

COUNCIL OF THE CITY OF PHILADELPHIA  
JOINT COMMITTEES ON EDUCATION AND  
PUBLIC SAFETY

Room 400, City Hall  
Philadelphia, Pennsylvania  
Thursday, April 7, 2016  
1:25 p.m.

PRESENT:

COUNCILWOMAN JANNIE L. BLACKWELL, CO-CHAIR  
COUNCILMAN CURTIS JONES, JR., CO-CHAIR  
COUNCILMAN DEREK S. GREEN  
COUNCILWOMAN HELEN GYM  
COUNCILMAN DAVID OH  
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ  
COUNCILMAN MARK SQUILLA  
COUNCILMAN AL TAUBENBERGER

RESOLUTION 160046 - Resolution authorizing the  
joint Committees on Education and Public  
Safety to conduct public hearings to examine  
the physical safety of Philadelphia schools.

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1  
2 COUNCILWOMAN BLACKWELL: Good  
3 afternoon. Thank you all for being here.  
4 We certainly want to acknowledge the  
5 Chair of Public Safety, Councilman Curtis  
6 Jones. We want to thank Councilman Derek  
7 Green for all the work he's done on this.  
8 And I'm Jannie Blackwell and I'm chairing  
9 it, and everybody else did all the work,  
10 but I'm happy to be here and we're happy  
11 to convene this meeting.

12 We have Councilman Taubenberger  
13 to my left and we have Councilman Oh to  
14 my right, and we will convene the  
15 hearing, the joint Committees on  
16 Education and Public Safety.

17 We will ask the Clerk to read  
18 the title of the bill.

19 THE CLERK: Resolution 160046,  
20 authorizing the joint Committees on  
21 Education and Public Safety to conduct  
22 public hearings to examine the physical  
23 safety of Philadelphia schools.

24 COUNCILWOMAN BLACKWELL: Thank  
25 you very much.

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2 Now we'll call on Councilman  
3 Derek Green, who sponsored and introduced  
4 this bill.

5 COUNCILMAN GREEN: Thank you,  
6 Madam Chair, and also thank you, Chairman  
7 Jones, for the opportunity to have this  
8 conversation and discussion regarding  
9 this important issue.

10 This is an issue that's  
11 important not just to me because I am a  
12 father of a son who is in the  
13 Philadelphia School District and I take  
14 him to school every day, but also it  
15 makes me think about all of our City  
16 employees, hard-working employees, who  
17 are members of various unions that are  
18 doing the good work of trying to make  
19 sure that we have facilities in the City  
20 of Philadelphia that can really provide  
21 an opportunity for our future leaders to  
22 have an opportunity to get an education  
23 and to learn and become the future  
24 leaders that we all hope that they will  
25 be.

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2 In addition to my own personal  
3 experience with a son in the School  
4 District, my mother taught for almost 27  
5 years at Olney High School, and so I can  
6 think the issue and concern that a family  
7 member would have if their mother, father  
8 was in a building and you had a situation  
9 that occurred at Edmonds with the boiler  
10 explosion or the situation that occurred  
11 at Locke where because of an HVAC  
12 situation the school was closed down for  
13 a short period of time.

14 So the purpose of this  
15 conversation is to really get some more  
16 perspective on the physical safety of the  
17 infrastructure of our City school  
18 buildings. From my reading of the  
19 testimony, both the Kenney Administration  
20 as well as the School District and SEIU  
21 and others really kind of came together  
22 to address this issue, but at the same  
23 point, we need to have a conversation  
24 regarding what happened so we can be  
25 forewarned and be proactive going forward

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2 into the future.

3 Thank you.

4 COUNCILWOMAN BLACKWELL: Thank  
5 you very much.

6 Would anyone else like to make  
7 a statement?

8 (No response.)

9 COUNCILWOMAN BLACKWELL: All  
10 right. We will begin our witness list.  
11 Panel 1, Fran Burns, Chief Operating  
12 Officer, School District of Philadelphia;  
13 Robert Hunter, Director of Facilities,  
14 School District of Philadelphia.

15 (Witnesses approached witness  
16 table.)

17 COUNCILWOMAN BLACKWELL: We  
18 thank you both for being here. You know,  
19 Fran knows we always know her from when  
20 she was Commissioner here, so we knew her  
21 better and longer than the School  
22 District, but we're very happy to have  
23 you and we invite you to introduce  
24 yourself and begin your testimony.

25 MS. BURNS: Thank you. Good

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2 afternoon, Councilwoman Blackwell  
3 Councilman Jones, Councilman Green,  
4 Councilman Oh, and Councilman  
5 Taubenberger, and all Councilmembers that  
6 may arrive. We thank you for the  
7 opportunity to testify today. My name is  
8 Fran Burns, and I serve as the Chief  
9 Operating Officer for the School District  
10 of Philadelphia. I am joined by my  
11 colleague, Bob Hunter, Director of  
12 Maintenance; Matt Melady, Director of  
13 Operations; Francine Locke, Director of  
14 Environmental Services; and Danielle  
15 Floyd, Director of Capital Programs.

16 Collectively as a division, we  
17 are responsible for the repair,  
18 replacement, and cleaning of 339 school  
19 buildings, athletic facilities, and  
20 ancillary buildings covering more than 29  
21 million square feet.

22 Our mission is to deliver on  
23 the right of every child in every  
24 neighborhood to have access to a safe,  
25 healthy, and welcoming facility that

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2 supports teaching and learning  
3 opportunities and improves academic  
4 outcomes for students.

5 We were asked to testify today  
6 about the boiler accident that occurred  
7 on January 13, 2016 at the F.S. Edmonds  
8 Elementary School where one of our  
9 employees was critically injured. We  
10 continue to keep the employee and his  
11 family in our thoughts and prayers.

12 Immediately following the  
13 boiler accident, the School District was  
14 offered leadership and assistance from  
15 Mayor Kenney and his Administration. We  
16 were joined in a collective effort by  
17 32BJ SEIU, who became a partner in an  
18 immediate response to the accident. The  
19 Superintendent and School Reform  
20 Commission were also solid leaders in  
21 supporting whatever course necessary to  
22 respond to the accident. We thank Mayor  
23 Kenney, the Superintendent, SRC, and SEIU  
24 for their leadership, as well as District  
25 staff for leading this work. As a

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2 result, in less than a week of the  
3 accident, third-party inspections were  
4 underway for every operational boiler in  
5 the School District.

6 In collaboration with a  
7 third-party team, a thorough inspection  
8 of school building boilers was completed  
9 at the end of March 2016. Today, this  
10 morning a press release from the Mayor's  
11 Office, along with a detailed report and  
12 summary of the safety inspections, was  
13 released.

14 A total of 542 boilers were  
15 functionally tested and inspected. The  
16 results of those inspections yielded the  
17 following:

18 Ninety-eight percent, or 531 of  
19 the units, passed inspection with either  
20 no repairs or minor repairs required.

21 Two percent, or 11 units, were  
22 temporarily taken offline until repairs  
23 were made, but those buildings where they  
24 were taken offline remained open since we  
25 had redundancy with other boilers.

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2 Fifty-four boilers were not  
3 inspected because the boilers were  
4 already out of service due to pending  
5 repairs or no longer in operation. Those  
6 boilers that are out of service that  
7 become operational will be tested before  
8 being placed back in service.

9 As a result of the inspections,  
10 there have been 413 repair work orders  
11 generated during the -- which are all to  
12 be completed by and before October 2016.

13 With regard to the School  
14 District's specific actions following the  
15 boiler accident at Edmonds School, our  
16 Maintenance Division immediately  
17 installed a temporary boiler to allow for  
18 academic instruction to resume as soon as  
19 possible after the accident. The  
20 principal, teachers, and administrators  
21 at F.S. Edmonds are to be commended for  
22 their calm leadership, practiced  
23 evacuation drills, and safe evacuation of  
24 children in the event of the accident.  
25 Furthermore, the building engineer on

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2 site acted in a heroic manner.

3 The School District has  
4 followed a standard protocol on the  
5 maintenance of our boiler systems. Every  
6 boiler throughout the District is  
7 inspected every two years by a  
8 third-party company in compliance with  
9 regulations from the Department of Labor  
10 and Industry. Moreover, every boiler has  
11 an annual preventive maintenance before  
12 heating season that includes boiler  
13 cleaning - opening up each boiler to  
14 completely clean the unit, hydro testing,  
15 burner assembly, and preventive  
16 maintenance and tune-up. Safety testing  
17 occurs to validate the inspection and  
18 perform a functional check. All boilers  
19 are test-fired to ensure proper  
20 operation, and any issues identified are  
21 resolved.

22 In addition to the annual  
23 maintenance the District performs,  
24 capital funds have also been earmarked to  
25 replace boiler systems when they have

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2 reached or exceeded their useful life.

3 Over the past ten years, the District has  
4 spent \$83.3 million on boiler  
5 replacements at 47 schools.

6 The School District has many  
7 challenges when it comes to maintaining  
8 and improving school facilities.

9 However, every day staff show up to  
10 provide the best possible service to our  
11 schools. We testify to our current work  
12 standards and yet we acknowledge the  
13 underfunding of infrastructure and the  
14 great need.

15 To understand the challenges we  
16 currently face to maintain and operate  
17 our facilities, it is important to note  
18 the minimal capital investments from 1978  
19 to 2000 that resulted in critical  
20 building systems running beyond their  
21 useful life. By 2002, the estimated  
22 capital need in Philadelphia schools  
23 totaled \$4 billion. A major capital  
24 program of 1.8 billion over eight years  
25 started under Superintendent Vallas that

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2 included new construction, major  
3 renovations, and replacement of critical  
4 buildings. However, a significant gap  
5 still remains that was further heightened  
6 by the District's budget crisis in 2002  
7 that forced layoffs, significant budget  
8 cuts, and delays on future borrowing.

9 With increased financial  
10 support from City Council over the years,  
11 proposed new funding levels included in  
12 the Governor's budget, and a recently  
13 released Five Year Financial Plan, the  
14 School District is optimistic about  
15 transitioning from years of cuts and  
16 reductions in services to hiring new  
17 staff, improving service delivery, and  
18 seeking out innovative ways to solve  
19 decades-old problems. I am excited to  
20 share with you some of our success over  
21 the past two years in terms of our  
22 investments, including adoption of the  
23 Fiscal Year 2016 capital budget, which  
24 allocated \$4.2 million for HVAC  
25 replacements at six locations;

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2 Implementation of a facility  
3 condition assessment that will be  
4 completed in this spring that did a full  
5 assessment of every single building that  
6 we own in the School District, to include  
7 building deficiencies, recommended  
8 replacement schedule, and estimated costs  
9 of our infrastructure needs;

10 Since October 2015, the  
11 District has hired 135 general cleaners  
12 and 91 building engineers or building  
13 engineer trainees;

14 The District has equipped every  
15 building engineer with new tools and  
16 provided an online supply ordering  
17 process to quickly make supply requests;

18 We have equipped buildings with  
19 new green-friendly cleaning equipment and  
20 supplies at a cost of right around \$1.5  
21 million;

22 We recently initiated a new  
23 work order management system where our  
24 building engineers and our maintenance  
25 have handhelds. They can put work

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2 orders -- respond to work orders and put  
3 their response and completed work  
4 immediately on the spot of the job;

5 Within the Maintenance  
6 Division, we hired two pest control  
7 employees, two iron workers, four  
8 plumbers, one masonry mechanic, two  
9 maintenance foremen, and one steamfitter.  
10 We are continuing to look for new talent  
11 to join our team, and we have continual  
12 postings for all of the positions that we  
13 just ran through.

14 Lastly, we certainly refrain  
15 from jarring alarming rhetoric, but we do  
16 point to real ways of moving forward,  
17 such as further sustainable increased  
18 funding and the collaborative joint work  
19 that was just led by the Mayor and the  
20 Managing Director's Office with the  
21 School District, City District, and  
22 labor.

23 This concludes my prepared  
24 remarks. I am happy to answer any  
25 questions.

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2 COUNCILWOMAN BLACKWELL: Thank  
3 you very much.

4 Mr. Hunter.

5 MR. HUNTER: Yes. My name is  
6 Robert Hunter. Good afternoon,  
7 Councilmembers. I'm the Director of  
8 Maintenance.

9 COUNCILMAN JONES: Pull the mic  
10 closer.

11 COUNCILWOMAN BLACKWELL: Pull  
12 the microphone closer. It's hard to  
13 hear.

14 MR. HUNTER: Good afternoon,  
15 Councilmembers. My name is Robert  
16 Hunter, Director of Maintenance.

17 MS. BURNS: He does not have  
18 prepared testimony.

19 COUNCILWOMAN BLACKWELL: All  
20 right. Then we'll open the floor to  
21 questions.

22 Chairman of Public Safety.

23 COUNCILMAN JONES: How are you?  
24 Good afternoon. And I want to apologize  
25 to those who might be watching us on

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2 television that we were scarfing down  
3 snacks, because we just came right from a  
4 City Council hearing, some of us. Some  
5 of us are more disciplined, but we  
6 apologize.

7 A couple of questions. You  
8 mentioned 300-plus facilities. Can you  
9 elaborate on the joint inspection process  
10 that you've engaged in with the union?  
11 What are they looking for and when will  
12 it be completed?

13 MS. BURNS: The inspection  
14 process is completed.

15 COUNCILMAN JONES: Who are the  
16 stakeholders?

17 MS. BURNS: Well, the  
18 stakeholders are the occupants of the  
19 building, as far as I'm concerned. But  
20 we obviously wanted to ensure that the  
21 boilers were in fact operational and safe  
22 and thought that the credibility of that  
23 would be attained through third-party  
24 inspection, obviously also at the  
25 leadership of the City as well. So the

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2 results that 98 percent passed --  
3 although within that 98 percent we do  
4 have 413 work orders that are minor  
5 repairs. The fact that 98 percent of our  
6 boilers passed reconfirmed, reassured  
7 that the systems that we believe to be  
8 safe were safe.

9 We have older systems, so they  
10 do require constant maintenance and  
11 repair. I'm going to ask Bob to speak to  
12 exactly what the inspection entailed.

13 COUNCILMAN JONES: So I  
14 understood the scope of the inspection  
15 was beyond just the boilers; is that  
16 correct?

17 MS. BURNS: There were two --  
18 in my testimony I referenced two things.  
19 One was the boiler inspection that was  
20 specifically to our operational boilers  
21 in our open and operational school  
22 buildings. The other report that I  
23 referenced, which is not actually a  
24 complete report yet, it was a year-long  
25 assessment that we funded through our

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2 capital program of the building  
3 conditions -- all of our building systems  
4 within the building, the structural  
5 nature of the building as well as the  
6 major functional components of the  
7 building. And so that study and  
8 assessment is currently in a draft form.  
9 Actually, next week we're going through  
10 with a team to really evaluate what came  
11 of it and how we put it together in,  
12 frankly, an executive and a public  
13 summary so that we can really say this is  
14 the results of our facility condition  
15 assessment. That assessment was  
16 primarily done so that we could talk  
17 about really the significant needs in our  
18 building and also use it to plan and  
19 inform how we develop our capital  
20 program.

21 COUNCILMAN JONES: So you did  
22 the boiler inspection where 98 percent  
23 were found passable. This wider  
24 inspection is going to look for what  
25 things generally? Give me general

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2 categories.

3 MR. HUNTER: Overall facilities  
4 assessment --

5 COUNCILMAN JONES: You got to  
6 pull that mic to you.

7 MR. HUNTER: Yes. I'm sorry.  
8 Overall facilities assessment. So we're  
9 looking at mechanical equipment, roofs,  
10 windows, doors, air conditioning systems,  
11 windows, kind of all of the building  
12 components overall, full total building  
13 assessment.

14 COUNCILMAN JONES: Are you guys  
15 prepared at this point to give us a  
16 preview of the draft to give us an  
17 indication of how well we're doing and  
18 what state of condition our schools are  
19 in?

20 MS. BURNS: Well, I can tell  
21 you like a real big general thumbnail --  
22 and, Danielle, if you want to come up,  
23 our Director of Capital Program, who led  
24 the work. Obviously we have significant  
25 infrastructure needs, and what we will

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2 see from the report are what's the  
3 priority of those needs by kind of the  
4 functional component of the school and  
5 system.

6 So we aren't prepared, although  
7 we've been talking about this report. A  
8 lot of people have asked us for it.  
9 Again, I haven't seen it yet. We are  
10 actually spending three staff days next  
11 week to really go through what are the  
12 findings by school and then cumulatively  
13 what large components, where is our  
14 greatest need. So I'm going to ask  
15 Danielle to really speak specifically.

16 COUNCILMAN JONES: Good  
17 afternoon.

18 MS. FLOYD: Good afternoon.  
19 I'm Danielle Floyd, Director of Capital  
20 Programs.

21 The assessment that Fran  
22 mentioned that we talked about started in  
23 July. We looked at all major components  
24 of a school campus as well as our  
25 athletic fields and our facilities that

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2 are associated with each one of those.

3 COUNCILWOMAN BLACKWELL: Pull  
4 the mic up a little bit, Danielle. Thank  
5 you.

6 MS. FLOYD: So overall we  
7 looked at 21 million square feet of  
8 facilities covering over 400 facilities.  
9 We're a large property owner outside of  
10 just school buildings.

11 The purpose of the assessment  
12 is to be able to provide an up-to-date  
13 number. So you've been hearing since  
14 2004, 2005 an outstanding capital need of  
15 \$4 billion. We haven't done condition  
16 assessments in ten years. It's something  
17 that we should be doing. Best practice  
18 is every four to five years we should be  
19 doing that. So our communication back to  
20 the public and to the Superintendent and  
21 SRC is so exactly what is it -- what  
22 would it cost to bring all of our  
23 buildings up to a state of good repair.

24 COUNCILMAN JONES: Do you have  
25 a ballpark?

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2 MS. FLOYD: I don't have a  
3 ballpark.

4 COUNCILMAN JONES: What's your  
5 rough guesstimate?

6 I think, Fran, you alluded to a  
7 number?

8 MS. FLOYD: The number that's  
9 been communicated to date has been 4  
10 billion. That was the number --

11 COUNCILMAN JONES: Four with a  
12 B?

13 MS. FLOYD: With a B, yes.

14 COUNCILMAN JONES: Do your  
15 assessments include public public and  
16 public charter?

17 MS. FLOYD: It includes  
18 renaissance charter schools. So we have,  
19 I believe, 15 or 16 schools that even  
20 though they're being run by a charter  
21 operator, the District retains ownership.  
22 So Olney High School, Pastorius, Birney.  
23 All of those renaissance charter schools  
24 were included, but a charter school where  
25 the District does not own the facility

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2 were not included as part of the  
3 assessment.

4 COUNCILMAN JONES: So who is  
5 responsible for the charter school  
6 inventory of physical plant?

7 MS. FLOYD: The independent  
8 entities running each of the charter  
9 schools.

10 COUNCILMAN JONES: Okay. Thank  
11 you, Madam Chair.

12 COUNCILWOMAN BLACKWELL: Thank  
13 you.

14 And I assume that inspection  
15 includes water fountains since now  
16 there's so much talk about lead? And we  
17 all know when we were kids, that was an  
18 issue. And also bathroom, school  
19 bathrooms. Okay. Thank you.

20 Councilman Green.

21 COUNCILMAN JONES: Did you  
22 respond to that? With the emphasis on  
23 lead scare and water is just a front page  
24 issue. It's going to include those kinds  
25 of infrastructures?

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2 MS. BURNS: We have -- no.

3 That facility condition assessment was  
4 about major components within the  
5 building and significant infrastructure  
6 repair, some of which lead to conditions  
7 that are aesthetic in nature that we're  
8 continually combatting against and trying  
9 to keep up with.

10 What we have done is, we had a  
11 very extensive testing of all of our  
12 water fountains from 2000 to about 2010,  
13 and we testified to this probably about a  
14 week, week and a half ago. But through  
15 that, all of our water fountains are  
16 safe. The Philadelphia Water Department  
17 provides safe drinking water. Children  
18 are most affected from lead poisoning  
19 through paint and -- but given what's  
20 happening nationally, we actually are  
21 putting together a program to retest a  
22 pilot of schools throughout the City just  
23 to reconfirm since some folks will feel  
24 like certified results may change over  
25 time.

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2 We also have a great  
3 sustainability effort through our  
4 Environmental Director where we have a  
5 small group, a healthy, clean schools  
6 group, that's actually looking at  
7 different ways of providing water in  
8 schools, like the hydration stations,  
9 which a lot of folks like and some  
10 students really like, critically at the  
11 high school level. And we recently,  
12 within the past week, did an inventory of  
13 all of our water fountains and counted  
14 over 30,000 fountains, frankly, at the  
15 request of City Council on whether they  
16 were operating or not.

17 COUNCILMAN JONES: Thank you.

18 COUNCILWOMAN SANCHEZ: Why  
19 don't you share the number of how many  
20 are operating.

21 MS. BURNS: Fifteen percent  
22 were not operating of the 30,000.

23 COUNCILWOMAN BLACKWELL: The  
24 Chair notes that Councilman Squilla is  
25 here, as well as Councilwoman Maria

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2 Quinones-Sanchez.

3 And now, Councilman Green, you  
4 had a concern.

5 COUNCILMAN GREEN: Yeah. I  
6 just wanted to follow up on that point  
7 you just made in reference to the water  
8 fountains in our schools. And so from  
9 your perspective and based on the  
10 analysis the School District has done,  
11 that all the fountains are safe?

12 MS. BURNS: That's correct.

13 COUNCILMAN GREEN: And so  
14 that's based on the fact -- so unlike  
15 Camden or other jurisdictions that have  
16 very old infrastructure where they may  
17 have lead pipes and the issue, from my  
18 understanding, in the City of  
19 Philadelphia outside of lead paint is the  
20 issue of leaching of lead through lead  
21 pipes. So that's not an issue in any of  
22 the schools in the City of Philadelphia?

23 MS. BURNS: I'm going to ask  
24 our Environmental Director to respond  
25 very specifically to that.

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2 MS. LOCKE: Francine Locke,  
3 Environmental Director for the School  
4 District of Philadelphia.

5 So our drinking water  
6 fountains, all of them that are in  
7 service, have been tested and the  
8 drinking water is safe from the testing  
9 that we conducted. All of the water  
10 levels were below the action limit from  
11 the EPA.

12 COUNCILMAN GREEN: Let me  
13 expand that. I mean, in addition to  
14 having water fountains in schools, you  
15 also have other type of opportunities to  
16 receive water, either water basins and  
17 other type of -- cabinets and other  
18 concepts in school structures that are  
19 outside of water fountains, and are those  
20 also safe without having any lead in the  
21 piping?

22 MS. LOCKE: The answer to that  
23 is that hand-washing sinks in bathrooms  
24 and other type of sinks were not tested.  
25 They have signs posted above them.

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2 They're not the friendliest signs. We'd  
3 like to actually make them more  
4 appealing. We're working with some  
5 stakeholders to change that. But the  
6 answer to your question is the  
7 hand-washing sinks and custodial sinks  
8 and other non-drinking water sinks were  
9 not tested and are posted as to do not  
10 drink from this sink.

11 COUNCILMAN GREEN: I understand  
12 do not drink, but still people may be  
13 using those basins and other facilities  
14 for hand washing and other -- especially  
15 teachers who have been in that school for  
16 a long period of time, members of SEIU or  
17 other employees. So what's the current  
18 status of those facilities?

19 MS. LOCKE: Those hand-washing  
20 sinks are safe for hand washing. We have  
21 been advised through a letter of  
22 interpretation that they can be used for  
23 cleaning without harming -- lead water --  
24 it's not -- water can be -- this water  
25 can be used for cleaning. It can be used

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2 for even brushing teeth, even though I  
3 don't think anyone is really doing that.  
4 It potentially could be. And so we did  
5 receive interpretation that it is safe  
6 for that.

7 COUNCILMAN GREEN: Okay. But  
8 considering and thinking of children and  
9 when you have facilities where the water  
10 fountains may not be operational, as  
11 Councilwoman Sanchez just said, but if a  
12 child sees, especially younger children,  
13 they may see a sink and although the  
14 signs may be posted -- I'm not sure of  
15 the condition of the sign -- a child may  
16 decide to go to that fountain to drink,  
17 that facility to drink. How do we have  
18 any assurance that although it may be  
19 okay for cleaning, that a child may drink  
20 that water?

21 MS. LOCKE: Well, nurses  
22 offices and classrooms with sinks were  
23 tested. So most likely a child in a  
24 kindergarten classroom that has a sink,  
25 that was tested. So they shouldn't be

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2 posted with do not drink from this sink  
3 signage, because they were tested. I'm  
4 talking about hand-washing sinks,  
5 custodial sinks and things of that  
6 nature, but classroom sinks were tested  
7 and are safe.

8 COUNCILMAN GREEN: Let me go  
9 through some other aspects of the  
10 testimony, Ms. Burns, that you provided.  
11 You stated in your testimony the major  
12 issues from a financial perspective that  
13 the School District has had over the  
14 years for capital dollars and have not  
15 been able to make the capital investments  
16 they would like to do, you made reference  
17 to a capital needs study from, I guess,  
18 2002 of about \$4 billion and that there  
19 was a major capital program about \$1.8  
20 billion for over eight years.

21 Understanding that no funding  
22 has been issued for the School District  
23 for a number of years, however, we still  
24 have to plan. So what strategy does the  
25 District have, even though we have

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2 limited resources from a capital  
3 perspective but we still have thousands  
4 of children, teachers, maintenance  
5 workers in our schools every day through  
6 the school year? So what is our strategy  
7 to address those capital issues so we  
8 don't have a repeat of the Edmonds boiler  
9 explosion and some other type of  
10 equipment in the School District or a  
11 situation with Locke with an HVAC system?

12 MS. BURNS: Our strategy is to  
13 use the data and the results of our  
14 current condition assessment to continue  
15 to prioritize in an educated and informed  
16 way where we spend our limited resources,  
17 frankly where they need to be spent.

18 We also -- our workers are  
19 every day responding to work orders,  
20 doing walk-throughs of buildings. The  
21 fact that our third-party inspections  
22 revealed that 98 percent of our boilers  
23 passed inspections is, I think, testament  
24 to the ability of workers to deliver on  
25 safe boilers, frankly, that are really

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2 old. So between the information that  
3 we're going to receive from our facility  
4 condition assessment to inform our  
5 capital repair, the hopefully ability to  
6 use that facility condition assessment to  
7 potentially garner additional resources  
8 to enhance our funding of our capital  
9 program, the continued maintenance  
10 standard operating procedures that we  
11 have in our buildings every day, the  
12 continued response to work orders, and  
13 the ability to manage those work orders  
14 in a system that we just implemented, and  
15 in addition, frankly, the reason that I  
16 talked about the hires is because we had  
17 a period of time where there was a hiring  
18 freeze, and we're out of that hiring  
19 freeze right now and so that means that  
20 we've got a lot of employees coming in  
21 that we need to train. And so our  
22 current employees need continual training  
23 and our new employees need training. So  
24 training is a big aspect as well in terms  
25 of keeping up and maintaining the

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2 building.

3 Additionally, we see and we're  
4 striving for strong communication between  
5 our Operations Division and staff at all  
6 levels and actual principal and teachers.

7 COUNCILMAN GREEN: And I  
8 understand the concept of prioritization.  
9 However, just recently, from my  
10 understanding, the School District has  
11 not reached out to the Administration  
12 with any type of funding needs. So I  
13 guess my question is, has there been any  
14 approaches to the Kenney Administration  
15 to kind of look at creative ways of  
16 trying to get additional capital dollars,  
17 not just to address issues like the  
18 boilers, which it sounds like you had an  
19 intensive working collaboration both with  
20 SEIU and the Administration, but other  
21 equipment within schools that have had  
22 delayed maintenance?

23 MS. BURNS: Well, I think  
24 that -- so for one, whether we've asked  
25 for money this year, we actually over the

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2 five year, we've been trying to make --  
3 really educate what our five-year outlook  
4 is. So while the one-year outlook from a  
5 financial perspective is better than it's  
6 been over the past three years, when Dr.  
7 Hite came in, there was a \$235 million  
8 one-year deficit and a five-year \$1  
9 billion deficit. So to be able to say  
10 that we're in a place where we have two  
11 years of financial stability is good.

12 However, we're also saying we  
13 do have significant needs and investments  
14 both at the school academic level -- I  
15 know you hear from principal and  
16 teachers -- but also obviously on the  
17 operations side. So, one, our  
18 conversation is very much around, okay,  
19 we're in a place now, how do we start  
20 talking about our long term.

21 And second is, I do believe  
22 that what we saw through the boiler  
23 accident such as the City actually funded  
24 \$70,000 of the inspections, in addition  
25 to the time and talent of the personnel

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2 around the work, we recently met with the  
3 Philadelphia Water Department, and they  
4 have said to us, which is actually  
5 somewhat new, How might we use our  
6 capital funds to help you in schoolyard  
7 improvements.

8 And so I use those as examples  
9 of we might not have taken the large,  
10 large leap yet, but there's examples of  
11 it consistently over the past few months  
12 of a different level of cooperation and  
13 support.

14 COUNCILMAN GREEN: I don't want  
15 to monopolize my questions and I want to  
16 give an opportunity for other members of  
17 the Committee to ask questions, but  
18 aren't we sending sort of a mixed  
19 message? So we have the message that's  
20 going to parents that we have limited  
21 resources to make the investments to make  
22 sure we don't have issues like the boiler  
23 explosion or the Locke closure with the  
24 HVAC occur, but then we have subsequent  
25 information that comes out in the paper

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2 that says that we have excess revenue  
3 over expenses for this year and next  
4 year, which for most people they would  
5 look at that as a surplus. So if I'm a  
6 parent, I'm thinking how could we have a  
7 situation where a boiler explosion, HVAC?

8 For example, my son's school,  
9 they haven't had a new gym floor since  
10 beginning of the school. The school was  
11 built in, I think, the early '20s. So  
12 parents are seeing this every day when  
13 they're taking their kids to school, and  
14 then they read in the Inquirer, Daily  
15 News and there's no request for  
16 additional funding. So it gives parents  
17 a mixed message. It also sends a mixed  
18 message to both the people that work in  
19 the buildings, because they see the  
20 challenges in the schools every day, but  
21 then the District is not being proactive  
22 in reference to making requests for  
23 additional money. And then also what  
24 does that tell to Harrisburg, who has  
25 been, I would say, woefully absent in

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2 doing what they're supposed to do in the  
3 State Constitution? It sends a lot of  
4 different mixed messages.

5 MS. BURNS: Yes. I don't  
6 disagree. We're trying to figure out how  
7 do we say it in the way that people will  
8 understand. The best that I can is, we  
9 are -- our revenue is growing -- and this  
10 is just a projection -- at 2 and a half  
11 percent over five years, and that's if we  
12 keep the state revenue consistent with  
13 this year's basic education funding. Our  
14 expenditures are growing at 7 percent.  
15 So while we may have a one-year or a  
16 two-year fund balance, that fund balance  
17 in years three, four, and five goes to a  
18 deficit of \$500 to \$600 million depending  
19 on how you project the revenue and  
20 expenditure kind of assumptions.

21 So the other thing from a  
22 public perspective is -- and I know it's  
23 really hard -- it's hard when you're  
24 talking big numbers, but \$88 million is,  
25 frankly, the cost of labor for one year

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2 for our cleaners, our mechanics, our  
3 building engineers, \$88 million when you  
4 need a -- it's, frankly, on the operating  
5 side, but would be in the context of a \$4  
6 to \$5 billion need on the capital side  
7 is -- you can -- it's significant, but  
8 it's also something that gets a little  
9 bit swallowed up in the whole of the need  
10 when it comes to capital.

11 But the real story is that we  
12 have a structural deficit, which means  
13 our expenses grow a lot faster than the  
14 money that we have.

15 COUNCILMAN GREEN: Right. And  
16 I wasn't going to ask another question,  
17 but you kind of opened the door. I mean,  
18 what you said in your statement was, I  
19 don't disagree, but when you have  
20 information that let's the public believe  
21 that there is a surplus for this year and  
22 next year but actually a structural  
23 balance of hundreds of millions of  
24 dollars in the out years of, let's say, a  
25 five-year plan, that sends a mixed

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2 message. So it causes kind of a  
3 schizophrenic approach to what parents  
4 are thinking in reference to the  
5 education system we have here in the City  
6 of Philadelphia.

7 MS. BURNS: It's a hard message  
8 to communicate, but it's the reality.

9 COUNCILMAN GREEN: Okay. I'll  
10 pause for now.

11 COUNCILWOMAN BLACKWELL: Thank  
12 you.

13 Councilwoman Sanchez.

14 COUNCILWOMAN SANCHEZ: Thank  
15 you.

16 Good afternoon. When Paul  
17 Vallas -- and you weren't there, but just  
18 to kind of put these questions in  
19 context. When Paul Vallas convinced  
20 folks that we needed to borrow \$1.8  
21 billion in capital, there was supposedly  
22 a plan that was designed where there was  
23 a capital -- there was a facilities  
24 assessment and there were items that were  
25 prioritized, right? So you're saying

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2 that that was never updated and brought  
3 and kept kind of current? Because that  
4 was the justification for that huge debt  
5 service at that time. So we don't have  
6 that in a current format?

7 MS. BURNS: It was used to  
8 guide the investments, certainly. It was  
9 updated from the perspective of just an  
10 annual kind of multiplier of the rising  
11 cost of construction and like a CPI  
12 inflator, but it wasn't updated in the  
13 sense that conditions change within  
14 buildings and that there was -- again, as  
15 Danielle Floyd testified, it wasn't  
16 updated in the sense that best practices  
17 to do that type of assessment every four  
18 to five years.

19 COUNCILWOMAN SANCHEZ: So when  
20 we began having the discussion around  
21 closing school buildings, again, some of  
22 the justifications were physical plant  
23 discussions, and of course that got all  
24 wrangled between what's a bad program  
25 versus a bad building. So at that point,

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2 was this more, the facilities piece,  
3 revisited again?

4 MS. BURNS: I'm going to ask  
5 Danielle to come up.

6 (Witness approached witness  
7 table.)

8 MS. FLOYD: So when we were  
9 going through --

10 COUNCILWOMAN SANCHEZ: Say your  
11 name for the record.

12 MS. FLOYD: Sorry. Danielle  
13 Floyd, Director of Capital Programs.

14 In 2011, 2012, we brought on --  
15 we contracted with a consultant to update  
16 our outstanding capital needs, and that  
17 information was used along with academic  
18 performance, enrollment pattern in terms  
19 of increases or decreases, future  
20 demographics in that catchment with  
21 regards to the schools. So the condition  
22 assessment information, what we looked  
23 at, for example, for a school that was  
24 being recommended for closure, were there  
25 any capital investments made in the

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2 school between 2002 to date of  
3 recommendation, what were the needs that  
4 have been identified and, as Fran  
5 testified, what would be the cost today  
6 to -- if we were to make improvements  
7 using today's dollar, what would that be.  
8 So it was a combination of building age,  
9 outstanding capital need as calculated  
10 through what we used at that time called  
11 the Facility Condition Index, and so with  
12 data, that was updated based on what was  
13 invested versus what the still  
14 outstanding need was. It was, is this a  
15 school that has experienced significant  
16 enrollment decreases and it was, is there  
17 availability and space in other schools  
18 for these students to be reassigned to.

19 COUNCILWOMAN SANCHEZ: So we  
20 should be able to pretty quickly have  
21 kind of a school-to-school assessment  
22 about heater, boiler, roof, and all those  
23 things. That data should be available?

24 MS. FLOYD: That's correct.  
25 That is what was -- the difference -- so

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2 what happened in 2002 and what we are  
3 doing now, what we did -- what we started  
4 in July of 2015 was actually having  
5 licensed architects, engineers,  
6 mechanical engineers, structural  
7 engineers going out to do non-destructive  
8 visual inspections of every system. So  
9 it wasn't just did we do a new addition  
10 at the school and let's, you know, count  
11 that to revise our FCI. And also we  
12 expanded the scope of the work. So what  
13 we learned in 2002 was that site and  
14 grounds were not included as part of that  
15 assessment. That's something that we  
16 should be looking at. The athletic  
17 fields, looking at the state of the field  
18 houses was not included in the 2002  
19 assessment. We included that as part of  
20 our work. And what I was referencing is  
21 that every four to five years, you should  
22 have a team of experts going out and  
23 taking a physical inventory and looking  
24 at the systems in each of the schools to  
25 be able to say what is -- not only what

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2 are the deficiencies with the system, but  
3 one of the things that we ask for for  
4 every system in the building was when is  
5 the timeframe for it to be addressed, so  
6 that we're not doing deferred maintenance  
7 investments, we're being more proactive,  
8 that if we know that this roof needs to  
9 be replaced in two years and we know that  
10 that's a 2017 project, we know that now  
11 and we're not, you know, as much as  
12 possible trying to shift our investments  
13 and our priorities to getting ahead of  
14 things versus what has been a lot now,  
15 which is deferred maintenance  
16 investments.

17 COUNCILWOMAN SANCHEZ: Thank  
18 you.

19 Danielle is very good around  
20 these pattern things. I have to sit with  
21 her for a couple of hours to figure out  
22 that I'm busting at the seams and we keep  
23 having more babies and just going to  
24 continue to grow in my district. It's  
25 very interesting, some of that.

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2 Speaking about deferred  
3 maintenance, we have that challenge here  
4 in the City all the time. We wait. We  
5 let things get so bad so we use capital  
6 money. One of the things we've learned  
7 over the last few years as we've worked  
8 with our employees is that that deferred  
9 maintenance, proactive approach, building  
10 out our team is more cost effective.

11 So I saw that you looked at and  
12 you're looking at staffing up some of  
13 your Maintenance Division piece. So by  
14 the time you guys come for your budget  
15 presentation, we should be able to look  
16 at that capital assessment that you did,  
17 but I'm also interested to see how you're  
18 working with your current maintenance  
19 team structure and building out so that  
20 you can be more proactive on what we  
21 consider dangerous. And I also want to  
22 see when you build out that capital in  
23 the facilities plan thing, when we talk  
24 about water fountains, how many water  
25 fountains per children. Because I know

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2 you said 15 percent, but I have some  
3 elementary schools that only have one  
4 working. So what is it that you consider  
5 to be an adequate physical plant  
6 condition for a school so that as you're  
7 checking off those boxes, it's sort of  
8 like, yeah, this makes sense, boilers are  
9 big, roofs huge and very cost effective,  
10 but then what's the low-hanging fruit on  
11 there and how are we going to address it  
12 next year kind of moving forward.

13 You know, the battle between  
14 capital and internally, I mean, I think  
15 no different than the teachers and the  
16 nurses and others. What you have is a  
17 maintenance team that is stretched out  
18 and requires more support, because in  
19 those cases, not only as we experienced  
20 at Edmonds where we're putting people in  
21 danger, but we could be minutes away from  
22 something even more tragic. And so  
23 having building safety is hugely  
24 important. Recognizing some of these  
25 buildings are turn of the century is

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2 complicated, but when you hear the  
3 stories about rats and roaches and -- I  
4 have yet to visit -- and I don't want to  
5 put him on blast because the principals,  
6 they really try and I know the staff --  
7 everyone has like rodent issues. We talk  
8 about the bed bug issue that -- I have  
9 friends of mine who are teachers who  
10 spray themselves before getting in their  
11 cars. It's sort of like if this is what  
12 we've come to -- like the extreme has  
13 become the new normal, and it's really  
14 frustrating, because I know they try.  
15 You see it in schools where they have to  
16 do lunch at 10 o'clock because they don't  
17 have enough space and people start  
18 feeding in the classroom because that's  
19 an option. I mean, this is -- what are  
20 we doing around those issues, rodents,  
21 bed bugs, you know?

22 MR. HUNTER: I can speak on  
23 behalf of that. My name is Robert  
24 Hunter, Director of Maintenance.

25 As far as the -- to answer one

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2 of your questions, you talked about the  
3 workforce and the numbers that the  
4 workforce has dwindled down to. So just  
5 to give you a number. Ten years ago, in  
6 2006, we had 365 maintenance personnel.  
7 As of today, our count is 208.

8 COUNCILWOMAN SANCHEZ: From  
9 2006 you had what?

10 MR. HUNTER: Three hundred and  
11 sixty-five maintenance workers. Today we  
12 have 2,008 -- I'm sorry; 208.

13 So your question was how do we  
14 support that. So we support that with  
15 contracted services to support some of  
16 the trades that are going through. One  
17 of the issues that we're having now is  
18 qualified people applying for the work.  
19 We're working with SEIU currently, and  
20 our goal is to establish an  
21 apprenticeship training program to try to  
22 bring our youth in from our high schools  
23 to get into the trades early enough, go  
24 through and develop an apprenticeship  
25 where they would come out as a certified

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2 apprentice at the completion of the  
3 training.

4 So we're looking at options  
5 that way to build a pipeline of workers  
6 to try and bolster these numbers up. But  
7 as of right now, we're managing to the  
8 point that of the resources that we have.  
9 And, again, I think from what we're  
10 doing, we're doing a pretty good job at  
11 that.

12 To answer your question in  
13 reference to pest control, pest-related  
14 issues, you did mention bed bugs. That's  
15 not only a problem that the District is  
16 facing right now, I think the City as a  
17 whole is experiencing that. We have an  
18 integrated pest management plan. We're  
19 really focused on identifying  
20 specifically with bed bugs -- we just had  
21 a meeting today at one of our schools  
22 giving some outreach to principals, staff  
23 members in there and kind of giving them  
24 some knowledge as to what actually the  
25 bed bug situation is, what it means at a

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2 school. For the most part, what we're  
3 finding are the bed bugs are hitchhikers,  
4 so to speak, coming from outside of the  
5 District into the District, and we found  
6 that 99 percent of the time when that  
7 specific bed bug is dealt with, that is  
8 the issue at hand for that period of  
9 time. What we're looking at is  
10 educating, getting -- through our  
11 Environmental Office, advocating, getting  
12 out to parents to try to give resources  
13 and information how to deal with these  
14 issues outside of school. But to date,  
15 we haven't had any infestations in any of  
16 our schools. It's really not the climate  
17 or the setting for a bed bug to thrive.  
18 So we're really seeing what is the  
19 traveler effect as to what bed bugs  
20 coming back and forth outside and being  
21 brought into the school.

22 COUNCILWOMAN SANCHEZ: What do  
23 you consider an infestation? Because  
24 you're saying you haven't had one in  
25 schools. I've had a couple schools that

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2 have had 30 --

3 COUNCILMAN JONES: Point of  
4 information.

5 COUNCILWOMAN SANCHEZ: -- kids.

6 COUNCILMAN JONES: May I join  
7 you?

8 COUNCILWOMAN SANCHEZ: I guess.

9 COUNCILMAN JONES: So one of  
10 our schools literally was shut down for a  
11 week in West Philadelphia due to bed  
12 bugs. And, granted, it was not because  
13 the school initiated it, but a couple of  
14 households had it, spread to the block,  
15 kids went to school, and before you know  
16 it, whether it was total reality or part  
17 paranoia, parents were withdrawing their  
18 kids from school. I won't name the  
19 school.

20 But to Councilwoman's point, we  
21 need to have a public health policy. And  
22 I thought the City as well -- Councilman  
23 Squilla has a Bed Bug Task Force that  
24 they've developed, but it is -- and  
25 people are saying it is not a public

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2 health interest because to date, we don't  
3 know that they transmit any type of  
4 official disease, but we thought that  
5 about mosquitoes a decade ago and found  
6 out now that is a problem.

7 So even though individual  
8 parents have the problem, it becomes a  
9 public health concern to teachers,  
10 staffers, and other students when it  
11 enters your facility.

12 MR. HUNTER: Absolutely.

13 COUNCILMAN JONES: Thank you,  
14 Councilwoman.

15 COUNCILWOMAN SANCHEZ: Yeah.  
16 And, again, because we're asking teachers  
17 to take on everything, and when you see  
18 them having to really -- because there  
19 are no resources. The fact of the matter  
20 is -- Councilman Squilla brought this  
21 issue up, I guess, two years ago and said  
22 we were ready to get this major  
23 infestation in the City, and for those of  
24 us who had to sit there and listen to the  
25 thousands of eggs that get reproduced, it

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2 was quite gross, but the fact of the  
3 matter is when this impacts a school,  
4 it's just what is the teacher supposed to  
5 do? You have teachers spraying  
6 themselves before they get into their  
7 car.

8 So for me, it's like what are  
9 some of the basic standards for a school?  
10 How many running water fountains do we  
11 have? What is the age of our heaters?  
12 What are all of those things so that we  
13 monitor it so that we're not doing this  
14 deferred maintenance and that it's not  
15 normal. My -- and I'll say it because  
16 he's no longer there. When my son was at  
17 Masterman years ago, they were in the  
18 middle of this fabulous play and there's  
19 like a rat going across the stage, and  
20 we're all sitting back and kind of  
21 laughing, and it's like we shouldn't be  
22 laughing, that should not be okay. And  
23 my son's saying it is what it is. It's a  
24 dense school. It's an older school and  
25 those types of things.

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2 So I think through this crisis,  
3 we think it's okay to put people in  
4 harm's way and it's the new normal and --

5 MS. BURNS: That's actually --  
6 from our -- I do appreciate where you're  
7 coming from, particularly given the  
8 realistic conditions in some of our  
9 schools, but it's certainly not for  
10 myself and for our team a new norm. We  
11 are -- first of all, I think we also need  
12 to recognize that just like we have  
13 different inequities within the City, we  
14 do definitely have different conditions  
15 in different schools, and we believe that  
16 we need to bring every school to a  
17 standard that is equitable, that is  
18 clean, that is healthy, that is safe. We  
19 believe all of our schools are safe, but  
20 we also recognize that they're not in the  
21 condition -- I mean, they're not in the  
22 condition that we want them to be in.  
23 And as a follow-up from this meeting,  
24 we'll make sure we're on Councilman  
25 Squilla's Bed Bug Task Force, because

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2 it's important for us to share what are  
3 our current operating policies and  
4 procedures around it.

5 We actually have -- just today  
6 three of my colleagues had a meeting with  
7 three principals around bed bugs at 8:30  
8 this morning. So not only is it  
9 important to educate, learn, understand,  
10 say what we're doing, it's also helpful  
11 if we can publicly communicate,  
12 particularly get a messaging out to  
13 schools and parents when we see it, what  
14 do we do, how to react, how do we try to  
15 support.

16 COUNCILWOMAN SANCHEZ: Yeah. I  
17 really would want to see again when you  
18 guys come up from your budget  
19 presentation what our maintenance  
20 strategy is going to be in the new year.  
21 We spend quite a bit of time in early  
22 September helping out some of our  
23 principals in the cleaning, and I won't  
24 mention the school because, again, we put  
25 people on blast because we're not

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2 following protocol. We were helping what  
3 was supposed to be a two-day cleanup  
4 turned into a week of cleaning a school  
5 just to be able to open it up. And they  
6 told us we couldn't use Clorox. I did,  
7 of course, whatever your rules are. I  
8 broke every rule, because I figured you  
9 guys are going to have to kick me out of  
10 the building, so I don't care.

11 You know, I think that as we  
12 move forward, this deferred maintenance  
13 piece on the bigger scale, on heaters and  
14 all this other stuff, we are putting  
15 people in dangerous situations, and it's  
16 hard to be proactive if -- and we say it  
17 constantly here. If it isn't measured,  
18 it isn't managed and if there isn't a  
19 boilerplate of what is the minimum  
20 standard.

21 And so do we have one water  
22 fountain per 200 kids? What is the  
23 standard that we --

24 MS. BURNS: The standard is one  
25 water fountain for per 100 kids.

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2 COUNCILWOMAN SANCHEZ: One  
3 water fountain for 100 kids?

4 MS. BURNS: Yes.

5 COUNCILWOMAN SANCHEZ: So  
6 there's a few schools that don't meet  
7 that standard. We'll talk about those.  
8 I'll give you the list of those, because  
9 they don't meet those standards.

10 But what is the expectation so  
11 that as we move forward and we're making  
12 these decisions?

13 The other thing that I'll end  
14 with -- I mean, I'm glad we're getting  
15 ready to open up the Cramp School  
16 schoolyard, and it's a partnership with a  
17 lot of folks, folks for Public Land Trust  
18 and the Water Department and others, but  
19 as we move forward around these City  
20 capital improvements, we need to be much  
21 more proactive. Because I agree with the  
22 Water Department, if we're spending  
23 infrastructure money and there's  
24 opportunities within schools, we should  
25 be looking at them.

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2 Amiya, who was President of  
3 City Council for a day, in her  
4 presentation a couple of hours ago she  
5 said she has a schoolyard with no play  
6 equipment and no grass and, therefore,  
7 they get hurt, and then they don't have a  
8 full-time nurse. And here's -- how old  
9 was she? 10? How old was Amiya? Maybe  
10 10 years old. She had a thorough  
11 education platform in her presentation.  
12 She started with education and the need  
13 for more money in schools and ended with  
14 public safety in a schoolyard. It was --  
15 you know, it was incredible that in her  
16 one-pager, she captured all of the  
17 concerns that we're talking about here  
18 today and that we've been talking in this  
19 Chamber forever.

20 You were going to respond to  
21 something?

22 MS. FLOYD: So I was going to  
23 echo your comment about being happy that  
24 the Cramp School project opened last  
25 Wednesday.

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2 One of the things I was just  
3 going to -- and it also goes to  
4 Councilman Green's question as well about  
5 alternate sources of funding or looking  
6 for ways to partner to support being able  
7 to get some of these projects done. So  
8 in our capital budget, to the point you  
9 made, our partnership with TPL is  
10 allowing us to get -- we had five schools  
11 as sort of part of the original pilot.  
12 We're going to be breaking ground on the  
13 Taggart School this summer, and then we  
14 have two additional schools. And a  
15 couple of months ago we actually made an  
16 announcement we're committing to 20  
17 additional sites outside of that, which  
18 would be the Trust for Public Land,  
19 School District, Philadelphia Water  
20 partnership to try to accelerate getting  
21 more schools done.

22 The other way that we've been  
23 able to get more elementary schools where  
24 they have element of play outside, which  
25 we haven't been doing for quite some

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2 time, is we've been working with a lot of  
3 the "friends of" groups that have been  
4 started to emerge. And so Chester Arthur  
5 this summer, they fundraised through  
6 their own channels to be able -- because  
7 they recognized it as a need. And what's  
8 interesting is that we look at it not  
9 just about getting an asphalt surface to  
10 have play equipment, but actually looking  
11 at it as an extension of learning from  
12 what's going on in the classroom outside.

13 So we've seen a lot of momentum  
14 with a lot of grassroots "friends of"  
15 groups that are starting to fundraise and  
16 get community -- even if it's just small  
17 community grants. We did one at the  
18 Hackett School to put a new gateway in.  
19 It's something different. It's not that  
20 traditional chain link fence. It's a  
21 different way to create a different look  
22 for the school.

23 So I think we're committed and  
24 our team is committed to continuing to  
25 find opportunities like that, whether

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2 it's the Philly Water, TPL option, if  
3 it's the Philly Eagles playground build,  
4 which we do every year. We'd love to do  
5 more than just one. And also we've been  
6 working with "friends of" groups in  
7 providing technical support and project  
8 management support, because most of them  
9 are like, We're volunteers, we can get  
10 money, but we can't manage the project.  
11 And that's where we've been stepping in  
12 and saying we're able to do that.

13 So there's been a big push over  
14 the last few years of really trying to  
15 get -- especially at the elementary  
16 school level, getting rid of those really  
17 large asphalt yards and putting some type  
18 of element of defined play for students,  
19 but also connecting it back into the  
20 classroom so that it's seamless  
21 throughout.

22 COUNCILWOMAN SANCHEZ: That's  
23 why I think having what the standard is,  
24 what we consider to be an adequate  
25 standard. And I give credit a lot to a

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2 lot of these friends groups, but they  
3 tend to be in up-and-coming neighborhoods  
4 of well-to-do families, and so let us not  
5 forget the other schools where parents  
6 work two jobs so they can't do some of  
7 the things that those folks -- again, not  
8 begrudging them, commend them. I think  
9 it's very admirable, but if you have a  
10 standard, then you know whether you're  
11 meeting your standard and you can measure  
12 yourself against that. And whether it's  
13 at every K to 8 school, there should be a  
14 playground, safety play street area,  
15 whatever, we need to be able to see that.  
16 Thank you.

17 Thank you, Madam Chair.

18 COUNCILWOMAN BLACKWELL: Thank  
19 you very much.

20 Mr. Taubenberger.

21 COUNCILMAN TAUBENBERGER: Yeah.  
22 I have some comments and maybe an overall  
23 question. I'm a graduate of the public  
24 schools. My son goes to public schools.  
25 My wife is a public school teacher. For

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2 23 years I was President of the Northeast  
3 Philadelphia Chamber of Commerce. We  
4 have public schools and Catholic schools  
5 in Northeast Philadelphia that were  
6 members. So I got to go to a number of  
7 school buildings. And I have to be very  
8 direct about this. When I walked into a  
9 Catholic school building, that building  
10 was maintained, and they don't always  
11 have the same budget that a public school  
12 has. They don't certainly have the  
13 resources. They don't have as big an  
14 administration. That is for certain.

15 Looking through some  
16 periodicals that have been written in the  
17 last couple years, there's 400 people in  
18 the Philadelphia public school making  
19 over \$100,000 a year. That's a lot of  
20 allopaiche (ph) in there.

21 My point is, I'm not sure that  
22 the dollars are being wisely spent. In  
23 glancing on the testimony that will be  
24 upcoming from Mr. Bill Rubin -- and I'll  
25 let him speak for himself, but let me say

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2 something clearly, something that caught  
3 my eye. They visited 20 schools, found  
4 that they had \$10 million worth of  
5 repairs. That's about a half a million  
6 dollars worth per school. That is a heck  
7 of a lot of money, and I think you have  
8 also said that yourself, that it was  
9 quite a bit of money.

10 Is it possible -- I guess this  
11 is my overall question -- to get a  
12 written plan -- this is a crisis,  
13 absolutely, without question about it --  
14 to get a written plan to this Committee,  
15 to this legislative body that would say  
16 this is our attempt to address it?  
17 Because you can't have our kids going to  
18 schools that are totally inadequate by  
19 Maintenance.

20 MS. BURNS: We will share the  
21 facility condition assessment, which is  
22 ultimately going to be our plan moving  
23 forward, in addition to some of the  
24 things that we're doing on the operating  
25 side, yes. We are -- as stated, we are

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2 meeting next week to start to go through  
3 all of the data that we have on every  
4 school, and that will inform a plan that  
5 we will share.

6 COUNCILMAN TAUBENBERGER: I  
7 appreciate that.

8 One other question. There's a  
9 number of school properties that are now  
10 for sale. As they become -- hopefully  
11 they will sell and hopefully you'll get  
12 what you're asking, but when that money  
13 becomes available, where is that  
14 earmarked to go, if you know?

15 MS. BURNS: Sure. The first  
16 is, the revenue from the sale first has  
17 to pay off any defeasance or any cost  
18 that we might owe on bonds for that  
19 building. And then after that payment is  
20 made, the remaining funds have gone into  
21 the general operating funds for the  
22 District.

23 COUNCILMAN TAUBENBERGER: Which  
24 may or may not include maintenance?

25 MS. BURNS: Not directly, yes.

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2 COUNCILMAN TAUBENBERGER: Thank  
3 you.

4 COUNCILWOMAN BLACKWELL: Thank  
5 you very much.

6 Councilman Green --  
7 Councilwoman Gym.

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

10 One of -- if this has been  
11 already asked. One of the complaints  
12 that we're frequently hearing from  
13 schools is that under a previous  
14 Superintendent, school buildings had  
15 often submitted a list of repairs that  
16 were urgently needed, usually on a  
17 smaller scale. These weren't necessarily  
18 huge projects like roof repair or  
19 anything, but these are more significant  
20 but minor things that really needed to be  
21 prioritized.

22 So, for example, like Comegys  
23 might have a bathroom door that isn't  
24 working or a hole in the floor of their  
25 cafeteria/auditorium. And the complaint

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2 was was that they can never get these  
3 things really significantly addressed.  
4 And under previous administrations, I had  
5 actually heard very positive feedback  
6 under Paul Vallas's era that there was a  
7 regular submission annually of building  
8 repairs of facilities that needed to be  
9 done that seemed to be addressed on a  
10 more -- on a timeline that was more  
11 conducive to feeling like things were  
12 getting done. And there seems to be a  
13 sense that many school communities feel  
14 like submissions may be made, they may be  
15 for relatively small types of items, but  
16 they still don't get fixed despite  
17 repeated requests.

18 And could you talk, Ms. Burns,  
19 a little bit about how building requests  
20 are made, how they're looked at, and what  
21 would be an expectation of an average  
22 school that needs not necessarily like an  
23 enormous repair but needs somebody to  
24 come into the building on an annual basis  
25 to fix something.

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2 MS. BURNS: The current process  
3 is that a principal -- and some  
4 principals handle it in different ways.  
5 Some have teachers that make requests  
6 through the principal, that then the  
7 principal asks for repair/replacement to  
8 the building engineer that's in the  
9 building, and the building engineer  
10 either makes the repair themselves or if  
11 they don't have the skill set, like, for  
12 instance, if it's a trade, like the  
13 plumbing trade, then they'll put in a  
14 work order to get the repair made.

15 Kind of in the comparison part  
16 of what we've said in our testimony is,  
17 we certainly talked a little bit about  
18 some disinvestment over time.  
19 Particularly, when comparing the Vallas  
20 years, the District had a very large  
21 capital program at the time in comparison  
22 to today, and we were funded in terms of  
23 the number of positions filled in  
24 Maintenance much larger than we are  
25 today.

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2 The feedback that I have heard  
3 from principals is that -- I've heard  
4 that they have -- they appreciate and see  
5 a level of communication that they may  
6 not have had a few years ago, that I  
7 think like by and large -- and this  
8 doesn't mean -- because they are  
9 advocating for their schools and the  
10 conditions that should exist in their  
11 schools, but they also understand the  
12 resource limitation that we're all under.

13 If a building engineer is not  
14 responsive, then there is a facility area  
15 coordinator who is basically the  
16 supervisor. That facility area  
17 coordinator actually also should be  
18 staffing in buildings doing walk-throughs  
19 with the principal, sending expectations  
20 of repair and maintenance.

21 And then as we've testified, we  
22 have been hiring and we're looking to  
23 continue to hire so that we are growing  
24 back to staffing levels that can  
25 actually -- that we can provide a better

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2 service level response at the school.

3           Additionally, at the end of the  
4 summer, we're actually thinking for  
5 school opening school year '16-'17 that  
6 all of our principals will have access to  
7 our work order management system. And  
8 then at the principal level, we hope to  
9 enable them to decide do they want all of  
10 their teachers to have access, do they  
11 want a few teacher leaders to have  
12 access, but you'll be able to see the  
13 outstanding work orders by building and  
14 when they are repaired or if they're  
15 still open.

16           COUNCILWOMAN GYM: So I think  
17 that was one of the major questions, that  
18 the frustration feels like there isn't a  
19 central place to be able to track who is  
20 keeping track of the requests that are  
21 being made to the School District and  
22 thus it's sort of either going to be on a  
23 principal's plate to be able to handle it  
24 or whoever at the school base level, but  
25 there isn't anyone truly tracking it.

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2 So your feeling is is that this  
3 report managing system which might be  
4 made more available to a wider group of  
5 people would be online by September? Is  
6 that what you said?

7 MS. BURNS: Yeah. We're using  
8 it now. We just wanted our workforce to  
9 get really acclimated to the use of it,  
10 and then we are going to roll it out for  
11 principals and teachers to have access.

12 COUNCILWOMAN GYM: And just one  
13 other quick question. One of the things  
14 that seemed to be fairly effective during  
15 the Vallas era, and fully recognizing  
16 that the funds were different, but that  
17 there seemed to be a real effort to  
18 encourage schools to prioritize their top  
19 three things every single year and to  
20 keep prioritizing, so that random work  
21 orders don't kind of go in and bump other  
22 things just because it's on a particular  
23 timeline, but that the school really  
24 works hard to prioritize, get those  
25 things done and moved off, and then keeps

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2 moving some other things up and then the  
3 District is tracking them. But in some  
4 ways, it seemed to -- if the school and  
5 school community are very specific about  
6 being able to prioritize what they want  
7 fixed, then bigger projects and the  
8 higher priority projects seemed to be  
9 taken care of in a better way. Is that  
10 like already done? Is that only through  
11 the vehicle of the principal that's  
12 determined?

13 MS. BURNS: It's through the  
14 principal to the building engineer, yes.  
15 That's the primary. We do, though, have  
16 a school opening process where -- and  
17 this has been longstanding, so  
18 potentially carried from administration  
19 to administration. So potentially -- I  
20 don't know when the birth of it, but a  
21 very solid school transition process from  
22 closing to opening one school year to the  
23 next, and through that, we have  
24 a dashboard that we use where every  
25 school principal fills out the dashboard

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2 and, frankly, puts all of their needs  
3 across facilities, materials, supplies,  
4 food services, and staffing.

5 COUNCILWOMAN GYM: Thank you.

6 And then one more question would be a  
7 very specific work order that was put in.  
8 So Wister Elementary School recently was  
9 approved for more than \$3 million, I  
10 think, or at least \$2 million in  
11 significant repairs to the building and  
12 infrastructure, but at the same time that  
13 those work orders were put in, a decision  
14 was made to potentially move the school  
15 into renaissance. So in a renaissance  
16 situation, obviously it was matched with  
17 Mastery Charter Schools, which would then  
18 take over the school.

19 I guess one of my questions is,  
20 why would the School District prioritize  
21 millions of dollars in repair to a  
22 building that would be then turned over  
23 to a charter school?

24 MS. BURNS: When we made our  
25 capital budget decisions for this year,

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2 we prioritized the greatest need of  
3 system replacements, and Wister  
4 Elementary School had the greatest needs.  
5 At that time, the decision-making process  
6 around Wister School and Renaissance  
7 Charter hadn't even been underway.

8 The fate of the management of  
9 Wister School still rests with a decision  
10 that is going to be made on April 28th  
11 one way or the other. The building is  
12 still owned by the School District of  
13 Philadelphia and there are -- since it  
14 was -- it is a high priority boiler  
15 replacement, we as a team decided  
16 children are still going into the  
17 building, children are still being  
18 educated in the building, it's still a  
19 School District of Philadelphia-owned  
20 property, and we made that capital  
21 investment decision purely from a high  
22 priority capital need.

23 COUNCILWOMAN GYM: Well, has  
24 that need changed because of the  
25 likelihood that Wister will move under

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2 charter management? It seems incredibly  
3 frustrating for a number of schools who  
4 have been asking for repairs that are far  
5 below the multimillion dollars that  
6 you're going to do at Wister, which  
7 includes the replacement of a roof, I  
8 believe, and other types of -- was there  
9 a roof repair? But significant  
10 structural investment into the school.  
11 The District is struggling to invest in  
12 District-managed public schools. I'm  
13 trying to understand whether and why you  
14 wouldn't put the repairs on hold at  
15 Wister until you can understand the  
16 management if we're trying to invest in  
17 District public schools that have long  
18 been on a waiting list that can't seem to  
19 get enough attention from the District.  
20 It seems like there is -- for a number of  
21 communities, it feels like there's a big  
22 disconnect around it and whether it's a  
23 wise investment since the school will be  
24 formally under the management of a  
25 different entity by as early as

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2 September.

3 MS. BURNS: Right. So a  
4 decision hasn't been made publicly on the  
5 Wister School. However, it is a School  
6 District of Philadelphia-owned building  
7 and will continue to be one, and there  
8 are going to be children educated in that  
9 building one way or the other and they're  
10 our children in the City, and this is a  
11 high priority need in terms of the boiler  
12 replacement. So it's under those -- it's  
13 with those considerations that we're  
14 moving forward with the boiler  
15 replacement at Wister Elementary.

16 COUNCILWOMAN GYM: Does the  
17 charter school invest at all or is part  
18 of the offset of the charter school  
19 reimbursement around infrastructure  
20 repair? How does that usually work? So  
21 Mastery will actually rent from the  
22 School District of Philadelphia?

23 MS. BURNS: I haven't -- this  
24 is, speaking for myself, my first kind of  
25 experience with the renaissance charter.

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2 So we haven't negotiated the terms of the  
3 terms, frankly, because there hasn't been  
4 a public decision on it. So once we get  
5 into those negotiations, I could better  
6 answer that question.

7 COUNCILWOMAN GYM: I mean, one  
8 of the things that I would hope is that  
9 there is some clarity about whether -- I  
10 would hope that this isn't something that  
11 is resolved through singular negotiations  
12 with individualized charters, but that  
13 the School District of Philadelphia has  
14 some sort of public policy made available  
15 about how charters utilize District  
16 buildings, how repairs are handled, what  
17 the cost burden is for the District, what  
18 the cost -- how that's shared around  
19 charter management organizations and  
20 entities as well.

21 MS. BURNS: I agree,  
22 Councilwoman. I met with --

23 COUNCILWOMAN GYM: Do you have  
24 a policy on that that's public?

25 MS. BURNS: No. Currently I

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2 had a recent meeting with the Charter  
3 School Office, and they are in firm  
4 agreement that we have standard terms  
5 across our renaissance charter leases,  
6 and right now -- and to date with -- and  
7 this is potentially with a changing --  
8 with different leadership at different  
9 times, there are different agreements  
10 with different renaissance charters. And  
11 so I can tell you that our intention is  
12 to have a very standard agreement and  
13 that when the renewal comes up, it will  
14 be standard across. And so while I spoke  
15 to the negotiation of something that  
16 might happen depending on a vote that has  
17 yet to occur, it will be very much with  
18 the notion that it will be a standard  
19 agreement across.

20 COUNCILWOMAN GYM: And I hope  
21 that you would understand why some  
22 renaissance charter operators might feel  
23 that there's tremendous inequity about  
24 how the District treats its different  
25 operators. If one school and one

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2 operator would be able to get a  
3 multimillion dollar investment ahead of  
4 the charter management contract while  
5 other schools are forced to take  
6 operation of buildings that are, frankly,  
7 not much better and without such a  
8 similar investment, that that could be  
9 seen as being incredibly inequitable and  
10 potentially favorable towards one  
11 operator over another.

12 MS. BURNS: I try to put myself  
13 in other shoes often, so the best I can  
14 say is that the decision for the capital  
15 improvement of Wister was made prior to  
16 any conversation about the management of  
17 the school or renaissance charter and  
18 that we seriously considered should this  
19 investment still be made given the  
20 conversation at hand. And from the fact  
21 that it is still a District-owned  
22 building, that it is -- in terms of our  
23 priorities, it rose as a priority as a  
24 District-owned building with District  
25 students, that it required replacement of

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2 the boiler system, and that we believe  
3 that we should still make that  
4 replacement because there will be  
5 children from our city educated in that  
6 building.

7 COUNCILWOMAN GYM: Just two  
8 final statements. I mean, reiterating  
9 once again that we've got District  
10 schools that are in dire need of repair  
11 who have been waiting for a long time to  
12 see investments in them, and that to see  
13 a multimillion dollar repair go into a  
14 building that's going to not formally be  
15 under District control and under a  
16 contract management with another entity  
17 is a serious issue.

18 And then just reiterating my  
19 second point that the District is in  
20 desperate need to have a consistent  
21 standard practice of rental leases with  
22 renaissance operators, and the absence of  
23 doing so creates an incredibly  
24 inequitable system where certain  
25 operators seem to get what could be

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2 perceived as being a sweetheart deal with  
3 the District while other operators are  
4 left to kind of fend for themselves with  
5 equally deficient school buildings and  
6 facilities and the District failing to  
7 really be progressive and active on it,  
8 not waiting until after this process,  
9 continues to reinforce that level of  
10 inequity.

11 So thank you.

12 MS. BURNS: Thank you.

13 COUNCILWOMAN BLACKWELL: Thank  
14 you.

15 We're going to ask Councilman  
16 Green to raise his issues, and then if  
17 this Committee agrees, we'll go to the  
18 next panel. We'll ask you to stay,  
19 though, because people may have -- and  
20 Councilman Squilla had a question for  
21 you, if that's okay.

22 Councilman Green.

23 COUNCILMAN GREEN: Thank you,  
24 Madam Chair. I'll be somewhat brief.

25 As a follow-up to Councilwoman

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2 Gym's question and my earlier questions,  
3 how do you prioritize? Like what's that  
4 analysis? Is it based on age of the  
5 school building, location, frequency of  
6 complaints? How does that process get  
7 started?

8 MS. BURNS: I'm going to ask  
9 our Director of Capital Program.

10 MS. FLOYD: Danielle Floyd,  
11 Director of Capital Programs.

12 I just -- may I ask a  
13 clarifying question? Are you asking when  
14 it comes to determining capital  
15 investments?

16 COUNCILMAN GREEN: Yes.

17 MS. FLOYD: Okay. I just  
18 wanted to make sure I understood that.

19 We look at a couple of  
20 different points. We look at the --  
21 starting with the assessment data, the  
22 information that was done in 2002, 2003  
23 identify each of the systems and  
24 identified low, medium, and high  
25 priorities associated with all of those.

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2 We then cross-referenced that information  
3 with the amount of outstanding work  
4 orders that have been documented for the  
5 facility. We look at whether or not is  
6 this a school that has received previous  
7 capital investments, because we have been  
8 trying to prioritize if the school hasn't  
9 gotten anything in the last ten years,  
10 that that's a school that should be  
11 prioritized for work. We also  
12 cross-reference to say is this a school  
13 that has been identified on the academic  
14 side for enhancements, whether it's  
15 turnaround, if it's early -- there's a  
16 big Read by 4th campaign, are they  
17 associated with something that's been  
18 listed in the Superintendent's Action --  
19 CTE, those sorts of pieces.

20 We certainly look at the age of  
21 the system and the gap between when the  
22 system should have been repaired  
23 versus -- the recommended year that the  
24 system should have been replaced versus  
25 where we are right now, so what that gap

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2 is. And we look at cost, because we get,  
3 just as a general example, we've  
4 allocated 12 million for --

5 COUNCILMAN GREEN: What about  
6 useful life?

7 MS. FLOYD: Yes, and useful  
8 life calculation. I apologize.

9 COUNCILMAN GREEN: And are  
10 those items -- is there any type of  
11 ranking or you just use an amalgamation  
12 of all of those characteristics and based  
13 on that analysis, you identify we're  
14 going to start with this school, this  
15 school, that school?

16 MS. FLOYD: It is ranked. Each  
17 of those -- I mean, we have to -- our  
18 first priority is always going to be  
19 emergency and critical life systems.

20 COUNCILMAN GREEN: Right,  
21 outside of emergency.

22 MS. FLOYD: Outside of that  
23 stuff, yes. So useful life, the gap  
24 between when the system should have been  
25 replaced versus -- the timeframe for

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2 optimal system replacement versus where  
3 we are now. We work very closely with  
4 Maintenance on outstanding work orders.  
5 We also get information from the  
6 Environmental Department on --

7 COUNCILMAN GREEN: No. I'm  
8 just trying to get a perspective that  
9 based on those items, is there any  
10 specific ranking that you use or do you  
11 use an amalgamation of all those  
12 characteristics --

13 MS. FLOYD: It's the latter,  
14 what you just stated, the latter.

15 COUNCILMAN GREEN: Okay. For  
16 the boiler assessment, who did the  
17 assessment for the boilers? Was that  
18 done in-house or was it done by an  
19 external party?

20 MS. BURNS: It was done by an  
21 external party.

22 COUNCILMAN GREEN: You said  
23 internal or external?

24 MS. BURNS: External.

25 COUNCILMAN GREEN: And what was

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2 the name of that entity?

3 MR. HUNTER: Well, the boiler  
4 assessment or the boiler inspections? So  
5 our boilers were assessed on our capital  
6 assessment, was through a third-party  
7 vendor as well, but our boiler  
8 inspections were done by Devine Brothers  
9 and General Asphalt, which is --

10 COUNCILMAN GREEN: That was the  
11 boiler inspection, but who did the  
12 assessment? That was also third party.

13 MR. HUNTER: Parsons.

14 MS. BURNS: The Parsons Group.

15 COUNCILMAN GREEN: Parsons,  
16 okay. And for the HVAC -- well, let me  
17 just follow up. Had those entities, both  
18 Parsons and Devine and General Asphalt,  
19 they've had existing contracts with the  
20 School District?

21 MS. BURNS: Parsons was an RFP  
22 that we put out and --

23 COUNCILMAN GREEN: And GA  
24 and --

25 MS. BURNS: They had existing

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2 contracts.

3 COUNCILMAN GREEN: And what  
4 about for the HVAC maintenance? Was that  
5 internal, external? Do you use a  
6 third-party entity to do that?

7 MR. HUNTER: We do both. We  
8 have an internal workforce and we have  
9 contracted services to support that.

10 COUNCILMAN GREEN: And who is  
11 the entity of the contracted services  
12 that support the internal work?

13 MR. HUNTER: The contractors  
14 that we use?

15 COUNCILMAN GREEN: Right,  
16 external. Right.

17 MR. HUNTER: It is General  
18 Asphalt and Devine.

19 COUNCILMAN GREEN: Okay. Thank  
20 you.

21 COUNCILWOMAN SANCHEZ: One more  
22 question. I'm sorry.

23 MS. BURNS: Can I add to that?  
24 We also use Hartford Company for our  
25 two-year boiler inspections.

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2 COUNCILWOMAN SANCHEZ:

3 Taubenberger and then --

4 COUNCILMAN TAUBENBERGER: I

5 have one question on something that you  
6 said earlier. You had said that you have  
7 208 personnel in Maintenance, is that  
8 correct, or approximately?

9 MR. HUNTER: Yes.

10 COUNCILMAN TAUBENBERGER: I

11 mean, if it's off a little bit, I'm not  
12 too worried about it.

13 What is the total budget for  
14 that, for that personnel, for that amount  
15 of personnel for 208? What does that  
16 cost the School District?

17 MS. BURNS: I have that here.

18 Give me a second.

19 MR. HUNTER: I can give you a

20 close number. I think it's about \$20  
21 million for the labor and benefits for  
22 the employees, as well as the additional  
23 supervisory staff included with that.

24 COUNCILMAN TAUBENBERGER: Is

25 supplies included in that?

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2 MR. HUNTER: No; supervisory  
3 staff.

4 COUNCILMAN TAUBENBERGER: You  
5 had also said or someone in the panel  
6 said that you were looking to increase  
7 that 208 to a higher number. Do you have  
8 an approximate what your goal is? You  
9 said that you want to increase that in  
10 this year's budget. You're trying to  
11 hire more, I thought.

12 MR. HUNTER: No; we are. We  
13 currently have 35 vacancies in the  
14 Maintenance Division right now that we're  
15 actively advertising and hiring.

16 COUNCILMAN TAUBENBERGER: Is  
17 that 35 part of the 208 or would that be  
18 in addition to 208?

19 MR. HUNTER: That would be what  
20 we are budgeted for. In addition.

21 COUNCILMAN TAUBENBERGER: In  
22 addition to?

23 MR. HUNTER: Yes.

24 COUNCILMAN TAUBENBERGER: Okay.  
25 And so your goal then for this year would

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2 not necessarily be expansion but to  
3 continue what you have had?

4 MR. HUNTER: Exactly, get to  
5 our budgeted number.

6 COUNCILMAN TAUBENBERGER: Thank  
7 you, Madam Chair.

8 COUNCILWOMAN BLACKWELL: You're  
9 welcome.

10 Councilwoman Sanchez.

11 COUNCILWOMAN SANCHEZ: Real  
12 quick, and maybe we'll do this during the  
13 budget hearing. I'd be interested to  
14 know if you have a Philly first  
15 preference on your contracting and any  
16 EOP mandates that you operate on. But  
17 I'll wait for it, but I want to make sure  
18 that they come to Council prepared for  
19 that.

20 MS. BURNS: Okay. Thank you.

21 COUNCILWOMAN SANCHEZ: Thank  
22 you.

23 COUNCILWOMAN BLACKWELL: Could  
24 you give, not a detailed response, but an  
25 overall response to the Councilwoman's

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2 question whether or not you have those  
3 things?

4 MS. FLOYD: I need to get back  
5 to you on the Philly first one, but I can  
6 tell you that all of our design contracts  
7 and all of our construction contracts  
8 have MBE/WBE participation requirements.  
9 It depends on the range. Typically --  
10 depending on the value of the project  
11 will be -- our average range has been 15  
12 to 20 percent on our construction  
13 projects. On the design projects -- on  
14 design contracts, it tends to be,  
15 depending on, again, the value of the  
16 work, 5 percent on smaller projects, 10  
17 to 15 percent on larger projects. We  
18 check that, and they must meet those  
19 qualifications in order for us to even  
20 submit the project for SRC approval. And  
21 we also require that they are tax  
22 compliant with the City of Philadelphia.  
23 We check all of those things up front  
24 before we even submit for SRC approval.

25 COUNCILWOMAN BLACKWELL: That's

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2 very important, and we would like to  
3 receive some information in that regard.  
4 It will make the budget process quicker.  
5 Otherwise you'll have to come back  
6 anyway. So if you send us some of the  
7 details on this and any issues -- you  
8 could see, there's a lot of interest on  
9 it -- it will make it flow more easily.

10 Thank you very much.

11 Clerk can read the next panel,  
12 but we'll ask if you'll stay in case  
13 there's something.

14 THE CLERK: Controller Alan  
15 Butkovitz; Liz Wagenseller, Chief of  
16 Staff to Auditor General Eugene  
17 DePasquale; Leonard Gipson, Deputy  
18 Commissioner for Facilities Maintenance  
19 in the City's Office of Public Property;  
20 and Bill Rubin, First Deputy in the  
21 Controller's Office.

22 COUNCILWOMAN BLACKWELL: Thank  
23 you. And there's only one more panel  
24 after this.

25 (Witnesses approached witness

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2 table.)

3 COUNCILWOMAN BLACKWELL: Thank  
4 you very much. Thank you all for your  
5 patience. We appreciate you coming  
6 personally, Mr. Controller. And anyone  
7 can begin in any order.

8 CONTROLLER BUTKOVITZ: Well,  
9 I'll volunteer to begin.

10 COUNCILWOMAN BLACKWELL: Thank  
11 you.

12 CONTROLLER BUTKOVITZ: We've  
13 been deep in school building issues for  
14 the full ten years that I've been  
15 Controller. When we got on this,  
16 Superintendent Vallas was in the midst of  
17 what he was advertising as a \$2.9 billion  
18 capital program that was supposed to  
19 build 75 brand new schools around the  
20 City. And at that time, we made a pretty  
21 simple request. We wanted to know what  
22 the building plan was. We never saw a  
23 building plan to this day. If you had  
24 the panel up here again, they could  
25 not -- I heard all sorts of detailed

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2 questions about how they run the  
3 operations. Ask them what the plans were  
4 on what they were going to build since  
5 2002, what has been built, what has been  
6 repaired, to what extent the about \$3  
7 billion in borrowing was actually applied  
8 to capital needs. My information is  
9 about five schools were built.

10 The conditions in the schools  
11 have been atrocious for as long as we've  
12 been examining them, and we've been  
13 examining them under extreme resistance  
14 by the School District. I mean, back in  
15 2006 and in 2008, we did randomized  
16 inspections of buildings. We found  
17 vermin infestation. We found  
18 chain-locked emergency doors and  
19 electrical wires that were hazardous. We  
20 had structural problems. In fact, all of  
21 those things that I just mentioned were  
22 just at the McDaniel Elementary School.  
23 We had clogged air vents, electrical  
24 hazards, and water damage at the G.W.  
25 Carver High School; heating and

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2 ventilation issues, plumbing problems,  
3 and fire hazards at the Daniel Boone  
4 School; clogged urinals, cracked  
5 pavements creating tripping hazards, and  
6 mixing fire exit signs at the Beeber  
7 Middle School; and broken windows with  
8 missing glass, asbestos at the air  
9 handler, and light fixtures improperly  
10 hung at the Grover Cleveland Elementary  
11 School.

12 Now, a year ago we went back  
13 and, again, in a random sample of 20  
14 schools, we found scandalous conditions,  
15 a pipe containing exposed asbestos in a  
16 hallway that was used by students and  
17 staff near the luncheon of the Francis  
18 Scott Key Elementary. We found -- what  
19 really made us stir in the news media  
20 were the conditions in the bathrooms,  
21 where there were literally unflushed  
22 toilets containing human waste, which  
23 resulted in shocking photographs that  
24 were published worldwide and which made  
25 Philadelphia look as if it was not part

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2 of the first world. Unsanitary  
3 conditions such as that in bathrooms and  
4 cockroaches at Central High School, and  
5 urinals that didn't drain at Beeber  
6 Middle School.

7 Almost all the schools had  
8 water damage, including a few with mold  
9 on ceiling tiles and mechanical rooms  
10 that were flooded. Seventy-five percent  
11 had fire safety hazards, including  
12 expired fire extinguishers and blocked  
13 fire exits. The majority had electrical  
14 hazards, including exposed live wires and  
15 an open electrical panel.

16 Now, back in 2006, on the very  
17 same day that Superintendent Vallas was  
18 celebrating the opening of the new West  
19 Philadelphia High School, we had released  
20 the first of these audits, and we had  
21 calculated at that time that there would  
22 be a \$50 million repair cost on urgent  
23 repair costs. But we recognized that  
24 there was a severe financial crisis in  
25 the schools, even though there was all

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2 this newly borrowed money. So we pared  
3 it down to \$1 million of urgently urgent  
4 repair problems, mostly the electrical  
5 problems and the fire hazards.

6 Now, you know what the response  
7 of the School District was? We've got  
8 our own plan. We're not going to show  
9 you what we're doing and we're not going  
10 to focus on the million dollars of loose  
11 electrical wires which exposed children  
12 to hazard of electrocution and we're not  
13 going to act in the -- it's kind of like  
14 if people remember the old Lily Tomlin  
15 comedy routine: We don't care, we don't  
16 have to because we're big, we're the  
17 phone company.

18 Now, I will say that we've had  
19 some improvement under Superintendent  
20 Hite and his financial people. We're  
21 beginning to see some more transparency  
22 and honesty about the financial dealings  
23 of the School District. And when we went  
24 into our review this past a year ago that  
25 found these atrocious sanitary

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2 conditions, they did create a punch list  
3 and they hired vendors and they did  
4 systematically go in and correct the  
5 specific problems that were identified.  
6 Of course, the issue is when we go in,  
7 we're doing a sampling. We're not saying  
8 that the problem only exists at the  
9 Beeber Middle School. We're saying if 20  
10 out of 280 schools, if 75 percent of them  
11 have electrical problems, that means that  
12 if you went into any school, you would  
13 expect there to be serious electrical  
14 problems.

15 When Vallas was in -- people  
16 seemed to not have an institutional  
17 memory of how this proceeded. He fired  
18 the maintenance staff and he decided to  
19 outsource it, and then they didn't use  
20 maintenance people on the basis that, as  
21 we've seen at many recreation centers,  
22 that if you pay maintenance guys to take  
23 care of things every week, they come  
24 around every two weeks and they want a  
25 paycheck. But if you ignore it for maybe

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2 five or six years, you won't hear  
3 anything about it until a slab of  
4 concrete falls from the ceiling and  
5 misses somebody's head.

6 So the idea was to have a kind  
7 of non-benign neglect on maintenance in  
8 the School District and wait until  
9 somebody else was at the helm and was  
10 going to have to deal with this.

11 Now, the interesting thing is  
12 when Tom Brady came in and was the  
13 Interim Superintendent after Vallas, he  
14 told us that they had a \$7 billion bill  
15 just to retrofit schools, just to get  
16 them up to code. You know, Licenses and  
17 Inspections issues a report every year,  
18 and there's not a single Philadelphia  
19 public school that passes. They're all  
20 operating under special permission to  
21 operate, because what are you going to do  
22 with the kids. But they are not up to  
23 code.

24 So the figure went from \$3  
25 billion to build 75 schools, which

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2 probably ended up being five schools, to  
3 \$7 billion to just repair schools, and  
4 today I hear it would be -- somehow the  
5 figure dropped from \$7 billion to \$4  
6 billion to get schools in the appropriate  
7 condition.

8 I would suggest that you not  
9 focus on generalized conditions asking  
10 the managers of this operation how they  
11 do things and instead insist upon a  
12 greater accountability and -- they should  
13 provide building plans showing when  
14 they've got borrowed money what did they  
15 build and what did they not build.

16 Frankly, our office had to approach that  
17 almost like the Kennedy Administration  
18 had to approach the Cuban missiles. If  
19 we had drones back then, we would have  
20 done that. You had to operate based on  
21 where there were rumors of construction  
22 activity and do we think something is  
23 being built there, at a time that they've  
24 had approval for \$3 billion in borrowing.  
25 And then they come in here and they say,

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2 Well, we're going to give you -- yes, we  
3 will provide you with information and  
4 documentation about how we go around  
5 about prioritizing things and how our  
6 process works. They've had plenty of  
7 rope on this.

8 The new people are good people,  
9 but they are trapped in a history and in  
10 a culture and they use the fact that this  
11 is a lot of complicated and voluminous  
12 material that is not easily reduced to  
13 half a page or one page to provide false  
14 reassurance.

15 I'm also very alarmed about the  
16 question of lead in the water. Now, this  
17 panel just left, this Committee, with the  
18 impression that the water is fine in the  
19 schools, but what I heard them say was  
20 that they tested it in 2010. And I don't  
21 know what they tested or what the  
22 randomness was of the sample or who did  
23 the sample, but I do know that when we've  
24 been in the schools, we found substantial  
25 mold. And there's a problem with 40

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2 percent of the kids in Philadelphia  
3 schools having asthma, and there are  
4 associations between those two ideas, and  
5 they haven't been able to control that  
6 problem. That is a prevailing problem in  
7 the schools.

8 When we went into the schools  
9 last year, we found boilers that were  
10 underwater. So they may have the best of  
11 intentions, but they have their hands  
12 full trying to keep up with what they  
13 need to maintain. And I would want an  
14 independent source testing the water  
15 fountains in the Philadelphia schools.  
16 There was just a report the other day  
17 that they found lead in Lower Merion  
18 school water, and then apparently it was  
19 because the water was contained in a  
20 bucket and the bucket was leaching lead.

21 But I know the Philadelphia  
22 Water Department has one of the best  
23 records in the country, but that means  
24 the water goes into the pipes clean. It  
25 doesn't mean it comes out of the pipes

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2 clean. And when you have an  
3 infrastructure with the long history of  
4 embarrassment and collapse that  
5 Philadelphia has, to take an assurance  
6 that there's no problem with the water is  
7 naive.

8 If we had the power which has  
9 been bandied about here and at the SRC  
10 for years, if we were allowed to do  
11 performance audits and management audits  
12 at the School District, we would be over  
13 there testing the water.

14 We were recently on a national  
15 TV program, Al Jazeera network, about the  
16 state of Philadelphia schools, which was  
17 appalling, and the explanations offered  
18 by the School District bureaucracy did  
19 not satisfy the parents interviewed and  
20 did not conform with the inspection of  
21 the reporter.

22 So I think you need an NTI in  
23 the schools. I mean, the fact of life is  
24 that you're confronting an enormous  
25 expense. You've got a multibillion

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2 dollar expense. How are you going to pay  
3 for it, especially when you had a  
4 Superintendent who told you that he was  
5 going to take care of it. It was  
6 supposedly taken care of, and it wasn't  
7 taken care of.

8 If you remember, they were  
9 going to build a school in a cemetery and  
10 there were all sorts of things. They  
11 were going to build it on land that the  
12 City didn't own, and there was always a  
13 story. There is always a story, but  
14 there's been enough history that you can  
15 come in from 30,000 feet and you can come  
16 in with a microscope and say -- and I  
17 don't attribute it to bad motives. These  
18 people are trapped in a system where they  
19 are told that you have to go to  
20 Harrisburg and tell them you're poor, and  
21 you got to come to City Council and tell  
22 them you're poor, and then you got to go  
23 to the bondholders and the newspapers and  
24 tell them everything is okay, you got a  
25 surplus and there's no crisis, don't

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2 abandon our schools, and then you go to  
3 the next meeting and you got to say  
4 something else. And the pressure kind of  
5 falls on the administrators and the  
6 managers of the School District, and then  
7 they take the hit for lying or  
8 inconsistency, but the system is set up  
9 where they're forced to do that, because  
10 nobody really does want to provide the  
11 resources necessary to correct the  
12 problems as they truthfully exist.

13 But it's scandalous. It's  
14 almost a generation since we've been  
15 involved in these issues. Things are not  
16 substantially getting better. They are  
17 at least addressing PR disasters more  
18 quickly.

19 This was just a very difficult  
20 hour or two hours for me to sit here and  
21 listen to this, because we have been  
22 literally up to our ears in this for a  
23 long time.

24 COUNCILWOMAN BLACKWELL: Yes.

25 This is quite unbelievable, and we're

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2 going to ask -- we thank you for bringing  
3 your team with you as well. We're going  
4 to ask Ms. Burns to respond as we hear  
5 this panel testify. We thank you. Thank  
6 you very much.

7 MS. WAGENSELLER: I'm Liz  
8 Wagenseller, Chief of Staff to Auditor  
9 General Eugene DePasquale. The Auditor  
10 General sends his regards. He wished he  
11 could be here. And I thank you for  
12 giving me the opportunity to speak on his  
13 behalf.

14 After the incident at Edmonds,  
15 the Auditor General was invited by  
16 Senator Vince Hughes to testify at the  
17 school by the Senate Appropriations  
18 hearing, and as you may be aware, we are  
19 wrapping up our audit of the School  
20 District, and we have divided it into two  
21 parts, and we will be releasing -- the  
22 first part was just the Charter Oversight  
23 Office next week and then the full audits  
24 of the School District in late May. And  
25 while looking at this issue is not a

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2 specific objective of that audit given  
3 what happened --

4 COUNCILMAN GREEN: Real quick,  
5 would you be able to provide the two  
6 audits from the Auditor General to City  
7 Council?

8 MS. WAGENSELLER: Absolutely,  
9 once it's final.

10 COUNCILMAN GREEN: And send it  
11 through to the Council President to  
12 disseminate to all members.

13 MS. WAGENSELLER: Absolutely.  
14 You'll be briefed beforehand also as to  
15 what's in there.

16 And we looked at some of the  
17 spending in the last four years in terms  
18 of last recent years on different  
19 objectives, and we found that from 2010  
20 to 2014, the School District of  
21 Philadelphia had an 8 percent decline in  
22 spending on capital projects during that  
23 time period. Operations and maintenance,  
24 a 20 percent decline. And obviously the  
25 School District faced incredible

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2 challenges in the wake of the changes in  
3 funding after 2011 and, like a lot of  
4 other school districts, had to make some  
5 very tough decisions in terms of how to  
6 handle that dramatic change in the fiscal  
7 situation, and hiring freezes and other  
8 things had to be done. And it's  
9 encouraging what Ms. Burns said about a  
10 new focus on making sure that these  
11 projects are addressed and these needs  
12 are addressed, but when we looked at  
13 those numbers, we looked at other figures  
14 in other school districts across the  
15 state and saw that many other urban  
16 school districts have had pretty dramatic  
17 declines in spending in these areas.

18 So as a result and also with  
19 conversations with Senator Hughes, we are  
20 going to, later this year, release a  
21 special report on spending on  
22 infrastructure and other needs in  
23 Pennsylvania schools across the state.  
24 Though on the preliminary stages what  
25 we're looking to do is have conversations

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2 and other discussions with officials  
3 across the state, look at some hard data,  
4 and come out with some patterns of  
5 recommendations in terms of the statewide  
6 view of these issues, and we will  
7 obviously share them with you all once  
8 that is final.

9 COUNCILMAN GREEN: Okay.

10 Mr. Gipson.

11 MS. GIPSON: Good afternoon,  
12 Committee members.

13 COUNCILMAN GREEN: And you can  
14 feel free to summarize, if you'd like,  
15 your testimony.

16 MS. GIPSON: Okay. I will  
17 attempt to.

18 My name is Leonard Gipson. I'm  
19 the Facilities Maintenance Deputy  
20 Commissioner for the Department of Public  
21 Property.

22 After the January 13th incident  
23 at the Edmonds School, the Mayor had  
24 ordered that all School District boilers  
25 be inspected, and as you know, the

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2 meeting was convened by the Managing  
3 Director's Office, and meeting there were  
4 members of the School District, Service  
5 Employee International Union,  
6 Philadelphia Gas Works, and  
7 representatives from the City. During  
8 that meeting, we developed an action  
9 plan, discussed the incident, how we  
10 would move forward. Basically the School  
11 District presented to everybody what  
12 their maintenance plan was for the  
13 boilers.

14 They maintain all their current  
15 certifications through a third-party  
16 provider as required by the Pennsylvania  
17 Department of Labor and Industry.  
18 Routine maintenance is provided by a  
19 combination of service providers and  
20 their own employees. And the action plan  
21 basically discussed and focused on boiler  
22 inspection, functional testing, and flame  
23 analysis. Any unsafe conditions  
24 encountered during these inspections  
25 would be addressed and the recommended

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2 repairs done as necessary.

3 Due to a large number of the  
4 boilers, two boiler service companies  
5 were contracted to perform the  
6 inspections. PGW was brought in to  
7 assist as needed with the actual gas  
8 lines due to the facilities and  
9 inspections as required. Weekly and  
10 biweekly meetings were held throughout  
11 the process with representatives from all  
12 parties to discuss inspection progress,  
13 boiler repair status, employee safety and  
14 training.

15 The results were as follows,  
16 and you heard this: 98 percent of the  
17 boilers remained in service throughout  
18 the inspection; 58 percent of the units  
19 did require some repairs and adjustments;  
20 40 percent passed the initial inspection  
21 with no additional work; 2 percent of the  
22 boilers were taken offline as a result of  
23 the inspection and scheduled for repairs.

24 Additionally, over 400 work  
25 orders were generated during the

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2 inspection process. As of April 4th, 10  
3 percent of that work has been completed,  
4 with the remaining being scheduled for  
5 completion before the next heating  
6 season. None of this remaining work  
7 presents a safety concern for proper  
8 operation and function of the boiler, and  
9 the final report on the incident at the  
10 Edmonds School has not been received by  
11 the Managing Director's Office yet, and I  
12 understand it will be available in six to  
13 eight weeks.

14 Thank you for the opportunity  
15 here to present this testimony, and I'll  
16 answer any questions you have.

17 COUNCILMAN GREEN: Thank you,  
18 Mr. Gipson.

19 Controller Butkovitz, you had  
20 stated on the record and I recall the  
21 work you've been doing with the School  
22 District sometime since you initially  
23 were sworn into office, and I think you  
24 were here when Ms. Burns talked about the  
25 mixed message in reference to the issues

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2 that were communicated to one group one  
3 day and communicating to another group a  
4 separate thing, which is something  
5 similar to what you were saying. And I  
6 know -- from my understanding, you've  
7 publicly stated a desire or an interest  
8 in doing some type of additional auditing  
9 at the School District, especially from a  
10 financial perspective as well as other  
11 areas. Can you provide for the record  
12 some more information about that, and  
13 also what would be the cost in doing  
14 that? Roughly, without specifics. You  
15 can give a range.

16 CONTROLLER BUTKOVITZ: Well,  
17 the City Charter gives us the power to do  
18 any kind of audit. We have to do regular  
19 audits of all the City departments, but  
20 we also have discretion to do performance  
21 and management audits. It's in the  
22 course of doing that that we found  
23 large-scale corruption in the Sheriff's  
24 Office, we found major failures at  
25 Licenses and Inspections, many, many

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2 departments, because there's a thing  
3 called risk auditing and you can tell  
4 based on prior reports and prior  
5 experience where you are probably going  
6 to find a lot of errors and a lot of  
7 deviations.

8 We were limited under the City  
9 Charter. Although we were named the  
10 school auditor, our power there was  
11 different. It was limited to doing the  
12 audit of the financial statements.

13 Now, Superintendent Hite has  
14 been making statements for well over a  
15 year that he invites Auditor General  
16 DePasquale and he invites us in. He'd  
17 like everybody to audit everything that  
18 they've got. The SRC will not approve a  
19 resolution expanding those powers. We  
20 prepared a draft resolution, and in fact,  
21 there was an effort at the SRC, not at  
22 the management level but at the SRC  
23 level, to take away our power to even do  
24 the audit of federal funds, which created  
25 a potential risk to tens of millions of

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2 dollars in federal funds.

3           So the School District has, for  
4 a long time, been very concerned about  
5 having an iron wall, control over the  
6 flow of information. They were recently  
7 required to return \$7 and a half million  
8 in spending because there was a practice  
9 during the Vallas Administration that he,  
10 frankly, took the view that money was  
11 fungible and that it was not his  
12 responsibility to stay within the narrow  
13 confines of a grant application or the  
14 authorization for which grant funds were  
15 authorized. The federal government begs  
16 to differ and takes a very different --  
17 it's an extraordinarily dangerous  
18 practice, and now we are -- I mean, there  
19 was previously a federal audit of the use  
20 of lunch -- money for lunches for other  
21 things.

22           So chickens are coming home to  
23 roost on the people who are left holding  
24 the bag at this particular moment.

25           But, yes, we have a lot of

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2 institutional knowledge about the School  
3 District. I think that we are prepared  
4 to be aggressive and invest what's  
5 necessary. The only figure that I ever  
6 had on that was that the forensic audit  
7 in the Sheriff's Office cost us \$640,000,  
8 because that was a different kind of  
9 audit. That was one that went on for  
10 about eight or nine months and it  
11 involved an intensive document by  
12 document review.

13 So that's really the only  
14 guidance I have about what the scope --  
15 people have been calling for a  
16 comprehensive audit. I mean, there  
17 actually is a comprehensive audit done of  
18 the School District every year, but  
19 that's very different from the kind of  
20 detailed audit that they're talking  
21 about.

22 So there's a view that  
23 validates the accuracy of what they  
24 report in their financial statements, but  
25 really the interesting question is how

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2 are operations going, how are we doing at  
3 keeping track of laptop computers and  
4 other property, how are we doing -- is  
5 there a better way -- I know Michele  
6 Reeves is highly controversial, but when  
7 she gave a speech not too long ago where  
8 she said when she examined the School  
9 District budget in Washington, the thing  
10 that hit her in the face was the  
11 extraordinarily high cost of  
12 transportation for students with special  
13 needs, and she documented that there were  
14 multiple buses stopping on the same block  
15 picking up half a dozen kids and going in  
16 different directions and the issues that  
17 she then had to go through trying to  
18 figure out if there was a more  
19 cost-efficient way to cut the  
20 transportation cost of the school  
21 district.

22 Nobody is doing that kind of  
23 review, except the School District is  
24 doing it internally, and it's subject to  
25 all sorts of pressures of -- you cannot

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2 objectively examine your own practices  
3 and strategies.

4 COUNCILMAN GREEN: And  
5 basically just to set the record clear,  
6 it appears that the executive leadership  
7 of the School District has made a  
8 reference to be willing to do that type  
9 of -- to allow that type of work, that  
10 being Dr. Hite, but it's the, for lack of  
11 a better word, the Board of Directors or  
12 the School Reform Commission who will not  
13 pass a resolution to do that?

14 You don't have to comment, but  
15 that's just my interpretation.

16 CONTROLLER BUTKOVITZ: I'll  
17 just say that you're not the first  
18 Councilman Green that we've had.

19 COUNCILMAN GREEN: I'll leave  
20 that one alone.

21 CONTROLLER BUTKOVITZ: Yes.

22 COUNCILWOMAN BLACKWELL: Thank  
23 you.

24 Councilman Oh.

25 COUNCILMAN OH: Thank you very

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2 much, Chairwoman.

3 I appreciate your comments,  
4 Controller. You know, it's hard not to  
5 make a comment under these circumstances.  
6 Councilwoman Blackwell as Chair of the  
7 Education Committee has been very  
8 hard-working about these issues and very  
9 gracious. I as a new Councilman had the  
10 opportunity to join with her in doing a  
11 best practices hearing in education, both  
12 the U.S. and globally, and as a result of  
13 all these different hearings, we  
14 fashioned together a report and  
15 ultimately a bill, it's a Charter change,  
16 addressing a lot of what you have raised.  
17 In other words, the SRC is not a City  
18 entity. We have no control over them.  
19 They don't listen to us any more than  
20 they listen to anybody else. And it's  
21 not because there's bad people. There's  
22 a lot of good people there. There's a  
23 lot of intelligent people, but there's a  
24 problem with this structure. It's  
25 certainly not best practices, and best

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2 practices around the world and in the  
3 U.S. have removed politicians and  
4 politics and the politicization of  
5 schools to a great extent.

6 For me to have an auditor, the  
7 Controller, who is unable to provide  
8 those third-party auditing duties and to  
9 be shut down by the SRC is just an  
10 example of the problems with this SRC.

11 And I'm sorry. I know some of the people  
12 and they're good people, but they should  
13 have said, I'm not qualified to be on the  
14 SRC, I have no knowledge or education or  
15 I'm not really qualified to be here, get  
16 somebody else more qualified. And I  
17 blame our elected officials, quite  
18 frankly. And I'm making a point. Our  
19 Mayor and our Governor did not appoint  
20 the best people available to be on that  
21 SRC. And that SRC has no structure and  
22 it has no clear parameters.

23 I tell people, Look, when my  
24 son is ill, I call CHOP, I ask for a good  
25 doctor, and that doctor tells me who the

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2 best in the medical field is. That's my  
3 duty as a parent. I don't say, Who do I  
4 know that's a friend of my wife's that  
5 might be interested in medicine that  
6 could use a break, a neighbor who's a  
7 friend of my cousin that could sit and  
8 really pad their resume. I don't do  
9 that. And this whole process has been a  
10 horrible process because the failings of  
11 elected officials. We need to have --

12 CONTROLLER BUTKOVITZ: I just  
13 want to point out, I only had the  
14 opportunity to make one recommendation to  
15 Mayor Nutter, and that was Helen Gym for  
16 the SRC, and it was dismissed pretty  
17 preemptorally. That was not the kind of  
18 voice they wanted on the SRC.

19 COUNCILMAN OH: Interestingly  
20 enough, I actually had a conversation  
21 with Helen Gym about the same type of  
22 thing.

23 We need earnest people who will  
24 put politics aside and who are qualified,  
25 who have dedicated their lives to

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2 education, who have skills and ability.

3 It just seems to be not a thing.

4 And so the reason I bring this  
5 up is because this is not something in  
6 our control. It's not a City thing.  
7 It's a state thing. We have a delegation  
8 of state elected officials. We have a  
9 Governor. We have State Senators. I'm  
10 glad to see the Auditor General here.  
11 But we need to have some state laws, and  
12 I think the first thing we can do as a  
13 city is introduce an example locally of  
14 what we can do. So I'm introducing a  
15 bill, if I can get it that far, and I  
16 invite anyone else to introduce a bill on  
17 how to structure our school system,  
18 because one of the things that you said,  
19 Vallas could just fire the entire  
20 Maintenance Department. I don't think  
21 Hite would do that, but he can do that  
22 too.

23 CONTROLLER BUTKOVITZ: Well, I  
24 appreciate the bill, but let me point out  
25 something that could be even a shortcut.

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2               Years ago when the School  
3       District ran into a deficit, Mayor Nutter  
4       made a big thing about executing a  
5       memorandum of understanding with the  
6       School District that was allegedly going  
7       to put School District finances under  
8       City review. Now, it would be a simple  
9       process to put the City Controller in as  
10      auditor as part of that memorandum of  
11      understanding.

12              Secondly, the whole process of  
13      City review never happened. Even though  
14      it was put into a memorandum of  
15      understanding, there were no meetings.  
16      There was no -- it was just a PR fig leaf  
17      that reassured people who were in a panic  
18      at that time that the School District was  
19      about to go under that there were other  
20      adults in the room supervising it.

21              So the School District is in  
22      pretty dire financial straits and pretty  
23      dire straits in terms of the mess that's  
24      going on in Harrisburg, and if the  
25      opportunity arises again, which I think

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2 it will, to do a memorandum of  
3 understanding, it ought to be on the list  
4 for Council to have instrumentality, to  
5 have tools that will actually provide you  
6 more timely realtime information about  
7 what's going on so that you don't have to  
8 look at a half a page of budget testimony  
9 and you don't have to hear very -- I  
10 mean, the kinds of testimony you heard  
11 today were an extreme summary.  
12 Everything that was said could have been  
13 true and still left you in the dark on  
14 the abyss of all other information,  
15 because you can't -- you can't possibly  
16 penetrate that in the course of three or  
17 four hours of testimony.

18 So you should have -- whether  
19 it is the Controller, whether it's the  
20 Council technical staff, whatever it is,  
21 there needs to be an operational way that  
22 you can test the waters and you can  
23 extract unbiased information about what  
24 the realities are.

25 COUNCILMAN OH: Thank you.

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2 Chairwoman, I will say that in  
3 the Charter change that I propose, the  
4 Auditor -- I mean, the Controller is that  
5 mandated and authorized third-party  
6 auditor that cannot be ignored, all  
7 reports transparent.

8 I think these are just some of  
9 the things that we really have to do, and  
10 I very much worry about the fact that  
11 every time we look at this process, it's  
12 just overly politicized. I really hope  
13 that we can put an objective best  
14 practices model forward and get the  
15 support of our state legislators to begin  
16 the process of making sure that educators  
17 are running things, the administrators  
18 are administrating, there isn't this kind  
19 of "wild west" atmosphere that we have  
20 here in Philadelphia.

21 CONTROLLER BUTKOVITZ: Thank  
22 you.

23 COUNCILMAN OH: Thank you very  
24 much.

25 Thank you, Chairwoman.

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2 COUNCILWOMAN BLACKWELL: Thank  
3 you very much.

4 And before we begin our final  
5 panel, I understand, Ms. Wagenseller,  
6 that you have to get a train back.

7 MS. WAGENSELLER: Yes.

8 COUNCILWOMAN BLACKWELL: So if  
9 it is okay with this Committee, then we  
10 will thank you for coming and for your  
11 testimony and excuse you to get your  
12 train.

13 MS. WAGENSELLER: Thank you  
14 very much. I appreciate it.

15 COUNCILWOMAN BLACKWELL: Thank  
16 you.

17 All right. We have --  
18 Councilwoman Gym.

19 COUNCILWOMAN GYM: Thank you  
20 very much.

21 I just want to thank the  
22 Controller for decades of really being  
23 dogged with the School District of  
24 Philadelphia, trying to do your best to  
25 raise attention and awareness. I know

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2 that you have tremendous frustrations,  
3 and your ability to kind of remember all  
4 the different administrations, their  
5 foibles and the kind of, I don't know,  
6 peccadillos or whatever you want to say  
7 that those are, inconsistencies, one, I  
8 know that over time can feel really  
9 frustrating, but it's very much  
10 appreciated that you have this kind of  
11 institutional memory, and we'll be  
12 calling upon it.

13 I do want to clarify that the  
14 City Council of Philadelphia entered into  
15 an intergovernmental agreement with the  
16 School District of Philadelphia last  
17 fall.

18 CONTROLLER BUTKOVITZ: Okay.

19 COUNCILWOMAN GYM: And that we  
20 are working diligently to meet with the  
21 School District on a regular basis. It's  
22 focused primarily on budgets, but in that  
23 process, we're able to push through the  
24 discussion of the fund balances and other  
25 types of things and to try to drive a

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2 better conversation about how to utilize  
3 resources. I don't think it takes the  
4 place of an audit in any way, shape or  
5 form, but it's something in which we can  
6 partner together to try to figure out how  
7 to push this forward.

8 I think that the Controller's  
9 Office has a little bit of clarity about  
10 where its purview is, but I was wondering  
11 if I could ask Mr. Gipson of the  
12 Department of Public Property, what are  
13 the departments and codes in which the  
14 City of Philadelphia can enter into,  
15 specifically oversight of school  
16 buildings?

17 So, for example, L&I does an  
18 annual summer audit. Granted, it's based  
19 primarily around fire safety and other  
20 types of things, but they conduct an  
21 audit of every single public school every  
22 single summer. And I'm curious about  
23 other types of codes that might and/or  
24 departments that might govern oversight  
25 of School District facilities. So I

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2 believe Property Maintenance could be a  
3 code. The Plumbing Code certainly  
4 oversees School District buildings. But  
5 do you feel like you are aware of or  
6 could speak to other departments which  
7 could enter into oversight capacity?  
8 Because clearly your department had  
9 something to do with the boiler  
10 inspections and some kind of conversation  
11 about the reviews.

12 MS. GIPSON: Well, just  
13 briefly, the Pennsylvania Department of  
14 Labor and Industry does the boiler  
15 certifications, pressure vessel  
16 certifications, and they are the  
17 regulatory body for the City of  
18 Philadelphia. The remaining I'm not  
19 aware of, and I would defer to L&I.

20 COUNCILWOMAN GYM: I'm sorry.  
21 Could you repeat that.

22 MS. GIPSON: Other auditing  
23 bodies I would defer to License and  
24 Inspections. I am not aware of.

25 COUNCILWOMAN GYM: And does

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2 your department deal with oversight of  
3 public school buildings at all?

4 MS. GIPSON: No, we don't.

5 They have their separate infrastructure  
6 and physical plant to do that.

7 COUNCILWOMAN GYM: Do you not  
8 have oversight jurisdiction or do you  
9 just not have capacity? I'm sorry. I  
10 didn't quite get the clarification.

11 MS. GIPSON: I can't answer  
12 that question in the context of Public  
13 Property's complete duties as it relates  
14 to the School District. I wouldn't want  
15 to venture an answer here without it  
16 being proper. I could get back to you,  
17 though, with an answer to that question.

18 COUNCILWOMAN GYM: Okay. So  
19 you're just saying that you are not in a  
20 position to answer that question?

21 MS. GIPSON: No.

22 COUNCILWOMAN GYM: But you  
23 could get back to us on it?

24 MS. GIPSON: Yes. If it's  
25 outside of the -- our purview is police

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2 stations, fire stations, and the major  
3 office buildings here in Center City as a  
4 general rule. The other departments have  
5 their own separate maintenance staffs.

6 COUNCILWOMAN GYM: And, Madam  
7 Chair, I was wondering if there was an  
8 opportunity to maybe consider talking  
9 separately with this Committee and maybe  
10 the Managing Director's Office to get a  
11 better handle on which departments might  
12 also weigh in from the City end in terms  
13 of oversight.

14 And I don't know if the  
15 Controller had any ideas about whether  
16 there were other departments or entities  
17 that could function in addition to  
18 complement yourself in terms of the  
19 oversight.

20 CONTROLLER BUTKOVITZ: Well, I  
21 think the Health Department probably  
22 would have a role. It's certainly under  
23 the Americans with Disabilities Act. You  
24 have the Fire Department, possibly Air  
25 Management.

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2 COUNCILWOMAN GYM: It's just an  
3 exploratory question, but I appreciate  
4 some of the reflection. But if there are  
5 other ideas that you have, it would be  
6 great to just continue that conversation.  
7 I agree with you, though, wholeheartedly  
8 that to some extent the School District  
9 of Philadelphia is difficult if we leave  
10 it all entirely in their hands, and if  
11 there are any levers that we have on the  
12 City and to exercise some level of  
13 oversight, I feel like we should try to  
14 understand which ones they are and then  
15 exercise them.

16 Thank you very much to both of  
17 you for, especially to the Controller,  
18 for many years of dedicated attention to  
19 this.

20 CONTROLLER BUTKOVITZ: Thank  
21 you.

22 COUNCILWOMAN GYM: Thank you,  
23 Madam Chair.

24 COUNCILWOMAN BLACKWELL: Thank  
25 you very much.

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2 Are there any other questions  
3 for this panel?

4 (No response.)

5 COUNCILWOMAN BLACKWELL: Real  
6 important. Real important information.

7 Then we will call the third  
8 panel and the final panel forward, and  
9 after this panel, we'll ask anyone else  
10 who is here who would like to testify to  
11 come forward. So this is our last panel.

12 THE CLERK: Ernie Bennett,  
13 District Leader, Division 1201, SEIU  
14 32BJ; Jerry Roseman, Director,  
15 Environmental Science and Occupational  
16 Safety and Health for the Philadelphia  
17 Federation of Teachers Health and Welfare  
18 Fund and Union; Mary Filardo, Executive  
19 Director, 21st Century School Fund.

20 (Witnesses approached witness  
21 table.)

22 COUNCILWOMAN BLACKWELL: Good  
23 afternoon. Thank you for your patience.

24 MS. FILARDO: Good afternoon.

25 COUNCILWOMAN BLACKWELL: Feel

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2 free to identify yourself for the record  
3 and then begin.

4 MS. FILARDO: Hi. I'm Mary  
5 Filardo and I'm Executive Director and  
6 founder of a small non-profit in  
7 Washington, DC called the 21st Century  
8 School Fund, and I'm here today actually  
9 because it's almost 25 years ago now I  
10 started this organization because my  
11 children were in the public schools in  
12 the District of Columbia, and at that  
13 time, their drinking fountains were  
14 turned off. There was asbestos. There  
15 were leaky roofs, fire code violations,  
16 things that sound very similar to what  
17 I'm hearing here in Philadelphia now.  
18 And it was during this difficult period,  
19 everybody said the schools were failing.  
20 My kids got a great education, but they  
21 were in horrendous conditions. And we as  
22 an organization organized parents and  
23 communities to begin to plan for  
24 modernized schools for our city. And we  
25 did that, and we are now in a situation

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2 where my grandchildren actually will be  
3 going to entirely modern public schools  
4 in the District of Columbia.

5 Now, we're over \$4 billion in  
6 for a whole lot fewer kids and about half  
7 the square footage that Philadelphia has.  
8 But it's really been the result of  
9 enormous tenacity on the part of the  
10 public and our public officials, our City  
11 Council. It's all local money. There's  
12 no federal dollars in this even though  
13 it's Washington, DC.

14 And so now we are finally in a  
15 situation where the enrollments are  
16 beginning to increase after tremendous  
17 exodus both to charter schools, like  
18 here, as well as to the suburbs. And so  
19 we feel that we've made enormous strides  
20 on a legacy to the next generation of our  
21 city.

22 But as I listened today and as  
23 I was listening earlier to a City Council  
24 hearing on the education on the District,  
25 Philly is not alone. I mean, we work

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2 with folks in Chicago, Los Angeles, New  
3 York, Newark, New Orleans, and what is  
4 common is the age of our buildings in our  
5 great cities. They're old, because our  
6 cities are old. There has been  
7 inadequate spending on the capital side.  
8 And actually when I look at what the  
9 actual dollars are that Philadelphia is  
10 spending on the maintenance and  
11 operations side, it looks like it's what  
12 they should be spending, but the problem  
13 is is when you underinvest on the capital  
14 side, you're spending on emergency  
15 repairs. You're spending on, frankly, a  
16 lot of assessments rather than enough of  
17 the work. And the other problem is that  
18 with an enrollment decline, it's hard to  
19 continue to fund the overall system  
20 adequately.

21 The other thing that  
22 Philadelphia shares nationally is, quite  
23 honestly, the state is not doing their  
24 share. In the capital budget  
25 environment, they underfund as compared

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2 to even the operating budget, and in  
3 Pennsylvania over the last 20 years,  
4 they've spent about 15 percent, paid for  
5 about 15 percent of the capital budget.  
6 The national average is only 18 percent,  
7 but that's an average. You got 12 states  
8 that pay nothing and you've got others  
9 that are spending -- Delaware spends over  
10 50 percent.

11 But then, of course, the other  
12 situation is the federal government pays  
13 nothing towards capital. So the local  
14 districts are really carrying this weight  
15 on their own. And we did a report  
16 recently that you can see on  
17 [saveourschools.org](http://saveourschools.org) where we look at this  
18 nationally state to state.

19 So the thing that I really  
20 wanted to emphasize is that planning is  
21 what has to be done, and it's short-term  
22 planning, it's medium-term planning, and  
23 it's long-term planning, and it is the  
24 best money that a city or a district can  
25 spend, and you don't wait to have the

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2 money to plan for it. When you're poor,  
3 great time to plan. One, because you  
4 can't waste the money because you don't  
5 have it, but you also get a real clear  
6 sense of your priorities.

7 But in the planning -- and this  
8 is where even as you listen to your  
9 officials, you can just hear it all over  
10 the place, is that we will plan and then  
11 we will tell others what we figured out.  
12 And the truth is is that these are public  
13 spaces, public land, public buildings.  
14 They need to have the engagement of the  
15 entire community. And they are not just  
16 the sort of wards of the state, but they  
17 really are part of the neighborhood  
18 infrastructure, and so the neighborhood  
19 needs to be a part of that.

20 The vision for what is sought  
21 after -- and I could hear people looking,  
22 Well, what is the vision, if it's a  
23 charter building versus a not charter  
24 building, sort of where is the vision on  
25 priority. But this has to be a part of a

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2 public conversation, a public dialogue.

3 The data and the information  
4 about these buildings should be readily  
5 available. The work orders at the school  
6 building level, the assessments, the age,  
7 the conditions, all of this should be  
8 publicly available. And then in that  
9 plan process, the amount of creativity  
10 that will come from communities about how  
11 to solve these and about how to set the  
12 priorities, it can't happen without it.

13 And when we first started doing  
14 the plan process, it came out of in 1993  
15 they were going to close our school, the  
16 school where my kids were, and we said,  
17 Well, how do you know? You haven't done  
18 a plan since 1967. It was before the  
19 riots. They were projecting 185,000 kids  
20 in DC public schools, went down to  
21 80,000. I mean, they went completely the  
22 opposite direction.

23 And so enormous number of  
24 decisions being made that have long-term  
25 effects without the plans. And so

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2 what -- again, just to encourage the City  
3 on the planning side.

4 And also there was some -- I  
5 could hear some -- if you can hear light,  
6 I could hear some light in there in terms  
7 of thinking about it as really as a City  
8 responsibility, not just a District  
9 responsibility. And so when you look at  
10 the schoolyards and even I know there was  
11 talk of the Water Department, but green  
12 roofs are a part of green stormwater  
13 management. Softscapes in schoolyards is  
14 also part of stormwater management.  
15 Obviously in terms of health and access  
16 to play and the joint use that's so often  
17 a part of schoolyards, that's also a  
18 really important way that the City and  
19 the District can work together.

20 The school openings and  
21 closings have an enormous effect on  
22 housing and housing prices. In Richmond,  
23 California, the City Council determined  
24 to continue to fund the operating costs  
25 of a school in a neighborhood where they

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2 were redeveloping the housing. Because  
3 they had emptied the housing out. It's  
4 public housing. They were going to do a  
5 mixed-use kind of housing project. And  
6 the school system looked just at the  
7 school and said, Well, there are no kids  
8 in it, so of course we have to close it.  
9 But they were like, No, we're rebuilding  
10 the housing. So they want it closed. So  
11 they said, We will pay for three years of  
12 operating costs for that school, because  
13 it's that important to our redevelopment  
14 of this community.

15 So that was another example of  
16 being able to work together. And then  
17 the final one that I would say has to do  
18 with school-based social services and the  
19 way that schools are in neighborhoods,  
20 they are in communities, to be able to  
21 help families stabilize their employment,  
22 stabilize their health, stabilize their  
23 education, so that it's available as a  
24 place with services beyond the schools.  
25 And I know that the Mayor has been

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2 looking at a community schools model, but  
3 it's really -- there's a community  
4 schools model that's school driven and  
5 then there's a community school model  
6 that's community driven, and I think that  
7 really making sure that you're a strong  
8 partner in this is going to be critical.  
9 And I know so well from city to city how  
10 hard it is for the School District to  
11 accept partners, but I think that it's  
12 critical and I think that everyone can  
13 learn.

14 And so I commend you for doing  
15 the work that you're doing and asking the  
16 questions that you're asking. And people  
17 always ask me, Well, who is doing it  
18 right. And the reality is, it's tough.  
19 You all will also have new territory and  
20 pioneering to do in the area of  
21 city-school cooperation on  
22 infrastructure. It's a tough area, not a  
23 lot of policy, not a lot of practice to  
24 guide you, but we're always looking for  
25 new leadership and people that are

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2 willing to do the work.

3 So thank you.

4 COUNCILWOMAN BLACKWELL: Thank  
5 you very much.

6 Who will testify next?

7 MR. ROSEMAN: Hi. Thank you  
8 for inviting me here this afternoon. My  
9 name is Jerry Roseman. I'm the Director  
10 of Environmental Science and Occupational  
11 Safety and Health for the Philadelphia  
12 Federation of Teachers and the Health and  
13 Welfare Fund and Union.

14 I have been doing inspection  
15 work and assessment work in Philadelphia  
16 public schools since 1985, when 12  
17 schools had major asbestos removal work  
18 that seemed to have been done improperly  
19 and an independent look was asked for.

20 I listened to people testifying  
21 here today, and there have been a number  
22 of experts and very experienced people,  
23 and I wonder what it is that I have to  
24 add and what's the unique part of what I  
25 might be able to tell you, and I think

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2 that it relates to the close granular and  
3 detailed look at the schools. That's  
4 what I do, and I've done this for a very  
5 long time.

6 I'm often struck by the  
7 disconnection between what I see in  
8 schools, conditions that I find to be  
9 often, frankly, offensive and what gets  
10 described as acceptable conditions  
11 sometimes by the School District or as  
12 safe buildings. And I think often -- I  
13 mean, I know often the building staff  
14 shares that same kind of view. The  
15 schools that they are in and that they  
16 see and they're experiencing don't feel  
17 so safe and acceptable to them.

18 There are, I think, four kind  
19 of overarching ideas that guide the work  
20 that I've done over these last 30 years,  
21 and I think they can be summarized like  
22 this. Hazard and exposure and the risk  
23 to children and to staff is an everyday  
24 thing. So if we don't fix the growing  
25 mold and deal with it in the classrooms

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2 and in cafeterias, kids are going to be  
3 impacted by it that day and the next day  
4 and the next. That's the same with lead  
5 paint. It's the same with rodent  
6 infestation. It's the same with moisture  
7 and dampness. So it's an everyday  
8 occurrence, and that's why we need to  
9 deal with it right now.

10 There is -- in order to  
11 determine what the conditions of the  
12 buildings are, because we have a lot of  
13 back and forth about it, we need a close  
14 view, and one of the ways to get that  
15 close view quickly is -- I think Fran  
16 Burns described the principals list of  
17 issues. There needs to be a list of  
18 issues from staff, there's a list of  
19 issues from maintenance and custodial  
20 people and maybe even parents, but  
21 definitely those internal stakeholders  
22 are in the building every day. They know  
23 what the problems are and they've seen  
24 them, and we should at least collect that  
25 information to add to the work order

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2 system, to add to the facility condition  
3 assessment, to add to professional  
4 inspections from people like me or School  
5 District science evaluators. So that's  
6 the second thing.

7 The third is that the data and  
8 information is shared widely and with  
9 everybody. It's very hard to verify an  
10 account for what is really going on with  
11 partial data. I mean, it was described  
12 very well, I think, by the City  
13 Controller, and it's something that is  
14 just the fact.

15 And it leads to the fourth  
16 issue, which I think is what is on  
17 everybody's mind and we talk about a lot.  
18 That's verification, accountability, and  
19 credibility. There's no way to tell  
20 what's going on unless we see the  
21 conditions, understand what their  
22 responses are, and then can actually  
23 check that out.

24 Just since June of 2015, I've  
25 looked at at least or inspected at least

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2 75 separate schools, 125 on-site  
3 inspections, and documented literally  
4 well over a thousand individual  
5 deficiencies in those buildings. Now,  
6 that work is done jointly with the School  
7 District's Environmental Management  
8 Department. And the starting point was  
9 looking at nine of the lowest performing  
10 elementary schools in the summer where  
11 there were hundreds of deficient  
12 conditions. And when I'm talking -- the  
13 deficient conditions that we're talking  
14 about are mold growing on classroom walls  
15 and ceilings; rodent droppings, urine,  
16 and nesting materials in many, many, many  
17 locations; severely damaged assumed lead  
18 paint and plaster. All of these things  
19 are asthma triggers. That's what we're  
20 seeing and that's what we're documenting.

21 Do we need capital investment  
22 of funds and do we need more resources to  
23 fix root causes? Absolutely. There's no  
24 question. But if we have a billion  
25 dollars or \$4 billion or \$7 billion for

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2 that, those fixes are going to take many,  
3 many, many years. While that goes on,  
4 somebody has to deal with the situations  
5 that Councilman Green described at the  
6 Locke Elementary School with the  
7 ventilation or at the Webster Elementary  
8 School or other schools like that.

9 So we need to have at least a  
10 two-pronged approach, which is to deal  
11 with issues now in some effective way as  
12 well as to deal with the root cause kinds  
13 of problems.

14 Using F.S. Edmonds as an  
15 example, there's a boiler problem here  
16 that leads to a catastrophic explosion  
17 and a horrifying injury to an employee,  
18 and it's terrible, but it's not the only  
19 thing that is a problem with the school.  
20 In fact, at Edmonds we conducted at least  
21 three investigations and inspections  
22 between September of 2015 and February,  
23 and during those assessments, this is the  
24 kind of thing that was found: 600 square  
25 feet of visible mold growth on walls,

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2 ceilings, and ventilation duct work;  
3 damage to lead containing paint and  
4 plaster in classrooms as well as damage  
5 and loss of books, floors, doors and  
6 other equipment and materials. In  
7 September, the findings were that there  
8 was a rodent infestation, including in a  
9 kindergarten classroom that was  
10 categorized as a rodent breeding ground.

11 January, just a week after the  
12 explosion occurred, there was an  
13 inspection conducted by myself and the  
14 School District environmental consultant,  
15 and at that time, we saw a number of  
16 rooms with severely damaged lead paint  
17 and plaster, mold growth totalling over  
18 600 square feet of mold growth, and  
19 ongoing steam leaks. So it was  
20 surprising that we saw those conditions  
21 within a week of the boiler accident.

22 Maybe most shocking coming  
23 here -- coming to Edmonds to testify in  
24 front of Senator Hughes on the 11th of  
25 February, showing up at the school what

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2 we saw was a first floor book closet  
3 where there was a major steam leak.  
4 Steam, 90-plus degree temperatures,  
5 damaged books throughout that room.

6 So those conditions are  
7 prevalent at that school and many others  
8 and have lasted for a long time. We  
9 really shouldn't be able to say we don't  
10 know that those conditions exist there.

11 The conditions are not unique  
12 to Edmonds. The scale and scope of this  
13 kind of problem is something that we face  
14 throughout the District. Over the last  
15 three or four years, these kinds of  
16 problems have resulted in major impacts  
17 and consequences in a variety of ways.  
18 In three different schools, we've had  
19 large-scale uncontrolled mold growth in  
20 educational and mechanical spaces and  
21 lack of adequate ventilation. We've had  
22 serious structural damage and impacts to  
23 the heating system that required massive  
24 urgent emergency response in an  
25 elementary school very recently. And

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2 we've had to have a school closure  
3 because of large-scale mold growth and  
4 ventilation deficiencies that resulted in  
5 hundreds of thousands of dollars and more  
6 of remediation costs, all of which should  
7 have been preventable. They shouldn't  
8 have been necessary.

9 These conditions, mold peeling,  
10 chipping lead paint, the situation at  
11 Locke Elementary School where for years  
12 we've seen the ventilation systems fail,  
13 rupture, water on surfaces and all kinds  
14 of consequential damage, nobody would  
15 call those things acceptable, but we do  
16 regularly see all of those kinds of  
17 issues.

18 I think that what we firmly  
19 believe is that parents, educational and  
20 support staff, maintenance, custodial and  
21 other school workers are all -- all have  
22 to be involved in order to solve these  
23 problems. We have come up with an  
24 approach that we have been discussing  
25 with the School District and that we are

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2 willing to continue to discuss with the  
3 School District to do something to  
4 stabilize these buildings now.

5 There was a question about a  
6 program in the past, and there's a  
7 program that I remember that was called  
8 the POPS Program that was meant to go  
9 into schools to do some of the repair  
10 work that I think Councilwoman Gym was  
11 referring to.

12 Ms. Filardo was telling me  
13 about a program that I think was  
14 called -- the stabilization program in  
15 Washington was the Blitz Program. We've  
16 come up with a program that kind of looks  
17 like that and mimics that. Our  
18 preliminary costs put the totals in the  
19 \$25 to \$50 million range in order to  
20 stabilize and fix all of our schools.  
21 Now, that doesn't take care of every root  
22 cause or maybe many of the root causes.  
23 Those root causes may take \$4 or \$5 or \$6  
24 billion to fix, but we can't let water  
25 intrude on the heads of our students and

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2 mold continue to grow while we're  
3 replacing the roofs and doing the  
4 pointing.

5 Four major elements to the plan  
6 and then I think I will finish and take  
7 any questions, if you have them, and,  
8 that is, that there is the conduct of  
9 systematic, comprehensive, joint  
10 evaluation inspections of building  
11 conditions, facilities, and systems. I  
12 think you've heard this from others.  
13 This is my experience. Unless we do this  
14 together and you have more eyes looking  
15 at this and from different perspectives,  
16 you often don't get the whole picture.  
17 So the inspections need to be joint.

18 There needs to be a sharing of  
19 data in an open way, and all data. Right  
20 now there is a facility condition  
21 assessment. There is a new work order  
22 system. There is an IEQ dashboard.  
23 There are asbestos surveys of all  
24 schools. There's lead and water surveys.  
25 There's paint and plaster surveys. There

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2 are door sweep surveys that talk about  
3 rodent infestations. There are surveys  
4 of crawl spaces and attics. They need to  
5 be combined. They're not combined.  
6 They're often siloed, and we don't know  
7 exactly what's happening. There's  
8 principal information and there's other  
9 information. Putting that together is  
10 really critical. Involving the school  
11 staff and organizations that represent  
12 them, internal and external stakeholders  
13 in verifying what's happening, in saying,  
14 Hey, we fixed this, this, and this at  
15 your school. Does it look fixed to you?  
16 What needs do you have? What are the  
17 priorities? That has to be a part of  
18 this.

19 And the fourth, something that  
20 I just mentioned, is the establishment of  
21 maintenance and stabilization response  
22 teams that will focus on individual  
23 schools directed by the schools at the  
24 school level to address the kinds of  
25 issues and problems that are actually

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2 impacting on the health and safety and  
3 well-being of students and staff. That's  
4 the mold. That's the lead. That's the  
5 rodent infestation, that kind of thing.

6 And I think I'll stop there.  
7 Thank you, and if there are questions,  
8 I'd be happy to answer them.

9 COUNCILWOMAN BLACKWELL: Thank  
10 you. You raise a lot of important  
11 issues.

12 First we'll hear from SEIU.  
13 Thank you for your patience. We're very,  
14 very happy to have you. So introduce  
15 yourself to our record and begin.

16 MR. BENNETT: Good afternoon,  
17 Council. My name is Ernie Bennett. I'm  
18 Staff Director of 1201 32BJ SEIU. I'd  
19 like to thank Council for holding this  
20 important hearing on the state of our  
21 schools.

22 I heard a lot of testimony as  
23 well today. I have 31 years with the  
24 School District, raised five kids, all  
25 graduated and went on to careers as we

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2 speak. My daughter is having a baby boy,  
3 and I'm very proud. This is a good day  
4 for me.

5 But I'm here as a building  
6 engineer as well. I, along with my  
7 colleagues, know firsthand the  
8 infrastructure problems inside our  
9 schools. In January, our union brother  
10 and member, Chris Trakimas, almost lost  
11 his life while working on a boiler at the  
12 school that Jerry just mentioned, F.S.  
13 Edmonds. Chris was a longtime employee  
14 with 28 years of service with the  
15 District as a burner technician and a  
16 boiler mechanic. No one, and I'll  
17 repeat, no one should leave their home  
18 and risk their loved ones getting a phone  
19 call that their husband, wife, mother or  
20 father won't be coming home.

21 Chris almost lost his life and  
22 is burned so badly he remains in -- not a  
23 sedated coma. He's improving. So I  
24 don't want you to -- I want to keep  
25 praying, everybody keep praying for

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2 Chris. He's having his ups and downs.

3 He's been hospitalized since January

4 13th. So he's slowly recovering, but he

5 has a long way to recover, a long way to

6 go.

7 But he has the support of

8 family, friends, and his union. But I

9 would be remiss not to say the support

10 that we got from Ms. Burns and her team

11 in regards to having a fundraiser, Jerry

12 Jordan and his team. I mean, you know,

13 this is the greatest country in the

14 world. They came together, and we raised

15 money on behalf of the Trakimas family.

16 We continue the GoFundMe raising money,

17 and this is what we can do collectively

18 working together. So things can be done

19 with all of our input, and you can see.

20 A tragedy happened and we move forward,

21 trying to make sure that doesn't happen

22 again.

23 So following the tragic

24 accident, you know, I thought our Mayor,

25 Mayor Kenney, he moved swiftly and wasted

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2 no time to call upon inspections of  
3 boilers across the City schools. We  
4 thank Mayor Kenney and the District for  
5 setting up a task force to address the  
6 boiler issues. We want to work together  
7 to reach long-term solutions, as my  
8 sister said, long-term solutions. We  
9 want to thank everybody for moving  
10 forward to make buildings safe for  
11 students to learn, educators to teach,  
12 and our members to work.

13 There are 642 boilers  
14 throughout the District, but there are  
15 only six burner technicians working on  
16 them. At one time there were 14  
17 technicians. It's a shame, and I repeat  
18 this, it's a shame that it took an  
19 unfortunate boiler incident to call  
20 attention to problems that we've been  
21 discussing that you've heard from my  
22 colleagues here in regards to for years  
23 and years the infrastructure being  
24 neglected, among those different things.  
25 Our members are the eyes and ears, as it

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2 was stated, of these buildings. They  
3 know what's going on inside and outside.  
4 Unfortunately, over the years budget cuts  
5 have led to problems in infrastructure,  
6 as I just stated. We can no longer  
7 tolerate it. We can't risk the life of  
8 another member, a student or even a staff  
9 person.

10 Boiler issues are just one  
11 concern. There are numerous problems,  
12 from pumps and piping that need to be  
13 replaced, deteriorating bathrooms,  
14 weatherization issues and much more.  
15 There are a laundry list of issues too  
16 numerous to discuss in my 31 years I've  
17 been with the District. We can continue  
18 to cut corners, but at what cost? The  
19 loss of a life or another tragic injury?  
20 We are the City of Brotherly Love and  
21 Sisterly Affection, but let's prove it by  
22 looking out to our most valuable and  
23 treasured possessions, our kids and our  
24 employees.

25 We have worked hard, working

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2 members of -- who are passionate about  
3 the work we do in serving the District.  
4 They put in preventive maintenance orders  
5 when they notice equipment needs to be  
6 repaired. Oftentimes those work orders  
7 go unnoticed. Preventive maintenance  
8 throughout our schools should save us,  
9 but we continue to cut corners.

10 Another problem is, we just  
11 don't have enough manpower. 1201 had  
12 4,000 members in 2012. Now we're down to  
13 under 2,000. Chris was doing a job that  
14 two people used to do. Over the years,  
15 budget cuts, one person worked that job.  
16 That should not be the case. We have  
17 licensed building engineers doing the  
18 jobs of cleaners. That should not be the  
19 case. If engineers work in the function  
20 that they are trained to do and not have  
21 to do other tasks outside of their job  
22 description, that would be very  
23 beneficial to all employees.

24 Years ago students were trained  
25 in an apprentice program through the

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2 School District. Not only did they learn  
3 a valuable trade, they provided  
4 assistance to School District employees  
5 helping to maintain the buildings.

6 Unfortunately, that program was cut.

7 Recreating a program like that, which we  
8 are trying to work with the District in  
9 collaboration with trade apprentice  
10 programs, that would benefit the  
11 District, our members, and our students.

12 Our members are less than  
13 2,000. We have engineers, janitors, bus  
14 drivers, bus attendants, maintenance  
15 mechanics who have made concessions to  
16 help these schools, giving back money out  
17 of our own pockets for the good of the  
18 District. Let's work together to find a  
19 long-term solution to fix our schools for  
20 our children, our staff, and our union  
21 brothers and sisters.

22 Thank you for this testimony.

23 COUNCILWOMAN BLACKWELL: Thank  
24 you very much.

25 This has been quite a day and

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2 unfortunately it's really been some  
3 testimony. Everybody is saying the same  
4 thing from their respective viewpoints,  
5 and it is obviously apparent that our  
6 schools and our children are in big  
7 trouble.

8 All right. I will call on  
9 Councilman Green, then Councilwoman Gym.

10 COUNCILMAN GREEN: Thank you,  
11 Madam Chair.

12 First and foremost, I want to  
13 thank SEIU for the work that you've done  
14 in reference to pulling together  
15 resources for your injured member of your  
16 union in reference to what happened. It  
17 was very tragic for that to happen. It's  
18 unfortunate that it did happen, and no  
19 one should have the feeling and the  
20 perspective in going to work and not  
21 being able to go home and be safe.

22 So I want to thank you for your  
23 efforts, and also thank you for your past  
24 efforts. Although new to this role as a  
25 Councilperson, I've been in this room for

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2 some time, and I remember during some of  
3 the challenges that the City had and the  
4 School District had in particular and  
5 some of the concessions that SEIU made on  
6 behalf of the children of the City to  
7 make sure that we could have resources  
8 and keep the doors open. So I know  
9 that's a commitment that SEIU has made,  
10 because not only are you employees in the  
11 City of Philadelphia and working in our  
12 school buildings, but also have children  
13 like your four children that graduated  
14 through the public school system.

15 MR. BENNETT: Five.

16 COUNCILMAN GREEN: Five. I'm  
17 sorry. Five.

18 MR. BENNETT: Just proud about  
19 it.

20 COUNCILMAN GREEN: Right. And  
21 you're sure you filled all five.

22 So the reason why I wanted to  
23 talk about it and wanted this panel to  
24 come together, because I did have a  
25 chance to attend the conversation that

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2 Senator Hughes had at Edmonds School, and  
3 it was interesting from the perspective  
4 from Ms. Filardo as well as Mr. Roseman  
5 that you heard my questions earlier to  
6 the School District about what's the  
7 strategy, and I know funding has been an  
8 issue, but funding was an issue in DC.  
9 And from my experience, sometimes  
10 management and labor need to listen to  
11 each other, because from what I've seen,  
12 people who are in the building who are  
13 doing more with less have some ideas on  
14 how to make that "more" go further.

15 So when, Mr. Roseman, you  
16 talked about spending \$25 to \$50 million  
17 to not address all the issues but could  
18 make a real dent to making things go  
19 forward, has it -- I don't get the  
20 perspective there's been that opportunity  
21 for that type of conversation, because  
22 consistently it's been we don't have the  
23 resources to do anything. Is that  
24 correct?

25 MR. ROSEMAN: That is mostly

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2 correct, yes. I think that the  
3 conversation focuses on the overwhelming  
4 nature of the root cause problems, \$4  
5 billion, and honestly that we, the  
6 District, knows what we're doing and  
7 we're going to go in this direction.

8 I think that there's a lot of  
9 information and input that we have. I've  
10 been doing this for a very long time in  
11 the District, and I've seen a lot of  
12 successes actually that have come out of  
13 challenging problems. So I have a pretty  
14 good sense of what can be accomplished  
15 with relatively small amounts to make the  
16 schools look, feel, and be very different  
17 than they are right now. So I think that  
18 conversation should occur.

19 COUNCILMAN GREEN: I had an  
20 opportunity to talk and make a  
21 presentation to District Council 47  
22 earlier this week, and they reminded me  
23 and I couldn't remember the exact name of  
24 the initiative, but the RGI, Reinventing  
25 Government Initiative, was an initiative

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2 that provided opportunity for management  
3 and labor to come together and look at  
4 ideas in a creative way. And this issue  
5 in reference to trying to make repairs  
6 and trying to improve our infrastructure  
7 in schools is the type of initiative that  
8 we should have for like an RGI type  
9 perspective. So I think that's something  
10 we should do.

11 Ms. Filardo, from your  
12 experience in DC and what you've heard  
13 both today as well as at the conversation  
14 with Senator Hughes, are there any  
15 additional ideas or suggestions that you  
16 can provide? Because it seems like no  
17 one wants to get it started, but you've  
18 got to start somewhere, and that's why  
19 it's a question of what's the strategy.  
20 Because we're not going to get the money  
21 tomorrow, but you have to do something  
22 when you have issues like a boiler  
23 explosion, some of the mold issues that  
24 people talked about or some of the HVAC  
25 issues.

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2 MS. FILARDO: Right. I mean,  
3 essentially even with that, you can't do  
4 it without a plan. This is why I talked  
5 about the short-term planning, the  
6 medium, and the long. And I think that  
7 in terms of the kind of Blitz needs, I  
8 mean, the people that you would talk to  
9 are your building engineers, your  
10 custodians, the people that really know  
11 those buildings intimately, and frankly,  
12 pay them overtime to work with management  
13 on a plan and work with the other  
14 teachers and administrators in the  
15 building. But it's -- people sometimes  
16 like, Oh, you know, like why plan? It's  
17 just going to sit on a shelf or whatever.  
18 But you can't -- you will not  
19 accidentally get schools in good repair.  
20 You will not accidentally take care of your  
21 hazardous materials. It has to be  
22 intentional. It has to be intentional.  
23 It has to be planned. It has to be  
24 budgeted. And it's not that it can't be  
25 done without the urgency and it can't be

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2 done within a really reasonable timeframe  
3 in terms of the very urgent issues, but  
4 it won't happen unless it's planned. And  
5 what you hear is a very reactive -- this  
6 is classic of reactive maintenance and  
7 repair. If it busts, we fix it. If  
8 somebody screams, we pay attention. If  
9 it blows up, we're there. But that's not  
10 it.

11 COUNCILMAN GREEN: Well, that's  
12 a plan. The plan is we -- I understand  
13 there's an issue, we can't do anything  
14 right now because we don't have the  
15 funding because it costs so much money,  
16 so we'll continue to make do or allow the  
17 staff and others to make do, and if  
18 something happens, then we'll throw the  
19 resources in. But we're not addressing  
20 things systemically, and it seems like  
21 the prioritization is based on, as I said  
22 earlier, an amalgamation of those issues,  
23 what are the complaints and the work  
24 orders and the age, and so we'll focus on  
25 those things, which we feel on the verge

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2 of possible emergency. That's just my  
3 sense, having gone through this.

4 MS. FILARDO: I mean, they  
5 would say -- they said earlier that  
6 they're working to do more lifecycle  
7 replacement and to get ahead of things,  
8 which is right, which is good, but,  
9 again, you can't do that without reaching  
10 out to the people that are in the  
11 buildings. Because you can say -- a roof  
12 could be 40 years old and not leaking,  
13 and so you would not put that on your  
14 priority list even though it's 10, 15  
15 years beyond its lifecycle. So you have  
16 to have the combination of that local  
17 knowledge and certain other kinds of  
18 aging of the structure.

19 MR. ROSEMAN: I just -- I  
20 wanted to add something to that, because  
21 it has been a real issue with respect to  
22 information-sharing. The facility  
23 condition assessment, for instance, I was  
24 here when this was done before. We  
25 really didn't get a chance to see the

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2 information, and we haven't quite seen  
3 this information yet, although it has  
4 been kind of floating around and  
5 available. This issue is right, that we  
6 have leaking roofs that are eight years  
7 old and we have non-leaking roofs that  
8 are 40 years old. The assessment needed  
9 to be informed by interior conditions,  
10 and in any case, we need to combine what  
11 we know about the interiors and what we  
12 know from the facility condition  
13 assessment and what we know from the work  
14 order system and what we know from these  
15 other sources. Only by combining that is  
16 it possible to come up with the proper  
17 kinds of priorities and plan. And it's  
18 really critical to do just as said, it  
19 involves maintenance at the school level,  
20 it involves administration, and it  
21 involves the educational and support  
22 staff.

23 We should be able to -- we  
24 should generate punch lists of what these  
25 deficiencies and issues are, what the

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2 needs are, check with the people in the  
3 building, ask them what do we look at  
4 first, and engage in both that  
5 professional and on-site back and forth.  
6 It's the only way to do that. And we've  
7 had a successful model in some schools  
8 that we've called environmental action  
9 teams. So there's a model that we've  
10 used at five to ten schools over these  
11 years. It's a struggle. When we do  
12 that, it works.

13 COUNCILWOMAN BLACKWELL: Thank  
14 you.

15 Councilwoman Gym.

16 COUNCILWOMAN GYM: Thank you  
17 very much, Madam Chair.

18 I also want to just add my  
19 voice to Councilman Green and extend our  
20 sympathies to the entire SEIU family for  
21 what happened to Chris Trakimas and to  
22 thank SEIU for your proactiveness in  
23 terms of making sure that state level  
24 action gets taken place. So we're very  
25 grateful to you on that.

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2 MR. BENNETT: Councilwoman, I  
3 want to thank you for your participation.  
4 You left early. We were trying to  
5 recognize you at the fundraiser. But I  
6 sincerely want to thank you for the  
7 support you've always given us. But you  
8 were there at the fundraiser, and it's  
9 people like yourself with the passion  
10 that you have in regards to what's right  
11 and what's wrong and you've always  
12 championed our causes. Thank you.

13 COUNCILWOMAN GYM: Thank you  
14 very much.

15 And for myself personally, I  
16 just have to say that I'm super geeking  
17 out with Mary Filardo here from 21st  
18 Century Schools Fund, because I've been  
19 following your work since 2012 when -- to  
20 some extent, I think that the School  
21 District tried to do an expansive  
22 facilities visioning plan, you know --  
23 was it 2011, maybe 2012 that we embarked  
24 on something, that tried to take a look  
25 at facilities across the City that was

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2 involving a large community-based  
3 process, but unfortunately felt like it  
4 ended up being mostly -- the only thing  
5 that really felt like it came -- that  
6 concretely came out of it ended up being  
7 school closings and consolidations, and  
8 that was not supposed to be the intention  
9 of the facilities visioning plan.

10 My question I guess for Mary  
11 is, Ms. Filardo is, to some extent in  
12 your work with school districts across  
13 the country whether you feel that -- one  
14 of the reasons why I've been so  
15 fascinated with your work over the many  
16 years is because I think that you're  
17 taking school districts in a slightly  
18 different direction, and whether your  
19 experience has been that districts have  
20 the internal capacity to do the kind of  
21 visioning that you've felt has been truly  
22 transformational, like that you've done  
23 in DC, or whether you feel like some  
24 level of external expertise that takes us  
25 out of our like kind of narrowness about

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2 the emergencies that we're dealing with  
3 now that Mr. Roseman can rattle off the  
4 top of his head with versus kind of the  
5 uniqueness of our situation, funding  
6 problems and constant levels of either  
7 manmade crises or actual crises around  
8 school funding, you know, whether school  
9 districts actually have the internal  
10 capacity to do some of the things that  
11 you have done or whether you feel like  
12 you're really looking at something that  
13 is truly different from what a lot of  
14 schools can currently do and maybe need  
15 an outside consultant to be able to pull  
16 them out of our myopic kind of viewpoint.

17 MS. FILARDO: Well, I mean,  
18 when we started, we thought that the  
19 school district should be able to do it.  
20 So we started out working on actually a  
21 public-private partnership that was --  
22 because there was no capital dollars in  
23 the District of Columbia. It had been  
24 taken over by a control board that  
25 Congress gave us. And so we thought we

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2 would imitate what the government should  
3 do, knowing that they couldn't do it.  
4 But eventually really all of the kinds of  
5 work that we were doing in the community  
6 and around visioning and planning, that  
7 it should be done within the district.

8 Twenty years on now, what I'm  
9 seeing is that it's very, very hard for  
10 the district to be able to, in a sense,  
11 have that luxury. They are responding to  
12 so many people, so much staff, so much  
13 work that I think it is very hard for  
14 them to do the kind of community-based  
15 visioning and planning that really needs  
16 to be done. They need to partner in it.  
17 But what they tend to do then is, they go  
18 out and they hire these really expensive  
19 consultants and they pay a fortune for  
20 it, and they don't have local knowledge.  
21 They don't know communities. They don't  
22 know -- they don't have any relationships  
23 in the neighborhoods or in the schools,  
24 and they get a really nice glossy thing  
25 that they spend a few million for, and it

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2 doesn't work.

3           So the advantage for us -- and  
4 I would say that what you want is to find  
5 your homegrown non-profits who can kind  
6 of carry the -- really have the trust in  
7 their communities and will help  
8 facilitate the conversation in the City.  
9 And it's a combination of technical  
10 people and community people. It's  
11 education planners. It's an interesting  
12 and -- a really interesting mix of folks,  
13 but I think it's partly why we were able  
14 to sustain the commitment in the city for  
15 as long as we have, is because it really  
16 did come from the bottom up. I mean, we  
17 didn't wait for the school district to  
18 have a plan. We really worked on  
19 planning and doing planning even as  
20 they -- the city finally did adopt it.  
21 They have a facility master plan that is  
22 developed every three years, and  
23 sometimes there's better or less  
24 community engagement in it, but now it's  
25 essentially trained the City Council,

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2 it's trained the Mayor. I mean, there's  
3 people that pay attention to that  
4 process, but it's been almost 20 years  
5 now that that's happened. But it has  
6 made an enormous difference. And we  
7 still are struggling with the inequities.  
8 We've spent in some -- in the wealthy  
9 communities \$400 a square foot on every  
10 building in the inventory and in the poor  
11 communities still 200 a square foot, but  
12 half of what's been spent. So we're  
13 struggling with that. We're struggling  
14 with the contracting and efficiencies and  
15 some real sloppiness I think on the part  
16 of the way the oversight and the  
17 management of the capital program has  
18 gone. But it has -- the plan and the  
19 vision has really sustained, but it was  
20 pretty bottom up.

21 COUNCILWOMAN GYM: So you  
22 consult with school districts; is that  
23 correct?

24 MS. FILARDO: We are foundation  
25 funded. Most of the consulting that

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2 we've done is within our own school  
3 district. We did the student assignment,  
4 the boundary change for the District of  
5 Columbia, because we actually really  
6 believe in the local -- finding the local  
7 people that you would work with. I mean,  
8 we would certainly be happy to do  
9 whatever we can to help the community  
10 groups here that are your trusted groups  
11 to sort of help them build capacity, but  
12 for us, our highest value is in our  
13 national research, and we're working with  
14 states now trying to really build the  
15 capacity of states, because we think  
16 they're a major missing piece, as well as  
17 on federal policy. So we sort of do  
18 things -- develop policies that we try to  
19 share, but I think that we would do  
20 whatever we could to help groups here in  
21 Philadelphia.

22 COUNCILWOMAN GYM: And do you  
23 look at analyses of not just whole school  
24 districts but perhaps individualized  
25 buildings?

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2 MS. FILARDO: We certainly get  
3 involved in standards for individual  
4 buildings from a district and a state  
5 perspective, and we've done surveying  
6 assessments kinds of things, again,  
7 trying to understand how to get staff and  
8 building engineers -- we've surveyed  
9 building engineers, teachers to  
10 understand their perspectives in  
11 individual buildings, yeah.

12 COUNCILWOMAN GYM: One of the  
13 reasons why I ask is because the City of  
14 Philadelphia is embarking on a real  
15 investment around community schools,  
16 which will take a small cohort of  
17 schools. But one of the most appealing  
18 aspects about the work that you've done  
19 is your significant investment in an  
20 expansive public engagement strategy  
21 about how we talk about buildings, how we  
22 talk about visioning, how we engage a  
23 multitude of communities to come to the  
24 table so that their perspectives can form  
25 a pretty comprehensive vision for

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2 building usage and possibilities. But we  
3 are grappling with a school district that  
4 isn't under our control and is kind of  
5 under state takeover management where  
6 there's significant potential  
7 disagreements around how different  
8 entities view the role of oversight on  
9 that and in an interim kind of fashion,  
10 whether working with the community  
11 schools model is an option in terms of  
12 ensuring that at least in one sector we  
13 can get a robust effort underway at  
14 talking about our facilities and our  
15 buildings and vision and as we try to  
16 work towards better management and  
17 oversight for the School District.

18 MS. FILARDO: One of the things  
19 that I would offer to you is an attorney  
20 that helped us on our public-private  
21 partnership in Washington, DC who is now  
22 a Philadelphia based. And part of what I  
23 have asked him about is what are the  
24 kinds of standard legal agreements, the  
25 MOUs, all of these agreements when you go

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2 into partnership, whether it's a Water  
3 Department on a green roof or a  
4 community-based service that's using  
5 space or, frankly, even among the charter  
6 and the District facilities. These are  
7 really complicated transactional  
8 agreements that in many ways the public  
9 sector isn't designed -- the attorneys  
10 that represent them don't well represent  
11 transactional kinds of agreements. They  
12 don't get the best interest of  
13 necessarily the parties, the public  
14 parties involved.

15 And so he has been working with  
16 us, and we've been looking at whether or  
17 not it's possible to make some templates  
18 on this. And so I would certainly -- I  
19 will encourage him, and if we can connect  
20 you all together, I think that there's  
21 technical work that needs to really  
22 support the kind of initiative that  
23 you're looking at, and it's not there.  
24 It's not there in any city.

25 COUNCILWOMAN GYM: Thank you.

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2 Thank you very much. I just wanted to  
3 say to our chairperson and fellow members  
4 of our committee that I still feel like  
5 the District significantly lacks a vision  
6 for its facilities. We've basically got  
7 a commitment from the District that the  
8 facilities that we know of are going to  
9 be three school closures a year. Three  
10 public schools will close per year. We  
11 are maybe in a short-term emergency kind  
12 of repair system around the most extreme  
13 situations that may rise to attention,  
14 but beyond that, we don't have an  
15 expansive view of how to invest in  
16 facilities, even as our city and our  
17 demographics change all over, that we've  
18 got new communities coming up in whole  
19 areas of the City which are education  
20 deserts that lack a public school  
21 building in them, that we're seeing other  
22 buildings fall into disrepair, like  
23 Solis-Cohen, in some of the most  
24 overcrowded areas of our city in the  
25 Northeast.

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2 And so this kind of failure to  
3 really think through an expansive master  
4 facilities vision for the District that  
5 isn't rooted in consolidations and  
6 closings is potentially going to have an  
7 impact on our ability to retain families  
8 here, to think through development and  
9 complementary housing development and  
10 economic development plans that are  
11 neighborhood oriented and geared. And I  
12 think that an appeal of the 21st Century  
13 Schools Fund is your ability to really  
14 think through a very comprehensive  
15 strategy, a real robust public engagement  
16 process that takes us forward and not  
17 locks us into sort of the deficient  
18 circumstances that seem to reinforce a  
19 declining future for the District, that  
20 if we only look at things in the current  
21 status of closings and consolidations and  
22 disinvestment and decline, we will never  
23 work our way out of this.

24 So I want to thank you for your  
25 work.

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2 Thank you so much to  
3 Mr. Roseman for decades of being an  
4 advocate on this issue as well.

5 Thank you.

6 COUNCILMAN GREEN: And just to  
7 follow up real quickly as Madam Chair  
8 comes back to the table, Ms. Filardo, if  
9 you can follow up with the name of that  
10 attorney. That way, with Frank in my  
11 office, we can follow up and continue  
12 that conversation.

13 Thank you.

14 COUNCILWOMAN BLACKWELL: Thank  
15 you.

16 We thank you all. Mr. Bennett,  
17 I did not say how sorry I am as well. We  
18 appreciate all that your union is, as you  
19 know, to the workers and to the City rank  
20 and file. We appreciate you.

21 MR. BENNETT: Thank you.

22 COUNCILWOMAN BLACKWELL: And if  
23 we have said all that we can -- you  
24 brought up so many important issues.

25 So we want to say that this

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2 Committee of Education and Public  
3 Property will be recessed subject to the  
4 call of the Chair, and we certainly are  
5 available for you and would like to be in  
6 touch with you for information as we  
7 need.

8 Thank you all. The Committee  
9 is recessed, and God bless you all.  
10 Thank you.

11 I missed saying it. Does  
12 anybody else want to testify?

13 (No response.)

14 COUNCILWOMAN BLACKWELL: Are we  
15 okay?

16 Okay. Thank you.

17 (Joint Committees on Education  
18 and Public Property concluded at 4:20  
19 p.m.)

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