

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE ON CHILDREN AND YOUTH
AND COMMITTEE ON EDUCATION

Room 400, City Hall
Philadelphia, Pennsylvania
Thursday, February 18, 2016
1:30 p.m.

PRESENT:

COUNCILWOMAN HELEN GYM, CO-CHAIR
COUNCILWOMAN JANNIE L. BLACKWELL, CO-CHAIR
COUNCILMAN KENYATTA JOHNSON
COUNCILMAN DAVID OH
COUNCILWOMAN CHERELLE L. PARKER
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILWOMAN BLONDELL REYNOLDS BROWN
COUNCILMAN MARK SQUILLA
COUNCILMAN AL TAUBENBERGER

RESOLUTION 160049 - Resolution authorizing the
Committee on Children and Youth and the
Committee on Education to conduct hearings
concerning the impact of five years of reduced
state funding on safety, essential services
and academic outcomes in Philadelphia schools,
and on vulnerable student populations.

- - -

1
2 COUNCILWOMAN GYM: Good
3 afternoon, everybody. This hearing is
4 now called to order. You are present at
5 the public hearing of the joint City
6 Council Committee on Children and Youth
7 and Education, and the purpose of this
8 public hearing is to hear testimony on
9 Resolution No. 160089 [sic], of which
10 copies are at the front desk.

11 I recognize the presence of a
12 quorum of Committee members. Members of
13 our Committees in attendance are
14 Councilwoman Jannie Blackwell, who is the
15 Chair of the Education Committee,
16 Councilwoman Blondell Reynolds Brown, who
17 is Vice Chair of the Children and Youth
18 Committee and the Education Committee,
19 and Councilmembers Kenyatta Johnson,
20 Councilman David Oh, and Councilwoman
21 Cherelle Parker. Also joining us in the
22 audience is Councilman Al Taubenberger.
23 Thank you very much.

24 I'd like to open the floor to
25 Councilwoman Blackwell as Chair of the

1
2 Education Committee to ask if you have
3 any opening remarks.

4 COUNCILWOMAN BLACKWELL: Thank
5 you. We are very happy to be here in
6 this joint hearing. We're happy to say
7 that the Children and Youth Committee led
8 by Councilwoman Gym really did the work,
9 prepared the legislation, and we're happy
10 to support her to have discussions on
11 these important issues.

12 Now, we have many Education
13 hearings coming. Thank you all for
14 giving us information. It will make it
15 easier as we move along. So we look
16 forward to an exciting afternoon and one
17 where we learn a lot of information as we
18 move forward to try to help our students
19 and the School District.

20 Thank you.

21 COUNCILWOMAN GYM: Thank you
22 very much, Councilwoman Blackwell.

23 My name is Helen Gym. I am the
24 Chair of the Council Committee on
25 Children and Youth. This is a brand new

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 committee formed by City Council this
3 year, and it's meant to embrace a large
4 portion of how we look at the experiences
5 of children and youth, of which their
6 experience in school is a primary issue.

7 We understand that the School
8 District of Philadelphia has endured
9 years and years of budget cuts, and
10 primarily in the last five years has
11 endured a sharp and drastic reduction of
12 both its funding that has had a
13 significant impact on its services and
14 resources in schools. That is not new
15 information. However, for the purposes
16 of this hearing, what we're trying to
17 understand is the District's priorities
18 and vision as we move forward. After
19 years of budget cuts, we do need to have
20 a path to move forward, and what the
21 District's priorities are going to be
22 have a match-up with student needs is
23 going to be a major issue for City
24 Council to understand as we seek to work
25 to raise the funding that will make a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 true difference in how children and youth
3 experience schools today.

4 It matters a lot to have all of
5 you who are here in the audience today to
6 throw out the information given back to
7 us, particularly about the needs of young
8 people as you see them within your
9 communities or in the experiences that
10 you have. And sometimes anecdotal and
11 independent personal experiences can give
12 us indications about larger trends that
13 are impacting within the school system,
14 and we need to be able to bring those
15 both together. So we're honored to have
16 you here.

17 I would like to ask if any of
18 my fellow Councilmembers would like to
19 make any additional remarks before we get
20 started.

21 (No response.)

22 COUNCILWOMAN GYM: Seeing none,
23 I would like to ask the Clerk to now read
24 the title of the resolution. And
25 Councilwoman Blackwell made note that the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 resolution number is actually 160049.

3 THE CLERK: Resolution 160049,
4 a resolution authorizing the Committee on
5 Children and Youth and the Committee on
6 Education to conduct hearings concerning
7 the impact of five years of reduced state
8 funding on safety, essential services and
9 academic outcomes in Philadelphia
10 schools, and on vulnerable student
11 populations.

12 COUNCILWOMAN GYM: The Clerk
13 will now please call the first witness to
14 testify on the resolution.

15 THE CLERK: Our first witness
16 is Farah Jimenez, Acting Chair of the
17 School Reform Commission.

18 COUNCILWOMAN GYM: Is
19 Commissioner Jimenez here?

20 (No response.)

21 COUNCILWOMAN GYM: We'll go to
22 the next witness.

23 THE CLERK: Our next witness is
24 Karyn Lynch, Chief of Student Services.

25 (Witness approached witness

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 table.)

3 COUNCILWOMAN GYM: Welcome,
4 Dr. Lynch.

5 MS. LYNCH: Good afternoon. I
6 bring greetings from the School District
7 of Philadelphia and our apologies for our
8 Acting Chair, who cannot be with us this
9 afternoon as much as she very much wanted
10 to.

11 COUNCILWOMAN GYM: No problem.
12 Good morning -- good afternoon. And
13 could you state your name for the record
14 and then proceed with your testimony.

15 MS. LYNCH: Absolutely. Good
16 afternoon. My name is Karyn Lynch. I am
17 the Chief of Student Support Services
18 with the School District of Philadelphia,
19 and in that capacity, I am responsible
20 for the services that support the
21 academic achievement and academic
22 learning of students who attend schools
23 all across the City.

24 Good afternoon, members of the
25 Council. It is my great pleasure to be

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 here with you today and in fact to be the
3 first individual to testify before this
4 new committee.

5 I thank you not only for the
6 opportunity to discuss the School
7 District's efforts to support students
8 during the budgetary constraints that we
9 have experienced and what will be -- what
10 we will do if additional funding does
11 come our way. As the Councilwoman
12 pointed out, over the past five years, we
13 have in fact as a city endured financial
14 constraints that have impacted our School
15 District. We are grateful for the
16 additional dollars that have come to us
17 from the City Council and from the City
18 of Philadelphia, and Council's leadership
19 has allowed us to maintain our current
20 services and begin to invest in students
21 and in schools. And so for that, we are
22 extremely appreciative.

23 For the past four years, we
24 have worked diligently to maximize, to
25 leverage, and to use very efficiently the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 dollars that we have received. We've
3 done so much with so little and with
4 less. We've been establishing
5 partnerships and involving partners all
6 across the District to maximize what it
7 is that we have been able to do. Our
8 schools are safer today. Our suspensions
9 are down. Our attendance is increasing.
10 We've removed all of our schools from the
11 state's persistently dangerous list, and
12 we continue to focus on climate and
13 safety in all of our schools.

14 In partnership with the
15 Philadelphia School Partnership, all of
16 our middle and high school students now
17 have the opportunity to access Naviance,
18 which is a premier web-based software
19 that gives our students access to college
20 and/or career decisions. It's something
21 that jurisdictions around the area have
22 and districts in the suburbs have. And
23 so to be able to offer this to our
24 children is -- to our students is a great
25 opportunity.

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

In partnership with the Department of Human Services, we've provided supportive services to our students. We've diverted them -- when diverting them from arrest. And we've provided additional, for the first time in years through the Department of Human Services, truancy and attendance prevention and intervention services, all of this at no dollar expense to the School District, all of this by working with our partners and by collaborating.

The Department of Behavioral Health and disAbilities, in addition to the therapeutic services that are provided throughout our schools, is also now piloting services in our high schools and designing a new service model for our elementary and middle schools that will better serve the students that are there. And that service model looks at and partners with our Positive Behavioral and Intervention Support model, so that we are leveraging the resources that we have

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 within the District to provide even more
3 services to our students.

4 We recently received additional
5 funding from the William Penn Foundation
6 to increase the numbers of schools
7 offering social emotional learning for
8 our students, and we're really, really
9 pleased that we've partnered with
10 mentoring partnerships and resource
11 centers to ensure existing and future
12 mentoring organizations are strengthened
13 through training, established standards,
14 technical assistance, data collection,
15 and advocacy. We want to increase the
16 numbers of mentors that are engaged in
17 the Philadelphia School District next
18 year. We're going to start that
19 effort -- we're going to augment our
20 effort by focusing on ninth grade, which,
21 as we all know, is a very, very critical
22 year. First-time ninth graders -- we
23 hope each and every one of our first-time
24 ninth graders will have a mentor that
25 will help them move through the next four

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

years of their high school experience.

But with more funding, we know we can do more. And as additional funding comes to the District, we know that our schools can create -- we can create even greater schools, more great schools close to where children live. We want our students to have what other students throughout the region have. We want our students here in Philadelphia to enjoy the benefits that other districts enjoy. We want advanced placement courses. We want to have a course program for students who are intellectually gifted. Several years ago, the program that we had was significantly decimated because of budget cuts. We want to have honors courses and offer foreign language. We want all of our students to have the opportunities that other students in surrounding districts actually have.

With more funding, we can focus on educational services offered in our

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

comprehensive high schools and implement services to ensure that our ninth graders don't drop out. Our goal is to ensure all students are reading on grade level before the fourth grade, and with additional funding, we can make this happen.

Each student must be prepared for work and pursuit of secondary educational goals -- post-secondary educational goals, and we value the support of our school counselors in that pursuit and their efforts to provide and their work each day to provide services towards these outcomes.

If students in other jurisdictions have a school counselor in every building, we want that for our students in the City of Philadelphia. We want the same things that others have. If other jurisdictions have a school nurse in every building, we want the very same. Our students deserve what others have, what other students benefit from.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Our students deserve the best.

3 It's a complex issue. I urge
4 you to keep in mind that the District has
5 218 schools. We have 189 nurse
6 positions, and by state mandate, we
7 provide nursing services in 339 schools
8 across the City, because we're also
9 serving private and parochial schools.

10 Our work is to create and to
11 support learning environments that are
12 tailored to meet the needs of students
13 and not the other way around. Our
14 children deserve, and we expect for them,
15 an education that is both relevant and
16 engaging for each and every student. The
17 School District of Philadelphia can get
18 there with the help of our partners, with
19 the commitment of our staff and the
20 dedication. We know that we can get
21 there. It's going to be pretty tough.
22 It's a collective action in the pursuit
23 of our common vision.

24 And I thank you for the
25 opportunity to speak with you today.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: Thank you
3 very much, Dr. Lynch.

4 I'd like to acknowledge and
5 recognize our fellow Councilmember on the
6 Education Committee, Councilman Mark
7 Squilla. Thank you very much.

8 I would like to open up to our
9 fellow Councilmembers any questions that
10 they may have for the witness.

11 We recognize Councilwoman
12 Blackwell.

13 COUNCILWOMAN BLACKWELL: Thank
14 you.

15 Thank you for your testimony.
16 As you may know -- I've tried to tell
17 everybody, so you probably do -- that
18 we're trying to establish a pilot program
19 in my district with the help of Drexel,
20 Penn, and CHOP to try to deal with nurses
21 in our area. So that could be of help.
22 And we had some ideas. We've been
23 talking about it for about four years,
24 and part of the issue was who they report
25 to since interns have to report to a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 nurse, but we're talking about another
3 model where they can report to their
4 supervisor.

5 So we're going to set up a
6 meeting. We're happy to call you. Maybe
7 you want to come to this meeting. We've
8 been talking about it a long time,
9 because we'd like to get it done so that
10 maybe by September we can get something
11 done.

12 Another issue that I'd like to
13 mention is this issue: This year the
14 focus is on community schools, and we
15 visited the -- gosh, I may not say the
16 name right; I've forgotten -- the Work
17 Ready School at 47th and like Spruce,
18 Walnut in my area, and everybody knows
19 about the automotive program and
20 everybody knows -- Workshop School.
21 Thank you. And I said Work Ready.
22 Workshop. And they were talking about
23 how they would like to work with
24 community schools. So this community
25 schools thing can be used in many ways.

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

So we would like to request that it be used not only in schools like Sayre in my area, Sayre High School where Penn built the health center and put a new football area, but in areas like Workshop School where they want to partner with other schools that offer various subjects. So that can be real exciting if we try to do it.

And, finally, since charter schools are public schools, why couldn't we also try to work with them since they have a different focus, faring charter schools, and try to make that part of our community schools area. So I'd like to work with the District and PFT on those issues.

MS. LYNCH: Thank you.

COUNCILWOMAN BLACKWELL:

Thanks.

COUNCILWOMAN GYM: Thank you.

The Chair recognizes

Councilwoman Blondell Reynolds Brown.

COUNCILWOMAN BROWN: Good

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 morning -- afternoon.

3 MS. LYNCH: Good afternoon.

4 COUNCILWOMAN BROWN: Let me

5 first just say for the record how much my
6 office appreciates working with you and
7 members of your team to create an
8 experience at University of the Sciences
9 in Councilwoman Blackwell's district to
10 capture the attention of high school
11 students so that we can hold their hand,
12 to the extent possible, as we walk them
13 through the college admissions process.
14 You know that we've put that in place
15 when we received the devastating news
16 that you had to make very tough,
17 difficult decisions around full-time
18 counselors.

19 And so with the William Penn
20 grant, does that speak to the counselor
21 issue? How many years is the grant? How
22 many children are going to be impacted by
23 the grant? What are the details?

24 MS. LYNCH: The grant is for
25 several years. It --

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN BROWN: "Several
3 years" means what? Two? Four?

4 MS. LYNCH: That means it
5 starts now and it's going to go for the
6 next two years, with implementation to
7 increase the numbers of schools that have
8 social emotional learning by probably
9 about 25 to 30 additional schools.

10 The grant provides for the
11 materials that are needed and the
12 training that goes to school-based staff.

13 COUNCILWOMAN BROWN: For
14 school-based staff?

15 MS. LYNCH: Yes. So that could
16 be the teacher. That could be the
17 counselor. It could be a variety of
18 school-based staff within the schools
19 that are going to receive. And we have
20 several schools. It's an effort that's
21 really focused on elementary
22 schoolchildren. And so we have a good
23 number of schools that have expressed an
24 interest and there are still other
25 schools that we know with the support of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the principal, we're going to be able to
3 make the implementation happen.

4 It's an initiative that's in a
5 continuum. We are hoping that younger
6 children will have this opportunity so
7 that as we increase the numbers of
8 schools where there's PDIS, which usually
9 works with an older child, middle school,
10 and then moving on to the opportunities
11 in our high schools with restorative
12 practices.

13 COUNCILWOMAN BROWN: Is this a
14 tested model that the William Penn
15 Foundation has put forth?

16 MS. LYNCH: The evidence-based
17 model for social emotional learning, it
18 is an evidence-based program that comes
19 out of Seattle.

20 COUNCILWOMAN BROWN: And what
21 is William Penn looking for at the end of
22 the road? What's their expectation?

23 MS. LYNCH: The expectation is
24 that more schools will implement with
25 fidelity social emotional learning, the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 evidence-based program, and that we will
3 see increased outcomes for behavioral
4 health, a reduction in behavioral
5 incidents and referrals to RtII.

6 COUNCILWOMAN BROWN: So then
7 there's a direct link with the Office of
8 Special -- the department or the office
9 serving young people with special
10 disabilities?

11 MS. LYNCH: That would be -- so
12 it's not necessarily for children that
13 have disabilities. It's for all children
14 that are within the schoolhouse. It's to
15 help them with their ability to
16 self-sooth, engage in appropriate
17 interactions with other students. It
18 helps them to recognize ways to
19 communicate and engage effectively. It
20 helps them to deal with their anger and
21 their frustration and to find solutions.

22 COUNCILWOMAN BROWN: A couple
23 of more questions. How are those schools
24 identified? You say it's being rolled
25 out over X period of time. So how do the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 lucky schools end up being in that group
3 of 25 to benefit from this grant?

4 MS. LYNCH: One of the
5 commitments that we're making moving into
6 the next year is to focus our effort on
7 our turnaround and our low-performing
8 schools. And so it will be to those
9 schools that we are focusing this service
10 and the implementation of this service.

11 COUNCILWOMAN BROWN: So I would
12 suspect -- I certainly will not speak for
13 my District Council colleagues, but I am
14 sure they will want to know by
15 councilmanic district what schools are
16 going to be positively impacted by the
17 grant.

18 MS. LYNCH: Absolutely.

19 COUNCILWOMAN BROWN: So,
20 lastly, just give us some update on how
21 you are managing the circumstance of 49
22 schools not having full-time counselors.

23 MS. LYNCH: In the schools that
24 do not have full-time counselors, there
25 is -- I mean, admittedly, there's a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 challenge. We have counseling services
3 that are part time in those schools.

4 That means that there are counselors that
5 are sharing and distributing their
6 responsibilities across several schools.

7 It means that people who may have been in
8 the schools several years ago who are not
9 there today are not there to pitch in to
10 do that work. So it has been a
11 challenge.

12 COUNCILWOMAN BROWN: So with
13 the sadness around high school
14 counselors, is there evidence that the
15 number of young people going on to
16 college -- have you seen a direct
17 correlation between fewer high school
18 counselors and fewer young people
19 pursuing higher ed?

20 MS. LYNCH: I have not seen
21 that correlation, no.

22 COUNCILWOMAN BROWN: Is anyone
23 following those trends?

24 MS. LYNCH: We are looking at
25 the numbers of students that are going to

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 college. I don't know that we have seen
3 a decrease. I don't think that we have
4 seen a decrease, but on that, we can -- I
5 mean, we collect lots of data and we can
6 look at the data that we have and see
7 whether or not there is that correlation.

8 COUNCILWOMAN BROWN: We'll be
9 interested in that come budget time.

10 Let me thank your office again
11 for working hand in glove with my office
12 and the Mayor's Office of Education to
13 capture the attention of young people who
14 may be thinking about the college
15 experience.

16 MS. LYNCH: Thank you so much.

17 COUNCILWOMAN BROWN: Thank you
18 very much.

19 Thank you, Madam Chair.

20 COUNCILWOMAN GYM: Thank you
21 very much.

22 The Chair recognizes Councilman
23 David Oh and then Councilwoman Parker.

24 COUNCILMAN OH: Thank you very
25 much, Chairwoman.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Good afternoon. I will have a
3 number of questions. Some of them I know
4 you cannot really answer, but I'm going
5 to ask you anyway, because I was
6 expecting a representative of the SRC,
7 Farah Jimenez, to be here. So if you
8 can't answer it, that will be fine.
9 We'll just note it for the record and
10 when we see her, we'll ask her some
11 questions.

12 MS. LYNCH: Okay. Thank you.

13 COUNCILMAN OH: So the SRC is a
14 creation of a state act in which the
15 Governor gets three appointments and the
16 Mayor gets two appointments, a
17 five-member body. Politically appointed,
18 they need no qualifications of any
19 particular nature. They don't have to
20 have an education background, a
21 management background, a finance
22 background to be on this SRC Board. And
23 they were put in as a temporary measure
24 when there was a takeover of the School
25 District to satisfy Harrisburg that there

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 was a watchdog to make sure the money
3 Harrisburg was sending would be not
4 misused and provided to finance a quality
5 education in Philadelphia.

6 Does that sound right to you?

7 MS. LYNCH: That sounds
8 reasonable to me.

9 COUNCILMAN OH: Okay. We now
10 have three members appointed by the
11 Governor and two from the last Mayor, not
12 this Mayor, and their job primarily, I
13 would think, would be to reform the
14 School District, hence School Reform
15 Commission, to the satisfaction of the
16 Governor in Harrisburg, the Senate, the
17 House of Representatives, and the Mayor
18 of Philadelphia so that a plan would be
19 acceptable to all as to how will we
20 increase the quality of education in a
21 sustainable manner and ensure that the
22 schools are adequately funded and that
23 those underfunded schools throughout our
24 neighborhoods have a plan of being
25 upgraded to the same level as the best

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 public schools in Philadelphia. That's
3 what I think they should be doing.

4 Do you think that's reasonable?
5 Or you can say, I can't answer that.
6 That's okay.

7 MS. LYNCH: I'll listen more
8 and hear more of what you have to say.
9 Thank you.

10 COUNCILMAN OH: So what has the
11 SRC done to get more money over these
12 five years? Because every time I see the
13 SRC, they're asking the City Council to
14 provide money to them, but what I'm
15 saying is, their job is to get money from
16 Harrisburg. We have to take the money
17 from the playgrounds, the recreation
18 centers, the streets, returning citizens,
19 literacy, we have to take that money to
20 put it in the schools, which we have
21 done, and I think it's more than \$300
22 million. Every time we give money -- and
23 I think it's annually we give \$350
24 million.

25 So my question is, what is the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 SRC doing to convince Harrisburg that
3 they have implemented a good system of
4 education based on best practices and
5 that now the Senate Majority, the House
6 Majority and the Minority, and the
7 Governor are all satisfied that we
8 approve your plan, we fund this
9 transition, we applaud your efforts, and
10 we expect you to dissolve yourself in
11 five or ten years? Has that been done?

12 MS. LYNCH: So I am very
13 appreciative that you offered the
14 opportunity for me to share that it is
15 very likely that much has been done, but
16 it's definitely not --

17 COUNCILMAN OH: I don't think
18 so. I'm going to interrupt you.

19 MS. LYNCH: It's not a question
20 that I can detail, that I can outline,
21 and I definitely think that's a question
22 that should be asked of a member of the
23 SRC.

24 COUNCILMAN OH: And where is
25 the member of the SRC?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. LYNCH: I'm very sorry.

3 The member of the SRC that was expected
4 to come today --

5 COUNCILMAN OH: Farah Jimenez?

6 MS. LYNCH: Yes.

7 COUNCILMAN OH: Where is she?

8 MS. LYNCH: Where is she?

9 COUNCILMAN OH: Yes.

10 MS. LYNCH: I don't know

11 literally where she is right now, but she
12 was not able to come today.

13 COUNCILMAN OH: I understand

14 she's not able to come, but where is she
15 that she can't come here?

16 MS. LYNCH: Would you like me

17 to guess where she might be?

18 COUNCILMAN OH: No. You're

19 telling me you don't know because she
20 didn't tell you where she is?

21 MS. LYNCH: Oh, no, she did not

22 tell me where she was. I have not spoken
23 with her.

24 COUNCILMAN OH: How do we know

25 she can't make it? What, she's just not

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 here?

3 MS. LYNCH: Well, today happens
4 to be our SRC meeting, and our Chair is
5 not able to serve today and I know
6 that --

7 COUNCILMAN OH: So none of the
8 five members are available to come here
9 to answer these questions as we enter the
10 budget process?

11 MS. LYNCH: Well, what I was
12 going to say is that I know that Ms.
13 Jimenez is serving as the Chair today.
14 And so because today is in fact an SRC
15 meeting, these dates -- I mean, the
16 hearing and the SRC meeting this evening
17 happen to fall on the same day. So I
18 know she's serving in that capacity
19 today.

20 COUNCILMAN OH: I understand
21 the meeting is this evening.

22 MS. LYNCH: The meeting is this
23 evening, but throughout the day we have
24 executive sessions.

25 COUNCILMAN OH: Did she send

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 notice to the Chair of these committees
3 that she's not available, that she
4 offered someone else to be here in her
5 stead?

6 MS. LYNCH: Yes. My
7 understanding is that notice was sent
8 that she was not going to be able to be
9 here today.

10 COUNCILMAN OH: Anybody get
11 notice?

12 I'm told we did not receive
13 notice, because notice was not provided
14 to me.

15 What I would like to inquire is
16 that when the SRC begins to ask City
17 Council to raise the taxes and to take
18 money from other programs to provide to
19 the schools -- and this is not your
20 fault. I know you're sitting there and
21 I'm a little agitated, but I'm not
22 agitated at you. You do a wonderful
23 job -- that I would like to know five
24 years of underfunding -- the entity that
25 gets money from Harrisburg is the SRC.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 The members were appointed for that
3 purpose. We have had issues with the SRC
4 saying they can't get more money, they
5 can't ask for more money, but we have to
6 raise taxes to get that money, and what
7 I'm saying is, the SRC needs to step up
8 or dissolve themselves.

9 There are best practices. They
10 can implement best practices on their way
11 out. I think that would be a wonderful
12 thing for them to do if they're not up to
13 task. In other words, get the money, put
14 in a plan, talk to the Senate Majority
15 Leader, the House, Speaker of the House,
16 the Senate, the House Majority Leader,
17 the Governor, get their approval. But I
18 don't see that a plan has been advanced.
19 I've never seen a plan.

20 We are now in a crisis
21 situation as a result of the recent
22 judicial decision on charter schools not
23 being capped. We're not going to have
24 the money to fund this. What is the
25 SRC's plan and how serious are they?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 They haven't had a plan in 15 years, and
3 they're coming here again, I know, to ask
4 for some more money. My thing is, I need
5 to know what they're doing to get money.
6 And it's not just like knocking on a
7 door. They have to have a transition
8 plan. They have to have data. They have
9 to have all that stuff.

10 So here's another question --

11 MS. LYNCH: Well, to your
12 initial question -- you're moving on to a
13 new question?

14 COUNCILMAN OH: Can you answer
15 that question?

16 MS. LYNCH: Well, the one thing
17 I can assure you is that I will take the
18 message back and I will deliver the
19 message as you have indicated. And I
20 took notes so that I can be as accurate
21 as possible.

22 COUNCILMAN OH: Thank you. I
23 will ask the Chair to recess, if she
24 would be so kind, or the two Chairs, to
25 recess. I'm sure they were going to

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

anyway. And then we'll invite
Ms. Jimenez or whomever back here to
answer the questions. But it's not up to
me. I don't want to overstep my bounds,
Chairwomen, but I think eventually we're
going to run into them when they come
here to ask for funding. I'd just like
to make sure they did their job before
they put this on our shoulders.

Inequity in the school. I love
MaST Charter School - 3D printers, iPads,
you know, high tech everything, and it
stands as an example of a public school.
And then I look at every other public
school that doesn't have a 3D printer,
doesn't have computers, doesn't have
iPads. And in a democratic process,
every school should be somewhat equal,
and I understand -- hey, listen, that's
true. Everybody believes it. You can't
have these differences -- I'm going to
preach to the choir. You can't have
these differences based on neighborhood.
You can't have it that way. The SRC has

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to have a plan of not deteriorating good
3 schools to try to feed poor schools, but
4 to maintain the level of good schools and
5 show us a plan of how these poor schools
6 with no art, no music, no sports, how
7 they get funded in a way that will raise
8 them to the level of our best schools,
9 our best public schools.

10 Is there a plan? I would say
11 no, but I'm asking. Maybe there is.

12 MS. LYNCH: I can share with
13 you that what you described as an
14 inequity is in fact, and that it is in
15 fact when the Superintendent says a
16 quality school close to where each child
17 lives, that's what he's speaking to.
18 He's speaking to ending the inequity that
19 exists across the District.

20 COUNCILMAN OH: I have great
21 respect for our Superintendent. He does
22 what he can with what he has, but I have
23 got to get some money together, I
24 suppose, or not, but the SRC, that's
25 their primary job. They primarily are

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

the appointees of Harrisburg. They have to convince those legislators from Lackawanna County, Cambria County and western PA why they should fund Philadelphia schools, why it's going to be better, why the quality of education -- what it means for their voters that they have added funds to Philadelphia because the Philadelphia school system is fixed -- on its way to being fixed and will be a great economic engine for the rest of the state.

There has to be a plan. There has to be a written plan with documentation and other things. I don't know what the SRC does all day long if not that. That's the primary thing they should do. Dr. Hite and the administrators, they run the schools. The SRC does that. That's what they do, and I've not seen one. I hope I do.

Thank you very much.

MS. LYNCH: Thank you.

(Applause.)

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: Thank you
3 very much, Councilman Oh.

4 I would like to assure my
5 colleague that the hearing is open. It
6 will be recessed at the end of this and
7 we will bring back our SRC Commissioners
8 and make sure that we answer some of the
9 questions.

10 The Chair would like to
11 recognize Councilwoman Parker.

12 COUNCILWOMAN PARKER: Thank
13 you. Thank you, Madam Chair.

14 And let me say welcome to Ms.
15 Lynch. And I do have to state for the
16 record because, you know, I'm not fair
17 weather, right? I need to just thank you
18 when we went through that very difficult
19 process of school closures in our region.
20 That was highly emotional, very intense,
21 and residents were extremely concerned,
22 particularly our parents. And we worked
23 very, very hard to ensure that all of
24 their concerns could get on the record
25 and that no matter how long it took, that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the District heard them and their
3 perspectives, and that could not have
4 been done without some mutual
5 cooperation. So I needed to thank you
6 for the record for that.

7 I want to go and focus my
8 questions -- and there will only be
9 two -- on the very specific impact that
10 the five years of reduced state funding
11 have had on the issue of public safety in
12 the District.

13 So we just had a meeting about
14 two weeks ago in my area with parents at
15 Edmonds, along with the McCloskey
16 Elementary School. And so with that in
17 mind -- and I ask you this because I'm
18 trying to quantify it, because when we
19 say "reduced funding," it's sort of very,
20 very general.

21 So my question is, are there
22 any safety measures -- and I want to be
23 specific; additional safety personnel,
24 cameras or anything of the like -- that
25 the School District had planned to

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 implement but were unable to do so
3 because of reduced state funding?
4 Because if we're able to sort of answer
5 that question in a very quantifiable
6 manner, we know that X amount of dollars
7 would have resulted in X more of safety
8 personnel, X more number of cameras. Do
9 we have any estimates from that
10 perspective?

11 MS. LYNCH: I am not -- well,
12 first and foremost, thank you for your
13 very positive comments and also the
14 opportunity to congratulate you publicly
15 on the results and your joining the City
16 Council. So congratulations.

17 I do not have specific
18 information on the dollars that it would
19 cost for cameras or for specific safety
20 personnel. What I can share with you is
21 that over the last year, we have in fact
22 had the opportunity to increase climate
23 support within our schools with the
24 creation of a career series of positions,
25 which include climate managers, climate

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 specialists, and climate coordinators.

3 The limited funding that we have, we have
4 been able to probably create across the
5 entire District about 20 of these
6 positions, which is not a lot at all.

7 The positions have various --
8 there are three different salary schedule
9 levels, and we can provide that
10 information to the City Council and we
11 can provide the additional information
12 about what the cost of X number of
13 positions for Y number of slots.

14 Many of our schools would like
15 to have this position. It helps with
16 safety. It supports the climate manager.
17 It's not a uniformed position. It's a
18 position that actually becomes very much
19 involved with engaging students,
20 establishing rules and responsibilities,
21 enforcing rules and expectations across
22 the School District.

23 COUNCILWOMAN PARKER: So let me
24 just ask for the record if we could
25 forward this information to Chairwoman

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Blackwell and Chairwoman Gym, because
3 they were very specific in asking their
4 questions of me when they wanted to know
5 how could they get specific additional
6 safety personnel, particularly within the
7 Leeds area, right? And so Leeds and you
8 know its proximity to McCloskey and then
9 to Edmonds. And so what I would like to
10 be able to tell them is that in a more
11 perfect world, the number of personnel
12 working in the area of public safety who
13 would be here would be one or two
14 additional people, and the amount of
15 money that this would cost would be X,
16 and from that perspective, they can
17 quantify this lack of state funding and
18 its impact on public safety.

19 MS. LYNCH: Certainly.

20 COUNCILWOMAN PARKER: The next
21 question is in regards to School District
22 teachers and staff, have they had to
23 forego any safety sort of training due to
24 budget constraints? And now I'm talking
25 about from the professional development

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 perspective. Would there have been any
3 additional training regarding behavioral
4 health, for example, that teachers, along
5 with other staff members, would have been
6 able to undergo had funding over the five
7 years been at another level?

8 MS. LYNCH: Yes. That funding
9 would -- the professional development
10 would include behavioral health, crisis
11 response. It would include CRETE
12 training. These are things that we have
13 been able to do for some teachers, but
14 where there is a -- for many teachers.
15 But we have had to do that on a
16 case-by-case ad hoc because of the
17 training time that is not paid for. So
18 from that perspective, I would say yes.

19 COUNCILWOMAN PARKER: Let me
20 ask you this: Because you've had to do
21 it on a case-by-case basis, are you
22 familiar with any particular incidents
23 that you think that if any sort of better
24 prepared or understanding of a particular
25 response in the midst of a crisis

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 associated with behavioral health that we
3 would have been able to implement
4 beforehand, any sort of actions to help
5 prevent anything from occurring, I guess?
6 And where I'm going with this is that,
7 you know, sort of an ounce of prevention,
8 right, is worth more than a pound of
9 cure.

10 Are there any particular
11 incidents that you can identify or recall
12 in which this issue would have been
13 extremely important?

14 MS. LYNCH: I can't recall any
15 particular incidents, but I can share
16 that the more that you can do up front,
17 just as you say, an ounce of prevention,
18 the more that you can do before something
19 happens, the better.

20 COUNCILWOMAN PARKER: Okay. My
21 final question is -- and I don't know
22 whether or not this has occurred. I
23 briefly heard Dr. Hite this morning on
24 WURD radio station talking about the
25 recent Supreme Court ruling, and my

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 question -- and I know it just occurred
3 and sort of legal departments everywhere
4 are sort of going line by line to figure
5 out its impact on the District, but let
6 me ask you, have any preliminary
7 estimates regarding the fiscal impact of
8 the decision on the School District of
9 Philadelphia, have we any preliminary
10 estimates that you can share with us
11 today, sort of any cost-benefit analysis
12 associated with the ruling?

13 MS. LYNCH: Again, these are
14 dollars that we are and the impact we are
15 assessing. The actual dollar amount I
16 would hesitate to give because we could
17 quickly find out that it's going to be
18 much more than I can estimate. But I
19 will take note back to the District to
20 ensure that that information is provided
21 just as quickly as it's assessed and
22 determined.

23 COUNCILWOMAN PARKER: Thank
24 you. And so for the record, right, I
25 wanted to just make a formal ask that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that information be sent immediately to
3 our Committee Chairs, along with our
4 President, so that we can sort of be in
5 tune with the advocacy. Because I will
6 dare say to you, having spent ten years
7 in the Pennsylvania General Assembly and
8 being on the front line for advocating
9 for the very little that we received,
10 which I considered to be a drop in a
11 bucket and everything was in crisis mode,
12 while this Council was actually doing the
13 heavy lifting, right, to generate the
14 revenue to sort of keep the School
15 District of Philadelphia going, when the
16 needs of the District were directly
17 communicated immediately to local and
18 state government officials to ensure that
19 everyone is on the same page and
20 receiving the same information, it is
21 extremely important in advocacy. Because
22 what often happens when advocating for
23 the School District or the City of
24 Philadelphia in general is that there can
25 sometimes be mixed messages. They think

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 they're getting one message from local
3 government, another message from state
4 officials. And I'm the kind of person, I
5 like to get everybody in the room, right,
6 so no one can be confused about what the
7 needs are and we're all making the same
8 united ask. So I want to make that
9 request formally.

10 And, Madam Chair, that
11 concludes my questions and comments.

12 COUNCILWOMAN GYM: Thank you
13 very much, Councilwoman Parker.

14 And I would like to remind the
15 School District that we do have an
16 intergovernmental authority agreement
17 that is supposed to be a collaboration
18 around finances between the School
19 District and ourselves, and we should see
20 this as a partnership and an important
21 way for us to establish communication
22 lines, keep our finances clear. We're
23 obviously all extremely supportive of the
24 School District, but we need clarity, and
25 many people on Council have been

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

frustrated about a definite lack of
clarity.

The Chair would like to
recognize Councilman Kenyatta Johnson.

COUNCILMAN JOHNSON: Thank you,
Madam Chair.

I have a brief question, and
this is regarding the issue of charter
school reimbursement on the state level.
I know when Governor Corbett became the
Governor, he cut more than \$100 million
out of the line item budget in
Harrisburg. And as we talk about the
debate between do charters expand or not,
obviously when they do expand, they take
a level of funding from the District,
traditional public schools, and I haven't
heard up until this point in time a level
of advocacy around reinstituting the
charter school reimbursement, not even
only on the City level but also even on
the state level, as well as addressing
the issue of the educational formula.

My biggest gripe has always

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 been I'm born and raised in South Philly
3 all my life, went to Childs Elementary
4 School, Barratt Junior High School, I'm a
5 graduate of Edward Bok High School, and
6 that provided me the opportunity to go on
7 to Mansfield University, University of
8 Pennsylvania, and coursework at Harvard.
9 So I'm a firm believer, being a
10 first-generation college graduate, that
11 education is a passport for all the young
12 people, all the young people who live in
13 poor neighborhoods throughout the City of
14 Philadelphia to go on and do great
15 things.

16 What is the actual strategy?

17 And it's unfortunate that we don't have a
18 representative from the SRC representing
19 the state to actually inform members of
20 this body who, again, consistently do the
21 heavy lift year after year. Because
22 right now we're embarking upon a
23 two-tiered system, and with that court
24 ruling yesterday will exemplify in the
25 future, depending on how the details are

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 worked out, you're going to have a system
3 that's totally on this side and a system
4 solely on the opposite side of have's and
5 have not's and that we continue to have
6 this same debate year after year.

7 So what is the District's
8 strategy and level of advocacy? Because
9 it's been pretty quiet. I know our
10 Governor, he's baling the republicans and
11 he's putting forth budgets and so forth,
12 and so things are in limbo, but I
13 think -- because for me this comes down
14 to dollars and cents and also the equal
15 distribution of resources. Those
16 students that attend the schools in South
17 Philadelphia -- and I'm going to be real
18 frank on this statement -- deserve the
19 same type of resources and support as the
20 students that go to school in the
21 Northeast.

22 (Applause.)

23 COUNCILMAN JOHNSON: And I've
24 gone to school and lived in Philadelphia
25 all my life. No one, I mean no one, is

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 going to come and tell me that there's a
3 difference.

4 I just did a presentation at a
5 school for the Department of Correction
6 officers up in the Northeast, and their
7 auditorium was immaculate. I mean,
8 state-of-the-art sound system, speakers
9 hanging from the ceiling. That's not
10 South Philadelphia High School. And so
11 for me, it's a dollars and cents
12 conversation when you talk about nurses,
13 when you talk about counseling.

14 So I want to know on the
15 District side and SRC, similar to what
16 Councilman David Oh talked about, where
17 is that level of strategy to talk about
18 the reimbursement of charter schools so
19 we can kind of at least balance or
20 alleviate the bleeding that happens to
21 our public schools when we open up
22 charter schools, as well as the fair
23 funding formula that needs to be
24 implemented across the board? And I
25 think the former Governor did put a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 commission together that had some
3 recommendations regarding a fair funding
4 formula, but right now I just hear, We're
5 going to be coming back to Council, we
6 need additional funding. And so I'm
7 looking for that check and balance.

8 So if you could answer or I
9 want to at least make sure that those
10 comments are stated for the record so
11 when you do go back and talk to your
12 team, they'll know how to be prepared, at
13 least for Kenyatta Johnson, when they
14 come back in front of Council.

15 MS. LYNCH: I will ensure we're
16 prepared.

17 COUNCILWOMAN GYM: All right.

18 My turn. Thank you very much.
19 I have a question of clarification on
20 your testimony and then I have a couple
21 of questions.

22 I just want to assure and thank
23 the audience for your patience as we go
24 through this.

25 Dr. Lynch, you said in your

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 testimony that you would be hopeful that
3 you want to provide gifted services and
4 foreign languages in our schools. Are
5 those not being provided?

6 MS. LYNCH: It is. They are
7 provided. More. More would be an
8 opportunity. Various languages would be
9 an opportunity. For example, at our
10 international school, Bodine, we are able
11 to provide two languages.

12 COUNCILWOMAN GYM: Is that
13 unusual?

14 MS. LYNCH: For an
15 international school, it would be. The
16 opportunity to be able to provide
17 additional languages to students who are
18 interested in moving into the world of
19 international affairs, it would be ideal.

20 COUNCILWOMAN GYM: And how
21 about gifted education? Is that provided
22 in every school?

23 MS. LYNCH: Gifted education
24 with fidelity, the way that our children
25 deserve, there's an opportunity to

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 definitely improve, which was why I
3 included it in my statement.

4 COUNCILWOMAN GYM: Is your
5 answer then no, it's not being provided
6 in every school?

7 MS. LYNCH: My answer would be
8 that it is not provided in every school
9 the way that the regulations for the
10 state indicate that it should be
11 provided, and it's not provided in every
12 school to the extent that the District
13 would like to provide it.

14 COUNCILWOMAN GYM: So it's my
15 understanding that according to the
16 Pennsylvania State Code, it mandates that
17 every school district provide gifted
18 education to every child at every school
19 and that every high school student have
20 two languages afforded to them and at
21 least one of those languages being
22 offered in a four-year sequence.

23 Is the School District of
24 Philadelphia in violation of the State
25 Code?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. LYNCH: There are
3 opportunities for the School District to
4 provide gifted services with greater
5 fidelity across the School District.
6 There is, to my knowledge, two languages
7 that are taught in every high school. I
8 am not certain that the State Code says
9 four years. My understanding was that
10 it --

11 COUNCILWOMAN GYM: One language
12 has to be provided in a four-year
13 sequence, but two languages must be
14 offered at every high school.

15 MS. LYNCH: Two languages at
16 every high school. I thought it was a
17 two-year sequence, not one at a four-year
18 sequence.

19 COUNCILWOMAN GYM: At least one
20 must be at a four-year sequence.

21 MS. LYNCH: I can check that
22 and get back to you.

23 COUNCILWOMAN GYM: As we talk
24 about what we are trying to do, it is my
25 hope that the School District of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Philadelphia and all of us understand
3 that inequity and the elimination of
4 inequity across the City is the primary
5 goal, but there are basic ways that we
6 can start to ensure that inequity is
7 being addressed on a much more direct
8 basis as opposed to a rhetorical kind of
9 comment. And I guess what I'm hoping to
10 have with this conversation is to
11 understand ways in which that happens and
12 how we do it.

13 I do want to just note for the
14 record that Fran Burns, who is the Chief
15 Operating Officer, and Cheryl Logan, who
16 I believe is the Chief Academic Officer,
17 in addition to the School Reform
18 Commission members, were asked to come to
19 this hearing and, in part, it is because
20 we are trying to have a good conversation
21 between the School District and City
22 Council. For us to feel strong and
23 confident about the dollars that we bring
24 to the School District, if we are looking
25 at changes in services, if we are asking

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 people to see their taxes raised, we need
3 to better understand what the priorities
4 of the School District are across the
5 spectrum. And for many of us, our
6 complaints that come into the School
7 District happen not only around academics
8 but the breakdown around school support
9 services as well as the basic operation.

10 I don't expect you to respond
11 to that, but I just wanted to put that
12 out there.

13 If you could, please, it would
14 help if you could provide a brief
15 overview of current staffing levels and
16 vacancies and changes that may have
17 occurred over the last five years.
18 Specifically, it would help to have you
19 talk a little bit about teacher
20 vacancies. As we know, we can't really
21 talk about inequity if we don't have a
22 teacher in front of a classroom of
23 students. And it's my understanding that
24 we opened the school year with almost 200
25 teacher vacancies in classrooms. Could

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 you clarify what the current teacher
3 vacancy is?

4 MS. LYNCH: My understanding is
5 that that information was provided prior
6 to the meeting. I don't have that
7 information in front of me, but it was
8 provided by our HR staff.

9 It's also that -- my
10 understanding was that we did in fact
11 open the school year with vacancies. I
12 don't recall that it was as many as 200,
13 but, yes, we opened with vacancies. And
14 hopefully you have that information. I
15 do not.

16 COUNCILWOMAN GYM: So I believe
17 we got an e-mail today at 12:40 p.m., but
18 the teacher vacancies that we have
19 through the Philadelphia Federation of
20 Teachers indicates that there are 184
21 classrooms with teacher -- with no
22 teacher in front of them today. Would
23 you consider that to be an accurate
24 figure?

25 MS. LYNCH: It seems slightly

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 high, but I don't know the accurate
3 figure.

4 COUNCILWOMAN GYM: So one of
5 the issues that we have is how young
6 people are supposed to learn. And it
7 would help also -- now, this is something
8 that would fall under Cheryl Logan; is
9 that correct? She would know this
10 information?

11 MS. LYNCH: This would be
12 something that would probably come from
13 our Talent Office. And academics, if
14 you're asking questions about academic
15 support or the actual activities within
16 the classroom involving a teacher, yes,
17 in fact Cheryl Logan would probably be
18 helpful with that conversation as well.

19 COUNCILWOMAN GYM: I would hope
20 that the issue of teacher vacancies isn't
21 an HR issue. I would think that it would
22 be an issue of extreme alarm to the
23 academic nature of children.

24 (Applause.)

25 MS. LYNCH: Well, I would share

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 with you that the issue of teacher
3 vacancy is an issue that is of great
4 concern to everyone that serves on the
5 Superintendent's cabinet. It's a great
6 concern of all of us. It's a great
7 concern.

8 COUNCILWOMAN GYM: I would --

9 MS. LYNCH: It's a concern that
10 we look at with urgency.

11 COUNCILWOMAN GYM: Okay.

12 Notably, it is February of 2016 and I
13 believe school started on September 8th.

14 MS. LYNCH: Yes.

15 COUNCILWOMAN GYM: So the
16 urgency -- I'm trying to understand how
17 the urgency is being addressed.

18 MS. LYNCH: Well, I think --
19 and I can't detail this, but I can share
20 with you that the urgency has been
21 addressed by active pursuit of and
22 recruitment of qualified teachers. I
23 know that our organization has extended
24 emergency certifications where teachers
25 can be found. The challenge is is that a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 good number of -- this is a workforce
3 that's in place at the start of the
4 school year, and so to the extent that
5 positions are vacant, it becomes a
6 challenge. We also have an attrition
7 rate that's considerable and we have
8 long-term absences. And so the
9 combination makes it a challenge to fill
10 all of the positions that are vacant.

11 COUNCILWOMAN GYM: Does the
12 School District of Philadelphia do exit
13 interviews with teachers who leave the
14 District to find out why they're leaving?

15 MS. LYNCH: I personally have
16 not seen exit interview information, but
17 I'm fairly certain that they do. I can
18 share with you that the District does in
19 fact do a customer service survey where
20 we solicit from our teachers, our
21 principals, our parents, and students
22 information about the District, how they
23 think about and what they think about
24 their jobs, the challenges, and that
25 information is readily available and in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 fact on our web page.

3 COUNCILWOMAN GYM: So one of
4 the things that we will be asking
5 about -- and I will assure my Council
6 colleagues that we will find information
7 about -- is a clear clarification about
8 teacher vacancies broken out by special
9 education, regular education, the number
10 of long-term substitutes serving
11 students. We will be asking about the
12 percentage of teacher vacancies that have
13 lingered since September 8th. I think
14 that's a very important thing to
15 understand, that there are students who
16 are not receiving those -- have not seen
17 a teacher since school started. And
18 additionally we hope to break out by
19 school type - elementary, middle, and
20 high school - special admit,
21 neighborhood, and magnet. I think
22 those -- and we'll be sending you this
23 information more directly.

24 MS. LYNCH: My understanding is
25 is that information was sent through the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 spreadsheets. If there's additional
3 information that we can provide, we will
4 definitely try and do that.

5 It was just shared with me that
6 the numbers of vacancies that we have in
7 regular education is 124 and in special
8 education 49. So that brings the total
9 to 173.

10 COUNCILWOMAN GYM: So roughly
11 173 times 30 is 5,200 children who do not
12 have a teacher in front of them on a
13 regular daily basis? I just wanted to
14 make that -- I mean, I guess we can
15 adjust that a little bit for the special
16 education numbers, but to me that is a
17 very serious concern, not something that
18 I think that this Council will let go of
19 and hold the District accountable to.

20 Every child deserves a teacher
21 in front of them on September 8th. Not
22 only do I think they deserve it; it
23 actually mandates it. So to the extent
24 that this is not happening on any basis,
25 this is going to be a major cause of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 priorities, I would assume, if I could
3 speak on behalf of our Council that that
4 is a top priority. We can't even start
5 to talk about education if a child
6 doesn't have a teacher in front of them.

7 The substitute teacher fill
8 rate, could you talk a little bit about
9 what is happening with the current fill
10 rate on substitute teachers and
11 year-to-date the number of prep periods
12 that have been lost by teachers for
13 covering.

14 To my understanding, at some
15 point the School District of Philadelphia
16 must reimburse teachers for a certain
17 percentage of prep periods that are
18 covered and that this is an additional
19 financial burden that the School District
20 incurs. Is that correct?

21 MS. LYNCH: Yes. And this is
22 information, additional information, on
23 this topic I will have to make certain is
24 sent to you, because I don't have that
25 information with me right now.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: We'll be
3 following up on that one. Thank you.
4 How many students in the School
5 District of Philadelphia currently have
6 access to art and music on a weekly
7 basis?

8 MS. LYNCH: I don't have that
9 number either.

10 COUNCILWOMAN GYM: Is that
11 considered a top priority?

12 MS. LYNCH: Art and music?
13 Yes.

14 COUNCILWOMAN GYM: And can you
15 say with assurance that the majority of
16 students in the School District receive
17 art and music on a weekly basis?

18 MS. LYNCH: That would
19 definitely be something that I would have
20 to get back to you on.

21 COUNCILWOMAN GYM: Okay. Thank
22 you.

23 This is an area that is much
24 more within your bailiwick, because as
25 Director of Student Supports, I think

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that we can have an easier dialogue since
3 this is not something that is well
4 outside of your area.

5 One of our greatest concerns
6 obviously is, the School District of
7 Philadelphia has laid out a clear
8 priority around its Action Plan, and one
9 of the questions -- one of the top
10 priorities it lists on its Action Plan is
11 to implement the bullying and harassment
12 policies with fidelity. However, in a
13 recent study which you wrote into the
14 Action Plan -- not you personally, but
15 your team wrote into the Action Plan --
16 you noted that over 61 percent of
17 students surveyed reported being
18 concerned about bullying at schools, over
19 50 percent of students reported being a
20 victim of bullying, and 40 percent
21 reported being a perpetrator of peer
22 aggression and bullying at least one time
23 in the prior month, and more than 80
24 percent of students at schools indicate
25 that nobody does anything to try to stop

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the bullying, none of their peers do, and
3 40 percent of students report that
4 students and teachers and other adults in
5 the building do little to nothing to stop
6 the bullying.

7 Obviously since that was
8 written into the Action Plan as a
9 notable, who actually is responsible for
10 handling bullying and harassment in
11 schools?

12 MS. LYNCH: So I'm not certain.
13 Can you say again where those figures
14 came from? Because they're not familiar
15 to me, and I think probably a better
16 source or an additional source of
17 information about bullying and harassment
18 would be -- I think the last time that I
19 testified before this City Council I
20 shared the results of our survey that we
21 conduct, the one that I just mentioned,
22 that surveys teachers, it surveys
23 students, it surveys parents. Bullying
24 and harassment, which in fact is part of
25 my area of responsibility, is one of the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 questions that was asked on that survey.

3 In fact, several of the questions spoke
4 to bullying and harassment, and I think
5 that the outcome, the results of that
6 survey show that from the perspective of
7 teachers, the perspective of parents, and
8 the perspective of students, they each
9 have a very, very different idea about
10 what's occurring. From the perspective
11 of students, it happens -- it's far more
12 infrequent, it happens less. From the
13 perspective of parents, their results
14 were very close to what students
15 reported. From the perspective of
16 teachers, it happened more.

17 And so the opportunity to delve
18 further into that and to see whether or
19 not there are any trends, it's a survey
20 that we conduct again at the end of the
21 school year, probably closer to April,
22 and we will be able to see whether or not
23 there is a trend, a pattern, whether or
24 not this information is a fluke, just
25 what the results might be. So I would

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 ask that after that point, we'd be able
3 to see more and be able to know more.

4 COUNCILWOMAN GYM: So for
5 clarity, that came from Action Plan 3.0
6 on the School District's website, Page
7 21.

8 MS. LYNCH: Thank you.

9 COUNCILWOMAN GYM: But the
10 question remains, who is actually
11 responsible for addressing bullying and
12 harassment in schools?

13 MS. LYNCH: I just shared that
14 that would be me. That's part of my area
15 of responsibility, bullying and
16 harassment.

17 COUNCILWOMAN GYM: Who at the
18 school-based level?

19 MS. LYNCH: Oh, at the
20 school-based level. It would be
21 everyone's responsibility to address
22 bullying and harassment where they see
23 it, and in our training and in our policy
24 that we circulate, that's exactly the
25 case. Every classroom in fact is

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 expected and all throughout the schools
3 we expect to see the policies on bullying
4 and harassment posted.

5 COUNCILWOMAN GYM: So, Dr.
6 Lynch, in 2009 --

7 MS. LYNCH: Excuse me,
8 Councilmember. It's not Dr. Lynch. It's
9 Ms. Lynch.

10 COUNCILWOMAN GYM: I'm sorry.
11 I thought you were a doctor.

12 MS. LYNCH: No.

13 COUNCILWOMAN GYM: Well, I'm
14 elevating you.

15 Ms. Lynch, in 2010, the School
16 District of Philadelphia was under a U.S.
17 Department of Justice order for failure
18 to address bullying and harassment of
19 students, and one of the things that came
20 out through that order was the District
21 argued that everybody at a school would
22 be responsible for bullying and
23 harassment, and in fact the U.S.
24 Department of Justice found that not to
25 be an acceptable response. And in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 return, the School District of
3 Philadelphia actually developed a pretty
4 comprehensive plan that was put in place
5 under Mr. Otis Hackney at South
6 Philadelphia High School that seemed
7 fairly effective, and it actually
8 designated an individual to specifically
9 address bullying and harassment, that
10 students and teachers and school staff
11 who were required to do bullying and
12 harassment knew that there was an
13 individual who was there and present at
14 the school who would connect the child or
15 the victim or the perpetrator to a series
16 of support services that would document
17 and take reports that would address and
18 direct that.

19 Has the School District stepped
20 away from that practice since it was
21 considered a best practice?

22 MS. LYNCH: I would say that
23 across the School District, the benefit
24 that we've had over time is that more
25 people have become involved in this

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 effort. More people are familiar.

3 When we train at the school
4 level, we train everyone in the school
5 that is able to attend our training
6 sessions, and our policy says that
7 everyone will be -- that all across the
8 District, when we see it, when we
9 recognize it, it's something that we will
10 report. I can share with you that that's
11 the practice we're following.

12 COUNCILWOMAN GYM: So this is
13 again another question, because it sounds
14 like there might be confusion about, from
15 a school-based perspective, how a student
16 at a school or an individual teacher at a
17 school would know who specifically to go
18 to. The School District of Philadelphia
19 obviously has a school safety officer.
20 Ms. Diane Sher, who is at the legal
21 department, is supposed to be addressing
22 bullying and harassment specifically, but
23 does she communicate directly with any
24 specific individuals to ensure that
25 bullying and harassment is being

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 addressed better in schools?

3 MS. LYNCH: Diane Sher retired
4 several months ago and her position is
5 currently recruiting -- we're recruiting
6 to fill that opportunity. And so as soon
7 as that opportunity is filled. In her
8 absence, we have Behavioral Health
9 staff -- I guess post her retirement, we
10 have Behavioral Health staff who have
11 been serving in that capacity.

12 COUNCILWOMAN GYM: How does
13 anybody at a school know who to contact?

14 MS. LYNCH: I think everyone in
15 the school has known. They've been given
16 the number that Diane had, and we are
17 keeping track. The calls come to my
18 office if schools have issues.

19 COUNCILWOMAN GYM: Okay. Thank
20 you very much. A couple more questions
21 and then I will just double-check to see
22 if any of our other Council colleagues
23 have additional follow-up questions.

24 So a couple of questions has
25 been -- the School District came before

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 us a couple of weeks ago to talk about --
3 or actually this was in December -- to
4 talk about its work around trauma and
5 informed care, and one of the questions
6 that came forward was although we
7 understand that people are being trained
8 in ed and that kind of thing, that there
9 again needs to be a central person who
10 addresses this, and one of them has been
11 a question about the issue of school
12 counselors and the lack of school
13 counselors -- the lack of schools without
14 full-time counselors, number one, and the
15 ratio of student to counselors that is a
16 very serious concern. The American
17 School Counselor Association recommends a
18 ratio of approximately 1 to 250 students
19 per counselor. We know very well that
20 there are a number of schools without
21 full-time counselors. I don't know if
22 you have that, but the PFT provides us
23 with indications that there are at least
24 49 schools without full-time counselors,
25 and that there are a number of schools in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 which the ratio of 1 to 250 is nowhere
3 near that at the majority of our schools.

4 What is the --

5 MS. LYNCH: Councilwoman?

6 COUNCILWOMAN GYM: -- priority
7 around reinvesting around the school
8 counselors? Obviously the state Supreme
9 Court makes it very clear that the School
10 District of Philadelphia should abide by
11 the contract, and the union contract
12 states very clearly that every school
13 will have a full-time counselor. Is it
14 the District's priority to abide by that
15 and how much would that cost?

16 MS. LYNCH: The information
17 that was provided earlier speaks to the
18 numbers of schools -- I believe the
19 number is in fact 49, so I agree with
20 that number -- number of schools that are
21 sharing a school counselor.

22 The cost of a school counselor
23 is roughly -- and so I'd have to provide
24 that exact number, but to provide
25 services in the additional 40, I would

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 multiply -- the additional 49, I'd divide
3 that by 2 and multiply it to determine
4 how many additional and how much that
5 cost might be, and I can provide you with
6 the average dollar amount for the
7 starting salary for a school counselor.

8 COUNCILWOMAN GYM: I think in
9 the Supreme Court brief on behalf of the
10 School District, they wrote that it would
11 be roughly \$3.7 million. Does that sound
12 about right?

13 MS. LYNCH: I would not commit
14 to that number because I'm not certain.

15 COUNCILWOMAN GYM: But we're
16 not talking about 10 or 20?

17 MS. LYNCH: That number seems a
18 little low to me.

19 COUNCILWOMAN GYM: 3.7 seems
20 low?

21 MS. LYNCH: Yeah, it does. It
22 seems a little low.

23 COUNCILWOMAN GYM: And then in
24 terms of issues around schools without
25 full-time nurses. So the PFT again

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 provides indication that there are about
3 123 schools without full-time nurses.
4 That's more than half. We know that in
5 talking to principals, talking to
6 parents, and talking to a number of
7 support services that this is another
8 major area of concern, the lack of
9 full-time nurses in schools. And I guess
10 one of my questions is is that has the
11 School District calculated how much it
12 would cost to restore a full-time nurse
13 to schools?

14 MS. LYNCH: I can share with
15 you that the cost of a full-time nurse is
16 probably closer to \$130,000, \$135,000.
17 The number that you offered, what was it?

18 COUNCILWOMAN GYM: A hundred
19 and twenty-three schools without a
20 full-time nurse.

21 MS. LYNCH: So does that
22 include the number of private and
23 parochials?

24 COUNCILWOMAN GYM: It does not.

25 MS. LYNCH: Then 123 might be a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 little high. I know that we're in 339
3 schools right now. We have 189 staff.
4 And so that number -- I mean, you can
5 multiply, 123 times 130 is what?

6 COUNCILWOMAN GYM: Well, I
7 think that that is without a full-time
8 nurse, not without a nurse at all. So
9 there would be an adjustment for that
10 figure.

11 MS. LYNCH: And how many would
12 that be that they estimate would be
13 needed?

14 COUNCILWOMAN GYM: It's my
15 understanding that before one of your
16 staff people left, who was Chief of Staff
17 to Superintendent Hite, that she gave us
18 an estimate of approximately \$8 million
19 to restore a nurse to every single public
20 school in Philadelphia and approximately
21 \$12.5 to \$13 million to restore a nurse
22 to every single parochial, public, and --
23 parochial, public, and private school in
24 Philadelphia.

25 MS. LYNCH: So that would be 8

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 and 12; is that what you said?

3 COUNCILWOMAN GYM: Roughly 8
4 and 13.

5 MS. LYNCH: Eight and 13?

6 COUNCILWOMAN GYM: Yes. So I
7 guess part of my question is is that I
8 know that the School District of
9 Philadelphia is asking for more money,
10 and I guess one of the questions that we
11 always have within City Council is,
12 should the District continue to get money
13 or as we -- obviously it will get money
14 from both the City and the state. If it
15 gets additional money, where do the
16 priorities become? What are its central
17 priorities around a restoration agenda
18 fundamentally back to every school?

19 MS. LYNCH: I shared the
20 priorities in the statement when I
21 pointed out some of the tremendous
22 priorities that we have. In the
23 statement I think I shared that -- in
24 fact, I know that I...

25 COUNCILWOMAN GYM: So I just

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 want to readdress again that it sounds
3 like between, if we were to say -- say
4 3.7 million is too low to restore a
5 counselor back to every school, but we
6 are talking about less than \$20 million
7 that would guarantee a full-time
8 counselor and a full-time nurse in every
9 single public school in the School
10 District of Philadelphia and a full-time
11 nurse in every single private and
12 parochial school in Philadelphia, and
13 that that seems like a number that is
14 manageable as opposed to the 300 million
15 or 5 billion that sometimes gets pushed
16 out there that seems overwhelming.

17 MS. LYNCH: I'm sorry. Didn't
18 you say \$13 million plus the 8 million?

19 COUNCILWOMAN GYM: No.
20 Thirteen million would include -- would
21 be the total in terms -- it would be an
22 additional 5 million to do private and
23 parochial.

24 MS. LYNCH: The one thing that
25 I think is probably important would be,

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 before I make a commitment one way or
3 another, to actually look at the
4 information, look at PFT's information
5 and cost it.

6 COUNCILWOMAN GYM: And is that
7 something that we can be clear about?
8 Because I think one of the things that we
9 really need from the School District is a
10 restoration agenda that prioritizes where
11 the spending will go. It feels like from
12 our perspective that a lot of money does
13 go to the School District of Philadelphia
14 and a lot of it goes out in unclarified
15 expenses and our children still seem to
16 be falling farther and farther behind and
17 that we can't even make basic issues like
18 School Code requirements. That's going
19 to be a very serious issue.

20 I would like to ask if any of
21 my other colleagues have any further
22 questions for Ms. Lynch.

23 The Chair recognizes
24 Councilwoman Parker.

25 COUNCILWOMAN PARKER: Thank

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 you, Chairwoman Gym.

3 I want to quickly go to the
4 issue of class size. Now, help me here
5 and tell me what the model ratio is for
6 elementary, middle, and high,
7 student-to-teacher ratios, the model
8 number.

9 MS. LYNCH: I can share with
10 you that in kindergarten it's no more
11 than 1 to 30. And while we aim for that
12 in the upper levels, it can sometimes
13 become much higher than that.

14 COUNCILWOMAN PARKER: With that
15 being said, I'm looking at this printout
16 here that's provided to us from the PFT,
17 and obviously very parochial, looking at
18 the 9th Councilmanic District, and I'm
19 looking at the Laura Carnell School and
20 the number of oversized classes versus
21 grades and the number of students that
22 are in the particular class, and there's
23 a consistent number of 34, 35 students
24 who are in a class. And I know when we
25 talk about a fiscal crisis, there are so

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 many asks and so many needs, but I ask
3 that the District keep in mind that the
4 reduction of class size remains a central
5 issue for -- you're talking about the
6 number of teachers, 184 in terms of
7 teacher vacancies here, and then you give
8 us a number of 173, but I would dare say
9 to you, as a former high school English
10 teacher, that if you want to know how
11 effective I can be in ensuring that my
12 students are well versed and become
13 proficient in the curriculum, that I can
14 do a greater job if I had 28 to 29
15 students in a class or even the 30, and
16 it makes a difference when we're even
17 talking about 34, 35, and 36 students in
18 a class.

19 So when you come back and you
20 forward the information as we talked
21 about earlier to Chairwomen Blackwell and
22 Gym, please focus on class size and talk
23 about its priority in the overall
24 structure of trying to ensure that we
25 don't see any quality in the delivery of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 public education in the City of
3 Philadelphia. Because when you go right
4 across the county lines -- and my
5 district borders Montgomery County and
6 have had the great opportunity to visit
7 some of those schools. And so I'm just
8 in McCloskey and I'm looking at
9 30-something kids in a classroom and then
10 I go across the street to the county,
11 let's say we're talking about K through 8
12 as it is there, and I'm looking at
13 sometimes 15, 18, 20 students in a class,
14 and then we're wondering why those
15 teachers appear to be more effective and
16 efficient in helping to ensure that the
17 curriculum is delivered.

18 So I'm pretty passionate about
19 that issue, not because it feels good and
20 it gets a headline but because I've been
21 in the classroom trying to ensure that my
22 children are learning, to actually get it
23 done, and I just wanted to say that for
24 the record.

25 COUNCILWOMAN GYM: Yes. And

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 for clarity, it's our understanding that
3 there are currently over 200 classrooms
4 that are beyond the contractual maximum.
5 And while some people may say, well, 34
6 is only one above the contractual
7 maximum, that is not an acceptable
8 number, quite frankly, when parents and
9 families are looking at walking two miles
10 over and crossing any other boundary and
11 they can walk into a classroom of 25.

12 As the School District of
13 Philadelphia -- as the City of
14 Philadelphia potentially embarks on a
15 pre-K and universal pre-K agenda, which
16 will be a massive investment around our
17 birth to five-year-olds, that is a
18 wonderful thing, but if we can't look
19 every parent in the eye and promise them
20 that they're going to walk into a
21 kindergarten classroom that is of a small
22 and manageable size, it's hard to
23 understand how we're going to be able to
24 advance on literacy issues, and we will
25 not be able to generate the confidence no

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 matter how much money we put into pre-K
3 if our kindergarten classrooms are 30 or
4 more without a nurse and counselor in the
5 school.

6 I'd like to welcome
7 Councilwoman Maria Quinones-Sanchez, and
8 the Chair would like to recognize
9 Councilman Oh.

10 COUNCILMAN OH: Thank you very
11 much, Chairwoman.

12 This is not really a question.
13 I just wanted to share with you because I
14 think it's important to say that last
15 week I had a young lady, a tenth grader,
16 who was beaten up in the bathroom of
17 Northeast High School. I actually was on
18 Facebook and I saw this video that
19 apparently went viral -- and two million
20 people saw it -- of a young lady, maybe
21 about 100 pounds, beaten up in the
22 bathroom of Northeast High School by four
23 larger students. And she reposted the
24 video of her getting a beating because
25 the girls had posted that in a bullying

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 effort to further humiliate her after
3 bullying her. But the assault is an
4 assault. It's not a bullying thing. It
5 is a physical beating that she got.

6 And she and her mother came to
7 see me because I reached out to them, and
8 Councilwoman Sanchez and myself
9 introduced a resolution recognizing the
10 courage of what she did. Unfortunately,
11 what happened, it appears, is that she
12 was removed from the school and the four
13 young ladies, while nothing happened to
14 them, they're going to school as it is.
15 The mother did not want to send her to
16 another school, so I think unfortunately
17 she is not attending school at this point
18 in time. And so this is kind of a
19 problem.

20 Now, coincidentally, the next day
21 on Facebook is another video of a student
22 walking to Memphis Charter School and
23 someone walks behind him and punches him
24 in the ear and he falls down to the
25 ground as the other student videotapes

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that. And the number of complaints of
3 people who live in the neighborhood whose
4 kids go to the school about bullying, I
5 mean, we're talking about two million
6 views, channel 6ABC. Those type of
7 things send a message to people who live
8 in our city whose kids are going to
9 school or may go to school that they may
10 not be planning on attending their --
11 planning on sending their kids to our
12 school, which means they're planning on
13 leaving our city.

14 And so I just want to say,
15 because you've identified yourself as the
16 anti-bullying person, that it is so
17 critical that public safety and kids and
18 their parents feeling secure, that their
19 children are safe in schools. And it
20 spills out in many ways. I'm sure many
21 people have dealt with this. This is a
22 little way that I deal with it, you know,
23 just make a little program for her. But
24 I'm sure all these services that are
25 missing and all these protocols, the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 school police and all that, is just
3 critically important. We want to know
4 where is the money for all this. Okay?
5 Thank you.

6 MS. LYNCH: Thank you.

7 COUNCILWOMAN GYM: The Chair
8 recognizes Councilwoman Blackwell.

9 COUNCILWOMAN BLACKWELL: Thank
10 you.

11 And for those who complain
12 about charter schools taking away the
13 traditional district school dollars, this
14 is one of the reasons they do it, because
15 they feel their children are safe. So we
16 all are victimized, charter schools
17 because they didn't set up the way
18 they're funded, public schools because
19 parents are afraid. And everybody would
20 like their child to go to a school in
21 their neighborhood if they can and if
22 they're safe. Safety is number one. And
23 the public school -- because obviously we
24 need those dollars.

25 So we got a lot of issues that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 are not resolved, and it frustrates a lot
3 of us who have been around here forever.
4 It almost makes you not want to ask the
5 questions, because we don't even get
6 responses to the questions we ask.

7 Thank you. Thank you.

8 COUNCILWOMAN GYM: Thank you so
9 much, Councilwoman Blackwell.

10 Again, I just want to be clear
11 that the issue of public safety and the
12 fact that so many of our children leave
13 our public schools because of not feeling
14 safe, whether through bullying and
15 harassment or because there's not a nurse
16 on duty, is a darn low bar, and it's not
17 an acceptable one for our children to do
18 that. And one of the things we are
19 trying to understand from the School
20 District of Philadelphia is knowing that,
21 should safety of our young people be one
22 of the major reasons why they leave the
23 School District of Philadelphia, whether
24 the restoration agenda can be prioritized
25 around some of that and that the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 restoration of nurses and counselors in
3 schools might be a place to start that
4 feels affordable, possible, and clear
5 and, frankly, equitable, because it goes
6 across the School District.

7 And then just once again, just
8 to be clear, Councilwoman Parker and I
9 are citing PFT data because we didn't
10 receive the information from the School
11 District until today at 12:40 p.m., so,
12 therefore, no printouts were able to be
13 provided to our fellow colleagues, but we
14 will certainly get that out to them.

15 And I would also ask and
16 encourage Ms. Lynch, even though you had
17 to bear the brunt of all of our questions
18 and our issues, that we are trying to
19 open up a clear and cogent dialogue and
20 process with the School District of
21 Philadelphia. We want to be able to show
22 both the public and our fellow colleagues
23 that as we embark on a significant school
24 investment agenda, that the School
25 District is both -- this is a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 collaborative partnership, that we're
3 trying to hold one another accountable.
4 We are certainly on the hook for any
5 money that we raise for taxes that are
6 brought forward to the public for
7 additional monies and things, but we need
8 to know that if the money goes in, we're
9 going to need to see a different way in
10 which we are holding the District
11 accountable for the priorities that have
12 been clearly established I think by the
13 public.

14 Did you have final comments,
15 Ms. Lynch?

16 MS. LYNCH: No. Thank you.

17 COUNCILWOMAN GYM: Thank you
18 very much.

19 I think we are in conclusion
20 for this witness, and I appreciate your
21 coming here. It's a reminder again to my
22 fellow colleagues that we will at the end
23 of this session be in recess and we will
24 bring the School District of Philadelphia
25 back, and we certainly hope the School

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District of Philadelphia will honor our
3 request to have the SRC operations and
4 academics present as well as Ms. Lynch.
5 So thank you very much.

6 MS. LYNCH: Thank you.

7 COUNCILWOMAN GYM: We are going
8 to call and move into the next session,
9 and I thank the audience for their
10 significant patience on this. I
11 encourage you not only to read your
12 testimony, but you can also summarize the
13 highlights. The full testimony will be
14 put on record. It will be made available
15 to all of us, and we will use your
16 testimony to ask further questions of the
17 School District. So I know that I want
18 to respect everybody's time.

19 Could the Clerk please call the
20 next witness to testify.

21 THE CLERK: Our next witnesses
22 will be Dr. Kate Shaw, Executive Director
23 for Research for Action; Jerry Jordan,
24 President of the Philadelphia Federation
25 of Teachers; as well as Donna Cooper,

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Executive Director for Public Citizens
3 for Children and Youth.

4 (Witnesses approached witness
5 table.)

6 COUNCILWOMAN GYM: Thank you
7 very much. My pleasure to welcome
8 Dr. Shaw, Ms. Cooper, and Mr. Jordan.
9 Thank you for your patience and thank you
10 for coming here today.

11 DR. SHAW: Good afternoon,
12 everyone. My name is Kate Shaw. I'm the
13 Executive Director of Research for
14 Action, and I'm actually here not to
15 speak specifically about the School
16 District but to present some data about
17 the effects of inadequate funding across
18 the state. And I recognize that the
19 focus of this hearing is on Philadelphia,
20 so if you would like me to, I would be
21 happy just to enter my testimony into the
22 record and cede the floor to Mr. Jordan.

23 COUNCILWOMAN GYM: It would
24 help for you to do a little bit of
25 Research for Action's summaries on some

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

of the areas which touched on some of the areas of concern that Councilwoman Parker might have talked about, which includes increases in class size, reductions in staff, and cuts to extracurricular services.

DR. SHAW: Sure.

For the past two years, my organization, which is an independent educational research organization that's been in Philadelphia for about 20 years, has lent its research expertise to the design and the administration of a statewide survey of school districts, led by the Pennsylvania Association of School Administrators and the Pennsylvania Association of School Business Officials.

The purpose of these surveys is to identify the effects of the lack of adequate funding on school districts across the state. So I'll just summarize some of the key findings.

But I think one of the most important takeaways is that as bad as

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

things are in Philadelphia, Philadelphia is not alone in struggling with these kinds of fiscal difficulties, and I think that's important information for folks to have.

According to our surveys, nearly three-quarters of districts, about 74 percent, reported that at least one academic program had been cut or reduced since 2011. In fact, nearly 40 percent of districts reported program cuts in 2014 and '15 alone. Most typically those things that -- the programs that were cut were summer programs, and this is particularly troubling, of course, given that extensive research has demonstrated the value of extended-year out-of-school academic programs in closing achievement gaps.

Fifty-seven percent of responding districts statewide reported at least one round of class size increases since 2010 and '11. And in 2014-'15 alone, over 100 school districts

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

reported an increase in class size,
mostly commonly at the elementary level.
This, of course, is cause for great
concern given that research demonstrates
the strong academic benefits from small
class sizes in the early grades,
especially for the most vulnerable of
students.

Across the state, we also saw
significant cuts to extracurricular
activities, and an overwhelming majority
of districts, 93 percent, reported staff
reductions since 2010-'11. Of these, 90
percent of districts left positions
vacant, 50 percent made furloughs, and 46
percent did both. Importantly, more than
85 percent of these districts reported
taking these actions more than once over
the past five years.

Also, according to the
Pennsylvania Department of Education,
nearly 11,000 professional education
positions were lost in just three years.
Our 2014-'15 survey results show that the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 highest poverty districts in our sample
3 reported a loss of more than 3,200
4 classroom teachers over the last year.
5 Forty-one percent of districts also
6 reported plans for further staff
7 reductions in 2015-'16.

8 There's also common reporting
9 of increasingly outsourcing positions in
10 an attempt to control for pension and
11 healthcare-related costs. Over 20
12 percent of the districts in our sample
13 reported outsourcing employees in 2015
14 alone, nearly twice the number that
15 outsourced during the previous year.

16 If there are additional -- I
17 mean, obviously there's more data in
18 here, but are there additional topics you
19 want me to speak to?

20 COUNCILWOMAN GYM: No. I think
21 that we will -- we're going to hear all
22 the panelists speak and then we'll come
23 back to you with some very specific
24 questions, but thank you so much,
25 Dr. Shaw.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Mr. Jordan.

3 MR. JORDAN: I'm Jerry Jordan,
4 President of the Philadelphia Federation
5 of Teachers. Good afternoon. I want to
6 thank Councilwoman Gym, Councilwoman
7 Blackwell, and the rest of City Council
8 for holding this hearing. I would also
9 like to commend this body for its
10 laser-like focus on Philadelphia schools
11 and all of your efforts to bring
12 additional funds and resources to our
13 schoolchildren.

14 Sadly, due to the inability or
15 unwillingness of the Pennsylvania General
16 Assembly to pass a budget, all of City
17 Council's admirable efforts aren't nearly
18 enough to give our children the schools
19 they deserve.

20 This budget impasse comes on
21 the heels of four years of cuts to public
22 education funding engineered by the
23 Corbett Administration. Thankfully, the
24 Corbett era is over. But the legacy
25 lives on through woefully inadequate,

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 unhealthy, and sometimes dangerous
3 learning conditions in our schools.

4 Our fiscal crisis could very
5 well get worse now that the Pennsylvania
6 Supreme Court has effectively lifted
7 enrollment caps from charter schools,
8 which will drain even more resources from
9 our School District.

10 Philadelphia schools educate a
11 large number of poor children with
12 challenging backgrounds. Budget cuts
13 have meant that we haven't had nearly
14 enough adult support to address the needs
15 of these students.

16 Forty-nine Philadelphia public
17 schools do not have full-time counselors.
18 This is more than a mere violation of the
19 PFT contract, which calls for at least
20 one full-time counselor in every school.
21 It represents gross negligence of the
22 complex social, emotional, and academic
23 needs of Philadelphia's students.

24 There are 123 schools, more
25 than half of Philadelphia schools, that

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

don't have a full-time certified school nurse. Seventeen of these schools get a nurse once a week or less. For many of Philadelphia's schoolchildren, the nurse is their best and often only healthcare option. We have seen tragic examples of what can happen in an emergency when no school nurse is available to deal with a child's health emergency. The lack of nurses become particularly troublesome in light of the many unaddressed school building maintenance issues and safety hazards. Without proper funding, it's not a question of if but when another horrible incident like what occurred at F.S. Edmonds happens again.

The cuts have had a direct impact on instruction as well. There are 205 oversized elementary and middle school classes in our School District. If you add high schools, the number of oversized classes is likely much larger.

Eighteen elementary schools have four or more oversized classes.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Ethan Allen, Harding Middle School,
3 Mayfair, Rhawnhurst, and Farrell each
4 have ten or more oversized classes.

5 As a supplement to this
6 testimony, we've provided you with class
7 size data by Councilmanic district.

8 The state budget crisis is
9 certainly a key contributor to oversized
10 classes, but the District's failure to
11 fill long-term vacancies at the start of
12 the school year has made this problem
13 much worse than it should be.

14 There are still about 185
15 vacancies in the District. That's twice
16 as many as we had this time last year.
17 Many of them have existed since the first
18 day of school.

19 Sharing these numbers with you
20 reminds me of the beyond Herculean work
21 that Philadelphia's educators, members of
22 the PFT do every single day. Despite
23 having their salaries frozen by the SRC
24 for the past four years, despite having
25 to buy their own paper and supplies, and

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

despite having to cover additional
classes because of the District's
ill-fated experiment with
Source4Teachers, they show up every day
because they love Philadelphia's
children.

They have dealt with
ramifications of these budget cuts and a
School District and a School Reform
Commission that has been in no hurry to
grant them any reward or relief.

Instead of their hard work
being rewarded by being told that their
schools are failing and, therefore --
excuse me. Instead, their hard work is
rewarded by being told that their schools
are failing and, therefore, the targets
of school closures or conversions.

Yes, the budget crisis is real.
It's very real. But the District and the
SRC has used it to drive a privatization
and outsourcing agenda that continues to
fail our schoolchildren, parents, and
educators. For example, the District

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

used cost savings as a rationale for hiring Source4Teachers to manage substitutes. As we all know, they have failed miserably, managing about a 40 percent fill rate, according to what they're saying. I don't believe that number is accurate, but it's far lower than what was achieved under the previous system.

We all deserve better. We deserve a State Legislature that does its job and passes budgets that adequately fund public education. Our children here in Philadelphia deserve to have the same music, art, clubs, nurses, counselors, and other programs and services enjoyed by children in neighboring counties.

Our parents deserve locally controlled school leadership that is accountable to its citizens, not a body that schedules last-minute hearings and makes backdoor resolutions that impact our schools.

We deserve community schools

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that solicit the input of parents and
3 educators to provide wraparound services
4 for our children.

5 We deserve a better vision for
6 our schools and our children. As
7 challenging as things are today, I am
8 hopeful that we are taking the first
9 steps toward that vision.

10 Thank you for the opportunity
11 to speak to you today.

12 (Applause.)

13 COUNCILWOMAN GYM: Thank you so
14 much.

15 Ms. Cooper.

16 MS. COOPER: Thank you. I'm
17 Donna Cooper. I'm the Executive Director
18 of Public Citizens for Children and
19 Youth. I want to thank the
20 Councilmembers who are present for this
21 important hearing, which is examining the
22 states of our schools. It's clear that
23 this body, Philadelphia City Council, has
24 a strong commitment to making sure our
25 School District and the students it

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 serves succeed, and I commend Council for
3 authorizing numerous local tax and fee
4 increases over the last four years
5 estimated to generate over 400 million in
6 new funds to support the operation of the
7 District on an annual basis.

8 As a result, Philadelphia ranks
9 well compared to other localities in the
10 state in making a sizeable local
11 contribution toward the operation of the
12 District. Unfortunately, our local
13 effort has not been matched by the
14 Commonwealth of Pennsylvania, which ranks
15 near the bottom of all 50 states with
16 respect to the investment in public
17 education at the ever-important
18 per-student expenditure level.

19 With more than a billion
20 dollars of local tax revenues now being
21 spent annually by the District, the focus
22 of this hearing is all the more
23 important. I am going to focus my
24 comments on the specific student support
25 needs of our schools, because I think

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

these are the areas where the City and District collaboration can make a significant impact on the conditions of our schools. That is not to say that I don't think class size is an important issue, but the role of the City I think can be best exercised in these areas, student support area.

For instance, in considering the conditions of our schools, it's important to remember that only a few years ago the District closed 23 schools, and as a result of the state budget cuts, it laid off more than 6,000 staff, including teachers, nurses, librarians, and counselors since 2011. While some professionals have been rehired, the sudden budget cuts from the state decimated the District's workforce and caused talented and long-serving professionals to turn to other options for employment.

In my estimation, the state's massive \$1 billion disinvestment in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 education is at the heart of the current
3 high vacancy rate of teachers and nurses
4 across the state. Basic economics tells
5 us that if an employment sector cannot
6 offer reliable employment to highly
7 sought-after college and Master's
8 educated professionals, then those hot
9 commodities can enter other sectors for
10 stable employment and, as we have seen,
11 they will do so.

12 Due to the City's willingness,
13 however, to boost its local investment in
14 the District, many of the laid-off
15 counselors have been hired back. That
16 seems like good news, but the fact of the
17 matter is the ranks of school counselors
18 are inadequate -- were inadequate before
19 the state budget cuts and they're simply
20 less inadequate today. On a good day,
21 there's a counselor for nearly every 500
22 students.

23 To add a bit more context to
24 our counselor shortage, think of it this
25 way: Philadelphia School District's

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 guidance counselor corps comprises 6
3 percent of all the guidance counselors in
4 the state, while the District is charged
5 with educating nearly 10 percent of the
6 students enrolled in District-run schools
7 across the state.

8 Data from last year indicates
9 that we have slightly more than 400 fewer
10 counselors today than we employed before
11 the state budget cuts. As a result, we
12 consider students lucky if they go to a
13 school with one counselor, while
14 surrounding communities offer students
15 access to teams of support, as
16 Councilwoman Parker recently alluded to.
17 For instance, a news report indicated
18 that George Washington High School in
19 Philly had last year 1,800 students and
20 one counselor compared to Plymouth
21 Whitemarsh High School in Montgomery
22 County, Colonial School District, which
23 has a six-counselor team for its 1,600
24 students. This stands in stark contrast
25 to Philadelphia.

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

For one second let's think about the counselor shortage from the perspective of where most of our public students attend high school. Nearly 19,500 of our high school students attend one of the District's 19 neighborhood high schools. Across these schools there are 35 high school guidance counselors. In these schools, 95 percent of the children are coming from families in poverty, most in deep poverty. Unlike students in other schools, there are more likely to be ELL learners or special ed students. These students need the help of a guidance counselor if they're going to successfully navigate their post high school path. But the student-to-counselor ratio in these schools is nearly 600 to 1, which means the support they need is unlikely to be available.

Keep in mind that even if the number of counselors rebounded to hit the pre-2010 level, the District would still

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 be far short of what's needed to support
3 its students and teachers. But I want to
4 take this one step further. Guidance
5 counselors are a must, but their
6 productivity and impact would be
7 dramatically enhanced by the presence of
8 skilled social workers in our schools.

9 Far too many students have
10 suffered trauma, been engaged in the
11 child welfare system or are homeless.
12 The needs of these students fall to
13 guidance counselors, but the
14 professionals who are best trained to
15 meet the needs of these children are
16 social workers. If the City were to
17 integrate some of its social work corps
18 into the District, which I've heard Mayor
19 Kenney says he thinks is a good idea,
20 then our guidance counselors could do
21 their job better and children with
22 multiple social support service needs
23 would be more likely to succeed.

24 Again, let me focus back on our
25 neighborhood high schools. These 19

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

schools have twice the share of students who were at some point in their lives on the DHS caseload compared to students in the magnet high schools. The numbers are overwhelming and they demand attention. Our neighborhood high school students need the kind of support that a highly skilled social worker can provide.

In the last five years, more than 70 percent of the foster care cases once carried by the DHS staff have been shifted to the newly formed Community Umbrella Agency network. While some talented DHS staff are either working in that network or supporting the transformation, I urge us to think about how at least 400 highly skilled social workers still on City payroll could be deployed to our schools, starting with the neighborhood high schools where they could do both their casework for their children of the caseload and help children and their families avoid ever being on the DHS caseload in the first

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

place.

While we're on DHS, I want to commend Council for their support of the transformation of services initiative over the last five years and encourage Council to actively engage in the review of how that transformation is faring.

One part of the DHS portfolio unaffected by the transformation has been the residential placement experience. Fortunately as the rest of the transformation -- certainly as a result of the transformation initiative, the number of children in resident placements is declining, but the outcome for students in those placements with respect to high school completion are shockingly bad. In fact, only a third of the students who have some exposure to the juvenile justice system are graduating, and these children comprise a sizable share of the residential placement population.

CHOP's Policy Lab report

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 recently noted that the graduation of
3 these students rose from 15 percent to 36
4 percent from 2002 to 2008, but given the
5 extraordinary cost to the City of
6 residential placement, I urge you to
7 consider ways to ensure that DHS, its
8 subcontractors, and the School District
9 continue to improve this graduation rate
10 while also decreasing the number of
11 children in these expensive placements.
12 These children are the prototypical
13 students in the school-to-prison
14 pipeline, and we simply must do a better
15 job shutting off this valve.

16 We learned from the Public
17 School Notebook that the District had 183
18 school nurses last year, most of whom
19 split their time among 218 School
20 District schools and to some extent in
21 private and parochial schools. That's
22 about one nurse for every two buildings,
23 as we've already heard, but that, of
24 course, doesn't take into account the
25 needs of the buildings based on the

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

variance of the size. In fact, we have about one nurse for every 1,100 students in the City, and that's a dangerous situation and one professionals tell us that the nurse-to-student ratio needs to be much closer to 750 to 1.

Let us not forget that on September 25th, 2013, Laporshia Massey, a 12-year-old student in our schools, died after suffering a severe asthma attack on a day when no nurse was present. The safety of our school requires us to solve the problem of too few nurses in our schools.

The less than adequate number of nurses paid for by the District to work in our schools is being exacerbated by the shortage of professionals willing to take school nurse jobs here and across the nation. That might suggest that we need to think differently about how to solve this problem.

A large majority of our students in our schools are enrolled in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the state's Medicaid program. Maybe by
3 working with the state and the healthcare
4 systems located in the City, we can
5 tackle this shortage and increase
6 school-based health services that augment
7 the existing nursing corps in our schools
8 and more effectively tap Medicaid funds
9 already being spent on primary healthcare
10 for children. Such an approach might be
11 a way to address the barriers to hiring
12 nurses in the District that districts
13 across the country are facing. I know
14 this approach is significantly more
15 complicated than it sounds, but where
16 there is a will, there is a way. I urge
17 Council to encourage the District to
18 actively engage in finding models that
19 ensure a sustainable, efficient approach
20 that delivers high-quality school-based
21 health services that really meets the
22 needs of our children be adopted as soon
23 as possible.

24 I applaud the attention that
25 you are giving to the needs of our

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 students. Children may only be 20
3 percent of our population in
4 Philadelphia, but we must remember,
5 they're 100 percent of our future.

6 Thank you.

7 COUNCILWOMAN GYM: Thank you so
8 much.

9 (Applause.)

10 COUNCILWOMAN GYM: Are there
11 any questions for the panelists from my
12 colleagues?

13 The Chair recognizes Councilman
14 Oh.

15 COUNCILMAN OH: Thank you very
16 much, Chairwoman.

17 Dr. Shaw, thank you very much
18 for your testimony. Actually, I think
19 your study and findings are quite
20 important, and it illustrates to a large
21 extent how we have to solve this problem,
22 because here in Philadelphia the Mayor
23 and the City Council and the School
24 District are not able to solve this
25 problem. The problem gets solved by the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 General Assembly in Harrisburg, and each
3 one of them has got a school crisis of
4 their own. And unless we present them
5 with something that they can take to
6 their voters as to why they are funding
7 Philadelphia schools when their schools
8 are inadequate, they will not agree to
9 give us a better model of education, to
10 provide us the additional dollars that we
11 need over that period of time to
12 transition, and to pass legislation that
13 will let us self-fund the gap that we
14 need to self-fund.

15 So I very much appreciate your
16 information and would like more of it,
17 but I would like to take the opportunity
18 to say that you providing this
19 information I think is very important if
20 we're going to solve the problem.

21 The other issue that I find
22 challenging, me personally, is that the
23 solution is not going to be created by a
24 State Rep in Lackawanna County. They're
25 not going to introduce a bill to solve

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Philadelphia's school problem. That bill
3 has to be written by somebody in
4 Philadelphia and presented for the
5 General Assembly and the Governor to make
6 a decision on. So simply saying
7 Harrisburg has got to solve our problem
8 is not going to work.

9 Right now if the SRC does not
10 offer a solution, if the PFT does not
11 spend some money and offer a solution, I
12 got a solution. It may not be a very
13 good one. I think it's a good one. But
14 on this big dinner plate of possible
15 solutions, there's chocolate mousse, and
16 that's called a Charter change that I
17 introduced. If somebody would like to do
18 a better job, please write a bill and
19 send it to Harrisburg, get it approved,
20 get it passed, get all the support or
21 give it to the Mayor or the Mayor could
22 do it. But without a law, a bill, an
23 action, a plan, there's no solution. If
24 you don't like my solution, write your
25 own. But that's up in November. You

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 could oppose it, and then you still
3 haven't solved the problem. So I would
4 invite everyone who wants a solution to
5 go draft a bill and put it on the table.

6 Finally, best practices, global
7 best practices. The problems that have
8 already been solved here in the U.S. and
9 around the world on these issues are
10 great examples of how we could deal with
11 this problem. And fundamentally will we
12 ever change the funding formula in
13 Pennsylvania? I hope so. There's
14 probably more poor counties and
15 struggling counties than there are rich
16 counties. There's probably more poor and
17 struggling school districts in the entire
18 State of Pennsylvania than there are
19 wealthy ones. The wealthy can always
20 supplement their children's education
21 with their wealth, but we need to provide
22 a minimum standard of good quality
23 education and if we could implement that
24 model here in Philadelphia and I hope
25 across the state.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I don't think the wealthy have
3 a problem. They have the money to add
4 whatever they want to their children's
5 education.

6 So these problems have been
7 solved in other school districts, not
8 only here in the United States but around
9 the world. I would really urge people to
10 look at them. I know that Councilwoman
11 Blackwell and I have had hearings for a
12 couple of years looking at best practices
13 and ended up with a Charter change piece
14 of legislation, open to criticism,
15 hopefully positive, if you could add to
16 it, but I'm just saying it comes up in
17 November for a referendum vote.

18 Thank you.

19 COUNCILWOMAN GYM: Thank you so
20 much, Councilman Oh.

21 The Chair recognizes
22 Councilwoman Quinones-Sanchez.

23 COUNCILWOMAN SANCHEZ: Thank
24 you.

25 I want to thank all of the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 folks here. I know that they are our
3 constant advocates and reminders about
4 the plate is half full and we still have
5 a lot more work to do.

6 I wanted to quickly get
7 everyone's input around the community
8 school model, the strive model, and what
9 you think are some of the low-hanging
10 opportunities with it and then what do
11 you think will be some of the challenges.
12 Because even if we're moving in that
13 direction, I think the Mayor talked about
14 30 schools. Systemically. We've done
15 renaissance schools, empowerment schools,
16 we've done all this other stuff, and
17 systemically what are some of the things
18 that you think we can do and then what do
19 you want us to begin to look at as that
20 gets built out into the next budget?

21 MR. JORDAN: Councilwoman, the
22 PFT has been an advocate for the
23 community schools model. We have -- as
24 you just said, Philadelphia has tried
25 every model under the sun. The community

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 schools model, I think the beauty of it
3 is that it's not going to be or shouldn't
4 be a cookie-cutter model. Each school
5 will design what it is that they need for
6 their children. The parents, the
7 educators in the school and others in the
8 community know what's best for their
9 children, and then we -- that group will
10 advocate for those resources that they
11 need for their children.

12 In earlier testimony it was
13 mentioned about the need for social
14 workers. Well, if these parents and the
15 educators in the McCloskey School decide
16 that they need a social worker, then
17 that's what they will have. However, at
18 De Burgos, if they feel that they need
19 other services for their children, that
20 they need more counseling services or
21 more nurses, that they get that kind of
22 service. And the difficult part is going
23 to be building a very good team with
24 everyone being a part of it, not just --
25 when I say "educators," I wasn't just

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

talking about just the teachers, but
there are non-teaching positions in those
schools. They need to be a part of the
conversation as well. They work with the
children. They know in many cases their
families and need to be included. I
think that's going to be the most
difficult part, to make sure that
everyone is really inclusive of everyone
in that school community.

COUNCILWOMAN SANCHEZ: I think
to your point, I just want to kind of
reemphasize that, because I think every
time we go down these roads, the
discussion is always who is at the table
and at what point. And I think to your
point, you're really emphasizing that at
the front end of this, the conversation
needs to be with the stakeholders. The
design needs to be with the stakeholders.
And so we're really going to look for,
again, all the stakeholders as this gets
rolled out to make sure that we do that
in the front end and then we're not

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 always at the back end having the same
3 discussion around process, being a
4 process person myself.

5 So I thank you for that input
6 and just want to kind of reaffirm that
7 that's something that we consistently
8 hear, and we look forward to working with
9 you.

10 And then in terms of how do we
11 want to make sure for the folks in
12 Research for Action is what are some of
13 the key things that need to be at the
14 front end so that we can measure what
15 we're doing, how we're doing it, even in
16 its unique formats, whether it's
17 elementary, high school, geographic, all
18 of those things.

19 DR. SHAW: Well, we've been
20 trying -- Research for Action has been
21 putting out briefs and writing op-eds
22 about the community schools model,
23 because it's really important that we
24 understand what the evidence tells us and
25 what the evidence doesn't tell us. And

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 so when you look at the body of evidence
3 that exists that examines the
4 effectiveness of community schools,
5 basically I would sum up the research by
6 saying that it's really clear that
7 community schools in and of themselves
8 are not a silver bullet. And that's
9 really unfortunate, because I think one
10 of the reasons it's such an appealing
11 model is because it's in such direct
12 contrast to top-down models of
13 educational reform that really are deaf
14 to what the community needs. But with
15 community schools models, the devil is
16 really in the details, right? As
17 Dr. Jordan pointed out, every single
18 community school by definition is
19 supposed to be structured around the
20 unique needs of the community. And so
21 they're all going to look different,
22 which is great for communities. It makes
23 it difficult for researchers to determine
24 sort of overall do these models work or
25 not. So that's one of the big

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 challenges.

3 What we do know is that if
4 they're implemented well -- and that's a
5 big "if," because there's a lot of
6 players that have to be at the table in
7 order to fully implement a community
8 schools model. If they're implemented
9 well, they can really go a significant
10 way in breaking down some of the
11 traditional barriers that students
12 encounter as they're trying to get a good
13 education. So healthcare, after school
14 and before school care, the health of the
15 families, safety, et cetera, those are
16 things that community schools models can
17 really break down. But if they don't
18 have strong instruction, strong school
19 leadership, then they'll be still at the
20 margins of student achievement. But in
21 instances in which community schools,
22 sort of those wraparound services, are
23 coupled with strong curriculum, terrific
24 teachers, and strong leaders, there's
25 evidence that the achievement gap begins

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to close. But the problem is, they're
3 really expensive. They're really
4 expensive. Cincinnati community schools,
5 I think they floated a \$1 billion bond to
6 help fund and launch those schools.

7 There's lots of existing
8 resources in this city. There's lots of
9 corporate resources that are being
10 brought into the City and focused on
11 specific schools, but in order for
12 community schools to really be
13 implemented well and maintained well, it
14 has to be a strong combination of
15 adequate funding from private sources,
16 public sources, both local and also at
17 the state level, and given this current
18 environment, it's really hard to imagine
19 how it's going to happen in the State of
20 Pennsylvania and the City of Philadelphia
21 given the budget crises that we're
22 encountering. So that doesn't mean that
23 the research suggests that we shouldn't
24 go in that direction. It's just that we
25 need to have a really sobering look at

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 just how challenging it is and also
3 understand what process should be in
4 place so that these community schools
5 have the foundation they need in order to
6 sort of be supported.

7 MS. COOPER: Councilwoman, I
8 think it's a great question, and I do
9 think one of the things the community
10 school model offers is a way for the City
11 to build a partnership with a school
12 specifically. So let's say you take
13 Martin Luther King High. And I would
14 urge us to think about neighborhood high
15 schools in the model of community
16 schools.

17 Let's say you take Martin
18 Luther King High and we're going to say,
19 Look, we're going to help galvanize some
20 resources that we pay for - DHS
21 resources, out-of-school-time resources,
22 library resources. I mean, the
23 non-profit sector is funded by the City
24 of Philadelphia. We're going to bring
25 them to the table to help Martin Luther

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 King High teachers succeed.

3 Now, you, School District, what
4 do you need to do to help those teachers
5 succeed? They need books. They need
6 planning time. They need decent class
7 sizes.

8 I think the most important
9 thing in the community schools model is
10 making sure the City has enough to offer
11 in that model that can have real leverage
12 to also reorganize District resources so
13 you actually have a partnership of the
14 instructional and social support. That's
15 going to break the mold of what would
16 have been a relatively weak set of
17 results on community schools, because
18 people put social supports in without
19 addressing the internal academic
20 conditions. What we can do in Philly is
21 leverage our resources to do both.

22 COUNCILWOMAN SANCHEZ: And I've
23 been a supporter -- we've been talking
24 about this since 2014, and I was very
25 happy when Mayor Kenney embraced the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 model. The research shows us that
3 academically while the safety and all
4 those issues are there, the academic
5 pieces are not there. And I wanted to
6 put some of this stuff on the record,
7 because those of us who want it to work,
8 I think one of the challenges that we
9 have, and unless our stakeholders
10 continue to put our feet to the fire, is
11 the accountability of the systems. And
12 even in our discussions, I hear -- and
13 the School District made a presentation a
14 few weeks ago, and they had a story about
15 a kid who went through this program and
16 this program and this program. We added
17 it up, it's \$75,000, when the kid is
18 homeless. We could have bought him a
19 house. And so that accountability of the
20 institutional piece, I think it's a key.
21 Those of us who want to see it work, we
22 want to create that political will for
23 the Mayor and for everyone to figure out
24 how we make it work, but that means that
25 we're going to hold each other

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 accountable and we're going to talk about
3 those challenges and the tensions around
4 the resources. And if we're not willing
5 to have that conversation because of --
6 we'll never have enough resources. If we
7 have a conversation for the perfect,
8 we'll never get there. But we do have to
9 change the way those models -- so looking
10 at CUA, the billion dollars of behavioral
11 and all that other stuff is sort of like
12 what is that realignment. And, again, it
13 goes back to what Jerry Jordan says,
14 ultimately it's that political will and
15 people willing to talk to the real
16 stakeholders at the table and hold folks
17 accountable.

18 So I know it's quite a
19 challenge. I believe. If I didn't
20 believe, I wouldn't be sitting at this
21 table thinking we could -- the adults
22 need to be better at this, because the
23 children deserve better.

24 So thank you very much, and I
25 look forward to that. And I do -- and I

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 want to make sure that we take the
3 community schools model to the toughest
4 places, not the low-hanging fruit, to the
5 toughest places and we make it work,
6 because those kids deserve that.

7 Thank you.

8 COUNCILWOMAN GYM: Thank you
9 very much.

10 The Chair recognizes
11 Councilwoman Blackwell.

12 COUNCILWOMAN BLACKWELL: Thank
13 you, Madam Chairwoman.

14 I'll ask one question, but I'll
15 make comments, and, that is, Mr. Jordan,
16 would you explain what Source4Teachers is
17 and how it works. But my comment is is
18 that after you're around long enough, we
19 call them different projects. This year
20 it's community schools. I remember, I
21 don't know, maybe it's been about seven
22 or eight years ago -- you all may
23 remember. All of your testimonies were
24 excellent. But I remember when we talked
25 about sharing resources. Maybe they

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 called it Shared Resources. I don't
3 know. And we talked about a school --
4 like I have a school across from a
5 library, I have a school across from a
6 rec center where you could save that
7 money and not need that teacher because
8 you could use the public library or the
9 public rec center, and of course nothing
10 happened. I mean, I'm glad we have some
11 new blood, because we get -- you know,
12 you get tired of raising these issues and
13 nothing happens, and you start over and
14 you get a new term and you try to deal
15 with that one.

16 I think I believe -- I agree
17 with Councilman Oh that we've got to try
18 something. You can come up with your
19 plan or let's do something different,
20 because we've got to do something
21 different. If you want different
22 outcomes, you got to do something to make
23 that happen.

24 I think it's just frustrating.
25 Every year there's more money. We need

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 more money, more requests. And our kids
3 do worse. You go out in the community
4 and they say the District does not want
5 to educate minority children. That's
6 what we get, and it's very frustrating
7 when you go into these neighborhoods,
8 especially where there's a lot of
9 poverty, they meet all the standards for
10 low income and yet what can we say? It
11 makes us feel like we're failing, because
12 we're working like the devil and life
13 doesn't change, it only gets harder.

14 So let me say thank you to all
15 of you. I know that you're part of the
16 solution. But maybe I'm just venting my
17 frustrations.

18 But, Mr. Jordan, what's
19 Source4Teachers?

20 MR. JORDAN: Source4Teachers is
21 a company that the School Reform
22 Commission hired in order for them to be
23 able to outsource the services of per
24 diem substitute teachers in the School
25 District of Philadelphia. They hired

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 them in August of last year, and the
3 Source4Teachers promised the District
4 that they would be able to have a fill
5 rate of substitute teacher vacancies of
6 75 percent starting September 1 of 2015
7 and by January 1st of 2016 that there
8 would be a 90 percent fill rate.

9 Source4Teachers has failed
10 miserably. They did not fill vacancies
11 in September. They did not -- and they
12 are not filling them now. When we talked
13 to our members, when we talked to
14 administrators, they are not getting
15 substitute teachers. And so each day --
16 and I testified about that -- teachers
17 are losing their preparation time
18 covering classes. And when you look at
19 the impact of the lack of substitute
20 services as on a school, on top of the
21 number of unfilled bona fide budgeted
22 teacher vacancies, it is absolutely an
23 abomination.

24 I went to Northeast High School
25 in the fall, in October, and at that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 time, that school had 13 unfilled teacher
3 vacancies, and they did not get a
4 substitute to even come in for any of
5 those vacancies. So the teachers at
6 Northeast High School were losing their
7 prep periods every day covering classes.

8 COUNCILWOMAN BLACKWELL:

9 Unbelievable. And I must say --

10 MR. JORDAN: Yes, it is.

11 COUNCILWOMAN BLACKWELL: -- I'm
12 not surprised. Thank you.

13 Thank you, Madam Chair.

14 COUNCILWOMAN GYM: Thank you so
15 much, Councilwoman Blackwell.

16 The Chair recognizes Councilman
17 Taubenberger.

18 COUNCILMAN TAUBENBERGER: Thank
19 you, Madam Chairman.

20 The question, Dr. Shaw, you had
21 brought up about community schools, I
22 like what I'm hearing, but what I did not
23 like is you said they're very expensive.
24 I have two questions. Cincinnati has how
25 many community schools approximately?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I'm not going to hold you to it.

3 DR. SHAW: I actually don't
4 know. I think most of the district is.

5 COUNCILMAN TAUBENBERGER:
6 Really?

7 DR. SHAW: Fifty something.
8 Quite a lot.

9 COUNCILMAN TAUBENBERGER: But
10 my other question is, saying they're very
11 expensive, what do you think the cost is
12 approximately of those community schools?

13 DR. SHAW: It really -- I think
14 it really varies by the community that a
15 school is serving and by the --

16 COUNCILMAN TAUBENBERGER: Can
17 you give a high and a low?

18 DR. SHAW: I could look into
19 that and get back to you. I think at
20 minimum some of the strongest models, for
21 example, have a full-time coordinator in
22 every single school whose only job it is
23 to make sure that all the partners are
24 working together to serve the needs of
25 the students. So that's a concrete

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 example of what an effective community
3 school typically has. So it's the cost
4 of that person. Plus oftentimes what has
5 to happen is that the physical plant
6 needs to be improved, because when you
7 start co-locating a lot of services in a
8 school and the school itself is
9 deteriorating, there are health and
10 safety needs that have to be addressed as
11 well. And so those are some of the
12 start-up costs that can occur that would
13 sort of dissipate over time.

14 MS. COOPER: But there could be
15 longer hour costs. The buildings are
16 open more hours, which is important, but
17 it's a cost.

18 DR. SHAW: It's a cost as well.

19 So I can give you some
20 information on that. I think there's a
21 wide variation, though.

22 COUNCILMAN TAUBENBERGER: That
23 would be great if you could supply it to
24 me and to the two committees here. I
25 think they would probably like to take a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 look at it.

3 DR. SHAW: Absolutely.

4 COUNCILWOMAN GYM: Absolutely.

5 COUNCILMAN TAUBENBERGER: Thank
6 you.

7 COUNCILWOMAN GYM: Thank you
8 very much, Councilman.

9 The Chair recognizes
10 Councilwoman Reynolds Brown.

11 COUNCILWOMAN BROWN: Good
12 afternoon, everyone.

13 So, Jerry Jordan, the
14 Source4Teachers is or was the only
15 resource vehicle for securing substitute
16 teachers for the School District?

17 MR. JORDAN: They've made it
18 their only vehicle, yes.

19 COUNCILWOMAN BROWN: And with
20 respect to the -- this question may be
21 more appropriately directed to the School
22 District. As we prepare for budget, a
23 number of us will be curious to know how
24 they became the lucky subcontractor, what
25 is their track record when we hear the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 reality of actual teachers secured for
3 the function that they were asked to
4 perform.

5 MR. JORDAN: Let me just also
6 add, Councilwoman, that the District
7 chose Source4Teachers who, as I said
8 earlier, said that they would guarantee a
9 fill rate of 75 percent September 1, 90
10 percent by January 1, they were unhappy
11 with a fill rate of 65 percent when they
12 had the per diem substitutes working for
13 the School District. So they got rid of
14 a 65 percent fill rate to move to a very,
15 very, very poor rate --

16 COUNCILWOMAN BROWN:
17 Performance rate.

18 MR. JORDAN: -- by
19 Source4Teachers. And the Source4Teachers
20 contract allows the District to separate
21 itself from that contract with only two
22 weeks notice, and the District has not
23 done so. And I have testified before the
24 SRC on a number of occasions about the
25 need to get rid of Source4Teachers,

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 because our schools are feeling the pinch
3 when they are not able to get
4 substitutes.

5 COUNCILWOMAN BROWN: And that
6 goes to my subsequent question. Were
7 there any clawback provisions in the
8 contract that said if you don't do X, Y,
9 Z based on your own stated goal, that the
10 District then is not obligated to pay
11 that contract? All of those details I am
12 sure will have to be a part of the budget
13 discussions, because it goes to the
14 prevailing question what we're
15 spending -- and I'm saying this -- a
16 gazillion dollars for lawyers and we
17 don't have counselors and nurses and the
18 like.

19 MR. JORDAN: Yes.

20 (Applause.)

21 MS. COOPER: We're always
22 spending too much on lawyers.

23 Councilwoman, may I say that I
24 think those are really important
25 questions, and I agree with Jerry Jordan

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that this has been an abysmal failure.

3 The Philadelphia School District is sort
4 of like the rest of the state. We're
5 probably doing worse, but there is a
6 substitute teacher shortage across the
7 state and in many states. So we have to
8 think about the whole substitute teacher
9 thing differently.

10 So, for instance, in the
11 neighborhood high schools, we've
12 recommended hiring two floating teachers,
13 you know, hiring from a sub-pool. You
14 increase your complement by two depending
15 on the size of the school, and they know
16 the kids, they're filling classes.
17 Speaking of best practices, it's exactly
18 how it's done in Finland. So the whole
19 notion that we have this crazy substitute
20 thing, we need to maybe rethink.

21 MR. JORDAN: Let me just add
22 that the School District for many, many
23 years had a position called auxiliary
24 substitute teachers, as Donna Cooper just
25 described, and there's a vehicle for

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 doing that. We have that language. It
3 still remains in our contract.

4 COUNCILWOMAN BROWN: Does that
5 include retirees?

6 MR. JORDAN: It can.

7 MS. COOPER: It could be
8 retirees or anybody.

9 COUNCILWOMAN BROWN: Okay.
10 Well --

11 MS. COOPER: It's actually a
12 way some school districts are hiring
13 their newer teachers. Springfield School
14 District in Delaware County, it typically
15 will bring its new cohort in in that
16 position, test them for a couple years
17 and then hire them. It's a training
18 vehicle too. Imagine that.

19 COUNCILWOMAN BROWN: Thank you
20 for your testimony.

21 COUNCILWOMAN GYM: Thank you so
22 much, Councilwoman.

23 You know, for those who are
24 being so patient in the audience, I just
25 wanted to thank you again, but if you see

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

a lot of questions and engagement, it is partly because it's an indicator of how passionate we feel about this issue and how we're trying to narrow in on some very specific areas for the budget purposes.

For Dr. Shaw and Ms. Cooper, I hope that -- although I would love to ask you a ton of questions, one of the things that I know that I would appreciate back, if we could follow up with you afterwards, is a little bit of prioritization on some of the things that you think will make the most primary difference. Yes, we need to do it all and we need to do it for every child, but we still have to start somewhere, and I think that, Ms. Cooper, your testimony zeroed in on particular staff members as well as correlated it with need. One of the things I wanted to add to your agenda is that according to the latest study is one in five high school students have interaction with either the DHS or

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 criminal justice system, and that places
3 even more emphasis on the need for the
4 counselor supports in schools to
5 coordinate those kind of services.

6 For Mr. Jordan I had a very
7 quick question. This issue of teacher
8 vacancies, 184 currently today, 200 at
9 the beginning of the year, can you give
10 us some indicator of how that needs to be
11 solved and addressed and where we can go
12 with that a little bit.

13 MR. JORDAN: It was astounding
14 to me that the School District in
15 September did not have eligibility lists
16 from which to hire teachers. During the
17 summer -- well, in the past under other
18 administrations, they would test and they
19 would have an eligibility list of
20 teachers for the various subject areas in
21 our School District, and I have no idea
22 as to why the District failed to test
23 teachers and create an eligibility list.
24 The District knows that in September,
25 even when all vacancies are filled, that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 there are some teachers who choose not to
3 come to work for a variety of reasons and
4 that they need to be able to have a list
5 of people to backfill those positions.
6 They did not do that. And I have never
7 ever known the District not to have an
8 eligibility list and especially at the
9 beginning of a school year.

10 So the District needs to be
11 testing for positions right now, creating
12 eligibility lists so that they can hire
13 people during the summer and have them
14 ready to be in school on the very first
15 day that children return. Without doing
16 that, it's just certainly going to mean
17 that we will open schools next September
18 with the same problem probably. It will
19 be bigger because with the uncertainty of
20 things in this District, there is not
21 anything to attract teachers. Just as
22 Donna Cooper has said, attracting
23 substitutes is difficult now, but
24 teachers are going to go to other systems
25 in order to find jobs because the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District really is not doing what it
3 needs to do in order to support teachers
4 based on the testimony that you've heard
5 here this afternoon.

6 COUNCILWOMAN GYM: Thank you so
7 much, and I really especially would like
8 to thank Philadelphia Federation of
9 Teachers for providing us with clear data
10 that helped inform part of this hearing
11 and will continue to inform our work as
12 we move forward. Thank you so much.

13 MR. JORDAN: Thank you.

14 COUNCILWOMAN GYM: The Chair
15 recognizes Councilman Oh.

16 COUNCILMAN OH: Thank you very
17 much, Chairwoman.

18 I have a question. I don't
19 know the answer to this, but somebody
20 told me that there are 200 teachers,
21 senior teachers, who don't do an hour of
22 teaching. Is that correct? Such as
23 scheduling, calendars and other things.

24 MR. JORDAN: I don't know if
25 that is correct or not, but there are

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 some positions you just -- a school just
3 can't function without certain jobs
4 happening. In a high school, for
5 instance, you have a rostered
6 chairperson, and that roster person has a
7 huge job that he or she has to perform
8 every day.

9 It is my understanding that all
10 teachers must teach at least one class
11 per day. And that roster person I just
12 described is rostered to a class as well.
13 So I certainly can't add anything more to
14 my answer, Councilman.

15 COUNCILMAN OH: Okay. Thank
16 you very much. It's informational for
17 me.

18 Is there anybody from the
19 School District who can answer that
20 question?

21 Evelyn Sample-Oates is standing
22 up.

23 MS. SAMPLE-OATES: Are you
24 referring to prep time?

25 COUNCILMAN OH: No.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. SAMPLE-OATES: Can you
3 repeat the question?

4 COUNCILMAN OH: The question
5 is, is it true or not true that there are
6 teachers in the School District that have
7 other jobs, as Jerry Jordan stated, and
8 they end up doing rostering or things
9 like that but they don't teach any
10 classes?

11 (Witness approached witness
12 table.)

13 MS. SAMPLE-OATES: Thank you,
14 Councilman. My name is Evelyn
15 Sample-Oates. I'm Executive Director of
16 Advocacy and External Affairs for the
17 District.

18 Councilman, as far as I know,
19 that is not correct. As far as I know,
20 every teacher does teach at least one
21 class a day, as Mr. Jordan has said, but
22 I will double-check that information for
23 you and get back to you by tomorrow.

24 COUNCILMAN OH: Okay. Thank
25 you very much.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Thank you.

3 COUNCILWOMAN GYM: Thank you
4 very much to the panel. Thank you very
5 much.

6 We have two more panels. We
7 have had people who have been in the
8 audience waiting very patiently for
9 several hours. If we could, we value
10 each and every one of your testimony, but
11 it would help with ensuring a smooth
12 process if you might consider summarizing
13 your highlights. We will circle back to
14 everybody. We will take all your
15 testimony very seriously, and we will
16 publish any testimony that you bring
17 forward.

18 Could the Clerk please call the
19 next panel.

20 THE CLERK: The first witness
21 is Carol Bangura, Chair of the Children
22 and Youth Committee for the Mayor's
23 Commission on African and Caribbean
24 Immigrants; then Maura McInerney, staff
25 attorney, Education Law Center; Josephys

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Dafils, community member and Philadelphia
3 public school graduate; Eileen Duffey,
4 school certified nurse, Philadelphia
5 School District; Peg Devine, school
6 certified nurse, Philadelphia School
7 District. Thank you.

8 (Witnesses approached witness
9 table.)

10 COUNCILWOMAN GYM: Thank you
11 very much. Good afternoon. If you could
12 please state your name for the record and
13 then proceed with highlights from your
14 testimony, that would be wonderful.

15 MS. BANGURA: Thank you. Good
16 afternoon. My name is Carol Bangura, and
17 I only have highlights. I was contacted
18 yesterday evening, so I just jotted down
19 a few notes. And I'm here on behalf of
20 all students, but particularly African
21 and Caribbean students in the School
22 District of Philadelphia, many of which
23 are trauma survivors, either from their
24 home countries or as a result of
25 bullying, neglect, and exclusion in

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 underfunded schools, particularly Morton
3 Elementary, Penrose Elementary and
4 Catharine, Tilden Middle School and
5 Bartram High School.

6 I'm originally from Sierra
7 Leone, and when we immigrated to
8 Philadelphia, I attended a slew of
9 Philadelphia public schools. They
10 bounced us around, and the same issue
11 that occurred then is still occurring in
12 our communities, which is the lack of
13 culturally and linguistically appropriate
14 education and social services.

15 They didn't know what to do
16 with us. So if we were perceived as
17 different, they sent us to institutions
18 such as CORA. And I actually saw someone
19 from CORA. But this was back in the late
20 '70s, '80s.

21 Examples of the issues that the
22 children are facing are being classified
23 as ESL. They're lifers in the ESL when
24 they actually just need transition. They
25 don't have an issue in speaking English.

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

It's the content. So if they immigrate, say, from Sierra Leone in the ninth grade, they don't know the content in Philadelphia from K through 8. So that puts them behind, and there's no services to get them caught up, if that's possible.

You have children that are placed in special education classes due to language barriers, and because of the lack of culturally competent pedagogy, the children are suffering.

Five years of reduced state funding has impacted programs such as SES, which is Supplemental Education Services, which a lot of children were able to benefit from tutoring, remedial reading and math tutoring, and that was cut at the state level. And then also Title I and Title III funding has been cut. And even with Title III, which is for immigrant students, there needs to be a lack -- I'm sorry. There needs to be equitable distribution in the case of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 immigrant African and Caribbean kids in a
3 manner like their similarly situated
4 counterparts, which are the Hispanic and
5 Asian children.

6 There also needs to be an
7 increase in the class of culturally and
8 linguistic appropriate services. When
9 you talk about nurses and counselors,
10 when the kids are in crisis, they don't
11 know what to do. I've been in situations
12 where the child, she believed she was
13 possessed, which is a cultural norm, and
14 they were laughing at her. Oh, you're
15 going to put voodoo on me, you're going
16 to put the roots on me. But it's
17 something that this child and her culture
18 believe. And so that needs to be done
19 across the board.

20 And then also the U.S.
21 Department of Health and Human Services,
22 they have class standards which is
23 culturally and linguistically appropriate
24 services. Even though it's geared to
25 health, it can be tailored towards

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

education, because education and health
are hand in hand.

Lastly, I'll wrap up. There
needs to be policy inclusion, and if
there are 1,000 African and Caribbean
students are identified, you can go to
the state, you can go to the federal
government for services, but what's
happening is the Home Language Survey,
which the School District uses to
categorize kids, there's no other bucket,
so to speak, for African and Caribbean
immigrant students. So when they're
counted in terms of demographic, we're
counted with the African American kids.
So there's no way to section out if you
have 10,000 African American kids how
many of those are immigrants, how many of
those are first generation, and how many
of those actually need services.

Thank you.

COUNCILWOMAN GYM: Thank you so
much.

Ms. McInerney.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. McINERNEY: Thank you so
3 much for this opportunity to speak today
4 regarding the needs of multi-language
5 learners or English language learners.
6 They're an exceptionally vulnerable
7 cohort of students.

8 My name is Maura McInerney and
9 I am from the Education Law Center. We
10 are a statewide legal advocacy
11 organization. We advocate on behalf of
12 all educationally at-risk children,
13 children living in poverty, children with
14 disabilities, those in the child welfare
15 and juvenile justice systems, and also
16 English language learners.

17 I'd like to speak to you today
18 about three significant points concerning
19 this very vulnerable student cohort.

20 Number one, they are in
21 educational crisis. If you are to look
22 at the academic outcomes for 2013, you
23 would see that the District dropped its
24 proficiency rate in math from 51 to 46
25 percent. However, math proficiency rates

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 among English language learner students
3 was at 25.6 percent. If you look at
4 reading, you will see a decline from 44
5 percent to 42 percent. You will see that
6 English language learners' proficiency in
7 reading was 14.2 percent. These students
8 have significant needs, and they have
9 been disproportionately impacted by
10 budget cuts.

11 We need a system in the
12 Commonwealth of Pennsylvania where we
13 have adequate dollars and they're driven
14 through a fair funding formula whereby
15 at-risk students such as English language
16 learners would receive additional dollars
17 based on student need.

18 The other point that I'd like
19 to make is that there are specific
20 deficiencies that we are seeing with
21 respect to programming for English
22 language learners as well as language
23 barriers that are not being eliminated
24 for these students. First of all, with
25 respect to programming for English

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

language learners, we have a decrease in the number of ESOL instructors that are available to students. It is critical that these students receive language acquisition rapidly and efficiently so that they can actually participate in content areas. So we've had that decrease. In addition, we have ESOL instructors that are actually pulled out of providing instruction to become substitute teachers. We've seen that ELL support staff has been cut in half in the last few years and they lost 35 ESOL teachers.

In addition, we have high teacher-student ratios, overcrowded classrooms. The reductions in remedial support, reduced staff in guidance counselors and elimination of supports disproportionately hurts English language learners. We also have a failure to address translation and interpretation issues both for ELL students as well as their parents. Although you will see

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that there are approximately 25,000
3 students who have parents who do not
4 speak English, the number of
5 interpretations provided in the special
6 education context in 2012, there were
7 only 435 interpretations during that
8 year. So that's a significant issue.

9 In addition, we need to have
10 training for regular education teachers
11 with regard to how to modify curriculum
12 and instruction for these students. At
13 the current time, we do not have
14 professional training development for
15 those teachers and, therefore, they're
16 not able to know how to modify classroom
17 curriculum or testing for these students.
18 And that, again, is another deficiency
19 for them.

20 We have insufficient monitoring
21 and oversight of ELL programming. We
22 have very few bilingual programs, which
23 we know to be more effective. And,
24 finally, we know that ELL students
25 purport being bullied, and the

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

elimination of hall monitors and
assistant principals has clearly
undermined a positive school environment
for these students.

So I appreciate that you have
limited time here. I ask that you look
at the testimony that has been provided.
What we do know is that these students
are provided with the supports that they
clearly need -- these are not extras.
These are essential resources that these
students need to learn. And when we do
not address these issues, these students
will fail and they will drop out, and it
has a lasting impact on their futures.

Thank you for this time and we
appreciate this opportunity to speak
about this issue.

COUNCILWOMAN BROWN: Very, very
welcome. Clarity, Ms. Bangura, please
speak again to the classification of
young people who are non-African
American. Walk that through again for
me.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. BANGURA: The Home Language
3 Survey is what Pennsylvania uses as well
4 as the School District of Philadelphia,
5 which designates the students, their
6 ethnicity. So it goes into the pie. And
7 African and Caribbean students when
8 they're counted, they're counted into the
9 African American pie, if you would. The
10 Home Language Survey, I believe the
11 question is, is English spoken in the
12 home. And if you mark yes, that
13 automatically renders you -- it puts you
14 into the African American category. And
15 even if you mark no, as she alluded to,
16 there's nowhere else for you to go. The
17 schools particularly in Southwest
18 Philadelphia --

19 COUNCILWOMAN BROWN: Especially
20 in Southwest Philadelphia.

21 MS. BANGURA: -- Southwest
22 Philadelphia, they're already
23 overburdened. Morton Elementary, which
24 has a huge population of African and
25 Caribbean kids, the third graders are

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 reading at a 29.9 percent grade level,
3 third grade, only 29.9 percent of them.
4 And this is District stats. And in the
5 other two elementary schools, which is
6 Catharine and Penrose, they're reading
7 at -- less than 50 percent of the third
8 graders are reading at grade level. So
9 you factor that in into the African and
10 Caribbean kids and with the bullying that
11 goes on with the children, the lack of
12 translation -- there's seven major
13 languages and the one language that's
14 closest to our communities is French, but
15 you have people from, say, Sierra Leone
16 and we speak Fula, Mandingo, Susu. It's
17 not -- you can't -- there's no
18 translation.

19 COUNCILWOMAN BROWN: So what
20 I'm hearing is that there is no
21 accommodation to meet young people, meet
22 children where they are, quite frankly.
23 And so the question for the School
24 District will be, come budget hearings,
25 how hard is it to take this form -- is it

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 a state-mandated form or is it a form
3 that can be tweaked at the School
4 District level?

5 MS. BANGURA: It's a state
6 form, and as Councilman Oh alluded to --
7 I actually jotted it down -- someone
8 needs to create legislation.

9 And I just want to acknowledge
10 Councilwoman Blackwell, because she
11 chairs the Mayor's Commission and she
12 does so much.

13 COUNCILWOMAN BROWN: Yes, she
14 does.

15 MS. BANGURA: And has guided me
16 along the way in learning this process.

17 There needs to be legislation
18 or a bill to edit or adapt the language
19 translation form. And on the School
20 District's behalf, there needs to be
21 another section to categorize the
22 demographics of the kids. Because if you
23 look at the District pie, even at Morton
24 Elementary, the slice of the pie that is
25 for English language learners is very

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 small, because you have kids that are
3 born here and they're categorized as
4 African Americans, but here you'll have a
5 Hispanic child, the eighth generation,
6 and they're still receiving ELL services.
7 But there's a distinction that needs to
8 be made. And I'll let her respond as
9 well.

10 COUNCILWOMAN BROWN: Please.

11 MS. McINERNEY: I think there
12 are two significant issues here. One is
13 that we don't have a data system whereby
14 Home Language Surveys are actually
15 communicated directly to the school
16 level. So once that form is filled out,
17 you are then given an access test. Many
18 students may not be able to perform well
19 on that particular test, and then they
20 are labeled as being in ESOL instruction
21 and, as you mentioned, there's no way out
22 of that once you're put into that
23 category. So there's a lack of
24 communication -- that's a problem -- at
25 the school level versus the District

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 level.

3 In addition, as you mentioned,
4 we need to be able to see each student
5 exactly where they are. We have Liberian
6 students, for example, who grew up
7 speaking English. They are English
8 speakers, and yet many of them are
9 labeled to be English language learners.
10 They are given ESOL instruction, where
11 they don't make progress, rather than
12 remedial supports targeted to their
13 needs, and that's a significant problem.
14 It's a process issue and it's also a
15 technological issue.

16 COUNCILWOMAN BROWN: So on the
17 technical piece, it requires legislation
18 to ask the state to tweak a local form?
19 Help me understand that.

20 MS. McINERNEY: So the Home
21 Language Survey is something that's
22 provided by the state. There is no legal
23 reason that you couldn't change that form
24 as long as it comports with its purpose,
25 objective, and asks all the right

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 questions. So I think there is a way to
3 remedy that particular problem. But we
4 need to also look at this in context and
5 recognize that we have to address the
6 systemic issues as well. And the idea
7 that you can't get out of ESOL once
8 you're in it is a statewide problem that
9 we are actually trying to address at the
10 state level.

11 COUNCILWOMAN BROWN: So you are
12 trying to address this on the state
13 level, which means you've had
14 conversations, discussions with members
15 at the state on this issue?

16 MS. MCINERNEY: Yeah. One of
17 the problems in the Commonwealth is that
18 we have very, very few laws in this area.
19 If you look at my testimony, it
20 references all the laws that are
21 available in our state, and it simply
22 says you have to have this system. It
23 doesn't give specifics. So one of the
24 issues that we want to address is to
25 ensure that we're utilizing the right

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 test, that we have the right form. In
3 addition, unlike other states -- 42
4 states, of course, drive additional
5 dollars to English language learners.
6 Those states often have much more robust
7 and specific laws on this.

8 For example, we have no
9 mandatory level of ESOL instruction for
10 the six levels of proficiency. And what
11 I have seen in the School District -- and
12 this happened recently in an IEP
13 meeting -- an ESOL instructor said, Well,
14 I am here for two hours on Tuesday, so
15 that's the amount of instruct that I
16 provide for students who need it. And
17 that's not what it should be. We need to
18 have rigorous laws that specifically
19 state what amount of ESOL instruction
20 these children should be receiving.

21 COUNCILWOMAN BROWN: Sure.
22 Well, there's certainly a couple of
23 homework assignments you've given us, and
24 I'm going to ask you to meet with Hadji
25 Maloumian offline to talk through how we

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 can speak to Representative Roebuck, who
3 sits on the Education Committee, Senator
4 Vincent Hughes at the Senate level and
5 see what role they can play.

6 MS. McINERNEY: We would
7 welcome that opportunity. Thank you.

8 COUNCILWOMAN BROWN: So we'll
9 be the link as a part of that, of course
10 with the Chairs of this Committee being a
11 part of that effort as well.

12 So now back to this form here.
13 So I operate on the philosophy please
14 don't hold me responsible for anything
15 you haven't brought to my attention. So
16 you have now brought to our attention
17 that this survey form would be a better
18 service to the young people and their
19 families because -- complete the sentence
20 for me.

21 MS. BANGURA: It will designate
22 them as English language learners and
23 also immigrant students. Not everyone
24 that comes over is an English language
25 learner. If you're from an anglophone

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 country, like Liberia, Nigeria, you speak
3 English. If you're from a francophone
4 country, Guinea, Senegal, you speak
5 French. So even though the laws are
6 written for English language learners,
7 the same child that comes over that can
8 speak English still needs services.

9 In a bunch of -- in many of the
10 African countries, there's not full day
11 school. Kids go to school for three or
12 four hours. So how do they integrate
13 into the Philadelphia school system and
14 expect to sit in class all day. We don't
15 use lockers in Sierra Leone. So these
16 kids are just plopped into a classroom,
17 and with the ESL levels, a lot of them,
18 even though ESL goes up to Level 6, a lot
19 of them are stagnant at Level 3. And the
20 ESL is geared towards speaking the
21 language, not actual reading, not the
22 concepts of history, social studies,
23 science. ESL is geared towards English,
24 speaking English as a second language.

25 COUNCILWOMAN BROWN: The

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 testimony you offered with regards to
3 this survey, is that in your written
4 testimony where we can do some subsequent
5 homework on that?

6 MS. BANGURA: I can get written
7 testimony.

8 COUNCILWOMAN BROWN: I'm not
9 saying that you have to. It's just a
10 chance for us to ask the School District
11 to tweak the form so that it provides
12 actually more accurate information about
13 the demographics of the students that
14 it's serving.

15 MS. BANGURA: I can.

16 COUNCILWOMAN BROWN: Please.

17 MS. BANGURA: Yeah, I can.

18 COUNCILWOMAN BROWN: To the
19 Chairs of the Committee so that we can
20 act on that further with the School
21 District. That's a technical matter that
22 it appears can happen at this level with
23 no interference, conference, action with
24 the state at all to better serve these
25 children. That's not -- it's not a money

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 issue. It's not a funding issue. So
3 let's like fix it.

4 MS. BANGURA: Right. And if
5 that happens, if there's -- you can get
6 the Title III funds, which is
7 allocated/appropriated from the federal
8 government if you can justify -- so I
9 would love for us to talk and just be
10 involved with that.

11 COUNCILWOMAN BROWN: Very well.
12 Okay, then. Well, thank you for your
13 important testimony.

14 COUNCILWOMAN GYM: Thank you so
15 much, Councilwoman Reynolds Brown. And I
16 want to assure you that among the
17 questions and data requests that we asked
18 from the School District was information
19 about the ELL and the services and
20 personnel who are servicing that
21 population specifically.

22 The Chair recognizes
23 Councilwoman Blackwell.

24 COUNCILWOMAN BLACKWELL: Thank
25 you.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I want to thank you both,
3 especially Carol Bangura, who is part of
4 our group, the Mayor's Commission on
5 African and Caribbean Immigrant Affairs
6 as well as Echoes of Africa. And these
7 are many issues that she brings up all
8 the time. She works with these
9 youngsters. There's so many questions.
10 We had one youngster, who was at Tilden,
11 who was almost killed, and we adopted a
12 school because of these issues dealing
13 with culture and where he was from and
14 the ability to speak English. We have
15 people -- Carol will verify -- who don't
16 say where they're from, and the form
17 doesn't allow them to be free enough to
18 deal with that and children from
19 undocumented parents. There's so many
20 issues. If we have issues with children
21 from Philadelphia, you know if they come
22 from other places, that we have many,
23 many issues. Recently one of our people,
24 Youma Ba, who has Kilimanjaro Restaurant
25 at 43rd and Chestnut, has -- they started

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 as Carol does, and they tutor their kids
3 four hours on weekends in their culture
4 and their language so that they are --
5 they help other parents who have
6 children, and they're able to help their
7 children not feel lost.

8 But it's very, very sad what
9 people go through who don't live here,
10 and every time -- now that we have a new
11 Mayor, we already reconfirmed that people
12 who are not documented won't be
13 automatically stopped and searched by
14 police.

15 So there's so many issues
16 dealing with people who are not from
17 here, and as all of you know, we got
18 involved in this issue 20 years ago
19 because we had near the University of the
20 Sciences, USP -- it was Philadelphia
21 College of Pharmacy and Science then. We
22 had people from the neighborhood who
23 continued to call L&I on the vendors. So
24 we had to try to pull the community, and
25 out of the need for peace and for people

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to get along came these organizations.

3 So we want to thank both of
4 them for coming, for speaking, and for
5 keeping hope alive that we have to fight
6 to improve the quality of life for
7 everybody. Thank you.

8 (Thank you.)

9 COUNCILWOMAN GYM: Thank you
10 very much.

11 Thank you to our witnesses and
12 thank you so much, Councilwoman Blackwell
13 especially, for being such a great
14 advocate for the immigrant community
15 overall and for African immigrants in
16 particular.

17 Our next two witnesses.

18 (Witnesses approached witness
19 table.)

20 COUNCILWOMAN GYM: Good
21 afternoon.

22 MS. DEVINE: Hi. I'm Peg
23 Devine. I'm the school nurse at Lincoln
24 High School, and I want to thank you for
25 the opportunity to give testimony today.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I'm currently serving on the
3 executive board of the Philadelphia
4 Federation of Teachers. I am a member of
5 the School Nurse Practice Committee, the
6 Committee for Professional Standards for
7 the School District of Philadelphia. I'm
8 a member of PASNAP, which is the
9 Pennsylvania Association of School Nurses
10 and Practitioners, and a member of the
11 National Association of School Nurses.

12 I'm here today to discuss the
13 impact of the budget cuts on the school
14 nurse service in Philadelphia and the
15 effects these cuts have had on our most
16 precious resource, our children.

17 School nurses in Pennsylvania
18 are licensed and are required to hold
19 professional certification in accordance
20 with the Public School Code, which was
21 enacted in 1949. And just as a point of
22 clarification, Donna Cooper earlier
23 suggested that we have the health centers
24 provide the nurse service to the schools,
25 and part of the School Code says that

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 school nurse service shall be provided
3 through the public school system, and
4 administration of this is the
5 responsibility of the School District.
6 So that's right in the School Code.

7 The certified school nurse
8 provides school-based services to all
9 students, not just those who are covered
10 with health insurance companies. The
11 school nurse performs mandated screenings
12 that are required under the School Code,
13 including growth and vision screening
14 annually from kindergarten through
15 twelfth grade. Screening for hearing is
16 done in grades K through 3, sixth and
17 ninth, and scoliosis screening is done in
18 sixth and seventh grade. The state
19 mandate also requires school nurses to
20 plan for and administer first aid
21 services and to instruct personnel who
22 are responsible for administering the
23 first aid in the absence of the school
24 nurse.

25 In 1975 when Congress passed

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

the Education for All Handicapped
Children Act, the role of the school
nurse became even more essential. IDEA
guarantees that all children with
disabilities have a free and appropriate
public education in the least restrictive
environment.

Today the certified school
nurse's duties include many nursing
procedures beyond administering
medication orally, such as blood glucose
monitoring, insulin administration,
providing rectal Valium, administration
of medication by way of gastric tubes,
nasogastric tubes, tracheal suctioning
and catheterizations, just to name a few.
The nurse develops individualized
healthcare plans for each of the
medically fragile students. The nurse
collaborates with the faculty and staff
to remove barriers so that these students
are ready to learn. They may create 504
service agreements to accommodate the
students who are protected under the

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

Office of Civil Rights and/or they participate in writing the individual education plan necessary for the medical and nursing components for the students.

School nurses maintain confidential health records on every student. These records include past medical and surgical histories, any known allergies, any medication the student is taking. Gathering the health information includes documenting the physical exams, which are required by law entering middle school and entering high school here in Philadelphia; monitoring and documenting the immunizations of each child that they have received and that the information is then shared with the state at the Department of Health annually.

The State of Pennsylvania requires the School District to hire the school nurses for every -- one school nurse for every 1,500 students. And please remember that this law was enacted prior to IDEA and the inclusion of

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

individuals with disabilities in the
least restrictive environment.

The National Association of
School Nurses recommends a ratio of one
nurse to every 750 students. In
Philadelphia, this ratio was maintained
prior to the layoff. At that time,
Philadelphia was nationally recognized
for the excellent compliance that we had
in reference to our immunization
compliance rate.

Today, our immunization is much
lower. The nurse is not -- when the
nurse is not in the building, the
students are registered and there is a
much greater chance that they be allowed
to enter the building without being
properly immunized.

Our most fragile students are
receiving inconsistent care from
non-medical staff who have been given
basic instruction on how to keep them
safe. Any principal is capable of
walking into a classroom and teaching

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

because of their educational background.

The same cannot be said when they are expected to act as the nurse in the building, because they don't have the same skill set. Yet since the budget cuts, they are expected to handle all emergencies and administer medication when the nurse is assigned to a different building. In the absence of the nurse, medications are sometimes mismanaged. Students are given asthma inhalers without a nursing assessment to determine if the medication is in fact needed. The risk of medication errors increases, especially missed doses, and far too often they are not documented and it's not documented who has administered the medication.

Students who are assessed by the school nurse are often able to remain in school after they receive a dose of Tylenol or Ibuprofen, but these same students are sent home in the absence of the school nurse.

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

The most tragic example of what can occur when a nurse is not present is all too familiar to the school nurses of Philadelphia. Laporshia Massey who died as a result of an asthma attack spent much of the day in the school office where she was -- where the nurse was not assigned that day and hadn't been two days prior. So she was waiting for someone to recognize her distress and care for her. Had a nurse been present, she would have listened to the child's lungs with her stethoscope or his stethoscope and immediately recognized the danger.

Today, far too frequently students are at home with -- are sent home with minor injuries, and principals will err on the side of caution and call fire rescue to escort the child to the hospital for care that would have been handled easily by the school nurse had she been present. This places an unnecessary burden on the EMS system, and

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 parents are strapped with exorbitant
3 bills for these services.

4 Another direct result of having
5 these unfair budget cuts is fewer staff
6 to monitor lunchrooms, halls, and recess
7 yards, leading to more injuries sustained
8 by students who have less supervision.

9 This causes an increase in visits to the
10 health room. Consequently, increased
11 visits to the nurse result in less time
12 for the nurse to perform mandated
13 screenings, difficulty in managing the
14 health records, more difficulty
15 monitoring immunization compliance, and
16 inadequate time to accomplish
17 health-related teaching, among several
18 other tasks.

19 Another population that is
20 unduly burdened by the budget cuts are
21 the diabetic students. The diagnosis of
22 diabetes is devastating to families. The
23 number of cases of this life-threatening
24 condition has risen dramatically, and
25 these students deserve the protection of

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 a certified school nurse all day every
3 day while they're in school. The School
4 District has opted to provide outside
5 agencies to provide nurse service to come
6 to the school on a part-time basis to
7 monitor the blood sugar of these fragile
8 students. They count the carbohydrates
9 that the student has eaten and they
10 administer insulin accordingly. The risk
11 the agency nurses -- that they may not
12 show up is very real, and when they do
13 come to school, it's -- there is no
14 consistency and, as a result, no
15 relationship develops between the child
16 and the nurse. As a result, subtle
17 changes in the child's affect or behavior
18 that would have been recognized by the
19 certified school nurse are often missed.
20 The practice also makes a very dangerous
21 assumption that a diabetic student will
22 have no variation in the blood sugar
23 levels when the nurse is not present.

24 Another undesirable alternative
25 being offered to families is to have

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 their child transferred to a school
3 farther from home where there is a nurse
4 present every day. This is unacceptable
5 to families who have already been
6 devastated by the diagnosis, along with
7 all the other life-changing complications
8 that -- consequences that go with this
9 disease.

10 Working with community partners
11 such as Eagle Eye Mobile and Oral Health
12 Impact Project have seen reductions in
13 the number of students served, because
14 when the school nurse is not present in
15 the building, they are unable to
16 coordinate these services as effectively.
17 When a nurse is not in the building, they
18 are unable to participate in the IEP and
19 the 504 meetings for medically fragile
20 students, and the vital input regarding
21 the student's health history is often
22 missing. Case management is challenging
23 when the nurse is responsible for 1,500
24 students on a daily basis, and when these
25 students are spread over multiple

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

buildings, it's next to impossible to
provide safe care.

As certified education
specialists, school nurses are also
charged with developing health and
wellness programs for their schools.
This is virtually impossible to do with
the current staffing ratios. Our
children deserve and need so much more.
I respectfully ask that this Committee
heed the recommendation of the National
Association of School Nurses to seek
adequate funding to provide a certified
school nurse at a ratio of 750 students
to 1 school nurse.

Thank you.

COUNCILWOMAN GYM: Thank you so
much.

Ms. Duffey.

MS. DUFFEY: Good afternoon.

My name is Eileen Duffey. I'm a
certified school nurse at the Academy at
Palumbo and at the Allen M. Stearne
School in Frankford. I have worked as a

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 pediatric nurse for over 30 years, 21 in
3 the School District of Philadelphia. My
4 prior experience includes 15 years
5 working at Children's Hospital of
6 Philadelphia and the University of
7 Pennsylvania.

8 I thank you for inviting me
9 here today to discuss the impact of the
10 budget cuts on essential services to our
11 vulnerable school population.

12 In many regards, the
13 information Peg Devine and I provide
14 today is not new. We, among other
15 nurses, have remained consistent,
16 outspoken proponents for the rights of
17 our students to a certified school nurse
18 from the moment the nurse layoff took
19 effect in December 2011. We have done so
20 in op-eds, letters to the editor, on the
21 radio, at community meetings, in a
22 photography exhibit, at weekly rallies
23 for six consecutive months, and at
24 countless School Reform Commission
25 meetings. We brought national attention

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to the Philadelphia schoolchildren's
3 unmet needs when a child died as a result
4 of an asthma attack that occurred in a
5 school where no nurse was on duty.

6 We nurses have advocated for
7 our students at risk to our jobs, as
8 speaking up has put us at odds with the
9 School District administration. It can
10 reasonably be stated that we have left no
11 stone unturned in our persistence in
12 advocating for our students' rights to
13 essential school health services
14 performed by certified school nurses.

15 I have been requested to speak
16 on the impact of the reduced funding on
17 the services my colleague described a few
18 minutes ago. While much warranted
19 hand-wringing has occurred regarding the
20 times there is not a nurse in the school,
21 I would like to make it clear that the
22 doubling and sometimes tripling of our
23 caseloads, up to 1,500 students to each
24 nurse, has wreaked havoc on the quality
25 of services each nurse provides in the

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

day the nurse is in the building. Each school nurse finds herself in a professional double-bind situation in which doing one essential service results in not providing another essential service. Hence, mandated screenings may get done, while non-compliant immunization follow-up calls do not get done. Chapter 15-504 service plans may get done, while mandated physicals do not get documented. Documentation of myriad visits to the health room simply cannot be comprehensive, leading to poor records and leaving the District open to medical liability.

Most School District nurses agree that it takes about three years for a qualified certified school nurse to reach her stride after leaving a clinical setting in which a medical model is used and entering a school setting in which she is the only medical professional in the building. Long before the Draconian budget cuts, we nurses commiserated about

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the responsibility we felt adequately
3 addressing the mandated professional
4 duties enumerated by my colleague earlier
5 today. We had professional meetings
6 several times a year in which we shared
7 best practices, honed our skills, and
8 supported one another in our difficult
9 but rewarding jobs serving Philadelphia's
10 children. Our passion for this work is
11 unmatched.

12 But let me be abundantly clear
13 here. Before 2011, we were able to get
14 our job done. Before 2011, our quality
15 Philadelphia school health program was
16 nationally recognized. In fact, prior to
17 the 2011 budget cuts, school nurses were
18 rarely in the news, precisely because
19 adequate, well-functioning school nurse
20 services did not constitute a newsworthy
21 topic.

22 In spite of our vigilance,
23 perhaps because of our persistence, the
24 School District of Philadelphia
25 administration has sidestepped the School

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District nurses on numerous occasions in
3 their attempts to provide school health
4 services on the cheap. Bureaucrats who
5 are not professional certified school
6 nurses have on numerous occasions
7 suggested simplistic, half-baked
8 solutions to meeting what they perceive
9 to be the health needs of Philadelphia's
10 children. Time and again their
11 shoot-from-the-hip solutions ignore the
12 Pennsylvania School Code and the
13 complicated needs certified school nurses
14 are ably prepared to meet.

15 I would add that medical
16 professionals, however prestigious their
17 pedigree, who do not hold the school
18 nurse certification are not the
19 appropriate persons to weigh in on issues
20 of school health. As a case in point, no
21 one here who suffered a brain tumor would
22 seek the expertise of an orthopedic
23 surgeon to perform a delicate brain
24 surgery.

25 One of the solutions put forth

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 by non-experts is to think an innovative,
3 quote/unquote, idea is to engage in
4 partnerships with area universities.

5 This idea is not innovative at all. In
6 fact, long before the word "partnership"
7 became code for abdication of financial
8 responsibility, school health services
9 have been engaged in university
10 partnerships to supplement health-related
11 services. No partnership can be
12 effective when engaged without the direct
13 cooperation of the certified school
14 nurse. All partnerships require more,
15 not less, work on the part of the school
16 nurse. Current partnerships such as
17 vision and dental are experiencing the
18 jarring recognition of this fact as they
19 seek to provide services in schools
20 without a school nurse on site.

21 If I can leave you with just
22 one realization after hearing my remarks
23 today, please disabuse yourselves of any
24 thoughts that vital school services can
25 be done by anyone other than a certified

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 school nurse, and restoration of adequate
3 school nurses should be a priority in the
4 next school budget.

5 Thank you for inviting me to
6 speak to this assembly today.

7 (Applause.)

8 COUNCILWOMAN GYM: Thank you.

9 I just want to acknowledge Ms. Devine and
10 Ms. Duffey for doing yeoman's work and
11 heroic work around raising attention to
12 the issue of school nurses. This issue
13 would not reach the level that it had had
14 it not been for your organizing activism
15 and passion for this issue.

16 I know that we have another
17 panel, but I just had a few very quick
18 clarifying questions for you.

19 Ms. Devine, are you the only
20 school nurse at Lincoln High School?

21 MS. DEVINE: I am the full-time
22 school nurse at Lincoln High School, and
23 as of two weeks ago, I was given two days
24 a week as an assist nurse to work with
25 me.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: A certified
3 school nurse?

4 MS. DEVINE: Yes, another
5 certified school nurse.

6 COUNCILWOMAN GYM: And then
7 prior to that -- how many students are at
8 Lincoln High School?

9 MS. DEVINE: Fifteen hundred.

10 COUNCILWOMAN GYM: Thank you
11 very much.

12 And then, Ms. Duffey, who
13 mandates physicals? State or city or who
14 is the mandate?

15 MS. DUFFEY: The state.

16 COUNCILWOMAN GYM: And is it
17 your -- I mean, I think some of the
18 testimony that came out today raises some
19 serious questions about whether the
20 School District of Philadelphia again is
21 in violation of state law in terms of
22 delivery of records, in terms of whether
23 physicals are being mandated, in terms of
24 504 plans, and we will continue to follow
25 that up. I do want to make sure that

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

both your testimonies are submitted to us
and on the record so that we can follow
up with all of those.

I do also want to make note
that our office in particular is very
interested in specific situations in
which families may be bearing the cost,
may be bearing financial burdens and/or
incurring other types of inconveniences
or situations due to the lack of a school
nurse, and in particular if a child is
being transferred out of a school without
a school nurse to another school based on
their disability, that this is a top
priority and an issue of major concern.
We will absolutely follow up with the
School District.

And then for the record, we
will ask the School District what the
cost is to reduce the nurse ratio from 1
to 750 versus one nurse per school. But
I appreciate both of your testimony, and
thank you so much for your heroism.

The Chair recognizes

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Councilwoman Blackwell.

3 COUNCILWOMAN BLACKWELL: Thank
4 you. Some of you -- many of you who
5 always come -- and we're very, very
6 grateful for that -- may remember more
7 than --

8 MS. DUFFEY: We'll be back.

9 COUNCILWOMAN BLACKWELL: I
10 guess in the '80s we had hearings on
11 ADHD, which is still an issue that's not
12 adequately dealt with, and for a while
13 they called it the Jannie Blackwell form.
14 We had during those days, you may
15 remember, where anybody could tell a
16 parent, You should give your child these
17 pills.

18 MS. DUFFEY: No. We haven't
19 done that.

20 COUNCILWOMAN BLACKWELL: I
21 know. I'm saying since the '80s. But we
22 had hearings on that. They had a form
23 that had to be in an obvious place and
24 they had to take someone from the school,
25 if the principal was out, to be in charge

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 of that. That's how far this goes and
3 how long many of us have been fighting
4 the issue. And I thank you. Thank you
5 all for what you do.

6 MS. DUFFEY: Thank you.

7 COUNCILWOMAN GYM: Thank you so
8 much, Councilwoman.

9 Thank you both.

10 The Clerk will now call the
11 next panel.

12 THE CLERK: The last panel is
13 Michelle Racca, school counselor,
14 Philadelphia School District; Leroy
15 Williams, school counselor, Philadelphia
16 School District; Roxanne Green, truancy
17 services supervisor, CORA Services; and
18 Richard Washington, Executive Director,
19 Bringing Everybody Together.

20 (Witnesses approached witness
21 table.)

22 COUNCILWOMAN GYM: Good
23 afternoon. Welcome. Could you please
24 state your name for the record and
25 proceed with your testimony.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. RACCA: Yes. Michelle
3 Racca, counselor.

4 COUNCILWOMAN GYM: You can go
5 ahead.

6 MS. RACCA: Thank you for this
7 opportunity to talk with you about what
8 is happening in the schools.

9 School is the one place where
10 children spend the majority of their day.
11 Picture, if you will, you back in your
12 high school. Do you see and feel the
13 sights and sounds that made up your
14 experiences? Just picture a day back
15 then. Now picture yourself as a high
16 schooler in a public school today, a
17 school with no arts, no nurse, counselors
18 that were removed from buildings, here
19 one day and gone the next, noontime
20 aides, bilingual counselor assistants,
21 non-teaching assistants, classroom
22 assistants, librarians, deans,
23 instructional staff, assistant
24 principals, climate managers assigned to
25 help keep students safe. Gone. They are

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 all gone.

3 Earlier it was brought up about
4 a bullying specialist, someone to go to
5 in a school. Well, guess what? They're
6 gone. The essentials of a school have
7 all been pulled from your high school due
8 to the words that we have all heard again
9 and again: budget cuts. We are all so
10 sick of that word, yet it smacks us in
11 the face every day.

12 Buildings falling from neglect,
13 schools closing down, everyone
14 overwhelmed with more and more
15 responsibilities, a multitude of jobs,
16 big and small, distributed with less and
17 less staff. Do you know what this means
18 to be students of a public school today?
19 It means that their days of school are
20 shaped by the understanding that no one
21 cares enough about them to put the
22 integral people in their lives. It means
23 that they don't matter enough to have
24 arts and supplies and help with their
25 needs or to have the doors of their

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 library or the nurse's office open for
3 them. To them, it means teachers without
4 supplies. It means sitting in classes
5 that are maxed to capacity. It means
6 that their favorite staff have left them
7 since no money was available to keep
8 them.

9 They hear it in the news. They
10 see it on TV. They hear it in the
11 schools. The same things over and over
12 again for the past few years. Nope, we
13 don't have money for school trips to
14 colleges. Nope, we don't have money for
15 field trips. We don't have money to
16 purchase new computers or new books or
17 construction paper. We don't have money
18 for that activity anymore. All they hear
19 is that no money is available for them to
20 have anything other than what is deemed
21 absolutely essential. Do you know how
22 they internalize this? Why? They ask
23 themselves, What did I do to deserve so
24 little in my school? Am I really not
25 worth it? Do I really not matter as much

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 as the others I see and hear about?

3 Let's talk for a minute about
4 the missing staff, because this is the
5 reality of all public schools since the
6 budget was so severely reduced. These
7 people that have been pulled from the
8 schools are the backbone of every school.
9 They are not just extra support. They
10 are not a luxury. I am a counselor, and
11 I have been in the District for almost 20
12 years. I know that I'm a necessity,
13 despite having lost my job three years
14 ago when I, along with all my fellow
15 counselors, were dismissed, thrown out,
16 left without my career, after all I had
17 done to service Philadelphia school
18 students. That was my outcome?

19 Sure, I was rehired. I was put
20 in a school where we went from four to
21 one counselor overnight. What? What is
22 that? I'll tell you what that is.
23 That's a nightmare. A nightmare that has
24 been going on for the past few years now,
25 a nightmare that we are really noticing,

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

feeling, witnessing, and understanding,
at least those of us that are watching.

See, I have a voice. I can
talk about my nightmare. It is not me
that I'm worried about. As always, the
nightmare is experienced the most by the
ones who need it the most, the very
students and families that we have been
entrusted to help.

We before you are the voice for
the students who cannot be heard. We're
the beacon for the students who are lost.
We're the pillar of support for the
students who are at their weakest.

We in the schools are doing all
we can to help the children. We stop
fights in an age when confrontations are
the way to solve things. We're the first
in line to save a student who is
contemplating suicide. Who else deals
with the bullying that you talked about
earlier? It's faced every day.

Who are the students supposed
to go to when all the caring staff are

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

dropped from schools? To do without these people in the building has been a death sentence for some, for some literally, and that was brought up earlier today, and of course figuratively each and every day.

How has the SRC or the District, how are they doing this? Are they asking the kids what it is like without the counselors or dean or assistant principal or nurse there for them? Do we know what that feels like to them?

The lives of the children of Philadelphia have been altered by all of this nonsense about budget cuts. Their daily survival has been made rougher. Their future career and college goals, they've not been explored. Their mental health needs, let's not even go into that. They're not being met.

The public school staff that I know have chosen to devote themselves to the Philadelphia students. We have had

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 our share as professionals, our share of
3 attacks and blame and never-ending
4 stress. If the SRC and the District
5 think that our children have not been
6 affected by our absences and by the
7 skin-and-bones budgets left at the
8 schools, they are delusional.

9 While at school I have broken
10 the news to a student about her sister's
11 death and then drove her to her home
12 where her sister died. My shirts have
13 been stained from tears and makeup of
14 students throughout the years. My
15 husband, also a counselor, has a forever
16 scar on his head from hitting a wall
17 while chasing after a suicidal student.
18 My fellow counselor was right there when
19 a student received a text from his mother
20 as she overdosed and died on the other
21 end.

22 We in the buildings today have
23 given clothes, money, food of our own to
24 help the students in need. We've gone to
25 too many funerals and experienced our own

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

heartache just to help students cope with their tragedies. We sacrifice our families, our own families' needs, every day for the needs of our students. We've stayed on the phone into the night with desperate students. We've jumped in when parents start swinging on a student in front of us. We've helped many students by being with them as they told their parent they were pregnant or gay or had been raped. We have prevented drug overdoses by being vigilant and by being trusted by students. We have learned by graduates with tears in their eyes years later that we were the single reason they made it through high school.

Our students, these children who are left to feel uncared for in a school, they know the value of what we have done for them. Now, tell me this: How is it that they can see it, but the adults who make all of the decisions about what goes into the school cannot see it?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 (Applause.)

3 MS. RACCA: So while we are
4 surviving on the front lines -- it is
5 survival, let me tell you -- in our
6 unvalued jobs, awaiting pink slips or
7 further funding cuts, while struggling
8 each day to keep the kids and the schools
9 afloat, I only hope that someone gets it.

10 We are fighting a losing
11 battle. Many excellent colleagues have
12 abandoned their positions in the public
13 school. Who needs this extra stress, for
14 real? All of this saddens me and leaves
15 me with the tears and a breaking heart as
16 I wonder how, how can anyone with a heart
17 do all of this to these wonderful,
18 beautiful, most deserving young people?
19 Don't they matter? How did we end up in
20 this mess?

21 The questions asked earlier --
22 I've been sitting here since 1 o'clock.
23 City Council has asked wonderful
24 questions. Who are the ones to answer
25 that? Where is the SRC? Where is the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District that can give reliable answers
3 to this?

4 (Applause.)

5 MS. RACCA: We're always at the
6 table ready to talk, but where are they?
7 They don't know what's going on in the
8 school. I hope that this gives a voice
9 to it.

10 Do I sound mad? I guess so.
11 Because this is all I think about. And I
12 cannot tell you how much it hurts to see
13 what the kids need and to know that they
14 don't get it, and all they do is walk
15 around thinking, What did I do? Why
16 can't I get what I need?

17 COUNCILWOMAN GYM: Thank you so
18 much, Ms. Racca.

19 (Applause.)

20 COUNCILWOMAN GYM: Your
21 testimony is extraordinary and we
22 appreciate you so much for being here,
23 and I assure you that we will be
24 following up with the School District and
25 holding them accountable.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 We're going to go through all
3 the panelists and then we'll have any
4 follow-up questions from my colleagues.

5 MR. WILLIAMS: Good afternoon,
6 City Council. My name is Leroy Williams
7 and I am the guidance counselor at
8 Furness High School. I have been in the
9 District for 29 years. Prior to that, I
10 have a background in mental health that
11 spans back 15 years before the School
12 District of Philadelphia.

13 I want you all to think about
14 family and family structure. Most of our
15 schools, we pretty much have something
16 that's considered as a family structure.
17 Now look at the flip side and look at the
18 destruction of the family structure.

19 If you look at our schools
20 today, with all the staff that's being
21 taken out of our schools, all the way up
22 to principals, assistant principals down
23 to the people that work and serve the
24 lunches, no NTAs, no SSAs, classroom
25 assistants. Counselors at this point

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 from when I started, our caseload was 250
3 to 1. I'm now in a school with 700
4 students. Three years ago when I lost my
5 job and was called back, I had nine
6 schools to service in five days. Nine
7 schools. How is that possible for one
8 person duly certified as an itinerant
9 counselor to service seven elementary
10 schools and two high schools in five
11 days? We're only in school seven hours a
12 day. That's 35 hours a week. Nine
13 schools. Now, you figure the elementary
14 schools have about three or four hundred
15 students per school. Do the math. How
16 is that possible?

17 Afterwards I was actually
18 assigned back to the neighborhood school
19 that I have been at for ten years, which
20 is Furness. Furness's student
21 population, we actually have over 60
22 percent ESOL students. We have a
23 transient population of students, and
24 we're probably the most diversified high
25 school in the City of Philadelphia. We

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 have over 20 different ethnic groups in
3 our school. We have ESOL from basic to
4 Level 4. We have special ed. We have
5 nine AP classes. We also have a program
6 that is a national model called AVID.
7 Somebody mentioned earlier what can we do
8 to provide an educational program in the
9 School District, in the School District
10 of Philadelphia. I am the AVID
11 administrator for Furness High School.

12 In addition to being the only
13 counselor, the AP coordinator, I also
14 monitor halls, cover classes, the
15 cafeteria, the dean's office and pretty
16 much do everything that I'm asked to do
17 every day. The only times that I've been
18 absent this school year is when my
19 counterpart sitting to my immediate left,
20 which is my wife, was sick, possibly with
21 pneumonia, where I had to make sure that
22 she did not go into the hospital. Other
23 than that, sick or whatever, I get up
24 every day and I come to work.

25 Three years ago as an itinerant

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 counselor I was asked by a principal to
3 go to another high school. I refused.
4 Be it that I've been at Furness, I'm part
5 of that family structure. I can go
6 through my cell phone and show you over
7 4,000 phone numbers of parents and
8 students that I have stayed in contact
9 with since I've been at just Furness for
10 the past ten years. If I leave that
11 school, I don't see another counselor
12 coming in and providing the service that
13 I provide to those students.

14 So when I mention to you all
15 family structure and the breakdown of the
16 family structure, as I mentioned the flip
17 side, look at what the School Reform
18 Commission is doing in relation to taking
19 staff members, family members, out of the
20 schools that these students are looking
21 at on a daily basis to provide some type
22 of service to them. Every day they look
23 for the same people. They're not there.
24 Who can they go to? And, yes, I am the
25 person who actually has a permanent scar

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 on my forehead from running after a
3 student who was suicidal because of my
4 background in mental health and the flip
5 switch cuts on to try and protect the
6 child and I ended up getting injured
7 running into a wall trying to save a
8 student, and I ended up getting 11
9 stitches and having to go to the
10 hospital. That student today, female, is
11 in the United States Marine Corps.

12 (Applause.)

13 MR. WILLIAMS: I deal with
14 students on a daily basis whose parents
15 treat them like nothing. This particular
16 child's mother couldn't care less about
17 her. I watched her come up and call her
18 every kind of name that there is. That
19 child calls me her father today, five
20 years after she's graduated from Furness
21 High School.

22 I've dealt with students who
23 have been raped, molested, thrown out,
24 kicked out. As a matter of fact, my wife
25 and myself -- was that three years ago --

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 we actually dealt with DHS and a student
3 at my school whose mother went after her
4 with a knife. With the help of DHS, this
5 child and her stepfather stayed with us
6 in our house until they could go through
7 court and have this person removed with a
8 restraining order.

9 As I mentioned before, the
10 family structure exists in a lot of these
11 schools. The absence of all the staff
12 members, these students look at part of
13 the absence of their families. We're
14 part of their extended families. Family
15 is what you make it. It does not have to
16 be blood. But we actually are trying to
17 mold and shape these kids and give them
18 the tools to function in the 21st
19 century.

20 If the School District of
21 Philadelphia and the School Reform
22 Commission consistently removes all of
23 these members, are these kids considered
24 as throwaway kids? How do they look at
25 their future? How do we look at them if

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 we can't provide them with the tools that
3 they need?

4 So I ask and implore you all to
5 try and help us and keep the staff that
6 we have and try and bring back the rest
7 of the staff to make sure that we can
8 provide these students with the tools
9 necessary to function as citizens in the
10 21st century and this world.

11 Thank you.

12 (Applause.)

13 COUNCILWOMAN GYM: Thank you.

14 Thank you so much, Mr. Williams. Again,
15 we appreciate your coming in and sharing
16 this very important testimony. Thank you
17 so much.

18 MS. GREEN: Good afternoon.

19 Thank you for allowing me to be here,
20 invitation to discuss my experiences
21 working with students and families in
22 Philadelphia. My name is Roxanne Green.
23 I am a truancy services supervisor at
24 CORA Services. We provide truancy
25 prevention and intervention services for

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 31 schools in Northeast Philadelphia. In
3 the last 12 months, we've provided case
4 management services to almost 400 Truancy
5 Court-involved families. For the last 16
6 years, I have been dedicated to removing
7 barriers to attending school and
8 increasing self-sufficiency to
9 Philadelphia students and their families,
10 including being a drug and alcohol
11 counselor at the Youth Study Center and
12 managing a GED program for hundreds of
13 pregnant and parenting teens on welfare
14 residing in North Philadelphia.

15 My perspective on truancy is
16 that it is a symptom of a larger problem
17 affecting the family. Barriers to
18 attending school can include a family's
19 lack of something - before and after
20 care, hearing aids, recent migration into
21 the country or simply forgetting to send
22 excused absent notes. Bearing those
23 examples, the older youth struggle to
24 stay connected to school, become
25 disengaged, and stop attending regularly.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 According to the research, one of the
3 keys to retaining students is someone at
4 the school who cares that they actually
5 come to school.

6 The recent budget cuts have
7 reduced the amount of human resources or
8 support staff available to the students.
9 It's not unusual for one guidance
10 counselor to be divided among several
11 schools within one week. Some school
12 nurses also rotate between schools. To
13 students it seems like the person hired
14 to help them with their social and
15 emotional needs are not in school
16 regularly either.

17 As a community provider, CORA
18 attempts to support the schools in this
19 area by providing behavioral health
20 assessments, consultation, and linkage
21 through our Student Assistant Program.
22 This year, this school year, we have
23 already completed 242 assessments, 56
24 screenings serving 450 youth in the 66
25 schools we service using only 3.5

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

full-time equivalent staff. This truancy contract cycle, prevention is highlighted. CORA attempts to engage students that are pre-truant, meaning they're absent five to nine days, before they enter the Truancy Court system. In the last 12 months, we've provided community outreach and short-term case management services to over 1,000 families with school-age children. But the schools still lack the supportive staff to assist us in executing this prevention initiative fully.

For example, the high schools refer truant students the least and probably have the most consistently absent students. Research is showing that ninth grade is a tough transitional year for students nationally and account for a significant amount of dropouts. The guidance counselors are the ones who usually make the truancy referrals, but they are overwhelmed with regular duties by college application prep and conflict

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 resolution between students. The
3 attendant designee is the contact to
4 assist us in tracking a truant student's
5 absences. Due to budget cuts over the
6 year since the stimulus and limited
7 staff, staff hours, attendants' duties
8 have been tacked on to someone else's
9 position as various tasks. Not to
10 mention each year attendants'
11 responsibilities can rotate to different
12 people and we in the Truancy Office just
13 work around it. In one school I visited,
14 the dean was the attendant designee and
15 he was also coaching a sport at the
16 school.

17 Another key to student
18 engagement is the feeling that they are
19 safe where they learn. These human
20 resources/support staff are important to
21 the Philadelphia students' school
22 experience. With the recent budget cuts,
23 there are less security officers. Some
24 students feel it's unsafe to attend
25 school, so they don't. Teasing and

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

taunting may not rise to the level of a crime, but still invokes anxiety and fear, especially if there aren't enough trusting authority figures around for them to receive guidance about the situation or even to report what's happening.

Even security for the case managers have been decreased due to budget cuts. The security officers in the regional truancy courthouses where we hear truancy cases in front of the master were removed. The two courthouses I attend also house the smallest of our Philadelphia students, pre-kindergartners. There isn't even a doorman. We let ourselves in and out of these school buildings, no ID necessary. It is the truancy case managers' unwritten duty to keep the area secure and diffuse any incidents with families coming into court.

The recent budget cuts to supportive services have hurt some of the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 students of Philadelphia and caused many
3 to disengage from schools. Then we label
4 them as truant.

5 What I would like the group to
6 take away from my statement is that
7 students need human resources and support
8 staff to feel safe and to feel that
9 someone cares whether they come to school
10 or not. They need to know school can
11 help them navigate life's barriers and
12 divert them to the services and supports
13 that increase school attendance and
14 success.

15 Thank you for your time.

16 (Applause.)

17 COUNCILWOMAN GYM: Thank you so
18 much.

19 The Chair recognizes
20 Councilwoman Blackwell.

21 COUNCILWOMAN BLACKWELL: Thank
22 you. I just wanted to say thank you. I
23 thank all of you. And Mr. Williams and
24 Michelle, we know that he who sits high
25 looks low and watches overall. We thank

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 you for your lives of sacrifice, but you
3 know all the children you've saved over
4 the years. It all makes it worthwhile,
5 and God bless you and thank you.

6 (Applause.)

7 COUNCILWOMAN GYM: Yes. I'd
8 like to reiterate thank you so much for
9 your testimony. We would love to be able
10 to continue to follow up with all three
11 of you. There are some specific
12 questions that our office may be asking
13 each of you, but we are incredibly
14 grateful for your work and for your
15 service. We are -- I think I can speak
16 for my colleagues in saying that we're
17 going to be fighting passionately to
18 ensure that the school year in September
19 is and feels different for everybody than
20 it currently does right now. So thank
21 you.

22 The Chair recognizes
23 Councilwoman Parker.

24 COUNCILWOMAN PARKER: I too
25 just simply wanted to say thank you. I

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

came in on the tail end of your
testimony, but just wanted to note that
what you did for me today was reaffirm
earlier testimony that we heard, that we
need to sort of tailor-make solutions for
schools as it relates to the direction of
resources and what matters and that that
whole concept that Councilwoman
Quinones-Sanchez referred to as a
cookie-cutter solution for what will work
best works different regionally,
geographically based on the makeup that
you had talked about.

MR. WILLIAMS: I mentioned the
program, it's called AVID, which is a
national model. I am the AVID
administrator. It's a college readiness
program. It actually is geared toward
giving students -- one part of the
strategy is actually called the Cornell
Note-Taking Process. A lot of students
are not familiar with how to study. Part
of studying, as you all know, because all
of you have college degrees such as we

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 all, is that part of studying is taking
3 notes. A lot of students will sit in
4 class and listen, write nothing down.
5 When the class is over, everything that
6 they just heard they now lost because
7 they have no notes. The Cornell
8 Note-Taking Process was actually a form
9 that's set up for them to actually take
10 notes and ask high-level questions so
11 that they can review this information and
12 actually go over it on a daily basis and
13 actually take this model into all other
14 major courses so that they actually learn
15 how to study and to retain information
16 that would actually help them in the
17 process of graduating from high school.

18 COUNCILWOMAN PARKER: Thank
19 you. And, again, it demonstrates the
20 need to have solutions based on the
21 demographics of the constituencies that
22 you are serving, the challenges that
23 those families in those particular
24 regions are facing. And every child has
25 a different story. And I was listening

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to you and often sort of use this
3 analogy: I don't care whether or not
4 your last name is Cleaver, right, because
5 June and Ward are your mother and father,
6 or if you are a Huxtable, right, and
7 you're in a home when you have a mother
8 who is a lawyer and a father who is a
9 doctor, or the Evans family, right? We
10 have to be mindful of those children
11 whose parents reflect the socioeconomic
12 status of Florida and James Evans.

13 So as I was listening to you
14 all, it just sort of made me think about
15 each of those respective constituencies
16 and that solutions have to be tailor-made
17 for each of them. So thank you so very
18 much for your testimony.

19 Thank you.

20 COUNCILWOMAN GYM: Thank you
21 very much to our panel, and that
22 concludes the formal registered speakers
23 for today. Just a few quick comments
24 before we move into open public
25 testimony, if there's anybody here to do

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that. I would like our Council
3 colleagues, if we might consider being in
4 agreement that we feel that the School
5 District of Philadelphia should have a
6 representative present throughout the
7 entirety of the school hearing, I
8 think -- and I do think that it is
9 important that we make it clear to the
10 School District that they need to be
11 present for the entirety of the testimony
12 in order for us to have a full dialogue
13 with them.

14 And I also want to let folks
15 know that we are not in conclusion of
16 this hearing, but that there will be
17 additional community hearings on March
18 7th in West Philadelphia, March 8th in
19 South Philadelphia, and March 15th at
20 Edison High School, where we hope the
21 public can come forward and continue on
22 so that we can drill in and have some
23 clarity about the academic and safety
24 services that are needed within our
25 schools.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 So thank you very much to our
3 panel.

4 Are there any additional
5 speakers from the public who would like
6 to give testimony?

7 If you could come forward and
8 state your name for the record.

9 (Witnesses approached witness
10 table.)

11 MS. PERNG: Hello. Good
12 evening, everyone. My name is Anna
13 Perng.

14 COUNCILWOMAN GYM: Thank you so
15 much for your patience. Could you just
16 please state your name for the record and
17 you may proceed with your testimony.

18 MR. DAFILS: My name is
19 Josephys Dafils. It's a pleasure to be
20 here.

21 I will move right into it. I
22 am a bilingual person. I speak Haitian,
23 Creole, and French and, of course,
24 English. My cousin-in-law came to live
25 with me after being in the U.S. for only

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

two years. They came from Haiti with limited English. They were put into overcrowded classes. They were getting A's just for doing their homework or for behaving in class.

The teachers were overwhelmed with 30 student per class at Benjamin Franklin. A prior year they were shooting around the school by a student attending there. It was without a fear that I allowed them to go to that school because it was a neighborhood school. Moreover, they used their cousin to translate for them, which was not appropriate at all. She have to leave her classroom to help her cousin and help other student who came from Haiti also. She was there to learn, not to help other student. They did not have enough resources for student who did not speak English.

It is clear that a bilingual program is necessary for new English learners, and more ESL teachers and

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 bilingual educators are needed to ensure
3 that new immigrant in Philadelphia school
4 system feel welcome and can learn better.

5 On a personal note, in 1995 I
6 came to U.S. from Haiti with limited
7 English. I was put in strict English
8 classes. It was a disaster, to say the
9 least. I did not understand what was
10 going on in the classroom. It was seen
11 like I was a dummy. Thank God I had a
12 teacher in the class that I was and he
13 realized that it's not that I didn't have
14 the knowledge or understanding; it's just
15 a language issue. He transferred me to a
16 bilingual class. I did well and I
17 graduated. I went to college, and now
18 I'm doing my MBA. Like tonight I have a
19 class tonight, and I'm finishing my MBA
20 in June of this year with honors at
21 Gwynedd Mercy University.

22 ESL program allow a student to
23 master the language, to excel in school,
24 and to be fully integrated in their new
25 environment.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Let's put money towards
3 education now so we can avoid children to
4 go to jail and cannot find job in this
5 21st century.

6 And, lastly, as I said, if it
7 was not for that class where I was moved
8 in a class that was bilingual, it was
9 French and English, to help me graduate
10 on time and go to high school, it will be
11 very difficult, and I implore you guys
12 please to invest in those children,
13 because they are our future. One in ten
14 Philadelphian are immigrant. One in ten
15 Philadelphian are immigrant. So it's
16 important to invest in there.

17 Thank you.

18 COUNCILWOMAN GYM: Thank you so
19 much. One of the questions that we will
20 be asking the School District of
21 Philadelphia is the status of bilingual
22 and dual language programming in our
23 school system. It used to be fairly
24 vibrant, and we've definitely seen
25 significant reductions, but would love to

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 be able to follow up with you, if our
3 office could follow up with you. And
4 thank you so much for your testimony.

5 MR. DAFILS: Sure. Thank you.

6 COUNCILWOMAN GYM: Thank you.

7 We're moving into the public
8 aspect of our testimony, and we want to
9 be respectful of everybody's time and so
10 we will have ample opportunities for
11 everybody to be quite respectful of all
12 of that, but if you could just keep that
13 in mind as you make your remarks, it
14 would be much appreciated. So thank you
15 very much.

16 If you could open by stating
17 your name for the record and then proceed
18 with your testimony.

19 MS. CLOUDEN: Greetings. I'm
20 Mama Gail. For the record, Gail Clouden.
21 I have been an advocate for over 30 years
22 for our children. And I went to school.
23 I went to Huey before I came here where I
24 created a parent -- what I call Parents
25 Corner Cafe and Community Welcome Center,

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 and it's a place where we've invested.

3 When I say "community," I mean our

4 community has invested. I have people

5 from the community donating on a daily

6 basis so that when children are finished

7 at the end of the day, they can come in

8 and get fresh fruit and whatever we have

9 that day.

10 One of the things that I'm

11 concerned about -- and there are many

12 when it comes to education in

13 Philadelphia. And I left my bell back

14 there. I don't know if any of you know,

15 but I have a bell, and I ring that bell

16 at the SRC and I say to everyone, Dr.

17 Hite has to go. And I'm very serious

18 about that. And I never thought -- and

19 I'm going to stand up, if you don't mind,

20 because I can't sit. I never thought as

21 a black woman that I would ever, ever say

22 something like that in public.

23 There are two things that I

24 remember. And God bless you,

25 Dr. Ackerman. Of course we didn't agree

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 about everything, but she said two things
3 to me. In the beginning was, Everything
4 in Philadelphia is about adults, not
5 about the children. Before she made
6 transition, she said to me, This is the
7 most racist city I've ever been in. And
8 those two things stick in my mind, along
9 with a lot of other things. But I can't
10 imagine for someone who has the
11 opportunity -- had and have the
12 opportunity to travel the world, I in my
13 mind as I sit here, as I walk up and
14 down, in 2015 why are we having this
15 conversation?

16 I looked at a documentary last
17 night, the night before. It's 1963, 1968
18 the same conversation was being held, and
19 it was about black children. For me it's
20 unacceptable. And the last time I was
21 here -- and Dr. Hite and the others were
22 here -- they said they had to go to the
23 bank because they were going to see about
24 a loan. I thought that was unacceptable
25 and I thought that was disrespectful.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 And I think this was disrespectful. And
3 I've sat and watched them, Dr. Clayton
4 on, and I've never seen such disrespect.
5 And I'm saying that to you.

6 Why is it when Judge Doris
7 Ribner, now Doris Ribner -- excuse me;
8 Judge Doris Smith-Ribner told the
9 District everything that needed to be
10 done, why is it when you're talking about
11 really, really now educating black
12 children, we talk now about this fan
13 being the public School District? Why is
14 that?

15 I have so many things, and I
16 know that you all have a lot of --
17 several other people to hear from, but
18 I'm going to tell you something. When
19 you've been around as long as I have --
20 and I started as a parent. I started as
21 a parent over 30 years ago, and I'm a
22 parent involvement specialist at this
23 point. And there's so many things that I
24 know that are being done incorrectly, and
25 I'm going to say it right now. Bringing

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Mr. Stanski here -- and I said to Dr.
3 Hite -- that was wrong. This man has
4 never handled a budget this big. And I
5 asked Mr. Stanski, what was the largest
6 budget he dealt with in Prince George
7 County. And I knew the answer, but it
8 was like something like 1.6 billion, 1.8
9 billion, something like that. And I'm
10 thinking, how does that -- because I went
11 to Prince George to check it out. How
12 does that compare with Philadelphia?
13 There's no comparison.

14 How do you continue to bring
15 people in from other cities, other states
16 who know nothing? Usually it takes about
17 three years to get acclimated to how
18 Philadelphia is, because it's very
19 different from everywhere else.

20 So having said that, we now
21 find ourselves asking for money. I just
22 said to somebody out there I should have
23 brought a trash can, because dealing with
24 this District the way it's running, you
25 might as well have a trash can to throw

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 money. And I said to Dr. Hite, I
3 wouldn't ask for a dime for you. Not one
4 dime. Because this ain't about money as
5 much as it is about who is in the job
6 seat, who is in that seat. If you don't
7 know the job, not any amount of money is
8 going to help that. You have people
9 coming in from all over. And I just last
10 SRC meeting, I looked over. The month
11 before that they were passing candy.
12 Everybody was on their computer, on their
13 phone texting the whole time. It is such
14 a lack of respect for us. And I have to
15 ask, how ignorant do you think
16 Philadelphians are? Because that's what
17 it looks like to me. People that come in
18 and think you can't handle your own
19 business. And that's the attitude.

20 This center that I created is
21 at Huey School. I ask every person that
22 is on the Council to come and visit, come
23 as a group and see what's going on. A
24 child said to me last week -- I said, how
25 is your day?

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 He said, This is the best part
3 of my day. I'm in a school that it's
4 like time forgot. When I go in the
5 basement to do something to get
6 something, even for food service, it's in
7 the basement. It's not that far from the
8 boiler.

9 Those of you that don't know,
10 my husband is a building engineer. He is
11 the man that was poisoned by carbon
12 monoxide and almost died almost four
13 years ago. Not yet has that case come up
14 through workmen's comp. How much money
15 is being spent for that?

16 When I talk about contracts and
17 I ask them constantly about contracts,
18 why would you amend a contract? That
19 means they no longer have the lowest bid
20 possibly. And they come back -- I think
21 there's something coming up tonight
22 maybe, because I don't read the stuff.
23 People oftentimes call me, \$50,000
24 because they didn't do something on time
25 or didn't do it right. That's what

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 they're going to have to pay out.

3 I sit and I listen to things
4 that are so foolish to me, and it's a
5 lack of respect. Because if you
6 respected a dollar, you wouldn't just
7 throw it away. And we talking every
8 month. Look at the resolutions. Every
9 month it's millions and millions. One
10 contract, food service, months and
11 months, children came there, they had
12 signs, they said the food is terrible.
13 We don't eat it. We throw it away. They
14 throw it away. What do they do? They up
15 the contract from 75 million to 100
16 million. I believe it's for three years,
17 and then talked about an extension.

18 I know my time is up, but I'm
19 going to say this. I need you to ask
20 while we're talking about the budget and
21 them asking for more money and we kept
22 saying, Anything you give them, please
23 have oversight. You must -- and I
24 don't -- I say I wasn't going to ask for
25 money, but I'm saying whatever is given

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 by anybody needs to be oversight, because
3 we have cited all the reasons why you
4 shouldn't keep giving them money, because
5 it doesn't make sense. SLA, Constitution
6 High. How do you sell a building where
7 it was human resources, how do you sell
8 that building and then begin to lease it
9 back up to 2 million a year? That
10 doesn't make sense. And now you're
11 talking about \$500,000 to renovate a
12 building that you don't own when you have
13 buildings that people could have been put
14 in that were in good condition. Real
15 quick, throw away, throw away, throw
16 away.

17 When I got to Huey, you know
18 what I heard? They didn't have enough
19 chairs for the children. I asked the
20 teacher why, why did you stand during the
21 whole class. She said because there's
22 not enough chairs. How many chairs have
23 been thrown away?

24 COUNCILWOMAN GYM: Thank you so
25 much, Mama Gail. I appreciate it.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. CLOUDEN: Thank you.

3 COUNCILWOMAN GYM: Thank you
4 very much for your testimony.

5 (Applause.)

6 MS. CLOUDEN: Before I leave,
7 and I'm going to go to SRC, please we
8 would like an audience. There are a
9 bunch of advocates. And you know, Helen.
10 There are a bunch of us that have this
11 information. We sleep, eat, breathe this
12 stuff. We know the waste that's going on
13 and the mismanagement. And not just
14 that, but people that are being put in
15 these positions that should not be there.

16 COUNCILWOMAN GYM: Thank you
17 very much. Thank you.

18 MS. CLOUDEN: You can clap for
19 me. I need it.

20 (Applause.)

21 COUNCILWOMAN GYM: Thank you.
22 Thank you for being here.

23 MS. PERNG: Thank you. My name
24 is Anna Perng. It's nice to see some
25 familiar faces here. I really respect

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the work that you do.

3 I know that before universal
4 pre-K was mentioned, so I just wanted to
5 introduce the hat that I wear right now.
6 I'm a parent of two children with
7 disabilities. Since my children were
8 born, we have faced discrimination by day
9 cares and pre-schools. You call a local
10 day care or pre-school and they'll ask is
11 your child toilet trained. They ask
12 various questions to screen out children
13 with disabilities within our own
14 communities. So the discrimination
15 against children with disabilities starts
16 early.

17 So when we're talking about
18 universal pre-K, there are some of our
19 kids that can't even get pre-K or day
20 care, which leaves a lot of us with
21 difficult options. Do we stay or do we
22 leave Philadelphia?

23 Part of that issue is that
24 there's a lack of enforcement for
25 Americans with Disabilities Act. So

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 pre-schools and private day cares,
3 they're subject to Title II of ADA.
4 However, if you attempt to report
5 discrimination, no one knows how to even
6 handle it. I know this because I
7 personally filed complaints with state
8 and local agencies for two months. Not a
9 single person responded to me. When I
10 called the Bureau of Certifications in
11 Harrisburg, the person didn't even know
12 how to handle a discrimination complaint.
13 It's been nine months since I filed my
14 complaint. There's still no resolution.

15 So this is the reality that
16 some of our families that experience
17 discrimination, there's almost no point
18 to even reporting it, and there's no
19 consequences for these providers.

20 So now we're going to school
21 age. My son is transitioning to
22 kindergarten. I wanted to give you a
23 picture of what it's like for children
24 with disabilities transitioning and
25 facing the School District. This is a

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

time when families have to decide do I
want to deal with the School District or
do I want to move to the suburbs where
there might be more resources for my
child?

In order to qualify for the
services, you get an IEP evaluation. Our
local elementary school psychologist had
13 schools on his caseload. He barely
has time to get to know your child, do a
quality evaluation. And as a result, he
had like a boilerplate template, an IEP
for children on the autism spectrum.
This is problematic because this is
supposed to be an individualized
education plan.

Because of the repeated school
layoffs and the reduction in requests for
special education funding, we have
layoffs of paraprofessionals, special
education aides that assist the teachers.
You have case managers that used to help
the teachers update their progress,
update IEP goals and help them manage

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

their caseloads and communicate with families. All of those folks have been laid off. So you have a situation where regular education teachers and special ed teachers feel that special ed in Philadelphia is a nightmare. You have a regular ed teacher that might have 40 IEPs to keep updated. In addition to subbing for teachers that have called out, this teacher has to also do all the meetings by herself, update all the data and do five jobs in one.

So IDEA, the Individuals with Disabilities Education Act, says special education is not a location; it's a service. But as a result of all these budget cuts and reductions in special education funding, it has become a place. So children on the autism spectrum now are being shipped to autistic support programs throughout the City, regardless of where they're at. Even if their siblings go to that neighborhood school, they might be sent somewhere else.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 So I wanted to give you an
3 example. A child was told -- he has two
4 siblings in a school. He was told that
5 he would be assigned to a school with
6 autistic support programs, and he had to
7 be on the bus -- ready for the bus at
8 6:30 in the morning. This is a
9 five-year-old child. The length of his
10 school bus commute is two hours. And as
11 recently reported in the news, our
12 special ed buses are routinely late and
13 students are truant. So now as a parent
14 of children on the spectrum, you're
15 trying to tell me that you're going to
16 ship my child to another community.
17 They're going to probably be late. They
18 won't even be dropped off at home until
19 5:30, but they're also going to miss
20 school because the buses are always late.
21 I mean, this is really not a viable
22 solution for Philadelphia, but yet it's
23 the status quo.

24 So our options are you're set
25 up to fail in regular education or the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 teachers continue to pass you until the
3 parents realize that there's something
4 wrong and the delays are then too great
5 or you're shipped to a segregated special
6 education classroom that's outside of
7 your community.

8 My concern is that there is no
9 quality control over the autistic support
10 programs. If you actually look at the
11 qualifications of the teachers in those
12 programs, unless that teacher personally
13 seeks out specialized training in
14 behavioral services, there's nothing that
15 distinguishes them from your neighborhood
16 elementary school teachers. So why are
17 our students being shipped out of their
18 communities? To me it suggests that
19 there's a pattern of segregation.

20 If you look at the spreadsheet,
21 the School District of Philadelphia has
22 school enrollment and demographics data
23 for 2014 to 2015. They have enrollment
24 by IEP status. If you want to look at
25 all the schools, they'll show you the

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 number of students with IEPs. You have
3 some schools like Philadelphia High
4 School for Girls that has over a thousand
5 students and only 25 percent -- or 25
6 students with IEPs.

7 If you go down through this
8 list, you'll see a percentage. You sort
9 by percentage, right? Nationally there's
10 a naturally occurring 12 percent of
11 students with disabilities at each
12 school. That's to be expected. Yet you
13 have schools that have 3 percent students
14 with disabilities. I would really ask
15 you to really analyze this data to see
16 who is being shipped out of their
17 neighborhoods, where are they being
18 shipped to, and are they really being
19 provided with an equal education.

20 Now, some people might say,
21 Well, why don't you apply to charters or
22 private school. The charters are
23 lotteried and private schools can deny
24 your enrollment. So we've tried that.
25 And what we know is that from previous

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 lawsuits, Mills versus the Board of Ed
3 for the District of Columbia says that
4 you can't say we can't educate you in
5 your own neighborhood due to lack of
6 money. But that's what's happening here
7 in Philadelphia. They say, Well, we
8 don't have the money to include your
9 child with disabilities, so you're better
10 served getting shipped off to a classroom
11 with a smaller classroom size. That's
12 not what the research shows. Research
13 shows that inclusion is beneficial.

14 The Department of Justice
15 recently had a settlement with the State
16 of Georgia because they created a series
17 of behavioral classrooms and they were
18 just sending all the students with
19 disabilities there.

20 So I would like you to look at
21 the data of the enrollment of students
22 with disabilities and why don't we look
23 at the schools where there's 35 percent
24 students with disabilities to see whether
25 or not the students even belong there and

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 were they even given information about
3 their rights. A lot of the families that
4 I work with that don't speak English,
5 they were not given an interpreter. The
6 documents are not in their language, even
7 though the School District has to provide
8 it.

9 So I really just ask for you to
10 look at the data that's publicly
11 available and really look at whether or
12 not the School District is protecting the
13 rights of students with disabilities. As
14 we talk about these model schools, I just
15 think about how we can't even get basic
16 education in our own community.

17 Thank you.

18 COUNCILWOMAN GYM: Thank you so
19 much, Ms. Perng.

20 (Applause.)

21 COUNCILWOMAN GYM: If there's
22 an opportunity for you to maybe write up
23 your testimony, you can submit it to us
24 and we can make sure it gets distributed.
25 In particular, if you have specific

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 instances or know of individuals who have
3 not been provided with formal
4 interpretation in regards to their IEPs,
5 we would be very, very interested in
6 seeing that, and that there's actually a
7 website called myphillyschoools.com that
8 allows individuals such as that to file a
9 formal complaint and it will go directly
10 to the state Department of Education and
11 will also go to one of the Public
12 Interest Law Center of Philadelphia who
13 could follow up with that. So thank you.

14 MS. PERNG: Thank you. Yeah.
15 We've been in touch with both, but thank
16 you.

17 COUNCILWOMAN GYM: Thank you.
18 Hi. Good evening. Thank you
19 so much for your patience.

20 MS. PALMER: Thank you for
21 waiting to listen to me. My name is
22 Amber Palmer. I'm a student climate
23 staff at Edison High School. I'm here
24 today to talk about the safety issues
25 that I have. I'm a (unintelligible)

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 member for the union. I'm Local 634.

3 I'm an active union -- I became active
4 because of the safety of the school for
5 the students.

6 My concerns, I've been working
7 with Edison and it's only like three
8 student climates at the high school with
9 me and it's more than 1,250 children
10 there. We perform numerous work every
11 day with monitoring cafeterias and
12 hallways, dealing with fights, lockdowns,
13 numerous things that goes on daily,
14 dealing with personal issues and things
15 of that nature. So we become almost as
16 far as like, you know, like second
17 parents to them. And it really upsets
18 me. The children are bothered, they're
19 upset. They come to me a lot with
20 concerns and issues they have as safety
21 in school, things that need to be done.
22 Like the people spoke earlier, similar
23 situations go on at Edison, and we
24 have -- like I said, it's not a lot of
25 staff, enough staff, and we need staff.

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 That's my concern. We need support.

3 They started positions for
4 climate specialist, managers and things
5 like that, which I don't understand why
6 they need -- I think if we can -- I don't
7 want to take jobs away, but if we can
8 find -- maybe cut that and support with
9 more climate staff to make more people
10 available in our schools to work with
11 these students, that would be more
12 suitable. Because we need the people.
13 We need that support, because it's very
14 dangerous. I deal a lot every day with
15 the fights, like the violence, blood on
16 me, have to, you know, lose clothes,
17 things like that. Just issues they have
18 really upsets me and concerns me. And
19 like I said, I have a deep compassion for
20 them, I want to help them, but I need
21 support. We need support. We need more
22 staff. If they can do something to
23 implement more people to work with us, it
24 would be great.

25 And so that's what I wanted to

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 say today. Thank you for listening.

3 (Applause.)

4 COUNCILWOMAN GYM: Thank you so
5 much for being here. I did want to say
6 that on March 15th we are going to Edison
7 High School to have an open hearing, and
8 I would love if some students or families
9 would want to testify for that, I think
10 that would be very powerful.

11 MS. PALMER: Okay. I'll
12 mention that when I go back.

13 COUNCILWOMAN GYM: Just for
14 clarity, Local 634 represents school
15 climate staff?

16 MS. PALMER: Yes.

17 COUNCILWOMAN GYM: And how many
18 of you are there?

19 Could you introduce yourself
20 for the record.

21 MS. HUNT: Nicole Hunt, worker
22 with Unite Here, Local 634.

23 So the student climate staff is
24 formerly known as noontime aides. Their
25 names were changed in the recent contract

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 negotiations. So right now we have about
3 1,100 student climate staff across the
4 City. We have been asking the District
5 for a ratio between student climate staff
6 and students. They have yet to -- we
7 just recently got documentation about how
8 many student climate staff are at a
9 school compared to how many students.
10 Like at Edison High, right now it's three
11 student climate staff to 1,200 kids. In
12 I think about 2008, 2009 in Washington
13 High School -- and we all know that
14 Washington High School has been on the
15 news about the fights and things like
16 that. 2008 to 2009 Washington High
17 School had 13 to 16 student climate
18 staff, formerly known as noontime aides.
19 Now they have seven, I believe. My
20 numbers may be off, but I do have the
21 list of how many student climate staff
22 are in the schools today, and if you guys
23 would like the list, then we could -- I
24 could definitely give that to you.

25 COUNCILWOMAN GYM: Yes. Thank

1 2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 you very much. Thank you very much to
3 both of you. I appreciate your being
4 here, and thank you very much to everyone
5 in the audience.

6 Is there anyone else who is
7 here to testify on this resolution?

8 (No response.)

9 COUNCILWOMAN GYM: All right.
10 Seeing as there is no one else here to
11 testify on this resolution, this
12 concludes the business of the joint
13 Committee on Children and Youth and
14 Education for today.

15 I want to very much thank my
16 Council colleagues and the ones who
17 stayed here to the very end, Councilman
18 Oh, Councilwoman Parker, and all my other
19 colleagues who care very deeply.

20 I would like to remind the
21 public that this public hearing on
22 Resolution No. 160049 is not concluded.
23 It is only recessed to the call of the
24 Chair. We will be continuing these
25 hearings in the community, three

2/18/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

additional ones in the evening in West
Philadelphia, South Philadelphia, and at
Edison High School, and we will be very
interested in the public testimony on
this. It will help us understand better
the prioritization within the School
District as we enter into budget
hearings.

So I want to thank all of my
colleagues, and thank you all very much
for your attendance today.

(Applause.)

(Committee on Children and
Youth and Committee on Education recessed
at 5:30 p.m.)

- - -

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE

I HEREBY CERTIFY that the
proceedings, evidence and objections are
contained fully and accurately in the
stenographic notes taken by me upon the
foregoing matter, and that this is a true and
correct transcript of same.

MICHELE L. MURPHY
RPR-Notary Public

(The foregoing certification of this
transcript does not apply to any reproduction
of the same by any means, unless under the
direct control and/or supervision of the
certifying reporter.)

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 1

A	189:12	achieved	144:22	129:19	adult 99:14	18:2,3 25:2	aides 197:20
A's 226:5	abysmal	103:9	148:13	189:3	adults 66:4	93:11 98:5	241:22
abandoned	142:2	achievement	190:15	adequate	131:21	139:12	251:24
205:12	academic	7:21 95:19	added 36:9	94:21	204:23	147:5	252:18
abdication	1:19 6:9	126:20,25	130:16	114:16	231:4	151:11,16	aids 214:20
191:7	7:21,21	Ackerman	addition	127:15	advance	174:21	aim 81:11
abide 74:10	55:16 58:14	230:25	10:15 55:17	157:13	84:24	185:21	ain't 234:4
74:14	58:23 95:10	acknowledge	158:9,16	185:14	advanced	196:23	AI 1:15 2:22
ability 21:15	95:19 96:6	15:4 163:9	159:9 165:3	189:19	12:13 32:18	207:5	alarm 58:22
172:14	99:22	192:9	167:3	192:2	advocacy	213:18	alcohol
able 5:14 9:7	129:19	acquisition	209:12	adequately	11:15 45:5	age 201:18	214:10
9:23 20:2	130:4	158:6	242:9	26:22	45:21 47:20	240:21	alive 174:5
29:12,14	156:22	act 25:14	additional	103:13	49:8 149:16	agencies	Allen 101:2
30:5 31:8	224:23	170:20	5:19 8:10	189:2	156:10	183:5 240:8	185:24
39:4 40:4	academically	177:3 180:4	8:16 10:7	195:12	advocate	agency	allergies
41:10 42:6	130:3	239:25	11:4 12:4	ADHD	121:22	111:14	178:10
42:13 43:3	academics	242:15	13:7 19:9	195:11	122:10	183:11	alleviate
52:10,16	56:7 58:13	Acting 6:16	38:23 40:11	adjust 62:15	156:11	agenda 78:17	50:20
67:22 68:2	92:4	7:8	41:5,14	adjustment	174:14	80:10 84:15	allocated/a...
68:3 71:5	Academy	action 14:22	42:3 51:6	77:9	229:21	89:24 90:24	171:7
84:23,25	185:23	65:8,10,14	52:17 62:2	administer	advocated	102:23	allow 172:17
90:12,21	acceptable	65:15 66:8	63:18,22	176:20	187:6	144:22	227:22
116:24	26:19 69:25	68:5 92:23	66:16 72:23	180:8	advocates	aggression	allowed 8:19
134:23	84:7 89:17	93:14	74:25 75:2	183:10	121:3 238:9	65:22	179:17
135:4 141:3	access 9:17	118:23	75:4 78:15	administered	advocating	agitated	226:12
146:4	9:19 64:6	124:12,20	79:22 91:7	180:18	45:8,22	31:21,22	allowing
153:18	108:15	170:23	97:16,18	administeri...	187:12	ago 12:17	213:19
159:16	164:17	Action's	98:12 102:2	176:22	affairs 52:19	23:8 38:14	allows 140:20
164:18	acclimated	93:25	117:10	177:11	149:16	72:4 73:2	248:8
165:4 173:6	233:17	actions 43:4	157:16	administrat...	172:5	106:13	alluded
180:21	accommoda...	96:19	167:4	94:14 98:23	affect 183:17	130:14	108:16
189:13	177:24	active 59:21	224:17	176:4	affordable	132:22	161:15
220:9 229:2	accommoda...	249:3,3	225:4 254:2	177:13,14	90:4	173:18	163:6
ably 190:14	162:21	actively 112:7	additionally	187:9	afforded	187:18	altered
abomination	accomplish	115:18	61:18	189:25	53:20	192:23	202:16
135:23	182:16	activism	address 68:21	administrat...	afloat 205:9	200:14	alternative
absence 72:8	account	192:14	69:18 70:9	145:18	afraid 88:19	208:4	183:24
176:23	113:24	activities	70:17 99:14	administrat...	Africa 172:6	209:25	Amber
180:10,24	216:20	58:15 96:12	115:11	209:11	African	211:25	248:22
212:11,13	accountabil...	activity	158:23	221:18	150:23	232:21	amend
absences 60:8	130:11,19	199:18	160:14	administrat...	151:20	235:13	235:18
203:6 217:5	accountable	actual 44:15	166:5,9,12	36:20 94:17	154:2 155:6	agree 74:19	American
absent	62:19 91:3	48:16 58:15	166:24	135:14	155:13,16	117:8	73:16
209:18	91:11	140:2	addressed	admirable	155:18	133:16	155:16,18
214:22	103:21	169:21	55:7 59:17	98:17	161:7,9,14	141:25	160:24
216:6,18	131:2,17	ad 42:16	59:21 72:2	admissions	161:24	188:18	161:9,14
absolutely	206:25	ADA 240:3	138:10	18:13	162:9 164:4	230:25	Americans
7:15 22:18	accurate	adapt 163:18	145:11	admit 61:20	169:10	agreement	164:4
135:22	33:20 57:23	add 100:22	addresses	admittedly	172:5	46:16 224:4	239:25
139:3,4	58:2 103:8	107:23	73:10	22:25	174:15	agreements	amount 39:6
194:17	170:12	120:3,15	addressing	adopted	afternoon 2:3	177:24	41:14 44:15
199:21	accurately	140:6	47:23 68:11	115:22	3:16 7:5,9	ahead 197:5	75:6 167:15
abundantly	255:5	142:21	71:21	172:11	7:12,16,24	aid 176:20,23	167:19

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 2

215:7	apparently	approach	103:16	160:3	attendant	142:23	backfill 146:5
216:21	85:19	115:10,14	arts 197:17	197:23	217:3,14	available	background
234:7	appealing	115:19	198:24	202:12	attendants'	30:8 31:3	25:20,21,22
ample 229:10	125:10	approached	Asian 154:5	207:22	217:7,10	60:25 92:14	180:2
analogy	appear 83:15	6:25 93:4	asked 28:22	215:21	attended	100:9	207:10
223:3	appears	149:11	55:18 67:2	assistants	152:8	109:22	211:4
analysis	86:11	151:8	140:3	197:20,21	attending	158:4	backgrounds
44:11	170:22	174:18	171:17	197:22	86:17 87:10	166:21	99:12
analyze	applaud 28:9	196:20	205:21,23	207:25	214:7,18,25	199:7,19	bad 94:25
245:15	115:24	225:9	209:16	associated	226:11	215:8	112:19
and/or 9:20	Applause	appropriate	210:2 233:5	43:2 44:12	attention	247:11	bailiwick
178:2 194:9	36:25 49:22	21:16	237:19	Association	18:10 24:13	250:10	64:24
255:23	58:24	152:13	asking 27:13	73:17 94:16	111:6	average 75:6	balance 50:19
anecdotal	104:12	154:8,23	35:11 41:3	94:18 175:9	115:24	AVID 209:6	51:7
5:10	116:9	177:6	55:25 58:14	175:11	168:15,16	209:10	baling 49:10
anger 21:20	141:20	190:19	61:4,11	179:4	186:25	221:16,17	Bangura
anglophone	192:7 205:2	226:16	78:9 202:10	185:13	192:11	avoid 111:24	150:21
168:25	206:4,19	appropriat...	220:12	assume 63:2	attitude	228:3	151:15,16
Anna 225:12	211:12	139:21	228:20	assumption	234:19	awaiting	160:21
238:24	213:12	approval	233:21	183:21	attorney	205:6	161:2,21
annual 105:7	219:16	32:17	236:21	assurance	150:25		163:5,15
annually	220:6 238:5	approve 28:8	252:4	64:15	attract	B	168:21
27:23	238:20	approved	asks 82:2	assure 33:17	146:21	Ba 172:24	170:6,15,17
105:21	247:20	118:19	165:25	37:4 51:22	attracting	back 5:6	171:4 172:3
176:14	251:3	approximat...	aspect 229:8	61:5 171:16	146:22	33:18 34:3	bank 231:23
178:19	254:13	73:18 77:18	assault 86:3,4	206:23	attrition 60:6	37:7 44:19	bar 89:16
answer 25:4,8	application	77:20	assembly	asthma	audience 2:22	51:5,11,14	barely 241:10
27:5 30:9	216:25	136:25	45:7 98:16	114:11	5:5 51:23	54:22 64:20	Barratt 48:4
33:14 34:4	apply 245:21	137:12	117:2 118:5	180:12	92:9 143:24	78:18 79:5	barriers
37:8 39:4	255:21	159:2	192:6	181:6 187:4	150:8 238:8	82:19 91:25	115:11
51:8 53:5,7	appointed	April 67:21	assessed	astounding	253:5	97:23	126:11
147:19	25:17 26:10	area 9:21	44:21	145:13	auditorium	107:15	153:11
148:14,19	32:2	15:21 16:18	180:20	at-risk	50:7	110:24	157:23
205:24	appointees	17:4,6,16	assessing	156:12	augment	124:2	177:22
233:7	36:2	38:14 41:7	44:15	157:15	11:19 115:6	131:13	214:7,17
answers	appointme...	41:12 64:23	assessment	attack 114:11	August 135:2	137:19	219:11
206:2	25:15,16	65:4 66:25	180:13	181:6 187:4	authority	144:11	Bartram
anti-bullying	appreciate	68:14 76:8	assessments	attacks 203:3	46:16 218:5	149:23	152:5
87:16	91:20	106:9	215:20,23	attempt	authorizing	150:13	based 28:4
anxiety 218:3	117:15	166:18	assigned	97:10 240:4	1:17 6:4	152:19	34:24
anybody	144:11	191:4	180:9 181:9	attempts	105:3	168:12	113:25
31:10 72:13	160:6,18	215:19	197:24	190:3	autism	195:8	141:9 147:4
143:8	194:23	218:21	208:18	215:18	241:14	197:11,14	157:17
148:18	206:22	areas 17:6	243:5	216:4	242:20	207:11	194:14
195:15	213:15	94:2,3	assignments	attend 7:22	autistic	208:5,18	221:13
223:25	237:25	106:2,8	167:23	49:16 71:5	242:21	213:6	222:20
237:2	253:3	144:6	assist 192:24	109:5,6	243:6 244:9	230:13	basement
anymore	appreciated	145:20	216:13	217:24	automatical...	235:20	235:5,7
199:18	229:14	158:8	217:4	218:15	161:13	237:9	basic 55:5
anyway 25:5	appreciates	argued 69:21	241:22	attendance	173:13	251:12	56:9 80:17
34:2	18:6	arrest 10:6	assistance	2:13 9:9	automotive	backbone	107:4
AP 209:5,13	appreciative	art 35:6 64:6	11:14	10:9 219:13	16:19	200:8	179:23
apologies 7:7	8:22 28:13	64:12,17	assistant	254:12	auxiliary	backdoor	209:3
						103:23	

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 3

247:15 basically 125:5 basis 42:21 55:8 62:13 62:24 64:7 64:17 105:7 183:6 184:24 210:21 211:14 222:12 230:6 bathroom 85:16,22 battle 205:11 beacon 201:13 bear 90:17 bearing 194:8 194:9 214:22 beaten 85:16 85:21 beating 85:24 86:5 beautiful 205:18 beauty 122:2 beginning 145:9 146:9 231:3 begins 31:16 126:25 behalf 63:3 75:9 151:19 156:11 163:20 behaving 226:6 behavior 183:17 behavioral 10:14,23 21:3,4 42:3 42:10 43:2 72:8,10 131:10 215:19 244:14 246:17 believe 55:16 57:16 59:13	74:18 103:7 131:19,20 133:16 154:18 161:10 236:16 252:19 believed 154:12 believer 48:9 believes 34:21 bell 230:13 230:15,15 belong 246:25 beneficial 246:13 benefit 13:25 22:3 70:23 153:18 benefits 12:12 96:6 Benjamin 226:8 best 14:2 26:25 28:4 32:9,10 35:8,9 70:21 100:6 106:8 110:14 119:6,7 120:12 122:8 142:17 189:7 221:12 235:2 better 10:21 36:7 42:23 43:19 56:3 66:15 72:2 103:11 104:5 110:21 113:14 117:9 118:18 131:22,23 168:17 170:24 227:4 246:9	254:6 beyond 84:4 101:20 177:11 bid 235:19 big 118:14 125:25 126:5 198:16 233:4 bigger 146:19 biggest 47:25 bilingual 159:22 197:20 225:22 226:23 227:2,16 228:8,21 bill 117:25 118:2,18,22 119:5 163:18 billion 79:15 105:19 106:25 127:5 131:10 233:8,9 bills 182:3 birth 84:17 bit 56:19 62:15 63:8 93:24 107:23 144:13 145:12 black 230:21 231:19 232:11 Blackwell 1:11 2:14 2:25 3:4,22 15:13 17:20 41:2 82:21 88:8,9 89:9 98:7 120:11 132:11,12 136:8,11,15 163:10 171:23,24 174:12	195:2,3,9 195:13,20 219:20,21 Blackwell's 18:9 blame 203:3 bleeding 50:20 bless 220:5 230:24 Blondell 1:14 2:16 17:24 blood 133:11 177:12 183:7,22 212:16 250:15 board 25:22 50:24 154:19 175:3 246:2 Bodine 52:10 body 25:17 48:20 98:9 103:21 104:23 125:2 boiler 235:8 boilerplate 241:13 Bok 48:5 bona 135:21 bond 127:5 books 129:5 199:16 boost 107:13 borders 83:5 born 48:2 164:3 239:8 bothered 249:18 bottom 105:15 bought 130:18 bounced 152:10 boundary 84:10 bounds 34:5 brain 190:21 190:23 brand 3:25	break 61:18 126:17 129:15 breakdown 56:8 210:15 breaking 126:10 205:15 breathe 238:11 brief 47:8 56:14 75:9 briefly 43:23 briefs 124:21 bring 5:14 7:6 37:7 55:23 91:24 98:11 128:24 143:15 150:16 213:6 233:14 Bringing 196:19 232:25 brings 62:8 172:7 broken 61:8 203:9 brought 91:6 127:10 136:21 168:15,16 186:25 198:3 202:5 233:23 Brown 1:14 2:16 17:24 17:25 18:4 19:2,13 20:13,20 21:6,22 22:11,19 23:12,22 24:8,17 139:10,11 139:19 140:16 141:5 143:4 143:9,19 160:20 161:19	162:19 163:13 164:10 165:16 166:11 167:21 168:8 169:25 170:8,16,18 171:11,15 brunt 90:17 bucket 45:11 155:12 budget 4:9,19 12:18 24:9 30:10 41:24 47:13 98:16 98:20 99:12 101:8 102:9 102:20 106:14,19 107:19 108:11 121:20 127:21 139:22 141:12 144:6 157:10 162:24 175:13 180:6 182:5 182:20 186:10 188:25 189:17 192:4 198:9 200:6 202:17 215:6 217:5 217:22 218:11,24 233:4,6 236:20 242:18 254:8 budgetary 8:8 budgeted 135:21 budgets 49:11 103:13	203:7 build 128:11 building 13:19,23 66:5 100:13 122:23 179:15,18 180:5,10 184:15,17 188:2,24 202:3 235:10 237:6,8,12 buildings 113:22,25 138:15 185:2 197:18 198:12 203:22 218:19 237:13 built 17:4 121:20 bullet 125:8 bullied 159:25 bullying 65:11,18,20 65:22 66:2 66:6,10,17 66:23 67:4 68:11,15,22 69:3,18,22 70:9,11 71:22,25 85:25 86:3 86:4 87:4 89:14 151:25 162:10 198:4 201:22 bunch 169:9 238:9,10 burden 63:19 181:25 burdened 182:20 burdens 194:9 Bureau 240:10	Bureaucrats 190:4 Burgos 122:18 Burns 55:14 bus 243:7,7 243:10 buses 243:12 243:20 business 94:18 234:19 253:12 buy 101:25 C cabinet 59:5 Cafe 229:25 cafeteria 209:15 cafeterias 249:11 calculated 76:11 calendars 147:23 call 6:13 16:6 92:8,19 132:19 150:18 173:23 181:20 196:10 211:17 229:24 235:23 239:9 253:23 called 2:4 118:16 133:2 142:23 195:13 208:5 209:6 221:16,21 240:10 242:10 248:7 calls 72:17 99:19 188:9 211:19 Cambria 36:4 cameras
--	---	---	--	---	--	--	---

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 4

38:24 39:8	190:20	27:18	24:22 30:4	170:10	154:12,17	156:12,13	circle 150:13
39:19	214:3 216:9	175:23	30:13 31:2	179:17	156:14	156:13	circulate
candy 234:11	218:9,20	central 73:9	33:23 37:10	change	164:5 169:7	162:11,22	68:24
capable	235:13	78:16 82:4	37:13 46:10	118:16	178:16	167:20	circumstance
179:24	241:23	cents 49:14	47:4,7	119:12	181:21	170:25	22:21
capacity 7:19	case-by-case	50:11	80:23 85:8	120:13	183:15	172:18,20	cited 237:3
30:18 72:11	42:16,21	century	88:7 116:13	131:9	184:2 187:3	173:6,7	cities 233:15
199:5	caseload	212:19	120:21	134:13	194:12	175:16	citing 90:9
capped 32:23	111:4,23,25	213:10	132:10	165:23	195:16	177:3,5	citizens 27:18
caps 99:7	208:2	228:5	136:13,16	changed	211:6,19	185:10	93:2 103:21
capture 18:10	241:10	certain 54:8	139:9	251:25	212:5	189:10	104:18
24:13	caseloads	60:17 63:16	147:14	changes	222:24	190:10	213:9
carbohydra...	187:23	63:23 66:12	150:21	55:25 56:16	234:24	197:10	city 1:2,7 2:5
183:8	242:2	75:14 148:3	171:22	183:17	239:11	201:17	4:2,23 7:23
carbon	cases 111:11	certainly	194:25	channel 87:6	241:6,11	202:15	8:13,17,17
235:11	123:6	22:12 41:19	219:19	Chapter	243:3,9,16	203:5	13:20 14:8
care 73:5	182:23	90:14 91:4	220:22	188:10	246:9	204:18	27:13 31:16
111:11	218:13	91:25 101:9	253:24	charge	child's 100:10	216:11	39:15 40:10
126:14	casework	112:13	Chairman	195:25	181:13	220:3	45:23 47:22
179:21	111:22	146:16	136:19	charged	183:17	223:10	48:13 55:4
181:12,22	categorize	148:13	chairperson	108:4 185:6	211:16	228:3,12	55:21 66:19
185:3	155:12	167:22	148:6	charter 17:11	children 1:3	229:22	78:11,14
211:16	163:21	CERTIFIC...	chairs 33:24	17:14 32:22	1:17 2:6,17	230:6 231:5	83:2 84:13
214:20	categorized	255:2	45:3 163:11	34:12 47:9	3:7,25 4:5	231:19	87:8,13
223:3	164:3	certification	168:10	47:21 50:18	5:2 6:5 9:24	232:12	98:7,16
239:10,20	category	175:19	170:19	50:22 86:22	12:8 14:14	236:11	104:23
253:19	161:14	190:18	237:19,22	88:12,16	18:22 20:6	237:19	106:2,7
career 9:20	164:23	255:20	237:22	99:7 118:16	21:12,13	239:6,7,12	110:16
39:24	Catharine	certifications	Chairwoman	120:13	52:24 58:23	239:15	111:19
200:16	152:4 162:6	59:24	24:25 40:25	charters	62:11 80:15	240:23	113:5 114:4
202:19	catheterizat...	240:10	41:2 81:2	47:15	83:22 87:19	241:14	115:4
cares 198:21	177:17	certified	85:11	245:21,22	88:15 89:12	242:20	116:23
215:4 219:9	caught 153:7	100:2 151:4	116:16	chasing	89:17 93:3	243:14	127:8,10,20
239:9 240:2	cause 62:25	151:6 176:7	132:13	203:17	98:18 99:11	249:9,18	128:10,23
Caribbean	96:4	177:9 183:2	147:17	cheap 190:4	102:7	253:13	129:10
150:23	caused	183:19	Chairwomen	check 51:7	103:14,18	254:14	193:13
151:21	106:21	185:4,14,23	34:6 82:21	54:21	104:4,6,18	children's	205:23
154:2 155:6	219:2	186:17	challenge	233:11	109:11	119:20	207:6
155:13	causes 182:9	187:14	23:2,11	Cherelle 1:13	110:15,21	120:4 186:5	208:25
161:7,25	caution	188:19	59:25 60:6	2:21	111:23,24	Childs 48:3	231:7
162:10	181:20	190:5,13	60:9 131:19	Cheryl 55:15	112:15,22	chocolate	242:22
172:5	cede 93:22	191:13,25	challenges	58:8,17	113:11,12	118:15	252:4
caring 201:25	ceiling 50:9	193:2,5	60:24	Chestnut	115:10,22	choir 34:23	City's 107:12
Carnell 81:19	cell 210:6	208:8	121:11	172:25	116:2 122:6	choose 146:2	Civil 178:2
Carol 150:21	center 17:5	CERTIFY	126:2 130:8	Chief 6:24	122:9,11,19	CHOP 15:20	clap 238:18
151:16	133:6,9	255:3	131:3	7:17 55:14	123:6	CHOP's	clarification
172:3,15	150:25	certifying	222:22	55:16 77:16	131:23	112:25	51:19 61:7
173:2	156:9	255:24	challenging	child 20:9	134:5	chose 140:7	175:22
carried	214:11	cetera 126:15	99:12 104:7	35:16 53:18	146:15	chosen	clarify 57:2
111:12	229:25	Chair 2:15,17	117:22	62:20 63:5	150:21	202:24	clarifying
case 68:25	234:20	2:25 3:24	128:2	70:14 88:20	152:22	Cincinnati	192:18
153:25	248:12	6:16 7:8	184:22	110:11	153:9,13,17	127:4	clarity 46:24
184:22	centers 11:11	17:23 24:19	chance	144:17	154:5	136:24	47:3 68:5

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 5

84:2 160:21	84:3 85:3	37:19	14:22	174:4	254:14,15	184:10	190:13
224:23	158:18	102:19	college 9:19	210:12	committees	186:21	complicatio...
251:14	246:17	clothes	18:13 23:16	213:15	2:13 31:2	215:17	184:7
class 81:4,22	clawback	203:23	24:2,14	218:23	138:24	216:9	components
81:24 82:4	141:7	250:16	48:10 107:7	234:9	commodities	224:17	178:5
82:15,18,22	Clayton	Clouden	173:21	235:21	107:9	229:25	comports
83:13 94:5	232:3	229:19,20	202:19	commend	common	230:3,4,5	165:24
95:23 96:2	clear 46:22	238:2,6,18	216:25	98:9 105:2	14:23 97:8	243:16	comprehen...
96:7 101:6	61:7 65:7	clubs 103:16	221:18,25	112:4	commonly	244:7	13:2 70:4
106:6 129:6	74:9 80:7	CO-CHAIR	227:17	comment	96:3	247:16	188:14
148:10,12	89:10 90:4	1:11,11	colleges	55:9 132:17	Commonwe...	253:25	comprise
149:21	90:8,19	co-locating	199:14	comments	105:14	commute	112:22
154:7,22	104:22	138:7	Colonial	39:13 46:11	157:12	243:10	comprises
169:14	125:6 147:9	coaching	108:22	51:10 91:14	166:17	comp 235:14	108:2
222:4,5	187:21	217:15	Columbia	105:24	communicate	companies	computer
226:6,8	189:12	code 53:16,25	246:3	132:15	21:19 71:23	176:10	234:12
227:12,16	224:9	54:8 80:18	combination	223:23	242:2	company	computers
227:19	226:23	175:20,25	60:9 127:14	commiserat...	communica...	134:21	34:17
228:7,8	clearly 74:12	176:6,12	come 8:11,16	188:25	45:17	compare	199:16
237:21	91:12 160:3	190:12	16:7 24:9	commission	164:15	233:12	concept 221:9
classes 81:20	160:11	191:7	29:4,12,14	6:17 26:15	communica...	compared	concepts
100:21,23	Cleaver	cogent 90:19	29:15 30:8	51:2 55:18	46:21	105:9	169:22
100:25	223:4	cohort 143:15	34:7 50:2	102:11	164:24	108:20	concern 59:4
101:4,10	Clerk 5:23	156:7,19	51:14 55:18	134:22	communities	111:4 252:9	59:6,7,9
102:3	6:3,12,15	coincidentally	56:6 58:12	150:23	5:9 108:14	comparison	62:17 73:16
135:18	6:23 92:19	86:20	72:17 82:19	163:11	125:22	233:13	76:8 94:3
136:7	92:21	collaborates	97:22	172:4	152:12	compassion	96:5 194:16
142:16	150:18,20	177:21	133:18	186:24	162:14	250:19	244:8 250:2
149:10	196:10,12	collaborating	136:4 146:3	210:18	239:14	competent	concerned
153:10	climate 9:12	10:13	162:24	212:22	244:18	153:12	37:21 65:18
199:4 209:5	39:22,25,25	collaboration	172:21	Commisio...	community	complain	230:11
209:14	40:2,16	46:17 106:3	183:5,13	6:19	16:14,24,24	88:11	concerning
226:4 227:8	197:24	collaborative	195:5	Commisio...	17:16	complaint	1:18 6:6
classification	248:22	91:2	209:24	37:7	103:25	240:12,14	156:18
160:22	250:4,9	colleague	211:17	commit 75:13	111:13	248:9	concerns
classified	251:15,23	37:5 187:17	215:5 219:9	commitment	121:7,23,25	complaints	37:24 65:5
152:22	252:3,5,8	189:4	224:21	14:19 80:2	122:8	56:6 87:2	249:6,20
classroom	252:11,17	colleagues	225:7 230:7	104:24	123:11	240:7	250:18
56:22 58:16	252:21	22:13 61:6	234:17,22	commitments	124:22	complement	concluded
68:25 83:9	climates	72:22 80:21	234:22	22:5	125:4,7,14	142:14	253:22
83:21 84:11	249:8	90:13,22	235:13,20	committee	125:15,18	complete	concludes
84:21 97:4	clinical	91:22	249:19	1:3,4,17,18	125:20	168:19	46:11
159:16	188:20	116:12	comes 12:5	2:6,12,15	126:7,16,21	completed	223:22
169:16	close 12:8	205:11	20:18 49:13	2:18,18 3:2	127:4,12	215:23	253:12
179:25	35:16 67:14	207:4	98:20	3:7,24 4:2	128:4,9,15	completion	conclusion
197:21	127:2	220:16	120:16	6:4,5 8:4	129:9,17	112:18	91:19
207:24	closed 106:13	224:3	168:24	15:6 45:3	132:3,20	complex 14:3	224:15
226:17	closer 67:21	253:16,19	169:7	150:22	134:3	99:22	concrete
227:10	76:16 114:7	254:11	230:12	168:3,10	136:21,25	compliance	137:25
244:6	closest 162:14	collect 24:5	coming 3:13	170:19	137:12,14	179:10,12	condition
246:10,11	closing 95:19	collection	33:3 51:5	175:5,6	138:2 151:2	182:15	182:24
classrooms	198:13	11:14	91:21 93:10	185:11	173:24	complicated	237:14
56:25 57:21	closures	collective	109:11	253:13	174:14	115:15	conditions

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 6

99:3 106:4	183:14	continuing	146:22	138:3,17,18	148:14,15	76:18,24	195:2,3,9
106:11	consistent	253:24	175:22	194:8,21	148:25	77:6,14	195:20
129:20	81:23	continuum	cooperation	cost-benefit	149:4,14,18	78:3,6,25	196:7,8,22
conduct 1:18	186:15	20:5	38:5 191:13	44:11	149:24	79:19 80:6	197:4
6:6 66:21	consistently	contract	coordinate	costs 97:11	163:6	80:24,25	206:17,20
67:20	48:20 124:7	74:11,11	145:5	138:12,15	253:17	81:14 83:25	213:13
conference	212:22	99:19	184:16	Council 1:2	councilmanic	85:7 86:8	219:17,20
170:23	216:17	140:20,21	coordinator	2:6 3:24 4:2	22:15 81:18	88:7,8,9	219:21
confidence	constant	141:8,11	137:21	4:24 7:25	101:7	89:8,9 90:8	220:7,23,24
84:25	121:3	143:3 216:3	209:13	8:17 22:13	Councilme...	91:17 92:7	221:9
confident	constantly	235:18	coordinators	27:13 31:17	15:5 69:8	93:6,23	222:18
55:23	235:17	236:10,15	40:2	39:16 40:10	Councilme...	94:3 97:20	223:20
confidential	constituenci...	251:25	cope 204:2	45:12 46:25	2:19 5:18	98:6,6	225:14
178:7	222:21	contracts	copies 2:10	51:5,14	15:9 104:20	104:13	228:18
conflict	223:15	235:16,17	CORA	55:22 61:5	Councilwo...	108:16	229:6
216:25	constitute	contractual	152:18,19	62:18 63:3	1:11,11,13	116:7,10	237:24
confrontati...	189:20	84:4,6	196:17	66:19 72:22	1:13,14 2:2	120:10,19	238:3,16,21
201:18	Constitution	contrast	213:24	78:11 98:7	2:14,16,20	120:22,23	247:18,21
confused 46:6	237:5	108:24	215:17	104:23	2:25 3:4,8	121:21	248:17
confusion	constraints	125:12	216:4	105:2 112:4	3:21,22	123:12	251:4,13,17
71:14	8:8,14	contribution	Corbett	112:7	5:22,25	128:7	252:25
congratulate	41:24	105:11	47:11 98:23	115:17	6:12,18,21	129:22	253:9,18
39:14	construction	contributor	98:24	116:23	7:3,11 8:11	132:8,11,12	counseling
congratulat...	199:17	101:9	Cornell	205:23	15:2,11,13	136:8,11,14	23:2 50:13
39:16	consultation	control 97:10	221:21	207:6 224:2	17:20,22,24	136:15	122:20
Congress	215:20	244:9	222:7	234:22	17:25 18:4	139:4,7,10	counselor
176:25	contact 72:13	255:23	Corner	253:16	18:9 19:2	139:11,19	13:18 18:20
connect 70:14	210:8 217:3	controlled	229:25	Council's	19:13 20:13	140:6,16	19:17 73:17
connected	contacted	103:20	corporate	8:18 98:17	20:20 21:6	141:5,23	73:19 74:13
214:24	151:17	conversation	127:9	Councilman	21:22 22:11	143:4,9,19	74:21,22
consecutive	contained	50:12 55:10	corps 108:2	1:12,12,14	22:19 23:12	143:21,22	75:7 79:5,8
186:23	255:5	55:20 58:18	110:17	1:15 2:20	23:22 24:8	147:6,14	85:4 99:20
consequences	contemplati...	123:5,19	115:7	2:22 15:6	24:17,20,23	150:3	107:21,24
184:8	201:21	131:5,7	211:11	24:22,24	37:2,11,12	151:10	108:2,13,20
240:19	content 153:2	231:15,18	correct 58:9	25:13 26:9	40:23 41:20	155:23	109:3,16
Consequent...	153:4 158:8	conversations	63:20	27:10 28:17	42:19 43:20	160:20	145:4
182:10	context	166:14	147:22,25	28:24 29:5	44:23 46:12	161:19	196:13,15
consider	107:23	conversions	149:19	29:7,9,13	46:13 51:17	162:19	197:3,20
57:23	159:6 166:4	102:19	255:8	29:18,24	52:12,20	163:10,13	200:10,21
108:12	continue 9:12	convince 28:2	Correction	30:7,20,25	53:4,14	164:10	203:15,18
113:7	49:5 78:12	36:3	50:5	31:10 33:14	54:11,19,23	165:16	207:7 208:9
150:12	113:9	cookie-cutter	correlated	33:22 35:20	57:16 58:4	166:11	209:13
224:3	130:10	122:4	144:21	37:3 47:5,6	58:19 59:8	167:21	210:2,11
considerable	147:11	221:11	correlation	49:23 50:16	59:11,15	168:8	214:11
60:7	193:24	Cooper 92:25	23:17,21	85:9,10	60:11 61:3	169:25	215:10
considered	220:10	93:8 104:15	24:7	116:13,15	62:10 64:2	170:8,16,18	counselors
45:10 64:11	224:21	104:16,17	cost 39:19	120:20	64:10,14,21	171:11,14	13:13 18:18
70:21	233:14	128:7	40:12 41:15	133:17	68:4,9,17	171:15,23	22:22,24
207:16	244:2	138:14	74:15,22	136:16,18	69:5,10,13	171:24	23:4,14,18
212:23	continued	141:21	75:5 76:12	137:5,9,16	71:12 72:12	174:9,12,20	73:12,13,14
considering	173:23	142:24	76:15 80:5	138:22	72:19 74:5	185:18	73:15,21,24
106:10	continues	143:7,11	103:2 113:5	139:5,8	74:6 75:8	192:8 193:2	74:8 90:2
consistency	102:23	144:8,19	137:11	147:15,16	75:15,19,23	193:6,10,16	99:17

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 7

106:17	133:9 167:4	crises 127:21	cuts 4:9,19	171:17	119:10	deemed	department
107:15,17	168:9 202:6	crisis 32:20	12:19 94:6	242:12	133:14	199:20	10:3,8,14
108:3,10	225:23	42:10,25	95:12 96:11	244:22	172:18	deep 109:12	21:8 50:5
109:9,24	230:25	45:11 81:25	98:21 99:12	245:15	211:13	250:19	69:17,24
110:5,13,20	courses 12:14	99:4 101:8	100:18	246:21	241:3	deeply 253:19	71:21 96:22
141:17	12:19	102:20	102:9	247:10	250:14	deficiencies	154:21
154:9	222:14	117:3	106:14,19	dates 30:15	dealing	157:20	178:19
158:20	coursework	154:10	107:19	David 1:12	172:12	deficiency	246:14
197:17	48:8	156:21	108:11	2:20 24:23	173:16	159:18	248:10
200:15	court 43:25	critical 11:21	157:10	50:16	233:23	definite 47:2	departments
202:11	48:23 74:9	87:17 158:4	175:13,15	day 13:15	249:12,14	definitely	44:3
207:25	75:9 99:6	critically 88:3	180:7 182:5	30:17,23	deals 201:21	28:16,21	depending
216:22	212:7 216:7	criticism	182:20	36:17 86:20	dealt 87:21	53:2 62:4	48:25
count 183:8	218:23	120:14	186:10	101:18,22	102:8	64:19	142:14
counted	Court-invol...	crossing	188:25	102:5	195:12	228:24	deployed
155:15,16	214:5	84:10	189:17	107:20	211:22	252:24	111:20
161:8,8	courthouses	CUA 131:10	198:9	114:12	212:2 233:6	definition	described
counterpart	218:12,14	cultural	202:17	135:15	dean 202:11	125:18	35:13
209:19	cousin 226:14	154:13	205:7 211:5	136:7	217:14	degrees	142:25
counterparts	226:17	culturally	215:6 217:5	146:15	dean's 209:15	221:25	148:12
154:4	cousin-in-law	152:13	217:22	148:8,11	deans 197:22	Delaware	187:17
counties	225:24	153:12	218:11,24	149:21	death 202:4	143:14	deserve 13:24
103:18	cover 102:2	154:7,23	242:18	169:10,14	203:11	delays 244:4	14:2,14
119:14,15	209:14	culture	cycle 216:3	181:7,9	debate 47:15	delicate	49:18 52:25
119:16	covered	154:17		183:2,3	49:6	190:23	62:22 98:19
countless	63:18 176:9	172:13	D	184:4 188:2	December	deliver 33:18	103:11,12
186:24	covering	173:3	D 1:13	197:10,14	73:3 186:19	delivered	103:15,19
countries	63:13	cure 43:9	Dafils 151:2	197:19	decent 129:6	83:17	103:25
151:24	135:18	curious	225:18,19	198:11	decide 122:15	delivers	104:5
169:10	136:7	139:23	229:5	201:23	241:2	115:20	131:23
country	crazy 142:19	current 8:19	daily 62:13	202:7 204:5	decimated	delivery	132:6
115:13	create 12:6,7	56:15 57:2	184:24	205:8	12:18	82:25	182:25
169:2,4	14:10 18:7	63:9 107:2	202:18	208:12	106:20	193:22	185:10
214:21	40:4 130:22	127:17	210:21	209:17,24	decision	delusional	199:23
county 36:4,4	145:23	159:13	211:14	210:22	32:22 44:8	203:8	deserves
83:4,5,10	163:8	185:9	222:12	230:7,9	118:6	delve 67:17	62:20
108:22	177:23	191:16	230:5	234:25	decisions 9:20	demand	deserving
117:24	created	currently	249:13	235:3 239:8	18:17	111:6	205:18
143:14	117:23	64:5 72:5	danger	239:10,19	204:23	democratic	design 94:14
233:7	229:24	84:3 145:8	181:16	240:2	decline 157:4	34:18	122:5
couple 21:22	234:20	175:2	dangerous	249:11	declining	demographic	123:21
51:20 72:20	246:16	220:20	9:11 99:2	250:14	112:16	155:15	designate
72:24 73:2	creating	curriculum	114:4	days 181:10	decrease 24:3	demograph...	168:21
120:12	146:11	82:13 83:17	183:20	192:23	24:4 158:2	163:22	designated
143:16	creation	126:23	250:14	195:14	158:9	170:13	70:8
167:22	25:14 39:24	159:11,17	dare 45:6	198:19	decreased	222:21	designates
coupled	Creole	customer	82:8	208:6,11	218:10	244:22	161:5
126:23	225:23	60:19	darn 89:16	216:6	decreasing	demonstrat...	designee
courage	CRETE	cut 47:12	data 11:14	De 122:18	113:10	95:17	217:3,14
86:10	42:11	95:10,14	24:5,6 33:8	deaf 125:13	dedicated	demonstrates	designing
course 12:14	crime 218:3	153:20,22	90:9 93:16	deal 15:20	214:6	96:5 222:19	10:19
95:16 96:4	criminal	158:13	97:17 101:7	21:20 87:22	dedication	dental 191:17	desk 2:10
113:24	145:2	250:8	108:8 147:9	100:9	14:20	deny 245:23	desperate
			164:13				

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 8

204:7	diabetic	218:22	175:12	22:15 25:25	140:6,13,20	106:20	201:16
despite	182:21	diligently	186:9	26:14 35:19	140:22	107:25	202:9
101:22,24	183:21	8:24	213:20	38:2,12,25	141:10	109:7	210:18
102:2	diagnosis	dime 234:3,4	discussion	40:5,22	142:3,22	163:20	226:5
200:13	182:21	dinner	123:16	41:21 44:5	143:14	District-run	227:18
destruction	184:6	118:14	124:3	44:8,19	145:14,21	108:6	dollar 10:11
207:18	dialogue 65:2	direct 21:7	discussions	45:15,16,23	145:22,24	districts 9:22	44:15 75:6
detail 28:20	90:19	23:16 55:7	3:10 130:12	46:15,19,24	146:7,10,20	12:12,23	236:6
59:19	224:12	70:18	141:13	47:17 50:15	147:2	94:15,21	dollars 8:16
details 18:23	Diane 71:20	100:18	166:14	53:12,17,23	148:19	95:8,12,22	9:2 39:6,18
48:25	72:3,16	125:11	disease 184:9	54:3,5,25	149:6,17	95:25 96:13	44:14 49:14
125:16	died 114:10	182:4	disengage	55:21,24	151:5,7,22	96:15,18	50:11 55:23
141:11	181:5 187:3	191:12	219:3	56:4,7	155:11	97:2,5,12	88:13,24
deteriorating	203:12,20	255:23	disengaged	60:12,14,18	156:23	115:12	105:20
35:2 138:9	235:12	directed	214:25	60:22 62:19	161:4 162:4	119:17	117:10
determine	diem 134:24	139:21	disinvestme...	63:15,19	162:24	120:7	131:10
75:3 125:23	140:12	direction	106:25	64:5,16	163:4,23	143:12	141:16
180:13	difference 5:2	121:13	dismissed	65:6 69:16	164:25	diversified	157:13,16
determined	50:3 82:16	127:24	200:15	69:20 70:2	167:11	208:24	167:5
44:22	144:16	221:7	disproporti...	70:19,23	170:10,21	divert 219:12	donating
devastated	differences	directly 45:16	157:9	71:8,18	171:18	diverted 10:5	230:5
184:6	34:22,24	61:23 71:23	158:21	72:25 74:10	175:7 176:5	diverting	Donna 92:25
devastating	different	164:15	disrespect	75:10 76:11	178:21	10:6	104:17
18:15	17:14 40:8	248:9	232:4	78:8,12	183:4 186:3	divide 75:2	142:24
182:22	67:9 91:9	Director	disrespectful	79:10 80:9	187:9	divided	146:22
developed	125:21	64:25 92:22	231:25	80:13 81:18	188:15,17	215:10	175:22
70:3	132:19	93:2,13	232:2	82:3 83:5	189:24	doctor 69:11	door 33:7
developing	133:19,21	104:17	dissipate	84:12 88:13	190:2	223:9	doorman
185:6	133:21	149:15	138:13	89:20,23	193:20	document	218:18
development	152:17	196:18	dissolve	90:6,11,20	194:18,20	70:16	doors 198:25
41:25 42:9	180:9 209:2	disabilities	28:10 32:8	90:25 91:10	196:14,16	documentary	Doris 232:6,7
159:14	217:11	10:15 21:10	distinction	91:24 92:2	200:11	231:16	232:8
develops	220:19	21:13	164:7	92:17 93:16	202:9 203:4	documentat...	dose 180:22
177:18	221:12	156:14	distinguishes	99:9 100:21	206:2,24	36:16	doses 180:16
183:15	222:25	177:6 179:2	244:15	101:7,15	207:9,12	188:12	double-bind
devil 125:15	233:19	239:7,13,15	distress	102:10,21	209:9,9	252:7	188:4
134:12	differently	239:25	181:11	102:25	212:20	documented	double-check
Devine 151:5	114:22	240:24	distributed	104:25	224:5,10	173:12	72:21
174:22,23	142:9	242:15	198:16	105:7,12,21	228:20	180:17,18	149:22
186:13	difficult	245:11,14	247:24	106:3,13	232:9,13	188:12	doubling
192:9,19,21	18:17 37:18	246:9,19,22	distributing	107:14	233:24	documenting	187:22
193:4,9	122:22	246:24	23:5	108:4,22	240:25	178:12,15	Dr 7:4 15:3
devote 202:24	123:9	247:13	distribution	109:25	241:3	documents	36:19 43:23
DHS 111:4	125:23	disability	49:15	110:18	244:21	247:6	51:25 69:5
111:12,15	146:23	194:15	153:25	113:8,17,20	246:3 247:7	doing 27:3	69:8 92:22
111:25	189:8	disabuse	district 3:19	114:17	247:12	28:2 33:5	93:8,11
112:3,9	228:11	191:23	4:8 7:6,18	115:12,17	252:4 254:8	45:12	94:8 97:25
113:7	239:21	disaster	8:15 9:6	116:24	District's	124:15,15	116:17
128:20	difficulties	227:8	10:12 11:2	129:3,12	4:17,21 8:7	142:5 143:2	124:19
144:25	95:4	discriminat...	11:17 12:5	130:13	49:7 68:6	146:15	125:17
212:2,4	difficulty	239:8,14	14:4,17	134:4,25	74:14	147:2 149:8	136:20
diabetes	182:13,14	240:5,12,17	15:19 17:17	135:3 137:4	101:10	188:5	137:3,7,13
182:22	diffuse	discuss 8:6	18:9 22:13	139:16,22	102:3	192:10	137:18

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 9

139:3 144:8 230:16,25 231:21 232:3 233:2 234:2 Draconian 188:24 draft 119:5 drain 99:8 dramatically 110:7 182:24 drastic 4:11 Drexel 15:19 drill 224:22 drive 102:22 167:4 driven 157:13 drop 13:4 45:10 160:15 dropouts 216:21 dropped 156:23 202:2 243:18 drove 203:11 drug 204:12 214:10 dual 228:22 due 41:23 98:14 107:12 153:10 194:11 198:7 217:5 218:10 246:5 Duffey 151:3 185:20,21 185:22 192:10 193:12,15 195:8,18 196:6 duly 208:8 dummy 227:11 duties 177:10 189:4 216:24 217:7	duty 89:16 187:5 218:21 E e-mail 57:17 Eagle 184:11 ear 86:24 earlier 74:17 82:21 122:12 140:8 175:22 189:4 198:3 201:23 202:6 205:21 209:7 221:5 249:22 early 96:7 239:16 easier 3:15 65:2 easily 181:23 eat 236:13 238:11 eaten 183:9 Echoes 172:6 economic 36:12 economics 107:4 ed 23:19 73:8 109:14 209:4 242:5 242:6,8 243:12 246:2 Edison 224:20 248:23 249:7,23 251:6 252:10 254:4 edit 163:18 editor 186:20 Edmonds 38:15 41:9 100:17 educate 99:10 134:5 246:4 educated 107:8	educating 108:5 232:11 education 1:4 1:18 2:7,15 2:18 3:2,12 6:6 14:15 15:6 24:12 25:20 26:5 26:20 28:4 36:8 48:11 52:21,23 53:18 61:9 61:9 62:7,8 62:16 63:5 83:2 96:22 96:23 98:22 103:14 105:17 107:2 117:9 119:20,23 120:5 126:13 150:25 152:14 153:10,16 155:2,2 156:9 159:6 159:10 168:3 177:2 177:7 178:4 185:4 228:3 230:12 241:17,20 241:22 242:5,15,16 242:19 243:25 244:6 245:19 247:16 248:10 253:14 254:15 educational 12:25 13:11 13:12 47:24 94:11 125:13 156:21 180:2 209:8 educationally 156:12	educators 101:21 102:25 104:3 122:7 122:15,25 227:2 Edward 48:5 effect 186:19 effective 70:7 82:11 83:15 138:2 159:23 191:12 effectively 21:19 99:6 115:8 184:16 effectiveness 125:4 effects 93:17 94:20 175:15 efficient 83:16 115:19 efficiently 8:25 158:6 effort 11:19 11:20 19:20 22:6 71:2 86:2 105:13 168:11 efforts 8:7 13:14 28:9 98:11,17 eight 78:5 132:22 Eighteen 100:24 eighth 164:5 Eileen 151:3 185:22 either 64:9 111:15 144:25 151:23 215:16 elementary 10:20 19:21 38:16 48:3 61:19 81:6 96:3 100:20 100:24	124:17 152:3,3 161:23 162:5 163:24 208:9,13 241:9 244:16 elevating 69:14 eligibility 145:15,19 145:23 146:8,12 eliminated 112:6 115:17 elimination 55:3 158:20 160:2 ELL 109:14 158:12,24 159:21,24 164:6 171:19 else's 217:8 embark 90:23 embarking 48:22 embarks 84:14 embrace 4:3 embraced 129:25 emergencies 180:8 emergency 59:24 100:8 100:10 emotional 11:7 19:8 20:17,25 37:20 99:22 215:15 emphasis 145:3 emphasizing 123:18 employed 108:10 employees 97:13 employment	106:23 107:5,6,10 empowerm... 121:15 EMS 181:25 enacted 175:21 178:24 encounter 126:12 encountering 127:22 encourage 90:16 92:11 112:6 115:17 ended 120:13 211:6,8 endured 4:8 4:11 8:13 enforcement 239:24 enforcing 40:21 engage 21:16 21:19 112:7 115:18 191:3 216:4 engaged 11:16 110:10 191:9,12 engagement 144:2 217:18 engaging 14:16 40:19 engine 36:13 engineer 235:10 engineered 98:22 English 82:9 152:25 156:5,16 157:2,6,15 157:21,25 158:21 159:4 161:11 163:25 165:7,7,9 167:5	168:22,24 169:3,6,8 169:23,24 172:14 225:24 226:3,22,24 227:7,7 228:9 247:4 enhanced 110:7 enjoy 12:12 12:13 enjoyed 103:17 enrolled 108:6 114:25 enrollment 99:7 244:22 244:23 245:24 246:21 ensure 11:11 13:3,4 26:21 37:23 44:20 45:18 51:15 55:6 71:24 82:24 83:16,21 113:7 115:19 166:25 220:18 227:2 ensuring 82:11 150:11 enter 30:9 93:21 107:9 179:18 216:7 254:8 entering 178:13,14 188:22 entire 40:5 119:17 entirety 224:7,11 entity 31:24 entrusted 201:10 enumerated 189:4	environment 127:18 160:4 177:8 179:3 227:25 environments 14:11 equal 34:19 49:14 245:19 equitable 90:5 153:25 equivalent 216:2 era 98:24 err 181:20 errors 180:15 escort 181:21 ESL 152:23 152:23 169:17,18 169:20,23 226:25 227:22 ESOL 158:3 158:9,14 164:20 165:10 166:7 167:9 167:13,19 208:22 209:3 especially 96:8 134:8 146:8 147:7 161:19 172:3 174:13 180:16 218:4 essential 1:19 6:8 160:12 177:4 186:10 187:13 188:5,6 199:21 essentials 198:6 establish 15:18 46:21 established 11:13 91:12
--	--	--	---	--	---	--	---

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 10

establishing 9:4 40:20	126:25 255:4	196:18 exemplify 48:24	experiences 4:4 5:9,11 197:14	F.S 100:17 face 198:11	falls 86:24 familiar 42:22 66:14	father 211:19 223:5,8	field 199:15 Fifteen 193:9
estimate 44:18 77:12 77:18	evidence-ba... 20:16,18 21:2	exercised 106:8	experiencing 213:20 191:17	Facebook 85:18 86:21 faced 201:23 239:8	71:2 181:4 221:23 238:25	fault 31:20 favorite 199:6	Fifty 137:7 Fifty-seven 95:21
estimated 105:5	exacerbated 114:18	exhibit 186:22	experiment 102:4	faces 238:25 facing 115:13	families 84:9 109:11	fear 218:4 226:11	fight 174:5 fighting 196:3
estimates 39:9 44:7 44:10	exact 74:24 exactly 68:24 142:17	existed 101:17	expertise 94:13 190:22	152:22 222:24 240:25	111:24 123:7 126:15	February 1:8 59:12 federal 155:8 171:7	205:10 220:17 figh 201:18
estimation 106:24	examines 125:3	exists 35:19 125:3	explain 132:16	fact 8:2,13 30:14 35:14	168:19 182:22	Federation 57:19 92:24	249:12 250:15
et 126:15	examining 104:21	exit 60:12,16	explored 202:20	35:15 39:21 57:10 58:17	183:25 184:5 194:8	98:4 147:8 175:4	252:15 figuratively 202:6
ethnic 209:2	example 34:14 42:4	exorbitant 182:2	exposure 112:20	60:19 61:2 66:24 67:3	201:9 204:4 212:13,14	fee 105:3 feed 35:3	figure 44:4 57:24 58:3
evaluation 241:8,12	52:9 102:25 137:21	expand 47:15 47:16	expressed 19:23	68:25 69:23 74:19 78:24	213:21 214:5,9	feel 55:22 88:15	77:10 130:23
Evans 223:9 223:12	138:2 165:6 167:8 181:2	expect 14:14 28:10 56:10	extended 59:23 212:14	89:12 95:11 107:16 112:19	216:11 218:22 222:23	122:18 134:11 144:4 173:7	208:13 figures 66:13 218:5
Evelyn 148:21 149:14	216:15 243:3	expectation 20:22,23	extended-y... 95:18	114:2 180:14	240:16 241:2 242:3	197:12 204:19	file 248:8 filed 240:7,13
evening 30:16 30:21,23	examples 100:7 119:10	expectations 40:21	extension 236:17	189:16 191:6,18	247:3 251:8 families' 204:4	217:24 219:8,8	fill 60:9 63:7 63:9 72:6
151:18	152:21	expected 29:3 69:2 180:4	extensive 95:17	211:24 factor 162:9	204:4 family 207:14	224:4 227:4 242:6	101:11 103:6 135:4
225:12	214:23	180:7	extent 18:12 53:12 60:4	faculty 177:21	207:14,16 207:18	feeling 87:18 89:13 141:2	135:8,10 140:9,11,14
248:18	exams 178:12	245:12	62:23	fail 102:24 160:15	210:5,15,16 210:19	201:2 217:18	filled 72:7 145:25
254:2	excel 227:23	25:6	113:20	243:25 failed 103:5	212:10,14 214:17	feels 80:11 83:19 90:4	164:16 filling 135:12
eventually 34:6	excellent 132:24	expecting 105:18	116:21 External 149:16	135:9 145:22	223:9 family's 214:18	202:13 220:19	142:16 final 43:21
ever-import... 105:17	exceptionally 156:6	expense 10:11	extra 200:9 205:13	failing 102:15 102:18	fan 232:12 far 67:11	feet 130:10 fellow 5:18	91:14 finally 17:11
everybody 2:3 15:17 16:18,20	exciting 3:16 17:9	expenses 80:15	extracurric... 94:6 96:11	134:11 failure 69:17	103:8 110:2 110:9	15:5,9 90:13,22	119:6 159:24
34:21 46:5 69:21 88:19	exclusion 151:25	expensive 113:11	extraordina... 113:5	101:10 142:2	149:18,19 180:16	91:22 200:14	finance 25:21 26:4
150:14 174:7	excuse 69:7 102:16	127:3,4 136:23	206:21 extras 160:11	158:22 fair 37:16	181:17 196:2 235:7	203:18 felt 189:2	finances 46:18,22
196:19 220:19	excused 214:22	experience 4:6 5:3 12:2	extreme 58:22	50:22 51:3 157:14	249:16 Farah 6:16	female 211:10	financial 8:13 63:19 191:7
229:11 234:12	executing 216:13	112:11 186:4	extremely 8:22 37:21	fairly 60:17 70:7 228:23	25:7 29:5 faring 17:14	fewer 23:17 23:18 108:9	194:9 find 21:21
everybody's 92:18 229:9	executive 30:24 92:22	217:22 240:16	46:23 eye 84:19	fall 30:17 58:8 110:12	112:8 Farrell 101:3	182:5 fide 135:21	44:17 60:14 61:6 117:21
everyone's 68:21 121:7	93:2,13 104:17	experienced 8:9 201:7	184:11 eyes 204:15	135:25 falling 80:16	farther 80:16 80:16 184:3	fid 135:21 fidelity 20:25	146:25 228:4
evidence 23:14 124:24,25 125:2	149:15 175:3	203:25		198:12		52:24 54:5 65:12	
			F				

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 11

233:21	five-year-old	forego 41:23	97:5	225:23	212:18	92:16 97:6	135:14
250:8	243:9	foregoing	forward 3:16	228:9	213:9	110:4	211:6,8
finding	five-year-olds	255:7,20	3:18 4:18	frequently	fund 28:8	170:20	226:4
115:18	84:17	forehead	4:20 40:25	181:17	32:24 36:5	205:7	246:10
findings	fix 171:3	211:2	73:6 82:20	fresh 230:8	103:14	future 11:11	gifted 12:16
94:23	fixed 36:11	foreign 12:20	91:6 124:8	front 2:10	127:6	48:25 116:5	52:3,21,23
116:19	36:12	52:4	131:25	43:16 45:8	fundament...	202:19	53:17 54:4
finds 188:3	flip 207:17	foremost	147:12	51:14 56:22	78:18	212:25	girls 85:25
fine 25:8	210:16	39:12	150:17	57:7,22	119:11	228:13	245:4
finished	211:4	forever 89:3	224:21	62:12,21	funded 26:22	futures	give 5:11
230:6	floated 127:5	203:15	225:7	63:6 123:19	35:7 88:18	160:16	22:20 27:22
finishing	floating	forget 114:8	foster 111:11	123:25	128:23		27:23 44:16
227:19	142:12	forgetting	found 59:25	124:14	funding 1:19	G	82:7 98:18
Finland	floor 2:24	214:21	69:24	204:9 205:4	4:12,25 6:8	Gail 229:20	117:9
142:18	93:22	forgot 235:4	foundation	218:13	8:10 11:5	229:20	118:21
fire 130:10	Florida	forgotten	11:5 20:15	frozen 101:23	12:3,5,24	237:25	137:17
181:21	223:12	16:16	128:5	fruit 132:4	13:7 34:8	galvanize	138:19
firm 48:9	fluke 67:24	form 162:25	four 8:23	230:8	38:10,19	128:19	145:9
first 6:13,15	focus 9:12	163:2,2,6	11:25 15:23	frustrated	39:3 40:3	gap 117:13	166:23
8:3 10:7	12:24 16:14	163:19	19:3 54:9	47:2	41:17 42:6	126:25	174:25
18:5 39:12	17:14 22:6	164:16	85:22 86:12	frustrates	42:8 47:17	gaps 95:20	195:16
101:17	38:7 82:22	165:18,23	98:21	89:2	50:23 51:3	gastric	206:2
104:8	93:19 98:10	167:2	100:25	frustrating	51:6 93:17	177:15	212:17
111:25	105:21,23	168:12,17	101:24	133:24	94:21 98:22	Gathering	225:6
146:14	110:24	170:11	105:4	134:6	100:14	178:11	236:22
150:20	focused 19:21	172:16	169:12	frustration	117:6	gay 204:11	240:22
155:20	127:10	195:13,22	173:3	21:21	119:12	gazillion	243:2
157:24	focusing	222:8	200:20	frustrations	127:15	141:16	252:24
176:20,23	11:20 22:9	formal 44:25	208:14	134:17	153:15,21	geared	given 5:6
201:19	folks 95:5	223:22	235:12	Fula 162:16	157:14	154:24	72:15 95:16
first-genera...	121:2	248:3,9	four-year	full 92:13	171:2	169:20,23	96:5 113:4
48:10	124:11	formally 46:9	53:22 54:12	121:4	185:14	221:19	127:17,21
first-time	131:16	formats	54:17,20	169:10	187:16	GED 214:12	164:17
11:22,23	224:14	124:16	fourth 13:6	224:12	205:7	general 38:20	165:10
fiscal 44:7	242:3	formed 4:2	fragile 177:20	full-time	241:20	45:7,24	167:23
81:25 95:4	follow 144:12	111:13	179:20	18:17 22:22	242:19	98:15 117:2	179:22
99:4	193:24	former 50:25	183:7	22:24 73:14	funds 36:9	118:5	180:12
five 1:18 4:10	194:3,17	82:9	184:19	73:21,24	98:12 105:6	generate	192:23
6:7 8:12	220:10	formerly	Fran 55:14	74:13 75:25	115:8 171:6	45:13 84:25	203:23
27:12 28:11	229:2,3	251:24	francophone	76:3,9,12	funerals	105:5	236:25
30:8 31:23	248:13	252:18	169:3	76:15,20	203:25	generation	247:2,5
38:10 42:6	follow-up	formula	frank 49:18	77:7 79:7,8	furloughs	155:20	gives 9:19
56:17 96:20	72:23 188:9	47:24 50:23	Frankford	79:10 99:17	96:16	164:5	206:8
111:10	207:4	51:4 119:12	185:25	99:20 100:2	Furness	geographic	giving 3:14
112:6	following	157:14	Franklin	137:21	207:8	124:17	115:25
144:24	23:23 64:3	forth 20:15	226:9	192:21	208:20	geographic...	221:20
153:14	71:11	49:11,11	frankly 84:8	216:2	209:11	221:13	237:4
208:6,10	206:24	190:25	90:5 162:22	fully 126:7	210:4,9	George	glad 133:10
211:19	food 203:23	Fortunately	free 172:17	216:14	211:20	108:18	global 119:6
216:6	235:6	112:12	177:6	227:24	Furness's	233:6,11	glove 24:11
242:13	236:10,12	Forty-nine	French	255:5	208:20	Georgia	glucose
five-member	foolish 236:4	99:16	162:14	function	further 67:18	246:16	177:12
25:17	football 17:5	Forty-one	169:5	140:3 148:3	80:21 86:2	getting 46:2	go 6:21 19:5
						85:24	

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 12

38:7 48:6	169:18	243:19	graduated	guess 29:17	92:7 93:6	hand 18:11	hard 37:23
48:14 49:20	196:2	251:6	211:20	43:5 55:9	93:23 97:20	24:11 155:3	84:22
51:11,23	204:24	good 2:2 7:5	227:17	62:14 72:9	98:6 104:13	155:3	102:13,16
62:18 71:17	249:13	7:12,12,15	graduates	76:9 78:7	116:7,10	hand-wring...	127:18
80:11,13	going 4:21,23	7:24 17:25	204:15	78:10	120:19	187:19	162:25
81:3 83:3	11:18,19	18:3 19:22	graduating	195:10	132:8	Handicapped	harder
83:10 87:4	14:21 16:5	25:2 28:3	112:21	198:5	136:14	177:2	134:13
87:9 88:20	18:22 19:5	35:2,4	222:17	206:10	139:4,7	handle 180:7	Harding
108:12	19:19 20:2	55:20 60:2	graduation	guidance	143:21	234:18	101:2
119:5	22:16 23:15	83:19 93:11	113:2,9	108:2,3	147:6,14	240:6,12	Harrisburg
123:15	23:25 25:4	98:5 107:16	grant 18:20	109:9,16	150:3	handled	25:25 26:3
126:9	28:18 30:12	107:20	18:21,23,24	110:4,13,20	151:10	181:23	26:16 27:16
127:24	31:8 32:23	110:19	19:10 22:3	158:19	155:23	233:4	28:2 31:25
134:3,7	33:25 34:7	118:13,13	22:17	207:7 215:9	171:14	handling	36:2 47:14
145:11	34:22 36:6	119:22	102:12	216:22	174:9,20	66:10	117:2 118:7
146:24	43:6 44:4	122:23	grateful 8:15	218:6	185:18	hanging 50:9	118:19
155:7,8	44:17 45:15	126:12	195:6	guided	192:8 193:2	happen 13:8	240:11
161:16	49:2,17	139:11	220:14	163:15	193:6,10,16	20:3 30:17	Harvard 48:8
169:11	50:2 51:5	151:11,15	great 7:25	Guinea 169:4	196:7,22	56:7 100:8	hat 239:5
173:9 184:8	62:25 80:18	174:20	9:24 12:7	guys 228:11	197:4	127:19	have's 49:4
197:4 198:4	84:20,23	185:21	35:20 36:12	252:22	206:17,20	133:23	havoc 187:24
201:25	86:14 87:8	196:22	48:14 59:3	Gwynedd	213:13	138:5	hazards
202:21	91:9 92:7	207:5	59:5,6 83:6	227:21	219:17	170:22	100:14
207:2	97:21	213:18	96:4 119:10	Gym 1:11 2:2	220:7	happened	head 203:16
209:22	105:23	225:11	125:22	3:8,21,23	223:20	67:16 86:11	headline
210:3,5,24	109:16	237:14	128:8	5:22 6:12	225:14	86:13	83:20
211:9 212:6	117:20,23	248:18	138:23	6:18,21 7:3	228:18	133:10	health 10:15
222:12	117:25	gosh 16:15	174:13	7:11 15:2	229:6	167:12	17:5 21:4
226:12	118:8 122:3	government	244:4	17:22 24:20	237:24	happening	42:4,10
228:4,10	122:22	45:18 46:3	250:24	37:2 41:2	238:3,16,21	62:24 63:9	43:2 72:8
230:17	123:8,22	155:9 171:8	greater 12:7	46:12 51:17	247:18,21	148:4	72:10
231:22	125:21	Governor	54:4 82:14	52:12,20	248:17	155:10	100:10
235:4 238:7	127:19	25:15 26:11	179:17	53:4,14	251:4,13,17	197:8 218:8	115:6,21
242:24	128:18,19	26:16 28:7	greatest 65:5	54:11,19,23	252:25	246:6	126:14
245:7 248:9	128:24	32:17 47:11	Green 196:16	57:16 58:4	253:9	happens 30:3	138:9
248:11	129:15	47:12 49:10	213:18,22	58:19 59:8		43:19 45:22	154:21,25
249:23	130:25	50:25 118:5	greetings 7:6	59:11,15	H	50:20 55:11	155:2
251:12	131:2 137:2	grade 11:20	229:19	60:11 61:3	Hackney 70:5	67:11,12	175:23
goal 13:4	146:16,24	13:5,6	grew 165:6	62:10 64:2	Hadji 167:24	100:17	176:10
55:5 141:9	154:15,15	153:4 162:2	gripe 47:25	64:10,14,21	Haiti 226:2	133:13	178:7,11,19
goals 13:11	167:24	162:3,8	gross 99:21	68:4,9,17	226:18	171:5	182:10,14
13:12	200:24	176:15,18	ground 86:25	69:5,10,13	227:6	happy 3:5,6,9	184:11,21
202:19	206:7 207:2	216:19	group 22:2	71:12 72:12	Haitian	16:6 93:21	185:6
241:25	220:17	grader 85:15	122:9 172:4	72:19 74:6	225:22	129:25	187:13
God 220:5	227:10	graders 11:22	219:5	75:8,15,19	half 76:4	harassment	188:13
227:11	230:19	11:24 13:3	234:23	75:23 76:18	99:25 121:4	65:11 66:10	189:15
230:24	231:23	161:25	groups 209:2	76:24 77:6	158:13	66:17,24	190:3,9,20
goes 19:12	232:18,25	162:8	growth	77:14 78:3	half-baked	67:4 68:12	191:8
80:14 90:5	234:8,23	grades 81:21	176:13	78:6,25	190:7	68:16,22	202:21
91:8 131:13	236:2,19,24	96:7 176:16	guarantee	79:19 80:6	hall 1:7 160:2	69:4,18,23	207:10
141:6,13	238:7,12	graduate	79:7 140:8	81:2 82:22	halls 182:6	70:9,12	211:4
161:6	240:20	48:5,10	guarantees	83:25 88:7	209:14	71:22,25	215:19
162:11	243:15,17	151:3 228:9	177:5	89:8 91:17	hallways	89:15	health-relat...
					249:12		

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 13

182:17	204:2	Hi 174:22	249:8 251:7	175:18	150:9	191:3,5	152:7
191:10	heavy 45:13	248:18	252:10,13	190:17	167:14	242:14	immunizati...
healthcare	48:21	high 9:16	252:14,16	holding 91:10	169:12	ideal 52:19	179:11,13
100:6 115:3	heed 185:12	10:18 12:2	254:4	98:8 206:25	173:3	ideas 15:22	182:15
115:9	heels 98:21	13:2 17:4	high-level	home 151:24	208:11,12	identified	188:9
126:13	held 231:18	18:10 20:11	222:10	155:10	217:7	21:24 87:15	immunizati...
177:19	Helen 1:11	23:13,17	high-quality	161:2,10,12	243:10	155:7	178:16
healthcare-...	3:23 238:9	34:13 48:4	115:20	164:14	house 26:17	identify 43:11	immunized
97:11	Hello 225:11	48:5 50:10	higher 23:19	165:20	28:5 32:15	94:20	179:19
hear 2:8 27:8	help 3:18	53:19 54:7	81:13	180:24	32:15,16	IEP 167:12	impact 1:18
51:4 97:21	11:25 14:18	54:14,16	highest 97:2	181:18,19	130:19	184:18	4:13 6:7
124:8	15:19,21	58:2 61:20	highlighted	184:3	212:6	241:8,13,25	38:9 41:18
130:12	21:15 43:4	70:6 77:2	216:4	203:11	218:15	244:24	44:5,7,14
139:25	56:14,18	81:6 82:9	highlights	223:7	HR 57:8	IEPs 242:9	100:19
199:9,10,18	58:7 81:4	85:17,22	92:13	243:18	58:21	245:2,6	103:23
200:2	93:24	100:22	150:13	homeless	Huey 229:23	248:4	106:4 110:6
218:13	109:15	107:3	151:13,17	110:11	234:21	ignorant	135:19
232:17	111:23	108:18,21	highly 37:20	130:18	237:17	234:15	160:16
heard 38:2	127:6	109:5,6,8,9	107:6 111:8	homework	huge 148:7	ignore 190:11	175:13
43:23 47:19	128:19,25	109:17	111:18	167:23	161:24	II 240:3	184:12
110:18	129:4	110:25	hire 143:17	170:5 226:5	Hughes 168:4	III 153:21,22	186:9
113:23	150:11	111:5,7,21	145:16	honed 189:7	human 10:3,8	171:6	187:16
147:4 198:8	165:19	112:18	146:12	honor 92:2	154:21	ill-fated	impacted
201:12	173:5,6	124:17	178:21	honored 5:15	215:7	102:4	8:14 18:22
221:5 222:6	197:25	128:13,14	hired 107:15	honors 12:19	217:19	illustrates	22:16
237:18	198:24	128:18	134:22,25	227:20	219:7 237:7	116:20	153:15
hearing 2:3,5	201:10,17	129:2	215:13	hook 91:4	humiliate	imagine	157:9
2:8 3:6 4:16	203:24	135:24	hiring 103:3	hope 11:23	86:2	127:18	impacting
30:16 37:5	204:2 212:4	136:6	115:11	36:22 54:25	hundred	143:18	5:13
55:19 93:19	213:5	137:17	142:12,13	58:19 61:18	76:18 193:9	231:10	impasse
98:8 104:21	215:14	142:11	143:12	91:25	208:14	immaculate	98:20
105:22	219:11	144:24	Hispanic	119:13,24	hundreds	50:7	implement
136:22	222:16	148:4 152:5	154:4 164:5	144:9 174:5	214:12	immediate	13:2 20:24
147:10	226:17,17	158:16	histories	205:9 206:8	Hunt 251:21	209:19	32:10 39:2
162:20	226:19	174:24	178:9	224:20	251:21	immediately	43:3 65:11
176:15	228:9 234:8	178:14	history	hopeful 52:2	hurry 102:11	45:2,17	119:23
191:22	241:23,25	192:20,22	169:22	104:8	hurt 218:25	181:15	126:7
214:20	250:20	193:8	184:21	hopefully	hurts 158:21	immigrant	250:23
224:7,16	254:6	197:12,15	hit 109:24	57:14	206:12	153:23	implementa...
251:7	helped	198:7	Hite 36:19	120:15	husband	154:2	19:6 20:3
253:21	147:10	204:17	43:23 77:17	hoping 20:5	203:15	155:14	22:10
hearings 1:18	204:9	207:8	230:17	55:9	235:10	168:23	implemented
3:13 6:6	helpful 58:18	208:10,24	231:21	horrible	Huxtable	172:5	28:3 50:24
103:22	helping 83:16	209:11	233:3 234:2	100:16	223:6	174:14	126:4,8
120:11	helps 21:18	210:3	hitting	hospital		227:3	127:13
162:24	21:20 40:15	211:21	203:16	181:22	I	228:14,15	implore 213:4
195:10,22	Herculean	216:15	hoc 42:16	186:5	Ibuprofen	immigrants	228:11
224:17	101:20	219:24	hold 18:11	209:22	180:23	150:24	important
253:25	heroic 192:11	222:17	62:19 91:3	211:10	ID 218:19	155:19	3:11 43:13
254:9	heroism	224:20	130:25	hot 107:8	idea 67:9	174:15	45:21 46:20
heart 107:2	194:24	228:10	131:16	hour 138:15	110:19	immigrate	61:14 79:25
205:15,16	hesitate 44:16	237:6 245:3	137:2	147:21	145:21	153:2	85:14 88:3
heartache	hey 34:20	248:23	168:14	hours 138:16	166:6 177:4	immigrated	94:25 95:5
					178:25		

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 14

105:23	155:5	8:3 70:8,13	112:5,14	110:17	230:2,4	75:24 80:17	208:5 228:4
106:6,12	178:25	71:16 178:3	216:14	169:12	investment	84:24 88:25	234:5,7
116:20	246:13	individualiz...	injured 211:6	integrated	84:16 90:24	90:18	jobs 60:24
117:19	inclusive	177:18	injuries	227:24	105:16	100:13	114:20
124:23	123:10	241:16	181:19	intellectually	107:13	119:9 130:4	146:25
129:8	income	individuals	182:7	12:16	invitation	133:12	148:3 149:7
138:16	134:10	71:24 179:2	innovative	intense 37:20	213:20	152:21	187:7 189:9
141:24	inconsistent	242:14	191:2,5	interaction	invite 34:2	158:24	198:15
171:13	179:21	248:2,8	input 104:2	144:25	119:4	160:14	205:6
213:16	inconvenien...	inequity	121:7 124:5	interactions	inviting 186:8	164:12	242:13
217:20	194:10	34:11 35:14	184:20	21:17	192:5	166:6,24	250:7
224:9	incorrectly	35:18 55:3	inquire 31:15	interest 19:24	invokes 218:3	172:7,12,20	Johnson 1:12
228:16	232:24	55:4,6	instance	248:12	involved	172:20,23	2:19 47:5,6
Importantly	increase 11:6	56:21	106:10	interested	40:19 70:25	173:15	49:23 51:13
96:17	11:15 19:7	inform 48:19	108:17	24:9 52:18	171:10	190:19	joining 2:21
impossible	20:7 26:20	147:10,11	142:10	194:7 248:5	173:18	248:24	39:15
185:2,8	39:22 96:2	information	148:5	254:5	involvement	249:14,20	joint 2:5 3:6
improve 53:2	115:5	3:14,17	instances	interference	232:22	250:17	253:12
113:9 174:6	142:14	4:15 5:6	126:21	170:23	involving 9:5	item 47:13	Jordan 92:23
improved	154:7 182:9	39:18 40:10	248:2	intergovern...	58:16	itinerant	93:8,22
138:6	219:13	40:11,25	institutional	46:16	iPads 34:12	208:8	98:2,3,3
inability	increased	44:20 45:2	130:20	internal	34:18	209:25	121:21
98:14	21:3 182:10	45:20 57:5	institutions	129:19	issue 4:6,23		125:17
inadequate	increases	57:7,14	152:17	internalize	14:3 15:24	J	131:13
93:17 98:25	94:5 95:24	58:10 60:16	instruct	199:22	16:12,13	jail 228:4	132:15
107:18,18	105:4	60:22,25	167:15	international	18:21 38:11	James 223:12	134:18,20
107:20	180:15	61:6,23,25	176:21	52:10,15,19	43:12 47:9	Jannie 1:11	136:10
117:8	increasing	62:3 63:22	instruction	interns 15:25	47:24 58:20	2:14 195:13	139:13,17
182:16	9:9 214:8	63:22,25	100:19	interpretati...	58:21,22	January	140:5,18
incident	increasingly	66:17 67:24	126:18	158:23	59:2,3	135:7	141:19,25
100:16	97:9	74:16 80:4	158:11	248:4	73:11 80:19	140:10	142:21
incidents	incredibly	80:4 82:20	159:12	interpretati...	81:4 82:5	jarring	143:6 145:6
21:5 42:22	220:13	90:10 95:5	164:20	159:5,7	83:19 89:11	191:18	145:13
43:11,15	incurring	117:16,19	165:10	interpreter	106:7	Jerry 92:23	147:13,24
218:22	194:10	138:20	167:9,19	247:5	117:21	98:3 131:13	149:7,21
include 39:25	incurs 63:20	149:22	179:23	interrupt	144:4 145:7	139:13	Josephys
42:10,11	independent	170:12	instructional	28:18	152:10,25	141:25	150:25
76:22 79:20	5:11 94:10	171:18	129:14	intervention	159:8	149:7	225:19
143:5	indicate	178:11,17	197:23	10:10,24	160:19	Jimenez 6:16	jotted 151:18
177:10	53:10 65:24	186:13	instructor	213:25	165:14,15	6:19 25:7	163:7
178:8	indicated	222:11,15	167:13	interview	166:15	29:5 30:13	Judge 232:6
214:18	33:19	238:11	instructors	60:16	171:2,2	34:3	232:8
246:8	108:17	247:2	158:3,10	interviews	173:18	job 26:12	judicial 32:22
included 53:3	indicates	information...	insufficient	60:13	192:12,12	27:15 31:23	jumped 204:7
123:7	57:20 108:8	148:16	159:20	introduce	192:15	34:9 35:25	June 223:5
includes 94:4	indication	informed	insulin	117:25	194:16	82:14	227:20
178:12	76:2	73:5	177:13	239:5	195:11	103:13	Junior 48:4
186:4	indications	infrequent	183:10	251:19	196:4	110:21	jurisdictions
including	5:12 73:23	67:12	insurance	introduced	227:15	113:15	9:21 13:18
106:16	indicator	inhalers	176:10	86:9 118:17	239:23	118:18	13:22
176:13	144:3	180:12	integral	invest 8:20	issues 3:11	137:22	justice 69:17
214:10	145:10	initial 33:12	198:22	228:12,16	17:18 32:3	148:7	69:24
inclusion	individual	initiative 20:4	integrate	invested	58:5 72:18	189:14	112:21
						200:13	

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 15

145:2	163:22	68:3 71:17	245:25	12:20 54:11	law 118:22	11:7 14:11	133:19
156:15	164:2	72:13 73:19	248:2	143:2	150:25	19:8 20:17	171:3 200:3
246:14	169:11,16	73:21 76:4	249:16	153:11	156:9	20:25 83:22	202:21
justify 171:8	173:2	77:2 78:8	250:16	155:10	178:13,24	99:3 163:16	228:2
juvenile	202:10	78:24 81:24	252:13	156:5,16	193:21	lease 237:8	letters 186:20
112:21	205:8	82:10 87:22	knowing	157:2,6,15	248:12	leave 60:13	level 13:5
156:15	206:13	88:3 91:8	89:20	157:22,22	laws 166:18	89:12,22	26:25 35:4
	212:17,23	92:17 103:4	knowledge	158:2,5,21	166:20	191:21	35:8 42:7
K	212:24	115:13	54:6 227:14	161:2,10	167:7,18	210:10	47:10,17,19
K 83:11	239:19	120:10	known 72:15	162:13	169:5	226:16	47:22,23
153:5	252:11	121:2 122:8	146:7 178:9	163:18,25	lawsuits	238:6	49:8 50:17
176:16	Kilimanjaro	123:6 126:3	251:24	164:14	246:2	239:22	68:18,20
Karyn 6:24	172:24	131:18	252:18	165:9,21	lawyer 223:8	leaves 205:14	71:4 96:3
7:16	killed 172:11	132:21	knows 16:18	167:5	lawyers	239:20	105:18
Kate 92:22	kind 33:24	133:3,11	16:20	168:22,24	141:16,22	leaving 60:14	109:25
93:12	46:4 50:19	134:15	145:24	169:6,21,24	layoff 179:8	87:13	127:17
keep 14:4	55:8 73:8	137:4	240:5	173:4	186:18	188:15,20	153:20
45:14 46:22	86:18 111:8	139:23		227:15,23	layoffs	led 3:7 94:15	162:2,8
82:3 109:23	122:21	142:13,15	L	228:22	241:19,21	Leeds 41:7,7	163:4
179:23	123:13	143:23	L 1:11,13	247:6	Leader 32:15	left 77:16	164:16,25
197:25	124:6 145:5	144:11	255:14	languages	32:16	96:15	165:2
199:7 205:8	211:18	147:19,24	L&I 173:23	52:4,8,11	leaders	187:10	166:10,13
213:5	kindergarten	149:18,19	Lab 112:25	52:17 53:20	126:24	199:6	167:9 168:4
218:21	81:10 84:21	152:15	label 219:3	53:21 54:6	leadership	200:16	169:18,19
229:12	85:3 176:14	153:4	labeled	54:13,15	8:18 103:20	203:7	170:22
237:4 242:9	240:22	154:11	164:20	162:13	126:19	204:19	192:13
keeping	kinds 95:4	159:16,23	165:9	Laporshia	leading 182:7	209:19	209:4 218:2
72:17 174:5	King 128:13	159:24	lack 41:17	114:9 181:5	188:14	230:13	levels 40:9
Kenney	128:18	160:9	47:2 73:12	large 4:3	learn 3:17	legacy 98:24	56:15 81:12
110:19	129:2	172:21	73:13 76:8	99:11	58:6 160:13	legal 44:3	167:10
129:25	knew 70:12	173:17	94:20	114:24	177:23	71:20	169:17
Kenyatta	233:7	192:16	100:10	116:20	217:19	156:10	183:23
1:12 2:19	knife 212:4	195:21	135:19	larger 5:12	222:14	165:22	leverage 8:25
47:5 51:13	knocking	198:17	152:12	85:23	226:19	legislation 3:9	129:11,21
kept 236:21	33:6	199:21	153:12,24	100:23	227:4	117:12	leveraging
key 94:23	know 11:21	200:12	162:11	214:16	learned	120:14	10:25
101:9	12:3,5	202:13,24	164:23	largest 233:5	113:16	163:8,17	liability
124:13	14:20 15:16	204:20	194:11	laser-like	204:14	165:17	188:16
130:20	18:14 19:25	206:7,13	214:19	98:10	learner 157:2	legislators	Liberia 169:2
217:17	22:14 24:2	219:10,24	216:12	last-minute	168:25	36:3	Liberian
keys 215:3	25:3 29:10	220:3	234:14	103:22	learners	Legislature	165:5
kicked	29:19,24	221:24	236:5	lasting	109:14	103:12	librarians
211:24	30:5,12,18	224:15	239:24	160:16	156:5,5,16	length 243:9	106:16
kid 130:15,17	31:20,23	230:14,14	246:5	lastly 22:20	157:16,22	lent 94:13	197:22
kids 83:9	33:3,5	232:16,24	Lackawanna	155:4 228:6	158:2,22	Leone 152:7	library
87:4,8,11	34:13 36:17	233:16	36:4 117:24	late 152:19	163:25	153:3	128:22
87:17 132:6	37:16 39:6	234:7 235:9	ladies 86:13	243:12,17	165:9 167:5	162:15	133:5,8
134:2	41:4,8 43:7	236:18	lady 85:15,20	243:20	168:22	169:15	199:2
142:16	43:21 44:2	237:17	laid 65:7	latest 144:23	169:6	Leroy 196:14	licensed
154:2,10	47:11 49:9	238:9,12	106:15	laughing	226:25	207:6	175:18
155:12,16	50:14 51:12	239:3 240:6	242:4	154:14	learners'	let's 83:11	life 48:3
155:18	56:20 58:2	240:11	laid-off	launch 127:6	157:6	109:2	49:25
161:25	58:9 59:23	241:11	107:14	Laura 81:19	learning 7:22	128:12,17	134:12
162:10			language				

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 16

174:6	literacy 27:19	191:6 196:3	losing 135:17	lunches	80:22 81:9	management	Martin
life's 219:11	84:24	232:19	136:6	207:24	88:6 90:16	25:21	128:13,17
life-changing	literally	long-serving	205:10	lunchrooms	91:15,16	184:22	128:25
184:7	29:11 202:5	106:21	loss 97:3	182:6	92:4,6	214:4	Massey 114:9
life-threate...	little 9:3	long-term	lost 63:12	lungs 181:14		216:10	181:5
182:23	31:21 45:9	60:8 61:10	96:24	Luther	M	manager	massive
lifers 152:23	56:19 62:15	101:11	158:14	128:13,18	M 185:24	40:16	84:16
lift 48:21	63:8 66:5	longer 138:15	173:7	128:25	mad 206:10	managers	106:25
lifted 99:6	75:18,22	235:19	200:13	luxury	Madam	39:25	MaST 34:12
lifting 45:13	77:2 87:22	look 3:15 4:4	201:13	200:10	24:19 37:13	197:24	master
light 100:12	87:23 93:24	24:6 34:15	208:4 222:6	Lynch 6:24	46:10 47:7	218:10	218:13
limbo 49:12	144:13	59:10 80:3	lot 3:17 5:4	7:4,5,15,16	132:13	241:23	227:23
limited 40:3	145:12	80:4 84:18	40:6 80:12	15:3 17:19	136:13,19	250:4	Master's
160:7 217:6	199:24	120:10	80:14 88:25	18:3,24	magnet 61:21	managers'	107:7
226:3 227:6	live 12:8	121:19	89:2 121:5	19:4,15	111:5	218:20	match-up
Lincoln	48:12 87:3	123:22	126:5 134:8	20:16,23	maintain	managing	4:22
174:23	87:7 173:9	124:8 125:2	137:8 138:7	21:11 22:4	8:19 35:4	22:21 103:5	matched
192:20,22	225:24	125:21	144:2	22:18,23	178:6	182:13	105:13
193:8	lived 49:24	127:25	153:17	23:20,24	maintained	214:12	materials
line 44:4,4	lives 35:17	128:19	169:17,18	24:16 25:12	127:13	mandate 14:6	19:11
45:8 47:13	98:25 111:3	131:25	212:10	26:7 27:7	179:7	176:19	math 153:19
201:20	198:22	135:18	221:22	28:12,19	maintenance	193:14	156:24,25
lines 46:22	202:15	137:18	222:3 231:9	29:2,6,8,10	100:13	mandated	208:15
83:4 205:4	220:2	139:2	232:16	29:16,21	major 4:23	176:11	matter 37:25
lingered	living 156:13	156:21	239:20	30:3,11,22	62:25 76:8	182:12	85:2 107:17
61:13	loan 231:24	157:3 160:7	247:3	31:6 33:11	89:22	188:7,11	170:21
linguistic	local 45:17	163:23	249:19,24	33:16 35:12	162:12	189:3	198:23
154:8	46:2 105:3	166:4,19	250:14	36:24 37:15	194:16	193:23	199:25
linguistically	105:10,12	207:17,17	lots 24:5	39:11 41:19	222:14	mandates	205:19
152:13	105:20	207:19	127:7,8	42:8 43:14	majority 28:5	53:16 62:23	211:24
154:23	107:13	210:17,22	lotteried	44:13 51:15	28:6 32:14	193:13	255:7
link 21:7	127:16	212:12,24	245:23	51:25 52:6	32:16 64:15	mandatory	matters 5:4
168:9	165:18	212:25	love 34:11	52:14,23	74:3 96:12	167:9	221:8
linkage	239:9 240:8	236:8	102:6 144:9	53:7 54:2	114:24	Mandingo	Maura
215:20	241:9 249:2	244:10,20	171:9 220:9	54:15,21	197:10	162:16	150:24
list 9:11	251:14,22	244:24	228:25	57:4,25	makeup	manner	156:8
145:19,23	localities	246:20,22	251:8	58:11,25	203:13	26:21 39:6	maxed 199:5
146:4,8	105:9	247:10,11	low 75:18,20	59:9,14,18	221:13	154:3	maximize
245:8	locally 103:19	looked	75:22 79:4	60:15 61:24	making 22:5	Mansfield	8:24 9:6
252:21,23	located 115:4	231:16	89:16	63:21 64:8	46:7 104:24	48:7	maximum
listen 27:7	location	234:10	134:10	64:12,18	105:10	March	84:4,7
34:20 222:4	242:16	looking 20:21	137:17	66:12 68:8	129:10	224:17,18	Mayfair
236:3	lockdowns	23:24 51:7	219:25	68:13,19	Maloumian	224:19	101:3
248:21	249:12	55:24 81:15	low-hanging	69:6,7,8,9	167:25	251:6	Mayor 25:16
listened	lockers	81:17,19	121:9 132:4	69:12,15	Mama	margins	26:11,12,17
181:13	169:15	83:8,12	low-perfor...	70:22 72:3	229:20	126:20	110:18
listening	Logan 55:15	84:9 120:12	22:7	72:14 74:5	237:25	Maria 1:13	116:22
222:25	58:8,17	131:9	lower 103:8	74:16 75:13	man 233:3	85:7	118:21,21
223:13	long 16:8	210:20	179:14	75:17,21	235:11	Marine	121:13
251:2	36:17 37:25	looks 10:22	lowest 235:19	76:14,21,25	manage	211:11	129:25
lists 65:10	132:18	219:25	lucky 22:2	77:11,25	103:3	mark 1:14	130:23
145:15	165:24	234:17	108:12	78:5,19	241:25	15:6 161:12	173:11
146:12	188:24	lose 250:16	139:24	79:17,24	manageable	161:15	Mayor's
					79:14 84:22		

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 17

24:12	188:15,21	207:10	85:19 87:5	126:8	182:6 183:7	110:22	245:10
150:22	188:23	211:4	105:5	128:10,15	209:14	184:25	nature 25:19
163:11	190:15	mention	236:15,16	129:9,11	monitoring	multiply 75:2	58:23
172:4	medically	16:13	237:9	130:2 132:3	159:20	75:3 77:5	249:15
MBA 227:18	177:20	210:14	millions	188:21	177:13	multitude	Naviance
227:19	184:19	217:10	236:9,9	209:6	178:15	198:15	9:17
McCloskey	medication	251:12	Mills 246:2	221:17	182:15	MURPHY	navigate
38:15 41:8	177:12,15	mentioned	mind 14:4	222:13	249:11	255:14	109:17
83:8 122:15	178:10	66:21	38:17 82:3	247:14	monitors	music 35:6	219:11
McInerney	180:8,14,15	122:13	109:23	models	160:2	64:6,12,17	near 74:3
150:24	180:19	164:21	229:13	115:18	monoxide	103:16	105:15
155:25	medications	165:3 209:7	230:19	125:12,15	235:12	mutual 38:4	173:19
156:2,8	180:11	210:16	231:8,13	125:24	Montgomery	myphillysc...	nearly 95:8
164:11	meet 14:12	212:9	mindful	126:16	83:5 108:21	248:7	95:11 96:23
165:20	110:15	221:15	223:10	131:9	month 65:23	myriad	97:14 98:17
166:16	134:9	239:4	minimum	137:20	234:10	188:12	99:13
168:6	162:21,21	mentor 11:24	119:22	modify	236:8,9		107:21
mean 22:25	167:24	mentoring	137:20	159:11,16	months 72:4	N	108:5 109:5
24:5 30:15	190:14	11:10,12	minor 181:19	mold 129:15	186:23	name 3:23	109:20
49:25 50:7	meeting 16:6	mentors	minority 28:6	212:17	214:3 216:8	7:13,16	necessarily
62:14 77:4	16:7 30:4	11:16	134:5	molested	236:10,11	16:16 93:12	21:12
87:5 97:17	30:15,16,21	Mercy	minute 200:3	211:23	240:8,13	149:14	necessary
127:22	30:22 38:13	227:21	minutes	moment	morning 7:12	151:12,16	178:4 213:9
128:22	57:6 167:13	mere 99:18	187:18	186:18	18:2 43:23	156:8	218:19
133:10	190:8	mess 205:20	miserably	money 26:2	243:8	177:17	226:24
146:16	234:10	message	103:5	27:11,14,15	Morton 152:2	185:22	necessity
193:17	meetings	33:18,19	135:10	27:16,19,22	161:23	196:24	200:12
230:3	184:19	46:2,3 87:7	mismanaged	31:18,25	163:23	207:6	need 4:19
243:21	186:21,25	messages	180:11	32:4,5,6,13	mother 86:6	211:18	5:14 25:18
meaning	189:5	45:25	mismanage...	32:24 33:4	86:15	213:22	33:4 37:17
216:5	242:12	met 202:22	238:13	33:5 35:23	203:19	223:4 225:8	46:24 51:6
means 19:3,4	meets 115:21	MICHELE	missed	41:15 78:9	211:16	225:12,16	56:2 80:9
23:4,7 36:8	member	255:14	180:16	78:12,13,15	212:3 223:5	225:18	88:24 91:7
87:12	28:22,25	Michelle	183:19	80:12 85:2	223:7	229:17	91:9 109:15
109:20	29:3 151:2	196:13	missing 87:25	88:4 91:5,8	mousse	238:23	109:21
130:24	175:4,8,10	197:2	184:22	118:11	118:15	248:21	111:8
166:13	249:2	219:24	200:4	120:3 133:7	move 3:15,18	names 251:25	114:22
198:17,19	members	middle 9:16	misused 26:4	133:25	4:18,20	narrow 144:5	117:11,14
198:22	2:12,12	10:20 20:9	mixed 45:25	134:2	11:25 92:8	nasogastric	119:21
199:3,4,5	7:24 18:7	61:19 81:6	Mobile	170:25	140:14	177:16	122:5,11,13
235:19	26:10 30:8	100:20	184:11	199:7,13,14	147:12	nation 114:21	122:16,18
255:22	32:2 42:5	101:2 152:4	mode 45:11	199:15,17	223:24	national	122:20
meant 4:3	48:19 55:18	178:13	model 10:19	199:19	225:21	175:11	123:4,7
99:13	101:21	midst 42:25	10:22,24	203:23	241:4	179:4	124:13
measure	135:13	migration	16:3 20:14	228:2	moved 228:7	185:12	127:25
25:23	144:20	214:20	20:17 81:5	233:21	moving 20:10	186:25	128:5 129:4
124:14	166:14	miles 84:9	81:7 117:9	234:2,4,7	22:5 33:12	209:6	129:5,5,6
measures	210:19,19	million 27:22	119:24	235:14	52:18	221:17	131:22
38:22	212:12,23	27:24 47:12	121:8,8,23	236:21,25	121:12	nationally	133:7,25
Medicaid	Memphis	75:11 77:18	121:25	237:4 246:6	229:7	179:9	140:25
115:2,8	86:22	77:21 79:4	122:2,4	246:8	multi-langu...	189:16	142:20
medical	mental	79:6,14,18	124:22	monies 91:7	156:4	216:20	144:16,17
178:4,9	202:20	79:18,20,22	125:11	monitor	multiple	245:9	144:21
						naturally	

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 18

152:24	164:7	186:14	252:18	81:8,20,21	182:11,12	nursing 14:7	office 18:6
155:21	165:13	199:16,16	Nope 199:12	81:23 82:6	183:2,5,16	115:7	21:7,8
157:11,17	169:8 187:3	226:24	199:14	82:8 84:8	183:19,23	177:10	24:10,11,12
159:9	190:9,13	227:3,24	norm 154:13	87:2 88:22	184:3,14,17	178:5	58:13 72:18
160:11,13	198:25	newer 143:13	North 214:14	97:14 99:11	184:23	180:13	178:2 181:7
165:4 166:4	202:21	newly 111:13	Northeast	100:22	185:15,16		194:6 199:2
167:16,17	204:4,5	news 18:15	49:21 50:6	103:8	185:23	O	209:15
173:25	205:13	107:16	85:17,22	109:24	186:2,17,18	o'clock	217:12
185:10	215:15	108:17	135:24	112:15	187:5,20,24	205:22	220:12
201:8	237:2	189:18	136:6 214:2	113:10	187:25	objections	229:3
203:24	neglect	199:9	not's 49:5	114:16	188:2,3,19	255:4	officer 55:15
206:13,16	151:25	203:10	notable 66:9	135:21	189:19	objective	55:16 71:19
213:3 219:7	198:12	243:11	Notably	139:23	190:18	165:25	officers 50:6
219:10	negligence	252:15	59:12	140:24	191:14,16	obligated	217:23
221:6	99:21	newsworthy	note 5:25	156:20	191:20	141:10	218:11
222:20	negotiations	189:20	25:9 44:19	158:3 159:4	192:2,20,22	obvious	officials 45:18
224:10	252:2	nice 238:24	55:13 194:5	182:23	192:24	195:23	46:4 94:18
236:19	neighborho...	Nicole 251:21	221:3 227:5	184:13	193:3,5	obviously	offline 167:25
238:19	34:24 61:21	Nigeria 169:2	Note-Taking	245:2	194:12,14	46:23 47:16	oftentimes
249:21,25	87:3 88:21	night 204:6	221:22	numbers 11:6	194:21,22	65:6 66:7	138:4
250:2,6,12	109:7	231:17,17	222:8	11:16 19:7	197:17	71:19 74:8	235:23
250:13,20	110:25	nightmare	Notebook	20:7 23:25	202:12	78:13 81:17	Oh 1:12 2:20
250:21,21	111:7,21	200:23,23	113:17	62:6,16	nurse's	88:23 97:17	24:23,24
needed 19:11	128:14	200:25	noted 65:16	74:18	177:10	occasions	25:13 26:9
38:5 77:13	142:11	201:5,7	113:2	101:19	199:2	140:24	27:10 28:17
110:2	173:22	242:7	notes 33:20	111:5 210:7	nurse-to-st...	190:2,6	28:24 29:5
180:14	208:18	nine 208:5,6	151:19	252:20	114:6	occur 138:12	29:7,9,13
224:24	226:13	208:12	214:22	numerous	nurses 15:20	181:3	29:18,21,24
227:2 232:9	242:24	209:5 216:6	222:3,7,10	105:3 190:2	50:12 75:25	occurred	30:7,20,25
needs 4:22	244:15	240:13	255:6	190:6	76:3,9 90:2	43:22 44:2	31:10 33:14
5:7 14:12	246:5	ninth 11:20	notice 31:2,7	249:10,13	100:11	56:17	33:22 35:20
32:7 45:16	neighborho...	11:22,24	31:11,13,13	nurse 13:23	103:16	100:16	37:3 50:16
46:7 50:23	26:24 48:13	13:3 153:3	140:22	14:5 16:2	106:16	152:11	68:19 85:9
73:9 82:2	134:7	176:17	noticing	76:12,15,20	107:3	187:4,19	85:10
99:14,23	245:17	216:19	200:25	77:8,8,19	113:18	occurring	116:14,15
105:25	neighboring	non-African	notion 142:19	77:21 79:8	114:14,17	43:5 67:10	120:20
110:12,15	103:18	160:23	November	79:11 85:4	115:12	152:11	133:17
110:22	network	non-compli...	118:25	89:15 100:3	122:21	245:10	147:15,16
113:25	111:14,16	188:8	120:17	100:4,5,9	141:17	October	148:15,25
114:6	never 32:19	non-experts	NTAs 207:24	113:22	154:9 175:9	135:25	149:4,24
115:22,25	131:6,8	191:2	number 6:2	114:3,12,20	175:11,17	odds 187:8	154:14
123:20,21	146:6	non-medical	19:23 23:15	151:4,6	176:19	offer 9:23	163:6
125:14,20	230:18,20	179:22	25:3 39:8	174:23	178:6,22	12:20 17:8	253:18
137:24	232:4 233:4	non-profit	40:12,13	175:5,14,24	179:5 181:4	107:6	okay 25:12
138:6,10	never-ending	128:23	41:11 60:2	176:2,7,11	183:11	108:14	26:9 27:6
145:10	203:3	non-teaching	61:9 63:11	176:24	185:5,13	118:10,11	43:20 59:11
146:10	new 3:25 4:14	123:3	64:9 72:16	177:4,18,20	186:15	129:10	64:21 72:19
147:3	8:4 10:19	197:21	73:14,20,25	178:23	187:6,14	offered 12:25	88:4 143:9
153:23,24	17:5 33:13	nonsense	74:19,20,20	179:6,14,15	188:17,25	28:13 31:4	148:15
154:6,18	105:6	202:17	74:24 75:14	180:4,9,10	189:17	53:22 54:14	149:24
155:5 156:4	133:11,14	noontime	75:17 76:6	180:21,25	190:2,6,13	76:17 170:2	171:12
157:8 163:8	143:15	197:19	76:17,22	181:3,8,12	192:3,12	183:25	251:11
163:17,20	173:10	251:24	77:4 79:13	181:23	215:12	offering 11:7	older 20:9
						offers 128:10	

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 19

214:23	160:18	156:22	PA 36:5	244:3	194:6,12	51:23 92:10	48:12 56:2
once 90:7	168:7	outline 28:20	page 45:19	249:17	211:15	93:9 225:15	58:6 70:25
96:19 100:4	174:25	outreach	61:2 68:6	Parker 1:13	222:23	248:19	71:2 73:7
111:12	197:7	216:9	paid 42:17	2:21 24:23	247:25	patient	77:16 84:5
164:16,22	231:11,12	outside 65:4	114:17	37:11,12	particularly	143:24	85:20 87:3
166:7	247:22	183:4 244:6	Palmer	40:23 41:20	5:7 37:22	patiently	87:7,21
ones 119:19	oppose 119:2	outsource	248:20,22	42:19 43:20	41:6 95:16	150:8	89:21 120:9
201:8	opposed 55:8	134:23	251:11,16	44:23 46:13	100:11	pattern 67:23	129:18
205:24	79:14	outsourced	Palumbo	80:24,25	151:20	244:19	131:15
216:22	opposite 49:4	97:15	185:24	81:14 90:8	152:2	pay 128:20	146:5,13
253:16	opted 183:4	outsourcing	panel 150:4	94:3 108:16	161:17	141:10	150:7
254:2	option 100:7	97:9,13	150:19	220:23,24	partly 144:3	236:2	160:23
op-eds 124:21	options	102:23	192:17	222:18	partner 17:7	payroll	162:15,21
186:20	106:22	outspoken	196:11,12	253:18	partnered	111:19	168:18
open 2:24	239:21	186:16	223:21	parochial	11:9	PDIS 20:8	172:15,23
15:8 37:5	243:24	overall 82:23	225:3	14:9 77:22	partners 9:5	peace 173:25	173:9,11,16
50:21 57:11	Oral 184:11	125:24	panelists	77:23 79:12	10:13,23	pedagogy	173:22,25
90:19	orally 177:12	174:15	97:22	79:23 81:17	14:18	153:12	198:22
120:14	order 2:4	219:25	116:11	113:21	137:23	pediatric	200:7 202:3
138:16	69:17,20	overburden...	207:3	parochials	184:10	186:2	205:18
146:17	126:7	161:23	panels 150:6	76:23	partnership	pedigree	207:23
188:15	127:11	overcrowded	paper 101:25	part 15:24	9:14,15	190:17	210:23
199:2	128:5	158:17	199:17	17:15 23:3	10:2 46:20	peer 65:21	217:12
223:24	134:22	226:4	paraprofess...	55:19 66:24	91:2 128:11	peers 66:2	230:4
229:16	146:25	overdosed	241:21	68:14 78:7	129:13	Peg 151:5	232:17
251:7	147:3 212:8	203:20	parent 84:19	112:9	191:6,11	174:22	233:15
opened 56:24	224:12	overdoses	195:16	122:22,24	partnerships	186:13	234:8,17
57:13	241:7	204:13	204:11	123:4,9	9:5 11:10	Penn 11:5	235:23
opening 3:3	organization	overnight	229:24	134:15	191:4,10,14	15:20 17:4	237:13
operate	59:23 94:10	200:21	232:20,21	141:12	191:16	18:19 20:14	238:14
168:13	94:11	oversight	232:22	147:10	PASNAP	20:21	245:20
Operating	156:11	159:21	239:6	168:9,11	175:8	Pennsylvania	249:22
55:15	organizations	236:23	243:13	172:3	pass 98:16	1:7 45:7	250:9,12,23
operation	11:12 174:2	237:2	parenting	175:25	117:12	48:8 53:16	per-student
56:9 105:6	organizing	oversized	214:13	191:15	244:2	94:16,17	105:18
105:11	192:14	81:20	parents 37:22	210:4	passed	96:22 98:15	perceive
operations	originally	100:20,23	38:14 60:21	212:12,14	118:20	99:5 105:14	190:8
92:3	152:6	100:25	66:23 67:7	221:20,23	176:25	119:13,18	perceived
opportunities	orthopedic	101:4,9	67:13 76:6	222:2 235:2	passes 103:13	127:20	152:16
12:21 20:10	190:22	overstep 34:5	84:8 87:18	239:23	passing	157:12	percent 65:16
54:3 121:10	Otis 70:5	overview	88:19	part-time	234:11	161:3 175:9	65:19,20,24
229:10	ounce 43:7,17	56:15	102:24	183:6	passion	175:17	66:3 95:9
opportunity	out-of-school	overwhelmed	103:19	participate	189:10	178:20	95:11,21
8:6 9:17,25	95:18	198:14	104:2 122:6	158:7 178:3	192:15	186:7	96:13,15,16
14:25 20:6	out-of-scho...	216:24	122:14	184:18	passionate	190:12	96:17,18
28:14 39:14	128:21	226:7	158:25	particular	83:18 144:4	Penrose	97:5,12
39:22 48:6	outcome 67:5	overwhelmi...	159:3	25:19 42:22	passionately	152:3 162:6	103:6 108:3
52:8,9,16	112:16	79:16 96:12	172:19	42:24 43:10	220:17	pension 97:10	108:5
52:25 67:17	200:18	111:6	173:5 182:2	43:15 81:22	passport	people 5:8	109:10
72:6,7 83:6	outcomes		204:8 210:7	144:20	48:11	21:9 23:7	111:11
104:10	1:19 6:9	P	211:14	164:19	path 4:20	23:15,18	113:3,4
117:17	13:16 21:3	p.m 1:8 57:17	223:11	166:3	109:18	24:13 41:14	116:3,5
156:3	133:22	90:11	229:24	174:16	patience	46:25 48:12	135:6,8
		254:16					

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 20

140:9,10,11	240:9,11	69:16 70:3	218:16	piloting 10:18	playgrounds	155:5	208:16
140:14	personal 5:11	70:6 71:18	219:2 224:5	pinch 141:2	27:17	political	possibly
156:25	227:5	74:10 77:20	224:18,19	pink 205:6	please 6:13	130:22	209:20
157:3,5,5,7	249:14	77:24 78:9	227:3	pipeline	56:13 82:22	131:14	235:20
162:2,3,7	personally	79:10,12	228:21	113:14	92:19	Politically	post 72:9
208:22	60:15 65:14	80:13 83:3	230:13	pitch 23:9	118:18	25:17	109:17
245:5,10,13	117:22	84:13,14	231:4	place 18:14	150:18	poor 35:3,5	post-second...
246:23	240:7	89:20,23	233:12,18	60:3 70:4	151:12	48:13 99:11	13:11
percentage	244:12	90:21 91:24	239:22	90:3 112:2	160:21	119:14,16	posted 69:4
61:12 63:17	personnel	92:2,24	242:7	128:4	164:10	140:15	85:25
245:8,9	38:23 39:8	93:19 94:12	243:22	195:23	168:13	188:14	potentially
perfect 41:11	39:20 41:6	95:2,2 98:4	244:21	197:9 230:2	170:16	population	84:14
131:7	41:11	98:10 99:10	245:3 246:7	242:19	178:24	112:24	pound 43:8
perform	171:20	99:16,25	248:12	placed 153:10	191:23	116:3	pounds 85:21
140:4 148:7	176:21	103:15	254:3,3	placement	196:23	161:24	poverty 97:2
164:18	persons	104:23	Philadelphi...	12:13	225:16	171:21	109:12,12
182:12	190:19	105:8	99:23 100:5	112:11,23	228:12	182:19	134:9
190:23	perspective	107:25	101:21	113:6	236:22	186:11	156:13
249:10	39:10 41:16	108:25	102:6 118:2	placements	238:7	208:21,23	powerful
Performance	42:2,18	116:4,22	189:9 190:9	112:15,17	pleased 11:9	populations	251:10
140:17	67:6,7,8,10	117:7 118:4	Philadelphi...	113:11	pleasure 7:25	1:20 6:11	practice
performed	67:13,15	119:24	228:14,15	places 132:4	93:7 225:19	portfolio	70:20,21
187:14	71:15 80:12	121:24	Philadelphi...	132:5 145:2	plopped	112:9	71:11 175:5
performs	109:4	127:20	234:16	172:22	169:16	portion 4:4	183:20
176:11	214:15	128:24	Philly 48:2	181:24	plus 79:18	position	practices
period 21:25	perspectives	134:25	108:19	plan 26:18,24	138:4	40:15,17,18	20:12 28:4
117:11	38:3	142:3 147:8	129:20	28:8 32:14	Plymouth	72:4 142:23	32:9,10
periods 63:11	PFT 17:17	151:2,4,6	philosophy	32:18,19,25	108:20	143:16	119:6,7
63:17 136:7	73:22 75:25	151:22	168:13	33:2,8 35:2	pneumonia	217:9	120:12
permanent	81:16 90:9	152:8,9	phone 204:6	35:5,10	209:21	positions 14:6	142:17
210:25	99:19	153:5 161:4	210:6,7	36:14,15	point 47:19	39:24 40:6	189:7
Perng 225:11	101:22	161:18,20	234:13	65:8,10,14	63:15 68:2	40:7,13	Practitioners
225:13	118:10	161:22	photography	65:15 66:8	86:17 111:3	60:5,10	175:10
238:23,24	121:22	169:13	186:22	68:5 70:4	123:13,17	96:15,24	pre-2010
247:19	PFT's 80:4	172:21	physical 86:5	118:23	123:18	97:9 123:3	109:25
248:14	Pharmacy	173:20	138:5	133:19	157:18	146:5,11	pre-K 84:15
perpetrator	173:21	175:3,7,14	178:12	176:20	175:21	148:2	84:15 85:2
65:21 70:15	Philadelphia	178:15	physicals	178:4	190:20	205:12	239:4,18,19
persistence	1:2,7,19 4:8	179:7,9	188:11	241:17	207:25	238:15	pre-kinder...
187:11	6:9 7:7,18	181:5 186:3	193:13,23	planned	232:23	250:3	218:17
189:23	8:18 9:15	186:6 187:2	picture	38:25	240:17	positive 10:23	pre-school
persistently	11:17 12:11	189:15,24	197:11,14	planning	pointed 8:12	39:13	239:10
9:11	13:20 14:17	193:20	197:15	87:10,11,12	78:21	120:15	pre-schools
person 46:4	26:5,18	196:14,15	240:23	129:6	125:17	160:4	239:9 240:2
73:9 87:16	27:2 36:6	200:17	pie 161:6,9	plans 97:6	points 156:18	positively	pre-truant
124:4 138:4	36:10,10	202:16,25	163:23,24	177:19	poisoned	22:16	216:5
148:6,11	44:9 45:15	207:12	piece 120:13	188:10	235:11	possessed	preach 34:23
208:8	45:24 48:14	208:25	130:20	193:24	police 88:2	154:13	precious
210:25	49:17,24	209:10	165:17	plant 138:5	173:14	possible	175:16
212:7	50:10 53:24	212:21	pieces 130:5	plate 118:14	policies 65:12	18:12 33:21	precisely
215:13	55:2 57:19	213:22	pillar 201:14	121:4	69:3	90:4 115:23	189:18
225:22	60:12 63:15	214:2,9,14	pills 195:17	play 168:5	policy 68:23	118:14	pregnant
234:21	64:5 65:7	217:21	pilot 15:18	players 126:6	71:6 112:25	153:8 208:7	204:11

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 21

214:13 preliminary 44:6,9 premier 9:18 prep 63:11,17 136:7 148:24 216:25 preparation 135:17 prepare 139:22 prepared 3:9 13:9 42:24 51:12,16 190:14 presence 2:11 110:7 present 1:10 2:4 70:13 92:4 93:16 104:20 114:12 117:4 181:3 181:12,24 183:23 184:4,14 224:6,11 presentation 50:4 130:13 presented 118:4 President 45:4 92:24 98:4 prestigious 190:16 pretty 14:21 49:9 70:3 83:18 207:15 209:15 prevailing 141:14 prevent 43:5 prevented 204:12 prevention 10:10 43:7 43:17 213:25 216:3,14 previous	97:15 103:9 245:25 primarily 4:10 26:12 35:25 primary 4:6 35:25 36:18 55:4 115:9 144:15 Prince 233:6 233:11 principal 20:2 179:24 195:25 202:12 210:2 principals 60:21 76:5 160:3 181:19 197:24 207:22,22 printer 34:16 printers 34:12 printout 81:15 printouts 90:12 prior 57:5 65:23 178:25 179:8 181:10 186:4 189:16 193:7 207:9 226:9 priorities 4:17,21 56:3 63:2 65:10 78:16 78:17,20,22 91:11 prioritization 144:14 254:7 prioritized 89:24 prioritizes 80:10 priority 63:4 64:11 65:8	74:6,14 82:23 192:3 194:16 private 14:9 76:22 77:23 79:11,22 113:21 127:15 240:2 245:22,23 privatization 102:22 probably 15:17 19:8 40:4 58:12 58:17 66:15 67:21 76:16 79:25 119:14,16 138:25 142:5 146:18 208:24 216:17 243:17 problem 7:11 86:19 101:12 114:14,23 116:21,25 116:25 117:20 118:2,7 119:3,11 120:3 127:2 146:18 164:24 165:13 166:3,8 214:16 problematic 241:15 problems 119:7 120:6 166:17 procedures 177:11 proceed 7:14 151:13 196:25 225:17 229:17 proceedings	255:4 process 18:13 30:10 34:18 37:19 90:20 124:3,4 128:3 150:12 163:16 165:14 221:22 222:8,17 productivity 110:6 professional 41:25 42:9 96:23 159:14 175:6,19 188:4,23 189:3,5 190:5 professionals 106:18,22 107:8 110:14 114:5,19 190:16 203:2 proficiency 156:24,25 157:6 167:10 proficient 82:13 program 12:15,17 15:18 16:19 20:18 21:2 87:23 95:10 95:12 115:2 130:15,16 130:16 189:15 209:5,8 214:12 215:21 221:16,19 226:24 227:22 programm... 157:21,25 159:21 228:22	programs 31:18 95:14 95:15,19 103:17 153:15 159:22 185:7 242:22 243:6 244:10,12 progress 165:11 241:24 Project 184:12 projects 132:19 promise 84:19 promised 135:3 proper 100:14 properly 179:19 proponents 186:16 protect 211:5 protected 177:25 protecting 247:12 protection 182:25 protocols 87:25 prototypical 113:12 provide 11:2 13:14,15 14:7 27:14 31:18 40:9 40:11 52:3 52:11,16 53:13,17 54:4 56:14 62:3 74:23 74:24 75:5 104:3 111:9 117:10 119:21 167:16 175:24	183:4,5 185:3,14 186:13 190:3 191:19 209:8 210:13,21 213:2,8,24 247:7 provided 10:4,7,17 26:4 31:13 44:20 48:6 52:5,7,21 53:5,8,11 53:11 54:12 57:5,8 74:17 81:16 90:13 101:6 159:5 160:8 160:10 165:22 176:2 214:3 216:8 245:19 248:3 provider 215:17 providers 240:19 provides 19:10 73:22 76:2 170:11 176:8 187:25 providing 117:18 147:9 158:11 177:14 188:6 210:12 215:19 provisions 141:7 proximity 41:8 psychologist 241:9 public 2:5,8 17:12 27:2 34:14,15 35:9 38:11	41:12,18 47:18 50:21 77:19,22,23 79:9 83:2 87:17 88:18 88:23 89:11 89:13 90:22 91:6,13 93:2 98:21 99:16 103:14 104:18 105:16 109:4 113:16 127:16 133:8,9 151:3 152:9 175:20 176:3 177:7 197:16 198:18 200:5 202:23 205:12 223:24 224:21 225:5 229:7 230:22 232:13 248:11 253:21,21 254:5 255:15 publicly 39:14 247:10 publish 150:16 pull 173:24 pulled 158:10 198:7 200:7 punches 86:23 purchase 199:16 purport 159:25 purpose 2:7 32:3 94:19 165:24 purposes 4:15 144:7	pursuing 23:19 pursuit 13:10 13:14 14:22 59:21 pushed 79:15 put 17:5 18:14 20:15 25:23 27:20 32:13 34:10 50:25 56:11 70:4 85:2 92:14 119:5 129:18 130:6,10 154:15,16 164:22 187:8 190:25 198:21 200:19 226:3 227:7 228:2 237:13 238:14 puts 153:6 161:13 putting 49:11 124:21 Q qualifications 25:18 244:11 qualified 59:22 188:19 qualify 241:7 quality 26:4 26:20 35:16 36:7 82:25 119:22 174:6 187:24 189:14 241:12 244:9 quantifiable 39:5 quantify 38:18 41:17 question 27:25 28:19 28:21 33:10
---	--	---	---	---	--	--	---

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 22

33:12,13,15	quickly 44:17	rates 156:25	realized	received 9:2	173:11	166:20	215:16
38:21 39:5	44:21 81:3	ratio 73:15	227:13	11:4 18:15	record 7:13	referendum	regulations
41:21 43:21	121:6	73:18 74:2	really 3:8	45:9 178:17	18:5 25:9	120:17	53:9
44:2 47:8	quiet 49:9	81:5 109:19	11:8,8	203:19	37:16,24	referrals 21:5	rehired
51:19 68:10	Quinones-S...	114:6 179:5	19:21 25:4	receiving	38:6 40:24	216:23	106:18
71:13 73:11	1:13 85:7	179:7	56:20 80:9	45:20 61:16	44:24 51:10	referred	200:19
78:7 85:12	120:22	185:15	85:12	164:6	55:14 83:24	221:10	reimburse
100:15	221:10	194:21	115:21	167:20	92:14 93:22	referring	63:16
128:8	quite 84:8	252:5	120:9	179:21	130:6	148:24	reimburse...
132:14	116:19	rationale	123:10,18	recess 33:23	139:25	reflect 223:11	47:10,21
136:20	131:18	103:2	123:22	33:25 91:23	151:12	reform 6:17	50:18
137:10	137:8	ratios 81:7	124:23	182:6	194:3,19	26:13,14	reinstating
139:20	162:22	158:17	125:6,9,13	recessed 37:6	196:24	55:17	47:20
141:6,14	229:11	185:9	125:16	253:23	225:8,16	102:10	reinvesting
145:7	quo 243:23	reach 188:20	126:9,17	254:15	229:17,20	125:13	74:7
147:18	quorum 2:12	192:13	127:3,3,12	recognition	251:20	134:21	reiterate
148:20	quote/unqu...	reached 86:7	127:18,25	191:18	records 178:7	186:24	220:8
149:3,4	191:3	read 5:23	137:6,13,14	recognize	178:8	210:17	relates 221:7
161:11		92:11	141:24	2:11 15:5	182:14	212:21	relation
162:23	R	235:22	147:2,7	15:11 21:18	188:14	refused 210:3	210:18
questions	Racca 196:13	readdress	199:24,25	37:11 47:5	193:22	regard	relationship
15:9 21:23	197:2,3,6	79:2	200:25	71:9 85:8	recreation	159:11	183:15
25:3,11	205:3 206:5	readily 60:25	232:11,11	93:18 166:5	27:17	regarding	relatively
30:9 34:4	206:18	readiness	238:25	181:11	recruiting	42:3 44:7	129:16
37:9 38:8	racist 231:7	221:18	243:21	recognized	72:5,5	47:9 51:3	relevant
41:4 46:11	radio 43:24	reading 13:5	245:14,15	179:9	recruitment	156:4	14:15
51:21 58:14	186:21	153:19	245:18	181:15	59:22	184:20	reliable 107:6
65:9 67:2,3	raise 4:25	157:4,7	247:9,11	183:18	rectal 177:14	187:19	206:2
72:20,23,24	31:17 32:6	162:2,6,8	249:17	189:16	reduce	regardless	relief 102:12
73:5 76:10	35:7 91:5	169:21	250:18	recognizes	194:21	242:22	remain
78:10 80:22	raised 48:2	ready 16:17	reason	17:23 24:22	reduced 1:18	regards 41:21	180:21
89:5,6	56:2	16:21	165:23	80:23 88:8	6:7 38:10	170:2	remained
90:17 92:16	raises 193:18	146:14	204:16	116:13	38:19 39:3	186:12	186:15
97:24	raising	177:23	reasonable	120:21	95:10	248:4	remains
116:11	133:12	206:6 243:7	26:8 27:4	132:10	153:14	region 12:10	68:10 82:4
136:24	192:11	reaffirm	reasonably	136:16	158:19	37:19	143:3
141:25	rallies 186:22	124:6 221:4	187:10	139:9	187:16	regional	remarks 3:3
144:2,10	ramifications	real 17:9	reasons 88:14	147:15	200:6 215:7	218:12	5:19 191:22
166:2	102:9	49:17	89:22	171:22	reduction	regionally	229:13
171:17	ranks 105:8	102:20,21	125:10	194:25	4:11 21:4	221:12	remedial
172:9	105:14	129:11	146:3 237:3	219:19	82:4 241:19	regions	153:18
192:18	107:17	131:15	rebounded	220:22	reductions	222:24	158:18
193:19	raped 204:12	183:12	109:24	recognizing	94:5 96:14	registered	165:12
205:21,24	211:23	205:14	rec 133:6,9	86:9	97:7 158:18	179:16	remedy 166:3
207:4	rapidly 158:6	237:14	recall 43:11	recommend...	184:12	223:22	remember
220:12	rarely 189:18	realignment	43:14 57:12	185:12	228:25	regular 61:9	106:12
222:10	rate 60:7 63:8	131:12	receive 19:19	recommend...	242:18	62:7,13	116:4
228:19	63:10 103:6	reality 140:2	31:12 64:16	51:3	reemphasize	159:10	132:20,23
239:12	107:3 113:9	200:5	90:10	recommend...	123:14	216:24	132:24
quick 145:7	135:5,8	240:15	157:16	142:12	refer 216:16	242:5,8	178:24
192:17	140:9,11,14	realization	158:5	recommends	reference	243:25	195:6,15
223:23	140:15,17	191:22	180:22	73:17 179:5	179:11	regularly	230:24
237:15	156:24	realize 244:3	218:6	reconfirmed	references	214:25	remind 46:14
	179:12						

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 23

253:20 reminder 91:21 reminders 121:3 reminds 101:20 remove 177:22 removed 9:10 86:12 197:18 212:7 218:14 removes 212:22 removing 214:6 renaissance 121:15 renders 161:13 renovate 237:11 reorganize 129:12 Rep 117:24 repeat 149:3 repeated 241:18 report 15:24 15:25 16:3 66:3 71:10 108:17 112:25 218:7 240:4 reported 65:17,19,21 67:15 95:9 95:12,22 96:2,13,18 97:3,6,13 243:11 reporter 255:24 reporting 97:8 240:18 reports 70:17 reposted 85:23 representat... 25:6 48:18 168:2 224:6	Representa... 26:17 representing 48:18 represents 99:21 251:14 reproduction 255:21 republicans 49:10 request 17:2 46:9 92:3 requested 187:15 requests 134:2 171:17 241:19 require 191:14 required 70:11 175:18 176:12 178:13 requirements 80:18 requires 114:13 165:17 176:19 178:21 rescue 181:21 research 92:23 93:13 93:25 94:11 94:13 95:17 96:5 124:12 124:20 125:5 127:23 130:2 215:2 216:18 246:12,12 researchers 125:23 resect 112:17 resident 112:15 residential 112:11,23 113:6	residents 37:21 residing 214:14 resolution 1:17,17 2:9 5:24 6:2,3,4 6:14 86:9 217:2 240:14 253:7,11,22 resolutions 103:23 236:8 resolved 89:2 resource 11:10 139:15 175:16 resources 4:14 10:25 49:15,19 98:12 99:8 122:10 127:8,9 128:20,21 128:21,22 129:12,21 131:4,6 132:25 133:2 160:12 215:7 219:7 221:8 226:21 237:7 241:5 resources/s... 217:20 respect 35:21 92:18 105:16 139:20 157:21,25 234:14 236:5 238:25 respected 236:6 respectful 229:9,11 respectfully 185:11 respective	223:15 respond 56:10 164:8 responded 240:9 responding 95:22 response 5:21 6:20 42:11 42:25 69:25 253:8 responses 89:6 responsibili... 23:6 40:20 198:15 217:11 responsibility 66:25 68:15 68:21 176:5 189:2 191:8 responsible 7:19 66:9 68:11 69:22 168:14 176:22 184:23 rest 36:13 98:7 112:12 142:4 213:6 Restaurant 172:24 restoration 78:17 80:10 89:24 90:2 192:2 restorative 20:11 restore 76:12 77:19,21 79:4 restraining 212:8 restrictive 177:7 179:3 result 32:21 105:8 106:14 108:11 112:13 151:24 181:6 182:4 182:11	183:14,16 187:3 241:12 242:17 resulted 39:7 results 39:15 66:20 67:5 67:13,25 96:25 129:17 188:5 retain 222:15 retaining 215:3 rethink 142:20 retired 72:3 retirees 143:5 143:8 retirement 72:9 return 70:2 146:15 returning 27:18 revenue 45:14 revenues 105:20 review 112:7 222:11 reward 102:12 rewarded 102:14,17 rewarding 189:9 Reynolds 1:14 2:16 17:24 139:10 171:15 Rhawnhurst 101:3 rhetorical 55:8 Ribner 232:7 232:7 rich 119:15 Richard 196:18 rid 140:13,25 right 16:16	26:6 29:11 37:17 41:7 43:8 44:24 45:13 46:5 48:22 51:4 51:17 63:25 75:12 77:3 83:3 118:9 125:16 146:11 165:25 166:25 167:2 171:4 176:6 203:18 220:20 223:4,6,9 225:21 232:25 235:25 239:5 245:9 252:2,10 253:9 rights 178:2 186:16 187:12 247:3,13 rigorous 167:18 ring 230:15 rise 218:2 risen 182:24 risk 180:15 183:10 187:7 road 20:22 roads 123:15 robust 167:6 Roebuck 168:2 role 106:7 168:5 177:3 rolled 21:24 123:24 room 1:7 46:5 182:10 188:13 roots 154:16 rose 113:3 roster 148:6 148:11 rostered 148:5,12	rostering 149:8 rotate 215:12 217:11 rougher 202:18 roughly 62:10 74:23 75:11 78:3 round 95:23 routinely 243:12 Roxanne 196:16 213:22 RPR-Notary 255:15 RtII 21:5 rules 40:20 40:21 ruling 43:25 44:12 48:24 run 34:7 36:20 running 211:2,7 233:24 S sacrifice 204:3 220:2 sad 173:8 saddens 205:14 Sadly 98:14 sadness 23:13 safe 87:19 88:15,22 89:14 179:24 185:3 197:25 217:19 219:8 safer 9:8 safety 1:19 6:8 9:13 38:11,22,23 39:7,19 40:16 41:6 41:12,18,23 71:19 87:17 88:22 89:11 89:21	100:13 114:13 126:15 130:3 138:10 224:23 248:24 249:4,20 salaries 101:23 salary 40:8 75:7 sample 97:2 97:12 Sample-Oa... 148:21,23 149:2,13,15 Sanchez 86:8 120:23 123:12 129:22 sat 232:3 satisfaction 26:15 satisfied 28:7 satisfy 25:25 save 133:6 201:20 211:7 saved 220:3 savings 103:2 saw 85:18,20 96:10 152:18 saying 27:15 32:4,7 103:7 118:6 120:16 125:6 137:10 141:15 170:9 195:21 220:16 232:5 236:22,25 Sayre 17:3,4 says 35:15 54:8 71:6 110:19 131:13 166:22 175:25
---	---	---	--	---	--	---	---

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 24

242:15	71:17,18,19	126:18	185:16,23	217:21,25	6:10 7:22	111:21	247:14
246:3	72:13,15,25	128:10,11	185:25	218:19	8:21 9:8,10	113:20,21	250:10
scar 203:16	73:11,12,17	129:3	186:3,11,17	219:9,10,13	9:13 10:17	114:10,15	252:22
210:25	74:7,9,12	130:13	186:24	220:18	10:18,20	114:18,25	science
schedule 40:8	74:21,22	133:3,4,5	187:5,9,13	222:17	11:6 12:6,7	115:7 117:7	169:23
schedules	75:7,10	134:21,24	187:14,20	224:4,7,10	12:8 13:2	117:7	173:21
103:22	76:11 77:20	135:20,24	188:3,17,19	224:20	14:5,7,9	121:14,15	Sciences 18:8
scheduling	77:23 78:8	136:2,6	188:22	226:10,12	16:14,24,25	121:15,23	173:20
147:23	78:18 79:5	137:15,22	189:15,17	226:13	17:3,8,12	122:2 123:4	scoliosis
school 3:19	79:9,9,12	138:3,8,8	189:19,24	227:3,23	17:12,15,16	124:22	176:17
4:6,7 5:13	80:9,13,18	139:16,21	189:25	228:10,20	19:7,9,18	125:4,7,15	screen 239:12
6:17 7:6,18	81:19 82:9	140:13	190:3,5,12	228:23	19:20,23,25	126:8,16,21	screening
8:6,14 9:15	84:12 85:5	142:3,15,22	190:13,17	229:22	20:8,11,24	127:4,6,11	176:13,15
9:16 10:12	85:17,22	143:12,13	190:20	232:13	21:23 22:2	127:12	176:17
11:17 12:2	86:12,14,16	144:24	191:8,13,15	234:21	22:8,9,15	128:4,15,16	screenings
13:13,18,22	86:17,22	145:14,21	191:20,24	235:3	22:22,23	129:9,17	176:11
14:17 16:17	87:4,9,9,12	146:9,14	192:2,3,4	240:20,25	23:3,6,8	132:3,20	182:13
16:20 17:4	88:2,13,20	148:2,4,19	192:12,20	241:3,9,18	26:22,23	136:21,25	188:7
17:6 18:10	88:23 89:19	149:6 151:3	192:20,22	242:24	27:2,20	137:12	215:24
20:9 23:13	89:23 90:6	151:4,5,5,6	192:22	243:4,5,10	31:19 32:22	141:2	searched
23:17 25:24	90:10,20,23	151:21	193:3,5,8	243:20	35:3,3,4,5,8	142:11	173:13
26:14,14	90:24 91:24	152:4,5	193:20	244:16,21	35:9 36:6	145:4	seat 234:6,6
34:11,12,14	91:25 92:17	155:11	194:11,13	244:22	36:20 39:23	146:17	Seattle 20:19
34:16,19	93:15 94:15	160:4 161:4	194:14,14	245:4,12,22	40:14 47:18	152:2,9	second 109:2
35:16 36:11	94:16,18,21	162:23	194:18,20	247:7,12	49:16 50:18	161:17	169:24
37:19 38:16	95:25 99:9	163:3,19	194:22	248:23	50:21,22	162:5	249:16
38:25 40:22	99:20 100:2	164:15,25	195:24	249:4,8,21	52:4 65:18	175:24	secondary
41:21 44:8	100:9,12,21	167:11	196:13,14	251:7,14	65:24 66:11	185:7	13:10
45:14,23	100:21	169:11,11	196:15,16	252:9,13,14	68:12 69:2	191:19	section
46:15,18,24	101:2,12,18	169:13	197:9,12,16	252:17	72:2,18	197:8	155:17
47:10,21	102:10,10	170:10,20	197:17	254:4,7	73:13,20,24	198:13	163:21
48:4,4,5	102:19	171:18	198:5,6,7	school-age	73:25 74:3	199:11	sector 107:5
49:20,24	103:20	172:12	198:18,19	216:11	74:18,20	200:5,8	128:23
50:5,10	104:25	174:23,24	199:13,24	school-based	75:24 76:3	201:16	sectors 107:9
52:10,15,22	107:17,25	175:5,7,9	200:8,17,20	19:12,14,18	76:9,13,19	202:2 203:8	secure 87:18
53:6,8,12	108:13,18	175:11,13	202:23	68:18,20	77:3 83:7	205:8	218:21
53:17,18,19	108:21,22	175:17,20	203:9	71:15 115:6	87:19 88:12	207:15,19	secured 140:2
53:23 54:3	109:5,6,9	175:25	204:17,20	115:20	88:16,18	207:21	securing
54:5,7,14	109:18	176:2,3,5,6	204:24	176:8	89:13 90:3	208:6,7,10	139:15
54:16,25	111:7	176:7,11,12	205:13	school-to-p...	98:10,18	208:10,13	security
55:17,21,24	112:18	176:19,23	206:8,24	113:13	99:3,7,10	208:14	217:23
56:4,6,8,24	113:8,17,18	177:3,9	207:8,11	schoolchild...	99:17,24,25	210:20	218:9,11
57:11 59:13	113:19	178:6,14,14	208:3,11,15	19:22 98:13	100:3,22,24	212:11	see 5:8 21:3
60:4,12	114:13,20	178:21,22	208:18,25	100:5	102:15,17	214:2	24:6 25:10
61:17,19,20	116:23	178:22	209:3,9,9	102:24	103:24,25	215:11,12	27:12 32:18
63:15,19	117:3 118:2	179:5	209:11,18	schoolchild...	104:6,22	215:18,25	46:19 56:2
64:4,16	119:17	180:21,22	210:3,11,17	187:2	105:25	216:12,15	67:18,22
65:6 67:21	120:7 121:8	180:25	211:21	schooler	106:5,11,13	219:3 221:7	68:3,22
68:6 69:15	122:4,7,15	181:4,7,23	212:3,20,21	197:16	108:6 109:8	224:25	69:3 71:8
69:21 70:2	123:11	183:2,3,3,6	214:7,18,24	schoolhouse	109:8,10,13	241:10	72:21 82:25
70:6,10,14	124:17	183:13,19	215:4,5,11	21:14	109:20	244:25	86:7 91:9
70:19,23	125:18	184:2,14	215:15,22	schools 1:19	110:8,25	245:3,13,23	130:21
71:3,4,16	126:13,14	185:5,13,15	217:13,16	4:14 5:3	111:2,5,20	246:23	143:25

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 25

156:23	86:15 87:7	22:10 60:19	191:24	60:18 71:10	34:10	107:19	106:6 114:2
157:4,5	118:19	110:22	196:17,17	76:14 81:9	show 35:5	113:14	142:15
158:25	214:21	122:22	213:23,24	85:13 111:2	67:6 90:21	118:6	246:11
165:4 168:5	sending 26:3	168:18	213:25	112:23	96:25 102:5	166:21	sizeable
197:12	61:22 87:11	175:14,24	214:4	203:2,2	183:12	188:13	105:10
199:10	246:18	176:2	216:10	shared 62:5	210:6	214:21	sizes 96:7
200:2 201:4	Senegal 169:4	177:24	218:25	66:20 68:13	244:25	220:25	129:7
204:22,25	senior 147:21	183:5 188:5	219:12	78:19,23	showing	single 77:19	skill 180:6
206:12	sense 237:5	188:7,10	224:24	133:2	216:18	77:22 79:9	skilled 110:8
210:11	237:10	200:17	241:8	178:18	shows 130:2	79:11	111:9,18
231:23	sent 31:7 45:2	208:6,9	244:14	189:6	246:12,13	101:22	skills 189:7
234:23	61:25 63:24	210:12,22	servicing	sharing 23:5	shutting	125:17	skin-and-b...
238:24	152:17	215:25	171:20	74:21	113:15	137:22	203:7
245:8,15	180:24	220:15	serving 14:9	101:19	siblings	204:16	SLA 237:5
246:24	181:18	235:6	21:9 30:13	132:25	242:24	240:9	sleep 238:11
seeing 5:22	242:25	236:10	30:18 61:10	213:15	243:4	sister 203:12	slew 152:8
157:20	sentence	242:17	72:11	sharp 4:11	sic 2:9	sister's	slice 163:24
248:6	168:19	services 1:19	137:15	Shaw 92:22	sick 198:10	203:10	slightly 57:25
253:10	202:4	4:13 6:8,24	170:14	93:8,11,12	209:20,23	sit 169:14	108:9
seek 4:24	separate	7:17,20	175:2 189:9	94:8 97:25	side 49:3,4	222:3	slips 205:6
185:13	140:20	8:20 10:3,4	215:24	116:17	50:15	230:20	slots 40:13
190:22	September	10:9,10,16	222:22	124:19	181:20	231:13	smacks
191:19	16:10 59:13	10:18 11:3	SES 153:16	136:20	207:17	236:3	198:10
seeks 244:13	61:13 62:21	12:25 13:3	session 91:23	137:3,7,13	210:17	site 191:20	small 84:21
seen 23:16,20	114:9 135:6	13:15 14:7	92:8	137:18	sidestepped	sits 168:3	96:6 164:2
24:2,4	135:11	23:2 52:3	sessions	138:18	189:25	219:24	198:16
32:19 36:22	140:9	54:4 55:25	30:24 71:6	139:3 144:8	Sierra 152:6	sitting 31:20	smaller
60:16 61:16	145:15,24	56:9 70:16	set 16:5 88:17	Sher 71:20	153:3	131:20	246:11
100:7	146:17	74:25 76:7	129:16	72:3	162:15	199:4	smallest
107:10	220:18	87:24 94:7	180:6 222:9	shifted	169:15	205:22	218:15
158:12	sequence	103:17	243:24	111:13	sights 197:13	209:19	Smith-Ribn...
167:11	53:22 54:13	104:3 112:5	setting	ship 243:16	significant	situated	232:8
184:12	54:17,18,20	115:6,21	188:21,22	shipped	4:13 90:23	154:3	smooth
227:10	series 39:24	122:19,20	settlement	242:21	92:10 96:11	situation	150:11
228:24	70:15	126:22	246:15	244:5,17	106:4 126:9	32:21 114:5	sobering
232:4	246:16	134:23	seven 132:21	245:16,18	156:18	188:4 218:7	127:25
segregated	serious 32:25	135:20	162:12	246:10	157:8 159:8	242:4	social 11:7
244:5	62:17 73:16	138:7 145:5	208:9,11	shirts 203:12	164:12	situations	19:8 20:17
segregation	80:19	152:14	252:19	shockingly	165:13	154:11	20:25 99:22
244:19	193:19	153:6,17	Seventeen	112:18	216:21	194:7,11	110:8,16,17
self-fund	230:17	154:8,21,24	100:3	shoot-from-...	228:25	249:23	110:22
117:13,14	seriously	155:9,21	seventh	190:11	significantly	six 167:10	111:9,18
self-sooth	150:15	164:6 169:8	176:18	shooting	12:18	186:23	122:13,16
21:16	serve 10:21	171:19	severe 114:11	226:10	115:14	six-counselor	129:14,18
self-sufficie...	30:5 137:24	176:8,21	severely	short 110:2	signs 236:12	108:23	152:14
214:8	170:24	182:3	200:6	short-term	silver 125:8	sixth 176:16	169:22
sell 237:6,7	207:23	184:16	shape 212:17	216:9	similar 50:15	176:18	215:14
Senate 26:16	served 184:13	186:10	shaped	shortage	249:22	sizable	socioecono...
28:5 32:14	246:10	187:13,17	198:20	107:24	similarly	112:22	223:11
32:16 168:4	serves 59:4	187:25	share 28:14	109:3	154:3	size 81:4 82:4	software 9:18
Senator	105:2	189:20	35:12 39:20	114:19	simplistic	82:22 84:22	solely 49:4
168:3	service 10:19	190:4 191:8	43:15 44:10	115:5 142:6	190:7	94:5 95:23	solicit 60:20
send 30:25	10:22 22:9	191:11,19	58:25 59:19	shoulders	simply	96:2 101:7	104:2

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 26

solution	sought-after	225:5	spend 118:11	staff 14:19	154:22	151:12	210:8 212:5
117:23	107:7	speaking	197:10	19:12,14,18	175:6	153:14,20	253:17
118:10,11	sound 26:6	35:17,18	spending	41:22 42:5	standing	155:8 163:5	stead 31:5
118:12,23	50:8 75:11	142:17	80:11	57:8 70:10	148:21	165:18,22	Stearne
118:24	206:10	152:25	141:15,22	72:9,10	stands 34:14	166:10,12	185:24
119:4	sounds 26:7	165:7	spent 45:6	77:3,16,16	108:24	166:15,21	stenographic
134:16	71:13 79:2	169:20,24	105:21	94:6 96:13	Stanski 233:2	167:19	255:6
221:11	115:15	174:4 187:8	115:9 181:6	97:6 106:15	233:5	170:24	step 32:7
243:22	197:13	speaks 74:17	235:15	111:12,15	stark 108:24	176:18	110:4
solutions	source 66:16	special 21:8,9	spills 87:20	144:20	start 11:18	178:18,20	stepfather
21:21	66:16	61:8,20	spite 189:22	150:24	55:6 60:3	193:13,15	212:5
118:15	Source4Tea...	62:7,15	split 113:19	158:13,19	63:4 90:3	193:21	stepped 70:19
190:8,11,25	102:5 103:3	109:14	spoke 67:3	177:21	101:11	196:24	steps 104:9
221:6	132:16	153:10	249:22	179:22	133:13	225:8,16	stethoscope
222:20	134:19,20	159:5 209:4	spoken 29:22	182:5	138:7	240:7	181:14,15
223:16	135:3,9	241:20,21	161:11	197:23	144:18	246:15	stick 231:8
solve 114:13	139:14	242:5,6,15	sport 217:15	198:17	204:8	248:10	stimulus
114:23	140:7,19,19	242:18	sports 35:6	199:6 200:4	start-up	state's 9:11	217:6
116:21,24	140:25	243:12	spread	201:25	138:12	106:24	stitches 211:9
117:20,25	sources	244:5	184:25	202:23	started 5:20	115:2	stone 187:11
118:7	127:15,16	specialist	spreadsheet	207:20	59:13 61:17	state-mand...	stop 65:25
201:19	South 48:2	198:4	244:20	210:19	172:25	163:2	66:5 201:17
solved 116:25	49:16 50:10	232:22	spreadsheets	212:11	208:2	state-of-the...	214:25
119:3,8	70:5 224:19	250:4	62:2	213:5,7	232:20,20	50:8	stopped
120:7	254:3	specialists	Springfield	215:8 216:2	250:3	stated 51:10	173:13
145:11	Southwest	40:2 185:5	143:13	216:13	starting 75:7	141:9 149:7	story 130:14
somebody	161:17,20	specialized	Spruce 16:17	217:7,7,20	111:20	187:10	222:25
118:3,17	161:21	244:13	Squilla 1:14	219:8	135:6	statement	strapped
147:19	spans 207:11	specific 38:9	15:7	248:23	starts 19:5	49:18 53:3	182:2
209:7	speak 14:25	38:23 39:17	SRC 25:6,13	249:25,25	239:15	78:20,23	strategy
233:22	18:20 22:12	39:19 41:3	25:22 27:11	249:25	state 1:19 6:7	219:6	48:16 49:8
somewhat	63:3 93:15	41:5 71:24	27:13 28:2	250:9,22	7:13 14:6	states 74:12	50:17
34:19	97:19,22	97:23	28:23,25	251:15,23	25:14 36:13	104:22	221:21
son 240:21	104:11	105:24	29:3 30:4	252:3,5,8	37:15 38:10	105:15	street 83:10
soon 72:6	155:13	127:11	30:14,16	252:11,18	39:3 41:17	120:8 142:7	streets 27:18
115:22	156:3,17	144:6	31:16,25	252:21	45:18 46:3	167:3,4,6	strengthened
sorry 29:2	159:4	157:19	32:3,7	staffing 56:15	47:10,23	211:11	11:12
69:10 79:17	160:18,22	167:7 194:7	34:25 35:24	185:9	48:19 53:10	233:15	stress 203:4
153:24	162:16	220:11	36:17,21	stagnant	53:16,24	statewide	205:13
sort 38:19	168:2 169:2	247:25	37:7 48:18	169:19	54:8 74:8	94:15 95:22	strict 227:7
39:4 41:23	169:4,8	specifically	50:15 92:3	stained	78:14 93:18	156:10	stride 188:20
42:23 43:4	172:14	56:18 70:8	101:23	203:13	94:22 96:10	166:8	strive 121:8
43:7 44:3,4	187:15	71:17,22	102:22	stakeholders	101:8	stating	strong 55:22
44:11 45:4	192:6	93:15	118:9	123:20,21	103:12	229:16	96:6 104:24
45:14	220:15	128:12	140:24	123:23	105:10	station 43:24	126:18,18
125:24	225:22	167:18	202:8 203:4	130:9	106:14,19	stats 162:4	126:23,24
126:22	226:21	171:21	205:25	131:16	107:4,19	status 223:12	127:14
128:6	247:4	specifics	230:16	stand 230:19	108:4,7,11	228:21	strongest
131:11	Speaker	166:23	234:10	237:20	115:3	243:23	137:20
138:13	32:15	spectrum	238:7	standard	117:24	244:24	structure
142:3 221:6	speakers 50:8	56:5 241:14	SRC's 32:25	119:22	119:18,25	stay 214:24	82:24
223:2,14	165:8	242:20	SSAs 207:24	standards	127:17,19	239:21	207:14,16
245:8	223:22	243:14	stable 107:10	11:13 134:9	142:4,7	stayed 204:6	207:18

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 27

210:5,15,16	9:16,19,24	167:16	252:9	subtle 183:16	59:5	216:12	94:15 96:25
212:10	10:5,21	168:23	students'	suburbs 9:22	supervision	218:25	155:10
structured	11:3,8 12:9	170:13	187:12	241:4	182:8	supports	161:3,10
125:19	12:10,11,15	176:9	217:21	succeed 105:2	255:23	40:16 64:25	165:21
struggle	12:21,22	177:20,22	studies	110:23	supervisor	129:18	168:17
214:23	13:5,17,20	177:25	169:22	129:2,5	16:4 196:17	145:4	170:3
struggling	13:24,25	178:5,23	study 65:13	success	213:23	158:20	surveyed
95:3 119:15	14:2,12	179:6,16,20	116:19	219:14	supplement	160:10	65:17
119:17	18:11 21:17	180:12,20	144:23	successfully	101:5	165:12	surveys 66:22
205:7	23:25 40:19	180:24	214:11	109:17	119:20	219:12	66:22,23
student 1:20	49:16,20	181:18	221:23	suctioning	191:10	suppose	94:19 95:7
4:22 6:10	52:17 56:23	182:8,21,25	222:15	177:16	Supplemen...	35:24	164:14
6:24 7:17	60:21 61:11	183:8	studying	sudden	153:16	supposed	survival
13:9 14:16	61:15 64:4	184:13,20	221:24	106:19	supplies	46:17 58:6	202:18
53:19 64:25	64:16 65:17	184:24,25	222:2	suffered	101:25	71:21	205:5
71:15 73:15	65:19,24	185:15	stuff 33:9	110:10	198:24	125:19	surviving
86:21,25	66:3,4,23	186:17	121:16	190:21	199:4	201:24	205:4
105:24	67:8,11,14	187:7,23	130:6	suffering	supply	241:16	survivors
106:9	69:19 70:10	193:7	131:11	114:11	138:23	Supreme	151:23
114:10	73:18 81:21	197:25	235:22	153:13	support 3:10	43:25 74:8	suspect 22:12
126:20	81:23 82:12	198:18	238:12	sugar 183:7	7:17,20 8:7	75:9 99:6	suspensions
156:19	82:15,17	200:18	sub-pool	183:22	10:24 13:13	sure 22:14	9:8
157:17	83:13 85:23	201:9,12,13	142:13	suggest	14:11 19:25	26:2 33:25	sustainable
165:4 178:8	96:9 99:15	201:15,24	subbing	114:21	39:23 49:19	34:9 37:8	26:21
178:10	99:23	202:25	242:10	suggested	56:8 58:15	51:9 87:20	115:19
183:9,21	104:25	203:14,24	subcontract...	175:23	70:16 76:7	87:24 94:8	sustained
201:20	107:22	204:2,5,7,9	139:24	190:7	99:14 105:6	104:24	182:7
203:10,17	108:6,12,14	204:14,18	subcontract...	suggests	105:24	123:9,24	Susu 162:16
203:19	108:19,24	208:4,15,22	113:8	127:23	106:9	124:11	swinging
204:8	109:5,6,13	208:23	subject	244:18	108:15	129:10	204:8
208:20	109:15,15	210:8,13,20	145:20	suicidal	109:21	132:2	switch 211:5
211:3,8,10	110:3,9,12	211:14,22	240:3	203:17	110:2,22	137:23	symptom
212:2	111:2,4,7	212:12	subjects 17:8	211:3	111:8 112:4	141:12	214:16
215:21	112:17,20	213:8,21	submit	suicide	118:20	167:21	system 5:13
217:17	113:3,13	214:9 215:3	247:23	201:21	129:14	193:25	28:3 36:11
226:8,10,18	114:3,25	215:8,13	submitted	suitable	147:3	200:19	48:23 49:2
226:20,21	116:2	216:5,16,18	194:2	250:12	158:13,19	209:21	49:3 50:8
227:22	126:11	216:20	subsequent	sum 125:5	200:9	213:7 229:5	103:10
248:22	137:25	217:2,24	141:6 170:4	summaries	201:14	247:24	110:11
249:8	144:24	218:16	substitute	93:25	215:8,18	surgeon	112:21
251:23	151:20,21	219:2,7	63:7,10	summarize	219:7	190:23	145:2
252:3,5,8	153:23	221:20,22	134:24	92:12 94:22	242:21	surgery	157:11
252:11,17	155:7,14	222:3	135:5,15,19	summarizing	243:6 244:9	190:24	164:13
252:21	156:7 157:2	243:13	136:4	150:12	250:2,8,13	surgical	166:22
student's	157:7,15,24	244:17	139:15	summer	250:21,21	178:9	169:13
184:21	158:4,5,24	245:2,5,6	142:6,8,19	95:15	supported	surprised	176:3
217:4	159:3,12,17	245:11,13	142:24	145:17	128:6 189:8	136:12	181:25
student-to-...	159:24	246:18,21	158:12	146:13	supporter	surrounding	216:7 227:4
109:19	160:5,9,13	246:24,25	substitutes	sun 121:25	129:23	12:22	228:23
student-to-t...	160:14	247:13	61:10 103:4	Superinten...	supporting	108:14	systemic
81:7	161:5,7	249:5	140:12	35:15,21	111:16	survey 60:19	166:6
students 3:18	164:18	250:11	141:4	77:17	supportive	66:20 67:2	systemically
7:22 8:7,20	165:6	251:8 252:6	146:23	Superinten...	10:4 46:23	67:6,19	121:14,17

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 28

systems 115:4	106:21	137:5,9,16	140:2	124:24	160:8	116:6,7,15	229:14
130:11	111:15	138:22	142:12,24	template	166:19	116:17	237:24
146:24	talk 32:14	139:5	143:13	241:13	170:2,4,7	120:18,19	238:2,3,16
156:15	47:14 50:12	taught 54:7	145:16,20	temporary	171:13	120:23,25	238:17,21
	50:13,17	taunting	145:23	25:23	174:25	124:5	238:22,23
T	51:11 54:23	218:2	146:2,21,24	ten 28:11	193:18	131:24	247:17,18
table 7:2 93:5	56:19,21	tax 105:3,20	147:3,9,20	45:6 101:4	194:23	132:7,8,12	248:13,14
119:5	63:5,8 73:2	taxes 31:17	147:21	208:19	196:25	134:14	248:15,17
123:16	73:4 81:25	32:6 56:2	148:10	210:10	206:21	136:12,13	248:18,20
126:6	82:22 131:2	91:5	149:6	228:13,14	213:16	136:14,18	251:2,4
128:25	131:15	teach 148:10	158:12,15	tensions	220:9 221:3	139:5,7	252:25
131:16,21	154:9	149:9,20	159:10,15	131:3	221:5	143:19,21	253:2,4,15
149:12	167:25	teacher 19:16	175:4 199:3	tenth 85:15	223:18,25	143:25	254:10,11
151:9	171:9 197:7	56:19,22,25	226:7,25	term 133:14	224:11	147:6,8,12	Thankfully
174:19	200:3 201:5	57:2,18,21	241:22,24	terms 75:24	225:6,17	147:13,16	98:23
196:21	206:6	57:22 58:16	242:5,6,10	79:21 82:6	229:4,8,18	148:15	Thanks 17:21
206:6	232:12	58:20 59:2	244:2,11,16	124:10	238:4	149:13,24	therapeutic
225:10	235:16	61:8,12,17	teaching	155:15	247:23	150:2,3,4	10:16
tacked 217:8	247:14	62:12,20	147:22	193:21,22	254:5	151:7,10,15	thing 16:25
tackle 115:5	248:24	63:6,7	179:25	193:23	testing	155:22,23	32:12 33:4
tail 221:2	talked 50:16	71:16 82:7	182:17	terrible	146:11	156:2	33:16 36:18
tailor-made	82:20 94:4	82:10 133:7	team 18:7	236:12	159:17	160:17	61:14 73:8
223:16	121:13	135:5,22	51:12 65:15	terrific	text 203:19	168:7	79:24 84:18
tailor-make	132:24	136:2 142:6	108:23	126:23	texting	171:12,14	86:4 129:9
221:6	133:3	142:8 145:7	122:23	test 143:16	234:13	171:24	142:9,20
tailored	135:12,13	149:20	teams 108:15	145:18,22	thank 2:23	172:2 174:3	things 13:21
14:12	201:22	227:12	tears 203:13	164:17,19	3:4,13,20	174:7,8,9	36:16 42:12
154:25	221:14	237:20	204:15	167:2	3:21 8:5	174:11,12	48:15 49:12
take 27:16,19	236:17	242:8,11	205:15	tested 20:14	14:24 15:2	174:24	61:4 69:19
31:17 33:17	talking 15:23	244:12	Teasing	testified	15:7,13,15	185:17,18	80:8 87:7
44:19 47:16	16:2,8,22	teacher-stu...	217:25	66:19	16:21 17:19	186:8 192:5	89:18 91:7
70:17 110:4	41:24 43:24	158:17	tech 34:13	135:16	17:22 24:10	192:8	95:2,14
113:24	75:16 76:5	teachers	technical	140:23	24:16,17,19	193:10	104:7
114:20	76:5,6 79:6	41:22 42:4	11:14	testify 6:14	24:20,24	194:24	121:17
117:5,17	82:5,17	42:13,14	165:17	8:3 92:20	25:12 27:9	195:3 196:4	124:13,18
128:12,17	83:11 87:5	57:20 59:22	170:21	251:9 253:7	33:22 36:23	196:4,6,7,9	126:16
132:2	123:2	59:24 60:13	technological	253:11	36:24 37:2	197:6	128:9
138:25	129:23	60:20 63:10	165:15	testimonies	37:12,13,17	206:17	144:10,14
150:14	232:10	63:12,16	teens 214:13	132:23	38:5 39:12	213:11,13	144:22
162:25	236:7,20	66:4,22	tell 15:16	194:2	44:23 46:12	213:14,16	146:20
195:24	237:11	67:7,16	29:20,22	testimony 2:8	47:6 51:18	213:19	147:23
219:6 222:9	239:17	70:10 82:6	41:10 50:2	7:14 15:15	51:22 64:3	219:15,17	149:8
222:13	tap 115:8	83:15 92:25	81:5 114:5	51:20 52:2	64:21 68:8	219:21,22	199:11
250:7	targeted	97:4 98:5	124:25	92:12,13,16	72:19 80:25	219:23,25	201:19
takeaways	165:12	106:16	195:15	93:21 101:6	85:10 88:5	220:5,8,20	230:10,23
94:25	targets	107:3 110:3	200:22	116:18	88:6,9 89:7	220:25	231:2,8,9
taken 207:21	102:18	123:2	204:21	122:12	89:7,8	222:18	232:15,23
255:6	task 32:13	126:24	205:5	143:20	91:16,17	223:17,19	236:3
takeover	tasks 182:18	129:2,4	206:12	144:19	92:5,6,9	223:20	249:13,14
25:24	217:9	134:24	232:18	147:4	93:6,9,9	225:2,14	249:21
takes 188:18	Taubenber...	135:15,16	243:15	150:10,15	97:24 98:6	227:11	250:4,17
233:16	1:15 2:22	136:5	telling 29:19	150:16	104:10,13	228:17,18	252:15
Talent 58:13	136:17,18	139:16	tells 107:4	151:14	104:16,19	229:4,5,6	think 24:3
talented							

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 29

26:13 27:3	224:8,8	211:23	57:17,22	topics 97:18	transitional	17:13,15	113:22
27:4,21,23	232:2	237:23	90:11 93:10	total 62:8	216:19	35:3 62:4	136:24
28:17,21	234:15,18	Thursday 1:8	104:7,11	79:21	transitioning	65:25	138:24
32:11 34:6	235:20	Tilden 152:4	107:20	totally 49:3	240:21,24	133:14,17	140:21
42:23 45:25	247:15	172:10	108:10	touch 248:15	translate	173:24	142:12,14
49:13 50:25	250:6 251:9	time 10:7	145:8 156:3	touched 94:2	226:15	211:5 213:5	150:6 162:5
58:21 59:18	252:12	16:8 21:25	156:17	tough 14:21	translation	213:6	164:12
60:23,23	thinking	23:3 24:9	174:25	18:16	158:23	trying 4:16	167:14
61:13,21	24:14	27:12,22	175:12	216:19	162:12,18	15:18 38:18	174:17
62:18,22	131:21	42:17 47:19	177:9	toughest	163:19	54:24 55:20	181:9
64:25 66:15	206:15	65:22 66:18	179:13	132:3,5	trash 233:23	59:16 82:24	192:23,23
66:18 67:4	233:10	70:24 86:18	181:17	tracheal	233:25	83:21 89:19	208:10
72:14 75:8	thinks 110:19	92:18	186:9,14	177:16	trauma 73:4	90:18 91:3	218:14
77:7 78:23	third 112:19	101:16	189:5	track 72:17	110:10	124:20	226:2
79:25 80:8	161:25	113:19	191:23	139:25	151:23	126:12	230:23
85:14 86:16	162:3,7	117:11	192:6	tracking	travel 231:12	144:5 166:9	231:2,8
91:12,19	Thirteen	123:15	193:18	217:4	treat 211:15	166:12	239:6 240:8
94:24 95:4	79:20	129:6	197:16	traditional	tremendous	211:7	243:3,10
97:20	thought	135:17	198:18	47:18 88:13	78:21	212:16	two-tiered
105:25	54:16 69:11	136:2	202:6	126:11	trend 67:23	243:15	48:23
106:6,7	230:18,20	138:13	203:22	tragedies	trends 5:12	tubes 177:15	two-year
107:24	231:24,25	148:24	207:20	204:3	23:23 67:19	177:16	54:17
109:2	thoughts	159:13	211:10,19	tragic 100:7	tried 15:16	Tuesday	Tylenol
111:17	191:24	160:7,17	221:4	181:2	121:24	167:14	180:23
114:22	thousand	172:8	223:23	train 71:3,4	245:24	tumor 190:21	type 49:19
116:18	245:4	173:10	248:24	trained 73:7	tripling	tune 45:5	61:19 87:6
117:19	three 25:15	179:8	251:2	110:14	187:22	turn 51:18	210:21
118:13	26:10 40:8	182:11,16	252:22	239:11	trips 199:13	106:22	types 194:10
120:2 121:9	96:24	190:10	253:14	training	199:15	turnaround	typically
121:11,13	156:18	219:15	254:12	11:13 19:12	troublesome	22:7	95:13 138:3
121:18	169:11	228:10	toilet 239:11	41:23 42:3	100:11	tutor 173:2	143:14
122:2 123:8	188:18	229:9	told 31:12	42:12,17	troubling	tutoring	
123:12,14	200:13	231:20	102:14,17	68:23 71:5	95:16	153:18,19	U
123:17	208:4,14	234:13	147:20	143:17	truancy 10:9	TV 199:10	U.S 69:16,23
125:9 127:5	209:25	235:4,24	204:10	159:10,14	196:16	tweak 165:18	119:8
128:8,9,14	211:25	236:18	232:8 243:3	244:13	213:23,24	170:11	154:20
129:8 130:8	220:10	241:2,11	243:4	transcript	214:4,15	tweaked	225:25
130:20	233:17	times 62:11	tomorrow	255:8,21	216:2,7,23	163:3	227:6
133:16,24	236:16	77:5 187:20	149:23	transferred	217:12	twelfth	ultimately
137:4,11,13	249:7	189:6	ton 144:10	184:2	218:12,13	176:15	131:14
137:19	252:10	209:17	tonight	194:13	218:20	twenty-three	Umbrella
138:20,25	253:25	tired 133:12	227:18,19	227:15	truant 216:16	76:19	111:14
141:24	three-quart...	title 5:24	235:21	transforma...	217:4 219:4	twice 97:14	unable 39:2
142:8	95:8	153:21,21	tools 212:18	111:17	243:13	101:15	184:15,18
144:15,19	throw 5:6	153:22	213:2,8	112:5,8,10	true 5:2	111:2	unacceptable
164:11	233:25	171:6 240:3	top 63:4	112:13,14	34:21 149:5	two 19:3,6	184:4
166:2 191:2	236:7,13,14	today 5:3,5	64:11 65:9	transient	149:5 255:7	25:16 26:11	231:20,24
193:17	237:15,15	8:2 9:8	135:20	208:23	trusted	33:24 38:9	unaddressed
203:5	237:15	14:25 23:9	194:15	transition	204:14	38:14 41:13	100:12
206:11	throwaway	29:4,12	top-down	28:9 33:7	trusting	52:11 53:20	unaffected
207:13	212:24	30:3,5,13	125:12	117:12	218:5	54:6,13,15	112:10
220:15	thrown	30:14,19	topic 63:23	152:24	try 3:18	84:9 85:19	Unbelievable
223:14	200:15	31:9 44:11	189:21	231:6	15:20 17:9	87:5 94:9	136:9
							uncared

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 30

204:19	99:2	113:6	vehicle	vital 184:20	130:7,21,22	201:3	127:21
uncertainty	uninformed	115:16	139:15,18	191:24	132:2	way 8:11	128:18,19
146:19	40:17	120:9	142:25	voice 201:4	133:21	14:13 32:10	128:24
unclarified	unintelligible	128:14	143:18	201:11	134:4 163:9	34:25 35:7	130:25
80:14	248:25	urgency	vendors	206:8	166:24	36:11 46:21	131:2,4
underfunded	union 74:11	59:10,16,17	173:23	voodoo	171:16	52:24 53:9	134:11,12
26:23 152:2	249:2,3	59:20	venting	154:15	172:2 174:3	80:2 87:22	141:14,21
underfundi...	unique	use 8:25	134:16	vote 120:17	174:24	88:17 91:9	142:4 144:5
31:24	124:16	92:15 133:8	verify 172:15	voters 36:9	192:9	107:25	155:15
undergo 42:6	125:20	169:15	versed 82:12	117:6	193:25	115:11,16	166:25
undermined	Unite 251:22	223:2	versus 81:20	vulnerable	194:5	126:10	195:5
160:4	united 46:8	uses 155:11	164:25	1:20 6:10	207:13	128:10	201:12,14
understand	120:8	161:3	194:22	96:8 156:6	224:14	131:9	201:19
4:7,17,24	211:11	USP 173:20	246:2	156:19	229:8 241:3	143:12	206:5 207:2
29:13 30:20	universal	usually 20:8	viable 243:21	186:11	241:4	155:17	208:11,24
34:20 55:2	84:15 239:3	216:23	vibrant		244:24	163:16	212:13
55:11 56:3	239:18	233:16	228:24	W	250:7,20	164:21	220:16
59:16 61:15	universities	utilizing	Vice 2:17	waiting 150:8	251:5,9	166:2	229:7
73:7 84:23	191:4	166:25	victim 65:20	181:10	253:15	177:15	236:20
89:19	university	V	70:15	248:21	254:10	201:19	239:17
124:24	18:8 48:7,7	vacancies	victimized	walk 18:12	wanted 7:9	207:21	240:20
128:3	173:19	56:16,20,25	88:16	84:11,20	41:4 44:25	233:24	we've 9:2,4
165:19	186:6 191:9	57:11,13,18	video 85:18	160:24	56:11 62:13	ways 16:25	9:10 10:3,5
227:9 250:5	227:21	58:20 61:8	85:24 86:21	206:14	83:23 85:13	21:18 55:5	10:6 11:9
254:6	unmatched	61:12 62:6	videotapes	231:13	121:6 130:5	55:11 87:20	15:22 16:7
understand...	189:11	82:7 101:11	86:25	walking 84:9	143:25	113:7	18:14 70:24
31:7 42:24	unmet 187:3	101:15	views 87:6	86:22	144:22	we'll 6:21	101:6
53:15 54:9	unnecessary	135:5,10,22	vigilance	179:25	219:22	24:8 25:9	113:23
56:23 57:4	181:25	136:3,5	189:22	walks 86:23	220:25	25:10 34:2	121:14,16
57:10 61:24	unsafe 217:24	145:8,25	vigilant	wall 203:16	221:3 239:4	61:22 64:2	124:19
63:14 77:15	unturned	vacancy 57:3	204:13	211:7	240:22	97:22 131:6	129:23
84:2 148:9	187:11	59:3 107:3	Vincent	Walnut 16:18	243:2	131:8 168:8	133:17,20
198:20	unusual	vacant 60:5	168:4	want 11:15	250:25	195:8 207:3	142:11
201:2	52:13 215:9	60:10 96:16	violation	12:9,11,13	wants 119:4	we're 3:6,9	158:8,12
227:14	unvalued	Valium	53:24 99:18	12:14,19,20	Ward 223:5	4:16 5:15	203:24
undesirable	205:6	177:14	193:21	13:19,21,23	warranted	11:8,18,19	204:5,7,9
183:24	unwillingness	value 13:12	violence	16:7 17:7	187:18	14:8 15:18	214:3 216:8
undocumen...	98:15	95:18 150:9	250:15	22:14 34:5	Washington	16:2,5,6	228:24
172:19	unwritten	204:20	viral 85:19	38:7,22	108:18	20:2 22:5	230:2
unduly	218:21	valve 113:15	virtually	46:8 50:14	196:18	32:23 34:6	245:24
182:20	update 22:20	variance	185:8	51:9,22	252:12,14	39:4 46:7	248:15
unfair 182:5	241:24,25	114:2	vision 4:18	52:3 55:13	252:16	46:22 48:22	weak 129:16
unfilled	242:12	variation	14:23 104:5	79:2 81:3	wasn't 122:25	51:4,15	weakest
135:21	updated	138:21	104:9	82:10 86:15	236:24	71:11 72:5	201:15
136:2	242:9	183:22	176:13	87:14 88:3	waste 238:12	75:15 77:2	wealth
unfortunate	upgraded	varies 137:14	191:17	89:4,10	watchdog	82:16 83:11	119:21
48:17 125:9	26:25	variety 19:17	visit 83:6	90:21 92:17	26:2	83:14 84:23	wealthy
unfortunat...	upper 81:12	146:3	234:22	97:19 98:5	watched	87:5 91:2,8	119:19,19
86:10,16	upset 249:19	various 17:8	visited 16:15	104:19	211:17	97:21 112:3	120:2
105:12	upsets 249:17	40:7 52:8	217:13	110:3 112:3	232:3	117:20	wear 239:5
unhappy	250:18	145:20	visits 182:9	120:4,25	watches	121:12	weather
140:10	urge 14:3	217:9	182:11	121:19	219:25	123:22,25	37:17
unhealthy	111:17	239:12	188:13	123:13	watching	124:15,15	web 61:2
				124:6,11			

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 31

9:18	20:21	16:21,23	172:8	Yeah 75:21	143:16	215:24	104:1 105:1
website 68:6	Williams	17:13,17	221:12	166:16	153:14	253:13	106:1 107:1
248:7	196:15	23:10 73:4	Workshop	170:17	158:14	254:15	108:1 109:1
week 85:15	207:5,6	101:20	16:20,22	248:14	173:18	YOUTH/E...	110:1 111:1
100:4	211:13	102:13,16	17:6	year 4:3	186:2,4	4:1 5:1 6:1	112:1 113:1
192:24	213:14	110:17	world 41:11	11:18,22	188:18	7:1 8:1 9:1	114:1 115:1
208:12	219:23	114:18	52:18 119:9	16:13 22:6	199:12	10:1 11:1	116:1 117:1
215:11	221:15	118:8 121:5	120:9	39:21 48:21	200:12,13	12:1 13:1	118:1 119:1
234:24	willing	123:5	213:10	48:21 49:6	200:24	14:1 15:1	120:1 121:1
weekends	114:19	125:24	231:12	49:6 56:24	203:14	16:1 17:1	122:1 123:1
173:3	131:4,15	130:7,21,24	worried	57:11 60:4	204:15	18:1 19:1	124:1 125:1
weekly 64:6	willingness	132:5 146:3	201:6	67:21 97:4	207:9,11	20:1 21:1	126:1 127:1
64:17	107:12	147:11	worse 99:5	97:15	208:4,19	22:1 23:1	128:1 129:1
186:22	witness 6:13	189:10	101:13	101:12,16	209:25	24:1 25:1	130:1 131:1
weeks 38:14	6:15,22,23	191:15	134:3 142:5	108:8,19	210:10	26:1 27:1	132:1 133:1
73:2 130:14	6:25,25	192:10,11	worth 43:8	113:18	211:20,25	28:1 29:1	134:1 135:1
140:22	15:10 91:20	192:24	199:25	132:19	214:6 220:4	30:1 31:1	136:1 137:1
192:23	92:20 93:4	207:23	worthwhile	133:25	226:2	32:1 33:1	138:1 139:1
weigh 190:19	149:11,11	209:24	220:4	135:2 145:9	229:21	34:1 35:1	140:1 141:1
welcome 7:3	150:20	217:13	wouldn't	146:9 159:8	232:21	36:1 37:1	142:1 143:1
37:14 85:6	151:8	220:14	131:20	189:6	233:17	38:1 39:1	144:1 145:1
93:7 160:21	174:18	221:11	234:3 236:6	209:18	235:13	40:1 41:1	146:1 147:1
168:7	196:20	239:2 247:4	wrap 155:4	215:22,22	236:16	42:1 43:1	148:1 149:1
196:23	225:9	249:10	wraparound	216:20	yeoman's	44:1 45:1	150:1 151:1
227:4	witnesses	250:10,23	104:3	217:6,10	192:10	46:1 47:1	152:1 153:1
229:25	92:21 93:4	worked 8:24	126:22	220:18	yesterday	48:1 49:1	154:1 155:1
welfare	151:8	37:22 49:2	wreaked	226:9	48:24	50:1 51:1	156:1 157:1
110:11	174:11,17	185:25	187:24	227:20	151:18	52:1 53:1	158:1 159:1
156:14	174:18	worker 111:9	write 118:18	237:9	Youma	54:1 55:1	160:1 161:1
214:13	196:20	122:16	118:24	year-to-date	172:24	56:1 57:1	162:1 163:1
well-functio...	225:9	251:21	222:4	63:11	young 5:7	58:1 59:1	164:1 165:1
189:19	witnessing	workers	247:22	years 1:18	21:9 23:15	60:1 61:1	166:1 167:1
wellness	201:2	110:8,16	writing	4:9,9,10,19	23:18 24:13	62:1 63:1	168:1 169:1
185:7	woefully	111:19	124:21	6:7 8:12,23	48:11,12	64:1 65:1	170:1 171:1
went 37:18	98:25	122:14	178:3	10:8 12:2	58:5 85:15	66:1 67:1	172:1 173:1
48:3 85:19	woman	workforce	written 36:15	12:16 15:23	85:20 86:13	68:1 69:1	174:1 175:1
130:15	230:21	60:2 106:20	66:8 118:3	18:21,25	89:21	70:1 71:1	176:1 177:1
135:24	wonder	working	169:6 170:3	19:3,6 23:8	160:23	72:1 73:1	178:1 179:1
200:20	205:16	10:12 18:6	170:6	27:12 28:11	162:21	74:1 75:1	180:1 181:1
212:3	wonderful	24:11 41:12	wrong 233:3	31:24 33:2	168:18	76:1 77:1	182:1 183:1
227:17	31:22 32:11	111:15	244:4	38:10 42:7	205:18	78:1 79:1	184:1 185:1
229:22,23	84:18	115:3 124:8	wrote 65:13	45:6 54:9	younger 20:5	80:1 81:1	186:1 187:1
233:10	151:14	134:12	65:15 75:10	56:17 94:9	youngster	82:1 83:1	188:1 189:1
West 224:18	205:17,23	137:24	WURD 43:24	94:12 96:20	172:10	84:1 85:1	190:1 191:1
254:2	wondering	140:12		96:24 98:21	youngsters	86:1 87:1	192:1 193:1
western 36:5	83:14	184:10	X	101:24	172:9	88:1 89:1	194:1 195:1
Whitemarsh	word 191:6	186:5	X 21:25 39:6	105:4	youth 1:3,17	90:1 91:1	196:1 197:1
108:21	198:10	213:21	39:7,8	106:13	2:6,17 3:7	92:1 93:1	198:1 199:1
wide 138:21	words 32:13	249:6	40:12 41:15	111:10	3:25 4:5 5:2	94:1 95:1	200:1 201:1
wife 209:20	198:8	workmen's	141:8	112:6	6:5 93:3	96:1 97:1	202:1 203:1
211:24	work 3:8 4:24	235:14		120:12	104:19	98:1 99:1	204:1 205:1
William 11:5	13:10,15	works 20:9	Y	132:22	150:22	100:1 101:1	206:1 207:1
18:19 20:14	14:10 16:16	132:17	Y 40:13 141:8	142:23	214:11,23	102:1 103:1	208:1 209:1
			yards 182:7				

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 32

212:1 213:1	1.8 233:8	19:1 20:1	125:1 126:1	231:1 232:1	44:1 45:1	150:1 151:1	20 40:5 75:16
214:1 215:1	1:30 1:8	21:1 22:1	127:1 128:1	233:1 234:1	46:1 47:1	152:1 153:1	79:6 83:13
216:1 217:1	10 75:16	23:1 24:1	129:1 130:1	235:1 236:1	48:1 49:1	154:1 155:1	94:12 97:11
218:1 219:1	108:5	25:1 26:1	131:1 132:1	237:1 238:1	50:1 51:1	156:1 157:1	116:2
220:1 221:1	10,000	27:1 28:1	133:1 134:1	239:1 240:1	52:1 53:1	158:1 159:1	173:18
222:1 223:1	155:18	29:1 30:1	135:1 136:1	241:1 242:1	54:1 55:1	160:1 161:1	200:11
224:1 225:1	100 47:12	31:1 32:1	137:1 138:1	243:1 244:1	56:1 57:1	162:1 163:1	209:2
226:1 227:1	85:21 95:25	33:1 34:1	139:1 140:1	245:1 246:1	58:1 59:1	164:1 165:1	200 56:24
228:1 229:1	116:5	35:1 36:1	141:1 142:1	247:1 248:1	60:1 61:1	166:1 167:1	57:12 84:3
230:1 231:1	236:15	37:1 38:1	143:1 144:1	249:1 250:1	62:1 63:1	168:1 169:1	145:8
232:1 233:1	11 95:24	39:1 40:1	145:1 146:1	251:1 252:1	64:1 65:1	170:1 171:1	147:20
234:1 235:1	211:8	41:1 42:1	147:1 148:1	253:1,22	66:1 67:1	172:1 173:1	2002 113:4
236:1 237:1	11,000 96:23	43:1 44:1	149:1 150:1	254:1	68:1 69:1	174:1 175:1	2008 113:4
238:1 239:1	12 78:2 214:3	45:1 46:1	151:1 152:1	160089 2:9	70:1 71:1	176:1 177:1	252:12,16
240:1 241:1	216:8	47:1 48:1	153:1 154:1	173 62:9,11	72:1 73:1	178:1 179:1	2009 69:6
242:1 243:1	245:10	49:1 50:1	155:1 156:1	82:8	74:1 75:1	180:1 181:1	252:12,16
244:1 245:1	12-year-old	51:1 52:1	157:1 158:1	18 1:8 83:13	76:1 77:1	182:1 183:1	2010 69:15
246:1 247:1	114:10	53:1 54:1	159:1 160:1	183 113:17	78:1 79:1	184:1 185:1	95:24
248:1 249:1	12.5 77:21	55:1 56:1	161:1 162:1	184 57:20	80:1 81:1	186:1 187:1	2010-'11
250:1 251:1	12:40 57:17	57:1 58:1	163:1 164:1	82:6 145:8	82:1 83:1	188:1 189:1	96:14
252:1 253:1	90:11	59:1 60:1	165:1 166:1	185 101:14	84:1 85:1	190:1 191:1	2011 95:11
254:1	123 76:3,25	61:1 62:1	167:1 168:1	189 14:5 77:3	86:1 87:1	192:1 193:1	106:17
	77:5 99:24	63:1 64:1	169:1 170:1	19 109:7	88:1 89:1	194:1 195:1	186:19
Z	124 62:7	65:1 66:1	171:1 172:1	110:25	90:1 91:1	196:1 197:1	189:13,14
Z 141:9	13 77:21 78:4	67:1 68:1	173:1 174:1	19,500 109:6	92:1 93:1	198:1 199:1	189:17
zeroed	78:5 79:18	69:1 70:1	175:1 176:1	1949 175:21	94:1 95:1	200:1 201:1	2012 159:6
144:20	136:2	71:1 72:1	177:1 178:1	1963 231:17	96:1 97:1	202:1 203:1	2013 114:9
	241:10	73:1 74:1	179:1 180:1	1968 231:17	98:1 99:1	204:1 205:1	156:22
0	252:17	75:1 76:1	181:1 182:1	1975 176:25	100:1 101:1	206:1 207:1	2014 95:13
	130 77:5	77:1 78:1	183:1 184:1	1995 227:5	102:1 103:1	208:1 209:1	129:24
1	130,000	79:1 80:1	185:1 186:1	1st 135:7	104:1 105:1	210:1 211:1	244:23
1 73:18 74:2	76:16	81:1 82:1	187:1 188:1		106:1 107:1	212:1 213:1	2014-'15
81:11	135,000	83:1 84:1	189:1 190:1	2	108:1 109:1	214:1 215:1	95:25 96:25
106:25	76:16	85:1 86:1	191:1 192:1	2 75:3 237:9	110:1 111:1	216:1 217:1	2015 97:13
109:20	14.2 157:7	87:1 88:1	193:1 194:1	2/18/16-CH...	112:1 113:1	218:1 219:1	135:6
114:7 127:5	15 33:2 83:13	89:1 90:1	195:1 196:1	4:1 5:1 6:1	114:1 115:1	220:1 221:1	231:14
135:6 140:9	95:13 113:3	91:1 92:1	197:1 198:1	7:1 8:1 9:1	116:1 117:1	222:1 223:1	244:23
140:10	186:4	93:1 94:1	199:1 200:1	10:1 11:1	118:1 119:1	224:1 225:1	2015-'16 97:7
185:16	207:11	95:1 96:1	201:1 202:1	12:1 13:1	120:1 121:1	226:1 227:1	2016 1:8
194:21	15-504	97:1 98:1	203:1 204:1	14:1 15:1	122:1 123:1	228:1 229:1	59:12 135:7
205:22	188:10	99:1 100:1	205:1 206:1	16:1 17:1	124:1 125:1	230:1 231:1	205 100:20
208:3	15th 224:19	101:1 102:1	207:1 208:1	18:1 19:1	126:1 127:1	232:1 233:1	21 68:7 186:2
1,000 155:6	251:6	103:1 104:1	209:1 210:1	20:1 21:1	128:1 129:1	234:1 235:1	218 14:5
216:10	16 214:5	105:1 106:1	211:1 212:1	22:1 23:1	130:1 131:1	236:1 237:1	113:19
1,100 114:3	252:17	107:1 108:1	213:1 214:1	24:1 25:1	132:1 133:1	238:1 239:1	21st 212:18
252:3	160049 1:17	109:1 110:1	215:1 216:1	26:1 27:1	134:1 135:1	240:1 241:1	213:10
1,200 252:11	4:1 5:1 6:1	111:1 112:1	217:1 218:1	28:1 29:1	136:1 137:1	242:1 243:1	228:5
1,250 249:9	6:2,3 7:1	113:1 114:1	219:1 220:1	30:1 31:1	138:1 139:1	244:1 245:1	23 106:13
1,500 178:23	8:1 9:1 10:1	115:1 116:1	221:1 222:1	32:1 33:1	140:1 141:1	246:1 247:1	242 215:23
184:23	11:1 12:1	117:1 118:1	223:1 224:1	34:1 35:1	142:1 143:1	248:1 249:1	25 19:9 22:3
187:23	13:1 14:1	119:1 120:1	225:1 226:1	36:1 37:1	144:1 145:1	250:1 251:1	84:11 245:5
1,600 108:23	15:1 16:1	121:1 122:1	227:1 228:1	38:1 39:1	146:1 147:1	252:1 253:1	245:5
1,800 108:19	17:1 18:1	123:1 124:1	229:1 230:1	40:1 41:1	148:1 149:1	254:1	25,000 159:2
1.6 233:8				42:1 43:1			

Committee on Children and Youth and Committee on Education
February 18, 2016

Page 33

25.6 157:3	435 159:7	130:17					
250 73:18	43rd 172:25	750 114:7					
74:2 208:2	44 157:4	179:6					
25th 114:9	450 215:24	185:15					
28 82:14	46 96:16	194:22					
29 82:14	156:24	7th 224:18					
207:9	47th 16:17						
29.9 162:2,3	49 22:21 62:8	8					
	73:24 74:19	8 77:18,25					
3	75:2	78:3 79:18					
3 169:19		83:11 153:5					
176:16	5	80 65:23					
245:13	5 79:15,22	80s 152:20					
3,200 97:3	5,200 62:11	195:10,21					
3.0 68:5	5:30 243:19	85 96:18					
3.5 215:25	254:16	8th 59:13					
3.7 75:11,19	50 65:19	61:13 62:21					
79:4	96:16	224:18					
30 19:9 62:11	105:15						
81:11 82:15	162:7	9					
85:3 121:14	50,000	90 96:14					
186:2 226:8	235:23	135:8 140:9					
229:21	500 107:21	93 96:13					
232:21	500,000	95 109:10					
30-something	237:11	9th 81:18					
83:9	504 177:23						
300 27:21	184:19						
79:14	193:24						
31 214:2	51 156:24						
339 14:7 77:2	56 215:23						
34 81:23							
82:17 84:5	6						
35 81:23	6 108:2						
82:17 109:9	169:18						
158:14	6,000 106:15						
208:12	6:30 243:8						
246:23	60 208:21						
350 27:23	600 109:20						
36 82:17	61 65:16						
113:3	634 249:2						
3D 34:12,16	251:14,22						
	65 140:11,14						
4	66 215:24						
4 209:4	6ABC 87:6						
4,000 210:7							
40 65:20 66:3	7						
74:25 95:11	70 111:11						
103:5 242:8	700 208:3						
400 1:7 105:5	70s 152:20						
108:9	74 95:9						
111:18	75 135:6						
214:4	140:9						
42 157:5	236:15						
167:3	75,000						