ways that we
14 can improve our process and engage them
15 in a meaningful way.

16 So one of the things that we
17 did was made sure we gave people advanced
18 notice, not a day before, multiple weeks
19 before, so that they had time to prep
20 their classrooms, if there's things that
21 need to be moved, things that need to be
22 de-cluttered. We needed to tell people,
23 hey, this is something that's going on
24 and we need you to be able to be prepared
25 for it.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 We also worked to have parent
3 input on a robust question and answer and
4 to make sure that the language was parent
5 friendly. And so often the criticism
6 that we heard was, this is very
7 technical, I don't understand this, I'm
8 not exactly sure what I'm supposed to do
9 with the information that's been
10 provided. And there have been a group of
11 parents who have worked with us and said,
12 give us the information, we'll give you
13 meaningful edits in ways to get it --
14 ways to make the language parent
15 friendly.

16 They have also -- and we are
17 also utilizing -- a lot of them have
18 social media pages or LISRs (ph) that we
19 aren't necessarily on, but they have
20 said, if you send us the information,
21 we'll post it on our Facebook page, we'll
22 get it out on our different LISRs. So
23 we've been taking advantage of that as
24 well.

25 And then the last piece is

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 making sure we have frequent
3 correspondence. So while we're doing
4 some of the pieces around social media,
5 we also have to utilize backpack letters.
6 It's still a form of communication. And
7 so communicating early, communicating
8 when the project is happening, and then
9 communicating at the conclusion so that
10 people can follow the progression of the
11 work. And I'm happy to share with you
12 that since we came and testified about
13 the particular concerns that were raised
14 in January, we took the feedback and are
15 utilizing that protocol for the schools
16 that we're working in right now around
17 stabilization.

18 COUNCILMAN GREEN: Thank you.
19 I know the bell has rung, but I'm going
20 to ask one final question. I know we've
21 spent some time talking about the
22 operations of the School District in
23 reference to when they may be in a
24 deficit situation, and we also spent a
25 little bit of time talking about the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 capital dollars. Is there a way that the
3 City could participate in helping the
4 District in capital spending?

5 MR. MONSON: I think there are
6 a multiplicity of ways. Obviously
7 anywhere that we can be working at
8 similar sites where there's shared
9 opportunities, any place that we can
10 share resources, knowledge, building
11 opportunities, we're going to continue to
12 look to do that and even more so.

13 I will say there are things
14 that would streamline our process.
15 Senator Hughes earlier talked about a new
16 and improved PlanCon, and obviously the
17 more anybody can join voices to call for
18 not only just the new PlanCon but for
19 Philly funding a new PlanCon, that
20 obviously supports our efforts.
21 Similarly, making repairs to school
22 buildings eligible for federal tax
23 credits, which I know has been a push by
24 Congressman Evans significantly, and I
25 think that's another thing to push for.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 We've had success in the past when we had
3 an exemption to the four-part bidding
4 requirements. We had that briefly, and
5 we were able to show that we could bring
6 in projects cheaper and quicker, so that
7 would both speed on the timeline our
8 ability to get things done and make the
9 dollars go further that we have. So in
10 addition to just more resources that
11 allow us to borrow more money, I think
12 there are other legislative asks, and any
13 support we can have on those issues would
14 be greatly appreciated.

15 COUNCILMAN GREEN: On that,
16 I'll close, because I think that's one
17 area that we need to spend more time and
18 energy focusing on, especially
19 considering that the District has done a
20 good job in managing the limited
21 resources they have to increase their
22 bond rating, and so they've been able to
23 borrow more money at a lesser cost. If
24 we can find ways to reduce the expenses
25 of doing the work, because although right

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 now the District doesn't have a fund
3 balance and will have a deficit going
4 forward in the future, they still have a
5 significant need for capital spending,
6 and we all know our school buildings are
7 significantly old or seasoned, as some
8 would say, so we need to work
9 collectively together on how we can
10 address that, because I think that's
11 probably the most pressing issue, to me
12 even more so than operating dollars.

13 Thank you, Madam Chair.

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much.

16 Councilwoman Sanchez.

17 COUNCILWOMAN SANCHEZ: Thank
18 you.

19 Just a couple of things. Last
20 night, as Council President said, there
21 was still a lot of folks in here calling
22 on an audit. You've done zero-based
23 budgeting. You've worked in other
24 counties. I know that you spent quite a
25 bit of time at the School District really

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 clearing up some of the stuff on the
3 books.

4 Would you say that you guys
5 are -- that the School District right now
6 is being as transparent in itemizing its
7 priorities, and if there was one part of
8 your portfolio where you think there's
9 still efficiencies, what would you
10 identify those to be, outside of the four
11 contracts bidding on capital stuff.

12 MR. MONSON: I'll be frank.
13 I'll never say we're as efficient as we
14 could be. I think there are always room
15 for continuous improvement across the
16 entire District. I'll speak for finance
17 itself. But for the way we support
18 schools, the way we process things, we're
19 very manual and everything from upgrading
20 our ERP, which is really out of
21 compliance for 16 years, we have too many
22 manual processes, too many workarounds.
23 So we're still not as efficient as we can
24 be, and I think that probably permeates a
25 lot of the District for a whole host of

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 reasons. I don't want to go through them
3 all now.

4 I think the more we can get
5 into the idea and concept of constant
6 improvement, we're getting better and I
7 think we are getting better, and I think
8 that's important. When you get there, I
9 don't know.

10 COUNCILWOMAN SANCHEZ: I think
11 this is an important piece. We're
12 struggling with performance-based
13 budgeting here at the Administration. So
14 I certainly don't want to ask you to do
15 what we're having challenges here doing
16 internally, but I also feel like putting
17 bad processes into technology doesn't
18 also give you efficiency, right?

19 MR. MONSON: Correct.

20 COUNCILWOMAN SANCHEZ: So part
21 of what I'm asking is, one is, when you
22 have the technology, but we've done a lot
23 of dumping of bad processes in
24 technology.

25 MR. MONSON: So technology on

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 its own is just a fix. Just automating a
3 bad process is automating a bad process.
4 It doesn't help you. And I will say for
5 us, going through this ERP process, what
6 we're doing is business process review on
7 the front end so that we're reviewing all
8 the process we do, all the areas that
9 touch, so that what we incorporate into
10 the new technology is a better process.

11 I think a lot of what we're
12 doing -- we've been talking about this.
13 It was mentioned before, kind of looking
14 at the action plan of our efforts, and
15 it's sort of a sneaky way for me to get
16 zero-based budget into the District, even
17 if we're not doing it holistically, is
18 the concept of evaluation. Evaluation is
19 very important in education programs, and
20 we've been building our evaluation
21 office. But the ability to look at a
22 program and be willing to say -- look at
23 something, legitimately look at it,
24 really evaluate it and say, look, it's
25 not working, we have to stop doing it.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 And I think that's one of the things
3 zero-based budgeting gets you to, is
4 finding out what doesn't work in the
5 classic government, well, it's in the
6 budget, so you just keep doing it. As we
7 try and push more and more to get at that
8 and really identify there are new things
9 we want to try, but also be willing to
10 build into that that we evaluate to see
11 if it works and be willing to admit that
12 what we try and something that doesn't
13 work or we've been doing something that
14 doesn't work, getting to that mentally,
15 and we're working to get there I think is
16 a really important issue which --

17 COUNCILWOMAN SANCHEZ: And I
18 think it's going to be important over the
19 next couple of years as we talk about
20 this, right? Because this constant
21 call -- I mean, I know how difficult
22 audits are, right, but this constant call
23 of independent calls, when we know
24 there's some efficiencies to be met that
25 we're not willing to take on.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MR. MONSON: We're audited by
3 the Controller, the Auditor General, PDE,
4 the IG, the feds.

5 COUNCILWOMAN SANCHEZ: Well,
6 that's why I asked you, because you're a
7 zero budgeting guy. So we need to get
8 there. So I look for that conversation.

9 When the Mayor came --
10 obviously we were all very pleased that
11 the Mayor has this commitment to
12 education. The package, how much input
13 did you have in that? I felt like it was
14 a bunch of pieces, moving pieces, as
15 opposed to what we've traditionally
16 looked at school funding, which is not
17 necessarily a property increase, but a
18 discussion that's been going on for
19 decades about a 60/40 split, where we now
20 know that with the City getting annual
21 appraisals, there's going to be a
22 traditional kind of appreciation value
23 that I think is more predictable. Use
24 and occupancy, all the major firms got
25 these huge discounts, trump. They're

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 going to continue to get them. Like what
3 was the School District's conversation
4 with the Administration and why didn't we
5 go to those funding sources that give us
6 more predictability? How much input did
7 you have in that?

8 DR. HITE: So I'll start and
9 let Uri finish if I miss anything,
10 Councilwoman. The conversation was
11 really around what the gap was and what
12 we would need in order to address the
13 structural deficit issue that we've been
14 talking about, and not just looking at
15 this in one-year intervals, but looking
16 at it over a period of time so that every
17 year we're not coming back saying, well,
18 we need this to do this thing. And this
19 is a conversation that we started
20 actually, I think, two years ago, as we
21 said, like when we look in the out years,
22 here is what this problem will be, and in
23 our conversations with Harrisburg and
24 with the Administration, we've been
25 talking about that problem.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILWOMAN SANCHEZ: Okay.

3 Well, I mean, I think, again, when you
4 piecemeal stuff together, it gets more
5 complicated to explain. There's a
6 messaging around this stuff. And, again,
7 the package -- again, everybody wants
8 more money, but I think we also have to
9 be fiscally responsible and demonstrate
10 to folks that we -- this constant need of
11 creating different packages as opposed to
12 what do we have and how we build that
13 out, and I guess we'll continue to debate
14 that.

15 I wanted to go to -- we talked
16 about the \$275 million capital spending
17 for the priorities. Last year the PFT
18 and others came to folks like me around
19 the opening, some of the mold situations.
20 Tell me what we're going to do this year
21 as we shut buildings down and prepare for
22 the new year so that we can open in a
23 better place than this constant we got a
24 crisis, we're running. So what are we
25 going to do with that 275 to kind of open

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 schools in September?

3 MS. FLOYD: Well, one, we're
4 starting our work now. We especially in
5 the schools where -- there's 22 schools
6 we know that are high susceptible to mold
7 because of central AC, and you were with
8 me right before school opened in one of
9 those schools. I actually am happy to
10 share with you that system will be
11 replaced this summer and will be ready
12 and in place for staff before they come
13 back in August.

14 There's a couple things that
15 we're doing. One, we developed a
16 school-specific preventive maintenance
17 plan. So one of the things that we did
18 was have our maintenance team go out,
19 assess the controls, assess the system.
20 If there were repairs that need to be
21 made, identifying those -- it's the same
22 thing we do with heating that we weren't
23 doing with cooling, and we needed to make
24 that shift. And so every school,
25 especially the ones that are most

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 susceptible to mold because they have a
3 central heating and cooling system, have
4 an individualized preventative
5 maintenance plan. The work orders for
6 those systems have been prioritized to be
7 repaired. If they cannot be repaired,
8 they're being referred to the capital
9 program budget so that we can prioritize
10 system upgrades or equipment purchases
11 that need to be done for those schools.

12 We are also installing humidity
13 sensors in each one of those schools so
14 that we can monitor temperatures on a
15 consistent basis, and we are giving the
16 building engineers and custodial
17 assistants training around how to
18 identify mold or if there's an issue,
19 what they need to do and how to report
20 it. And I'm having our maintenance folks
21 do on-site biweekly visits to those
22 schools to check in with building
23 operators, provide direct support for
24 them so that --

25 COUNCILWOMAN SANCHEZ: So as

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 buildings close down, you're going to
3 make sure that that priority list is set
4 up --

5 MS. FLOYD: Correct.

6 COUNCILWOMAN SANCHEZ: -- we're
7 working through the summer? Because I
8 think that's the best time to get some of
9 this work done.

10 MS. FLOYD: Right. We're doing
11 it -- cooling season starts on the 15th,
12 so we have to do all that PM work now and
13 then transition that work. So when
14 schools shut down and prior to summer
15 programs starting, because those schools
16 tend to be the ones where we have summer
17 programs in them, so our timeframe is
18 already limited in terms of painting and
19 everything else, but we started that work
20 actually at the end of February in terms
21 of what we needed to do to support
22 transitioning the shutting down and then
23 what we needed to do to make sure we were
24 ready to ramp up.

25 COUNCILWOMAN SANCHEZ: And

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 then, finally, I always sound like a
3 broken record, still looking for some
4 Latino leadership in your executive team.
5 So I have to put that on the record every
6 year.

7 But I did want to add, because
8 I think Councilwoman Gym is right, around
9 this diversity. In the past, we had a
10 lot of programming that took some of our
11 paraprofessionals to teachers, and a lot
12 of my friends who became teachers and
13 principals went through that. Are we not
14 doing that that we did before to convert
15 some of those folks that are in the
16 building already?

17 DR. HITE: Yes. That's what
18 the residency is targeted towards, and
19 the benefit of that is that these
20 individuals are from those communities,
21 are already familiar with the families
22 and children in those schools. But those
23 are the candidates that we're targeting
24 in the teacher residency.

25 COUNCILWOMAN SANCHEZ: So how

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 many in the pool?

3 DR. HITE: We have multiple
4 programs there, and I'll get that number
5 for you.

6 COUNCILWOMAN SANCHEZ: It just
7 scares me. You said ten African American
8 males with teachers.

9 DR. HITE: No. That was in the
10 certification.

11 COUNCILWOMAN SANCHEZ: I know,
12 but I'm saying, because I appreciate the
13 fact that we're moving to understanding
14 that we got to grow our own, right? If
15 the number is not significant, we're
16 never going to get there, and we're
17 having that discussion in the
18 Administration too as we staff up, the
19 issue of how do you reward bilingual
20 skills and how do you reward and
21 incentivize.

22 DR. HITE: What I found is, we
23 have half that are from the District
24 already working in schools, and then the
25 other half are individuals who are just

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 interested as career changers. They may
3 already have a degree from somewhere
4 else. And we have a program that has
5 right now -- currently it's 20 in one
6 program, about 30 in a different program,
7 and we want to double those in the next
8 several years.

9 COUNCILWOMAN SANCHEZ: Has
10 there been any discussions -- and I know
11 I've spoken to Secretary Rivera, who is
12 from Hunting Park. We're still the only
13 state without a bilingual teaching
14 certificate?

15 DR. HITE: Yes.

16 COUNCILWOMAN SANCHEZ: I mean,
17 you know.

18 DR. HITE: Yes.

19 COUNCILWOMAN SANCHEZ: We're
20 still struggling with our bilingual
21 education programming and really
22 articulating around language access
23 issues.

24 DR. HITE: Right.

25 COUNCILWOMAN SANCHEZ: It's

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 hard, because I know --

3 DR. HITE: It's hard, and then
4 we are training for what we actually want
5 in those programs, like at Southwark. We
6 have to train for that.

7 COUNCILWOMAN SANCHEZ: I just
8 feel like it just -- and I haven't seen
9 the Secretary in a little bit, but as the
10 state, it's just really, really
11 challenging when you look at Allentown
12 and Lancaster and other places that we
13 can't seem to get it together. I don't
14 know how we're okay with being the only
15 state without a bilingual teaching
16 certificate.

17 DR. HITE: He'll be in Philly
18 tomorrow. Don't tell him I told you.

19 COUNCILWOMAN SANCHEZ: Okay.
20 I'm going to hunt him down. Thank you.

21 Thank you, Madam Chair.

22 COUNCILWOMAN BLACKWELL: Thank
23 you. Thank you, Councilwoman.

24 Councilman Domb.

25 COUNCILMAN DOMB: Thank you,

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Madam Chairwoman.

3 And good afternoon. A few more
4 questions I just wanted to ask.

5 Is there a federal funding
6 reserve available to the School District,
7 federal funds?

8 MR. MONSON: Federal funds that
9 are available to us? No.

10 COUNCILMAN DOMB: There's no
11 federal money?

12 MR. MONSON: We have the
13 categorical funds we get from the federal
14 government, Title I, II, III, but there's
15 no other federal funds available to us.

16 COUNCILMAN DOMB: Well, the
17 federal government does fund the School
18 District of, what, 17 million a year or
19 16 million? Is there a small amount --

20 MR. MONSON: Well, the money
21 you're referring to, I believe, is what's
22 in the operating budget, and that's just
23 the -- we issued certain bonds under the
24 Build America bonds, and there's a
25 certain rebate we get on the interest

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 payments. So the Five Year Plan is only
3 operating funds. It's not categorical.
4 So categorical, a few hundred million
5 dollars that's outside of this, but the
6 federal money that's in here is purely
7 the Build America bond reimbursement.

8 COUNCILMAN DOMB: There's no
9 reserve from the federal government that
10 we could tap if we needed money?

11 MR. MONSON: No.

12 COUNCILMAN DOMB: Okay. Is it
13 possible to get an idea of school
14 buildings that are being used right now
15 as collateral for our debt?

16 MR. MONSON: So our debt is
17 assigned based on the work that's done in
18 each building. If we borrow -- we
19 basically borrow against our own ability
20 to pay it back, and then the debt is
21 assigned as belonging to a building based
22 on how much of that money is spent on the
23 building.

24 So, for example, when we sold a
25 building, if there was money from that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 that there had been capital work on, we
3 use that to reduce our outstanding debt,
4 because it's actually required because
5 it's all non-taxable debt.

6 COUNCILMAN DOMB: So the school
7 headquarter building, your office
8 building on North Broad, how much debt is
9 on that building right now?

10 MR. MONSON: I'll have to get
11 back to you on the exact number what's
12 remaining, but it's a significant figure.

13 COUNCILMAN DOMB: Over a
14 hundred million?

15 MR. MONSON: I believe so, but
16 I want to -- I'll confirm it and send it
17 to the Chair.

18 COUNCILMAN DOMB: And is that
19 because that debt covered other
20 properties and those other properties we
21 sold in prior years and we got releases
22 based on the guarantee that the debt
23 moved to that building?

24 MR. MONSON: I'd have to
25 look -- that all happened before I was

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 here. I'd have to look at exactly how it
3 was structured. The entire deal to do
4 that building was complicated.

5 COUNCILMAN DOMB: Right. And
6 the interest rate on that, do you have
7 any idea what that interest rate is?

8 MR. MONSON: I know that we
9 have no interest above 5 percent on any
10 of our coupons ever since we did the
11 refinancing about a year and a half ago,
12 and a lot of our debt is actually below
13 that.

14 COUNCILMAN DOMB: Do other
15 school buildings have debt against them
16 also?

17 MR. MONSON: Any building which
18 has had capital work done to which their
19 bonds proceeds were used to do the
20 capital work will have debt associated
21 with that building, and we actually have
22 a debt schedule.

23 COUNCILMAN DOMB: Could we get
24 a copy of the school buildings and the
25 debt schedule to each building?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MR. MONSON: Sure. We can get
3 that for you.

4 COUNCILMAN DOMB: Thanks.

5 And going back to the -- I'll
6 tell you why I bring up this North Broad.
7 I have a feeling, just from my real
8 estate background, that at some point in
9 time -- that's a tremendous development
10 site that we need to look at as a
11 possibility to consider selling at the
12 right price and moving our offices to
13 another location, because we're putting a
14 ton of money into the police district
15 there, police headquarters. The debt is
16 appreciating. Within ten blocks of City
17 Hall, North broad is exploding.
18 Francisville is exploding. Average sale
19 home price in Francisville is 544,000.
20 So that whole area is on fire, and what
21 we should do, if we ever get to that
22 point, is get the best architect we can
23 find and have them find out the highest
24 and best use and up-zone that property
25 and then sell it and have the money to be

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 used for schools basically, but down the
3 road it's something we should be looking
4 at.

5 MR. MONSON: I will defer to
6 your expertise on this.

7 COUNCILMAN DOMB: Okay.
8 Thanks.

9 So I wanted to talk to you a
10 little about my passion of seeing that if
11 we can ever get to the point where we are
12 teaching three main things -- and you
13 know what I'm going to ask, Dr. Hite --
14 in schools from pre-K to 12, which is the
15 personal financial literacy, which I know
16 we're making strides to do that, tech,
17 and entrepreneurship. But what I'd like
18 to see is more required classes than just
19 optional classes. Like I'd like to
20 actually see kids be required in
21 kindergarten to 12th grade take financial
22 literacy courses.

23 I helped sponsor maybe a couple
24 weeks ago, it's called Kiddynomics at the
25 Federal Reserve where we had 40 pre-K

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 teachers, teaching economics to them so
3 they could teach it in pre-K. But if
4 it's not taught in kindergarten, it's
5 going to drop off. So I'm just trying to
6 figure out how do we get pre-K to be
7 taught from pre-K -- or financial
8 literacy taught from pre-K to 12th grade.
9 Is it feasible that we can get to a point
10 where that will be taught in every grade?

11 DR. HITE: Yeah. So I think
12 it's feasible, yes. I don't think it's
13 feasible given the structure at the -- I
14 think it's the Federal Reserve that does
15 that for us. Simply because of what they
16 require in terms of the participation of
17 all of the teachers, and I know -- I
18 think you were out at the Lea School and
19 did a visit there. She's very interested
20 in starting a program, but then when she
21 put that out to staff, I think she had
22 three teachers --

23 COUNCILMAN DOMB: They didn't
24 want to do it?

25 DR. HITE: -- that were

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 interested, and the Federal Reserve was
3 saying we need all of your teachers, and
4 she said that can't happen.

5 So I think part of this is how
6 do we develop the course of study so that
7 we can build it into schools with people
8 who are interested in doing that or
9 having principals assign individuals, a
10 few people at a time, versus the whole
11 school having to go through all of the
12 training.

13 COUNCILMAN DOMB: And what I
14 said I think you have a good principal at
15 the Henry C. Lea School, I believe --

16 DR. HITE: Yes.

17 COUNCILMAN DOMB: -- where
18 Councilwoman Blackwell used to teach in
19 Room 301, I think. I said to the
20 principal there I would pay for one
21 teacher in every grade, from kindergarten
22 to 6th or 8th grade, whatever the class
23 goes to, if they would just take the
24 classes so we could say that that school
25 becomes financially literacy certified,

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 and I would pay whatever the costs are,
3 travel costs, time costs.

4 DR. HITE: They said that,
5 right. She talked about that. And even
6 with that, I mean, because of --

7 COUNCILMAN DOMB: Even with
8 that, the teachers don't want to do it?

9 DR. HITE: She got three
10 teachers who were very interested in
11 pursuing that. And that's the challenge.
12 And as we talked with the individuals
13 from the Federal Reserve, if they're
14 forced to go, then it's a different --
15 it's already a different environment for
16 those individuals. And so that's the
17 challenge. And even with that, though,
18 we have it now in 14 schools, Councilman,
19 and growing because --

20 COUNCILMAN DOMB: I paid for 26
21 teachers so far. If those three teachers
22 want to go, I'll pay for them even if we
23 don't have them all. I mean, we should
24 have every teacher doing it, but...

25 Let me ask you another

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 question. We're doing this Coded by Kids
3 program in several of our high schools.
4 I think you're familiar with Sylvester
5 Mobley.

6 DR. HITE: Yes.

7 COUNCILMAN DOMB: We're up to
8 18 high schools, where Sylvester is going
9 into the 10th grade, teaching them in off
10 hours coding, and he's going -- 15 kids
11 for high school. We're up to 18 high
12 schools sponsored. It costs \$14,000 per
13 high school for 10th, 11th, and 12th, 15
14 children, not a big number, but 15. The
15 goal is to get to 20, so 300 kids across
16 the board learning coding, and he already
17 taught them in 10th grade several
18 schools, 11th and 12th. I know that I'm
19 sponsoring Bartram, Edison, Roxborough,
20 and YES High School. And I know that I
21 have even Will Smith sponsoring I think
22 it's a school in West Philadelphia, Jazzy
23 Jeff. We got Josh Kaufman, Richard Vague
24 and other people sponsoring schools.
25 Have you had any feedback on that

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 program?

3 DR. HITE: Yeah. I mean, the
4 students -- people really like that, and
5 it's engaging. And Sylvester is also
6 working with us as we are training -- we
7 now offer training to all K-8 teachers on
8 coding as well. And so we are doing that
9 as a way to bring what is an
10 out-of-school experience into the school
11 experience, because we want -- now that
12 we have replaced a lot of the
13 technologies in schools, we have those
14 things available. We're also rewriting
15 our curriculum in those grades to include
16 that as a part of an integrated approach
17 to all of the courses, and Sylvester has
18 been advising on that.

19 COUNCILMAN DOMB: Well, when I
20 step back from that whole experience, I
21 say to myself for \$1,000 per child for
22 three years, what a great investment we
23 make in them, because it changes their
24 life. I almost would say we should find
25 the money to do it for every child. Only

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 \$1,000. It's nothing compared to
3 everything else we do.

4 Anyway, thank you.

5 Thank you, Madam Chairwoman.

6 COUNCILWOMAN BLACKWELL: Thank
7 you very much.

8 Councilwoman Gym.

9 COUNCILWOMAN GYM: Thank you
10 very much, Madam Chair.

11 I wanted just to get a little
12 bit of clarity about some of the --
13 something about the fund balance, because
14 I think it's an important issue to
15 understand.

16 So some of the fund balance, I
17 understand, has been built up over time
18 because we do have budgeted but unfilled
19 positions; is that accurate?

20 MR. MONSON: It's true to a
21 point, though we do make certain
22 assumptions. I mean, any large
23 organization is going to have normal
24 turnover and normal vacancies, so we do
25 make some -- like we have a certain

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 percentage we put in. So there's some
3 savings from vacancies, but we don't
4 assume that every position is full for an
5 entire year, because I don't know of any
6 large organization that's able to do
7 that.

8 COUNCILWOMAN GYM: I wouldn't
9 necessarily call it savings, but --

10 MR. MONSON: It's not savings,
11 but it's normal, and in some cases
12 there's other costs. So our substitutes
13 have a cost. So even if they're vacant,
14 we're paying for the substitute cost for
15 those. So there are offsetting costs in
16 some cases, but not in every case.

17 COUNCILWOMAN GYM: And I think
18 two years ago when we spoke, we had asked
19 about the fund balance, for example, and
20 at the time you described it as being an
21 unhealthy fund balance, like a fund
22 balance for the wrong reason. How would
23 you characterize this current fund
24 balance? Is it still something where you
25 would call it a healthy fund balance

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 demonstrative of a healthy School
3 District or would you characterize it
4 more as -- you can fill in the blank.

5 MR. MONSON: So I want to
6 differentiate between an annual operating
7 surplus or deficit and a fund balance,
8 and I think what I referred to two years
9 ago was an unhealthy operating surplus.
10 So in that year we had great savings
11 because we had large vacancies and we
12 weren't filling positions, and that is
13 not a goal and unhealthy. So we had
14 savings contributed to our fund balance.

15 I think that the fact -- if you
16 look at our projected annual operating
17 surpluses and deficits, which is a couple
18 lines above the fund balance, that's
19 annual how close our expenses are to our
20 revenues. We're running pretty close.
21 We're around 1 percent, 30 million to the
22 good, 52 million -- 6 million have been
23 slightly negative. Those are healthy
24 places to be. We are as close to
25 operating revenues and expenditures in

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 balance, and thereby you're not adding --
3 when you're adding to your fund balance,
4 it's for good reasons, and that's where
5 you get to the idea those are good
6 operational surpluses. And the fund
7 balance in terms of healthy is, the
8 reason it's built up is for good reasons
9 if we're operating that close to our zero
10 point and can maintain that over time.
11 It's good, and I'm never going to say
12 that a \$140 million fund balance is bad,
13 but it's still only two, two and a half
14 weeks of operating. So it's enough that
15 we're not -- that we can handle a sudden
16 shift or something happens, but it's
17 still not at the --

18 COUNCILWOMAN GYM: So for
19 clarity, if all 145 teaching positions
20 were filled and we filled all the 120, 30
21 plus positions within maintenance, would
22 the fund balance be the same?

23 MR. MONSON: The teacher side
24 would probably be a net roughly a balance
25 because of our high fill-in substitute

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 rate. So what we'd be paying, the
3 teachers who are there. We'd be paying
4 less to our substitution contract,
5 because that's just based on actual work.

6 The maintenance, we probably
7 would have somewhat of a greater spend.
8 On the other hand, we might have -- I
9 can't speak to what the opportunity cost
10 loss is as it filters down through the
11 system. We haven't analyzed what --
12 would we have better systems, less
13 requirement to send people out to do
14 responsive as opposed to proactive. So
15 there's cost savings and balances across
16 the whole way. But, again, the closer we
17 are to that zero balance for our annual
18 operating surplus/deficit, unless there's
19 unexpected benefit or cost, a revenue or
20 cost, is probably a good place to be as
21 long as we can sustain it over time.

22 COUNCILWOMAN GYM: So obviously
23 my opinion is is that what exists within
24 the budget isn't necessarily reflective
25 of what exists in school. So what might

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 be balanced on paper may not feel
3 balanced when we go into our schools. So
4 I wanted to thank you for clarifying the
5 more technical aspect of it, but I did
6 want to move into again just highlighting
7 a little bit about the question of what
8 my colleague Councilman Green has been
9 really well focused on, which is about
10 the state of our school facilities and
11 some of the vacancies within those.

12 One of the questions I think we
13 had asked a little earlier was the fact
14 that the City has a \$12-plus adjusted for
15 inflation living wage requirement. Does
16 the School District of Philadelphia meet
17 that fair wage requirement for all of its
18 staff?

19 DR. HITE: No.

20 COUNCILWOMAN GYM: Can you tell
21 us how far below it you would be?

22 MS. FLOYD: Entry-level
23 cleaners are about \$3 below. They start
24 at --

25 COUNCILWOMAN GYM: Nine

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 something an hour?

3 MS. FLOYD: Yes.

4 COUNCILWOMAN GYM: Because

5 we're above 12 and there is an interest

6 in moving us towards the 15, and that

7 would apply for all contractors and

8 subcontractors. Part of our issue is

9 that we have heard directly from cleaners

10 and engineers and folks who are in the

11 service industry that one of the main

12 disadvantages for the School District is

13 that they are paying so far below what

14 would be considered a market rate that it

15 becomes extremely difficult to fill

16 positions. And can you talk a little bit

17 about what you thought about that since

18 we've had a little bit of that

19 discussion? I'm sorry. Ms. Floyd, I

20 don't think you were in that discussion,

21 but I had it more with the

22 Superintendent. So I don't know

23 whichever one of you feels like it would

24 be best to answer.

25 MS. FLOYD: So I agree with

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 you. We have been short of our
3 \$3-an-hour piece, which I think is still
4 something we're working internally on how
5 we can get to a place in terms of
6 starting salary where we're more
7 competitive locally. I can speak
8 specifically on the maintenance side
9 where I think we have had some
10 improvements. We have gotten approval to
11 adjust the salary for the entry-level
12 mechanics that are coming into the
13 District. And so those -- we've done a
14 couple of things. One was streamline
15 hiring, so that it wasn't taking as long
16 to get hired if there were folks who were
17 qualified to be able to come in and work
18 for us. And so we have made a very
19 specific adjustment when it came to our
20 maintenance workers and being able to
21 bring them in at a higher wage. There's
22 still some work to be done when it comes
23 to the cleaning workforce, specifically
24 in terms of getting them, to your point,
25 where we need to in terms of being more

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 competitive in terms of entry level at
3 the City -- where the City is right now.

4 COUNCILWOMAN GYM: It's a major
5 concern for our city, as you know, and I
6 think it's reflected in the fact that we
7 have all these vacancies that we want to
8 take care of.

9 On a separate note -- thank you
10 very much. On a separate note, we've
11 raised concerns about the vacancies
12 within special education. We know that
13 this is a difficult area to fill. We're
14 very aware of the problems and the
15 challenges that exist. We also
16 understand that these are our most
17 vulnerable young people in our city.

18 As a parent, as somebody who
19 has been really active around this area,
20 we've obviously felt like the District
21 has fallen down in some areas on this,
22 but I guess my question is, given the
23 level of vacancies and the kinds of gaps
24 and the limited ability for us to really
25 fulfill some of these needs according to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 a student's IEP, which is highly
3 specified, how much danger are we
4 potentially in of violating state laws
5 and/or students' rights around access to
6 the full breadth of their educational
7 opportunities if they are IEP students
8 and we have all these vacancies?

9 DR. HITE: I want to call Diane
10 back, who actually has some data around
11 that. And in that area as well, what
12 individuals perceive as a large number of
13 vacancies are not as large, but even if
14 there's one vacancy, I mean, to your
15 point, it is a challenge, but I do want
16 to -- Diane has some data around this
17 that I wanted her to share.

18 (Witness approached witness
19 table.)

20 MS. CASTELBUONO: Yes. And I
21 do agree we in the past have had some
22 significant challenges around filling
23 those vacancies. I will say in the past
24 year, we've done a much, much better job.
25 Our special ed vacancies right now are

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 running a little below 2 percent, which
3 is well within the average across the
4 District, and it used to be that the
5 special ed vacancies were much higher.

6 Similarly, ELL teachers, we've
7 done a much better job recruitment with
8 some focused efforts around those. It
9 hasn't always been easy. It continues to
10 be a challenge because those teachers are
11 in high demand not only across the
12 Commonwealth, across the nation, and we
13 are also working very closely with
14 contractors who sometimes can get some
15 specialized services. So we do contract,
16 for example, for OT, PT, hearing, speech,
17 which tends to work a little bit better.
18 We used to hire them full time. Now that
19 we do them under contract, we seem to
20 have better luck filling those. I'm not
21 quite sure why that is.

22 So I think we are in a much
23 better position than we have, but it will
24 continue to be a struggle, and we work
25 very hard at growing your own programs,

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 doing some targeted recruitment as well.

3 COUNCILWOMAN GYM: I mean, just
4 for a point of clarity, I've been excited
5 to see the District invest around the ELL
6 teaching positions. The expansion of the
7 BCAs, I think that that's made a big
8 difference. I tend to hear more from
9 people that the special education
10 vacancies are more contracted as opposed
11 to like in-house, developed within, and
12 that as a result, though the fill rate
13 may be higher, the quality of service is
14 erratic. So like a student who has a
15 contracted PT/OT situation may see
16 multiple people coming in at different
17 points in time. There can be like gaps
18 within the service when someone does
19 leave the service contracting agency and
20 there's a multi-week gap. There's no
21 real make-up around that kind of stuff,
22 and then the questions get raised up
23 again.

24 So I think my question -- the
25 reason why I ask, like special education

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 students have IEPs. They are highly
3 protected. They're recognized. They're
4 legally actionable, and it's the reason
5 why, though, I am concerned about the
6 vacancies. I'm also concerned about the
7 way we fill them. Are we like in any
8 danger in terms of violating some of
9 these things in terms of the spirit of
10 what the IEP requires? Like would our --
11 there's a difference between can we like
12 legally just like coast over the finish
13 line and like not get overtly sued for
14 whatever, neglect, but are we meeting the
15 IEPs in a way that fulfill student needs?
16 Because I hear a lot from parents that
17 they're concerned about this area.

18 MS. CASTELBUONO: Clearly we
19 have some challenges in that area. What
20 I will say is that we are getting better.
21 We are also working more closely with our
22 contractors. I think -- sometimes we
23 thought if we contracted out, we didn't
24 need to worry about it anymore, and I
25 think what we're really learning is that

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 we have to work really closely with our
3 contractors. We have to do a much better
4 job managing those contracts, holding
5 them accountable for performance
6 standards. We've done a much better job
7 working with our program folks doing
8 that, holding them to performance
9 standards, inviting those contractors to
10 our training, making sure that even
11 although they might not be exactly School
12 District employees, they are trained in
13 the same strategies and the de-escalation
14 strategies, and that tends to help as
15 well.

16 But this is a long-term -- we
17 have to do some long-term planning around
18 this. It is not -- we didn't get into
19 this problem overnight. We're not going
20 to get out of it overnight.

21 COUNCILWOMAN GYM: Thank you.

22 Thank you, Madam Chair.

23 COUNCILWOMAN BLACKWELL: Thank
24 you very much.

25 Councilwoman Reynolds Brown.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILWOMAN BROWN: Thank you,
3 Madam Chairwoman.

4 Please forgive me. The lady
5 that was the professional that was just
6 at the table, could you please come back.

7 I need to make sure I heard
8 what I think I heard. Are you the new
9 professional responsible for specialized
10 services for our students?

11 MS. CASTELBUONO: No. I'm the
12 Interim Chief Academic Officer.

13 COUNCILWOMAN BROWN: All right.
14 So briefly, because I have a litany of
15 questions here, and I know I'm not going
16 to get to all of them. Talk to me about
17 contractors very briefly. You say our
18 relationship with contractors.

19 MS. CASTELBUONO: We work with
20 several organizations that qualified
21 through an RFP process to do some of the
22 related services supports; for example,
23 OT, PT, occupational therapy, some of the
24 related services around that where rather
25 than hire them full time because they're

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 itinerant, it actually makes a little bit
3 better sense to do contracts with service
4 providers because they're moving between
5 and among multiple schools.

6 COUNCILWOMAN BROWN: Very well.
7 Okay, then.

8 MS. CASTELBUONO: Hearing and
9 vision, also some very specialized
10 services around that. And working with a
11 contractor, we can also be a little bit
12 more flexible how we staff. So we might
13 have -- as children graduate, they don't
14 need the services anymore. And so
15 sometimes it's a little bit better to do
16 a contract rather than full-time staff.

17 COUNCILWOMAN BROWN: All right.
18 I follow that completely and it makes
19 sense to me given the specialized skills
20 of that particular professional. So
21 thank you very much.

22 I have a few questions,
23 follow-up questions, regarding the human
24 resource side of the equation, and in
25 reviewing the budget on Page 52, it says

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 here that the Chief Talent Officer,
3 there's an increase of 30 professionals.
4 So could I get some detail on that, who
5 they are, what they do. And for context,
6 please tell me how many employees are in
7 the Philadelphia School District across
8 the board. What's the total number?

9 DR. HITE: About 17,000 is the
10 total number. I can get you the specific
11 number.

12 COUNCILWOMAN BROWN: No, no,
13 no. I just want round numbers is fine.

14 And the total number of
15 teachers of that 17,000 is what?

16 DR. HITE: About 9,000.

17 COUNCILWOMAN BROWN: Okay. And
18 of that 9,000, how many are in the
19 comprehensive high schools?

20 DR. HITE: We can tell you
21 that.

22 COUNCILWOMAN BROWN: While I
23 wait on that number, could the Chief
24 Talent Officer provide detail on this
25 number, 30, who they are, what they do,

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 because my ultimate question is around
3 strategic placement, what that is and
4 what that means. And the underpinning
5 for my questioning is, I have had a
6 number of girlfriends who retired from
7 the school system who were former
8 principals and assistant principals, and
9 one consistent criticism I heard summer
10 after summer after summer, where I
11 actually lost those debates, was the
12 inability of the District to get better
13 at recruiting professionals of color and
14 in particular African American men. So
15 I'm curious now that they're all out of
16 the system, what is the strategic plan
17 for going after teachers of color across
18 the board and particularly African
19 American men?

20 DR. HITE: So I will get the
21 number of what those 30 individuals do,
22 Councilwoman.

23 COUNCILWOMAN BROWN: Please.

24 DR. HITE: I can get that
25 number for you, but in particular this

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 is -- because I think Councilwoman Gym
3 asked a similar question earlier. One of
4 the things that we're doing particularly
5 with African American men in really being
6 focused there, our minority teacher
7 numbers are about 24 percent. So it's
8 about a fourth of our workforce. That
9 decreases significantly when we talk
10 about men and minority men.

11 COUNCILWOMAN BROWN: Sure.

12 DR. HITE: And I think that
13 number is closer -- it's a little higher
14 than 4 percent of the workforce. We're
15 working to get that -- to double that.
16 So we're trying to get that up around 9
17 percent, because then if it's that high,
18 we would be one of the highest
19 districts -- we would have one of the
20 highest percentages in the country of
21 African American men, because the
22 national average is 2 percent.

23 COUNCILWOMAN BROWN: Is that
24 right?

25 DR. HITE: So while we're above

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 the 2 percent, it's still insufficient
3 for us, and that's why we're targeting
4 the work we're doing with the teacher
5 residencies, with the work we're doing
6 specifically with the historically black
7 colleges and universities.

8 COUNCILWOMAN BROWN: What does
9 that mean, Dr. Hite? I'm speaking as a
10 former higher ed professional who was
11 responsible for the recruitment of
12 students for Penn State from this region
13 and worked with the faculty to do better
14 at recruiting teachers who look like me.
15 So it has to be intentional, we know, and
16 it has to be very, very strategic. So
17 when you say working with HBCUs, drill
18 down and tell me what that means.

19 DR. HITE: So we are -- number
20 one, we establish a contact with the
21 HBCU. So I'm one of those 30 individuals
22 who are in the Office of Talent. I call
23 to say, hey, I'm Bill Hite. I'm here in
24 Philadelphia. We are actively recruiting
25 from your college or university. I would

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 like to visit with your students to tell
3 them all about our District, how to make
4 application, what the challenges are, and
5 I would like to establish a relationship
6 with those individuals so that I can
7 reach out to them directly to promote
8 Philadelphia. And so we don't just call
9 them on the phone. We actually set up --

10 COUNCILWOMAN BROWN: You have
11 to go to the front line.

12 DR. HITE: We talk with those
13 administrators who help us establish
14 sessions in the colleges and
15 universities. And we've been all over
16 the country this year working with those
17 schools in particular to attract young
18 people to Philadelphia.

19 COUNCILWOMAN BROWN: Okay.

20 DR. HITE: And we're competing
21 with -- the urban districts all over the
22 country are doing the same thing.

23 COUNCILWOMAN BROWN: But if
24 that reach and that branch is not tossed
25 or offered, nothing happens. So to hear

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that you're getting on the front line,
3 because that's what it takes to be on the
4 front line --

5 DR. HITE: In many cases
6 because of the diversity in the
7 recruiting staff now, we have many
8 individuals in the recruiting staff who
9 were also graduates of many of these
10 universities that we're getting back to
11 those universities to recruit.

12 COUNCILWOMAN BROWN: Okay.
13 Parenthetically, at least 20 years ago
14 and maybe 25 the School District had a
15 program where it actually -- and I
16 believe it was with Lincoln University,
17 where they actually created a pipeline,
18 if you will, for African Americans. It
19 was centered strictly on recruiting
20 African American male teachers. So to
21 know that you're casting the net wider to
22 identify them is important.

23 DR. HITE: We're doing that and
24 we're also working with Lincoln and the
25 Community College of Philadelphia to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 actually create that pipeline again.

3 COUNCILWOMAN BROWN:

4 Dr. Generals spoke very favorably about
5 the relationship that's deepening with
6 the School District, so that's very good.

7 DR. HITE: We can also answer
8 the 30 staff member question.

9 MR. MONSON: It's actually the
10 same issue. Those are the increase in
11 teacher residencies you're talking about.
12 They're budgeted in Talent. So if you
13 look at the 30 in the book, which is on
14 Page 125, it's under Strategic Placement
15 and it's an increase in the number of
16 teachers in the teacher residency
17 program. So that's the 30 positions.

18 COUNCILWOMAN BROWN: Define
19 teacher residency. What does that mean?

20 DR. HITE: The teacher
21 residency are positions that we create
22 where individuals will work in our
23 schools while they're becoming certified
24 to teach in our schools. But we have to
25 hold positions open for them. We

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 actually -- I think we pay them while
3 they're in the residency. We pay them.
4 That's why we have the 30 positions, so
5 we pay them while they're getting their
6 certification to then teach in those
7 schools.

8 COUNCILWOMAN BROWN: So it's a
9 pathway to securing and certification.

10 MR. MONSON: And building the
11 pipeline.

12 COUNCILWOMAN BROWN: That makes
13 sense from a management standpoint.

14 I know that President Clarke
15 raised the question around lead. It's no
16 secret that all of us are deeply paying
17 attention to that, and I want to commend
18 Councilman Green who took the big picture
19 some time ago looking at facilities
20 across the board, and I know that Senator
21 Hughes, who he and I text about it, that
22 it's an issue that cannot be solved by
23 the City of Philadelphia and the School
24 District alone. In fact, he reveals or
25 admits that the state is going to have to

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 have a say in this.

3 So what is your most immediate
4 course of action for this huge unresolved
5 issue of lead? Because we're still
6 dealing with it in our homes across the
7 City as well.

8 DR. HITE: Yeah. So we were
9 just talking about this yesterday with
10 the Health Director, and our immediate
11 steps are really what we call
12 stabilization. Where we either see paint
13 peeling and falling, we are actually
14 remediating that in a project called
15 paint stabilization. We've identified 40
16 schools, and we put them in priority
17 order based on how bad those situations
18 are, and then we're having some -- we are
19 redoing the cleaning protocols, because
20 the Health Director was very clear in
21 that because of the age of many of our
22 buildings, it's likely that lead is
23 everywhere and that our efforts would be
24 best spent on making sure that we are
25 stabilizing anything that's chipping or

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 cracked and cleaning anything that then
3 falls off. And so that's become a part
4 of our protocol. We now have --

5 COUNCILWOMAN BROWN: Who is the
6 police officer in that circumstance? Is
7 it the principal? Is it the school
8 janitor? Is it the classroom teacher?
9 Who is identifying those type of
10 circumstances?

11 DR. HITE: Yes.

12 COUNCILWOMAN BROWN: All of the
13 above?

14 DR. HITE: It's all of the
15 above. And we have a team now that we're
16 sending out to schools to actually
17 inspect --

18 COUNCILWOMAN BROWN: Very well.

19 DR. HITE: -- the schools where
20 we receive those reports. But the best
21 eyes and ears are those individuals who
22 are already in those classrooms and
23 already in those schools. And so to hear
24 from teachers or to hear from leadership
25 or the plant supervisors, those are the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 best eyes and ears that are in those
3 classroom and in those schools.

4 COUNCILWOMAN BROWN: Okay. The
5 bell has rung for me, but I need to say
6 that I and many of us realize that your
7 task is enormous. It is an elephant, and
8 we know how we have to eat elephants, one
9 small piece at a time. We know that your
10 challenge is huge, but I need to say for
11 me that I have enormous respect and
12 admiration for the work that the
13 overwhelming majority of your
14 professionals do in the system. It is a
15 tough gig, and you have to love children.
16 That's the only way to stay in it. For
17 those who don't love children and are
18 doing it, then they're doing those kids a
19 disservice.

20 DR. HITE: That's right.

21 COUNCILWOMAN BROWN: So I tip
22 my hat to you, because all of us have
23 lots of concerns, but we fully recognize
24 the enormity of the challenge that you
25 have, and until the state steps up and

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 honors its duty in a way that the
3 Constitution dictates, we'll be having
4 these discussions and deliberations and
5 debates forever.

6 Thank you very much.

7 DR. HITE: Thank you.

8 COUNCILWOMAN BLACKWELL: Thank
9 you.

10 Councilman Green.

11 COUNCILMAN GREEN: Thank you.

12 I wanted to follow up on some
13 questions from before, because I think
14 the issue of making capital investments
15 in the School District is probably the
16 most critical issues, and I just want to
17 spend some time and maybe even thinking
18 through.

19 You talked about some ideas of
20 savings in reference to the School
21 District, but is there ways the City can
22 help partner with the School District in
23 reference to helping some of your
24 borrowing needs? I'm not sure if there's
25 a means of doing that. I vaguely recall

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 from times when I've worked in this body
3 when I had a little more hair, I think
4 under Superintendent Vallas, where there
5 was some sale-leaseback proposals. I'm
6 just trying to brainstorm if there's ways
7 that we could help the School District to
8 borrow more money or have the City help
9 in that regard so you're not borrowing
10 every other year when you're talking
11 about almost a \$5 billion, some would say
12 \$6 billion capital needs. I think
13 there's about a billion dollars in
14 critical needs. I'm just trying to think
15 through some ideas that we can be
16 creative in helping the School District
17 get to the issue in reference to capital
18 spending.

19 MR. MONSON: I will say, number
20 one, I certainly don't have the monopoly
21 on good ideas and I'm open to --

22 COUNCILMAN GREEN: I'm sorry?

23 MR. MONSON: I do not have the
24 monopoly on good ideas and I'm open to
25 anything creative within reason and legal

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 bounds and IRS rules. We obviously meet
3 regularly with the Finance Department,
4 and when people look at our ratings, they
5 look at the City's. We also have the
6 state intercept, which helps bring our
7 ratings higher. When there are
8 opportunities for us to work together on
9 explaining our situation to rating
10 agencies, to investors, we are invited to
11 participate in the City's investor
12 conference. So any way we can do to
13 increase our investor pool.

14 So, again, we have -- I will
15 say there are a lot of vendor partners
16 who have been there for the District at
17 times when we should not have been able
18 to access capital, and they are helpful
19 with their creativity and trying to
20 figure out ways to help us, again, within
21 the strictures we have to follow as
22 non-taxable bonds, but we do look for
23 every way possible to accelerate. And,
24 again, the more we can -- this last one
25 was a great example. The more we can

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 borrow more cheaply, the more money we're
3 putting into capital as opposed to
4 interest payments, and we're going to
5 continue to work at that, but continue to
6 work with the City wherever we can to
7 figure out creative ways that we can
8 partner with them. They have a wider
9 investor pool. So however they can
10 introduce us there and do whatever --
11 whatever is out there that we can do to
12 make our borrowing as efficient as
13 possible.

14 COUNCILMAN GREEN: And then
15 kind of the last question, I think that
16 over the past number of years, even with
17 the reduced amount of resources that the
18 District has had, there have been real
19 gains in educational improvements. The
20 challenge is that it does not seem that
21 the citizens have a full perspective of
22 that, and I think part of the challenge
23 that probably me and colleagues are
24 dealing with, that you have an electorate
25 that is concerned about increase in

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 realty taxes and may not have the full
3 appreciation of what type of return on
4 that investment they'll get by making
5 additional investments.

6 Is there a way that the
7 District could help drive that issue,
8 that statement home? I mean, there's
9 been a number of investments made in
10 different buildings and different
11 classrooms, and I think the video
12 highlighted that information, but I don't
13 get a general sense that people across
14 the board throughout the City have a
15 strong understanding of that type of
16 improvement that's been occurring and
17 have a reticence of providing more
18 resources and don't have a full
19 perspective that they will get a return
20 on their investment. So I think it would
21 be helpful if there's a way of better
22 articulating that information and letting
23 people know that things are moving
24 forward, and I want to get some
25 perspective from the District on how

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 you'll try to get that message out.

3 DR. HITE: Thank you, and thank
4 you for that. After we talked the other
5 day, went back and really talked about
6 not just the message but the distribution
7 of the message and how do we make sure
8 we're sharing that information more
9 widely and across our schools. And so
10 we've been talking about not only just
11 this notion of the brand that we're
12 trying to create, but also communicating
13 with a lot more frequency what we are
14 accomplishing, outcomes that our children
15 are achieving, and think that that
16 becomes really important. And I think
17 that a couple of years ago an example of
18 something that we did that went a long
19 ways was like putting hydration stations
20 in schools. Individuals were very
21 appreciative of the fact that we put
22 those into schools, but making sure that
23 we communicate more widely about those
24 types of things but, most importantly,
25 about the outcomes that our children are

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 achieving, like the fact that more
3 children are reading on grade level, more
4 children are now graduating, more
5 children now have access to art and
6 music. I mean, those are the types of
7 things that we have to communicate in a
8 better way and also more widely.

9 COUNCILMAN GREEN: I mean,
10 right now the high school graduation rate
11 is what percentage?

12 DR. HITE: 67.

13 COUNCILMAN GREEN: I thought
14 68, 67. At one point it was 52 percent.
15 So now it's 67, 68 percent. I think
16 Councilman Domb asked questions in
17 reference to students going to college
18 and how you track that information, but
19 just having the college signing day here
20 with former First Lady Michelle Obama,
21 those are things that -- it seems a lot
22 of one-off pieces, but doesn't go to a
23 macro comprehensive strategy of
24 information that goes to stakeholders
25 throughout the City of how the District

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 is improving. Even with limited
3 resources we have, we are making gains.
4 We're improving the educational product
5 in the City of Philadelphia, and I don't
6 see that as a consistent -- as a message
7 that's captured in any type of either
8 bold statement, bold marketing piece that
9 people can grab to, unlike -- I mean,
10 there's been other initiatives we've had
11 in the past where it was Children
12 Achieving or other concepts, but it
13 doesn't seem like it's something that we
14 can point to that people can see this is
15 where my dollars are going, so when I pay
16 my property taxes, I can say I see this
17 improvement.

18 It reminds of a business
19 improvement district, where we have a
20 challenging tax structure in the City of
21 Philadelphia, but people are willing to
22 pay additional money to participate in a
23 business improvement district because
24 they can see if they're in Mount Airy or
25 Center City District, they see a Dilworth

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Park or they see flags on Germantown
3 Avenue or see some of the programs and
4 investments where their additional
5 dollars that they're paying on top of
6 other taxes is going, and I think that's
7 something that I don't think people
8 gather. And I just have a real concern
9 of not being able to get that message out
10 to people, because it makes it more
11 challenging when there's a need for
12 additional resources.

13 Thank you, Madam Chair.

14 COUNCILWOMAN BLACKWELL: Thank
15 you. Thank you.

16 Councilman Domb.

17 COUNCILMAN DOMB: Thank you,
18 Madam Chair.

19 Still good afternoon. A few
20 more questions I just wanted to know.
21 Citywide what is the total number of
22 public schools we have currently?

23 DR. HITE: Public schools?
24 300. 303, I think.

25 COUNCILMAN DOMB: How about

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 number of charter schools?

3 DR. HITE: I just included
4 them.

5 COUNCILMAN DOMB: So total
6 schools 303. How many are public and how
7 many are charter?

8 DR. HITE: 223 are District
9 schools and the balance are charters.

10 COUNCILMAN DOMB: Eighty
11 schools are charter, okay. And what is
12 the maximum capacity of the public
13 schools, ball park?

14 DR. HITE: Oh, you mean in
15 terms of number of students?

16 COUNCILMAN DOMB: How many
17 students do we have today and what is our
18 capacity?

19 DR. HITE: It's probably
20 445,000.

21 COUNCILMAN DOMB: Capacity?

22 DR. HITE: Yes.

23 COUNCILMAN DOMB: Public and
24 charter or just public?

25 DR. HITE: No. That was just

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 District. I'm just speaking of --

3 COUNCILMAN DOMB: Total

4 District, public and charter?

5 DR. HITE: I don't have that.

6 I don't have that, Councilman.

7 COUNCILMAN DOMB: Okay. Do you
8 have any thoughts on how many schools we
9 have right now that are below 50 percent
10 capacity?

11 DR. HITE: We think we do.

12 MS. FLOYD: We have 31 schools
13 below 50 percent utilization.

14 COUNCILMAN DOMB: Thirty-one
15 schools below 50 percent?

16 MS. FLOYD: Yes.

17 COUNCILMAN DOMB: How many
18 schools below 40 percent?

19 MS. FLOYD: I just have the
20 breakdown for below 50.

21 COUNCILMAN DOMB: Okay.

22 MS. FLOYD: But we can get you
23 the tiers if you need it.

24 COUNCILMAN DOMB: I mean, do we
25 have any schools where we have 25 or 30

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 percent capacity?

3 MS. FLOYD: Excuse me.

4 Actually, I'm sorry. We have, it looks
5 like, about 20 or so schools that are
6 between 40 and 50. We have -- excuse me.
7 Yeah, about 20 or so. We have four
8 between 30 and 40. We have three between
9 23 and 25 and --

10 COUNCILWOMAN BLACKWELL: State
11 that gain. Three between what?

12 MS. FLOYD: 20 and 30, between
13 20 and 30 percent. And one at below 20
14 percent, roughly.

15 COUNCILMAN DOMB: I don't know
16 the policy of the School District, but is
17 there an opportunity here, without
18 affecting children's education, to
19 condense some of these schools that have
20 low numbers --

21 DR. HITE: Yes.

22 COUNCILMAN DOMB: -- to cut our
23 overhead?

24 DR. HITE: Yes.

25 COUNCILMAN DOMB: Are we

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 looking at doing that?

3 DR. HITE: Yes. And so in
4 several places we're looking at
5 co-locations where we're actually moving
6 some schools out of leased properties
7 that we're paying for into some of the
8 schools that are underutilized, and some
9 of those schools would fall into these
10 categories.

11 COUNCILMAN DOMB: That's very
12 good. Okay. I mean, I would say all
13 these schools that are below 50 percent
14 capacity, we should at least look at
15 every situation and see what we can do to
16 maximize the savings there.

17 I don't think I have any other
18 questions. Oh, I do have something else,
19 something that you mentioned to me,
20 Dr. Hite, the prisons on State Road.
21 When I took a tour back in December 28th,
22 there were 32 young people there under
23 the age of 18, and I actually spoke to
24 them, because I'm doing a coding class
25 for them. But you mentioned to me that's

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 probably not the right facility for them.
3 They should be at another facility; in
4 other words, instead of being in the
5 adult prison. Is there a better facility
6 for them to be in? These are kids that
7 probably still should be in school.
8 They're under the age of 18 and they're
9 in an adult prison environment.

10 DR. HITE: I mean, because they
11 are juveniles, we run a school there.
12 And philosophically I don't think that
13 any students in school should be in an
14 adult facility. I mean, that's just --
15 but I don't control that.

16 COUNCILMAN DOMB: I understand.
17 So there's nothing we can do to get them
18 moved to another facility? Is there
19 another facility available for them?

20 DR. HITE: We would have --
21 well, it all depends on what the courts
22 or whoever controls that --

23 COUNCILMAN DOMB: Right. It's
24 out of your control.

25 DR. HITE: -- determines. And

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 then we could determine whether or not
3 there are more appropriate facilities for
4 those young people.

5 COUNCILMAN DOMB: Okay. All
6 right. Thank you very much for your
7 testimony today.

8 Thank you, Madam Chair.

9 COUNCILWOMAN BLACKWELL: Thank
10 you very much. Important information.

11 Councilwoman Gym.

12 COUNCILWOMAN GYM: Thank you
13 very much, Madam Chair.

14 So you spoke a little bit
15 earlier about the 30 teacher residency
16 programs or individuals. What percentage
17 of them are teachers of color of the 30?

18 DR. HITE: I think we're in the
19 process of hiring them.

20 COUNCILWOMAN GYM: Oh, you
21 haven't hired them. So did you do the
22 program last year?

23 DR. HITE: For 20. We did the
24 program for 20 this year.

25 COUNCILWOMAN GYM: Twenty for

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 this year. And what percentage of those
3 were teachers of color?

4 DR. HITE: Sixty percent.

5 COUNCILWOMAN GYM: So 12?

6 DR. HITE: Twelve of the 20.

7 COUNCILWOMAN GYM: And then do
8 you hope to achieve those same
9 percentages for this next cohort? Is
10 that specifically what it's for?

11 DR. HITE: Yes.

12 COUNCILWOMAN GYM: All right.

13 Thank you for clarifying that.

14 And one of the things that I
15 felt like the District has done always
16 really well traditionally in the past,
17 better than the City, better than almost
18 any other institution, was its ability to
19 manage its translation services for the
20 100 different dialects that exist within
21 the School District of Philadelphia, but
22 I know that some of our advocates have
23 been pretty concerned about the upheaval
24 around translation services. There's
25 concerns about whether or why we don't

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 currently have a Director of Translation
3 Services, who took on a huge
4 responsibility to coordinate a lot of the
5 documents and did it very professionally
6 in a way that was something that really
7 became a model for both the School
8 District -- I mean both for the City and
9 personally I think for me nationally,
10 that it really made a huge effort at
11 meeting the language needs of a lot of
12 the students within the City.

13 Could you speak a little bit
14 about what the plan is without the
15 Director of Translation Services and how
16 those students -- what you see as this
17 evolves.

18 DR. HITE: Sure. I was just
19 looking for my notes. So I think I know
20 enough about this to speak on it, and
21 then what I don't -- what I can't fill
22 in, I'll ask Karyn Lynch to come up and
23 assist.

24 One of the things that we have
25 been spending time doing this year,

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 Councilwoman Gym, is to -- actually,
3 we've been talking now with individuals
4 within these communities and talking
5 specifically about the types of services
6 and materials and information that need
7 translation, and we've actually now
8 worked to create those types of -- all of
9 that information in those languages for
10 the languages that -- for the, I think,
11 eight or nine languages that are most
12 represented. In schools, though, we're
13 still using a translation service that is
14 available if in fact we don't have either
15 a bilingual counselor assistant or
16 bilingual individual there. All of the
17 schools now are made aware of what that
18 service entails and that we are
19 constantly monitoring and speaking with
20 these communities, quite frankly, on how
21 we're doing in that space. And I'll ask
22 Karyn to come up and fill in anything
23 else that I've missed on this.

24 (Witness approached witness
25 table.)

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 MS. LYNCH: Thank you,
3 Dr. Hite.
4 Karyn Lynch, for the record.
5 Councilwoman, I would share
6 that Dr. Hite has pretty much covered
7 what it is that we're doing and how we're
8 doing it. One of the things that was
9 really important to us was to not lose
10 the delivery of service or to not lessen
11 the delivery of service. In the past, as
12 he indicated, we had the translation
13 service that was available for three-way
14 calling all throughout the School
15 District. That service has been enhanced
16 in the last year so that we are providing
17 much more of that service than we did six
18 months ago, even a year ago. So that
19 opportunity has increased. It's
20 increased because we have, as he pointed
21 out, shared with schools the availability
22 of the service, how to use the service,
23 and because we have increased the
24 contract. And unlike in the past, we are
25 now paying that contract on a timely

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 basis and ensuring that our vendor is
3 responsive to the issues and the needs
4 that we have.

5 Also we would point out, as he
6 said, that we have improved our website.
7 When we brought up the new website this
8 year, we did so based on what other
9 jurisdictions, other school districts our
10 size with the various languages spoken
11 had available. We recognized very, very
12 quickly when the community came to us and
13 said this is not --

14 COUNCILWOMAN GYM: Google
15 Translate doesn't work well for Mandarin
16 or Arabic or Vietnamese or any of the
17 others.

18 MS. LYNCH: Exactly. So we
19 quickly stepped backed and we changed the
20 delivery of the service that we were
21 providing, and I think right now you can
22 see on our web page that we have gone
23 back to translating our documents into at
24 least eight other languages beyond
25 English so that -- and we did so in

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 tandem with the multilingual community
3 that came to us and said, we need to see
4 something different.

5 COUNCILWOMAN GYM: Well, I
6 mean, one of the questions that I had, as
7 you know, the -- I thank you for that,
8 but I think we know that the translation
9 services that are used are actually
10 interpretation services, though. It's
11 spoken language between two parties. But
12 the issue that we have come up with is
13 that the legal responsibility of the
14 District to inform parents actually in
15 writing is a significant one and that the
16 District's documents evolve change every
17 single year and that there's a lot of
18 confusion on the ground between
19 principals about what is required to be
20 in writing translated in a student's home
21 language and what may not be. This
22 certainly preceded your time, but we
23 dealt a lot with this in terms of
24 disciplinary issues, showing up for
25 expulsions, other kinds of disciplinary

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 practices. Students who were told that
3 they were over-age, for example, could
4 not return back to their regular public
5 school. Those types of things can
6 require more complicated management and
7 actually requires a process that guides
8 and determines what documents actually
9 get translated for families and parents.
10 And part of the concern is is that
11 without a Director of Translation
12 Services who is actually making those
13 decisions on a broader scale -- normally
14 I like to go very granular. I like to
15 stay in-house, at the school-base level,
16 but in this particular case, we did
17 really feel like there was a need for a
18 Director of Translation Services, someone
19 who clarified the standards and
20 responsibilities. I think we went
21 through this when we were going through
22 the District's language access policy as
23 part of that review group. There were a
24 lot of things that we were certainly
25 modifying, but there were a lot of things

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that were left off the table, simply
3 because there wasn't the capacity to
4 answer all the questions that were being
5 asked at the time by many of the groups.

6 So, again, like going back,
7 what process -- without a Director of
8 Translation Services, like what process
9 is actually being used to guide and
10 determine the judgments that are
11 necessary about what gets translated,
12 when, how, how it gets distributed, and
13 how to let principals know that this is a
14 required translation?

15 MS. LYNCH: We're using the
16 same process that we used, although it's
17 been stepped up. So in the past we
18 looked at what languages are spoken in
19 the various schools. We made -- we do
20 surveys when students are enrolled. We
21 are asking parents, as we have in the
22 past, and with the new student
23 information system, we're even better
24 able to track that information. So we
25 know what languages are spoken in the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 home. We know what the preference
3 language is. We know where in the City
4 various languages are spoken, and it's
5 our effort to make the services
6 available.

7 We have also, as I indicated,
8 increased the information that we are
9 giving to school-based leaders about what
10 needs to be translated and what doesn't,
11 and this is a fluid process. We're
12 constantly finding out about new things
13 and new ways. Much of the documentation
14 that's going to the home -- going into
15 homes from Central Office is translated
16 before it even goes to schools. So that
17 makes that available as well.

18 COUNCILWOMAN GYM: Okay. Well,
19 I'd love to keep following up with you on
20 that. And since you're here, I think
21 it's really helpful, the new PA state
22 law, Act 138, focuses a lot on the
23 District's and school districts'
24 requirements around truancy. Currently,
25 as we know, 6,000 families are processed

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 every year through regional truancy
3 court. Over 90 percent of them involve
4 families of color. Many of them do
5 identify school-based barriers.
6 Education Law Center has talked about the
7 fact that one of the top reasons has to
8 do with school-based barriers. They have
9 identified areas such as special
10 education access, sometimes bullying and
11 harassment within schools. There's
12 health issues that are involved.

13 So the new PA law redefines the
14 way that the School District has to
15 handle truancy. So now schools have to
16 hold attendance improvement conferences
17 with habitually truant students,
18 families, school staff. Can you talk a
19 little bit about how those meetings are
20 going, and also is there someone in the
21 School District who -- well, someone both
22 at the School District and at the
23 school-based level whose sole focus is to
24 address attendance -- improve attendance,
25 address truancy, and help these families

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that are becoming habitually truant
3 navigate their way away out of a regional
4 court process and back into a more
5 healthy school environment?

6 MS. LYNCH: Okay. So the first
7 question that I would answer is that for
8 the last -- I would say for the last five
9 or six years, we've been working with
10 Department of Human Services with
11 contractors that have been made available
12 that are caseworkers that actually go
13 into the home and resolve a lot of or
14 address a lot of the supportive services
15 needs that families have. They look at
16 transportation, homelessness. They
17 coordinate their work and their activity
18 with the School District as well as with
19 DHS to provide funding for uniforms,
20 school supplies, food, shelter and so on
21 and so on and so on. And those vendors
22 probably -- each of the vendors has
23 probably about eight to nine individuals
24 that are working in that capacity. So
25 that has been an ongoing effort that's

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 taken place for several years now.

3 In answer to whether or not we
4 have actual School District employees, we
5 have turned to DHS to provide that
6 service over the last few years,
7 especially since our numbers were
8 decreased significantly. What we do have
9 in the School District of Philadelphia
10 right now that we're pretty excited about
11 is that we have attendance coaches who
12 have been hired that their sole purpose
13 is to work with schools and --

14 COUNCILWOMAN GYM: Are they
15 regionally deployed?

16 MS. LYNCH: They are regionally
17 deployed, yes. They each -- they're
18 different areas of the City. And their
19 sole purpose is to address attendance
20 issues, but mostly to help schools with
21 interventions, because much more so than
22 truancy, we really want to focus on
23 attendance and encouraging ways for
24 students to come to school and
25 encouraging ways for schools to recognize

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 what interventions can help which
3 students, which families change the
4 process and start coming to school.

5 Those individuals have been on board, I
6 would say, probably for the last three,
7 four months, but they are in and out of
8 schools on a daily basis. They spend
9 most of their time in schools. And these
10 are the individuals who have been working
11 with our schools on the truancy reports
12 and the documentation that would move
13 forward if a student was referred to
14 truancy court.

15 I think that in this particular
16 year as we are ramping up to address the
17 new legislation, we are working much more
18 closely with our schools to ensure that
19 they are addressing the supportive needs,
20 that they are not just moving cases very
21 quickly to truancy, but they are looking
22 at the particular needs and issues and
23 developing plans that are all intended to
24 help improve attendance for those
25 students that have had ten or more or

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 close to ten absences.

3 COUNCILWOMAN GYM: Well, I'd

4 love to keep working with you on that.

5 Our staff has visited regional truancy

6 court on multiple occasions and have had

7 a chance to listen to the -- I don't know

8 if you call it resolution -- adjudication

9 of many of these cases. A number of the

10 DHS coordinators complained and were very

11 clear now that they had trouble accessing

12 school personnel who could help them

13 resolve many of the issues. Those were

14 spoken to judges. We're spending \$7

15 million a year on regional truancy court,

16 and it's the number one reason why we're

17 sending children into our RTF, our

18 regional treatment facilities.

19 So I think we are both on all

20 ends invested in trying to figure out how

21 to do this. We do want to see attendance

22 improve. We also want to move some of

23 those really super vulnerable families,

24 those 6,000 families that go through

25 regional truancy court, out of that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 system and back into a normal productive
3 environment with their schools and would
4 love to keep working with you on that.
5 So thank you.

6 MS. LYNCH: Absolutely.

7 COUNCILWOMAN GYM: I just
8 wanted to have a concluding statement. I
9 know I had a lot of hard questions, but
10 this year for me in particular, I talked
11 about how my daughter came in, my oldest
12 came in, at the beginning of the state
13 takeover and I still have a youngest one
14 who is just starting off on her high
15 school life, and I want it to be the kind
16 of high school life that -- my older ones
17 struggled with the uncertainty with the
18 budget cuts, with the ups and downs
19 around this, and I think that this is our
20 opportunity to try and do it. I want to
21 see a great partnership between the City,
22 the new School Board, this City Council,
23 the Mayor and to really set a model for
24 the country that we're trying to figure
25 this out. We're not going to meet the

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 needs, the \$3 billion deficit that is
3 owed to us that would be considered --
4 maybe not 3 billion. Maybe about at
5 least 1 or 2 billion that would be
6 considered a fair and equitable funding
7 of our system. Our kids deserve it. You
8 deserve it. But I do want to express my
9 thankfulness for your partnership and the
10 hard work that you've put in to get us to
11 a point where we can make this ask, and
12 we'll work as hard as we can to try and
13 bring you the kind of school system that
14 all of us want to see.

15 DR. HITE: Thank you.

16 COUNCILWOMAN BLACKWELL: Thank
17 you very much.

18 We have one more speaker with
19 regard to education before we go on to
20 the other part of our hearing.

21 Councilman Domb.

22 COUNCILMAN DOMB: Thank you,
23 Madam Chair.

24 I just have a couple of quick
25 questions. I was looking through the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 Parsons report on the cost of building
3 repairs and it seems to me they just used
4 a blanket number for replacement value of
5 \$500 a square foot roughly across the
6 board. That's their estimate for school
7 costs. And I guess my question is, what
8 is today for an elementary school, middle
9 school, high school if you were building
10 a new school, what is the right size,
11 what is the square footage, what would be
12 the perfect school to be built for
13 elementary, middle, and high school?

14 MS. FLOYD: So I can give you
15 ranges because -- and I can base it in
16 some of the schools that we're actually
17 doing. So, for example, for an
18 elementary school, K-5 or K-8, our costs
19 have ranged -- we're starting
20 construction on a new school this summer
21 for 1,500 students. The cost for that
22 project is \$50 million, and that is --

23 COUNCILMAN DOMB: How many
24 square feet is that?

25 MS. FLOYD: I can get you the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 information on the square footage of the
3 size of it.

4 COUNCILMAN DOMB: Here's my
5 real question, though: Is that the right
6 size that we should be building in the
7 future?

8 Ms. FLOYD: It's the right size
9 for that community based on the number of
10 students that are in that catchment. And
11 so --

12 COUNCILMAN DOMB: I'll tell you
13 why I ask this. When I went through the
14 inventory of all the schools, I see
15 schools that are 8,000 square feet and
16 one that's 340,000 square feet. So I'm
17 trying to figure out -- I didn't realize
18 so many of these are a hundred-plus years
19 old. What's the right size for a city
20 like Philadelphia for these categories?

21 MS. FLOYD: On average I
22 would -- so for most of the elementary
23 schools that we built, the average
24 enrollment at the elementary school level
25 has been between 500 to 600. That

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 definitely will be influenced, however,
3 by where we're doing it in the City and
4 the total number of kids in the
5 catchment. And so a lot of the projects
6 that are included in our capital budget,
7 there are significant enrollment
8 increases that we see in those
9 neighborhoods, and so the number of
10 students, just to put a fine point on it,
11 has been higher for the schools that
12 we're doing there. There are other
13 schools that -- I would say the general
14 range for elementary schools, whether it
15 be K-5, K-8, have been between 500 and
16 600 students. And I can get you what the
17 per square foot cost is for new
18 construction and for elementary school,
19 for middle school, and high school, and
20 we can give you what our average -- based
21 on the bids that we've gotten for new
22 construction for previous schools that
23 we've done, can give a range in terms of
24 what the cost would be in square footage.

25 COUNCILMAN DOMB: What's the

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 perfect size for a high school?

3 DR. HITE: I mean, it depends
4 really on the same thing, Councilman. I
5 mean, we have high schools that are very
6 effective, like the Science Leadership
7 Academy, that has 500 students, and then
8 we have others that are very effective
9 with 2,000 students. And so it all
10 depends on where it's located, but I
11 would say optimally people build high
12 schools at about 1,000, 900 to 1,000
13 students.

14 COUNCILMAN DOMB: Because I'm
15 looking at this report. I'm not going to
16 name any schools, but I'm looking at the
17 report and I'm saying we have 370
18 students in one school and the repair
19 costs are \$25 million and the replacement
20 cost is 30 million. We have another
21 school with 235 students where the repair
22 is 14 million, replacement is 19. I
23 guess my question is, can we look at this
24 and say, you know what, that new high
25 school we're building that's 1,500 for 50

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 million and it's brand new, state of the
3 art, I'm sure, would be a lot better
4 alternative than putting a lot of money
5 into some of these older facilities that
6 have all these issues that are being
7 talked about today.

8 MS. FLOYD: Where we have the
9 ability to build new, we do. We don't on
10 some -- with some of the schools we're
11 challenged in terms of the site and the
12 availability of square footage on the
13 site to be able to do that. And so where
14 we can, we have in terms of building new.
15 In other situations we have gone the
16 route of a major renovation where we
17 address all of the building systems in
18 the building to bring it up to a state of
19 repair as well as complement it with the
20 educational upgrades to support things
21 around early literacy, CTE, et cetera.

22 COUNCILMAN DOMB: I'll just
23 give you one quick exhibit. In the book
24 you gave us, I just looked at four random
25 high schools that would cost us about 80

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 or 90 million, almost 100 million to
3 replace, and they service maybe 1,000
4 students, and here we just built a new
5 high school that services 1,500 students
6 for 50 million, half the price. So I'm
7 saying maybe we could look at this as a
8 citywide program on how we can save
9 money. That's really my only point.

10 Thank you for your testimony.

11 And thank you, Madam
12 Chairwoman.

13 COUNCILWOMAN BLACKWELL: Thank
14 you. Thank you all for your talk about
15 Lea School too.

16 Thank you very much. This will
17 conclude this part of our hearing. We're
18 going to take a five-minute break, and
19 after that five minutes, we will call
20 forward our City Treasurer for a
21 department callback.

22 Thank you all of you for
23 education. Thank you had enough today?
24 Thank you. Thank you all very, very
25 much.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 (Short recess.)

3 COUNCIL PRESIDENT CLARKE: Good
4 evening.

5 MR. DUBOW: Good evening.

6 COUNCIL PRESIDENT CLARKE:
7 We're reconvening for the callback. We
8 have the Treasurer's Office, and I think
9 we have a few questions by Councilman
10 Domb. So we can jump right into it,
11 unless you may have an opening statement.

12 MS. JOHNSON: No.

13 MR. DUBOW: No. We're good.

14 COUNCIL PRESIDENT CLARKE:
15 Thank you.

16 Councilman Domb.

17 COUNCILMAN DOMB: Thank you,
18 Council President.

19 Thank you. Good afternoon.
20 Thank you for coming.

21 For the Treasurer, did your
22 position start in January of '16?

23 MS. JOHNSON: Yes, it did.

24 COUNCILMAN DOMB: And were you
25 briefed upon entering that position that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 this was an issue?

3 MS. JOHNSON: At the time of my
4 start, no, I was not.

5 COUNCILMAN DOMB: So you didn't
6 know about it at that point?

7 MS. JOHNSON: No, I did not.

8 COUNCILMAN DOMB: And at what
9 point did you find out about it?

10 MS. JOHNSON: Actually around
11 this time in 2016 when we were preparing
12 for the exit interview with the
13 Controller.

14 COUNCILMAN DOMB: So like May
15 of 2016?

16 MS. JOHNSON: April, May,
17 around that time, yeah.

18 COUNCILMAN DOMB: And then how
19 did you find out about it?

20 MS. JOHNSON: We were preparing
21 for the exit conference with the
22 Controller and that's how I found out.

23 COUNCILMAN DOMB: So the
24 Controller informed you of it?

25 MS. JOHNSON: Well, what

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 happens is, we get a draft of the report
3 where we have to prepare responses and
4 reading through it and the findings from
5 what would have been the FY16 audit, yes.

6 COUNCILMAN DOMB: But when you
7 came in as Treasurer, knowing that the
8 Treasurer's responsibilities are
9 reconciling the accounts on a monthly
10 basis at least or even daily, were you
11 doing that when you came in as Treasurer?

12 MS. JOHNSON: Yes. I mean, we
13 sat down. At the time, there was -- from
14 transition, there was a deputy that
15 crossed both Administrations, and you sat
16 down with him and did a debrief and
17 talked about one of the things which was
18 reconciliation and where we were with
19 reconciliations at that time, but it was
20 not a full-scale disclosure of what was
21 actually happening.

22 COUNCILMAN DOMB: My
23 understanding from what I understand is
24 that the job of the Treasurer is to make
25 sure all of our accounts are reconciled,

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 and if you started in January, within the
3 first 30 days wouldn't you be looking at
4 reconciling the accounts? And if you had
5 done that, you would have realized that
6 accounts hadn't been reconciled since
7 2010.

8 MS. JOHNSON: Well, are you
9 specifically speaking of con cash? Con
10 cash is 2014.

11 COUNCILMAN DOMB: The payroll
12 account.

13 MS. JOHNSON: Payroll is 2010,
14 that's correct. Like I said, in
15 wholesale talking about reconciliation,
16 what the staff was doing, it was learning
17 all of that, and it was not disclosed
18 fully at that time to me, but that the
19 staff was working and just going --
20 getting in and finding out day to day,
21 and with that, that's how I found out.

22 COUNCILMAN DOMB: But if you
23 were hired as a Treasurer for any other
24 company other than the City of
25 Philadelphia, within 30 days of the close

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 of the month, the responsibilities are to
3 make sure your bank accounts are
4 reconciled. So I don't understand how it
5 took from January until someone telling
6 you in May that you didn't realize they
7 weren't reconciled.

8 MS. JOHNSON: Okay. And I'm
9 telling you that, you know, having
10 conversations, going through wholesale
11 with everyone in the department and all
12 that they are reconciling, where are
13 they, it was not fully disclosed at that
14 time to me the severity of it, you know,
15 so I did not find out until that time.

16 COUNCILMAN DOMB: Did you ask
17 in February, for example, has January's
18 records been reconciled?

19 MS. JOHNSON: Did I ask that
20 specific question? No, I did not.

21 COUNCILMAN DOMB: Or in March
22 or in April?

23 MS. JOHNSON: I can't recall
24 that I asked a specific question to that
25 nature.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN DOMB: Okay. I'm
3 only asking this because in any business,
4 you ask 15 days at the close of the month
5 your accountant or whoever is doing it --
6 it's usually a third party, not the
7 person who is writing the checks -- has
8 everything been reconciled, what's
9 outstanding, et cetera. That's why I'm
10 asking the question.

11 So let me just walk through
12 this. In May of 2016, you found out
13 about the accounts not being reconciled?

14 MS. JOHNSON: Mm-hmm.

15 COUNCILMAN DOMB: And at that
16 point, what did you do?

17 MS. JOHNSON: At that point,
18 had a conversation with the staff to try
19 to figure out why that it was not and
20 what was their plan or was there a plan
21 to, and then started to actually dig in
22 deep with each staff person the accounts
23 they were responsible for reconciling and
24 putting a plan together wholesale to see
25 how we could rectify that issue.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN DOMB: That was in
3 May of 2016?

4 MS. JOHNSON: That's correct.
5 That's when it began, yes.

6 COUNCILMAN DOMB: And did you
7 find out at that point how many different
8 accounts weren't reconciled?

9 MS. JOHNSON: I did.

10 COUNCILMAN DOMB: Can you tell
11 me again -- there's more than two
12 accounts. Can you give me a list of all
13 the accounts that were not reconciled?

14 MS. JOHNSON: Would you like me
15 to provide that for you or send it to
16 you?

17 COUNCILMAN DOMB: Whatever is
18 easiest for you. If you know right now,
19 I'd like to just hear what they are.

20 MS. JOHNSON: Sure. So at that
21 time, it was the general disbursement
22 account.

23 COUNCILMAN DOMB: And the
24 general disbursement, the date it was
25 last reconciled, was that the end of --

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: January 2012.

3 COUNCILMAN DOMB: January 2012.

4 MS. JOHNSON: That's correct.

5 Payroll.

6 COUNCILMAN DOMB: What was the
7 date of that?

8 MS. JOHNSON: June 2010.

9 COUNCILMAN DOMB: Okay.

10 MS. JOHNSON: The pension
11 disbursement.

12 COUNCILMAN DOMB: Pension
13 disbursement. What was the date of that
14 one?

15 MS. JOHNSON: June 2014.

16 COUNCILMAN DOMB: Okay.

17 MS. JOHNSON: And pension PD --
18 PPDAA account.

19 COUNCILMAN DOMB: PPDA?

20 MS. JOHNSON: That's correct.

21 COUNCILMAN DOMB: What does
22 that stand for?

23 MS. JOHNSON: I can get that
24 back to you exactly what it means, but
25 it's kind of like the supplement account

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 for that, and that was December of 2015.

3 COUNCILMAN DOMB: And what

4 would you say the amount of money goes

5 through each one of -- is this the only

6 four accounts that weren't reconciled or

7 are there others?

8 MS. JOHNSON: No. Those are

9 the ones that were behind.

10 COUNCILMAN DOMB: No other --

11 MS. JOHNSON: And con cash.

12 Excuse me. And con cash.

13 COUNCILMAN DOMB: And how long

14 was that behind from?

15 MS. JOHNSON: That was June of

16 2014.

17 COUNCILMAN DOMB: Do you have

18 any idea of the general disbursement

19 account how much goes through that

20 account on a monthly basis, how much in

21 dollars, or a daily basis or weekly?

22 MS. JOHNSON: I don't have that

23 offhand.

24 COUNCILMAN DOMB: But is that

25 the account where -- someone told me that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 it was back in Leonard Moak (ph) was the
3 Finance Director. He set up an account
4 where everything flowed into one account
5 called a general disbursement account to
6 avoid having checks bounce, so we had
7 enough float. So is that the account
8 where all our checks are written from?

9 MS. JOHNSON: Yes. All
10 disbursements run through that, except
11 for like payroll, but out of the general
12 disbursement.

13 COUNCILMAN DOMB: So what are
14 the monthly disbursements of the City of
15 Philadelphia, roughly?

16 MS. JOHNSON: I don't have that
17 offhand. I can get that to you.

18 COUNCILMAN DOMB: Is it 200
19 million, 300 million?

20 MS. JOHNSON: I'm not going to
21 guesstimate. I can get you the
22 information, but offhand I don't have it.

23 COUNCILMAN DOMB: Okay.
24 Considering our budget is 4.6 billion,
25 it's got to be a pretty big number going

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 through that account.

3 MS. JOHNSON: Right, and that's
4 why I don't want to misspeak, but I will
5 get it to you.

6 COUNCILMAN DOMB: Would you say
7 the range, though, is 200 to 400 million
8 or would you say it's higher or lower?
9 I'm giving you a wide spread.

10 MS. JOHNSON: I don't know.

11 COUNCILMAN DOMB: You don't
12 know that?

13 MR. DUBOW: It's hundreds of
14 millions.

15 MS. JOHNSON: Right, it's
16 hundreds of millions.

17 COUNCILMAN DOMB: Hundreds of
18 millions monthly go through that account,
19 okay.

20 How about the payroll account?
21 What is the total payroll for the City
22 annually?

23 MR. DUBOW: Probably 1.7.

24 COUNCILMAN DOMB: 1.7 billion?

25 MS. JOHNSON: Estimated.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 COUNCILMAN DOMB: So basically
3 what we're saying on the payroll accounts
4 since June of 2010 for seven years, we
5 didn't balance close to \$10 billion of
6 payroll, 1.7 a year? It was lower in
7 prior years, but I'm saying it's close to
8 10 billion.

9 And the pension disbursement
10 account, how much money goes through that
11 account per year? Is that all the
12 pension checks written out to all the
13 people getting pensions for the City?

14 MS. JOHNSON: That's correct.

15 COUNCILMAN DOMB: How much is
16 that per year?

17 MS. JOHNSON: Again, I can get
18 you the exact number, but I don't have
19 that. I would have to get that number
20 confirmed.

21 COUNCILMAN DOMB: How much do
22 we disburse -- we know how much we -- the
23 budget costs us, what, 640 million we put
24 into the pension allocation every year,
25 and don't we disburse like 600 million a

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 year?

3 MR. DUBOW: I think we actually
4 disburse more than that. You're talking
5 about benefits payments.

6 COUNCILMAN DOMB: 700, 800
7 million?

8 MR. DUBOW: Yeah, but the
9 amount now is higher than it was three
10 years ago.

11 COUNCILMAN DOMB: So maybe it
12 was closer to 6 on average if you average
13 that out. But that was 2014. So that
14 was only like two or three years we
15 didn't balance that.

16 And what's the PPDA? What is
17 the dollars going in that account?

18 MS. JOHNSON: That number
19 offhand I don't have.

20 COUNCILMAN DOMB: Is that a
21 small number?

22 MS. JOHNSON: It's a small
23 number, yes.

24 COUNCILMAN DOMB: "Small"
25 definition, under 10 million?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: Yes.

3 COUNCILMAN DOMB: And the con
4 cash, what do you think that would be?

5 MS. JOHNSON: Well, that's
6 where all of our revenue and cash
7 collected for the City would be. So
8 that's --

9 COUNCILMAN DOMB: So real
10 estate taxes paid, BIRT taxes paid, all
11 of our net income, gross receipts, BIRT.
12 Every tax paid goes into the con cash
13 account?

14 MS. JOHNSON: That's correct.

15 COUNCILMAN DOMB: So revenue
16 got to be, what, 3 and a half to 4
17 billion a year?

18 MS. JOHNSON: Around it,
19 probably.

20 COUNCILMAN DOMB: So we're
21 saying in the con cash account from June
22 of 2014, if it was three years, '14, '15,
23 and '16, that's close to 12 billion that
24 we didn't reconcile. Is that reconciled
25 now?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: It is, yes.

3 COUNCILMAN DOMB: Okay. And is
4 the PPDA reconciled now?

5 MS. JOHNSON: No. So the
6 payroll and the pension disbursement and
7 the PPDA account, they will all be
8 reconciled within the coming months, and
9 that was a part of the plan. We brought
10 in --

11 COUNCILMAN DOMB: Those three?

12 MS. JOHNSON: Those three. We
13 brought in additional resources of an
14 accountant when we put the plan together
15 and we have someone focusing solely on
16 those, and as you know, we switched
17 payroll vendor July 1. So our payroll
18 pension disbursement and the PPDA are
19 current now, but back when we had Wells
20 Fargo at the time for payroll and Bank of
21 America for pension, those will be all
22 closed out by the end of June 30th.

23 COUNCILMAN DOMB: So we did
24 reconcile the pension disbursement
25 account?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: The current is
3 reconciled, yes. Payroll current is
4 reconciled.

5 COUNCILMAN DOMB: I'm not
6 talking about current. I'm talking about
7 the old pension disbursement.

8 MS. JOHNSON: We are working on
9 those now, and they'll be completed by
10 the end of the fiscal year, by June 30th.

11 COUNCILMAN DOMB: So let me
12 just review. The general disbursement is
13 not reconciled, the old. The payroll is
14 not reconciled. The pension disbursement
15 is not reconciled. And the PPDA is not
16 reconciled.

17 MS. JOHNSON: That's correct.

18 COUNCILMAN DOMB: There are
19 four accounts not reconciled.

20 MR. DUBOW: They will all be
21 reconciled.

22 MS. JOHNSON: But they will all
23 be reconciled by June 30th, yes.

24 COUNCILMAN DOMB: June 30th,
25 okay.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: Yes.

3 COUNCILMAN DOMB: And when we
4 reconciled the con cash account -- is
5 that the correct title of that account?

6 MS. JOHNSON: Mm-hmm.

7 COUNCILMAN DOMB: Did we find
8 any shortages or any issues or did it
9 balance completely?

10 MS. JOHNSON: We did, yes.
11 There was a variance when we did the June
12 30th, 2017 of the 40.1 million. That's
13 correct.

14 COUNCILMAN DOMB: So we found
15 we were short 40.1 million, and that's
16 what was recorded in the --

17 MR. DUBOW: We found there was
18 a difference between --

19 MS. JOHNSON: The bank and the
20 book.

21 MR. DUBOW: And what was in our
22 bank.

23 COUNCILMAN DOMB: So the 40.1
24 is what became 33.3, which is now down to
25 26?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: 27.

3 COUNCILMAN DOMB: So that's
4 that. I understand that better.

5 So let me walk back to make
6 sure I understand the timeline. May of
7 2016, you've been our Treasurer for four
8 or five months at this point. You find
9 out about this issue. You pick up the
10 phone. Did you call Rob Dubow? What did
11 you do about it?

12 MS. JOHNSON: One, I had an
13 internal conversation with the staff to
14 see where we were with it and tried to
15 find out the why's or what they thought
16 that the why's were and then to work to
17 put a plan together and then have a
18 conversation with Rob, yes.

19 COUNCILMAN DOMB: And so why
20 did it take so long, over a year, from
21 May of '16 until the report comes out --
22 the CAFR comes out in June of '17, and
23 now we're sitting in '18 where we're just
24 getting the accountant on board. Why did
25 all that time lag?

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: Well, one, we had
3 different processes that we needed to go
4 through to find out the why, start to put
5 information together. So all this time
6 we were doing work. There were staffing
7 issues. There were gaps there, trying to
8 backfill positions, filled new positions
9 as well. So once we got some staff in
10 place and the resources and some outside
11 help, we had an outside temp worker come
12 in, and then we were able to start to put
13 the pieces together, have conversations
14 with Revenue about some information that
15 we felt as though we need in addition to
16 make this a more timely and efficient
17 process.

18 MR. DUBOW: And we moved -- the
19 temp worker probably left around
20 Valentine's and we --

21 MS. JOHNSON: That's correct,
22 and we filled that with a full-time
23 worker.

24 COUNCILMAN DOMB: My point is
25 that we're probably talking about

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 accounts that are close to total \$15 to
3 \$20 billion over the years, and if you
4 found you were short people to do this
5 work, if you found this in May, you
6 should have come to this body or whatever
7 process and say, look, we need to hire an
8 outside accountant at that point and do
9 it. The issue for me is we all can make
10 mistakes. It's the amount of time to get
11 this corrected, because this is like
12 really important.

13 MR. DUBOW: We did hire an
14 outside accountant actually.

15 COUNCILMAN DOMB: At that
16 point? Back in May of '16?

17 MS. JOHNSON: No.

18 MR. DUBOW: Was it --

19 MS. JOHNSON: We hired outside
20 help with the --

21 COUNCILMAN DOMB: Let me just
22 give you the timeline so I'm clear. You
23 came in in January. In May you found the
24 problem, of '16. In the end of June of
25 '17 it's reported in the CAFR report that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 we're short the money, and then we put
3 out an RFP when? In January of '18?

4 MS. JOHNSON: No. We put out
5 an RFP in late October, November.

6 COUNCILMAN DOMB: '17?

7 MR. DUBOW: Yeah. The response
8 came back in December.

9 MS. JOHNSON: The responses
10 were due in December.

11 COUNCILMAN DOMB: But I guess
12 my point is, from May of '16 until even
13 October of '17, that's 15, 16 months went
14 by. I will say that for me, it's that
15 night I'm trying to figure this out. Why
16 did we let all this time go by with this
17 amount of money?

18 MS. JOHNSON: Well, one, like I
19 said, we were working on it and I was out
20 for a period to time myself, but within
21 the time that we started -- we pulled in
22 additional help before we even hired
23 someone by working with the Assistant
24 Accounting Director, bringing him to help
25 the team to see if we could do it in that

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 manner, and we found some efficiencies
3 there working with him and bringing the
4 process in, then backfilling some
5 positions as well.

6 COUNCILMAN DOMB: There's a lot
7 of issues here that I'm having. One is
8 that we didn't do it with all this time,
9 just one. Two is the amount of time it
10 took us to fix the problem when you were
11 aware of it, because I think 15 or 16
12 months from May of '16 until October of
13 '17, dealing with \$15 to 20 \$billion of
14 unreconciled accounts is a lot of money,
15 and we should have been doing it
16 immediately, immediately. I mean, if the
17 public is aware of this, we're going to
18 look like we're not really managing the
19 tax dollars efficiently. This is not
20 good.

21 I don't want to take up any
22 more time today, but I would like to have
23 it in writing what the plan is, which you
24 said is to get it balanced by June 30th,
25 number one.

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 MS. JOHNSON: For the payroll
3 and those accounts.

4 COUNCILMAN DOMB: All the
5 accounts. I'd like it in writing. And,
6 number two, I'd like it in writing what
7 systems specifically are we putting into
8 place to make sure this never happens
9 again.

10 MS. JOHNSON: Sure. We are in
11 the process of documenting all of our
12 internal controls, and as we improve some
13 of the process, we are fine-tuning that
14 and we can provide you with that as well
15 when it's completed.

16 MR. DUBOW: And as I said
17 yesterday, part of that is what the
18 outside consultant is going to help us
19 do. So we'll tell you now about internal
20 controls. We'll show you where we are
21 now, but that will be improved too.

22 MS. JOHNSON: Right. It will
23 be improved as we have the accountant in.

24 COUNCILMAN DOMB: As an elected
25 official, I personally feel responsible

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 that I didn't ask these questions when I
3 was here for the last two years. I never
4 thought I had to ask did we reconcile our
5 accounts. Now I will, because I'm not
6 going to assume anything is being done.
7 But this is just something that does not
8 look good for Philadelphia.

9 MS. JOHNSON: Understandable.
10 And, I mean, even coming into the role,
11 asking the question, you know, where we
12 are with things, I didn't think we had to
13 ask each specific question.

14 COUNCILMAN DOMB: I know, but
15 here's my only thing for you. I wish you
16 had blown the whistle quicker and asked
17 for help immediately dealing with this
18 amount of money, because I will say this,
19 if the three of us were in business and
20 we had 15 billion to 20 billion of
21 unreconciled accounts for seven years,
22 that night we're on the phone calling the
23 accountants in and getting it fixed. We
24 would not allow it to happen.

25 Anyway, thank you for coming

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 back and answering these questions.

3 Thank you, Council President.

4 COUNCIL PRESIDENT CLARKE: One
5 quick question. I think I may need the
6 Deputy up at -- I think you know what I'm
7 going to ask you. We've been working
8 together and along with the Redevelopment
9 Authority in a loan program based on the
10 housing preservation initiative, and as
11 you know, we floated a bond for the grant
12 portion. Now we're prepared to move --
13 can you tell me where we are with the
14 loan program for housing preservation.

15 MS. JOHNSON: Sure. When we
16 had our budget testimony that day -- I
17 can't remember the specific date -- that
18 following week the three of us had a
19 conversation -- a meeting --

20 COUNCIL PRESIDENT CLARKE:
21 Three of who?

22 MS. JOHNSON: Christian Dunbar,
23 Rob Dubow, myself, Anne Fadullon, and
24 Greg Heller had a meeting to kind of go
25 over the budget, where we were, because

1 5/9/18 - WHOLE - BILL 180162, ETC.

2 as I stated to you, that we thought the
3 administrative portion was high. During
4 that meeting, it was agreed upon that
5 they would work to revise the budget to
6 reduce the administrative fee.

7 COUNCIL PRESIDENT CLARKE: When
8 you say "they."

9 MS. JOHNSON: Meaning PRA.

10 COUNCIL PRESIDENT CLARKE: PRA?

11 MS. JOHNSON: Yeah. And we are
12 waiting to get the revised budget.

13 COUNCIL PRESIDENT CLARKE: From
14 PRA?

15 MS. JOHNSON: That's correct.

16 COUNCIL PRESIDENT CLARKE: So
17 that's what we're waiting for?

18 MS. JOHNSON: That's correct.

19 COUNCIL PRESIDENT CLARKE: And
20 the revised budget centers primarily or
21 solely around the administrative cost?

22 MS. JOHNSON: Just the
23 administrative -- remember, it was at
24 that 35, almost 40 percent, that we would
25 like to see that reduced. So we're

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 waiting to get that -- for them to
3 massage the budget to get the
4 administrative portion reduced and we'll
5 be good to go.

6 COUNCIL PRESIDENT CLARKE:
7 Okay. Thank you. I just want to get on
8 the record what the issue is.

9 MS. JOHNSON: Sure.

10 COUNCIL PRESIDENT CLARKE:
11 Thank you.

12 Mr. Dubow, could you hang
13 around for a minute before you leave.

14 MR. DUBOW: Sure.

15 COUNCIL PRESIDENT CLARKE:
16 Thank you.

17 Thank you very much for your
18 testimony.

19 There being no additional
20 questions, the Committee will stand in
21 recess until Wednesday, May 16th, 2018,
22 10:00 a.m., at which time we will
23 reconvene in Room 400, City Hall.

24 Thank you very much.

25 (Committee of the Whole

Committee of the Whole
May 9, 2018

Page 302

1 5/9/18 - WHOLE - BILL 180162, ETC.
2 adjourned at 5:10 p.m.)

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CERTIFICATE

I HEREBY CERTIFY that the
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Committee of the Whole
May 9, 2018

Page 1

A	academic	115:6 224:5	188:14	301:19	Administra...	152:16	agreements
a.m 1:7	99:7,13,23	accountant	235:4	Additionally	277:15	afternoon	167:19
301:22	136:12	280:5	actionable	60:2	administrat...	77:11 99:12	ahead 23:18
abatement	173:15	289:14	223:4	additions	300:3,6,21	100:24	Air 8:25
43:11	225:12	292:24	actions 16:2	177:24	300:23	103:4	Airy 245:24
ability 25:3	Academies	294:8,14	90:9	address 15:3	301:4	104:11	AL 1:18
76:22 85:6	7:6	297:23	active 14:5	15:5 17:2	administrat...	114:11	alarming
112:21	Academy 8:6	accountants	219:19	18:5 21:24	231:13	121:6,7	165:13
113:24	8:14 9:13	298:23	actively	26:22 41:10	admiration	133:2,3	Alfredo 9:20
118:4	272:7	accounted	115:18	41:15 88:9	237:12	172:5 200:3	9:21,24
159:18	accelerate	126:4	119:22	105:22	admit 189:11	246:19	10:23,25
184:8	240:23	Accounting	230:24	107:22	admits	275:19	16:12,16
188:21	acceptable	295:24	activities 8:16	119:17	234:25	age 83:12	19:5 74:15
201:19	18:13	accounts	45:11 179:3	134:19	adopt 2:15,19	235:21	algebra 78:4
219:24	acceptance	124:18,22	activity	138:8	adopting 2:21	250:23	159:24
253:18	15:8	124:23	263:17	185:10	adult 64:7	251:8	all-hands-o...
273:9	access 53:3	125:6,8	actual 26:7	191:12	251:5,9,14	agencies	18:18
able 22:23	54:4 79:20	126:2 277:9	105:16	262:24,25	adults 129:24	58:21 60:3	ALLAN 1:11
25:4 42:16	111:2,7	277:25	215:5 264:4	263:14	131:24	240:10	Allentown
44:24 45:4	112:13	278:4,6	acute 87:25	264:19	161:8	agency 58:21	199:11
45:24 47:4	198:22	279:3	add 38:5	265:16	advance 94:3	222:19	allocate
59:15,16	220:5	280:13,22	60:20 69:14	273:17	advanced	aggressively	104:16
67:14 75:24	240:18	281:8,12,13	80:25 81:19	addressing	16:22	69:12	105:6,15,24
84:10 88:14	244:5	283:6 286:3	162:16	42:9 85:12	180:17	aging 17:4	allocation
96:23,25	259:22	290:19	165:5 196:7	109:15	advantage	39:24 40:4	286:24
106:8	262:10	294:2	added 46:18	265:19	64:3 181:23	agnostic	allow 11:25
107:19	accessing	296:14	adding 47:15	adequacy	advising	150:9	12:4 18:22
141:21	266:11	297:3,5	141:5,6	32:11 177:4	210:18	ago 43:5	122:20
142:11	accommoda...	298:5,21	177:13	177:16	Advisory	44:20,24	146:14,22
147:18	112:6	accurate	214:2,3	178:13	10:2 69:16	60:23 67:16	147:4
148:10	accomplish	211:19	addition 33:7	adequate	advocate	76:5,6,11	174:20
151:6 170:5	127:18	accurately	37:15,23	31:21 32:7	11:12	96:18 131:3	184:11
178:16,21	accomplishi...	303:5	81:8 86:3	78:19	140:22	131:4 140:3	298:24
180:24	243:14	achieve 25:8	104:20	103:20,22	advocates	170:11	allowed 75:7
184:5,22	accomplish...	52:18	122:22	104:8	60:8 253:22	191:20	allowing
212:6	45:15	108:23	184:10	adjourned	advocating	203:11	101:4
218:17,20	account	123:7 130:7	293:15	302:2	32:9	205:24	allows 32:14
240:17	125:3,11	253:8	additional	adjudication	Affairs 7:19	212:18	119:8
246:9	278:12	achievement	17:23 83:9	266:8	afford 151:17	213:9	122:23
260:24	281:22	45:15 107:3	88:25 90:9	adjust 218:11	178:18,21	232:13	alter 79:25
273:13	282:18,25	136:12	100:13	adjusted	afforded	234:19	alternative
293:12	283:19,20	achieving	112:7	216:14	55:23	243:17	128:11
Abogourin	283:25	243:15	115:25	adjustment	afraid 68:25	256:18,18	273:4
8:4	284:3,4,5,7	244:2	143:24	102:7	69:3	287:10	amending
absence	285:2,18,20	245:12	144:23	218:19	African 49:18	agree 83:13	2:24 3:7,13
102:3	286:10,11	acknowledge	148:18	Administra...	118:19	107:14	3:19,25
absences	287:17	160:17	154:21	93:12	197:7	141:19	amenities
266:2	288:13,21	Act 261:22	175:12	103:23	228:14,18	217:25	111:18
absolute	289:7,25	Acting 9:2	242:5	110:4 122:7	229:5,21	220:21	America
77:18	291:4,5	99:6	245:22	150:8,13	232:18,20	agreed 300:4	200:24
Absolutely	accountabil...	action 101:14	246:4,12	187:13	after-care	agreement	201:7
267:6	156:10	169:14,20	289:13	191:4,24	156:17	4:18 82:12	289:21
AC 193:7	accountable	170:4	295:22	197:18	after-school	112:18	American

Committee of the Whole
May 9, 2018

Page 2

49:18	annually	184:14	184:17	187:21	attempting	273:12	148:17
118:20	109:5	appreciating	204:20	260:21	59:25	available	149:18
197:7	285:22	204:16	219:13,19	280:3,10	attend 8:14	94:6 160:9	152:23
228:14,19	answer 15:21	appreciation	220:11	298:11	86:9 154:11	173:3 200:6	155:15
229:5,21	29:12 42:25	190:22	223:17,19	asks 184:12	159:22	200:9,15	159:14
232:20	43:24	242:3	areas 38:2	aspect 216:5	attendance	210:14	162:12
Americans	122:12	appreciative	59:14 85:16	assess 193:19	59:16	251:19	165:6,21
232:18	173:23	243:21	87:14 160:2	193:19	262:16,24	255:14	168:4 169:4
amount 3:9	181:3	apprentices...	172:10	assessment	262:24	256:13	180:5
41:25 90:6	217:24	36:7 162:4	188:8	100:2 109:9	264:11,19	257:11	191:17
90:15 94:5	233:7 260:4	167:22	219:21	121:17,21	264:23	261:6,17	193:13
96:6 150:16	263:7 264:3	apprentices...	262:9	170:24	265:24	263:11	201:20
200:19	answering	36:9	264:18	172:9	266:21	Avenue 246:3	202:11
241:17	299:2	approach	arrest 60:25	173:10	attendant	average	204:5
283:4 287:9	answers	34:7 210:16	arrests 61:3	174:4,9	85:4	105:7,10	210:20
294:10	102:18	approached	arrived 80:22	175:14	attended 7:25	130:7	220:10
295:17	anticipates	6:6 41:2	art 81:23	176:4	8:8,19 9:7	140:11	225:6
296:9	23:22	65:15 99:9	244:5 273:3	177:13	9:21 167:8	204:18	232:10
298:18	anticipating	114:9 172:3	article 40:7	assessments	attending	221:3	243:5
amounts 33:6	65:23 68:24	220:18	articulating	29:22,23	7:21 53:19	229:22	250:21
148:4	anybody	255:24	198:22	90:12,23	attends 9:22	270:21,23	257:23
analysis	136:9 150:8	approaches	242:22	91:4 92:2,4	attention	271:20	259:4 260:6
39:23	183:17	61:7,7	Arts 8:23	92:8,12	41:25 54:19	287:12,12	263:4 267:2
analyzed	anymore	appropriate	asbestos	93:13 134:3	57:4 58:5	avoid 284:6	282:24
215:11	223:24	103:22	33:25 42:12	168:21	83:22	aware 43:13	284:2
analyzing	226:14	252:3	Asian 164:2	assign 207:9	234:17	136:10	289:19
119:22	Anyway	Appropriat...	aside 174:7	assigned	attract	219:14	292:5
anchor 7:4	211:4	66:24	174:11	201:17,21	231:17	255:17	294:16
45:21 95:24	298:25	approval 4:7	asked 63:21	assist 254:23	attribute	296:11,17	295:8 299:2
112:16	apologize	218:10	69:10 73:13	assistance	150:12	awareness	backed
154:14	176:15	approved	102:9,10,19	133:17	audit 185:22	135:4	257:19
169:17	Applause	4:19 132:6	103:23	assistant	277:5	awesome 5:17	backfill 293:8
anchors	5:21 7:24	approximat...	104:4 115:3	84:25 228:8	audited 190:2	B	backfilling
111:15	8:11,21	31:3	119:4	255:15	Auditor		296:4
112:12	9:10,17	April 118:16	139:14	295:23	190:3	babysitting	background
and/or	10:6 11:2	276:16	140:19	assistants	auditorium	64:20	204:8
118:23	16:11 65:21	279:22	142:15,17	81:7 146:20	177:11	back 5:15	backpack
220:5	79:7	Arabic	190:6	194:17	audits 189:22	6:16 23:10	182:5
303:23	application	257:16	212:18	associated	August	27:7 38:3	backwards
Angeles	231:4	architect	216:13	203:20	193:13	39:10 41:14	82:15
106:3	apply 23:25	204:22	229:3	assume 23:7	Authority	50:15 61:24	bad 58:9
Anna 74:21	217:7	architects	244:16	212:4 298:6	4:16,16,22	64:9,14	108:6
75:8	303:21	17:14	260:5	assuming	20:8,9,10	67:14 70:22	155:11
Anne 299:23	appraisals	area 33:22	279:24	90:8,8	21:17 299:9	72:19 73:2	187:17,23
announced	190:21	34:19 39:12	298:16	121:16	Authorizati...	73:10 74:11	188:3,3
20:11 69:24	appreciate	41:24 65:10	asking 26:11	assumptions	3:2	74:11 85:9	214:12
announcem...	19:13 20:23	141:23	31:4 32:3	211:22	authorize 3:2	88:20 89:12	235:17
65:20	41:23 47:20	160:7	75:22 82:10	assure 93:24	authorized	91:9 97:21	bad-perfor...
annual 96:6	52:22 72:23	161:11	83:8 89:8	astounding	4:18	100:14,20	106:20
140:15	82:17	169:23	131:13	45:6	automating	128:12	108:5
190:20	147:24	170:3	144:18	at-risk 58:3	188:2,3	132:17	balance 24:4
213:6,16,19	197:12	172:17	147:12	attached 70:2	availability	139:3,4	26:16,20
215:17	appreciated	180:9	148:2	70:6	256:21	141:21	27:21,22
						147:20	

Committee of the Whole
May 9, 2018

Page 3

29:5,6	Barton 8:2	Bass 1:10	belonging	bias 44:16	62:16 63:1	168:1 169:1	273:1 274:1
30:10,11	Bartram	74:21 75:12	201:21	50:3,17	64:1 65:1	170:1 171:1	275:1 276:1
49:4 89:25	209:19	113:17	beneficial	biases 15:3	66:1 67:1	172:1 173:1	277:1 278:1
90:14 91:6	base 32:25	118:14	110:14,23	bidding 184:3	68:1 69:1	174:1 175:1	279:1 280:1
91:21,24	33:4 91:3	132:23,24	benefit	186:11	70:1 71:1	176:1 177:1	281:1 282:1
92:25 93:9	96:11	133:4	102:23	bids 271:21	72:1 73:1	178:1 179:1	283:1 284:1
93:10	114:22	139:10,17	108:17	big 18:17	74:1 75:1	180:1 181:1	285:1 286:1
102:11,14	269:15	141:25	196:19	40:2 65:20	76:1 77:1	182:1 183:1	287:1 288:1
102:17	baseball 8:7	142:14	215:19	117:15	78:1 79:1	184:1 185:1	289:1 290:1
105:21	based 20:17	144:12,16	benefits	126:15	80:1 81:1	186:1 187:1	291:1 292:1
123:22,25	32:21,22	146:6 147:6	15:13 287:5	209:14	82:1 83:1	188:1 189:1	293:1 294:1
139:9	60:9 71:18	147:22	best 20:21	222:7	84:1 85:1	190:1 191:1	295:1 296:1
140:15	89:21,25	148:23	21:10 41:6	234:18	86:1 87:1	192:1 193:1	297:1 298:1
168:23	90:10,22	BCAs 222:7	41:7 65:10	284:25	88:1 89:1	194:1 195:1	299:1 300:1
175:18	91:22 94:19	bear 152:21	65:10	bigger 14:14	90:1 91:1	196:1 197:1	301:1 302:1
185:3	98:15 99:15	beautiful	104:22	bilingual 81:6	92:1 93:1	198:1 199:1	billion 17:17
211:13,16	99:23,25	112:12	180:7 195:8	146:20	94:1 95:1	200:1 201:1	28:8 30:23
212:19,21	105:6,10	becoming	204:22,24	197:19	96:1 97:1	202:1 203:1	30:24 40:2
212:22,24	106:14	233:23	217:24	198:13,20	98:1 99:1	204:1 205:1	66:21 158:4
212:25	112:17,20	263:2	235:24	199:15	100:1 101:1	206:1 207:1	239:11,12
213:7,14,18	141:10	before-	236:20	255:15,16	102:1 103:1	208:1 209:1	239:13
214:2,3,7	154:12	156:17	237:2	Bill 2:1,14,18	104:1 105:1	210:1 211:1	268:2,4,5
214:12,22	155:2 156:4	began 281:5	Bethel 60:24	2:20,23 3:1	106:1 107:1	212:1 213:1	284:24
214:24	156:24	beginning	better 15:17	3:6,12,18	108:1 109:1	214:1 215:1	285:24
215:17	171:24	14:17 22:4	16:14 18:11	3:24 4:1,20	110:1 111:1	216:1 217:1	286:5,8
247:9 286:5	174:10	23:4 47:6	58:20 59:6	5:1 6:1 7:1	112:1 113:1	218:1 219:1	288:17,23
287:15	177:6,21	137:11	75:16,22	8:1 9:1 10:1	114:1 115:1	220:1 221:1	294:3
291:9	201:17,21	160:22	106:22	11:1 12:1	116:1 117:1	222:1 223:1	296:13
balanced	202:22	161:6	124:8 153:2	13:1 14:1	118:1 119:1	224:1 225:1	298:20,20
29:5 140:13	215:5	267:12	153:5	15:1 16:1	120:1 121:1	226:1 227:1	bills 1:20 2:8
143:10	235:17	begins 110:20	162:18	17:1 18:1	122:1 123:1	228:1 229:1	2:13 5:3
216:2,3	257:8 270:9	begs 141:20	187:6,7	19:1 20:1	124:1 125:1	230:1,23	138:17
296:24	271:20	144:17	188:10	21:1 22:1	126:1 127:1	231:1 232:1	biology 7:22
balances	299:9	behalf 14:24	192:23	23:1 24:1	128:1 129:1	233:1 234:1	BIRT 288:10
102:2	baseline	behavior 61:5	215:12	25:1 26:1	130:1 131:1	235:1 236:1	288:11
215:15	172:12	99:20	220:24	27:1 28:1	132:1 133:1	237:1 238:1	bit 57:4 69:7
ball 66:17	basic 12:11	behavioral	221:7,17,20	29:1 30:1	134:1 135:1	239:1 240:1	77:13
67:20	14:20 45:14	60:5 114:21	221:23	31:1 32:1	136:1 137:1	241:1 242:1	137:18
124:24	146:6	115:17	223:20	33:1 34:1	138:1 139:1	243:1 244:1	164:8 170:9
150:2	basically	beings 15:8	224:3,6	35:1 36:1	140:1 141:1	245:1 246:1	182:25
247:13	67:14 76:15	belief 107:18	226:3,15	37:1 38:1	142:1 143:1	247:1 248:1	185:25
bang 22:21	96:19 97:6	believe 5:14	228:12	39:1 40:1	144:1 145:1	249:1 250:1	199:9
bank 28:5	201:19	15:25 20:25	230:13	41:1 42:1	146:1 147:1	251:1 252:1	211:12
124:18	205:2 286:2	30:8 31:4	242:21	43:1 44:1	148:1 149:1	253:1 254:1	216:7
279:3	basis 45:23	31:10 32:23	244:8 251:5	45:1 46:1	150:1 151:1	255:1 256:1	217:16,18
289:20	76:16 96:6	64:23 75:9	253:17,17	47:1 48:1	152:1 153:1	257:1 258:1	221:17
291:19,22	104:15,17	91:17	260:23	49:1 50:1	154:1 155:1	259:1 260:1	226:2,11,15
banks 124:21	105:15,16	200:21	273:3 292:4	51:1 52:1	156:1 157:1	261:1 262:1	252:14
125:21	125:8	202:15	beyond 14:7	53:1 54:1	158:1 159:1	263:1 264:1	254:13
bar 15:11	194:15	207:15	21:11	55:1 56:1	160:1 161:1	265:1 266:1	262:19
barriers	257:2 265:8	232:16	125:17	57:1 58:1	162:1 163:1	267:1 268:1	biweekly
262:5,8	277:10	bell 182:19	257:24	59:1 60:1	164:1 165:1	269:1 270:1	194:21
Barry 9:15	283:20,21	237:5	BHRS 116:17	61:1 62:1	166:1 167:1	271:1 272:1	black 49:23

Committee of the Whole
May 9, 2018

Page 4

161:23,25	269:6	149:25	268:13	33:4 48:10	22:25 42:9	bullying	cameras
163:24	292:24	284:6	273:18	48:12 56:8	43:17 52:7	262:10	79:20
164:6	BOBBY 1:13	bounds 240:2	bringing 38:3	69:8 75:15	52:20 80:2	bunch 190:14	campaign
165:16	Bodine 7:18	boxes 12:25	83:4 134:24	77:19,23	84:23,24	burden	167:14
167:6 230:6	body 147:12	boys 118:20	295:24	79:4,25	108:6 109:6	105:23	cancer 12:2
Blackwell	158:13	brag 51:12	296:3	80:12 83:9	109:7,8,14	bus 74:24	candidates
1:11 5:18	239:2 294:6	55:23	brings 20:2	95:15,16	112:16,22	85:4 108:11	36:10,12
7:10 11:5	boiler 171:17	brainstorm	Brittney	101:2	116:24	business	165:4
33:13,14	171:17	239:6	133:18	104:18	173:2	28:13 188:6	196:23
37:3 38:13	boilers	branch	broad 202:8	106:6	183:10	245:18,23	capacity
38:23 39:4	172:20	231:24	204:6,17	140:24	188:20	280:3	247:12,18
41:4,13,20	bold 245:8,8	branches	broader	141:18	194:16,22	298:19	247:21
45:10 51:5	bond 75:18	67:5	259:13	155:2	196:16	busy 135:21	248:10
55:4,9,12	76:4,9,11	brand 243:11	broken 15:20	172:18	201:18,21		249:2
55:17 65:5	76:12 96:14	273:2	196:3	174:8,25	201:23,25	C	250:14
65:17,25	96:15,23	breadth	brought	175:3	202:7,8,9	C 207:15	260:3
73:5,19	176:10	220:6	12:24 105:3	177:19	202:23	cafeteria	263:24
185:14	184:22	break 89:11	257:7 289:9	188:16	203:4,17,21	177:10	capital 2:15
199:22	201:7	89:12 96:13	289:13	189:6 194:9	203:25	CAFR	2:19 5:4,6,7
207:18	299:11	100:18	Brown 1:17	200:22	234:10	292:22	20:2,14
211:6	bonds 24:17	120:19	100:23	215:24	269:2,9	294:25	21:24,25
224:23	25:12	122:2	101:11,19	226:25	270:6	calculation	23:11,11,20
238:8	200:23,24	274:18	102:21	267:18	272:25	46:2	23:25 24:2
246:14	203:19	breakdown	103:2,8	271:6	273:14,17	calculations	24:8 25:23
249:10	240:22	248:20	118:7	284:24	273:18	45:5 91:23	76:9 97:5
252:9	book 80:12	BRIAN 1:15	120:11	286:23	buildings	call 37:11	97:10 110:7
268:16	80:16	bricklayers	121:2	299:16,25	17:4,10,11	68:25 99:6	170:9,14
274:13	106:25	44:22	132:21	300:5,12,20	17:16 18:9	116:17	171:3 172:8
Blackwell's	133:21	brief 7:2	149:5	301:3	19:4 76:10	171:9	172:18
39:20	233:13	100:17	224:25	budgeted	76:18 84:22	183:17	173:21
blame 17:6	273:23	104:22	225:2,13	80:13	108:2,7	189:21,22	174:7,25
blank 213:4	291:20	briefed	226:6,17	211:18	109:11,19	212:9,25	175:3
blanket 269:4	books 12:11	227:12,17	227:12,17	233:12	111:3,9	220:9	177:19
block 14:12	94:8 126:7	briefing	227:22	budgeting	112:11,15	230:22	179:10,12
blocks 204:16	126:18	48:12	228:23	185:23	116:21	231:8	183:2,4
BLONDELL	186:3	briefly 7:15	229:11,23	187:13	173:9 176:4	235:11	185:5
1:17	borrow	56:24 89:9	230:8	189:3 190:7	176:5,24	266:8	186:11
blown 298:16	184:11,23	118:12	231:10,19	budgets	177:5 179:7	274:19	192:16
blunt 74:25	201:18,19	184:4	231:23	95:20	183:22	292:10	194:8 202:2
bluntly 12:13	239:8 241:2	225:14,17	232:12	104:19	185:6	callback	203:18,20
board 3:2	borrowing	bright 85:8	233:3,18	105:8	192:21	274:21	238:14
10:2 15:22	21:7 24:17	bring 27:14	234:8,12	build 76:23	195:2	275:7	239:12,17
44:19 106:9	25:8,10,11	29:4 51:22	236:5,12,18	82:2 161:17	201:14	callbacks	240:18
110:21,22	28:7 76:14	64:14 84:10	237:4,21	166:17	203:15,24	5:13	241:3 271:6
113:20	96:20	112:22	Bryn 8:17	172:7	235:22	called 37:14	captured
115:4,5	238:24	140:10	buck 22:21	189:10	242:10	93:19	245:7
209:16	239:9	142:10	budget 2:19	192:12	builds 136:15	205:24	card 117:10
227:8	241:12	150:21	2:21 6:22	200:24	built 211:17	235:14	care 12:14
228:18	Boston 106:3	159:19	7:12 12:8	201:7 207:7	214:8	284:5	85:7 219:8
234:20	bottom 33:10	184:5 204:6	21:25 23:7	272:11	269:12	calling	career 35:7
242:14	142:22	210:9	23:9 26:5	273:9	270:23	185:21	35:10,11
265:5	176:16	218:21	27:13,17	building	274:4	256:14	133:21
267:22	bounce	240:6	30:22 32:13	14:12 18:4	bulk 105:7	298:22	198:2
						calls 189:23	

Committee of the Whole
May 9, 2018

Page 5

careers 131:16	270:20	36:18	18:16 147:5	charter 110:22	66:10 67:17	19:18	267:21,22
cares 134:25	category 13:8	197:10	208:11,17	127:19	74:6 81:23	150:24	270:19
carpenter 45:5	173:14	234:6,9	220:15	137:23	98:16 114:6	241:21	271:3
carpenters 44:22	Catholic 8:20	303:20	221:10	140:20,23	115:10	city 1:2,6 4:8	274:20
carved 16:3	caved 171:19	certifications 35:2 165:17	237:10,24	140:25	117:16	4:10,21	278:24
case 124:6	CBH 113:18	certified 42:12 87:24	241:20,22	141:3,9,12	118:20	5:10,11	284:14
212:16	113:20	challenged 158:13	challenges 13:11 59:4	141:15,21	119:14,17	6:20 11:5	285:21
259:16	cede 10:22	160:7	60:10 87:3	142:4,12	120:3 128:4	14:25 15:22	286:13
cases 82:9	center 35:6,7	161:10,19	117:14	143:11	128:12,14	16:6 18:10	288:7
112:15	71:12	207:25	143:20	247:2,7,11	129:5 136:6	18:20 27:12	301:23
120:7 161:9	CERTIFY 303:3	233:23	156:4	247:24	145:7,22	28:15 31:23	city's 11:16
161:10	132:12	certifying 303:24	187:15	248:4	153:21,25	32:16 35:13	35:19
212:11,16	144:9,9	cetera 106:9	219:15	charters 247:9	154:24	38:9 40:3	124:15
232:5	245:25	172:20	220:22	cheaper 184:6	156:20	41:8 56:13	240:5,11
265:20	262:6	273:21	223:19	cheaply 241:2	159:11,22	56:14 57:8	City-based 58:21
266:9	centered 232:19	280:9	231:4	check 39:10	162:11	57:9 59:19	citywide 7:14
caseworkers 263:12	centers 300:20	CFO 166:14	challenging 108:16	75:9 194:22	165:22	65:10 68:2	9:4,19,24
cash 94:23,25	central 85:9	chains 15:4	199:11	checks 280:7	166:3	71:10 78:12	11:11 16:15
278:9,10	159:8 193:7	Chair 5:17	245:20	284:6,8	167:20	83:10 84:21	246:21
283:11,12	194:3	6:2,13	246:11	286:12	170:6	95:7 102:3	274:8
288:4,6,12	261:15	10:16 19:17	chance 34:20	Cheltenham 145:14	196:22	107:17	civil 158:6
288:21	centuries 68:13	33:12 39:17	39:14 266:7	CHERELLE 1:16	209:14	109:24,25	159:9
291:4	Cephas 62:15	51:10 55:3	chances 13:21	Chief 6:18	226:13	111:19	Clara 8:2
Castelbuono 99:8,11,12	cert 166:19	55:16 65:4	change 71:17	22:14 41:19	237:15,17	121:11	clarified 168:18
100:3	certain 3:5,10	65:24 66:6	110:22	99:7,13	243:14,25	124:9,13	259:19
220:20	3:16,21,22	66:22,23	121:17,21	101:17,21	244:3,4,5	125:18,25	clarifying 216:4
223:18	4:3,4 28:19	77:7 78:7	175:7	114:12	245:11	126:11	217:19
225:11,19	42:24 94:4	132:25	258:16	172:6	266:17	127:19	clarifying 216:4
226:8	105:9,17,24	149:4 157:7	265:3	225:12	children's 249:18	130:10	216:4
casting 232:21	117:6	168:12	changed 75:17	227:2,23	chillers 172:20	145:5	253:13
CAT 34:14	121:22	185:13	257:19	child 13:4,22	chipping 235:25	147:16	clarity 70:24
Catapult 97:16,18,19	145:9	199:21	changers 198:2	68:17	choice 16:7	150:10,19	157:12
98:3,23	150:16	202:17	changes 4:12	135:21	116:23	150:23,24	166:7
99:4,14	175:19	211:10	122:21	154:7	choose 117:3	151:5,7,13	211:12
169:5	200:23,25	224:22	210:23	157:23	chose 36:17	151:24,25	214:19
catchment 270:10	211:21,25	246:13,18	Channel 133:19	210:21,25	98:13	152:20	222:4
271:5	certainly 27:25 34:2	252:8,13	chaos 77:19	childhood 134:9	chosen 10:15	183:3	Clarke 1:10
categorical 200:13	34:10 65:11	268:23	77:21 78:15	136:23	100:8	190:20	2:2,5 4:23
201:3,4	187:14	chaired 74:20	chaotic 78:6	children 16:5	Christian 299:22	204:16	5:22 6:4,8
categories 119:13,14	239:20	chairs 67:4	Chapter 2:24	17:8 18:7	chronic 18:6	216:14	6:11,15,19
120:2,2	258:22	Chairwoman 7:9 39:19	3:13,19,25	19:4 31:21	chronicled 63:20	219:3,3,5	7:9 11:4
166:5	259:24	121:5	characterize 212:23	34:25 35:3	CINDY 1:10	219:17	19:10 23:16
250:10	certificate 198:14	132:20	213:3	36:5,10,12	circumstance 236:6	234:23	25:18 28:9
	199:16	150:4 200:2		36:20 37:11	circumstan... 59:4 236:10	235:7	28:23 29:8
	303:2	211:5 225:3		37:16 46:20	citizen 15:23	238:21	29:11,19
	certification	274:12		53:19 61:15	citizens 15:18	239:8 241:6	30:2,6,12
		challenge		62:10 63:12		242:14	30:15,18
						244:25	31:15 32:18
						245:5,20,25	33:9 65:19
						253:17	66:19 72:16
						254:8,12	72:21,25
						261:3	73:21 77:5
						264:18	89:5 100:15

Committee of the Whole
May 9, 2018

Page 6

157:5 168:6	cleanliness	57:15	130:19	264:24	committee	compared	244:23
168:10	18:13	107:23	131:5,6	293:11	1:3 2:7 5:2	95:6 157:23	computer
234:14	cleanup	110:16	149:20	294:6	5:17 7:9	211:2	46:18
275:3,6,14	43:11	clowned	162:11	Comegys	65:25 66:24	comparison	con 278:9,9
299:4,20	clear 12:16	63:22	165:24	39:6	74:20 75:13	76:13,16	283:11,12
300:7,10,13	14:2 47:22	Club 9:3	230:25	comes 41:7	113:17	144:20	288:3,12,21
300:16,19	235:20	co-locating	232:25	41:14	301:20,25	compete	291:4
301:6,10,15	266:11	109:17	244:17,19	112:21	Commonwe...	145:10	concentrated
class 38:22	294:22	co-locations	college-going	124:7	66:16 68:12	competency	84:15
63:21,23,25	clearing	250:5	149:9,13	138:11	142:6 143:5	47:23 49:16	concept
75:2,4 78:4	186:2	coaches 47:15	colleges	150:10,17	165:18	49:25	111:11
128:3	clearly	264:11	161:21,23	151:9 179:8	221:12	competing	187:5
129:13	157:17	coast 223:12	165:9 230:7	218:22	communicate	145:11	188:18
130:12,21	223:18	Code 2:25 3:8	231:14	292:21,22	178:16	231:20	concepts 46:8
130:25	Clerk 2:14	3:14,20 4:2	color 118:19	comfort	243:23	competition	245:12
131:24	5:3 6:2	Coded 209:2	164:12,15	12:19	244:7	44:21,23	concern 95:9
146:15	climate 60:11	codes 57:9,10	164:21	coming 27:6	communica...	competitive	125:24
159:25	81:9 82:20	57:13	166:11	35:22 41:5	44:2,8	134:5	134:13
160:5	88:10 120:7	coding 46:19	228:13,17	60:15 68:21	communica...	145:13	152:18
207:22	154:18	209:10,16	252:17	73:15 87:22	44:5 179:5	218:7 219:2	164:3
250:24	clinical	210:8	253:3 262:4	88:7 96:15	179:24	competitors	175:13
classes 141:5	115:19,24	250:24	combined	96:16	182:7,7,9	145:5	219:5 246:8
159:23	clock 103:7	cohort 83:4	174:18,19	115:19	243:12	complained	259:10
205:18,19	close 28:14	253:9	177:9	138:24	communica...	266:10	concerned
207:24	32:6,12	collaboration	come 5:15	147:12	44:10 180:7	complement	52:25 66:9
classic 189:5	88:15	38:8	11:8 14:23	167:20	182:6	273:19	163:23
classroom	140:12	collaborative	28:7 36:16	191:17	communities	complete 69:8	223:5,6,17
42:14 50:8	145:3	135:6	40:24 56:20	218:12	59:3,12	178:9	241:25
53:6 68:19	184:16	collateral	61:24 65:13	222:16	60:9,10,18	completed	253:23
68:21 118:5	195:2	201:15	70:25 74:10	265:4	82:9,19	42:22 290:9	concerning
153:3 236:8	213:19,20	colleague	88:2,3,20	275:20	85:17	297:15	107:6
237:3	213:24	62:14 216:8	89:12	289:8	112:10	completely	concerns 18:2
classrooms	214:9 266:2	colleagues	100:14	298:10,25	196:20	23:12 94:19	43:7,16
146:17,18	278:25	70:7 75:11	113:23	Commander	255:4,20	141:19	52:12 54:15
159:11	280:4 286:5	241:23	116:20	9:2	community	226:18	120:12
162:9	286:7	colleagues'	128:12	commend	12:24 14:6	291:9	179:13,16
180:20	288:23	126:9	132:17	74:9 234:17	111:4,10,14	completing	182:13
236:22	294:2	collect 93:23	136:20	comment	111:16	37:20	219:11
242:11	closed 78:5	93:25 119:8	148:3,17	48:7 52:5	112:17,20	compliance	237:23
Clayton	158:20	collected	150:17	comments	112:23	99:21	253:25
50:18,21	289:22	288:7	152:22	65:12,18	113:2	186:21	conclude
clean 18:9	closely 100:9	collecting	156:16	160:15	133:15	complicated	274:17
42:17 85:7	221:13	54:7	160:22	Commission	134:22	143:23	concluding
152:14	223:21	collectively	162:12	51:15 69:17	155:21	192:5 203:4	267:8
cleaner 19:3	224:2	59:25 66:9	163:5 167:9	Commissio...	232:25	259:6	conclusion
85:2	265:18	185:9	168:3	10:4 57:21	257:12	compliment	182:9
cleaners	closer 27:17	collector	170:25	60:24 89:19	258:2 270:9	134:7	condense
216:23	41:21	125:19	193:12	commit 64:5	community...	components	249:19
217:9	101:20	college	218:17	commitment	82:8	178:3	condition
cleaning	215:16	128:22	225:6	162:12	company	comprehen...	17:11 76:13
218:23	229:13	129:6,15,18	254:22	190:11	278:24	108:15	109:6
235:19	287:12	129:22	255:22	committed	compare	110:12	170:24
236:2	closures	130:5,6,13	258:12	116:2	104:25	227:19	171:12,23

Committee of the Whole
May 9, 2018

Page 7

172:9 173:2	27:16,19	39:8	controlling	102:18	14:25 15:23	89:10,16,17	202:6,13,18
173:10,12	194:15	continues	140:7	122:4	17:2 19:9	90:5,10,18	203:5,14,23
174:3,8	228:9 245:6	113:25	controls	127:12	19:10 22:13	90:21 91:10	204:4 205:7
175:14	consistently	221:9	193:19	139:5	23:16 25:18	91:14,19	206:23
176:23	149:19	continuing	251:22	168:24	27:8 28:9	92:3,11,16	207:13,17
177:12	Constance	14:18 46:4	297:12,20	187:19	28:23 29:8	92:21,24	208:7,18,20
conditions	50:18,20	81:3 95:18	conversation	195:5	29:11,19	93:3,6,8,16	209:7
3:5,11,17	constant 44:4	102:15	109:13	278:14	30:2,6,12	94:22 95:3	210:19
3:23 4:5	54:12 159:9	134:21	113:12	281:4 282:4	30:15,18	95:12 96:5	216:8
18:14,24	187:5	continuous	117:19,21	282:20	31:15,19	96:9 97:6,9	234:18
20:6 43:13	189:20,22	186:15	142:10	286:14	32:18 33:9	97:12 98:22	238:10,11
155:15	192:10,23	continuously	143:12	288:14	35:5 65:19	99:2,6,14	239:22
175:7	constantly	82:2	149:3	290:17	65:24,24	99:25	241:14
conference	82:20 86:2	contract 61:9	178:19	291:5,13	66:2,19	100:12,16	244:9,13,16
240:12	158:13	84:8,9	190:8 191:3	293:21	68:2 72:16	101:25	246:16,17
276:21	255:19	99:16 215:4	191:10,19	300:15,18	72:21,25	102:19	246:25
conferences	261:12	221:15,19	280:18	303:8	73:21 74:2	109:22,23	247:5,10,16
262:16	constituency	226:16	292:13,18	corrected	77:4,5,10	118:11,13	247:21,23
confidence	44:2	256:24,25	299:19	294:11	78:13 83:10	121:2,4,8	248:3,6,7
85:13	constituents	contracted	conversations	correction	84:6 88:19	121:18,24	248:14,17
confident	148:9,10	222:10,15	26:9 95:6	101:10	89:4,5,18	122:5,13	248:21,24
54:22	constitute 5:4	223:23	143:2,3	corrections	100:15	123:16,23	249:15,22
confirm	Constitution	contracting	191:23	62:7	110:4	124:8,12,16	249:25
202:16	238:3	222:19	279:10	correctly	112:19	124:23	250:11
confirmed	construction	contractor	293:13	48:20	147:16	125:5,9,14	251:16,23
286:20	17:24 69:13	226:11	convert	correlation	157:5,10	125:23	252:5
confronted	70:4 173:20	contractors	196:14	57:17	168:5,6,10	126:19,21	268:21,22
68:8	269:20	99:17 217:7	cooling	correspond...	168:15	127:9,13,16	269:23
confused	271:18,22	221:14	193:23	182:3	185:20	127:24	270:4,12
137:19	consultant	223:22	194:3	cost 25:9	267:22	128:17,24	271:25
confusion	297:18	224:3,9	195:11	152:21	275:3,6,14	129:12,20	272:4,14
258:18	contact 33:17	225:17,18	Cooperation	184:23	275:18	130:4,17,22	273:22
Congressm...	44:4 230:20	263:11	4:16,18	212:13,14	299:3,4,20	131:2,10,22	275:9,16,17
183:24	contacted	contracts	coordinate	215:9,15,19	300:7,10,13	132:16	275:24
connection	39:7	186:11	254:4	215:20	300:16,19	137:14	276:5,8,14
149:11	contained	224:4 226:3	263:17	269:2,21	301:6,10,15	139:14	276:18,23
consider 5:3	303:5	contrast	coordinating	271:17,24	Councilman	149:8 150:2	277:6,22
13:20 69:3	context 67:25	133:12,23	59:6	272:20	1:11,12,12	150:3 153:8	278:11,22
103:19	153:11	contributed	coordinators	273:25	1:13,14,14	155:8 157:2	279:16,21
204:11	227:5	152:2	115:19	300:21	1:15,15,17	157:6	280:2,15
considered	continue 4:25	213:14	266:10	costs 25:11	1:18 51:7,9	168:12,14	281:2,6,10
68:3 94:5	22:11 32:8	contributing	copy 203:24	208:2,3,3	51:18 52:8	169:2,7	281:17,23
217:14	71:5 96:3	150:19	Corbett	209:12	52:11,21	170:8	282:3,6,9
268:3,6	108:12	contribution	77:23	212:12,15	54:16,25	171:11	282:12,16
considering	140:21	152:8	core 10:17	269:7,18	55:14,15,19	175:11	282:19,21
109:20	154:17	control 104:2	108:22	272:19	55:22 56:11	176:16	283:3,10,13
184:19	155:6 162:2	141:23	110:9,11	286:23	58:19 59:22	178:6,20	283:17,24
284:24	183:11	251:15,24	correct 29:10	Council 1:2	61:19 62:22	179:2,11	284:13,18
considers	191:2	303:23	30:14 34:8	1:10 2:2,5	62:25 63:16	182:18	284:23
14:25	192:13	Controller	48:22 90:2	4:8,19,23	65:2,18	184:15	285:6,11,17
consistencies	221:24	190:3	90:4,20	5:22 6:4,8	69:20 73:23	199:24,25	285:24
59:2	241:5,5	276:13,22	93:15 97:8	6:15,20 9:3	73:25 75:22	200:10,16	286:2,15,21
consistent	continued	276:24	97:11 101:8	11:4,6	77:2,6 89:7	201:8,12	287:6,11,20

Committee of the Whole
May 9, 2018

Page 8

287:24	104:12	222:3	couple 19:14	239:16,25	curfew 59:19	dashboard	280:4
288:3,9,15	106:10	224:21,23	43:4 59:7	241:7	curious	119:7	DC 167:10
288:20	109:21	224:25	85:20 86:14	creativity	120:15,21	data 17:19	de-cluttered
289:3,11,23	111:25	225:2,13	97:13 121:9	240:19	130:9	24:13,22	180:22
290:5,11,18	112:3 113:6	226:6,17	122:12	credit 38:18	228:15	53:10,22,23	de-escalation
290:24	113:17	227:12,17	133:5	62:13	current 31:13	53:25 54:5	224:13
291:3,7,14	114:15,17	227:22	137:17	credits 37:17	32:21 63:3	54:8,20	de-legitimiz...
291:23	115:21	228:22,23	185:19	37:19 154:9	78:23 150:8	57:22 58:22	87:20
292:3,19	116:3,4	229:2,11,23	189:19	154:10	161:4	59:13,16,17	deal 62:12
293:24	117:7 118:7	230:8	193:14	183:23	174:10	90:25 99:20	123:9
294:15,21	118:14	231:10,19	205:23	crimes 64:5	212:23	99:23	138:11
295:6,11	119:5	231:23	213:17	criminal 61:5	289:19	100:10	159:20,21
296:6 297:4	120:11,13	232:12	218:14	crisis 12:2	290:2,3,6	105:3	203:3
297:24	121:2	233:3,18	243:17	40:5 88:24	currently 8:4	119:20,23	dealing 61:25
298:14	132:21,23	234:8,12	268:24	192:24	8:24 23:22	119:23	70:24 97:14
councilmanic	132:24	236:5,12,18	coupons	criteria	27:22 90:8	120:18	122:9
13:11 48:14	133:4	237:4,21	203:10	172:25	157:22	128:4	123:11
51:17 56:3	139:10,17	238:8	course 28:12	critical 11:24	198:5	129:21	158:23
120:19	141:25	246:14	55:21 67:5	36:19	246:22	174:5	235:6
Councilme...	142:14	249:10	67:9 77:13	150:22	254:2	220:10,16	241:24
72:2 86:4	143:9	252:9,11,12	207:6 235:4	176:6	261:24	date 42:23	296:13
120:21	144:12,16	252:20,25	courses	238:16	curriculum	125:6	298:17
Councilpeo...	146:6 147:6	253:5,7,12	205:22	239:14	46:19	281:24	deals 69:17
34:3	147:22	255:2 256:5	210:17	critically	210:15	282:7,13	dealt 258:23
Councilwo...	148:23	257:14	court 262:3	17:21 63:15	curtailment	299:17	debate
1:10,11,13	149:5 157:8	258:5	263:4	153:10	74:23	daughter	192:13
1:16,16,17	157:9	261:18	265:14	170:2	CURTIS 1:14	77:14,15	debates
5:18 11:5	160:13	264:14	266:6,15,25	criticism	custodial	267:11	228:11
33:13,14	163:12	266:3 267:7	courts 251:21	181:5 228:9	84:25	DAVID 1:15	238:5
35:14 37:3	166:7 168:3	268:16	cover 13:14	cross 46:10	194:16	day 13:4	debrief
38:13,23	168:7,8,11	274:13	148:4	47:24	cut 66:22	17:10 18:7	277:16
39:4,15,16	185:14,16	counselor	covered	crossed	67:8 77:19	34:12 51:23	debt 93:24
40:18,22	185:17	55:7 79:21	202:19	277:15	249:22	78:25 79:16	94:7,10,11
41:4,13,20	187:10,20	81:7 146:20	256:6	crushed 12:9	cuts 12:8	108:11	94:14,17,19
41:23 42:20	189:17	153:16	covering 4:10	CT 56:5	267:18	117:23	96:24
43:23 44:13	190:5	255:15	cracked	CTE 34:13	cycle 15:20	119:24	170:12
45:10,19	191:10	counselors	236:2	34:22,23,24		129:18	201:15,16
46:10 47:19	192:2	79:5,13	crash 64:5	35:6,22	D	133:21	201:20
48:23 49:6	194:25	80:13 81:2	create 12:6	36:19 46:16	D 1:16	134:25	202:3,5,8
49:9 50:25	195:6,25	81:5,21	19:2 21:4	108:13	daily 33:17	135:13	202:19,22
51:5,6 55:4	196:8,25	82:6 83:15	37:23 161:2	131:17,23	265:8	144:22	203:12,15
55:9,12,17	197:6,11	146:2	233:2,21	132:6,11,14	277:10	159:10,21	203:20,22
65:5,17	198:9,16,19	149:14,15	243:12	146:19	283:21	180:18	203:25
73:5,19,22	198:25	count 38:21	255:8	273:21	damning 57:6	243:5	204:15
74:21 75:12	199:7,19,22	128:14	created 36:8	CTE-based	danger 220:3	244:19	decades
77:8,9 79:8	199:23	138:12	60:23 162:3	132:7,10	223:8	278:20,20	190:19
80:11 82:17	207:18	counties	167:3	cultural	dangerous	299:16	December
88:18 89:6	211:6,8,9	185:24	232:17	49:16,24	155:15	day-to-day	250:21
100:23	212:8,17	country 16:7	creating	culture	Danielle	12:12	283:2 295:8
101:11,19	214:18	171:7	165:19	154:18	40:23 41:19	days 125:12	295:10
102:21	215:22	229:20	192:11	cultures	171:9,25	125:17,22	decision
103:2,4,6,8	216:20,25	231:16,22	creative	60:12	172:6	155:18	23:17,20
103:10	217:4 219:4	267:24	18:21	cure 11:25	DARRELL	278:3,25	25:25 26:2
					1:10		

Committee of the Whole
May 9, 2018

Page 9

decisions 28:19 259:13	delicate 66:14 delineated 157:17	167:22 desires 98:15 desks 42:14	222:8 223:11 291:18	217:12 disappointed 111:6	198:10 238:4 disproporti... 119:11	138:20,21 141:12 143:5 145:2	263:18 264:4,9 District's 6:22,24
decrease 31:24	deliver 151:20	desperate 173:11	differences 157:14,18	disburse 286:22,25 287:4	disrepair 109:11	145:12 149:17 150:15,22	7:11 107:15 191:3
decreased 264:8	delivery 256:10,11	desperately 13:15 83:6	different 19:19 56:15	disbursement 281:21,24 282:11,13	disservice 237:19	152:4 156:22 160:19	258:16 259:22 261:23
decreases 229:9	demand 159:7	detail 17:3 40:25	124:21 147:15,17 181:22	283:18 284:5,12 286:9 289:6	distance 110:10	163:18 164:17 170:11,20	District-ope... 141:7
dedicate 62:9 dedicated 18:8	221:11 democracy 15:9	157:20 227:4,24 details 40:12	192:11 198:6 208:14,15	289:18,24 290:7,12,14 disburseme... 284:10,14	distinctions 80:15	179:19 182:22 183:4	district-wide 58:19
deep 280:22 deepening 233:5	democratic 14:12 66:23 demographic 174:12	detectors 79:19 determine 21:21 252:2	222:16 242:10,10 253:20	disciplinary 258:24,25 discipline 46:11,12,14	distribution 243:6 district 3:4 5:11 11:9	185:2,25 186:5,16,25 188:16	districts 34:8 67:9,10,10 69:18 70:5 107:5 111:7
deeper 148:2 deeply 234:16 defer 205:5	176:25 demonstrate 192:9	260:10 determines 24:12	264:18 281:7 293:3 differentiate 213:6	278:17 279:13 disclosure 43:25	13:7,12 14:17 15:11 20:10,13	197:23 200:6,18 204:14	145:17 148:12 171:6 178:2
deficit 26:14 26:19 27:2 27:3 29:24	213:2 denigrate 72:4	251:25 259:8 devastated 126:24	85:11 difficult 13:24 74:5	277:20 disconnected 128:13	22:15 23:21 26:4,8 31:9 34:3 36:17	216:16 217:12 218:13	229:19 231:21 257:9
137:16,22 138:5,6,8 138:16	department 5:12 56:18	devastating 77:24 develop 18:5	217:15 219:13 difficulty 98:7	47:24 disclosed 278:17	39:24 40:9 41:8 44:4 48:14 50:4	213:3 216:16 217:12	districts' 261:23
139:23,25 140:16 147:2,3,8	58:13 62:7 240:3 263:10	161:16 207:6 developed	207:6 193:15 222:11	98:8 100:8 discontinued 98:12	50:15 51:18 53:2 55:25 56:4 57:7	218:13 219:20 221:4 222:5	diverse 165:3 166:5 diversify 164:13
158:19 182:24 185:3	274:21 279:11 departments	222:11 developing 47:16	144:19 148:2 280:21	discontinuing 98:21 discounts 190:25	58:16 65:10 66:4,10,14 71:2,2,10	224:12 227:7 228:12	diversion 60:25 diversity 49:21
191:13 213:7 268:2	58:16 depends 124:10	47:16 265:23 development	Dilworth 245:25 dire 14:9	106:9 discuss 106:8 106:9	75:15 76:7 77:14 95:8 97:22 98:17	231:3 232:14 233:6	diversity 49:21 163:14,16
deficits 138:24 213:17	251:21 272:3,10 deployed	95:23 120:7 204:9 devote 18:23	75:6 180:10 194:23 303:23	15:5 discriminat... 107:13	101:2,18,22 104:8,19 107:13	234:24 238:15,21 238:22	164:20 196:9 232:6 divert 58:5
Define 233:18 defining 158:10	264:15,17 deputy 277:14	DHS 58:7 120:17 263:19	direct 60:4 104:7 directly 35:16	discussed 51:25 discussion 19:16	108:21 111:6 114:14	239:7,16 240:16 241:18	divisions 59:19 Doctor 51:21
definitely 87:19 271:2 definition 111:15	299:6 DEREK 1:12 described 58:25 144:7	264:5 266:10 dialects 253:20	217:9 231:7 Director 235:10,20	113:22 142:8 190:18	120:14,17 120:20,20 121:12	242:7,25 244:25 245:19,23	document 170:25 documentat... 135:16
158:5 287:25 degree 131:6	144:11,21 147:21 156:25	Diane 99:7,12 220:9,16 dictates 238:3	254:2,15 259:11,18 260:7 284:3	197:17 217:19,20 discussions 27:7,12	123:19 124:19 131:22	245:25 247:8 248:2 248:4	169:13 261:13 265:12
198:3 delegation 143:17,18	212:20 deserve 19:6 268:7,8	died 158:22 difference 68:23 158:2	295:24 disadvanta... 150:7	133:9,9 134:8,24 135:3 136:8	125:19 133:9,9 134:8,24	249:16 253:15,21 254:8	documenting 297:11 documents 135:23
deliberations 238:4	designed			136:15,22 137:6	136:15,22 137:6	262:14,21 262:22	254:5 257:23

Committee of the Whole
May 9, 2018

Page 10

258:16	dollar 26:5	210:19	296:6 297:4	133:3 143:6	272:3	121:25	11:21,23
259:8	66:22	244:16	297:24	144:13	draft 277:2	123:9,19	13:18 14:2
doing 16:10	105:24	246:16,17	298:14	145:16	dramatic	133:7,13	14:13,21
22:22 25:5	152:11	246:25	Domb's	146:7	69:5,15	144:4	15:12,14,21
25:7 34:17	dollars 20:16	247:5,10,16	137:15	147:10	dramatically	146:25	16:4,9
35:25 36:2	23:21,25	247:21,23	149:8	148:19	67:20	147:21	31:22 35:11
40:15 42:4	24:8 25:23	248:3,7,14	double 103:7	149:12,18	drastic	160:15	35:12 65:25
46:5,13	69:15,16	248:17,21	157:21	153:7 156:2	123:14	161:4	67:8,23
50:12 58:3	70:4 76:10	248:24	198:7	160:12	draw 57:16	162:24	68:14 69:10
59:6 60:6	95:10,11,13	249:15,22	229:15	164:18	drill 70:13	165:6,21	84:17 87:14
79:24 85:11	95:21 96:24	249:25	downs 267:18	166:21	230:17	170:8	87:23 88:8
86:25 95:18	144:23	250:11	Dr 6:2,10,17	169:7,19	drive 20:17	183:15	99:18
100:2 106:3	145:18	251:16,23	7:8,25 8:12	171:8 172:7	159:7 242:7	216:13	122:15
106:7,22	170:13,18	252:5	8:22 9:11	175:6 191:8	driven 54:2	229:3	126:17
126:22,25	172:16	268:21,22	9:18 10:7	196:17	drives 47:12	252:15	134:9
140:6	175:16	269:23	11:6 16:12	197:3,9,22	drop 206:5	early 7:4 47:9	136:23
142:17	183:2 184:9	270:4,12	19:15 21:12	198:15,18	dropped	58:4 95:23	151:21
156:7 159:4	185:12	271:25	31:14,17	198:24	66:17 67:19	134:9	153:2
173:25	201:5	272:14	32:25 34:21	199:3,17	Drum 65:19	135:14,15	166:20
175:25	239:13	273:22	37:8 38:17	205:13	Dublin 68:17	136:23	188:19
176:9,17,18	245:15	275:10,16	39:3,21	206:11,25	Dubow 26:10	153:20,22	190:12
177:18	246:5	275:17,24	40:17,20	207:16	26:12 275:5	169:8 182:7	198:21
178:11,11	283:21	276:5,8,14	42:3 44:14	208:4,9	275:13	273:21	219:12
179:3,21	287:17	276:18,23	45:3,17,20	209:6 210:3	285:13,23	earn 151:11	222:9,25
180:6 182:3	296:19	277:6,22	46:12 47:20	216:19	287:3,8	ears 236:21	249:18
184:25	Domb 1:11	278:11,22	49:11 50:18	220:9 227:9	290:20	237:2	262:6,10
187:15	118:11,13	279:16,21	50:20,24	227:16,20	291:17,21	easiest 281:18	268:19
188:6,12,17	121:3,4,8	280:2,15	52:6,10,16	228:20,24	292:10	easy 221:9	274:23
188:25	121:18,24	281:2,6,10	53:14 54:24	229:12,25	293:18	eat 237:8	educational
189:6,13	122:5	281:17,23	55:8,11	230:9,19	294:13,18	Ecker 8:10,12	122:24
193:15,23	123:16,23	282:3,6,9	56:10 58:15	231:12,20	295:7	economic	145:8 177:4
195:10	124:8,12,16	282:12,16	59:23 62:21	232:5,23	297:16	13:10	177:16
196:14	124:23	282:19,21	62:24 64:25	233:4,7,20	299:23	economics	178:13
207:8	125:5,9,14	283:3,10,13	74:4 80:4	235:8	301:12,14	206:2	220:6
208:24	125:23	283:17,24	80:10 85:19	236:11,14	due 295:10	economies	241:19
209:2 210:8	126:21	284:13,18	89:19 97:19	236:19	dummy 64:5	25:5,9	245:4
222:2 224:7	127:9,13,16	284:23	98:24 99:5	237:20	dumping	economy	273:20
229:4 230:4	127:24	285:6,11,17	100:3 101:6	238:7 243:3	187:23	87:19	educator
230:5	128:17,24	285:24	101:7	244:12	Dunbar	ed 149:20	163:19
231:22	129:12,20	286:2,15,21	103:20	246:23	299:22	165:14	educators
232:23	130:4,17,22	287:6,11,20	108:24	247:3,8,14	duty 101:5	220:25	83:18
237:18,18	131:2,10	287:24	111:23	247:19,22	238:2	221:5	161:25
238:25	132:16	288:3,9,15	113:5 119:2	247:25	dynamic	230:10	164:6
250:2,24	199:24,25	288:20	120:25	248:5,11	94:23 95:4	Edison	effect 77:24
254:25	200:10,16	289:3,11,23	121:7	249:21,24		209:19	effective
255:21	201:8,12	290:5,11,18	126:18	250:3,20	E	edits 181:13	272:6,8
256:7,8	202:6,13,18	290:24	127:8,12,15	251:10,20	E 50:18,20	eds 164:23	effectively
269:17	203:5,14,23	291:3,7,14	127:22	251:25	earlier 38:19	educate 74:6	94:9 159:16
271:3,12	204:4 205:7	291:23	128:2,23	252:18,23	69:7 74:19	educated	efficiencies
277:11	206:23	292:3,19	129:3,16	253:4,6,11	89:22 101:9	131:16	186:9
278:16	207:13,17	293:24	130:2,11,20	254:18	101:25	education 3:3	189:24
280:5 293:6	208:7,20	294:15,21	130:24	256:3,6	102:13	5:17 11:12	296:2
296:15	209:7	295:6,11	131:7 132:5	268:15	103:21	11:14,17,19	efficiency
					119:4		

Committee of the Whole
May 9, 2018

Page 11

20:12	elements	ended 78:4	77:15 128:5	137:21	172:20	exams 16:22	123:4
187:18	173:21	ends 13:15	entering	138:4	273:21	excited 56:22	139:25
efficient	elephant	266:20	275:25	eradication	280:9	136:25	140:4,7,25
186:13,23	237:7	energetic	entertain	12:3 137:25	evaluate	137:3 222:4	141:24
241:12	elephants	118:2	21:10	erase 62:20	188:24	264:10	213:25
293:16	237:8	energy 20:7,8	entire 102:3	ERP 186:20	189:10	exclusion 3:9	expenses
efficiently	Eleven 57:10	20:9,10,12	112:16	188:5	evaluating	3:10	184:24
126:13	eligible	20:18,22	136:22	erratic	99:3	excuse 249:3	213:19
296:19	183:22	21:2,17	139:7,21	222:14	evaluation	249:6	experience
effort 18:19	eliminate	22:2,19	186:16	error 45:6	188:18,18	283:12	14:8 36:25
50:13 85:24	63:6	24:3,21	203:3 212:5	ESA 104:20	188:20	excused	38:12 46:23
106:4,5	eliminated	184:18	entities 38:9	104:23	Evans 183:24	16:20	108:7
155:9	63:2,8	engage 81:23	54:10 81:13	escalates	Evelyn 33:16	executive	110:17
254:10	eliminating	180:14	entitled 2:25	171:21	39:5 56:6	196:4	145:22
261:5	146:15	engagement	3:8,14,20	ESCO 21:8	evening	exemption	149:21
263:25	147:2,7,9	135:8	4:2 110:9	23:8 24:3	128:11	184:3	210:10,11
efforts 84:2	elimination	engaging	entreprene...	24:12,15	275:4,5	exercise	210:20
85:11,22	95:17	118:23	205:17	25:10,20	evenings	107:2	experienced
183:20	ELL 141:6	210:5	entry 135:17	especially	111:18	110:14	110:18
188:14	221:6 222:5	engineer 64:9	219:2	84:3 87:25	event 71:18	111:21	experiences
221:8	embarrassed	84:24	entry-level	136:5 176:9	events 134:22	exhibit	35:9,25
235:23	63:24 64:10	engineers	216:22	179:22	everybody	273:23	36:21 38:4
eight 67:15	emergency	17:14	218:11	184:18	34:6 51:20	exist 134:16	38:6 46:15
76:7 134:23	124:6	194:16	environment	193:4,25	110:9 192:7	219:15	expert 17:13
255:11	emergent	217:10	21:5 169:9	264:7	evidence	253:20	expertise
257:24	123:14	English 15:10	179:23	essential	303:4	existed 43:8	205:6
263:23	emphasize	44:17	208:15	11:15 83:11	evolve 69:24	existing 116:8	explain 192:5
Eighth	78:17	257:25	251:9 263:5	85:18	258:16	exists 42:14	explaining
136:22	employed	enhanced	267:3	essentially	evolves	215:23,25	240:9
Eighty	166:6	256:15	environmen...	23:23	254:17	exit 276:12	explodes
247:10	employees	enormity	169:15	153:20	exact 202:11	276:21	171:18
either 24:15	160:20	237:24	environments	essentials	286:18	expand 63:10	exploding
105:11	164:16	enormous	154:19	12:10	exactly 24:11	146:19	204:17,18
235:12	166:11	237:7,11	170:6 177:6	establish	181:8 203:2	expanded	exposed
245:7	179:6,25	enrichment	equal 81:22	230:20	224:11	20:11 34:22	154:22
255:14	224:12	37:24	equality	231:5,13	257:18	173:6	exposure
elected	227:6 264:4	enrolled	15:16	established	282:24	expanding	46:21
297:24	employment	260:20	equation	60:7 166:13	example	81:24	express 61:16
electorate	129:22	enrollment	226:24	estate 3:3	26:11 59:8	131:20	268:8
241:24	enables 76:23	172:24,25	equipment	90:13 92:5	112:8	172:23	expressed
electricians	enacted 139:8	173:2,16,17	194:10	92:18 93:14	131:22	expansion	42:3 70:7
36:14	enamored	174:20	equitable	168:21	166:15	222:6	expulsions
elementary	108:2	177:14	67:22 68:23	204:8	201:24	expect 86:10	99:21
9:8,21 10:9	encounter	178:12	105:15,16	288:10	212:19	expectation	258:25
98:6,11,20	78:14	270:24	268:6	Estelle 6:14	221:16	104:2	expungeme...
100:7	encourage	271:7	equity 67:21	estimate 13:6	225:22	expectations	62:17,18
133:13	61:15 71:22	ensure 79:25	105:22	269:6	240:25	18:12	extended
135:2	71:24	155:6	107:7	Estimated	243:17	expecting	31:25 37:11
144:22	encouraging	265:18	111:17	285:25	259:3	115:5	extent 167:4
177:8 269:8	133:22	ensuring	era 11:13	estimates	269:17	expenditure	external
269:13,18	264:23,25	257:2	50:18	20:13	279:17	27:15	61:22
270:22,24	end-of-year	entails 255:18	eradicate	ESY 37:14	examples	expenditures	extra 12:10
271:14,18	100:10	entered 77:15	26:25	et 106:9	59:8 60:19	20:14 27:3	extraordina...

Committee of the Whole
May 9, 2018

Page 12

extrapolated 158:3	170:3 171:16	263:15 265:3	feel 15:13 79:15 82:23	254:21 255:22	167:11 189:4	49:8,10 75:25 90:11	248:19,22 249:3,12
extremely 49:19 173:13 217:15	177:18 197:13 213:15 216:13	266:23,24 family 71:24 120:9 135:7	83:20,21 85:6 138:10 187:16 199:8 216:2	fill-in 214:25 filled 88:13 160:5 161:8 214:20,20 293:8,22	261:12 278:20 findings 277:4 fine 25:24 227:13 271:10	91:2 93:17 96:19 116:23 117:19 124:15 127:11 128:20 140:16 141:15	269:14,25 270:8,21 273:8 fluctuates 94:18 fluid 261:11 fluky 93:22 flux 50:7 focus 7:4
eyes 236:21 237:2	219:6 234:24 243:21 244:2 255:14 262:7	115:7 141:16 145:15 155:7 208:21 216:21 217:13	259:17 297:25 feeling 134:12 204:7 feelings 61:16 feels 217:23 feet 269:24 270:15,16 fell 13:7 fellow 15:8 16:18 felt 79:18 190:13 219:20 253:15 293:15	filling 160:18 213:12 220:22 221:20 fills 105:11 filters 215:10 final 48:6,7 48:15 178:8 178:9 182:20 finalize 61:8 finally 9:18 49:11 50:2 196:2 finance 19:16 169:25 186:16 240:3 284:3 financial 4:9 6:18 13:13 22:14 24:18 69:2 75:16 75:23 101:17,22 111:12 112:4,18 175:17 205:15,21 206:7 financially 207:25 financing 24:6 find 32:20 96:3 120:20 125:17 184:24 204:23,23 210:24 276:9,19 279:15 281:7 291:7 292:8,15 293:4 finding 164:25	fine-tuning 297:13 finish 191:9 223:12 finishing 36:2 fire 204:20 firms 190:24 first 5:24 7:3 7:17 15:6 20:3 21:15 21:15 26:24 30:3,5,13 42:5 46:20 50:6 51:11 53:17 76:6 78:13 80:22 112:21 118:9,11 129:8 132:7 133:6 135:12 136:16 140:19 146:16 155:24 159:15 178:7 244:20 263:6 278:3 firsthand 10:20 fiscal 2:16,19 2:21 4:10 4:13 5:5,7,8 6:23 20:19 24:23 26:11 26:12 76:13 97:7 102:12 121:13,14 122:22 290:10 fiscally 192:9 five 4:9 6:24 29:6,25	129:11 128:20 140:16 141:15 143:8 174:17 175:22 201:2 263:8 274:19 292:8 five-minute 274:18 fix 17:5 123:15 171:18 188:2 296:10 fixed 298:23 fixing 17:7 flags 246:2 flat-screen 71:13 Fleet 35:19 35:19 56:12 56:15 flexible 226:12 float 284:7 floated 299:11 floors 42:15 flow 94:23,25 flowed 284:4 Floyd 40:23 41:18,19,22 43:3 44:12 171:9 172:5 172:6 176:13,19 178:10,25 179:8 180:4 193:3 195:5 195:10 216:22 217:3,19,25 248:12,16	261:11 fluky 93:22 flux 50:7 focus 7:4 31:18,20 44:15 47:10 48:4 88:11 117:3 152:25 262:23 264:22 focused 45:21 49:24 58:13 58:17 216:9 221:8 229:6 focuses 53:24 261:22 focusing 21:17 45:8 45:16 184:18 289:15 folks 24:6 39:14 66:3 66:12,14 70:11 71:6 71:10 72:5 110:5 134:15 135:14 137:9 138:10,16 148:2 164:9 164:11 185:21 192:10,18 194:20 196:15 217:10 218:16 224:7 follow 39:19 55:21 165:22 182:10 226:18
face 17:4 63:23	factors 171:24 facts 118:18 faculty 230:13 Fadullon 299:23 failing 57:15 fair 70:11 86:9 122:19 157:15 159:6,24 216:17 268:6 fairs 86:5 88:23 161:20 fall 8:15 22:5 45:12 120:22 129:8 130:14 250:9 fallen 219:21 falling 120:3 235:13 falls 14:10 236:3 familiar 62:19 196:21 209:4 families 13:12 13:14 60:4 98:3,13 136:5 154:23 196:21 259:9 261:25 262:4,18,25	Fargo 289:20 fast 21:21 27:4 123:3 139:25 140:5 faster 83:14 fastest 140:24 fate 64:13 fault 58:10 favorably 233:4 FCA 172:12 175:13 176:3,18 177:15 178:11 feasible 206:9 206:12,13 February 195:20 279:17 federal 54:3 95:9 150:11 183:22 200:5,7,8 200:11,13 200:15,17 201:6,9 205:25 206:14 207:2 208:13 Federation 61:9 feds 190:4 fee 300:6 feedback 180:11 182:14 209:25	feel 15:13 79:15 82:23 83:20,21 85:6 138:10 187:16 199:8 216:2 259:17 297:25 feeling 134:12 204:7 feelings 61:16 feels 217:23 feet 269:24 270:15,16 fell 13:7 fellow 15:8 16:18 felt 79:18 190:13 219:20 253:15 293:15 Feltonville 8:2 FERPA 54:2 fewer 87:22 87:22 fields 35:17 Fifth 51:17 55:24 fight 33:11 112:10 figure 24:10 105:24 202:12 206:6 240:20 241:7 266:20 267:24 270:17 280:19 295:15 figured 66:6 figuring 177:15 fill 86:18 87:3 87:9 213:4 217:15 219:13 222:12 223:7	254:21 255:22 fill-in 214:25 filled 88:13 160:5 161:8 214:20,20 293:8,22 filling 160:18 213:12 220:22 221:20 fills 105:11 filters 215:10 final 48:6,7 48:15 178:8 178:9 182:20 finalize 61:8 finally 9:18 49:11 50:2 196:2 finance 19:16 169:25 186:16 240:3 284:3 financial 4:9 6:18 13:13 22:14 24:18 69:2 75:16 75:23 101:17,22 111:12 112:4,18 175:17 205:15,21 206:7 financially 207:25 financing 24:6 find 32:20 96:3 120:20 125:17 184:24 204:23,23 210:24 276:9,19 279:15 281:7 291:7 292:8,15 293:4 finding 164:25	167:11 189:4 261:12 278:20 findings 277:4 fine 25:24 227:13 271:10 fine-tuning 297:13 finish 191:9 223:12 finishing 36:2 fire 204:20 firms 190:24 first 5:24 7:3 7:17 15:6 20:3 21:15 21:15 26:24 30:3,5,13 42:5 46:20 50:6 51:11 53:17 76:6 78:13 80:22 112:21 118:9,11 129:8 132:7 133:6 135:12 136:16 140:19 146:16 155:24 159:15 178:7 244:20 263:6 278:3 firsthand 10:20 fiscal 2:16,19 2:21 4:10 4:13 5:5,7,8 6:23 20:19 24:23 26:11 26:12 76:13 97:7 102:12 121:13,14 122:22 290:10 fiscally 192:9 five 4:9 6:24 29:6,25	49:8,10 75:25 90:11 91:2 93:17 96:19 116:23 117:19 124:15 127:11 128:20 140:16 141:15 143:8 174:17 175:22 201:2 263:8 274:19 292:8 five-minute 274:18 fix 17:5 123:15 171:18 188:2 296:10 fixed 298:23 fixing 17:7 flags 246:2 flat-screen 71:13 Fleet 35:19 35:19 56:12 56:15 flexible 226:12 float 284:7 floated 299:11 floors 42:15 flow 94:23,25 flowed 284:4 Floyd 40:23 41:18,19,22 43:3 44:12 171:9 172:5 172:6 176:13,19 178:10,25 179:8 180:4 193:3 195:5 195:10 216:22 217:3,19,25 248:12,16	248:19,22 249:3,12 269:14,25 270:8,21 273:8 fluctuates 94:18 fluid 261:11 fluky 93:22 flux 50:7 focus 7:4 31:18,20 44:15 47:10 48:4 88:11 117:3 152:25 262:23 264:22 focused 45:21 49:24 58:13 58:17 216:9 221:8 229:6 focuses 53:24 261:22 focusing 21:17 45:8 45:16 184:18 289:15 folks 24:6 39:14 66:3 66:12,14 70:11 71:6 71:10 72:5 110:5 134:15 135:14 137:9 138:10,16 148:2 164:9 164:11 185:21 192:10,18 194:20 196:15 217:10 218:16 224:7 follow 39:19 55:21 165:22 182:10 226:18

Committee of the Whole
May 9, 2018

Page 13

238:12	144:2 158:8	249:7 265:7	221:18	16:2 19:19	gain 249:11	190:20	85:15 88:11
240:21	formulaic	273:24	225:25	19:21 23:23	gains 241:19	218:24	89:8 96:12
follow-up	141:18	283:6	241:21	24:16 26:3	245:3	223:20	96:25 97:4
89:21 149:7	forth 126:11	290:19	242:2,18	26:15 30:23	gap 107:3	232:2,10	100:18
226:23	fortunate	292:7	full-scale	30:25 31:10	123:10,12	234:5	107:2 109:4
followed	12:23 13:3	four-part	277:20	32:11 66:16	158:4	278:20	110:25
43:14 77:21	fortunately	184:3	full-time 52:6	66:18 67:8	191:11	286:13	115:7
following	67:12	fourth 56:3	52:17,19	67:21,23	222:20	292:24	116:11
5:10 118:10	fortune 16:8	57:24 229:8	55:6,7	68:6 69:18	gaps 13:14	298:23	121:12
130:14	forward 16:8	framework	226:16	106:13	112:24	gig 237:15	122:3
261:19	19:8 21:19	156:11	293:22	112:14	219:23	girlfriends	125:16
299:18	34:4 41:5	Francisville	fully 42:16	116:2	222:17	228:6	128:22
food 263:20	61:18 63:4	204:18,19	237:23	121:15	293:7	give 5:19	129:6,14,21
foot 269:5	86:25 97:18	frank 186:12	278:18	157:15,15	garden 144:9	15:14 39:13	129:22
271:17	103:24	Frankford	279:13	158:8	gas 56:17	40:25 42:23	130:6
footage	107:24	97:25	303:5	183:19	70:13	54:10 58:4	137:13
269:11	109:19	frankly 82:5	function	190:16	gather 246:8	59:7 62:12	141:21
270:2	148:15	255:20	81:12	191:5 200:5	general 54:17	83:2,10	143:14
271:24	161:13	free 64:15	fund 12:17	263:19	85:2 116:5	92:6 118:21	148:5
273:12	169:17	freed 15:4	14:11 24:3	268:6	124:19	121:21	149:23
force 8:25	171:5 176:2	frequency	26:16,20	funds 14:15	152:3,8,12	137:5	151:2
109:24	178:23	243:13	27:21,22	23:10 94:6	190:3	150:20	155:12
110:3	179:20	frequent	28:17,19	94:7,20	242:13	152:12,13	156:9
forced 208:14	185:4	182:2	29:6 30:10	95:25	271:13	175:20	159:14
foregoing	242:24	frequently	30:11 49:4	142:21	281:21,24	181:12,12	160:22
303:7,20	265:13	118:18	89:25 90:14	200:7,8,13	283:18	187:18	163:5,8
foremost	274:20	friend 62:3	91:5,21,24	200:15	284:5,11	191:5	178:14
21:16	forward-loo...	friendly	92:25 93:9	201:3	290:12	269:14	184:9 187:2
forever 70:19	5:6	181:5,15	93:10 94:2	further 13:17	generally	271:20,23	191:5
70:20 238:5	fostering	friends 66:2,3	94:16 95:2	56:19	129:9	273:23	192:15
forgive 101:6	135:6	196:12	95:4 96:4	109:12	Generals	281:12	193:18
225:4	fought 32:4	front 74:19	102:11,14	146:14	233:4	294:22	207:11
form 182:6	found 57:11	91:18	102:17	184:9	generation	given 104:17	208:14,22
formal	58:23 75:10	119:19	104:3	future 10:18	11:18 15:15	107:21	216:3
142:24	156:10,20	134:16	123:22,24	11:16 15:15	generations	158:12	231:11
143:4	167:24	188:7	139:8	74:7 82:4	15:15	206:13	244:22
166:13	197:22	231:11	140:14	110:16	gentleman	219:22	259:14
167:5,19	276:22	232:2,4	152:3,9,12	162:7 173:2	34:12 73:13	226:19	263:12
formalized	278:21	fronts 42:10	168:23	177:3 185:4	Germantown	gives 10:22	266:24
166:16	280:12	fruit 76:8	185:2	270:7	136:19	59:20 61:14	268:19
formed 7:14	291:14,17	frustrated	200:17	futures 12:14	246:2	150:19	285:18
former	294:4,5,23	84:12 114:3	211:13,16	13:19 15:18	getting 47:21	giving 48:8	293:3
133:19	296:2	117:25	212:19,21	FY11 31:2	63:25 70:24	194:15	295:16
166:14	foundation	159:22	212:21,23	FY16 277:5	130:9	261:9 285:9	299:24
228:7	133:15	frustrating	212:25	FY20 89:24	131:15	glad 54:13	301:5
230:10	172:8	115:8	213:7,14,18	90:14 91:7	139:22	65:13	goal 22:24
244:20	four 77:22	FTE 105:9,11	214:3,6,12	91:20,24,25	141:4,21	175:15	23:8 24:14
formerly 8:19	116:23	fulfill 219:25	214:22	92:25 93:11	145:4	go 21:6 29:18	24:20 26:25
formula	126:3 128:6	223:15	funded 22:8	168:19,23	153:15,25	36:21,24	27:11
104:5,9	131:3,4	full 7:22	68:13 104:8	FY21 90:19	159:3,24	40:11 48:14	122:25
140:23	145:7 154:3	43:25	funders 27:9	93:4,9	167:12	49:13 64:5	123:6
141:3	154:7 163:8	101:13	32:9	168:23	187:6,7	70:10,19,20	127:10,14
143:21,23	186:10	212:4 220:6	funding 15:2		189:14	76:25 79:18	127:18
				G			

Committee of the Whole
May 9, 2018

Page 14

128:25	138:6,8,18	278:19	good-paying	graduated	91:10,14,19	173:5	214:18
209:15	145:10,12	279:10	132:3	128:6	92:3,11,16	208:19	215:22
213:13	147:20	284:20,25	good-quality	130:19	92:21,24	221:25	216:20,25
goals 7:4	148:11	287:17	151:21	131:4 165:8	93:3,6,8,16	growth 27:14	217:4 219:4
22:17,21	149:25	296:17	goodhearted	graduates	94:22 95:3	27:15,18	222:3
23:12,13	150:23	297:18	151:10	128:22	95:12 96:5	140:9,11	224:21
45:22 95:25	152:9,22	298:6 299:7	Google 53:6	130:12	96:9 97:6,9	141:2,10,15	229:2
99:19,24	158:14	good 2:2,4	257:14	232:9	97:12 98:22	141:17,23	252:11,12
135:9,10	159:2,10	6:8,10,10	gotten 218:10	graduating	99:2,25	142:12	252:20,25
154:14	160:8	6:19 16:8,9	271:21	8:13 38:22	100:12	156:12,25	253:5,7,12
169:18	162:24	19:24 22:13	governed	128:3	101:25	177:23	255:2
goes 76:18	167:10	38:14,24	150:23	129:13,24	102:19	guarantee	257:14
152:10	169:4,16,17	39:5,18	government	130:12,21	139:14	202:22	258:5
165:6,20	170:13,15	41:17,18	7:15 9:4,20	130:25	168:13,14	guess 26:6	261:18
207:23	170:24	51:20 53:5	9:24 11:11	244:4	169:2 170:8	39:13 53:10	264:14
244:24	171:4,5,8	55:19 62:3	16:16 189:5	graduation	171:11	63:18 79:2	266:3 267:7
261:16	174:13,14	71:4 74:3,3	200:14,17	127:6,21	175:11	145:2 147:8	
283:4,19	174:16	77:11 80:8	201:9	128:18	176:16	169:12	H
286:10	175:25	83:21 89:20	Governor	244:10	178:6,20	170:16	habitually
288:12	176:20	99:11	33:2 66:25	grant 299:11	179:2,11	175:23	262:17
going 2:6	177:2	100:23	67:12,13	granted	182:18	192:13	263:2
21:11 22:10	180:23	104:11	69:10	146:3,5	184:15	219:22	hair 239:3
27:6 28:2	182:19	106:18	Governor's	granular	216:8	269:7	half 17:16
30:19 33:10	183:11	107:19	67:6 69:8	259:14	234:18	272:23	28:21 76:6
34:13,15	185:3 188:5	114:11	143:18	grateful 78:7	238:10,11	295:11	76:17 86:19
35:15 42:12	189:18	117:11	grab 245:9	great 10:22	239:22	guesstimate	95:19 96:7
49:12 55:21	190:18,21	121:6,7	grade 7:6	11:21 23:19	241:14	284:21	100:20
63:9 64:15	191:2	124:5	14:19 46:20	33:18 42:25	244:9,13	guidance	124:4
64:16 66:8	192:20,25	126:23	57:24,24	62:12	Greenfield	146:2	197:23,25
69:19,23	195:2	127:2 133:2	63:7,10	115:15	9:21	149:14,15	203:11
70:20 71:7	197:16	133:3 138:5	146:16,18	117:23	Greenlee 1:12	guide 13:24	214:13
75:11 76:19	199:20	138:14	153:23,23	127:17	51:7,9 52:8	260:9	274:6
76:20 79:22	204:5	140:17	153:25	128:19,20	52:11,21	guidelines	288:16
80:19 85:9	205:13	155:10	154:2,5,5	131:16,18	54:16,25	54:6	hall 1:6 48:13
85:15 87:6	206:5 209:8	168:7 172:5	165:23	131:25	55:22	guides 259:7	79:17
87:10 91:9	209:10	176:21	205:21	133:14,14	Greg 299:24	guy 190:7	204:17
96:12 97:18	211:23	184:20	206:8,10	157:19	grew 63:17	guys 20:11	301:23
98:7 100:17	214:11	200:3	207:21,22	210:22	gross 288:11	55:22 64:3	hallmarks
100:24	224:19	207:14	209:9,17	213:10	ground 23:14	89:13	159:17
101:20	225:15	213:22	244:3	240:25	258:18	126:16	hand 5:20
103:12,25	228:17	214:4,5,8	grader 12:7	267:21	groundbrea...	186:4	73:7 215:8
105:2	234:25	214:11	154:9	greater	62:6	gym 1:13	handle
106:11	241:4	215:20	grades 53:4	155:20	group 136:17	77:8,9 79:8	214:15
109:10	244:17	233:6	53:18	215:7	161:25	80:11 82:17	262:15
110:15	245:15	239:21,24	153:22	greatest 13:5	166:22	88:18 116:4	hang 301:12
112:25	246:6	246:19	210:15	156:11,25	181:10	157:8,9	happen 28:20
116:4 117:8	259:21	250:12	graduate	greatly	259:23	160:13	58:7,9,9
117:9	260:6	275:3,5,13	37:19,20	184:14	groups 164:6	163:12	72:7 96:2
121:12,22	261:14,14	275:19	38:16,20	green 1:12	260:5	166:7 168:3	113:4
122:8 130:5	262:20	296:20	131:25	24:17 25:11	grow 197:14	168:8 177:9	135:11
134:20	267:25	298:8 301:5	151:6 154:4	89:7,11,16	growing 27:4	196:8 211:8	136:2
135:4	272:15	good-minded	166:19	89:17 90:5	123:3 140:2	211:9 212:8	174:22
136:17,21	274:18	151:11	226:13	90:10,18,21	140:4,24	212:17	207:4
							298:24

Committee of the Whole
May 9, 2018

Page 15

happened 67:7 77:20 156:12 202:25 happening 45:14 86:12 100:5 134:13 138:9 149:10 165:14 182:8 277:21 happens 12:15 120:14 155:9,11,19 214:16 231:25 277:2 297:8 happy 41:15 43:18 56:12 101:11 102:24 182:11 193:9 harassment 262:11 hard 32:4 52:18 199:2 199:3 221:25 267:9 268:10,12 hard-won 32:16 harder 64:17 129:11 Harrisburg 68:7 69:6 69:22 72:13 143:14,16 191:23 hat 237:22 hazard 42:19 hazardous 20:5 HBCU 230:21 HBCUs 164:7 165:11 166:12	167:4 230:17 He'll 199:17 head-on 15:6 headquarter 202:7 headquarters 204:15 health 17:25 18:6 20:5 60:6 74:20 75:13 114:21 115:17 235:10,20 262:12 healthy 169:11 212:25 213:2,23 214:7 263:5 hear 5:9 10:20 29:14 45:8 52:2 66:7 111:24 123:19 134:15 175:15 222:8 223:16 231:25 236:23,24 281:19 heard 48:19 49:17 79:16 89:22 139:11 147:20 164:4 181:6 217:9 225:7 225:8 228:9 hearing 2:7 5:2 10:17 118:17 120:14 163:13 221:16 226:8 268:20 274:17 hearings 39:25 56:8 101:2	170:19 heating 193:22 194:3 heavy 80:22 held 136:17 163:13 HELEN 1:13 Heller 299:24 help 57:16 58:11 60:11 70:23 135:25 141:22 166:17 188:4 224:14 231:13 238:22 239:7,8 240:20 242:7 262:25 264:20 265:2,24 266:12 293:11 294:20 295:22,24 297:18 298:17 helped 60:6 205:23 helpful 120:24 136:25 240:18 242:21 261:21 helping 117:5 183:3 238:23 239:16 helps 162:14 176:11 240:6 HENON 1:13 Henry 34:13 73:7,8,10 73:16,17 207:15 HEPA 42:12 hereditary	15:19 heroes 68:3 69:4 hey 180:23 230:23 high 7:5,18 8:24 10:10 68:17,18 71:12 75:3 98:10 100:5 108:11,12 110:12 127:5,20 128:5,9 129:24 130:22,24 132:7,9,14 154:7 173:13 193:6 209:3 209:8,11,11 209:13,20 214:25 221:11 227:19 229:17 244:10 267:14,16 269:9,13 271:19 272:2,5,11 272:24 273:25 274:5 300:3 higher 16:10 87:23 88:8 105:12,19 141:8 148:6 148:6 149:20 164:23 165:14 218:21 221:5 222:13 229:13 230:10 240:7 271:11 285:8 287:9 highest 204:23 229:18,20	highlight 35:8 highlighted 23:13 242:12 highlighting 216:6 highlights 7:3 highly 220:2 223:2 Hill-Freed... 47:2 hire 12:16 86:10 146:19 163:3 221:18 225:25 294:7,13 hired 17:13 18:4 60:14 160:23 164:9 167:6 218:16 252:21 264:12 278:23 294:19 295:22 hires 163:2 hiring 87:6 163:7,23 218:15 252:19 historic 173:16 historically 87:11 161:23 230:6 history 172:25 hit 23:13 Hite 6:2,10 6:17 7:8,25 8:12,22 9:11,18 10:7 11:6 16:12 19:15 21:12 31:14 31:17 32:25 34:21 37:8 38:17 39:3	39:21 40:17 40:20 42:3 44:14 45:3 45:17,20 46:12 47:20 49:11 50:24 52:6,10,16 53:14 54:24 55:8,11 56:10 58:15 59:23 62:21 62:24 64:25 74:4 80:4 80:10 85:19 89:19 97:19 98:24 99:5 100:3 101:6 101:7 103:20 108:24 111:23 113:5 115:4 119:2 120:25 121:7 126:18 127:8,12,15 127:22 128:2,23 129:3,16 130:2,11,20 130:24 131:7 132:5 133:3 143:6 144:13 145:16 146:7 147:10 148:19 149:12 153:7 156:2 160:12 164:18 166:21 169:7,19 171:8 172:7 175:6 191:8 196:17 197:3,9,22 198:15,18 198:24 199:3,17 205:13	206:11,25 207:16 208:4,9 209:6 210:3 216:19 220:9 227:9 227:16,20 228:20,24 229:12,25 230:9,19,23 231:12,20 232:5,23 233:7,20 235:8 236:11,14 236:19 237:20 238:7 243:3 244:12 246:23 247:3,8,14 247:19,22 247:25 248:5,11 249:21,24 250:3,20 251:10,20 251:25 252:18,23 253:4,6,11 254:18 256:3,6 268:15 272:3 hold 115:5 122:21 233:25 262:16 holding 224:4 224:8 holiday 179:15 holistically 188:17 home 12:20 13:16 155:15,16 155:21 204:19 242:8 258:20 261:2,14 263:13	homelessness 263:16 homes 156:5 235:6 261:15 homestead 3:8,10 102:5,7 honor 8:6 101:4 honors 238:2 hope 11:25 25:25 69:5 78:11 106:7 253:8 hopeful 11:13 hopefully 21:8 31:5 69:7 horrific 34:8 Hospital 8:18 host 186:25 hostage 13:18 hosted 35:5 86:5 hosting 134:20 hour 100:21 217:2 hours 172:15 209:10 house 54:8 62:16 67:5 95:15 housed 54:9 household 151:7,12 households 138:17 housing 40:4 299:10,14 Howard 166:15 167:7,9 HR 85:12 166:22 huge 131:14 190:25 235:4 237:10 254:3,10 hugely 107:5 113:7
--	---	--	--	---	---	---	--

Committee of the Whole
May 9, 2018

Page 16

117:13	identify 17:14	117:13,17	179:4,14	incorporati...	57:23 58:12	53:13,15,16	194:12
Hughes 41:9	23:9,10	137:9	218:10	4:12	63:17 99:23	53:20 54:11	institution
62:4 65:8	58:3 172:16	144:24	241:19	increase 3:9	125:2	59:18,21	253:18
65:22 66:21	173:3	145:23	improves	3:15 69:15	128:15	71:5 111:24	institutions
72:18,24	174:24	149:8	24:19	82:13 90:14	255:16	119:6,8	87:23 88:7
73:3 133:7	186:10	151:18	improving	90:22 91:5	individualiz...	120:5 127:5	instructional
144:10,21	189:8	152:25	18:23 245:2	92:5,9,12	194:4	131:8 137:2	156:16
183:15	194:18	153:10	245:4	92:18 93:14	individuals	174:9,18,19	insufficient
234:21	232:22	154:15	in-house	102:7 126:7	12:17 36:15	174:20	230:2
human 15:8	262:5	157:12	61:21	138:19	38:19 47:7	175:12	integrated
57:20	identifying	160:13,16	222:11	139:16,20	47:8,14	176:8,22,25	210:16
226:23	112:24	163:14	259:15	152:6,19	62:9,10	178:14	intended
263:10	116:19	170:2 187:8	in-state	168:22	86:11 87:5	179:17,24	265:23
humidity	193:21	187:11	130:16	184:21	87:8,20	181:9,12,20	intentional
194:12	236:9	188:19	inability	190:17	88:6 156:5	242:12,22	230:15
hundred	IEP 99:19,24	189:16,18	114:3	227:3	160:21	243:8	intently 45:21
201:4	220:2,7	211:14	228:12	233:10,15	163:5 165:8	244:18,24	intercept
202:14	223:10	232:22	inadequate	240:13	166:4 167:2	252:10	240:6
hundred-plus	IEPs 99:22	243:16	78:22	241:25	167:12,16	255:6,9	interest 76:17
270:18	223:2,15	252:10	incarcerated	increased	196:20	260:23,24	150:25
hundreds	IG 190:4	256:9	62:9	29:22 31:23	197:25	261:8 270:2	200:25
18:9 20:16	II 95:11,12	294:12	incarceration	91:3 136:13	207:9	284:22	203:6,7,9
285:13,16	95:17	importantly	83:12	152:5	208:12,16	293:5,14	217:5 241:4
285:17	200:14	36:23	incentivize	161:13	220:12	informed	interested
hunger 12:3	III 200:14	243:24	197:21	256:19,20	228:21	43:6 276:24	32:11 61:21
hunt 199:20	illegal 75:6,9	impose 3:3	include 26:16	256:23	230:21	informs 120:5	62:23 83:25
Hunting	158:9	improve	26:19 91:4	261:8	231:6 232:8	infrastruct...	84:19 88:25
198:12	ills 64:22	111:13	128:8	increases	233:22	39:25	198:2
HVAC 36:14	immediate	180:14	210:15	138:22	236:21	infusion	206:19
hydration	43:11	262:24	included	139:2 148:5	243:20	69:14	207:2,8
243:19	171:16	265:24	32:13 90:11	149:13	252:16	144:23	208:10
	235:3,10	266:22	91:3 92:17	271:8	255:3	inhabitants	interesting
I	immediately	297:12	92:20 95:16	increasing	263:23	57:12	19:21 74:14
idea 27:18	296:16,16	improved	102:6 128:4	81:6 109:18	265:5,10	inherently	Intergover...
74:25	298:17	76:13 96:23	156:14	incredible	industry	47:22	4:15,17
129:13	impact 75:18	136:12	247:3 271:6	71:20	217:11	initiative	interim 99:7
151:15	85:5	183:16	includes	incredibly	inequities	21:22 137:8	99:12
155:10,10	impactful	257:6	90:12 93:18	136:25	165:22	169:11	110:21
155:11,11	151:19,21	297:21,23	175:3	independent	inequity	170:21	225:12
155:20	impacting	improvement	including	152:17	68:14 112:8	299:10	Intermediate
187:5	74:7	120:16	92:4,9,12	189:23	inflation	initiatives	8:2
201:13	impediments	180:9	93:11,13	Index 171:12	216:15	15:2 164:14	internal
203:7 214:5	104:10	186:15	157:20	171:23	influence	245:10	292:13
283:18	implement	187:6	164:23	173:12	109:12	input 181:3	297:12,19
ideas 238:19	146:10	242:16	168:20	indicated	118:4	190:12	internally
239:15,21	importance	245:17,19	inclusive 2:17	35:20	influenced	191:6	106:8
239:24	80:5 135:5	245:23	income	162:23	271:2	Inquirer	187:16
identified	important	262:16	129:23,25	171:11	inform	33:24 43:7	218:4
17:18 42:7	10:20 46:16	improveme...	130:8 151:8	256:12	information	inspect	International
116:11	49:19 57:2	113:21	151:12	261:7	258:14	236:17	7:19
175:5	63:15 84:5	114:8,24	288:11	indicator	23:3,15	instability	interns 9:5
177:21	85:21 87:15	115:2,7	incorporate	154:6	33:21,21,23	78:15	interpretati...
235:15	87:17 113:7	170:14	188:9	individual	40:22 53:12	installing	258:10
262:9							

Committee of the Whole
May 9, 2018

Page 17

interpreted	172:22	118:25	266:13	279:8,19,23	jump 275:10	128:21	190:22
116:22	173:4,18	125:17	273:6 291:8	280:14,17	June 69:7	129:5,6,20	192:25
intersection	174:14,22	139:22	293:7 296:7	281:4,9,14	94:3 100:11	138:17	222:21
136:19	175:4,5	142:9,11	item 93:18	281:20	282:8,15	159:12	241:15
intervals	179:22	163:15	itemizing	282:2,4,8	283:15	166:4	267:15
191:15	238:14	185:11	186:6	282:10,15	286:4	176:18	268:13
intervention	242:5,9	189:16	itinerant	282:17,20	288:21	189:6	282:25
114:6,21	246:4	191:13	226:2	282:23	289:22	261:19	299:24
116:6	investor	194:18		283:8,11,15	290:10,23	266:4 267:4	kindergarten
interventions	240:11,13	197:19	J	283:22	290:24	Kenney	63:3,7,9
50:4 115:10	241:9	211:14	J 1:15	284:9,16,20	291:11	109:22,23	134:22
264:21	investors	217:8	janitor 236:8	285:3,10,15	292:22	Kensington	135:13
265:2	76:19 93:25	233:10	Jannie 1:11	285:25	294:24	108:19	136:14
interview	240:10	234:22	5:18	286:14,17	296:24	Kenyatta	205:21
276:12	invite 24:6	235:5	January 4:20	287:18,22	junior 8:5,23	1:14 69:20	206:4
intrinsic 15:9	invited	238:14	42:5 43:22	288:2,5,14	8:25 9:13	Khalid 8:4,8	207:21
introduce	240:10	239:17	79:11 180:5	288:18	jurisdictions	kicked 63:23	kinds 33:25
7:16 9:19	inviting 224:9	242:7	182:14	289:2,5,12	257:9	kid 64:9	58:4,14
241:10	involve 262:3	258:12	275:22	290:2,8,17	justice 80:6	107:18	62:11 64:7
introduced	involved 8:16	276:2	278:2 279:5	290:22	132:12	Kiddynamics	83:5 157:17
62:15	8:24 13:13	280:25	282:2,3	291:2,6,10	162:2	205:24	219:23
inventory	21:14 73:9	292:9 294:9	294:23	291:19	juvenile 64:6	kids 34:20	258:25
270:14	115:18	301:8	295:3	292:2,12	132:12	50:7 68:19	know 12:4
invest 222:5	116:19	issued 158:8	January's	293:2,21	juveniles	71:15 77:18	17:22 20:7
invested	137:4	170:12	279:17	294:17,19	251:11	78:5,9,23	34:11 39:11
266:20	262:12	200:23	Jazzy 209:22	295:4,9,18		108:10	40:15 41:14
investing	involvement	issues 15:6	Jeff 209:23	297:2,10,22	K	129:21	44:5 45:20
141:3,13	136:14	17:3 18:6	job 33:18	298:9	K 1:12	131:3,15	47:11 51:19
investment	involves	19:20,25	58:20 67:24	299:15,22	107:19	133:22	51:24 53:4
11:19 70:18	110:3	21:24 28:19	86:5,8	300:9,11,15	110:10	144:24	64:19,20
76:22 85:14	irrespective	33:25 43:22	88:23	300:18,22	146:18	151:2,6	67:6 68:10
127:10	143:15	70:24 79:23	126:23	301:9	K-5 269:18	158:22	68:15 71:17
129:2	IRS 240:2	82:7,8	127:2 130:7	join 183:17	271:15	205:20	72:8 73:6
131:14	isolated 46:7	87:11 88:10	151:7	joined 5:16	K-8 98:10	209:2,10,15	75:8 78:23
155:20,23	issuance 76:9	88:10 97:14	161:20	6:11 7:12	210:7	237:18	80:4 84:14
155:25	76:11	100:7	180:7	jointly 20:11	269:18	251:6 268:7	84:17 87:18
176:6	issue 26:24	104:13	184:20	Jones 1:14	271:15	271:4	89:13 95:5
210:22	49:15,16	105:13	220:24	51:18 55:14	Kalyse 8:10	kind 19:21,23	96:12 97:20
242:4,20	51:23,24	125:15	221:7 224:4	55:15,19	8:10,12,16	21:7 26:17	103:17
investments	60:22 62:5	134:16	224:6	56:11 59:22	Karyn	26:19 31:16	104:21
32:15 47:5	67:20 69:13	154:23	277:24	61:19 62:22	113:23	52:24 53:10	107:6 110:6
76:3 80:6	82:20,25	158:24	jobs 130:8,10	63:16 65:2	114:12	63:18 64:13	111:4,11
81:4,22	83:11,23	159:16	131:25	169:7	254:22	74:14 93:22	112:9
122:14,16	84:6,21	169:15	132:3	Jones' 131:22	255:22	94:5 97:16	113:15,19
122:18,19	88:16,17,22	175:8	160:19	Josh 209:23	256:4	106:23	113:23,25
122:20,24	97:15	184:13	John 9:15	JR 1:14	Kathryn	107:7	114:23
140:8 144:6	104:13	198:23	Johnson 1:14	judges	111:5 112:5	108:10,19	118:17
146:13,21	105:22	238:16	69:20	266:14	Kaufman	118:4	120:15,21
148:20	107:23	257:3	275:12,23	judgments	209:23	129:21	126:16
153:9 155:4	112:2,4	258:24	276:3,7,10	260:10	keep 44:9	130:7 138:2	127:9,24
155:5 156:8	113:25	262:12	276:16,20	Julia 9:22	63:12 67:15	140:22	131:17,21
156:13,14	115:8	264:20	276:25	July 88:12	67:24	159:18	135:18
156:19,24	117:12	265:22	277:12	289:17	104:22	188:13	138:5,23
			278:8,13		108:24		

Committee of the Whole
May 9, 2018

Page 18

142:2,3,17	knowing	25:4,7	50:8 64:7	135:21	little 12:23	147:19	274:7 294:7
142:20,20	57:23	123:13	78:16	lightning	23:24 27:24	150:11	296:18
148:16	152:22	148:20	left 116:12	71:14	28:3 57:3	178:17	298:8
150:12	277:7	largest	128:12	limit 30:21	64:16,17	215:21	looked 12:18
154:6 160:6	knowledge	141:17	136:9	limited 25:2	69:7 77:13	218:15	17:25 22:3
162:22	12:19 116:9	late 295:5	137:18	25:16 111:7	90:16 91:17	243:18	105:14
163:5 167:4	183:10	lately 53:8	158:15	145:8	100:18	283:13	109:25
167:19	knows 67:2	Latin 164:2	260:2	184:20	137:18	292:20	111:14
169:10	kudos 137:6	Latino 196:4	293:19	195:18	164:8 170:9	long-range	124:14
170:20		law 62:6	legal 239:25	219:24	182:25	173:24	190:16
174:15,16	L	261:22	258:13	245:2	199:9	177:18	260:18
176:4	L 1:10,11,16	262:6,13	legally 223:4	limitless	205:10	178:4	273:24
179:12	303:14	laws 220:4	223:12	10:13	211:11	long-term	looking 24:16
182:19,20	labor 56:17	lawsuit 68:11	legislation	Lincoln	216:7,13	106:12	24:17 25:11
183:23	lack 68:6	Lea 206:18	74:22	232:16,24	217:16,18	161:9	25:12,15
185:6,24	69:2 99:3	207:15	265:17	line 27:14	221:2,17	224:16,17	57:14,21
187:9	136:4	274:15	legislative	33:10 39:20	226:2,11,15	longer 14:19	58:22 69:12
189:21,23	155:14,16	lead 34:2	67:4 184:12	93:18	229:13	155:17	70:10 86:25
190:20	155:20,23	84:21	legislator	142:22	239:3	look 14:14	90:24 100:9
193:6	179:16	106:19	142:16	176:16	252:14	19:8 24:15	104:12,16
197:11	lacking	234:15	legitimately	223:13	254:13	30:22 34:4	106:2,11
198:10,17	142:21	235:5,22	188:23	231:11	262:19	56:16 59:15	108:20,25
199:2,14	lady 74:10	leaders 11:18	Leonard	232:2,4	live 15:16	59:16 84:3	110:16
203:8	225:4	261:9	284:2	lines 44:10	145:9	84:19 99:19	112:13
205:13,15	244:20	leadership	lessen 256:10	213:18	151:14	99:22 104:9	113:2,16
206:17	lag 292:25	75:12 77:21	lesser 184:23	linked 15:19	lived 77:22	104:24	117:8,10
209:18,20	laid 20:6	143:17	let's 58:2	LISRs 181:18	lives 9:14	105:4	130:4
212:5	26:14	149:18	138:11	181:22	15:17 79:23	106:12	131:11
217:22	Lancaster	196:4	149:2,3	list 42:6	living 216:15	108:21	137:23
219:5,12	199:12	236:24	155:9	151:15	Liz 75:2	110:5	160:4
225:15	language	272:6	letters 182:5	195:3	loaded 31:16	125:21	164:13
230:15	181:4,14	lean 102:22	letting 242:22	281:12	31:17	148:15	168:22
232:21	198:22	learn 17:9	level 31:8,11	listed 33:24	loan 299:9,14	151:24	172:24
234:14,20	254:11	23:2	57:24 62:7	listen 47:19	lobbyist	170:22	173:15
237:8,9	258:11,21	learned	63:21 64:11	107:11	66:11	172:13,22	188:13
242:23	259:22	103:18	72:10 154:5	150:15	local 30:23	174:13	191:14,15
246:20	261:3	118:16	219:2,23	266:7	31:7 32:10	175:2 177:5	196:3 205:3
249:15	languages	179:19	244:3	listened 79:17	42:25 69:18	183:12	234:19
253:22	255:9,10,11	learning	259:15	lit 85:8	103:25	188:21,22	250:2,4
254:19	257:10,24	71:15	262:23	litany 225:14	161:25	188:23,24	254:19
258:7,8	260:18,25	209:16	270:24	literacy 7:4	164:23	190:8	265:21
260:13,25	261:4	223:25	levels 26:23	44:16,18	locally 218:7	191:21	268:25
261:2,3,25	large 24:9	278:16	84:16	45:9,22	located 13:11	199:11	272:15,16
266:7 267:9	27:25 37:9	leased 250:6	libraries 78:5	46:13 47:9	272:10	202:25	278:3
272:24	37:16 87:4	leave 34:25	177:8	47:11 95:24	location	203:2	looks 72:3
276:6 279:9	104:18	35:3 50:9	Library	153:20	204:13	204:10	109:5
279:14	108:14	87:5,9	136:18	205:15,22	Logan 133:13	213:16	137:24
281:18	138:21	145:5	life 210:24	206:8	144:8,22	230:14	249:4
285:10,12	155:25	222:19	267:15,16	207:25	long 21:4	233:13	Los 106:3
286:22	211:22	301:13	lifecycle	273:21	44:24 86:13	240:4,5,22	lose 256:9
289:16	212:6	leaves 138:9	172:11,19	literally	107:8	250:14	loses 50:5
298:11,14	213:11	leaving 35:15	177:22	20:15	108:16	263:15	loss 13:5
299:6,11	220:12,13	led 12:17	lifestyle	119:24	123:4,12	272:23	215:10
	larger 21:23						

Committee of the Whole
May 9, 2018

Page 19

losses 13:2	low-perfor...	85:3 193:16	234:13	255:6	210:3	median 151:7	159:17
lost 158:21	107:4	193:18	259:6	math 15:10	211:22	151:12	243:2,6,7
163:10	lower 91:17	194:5,20	managing	45:13,13,13	220:14	medical 7:23	245:6 246:9
228:11	105:12,20	214:21	75:24	45:18 46:7	222:3 230:9	135:17	messaging
lot 19:17,19	145:15	215:6 218:8	184:20	46:7 47:3,3	233:19	meet 13:15	192:6
20:18 21:3	157:19,20	218:20	224:4	47:14,15,16	242:8 244:6	34:15 73:14	met 34:11
22:22 37:9	159:4 285:8	major 12:8	296:18	47:25 63:14	244:9 245:9	99:19	43:14
51:25 53:8	286:6	43:22	Mandarin	mathematics	247:14	216:16	180:12
53:10,21	lowest 156:9	173:19	257:15	46:6 47:23	248:24	240:2	189:24
60:3 64:11	luck 221:20	190:24	manner	matriculated	250:12	267:25	metal 79:19
66:2 78:2	Lynch 113:23	219:4	296:2	130:13,16	251:10,14	meeting	meteorologi...
95:23 134:3	114:11,12	273:16	manual	matriculation	254:8 258:6	26:10 35:17	71:12
134:12	115:11,23	majority 13:6	186:19,22	129:8	272:3,5	48:13 49:13	meteorologist
138:10	116:7	67:4 237:13	maps 57:14	matrix	277:12	111:5	133:19
151:13	149:18	make-up	58:24,25	106:16	296:16	136:16	meteorologi...
152:17	254:22	222:21	March 20:9	110:6	298:10	142:16	133:11
158:23	256:2,4	making 50:13	43:12 91:10	matter 12:14	Meaning	223:14	meteorology
159:5	257:18	68:5 76:2	91:12,14	27:5 141:11	300:9	254:11	71:16
165:25	260:15	85:15	279:21	149:15	meaningful	299:19,24	133:23
181:17	263:6	106:21	Marge 78:8	303:7	85:13	300:4	metric 119:10
185:21	264:16	117:6	margin 45:6	matters	180:15	meetings 44:3	120:23
186:25	267:6	131:25	Maria 1:16	143:24	181:13	66:5 262:19	metrics 119:9
187:22		134:5	103:4	Mawr 8:18	means 13:14	member	128:18,21
188:11	M	135:15	Marjorie	maximize	67:16 79:3	233:8	131:11
196:10,11	macro 244:23	140:8	6:12	250:16	86:19	members	mic 41:21
203:12	Madam	148:22	MARK 1:17	maximum	107:20	6:20 11:5	MICHELE
210:12	39:17 51:10	174:14	market	247:12	148:20	19:9 35:5	303:14
223:16	55:3,16	179:3 182:2	170:15	Mayor 4:14	151:17	71:25 115:6	Michelle
240:15	65:4 66:6	183:21	217:14	4:20 15:23	228:4	143:16	244:20
243:13	101:7 118:6	205:16	marketing	33:3 48:9	230:18	men 228:14	middle 9:8
244:21	121:5	224:10	245:8	114:2 190:9	238:25	228:19	10:10 74:12
254:4,11	132:20,25	235:24	mass 83:12	190:11	282:24	229:5,10,10	100:5 269:8
258:17,23	149:4	238:14	massage	267:23	303:22	229:21	269:13
259:24,25	185:13	242:4	301:3	Mayor's	meant 51:21	mentally	271:19
261:22	199:21	243:22	massive 67:8	27:13 29:3	measure	189:14	midst 167:13
263:13,14	200:2 211:5	245:3	78:14 85:5	29:9	22:18,24	mention 39:9	million 27:23
267:9 271:5	211:10	259:12	158:6	mean 26:8	131:12	mentioned	29:24 48:9
273:3,4	224:22	male 49:18	159:19	78:20 82:18	measured	22:3 40:6	48:10,16,24
296:6,14	225:3	161:25	master 110:5	84:22	99:15	86:7 115:4	76:11,17
lots 163:4	246:13,18	164:6	170:19	108:10,17	measures 5:5	121:25	90:17 92:23
237:23	252:8,13	232:20	171:2,5	111:13	16:5 89:2	132:8	93:5,9,10
loud 63:22	268:23	males 49:23	175:25	120:3	168:20	137:20	96:8,21,22
love 20:8	274:11	165:16	176:9,17,21	122:11	measuring	149:12	102:12,15
111:23	main 205:12	167:6 197:8	177:18	124:5,6,20	24:11,23	152:18	102:17
126:16	217:11	man 19:12	178:24	140:13	48:2	175:7	126:4 139:9
237:15,17	maintain	55:24	masterful	145:16,18	mechanics	188:13	140:14
261:19	32:3,14	manage	67:24	145:24	218:12	250:19,25	152:2,5,6,8
266:4 267:4	129:7	253:19	Masterman	156:2	mechanism	Merion	152:9,11
Lovett 136:18	146:23	managed	8:3 9:22	169:24	94:25	145:15	158:17
low 81:15	214:10	126:12	10:3 75:3	189:21	media 9:16	157:19,21	168:22,25
249:20	maintaining	management	materials	192:3	53:8 54:18	159:4	170:16
low-income	87:12	35:19,20	46:24 47:3	198:16	181:18	message	192:16
67:9	maintenance	53:23 120:8	47:4 156:16	208:6,23	182:4	12:15	200:18,19
	18:13 36:11						

Committee of the Whole
May 9, 2018

Page 20

201:4	115:17	143:22,25	202:24	moved 97:20	name 101:13	172:17	178:17
202:14	116:13,14	monitor	203:8,17	97:21 98:16	272:16	173:4,11	219:25
213:21,22	254:7	58:18	204:2 205:5	153:14	names 78:24	174:14,16	223:15
213:22	267:23	118:22	211:20	180:21	narrowing	174:22	238:24
214:12	modern 19:3	194:14	212:10	202:23	30:10	175:8,9	239:12,14
266:15	modernize	monitoring	213:5	251:18	nation 67:22	176:5,7,23	254:11
269:22	146:17	70:22	214:23	293:18	221:12	180:21,21	257:3
272:19,20	modifying	255:19	233:9	movement	national 8:6	180:24	261:10
272:22	259:25	monopoly	234:10	155:6	88:24	184:17	263:15
273:2 274:2	mold 192:19	239:20,24	239:19,23	moving 21:19	229:22	185:5,8	265:19,22
274:2,6	193:6 194:2	Monson 6:17	month 76:11	23:18 36:6	nationally	190:7	268:2
284:19,19	194:18	21:13 22:11	96:18	61:17 63:4	254:9	191:12,18	Neff 6:12
285:7	mom 77:14	22:12,14	134:21	86:25 104:7	natural 70:13	192:10	78:8 89:19
286:23,25	moment	24:4 26:22	170:11	107:23	Naturally	193:20	negative 58:6
287:7,25	18:24 67:3	28:11 29:2	279:2 280:4	141:11	82:7	194:11,19	91:21
291:12,15	money 12:10	29:10,17,21	monthly	154:7	nature	204:10	102:14,16
millions	12:16,23	30:4,8,14	125:8 277:9	178:23	158:10	207:3	102:16
20:16	21:3 28:5	30:17 48:21	283:20	179:20	279:25	218:25	121:13,23
285:14,16	65:20 68:21	49:3,8	284:14	190:14	navigate	223:24	122:3,9
285:18	70:2,5,8,25	75:21 89:20	285:18	197:13	82:11 263:3	225:7	139:21
mind 67:15	75:24 76:18	90:3,7,16	months 43:4	204:12	nearly 78:18	226:14	213:23
mine 51:14	93:25 94:3	90:20 91:8	76:15	217:6 226:4	necessarily	237:5,10	neglect
107:5 111:8	94:5,15	91:12,16,25	256:18	242:23	21:5 181:19	246:11	223:14
minimum	104:24	92:6,14,19	265:7 289:8	250:5	190:17	248:23	negotiating
42:17	106:21	92:22 93:2	292:8	265:20	212:9	255:6 258:3	112:5
minorities	122:17	93:5,7,15	295:13	much-needed	215:24	259:17	neighbor
167:23,24	126:11,12	93:21 94:24	296:12	24:2	necessary	293:15	51:13
minority	129:2	95:11,14	Moody's	multi-week	260:11	294:7 299:5	neighborho...
164:15	144:25	96:7,17	28:16	222:20	need 5:19	needed 12:11	18:19
166:10,23	147:13,13	97:8,11	moral 16:7	multi-year	14:14,20	17:15,18,21	134:14,17
168:2 229:6	147:14	101:10,16	Morgan	174:21	15:5 18:11	18:5 43:24	neighborho...
229:10	148:4	101:17,21	62:15	176:8	18:14 23:3	174:4	13:10 86:6
minute	150:10,12	101:21	morning 2:3	multilingual	23:15 28:21	180:22	145:9
138:16	150:16	102:24	2:4 6:9,10	164:12,16	31:21 32:6	193:23	151:22
301:13	152:24	104:11	6:11,19	166:11	33:7 37:17	195:21,23	152:14
minutes	174:7,12	121:16,20	16:15 22:13	258:2	38:15 40:10	201:10	155:13
72:20	175:21	122:4,11	39:18 41:17	multiple	42:17,25	293:3	271:9
274:19	184:11,23	123:21,24	41:18 51:20	20:19 38:8	48:4 60:5	needing	neighboring
mirrors 170:4	192:8	124:10,14	55:19 74:3	50:5,9	61:20 63:5	177:24	148:12
missed	200:11,20	124:20,25	74:3 89:20	174:24	64:13 71:6	needs 11:23	net 3:20 4:2
255:23	201:6,10,22	125:7,13,16	133:18	180:18	78:10 83:6	14:7,9 20:2	14:3 94:14
misspeak	201:25	137:19	Mount	197:3	83:22 85:16	26:4,6	214:24
285:4	204:14,25	139:6,13,18	245:24	222:16	101:20	28:22 37:12	232:21
mistakes	210:25	142:7	move 18:25	226:5 266:6	113:2	59:13 72:11	288:11
294:10	239:8 241:2	168:24	46:4 82:4	multiplicity	121:14,15	72:12 80:3	network
misuse 53:10	245:22	170:10	82:15	104:13	122:15	110:7	156:23
54:20	273:4 274:9	183:5	100:25	183:6	133:16	112:14,20	networks
Mm-hmm	283:4	186:12	109:19	MURPHY	146:9	118:21	156:21
280:14	286:10	187:19,25	110:20	303:14	150:16	136:6	never 71:2
291:6	295:2,17	190:2 200:8	216:6	music 81:24	153:5	156:19	186:13
Moak 284:2	296:14	200:12,20	265:12	244:6	154:21	171:14	197:16
Mobley 209:5	298:18	201:11,16	266:22	Mutan 7:17	160:6	174:11	214:11
model 108:18	monies	202:10,15	299:12		166:10	177:22	297:8 298:3
				N			

Committee of the Whole
May 9, 2018

Page 21

new 9:15	263:23	137:12	Oates 56:6	283:23	89:8,13	one-year	126:9 158:9
11:13 15:22	ninth 7:6	161:14	Obama	284:17,22	95:4 96:9	191:15	215:23
17:11 26:5	48:13	162:20	244:20	287:19	100:12	ones 13:3	opioid 12:2
28:15 47:2	153:23,23	163:10	objections	office 5:15 9:6	102:21	52:14 151:4	opportunities
47:2,3	154:8	172:13,14	303:4	44:8 67:2,6	103:16	193:25	14:22 56:5
69:14,15,19	nominee	197:4,15	obtain 76:25	134:19	122:2	195:16	56:19,21
69:23 70:3	51:14	202:11	obtained	136:23	124:16	267:16	59:11
74:22 84:8	non-taxable	209:14	135:16	143:18	128:17	283:9	165:24
91:23 92:2	202:5	220:12	obviously	163:21,22	132:16	ongoing	183:9,11
103:18	240:22	227:8,10,11	22:25 76:20	164:10,11	163:12	142:8 174:5	220:7 240:8
104:20,23	normal 28:12	227:14,23	95:17 105:7	166:9	192:2	263:25	opportunity
106:4,9	103:18	227:25	105:10	188:21	199:14,19	online 53:4,7	6:21 7:10
111:8	211:23,24	228:6,21,25	166:14	202:7	201:12	OPA 5:14	11:7 35:8
112:11	212:11	229:13	183:6,16,20	230:22	205:7 226:7	open 44:10	53:18 55:23
115:16	267:2	230:19	190:10	261:15	227:17	77:12	56:2 115:12
116:10	normally	233:15	215:22	275:8	231:19	111:10	144:15
133:21	26:18	239:19	219:20	officer 6:18	232:12	112:22,25	215:9
142:9	259:13	241:16	240:2	22:15 41:19	237:4	147:13,14	249:17
143:22,25	North 7:20	242:9	occasions	78:24 99:13	247:11	161:5	256:19
163:20,21	202:8 204:6	246:21	266:6	101:17,22	248:7,21	192:22,25	267:20
164:10	204:17	247:2,15	occupancy	172:6	250:12	233:25	opposed
166:8	Northeast	266:9,16	190:24	225:12	252:5	239:21,24	20:22 83:3
173:20	45:2	269:4 270:9	occupational	227:2,24	261:18	opened 193:8	108:2
183:15,18	note 157:12	271:4,9	225:23	236:6	263:6 279:8	opening	190:15
183:19	219:9,10	284:25	occupied	officers 79:5	280:2 282:9	39:21 85:25	192:11
188:10	notes 170:23	286:18,19	57:11	79:13 80:14	282:16	192:19	215:14
189:8	254:19	287:18,21	occur 175:8	83:3	284:23	275:11	222:10
192:22	303:6	287:23	occurred	offices 204:12	285:19	openly	241:3
225:8 257:7	notice 180:18	296:25	77:17	official	289:3	125:25	optimally
260:22	notion 106:17	297:6	160:24	297:25	290:25	operate 98:9	272:11
261:12,13	108:14	numbers	162:20	offline 113:12	301:7	operating	optional
261:21	243:11	29:15 79:12	occurring	offset 141:22	old 17:17	2:21 5:4	205:19
262:13	November	88:6 102:5	61:3 242:16	offsetting	108:8 185:7	28:4,21	options 25:12
265:17	295:5	102:8	October	212:15	270:19	41:19 124:4	83:2 108:12
267:22	number	111:20	76:14 295:5	oh 1:15 16:19	290:7,13	140:16	145:8
269:10,20	20:14 25:6	119:18	295:13	65:18	older 64:3	185:12	orchestra
271:17,21	28:2 34:23	121:19	296:12	113:10	267:16	200:22	10:5
272:24	37:9,16	130:3,5,18	odds 13:25	150:2,3	273:5	201:3 213:6	order 119:17
273:2,9,14	40:2 42:4	164:3	offer 72:14	153:8 155:8	oldest 77:15	213:9,16,25	122:13
274:4 293:8	42:10 48:9	227:13	132:14	157:2	267:11	214:9,14	146:9,23
newly 7:14	48:15,17	229:7	133:25	247:14	Olney 40:8	215:18	153:5 155:5
Nguyen	61:3 71:24	249:20	177:25	250:18	40:15 42:22	operational	170:25
74:21	80:13,17,17	264:7	210:7	252:20	43:4	169:20	178:15
nice 35:17	80:19 81:2	nurse 52:7,19	offered	okay 23:17	on-site	214:6	191:12
night 19:17	81:5,6	55:6 153:16	132:12	25:19 26:3	194:21	operations	235:17
39:2 48:12	82:13 86:15	nurses 18:3	231:25	29:12,13	once 23:14	12:12 40:23	orders 172:14
185:20	86:20 87:5	51:23 52:3	offering	30:7,16	61:12	169:21	194:5
295:15	88:15 90:19	146:4	96:15,18	32:19 44:11	102:22	170:2,3	ordinance
298:22	94:12 98:25	158:23	offerings	49:10 52:12	146:22	172:6	2:15,18,20
nine 67:16	105:9		96:16	52:21 54:16	160:17	182:22	2:23 3:6,12
71:13	122:13	O	170:10	54:25 62:24	293:9	operators	3:18,24
216:25	128:10,25	o'clock 5:13	176:10	69:11 70:20	one-off	194:23	4:19
255:11	129:4,17,19	O'NEILL	offhand	71:16 72:17	244:22	opinion 62:23	organization
		1:15					

Committee of the Whole
May 9, 2018

Page 22

28:8 54:7	package	park 124:24	136:24	pass 64:15	peeling 42:8	207:7,10	248:18
211:23	102:4 139:7	198:12	participation	passion	235:13	209:24	249:2,13,14
212:6	139:19,22	246:2	206:16	205:10	peers 14:24	210:4	250:13
organizations	140:10	247:13	particular	passionate	peeves 127:3	215:13	253:4 262:3
225:20	190:12	Parker 1:16	49:24 54:15	19:18	pencils 12:25	219:17	300:24
organized	192:7	39:15,16	59:14 104:4	paths 14:2	Penn 34:15	222:9,16	percentage
13:13	packages	40:18 42:20	117:4,16	pathway	230:12	231:18	86:17
OT 221:16	192:11	43:23 44:13	120:23	234:9	PennAssist	240:4	129:14
225:23	page 181:21	45:19 46:10	163:24	patience 51:2	36:3	242:13,23	156:11
out-of-school	226:25	47:19 48:23	182:13	patient 103:7	Pennsylvania	245:9,14,21	212:2
59:9 210:10	233:14	49:6,9	226:20	Patrico 51:13	1:6 4:15	246:7,10	244:11
out-of-scho...	257:22	50:25	228:14,25	pay 16:8 21:9	7:21 57:20	250:22	252:16
59:10	pages 181:18	Parks 111:3	231:17	57:3 70:15	66:17 88:2	252:4	253:2
outcomes	paid 70:15	111:21	259:16	70:17	88:4 129:10	272:11	percentages
58:6,9	126:12	Parsons	265:15,22	134:11	165:12,15	286:13	229:20
243:14,25	208:20	269:2	267:10	144:18,19	Pennypack	294:4	253:9
outlooks	288:10,10	part 24:24	particularly	201:20	132:13	people's 85:5	perfect 70:17
75:19	288:12	26:24 28:25	37:24 39:22	207:20	Penrose 8:8	138:12	112:8
outrage 71:23	pain 123:10	34:17 46:22	49:17 53:12	208:2,22	pension	per-pupil	140:13
72:10	paint 34:2	46:24 64:23	66:11 83:11	234:2,3,5	282:10,12	157:25	269:12
outside	42:8 235:12	71:9 82:11	83:25 87:13	245:15,22	282:17	per-student	272:2
186:10	235:15	104:14	98:5 106:12	paycheck	286:9,12,24	104:15	perform
201:5	painting	109:24	107:4 111:8	13:17	289:6,18,21	perceive	64:10
293:10,11	195:18	111:10	114:20	paying 70:11	289:24	220:12	performance
294:8,14,19	paper 13:2	127:16	115:9	70:14	290:7,14	percent 27:17	22:2 99:16
297:18	216:2	133:8	153:21	138:17	pensions	27:24 28:14	109:7
outstanding	par 148:11,20	140:24	156:7	212:14	286:13	35:21 56:13	173:15
125:15	paraprofess...	153:7 162:5	161:22	215:2,3	people 35:9	57:11 61:2	224:5,8
202:3 280:9	196:11	169:13,16	228:18	217:13	35:14 37:13	62:8 73:11	performanc...
over-age	parent 60:8	169:19	229:4	234:16	37:22 38:5	86:18,20	187:12
259:3	181:2,4,14	171:12,15	parties	246:5 250:7	38:10 52:2	88:5,13	performing
over-hiring	219:18	171:22	258:11	256:25	58:4,6	90:13,22	155:13
87:8	parent-initi...	173:10,19	partner 24:16	payments	61:23 71:25	123:20	156:9
overall 53:4	136:13	174:3	238:22	94:14,17	72:8 79:14	124:2,3,13	period 31:25
75:14	parental	176:19	241:8	201:2 241:4	79:22 80:4	127:7,11,20	143:11
overhead	116:22	186:7	partnered	287:5	83:2,20	127:23	175:21
249:23	Parenthetic...	187:20	86:8 161:24	payroll 124:6	86:9 107:25	128:7,16,19	191:16
overlapping	232:13	207:5	partners	278:11,13	108:3,17	130:14,15	295:20
57:14	parents 44:7	210:16	133:24	282:5	112:9	130:15,18	permanent
overlay 58:24	53:3,18	217:8 236:3	134:6	284:11	114:24,25	140:5,6,9	110:21
overnight	78:11 83:17	241:22	149:19	285:20,21	130:9 132:4	140:12	permeates
224:19,20	107:11	259:10,23	164:22	286:3,6	144:18	141:16	186:24
overtly	134:12	268:20	240:15	289:6,17,17	145:5 148:5	160:18	permission
223:13	135:2,12	274:17	partnership	289:20	148:13	163:25	54:10
overusing	151:4	289:9	149:22	290:3,13	150:25	164:2,2	person 5:24
118:23	159:21	297:17	267:21	297:2	151:11,14	165:7 203:9	40:23 52:25
overwhelmi...	160:3 179:5	partially	268:9	PD 282:17	151:16	213:21	280:7,22
237:13	180:2,11	24:25 75:23	partnerships	PDE 132:7	152:21	221:2 229:7	personal 14:8
owed 268:3	181:11	participate	113:4 167:3	190:3	163:2,7,9	229:14,17	126:9
	223:16	183:3	167:5,18	peace 12:3	163:16	229:22	205:15
	258:14	240:11	parts 138:21	15:9	164:12	230:2	personally
P	259:9	245:22	party 67:3	pediatrician	180:17,22	244:14,15	254:9
p.m 302:2	260:21	participating	280:6	18:4	182:10	248:9,13,15	297:25
PA 261:21							
262:13							

Committee of the Whole
May 9, 2018

Page 23

83:5 105:8	278:25	165:19	175:25	PM 195:12	222:17	222:6	pre-college
135:3	284:15	166:18	176:9,17,21	pockets	police 78:24	233:17,21	149:20
266:12	298:8	232:17	177:18	138:13	79:4,13	233:25	pre-entry
perspective	Philadelphi...	233:2	178:5,24	144:19	80:14,17	234:4 293:8	62:11
27:25 45:9	10:11,21	234:11	188:14	148:3	81:21 82:7	293:8 296:5	pre-K 10:9
97:17 124:3	39:24 40:4	pipelines	193:17	point 23:6	82:10,22	positive 30:10	57:22
175:17	Philadelphi...	56:23 57:3	194:5 201:2	32:5 35:13	83:3 204:14	49:4 76:21	134:25
241:21	151:10	place 19:23	228:16	57:19 63:12	204:15	76:23 89:25	205:14,25
242:19,25	Philly 8:17	28:18 29:16	254:14	67:7 81:16	236:6	91:24 93:6	206:3,6,7,8
perspectives	158:17	59:10 72:11	280:20,20	81:17,25	policing	93:9,10	preceded
169:16	183:19	80:8 107:14	280:24	82:4,16	81:10	102:11	258:22
pet 127:3	199:17	114:4	289:9,14	85:24 91:21	policy 249:16	139:8,11	predictability
PFT 192:17	philosophic...	140:17	292:17	110:13	259:22	possibility	191:6
ph 104:20	107:10	145:24	296:23	126:20	pool 50:16	14:6 204:11	predictable
181:18	251:12	147:15,17	PlanCon	127:23	197:2	possible 12:5	190:23
284:2	philosophy	147:19	69:17	139:24	240:13	17:8 19:2	preference
PHA 86:8	108:10	155:24	183:16,18	140:3	241:9	88:15	261:2
phenomenal	phone 231:9	183:9	183:19	142:11	pools 71:16	135:25	prejudice
84:23 158:5	292:10	192:23	planned	144:4	71:18	201:13	11:21
Philadelphia	298:22	193:12	17:23 96:19	146:24	poorest	240:23	prekinderg...
1:2,6 2:25	physical	215:20	139:2	147:24	155:12	241:13	14:17
3:4,8,14,20	169:9	218:5 264:2	planning	148:15,19	population	possibly	preliminary
4:2,8,10	179:23	293:10	21:14 135:5	148:21	107:22	20:21 50:13	91:2
5:12 7:20	PICA 175:22	297:8	138:7	150:14	populations	post 181:21	prep 180:19
8:5,13 9:12	pick 89:2	placement	164:14	159:3	173:6,7	post-Paul	preparation
9:14 10:3	292:9	16:22 228:3	173:24	162:16,21	177:23	77:20	7:23
11:10,14	picture 14:15	233:14	176:11	165:7,21	portfolio	post-second...	prepare
18:22 38:11	234:18	places 54:9	224:17	177:16	107:11,15	36:25	192:21
45:3 51:15	piece 74:22	154:13	plans 129:6	178:9 204:8	108:21	potential	277:3
57:10 61:9	113:11	167:10	265:23	204:22	186:8	10:12 26:14	prepared
101:3,23	140:18	199:12	plant 236:25	205:11	portion 106:5	potentially	180:24
114:14	178:13	213:24	play 8:17	206:9	299:12	42:18 220:4	299:12
133:20	181:25	250:4	24:23,24	211:21	300:3 301:4	poverty 11:20	preparing
145:6	187:11	plan 4:9 5:7	144:15	214:10	position	15:19 59:5	276:11,20
149:17	218:3 237:9	6:24 21:25	played 7:7	218:24	19:19 75:8	Powel 78:9	prepondera...
151:3,8,23	245:8	69:19,23	player 8:7	220:15	122:17	power 15:24	105:18
152:2,4	piecemeal	70:3 76:2	please 2:12	222:4	126:6	PPDA 282:19	presence
157:24	192:4	90:2,11	52:5 114:16	244:14	162:18	287:16	149:14
162:13	pieces 176:22	91:2,8,13	225:4,6	245:14	212:4	289:4,18	present 1:9
163:18	182:4	93:18 96:19	227:6	257:5	221:23	290:15	165:10
167:15	190:14,14	97:4 110:5	228:23	268:11	275:22,25	PPDAA	presentation
169:11	244:22	122:14	pleased 60:13	271:10	positions	282:18	89:10
209:22	293:13	123:4	81:15 100:4	274:9 276:6	36:11 84:23	289:7	presented
216:16	piggyback	124:15	113:19	276:9	86:7,22,22	PRA 300:9	23:7
227:7	137:14	137:20	190:10	280:16,17	87:4,9	300:10,14	preservation
230:24	pilot 21:20	141:14	pledge 16:21	281:7 292:8	115:25	practices	299:10,14
231:8,18	22:4,8,17	142:3 143:8	plumbers	293:24	163:20,22	61:12 80:7	President
232:25	22:17 23:15	169:14,17	36:15	294:8,16	164:10	136:11	1:10 2:2,5
234:23	24:20 106:4	169:20,20	plus 21:4	295:12	166:8	259:2	4:23 5:22
245:5,21	piloting 21:18	170:4,5,19	117:22	pointed	211:19	practicing	6:4,8,11,15
253:21	pipeline 56:9	171:2,5	214:21	256:20	213:12	71:19	6:19 7:9
264:9	56:25 57:25	174:21	Plymouth	points 85:20	214:19,21	Pratico 9:20	9:20,23
270:20	60:21	175:21,23	68:18	86:14	217:16	11:3 16:16	10:2,14

Committee of the Whole
May 9, 2018

Page 24

16:24 19:7	previous	173:17	161:2 162:7	procurement	188:22	235:14	239:5
19:10 22:14	66:25 90:25	194:9	165:10	22:6	194:9 198:4	269:22	proposed
23:16 25:18	95:5 97:4	prioritized	171:17	produce	198:6,6	projected	4:12 5:4
28:9,23	120:10	17:19 18:2	191:22,25	153:5	206:20	27:23 90:14	26:5 27:13
29:8,11,19	162:19	153:19,22	224:19	produced	209:3 210:2	91:6 102:2	33:3,4 48:9
30:2,6,12	175:4	154:16	294:24	165:16	224:7	140:16	90:13 95:15
30:15,18	271:22	177:21	296:10	producing	232:15	172:25	95:16,20
31:15,19	previously	194:6	problem-sol...	167:25	233:17	173:6,17	96:14
32:18 33:9	9:7 96:21	prioritizing	46:8,22	product	252:22,24	213:16	140:10
48:18 49:15	97:15 98:3	153:8,24	81:10	87:18,19	274:8 299:9	projections	prospect
51:4 65:19	price 16:9,10	170:18	problematic	245:4	299:14	30:25 75:25	63:24
65:24 66:6	204:12,19	171:3	111:11	productive	programmi...	177:14	protect 13:24
66:19 68:15	274:6	174:10	problems	15:17 267:2	146:19	projects	protected
72:16,21,25	pride 10:22	176:12	42:8 59:24	products 10:8	196:10	17:20,23	54:23 223:3
73:21 74:2	primarily	priority	61:17	profession	198:21	22:23 25:6	protection
77:4,5,10	95:22 97:10	15:13	219:14	87:21	programs	25:16	53:25
88:19 89:4	300:20	151:18	proceed	167:17	12:17 14:15	174:25	protections
89:5,18	primary	153:13,18	101:15	professional	15:2 34:14	175:10	53:11
100:15	22:25	171:22	proceeded	95:22 225:5	35:12,15,23	177:20	protocol
157:5,10	principal	195:3	22:16	225:9	37:5,6,9,10	179:10,12	182:15
168:5,6,10	39:7 43:15	235:16	proceedings	226:20	37:12,14,16	184:6 271:5	236:4
168:15	44:6 66:15	prison 64:8	303:4	230:10	37:22,24,25	prominent	protocols
185:20	105:9	251:5,9	proceeds 62:8	professiona...	38:25 46:16	78:21	18:5 53:22
234:14	133:14	prison-to-pi...	203:19	254:5	96:4 98:4,5	promise	54:12,13
275:3,6,14	207:14,20	62:5	process 21:7	professionals	98:17,23	11:16	235:19
275:18	236:7	prisons 57:12	40:6 48:15	227:3	99:18 100:6	promises	proud 35:4
299:3,4,20	principals	250:20	67:11 69:6	228:13	109:17	159:3	55:25
300:7,10,13	60:16 84:9	proactive	70:3 105:2	237:14	112:23	promote	145:25
300:16,19	105:23	215:14	109:3,4,5	proficiency	131:17,18	231:7	146:4
301:6,10,15	114:4,18	probably	110:19	15:10	131:20	proof 10:11	provide 11:17
President's	115:15	25:22 69:24	117:5	Profits 3:21	132:6,10,11	proper	11:23 14:15
95:15	116:18	100:20	127:17	4:3	132:15	122:23	16:4 31:21
pressing	117:2	124:25	135:8 137:4	program 2:15	146:11	135:16	43:9,18
185:11	196:13	185:11	180:14	5:6 20:12	152:16	properly	70:23 153:2
pretty 103:15	207:9 228:8	186:24	183:14	20:22 21:3	155:17	22:18	162:10
125:25	228:8	214:24	186:18	23:3,11,19	156:18	122:14	170:5 177:7
140:12,17	258:19	215:6,20	188:3,3,5,6	24:3 36:4,6	162:4	properties	194:23
145:19	260:13	238:15	188:8,10	37:21 38:7	164:24	21:2 202:20	227:24
167:13	prior 9:15	241:23	225:21	38:14,18,20	165:2 166:3	202:20	263:19
213:20	56:8 131:2	247:19	252:19	39:6 56:14	167:22	250:6	264:5
253:23	195:14	251:2,7	259:7 260:7	60:6,25	188:19	property 92:9	281:15
256:6	202:21	263:22,23	260:8,16	62:12 73:10	195:15,17	92:13,20	297:14
264:10	286:7	265:6	261:11	73:11,12	197:4 199:5	102:4	provided
284:25	priorities	285:23	263:4 265:4	97:20,21,23	221:25	139:16,20	12:10 32:17
prevent 57:25	155:3 186:7	288:19	293:17	98:8,11,14	246:3	190:17	32:17 56:5
58:11 61:17	192:17	293:19,25	294:7 296:4	99:15 100:7	252:16	204:24	90:25
preventative	prioritize	problem 34:9	297:11,13	117:25	progress	245:16	181:10
194:4	79:9 154:12	34:9 42:16	processed	128:9	115:15	proposal 29:3	provider
preventing	154:17	45:25 53:8	261:25	161:15	131:12	92:15	116:10
57:4	155:5	66:15 69:25	processes	163:17	progression	103:24	117:4
preventive	171:10,13	84:13 85:10	186:22	164:19	182:10	106:7	providers
62:11	171:24	87:25	187:17,23	173:20,22	project 24:9	proposals	114:5,20,22
193:16	172:16	104:14	293:3	177:20	182:8	24:7 93:12	116:6,8,12

Committee of the Whole
May 9, 2018

Page 25

116:15,20	purpose	241:3	263:7 269:7	96:12	271:14,23	60:21 90:13	219:19,24
116:24	21:20	243:19	270:5	103:16	285:7	92:4,18	223:25
117:11	264:12,19	273:4	272:23	104:6	ranged	93:13	224:2 229:5
134:25	purposely	280:24	279:20,24	157:11	269:19	139:22	235:11
226:4	164:13	297:7	280:10	257:12,19	ranges	168:21	243:5,16
provides	purposes		298:11,13	265:21	129:25	204:7	253:16
14:21 53:17	94:7	Q	299:5	Quinones-S...	269:15	222:21	254:6,10
providing 4:7	pursuant	qualified	questioning	1:16 103:5	rant 63:18	241:18	256:9
36:20 81:8	4:17	218:17	39:20 228:5	quite 82:5	rapid 84:4	246:8 270:5	259:17
95:8 154:20	pursuing	225:20	questions	102:8	rate 3:15	288:9	261:21
175:15	208:11	quality	16:25,25	111:22	65:13 86:18	realistic	264:22
242:17	push 64:12	222:13	19:8,9,14	164:22	141:9,10,16	127:14	266:23
256:16	183:23,25	quantities	31:16 75:20	185:24	141:22	reality 14:22	267:23
257:21	189:7	42:8	79:3,14	221:21	142:12	realize 14:9	272:4 274:9
prudent	pushback	quarter 50:6	89:21 93:17	255:20	149:9,13	14:10 15:16	294:12
23:24 25:25	148:8	question 20:3	96:10	quoted 102:5	203:6,7	237:6	296:18
PT 221:16	pushing	26:6,24	100:13		215:2	270:17	realty 3:14,16
225:23	34:18	28:25 29:13	118:10	R	217:14	279:6	91:5 242:2
PT/OT	put 48:17	30:19 31:4	120:10	Rachman	222:12	realized	reason 29:15
222:15	50:23 51:11	31:18 32:8	121:9	8:22	244:10	278:5	111:12
public 2:7	63:19 72:6	32:19 41:24	132:17	racist 158:10	rates 3:22 4:4	really 24:13	146:8
4:25 10:8	76:10,24	43:2,24	134:4	radar 58:11	27:18	24:21 26:25	153:24
10:12,21	89:13	44:14 48:6	137:13,15	radius 71:15	105:19	27:13 48:4	164:18
11:12,13	106:20	48:7 52:23	138:10	Radnor	127:6	52:11 69:4	212:22
14:2 15:12	122:17,18	54:18 75:5	148:18	145:14	128:19	73:9 75:25	214:8
44:3 67:8	126:11	75:14,17	149:8 159:6	157:19	rating 76:4	79:23 84:11	222:25
67:23 68:13	144:25	101:25	159:15	159:4	76:12 96:23	85:21 87:15	223:4
69:10 74:18	145:12,23	107:9	160:2 169:3	rain 144:9	184:22	105:4,25	239:25
74:20 75:13	146:11	115:13	169:12	raise 18:12	240:9	109:16	266:16
77:16	147:14	119:5 122:6	170:17	19:22 52:13	ratings 75:18	110:5 111:6	reasonable
127:18	155:17	123:17	200:4	73:7 76:9	240:4,7	112:19	29:6
152:15	173:14	124:17	216:12	135:4	ratio 31:2,10	113:16	reasons 25:15
158:17,21	174:21	126:14	222:22	raised 52:24	31:19 32:22	114:19	122:12
246:22,23	196:5	128:18,21	225:15	120:12	32:23 79:9	117:2,3,9	187:2 214:4
247:6,12,23	206:21	140:19,21	226:22,23	127:5	79:25	117:25	214:8 262:7
247:24	212:2	141:20	238:13	182:13	157:25	122:21,24	rebate 200:25
248:4 259:4	235:16	144:17	244:16	219:11	raw 24:21	123:5 124:7	rebuild
296:17	243:21	145:3	246:20	222:22	reach 231:7	126:25	145:21
303:15	268:10	148:24	250:18	234:15	231:24	137:18	Rec 111:3,22
publicly	271:10	160:14	258:6 260:4	raising 134:2	read 2:12 5:3	139:24	recall 238:25
149:16	286:23	169:14	267:9	134:3	40:7 45:24	147:7	279:23
pull 41:20	289:14	171:2	268:25	ramp 195:24	57:23 63:14	150:21	receipts
101:20	292:17	173:23	275:9 298:2	ramp-up	63:21,22	152:21	288:11
pulled 295:21	293:4,12	175:23	299:2	83:15	153:21,25	157:11	receive 64:7
pulling 56:6	295:2,4	176:14	301:20	ramping	reading 10:16	160:16	100:10
135:19,22	putting	181:3	queue 136:7	265:16	37:25 44:18	185:25	236:20
punctuate	105:22	182:20	quick 268:24	ran 98:6	45:9 59:17	186:20	received
120:12	110:2	209:2 216:7	273:23	Randolph	154:4 244:3	188:24	33:21,23
purchase	155:22	219:22	299:5	35:6,18	277:4	189:8,16	receiving
47:4	176:20	222:24	quicker 184:6	56:2 73:12	ready 166:18	191:11	114:7
purchases	178:4	228:2 229:3	298:16	random	193:11	198:21	115:16
194:10	187:16	233:8	quickly 17:8	273:24	195:24	199:10,10	148:8,9
purely 201:6	204:13	234:15	18:25 30:20	range 129:23	real 3:3 13:21	210:4 216:9	recess 100:22
		241:15		178:17			

Committee of the Whole
May 9, 2018

Page 26

100:25	279:12	299:8	266:25	39:21	269:2	requirement	resolution
275:2	280:23	redo 144:15	regionally	remediate	272:15,17	215:13	1:21 2:10
301:21	reconvene	redoing	264:15,16	42:16	277:2	216:15,17	2:13 4:6,7
recognize	100:25	235:19	register	remediating	292:21	requirements	44:11 266:8
88:24	301:23	reduce 20:13	135:12,14	235:14	294:25	54:4 104:21	resolutions
237:23	reconvening	146:15	regular 259:4	remediation	reported	104:23	95:18
264:25	275:7	184:24	regularly	40:10 50:11	294:25	184:4	resolve
recognized	record 25:19	202:3 300:6	240:3	remember	reporter	261:24	263:13
223:3	31:6 43:25	reduced 61:2	regulations	12:8 39:23	303:24	requires	266:13
257:11	47:21 48:18	82:25 151:8	54:3 116:21	40:2 69:21	reporters	223:10	resolved
recognizes	50:23 51:12	241:17	reimburse...	147:11	43:6	259:7	112:2,4
33:12 77:7	62:20 101:8	300:25	140:20,23	150:6	reports 20:4	requiring	125:22
157:7	101:13	301:4	141:22	299:17	236:20	62:6	resource
168:12	114:12	reduction	142:5 201:7	300:23	265:11	reserve 95:9	226:24
recommend	118:15	88:5 165:8	reimburse...	remembering	represent	200:6 201:9	resources
28:16	168:18	reference	137:24	56:7	28:3 68:14	205:25	18:23 76:24
109:22	196:3,5	19:25 26:13	143:12	reminded	68:15,16	206:14	78:3,10
recommend...	256:4 301:8	169:6,8	related 52:25	62:25	71:8 86:21	207:2	104:17
28:15	recorded	176:2	59:4 93:23	reminds	representat...	208:13	105:6
recommend...	291:16	179:13	94:15	245:18	11:10 62:15	reserves	145:11
174:3	records	182:23	136:12	renovation	Representa...	93:19,20,22	146:11
recommends	135:18	238:20,23	225:22,24	173:19	9:6	94:13	155:14,18
28:16	279:18	239:17	relates 94:16	273:16	representat...	123:18,20	160:9
reconcile	recoup 67:14	244:17	113:11,14	renovations	35:18	123:25	183:10
125:7	recover 37:17	referred	172:22	177:25	represented	124:13	184:10,21
138:23	recovery	194:8 213:8	relating	repair 85:3	255:12	reserving	241:17
288:24	38:18	265:13	19:25	173:11	representing	95:25	242:18
289:24	recruit 88:4	referring	Relations	272:18,21	6:13 7:14	residencies	245:3
298:4	164:15	200:21	57:20	273:19	reproduction	230:5	246:12
reconciled	166:10	refinancing	relationship	repaired	303:21	233:11	289:13
125:6,11	232:11	203:11	71:4 120:16	194:7,7	request 69:9	residency	293:10
126:2,8,19	recruiting	reflected	135:7 164:5	repairs 17:18	112:7	161:15	respect 4:13
277:25	86:2 166:24	15:25 219:6	166:13,16	17:21 18:8	142:24,24	164:19	15:7 34:22
278:6 279:4	228:13	reflective	225:18	183:21	143:4,13	165:2	120:6
279:7,18	230:14,24	215:24	231:5 233:5	193:20	requested	167:21	162:19
280:8,13	232:7,8,19	reflects	relationships	269:3	61:11	196:18,24	237:11
281:8,13,25	recruitment	177:19	31:7	repeat 176:13	requesting	233:16,19	respective
283:6	49:18,23	refresh 174:8	relative 39:22	repeating	143:19	233:21	34:7 35:16
288:24	84:2 85:10	regard 239:9	40:10,12,15	115:13	requests 33:2	234:3	45:2 47:17
289:4,8	85:22,23	268:19	45:5 140:2	replace 274:3	143:6,7,24	252:15	86:5 153:12
290:3,4,13	88:17	regarding 2:8	releases	replaced	require 18:18	residency-b...	respond
290:14,15	161:20	39:23 43:16	202:21	193:11	41:25	164:24	40:24 175:8
290:16,19	162:2	49:15 74:23	relevant	210:12	104:23	residents	responding
290:21,23	167:14,23	95:10 97:16	34:24 36:20	replacement	155:24	40:8,13	101:24
291:4	221:7 222:2	149:9 169:5	reluctance	116:14	206:16	resides 7:19	response
reconciliation	230:11	226:23	175:25	269:4	259:6	8:8,18	41:12 49:14
277:18	rectify 280:25	regardless	remain 98:13	272:19,22	required	residual	51:3 158:14
278:15	recurring	107:20	98:15	replacements	49:21	77:23	295:7
reconciliati...	27:15	regards 20:5	143:10	17:15	135:19	residue 42:13	responses
277:19	160:10	region 230:12	147:13	172:11,19	202:4	resilience	103:13
reconciling	redefines	regional	remaining	report 117:10	205:18,20	12:20	277:3 295:9
125:18,20	262:13	262:2 263:3	202:12	172:9	258:19	resistance	responsibili...
277:9 278:4	Redevelop...	266:5,15,18	remarks	194:19	260:14	177:17	166:23

Committee of the Whole
May 9, 2018

Page 27

259:20	revenue	40:21 41:14	244:10	round 85:23	106:10	226:25	100:6 101:2
277:8 279:2	27:14 31:20	43:5 44:16	248:9 251:2	88:21 89:3	109:21	scale 20:22	101:22
responsibility	31:23,24	45:18 48:3	251:23	100:14	112:3 113:6	21:22,23	104:8,25
14:10 16:6	32:16	49:10 51:16	252:6	118:9,11	114:17	23:4 24:8	107:15,20
25:21	140:11	52:22 56:10	253:12	132:18	115:21	25:3,5,9	107:23
100:19	145:19	59:23 66:12	257:21	148:18	116:3 117:7	259:13	108:4,5,11
101:4	215:19	66:18 67:16	264:10	159:15	120:13	scares 197:7	108:12,18
166:25	288:6,15	72:9 77:16	269:10	168:9	185:16,17	scenario	108:21
254:4	293:14	79:24 80:12	270:5,8,19	227:13	187:10,20	102:9,9,19	110:10,21
258:13	revenues 27:5	81:11 82:5	275:10	route 273:16	189:17	139:14	110:22
responsible	27:16 28:7	89:12,14	281:18	Roxborough	190:5 192:2	schedule 43:9	111:2,5,17
33:19 64:21	104:15	92:21 98:14	285:3,15	209:19	194:25	43:19 94:20	112:15,25
68:6 192:9	123:3 140:2	106:13,24	297:22	RPR-Notary	195:6,25	203:22,25	114:2,13,22
225:9	140:5	107:3,16,20	right-size	303:15	196:25	scheduled	120:14,17
230:11	213:20,25	107:24	107:12,21	RTF 266:17	197:6,11	97:2	121:12
280:23	reverse 64:8	108:6 110:7	173:5	rules 240:2	198:9,16,19	scholarship	123:18
297:25	64:18	110:13	rightfully	run 12:12	198:25	7:22	124:18
responsive	review 53:20	111:9 112:8	54:19	48:25 56:14	199:7,19	school 2:25	125:2 127:5
80:3 156:19	54:12	117:11,17	rights 158:6	99:17	sat 277:13,15	3:4 5:11	127:18,20
215:14	125:21	118:14	159:9 220:5	143:22,25	satisfied 34:6	6:22 7:6,11	128:5,9
257:3	188:6	121:11,18	Rivera	152:16	save 21:3	7:18,23	129:24
restate	259:23	125:4	198:11	251:11	274:8	8:24 9:9,22	130:22,24
102:23	290:12	134:11	road 57:12	284:10	saved 76:16	10:5,10,10	131:12,23
restoration	reviewing	137:10	205:3	rung 182:19	savings 20:17	10:12,21	133:13,15
83:5	119:22	138:18	250:20	237:5	20:18 22:2	11:9 12:12	134:14
restorative	188:7	139:3,4	roadmap	running	22:9,19,20	12:22 15:22	135:3,17
61:12 80:6	226:25	146:7	175:20	23:14 64:2	23:8,9	17:16 18:23	136:8,13,15
restore	revise 300:5	147:10	roads 152:14	192:24	212:3,9,10	19:3 23:21	140:25
153:13	revised 4:9	149:2 154:9	Rob 292:10	213:20	213:10,14	26:4,7 31:9	141:9
restored	90:2,11	157:2 162:9	292:18	221:2	215:15	36:16 37:11	143:11
37:21	93:17	168:24	299:23		238:20	39:24 43:10	149:16
restoring	300:12,20	169:2	robust 108:13	S	250:16	43:12,20	150:15,22
18:3 37:8	revising 3:21	174:15	181:3	S 1:12	saw 44:14	46:25 50:4	151:2,16,20
result 102:11	4:3	178:20	Rock 8:14	sad 34:9,9	47:2 48:10	50:15,17	152:4,25
119:20	revisit 88:22	182:16	role 24:24	safe 82:23	76:8 127:4	52:7,19	153:16,17
222:12	reward	184:25	298:10	83:20	144:8,22	54:15 56:14	154:7,11,20
retention	197:19,20	186:5	roll 23:10	safeguards	156:25	56:21 57:7	155:17
84:2 85:10	rewriting	187:18	65:20	11:20	saying 48:24	57:15 58:25	157:14
88:11,16	210:14	189:20,22	rolls 12:25	safer 19:3	50:19 57:22	60:16,18	158:22
162:3	Reynolds	193:8	Ronnie 9:11	safety 14:3	65:9 90:7	61:24 66:9	161:6 163:9
reticence	1:17 224:25	195:10	roof 171:19	82:7,21	112:24	68:18,19	163:10,11
242:17	RFP 24:5	196:8	roofs 172:19	152:15	146:8	69:13,18	163:17
retired 50:14	225:21	197:14	room 1:6	salaries 105:7	155:10	71:12 74:13	165:23
228:6	295:3,5	198:5,24	186:14	salary 105:10	178:22	74:18 75:3	169:11
return 24:12	Richard	201:14	207:19	105:20	191:17	77:13 78:7	170:11,20
242:3,19	209:23	202:9 203:5	301:23	218:6,11	197:12	79:4,6,12	171:6 178:2
259:4	Richman 6:3	204:12	ROTC 8:25	sale 204:18	207:3	80:14,17	182:22
returns	6:14	208:5 219:3	roughly	sale-leaseba...	272:17	81:21 82:19	183:21
102:22	rid 141:4	220:25	157:24	239:5	274:7 286:3	82:22 83:3	185:6,25
revealed	right 15:24	225:13	214:24	salute 101:5	286:7	84:5 85:17	186:5
118:19	18:21 28:10	226:17	249:14	Sample-Oa...	288:21	85:25 87:13	190:16
reveals	28:11 29:12	229:24	269:5	33:17	says 150:15	95:8 98:6	191:3 193:8
234:24	30:16 40:9	237:20	284:15	Sanchez	155:3	98:10,11,20	193:24
				103:6,10			

Committee of the Whole
May 9, 2018

Page 28

200:6,17	113:18	130:16	237:3 243:9	Secretary	seek 83:10	September	172:21,24
201:13	261:9 262:5	131:19,21	243:20,22	198:11	seen 31:22,24	160:25	173:4,8,18
202:6	262:8,23	132:8,9,14	246:22,23	199:9	88:5 138:20	193:2	174:7,11
203:15,24	school-speci...	134:17,24	247:2,6,9	section 3:7	138:22	series 22:6	195:3 231:9
206:18	193:16	135:2	247:11,13	40:8 44:25	163:4	109:17	267:23
207:11,15	school-to-o...	138:14	248:8,12,15	secure 69:9	177:23	134:21	284:3
207:24	56:9 57:2	141:4,8,12	248:18,25	securing	199:8	serves 9:25	seven 126:2
209:11,13	school-to-p...	141:12,14	249:5,19	234:9	sees 117:14	service 64:20	286:4
209:20,22	56:25 60:21	144:6 145:2	250:6,8,9	Sedgwick	select 114:5	93:24 94:7	298:21
210:10	schools 9:15	146:2,4,12	250:13	136:19	selected	94:10,12,14	seventh 48:12
213:2	10:9 13:9	147:14	255:12,17	see 14:7,8	60:16	94:19 96:24	severance
215:25	15:6 20:2	152:12,24	256:21	22:8 26:21	selection	217:11	70:14
216:10,16	20:23,24	153:11,15	260:19	32:25 50:7	114:20	222:13,18	severe 13:10
217:12	21:11,18	154:19	261:16	53:18,19	115:18	222:19	severity
224:11	28:15 33:22	155:19,22	262:11,15	56:12 59:2	self-funding	226:3	279:14
227:7 228:7	35:2,11	156:9,12	264:13,20	61:22 62:3	25:17 27:19	255:13,18	SGA 10:3
232:14	42:6,13	158:2,17,20	264:25	62:17,19	sell 204:25	256:10,11	shape 75:16
233:6	43:21 47:15	158:21,22	265:8,9,11	71:11 72:2	selling 204:11	256:13,15	75:23
234:23	47:18 51:23	161:18	265:18	72:3 74:8	Senate 66:23	256:17,22	share 7:2
236:7	52:4 55:10	163:3,6,8	267:3	76:20 78:25	67:5	256:22	10:24 42:2
238:15,20	57:16 59:11	165:14,15	269:16	82:6 83:14	Senator 41:8	257:20	54:10 70:12
238:22	60:11,12,17	165:20	270:14,15	87:4 119:13	41:11 62:4	264:6 274:3	182:11
239:7,16	60:23 61:4	167:8 169:9	270:23	126:10,13	65:8,22	services 59:7	183:10
244:10	63:12 71:8	169:22,23	271:11,13	130:9 132:3	66:21 72:18	60:4 83:6	193:10
249:16	77:16 79:2	169:25	271:14,22	138:24	72:22,24	83:16	220:17
251:7,11,13	79:15 80:2	170:14	272:5,12,16	148:5 156:6	73:3 133:6	113:10,15	256:5
253:21	80:24 81:17	172:15,23	273:10,25	159:19	144:10,21	113:18	shared 42:5
254:7	82:8,23	173:3,5,14	science 46:18	160:21	183:15	114:7,13	43:21 46:25
256:14	83:7,16,21	175:9 177:8	272:6	170:7	234:20	116:18	111:20
257:9 259:5	84:15 85:6	179:4,14,22	Sciences	189:10	Senators 41:6	117:15	172:10
261:23	87:2,10	180:2	149:21	205:18,20	send 49:14	136:4,7	173:9 183:8
262:14,18	97:22,24,25	182:15	score 173:13	222:5,15	162:10	152:15	256:21
262:21,22	98:17,18,19	186:18	scored 173:13	235:12	181:20	153:14	sharing 71:4
263:5,18,20	104:3	193:2,5,5,9	scrambled	245:6,14,16	202:16	155:18	119:3 137:2
264:4,9,24	105:17,19	194:11,13	78:10	245:24,25	215:13	221:15	243:8
265:4	106:18,19	194:22	scraped 78:8	246:2,3	281:15	225:10,22	she'll 39:10
266:12	106:20,23	195:14,15	season 22:25	250:15	sending 163:8	225:24	sheet 175:18
267:15,16	107:4	196:22	179:15	254:16	165:3	226:10,14	shelter
267:22	108:15	197:24	195:11	257:22	236:16	253:19,24	263:20
268:13	110:12	205:2,14	seasoned	258:3	266:17	254:3,15	sheltered
269:6,8,9,9	111:10,14	207:7	185:7	266:21	senior 7:18	255:5 258:9	74:24
269:10,12	111:16,25	208:18	seats 34:23	267:21	105:18	258:10	sheroes 68:3
269:13,18	115:16,20	209:3,8,12	34:24	268:14	seniors 38:14	259:12,18	shift 193:24
269:20	116:9,11,15	209:18,24	second 30:7	270:14	38:15	260:8 261:5	214:16
270:24	118:23	210:13	51:12 63:7	271:8	sense 226:3	263:10,14	shifts 107:22
271:18,19	119:9,13,16	216:3 226:5	63:10 88:21	280:24	226:19	274:5	Shipp 133:18
271:19	119:25	227:19	92:7 121:21	292:14	234:13	serving 9:2	shock 151:9
272:2,18,21	120:4,9,22	231:17	132:18	295:25	242:13	9:23	short 21:4
272:25	126:16	233:23,24	146:16	300:25	sensors	sessions	68:9 108:25
274:5,15	127:19	234:7	148:17	seeing 59:12	194:13	231:14	218:2 275:2
school-base	128:11,11	235:16	173:23	81:22 87:22	separate	set 15:11	291:15
259:15	128:13	236:16,19	176:24	117:20	219:9,10	32:14 155:2	294:4 295:2
school-based	129:10	236:23	secret 234:16	205:10	SEPTA 36:3	171:24	short-term

Committee of the Whole
May 9, 2018

Page 29

28:6 shortage 56:17 shortages 291:8 shorten 103:13 shortly 100:20 shot 38:16 159:24 shoulder 14:11 show 184:5 297:20 showed 79:12 showing 258:24 shows 58:9 shut 192:21 195:14 shutting 195:22 side 68:11 214:23 218:8 226:24 significant 41:25 42:7 84:16 86:23 134:10 138:19,22 145:19 148:3 167:14 171:14 180:8 185:5 197:15 202:12 220:22 258:15 271:7 significantly 183:24 185:7 229:9 264:8 signing 129:18 244:19 similar 183:8 229:3 Similarly 183:21	221:6 simply 206:15 260:2 sincerely 64:23 single 78:25 79:16 107:18 111:2 116:25 157:23 158:4 159:10 258:17 sinking 93:25 94:16 95:2 95:3 sir 55:2 sit 69:16 site 43:8 45:5 204:10 273:11,13 sites 25:2 45:2 53:7 183:8 sitting 125:9 162:8 292:23 situation 34:9 139:5 182:24 222:15 240:9 250:15 situations 12:20 192:19 235:17 273:15 six 2:16 116:24 117:19 256:17 263:9 six-year 177:19 sixth 12:7 Sixty 253:4 size 71:18 257:10 269:10 270:3,6,8	270:19 272:2 sizes 146:15 skills 36:22 45:14 73:12 197:20 226:19 slashed 12:9 slightly 116:19 213:23 Slippery 8:14 slow 117:18 slowly 38:3 small 86:20 106:5 108:18 200:19 237:9 287:21,22 287:24 smaller 123:11 Smith 209:21 smoking 74:23 snapshot 175:18 sneaky 188:15 social 16:5 60:7,14 64:22 75:4 115:22,24 152:15 162:2 181:18 182:4 society 8:6 14:12 15:4 sold 123:17 201:24 202:21 sole 262:23 264:12,19 solely 289:15 300:21 Solis-Cohen 9:7 solution 64:24 solutions 12:2 18:22	solve 18:17 45:25 59:25 162:7 solved 234:22 somebody 219:18 somewhat 19:15 95:6 116:25 175:24 215:7 son 78:4 sooner 123:12 136:2 sorry 72:15 92:11 95:13 142:13,15 176:14 217:19 239:22 249:4 sort 21:9 26:23 36:24 38:25 44:15 45:14 47:20 78:20 110:2 110:8 117:3 178:16 188:15 sound 54:21 123:5 196:2 source 93:20 sources 19:20 191:5 Southwark 199:5 Southwest 8:9,19 space 109:10 144:15 149:10 173:3 255:21 spaces 42:13 speak 56:24 74:22 80:7 164:7 186:16 215:9 218:7 254:13,20 speaker 268:18	speaking 65:23 166:9 230:9 248:2 255:19 278:9 speaks 169:21 special 33:16 37:12 84:17 87:14 99:17 118:20 136:6 166:20 219:12 220:25 221:5 222:9 222:25 262:9 specialized 221:15 225:9 226:9 226:19 specific 14:25 29:14 43:9 43:19 54:14 60:9 111:25 166:19,22 166:23,24 179:9 218:19 227:10 279:20,24 298:13 299:17 specifically 43:15 45:18 53:24 54:14 84:20 119:19 146:12 164:8 218:8 218:23 230:6 253:10 255:5 278:9 297:7 specified 220:3 speech 221:16 speed 23:11 184:7 spend 105:16	141:7 172:14 175:21 184:17 215:7 238:17 265:8 spending 5:5 17:20 104:24 117:24 145:17 171:4 183:4 185:5 192:16 239:18 254:25 266:14 spends 157:21,25 spent 68:17 172:17 182:21,24 185:24 201:22 235:24 spirit 223:9 spirited 19:15 split 31:2 141:5 190:19 splits 146:15 spoke 38:18 39:5 51:13 56:4 103:21 212:18 233:4 250:23 252:14 spoken 80:5 83:24 198:11 257:10 258:11 260:18,25 261:4 266:14 sponsor 205:23 sponsored 209:12 sponsoring 209:19,21	209:24 spot 84:18 89:14 spots 135:15 spread 285:9 spring 45:12 square 269:5 269:11,24 270:2,15,16 271:17,24 273:12 SQUILLA 1:17 SRC 6:13 10:17 78:7 stability 32:4 122:23 stabilization 182:17 235:12,15 stabilize 84:10 stabilizing 235:25 stable 162:14 staff 12:9,16 17:9 18:8 19:5 74:4 81:9 87:12 119:16 137:2 154:20 158:21 193:12 197:18 206:21 216:18 226:12,16 232:7,8 233:8 262:18 266:5 278:16,19 280:18,22 292:13 293:9 staffing 56:13 154:17 293:6 stage 25:7 stakeholders 113:3 244:24	stalled 108:19 stand 15:11 282:22 301:20 standards 224:6,9 259:19 standing 70:21 standpoint 234:13 start 21:12 78:20 80:9 81:14 101:12 103:3 122:3 137:10 139:2 145:21 162:21 191:8 216:23 265:4 275:22 276:4 293:4 293:12 started 2:6 37:23 39:6 47:15 139:4 143:8 162:17 164:19 191:19 195:19 278:2 280:21 295:21 starting 22:5 46:17,19 85:22 88:12 164:5 193:4 195:15 206:20 218:6 267:14 269:19 starts 85:25 179:18 195:11 state 9:5 27:8 30:24 31:7 31:10,25 32:10,17,20
--	--	---	--	--	---	--	--

Committee of the Whole
May 9, 2018

Page 30

57:12 62:7	stays 174:9	strengtheni...	student 7:15	251:13	suburbs	13:23 14:19	168:16
62:14 67:19	steamfitters	135:7	8:7 9:3,4,12	254:12,16	68:16 71:9	59:14 69:3	179:21
67:21 68:22	36:13 44:23	stressful	9:19,24,25	259:2	71:11	79:10 81:8	180:4,17
70:4,14	STEM-rela...	135:23	11:9,11	260:20	succeed 13:22	82:3 83:4,6	181:4,8
77:17	38:2	stretch 13:16	12:18 14:23	262:17	144:25	83:15 86:6	182:2 195:3
101:13	stenographic	strict 53:22	16:15 53:15	264:24	success 13:25	113:10,14	195:23
140:22	303:6	54:5,11	53:16 62:18	265:3,25	73:12 99:3	114:13	204:2
141:19	step 24:15	strictly	74:18 79:16	269:21	184:2	120:8,8,9	221:21
142:16	70:12	232:19	104:9	270:10	successful 7:5	169:23,25	224:10
150:11,18	116:13	strictures	114:13	271:10,16	136:11	184:13	225:7
150:20	210:20	240:21	119:6 125:3	272:7,9,13	154:10	186:17	229:11
152:13	stepped	strides	145:18	272:18,21	167:25	194:23	235:24
157:16	257:19	205:16	222:14	274:4,5	sudden	195:21	238:24
158:7,8,16	260:17	strife 11:20	223:15	students'	214:15	273:20	243:7,22
159:2,10	stepping 69:4	strikes 71:14	260:22	53:12,25	sued 223:13	supporter	254:18
198:13	steps 235:11	strong 11:12	265:13	99:24 220:5	suffered 13:5	126:15	273:3
199:10,15	237:25	11:17	student's	studies 75:4	67:10,18	supporting	277:25
216:10	Stitt 2:12	138:15	220:2	study 7:22	sufficient	84:7,8	279:3
220:4	4:24 5:24	160:8	258:20	157:15	24:7 37:18	supportive	281:20
230:12	stock 40:4	242:15	student-wei...	174:12	suggests	84:7 136:4	292:6 297:8
234:25	stop 66:7	strongly	104:5	177:4 207:6	59:13 79:9	263:14	297:10
237:25	135:13	109:22	106:14	studying	summary	265:19	299:15
240:6	188:25	structural	students 7:13	106:6	118:24	supports 99:7	301:9,14
249:10	stops 74:24	27:2,3 29:4	7:13 10:8	stuff 22:22	summer	119:16	surfaces
250:20	179:17	122:25	10:12,18,21	113:9 186:2	22:23 23:2	154:20,21	42:14
261:21	stories 17:3	137:16,21	13:7,9 14:7	186:11	37:5,6,9,20	162:10	surplus 213:7
267:12	64:11	138:5	14:16 16:18	192:4,6	38:2,7,7,12	169:21	213:9
273:2,18	story 80:16	139:23,24	18:2 35:22	222:21	45:11,12	183:20	surplus/defi...
state's 69:2	strategic	147:2,3,7	37:7,18	subcontract...	193:11	225:22	215:18
69:16	170:4 228:3	191:13	42:19 45:24	217:8	195:7,14,16	supposed	surpluses
stated 63:5	228:16	structurally	53:3,5,20	subject 46:7	228:9,10,10	14:3 68:22	213:17
300:2	230:16	123:5	60:5 74:10	subjects 46:6	269:20	181:8	214:6
statement	233:14	structure	82:3 83:17	submit 10:15	summer-ba...	sure 22:18	surprise
101:9	strategically	13:23	87:22 98:23	24:6 120:18	38:4	30:17 34:16	17:12
142:23	166:9	206:13	99:19	submitted	super 266:23	34:19 40:17	surveillance
242:8 245:8	strategies	245:20	118:19	4:14	Superinten...	40:20,21	79:10
267:8	114:6 116:6	structured	128:15	subs 160:10	73:6	41:22 43:3	surveilled
275:11	224:13,14	203:3	129:9,10	161:9	Superinten...	43:8 44:9	79:19
states 88:3	strategy	structures	141:11	substitute	9:25 217:22	48:17,19	surveys
static 174:6	49:22 50:10	82:3	151:3 153:6	160:5 161:8	239:4	49:20 50:22	260:20
stations	156:8	struggle	154:21	212:14	supervision	50:24 54:21	susceptible
243:19	244:23	221:24	160:10	214:25	303:23	76:2 83:14	193:6 194:2
statistic 57:8	streamline	struggled	162:8	substitutes	supervisors	88:14,19	suspect 42:24
57:8 58:8	183:14	79:20,21	163:15	50:12,20,21	236:25	89:23 96:3	suspended
statistics 57:6	218:14	267:17	174:15	159:20,23	supplement	116:3	64:2 119:12
stats 58:14,17	streamlines	struggling	177:2 180:3	212:12	105:5	120:25	119:15,25
58:18	70:3	67:10 72:5	210:4 220:7	substitution	282:25	121:10	120:4
stay 33:10	street 75:19	105:25	223:2	50:16 215:4	supplemental	131:15	suspensions
88:14	89:9 100:19	133:16	225:10	subtracted	160:9	134:5	61:21,22
147:18,25	Streets 56:18	187:12	230:12	94:12	supplies	135:15	63:3,6,8
237:16	136:20	198:20	231:2	suburban	12:11	136:6	99:20
259:15	strength	STS 116:8,10	244:17	133:9,24	263:20	143:10	118:13,17
staying 80:20	12:19	116:14,15	247:15,17	134:6 145:4	support 13:5	144:8	118:24

Committee of the Whole
May 9, 2018

Page 31

sustain 76:3 142:2,4 147:4 162:14 215:21 sustainable 84:9 106:13 swap 175:9 Swenson 8:23 swimming 71:16 switched 289:16 sworn 67:2 Sylvester 209:4,8 210:5,17 system 13:23 53:2,15,16 58:7 74:18 78:23 84:5 84:11 117:15 119:7 127:19 131:13 133:10 166:6 193:10,19 194:3,10 215:11 228:7,16 237:14 260:23 267:2 268:7 268:13 systems 194:6 215:12 273:17 297:7	49:21 56:16 57:18 62:8 68:19 72:15 100:17 101:14 102:10 122:19,20 189:25 205:21 207:23 219:8 274:18 292:20 296:21 taken 13:18 68:4 71:10 85:7 264:2 303:6 takeover 77:17 267:13 takes 232:3 Talent 163:20 163:22 164:11 166:9 227:2 227:24 230:22 233:12 talk 20:7 26:18 40:13 49:17 54:13 79:18,21 82:19 84:20 97:13 107:12 110:24 134:2 150:18 167:16 180:13 189:19 205:9 217:16 225:16 229:9 231:12 262:18 274:14 talked 36:3 45:10 46:15 51:22 52:14 56:8 75:3	78:2 97:15 114:18 133:8 143:15 161:3,21 164:25 169:8 170:9 170:19 180:5 183:15 192:15 208:5,12 238:19 243:4,5 262:6 267:10 273:7 277:17 talking 45:17 70:8 77:12 81:20 91:9 114:25 116:5,7,13 116:16 123:21 133:20 142:25 144:5 145:25 146:13,25 160:4 167:15 179:9 182:21,25 188:12 191:14,25 233:11 235:9 239:10 243:10 255:3,4 278:15 287:4 290:6 290:6 293:25 talks 44:18 62:16 tandem 258:2 tanked 158:20 tap 201:10 target 87:10 163:2	targeted 85:15 153:9 196:18 222:2 targeting 161:19 165:2,11 166:12 196:23 230:3 task 109:24 110:3 237:7 Taubenber... 1:18 73:24 73:25 77:2 taught 206:4 206:7,8,10 209:17 tax 2:25 3:3 3:15,16,21 3:21 4:3,3 26:9 28:7 70:14 90:13 90:23 91:5 92:5,9,13 92:15,18,20 93:14 102:4 102:6 125:19 126:7 139:2 139:16,20 148:4 168:21 183:22 245:20 288:12 296:19 taxes 19:22 134:2 152:20 242:2 245:16 246:6 288:10,10 taxpayers 126:10 Taylor 75:2 teach 63:13 87:24 117:22 162:12 206:3 207:18	233:24 234:6 teacher 44:17 50:3 61:11 84:3 87:12 87:21 88:24 156:15 159:16 162:4 163:13 165:16 166:19 196:24 207:21 208:24 214:23 229:6 230:4 233:11,16 233:19,20 236:8 252:15 teachers 17:9 19:5 47:16 49:19,20 50:2,5,9,14 61:10 84:8 88:4 105:18 105:20 114:5,19 117:24 118:2 141:5 141:6 159:19 161:9,17 163:3,11,24 164:15,21 166:10 168:2 179:6 179:25 196:11,12 197:8 206:2 206:17,22 207:3 208:8 208:10,21 208:21 210:7 215:3 221:6,10 227:15 228:17 230:14 232:20 233:16 236:24	252:17 253:3 teaches 11:22 teaching 12:9 86:21 153:20 160:8 163:17 167:17 198:13 199:15 205:12 206:2 209:9 214:19 222:6 team 42:2,12 53:23 74:8 193:18 196:4 236:15 295:25 tech 205:16 technical 35:7,11,12 181:7 216:5 technologies 210:13 technology 8:23 47:25 155:16 156:15 187:17,22 187:24,25 188:10 tell 42:21 50:3 80:16 114:24 125:10 148:10 160:3 180:22 192:20 199:18 204:6 216:20 227:6,20 230:18 231:2 270:12 281:10 297:19 299:13 telling 85:17	279:5,9 temp 293:11 293:19 temperatures 194:14 temporarily 147:9 temporary 137:25 ten 67:17 165:16,17 174:17 197:7 204:16 265:25 266:2 tend 31:18 195:16 222:8 tends 221:17 224:14 term 21:4,4 107:8 108:16 123:4 terms 3:5,10 3:16,22 4:4 19:20 27:21 34:24 36:19 43:10 67:22 70:23 71:4 76:21 83:8 84:7 119:11 119:24 134:4,13 137:2,15 143:24 144:5 146:25 154:14 155:8 165:7 172:18 173:24 174:21 180:7 195:18,20 206:16 214:7 218:5 218:24,25 219:2 223:8 223:9 247:15 258:23	271:23 273:11,14 terrific 149:19 tested 159:25 testified 180:12 182:12 testify 5:25 6:21 7:10 11:7 74:16 testimony 5:9 10:15 26:4 44:15 74:17 252:7 274:10 299:16 301:18 text 234:21 thank 4:24 5:23 6:5,20 11:3,6 16:12,17,18 16:23 19:11 19:12 21:15 22:12 23:18 30:16 33:14 33:15 34:10 34:21 37:3 39:16 40:18 41:17,22 48:8 50:24 50:25 51:4 51:5,9 55:2 55:3,12,15 55:22 56:6 64:19 65:2 65:4,5,6,23 66:4,20 67:13 72:22 72:22,24 73:3,4,15 73:17,19,22 74:2,4,15 75:21 77:2 77:4,6,9 80:10 88:18 89:4,6,17 100:16 101:3,16 102:25 103:10,12 103:17
--	--	--	---	--	--	---	---

Committee of the Whole
May 9, 2018

Page 32

115:11,12	147:15	153:10	108:16	212:17	139:11	100:24	135:24
118:6 119:2	160:14,14	154:15,25	109:2	213:8,15	217:17	107:3	timeframe
121:4	204:4 205:8	156:14,24	110:14,15	216:12	223:23	109:23	195:17
132:18,19	then-Deputy	162:24	110:23	217:20	244:13	113:8 115:3	timeline
132:20,24	60:24	166:2	112:13,23	218:3,9	292:15	116:25	42:21 184:7
137:6 149:4	therapy	168:17	113:7	219:6	298:4 300:2	117:24	292:6
149:16,23	225:23	171:19	117:12	221:22	thoughts	134:11,15	294:22
150:3,4	thereof 99:4	173:25	119:3	222:7,24	10:23 248:8	138:15	timelines
157:3,4,6,9	179:17	174:2	121:24	223:22,25	thousands	141:14	99:22
168:5,11,11	thing 19:24	180:16,20	124:12	225:8 229:2	18:8	142:10	timely 256:25
168:14	20:8 38:25	180:21	126:22,25	229:12	three 20:23	143:11,14	293:16
175:11	71:21,23	183:13	127:6,13,25	234:2	20:24 21:11	148:16	times 52:3
182:18	74:14 82:14	184:8	128:20	238:13	21:18 25:2	152:7 154:2	68:20
185:13,14	83:7 87:16	185:19	133:22	239:3,12,14	60:14 77:17	154:4	107:25
185:17	92:17,19	186:18	134:8,10,12	241:15,22	97:22,23,25	160:11	154:3 239:2
199:20,21	93:22 123:8	189:2,8	138:2,13	242:11,20	98:4,18	175:19,22	240:17
199:22,23	138:2 144:4	193:14,17	142:7,8,9	243:15,16	115:24	176:7	timing 94:23
199:25	151:19,19	205:12	143:20	244:15	126:3 145:7	178:15,23	94:24
211:4,5,6,9	152:25	210:14	144:3,7	246:6,7,24	147:11	180:19	tip 237:21
216:4 219:9	160:16	218:14	145:20,22	248:11	163:10	182:21,25	title 95:10,11
224:21,22	165:13	223:9 229:4	146:8	250:17	172:10	184:17	95:12,17
224:23	174:23	242:23	147:23,25	251:12	173:21	185:25	106:15
225:2	183:25	243:24	148:7,13,21	252:18	175:6	191:16	200:14
226:21	191:18	244:7,21	150:21	254:9,19	176:22	195:8 204:9	291:5
238:6,7,8	193:22	253:14	151:14	255:10	178:3,8,9	207:10	titles 2:13
238:11	231:22	254:24	157:12	257:21	205:12	208:3	today 4:25
243:3,3	272:4	256:8 259:5	158:12,25	258:8	206:22	211:17	5:9,15,16
246:13,14	298:15	259:24,25	159:5	259:20	208:9,21	212:20	6:22 7:11
246:15,17	things 12:5	261:12	160:12,16	261:20	210:22	214:10	7:12 11:8
252:6,8,9	22:7 42:4	273:20	162:6	265:15	249:8,11	215:21	15:13 16:3
252:12	42:17 46:4	277:17	163:15,21	266:19	265:6 287:9	221:18	16:5,19
253:13	54:2 57:22	298:12	163:25	267:19	287:14	222:17	33:23 34:5
256:2 258:7	58:23 59:5	think 10:19	165:20,25	274:23	288:22	225:25	39:5 41:6
267:5	60:22 61:4	11:22,23	169:6	275:8 287:3	289:11,12	234:19	41:11 52:24
268:15,16	61:13 63:15	21:23 23:18	170:10	288:4	298:19	237:9	60:13 61:20
268:22	78:6,21	25:19,21	183:5,25	296:11	299:18,21	238:17	73:16 89:22
274:10,11	80:8,23	26:23 31:11	184:11,16	298:12	three-way	254:25	107:16
274:13,14	81:23 82:23	32:7,8	185:10	299:5,6	256:13	258:22	125:10
274:16,22	83:17 85:5	35:13 40:3	186:8,14,24	thinking	Thursday	260:5 265:9	128:25
274:24,24	85:12 86:24	45:23 51:16	187:4,7,7	11:24 45:11	48:11	276:3,11,17	131:9
275:15,17	89:21	54:17 63:13	187:10	133:6	tie 22:20	277:13,19	133:13
275:19,20	103:23	72:7 73:9	188:11	238:17	tiers 248:23	278:18	137:13,18
298:25	106:15	78:3,19	189:2,15,18	third 48:25	ties 23:12	279:14,15	147:21
299:3 301:7	108:13	79:11 80:14	190:23	146:18	time 10:23	281:21	148:25
301:11,16	109:12	82:21 83:7	191:20	153:24	16:15,17,19	289:20	158:11
301:17,24	120:5 133:5	83:12,23	192:3,8	154:2,5	20:21 21:10	292:25	247:17
thankful	134:18	85:19,20	195:8 196:8	177:3 280:6	27:20 28:10	293:5	252:7 269:8
126:23	137:17,20	87:14,16	206:11,12	Thirty-one	30:20 32:2	294:10	273:7
thankfulness	145:22	88:22 95:19	206:14,18	248:14	52:9 53:17	295:16,20	274:23
268:9	146:9,21,23	97:24	206:21	Thomas 9:11	57:18 59:9	295:21	296:22
thanks 7:8	146:24	103:20	207:5,14,19	thought 48:2	66:25 72:15	296:8,9,22	toilet 12:25
33:16 75:11	147:4 151:2	106:17	209:4,21	75:5 112:2	76:3 78:13	301:22	token 82:12
113:16	152:17	107:13	211:14	127:17	80:21 91:6	time-consu...	told 61:23

Committee of the Whole
May 9, 2018

Page 33

143:3	133:11	154:22	trying 13:15	191:20	168:17	230:25	202:3
199:18	154:19	trauma-inf...	24:10 31:20	212:18	176:3	232:16	204:24
259:2	156:15	115:9	32:20 67:24	213:8	178:21	unravel 117:9	256:22
283:25	194:17	traumatic	69:14 78:9	214:13,13	181:7	unrecognized	usually 280:6
tolerance	199:4	79:23	82:2,11,13	258:11	211:15,17	149:23	utilization
80:23	207:12	travel 56:2	105:21	281:11	219:16	unreconciled	109:8,18
tomorrow	210:6,7	208:3	118:3 123:6	287:14	251:16	296:14	111:4,17
15:14 16:3	224:10	Treasurer	143:9	296:9 297:6	277:23	298:21	173:16
34:5 199:18	transcript	274:20	170:22	298:3	279:4 292:4	unresolved	248:13
ton 204:14	303:8,21	275:21	206:5	two-thirds	292:6	235:4	utilize 182:5
tools 11:24	transcripts	277:7,11,24	229:16	140:25	Understand...	unutilized	utilizing
12:4 15:16	53:21	278:23	239:6,14	141:10	298:9	109:10	21:25
61:14 118:3	transfer 3:15	292:7	240:19	type 46:21	understand...	unwieldy	181:17
top 154:6	3:16 93:19	Treasurer's	243:12	177:6 236:9	20:20 78:22	117:2	182:15
246:5 262:7	93:21 102:6	5:14 275:8	266:20	242:3,15	91:20,22	up-zone	
tossed 231:24	transferred	277:8	267:24	245:7	95:7 159:8	204:24	V
total 94:10	94:9	treatment	270:17	types 15:3	168:19	update 50:11	vac 42:13
124:21	transfers	266:18	293:7	35:8 46:9	170:12	118:12,21	vacancies
132:13	94:13	tremendous	295:15	58:17,18	176:24	175:16	84:4,12,16
227:8,10,14	transition 7:5	204:9	turn 21:13	61:6,17	179:18	178:11	84:22,25
246:21	135:5	triage 106:23	22:11 30:19	80:23 86:7	197:13	updates	85:2,2,3,4
247:5 248:3	136:11	Triangulate	turnaround	114:7	242:15	17:15	86:17 88:13
271:4	195:13	59:22	156:7,22	131:11	277:23	176:18	159:16
285:21	277:14	tricky 105:5	turned 264:5	146:10	underutilized	updating	160:24
294:2	transitioning	tried 292:14	turnover 84:4	170:6	250:8	177:15	161:3,5,7
touch 96:11	47:13	trouble 61:25	105:19	243:24	underway	179:23	162:20
188:9	134:23	266:11	159:20	244:6 255:5	34:7	upgrade 76:5	211:24
tough 12:21	195:22	troubling	211:24	255:8 259:5	undocumen...	76:6	212:3
68:4,8	Translate	111:22	tutoring	typically	143:2	upgrades	213:11
237:15	257:15	truancy	64:17	151:5	unexpected	194:10	216:11
tour 250:21	translated	261:24	TV's 71:13	155:23	215:19	273:20	219:7,11,23
town 48:13	258:20	262:2,15,25	Twelve 253:6	177:3	unfilled	upgrading	220:8,13,23
79:17	259:9	264:22	Twenty		211:18	186:19	220:25
toxic 84:21	260:11	265:11,14	252:25	U	unfortunat...	upheaval	221:5
track 71:14	261:10,15	265:21	twice 27:4	U 149:21	81:12 145:6	253:23	222:10
99:18,21	translates	266:5,15,25	140:4,15	ugly 108:2	unhealthy	uphold 14:11	223:6
244:18	141:8	truant 262:17	twilight 38:24	ultimate	212:21	Upper 68:17	vacancy
260:24	translating	263:2	two 7:3 16:21	228:2	213:9,13	ups 267:18	86:15,19
trades 36:2	257:23	true 20:25	26:23 28:4	uncertainty	unified 12:24	urban 231:21	220:14
traditional	translation	211:20	28:20,20,22	78:16	uniforms	urgency 42:2	vacant
19:22 21:6	253:19,24	303:7	30:13 44:20	267:17	263:19	Uri 6:17	212:13
190:22	254:2,15	trump 190:25	57:17 75:20	unconstitut...	union 44:22	21:13 22:11	Vague 209:23
traditionally	255:7,13	trusted 12:18	80:15 97:2	158:9	unique 162:6	22:14 48:8	vaguely
87:2 163:4	256:12	try 26:25	98:9,17	underpinni...	universities	101:9,16,21	238:25
190:15	258:8	129:7	100:5 122:8	228:4	34:19	146:24	Valentine's
253:16	259:11,18	134:19	124:4 130:5	understand	161:22,24	191:9	293:20
train 199:6	260:8,14	159:12	130:6 145:7	15:7 31:6	165:9 230:7	use 23:20	Vallas 77:20
trained 18:3	transparent	162:6 189:7	147:8	33:11 41:5	231:15	48:16 53:9	239:4
61:11	186:6	189:9,12	154:13,14	71:7 87:17	232:10,11	53:15 61:15	valuable
224:12	transportat...	243:2	154:14	89:24	university	75:25	14:21
training 45:2	263:16	267:20	158:2	121:10	7:21 8:15	170:25	value 108:3,4
47:7,8,13	trap 94:6	268:12	173:25	137:22	166:17	172:12	190:22
49:22	trauma 83:22	280:18	175:5 178:7	138:4	167:7	190:23	269:4
				147:23			values 107:17

Committee of the Whole
May 9, 2018

Page 34

108:22	109:25	78:17,20	301:7	151:22	59:24 61:7	165:2,10	260:15,23
110:9,11	266:5	82:15 83:13	wanted 24:13	165:23	61:10 63:9	167:11,13	261:11
vantage	visits 35:4	83:14 86:14	48:19 50:22	180:15	65:12 66:8	168:22	264:10
57:19	194:21	88:14,21	66:7 75:7	183:2	67:21 69:18	174:10,13	266:14,16
variance	vividly 12:7	89:23 94:10	77:12 88:19	186:17,18	69:23 70:10	174:13,16	267:24,25
291:11	voice 70:21	96:2 101:3	96:10 97:13	188:15	71:3 76:2	177:13	269:16,19
various	voiced 125:24	101:14	97:16	210:9	80:2 81:5	178:7,10,11	271:3,12
125:20	voices 183:17	104:6,21	124:17	215:16	81:19,20,22	179:24	272:25
179:13	voicing 19:18	108:4,22	126:19	223:7,15	81:25 82:10	182:3,16	273:10
257:10	volunteers	110:17,24	133:5	237:16	83:8 85:14	183:11	274:17
260:19	8:17	117:20	137:11,13	238:2	86:2,24	186:13,18	275:7,13
261:4	vote 126:7	121:9	137:14	240:12,23	87:10,21	186:23	286:3
varsity 8:7	votes 68:4,8	122:16	159:14	242:6,21	88:12 95:25	187:6,11,15	288:20
vendor	78:13	131:15	192:15	244:8 254:6	96:12,21,23	188:6,7,11	292:23,23
240:15	vulnerable	134:7,15	200:4 205:9	262:14	97:2 98:7	188:17	293:25
257:2	18:7 84:18	135:13,24	211:11	263:3	100:17,24	189:15,25	295:2
289:17	219:17	136:3,9	216:4	ways 162:6	101:19	190:2	296:17,18
vendors	266:23	137:5	220:17	180:13	103:25	191:17	298:22
263:21,22		138:14	238:12	181:13,14	104:12,16	192:20,24	299:12
versus 61:21	W	144:24,25	246:20	183:6	104:24	193:3,15	300:17,25
79:13 80:13	wage 3:20 4:2	145:21	267:8	184:24	105:2,25	195:6,10	we've 22:3,5
81:21	92:15	147:18,23	wanting	238:21	106:6	196:23	27:7 31:23
133:25	216:15,17	147:24	137:3	239:6	108:25	197:13,15	32:15 34:22
151:16	218:21	148:5,14	wants 101:10	240:20	110:15	197:16	34:23 37:21
207:10	wait 123:12	149:7,23	113:23	241:7	112:13	198:12,19	37:23 43:3
veterans	227:23	150:20	192:7	243:19	116:13	199:14	43:10 47:5
89:10,14,15	waiting	151:5 153:4	wasn't 19:22	261:13	118:9	204:13	47:14 52:18
101:5	300:12,17	161:12	24:9 65:22	264:23,25	121:11,22	205:16	58:20 59:15
Vice 9:2 10:2	301:2	162:16	68:24 75:10	we'll 22:23	123:6,25	209:2,7,11	59:16 60:14
video 7:2,7	waived 25:14	165:5	127:25	25:4 71:5	124:2,5	210:14	63:2,8
242:11	walk 26:17	168:16	144:10	89:11	126:5 127:6	212:14	67:13 71:3
Vietnamese	44:25	170:7 177:7	218:15	100:19	130:9	213:20,21	73:13 84:24
257:16	107:19	179:20	260:3	134:24	134:20	214:9,15	87:6,7 88:5
vigilant 18:15	109:3	187:2,14	watching	178:16,23	135:3	217:5 218:4	100:8
Vincent 41:8	280:11	189:9 196:7	40:9,14	181:12,21	136:24	218:6	103:18
violating	292:5	198:7 199:4	70:22 72:18	181:21	137:23	219:13	105:14
220:4 223:8	walked 45:4	202:16	water 33:24	192:13	138:7 139:3	223:25	109:15
violation	walking	206:24	56:18 71:17	238:3	139:4 141:4	224:19	110:17
158:7 159:9	110:10	208:8,22	way 14:18	268:12	141:5,13	229:4,14,16	117:18
violations	Wall 75:19	210:11	16:20 21:11	297:19,20	142:11	229:25	123:2
59:19	want 7:15	213:5 216:6	46:8 47:24	301:4	144:5,18	230:3,4,5	131:18
violence	9:18 20:15	219:7 220:9	51:18 61:16	we're 2:6	145:25	231:20	134:8 140:6
15:20	29:13,17,20	220:15	62:18 63:19	18:16 24:10	146:4,13	232:10,23	143:19
violinist 10:4	33:15 34:10	227:13	63:22 69:5	24:22 25:5	147:6,9,25	232:24	147:20
Virtual 8:5	34:16 36:21	234:17	85:13 93:23	27:16 28:8	149:25	235:5,18	154:15,16
8:13 9:13	36:24 39:19	238:16	96:3 104:3	28:13,18	150:9,24	236:15	155:7 159:5
virtues	40:13,20	242:24	104:18,18	32:2,2,12	152:22	241:2,4	160:23,23
167:15	44:9 48:16	264:22	107:24	35:25 40:14	156:6	243:8,11	162:3,18
vision 226:9	49:20 50:7	266:21,22	109:15	41:15 42:9	158:14,23	245:4 250:4	174:7,11
visit 46:25	51:12 54:20	267:15,20	116:21	43:18 46:13	160:18	250:5,7	175:4 176:2
206:19	56:6 57:18	268:8,14	119:6	47:6,7,12	161:16	252:18	176:3
231:2	66:13 71:21	285:4	126:15	49:24 50:12	162:17,24	255:12,21	177:11,12
visited 44:23	71:23 73:6	296:21	141:2	54:13 55:25	164:21,25	256:7,7	177:23
	74:9 76:25						

Committee of the Whole
May 9, 2018

Page 35

178:6	149:6	188:22	172:8,13	162:15	131:14	85:22,24	220:24
181:23	welcomed	189:9,11,25	174:6	165:24	wouldn't	86:2,13	231:16
182:20	65:8,11	245:21	177:13,14	218:23	20:21 21:9	87:13 90:11	239:10
184:2	welding	Wilson 9:8	182:11	229:8,14	61:19 212:8	91:2 93:18	252:22,24
187:22	131:24	74:13	184:25	working	278:3	94:4,11,18	253:2
188:12,20	Wells 289:19	wind 61:24	185:8 189:4	20:24 21:16	wound 63:25	94:18 95:19	254:25
189:13	went 46:25	windows	189:13,14	36:5,12,13	64:2	96:15,16,19	256:16,18
190:15	50:17 74:12	172:19	193:4 194:5	47:17 58:20	wow 50:21	96:20 97:3	257:8
191:13,24	74:13 77:18	winter 45:12	195:9,12,13	60:17 81:9	writing 24:18	97:7 98:7	258:17
217:18	77:24 81:15	wish 151:15	195:19	86:4 98:18	43:19 49:14	102:12	262:2
218:13	97:23	298:15	201:17	108:9 137:7	258:15,20	105:2 106:4	265:16
219:10,20	106:25	witness 6:6	202:2	148:15	280:7	109:2 111:2	266:15
220:24	108:17	41:2,2	203:18,20	161:13,16	296:23	113:22	267:10
221:6 224:6	111:21	65:15,15	215:5	161:18	297:5,6	114:18	286:6,11,16
231:15	130:19	99:9,9	218:17,22	164:22	written 284:8	115:14	286:24
235:15	131:5 167:8	114:9,9	221:17,24	169:10	286:12	116:18	287:2
243:10	196:13	172:3,3	224:2	178:8	wrong 15:24	117:6	288:17
245:10	243:5,18	220:18,18	225:19	182:16	212:22	121:13,14	290:10
255:3,7	259:20	255:24,24	230:4,5	183:7		121:22	292:20
263:9	270:13	Witnesses 6:6	233:22	188:25	X	124:11,15	year's 38:21
271:21,23	295:13	Wolf 67:12	237:12	189:15	X 163:9,10	128:6	128:3
299:7	weren't 24:10	67:13	240:8 241:5	195:7		129:14	130:11,20
weather	75:7 126:24	wonder 50:21	241:6	197:24	Y	132:2 140:3	year-end
133:10	180:6	157:13	257:15	210:6 218:4	y'all 72:12	142:5,9	123:22,24
144:8	193:22	wonderful	263:17	221:13	142:17	143:8	Yearbook 9:3
web 257:22	213:12	73:11 112:6	264:13	223:21	yeah 21:12	146:14	years 2:16
website 257:6	279:7 281:8	Woodrow 9:8	268:10,12	224:7	53:14 54:17	152:10,10	4:11 17:17
257:7	283:6	74:13	292:16	226:10	94:24 119:2	153:13,15	20:19 27:10
Wednesday	West 8:19	word 14:20	293:6 294:5	229:15	127:22	157:23	29:7,25
1:7 301:21	9:14 209:22	words 138:2	300:5	230:17	132:5 156:2	158:3,4	30:13 33:5
weeds 40:11	wheelhouse	251:4	work-based	231:16	160:12	160:21,23	49:8,10
week 16:22	58:11	Wordsworth	35:24 38:11	232:24	164:18	161:6	60:23 67:16
34:16 74:17	whichever	97:21	workarounds	263:9,24	171:8	162:18,21	67:17 68:5
74:19	217:23	work 7:3	186:22	265:10,17	206:11	162:22,25	70:16 76:7
129:17	whistle	16:21 17:10	worked 33:20	266:4 267:4	210:3 235:8	163:11,13	77:19,22,23
299:18	298:16	17:22 18:15	52:18 88:3	278:19	249:7	163:25	84:13 108:8
weekends	Whitemarsh	18:24 21:19	112:18	290:8	276:17	165:15	117:19
111:18	68:18	22:4 35:16	154:15	295:19,23	287:8 295:7	167:7	122:8 126:3
weekly	wholesale	36:16,22	178:7 181:2	296:3 299:7	300:11	170:16,23	126:3
283:21	278:15	38:7 42:22	181:11	works 56:17	year 2:22 4:9	173:25	127:11
weeks 28:4,21	279:10	44:10 46:5	185:23	141:3	4:13 6:23	175:2,23	128:6,20
44:20 68:9	280:24	53:6 60:3	230:13	149:22	6:24 9:14	176:10	131:3,3,4
124:4	why's 292:15	64:16 74:5	239:2 255:8	189:11	10:14 19:20	178:10,16	138:25
180:18	292:16	86:12 100:4	worker	world 36:22	20:9 23:4	178:23	140:16
205:24	wide 285:9	119:19	293:11,19	64:22	28:6,12	191:17	141:15
214:14	widely 243:9	134:8 136:3	293:23	worried 39:8	30:3,5,7,9	192:17,20	147:8,11
weighted	243:23	138:3 140:7	workers 60:8	84:11	37:11 49:2	192:22	152:23
104:17	244:8	145:20	60:15	worry 68:10	50:6 63:4,4	196:6	153:12
welcome 6:16	wider 232:21	147:16	115:22,24	68:11	63:5,11	200:18	154:8
41:10 55:5	241:8	151:4 156:6	218:20	223:24	75:16 76:2	201:2	162:19
55:18 65:7	William 1:12	161:15	workforce	worst 67:21	76:5,5 78:6	203:11	163:10
65:14 118:8	7:18	162:23	35:21 36:9	77:18	78:6,9,12	212:5	174:17,24
132:22	willing	171:10,25	56:20 61:14	worthwhile	80:18 81:3	213:10	175:4,6
					81:18 82:14		

Committee of the Whole
May 9, 2018

Page 36

186:21	YouTube	10th 209:9,13	186:21	50:1 51:1	156:1 157:1	262:1 263:1	221:2
189:19	63:18	209:17	200:19	52:1 53:1	158:1 159:1	264:1 265:1	229:22
191:20,21		11 31:12	275:22	54:1 55:1	160:1 161:1	266:1 267:1	230:2 268:5
198:8	Z	57:13 85:2	288:23	56:1 57:1	162:1 163:1	268:1 269:1	2,000 272:9
202:21	Zadia 8:22	115 84:24	292:21	58:1 59:1	164:1 165:1	270:1 271:1	20 25:5 26:12
210:22	zero 80:22	11th 209:13	294:16,24	60:1 61:1	166:1 167:1	272:1 273:1	28:24
212:18	81:13,16	209:18	295:12,13	62:1 63:1	168:1 169:1	274:1 275:1	102:12,15
213:8	190:7 214:9	12 70:16	296:11,12	64:1 65:1	170:1 171:1	276:1 277:1	121:14
232:13	215:17	205:14	162 90:19	66:1 67:1	172:1 173:1	278:1 279:1	122:2 198:5
241:16	zero-based	217:5 253:5	16th 301:21	68:1 69:1	174:1 175:1	280:1 281:1	209:15
243:17	185:22	288:23	17 96:7	70:1 71:1	176:1 177:1	282:1 283:1	232:13
263:9 264:2	188:16	12-plus	163:24	72:1 73:1	178:1 179:1	284:1 285:1	249:5,7,12
264:6	189:3	216:14	200:18	74:1 75:1	180:1 181:1	286:1 287:1	249:13,13
270:18	zip 57:9,10,13	120 81:16	292:22	76:1 77:1	182:1 183:1	288:1 289:1	252:23,24
286:4,7	Zuha 7:17,19	214:20	294:25	78:1 79:1	184:1 185:1	290:1 291:1	253:6 294:3
287:10,14	7:25	121 93:10	295:6,13	80:1 81:1	186:1 187:1	292:1 293:1	296:13
288:22		125 102:13	296:13	82:1 83:1	188:1 189:1	294:1 295:1	298:20
294:3 298:3	0	233:14	17,000 227:9	84:1 85:1	190:1 191:1	296:1 297:1	200 96:21
298:21	0.3 27:17	127 92:23	227:15	86:1 87:1	192:1 193:1	298:1 299:1	102:17
yesterday	06 127:25	12th 14:18	175 97:3	88:1 89:1	194:1 195:1	300:1 301:1	284:18
19:16 33:22		205:21	176 152:10	90:1 91:1	196:1 197:1	302:1	285:7
126:6 235:9	1	206:8	18 76:15,16	92:1 93:1	198:1 199:1	180163 1:20	2002 77:16
297:17	1 62:8 88:12	209:13,18	209:8,11	94:1 95:1	200:1 201:1	2:9,18	2009 151:25
yesterday's	213:21	135,000-plus	250:23	96:1 97:1	202:1 203:1	180164 1:20	2010 67:15
26:9	268:5	14:16	251:8	98:1 99:1	204:1 205:1	2:9,20	278:7,13
yielded 16:14	289:17	138 160:24	292:23	100:1 101:1	206:1 207:1	180165 1:20	282:8 286:4
York 28:15	1,000 210:21	261:22	295:3	102:1 103:1	208:1 209:1	2:9,23	2011 66:24
young 19:12	211:2	14 208:18	18,000	104:1 105:1	210:1 211:1	180166 1:20	151:25
35:9,14	272:12,12	272:22	160:20	106:1 107:1	212:1 213:1	2:9 3:6	2012 282:2,3
37:13,22	274:3	288:22	180162 1:20	108:1 109:1	214:1 215:1	180167 1:20	2013 158:15
38:4,10	1,500 269:21	14,000	2:1,8,14 3:1	110:1 111:1	216:1 217:1	2:9 3:12	2014 278:10
55:24 58:4	272:25	209:12	4:1 5:1 6:1	112:1 113:1	218:1 219:1	180168 1:20	282:15
58:6 61:23	274:5	14,800	7:1 8:1 9:1	114:1 115:1	220:1 221:1	2:10 3:18	283:16
71:25 79:14	1.56 30:23	157:24	10:1 11:1	116:1 117:1	222:1 223:1	180178 1:20	287:13
80:3 83:2	1.62 30:24	140 27:23	12:1 13:1	118:1 119:1	224:1 225:1	2:10 3:24	288:22
83:19	1.7 285:23,24	86:21 161:3	14:1 15:1	120:1 121:1	226:1 227:1	180185 1:21	2015 174:6
108:17	286:6	214:12	16:1 17:1	122:1 123:1	228:1 229:1	2:11 4:6	175:14
129:23	10 25:5 28:14	145 214:19	18:1 19:1	124:1 125:1	230:1 231:1	19 26:12	283:2
137:9	133:19	15 35:20	20:1 21:1	126:1 127:1	232:1 233:1	28:23	2016 17:13
163:16	286:5,8	56:12	22:1 23:1	128:1 129:1	234:1 235:1	121:14,25	276:11,15
167:16	287:25	102:14	24:1 25:1	130:1 131:1	236:1 237:1	272:22	280:12
219:17	10,000 68:16	209:10,13	26:1 27:1	132:1 133:1	238:1 239:1	19-1301.1 3:7	281:3 292:7
231:17	68:20	209:14	28:1 29:1	134:1 135:1	240:1 241:1	19-1400 3:13	2017 291:12
250:22	145:17	217:6 280:4	30:1 31:1	136:1 137:1	242:1 243:1	19-1500 3:19	2018 1:7 4:13
252:4	10:00 301:22	288:22	32:1 33:1	138:1 139:1	244:1 245:1	3:25	79:11 152:7
younger 64:4	10:40 1:7	294:2	34:1 35:1	140:1 141:1	246:1 247:1	19-1800 2:24	301:21
youngest	100 73:11	295:13	36:1 37:1	142:1 143:1	248:1 249:1	191 90:16	2018-19 6:23
267:13	79:17 88:13	296:11,13	38:1 39:1	144:1 145:1	250:1 251:1	1982 93:24	2019 2:16,19
youngsters	108:8 139:9	298:20	40:1 41:1	146:1 147:1	252:1 253:1	1992 4:20	2:22 4:11
38:15	140:14	150 146:17	42:1 43:1	148:1 149:1	254:1 255:1	1993 163:19	5:5,7
youth 10:3	253:20	1563-A 4:21	44:1 45:1	150:1 151:1	256:1 257:1	1st 160:25	2021 139:21
11:17 51:15	274:2	15th 195:11	46:1 47:1	152:1 153:1	258:1 259:1		2023 4:11
56:20 79:18	100,000	16 76:14	48:1 49:1	154:1 155:1	260:1 261:1	2	29:7 49:5,7
	151:11					2 140:6 164:2	

Committee of the Whole
May 9, 2018

Page 37

138:7 139:3	30 68:19	38,600,000	20:1 21:1	126:1 127:1	232:1 233:1	244:14	80 127:11,20
139:9	125:12,17	152:3	22:1 23:1	128:1 129:1	234:1 235:1	54 132:9,10	128:19
140:14	125:22	39,000	24:1 25:1	130:1 131:1	236:1 237:1	132:14	273:25
2024 2:16 5:8	163:21	151:13	26:1 27:1	132:1 133:1	238:1 239:1	544,000	800 287:6
21 26:12	164:10	39,770 151:9	28:1 29:1	134:1 135:1	240:1 241:1	204:19	89 130:15
28:24	198:6	3rd 4:20	30:1 31:1	136:1 137:1	242:1 243:1	56 130:14,15	8th 207:22
102:14	213:21		32:1 33:1	138:1 139:1	244:1 245:1	130:18	
121:13,15	214:20	4	34:1 35:1	140:1 141:1	246:1 247:1		9
122:3	227:3,25	4 5:13 90:22	36:1 37:1	142:1 143:1	248:1 249:1	6	9 1:7 229:16
22 98:2,13	228:21	124:13	38:1 39:1	144:1 145:1	250:1 251:1	6 213:22	9,000 227:16
115:16,23	230:21	140:5	40:1 41:1	146:1 147:1	252:1 253:1	239:12	227:18
193:5	233:8,13,17	163:19	42:1 43:1	148:1 149:1	254:1 255:1	287:12	90 57:11
220-plus	234:4	229:14	44:1 45:1	150:1 151:1	256:1 257:1	6,000 261:25	262:3 274:2
125:3	248:25	288:16	46:1 47:1	152:1 153:1	258:1 259:1	266:24	900 272:12
2210 62:16	249:8,12,13	4,000 158:21	48:1 49:1	154:1 155:1	260:1 261:1	60 78:5 85:3	98.5 86:18,18
223 247:8	252:15,17	4.1 90:13	50:1 51:1	156:1 157:1	262:1 263:1	88:5 165:7	160:18
23 102:17	272:20	4.5 17:17	52:1 53:1	158:1 159:1	264:1 265:1	60/40 190:19	990 48:10
249:9	278:3,25	4.6 284:24	54:1 55:1	160:1 161:1	266:1 267:1	600 270:25	
235 272:21	30,000	40 36:4	56:1 57:1	162:1 163:1	268:1 269:1	271:16	
23rd 69:25	157:22	115:22	58:1 59:1	164:1 165:1	270:1 271:1	286:25	
24 158:20	300 158:16	131:23	60:1 61:1	166:1 167:1	272:1 273:1	640 286:23	
229:7	209:15	205:25	62:1 63:1	168:1 169:1	274:1 275:1	65 86:10	
25 232:14	246:24	235:15	64:1 65:1	170:1 171:1	276:1 277:1	152:5	
248:25	284:19	248:18	66:1 67:1	172:1 173:1	278:1 279:1	65,858,000	
249:9	300-mile	249:6,8	68:1 69:1	174:1 175:1	280:1 281:1	152:6	
272:19	71:14	300:24	70:1 71:1	176:1 177:1	282:1 283:1	650 29:24	
250 96:22	300,000	40.1 291:12	72:1 73:1	178:1 179:1	284:1 285:1	48:8,16,24	
97:3 124:25	68:20	291:15,23	74:1 75:1	180:1 181:1	286:1 287:1	66 127:7	
170:16	301 207:19	400 1:6 61:2	76:1 77:1	182:1 183:1	288:1 289:1	152:6,9	
26 126:5	303 246:24	80:21 285:7	78:1 79:1	184:1 185:1	290:1 291:1	67 127:7,8	
161:4,7	247:6	301:23	80:1 81:1	186:1 187:1	292:1 293:1	128:15	
208:20	30th 94:3	44 42:6 84:25	82:1 83:1	188:1 189:1	294:1 295:1	244:12,14	
291:25	136:17	161:3	84:1 85:1	190:1 191:1	296:1 297:1	244:15	
267 79:13	289:22	445,000	86:1 87:1	192:1 193:1	298:1 299:1	68 93:5,8	
27 292:2	290:10,23	247:20	88:1 89:1	194:1 195:1	300:1 301:1	168:22	
275 76:11	290:24	45,000 132:2	90:1 91:1	196:1 197:1	302:1	244:14,15	
97:2 170:16	291:12	48 57:9,13	92:1 93:1	198:1 199:1	5:10 302:2	6th 207:22	
192:16,25	296:24	49/51 31:2,13	94:1 95:1	200:1 201:1	50 131:24		
27th 91:11,12	31 85:3		96:1 97:1	202:1 203:1	248:9,13,15	7	
91:15	248:12	5	98:1 99:1	204:1 205:1	248:20	7 141:16	
28th 250:21	310 81:17	5 27:24 40:2	100:1 101:1	206:1 207:1	249:6	266:14	
	32 132:10,14	123:20	102:1 103:1	208:1 209:1	250:13	70 17:17	
3	250:22	124:2,2	104:1 105:1	210:1 211:1	269:22	102:12	
3 28:8 158:3	33.3 126:4	163:25	106:1 107:1	212:1 213:1	272:25	168:25	
216:23	291:24	203:9	108:1 109:1	214:1 215:1	274:6	700 86:9	
268:2,4	340,000	239:11	110:1 111:1	216:1 217:1	50,000 132:2	287:6	
288:16	270:16	5/9/18 2:1 3:1	112:1 113:1	218:1 219:1	500 269:5	78 128:7	
3-an-hour	342 79:12	4:1 5:1 6:1	114:1 115:1	220:1 221:1	270:25		
218:3	35 300:24	7:1 8:1 9:1	116:1 117:1	222:1 223:1	271:15	8	
3,800 110:12	35/65 31:3	10:1 11:1	118:1 119:1	224:1 225:1	272:7	8 107:19	
3.0 169:14,21	370 80:20	12:1 13:1	120:1 121:1	226:1 227:1	52 127:23	110:10	
3.2 140:11	272:17	14:1 15:1	122:1 123:1	228:1 229:1	213:22	8,000 38:10	
3.6 140:9	38 152:2,7	16:1 17:1	124:1 125:1	230:1 231:1	226:25	129:17	
3:30 5:13		18:1 19:1				270:15	

