

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE OF THE WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, May 26, 2015
10:45 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILWOMAN CINDY BASS
COUNCILWOMAN JANNIE BLACKWELL
COUNCILMAN W. WILSON GOODE, JR.
COUNCILMAN WILLIAM K. GREENLEE
COUNCILMAN BOBBY HENON
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN ED NEILSON
COUNCILMAN DENNIS O'BRIEN
COUNCILMAN DAVID OH
COUNCILWOMAN BLONDELL REYNOLDS BROWN
COUNCILWOMAN MARIAN B. TASCO

BILLS 150162, 150163, 150164, 150165, 150166,
150167, and 150438
RESOLUTION 150179

- - -

1
2 COUNCIL PRESIDENT CLARKE: Good
3 morning. We're going to start now.
4 Thank you.

5 This is the public hearing of
6 the Committee of the Whole regarding
7 Bills No. 150162, 150163, 150164, 150165,
8 150166, 150167, 150438, and Resolution
9 No. 150179.

10 Co-chairing the hearing today
11 will be Councilwoman Blackwell, the Chair
12 of the Education Committee.

13 Ms. Lewis, please read the
14 titles of the bills and resolution.

15 MS. LEWIS: Bill No. 150162, an
16 ordinance to adopt a Capital Program for
17 the six Fiscal Years 2016 through 2021
18 inclusive.

19 Bill No. 150163, an ordinance
20 to adopt a Fiscal 2016 Capital Budget.

21 Bill No. 150164, an ordinance
22 adopting the Operating Budget for Fiscal
23 Year 2016.

24 Bill No. 150165, amending
25 Section 19-1801 of The Philadelphia Code,

1 5/26/15 - WHOLE - BILL 150162, etc.
2 entitled "Authorization of Tax," to
3 further authorize the Board of Education
4 of the School District of Philadelphia to
5 impose a tax on real estate within the
6 City of Philadelphia, to provide for an
7 increase in the tax, and making technical
8 changes, all under certain terms and
9 conditions.

10 Bill No. 150166, amending
11 Section 19-1806 of The Philadelphia Code,
12 entitled "Authorization of Realty Use and
13 Occupancy Tax," to further authorize the
14 Board of Education of the School District
15 of Philadelphia to impose a tax on the
16 use or occupancy of real estate within
17 the School District of Philadelphia,
18 under certain terms and conditions.

19 Bill No. 150167, amending
20 Chapter 19-1500 of The Philadelphia Code,
21 entitled "Wage and Net Profits Tax," by
22 revising certain tax rates, under certain
23 terms and conditions.

24 Bill No. 150438, amending
25 Section 19-1806 of The Philadelphia Code,

1 5/26/15 - WHOLE - BILL 150162, etc.
2 entitled "Authorization of Realty Use and
3 Occupancy Tax," to further authorize the
4 Board of Education of the School District
5 of Philadelphia to impose a tax on the
6 use or occupancy of real estate within
7 the School District of Philadelphia and
8 to set the rate for such tax, and making
9 technical changes; all under certain
10 terms and conditions.

11 And Resolution No. 150179,
12 providing for the approval by the Council
13 of the City of Philadelphia of a Revised
14 Five Year Financial Plan for the City of
15 Philadelphia covering Fiscal Years 2016
16 through 2020, and incorporating proposed
17 changes with respect to Fiscal Year 2015,
18 which is to be submitted by the Mayor to
19 the Pennsylvania Intergovernmental
20 Cooperation Authority (the "Authority")
21 pursuant to the Intergovernmental
22 Cooperation Agreement, authorized by an
23 ordinance of this Council approved by the
24 Mayor on January 3rd, 1992 (Bill No.
25 1563-A), by and between the City and the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Authority.

3 COUNCIL PRESIDENT CLARKE:
4 Thank you, Ms. Lewis.

5 Today we continue the public
6 hearing of the Committee of the Whole to
7 consider various bills read by the Clerk
8 that constitute proposed operating and
9 capital spending measures for Fiscal
10 2016, a Capital Program, and a
11 forward-looking Capital Plan for Fiscal
12 2016 through Fiscal 2021.

13 Today we will hear testimony
14 from the Philadelphia School District.
15 We'd ask you to please come forward.

16 (Witnesses approached witness
17 table.)

18 COUNCIL PRESIDENT CLARKE: Good
19 morning.

20 (Good morning.)

21 CHAIRWOMAN NEFF: Good morning,
22 Council President Clarke and members of
23 City Council. My name is Marjorie Neff
24 and I'm Chair of the School Reform
25 Commission of the School District of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Philadelphia. Thank you for the
3 opportunity to testify before you this
4 morning.

5 I am joined today by my fellow
6 Commissioners - Bill Green, Feather
7 Houstoun, Farah Jimenez, and Sylvia
8 Simms - and I'd like to take this
9 opportunity to acknowledge them and thank
10 them for their critical service to the
11 students and families of Philadelphia.

12 I'd also like to acknowledge
13 the support from City Council to the
14 School District over the past several
15 years. Without your help, our current
16 situation would certainly have been
17 worse. Nevertheless, we find ourselves
18 at a critical juncture, and action by the
19 Philadelphia City Council is urgently
20 needed.

21 I'm honored to speak to you
22 today in my new role as Chair of the SRC,
23 and while this is a new position for me,
24 the School District budget process is a
25 familiar one. The School District of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Philadelphia has been my home for the
3 past 38 years. I have served as a
4 principal of two schools, taught in many
5 of its classes, and raised my children in
6 the Philadelphia school communities.
7 I've experienced the budget process and
8 budget cutbacks as a teacher, school
9 leader, and parent. It is with this
10 background of deep and varied experience
11 that I sit before you today with new
12 hope.

13 Following the devastating cuts
14 and incredible sacrifices of recent
15 years, our schools are now finally
16 positioned to move out of this dark time.
17 Our fiscal house is in order. We will,
18 for the first time in four years, end
19 this fiscal year with a small surplus.

20 Getting to this place has
21 required not spending beyond our means
22 and, as a result, making heartbreaking
23 cuts needed to put our district back on
24 solid financial ground. In addition,
25 through Dr. Hite's leadership, we're

1 5/26/15 - WHOLE - BILL 150162, etc.
2 armed with Action Plan 3.0, a thorough
3 and full plan to move us forward. New
4 dollars will be spent boldly and
5 purposefully.

6 However, we cannot move forward
7 without your help. The increased
8 revenues we request today are urgently
9 needed to provide our students with the
10 means to pursue brighter futures.
11 Additionally, the funding will open the
12 door to higher education for many of our
13 students. It will expand high-quality
14 career and technical education programs,
15 such as our soon-to-open Advanced
16 Manufacturing Center at Ben Franklin High
17 School, and enable more students to
18 access language immersion programs like
19 the one at Southwark Elementary School.
20 It will broaden our supports for students
21 who are struggling and expand alternative
22 education through our new opportunity
23 network.

24 More funds would allow the
25 District to increase our preschool

1 5/26/15 - WHOLE - BILL 150162, etc.
2 enrollment and provide more students with
3 after-school enrichment activities. We
4 can hire more school-based staff and
5 expand small group instruction, positive
6 school climate programs, and teacher
7 professional development. We can provide
8 needed supplies, teaching and learning
9 materials, and technology. The
10 school-by-school budget books provide a
11 thorough overview of school leadership
12 team priorities with additional City and
13 State funding.

14 From firsthand experience, I
15 can tell you that the hard work and
16 sacrifices of our teachers, principals,
17 families, and students have held our
18 schools together over these last few
19 years. We cannot and should not ask our
20 schools to give up anything more. To put
21 it simply, there is nothing left to cut.

22 I trust that our collective
23 aspirations for the Philadelphia schools
24 involve more than just merely treading
25 water. On behalf of our students,

1 5/26/15 - WHOLE - BILL 150162, etc.
2 teachers, and families, I join my fellow
3 Commissioners and the District leadership
4 team in asking you to help move
5 Philadelphia public schools to a brighter
6 future.

7 Thank you.

8 DR. HITE: Thank you, and good
9 morning, Council President Clarke,
10 members of City Council. I am William
11 Hite, Superintendent and CEO of the
12 School District of Philadelphia. Just
13 for your information, we provided you
14 with a deck that we shared individually
15 with many of you, but that presentation
16 is something that we will use as
17 background information today. We don't
18 intend to work through that presentation.

19 I want to thank City Council as
20 well, not only for the opportunity to
21 provide testimony today but also for your
22 continued willingness to champion
23 Philadelphia students and schools. Over
24 the past five years, City Council has
25 supported more than 300 million in

1 5/26/15 - WHOLE - BILL 150162, etc.
2 additional revenue to Philadelphia public
3 schools. That strong show of support
4 from Council has enabled us to stabilize
5 the school system and begin to rebuild.

6 Thanks to Council's efforts, we
7 were able to open schools on time this
8 year and, for the first time in the past
9 three years, avoid significant further
10 cuts to programs and services. While we
11 still must do more to achieve our
12 overarching goal and, that is, to ensure
13 that all children, present and future,
14 have great public schools close to where
15 they live, we've seen encouraging signs
16 of progress. Our schools are safer.
17 We've reduced suspensions. We have zero
18 schools now on the state's persistently
19 dangerous list and expanded positive
20 climate initiatives. Student attendance
21 is up. Graduation rates are up. Dropout
22 rates are down. A citywide effort is
23 designed to help young students learn to
24 read.

25 We opened three new

1 5/26/15 - WHOLE - BILL 150162, etc.
2 neighborhood-based innovative high
3 schools this year and expect increased
4 enrollment at several high-performing
5 schools next year. We launched an online
6 school application process, which
7 resulted in more students and families
8 actively participating in the school
9 selection process. We aligned their
10 curriculum to the rigorous PA Core
11 Standards, with more supports for better
12 instruction.

13 We revamped our teacher and
14 principal hiring strategies to better
15 compete for the most talented staff.
16 We're also using staffing approaches that
17 allows us to best match educated talents
18 with student and school needs.

19 More schools have engaged
20 parents, School Advisory Councils and
21 "friends of" groups. A comprehensive
22 school progress report featured in your
23 budget books now includes not only all
24 District-run schools but also 75 percent
25 of eligible charter schools, helping us

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to better celebrate, learn from, and
3 support our wide range of schools. There
4 is momentum in the public schools.
5 However, it will take a collective effort
6 to build a system of great schools across
7 Philadelphia.

8 Currently, academic
9 performance, still far too low. Outcomes
10 are not close to equitable, and most
11 schools, particularly those in the
12 neighborhoods most challenged by poverty,
13 lack anywhere near adequate staffing and
14 resources. Our first year required
15 stabilizing the precarious system. Our
16 second year focused on setting ambitious
17 student learning goals and aligning
18 resources accordingly. Our third year
19 and beyond seeks to ensure that every
20 child benefits equally from those
21 resources.

22 We have a new statement of
23 goals and values, our strategic plan,
24 Action Plan 3.0, that details our
25 approach. Our requested investments from

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the State, 159.4 million, and from the
3 City, 105.2 million, are essential to
4 this work. I may also add that
5 irrespective of where the money comes
6 from, the first \$85 million from any of
7 the sources fills a revenue -- will fill
8 a revenue shortfall.

9 I've spoken to almost all of
10 you individually about this year's
11 approach to planning for the requested
12 investments. Rather than dictate to
13 schools how these resources should be
14 used, we asked school leaders and their
15 teams to tell us how they could best use
16 the resources to meet student needs. The
17 school-by-school budget books include
18 information on each school's plan for
19 those resources.

20 While each plan is unique,
21 common themes include increasing access
22 to advanced placement classes and credit
23 recovery opportunities; staff and support
24 so teachers can do small group and
25 individualized instruction; enhanced

1 5/26/15 - WHOLE - BILL 150162, etc.
2 school climate programs; counseling and
3 social support for students; additional
4 resources to serve English language
5 learners and special education students;
6 and technology, books, and supplies to
7 support teaching and learning.

8 These resources also would
9 enable us to make a significant
10 investment in expanding alternative
11 education opportunities, a significant
12 focus in our Action Plan.

13 I could go on and on about
14 these investments and how -- I could go
15 on and on about how these investments
16 will help our students reach their full
17 potential, but rather than hear from me,
18 I'd like to introduce the work of two
19 terrific students who share in their
20 words why fully funding public education
21 matters and why it's important. These
22 students won the school video and essay
23 categories in the Mayor's Students Speak!
24 contest just a few weeks ago. First we
25 will have the winning video from a

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Central High School sophomore, Xue Yao
3 Zou. He goes by Brian. Brian was unable
4 to make it here today because he is in
5 class.

6 Second we'll hear from Sarah
7 Santiago, a 10th grade student from
8 Esperanza Academy Charter School, who won
9 the high school essay contest.
10 Afterwards, we will be happy to answer
11 and entertain questions from all
12 Councilmembers. As always, we appreciate
13 your support of the School District of
14 Philadelphia, our students, staff, and
15 their families.

16 Thank you. Now we'll hear from
17 Brian Zou.

18 (Video played.)
19 (Applause.)
20 (Witness approached witness
21 table.)

22 MS. SANTIAGO: Hi. My name is
23 Sarah. I'm a 10th grader at Esperanza
24 Academy. I'm going to read my essay now.
25 Fully fund my education because

1 5/26/15 - WHOLE - BILL 150162, etc.
2 it is my right to have one. I have the
3 right to knowledge and I have the right
4 to learn about the world and what is
5 happening in it. I have the right to
6 know of all the hate and misery that is
7 in our world, but I also have the right
8 to gain the tools that I need to change
9 that.

10 Fully fund my education because
11 I am a young Latina and we live in a
12 world where the odds are always against
13 the favor of myself and those just like
14 me.

15 Fully fund my education because
16 I want to be a leader, and I want to be a
17 leader without having to be looked down
18 upon because I am a female and a Latina.
19 I feel and see the problems that are
20 happening in my community firsthand and I
21 know how to go about fixing them.

22 Fully fund my education because
23 I deserve to have a voice, especially
24 when young girls like me seldom have one
25 in today's society. I have bright eyes

1 5/26/15 - WHOLE - BILL 150162, etc.
2 and a big mind, and my opinions and
3 thoughts do matter.

4 Fully fund my education because
5 I come from a background of adversity.
6 My father passed away when I was six
7 years old, and my single mother has
8 struggled for a long time to support me
9 and my brother. No matter what I went
10 through, my mother always told me that
11 education was the key to success. I make
12 sure to study hard every day, and I make
13 sure that I don't come home to my
14 hard-working mother with anything other
15 than a great grade.

16 Fully fund my education because
17 I go to a school in a city where violence
18 is on every block. My classmates and I
19 risk our lives every day to come to
20 school on public transportation, but we
21 still get up in the morning because we
22 want an education.

23 Fully fund my education because
24 I am strong, determined, and persevering.
25 I know what it's like to be a shy,

1 5/26/15 - WHOLE - BILL 150162, etc.

2 insecure girl, but when I want something,
3 I go and get it.

4 Fully fund my education because
5 I am a dreamer and I have only dreamt
6 when I was in class learning. I want to
7 see the world and everything it has to
8 offer, and I can only do that with an
9 education.

10 Fully fund my education because
11 I am not the only one who deserves it and
12 because I am not the only one who knows
13 that.

14 Fully fund my education because
15 students, especially those who are
16 dedicated and intelligent but come from
17 underprivileged backgrounds, deserve an
18 education.

19 Fully fund my education because
20 having an education means having a voice,
21 and when we have the money to get an
22 education so that we can become lawyers,
23 doctors, journalists and teachers, we
24 will look back to those who gave us that
25 education and we will forever be grateful

1 5/26/15 - WHOLE - BILL 150162, etc.

2 to those who gave us a voice.

3 (Applause.)

4 DR. HITE: Thank you to Brian

5 Zou and to Sarah Santiago, who both

6 provided excerpts from their winning

7 video and essays, respectively, in the

8 Students Speak! contest here recently.

9 So with that, Mr. Council

10 President, we will be glad to entertain

11 and respond to questions of

12 Councilmembers.

13 COUNCIL PRESIDENT CLARKE:

14 Thank you. Thank you, Dr. Hite,

15 Ms. Neff.

16 A couple of quick questions and

17 then I'll turn it over to the Co-Chair.

18 Dr. Hite, I just want to make

19 sure my memory is still as sharp as it

20 used to be. Probably not. The original

21 request from the School District for the,

22 as we've referred to around here, the

23 Cadillac plan, wasn't it \$300 million

24 total?

25 DR. HITE: Yes. In the Five

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Year Plan, that's correct.

3 COUNCIL PRESIDENT CLARKE:

4 Three hundred million.

5 DR. HITE: Yes.

6 COUNCIL PRESIDENT CLARKE: And

7 this number, the 159, I thought it was

8 like a one-third/two-third - State

9 two-thirds, City one-third - which has

10 been consistent across the last four,

11 five years, although the City always came

12 up with its one-third plus. The State

13 never came up with anything.

14 DR. HITE: Yes, sir. You're

15 right. Your memory is serving you

16 correctly. The original request was 200

17 and 100. So it's 200 from the State and

18 100 from the City.

19 COUNCIL PRESIDENT CLARKE:

20 Right. So this 159 number, where did

21 that come from?

22 DR. HITE: This was the number

23 that was included in the Governor's

24 budget.

25 COUNCIL PRESIDENT CLARKE: So

1 5/26/15 - WHOLE - BILL 150162, etc.
2 basically the state says this is what I'm
3 giving you and you said okay?

4 DR. HITE: Well, we were using
5 that number because that's what's
6 included in his budget, and so that's the
7 number. Naturally we requested 200, but
8 because he has 154 in his budget, that's
9 the number that we are using as a part of
10 our revenue ask.

11 COUNCIL PRESIDENT CLARKE: So
12 if we had put 75, that's the number you
13 would have used for the City?

14 DR. HITE: If he had 75 --

15 COUNCIL PRESIDENT CLARKE: No.
16 I'm saying you're using 159 because the
17 Governor says that's my number. So if
18 the City says, Well, our number is 75, is
19 that the number you would have used in
20 your plan?

21 DR. HITE: Well, we would have
22 to take -- we'd be grateful for any
23 additional revenue, but the need,
24 President Clarke, was for the 300.
25 Because that was included in his budget

1 5/26/15 - WHOLE - BILL 150162, etc.
2 address, that now became a more certain
3 number, so that's why we included that
4 amount. And in addition, we included the
5 amount from the City as well. All or
6 some of that would also be grateful, but
7 because we don't know what the number is
8 from the City's budget yet --

9 COUNCIL PRESIDENT CLARKE: You
10 don't know what the number is going to be
11 from the State's budget either.

12 DR. HITE: We do not, no.

13 COUNCIL PRESIDENT CLARKE: All
14 right. I'm just trying to -- I mean,
15 Doc, and we all love kids. Some of us
16 have kids. I mean, kids are going in the
17 public school system. A lot of us went
18 to the public school system. And every
19 year the City steps to the plate; the
20 State doesn't. That's not your fault.
21 We now have a new Governor and kind of a
22 new sense in terms of acknowledging that
23 there needs to be money on the State's
24 behalf to come to the Philadelphia School
25 District and all school districts across

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the State. So I do believe that there
3 will be more money forthcoming, but this
4 split continues to trouble me. I mean,
5 it's like now there's no longer a
6 one-third/two-thirds split, after we have
7 over the years come up with our one-third
8 plus and the State hasn't done anything,
9 and the simple reality is that you can
10 come in here, you can't go to the State
11 and sit on the floor, you can't bring
12 children in, you can't have films. I
13 mean, they just don't allow you to do
14 that up there, and you go to where you
15 think the path of least resistance is,
16 and understanding that we need more money
17 for schools. It's just a little
18 troubling the way you all approach
19 things.

20 DR. HITE: But we do go to the
21 State, Mr. Council President. I mean --

22 COUNCIL PRESIDENT CLARKE:
23 Where do you go?

24 DR. HITE: -- we've been up
25 there together advocating for additional

1 5/26/15 - WHOLE - BILL 150162, etc.

2 resources. And I will add this --

3 COUNCIL PRESIDENT CLARKE: I've
4 seen you in the hallways.

5 DR. HITE: We're all
6 advocating.

7 COUNCIL PRESIDENT CLARKE: You
8 don't have the same environment up there.

9 DR. HITE: But in addition, as
10 you will recall, over the past three
11 years, this is the first time at least in
12 my time here that there's been any
13 additional money from the State. And so
14 the fact that it was 154 of the 200
15 million requested, it's why we're
16 including the 154, because we know what
17 that number is.

18 But this is the first time at
19 least in my time -- since my time here in
20 Philadelphia that there's been any
21 additional monies that have been coming
22 from the State. As you've indicated,
23 most of it was through a mechanism where
24 the City was given the authority to use
25 different revenues for the School

1 5/26/15 - WHOLE - BILL 150162, etc.

2 District.

3 COUNCIL PRESIDENT CLARKE:

4 Yeah. I'm just wondering why we're not
5 still at the two-thirds/one-third. If
6 anything, it should be more weighted
7 towards State contributions. But it is
8 what it is.

9 So to be consistent with the
10 theme about I have the right to know or I
11 have the right to be educated, and I
12 agree with that young lady. So we sent
13 you a letter on May 20th -- and I know it
14 was relatively short timing -- asking you
15 to talk about that money that the City
16 has put forth over the last several
17 years. I think we asked for like 327
18 million.

19 DR. HITE: Right.

20 COUNCIL PRESIDENT CLARKE: And
21 if you tell me that your ability to
22 respond in a very detailed way was
23 limited because of the timeframe, I can
24 understand that, but the response we got
25 back from you, it was like basically

1 5/26/15 - WHOLE - BILL 150162, etc.
2 nothing. I mean, in the letter -- and
3 I'll read this real quick, not getting
4 into the pleasantries of the first part
5 of the letter. "In anticipation of your
6 budget presentation, City Council is
7 requesting in writing an itemized
8 breakdown of how the additional funding
9 was spent. The information that you
10 provide should be broken down by year and
11 spending classification. Within each
12 spending classification, please note
13 instruction and non-instruction
14 spending."

15 That's pretty detailed. And we
16 get back a response, it says increased
17 class size. One through 3 would have
18 increased from 30 to 37; 4 through 8
19 would have increased from 33 students --
20 do you think that that's like itemized in
21 detail, particularly as it relates to the
22 money? And the list goes on, very
23 similar responses, just broad --

24 DR. HITE: I think it was
25 informational, Mr. Council President, and

1 5/26/15 - WHOLE - BILL 150162, etc.
2 it is factual that the additional 321
3 million -- \$327 million that we've
4 received over the past several years, it
5 kept us from having to do or cut more
6 things like the things that were
7 described in that letter. And so it
8 is -- it goes into a fund. That fund
9 contains all of the revenue that we
10 receive, but that fund essentially pays
11 for all of our fixed expenses, and
12 without the 327, we would have been,
13 unfortunately, having to do some of the
14 things that are detailed in the letter,
15 like increasing class sizes and
16 eliminating more services that children
17 have or not returning certain services.

18 COUNCIL PRESIDENT CLARKE: But
19 how much money was spent? I mean, this
20 is a budget hearing. This is about the
21 money.

22 DR. HITE: Sure.

23 COUNCIL PRESIDENT CLARKE: You
24 don't have a single dollar figure in your
25 response. I need to know where that

1 5/26/15 - WHOLE - BILL 150162, etc.
2 money -- I mean, outside of this room,
3 there are a lot of people that want to
4 know where does the money go when it goes
5 to 400 North Broad. We authorize taxes
6 every year and it goes up to 400 and
7 that's pretty much it. We don't have the
8 ability to audit. We don't have the
9 ability to bring you in as we do other
10 departments and ask in very detailed
11 terms about where the money is. So I'm
12 just asking how much money was spent.
13 Because now my understanding is that this
14 newest request goes directly into the
15 classroom, is the way you referenced it.

16 DR. HITE: That's correct.

17 COUNCIL PRESIDENT CLARKE: So
18 this response suggested all of that other
19 money went directly into the classroom.
20 Is that the case?

21 MR. STANSKI: So Matt Stanski,
22 Chief Financial Officer, School District
23 of Philadelphia.

24 So in Fiscal Year '11, Council
25 President, the District spent in its

1 5/26/15 - WHOLE - BILL 150162, etc.
2 operating budget \$2.45 billion. We're
3 projected at the end of this fiscal year
4 to spend 2.59. So increase about \$150,
5 \$160 million.

6 Over that timeframe, we have
7 seen our fixed and mandated costs
8 increase exponentially. Our charter
9 payments went up \$300 million. Our
10 pension costs went up \$75, \$80 million.
11 Healthcare costs continue to go up.

12 So in response to your
13 question, at that same time while Council
14 is extremely generous in getting us the
15 327 million, we also lost revenue from
16 the State, about \$250 to \$300 million.
17 So the answer we gave you was -- in
18 truth, that money was used to just
19 sustain our current levels of services
20 that we provide students.

21 We have tried to be more
22 transparent over the last couple years.
23 Every vendor payment, every charter
24 school payment is up on our website in
25 Open Data. You can search by vendor,

1 5/26/15 - WHOLE - BILL 150162, etc.
2 search by charter school. We have this
3 new budget document that outlines school
4 by school where resources are going. And
5 so obviously hearing that there's the
6 concern around transparency, but we
7 believe that we're trying to be more
8 transparent.

9 And in response to your
10 question, that money was simply there to
11 help us sustain what we're currently
12 operating at. And even with that massive
13 increase in funding, as you are well
14 aware, we've had to make severe cutbacks
15 because of the growing fixed costs that
16 the District sees and the lack of revenue
17 we really received on the State side over
18 the last four years.

19 COUNCIL PRESIDENT CLARKE: So
20 why wouldn't you give me that response in
21 writing, that the fixed costs associated
22 with the operation --

23 MR. STANSKI: I think it's in a
24 bullet in the response, that mandated
25 costs are continuing to go up in the

1 5/26/15 - WHOLE - BILL 150162, etc.

2 District, but if that wasn't spelled out
3 clearly, we should have more.

4 COUNCIL PRESIDENT CLARKE: It's
5 not. All right. So I'm going to
6 resubmit the letter. If you can just
7 give us a more detailed response, it will
8 be helpful, because I really need to know
9 how this money is spent in very direct
10 terms. I understand mandating costs. We
11 actually have a similar challenge in the
12 City of Philadelphia, but we're required
13 to have a balanced budget every year, so
14 our ability to kind of roll these
15 challenges over to the next fiscal year
16 doesn't work.

17 All right. I'll come back,
18 because we have everyone teed up.

19 The Chair recognizes
20 Councilwoman Blackwell.

21 COUNCILWOMAN BLACKWELL: Thank
22 you, Mr. President, and thank you for
23 those questions, because we're sure
24 getting it from the outside. The public
25 and the press are saying that we have

1 5/26/15 - WHOLE - BILL 150162, etc.
2 less children and more expenses, what's
3 the deal. So those are very, very
4 legitimate questions.

5 Good morning again. Thank you
6 for your testimony. Certainly, Ms. Neff,
7 you mentioned programs with regard to Ben
8 Franklin High School and Southwark
9 Elementary School. Can you give us more
10 detail as to what they are and who will
11 be included and how people apply for
12 that.

13 CHAIRWOMAN NEFF: Well, I can
14 give you an overview. I'd certainly
15 defer to the Superintendent to give you
16 detail, but the language immersion
17 program, which I'm familiar with, is an
18 opportunity for children at an earlier
19 age to begin to learn a language, and I
20 believe at Southwark it's Spanish.

21 DR. HITE: It is Spanish,
22 that's correct.

23 CHAIRWOMAN NEFF: So they are
24 learning their content material in
25 Spanish and having their teachers

1 5/26/15 - WHOLE - BILL 150162, etc.

2 instruct them in Spanish.

3 The --

4 COUNCILWOMAN BLACKWELL: Does
5 that mean it will be for that school only
6 and those students only?

7 DR. HITE: That is correct.
8 That is correct, Councilwoman Blackwell.
9 It is for the children who live in the
10 Southwark community, and it was a request
11 from the principal to begin that program
12 there, and we supported that request.

13 CHAIRWOMAN NEFF: And the
14 program at Ben Franklin was originally
15 started with a very generous grant and is
16 focused on moving our children in the CTE
17 programs, the career and technical
18 education programs, into learning and
19 experiencing those skills that will
20 prepare them for careers that are
21 presently available in our city.

22 DR. HITE: And unlike the
23 Southwark program, any child that's
24 interested in the advanced manufacturing
25 can make application to that program.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 And so as indicated earlier, that is
3 going to be at Ben Frank starting in the
4 fall. We think that it will also provide
5 a natural pathway to the Community
6 College that is also offering an advanced
7 manufacturing program as well. So we
8 thought that with all of the
9 manufacturing particularly in the region,
10 it was important for our children to have
11 access to that type of CTE programming.

12 COUNCILWOMAN BLACKWELL: I
13 think that both sound wonderful, but
14 certainly you're going to have so many
15 people applying for them. And so is this
16 like a pilot or will people -- even those
17 who are from other places may be
18 interested in the Southwark model. Are
19 you trying those in these schools
20 narrowly as a pilot that we expect to
21 expand so that other students citywide
22 may be able to enjoy them?

23 DR. HITE: Yeah. I mean, yes.
24 The answer to the question is yes. We
25 would love to expand these types of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 programs across all of the schools, but
3 in addition, the principal at Southwark
4 was able to use his current allotment in
5 order to provide this immersion program,
6 particularly for the kindergartners who
7 are in the program. So he found a way to
8 do that in his schedule. We would love
9 to add language, particularly the world
10 languages, in all of our elementary
11 schools. Resources don't provide us the
12 ability to do that yet. And in addition,
13 the advanced manufacturing at Ben
14 Franklin, that was started by a generous
15 grant several years ago, and that program
16 is not a pilot. It is a standing program
17 that will operate here in the City, and
18 we think that it will be attractive and
19 it could influence how we think about
20 other programs as we move forward. But
21 that was one that was recommended and
22 recommended through a lot of the work
23 that we're doing in our CTE program with
24 the manufacturing community and in
25 addition with the Chamber and with the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 College and Career Council. All of those
3 entities recommended that we do some sort
4 of manufacturing type program, hence the
5 advanced manufacturing at Ben Franklin.

6 COUNCILWOMAN BLACKWELL: Yes.
7 I know. We've been talking about it a
8 lot in Council over the years. So it's
9 important and it's something that when we
10 talk about not all children being college
11 oriented and Community College has been
12 involved, so that's a big deal to us.
13 And certainly, as you know, we have the
14 Echoes of Africa, the Mayor's Commission
15 on African and Caribbean Immigrant
16 Affairs, and we have so many -- the
17 majority of our people are those who do
18 not have English as their first language.
19 So we are a resource that certainly can
20 be used for many ways, even
21 extracurricular, even to begin programs,
22 and we really, really want to be involved
23 in programs that deal with English as not
24 their first language and English for
25 those who speak another language and from

1 5/26/15 - WHOLE - BILL 150162, etc.
2 another place. We hope that you'll use
3 us for that.

4 Let me ask one question. You
5 know we introduced a resolution talking
6 about this whole issue of cursive
7 writing. It's kind of been big around
8 the country, and we certainly are hopeful
9 that the School District may not make it
10 optional but may make it a requirement
11 for our students. Do you know where we
12 are on that issue?

13 (Witness approached witness
14 table.)

15 DR. HITE: I'll ask Dr. Donyall
16 Dickey, as he's the Chief Academic
17 Officer, to come up and talk a little bit
18 about that.

19 COUNCILWOMAN BLACKWELL: Thank
20 you.

21 DR. DICKEY: Good morning.

22 COUNCILWOMAN BLACKWELL: Good
23 morning.

24 DR. DICKEY: Councilwoman, as a
25 former 3rd grade teacher and a high

1 5/26/15 - WHOLE - BILL 150162, etc.
2 school English teacher of literature, I
3 agree with you that a student's ability
4 to write in cursive is a skill that has
5 its place in public education. It is
6 strategically integrated into our early
7 grades' experience as opposed to being
8 taught as a stand-alone course currently
9 in the District.

10 COUNCILWOMAN BLACKWELL: That
11 does not -- making it optional I think is
12 something that we don't agree with. I
13 think that most of my colleagues would
14 agree. I mean, there's this joke going
15 on that a teacher passes a note to a
16 child talking about him to hand to
17 somebody behind him. That doesn't matter
18 because the child doesn't even know his
19 name when it's written cursively. I
20 mean, I don't understand why we can't
21 make it part of the curriculum as it once
22 was.

23 DR. DICKEY: Yes, ma'am. I
24 wouldn't describe cursive writing in our
25 curriculum as optional. Rather I would

1 5/26/15 - WHOLE - BILL 150162, etc.
2 describe it as integrated into the early
3 grades' experience. So it's important
4 that a student be able to read cursive
5 writing by the time they leave elementary
6 grades. For one reason in particular is
7 a significant number of primary source
8 documents, like, for example, the U.S.
9 Constitution, is written in cursive. And
10 so kids won't be able to access certain
11 documents if they don't have the ability
12 to read in cursive.

13 So I agree with you. We agree
14 with you wholeheartedly that students
15 should have that in their early grades'
16 experience.

17 COUNCILWOMAN BLACKWELL: Well,
18 having it and making it mandatory are two
19 different things. Will it be mandatory?
20 That's what we're talking about. By the
21 end of 3rd grade, every child should know
22 to write cursively.

23 DR. DICKEY: We're certainly
24 open to having a discussion. I'm
25 certainly open to having a discussion

1 5/26/15 - WHOLE - BILL 150162, etc.
2 with the folks in Curriculum,
3 Instruction, and Assessment in the
4 District about how we might strengthen
5 our students' exposure to cursive writing
6 in the early grades.

7 COUNCILWOMAN BLACKWELL: Well,
8 let me say that's not acceptable. It
9 isn't to me. And I believe that if you
10 polled my colleagues, they would agree
11 having a discussion just isn't good
12 enough, and we would expect that by the
13 time we finish our budget deliberations,
14 that we may have a specific answer, an
15 affirmative answer to this issue.

16 Thank you, Mr. President.

17 COUNCIL PRESIDENT CLARKE:
18 Thank you, Councilwoman.

19 One quick followup. With
20 respect -- I'm sorry. You want a point
21 of order?

22 COUNCILWOMAN TASCO: Point of
23 order.

24 COUNCIL PRESIDENT CLARKE:
25 Councilwoman Tasco has a --

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILWOMAN TASCO: Thank you
3 very much, Mr. President.

4 On Councilwoman Blackwell's
5 comment, I was very, very pained when I
6 watched the Trayvon Martin trial and the
7 young woman was a witness and she
8 couldn't read what they asked her. They
9 gave her some materials to read. She
10 said, I can't read cursive. It was very
11 painful to me. I mean, those of us who
12 went to school years ago had cursive
13 writing.

14 And so I think the point you
15 made about some of our documents being in
16 cursive writing is very important,
17 because I thought -- my head went to this
18 lady, there was something wrong. I was
19 not aware that they did not teach cursive
20 writing in schools, and nobody explained
21 it. So she left that witness stand with
22 people thinking and believing that she
23 was not very intelligent.

24 So thinking about the overall
25 society we live in, I do think cursive

1 5/26/15 - WHOLE - BILL 150162, etc.
2 writing is very, very important for our
3 children because -- I don't know who came
4 up with the idea that we shouldn't have
5 cursive writing. Did somebody get a
6 light bulb in their head to say we
7 shouldn't teach cursive writing?

8 DR. DICKEY: There has been a
9 move in public education away from
10 teaching cursive writing, simply because
11 most of what students have to write
12 beyond the early grades, they do so using
13 a digital platform. So they do so using
14 a keyboard. They write it online. They
15 type papers. And so there's been a move
16 away from it. That doesn't necessarily
17 mean that that move away from cursive
18 writing has been timely.

19 And so I agree with you,
20 Councilwoman, that it's important that
21 students are exposed to cursive writing
22 in the early grades for obvious reasons.
23 Many of our teachers teach cursive
24 writing in the early grades and it's
25 just -- I think it may be important for

1 5/26/15 - WHOLE - BILL 150162, etc.
2 us as a district to go back and take a
3 look at the focus on cursive writing in
4 the early grades. But when you use the
5 word "mandate," it sends a message to
6 people that it's a top-down approach to
7 instruction and to what happens in the
8 classroom. Our teachers value -- I'm
9 sure they value cursive writing, and it's
10 just going to take us a little bit of
11 time to go into our curriculum, look at
12 it again, see where we can strengthen the
13 students' exposure to cursive writing.

14 COUNCILWOMAN TASCO: Thank you
15 very much.

16 COUNCIL PRESIDENT CLARKE:
17 Thank you, Councilwoman.

18 Real quick followup. On the
19 manufacturing course and dual enrollment,
20 all those courses that you do in
21 conjunction with other institutions, does
22 that money flow through the School
23 District? Does it flow through the
24 School District or does it go to the
25 institution?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 DR. HITE: It does. It comes
3 through the School District, and in those
4 cases with dual enrollment, then we pay
5 the institution.

6 COUNCIL PRESIDENT CLARKE: Why
7 wouldn't the City just pay the
8 institution directly?

9 DR. HITE: I don't --

10 COUNCIL PRESIDENT CLARKE: Is
11 that something that you --

12 DR. HITE: It just comes out of
13 our -- we used it out of our operating
14 budget and then there are agreements that
15 we have with the universities.

16 COUNCIL PRESIDENT CLARKE: I
17 understand, but we have -- as an example,
18 the dual enrollment. We have a contract
19 with Community College and we fund them
20 similar to this process, although we have
21 the ability to be a little more engaged
22 because we do have people on the Board.
23 Would you be adverse to us funding
24 Community College to provide that service
25 to the School District and fund them

1 5/26/15 - WHOLE - BILL 150162, etc.
2 directly as opposed to sending the money
3 to 400 North Broad?

4 DR. HITE: No. That money is
5 our operating money --

6 COUNCIL PRESIDENT CLARKE: I
7 understand that.

8 DR. HITE: -- Mr. President.
9 And so I'd be for additional money to the
10 Community College to support --

11 COUNCIL PRESIDENT CLARKE:
12 You're always for additional money.

13 DR. HITE: Right.

14 COUNCIL PRESIDENT CLARKE: Why
15 do we give the money to you for a service
16 that they're providing when we can just
17 give the money to CCP and provide that
18 service to you?

19 DR. HITE: Well, as long as it
20 indicates the number of -- it indicates
21 number of children that we're serving.
22 In addition to that, the budgets control
23 for us how many children we can have that
24 go through that program and it supports
25 the instruction on their side, but in

1 5/26/15 - WHOLE - BILL 150162, etc.
2 addition, it also supports instruction or
3 support on our side for those young
4 people who are in dual enrollment
5 classes. Some of those are in schools.
6 Some of those are at the Community
7 College. So it all depends. I mean, and
8 the Chairwoman had, I'm sure, some dual
9 enrollment classes at Masterman.

10 But was that through your FTE
11 or your operating budget or was that
12 through the Community College's?

13 CHAIRWOMAN NEFF: When
14 Masterman had dual enrollment, it was
15 through a federal grant through the
16 School District that it was funded.

17 I guess one other point that I
18 would make in terms of making sure that
19 students make the best use of resources
20 is knowing that that was money that
21 was -- and once the federal grant ended,
22 then we did fund it out of our own
23 operating budget and asked parents to
24 match. There's a greater accountability
25 for both students and the schools in --

1 5/26/15 - WHOLE - BILL 150162, etc.

2 I'm not saying greater than what you
3 have, but --

4 COUNCIL PRESIDENT CLARKE:
5 Greater than CCP?

6 CHAIRWOMAN NEFF: Well, in
7 terms of making sure that students do
8 what they're supposed to do on their end.
9 When the school is paying for a student
10 to -- taking money out of their operating
11 budget to support a child at CCP, then
12 there's for me a more natural investment
13 on the part of the school to make sure
14 that the child attends classes and
15 performs well and makes good use of that
16 service. That would be something that at
17 a school level I always paid very close
18 attention to, who was in there and
19 knowing that we were supporting a class
20 at CCP, it was important.

21 The other thing it allowed us
22 to do also as well is to have a
23 relationship with Community College
24 around where the class happened, when it
25 happened. And they were wonderful, I

1 5/26/15 - WHOLE - BILL 150162, etc.
2 have to say. Primarily we did dual
3 enrollment with Community College of
4 Philadelphia.

5 COUNCIL PRESIDENT CLARKE: So
6 you want all the money all the time
7 basically?

8 CHAIRWOMAN NEFF: Well, I just
9 want to make sure that the money is well
10 spent.

11 COUNCIL PRESIDENT CLARKE:
12 Well, so do we, and I'm not necessarily
13 sure that that's been the case over the
14 last several years. I'm just being
15 honest.

16 CHAIRWOMAN NEFF: And I hear
17 what you're saying.

18 DR. HITE: I think --

19 COUNCIL PRESIDENT CLARKE: If
20 we had no ability -- this whole SRC
21 makeup and state takeover and all of
22 this, I mean, we have such limitations as
23 it relates to finding out what's going
24 on. I mean, maybe the other people are
25 comfortable with the way it's been, but

1 5/26/15 - WHOLE - BILL 150162, etc.

2 I'm personally --

3 CHAIRWOMAN NEFF: And I don't
4 disagree with you. I don't disagree with
5 you on that point.

6 COUNCIL PRESIDENT CLARKE: All
7 right. I'm sorry. I'm monopolizing the
8 time.

9 DR. HITE: Mr. Council
10 President, can I add one more statement
11 to this point, and I think the point is
12 important in terms of making sure the
13 money is spent for its intended purpose.
14 The point I'm making is, there's not
15 enough money. And I want to use a couple
16 of examples. So we talked about --

17 COUNCIL PRESIDENT CLARKE: But,
18 Doctor, there's not enough money here
19 either. There's things we want to do
20 that we can't do because we don't have
21 enough money. Nobody has enough money.

22 DR. HITE: I understand, but
23 the whole notion of this like who gets
24 the money, what we're trying to do is I'm
25 trying to support children who have that

1 5/26/15 - WHOLE - BILL 150162, etc.

2 type of potential. So if the number is
3 3,000 --

4 COUNCIL PRESIDENT CLARKE: And
5 so are we. So are we.

6 DR. HITE: -- then I want to
7 support those 3,000 young people at the
8 moment we have children who have shown AP
9 potential who don't have access to an AP
10 class. That's what we're trying to solve
11 for. And that's not where does the money
12 go. That is making sure that if in fact
13 there is additional resources, then we
14 can respond to the needs of those
15 students who have already shown
16 potential. And that's not taking more
17 money from us to give to the Community
18 College. That is saying here is the
19 ability to provide for these young people
20 an AP class because they've shown the
21 potential.

22 COUNCIL PRESIDENT CLARKE: And
23 you know I like dual enrollment. We
24 talked about it for a year or two, and
25 I'm on board 1,000 percent. The question

1 5/26/15 - WHOLE - BILL 150162, etc.
2 is who can better provide that service in
3 a more transparent way. It's simple.

4 I'm sorry. I'm sorry. We'll
5 get to you guys in a minute. I know.
6 I'm getting some angry stares. I'm
7 sorry.

8 COUNCILWOMAN BLACKWELL:
9 Someone just asked me about the CTE
10 program in Dobbins, where the school is
11 half full. Where are we on that issue?

12 DR. HITE: I'll have -- I think
13 I'll have Mr. Kipphut come up and talk
14 about that. David Kipphut runs the CTE
15 program. We have, as you know, a lot of
16 programs that are sitting in Dobbins now.
17 The school is scheduled for renovation,
18 so we also have that happening, but
19 Mr. Kipphut can provide us with specific
20 information about Dobbins.

21 COUNCILWOMAN BLACKWELL: Thank
22 you.

23 (Witness approached witness
24 table.)

25 MR. KIPPHUT: Good morning.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 David Kipphut, Deputy Chief for Career
3 and Technical Education for the School
4 District.

5 So the question about Dobbins,
6 the school was re-enrolled through a lot
7 of work by the school. They actually
8 have increased the incoming enrollment
9 into the school. One of the things we
10 have to keep in mind with Dobbins is that
11 with the number of programs in the school
12 and with the renovation that's planned,
13 which comes in around \$35, \$38 million, I
14 believe, we're going to have to close
15 about a third of the school down. It's a
16 three-year renovation. So as we close a
17 third of the building down, we have to be
18 able to move students around. So once
19 the renovation is done, then we'll be
20 able to move the total enrollment of the
21 school to a much larger amount, and we're
22 really targeting about 1,000 students.
23 Right now I believe the enrollment is
24 around 600 students. But we are
25 increasing and making sure the school is

1 5/26/15 - WHOLE - BILL 150162, etc.
2 fully enrollable, the programs are fully
3 enrolled at this point with our incoming
4 9th grade in September, but also keeping
5 in mind we have to be able to keep the
6 size down as we do these movements to
7 classes as we renovate a third of the
8 school over the next three years.

9 DR. HITE: I want to also add,
10 Councilwoman, that for the first time now
11 because we have the enrollment system
12 that is electronic, we know where
13 children are enrolling and where children
14 are not enrolling, and we're asking
15 questions. So now we have actually
16 created projections for all of the CTE
17 programs, not just for Dobbins but all of
18 them, and then we are requiring them in
19 some cases, if they come in under those
20 projections, to go back to the list of
21 children who have still not selected a
22 program so that those children could also
23 come back to those. And so now we know
24 where children are enrolling and not.
25 We're able to follow those projections

1 5/26/15 - WHOLE - BILL 150162, etc.
2 and ensure that the CTE programs enroll
3 the number of children who they can
4 enroll.

5 COUNCILWOMAN BLACKWELL: Thank
6 you. My last question --

7 COUNCIL PRESIDENT CLARKE:
8 Councilwoman, can we --

9 COUNCILWOMAN BLACKWELL: Yes.
10 Fine. I can wait until next cycle is
11 fine.

12 COUNCIL PRESIDENT CLARKE: The
13 Chair recognizes Councilman Jones.

14 COUNCILMAN JONES: Thank you.

15 COUNCIL PRESIDENT CLARKE:
16 Sorry about that.

17 COUNCILMAN JONES: That's all
18 right. It's the Chair of Education.

19 Still good morning.

20 DR. HITE: Good morning.

21 COUNCILMAN JONES: And we're in
22 for a long day. I always start with this
23 question to you because it is a question
24 that I asked you in 2013, and it was,
25 looking forward, how would you give

1 5/26/15 - WHOLE - BILL 150162, etc.
2 yourself -- how would you mark yourself
3 in this year looking forward as to
4 successes? And I'm giving you a copy of
5 the questions that I asked you then and I
6 want to kind of get answers for them now
7 in retrospect having been here since
8 then.

9 And so the first question is --
10 and it's almost in a report card fashion,
11 so you can give yourself the answer and
12 then the grade -- what is the percentage
13 of 8th grade students -- you said you
14 would be successful if you knew the
15 number of 8th grade students that passed
16 algebra 1 with a B or better. What is
17 that percentage today?

18 DR. HITE: I don't have all of
19 these answers in front of me, Councilman
20 Jones. I could get you that information
21 on the number, and I would also add that
22 seeing the questions from last year, what
23 percentage of 8th grade --

24 COUNCILMAN JONES: Same ones I
25 ask every year.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 DR. HITE: -- what percent of
3 8th grade students passed algebra 1 with
4 a B or better, I'll also amend that to
5 say how many 8th graders are actually
6 enrolled in algebra, and if that number
7 is increasing or decreasing, that also
8 gives us information. But I'll be able
9 to get this information for you during
10 the day.

11 COUNCILMAN JONES: So for the
12 record, I'd like to read the questions.
13 Percentage of 9th grade students passing
14 geometry with a C or better. What is the
15 number of students who have received
16 scores of 1,550 on SAT or 21 on ACT
17 during the past two years. What is the
18 percentage of students who scored at
19 least 3 on an AP exam or at least 4 in
20 the ID exam or scored at least proficient
21 on the National Occupational Competency
22 Test Institute, NOCTI, assessments for
23 the last two years. What is the
24 percentage of students graduating from
25 high school within four years. What is

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the percentage of students matriculating
3 to college within one year of high school
4 graduation. And what is the percentage,
5 the last question, what is the percentage
6 of students returning to college for a
7 consecutive year after enrolling in
8 college within one year of graduating
9 high school. And when I asked you that,
10 you said these would be good measures to
11 see where we are. Now, I would say also
12 that we have to give you the tools to be
13 able to do all of those things, but it
14 still serves as a benchmark to see based
15 on what you said would be positive
16 outcomes on how that would be.

17 DR. HITE: Councilman Jones, if
18 I may, I have the answer to the last
19 three. So I have those. And I would
20 also add that we are in the process of
21 creating a dashboard in the District
22 that's going to have all of these metrics
23 public. And so these will be public for
24 both me and the District.

25 But I want to come back. What

1 5/26/15 - WHOLE - BILL 150162, etc.
2 percentage of students graduate from our
3 Philadelphia schools within four years.
4 That number is 64 percent.

5 What percentage of students
6 matriculate to college within one year of
7 high school graduation. The last time we
8 were able to look at this number
9 because -- and I'll explain why it was
10 the last time. We looked at the
11 2003-2004 cohort of 9th graders because
12 we wanted to follow those children
13 through the equivalent of two years in
14 college, if you will. And of that group,
15 it was 54 percent at that time four years
16 later graduated within four years. Of
17 that 54 percent, 24 percent of those
18 matriculated to college by the next fall.

19 COUNCILMAN JONES: Okay.

20 DR. HITE: And then of that
21 group, 13 percent graduated from college
22 within six years after graduating from
23 high school.

24 COUNCILMAN JONES: So 13
25 percent of the 54 percent actually

1 5/26/15 - WHOLE - BILL 150162, etc.
2 graduated from school. What is the
3 total -- what does that 13 percent
4 represent by way of graduating students?
5 So what is the gross number of students
6 at the beginning and what percentage --

7 DR. HITE: Got you, yeah.
8 Thank you.

9 COUNCILMAN JONES: I went to
10 public school, but --

11 DR. HITE: No, no. I got it.
12 Thank you. I appreciate it.

13 So of that number, if we look
14 at 2003-2004, the first-time cohort, 9th
15 grade, there were 15,428 children who
16 entered. Of that number, 8,397 graduated
17 within four years. And then 3,711 of
18 them matriculated to college by the first
19 fall after graduation, and then 1,983
20 graduated from college within six years
21 of graduating from high school. And I'll
22 also add that to your question,
23 Councilman Jones, these numbers increase
24 dramatically when we find that children
25 have had access or experience with the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 career and technical education.

3 And, Mr. Kipphut, if you could
4 walk through some of the figures there.

5 MR. KIPPHUT: Well, Councilman,
6 I can just tell you that for this school
7 year, our data is not complete yet as far
8 as NOCTI testing, because it just
9 finished up, but I can tell you that in
10 2012 -- NOCTI is the National
11 Occupational Competency Testing
12 Institute. It's a national organization,
13 and the State of Pennsylvania requires
14 all of our program completers -- program
15 completer in our career and technical
16 education is a student who has been
17 enrolled in a program for the full
18 three-year program and is graduating. So
19 they're required to take the NOCTI exams.
20 So in the school year 2012-2013, we had
21 739 students who tested competent and
22 advanced in NOCTI, which was 66.2 percent
23 of the students.

24 COUNCILMAN JONES: So it simply
25 says that kids that go to CTE tend to do

1 5/26/15 - WHOLE - BILL 150162, etc.

2 better, graduate more, go to school more,
3 have less disciplinary problems -- this
4 is what I hear -- than regular students.

5 MR. KIPPHUT: We're very proud
6 of our career and technical education
7 students. The students in our career and
8 technical education high schools, the
9 five of them, the graduation rate is 90
10 percent.

11 COUNCILMAN JONES: Versus 56.

12 DR. HITE: Fifty-four percent.

13 MR. KIPPHUT: And students in
14 our career and technical education
15 programs that are actually housed or
16 hosted by neighborhood high schools, the
17 graduation rate is 80 percent for those
18 students.

19 COUNCILMAN JONES: Which is
20 still head and shoulders above.

21 MR. KIPPHUT: Much higher than
22 the 64, yes.

23 COUNCILMAN JONES: If I could
24 segue and end with this question: Based
25 on your responses to President Clarke's

1 5/26/15 - WHOLE - BILL 150162, etc.

2 letter, can I have Mr. Stanski come up.

3 DR. HITE: Sure.

4 COUNCILMAN JONES: Do you have
5 a copy of this letter?

6 MR. STANSKI: We do, yes.

7 COUNCILMAN JONES: Did you
8 respond to it? Is this your response?

9 MR. STANSKI: I am part of the
10 respondent, yes.

11 COUNCILMAN JONES: Can you
12 state your name for the record.

13 MR. STANSKI: Matthew Stanski,
14 Chief Financial Officer, School District
15 of Philadelphia.

16 COUNCILMAN JONES: So help me
17 out. In Fiscal Year '11 and then compare
18 the number to Fiscal Year '15, the 328
19 million represents the increase?

20 MR. STANSKI: Yes, in City
21 funding.

22 COUNCILMAN JONES: So --

23 MR. STANSKI: Over those four
24 years.

25 COUNCILMAN JONES: So help me

1 5/26/15 - WHOLE - BILL 150162, etc.
2 with my math. But if you take that
3 number and subtract it from that number,
4 isn't it 358 million as opposed to 328
5 million?

6 MR. STANSKI: You're correct,
7 yes.

8 COUNCILMAN JONES: So why is
9 there a \$30 million difference?

10 MR. STANSKI: Because there's a
11 one-time -- well, there was a one-time
12 \$45 million grant that we got in Fiscal
13 '14 that we did not get in Fiscal '15.
14 So if you're just comparing Fiscal '15
15 and subtract from Fiscal '11, it's 328
16 million. If you add up the cumulative
17 increases, it gets to 358.

18 COUNCILMAN JONES: Okay. Could
19 you when you reply back to the
20 President's number, can you reflect that?

21 MR. STANSKI: Yes.

22 COUNCILMAN JONES: I'm
23 scratching my head thinking that I missed
24 math class.

25 MR. STANSKI: No, no, no.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN JONES: All right.

3 Thank you, Madam Chair.

4 COUNCILWOMAN BLACKWELL: Thank
5 you very much.

6 Councilman Goode.

7 COUNCILMAN GOODE: Thank you,
8 Madam Chair.

9 Good morning, Mr. Hite --

10 DR. HITE: Good morning.

11 COUNCILMAN GOODE: -- Chairman
12 Neff, members of the School Reform
13 Commission, and staff.

14 Let me first thank the Council
15 President for sending the letter on May
16 20th. I think it's important it's time
17 for us to look back at the amount of
18 money that this Council has invested in
19 schools and to see what we got for it,
20 and at the end of the day, I think we
21 know that we have paid more and got less.
22 I think specifically what the Council
23 President was looking for was some
24 accounting of what we actually saved
25 through the money we invested. But

1 5/26/15 - WHOLE - BILL 150162, etc.
2 rather than just go backwards, I'd rather
3 go forward.

4 The first question I guess is
5 for Mr. Stanski, and anyone else can
6 answer if they want. The School District
7 has a Five Year Financial Plan; is that
8 correct?

9 MR. STANSKI: That's correct.

10 COUNCILMAN GOODE: If the
11 District receives all the money that it
12 has requested in Year 1, what will be the
13 Year 2 request?

14 MR. STANSKI: If in the Five
15 Year Plan we receive \$300 million, the
16 Year 2 request is probably in the 370 to
17 380 range.

18 COUNCILMAN GOODE: I'm talking
19 about in terms of additional request.

20 MR. STANSKI: Oh, additional
21 request?

22 COUNCILMAN GOODE: If you get
23 all the money --

24 MR. STANSKI: And that money is
25 recurring? Let's say we got 300 million

1 5/26/15 - WHOLE - BILL 150162, etc.
2 this year. I can assume that I'm going
3 to get the 300 in the next year?

4 COUNCILMAN GOODE: It's your
5 Five Year Financial Plan. So I'm --

6 MR. STANSKI: So the request
7 would have to go up by another \$100
8 million at least every year and --

9 COUNCILMAN GOODE: I'm going to
10 walk you through that. So you get all
11 the money you request in Year 1. You
12 have a Five Year Financial Plan. How
13 much more money are you requesting in
14 Year 2?

15 MR. STANSKI: At least -- I
16 mean, it would be at least \$100 million,
17 if not more. And I can certainly walk
18 you through why those costs will grow.

19 COUNCILMAN GOODE: I don't
20 understand how you say "at least" and why
21 it's not a hard number if you have an
22 actual Five Year Financial Plan.

23 MR. STANSKI: Yeah. So if we
24 got 103 from the City, we'd have to get
25 178 the following year. So that's a \$78

1 5/26/15 - WHOLE - BILL 150162, etc.

2 million increase on the City side.

3 COUNCILMAN GOODE: You really
4 have to be better at this. You have a
5 Five Year Financial Plan. You know what
6 Year 1 is.

7 MR. STANSKI: Yes.

8 COUNCILMAN GOODE: I'm asking
9 you what is Year 2 in terms of additional
10 request. It should be a very simple
11 question.

12 MR. STANSKI: Got you. 230
13 million.

14 COUNCILMAN GOODE: So an
15 additional 230 million?

16 MR. STANSKI: Correct.

17 COUNCILMAN GOODE: Broken down
18 how?

19 MR. STANSKI: What's that?

20 COUNCILMAN GOODE: Broken down
21 how in terms of local and state funding?

22 MR. STANSKI: Seventy-six from
23 the State and 152 from the -- I'm sorry;
24 152 from the State, 76 from the City.

25 COUNCILMAN GOODE: So you want

1 5/26/15 - WHOLE - BILL 150162, etc.
2 an additional 76 million from the City in
3 Year 2. What about Year 3?

4 MR. STANSKI: Year 3 we would
5 need another 63 million.

6 COUNCILMAN GOODE: And how much
7 from the State?

8 MR. STANSKI: Another 130.

9 COUNCILMAN GOODE: Year 4?

10 MR. STANSKI: Year 4, another
11 60 from the City and 120 from the State.

12 COUNCILMAN GOODE: Year 5?

13 MR. STANSKI: This only went
14 out -- our plan only went from Fiscal '15
15 to '19. So this is -- it would stop -- I
16 stopped at Fiscal '19.

17 COUNCILMAN GOODE: So what's
18 the total --

19 MR. STANSKI: Total is \$913
20 million in additional money over the five
21 years.

22 COUNCILMAN GOODE: How much
23 from the City? How much from the State?

24 MR. STANSKI: It would be 304
25 from the City and 608 from the state.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN GOODE: So this is
3 not a question of pay now or pay later.
4 This is a question of pay now and pay
5 later.

6 MR. STANSKI: Yes. I mean, the
7 way our -- yeah, it has to be recurring,
8 and the way our expenses are structured,
9 we believe that this revenue is necessary
10 to, one, reinvest in District schools
11 but, two, and the bigger issue on the
12 revenue request --

13 COUNCILMAN GOODE: It's a
14 simple question. It's not a question of
15 pay now or pay later; it's a question of
16 pay now and pay later.

17 MR. STANSKI: Yeah, because the
18 reminder that whatever new money is
19 invested in District schools this year
20 has to go into the charter school payment
21 for the following year. So in order to
22 maintain those investments and then our
23 ability to --

24 COUNCILMAN GOODE: I simply --
25 you're using up my time. I simply wanted

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to put on the record that over the Five
3 Year Plan, you'll be back every year for
4 a considerable amount of money.

5 MR. STANSKI: That's correct.

6 COUNCILMAN GOODE: It doesn't
7 matter who pays.

8 MR. STANSKI: That's correct.

9 COUNCILMAN GOODE: Have you
10 seen the PCCY toolbox in terms of things
11 that should be considered?

12 MR. STANSKI: I have not.

13 COUNCILMAN GOODE: I'm going to
14 run down the list: Eliminate the School
15 District portion of the property tax
16 abatement, 700,000; parking lot tax, 7.5
17 million; PILOTS, \$10 million; increase
18 the use and occupancy tax by 20 percent,
19 \$27 million; shift property tax revenue
20 from City to District millage shift back
21 to 60 percent for \$54 million; and tax on
22 sugary drink at 1 cents per ounce, \$60
23 million.

24 Is there anyone at that table
25 or anyone who is a member of the School

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Reform Commission who has a problem with
3 any of those revenue streams? Put it on
4 the record now.

5 CHAIRWOMAN NEFF: I'm here to
6 say that we are leaving it up to you to
7 decide where the revenue comes from.
8 That's not our --

9 COUNCILMAN GOODE: That wasn't
10 the question. The question is, do you
11 have a problem with any of those revenue
12 streams?

13 CHAIRWOMAN NEFF: I have no
14 problem with us getting the money that we
15 need to run schools.

16 COUNCILMAN GOODE: Anyone else
17 who has a problem with it should come to
18 the table and say they have a problem
19 with it. If not, thank you very much.

20 Thank you, Madam Chair.

21 COUNCILWOMAN BLACKWELL: Thank
22 you.

23 Councilman Neilson.

24 COUNCILMAN NEILSON: Thank you,
25 Madam Chair.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 I'm going to continue right
3 where Councilman Goode left off, because
4 that's an important point. For every
5 hundred million we invest in new money to
6 the School District, 40 million has to be
7 added next year; is that correct?

8 MR. STANSKI: Yes.

9 COUNCILMAN NEILSON: So we give
10 you 100, next year you're 40, the State
11 gives you -- I mean, we're asking for 264
12 million. So that's roughly another
13 hundred million I have to come up with
14 next year. So now we're at Council
15 President. I mean, basic math here. I
16 don't need a complicated answer. How
17 much money do you spend on Community
18 College, CCP? You told us how you invest
19 in all the kids. How much money out of
20 your budget, operating budget, goes to
21 Community College?

22 DR. HITE: Councilman, because
23 that's at the school level, that comes
24 out of their respective budgets.

25 COUNCILMAN NEILSON: All right.

1 5/26/15 - WHOLE - BILL 150162, etc.
2 How much money does the Philadelphia
3 School District invest in Community
4 College? Someone has to pay the bills.
5 The School District pays them, not the
6 individual school, correct? Does the
7 individual school have checkbooks or does
8 the School District of Philadelphia have
9 a checkbook?

10 DR. HITE: Yeah, we have it.

11 COUNCILMAN NEILSON: Okay.
12 What's that number? Because creative
13 thinking says if I pay \$100 million in
14 additional money to the School District,
15 basic math, I pick up that Community
16 College bill, say it's 100 million, it's
17 100 million you don't have, I pick that
18 up. That does not cost me \$40 million
19 next year, does it? Because that has no
20 reimbursement strings attached to it like
21 it does the charter schools.

22 MR. STANSKI: So to answer --

23 COUNCILMAN NEILSON: Basic
24 math, right?

25 MR. STANSKI: To answer your

1 5/26/15 - WHOLE - BILL 150162, etc.
2 question, out of the operating budget, we
3 pay the Community College of Philadelphia
4 \$705,000 in Fiscal '14, and out of
5 federal money we paid them an additional
6 \$136,000.

7 COUNCILMAN NEILSON: So if I
8 spend that money and I write that check
9 from City Council instead of you, 40
10 percent of that doesn't go to charter
11 school reimbursement, correct?

12 MR. STANSKI: That is correct.

13 COUNCILMAN NEILSON: Okay. How
14 much money does the City of
15 Philadelphia -- we've had a lot of
16 hearings going on. I've had Health and
17 Human Services say they invest 75
18 million. I had the judicial system,
19 they're telling me they invest millions
20 in kids.

21 How much resources does the
22 City of Philadelphia, not dollars and
23 cents, of other operating budgets, how
24 much do we invest? Health and Human
25 Services told us the other day on the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 record that they spend almost \$600,000
3 for 103 schools per school for counseling
4 services. That's what they said on the
5 record. How much money does the City of
6 Philadelphia, this City Council
7 appropriate to all the departments that
8 directly input the education of our kids?

9 You have no idea? That's a
10 problem. Okay. Let's go back.

11 Madam Chair, under your
12 testimony, you told us under your
13 testimony that for the first time in four
14 years, you will end this fiscal year with
15 a surplus. However, your Superintendent
16 says he needs \$85 million to break even.
17 Please explain.

18 CHAIRWOMAN NEFF: That's next
19 year's budget because our fixed costs are
20 going up.

21 COUNCILMAN NEILSON: So --

22 CHAIRWOMAN NEFF: Pension
23 costs, healthcare costs --

24 COUNCILMAN NEILSON: How much
25 is your surplus this year going to be?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 MR. STANSKI: So we're
3 projecting the surplus to be \$6 million.
4 The reason there is --

5 COUNCILMAN NEILSON: Sixty or
6 6?

7 MR. STANSKI: Six million.

8 COUNCILMAN NEILSON: Thank you.

9 MR. STANSKI: The reason there
10 is a shortfall for Fiscal '16, it's
11 twofold. First, on the revenue side, if
12 we don't get any increased funding from
13 the State or the City, we're looking at a
14 decline in revenue of \$22 million because
15 of one-time revenue sources. The \$30
16 million grant that we got from the City
17 and then \$20 million worth of building
18 sales are now going away on the revenue
19 side, and then we have \$90 million worth
20 of increased costs that are all fixed.
21 Charter payments are going up \$40
22 million. Pension payments are going up
23 \$34 million. Healthcare costs are going
24 up almost \$10 million. And we have debt
25 costs going up about \$3 million.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN NEILSON: In your --

3 MR. STANSKI: Slide 6 through 8

4 in the deck that we gave you, in the
5 presentation, outlines why the shortfall
6 is where it is.

7 COUNCILMAN NEILSON: In your
8 budget, have you made any dollars
9 available to provide for any unsettled
10 labor contracts and increases to the
11 School District employees?

12 MR. STANSKI: We have not. In
13 the proposed Fiscal '16 budget, there is
14 no savings from labor from unsettled --
15 for bargaining units that we have not
16 reached agreement with.

17 COUNCILMAN NEILSON: How long
18 has the teachers' contracts been expired?

19 MR. STANSKI: It's been expired
20 since August 31st of 2013.

21 COUNCILMAN NEILSON: You don't
22 expect to give a raise or anything? No
23 expectations or nothing, so you don't
24 even budget for that?

25 MR. STANSKI: I mean, in our

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Five Year Plan, if we got the full \$300
3 million, we did have money set aside for
4 compensation improvements, but in the
5 Fiscal '16 budget, there is no
6 compensation increases planned at this
7 time.

8 COUNCILMAN NEILSON: Is most of
9 your budget dependent upon how the
10 Governor passes his budget?

11 MR. STANSKI: I mean, 54
12 percent of our revenue comes from the
13 state. And so whether we get 159 million
14 from that proposal or zero, right. That
15 is -- that's a big gap. And our City
16 request too. So the 264, the District
17 looks a lot different with 264 million
18 than it does without it.

19 COUNCILMAN NEILSON: Last
20 question. The SRC has debt service and
21 has been borrowing money for years. How
22 much debt service is the School District
23 carrying? How much debt do we owe since
24 the State takeover? The State took over
25 and has borrowed money on what they say

1 5/26/15 - WHOLE - BILL 150162, etc.

2 is, I think --

3 MR. STANSKI: I can't tell you
4 since 2000, but I can tell in principal
5 and interest we have \$3 billion of
6 outstanding debt. We have budgeted \$274
7 million worth of debt payments on
8 principal and interest this year. We
9 have not gone to the market for school
10 construction financing in almost four
11 years. We did do a deficit financing in
12 Fiscal '13 and we did a small general
13 obligation borrowing, 50 million, in
14 conjunction with a refunding that we did
15 in April.

16 COUNCILMAN NEILSON: Thank you,
17 Mr. President. I'll wait my turn and
18 come back. Thank you.

19 COUNCIL PRESIDENT CLARKE:
20 Thank you, Councilman.

21 The Chair recognizes
22 Councilwoman Reynolds Brown.

23 COUNCILWOMAN BROWN: Thank you,
24 Mr. President.

25 Good morning.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 (Good morning.)

3 COUNCILWOMAN BROWN: Welcome,
4 Chairman Neff, to these proceedings.

5 I want to recircle back to a
6 number of questions raised, started out
7 by, kicked off by President Clarke, and
8 try to get a more specific answer around
9 the why for the ask in terms of detail.

10 When was the last time the
11 School District of Philadelphia was
12 comprehensively audited?

13 MR. STANSKI: We're audited
14 every year by the City Controller Office,
15 and we are currently going through a
16 performance audit with the Pennsylvania
17 Auditor General, which happens every five
18 years.

19 COUNCILWOMAN BROWN: Presuming
20 you do receive recommendations, do you
21 not, from --

22 MR. STANSKI: From the City
23 Controller? Absolutely.

24 COUNCILWOMAN BROWN: So
25 specifically from the last report, what

1 5/26/15 - WHOLE - BILL 150162, etc.
2 one, two or three items did you learn
3 specifically from the last audit?

4 MR. STANSKI: I would say, one,
5 we've improved our accounting of our
6 student activity funds. It's not where
7 it needs to be. It's still a comment.

8 Two --

9 COUNCILWOMAN BROWN: Student
10 activities fund?

11 MR. STANSKI: Student activity
12 funds. This is like the field trip money
13 that schools collect and spend.

14 The second is, two years ago we
15 were -- we actually had a major finding
16 around our ability to actually operate.
17 We haven't had that finding, which is
18 good. That's a big step in the right
19 direction for us.

20 And then I would say the third
21 one and while we continue to need
22 improvement on is, we have better
23 internal controls over vendor payments
24 and things of that nature. I can
25 honestly say that the last audit report

1 5/26/15 - WHOLE - BILL 150162, etc.
2 we got from the City Controller, while
3 there are issues that needed to be
4 addressed, it was the first time since
5 2008 we didn't get what is deemed in the
6 audit world a material weakness or a
7 significant deficiency. So it's been --
8 so six years. And so while there were
9 comments made around areas of improvement
10 needed, and we obviously recognized those
11 and continue to work on those, there was
12 nothing of major concern to the point
13 where they had to identify it as a
14 significant weakness -- or a significant
15 deficiency or material weakness.

16 COUNCILWOMAN BROWN: Okay. Not
17 in this round and maybe not today I have
18 some specific questions around school
19 maintenance-related items, what the
20 protocols are for that which triggers the
21 need for that department to deal with
22 school maintenance-related issues.

23 I also want to go on the record
24 and say in capital letters with
25 exclamation points cursive writing should

1 5/26/15 - WHOLE - BILL 150162, etc.
2 be mandatory. Children need to sign
3 their name. We need to be able to read
4 signatures. And I need to hear
5 specifically what does integrated into
6 the curriculum mean. So if we could
7 invite back the professional that dealt
8 with that issue, I need specifics. What
9 does -- is he here? Could we please
10 invite the professional back up to the
11 table.

12 DR. HITE: He's still here,
13 Dr. Dickey.

14 (Witness approached witness
15 table.)

16 COUNCILWOMAN BROWN: Please
17 talk in greater detail about what does
18 integrated into the curriculum mean.

19 DR. DICKEY: Yes. So in the
20 early grades, primarily grades K through
21 5, students are responsible -- teachers
22 are responsible for teaching students the
23 foundational skills, and the foundational
24 skills include phonics. So learning that
25 letter combinations make sounds. And

1 5/26/15 - WHOLE - BILL 150162, etc.
2 then students are also responsible for --
3 teachers are responsible for teaching
4 students phonetic awareness, that single
5 letters make sounds. So that eventually
6 kids can recognize small words, type
7 words, they can develop their vocabulary,
8 all for the purpose of being able to read
9 fluently and comprehend what they've
10 read. And so the other half of that is
11 students being able to demonstrate
12 knowledge of what they read through
13 writing, and that's done two ways.
14 That's done through writing in print
15 and/or speaking. And print would include
16 printing letters versus writing the
17 letters in cursive. And so right now
18 you'd be hard-pressed to find a K-5
19 classroom wherein students do not have
20 the opportunity to write in cursive.

21 Now, is there a curriculum that
22 says as explicit as it is in the Common
23 Core that students in a particular grade
24 have to learn a particular skill at a
25 particular time of the school year, it's

1 5/26/15 - WHOLE - BILL 150162, etc.
2 not that explicit, but we are not opposed
3 to it being that explicit. It currently
4 is not.

5 COUNCILWOMAN BROWN: So if
6 you're not opposed -- well, let me ask a
7 different question. Are children graded
8 on their cursive writing like they're
9 graded on math and English, et cetera?

10 DR. DICKEY: So some of our
11 teachers may give kids a handwriting
12 grade. They may give kids a spelling --
13 much like they might give kids a spelling
14 grade, but those courses are typically
15 not -- cursive writing or spelling are
16 not typically taught as a stand-alone
17 course, which is why I used the term
18 "integrated." It's integrated into their
19 early literacy experience.

20 COUNCILWOMAN BROWN: So then to
21 underscore Chairwoman Blackwell's ask, by
22 the end of these budget proceedings, we
23 want to know affirmatively what the
24 expectations will be of teachers to
25 require that young people receive a grade

1 5/26/15 - WHOLE - BILL 150162, etc.
2 so that they know that it matters to us
3 as students moving on to middle school.
4 And you'll figure out how you can work
5 that out within your institution over
6 there.

7 DR. DICKEY: Yes, ma'am.

8 COUNCILWOMAN BROWN: But we
9 need to know for all of what research
10 tells us and when we consider the fact
11 that our students too often end up
12 shortchanged anyway because they're
13 coming from environments that may not
14 foster academics in the way that we would
15 like, then from where we sit as
16 members -- and this has nothing to do
17 with cost. So it's doable. And so the
18 ask and the expectation is that you
19 reassure us by the end of these
20 proceedings what the new protocols will
21 be where being graded for writing is an
22 expectation and in no way -- because you
23 used the word "may" be graded. So we
24 want "will" be graded going forward.

25 DR. DICKEY: If I could submit

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to you -- yes, ma'am. We'll do that.
3 We'll figure that out. And if I could
4 submit to you that there are costs
5 associated with teaching cursive. So
6 when something is, quote, mandated, there
7 are professional development costs for
8 teachers. There are consumable costs for
9 the kids to write in cursive. So there
10 are costs associated with teaching kids
11 to write in cursive, if it's mandated.

12 COUNCILWOMAN BROWN: I went to
13 Morton McMichael School and then Girls'
14 High. It was a requirement then. We
15 need to make it a requirement now.

16 DR. DICKEY: Point taken.

17 COUNCILWOMAN BROWN: Thank you.

18 DR. DICKEY: Yes, ma'am.

19 COUNCILWOMAN BROWN: Thank you,
20 Mr. Chairman.

21 COUNCIL PRESIDENT CLARKE:
22 Thank you, Councilwoman.

23 The Chair recognizes
24 Councilwoman Bass.

25 COUNCILWOMAN BASS: Thank you,

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Mr. President.

3 Good afternoon.

4 (Good afternoon.)

5 COUNCILWOMAN BASS: I just want
6 to follow up on Councilwoman Brown's
7 questions regarding cursive and also
8 Councilwoman Blackwell earlier, and I
9 have to say it's a little bit disturbing,
10 I would say, that it feels like we can't
11 get a straight answer on some of these
12 very important questions. And so as an
13 example, as we were discussing sort of
14 the whole cursive and writing and the
15 gentleman said, Well, it's important, we
16 recognize that it's important, but would
17 not make a commitment to it. And so from
18 our standpoint, if you recognize that
19 something is important for a child's
20 growth, then why are we not making a
21 commitment to it and why are we sort of
22 dancing around the subject? That's what
23 it feels like. And it's not just that
24 particular subject, but others as well.
25 It feels as if you can't get a straight

1 5/26/15 - WHOLE - BILL 150162, etc.
2 answer on some of these questions. And
3 so when you look back and you think about
4 we sold a whole bunch of School District
5 buildings and we expected to have some
6 revenues as a result of those sales and
7 then we find out that they're heavy with
8 debt, so there is no revenue to be
9 generated from those sales that comes
10 forward, and we find out all of these
11 things just sort of along the way. So it
12 really does feel as if information is --
13 not necessarily purposefully being
14 withheld, but nonetheless being withheld.
15 Maybe it's for a lack of having the
16 information at your fingertips or
17 whatever it may be. It does feel as if
18 it's very, very difficult to get the sort
19 of answers that we're looking for so that
20 we can make the decisions that we need to
21 make here.

22 We want to do everything we can
23 and be helpful to you. This is the
24 number one issue in the City of
25 Philadelphia, and everyone in this room

1 5/26/15 - WHOLE - BILL 150162, etc.
2 is on board with trying to help our
3 children, but we need to have the
4 information to be able to make educated
5 decisions, which I'm sure you all can
6 appreciate.

7 Chairwoman Neff, just a couple
8 of questions. You mentioned in your
9 testimony about the small surplus.
10 Actually, can you go back -- and maybe
11 this is a question for your financial
12 person. Can you go back over the
13 previous budget and tell me was there --
14 was this surplus projected? Was this
15 expected?

16 MR. STANSKI: No. When we
17 adopted the budget, we expected a zero
18 balance. And so we have a slight surplus
19 of \$6 million.

20 COUNCILWOMAN BASS: How did we
21 arrive at the surplus?

22 MR. STANSKI: A couple factors.
23 I would say the biggest is that our --
24 which is a good sign -- is that our cyber
25 charter costs are a little bit lower than

1 5/26/15 - WHOLE - BILL 150162, etc.
2 what we thought. The enrollment did not
3 go up as it has been in prior years, and
4 we are seeing some savings in the salary
5 line item as well. So that's pretty much
6 where we're getting it.

7 COUNCILWOMAN BASS: Okay. Do
8 you see any projected future surpluses
9 ahead?

10 MR. STANSKI: I do not.

11 COUNCILWOMAN BASS: I mean,
12 we're always hopeful, but I'm just --

13 MR. STANSKI: Yeah. It would
14 be nice to run small surpluses every year
15 to actually have a little bit of a fund
16 balance. That would be nice.

17 COUNCILWOMAN BASS: Okay. And
18 one of the statements that was made was
19 that new dollars will be spent boldly and
20 purposefully, which, again, because I
21 think we have a lack of confidence or a
22 situation where we have a crisis in
23 confidence, I think, in terms of what's
24 being done and how it's being done,
25 because the District is just so

1 5/26/15 - WHOLE - BILL 150162, etc.
2 incredibly large and having systems in
3 place to address some of the issues that
4 we have.

5 So, for example, one of the
6 things that comes to mind is this school
7 full of books in the basement of, I think
8 it was -- what school was it where the
9 books were found?

10 DR. HITE: Bok.

11 COUNCILWOMAN BASS: Was it Bok?
12 Okay. And there was a basement filled
13 with usable materials. And I think that
14 the response that came from the SRC or
15 from the District was that there was no
16 inventory system, so the District really
17 didn't seem to know what it had. And so
18 when we say we'll spend new dollars
19 boldly and purposefully, again, there is
20 a situation where confidence or lack of
21 confidence that that statement is
22 accurate. Can you address that?

23 DR. HITE: Yeah, I can address
24 that, Councilwoman, and I want to come
25 back to your earlier point, because

1 5/26/15 - WHOLE - BILL 150162, etc.

2 that's a fair point on the cursive

3 writing thing. I mean, number one --

4 COUNCILWOMAN BASS: So that's a
5 yes then, you're going to mandate it?

6 DR. HITE: No. I'm not going
7 to suggest we're going to mandate it
8 right now. I mean, because I have two
9 fundamental issues with it. One issue
10 is, any time you require a grade for
11 something, it allows just another point
12 for making decisions about certain
13 children because they can't do one piece
14 of a task. Cursive writing could be one
15 of those. And so I need to see a lot
16 more information about -- I know the
17 benefits of cursive writing, but I need
18 to see a lot more benefits to whether or
19 not we require that and make it mandatory
20 as a part of what children are graded on.

21 Now, understanding that
22 handwriting is graded. So that is one
23 point, but to suggest that -- not to
24 suggest that this could happen, but a
25 child could be held back simply because

1 5/26/15 - WHOLE - BILL 150162, etc.

2 their cursive writing is not up to par.

3 COUNCILWOMAN BASS: As you do

4 the research on that, we'd like to know

5 too if there is data that says that.

6 Then we need to bring that information

7 forward. But just on the suggestion of

8 it --

9 DR. HITE: Right.

10 COUNCILWOMAN BASS: -- we don't

11 want to act on that.

12 DR. HITE: No. I appreciate

13 that.

14 And then the other thing is on

15 the books, so yes is the answer to your

16 point. There were materials available.

17 There were materials available both at

18 the District basement and at Bok, because

19 the 24 facilities that were closed --

20 actually, it was 31 facilities -- all of

21 those materials went to one place. There

22 was an opportunity for individuals to

23 come in and get those materials that were

24 usable, but upon looking at the

25 materials, they were in such disarray, it

1 5/26/15 - WHOLE - BILL 150162, etc.
2 was, quite frankly, overwhelming to
3 individuals if they would go over and
4 look at it.

5 So there were some usable. So
6 now we're going through a process where
7 we actually are doing an inventory of
8 those materials, moving those materials
9 from Bok to 440 and discarding materials
10 that are no longer of use or no longer
11 current. So some of that stuff was
12 trash, some were usable materials, and we
13 are going through a process now to
14 identify all of those things and
15 inventory that so that we'll have a
16 system in place for educators to come in
17 and see what materials are available.
18 That is -- but when you are -- we've all
19 talked about what we've had to cut over
20 the past years, and cutting divisions
21 that were responsible for inventory and
22 thinking that our -- we have two people
23 that were in the book office. There may
24 be one now. But we had two people in the
25 book office and they were inventorying

1 5/26/15 - WHOLE - BILL 150162, etc.
2 all of the books we had by hand, two
3 people. For a district our size, that's
4 unheard of. So we now have created
5 systems to begin looking at how we
6 inventory all of those materials in
7 addition to every other book that's in
8 the District. So that's a part of what
9 we've done.

10 With respect to the property
11 sales, one of the things we were
12 attempting to do with our meetings with
13 each of you, for all of you that I've had
14 meetings with, was really to explain how
15 we arrived at the structural deficit and
16 how the implications of the one-time
17 funds then create a problem for us,
18 because the expenses are fixed. I mean,
19 so -- but the revenues are one time, and
20 so it creates this structural deficit
21 that we have moving from year to year.
22 It's just associated with the fixed costs
23 of a district our size.

24 COUNCILWOMAN BASS: No. I
25 understand that.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 One other thing -- I know I'm
3 out of time. One real quick point just
4 on the inventory of materials and that
5 the system is obviously out of whack. If
6 we've got one person responsible for all
7 of the materials for the entire School
8 District of Philadelphia, obviously
9 that's a big problem, but the other thing
10 I wanted to point out is that I've been
11 in schools that have been closed and it
12 looks as if when we close a school, we
13 close the doors and that's it. Whether
14 the materials are moved or not, it's
15 optional. Whether the building is
16 secured and cleaned and items moved to
17 440 North Broad or wherever the storage
18 space is, it may happen. It seems to me
19 that in a lot of the cases it doesn't
20 happen. So I just wanted to put that on
21 the record.

22 DR. HITE: All of the materials
23 from the closed facilities -- and if
24 there are exceptions, there are reasons
25 for those exceptions in terms of what

1 5/26/15 - WHOLE - BILL 150162, etc.
2 materials are left in buildings, but the
3 vast majority of those materials went to
4 Bok. And so that's -- and some were
5 going to the old William Penn High
6 School, but some materials went to those
7 two -- most of the materials from the
8 closed schools went to those two places.

9 COUNCILWOMAN BASS: Right. I'm
10 talking about not just books but
11 furniture and other items, bookshelf and
12 the whole nine, trophies, the school's
13 history. All of that seems to remain in
14 a lot of these schools to be open to be
15 vandalized. So, again, I just want to be
16 on the record on that.

17 Thank you.

18 Thank you, Mr. President.

19 COUNCIL PRESIDENT CLARKE:

20 Thank you, Councilwoman.

21 Real quick question. The SRC
22 has the ability to enact certain waivers.
23 I believe you have the ability to enact a
24 waiver on maintenance of effort; am I
25 correct?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 (Chairwoman Neff nods head in
3 affirmative.)

4 COUNCIL PRESIDENT CLARKE: Are
5 there any other waivers that you can
6 enact or is it just maintenance of
7 effort?

8 CHAIRWOMAN NEFF: As you are
9 aware, we're in court over some of the
10 waivers of the law that we've requested
11 around the labor contracts, but
12 maintenance of effort is the one that I'm
13 aware of, yes.

14 COUNCIL PRESIDENT CLARKE:
15 That's the only one you're aware of?

16 CHAIRWOMAN NEFF: What other
17 waivers are you thinking of particularly?

18 COUNCIL PRESIDENT CLARKE: I'm
19 not going to tip my hat, but there are
20 issues. It's clear there are issues with
21 respect to the structure of the SRC and
22 its governing powers as it relates to the
23 City of Philadelphia and our inability to
24 have any interaction. But from time to
25 time, the question comes up are there

1 5/26/15 - WHOLE - BILL 150162, etc.
2 things that we can do if we had a little
3 more flexibility to better accommodate
4 the School District, and we're not able
5 to do it because we don't have the
6 flexibility. So the question is, beyond
7 the waiver of the maintenance of effort,
8 which you enacted when we did the
9 borrowing after our sales tax got
10 hijacked by the State and SRC -- I had to
11 throw that in -- I'm just questioning
12 what else do you have the ability to do
13 as an SRC? And if you don't know right
14 now, that's fine.

15 CHAIRWOMAN NEFF: Right. And I
16 don't want to talk about legalities that
17 I don't have full grasp of.

18 COUNCIL PRESIDENT CLARKE:
19 That's fine. If you can just get that,
20 because I'm just not familiar with it.
21 That will be very helpful. Thank you.

22 The Chair recognizes Councilman
23 Oh.

24 COUNCILMAN OH: Thank you very
25 much.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCIL PRESIDENT CLARKE: I'm
3 sorry, Councilman.

4 Councilwoman Tasco.

5 COUNCILWOMAN TASCO: Thank you.

6 I have a couple of questions.

7 I won't have time. I'll have to come
8 back. But in your testimony you talked
9 about the focus on setting ambitious
10 student learning goals and aligning
11 resources accordingly. You talk about --
12 oh, that's not the question. You talk
13 about the question where you mention the
14 poverty is a great challenge to you and
15 some of your neighborhood schools and
16 where you lack the staffing and the
17 resources. In the plan are you planning
18 to develop special plans for these
19 schools to -- I know you can't address
20 the issue of poverty, but to keep those
21 young people on track, what plans do you
22 have for that?

23 DR. HITE: Yes, ma'am. And
24 I'll allow Mr. Stanski to work through
25 some of the exact strategies that we're

1 5/26/15 - WHOLE - BILL 150162, etc.
2 taking, but principally we're looking at
3 providing additional revenue,
4 particularly where there are large
5 concentrations of children from poverty
6 who attend schools, and we can do that
7 through Title I funding and have done
8 that now already, but in addition, we
9 provided more monies to schools that also
10 had higher concentrations of children in
11 poverty and some of the lower performing
12 schools with additional resources that we
13 put back into those schools last fall.
14 And so we look at it two ways, one
15 through grants and then one through
16 operating to address some of the things
17 that many of the principals have
18 requested. In addition, we were
19 fortunate this year to have 40 additional
20 reading specialists. Those reading
21 specialists were then assigned to schools
22 with higher numbers of children who were
23 not reading at grade level and based on
24 concentrations of poverty.

25 So those are a couple of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 examples. In addition, we're working
3 with some of the -- with DHS or DBH on
4 how their resources will come into those
5 communities as a part of either the
6 community umbrella agency or individuals
7 who are working in schools themselves.

8 MR. STANSKI: We get our Title
9 I grant, which is a federal grant that
10 specifically addresses students who come
11 from circumstances of poverty. The
12 District has taken the stance that we are
13 going to funnel more of those dollars
14 into schools that have very high
15 concentrations. It's difficult in
16 Philadelphia because all of our schools
17 deal with poverty, but we've made a
18 conscious choice to really in schools
19 that have, I would say, 65 percent of
20 their students to 100 percent of their
21 students coming from circumstances of
22 poverty, we have given them from the
23 Title I budget anywhere from \$500 to
24 almost \$700 per student to meet the needs
25 of those children. And as Dr. Hite

1 5/26/15 - WHOLE - BILL 150162, etc.
2 alluded to also, schools that are also
3 struggling academically, we've taken
4 Title I dollars and put additional
5 resources into those schools as well.

6 COUNCILWOMAN TASCO: I also
7 notice that one of the questions that I'm
8 going to ask about the charter school
9 expansion. So if you have a number of
10 schools in a neighborhood where children
11 are really struggling because of the
12 poverty, what consideration would you
13 give to allowing a charter school to come
14 into that area? Would you think maybe
15 all those resources that will go to a
16 charter school should go to the school in
17 the neighborhood? I'm not against
18 charter schools.

19 CHAIRWOMAN NEFF: Well, I think
20 that that's certainly the issue that we
21 have been struggling with as a district,
22 because it's a zero sum gain. There's
23 no -- it's -- the system of funding, in
24 essence, ends up pitting the regular
25 public schools against the charter

1 5/26/15 - WHOLE - BILL 150162, etc.
2 schools, which is unfortunate because we
3 do have charter schools that are
4 performing well and providing a good
5 education for children. I think the way
6 that we've tried to approach it in the
7 past two years is to -- well, in the past
8 year, as we approved charters or
9 identified charters for approval and
10 through the application process, we
11 attempted to identify neighborhoods that
12 needed more options for children in those
13 schools.

14 But you raise an important
15 point. Always we're concerned about what
16 the increasing charter population is
17 doing because of the funding, and we are
18 hoping that and working towards with the
19 State Legislature changing the funding
20 formula so that it doesn't disadvantage
21 either. We don't want charter schools to
22 get less, but we don't want our -- as
23 Mr. Stanski pointed out, if we are
24 fortunate enough to get the funds that we
25 need to really move our District forward

1 5/26/15 - WHOLE - BILL 150162, etc.

2 this year, it will have consequences for
3 us next year because of the charter
4 funding formula.

5 COUNCILWOMAN TASCO: Thank you.

6 COUNCILWOMAN BLACKWELL: Thank
7 you, Councilwoman.

8 Before I call on Councilman
9 O'Brien, I would note, back to this issue
10 of cursive writing, that I've never heard
11 of a student left behind because of bad
12 handwriting. In fact, one of our
13 staffers here for the President notes
14 that cursive writing has also been linked
15 to improved spelling and understanding of
16 phonics. But nobody gets left down
17 because of it. We are concerned as to
18 what happens now. I understand -- and
19 I'm sure Councilman O'Brien will speak.
20 We understand children who have medical
21 issues or children who have autism or
22 many issues and conditions that may
23 prevent them from being judged in this
24 way, but we believe that it just doesn't
25 make sense to even fight the issue of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 cursive writing. It just doesn't make
3 sense.

4 I want to ask another question
5 and, that is, when we talk about --

6 COUNCILWOMAN BROWN: Chair
7 Lady, point of information.

8 COUNCILWOMAN BLACKWELL: Point
9 of order?

10 COUNCILWOMAN BROWN: Yes, on
11 the cursive writing.

12 COUNCILWOMAN BLACKWELL: Please
13 put her mike on.

14 COUNCILWOMAN BROWN: Just a
15 point of information and clarification.

16 In no way do I want to appear
17 unreasonable, and the notion or
18 inclination that a young person would be
19 left back because their cursive writing
20 is unacceptable makes my heart ache. So
21 I don't want to suggest that at all, but
22 what I do know as a former teacher is
23 that there are different learning styles
24 for sure and there are different ways to
25 convey to a student whether a subject

1 5/26/15 - WHOLE - BILL 150162, etc.
2 area and/or conduct is acceptable or
3 unacceptable.

4 So the notion of leaving back a
5 student, please take that off the plate
6 for me. That's not where I'm at. I'm of
7 the view that there needs to be some
8 level of expectation conveyed to a
9 student that cursive writing is an
10 important academic pursuit, and be it
11 outstanding, satisfactory, above
12 satisfactory or unsatisfactory, my hope
13 is that you develop some level of
14 expectation that conveys to a student
15 that we need you to have understandable
16 cursive writing to operate and function
17 in tomorrow's world. Am I making my
18 point?

19 DR. HITE: Yes.

20 COUNCILWOMAN BROWN: Okay. All
21 right, then.

22 Thank you, Madam Chairwoman.

23 COUNCILWOMAN BLACKWELL: Thank
24 you.

25 We're going to find an article

1 5/26/15 - WHOLE - BILL 150162, etc.
2 that talks about how cursive writing
3 affects development even in the brain,
4 but we'll find that article and make sure
5 you all get it.

6 Let me ask one question, and
7 then Oh and O'Brien. For children who --
8 my issue for many, many, many years, I
9 guess since the '80s, has been Ritalin
10 and behavior-altering drugs. It's added
11 to it by autism and many other
12 conditions. But given our shortage of
13 nurses and, as you know, Penn and Drexel,
14 we've been talking to them about creating
15 a special program, nurses first and
16 counselors second. How does one keep up
17 with children who -- Councilman O'Brien
18 was talking about children who have to
19 take pills during the day so that they're
20 ready after school even to do homework.
21 How since we have a shortage of nurses
22 and they're spread all over the City and
23 they may cover three, four, five schools,
24 how do you keep up with medication and
25 for those who have medical issues and

1 5/26/15 - WHOLE - BILL 150162, etc.
2 other issues? How do we deal with that
3 for our students?

4 DR. HITE: This is how we are
5 currently dealing with it, Madam
6 Co-Chair. The large staffing cuts, as
7 you indicated, over the past several
8 years, they've reduced our health
9 services staff from 283 to 183 today. So
10 it was 283 in 2011. Today it's 183. And
11 they're spread among 331 schools, and
12 those are 218 District schools and 113
13 private and parochial schools, and they
14 educate roughly 170,000 children, so to
15 your point. Our nurse-to-student ratio,
16 although they're not in every school
17 every day, is about 1 to 929. That is
18 well below the state limit. And we're
19 not suggesting that's good, but it's well
20 below the state limit of 1 to 1,500.

21 COUNCILWOMAN BLACKWELL: State
22 that again. One to?

23 DR. HITE: One to 929. The
24 state limit is 1 to 1,500. The national
25 average is 1 to 1,150. But we allocate

1 5/26/15 - WHOLE - BILL 150162, etc.
2 staff to ensure the ratio stays constant
3 and as low as possible in our District
4 schools, and unfortunately we're unable
5 to provide a professional school nurse --
6 I mean a nurse in every school every day.
7 On that grounds, that means that more
8 than 90 schools have a full-time health
9 service provider and more than one in
10 high disability schools. And to your
11 point earlier, children that have
12 specific needs have -- in some cases we
13 have more than one nurse in those
14 schools. So it could be a full-time
15 nurse plus a half-time or plus someone
16 just for that child. But many other
17 schools, I would add, usually smaller
18 schools, share staff and have some health
19 services staff on site only one day a
20 week. And so that's where we run into
21 many of the difficulties. And this means
22 that it is -- that health service
23 providers are not around when students
24 need them the most, because if they get
25 sick on a Tuesday but the nurse is only

1 5/26/15 - WHOLE - BILL 150162, etc.
2 there on Wednesday, it presents a
3 problem, and the challenge at those
4 schools is that it becomes either the
5 principal's responsibility or some other
6 adult's responsibility in the school or
7 the schools call 911 as a result of that.

8 And so that's how we are
9 dealing with that. And so what we -- so
10 you know that we've recently issued an
11 RFP to determine whether high-quality
12 healthcare provided models or services
13 can help us in these situations, and this
14 was a speculative request, because we
15 don't know what's actually out there and
16 what could be made available, and the
17 point of the RFP was to find out and
18 inform the decisions about how we could
19 get more healthcare professionals into
20 schools to support the work that many of
21 our school nurses are doing.

22 And so that's how we're looking
23 at it moving forward. We don't know what
24 models exist out there that would be
25 helpful. We would love to be able to use

1 5/26/15 - WHOLE - BILL 150162, etc.
2 more individuals like the two teaching
3 hospitals that -- the teaching
4 universities that you just described.

5 So that's kind of where we are
6 and how we're looking at this issue to
7 provide more cost-effective ways to
8 expand coverages in schools.

9 COUNCILWOMAN BLACKWELL: So is
10 this RFP still out there, you're waiting
11 to hear back, or are you evaluating?

12 DR. HITE: No. We're just
13 waiting to see what's going to come in on
14 that. There's been no action on it other
15 than just to see what's out there and
16 available.

17 COUNCILWOMAN BLACKWELL: Thank
18 you. Will you keep us informed?

19 DR. HITE: Will do, yes.

20 COUNCILWOMAN BLACKWELL: Thank
21 you.

22 Councilman Oh.

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

25 Good afternoon. So I myself

1 5/26/15 - WHOLE - BILL 150162, etc.
2 believe that one of the critical problems
3 of the School District is poor
4 management, and poor management because
5 of poor organization, and not because of
6 poor people, just poor management. The
7 SRC is a temporary organization. It is
8 not a very logical or intelligent
9 organization. It was just created by
10 politicians to stop gap something, and
11 it's been around for 14 years.

12 So could I ask, do you have a
13 transition plan in place, anybody, to
14 transition from the current SRC to a more
15 intelligent, best practices governance
16 structure, management model so that
17 you're not bottlenecked or overwhelmed or
18 unable to look at the details? Is
19 that -- do you have a five-year plan,
20 eight-year plan, ten-year plan of some
21 sorts?

22 CHAIRWOMAN NEFF: If you're
23 referring to the SRC, we certainly would
24 engage in a transition plan once we know
25 that a decision has been made as to what

1 5/26/15 - WHOLE - BILL 150162, etc.
2 we are transitioning to. If we're
3 returning to local control, is that going
4 to be what presently exists, which is a
5 school board appointed by the Mayor, or
6 is there -- there's been a lot of
7 conversation out there about different
8 options.

9 But we're ready and willing to
10 develop a plan since we were a temporary
11 creation, but we need to know what we're
12 transitioning to. Certainly our most
13 important priority is making sure that we
14 continue to provide the financial
15 oversight and the governance that's
16 required of us until such time as those
17 elected officials who have that
18 decision-making power come forth with
19 what the plan may be.

20 COUNCILMAN OH: So I have done
21 a Charter change bill that the former
22 Chairman, Bill Green, and I reviewed
23 after doing a couple years of hearings,
24 along with Chairwoman Blackwell, around
25 best practices. Now, the reason I did it

1 5/26/15 - WHOLE - BILL 150162, etc.
2 is because somebody else didn't do it,
3 and I figure you guys are the smartest
4 people to do it. But if you don't do it,
5 then somebody like me will have to do it,
6 and I just think the School District,
7 probably the folks in the School District
8 are probably the best people to do it.
9 And I don't think it's a good idea to
10 wait for the politicians to come up with
11 an alternative. I think it is a better
12 idea that the people who have the
13 expertise in operating schools and
14 educating kids come up with the best
15 possible plan. I don't think you have to
16 wait for people in Harrisburg or the City
17 of Philadelphia. I think you yourselves
18 can begin a transition to an entity that
19 you put in place that you oversee that
20 will have better management and
21 governance, better expertise in the
22 classroom, better management of the
23 administration, things like that. I
24 think you can do it, because I think the
25 problem is when you try to get money and

1 5/26/15 - WHOLE - BILL 150162, etc.
2 support but you haven't made a
3 fundamental change in the problems of
4 educating kids, teaching them to get a
5 job, and ensuring that there are
6 appropriate resources in the classroom
7 such as this conversation, it becomes
8 difficult to throw good money after bad
9 or an unknown amount of money after
10 another unknown amount of money. I don't
11 know that we can continue to come up with
12 \$100 million, \$40 million, \$70 million in
13 addition to the money that we came up the
14 year before if nobody sees that an expert
15 or some entity with expertise has begun
16 the process of transitioning to a better
17 management model, better governance
18 model, more efficient model.

19 So I do think that although you
20 can take the attitude -- not you
21 personally, but anybody -- that you don't
22 care where the money comes from as long
23 as we come up with the money, I think
24 it's a lot easier if your staff worked
25 out beforehand where the money might come

1 5/26/15 - WHOLE - BILL 150162, etc.
2 from. Just a suggestion. And one of the
3 problems that I have is that they lack
4 the creativity in figuring out where the
5 money is going to come from in these
6 amounts that we're talking about year
7 after year. So it doesn't seem to be a
8 sustainable model the way it's going.

9 The bell has rung, but I'm
10 going to make a couple of suggestions
11 just to say. For example, I have talked
12 about the fact that apparently I think
13 the Governor and the Mayor and the
14 Administration have already kind of
15 locked in on the continuation of the PICA
16 wage tax, which is 1.54 percent of the
17 wage tax that's currently paid that is
18 due to expire in 2023. I don't know why
19 that is. It's supposed to expire. I
20 don't know what they're talking about
21 when they talk about a budget hole, but I
22 will find out about that. But I would
23 like to suggest that we talk about money
24 that Philadelphia sends to the State and
25 keeping more of it. So I would be more

1 5/26/15 - WHOLE - BILL 150162, etc.
2 than happy if we talked about -- and you
3 have probably more access to the Governor
4 than I have -- about taking a portion of
5 the PICA wage tax, say half, which is
6 about \$75 million per year, and
7 dedicating that to the schools and
8 extending out the PICA wage tax portion,
9 transitioning it to a school tax. That
10 would be money that is paid for by people
11 who work in and outside of Philadelphia.
12 It would not hurt folks in our
13 neighborhood with a property tax increase
14 they can't afford.

15 I would talk about red light
16 cameras, what portion of it goes to the
17 State and back to us. Can we legislate
18 that \$50 off of every hundred go to the
19 schools? I mean, we don't -- I don't
20 know how much money of that we see, but
21 all I'm saying is, we should start
22 looking at the money we send to
23 Harrisburg that we're not getting back,
24 because we are one of the most taxed
25 cities in America. I don't think we

1 5/26/15 - WHOLE - BILL 150162, etc.
2 could deal with more taxes, but I'd like
3 to keep more of our money since it's not
4 coming here anyway. And there are some
5 new things that we're doing, energy hub,
6 LNG, Southport. We could negotiate for
7 more money for Philadelphia schools.
8 This is not new money. It's new money
9 coming in. But you may be in a better
10 position than us to work with us in the
11 State to get a new funding stream into
12 the schools.

13 Thank you.

14 CHAIRWOMAN NEFF: May I just --

15 COUNCILMAN OH: Please.

16 CHAIRWOMAN NEFF: I just wanted
17 to respond to the issue of governance and
18 management. We have -- the SRC doesn't
19 manage the School District. We govern.
20 We have an excellent team under Dr.
21 Hite's leadership that manages the School
22 District, makes the educational
23 decisions, but I am looking forward to
24 seeing what suggestions you have about
25 the governance aspect of it. Right now

1 5/26/15 - WHOLE - BILL 150162, etc.
2 what exists is the SRC and legally there
3 is the school board appointed by the
4 Mayor. Any other type of organization
5 would take legislation that we don't
6 control.

7 COUNCILMAN OH: I lost my
8 microphone. Thank you very much. I will
9 come and see you. I appreciate that, but
10 I will say that there are other
11 governance models and I think all of them
12 are quite successful historically, and I
13 think any of them are better than what we
14 have right now, and I would love to see
15 that we begin a plan of transitioning to
16 a better model.

17 Thank you.

18 COUNCILWOMAN BLACKWELL: Thank
19 you.

20 DR. HITE: May I just --

21 COUNCILWOMAN BLACKWELL: Of
22 course.

23 DR. HITE: -- Madam Chair.

24 Councilman Oh, I just want to
25 be -- I know you were talking about

1 5/26/15 - WHOLE - BILL 150162, etc.
2 governance, but I heard poor management
3 in there, so I feel like I need to
4 respond to that point. And I think it's
5 really important to understand that over
6 the past three years, this is the first
7 year that we did not cut from the
8 previous year. And so the last two years
9 of the first two years, everyone will
10 remember unfortunately two years ago what
11 our schools and our teachers and our
12 principals and our families and the
13 students had to begin school with. It
14 was teachers and a principal primarily.

15 In addition to that, we had
16 unfortunate -- we had to unfortunately
17 close schools and we had to relocate
18 children. But I want to add to the point
19 about management, because we do have now
20 systems and processes in place that gives
21 us information about how well we are
22 doing against some of the metrics. And
23 back to Councilman Jones' questions
24 earlier, those are all metrics that we
25 have available. And during the time when

1 5/26/15 - WHOLE - BILL 150162, etc.
2 we were also cutting, we now have
3 situations where all of our salaries are
4 online for anyone to see. All of our
5 contracts are online for anyone to see.
6 We are looking at investing in new IT
7 systems that will provide for the
8 inventory and management of some of the
9 resources that we talked about.

10 But I want to add, this is the
11 first year that we've been able to talk
12 about investments, and the investments --
13 this is the first year I'm not here
14 saying if we don't get this, we're going
15 to have to cut X, Y, and Z. And that's a
16 nice place to be, and it's thanks to the
17 work that Council has been doing over the
18 past several years, but, I mean, but it's
19 still the need. If I go to a
20 neighborhood suburb or neighboring school
21 district, I see things in those schools
22 that I want to see in our schools in
23 Philadelphia. I want all of our children
24 to have access to a computer or language
25 or technology or art or music, and that

1 5/26/15 - WHOLE - BILL 150162, etc.
2 should not be based on what principal is
3 able to offer that. We should be
4 providing it for every single student,
5 and that's what these investments are
6 for. And we're delighted that we
7 haven't -- we did not go backwards this
8 year because of the work of City Council,
9 but by the same token, we're doing
10 everything to manage what we have and
11 what we're spending and how we operate in
12 those systems so that we can make these
13 critical investments to the classroom.

14 COUNCILMAN OH: Let me clarify,
15 and I wanted to let you just continue on
16 because whatever I said, I don't want to
17 be misinterpreted. I'm not saying that
18 you have managed poorly. I'm saying that
19 the structure is a structure that does
20 not allow for the best management, and I
21 believe that you have gone as fast and as
22 far as you can on your bicycle, but we
23 need to give you a better vehicle, and if
24 you had a better vehicle, I think you
25 could do much better.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 So as I said, I don't have a
3 problem with the people, but the
4 structure that you're in I think should
5 be better to allow you to be more
6 successful. So I hope that clarifies
7 that.

8 DR. HITE: Thank you.

9 COUNCILMAN OH: Thank you.

10 COUNCILWOMAN BLACKWELL: Thank
11 you very much.

12 What percentage of employees
13 live outside of the City?

14 DR. HITE: We don't know the
15 answer to that, Madam Chair. We can get
16 that for you.

17 COUNCILWOMAN BLACKWELL: Thank
18 you very much.

19 Councilman O'Brien.

20 COUNCILMAN O'BRIEN: Thank you,
21 Madam Chair.

22 I believe that, as my
23 colleagues do, that cursive should be
24 mandatory. Everyone should at least know
25 the basics of how to read it and sign

1 5/26/15 - WHOLE - BILL 150162, etc.
2 their names in cursive, but sometimes
3 cursive is faster and easier than
4 printing because it saves the step from
5 lifting the pencil. Although I'd like to
6 emphasize that for some, I don't think
7 they should have to turn in handwritten
8 papers. If technological options exist,
9 that becomes punitive, and grading those
10 that are not amenable to cursive would
11 be, I think, a big misstep.

12 The second issue is -- and I
13 don't expect an answer here. I will
14 state that over the last several years,
15 we have 11 percent of the kids. I've
16 said this numerous times. We were cut 30
17 percent. It used to be when I was in
18 Harrisburg for every dollar we put up,
19 they'd give us two. This is the first
20 time in my long years of service that for
21 every dollar we put up, they take two
22 away. I have a particular interest, as
23 everyone knows, in kids that learn
24 differently, those with ADHD, dyslexia,
25 language-processing issues, and autism.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Both populations are exploding. They're
3 underserved. It's not been something
4 that has been realistic to expand those
5 services, but I would like in writing, as
6 some of the other Councilpeople have
7 requested, specific plans as to how we're
8 going to move this ball forward. It's
9 unacceptable that we're going to leave
10 these kids behind, because in our
11 traditional educational system, you're
12 supposed to learn to read and read to
13 learn, and these kids will never have a
14 shot and will end up over in Family Court
15 in juvy hall.

16 The other thing that I can't
17 help myself sometimes -- and I rarely do
18 this -- I watch the House debate in
19 Harrisburg, and only once in a while do I
20 feel like interjecting myself in that
21 debate, very rarely, but I'd rather use
22 this forum here as a Councilman at-large
23 to articulate the issues that I think
24 they have to be better at. But I can't
25 help but recognize that we have former

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Councilman Bill Green in the room, and I
3 can empathize that if my name were
4 mentioned specific to the governance of
5 the School District, that he'd be
6 probably jumping out of his skin. So I'm
7 anxious to hear if he has any comments on
8 the school governance issue.

9 (Witness approached witness
10 table.)

11 COUNCILMAN O'BRIEN: Did I do
12 that under three minutes? I'll wait for
13 round two.

14 COMMISSIONER GREEN: Thank you,
15 Councilman.

16 COUNCILMAN NEILSON: Will he
17 please state his name for the record.

18 COMMISSIONER GREEN: Madam
19 Co-Chair, I'm Bill Green, Commissioner on
20 the School Reform Commission.

21 I think the most important
22 thing to remember about governance is
23 that we have a very unusual situation
24 that no matter who, whether it's a local
25 school board appointed by the Mayor or

1 5/26/15 - WHOLE - BILL 150162, etc.
2 any other form of local school board or
3 some different combination of state and
4 local school board, et cetera, as long as
5 the District doesn't control its revenue,
6 it really has a governance problem. That
7 is fundamentally the governance problem
8 in the School District. If the SRC -- if
9 a local school board is relying on other
10 parties - the State, the City - to get an
11 allowance to allow it to succeed, it
12 can't succeed. We can't do five-year
13 plans with any -- although Bill has
14 written Action Plan 3.0 with the thought
15 and detail that needs to be included --
16 I'm sorry. That's not true. Action Plan
17 3.0 has all the thought and detail we
18 need. We need to know what we're going
19 to get next year and the year after next
20 and the year after next and the year
21 after next, and as long as we don't have
22 the ability to control that revenue, we
23 can't make the investments next year that
24 would come into -- that would help
25 students two years from now, and we can't

1 5/26/15 - WHOLE - BILL 150162, etc.
2 make the investments two years from now
3 and planning for those investments
4 without knowing we're going to have the
5 revenue that we need three years from
6 now. That's the fundamental flaw in the
7 governance of the School District of
8 Philadelphia. It's the fact that it has
9 to rely on other parties for its revenue.

10 We have great governance. We
11 have a terrific Superintendent. Our job
12 is to provide oversight of that
13 Superintendent and his team, not to run
14 the schools, as Chair Neff said.

15 So if you can provide a
16 governance system that gives the ability
17 to do medium and long-term planning, Bill
18 Hite and his team can succeed. If every
19 year he doesn't know what's coming next
20 year, how can we make investments this
21 year that depend on having additional
22 dollars next year? That's the kind of
23 change in governance that the School
24 District needs.

25 Thank you. Thank you,

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Councilman.

3 COUNCILWOMAN BLACKWELL: Thank
4 you. Thank you very much.

5 COUNCILMAN O'BRIEN: Can I just
6 offer one other observation.

7 COUNCILWOMAN BLACKWELL:
8 Councilman O'Brien.

9 COUNCILMAN O'BRIEN: I would
10 just like to submit for the record that
11 Eli Levy is sitting behind me and he's
12 writing up very, very pointed questions
13 for me to ask you.

14 CHAIRWOMAN NEFF: And what you
15 didn't point out is that Eli is a
16 Masterman graduate, and we're very proud
17 of him.

18 COUNCILWOMAN BLACKWELL: Thank
19 you very much.

20 We're on our second round.
21 Councilman Jones.

22 COUNCILMAN JONES: Thank you
23 very much, Madam Chair.

24 On May 20th, the District,
25 Mayor Nutter presented Project U-Turn: A

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Promise Worth Keeping, a report on high
3 school graduation rates and making
4 marginal but yet, I think, noteworthy
5 increases in graduation rates. The
6 question came to my mind was that there
7 are diplomas and then certificates of
8 completion. Can you describe the
9 difference between the two?

10 DR. HITE: So you said there
11 were diplomas and then certificates of
12 completion?

13 COUNCILMAN JONES: The School
14 District issues not diplomas but a second
15 category called certificate of
16 completion.

17 DR. HITE: I'll have Dr. Dickey
18 come up and talk about the certificate
19 part.

20 (Witness approached witness
21 table.)

22 COUNCILMAN JONES: And I was
23 wondering what the difference is. Are
24 you aware of that?

25 DR. DICKEY: Yes. In the State

1 5/26/15 - WHOLE - BILL 150162, etc.
2 of Maryland, probably consistent with the
3 State of Pennsylvania, certificates of
4 completion are given to students who are
5 not on a graduation track to receive a
6 Pennsylvania state-certified diploma for
7 high school graduation. So typically
8 students who are special needs might
9 qualify for an alternative path to
10 graduation or high school completion.

11 COUNCILMAN JONES: And what
12 percentage of certificates of completion
13 versus diplomas do we give out annually?

14 DR. DICKEY: I'm not certain,
15 Mr. Councilman, that the State of
16 Pennsylvania or the School District of
17 Philadelphia gives out those
18 certificates. I do know other states do.

19 COUNCILMAN JONES: Other states
20 do.

21 DR. DICKEY: I don't believe
22 Pennsylvania does.

23 COUNCILMAN JONES: So that's a
24 question. Do we?

25 DR. HITE: I'm looking at Kim

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Caputo, who is in -- so before you come
3 up, the reason I was looking perplexed,
4 Councilman Jones, is I don't think -- I,
5 like Dr. Dickey, understand and know
6 Maryland's approach and Virginia's
7 approach. I thought here in Pennsylvania
8 certificates were done away with some
9 time ago that are no longer a part of
10 what children would have as a graduation
11 requirement. So I may be -- I may stand
12 corrected, but I was under the impression
13 that we were no longer doing that here in
14 Pennsylvania.

15 (Witness approached witness
16 table.)

17 MS. CAPUTO: That is correct.

18 COUNCILMAN JONES: Say your
19 name.

20 MS. CAPUTO: I'm sorry.
21 Kimberly Caputo. I'm the Deputy for the
22 Office of Specialized Services for the
23 School District.

24 With respect to special needs
25 students, all special needs students in

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the School District of Philadelphia as
3 well as in the Commonwealth receive a
4 high school-issued diploma consistent
5 with their non-disabled peers. They do,
6 however, have the right to garner that
7 diploma through alternative means,
8 meaning they may accumulate credits.
9 However, they may also attain the age of
10 21, in which case their educational
11 secondary experience legally comes to an
12 end.

13 The third way that a student
14 with special needs in Philadelphia would
15 garner a high school diploma is because
16 he or she has attained her IEP goals.

17 COUNCILMAN JONES: So question
18 again, what percentage of the students
19 that find their way completing the public
20 school experience have certificates
21 versus full diplomas? Do we still give
22 them out?

23 DR. HITE: All will have
24 diplomas now.

25 COUNCILMAN JONES: All right.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Okay.

3 DR. HITE: Now, the
4 certificates that Mr. Kipphut was talking
5 about earlier, those are certifications
6 in career and technical education fields.

7 COUNCILMAN JONES: I'm familiar
8 with those.

9 DR. HITE: Okay.

10 COUNCILMAN JONES: Just a
11 separate category.

12 And so the question becomes --
13 my colleagues, not one but several, fight
14 aggressively for special needs students.
15 Define special needs as you relate to --
16 I know how they define them. How do you
17 categorize students as special needs
18 within your school system, and what is
19 the range or spectrum of special needs?

20 MS. CAPUTO: Thank you for that
21 question. A student with special needs
22 in the Philadelphia School District is a
23 student who is eligible as having one of
24 a series of disabilities that are
25 federally and state defined as well as --

1 5/26/15 - WHOLE - BILL 150162, etc.
2 and it's a two-prong analysis -- they
3 must, as a result of that disability,
4 require specially designed instruction,
5 which is instruction through a special
6 education teacher. The disabilities, as
7 your colleagues have accurately expressed
8 to you, range dramatically. Students can
9 be in need of speech language support,
10 for example. They may have no cognitive
11 impairment. They may have no emotional
12 impairment. However, that continuum is
13 quite large, and students who are more
14 involved include students with
15 intellectual disability, cognitive
16 impairment, as well as students with
17 significant behavioral compromises or
18 challenges in regulating behavior and
19 autism. In the School District of
20 Philadelphia, our largest percentage of
21 students with disabilities are those
22 students identified as a specific
23 learning disability.

24 COUNCILMAN JONES: So what is
25 the percentage of the population of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 students that are classified as special
3 needs?

4 MS. CAPUTO: Right now our
5 official child count hovers close to 14
6 percent or approximately 19,000 students.

7 COUNCILMAN JONES: And does
8 that special needs population vary from
9 school to school?

10 MS. CAPUTO: Yes, it does, sir.
11 Ranges in percentage can be as low as 3
12 to 4 percent and in certain schools,
13 generally comprehensive high schools,
14 because the feeder patterns shrink down
15 from multiple elementary schools,
16 multiple middle schools oftentimes into
17 one comprehensive high school, those
18 schools may be responsible for
19 programming upwards of 20 to 25 percent.

20 COUNCILMAN JONES: So what
21 would you consider a low end of the
22 spectrum of population in a school? What
23 is the medium and then what is high?

24 MS. CAPUTO: The national
25 and -- well, across the Commonwealth, the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 average population in the District is
3 between 12 and 14 percent. So
4 Philadelphia is definitely in that range.
5 Schools -- frankly, it depends. It's not
6 really a question of the percentage of
7 students with disabilities. It's more
8 what are the needs and the programming
9 requirements for that child. So a
10 population of students with significant
11 cognitive delays may be much more in need
12 of services than a population of students
13 with only speech language delays. So the
14 disability breakdown and the programming
15 needs breakdown is something that we are
16 looking and we continue to look very
17 strategically at, because that drives the
18 support and resources. Percentage is
19 important, but peeling back the onion,
20 the programming type is really what you
21 have to focus on.

22 COUNCILMAN JONES: So a school
23 that has a, quote, high percentage of
24 special needs, are they evaluated
25 differently based on that particular

1 5/26/15 - WHOLE - BILL 150162, etc.
2 population and then addressing their
3 needs or is it just across the board no
4 matter whether it's a low percentage or
5 high percentage, one size fits all?

6 DR. HITE: No. We look at the
7 number of students that are in those
8 categories, Councilman, and all of those
9 things are taken into consideration. So
10 it's based on -- how we evaluate schools
11 are based on several factors. One is
12 growth, how much have students moved from
13 where they started. Another is climate.
14 That includes attendance and some of the
15 other factors, like satisfaction.
16 Another one is equity and really looking
17 at who is the lowest performing and how
18 much they move. And then in some of our
19 high schools, it's actually college.
20 College preparedness and college
21 persistence are part of those. So it's
22 the absolute achievement and it's the
23 growth and achievement that we look at.
24 And then most of our -- most of the way
25 we evaluate is based on growth. That's

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the highest factor.

3 COUNCILMAN JONES: What is the
4 range of reimbursement from the
5 Commonwealth for special needs students?
6 Is there a range by way of or is it -- so
7 if a school applies for money, is the
8 percentage of the budget based on an
9 individual student that is classified as
10 special needs by way of monetary
11 resources to the schools?

12 MS. CAPUTO: Yes.

13 CHAIRWOMAN NEFF: But are you
14 asking whether the disability factors
15 into that --

16 COUNCILMAN JONES: Yes.

17 CHAIRWOMAN NEFF: -- amount of
18 money? No, it does not. It's a flat
19 amount of money, per-pupil allocation
20 regardless of the disability, and that
21 has been one of our -- from the State.

22 COUNCILMAN JONES: So my
23 question is, does the State reimburse
24 differently for non-special needs
25 students versus special needs students?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 That's my question.

3 MS. CAPUTO: We are required,
4 as is every district in the Commonwealth,
5 to undertake what is called an official
6 child count, and we do that. That count
7 is, are you disabled, are you eligible
8 under IDEA only. There is no further
9 analysis, regrettably in my opinion, as
10 to the nature of the disability. So
11 there is only a per student --

12 COUNCILMAN JONES: So if three
13 students are in a room, one has special
14 needs, the other does not, do they get
15 the same amount of appropriation from the
16 State, is my question.

17 MS. CAPUTO: That special
18 education student is counted separately.

19 COUNCILMAN JONES: So how much
20 do we receive for special needs students
21 versus --

22 MR. STANSKI: So we spend
23 nearly \$300 million a year on special
24 needs students. We only get from the
25 State about \$139 million in --

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN JONES: Versus?

3 MR. STANSKI: Versus -- yes.

4 And then to be clear on the basic
5 education side, one of the issues with
6 State funding is, they don't fund us per
7 student. It's a block grant.

8 COUNCILMAN JONES: It's a
9 formula.

10 MR. STANSKI: No. It's not
11 even a formula. It's a block grant based
12 on what you got the prior year and either
13 add it or take it away.

14 COUNCILMAN JONES: So based on
15 the percentage up or down, they factor
16 that in a block grant?

17 MR. STANSKI: Yeah. Correct.
18 They don't factor enrollment in the block
19 grant, period, for general education
20 students. For special ed, they do, on
21 the number of students for special ed,
22 but on the general ed side, it is a block
23 grant. So for a district, let's say,
24 like Pittsburgh that has lost enrollment
25 over the last four or five years, they

1 5/26/15 - WHOLE - BILL 150162, etc.
2 have benefited tremendously from how the
3 state funds schools. A school district
4 like Philadelphia --

5 COUNCILMAN JONES: So the
6 formula needs to be tweaked to
7 acknowledge the special needs population.

8 MR. STANSKI: And all
9 different -- well, one, a formula needs
10 to exist and, two, yes, it needs to take
11 into account special needs, poverty, ELL,
12 all these factors that the Basic Ed
13 Commission is going through right now.

14 COUNCILMAN JONES: I'm going to
15 hold, Madam Chair, and pray that the
16 State creates a formula for us that makes
17 sense that adequately reimbursed for the
18 amount of expenditures that we're doing
19 for special needs. And not just special
20 needs, but children that have issues
21 related to poverty that are particularly
22 daunting. And so we're hoping that a
23 fair formula actually comes from Governor
24 Wolf's administration and the respective
25 legislatures.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Thank you, Madam Chair.

3 COUNCILWOMAN BLACKWELL: Thank
4 you.

5 Councilman Neilson.

6 COUNCILMAN NEILSON: Thank you,
7 Madam Chair.

8 And thank you, Dr. Hite and
9 Madam Chair, for sticking around. I know
10 it's a tough one.

11 Yes or no, are you planning on
12 closing any Philadelphia public schools
13 this year?

14 DR. HITE: No. Closing any
15 Philadelphia public schools this year?

16 COUNCILMAN NEILSON: That's
17 correct.

18 DR. HITE: No.

19 COUNCILMAN NEILSON: And in the
20 next fiscal year?

21 DR. HITE: There is a merger of
22 two schools that are in one building. So
23 it's Kensington Urban and Kensington
24 Business. So those two populations will
25 come together as one school. So that

1 5/26/15 - WHOLE - BILL 150162, etc.
2 officially counts as a closure, but those
3 students will still remain in the schools
4 as well as the staff.

5 COUNCILMAN NEILSON: No
6 additional closures?

7 DR. HITE: No, sir.

8 COUNCILMAN NEILSON: Can you
9 tell me the difference between a child
10 and the resources spent on that child,
11 the difference between a child going to
12 Masterman, Dobbins or Lincoln High
13 School.

14 Here's where I'm coming from,
15 Dr. Hite. Lincoln High School is my alma
16 mater, as you know. We've had plenty of
17 conversations on it. And in your slide
18 show presentation, you talked about
19 resources and enrollment and how much is
20 spent on that investment, and you used
21 some examples. You used examples like
22 Saul, who has 502 students in it, and
23 then Dobbins has 604, but yet Saul gets
24 more resources, more money than Dobbins
25 does.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 No child in the City is more
3 special than another. So if we spend
4 \$30,000 per child, shouldn't that school
5 get allotted if that kid goes -- if it's
6 \$30,000 -- I understand you have special
7 needs and more resources, but I also know
8 that every child doesn't get to go to
9 Masterman, Madam Chair, as you know. I'm
10 going to venture to say since Masterman
11 has been created, there's been one or two
12 children accepted to Masterman High
13 School that didn't go through all through
14 grade school. That's a pretty fair
15 statement?

16 CHAIRWOMAN NEFF: Yes.

17 COUNCILMAN NEILSON: Whether
18 they were qualified, more qualified than
19 those within, they didn't get that
20 opportunity. So Masterman isn't an
21 opportunity.

22 We talk about investment in
23 more AP courses in here. Masterman kids
24 aren't more special than my five kids or
25 anybody else's kids. Budget allocation

1 5/26/15 - WHOLE - BILL 150162, etc.
2 per child, is there a per child set
3 allocation that we can mark inside
4 Council? Because I'm seeing Saul is not
5 being treated -- or Dobbins isn't getting
6 treated as good as Saul is. I mean, the
7 information that you provided to us today
8 state that in a fact. I mean, Saul gets
9 more money, less teachers, more money,
10 less teachers, less aides, less
11 everything. I mean, this is what you
12 provided us. Saul gets \$455,000 a year,
13 where Dobbins only gets 421, except
14 Dobbins has 102 more students. I don't
15 understand how this happens and I'd like
16 you to explain to this Council and to the
17 public today what makes one kid more
18 important than another kid where you
19 can't invest equal dollars across the
20 board for each child in this Commonwealth
21 and in this City.

22 (Applause.)

23 MR. STANSKI: I'll address how
24 we allocate overall, but it does --
25 there's varying factors depending on the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 population that those schools are
3 serving. So you've mentioned some
4 special education and, again, depending
5 on the poverty of the school, they could
6 receive a lot more Title I dollars than,
7 let's say, another school. Also, it also
8 depends on the type of programming that
9 those schools offer or that the District
10 funds.

11 COUNCILMAN NEILSON: I'm going
12 to stop you right there for a sec,
13 because when I went to public school -- I
14 went to Lincoln High School -- I could
15 take auto mechanics, I could take wood
16 shop, I could take electrical shop, which
17 I did. I became an electrician and now
18 the Councilperson. That was all
19 available. That stuff is not available.
20 If you cut resources -- you don't even
21 have music in our schools available to
22 everybody. Okay?

23 So what makes one kid more
24 important? I understand the special
25 needs end. This isn't what's reflected

1 5/26/15 - WHOLE - BILL 150162, etc.
2 in here. How much per child do we spend
3 on a regular normal everyday kid and are
4 those schools allocated those dollars?
5 Take the Title I money out of it. Take
6 the Title I money out of it because
7 that's special needs. That's special,
8 that's poverty, and that's what they get,
9 because we talked about the Title I money
10 in my office the other day. Dr. Hite was
11 very good on his explanation. I
12 understand that. Take that Title I money
13 out of it. If every kid -- is it 10,000
14 a kid, is it 20,000 a kid? What's that
15 number, and do those schools have the
16 resources by the amount of kids they
17 have? Because I'm going to venture to
18 say just by what you presented here today
19 that's not the case, and it's not fair.
20 Our kids, no matter what neighborhood
21 they live in, they deserve an education.
22 It's their right.

23 (Applause.)

24 DR. HITE: Yes. And I couldn't
25 agree with you more, Councilman. And I

1 5/26/15 - WHOLE - BILL 150162, etc.
2 would also add that we'll talk -- we
3 spend on average about 8,000 per child.
4 So that's number one.

5 So you mentioned two specific
6 programs, and I think it's really
7 important here to talk about the program
8 distinctions at these two schools. So
9 you know that both our -- one is an
10 agriculture school. One is a CTE school.
11 They're both technically CTE schools, but
12 the cost of the programs at Saul because
13 of the type of school it is and they
14 create dairy products, they milk cows,
15 they do all types of things --

16 COUNCILMAN NEILSON:
17 Understood, Dr. Hite. Maybe I used a bad
18 example. So I'll use a different example
19 that you gave us. Let's talk about
20 Swenson Arts and Technology and Dobbins,
21 which are pretty close, right? Would you
22 agree with that statement?

23 DR. HITE: Yes.

24 COUNCILMAN NEILSON: So there's
25 still the difference. I don't get it.

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Dobbins has 604 kids and Swenson, they
3 only go 10th, 11th, and 12th, right? We
4 know that. And they have 681, according
5 to your numbers. There's still \$100,000
6 difference in spending and the same
7 programming, same everything. It's just
8 showing me -- what I'm seeing here is an
9 unbalanced, unfair formula that's placed
10 on our children an unfair burden and each
11 kid is not getting treated fairly.

12 DR. HITE: And, Councilman,
13 I'll just add that we would have to break
14 this out further by programs so that you
15 would see the distinctions in the
16 programs at these two schools. You're
17 right, Swenson and Dobbins are closer in
18 terms of the programs they offer, but
19 once again, there's automotive at Swenson
20 that's pretty significant and then the
21 other programs are the same at those two
22 schools, like both have culinary arts. I
23 think fashion is at both. But the big
24 distinction with the two that you just
25 described was, Swenson has a gigantic

1 5/26/15 - WHOLE - BILL 150162, etc.
2 automotive program that does auto body,
3 auto mechanics, and the costs associated
4 with those programs are very different in
5 terms of where children -- the costs
6 associated with that program and, let's
7 say, a fashion or culinary arts program
8 are pretty extraordinary.

9 COUNCILMAN NEILSON: All right.
10 In your testimony you've asked for
11 additional dollars for AP courses to make
12 them accessible to 100 percent of
13 students. What percentage of students in
14 Philadelphia do not have the
15 accessibility to take AP courses in high
16 school? We're talking about educating
17 our kids and you need more money to do
18 that. How many don't have any access to
19 that?

20 DR. HITE: Yeah. There's a
21 whole other data set that provides that.
22 It's a couple of things that we will have
23 to do to get up to making sure all
24 children have AP. First is the PSAT. So
25 having all children take the PSAT is

1 5/26/15 - WHOLE - BILL 150162, etc.
2 extremely important. From the PSAT,
3 college board identifies children with AP
4 potential. And right now we have
5 children in 19 schools that have AP
6 potential, but those schools no longer
7 offer an AP class because those classes
8 were much smaller. So we would have at
9 least at those 19, additional 19 schools
10 at least, some AP classes. And so I'd
11 have to get you the exact percentages,
12 but now it's designed by school. And we
13 have children who have potential from
14 taking the PSAT, although every child
15 didn't take the PSAT, but who are sitting
16 in comprehensive high schools without
17 access to an AP class.

18 COUNCILMAN NEILSON: So as an
19 administration, what are you doing to
20 correct that? Instead of throwing more
21 funding at it, if I had a kid in
22 Frankford High School that was more
23 qualified to go to Masterman High School
24 than some of the kids in there, would you
25 not replace that kid and put that kid and

1 5/26/15 - WHOLE - BILL 150162, etc.

2 give that kid that opportunity?

3 DR. HITE: Yeah. I mean, what
4 we want is to provide all children with
5 opportunities where they are in school.
6 I mean, and if in fact that's why we
7 should have AP classes at every high
8 school, and it is a -- it does become a
9 resource, because when we declined in
10 revenue, it's when many of these schools
11 cut their AP class simply because there
12 were smaller numbers. I think Masterman
13 used to have quite a few and went down to
14 one or two.

15 CHAIRWOMAN NEFF: No. What
16 Masterman did was, the optimum size for
17 an advanced placement class is 17
18 students. Many of the Masterman classes,
19 AP classes, presently are running at 30
20 students in a class and sometimes 33.
21 Those teachers willing to take on that
22 responsibility in order to make sure --
23 and, yes, Masterman did cut any AP class
24 where there weren't enough students to be
25 able to warrant the expense. We had to

1 5/26/15 - WHOLE - BILL 150162, etc.

2 cut.

3 DR. HITE: And, Councilman --

4 CHAIRWOMAN NEFF: And there's

5 no extra money given in school budgets

6 for advanced placement classes.

7 DR. HITE: Councilman, I want

8 to respond to the last part of your

9 question, what is the administration

10 doing. One of the things that we did at

11 the last SRC meeting was approve a

12 resolution to look for blended learning

13 opportunities that include AP so that if

14 children have AP potential from five

15 different high schools, they have a way

16 to connect with a professional teacher

17 and that teacher can walk those children

18 through that content. So that's one of

19 the things that we're planning to do next

20 year.

21 COUNCILMAN NEILSON: Thank you.

22 And last question, if I can, Madam Chair,

23 and then I'll be done for the day, I

24 think, depending upon how they answer

25 everybody else's question.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 In your testimony you talked
3 about a positive school climate program,
4 that you need money for that. Can you
5 tell us what that is? I've never heard
6 of a positive school climate program.
7 It's in your testimony that you need more
8 money for that, and then I'll end with
9 this one.

10 DR. HITE: A couple of things.
11 I'll name three examples, and one is a
12 program that is used in many of the
13 elementary schools. It's called Positive
14 Behavior and Intervention, PBIS. It's a
15 program that does -- it's around conflict
16 resolution. There is also a high school
17 equivalent to that program. It's called
18 Restorative Practices. That is a program
19 where individuals come in, work with
20 staff, work with the students, and the
21 Restorative Practices then create
22 different types of climates in the
23 school.

24 And so those programs have
25 costs associated with them and putting

1 5/26/15 - WHOLE - BILL 150162, etc.
2 them in more schools would require
3 additional revenue.

4 In addition, though, I will
5 add -- and this goes back to the earlier
6 question, I think, from Councilman
7 Jones -- while we were talking about
8 children with special needs, there's
9 another whole category of children who
10 are dealing with dramatic situations that
11 also need some support. And so those are
12 programs that we would like -- like the
13 recognition of trauma in classes and
14 teaching individuals to recognize so they
15 can match children up to services becomes
16 really important.

17 COUNCILMAN NEILSON: Yes. Most
18 of that comes from the state and federal
19 government, correct?

20 DR. HITE: Correct.

21 COUNCILMAN NEILSON: That's
22 part of that \$75 million that Behavioral
23 Health and all invest in the schools? So
24 those services already should be
25 provided?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 MR. STANSKI: In-kind, not
3 cash.

4 COUNCILMAN NEILSON: In their
5 budget, 75 million, which was \$600,000 a
6 school. I mean, it is what it is.
7 That's what they say they do for you.
8 They invest \$75 million for those
9 services in each school. So just on
10 average, that's \$600,000, and that's
11 where that money comes from. So you're
12 asking for additional services to do
13 that? Is that from them or from us? I
14 mean, the positive school climate
15 program, much of that has to do with
16 Behavioral Health and stuff like that,
17 and they spend \$600,000 a year per school
18 on average, 103 schools. It's about
19 583,000. Don't they provide that service
20 to the --

21 DR. HITE: No, sir.
22 Councilman, the positive behavior
23 intervention is a stand-alone program
24 where individuals at the school are
25 trained on how they do that from the

1 5/26/15 - WHOLE - BILL 150162, etc.

2 entity called by PBIS. That's not --

3 COUNCILMAN NEILSON: Nothing to
4 do with that?

5 DR. HITE: That's not DHS.

6 DHS, though, do offer services through
7 some of the social work support that is
8 in many of our schools. All schools are
9 assigned to a community umbrella agency.
10 And so they all -- and they plan together
11 actually so that they can get services to
12 those children and to their families.
13 That's how those monies come to the
14 District. We don't -- that's not a
15 budget item that we recognize, simply
16 because it's an in-kind service.

17 COUNCILMAN NEILSON: In-kind.
18 Thank you. Thank you, Madam Chairman,
19 and thank you, Dr. Hite and Madam Chair,
20 for your testimony today.

21 COUNCIL PRESIDENT CLARKE:

22 Thank you, Councilman.

23 The Chair recognizes Councilman
24 Goode.

25 COUNCILMAN GOODE: Thank you,

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Mr. President.

3 Good afternoon. We talked
4 about some of the tools in the PCCY
5 toolbox because we realize that every
6 year we'll need not just more money but a
7 whole lot more money. One of the things
8 that was not discussed within there is
9 tax increment financing, and we are about
10 to consider the Gallery TIF project.
11 Without getting into a debate about TIFs
12 as an economic development tool or
13 whether the School District should ever
14 approve of a TIF, the first question is
15 simply how much money is going to that
16 project rather than going to schools?

17 MR. STANSKI: It's about \$35
18 million in, I would say, deferred revenue
19 collections.

20 COUNCILMAN GOODE: And who
21 makes the decision of whether to give
22 that money up and how is that decision
23 made?

24 MR. STANSKI: The SRC votes on
25 it.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN GOODE: Is it based
3 upon a staff recommendation? I mean,
4 someone drafts a resolution, so who makes
5 the decision?

6 MR. STANSKI: The SRC makes the
7 decision. The resolution is drafted by
8 the Administration.

9 COUNCILMAN GOODE: So who made
10 the decision?

11 MR. STANSKI: The SRC voted to
12 make the decision.

13 COUNCILMAN GOODE: I understand
14 that. Who made the decision to recommend
15 it?

16 MR. STANSKI: Oh,
17 Administration.

18 COUNCILMAN GOODE: So how much
19 money is going to be made off the project
20 in terms of profit?

21 MR. STANSKI: Did not discuss
22 profit margins.

23 COUNCILMAN GOODE: You did not
24 discuss how much money is going to be
25 made by the --

1 5/26/15 - WHOLE - BILL 150162, etc.

2 MR. STANSKI: What we discussed
3 is how much increase in use and occupancy
4 tax and liquor tax we would get from the
5 project, and balancing that against real
6 estate revenue that would be deferred for
7 20 years, we made a decision to recommend
8 approval and the SRC voted to approve it.

9 COUNCILMAN GOODE: So, one, you
10 don't know how much profit is coming from
11 the project, which I'm not overly
12 concerned with. Did you ask for any of
13 the profit?

14 MR. STANSKI: Did I ask -- I'm
15 sorry. What?

16 COUNCILMAN GOODE: Did you ask
17 for any of the profit? Did you ask for
18 any money? Let's say we forgive the
19 taxes. Did you ask for any money?

20 MR. STANSKI: Yeah. Well, the
21 original proposal had us giving up both
22 real estate and use and occupancy taxes.
23 We pushed back on the City, and the City
24 came back with just -- the TIF portion
25 just being the real estate, and the

1 5/26/15 - WHOLE - BILL 150162, etc.

2 District could begin collecting the new
3 use and occupancy taxes once that
4 development was --

5 COUNCILMAN GOODE: So how much
6 money did you get from pushing back?

7 MR. STANSKI: We're looking to
8 get 126 million over the 20 years in new
9 revenue.

10 COUNCILMAN GOODE: Okay. And
11 so what else was put on the table in
12 terms of negotiation, or you simply asked
13 for that and you got it?

14 MR. STANSKI: That's what we
15 asked for and yeah. So liquor tax is
16 going to be new. It's not in the TIF.
17 The U&O is not in the TIF. Obviously we
18 asked could it be done without any School
19 District taxes in it. The City
20 Administration's recommendation was it
21 could not.

22 COUNCILMAN GOODE: That's the
23 next question, is how can all the sudden
24 they require that in the form of a TIF to
25 pay for the project, then you push back

1 5/26/15 - WHOLE - BILL 150162, etc.

2 and then they don't need it?

3 MR. STANSKI: We pushed back.

4 They came back with an alternate
5 recommendation, but the recommendation
6 was they could not move forward with the
7 project without at least the real estate
8 portion.

9 COUNCILMAN GOODE: That's what
10 they said with the original proposal;
11 isn't that correct?

12 MR. STANSKI: No, that's not
13 what they said in the original proposal.

14 COUNCILMAN GOODE: So you
15 didn't push back?

16 MR. STANSKI: No. The original
17 proposal had both the U&O and real
18 estate.

19 COUNCILMAN GOODE: And they
20 said they couldn't pay for the project
21 without --

22 MR. STANSKI: They couldn't pay
23 for the project without a TIF, period.
24 What was in the TIF or out of the TIF we
25 discussed, we pushed back. We were able

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to get the U&O out of the TIF.

3 COUNCILMAN GOODE: Did you get
4 something extra out of it or not?
5 Explain to me how you did. Because the
6 point I'm trying to make is simply
7 that --

8 MR. STANSKI: We are going to
9 recognize liquor taxes and use and
10 occupancy taxes that we would not have
11 over the next 20 years.

12 COUNCILMAN GOODE: And is that
13 the original proposal that was given to
14 you?

15 MR. STANSKI: No. The original
16 proposal that was given to us had --

17 COUNCILMAN GOODE: So they
18 didn't need that to pay for the project.

19 MR. STANSKI: They went back
20 and looked at the financing. You'd have
21 to talk to the folks at the Redevelopment
22 Authority specifically. They went back,
23 talked to the developers. They came back
24 with an alternate proposal that had real
25 estate only in the TIF.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILMAN GOODE: I mean, I'll
3 accept it, but obviously if they didn't
4 need all of the tax revenue to pay for
5 the project, I'm not going to say whether
6 you got a good deal or didn't get a good
7 deal, but you should have a TIF policy
8 that's probably better than the one you
9 have right now.

10 Thank you, Mr. Chairman.

11 COUNCIL PRESIDENT CLARKE:

12 Thank you, Councilman.

13 The Chair recognizes
14 Councilwoman Brown.

15 COUNCILWOMAN BROWN: Back to
16 the issue of students with disabilities.
17 I want to know how many times does a
18 student have to have an IEP before the
19 District makes the decision that we
20 cannot service this child and we need to
21 in fact refer this child or recommend
22 that this child be moved to sometimes in
23 City, sometimes in an out-of-City
24 educational institution that can better
25 serve that child?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 (Witnesses approached witness
3 table.)

4 DR. HITE: Yeah. And having
5 Kim and Donyall come up, but before they
6 respond, in the child's IEP there are
7 objectives, learning objectives and
8 behavior objectives, that the child will
9 either meet or not meet, and then we
10 do -- if they're meeting them, that's
11 great. If they're not meeting the goals,
12 then we will adjust the IEP so that we
13 either get the right staff, the right
14 support or the right placement for that
15 young person. But I'll have Kim and
16 Donyall talk specifically about how many
17 times before.

18 COUNCILWOMAN BROWN: Okay.
19 Hold up. Because I want to get to a
20 student that I brought to the attention
21 of the District now for three years
22 and -- I'm struggling to put this on the
23 record because it's clear to me that
24 there was a shift or a change in
25 professionals that deal with the office

1 5/26/15 - WHOLE - BILL 150162, etc.
2 of children with special needs, and we
3 know always when that happens, the
4 child's circumstance gets delayed again.
5 This is an African American boy who has
6 been in the system. I was trying to get
7 a handle on the grade he's in, but he's
8 had at least a dozen IEPs, and that's a
9 mild exaggeration, but it's unacceptable
10 that I have to bring this student to the
11 attention again. I know that Dr. Hite
12 looked into it, and there's a cog in the
13 wheel either at the District level or at
14 the school level where I myself had
15 looked at this child's homework to see
16 what's not happening in the classroom,
17 and it's wrong. And I need to know today
18 where the District is on this particular
19 student, because the parent is at her
20 wit's end. She does not want her child,
21 who has autism, to become a candidate for
22 jail.

23 MS. CAPUTO: I'm certainly -- I
24 will certainly take the specifics from
25 you with respect to that individual

1 5/26/15 - WHOLE - BILL 150162, etc.
2 student.

3 COUNCILWOMAN BROWN: How long
4 have you been in your capacity?

5 MS. CAPUTO: I've been the
6 Deputy since May of 2013, ma'am.

7 COUNCILWOMAN BROWN: Then
8 you're well aware of this kid. So my
9 staff will speak to you off the record.

10 MS. CAPUTO: That's fine.

11 COUNCILWOMAN BROWN: And today
12 I want to know the status of this kid,
13 because another school year is over and
14 we're still grappling with the appearance
15 that the School District is not willing
16 to say we can't help this African
17 American boy who has autism, and we need
18 to follow the recommendations of others
19 who have taken a gazillion tests so that
20 this child can be placed before they go
21 to grade in September.

22 MS. CAPUTO: I'm happy to
23 assist in any way that I can, ma'am.

24 COUNCILWOMAN BROWN: I've heard
25 that before too. So I'm a lot unhappy

1 5/26/15 - WHOLE - BILL 150162, etc.
2 about it, because this is the third year
3 I've put it on the record. So my staff
4 will speak to you off the record about
5 who that child is so that this parent is
6 not struggling again for another entire
7 academic year for an African American
8 young man who is not handled with, given
9 the tools and skill sets that he needs,
10 will end up a candidate for jail. It's
11 wrong. I will say that that child is at
12 Chester A. Arthur School.

13 If we could speak to this issue
14 of -- in the last election, voting
15 dropped to 21 percent. In some of our
16 suburban schools, before young people can
17 graduate, they have to be at least
18 registered to vote. And so I was struck
19 on Election Day that a number of
20 18-year-olds called my daughter to say,
21 Where do I go to vote. So the question
22 is, what is happening in the schools
23 around civics? Is there some process by
24 where children can indeed register by the
25 time they graduate? Because it's clear

1 5/26/15 - WHOLE - BILL 150162, etc.
2 that if we don't capture their attention
3 on the value of the civic duty before
4 12th grade, then they're struggling with
5 what to do once they turn 18 years old so
6 that they can participate.

7 So what's happening right now
8 in the schools around civics?

9 CHAIRWOMAN NEFF: I know that
10 as a part of the government and economics
11 course that all seniors take, that
12 teachers do make an effort in different
13 ways depending on the school to assist
14 children with registering to vote.

15 COUNCILWOMAN BROWN: So I need
16 to know what that means, teachers make an
17 effort. When I was at Girls' High, we
18 had to be registered to vote before we
19 graduated. So I need to know what
20 tangible specific directives are given to
21 students to help them understand that
22 folks died so that we can have the right
23 to vote.

24 DR. DICKEY: We're in the
25 process now, Councilwoman, of -- when I

1 5/26/15 - WHOLE - BILL 150162, etc.
2 came into this role as Chief of Academic
3 Support about a year ago, I began to
4 work -- my team, we began the work of
5 developing the scope and sequence for all
6 content area, including social studies
7 where civics lies. And this school year
8 we were very successful -- I'm giving you
9 a bit of context to answer your question.

10 COUNCILWOMAN BROWN: Sure.

11 DR. DICKEY: This school year
12 we were very successful in, one,
13 developing and implementing, rolling out
14 to teachers K-12 a brand new scope and
15 sequence that's aligned to the PA Common
16 Core Standards for English -- reading and
17 English grades K-12. We did the same for
18 mathematics grades K through algebra 1,
19 and we have a Google Analytics tool that
20 is attached to our curriculum engine that
21 is online. Teachers can access it from
22 anywhere to help them plan their lessons
23 for the upcoming day, month, week, year.
24 And we're proud to say that between, I
25 believe, the month of January and the end

1 5/26/15 - WHOLE - BILL 150162, etc.
2 of April that we had 197,000 unique hits
3 to the curriculum engine.

4 COUNCILWOMAN BROWN: A hundred
5 and --

6 DR. DICKEY: A hundred and
7 ninety-seven thousand unique hits, which
8 means --

9 COUNCILWOMAN BROWN: Unique
10 hits?

11 DR. DICKEY: Yes, ma'am. And
12 that's technical language for 197,000
13 different times one of our teachers, one
14 or more of our teachers went to the
15 curriculum engine to access the content
16 necessary to teach the expectation of the
17 standards. So that's really good news.

18 COUNCILWOMAN BROWN: Okay.

19 DR. DICKEY: Now, from that,
20 because we couldn't do everything first,
21 from that, we learned, one, that the
22 product that we were providing to teach
23 the expectation of the PA Common Core
24 Standards is useful to the field. So
25 teachers are telling us that it is useful

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to them in the development of their
3 instruction.

4 So let's say the students have
5 to do something really complicated in 9th
6 grade, like --and this is civics. This
7 ties into civics, because the English
8 standards, they are -- they embed
9 opportunities for students to demonstrate
10 their knowledge of civics and social
11 studies, because the expectation of the
12 Common Core is that students are exposed
13 to historical text, they're exposed to
14 scientific text, they're exposed to
15 technical text, no matter the grade
16 level. So embedded in the English
17 standards in the Common Core are social
18 study standards. For example, kids have
19 to analyze 18th, 19th, and 20th century
20 U.S. seminal documents of historical and
21 literary significance with a focus on
22 themes, purposes, and rhetorical
23 features.

24 COUNCILWOMAN BROWN: Where in
25 the text does it deal with the basic

1 5/26/15 - WHOLE - BILL 150162, etc.

2 civic duty of registering to vote?

3 DR. DICKEY: Got you. Coming
4 to you. Coming to you. So now, because
5 we couldn't do everything first, we
6 developed ELA, we developed reading, we
7 developed mathematics. So this school
8 year, this summer in preparation for the
9 upcoming school year, we'll be doing the
10 same to build out the science curriculum
11 and the social studies curriculum, and in
12 it will live opportunities for kids to
13 learn about civics, to learn about the
14 importance of voting and perhaps get
15 registered to vote. So it will live
16 there. We're just in the process of
17 developing it now.

18 COUNCILWOMAN BROWN: So the
19 operative word used was "perhaps."

20 DR. DICKEY: Well --

21 COUNCILWOMAN BROWN: Hold it
22 right there. So the ask is by next year
23 at this time -- Councilman Jones is very
24 good about reminding us what was posed
25 the year before, and in an attempt to be

1 5/26/15 - WHOLE - BILL 150162, etc.
2 reasonable, my ask is that next year you
3 be able to tell us where 12th graders --
4 9th graders, so that by 12th grade they
5 get it, there's some level of
6 expectation -- you define what that
7 should look like -- that young people
8 leaving Philadelphia public schools now
9 have the inferred expectation that we
10 want you to exercise your civic duty and
11 register to vote.

12 DR. HITE: Councilwoman, I
13 didn't hear the beginning of this, but
14 hearing the end of the question, I think
15 I know enough about it. The other thing
16 is that there's a wonderful program that
17 we have and the program is called ACE.
18 It is a program that is in some of our --
19 many of our high schools. We want to
20 expand that to many more. It allows for
21 children to participate in the types of
22 civic activities that you talked about.
23 They even engage in debate. They talk
24 about voting rights and registering. We
25 want as many students as possible to be

1 5/26/15 - WHOLE - BILL 150162, etc.
2 associated with that program, because it
3 does provide our young people with a
4 tremendous experience. I think we have
5 11 of the high schools now -- 15. I was
6 close. Oh, that's right. Got the ACE
7 professional over here. Fifteen of the
8 high schools now.

9 COUNCILWOMAN BROWN: Very good.
10 Fifteen out of how many high schools?

11 DR. HITE: Fifteen out of 54.

12 COUNCILWOMAN BROWN: So that's
13 about one-third of the high schools?

14 DR. HITE: Yeah.

15 COUNCILWOMAN BROWN: Dr. Neff?

16 CHAIRWOMAN NEFF: I was just
17 going to say but in every high school
18 children have to have taken a government
19 course before they can graduate, and
20 typically our kids tend to take it their
21 senior year. That's not true across the
22 District. But I don't see why it
23 couldn't be an expected part of the
24 course that you take kids through the
25 process of getting them registered, and

1 5/26/15 - WHOLE - BILL 150162, etc.
2 I'm sure that I wouldn't get disagreement
3 from the District. I know that we
4 required that at Masterman. You get a
5 little extra credit if you can show your
6 voter's registration card. And I think
7 what Dr. Hite is referring to is that and
8 Donyall has also referred to is that
9 throughout the social studies curriculum,
10 at different grade levels civic
11 responsibility is an important component
12 that's absolutely critical regardless of
13 what the social studies curriculum is. I
14 know in our elementary schools a number
15 of the schools are partnering with the
16 Rendell Center for Civic Engagement and
17 really getting to understand, and I know
18 a number of our high schools, Masterman
19 participated as well, do mock elections
20 during their senior year and generate
21 that interest in civic engagement. But,
22 I mean, I'm not going to speak for the
23 District staff here, but I don't think
24 that there's any reason why we can't make
25 that one of -- we require all of our kids

1 5/26/15 - WHOLE - BILL 150162, etc.
2 to take the PSATs. There's no reason why
3 we can't require all our 18-year-old
4 seniors to have a registration drive
5 there or whatever we have to do to get
6 them registered. We can't make them go
7 to the polls, but we can get them
8 registered and get them interested.

9 DR. DICKEY: And, last, we are
10 planning to publish a document that
11 outlines each quarter of each grade level
12 for each discipline the four core areas -
13 ELA/reading, mathematics, science, and
14 social studies - so that teachers,
15 parents, and students and community can
16 know what students are learning each
17 quarter of the school year.

18 COUNCILWOMAN BROWN: And that's
19 encouraging to hear and in no way could
20 pontificate, but the hope and expectation
21 is that that 21 can grow to 54 so that
22 all children across the board get the
23 opportunity to know that civics is
24 taught. It has to be a learned behavior,
25 and we need to capture their attention

1 5/26/15 - WHOLE - BILL 150162, etc.
2 before they leave the schoolhouse door.
3 So that's my ask over the next year when
4 you sit down, you give us an update on
5 where you are with that integrated,
6 infused expectation so that we can -- the
7 democratic process can rise above 21
8 percent participation. It's just very,
9 very -- and we have a responsibility to
10 do that. Thank you.

11 Thank you, Mr. Chairman.

12 COUNCIL PRESIDENT CLARKE:

13 Thank you, Councilwoman.

14 The Chair recognizes Councilman
15 Jones.

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

18 We've been here a long time, so
19 I'm going to be real brief. First I want
20 to thank your team, Dr. Hite, and the SRC
21 for some things that you were listening
22 on. We had an incident where a young
23 lady was taken from a school, abducted, a
24 couple years back, and a whole lot of
25 hearings happened. It was in

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Councilwoman Blackwell's district. A
3 whole lot of hearings since then. Talked
4 about the dismissal policy. I've been in
5 every one of my 30-plus schools, and in
6 each one of them there is a dismissal
7 policy clearly placed at the front of the
8 door and in most cases, not all, they
9 asked me for photo ID, knowing doggone
10 well who I was, but they still asked me
11 anyway, which is an improvement. That's
12 something that came out of this body as a
13 recommendation. So I want to thank you
14 for hearing us and adjusting accordingly.

15 In addition, I want to thank
16 your staff who participated in our Safe
17 Corridor program. 7:00 a.m. I have them
18 and the principals in my area on a call
19 and we talk about climate and other
20 issues inside and outside the school to
21 try to prevent violence. They
22 participate, and I thank them for that.

23 There are some challenges, and
24 you're working on it. I won't point --
25 out of the 30-plus schools, I got a

1 5/26/15 - WHOLE - BILL 150162, etc.
2 couple of them that need intensive care,
3 which brings me to my point. In one of
4 my schools, which is doing fairly well,
5 there is an issue of internal cameras and
6 there are blind spots in the schools. I
7 will not name the schools because we're
8 in a public hearing, but a couple of them
9 need those kinds of repairs so that they
10 can, with fewer staff, with fewer NTAs,
11 be able to safeguard corridors inside the
12 school. So in our camera program that
13 Councilman Clarke was the pioneer of
14 cameras in the City of Philadelphia, we
15 have now 4,000 cameras throughout the
16 City of Philadelphia connected to the
17 private sector. So there is a good
18 network outside of the schools, but we
19 have to work on keeping the cameras
20 inside the schools repaired.

21 And then, finally, I want to
22 thank you for a couple of other things.
23 The ACE program, which Nycole Watson is a
24 participant in, working with young people
25 teaching civics, but also Youth Courts,

1 5/26/15 - WHOLE - BILL 150162, etc.
2 which is now at Beeber and is expanding
3 to Overbrook, which is a conflict
4 resolution model, peer mediation model
5 that I think works that create a sense of
6 civic responsibility. You guys got
7 behind that, and I want to thank you for
8 that.

9 And some of the private-public
10 partnerships are working a bit.
11 Harrisburg University has been working
12 with Overbrook High School. The first
13 year we sent a class of students up there
14 to visit this technical high school,
15 Mr. President, and 15 of the kids came
16 back from that trip with full free
17 scholarship rides to the University. The
18 second year we sent them, that number
19 increased to 30. But without you guys
20 thinking outside of the box, allowing
21 that kind of creative kind of linkages,
22 45 kids from my district would never have
23 known where Harrisburg University was or
24 how to get plugged in and how to access
25 that kind of program. Now, we got a long

1 5/26/15 - WHOLE - BILL 150162, etc.
2 way to go, but I think as important as
3 talking about what does not work well and
4 what needs improvement is things that
5 you've heard us, listened to, and worked
6 on. So I want to publicly thank you and
7 your crew.

8 DR. HITE: Thank you.

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

11 COUNCIL PRESIDENT CLARKE:
12 Thank you, Councilman.

13 The Chair recognizes
14 Councilwoman Reynolds Brown.

15 COUNCILWOMAN BROWN: Please
16 give us an update on the inventory of
17 partnerships that you enjoy with
18 universities, because this continues to
19 be a conversation, debate, inclination
20 around PILOTs, and until -- we need to
21 know what we have and what's in place
22 before we can explore what more
23 universities can or should do.

24 DR. HITE: Yes. So we have
25 a -- now we have an office. It started a

1 5/26/15 - WHOLE - BILL 150162, etc.
2 year or so ago. It's an Office of
3 Strategic Partnerships. It captures all
4 of the partnerships that we have with
5 both colleges, universities and other
6 entities, so community organizations. So
7 there's several types of partnerships,
8 and I could get some of these wrong, but,
9 I mean, so we have some work with many of
10 the universities with, the teaching
11 universities, around attracting more
12 minorities, particularly in math and
13 science, training and developing those
14 individuals, leadership development
15 program that we're working on with a
16 couple of the larger universities. We
17 have a partnership with Drexel that's
18 looking at a K-12 school.

19 COUNCILWOMAN BROWN: Is that a
20 part of the Promise work that's being
21 done?

22 DR. HITE: It will be. It will
23 be part of the -- it's a part of that
24 work that's going on.

25 COUNCILWOMAN BROWN: Is there a

1 5/26/15 - WHOLE - BILL 150162, etc.
2 prepared written list so that we can see
3 visually what universities are engaged?

4 DR. HITE: Sure.

5 COUNCILWOMAN BROWN: What the
6 program renderings are?

7 DR. HITE: Yes.

8 COUNCILWOMAN BROWN: Because
9 then that helps us determine more
10 accurately what we believe more
11 universities can do given the needs of
12 kids in the system.

13 DR. HITE: We can provide that
14 for you.

15 COUNCILWOMAN BROWN: That will
16 be very helpful.

17 Almost done, Mr. President.

18 Is the outsourcing of nurses --

19 DR. HITE: Including the
20 Community College?

21 COUNCILWOMAN BROWN: Yes,
22 please.

23 DR. HITE: Okay. Thank you.

24 COUNCILWOMAN BROWN: Is there
25 any outsourcing of nurses done in the

1 5/26/15 - WHOLE - BILL 150162, etc.

2 District?

3 DR. HITE: Yes. For children
4 with special needs, yes.

5 COUNCILWOMAN BROWN: Okay. So
6 in listening to the number of the City
7 departments over the last number of
8 years, there -- I want to frame this
9 properly. There's dissatisfaction with
10 what they're trying to do on behalf of
11 our children and sometimes the
12 impediments that they face when trying to
13 seek support, partnership with the School
14 District, and of course no examples I
15 have here right now. In fact, we're now
16 working together on a human trafficking
17 task force, of which one of your esteemed
18 professionals are sitting on that task
19 force, and we talked about that a little
20 bit.

21 So I guess speak to what
22 measures you've undertaken
23 administratively to break down what some
24 view still as some of the silos that
25 exist between the School District and DHS

1 5/26/15 - WHOLE - BILL 150162, etc.
2 or the School District and the District
3 Attorney's Office.

4 DR. HITE: We have a couple of
5 things that we started to do. Number one
6 is the -- I'll start with the District
7 Attorney's Office and I'll allow
8 Ms. Lynch to chime in where I may miss
9 something.

10 With the District Attorney's
11 Office, the District Attorney is helping
12 us pretty significantly on issues
13 associated with attendance.

14 COUNCILWOMAN BROWN: Yes.

15 DR. HITE: And particularly
16 with the notification to families. Not
17 with a view of bringing people in, but
18 just getting their attention and drawing
19 the attention to the issue we think is
20 really important. So we've begun to
21 coordinate with the District Attorney's
22 Office around that. They've seen some
23 success in the charter school community
24 in terms of what they capture.

25 COUNCILWOMAN BROWN: So that's

1 5/26/15 - WHOLE - BILL 150162, etc.
2 progress compared to a year ago, in my
3 view, based on what I heard last year and
4 what I'm hearing now.

5 DR. HITE: Right. Well, I
6 mean, that's one example. I mean, and
7 then there are a couple of examples with
8 DHS and DBH, and I'll let Karyn talk
9 about those.

10 COUNCILWOMAN BROWN: Okay.
11 Good afternoon, Karyn.

12 MS. LYNCH: Good afternoon.
13 Thank you. Karyn Lynch, Chief of Student
14 Support Services.

15 So I would say over the last
16 two or three years, we have developed a
17 strong working relationship with DHS.
18 You know that they are co-locating in the
19 School District. At various levels of
20 the organization, there's ongoing,
21 constant communication. If there are
22 specific issues that we can speak to,
23 we'd be more than willing to do that. I
24 think last year when we came before you
25 we talked about the fact that because we

1 5/26/15 - WHOLE - BILL 150162, etc.
2 were depleted in staffing and DHS was
3 interested, they were eager to assist
4 with truancy work and attendance that
5 they let contracts to hire case managers
6 to work in our schools and help identify
7 the issues and concerns that exist with
8 families when truancy is in fact an
9 issue. So that service started in
10 February. I think the best way to
11 describe it is that it is gaining ground
12 and developing as we are working very,
13 very closely with contractors to look at
14 some of the issues of implementation.
15 We've had ongoing meetings in order to
16 ensure that the service works well. I
17 think it will probably be in full speed
18 by the start of the next school year and
19 most helpful to our schools.

20 But there are a variety of
21 programs and services and initiatives.
22 I'm more than willing to outline even
23 more. I could probably talk for another
24 20 minutes about the working relationship
25 between the School District and the

1 5/26/15 - WHOLE - BILL 150162, etc.
2 Department of Human Services. I could
3 talk about other City agencies as well.

4 COUNCILWOMAN BROWN: Well,
5 progress is good. It's just important to
6 put on the record that progress is
7 happening and that some break-throughs
8 are happening so that we can discontinue
9 hearing from other departments that we
10 continue to run into impediments. So
11 where there is progress, it should be
12 noted for the record.

13 MS. LYNCH: Thank you.

14 DR. HITE: So, Councilwoman,
15 I'll also add that I have a
16 representative out of my office working
17 with the Council President's office on
18 the School-Based Family Service Centers,
19 because we want to determine how those --
20 number one, what they are and how they
21 could be coordinated and how we could get
22 those into schools as quickly as
23 possible.

24 COUNCILWOMAN BROWN: Okay. All
25 right, then.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Thank you, Mr. President. The
3 bell rang.

4 COUNCIL PRESIDENT CLARKE:

5 You're welcome, Councilwoman.

6 The Chair recognizes Councilman
7 Jones.

8 COUNCILMAN JONES: Last
9 questions, Mr. President.

10 COUNCIL PRESIDENT CLARKE:
11 Absolutely.

12 COUNCILMAN JONES: Three quick
13 ones and I'm out.

14 Number one, earlier you guys
15 mentioned that -- well, the SRC. How
16 much is their budget a year, the SRC, and
17 what was it last year?

18 MR. STANSKI: The office
19 budget?

20 COUNCILMAN JONES: Yes.

21 MR. STANSKI: So for context,
22 the Charter School Office reports through
23 the SRC. So just the SRC alone, it's
24 probably 750 to a million dollars.

25 COUNCILMAN JONES: Did you guys

1 5/26/15 - WHOLE - BILL 150162, etc.
2 put in for a million dollar increase?

3 MR. STANSKI: We did not put in
4 for a million dollar increase. That
5 increase is a result of the Charter
6 School Office reporting -- the reporting
7 structure used to be in the
8 Superintendent's office, Charter School
9 Office, which is about a million dollars.

10 COUNCILMAN JONES: So it's a
11 shift?

12 MR. STANSKI: It's a shift from
13 the Superintendent's budget to the SRC
14 budget.

15 COUNCILMAN JONES: Just
16 checking. I know those charter school
17 people. Sophie is formerly with City
18 Council. I had to keep an eye on her.

19 The second question is, the
20 Constitution High School and Science
21 Leadership Academy, they are paying rents
22 at this point?

23 MR. STANSKI: Correct. Yes.

24 COUNCILMAN JONES: How much are
25 those rents?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 MR. STANSKI: A little over \$2
3 million annually.

4 COUNCILMAN JONES: When do
5 they -- so we're paying \$2 million a year
6 for those two schools. And when are
7 those leases -- when do they expire?

8 MR. STANSKI: I'm going to let
9 Fran Burns, our Chief Operating Officer,
10 come and address this issue.

11 (Witness approached witness
12 table.)

13 COUNCILMAN JONES: Hi, Fran.
14 How are you?

15 MS. BURNS: Hello. Fran Burns,
16 Chief Operating Officer.

17 The leases expire June 30th,
18 2016, and within both lease agreements
19 there are two ten-year options to renew.

20 COUNCILMAN JONES: Neither one
21 of those schools are neighborhood
22 schools. They are catchment schools
23 citywide?

24 MS. BURNS: Citywide, yes.

25 COUNCILMAN JONES: So is there

1 5/26/15 - WHOLE - BILL 150162, etc.
2 a reason why we chose those two
3 locations? I mean, you don't have to
4 answer that now.

5 MS. BURNS: Sure.

6 COUNCILMAN JONES: I'm just
7 saying, that's \$2 million in rent when we
8 could be using that money to own and/or
9 there are a number of schools that are
10 under-occupied that -- for example, what
11 is it, 27th and Chalmers? Rhodes, for
12 example, was built as a high school. It
13 is like half vacant. I mean, those kinds
14 of synergies in schools that are citywide
15 as opposed to neighborhood schools might
16 be something to look at. All right?

17 DR. HITE: And I will just add,
18 Councilman, we're actively seeking to get
19 out of those -- once those leases are up,
20 to get those schools into other
21 properties that the District maintains.

22 COUNCILMAN JONES: I would
23 imagine. That's \$2 million. All right.

24 Thank you, Mr. Chairman.

25 COUNCIL PRESIDENT CLARKE: The

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Chair recognizes Councilwoman Brown.

3 COUNCILWOMAN BROWN: Yes.

4 Two final questions. If Fran
5 Burns could remain seated. Tell us what
6 the process or protocols are for schools
7 that are in need of maintenance,
8 maintenance to the point where the safety
9 of young people may be at risk. What
10 triggers you assigning your staff to deal
11 with major maintenance issues?

12 MS. BURNS: Okay. There's a
13 few things. One, the cleaning staff and
14 the building engineer who is in charge of
15 the building have daily responsibilities
16 and assignments in terms of checking for
17 the safety of the building and making
18 sure the building is safe for occupants.
19 In addition to that, our building
20 engineers report not only through the
21 maintenance supervisor, but also to the
22 principal. So they get direct requests
23 as well from principals every day. And
24 our stronger building engineers are those
25 that actually have very strong

1 5/26/15 - WHOLE - BILL 150162, etc.
2 communication with the principal.

3 We also have a daily -- I mean,
4 an annual process for school opening and
5 school transition where we document all
6 of the needs for a building and
7 particularly from a facility perspective
8 what those needs are. In addition, we
9 have a work order management system where
10 we document outstanding needs for the
11 building, and we are in the process of
12 upgrading our system to allow for,
13 frankly, better management and
14 accountability in our work order
15 responses.

16 COUNCILWOMAN BROWN: On the
17 topic of work orders, where is there a
18 provision to ensure that -- is that an
19 RFP process when it comes to a remedy for
20 those types of maintenance matters?

21 MS. BURNS: Well, we have
22 prioritized -- we have priorities across
23 kind of the level of need at a building
24 and how long and how much time it takes
25 to respond to different needs. For

1 5/26/15 - WHOLE - BILL 150162, etc.
2 instance, if a fire alarm system is out
3 of order for the day when we check it,
4 which doesn't happen often, but we would
5 put in an emergency fire watch at the
6 school and we would immediately fix that.

7 COUNCILWOMAN BROWN: Okay.

8 MS. BURNS: So there are
9 obviously different levels of response
10 depending on the situation.

11 And I do want to add that we
12 do -- two times a year we provide a
13 third-party environmental inspection of
14 the building that looks for mold, leaks,
15 water intrusion, and overall air quality
16 to the students, in addition to asbestos.

17 COUNCILWOMAN BROWN: What
18 expectations are placed on ensuring that
19 those who handle maintenance, all of
20 which you just spoke of, are Philadelphia
21 residents and consideration for women and
22 people of color for those jobs?

23 MS. BURNS: Sixty-six percent
24 of the workforce is African American --

25 COUNCILWOMAN BROWN: I'm

1 5/26/15 - WHOLE - BILL 150162, etc.

2 talking about those that are outsourced,
3 when you have to bring in subs to take
4 care of matters.

5 MS. BURNS: I'll have to get
6 back to you on that answer.

7 COUNCILWOMAN BROWN: How soon?

8 MS. BURNS: I can provide it --

9 COUNCILWOMAN BROWN: By the end
10 of the week?

11 MS. BURNS: Certainly.

12 COUNCILWOMAN BROWN: All right,
13 then.

14 The last question, if Council
15 appropriates the additional funding
16 requested, what will the School District
17 do? Will certified school nurses be
18 returned, counselors, librarians be
19 restored?

20 DR. HITE: I'm sorry. Can you
21 repeat the question? I was having a
22 sidebar here.

23 COUNCILWOMAN BROWN: No
24 problem. We do that all the time.

25 DR. HITE: I'm sorry.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCILWOMAN BROWN: No

3 problem.

4 If Council is able to
5 appropriate the funding request that you
6 put forth, how will those dollars be
7 used? For example, will certified school
8 nurses be restored, counselors and/or
9 librarians for the schools?

10 DR. HITE: We have detail in
11 the budget book, Councilwoman, the exact
12 positions that would go back to schools,
13 and they've been a result of requests
14 that schools have made with respect to
15 these. And so in the front of the budget
16 book, I think it's a summary of all of
17 the positions by categories. And so you
18 said counselors?

19 COUNCILWOMAN BROWN: Yes.

20 DR. HITE: So in the book, it's
21 59 and a half, and 37 nurse/health
22 technicians, but it's in those types of
23 categories.

24 COUNCILWOMAN BROWN: So of the
25 counselors, will they be primarily for

1 5/26/15 - WHOLE - BILL 150162, etc.
2 the high schools? I'm most interested in
3 juniors and seniors who need what they
4 need so that they can pursue the college
5 admissions process without one counselor
6 to 2,500 kids.

7 MR. STANSKI: So a couple
8 things. One, so we left it up to schools
9 to determine how to use the potential new
10 money, but on the counselor front, yes,
11 majority of it is high schools and then
12 it was actually small elementary schools
13 who right now only get a halftime
14 counselor. A lot of them chose to then
15 purchase that other half to get a full
16 time.

17 But I do want to be clear that
18 these numbers assume both the City money
19 comes and the State money. So, remember,
20 we have a shortfall of \$85 million next
21 year. So if it's just the City money and
22 the State doesn't come through, those
23 positions we outlined, we would not be
24 able to fund those, so --

25 COUNCILWOMAN BROWN: All of

1 5/26/15 - WHOLE - BILL 150162, etc.
2 that may be adjusted depending upon yield
3 from --

4 MR. STANSKI: From both the
5 City and the State.

6 COUNCILWOMAN BROWN: Okay,
7 then. That begs my last question --

8 DR. HITE: Chairwoman Brown, if
9 I could also add on the counselor front,
10 we also now have a new system in place
11 that allows children access to resources
12 about colleges and universities. They
13 can fill out a financial aid form and
14 it's uploaded automatically. They can
15 submit applications to multiple schools
16 and it has the SAT prep. It's a system
17 called Naviance that's going to be in all
18 of our high schools next year and, in
19 addition, many of our middle schools. So
20 that it begins to allow children access
21 to that type of information, and they
22 have modules on it like how to write a
23 letter or a college letter to include
24 with an application. So we will also
25 have that system in place next year, and

1 5/26/15 - WHOLE - BILL 150162, etc.
2 we're training our professional school
3 counselors on the use of that tool right
4 now.

5 COUNCILWOMAN BROWN: Okay. How
6 old is that?

7 DR. HITE: That's brand new.

8 COUNCILWOMAN BROWN: So because
9 then what I'll be curious to know next
10 year is X number of students went to
11 college this year based on the old
12 system. What is the yield as a result of
13 this infusion of new dollars for this new
14 program, what are the numbers now. Has
15 there been an increase in the number of
16 children using it, students using it, and
17 therefore going on to college so we can
18 really measure the utility but also the
19 effectiveness of it. Because it's great
20 to have it, but if counselors are not
21 doing not a good job but a great job to
22 make sure students are using it, it's all
23 for naught.

24 DR. HITE: And I'll also add
25 with that, the number of children

1 5/26/15 - WHOLE - BILL 150162, etc.
2 completing our FASFA form, all of those
3 types of things that are indications or
4 measures for children getting into
5 college.

6 COUNCILWOMAN BROWN: So let me
7 say now to include that in the testimony
8 next year. If we want to continue to see
9 graduation rates go up, that's great, but
10 we also want to see more young people
11 accessing and going on to college so that
12 they can come back and be contributing
13 citizens. Thank you.

14 Thank you, Mr. President. I'm
15 done.

16 COUNCIL PRESIDENT CLARKE:
17 Thank you, Councilwoman.

18 A couple of questions. With
19 respect to outsourcing, to follow up on
20 Councilwoman Brown's conversation about
21 outsourcing, we give you the money, the
22 State gives you the money. Is there
23 anything that precludes you from
24 outsourcing the services as it relates to
25 employees, be it counselors, be it

1 5/26/15 - WHOLE - BILL 150162, etc.
2 healthcare professionals? Can you just
3 do that with the money that we give you,
4 probably with the belief that it will
5 hire traditional employees; i.e., PFT
6 members?

7 DR. HITE: Yeah. I don't think
8 there's anything that precludes that in
9 any of the language now, Council
10 President. And in addition to that, I
11 would add that we have some nurses for
12 special ed children, for children with
13 special needs who are outsourced at the
14 moment. We are also looking at the
15 health services field. But I don't think
16 there's anything that precludes that. I
17 would have to look at our general
18 counsel. But the SRC would have to take
19 an action to make that so.

20 COUNCIL PRESIDENT CLARKE:
21 Well, history has shown that the SRC kind
22 of goes along with the staff. Just like
23 me, I kind of go along with my staff
24 recommendations. So the bottom line is,
25 because of our limited ability to have

1 5/26/15 - WHOLE - BILL 150162, etc.
2 jurisdiction over anything you all do, we
3 can both give you 100 million, you go do
4 what you do and you outsource every last
5 one of these new positions.

6 DR. HITE: That's not what
7 we're intending to do.

8 COUNCIL PRESIDENT CLARKE: I
9 hear what --

10 DR. HITE: That's not what
11 we're intending to do.

12 COUNCIL PRESIDENT CLARKE: I'm
13 saying you have the authority to do that.
14 If you don't intend to do that, are you
15 prepared to --

16 DR. HITE: And we didn't do it
17 last year when we added back positions.

18 COUNCIL PRESIDENT CLARKE:
19 Well, whatever. Are you prepared to have
20 language to that effect? And I know
21 we're not supposed to have strings
22 attached with the money that we provide
23 to you.

24 DR. HITE: Language to the
25 effect of not outsourcing?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 COUNCIL PRESIDENT CLARKE:

3 Correct.

4 DR. HITE: Yeah. No. I mean,
5 one of the reasons we have the RFP out is
6 to determine if there are other models
7 that we can use in schools and if we have
8 the ability to expand services.

9 COUNCIL PRESIDENT CLARKE:

10 Short answer is, no, you're not prepared
11 to --

12 DR. HITE: No.

13 COUNCIL PRESIDENT CLARKE: --
14 give us that language?

15 DR. HITE: No.

16 COUNCIL PRESIDENT CLARKE:

17 Okay. Thank you.

18 The waiver issue, how soon can
19 you get that information? Because that
20 is very important to us.

21 DR. HITE: We can get that from
22 our general counsel probably within the
23 week. Do you need it sooner?

24 COUNCIL PRESIDENT CLARKE:

25 Well, you know --

1 5/26/15 - WHOLE - BILL 150162, etc.

2 DR. HITE: By the end of this
3 week? Would that be helpful?

4 COUNCIL PRESIDENT CLARKE: I
5 mean, it's just a simple matter of, I'm
6 assuming, reading the document. Can we
7 get it like tomorrow?

8 DR. HITE: We'll do our best.
9 We'll --

10 COUNCIL PRESIDENT CLARKE: I
11 mean, we're being asked to vote on
12 another significant expenditure for the
13 School District and I'd like to be able
14 to have the information.

15 CHAIRWOMAN NEFF: Council
16 President, can we get specific language
17 from your staff about exactly what kinds
18 of things --

19 COUNCIL PRESIDENT CLARKE: I
20 just want to know what you can and cannot
21 do. I'm assuming that there are waiver
22 provisions within the language. Like
23 last year, I'll be honest with you, I
24 didn't know that you guys can waive the
25 maintenance of effort in terms of to

1 5/26/15 - WHOLE - BILL 150162, etc.
2 accommodate the short-term borrowing. It
3 probably created a better environment for
4 us to provide that money because we
5 weren't going to be locked into that.

6 CHAIRWOMAN NEFF: Okay.

7 COUNCIL PRESIDENT CLARKE: I
8 mean, what else can you do?

9 I just want to get a little
10 clarity. On the sales tax, as I
11 referenced it, the hijacking of the
12 City's Pension Fund money, I know the SRC
13 supported the State provision that
14 allowed the 120 to go to the School
15 District. Was that also the staff's
16 recommendation, to support the 120 sales
17 tax extension go to schools and not
18 pensions?

19 DR. HITE: I'd be in support of
20 anything that brings us additional
21 revenue, so, yes. Yes, Mr. President.

22 COUNCIL PRESIDENT CLARKE:
23 Okay. I just want to get all this stuff
24 on the record.

25 I'm going to give you an easy

1 5/26/15 - WHOLE - BILL 150162, etc.
2 one, and I'm asking this for Councilman
3 Squilla and myself. Tried to be
4 supportive of schools in communities,
5 wherever possible. From time to time
6 Councilmembers have offered to put money
7 on the table to provide capital
8 improvement to schools, playgrounds, all
9 the other equipment that makes it a more
10 comprehensive approach to children's
11 outcome. Is there like a legal provision
12 on the School District side that
13 prohibits us? Because every time we try
14 to put money on the table --

15 DR. HITE: It's not -- thank
16 you for asking this question, Council
17 President. This is not the School
18 District's issue. This is a City Law
19 Department issue.

20 COUNCIL PRESIDENT CLARKE: Is
21 this new?

22 DR. HITE: This is how the
23 capital monies can be used for properties
24 that are not, quote/unquote, City
25 properties. I mean, this is -- we're all

1 5/26/15 - WHOLE - BILL 150162, etc.
2 raring to go if we can with this issue,
3 but this, I understand, is a problem that
4 is coming out of the City Law Department
5 with respect to our properties and the
6 City providing capital improvements for
7 those properties.

8 COUNCIL PRESIDENT CLARKE: So
9 can you give me that in writing? Because
10 when I ask the City, they tell me that
11 the fault lies within the School District
12 and their unwillingness to sign
13 authorization to build on their property.

14 DR. HITE: Yeah, we can get
15 that to you in writing.

16 COUNCIL PRESIDENT CLARKE:
17 Because somewhere --

18 DR. HITE: Yeah, we can get
19 that to you in writing.

20 COUNCIL PRESIDENT CLARKE: --
21 they said, Oh, we're ready to go, 11th
22 and Venango, and I know Councilman
23 Squilla has a number of them. It's
24 like --

25 DR. HITE: You had a school

1 5/26/15 - WHOLE - BILL 150162, etc.

2 too.

3 COUNCIL PRESIDENT CLARKE: I
4 have a bunch of them. I had Adaire.

5 DR. HITE: Right, Adaire is the
6 one that comes to mind.

7 COUNCIL PRESIDENT CLARKE: 11th
8 and Venango. Now Hartranft Playground.

9 All right. So if you can get
10 me that in writing so when I go to the
11 Law Department, I can finally get to the
12 bottom of this.

13 A little clarity on the
14 one-time funding. You referenced it in
15 your conversation, I believe, with
16 Councilman Oh, school building sales.
17 First, how much did we eliminate as a
18 result of the school building sales?

19 MR. STANSKI: So for this
20 fiscal year, it was 20 million and then
21 the prior fiscal year, it was around 27
22 million. So overall we netted after
23 defeasance about 47 million over the two
24 years.

25 COUNCIL PRESIDENT CLARKE: In

1 5/26/15 - WHOLE - BILL 150162, etc.

2 addition to the elimination of how much
3 debt?

4 MR. STANSKI: Annual debt
5 service, about close to a million dollars
6 in debt service annually.

7 COUNCIL PRESIDENT CLARKE: No,
8 not annually. Total.

9 MR. STANSKI: Oh, okay. Yeah.
10 So 20 to 30 million in debt.

11 COUNCIL PRESIDENT CLARKE: Are
12 you sure?

13 MR. STANSKI: I can get you a
14 firm number, but in that range.

15 COUNCIL PRESIDENT CLARKE: So
16 it was basically more than 75 million.
17 It was \$2 million in carrying costs, I
18 believe?

19 MR. STANSKI: Right. The
20 carrying costs, yes, to operate those
21 excess buildings.

22 COUNCIL PRESIDENT CLARKE: All
23 right. And that request for funding was
24 one time, the \$50 million, that Dr. Hite
25 suggested that schools wouldn't open.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 Remember when you came in at the last
3 minute, you said we're going to put the
4 50 million up, and we came up with the
5 school building sale proposal. Was that
6 in the middle of the fiscal year?
7 Because the suggestion is that we -- I
8 mean, that kind of caught us -- came out
9 of the blue.

10 MR. STANSKI: The \$50 million
11 came from the Mayor in the July, August
12 2013 timeframe, and then the discussion
13 was how to pay for the 50 million
14 happened all throughout the fall.

15 COUNCIL PRESIDENT CLARKE: When
16 you say it came from the Mayor, is that
17 the Mayor? It wasn't initiated at the
18 School District that there was \$50
19 million required?

20 MR. STANSKI: No, no, no.
21 Well, the District, we definitely needed
22 the \$50 million.

23 COUNCIL PRESIDENT CLARKE: So
24 the request came from the School
25 District?

1 5/26/15 - WHOLE - BILL 150162, etc.

2 DR. HITE: Yes. Yes.

3 COUNCIL PRESIDENT CLARKE: You
4 said came from the Mayor.

5 MR. STANSKI: I would say the
6 start of go ahead and spend \$50 million
7 came from the Mayor in that July, August
8 timeframe.

9 COUNCIL PRESIDENT CLARKE: But
10 the request came from the School
11 District, \$50 million, emergency funding,
12 or however we want to characterize it,
13 was that --

14 MR. STANSKI: Our total request
15 was 105 and then we had 133 from the
16 State -- or 160 from the State and then
17 133 from labor.

18 COUNCIL PRESIDENT CLARKE: All
19 right. Was that in the beginning of the
20 fiscal year?

21 MR. STANSKI: Yeah. In March
22 of 2013 when we proposed the budget, we
23 had a \$300 million shortfall. We had
24 labor, City and State, and then by the
25 end of June, we didn't have any really

1 5/26/15 - WHOLE - BILL 150162, etc.

2 dollars from anywhere --

3 COUNCIL PRESIDENT CLARKE: So
4 it wasn't in --

5 MR. STANSKI: And then the
6 50 -- yeah.

7 COUNCIL PRESIDENT CLARKE: It
8 was in the middle of the fiscal year.

9 MR. STANSKI: So starting the
10 fiscal year, we said we needed the money,
11 at least 50 to open schools. We got the
12 commitment.

13 COUNCIL PRESIDENT CLARKE: What
14 I'm trying to understand is that we
15 passed the budget. We passed an
16 increase, a tax increase again, for that
17 fiscal year, and somehow between -- we
18 didn't give you more money?

19 MR. STANSKI: In Fiscal '14 the
20 commitment was additional efforts around
21 collections. There was not a rate
22 increase.

23 COUNCIL PRESIDENT CLARKE:
24 There was a rate increase. There was a
25 rate increase.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 MR. STANSKI: In Fiscal '14?

3 COUNCIL PRESIDENT CLARKE:

4 Absolutely.

5 MR. STANSKI: Real estate?

6 COUNCIL PRESIDENT CLARKE:

7 Absolutely.

8 MR. STANSKI: Okay. I don't
9 recall that, but --

10 COUNCIL PRESIDENT CLARKE: I
11 mean, you just get the money. You don't,
12 like you say, you don't care where it
13 comes from. So there actually was a rate
14 increase. Okay. But we accommodated
15 your request for funding. I'm just
16 trying to get to this point, you
17 characterize this one-time funding as if
18 this was not somehow an emergency
19 request. It was based on an emergency
20 request from you guys. It wasn't a part
21 of our shortfall in terms of providing
22 what you asked for the prior years. City
23 Council put on the table, every year
24 asked, more than the two-thirds/one-third
25 ratio of funding for the School District.

1 5/26/15 - WHOLE - BILL 150162, etc.

2 I'll just take your blank stares to be --

3 DR. HITE: No, no, no. So I'm
4 trying to think, Council President. So
5 I'm remembering '13 we unfortunately had
6 to reduce our workforce. We laid off
7 thousands of people that summer, if you
8 recall. Those people were still laid off
9 in July and in August and we didn't have
10 sufficient staff to open schools, and
11 that's where the 50 request. I mean, we
12 said we need at least this much to get
13 these resources back into schools.

14 COUNCIL PRESIDENT CLARKE:
15 Right. But it was after the passage of
16 additional revenues by the City Council
17 of Philadelphia. So it wasn't as if
18 somehow in '13 there was no increase in
19 revenue going to the School District.

20 DR. HITE: Yeah, but we still
21 had a pretty significant deficit.

22 COUNCIL PRESIDENT CLARKE: I
23 understand that. We just gave you what
24 you asked for. That's all I'm saying.
25 We gave you what you asked for and then

1 5/26/15 - WHOLE - BILL 150162, etc.
2 you had a shortfall, which we did
3 accommodate, both in terms of proceeds
4 from building sales and a borrowing that
5 created two years of non-revenue for the
6 Pension Fund to the City of Philadelphia
7 based on that, as both the Mayor and
8 myself said, bad deal that was done up at
9 the state level. But, you know what, I'm
10 not going to -- we can talk about that.
11 I'm not going to burden everyone in this
12 room with the levels of that detail.

13 I think I have -- there's one
14 other question. I don't quite
15 understand, and maybe it's just the
16 language. On Page 8 of the budget book,
17 you said, you quote, The District's
18 budget assumes that it will save 105
19 million in new funding proposed by the
20 Mayor of Philadelphia. If this funding
21 is not approved, significant cuts will
22 need to be made to bring expenditures in
23 line with revenues.

24 Do you mean by that a
25 combination of funding to accommodate the

1 5/26/15 - WHOLE - BILL 150162, etc.

2 \$80 million deficit?

3 MR. STANSKI: If we don't get
4 at least 85 million, right.

5 COUNCIL PRESIDENT CLARKE:

6 That's for the deficit? Because it
7 implies, when you talk about additional
8 cuts, it implies that if you don't get
9 the 105 and the State money, there will
10 be cuts. The bottom line is, you need
11 80 --

12 MR. STANSKI: To prevents cuts.

13 COUNCIL PRESIDENT CLARKE: --
14 to prevent any additional cuts. All
15 right. I just want to clarify that.

16 Okay. Thank you. Can we
17 reserve you, the possibility for
18 callbacks? Because I anticipate that
19 there will be.

20 DR. HITE: Sure.

21 COUNCIL PRESIDENT CLARKE: Is
22 that okay?

23 DR. HITE: Yeah. There was one
24 question that Councilwoman Blackwell
25 asked. I do have the response, if I

1 5/26/15 - WHOLE - BILL 150162, etc.
2 could -- if you want me to put it on the
3 record.

4 COUNCIL PRESIDENT CLARKE:
5 Absolutely.

6 DR. HITE: The Councilwoman
7 asked about the current number of active
8 employees that live in the City and
9 outside of the City. We have 18,794
10 current active employees. Of these
11 employees, 12,660 live in Philadelphia.
12 That's about 67.3 percent. Six thousand
13 one hundred and thirty-four live outside
14 of Philadelphia.

15 COUNCIL PRESIDENT CLARKE:
16 Thank you.

17 DR. HITE: Thank you.

18 COUNCIL PRESIDENT CLARKE:
19 Thank you for your testimony today.
20 We'll be in touch. Thank you.

21 The Committee will stand in
22 recess until Wednesday, May 27th, 2015 at
23 10:00 a.m., at which time we will
24 reconvene in Room 400.

25 Thank you.

Committee of the Whole
May 26, 2015

Page 224

1 5/26/15 - WHOLE - BILL 150162, etc.
2 (Committee of the Whole
3 adjourned at 2:15 p.m.)
4 - - -

5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE

I HEREBY CERTIFY that the
proceedings, evidence and objections are
contained fully and accurately in the
stenographic notes taken by me upon the
foregoing matter, and that this is a true and
correct transcript of same.

MICHELE L. MURPHY
RPR-Notary Public

(The foregoing certification of this
transcript does not apply to any reproduction
of the same by any means, unless under the
direct control and/or supervision of the
certifying reporter.)

Committee of the Whole
May 26, 2015

Page 1

A	academy 16:8	6:9,12	123:15	adjust 169:12	191:11,12	allotment	145:18
abatement	16:24	145:7	159:4	adjusted	after school	36:4	151:16
71:16	195:21	acknowledg...	183:15	204:2	9:3	allotted 148:5	amounts
abducted	accept 168:3	23:22	198:19	adjusting	age 33:19	allow 8:24	119:6
182:23	acceptable	act 57:16	199:8	183:14	136:9	24:13	analysis
ability 26:21	41:8 109:2	95:11	200:16	administrat...	agencies	102:24	138:2 143:9
29:8,9	accepted	action 6:18	204:19	117:23	193:3	125:20	analytics
32:14 36:12	148:12	8:2 13:24	207:10	119:14	agency 104:6	126:5	174:19
39:3 40:11	access 8:18	15:12	215:2	145:24	161:9	130:11	analyze
45:21 49:20	14:21 35:11	114:14	additional	155:19	aggressively	190:7	176:19
51:19 70:23	40:10 51:9	130:14,16	9:12 11:2	157:9 163:8	137:14	199:12	angry 52:6
82:16 99:22	60:25 120:3	207:19	15:3 22:23	163:17	ago 15:24	204:20	annual 199:4
99:23	124:24	active 223:7	24:25 25:13	administrat...	36:15 42:12	allowance	215:4
101:12	154:18	223:10	25:21 27:8	165:20	82:14	130:11	annually
130:22	155:17	actively 12:8	28:2 46:9	administrat...	123:10	allowed 48:21	134:13
131:16	174:21	197:18	46:12 51:13	189:23	135:9 174:3	211:14	196:3 215:6
207:25	175:15	activities 9:3	66:19,20	admissions	187:2 191:2	allowing	215:8
209:8	185:24	82:10	68:9,15	203:5	agree 26:12	105:13	answer 16:10
able 11:7	204:11,20	178:22	69:2,20	adopt 2:16,20	39:3,12,14	185:20	30:17 35:24
35:22 36:4	accessibility	activity 82:6	74:14 75:5	adopted	40:13,13	allows 12:17	41:14,15
40:4,10	154:15	82:11	103:3,12,19	91:17	41:10 43:19	94:11	56:11 58:18
53:18,20	accessible	actual 67:22	105:4	adopting 2:22	151:25	178:20	66:6 73:16
54:5,25	154:12	adaire 214:4	131:21	adults 113:6	152:22	204:11	74:22,25
57:8 58:13	accessing	214:5	147:6	advanced	agreement	alluded 105:2	81:8 89:11
59:8 84:3	206:11	add 14:4 25:2	154:11	8:15 14:22	4:22 78:16	alma 147:15	90:2 95:15
85:8,11	accommoda...	36:9 50:10	155:9 159:3	34:24 35:6	agreements	alternate	126:15
91:4 101:4	101:3 211:2	54:9 56:21	160:12	36:13 37:5	45:14	166:4	127:13
113:25	221:3,25	58:20 60:22	201:15	61:22	196:18	167:24	157:24
124:11	accommoda...	64:16	211:20	156:17	agriculture	alternative	174:9 197:4
125:3	219:14	112:17	218:20	157:6	152:10	8:21 15:10	201:6
156:25	account	123:18	220:16	adverse 45:23	ahead 92:9	117:11	209:10
166:25	145:11	124:10	222:7,14	adversity	217:6	134:9 136:7	answers 56:6
178:3	accountabil...	144:13	additionally	18:5	aid 204:13	ambitious	56:19 90:19
184:11	47:24	152:2	8:11	advisory	aides 149:10	13:16 102:9	anticipate
202:4	199:14	153:13	address 23:2	12:20	air 200:15	amenable	222:18
203:24	accounting	159:5	93:3,22,23	advocating	alarm 200:2	127:10	anticipation
210:13	65:24 82:5	193:15	102:19	24:25 25:6	algebra 56:16	amend 57:4	27:5
absolute	accumulate	197:17	103:16	affairs 37:16	57:3,6	amending	anxious 129:7
141:22	136:8	200:11	149:23	affirmative	174:18	2:24 3:10	anybody
absolutely	accurate	204:9	196:10	41:15 100:3	aligned 12:9	3:19,24	115:13
81:23	93:22	205:24	addressed	affirmatively	174:15	america	118:21
180:12	accurately	207:11	83:4	86:23	aligning	120:25	148:25
194:11	138:7	added 73:7	addresses	afford 120:14	13:17	american	anyway 87:12
219:4,7	188:10	110:10	104:10	africa 37:14	102:10	170:5	121:4
223:5	225:5	208:17	addressing	african 37:15	allocate	171:17	183:11
academic	ace 178:17	addition 7:24	141:2	170:5	111:25	172:7	ap 51:8,9,20
13:8 38:16	179:6	23:4 25:9	adequate	171:16	149:24	200:24	57:19
109:10	184:23	36:3,12,25	13:13	172:7	allocated	amount 23:4	148:23
172:7 174:2	ache 108:20	46:22 47:2	adequately	200:24	151:4	23:5 53:21	154:11,15
academically	achieve 11:11	97:7 103:8	145:17	afternoon	allocation	65:17 71:4	154:24
105:3	achievement	103:18	adhd 127:24	89:3,4	142:19	118:9,10	155:3,5,7
academics	141:22,23	104:2	adjourned	114:25	148:25	142:17,19	155:10,17
87:14	acknowledge	118:13	224:3	162:3	149:3	143:15	156:7,11,19

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 2

156:23	approval	142:14	192:4	automotive	167:19,22	215:16	ben 8:16 33:7
157:13,14	4:12 106:9	160:12	attends 48:14	153:19	167:23	basics 126:25	34:14 35:3
apparently	164:8	212:2,16	attention	154:2	168:15	bass 1:10	36:13 37:5
119:12	approve	aspect 121:25	48:18	available	182:24	88:24,25	benchmark
appear	157:11	aspirations	169:20	34:21 78:9	185:16	89:5 91:20	58:14
108:16	162:14	9:23	170:11	95:16,17	201:6	92:7,11,17	benefited
appearance	164:8	assessment	173:2	96:17	202:12	93:11 94:4	145:2
171:14	approved	41:3	181:25	113:16	206:12	95:3,10	benefits
applause	4:23 106:8	assessments	190:18,19	114:16	208:17	97:24 99:9	13:20 94:17
16:19 20:3	221:21	57:22	attitude	123:25	220:13	beeper 185:2	94:18
149:22	approximat...	assigned	118:20	150:19,19	background	began 174:3	best 12:17
151:23	139:6	103:21	attorney	150:21	7:10 10:17	174:4	14:15 47:19
application	april 80:15	161:9	190:11	average	18:5	beginning	115:15
12:6 34:25	175:2	assigning	attorneys	111:25	backgrounds	60:6 178:13	116:25
106:10	area 105:14	198:10	190:3,7,10	140:2 152:3	19:17	217:19	117:8,14
204:24	109:2 174:6	assignments	190:21	160:10,18	backwards	begins 204:20	125:20
applications	183:18	198:16	attracting	avoid 11:9	66:2 125:7	begs 204:7	192:10
204:15	areas 83:9	assist 171:23	187:11	aware 31:14	bad 107:11	begun 118:15	210:8
applies 142:7	181:12	173:13	attractive	42:19 100:9	118:8	190:20	better 12:11
apply 33:11	arent 148:24	192:3	36:18	100:13,15	152:17	behalf 9:25	12:14 13:2
225:20	armed 8:2	associated	audit 29:8	133:24	221:8	23:24	52:2 56:16
applying	arrive 91:21	31:21 88:5	81:16 82:3	171:8	balance 91:18	189:10	57:4,14
35:15	arrived 97:15	88:10 97:22	82:25 83:6	awareness	92:16	behavior	62:2 68:4
appointed	art 124:25	154:3,6	audited 81:12	85:4	balanced	138:18	82:22 101:3
116:5 122:3	arthur	158:25	81:13	B	32:13	158:14	117:11,20
129:25	172:12	179:2	auditor 81:17	b 1:15 56:16	balancing	160:22	117:21,22
appreciate	article 109:25	190:13	august 78:20	57:4	164:5	169:8	118:16,17
16:12 60:12	110:4	assume 67:2	216:11	back 7:23	ball 128:8	181:24	121:9
91:6 95:12	articulate	203:18	217:7 220:9	19:24 26:25	bargaining	behavioral	122:13,16
122:9	128:23	assumes	authority	27:16 32:17	78:15	138:17	125:23,24
approach	arts 152:20	221:18	4:20,20 5:2	44:2 54:20	based 58:14	159:22	125:25
13:25 14:11	153:22	assuming	25:24	54:23 58:25	62:24	160:16	126:5
24:18 44:6	154:7	210:6,21	167:22	64:19 65:17	103:23	behavioralt...	128:24
106:6 135:6	asbestos	atlarge	208:13	71:3,20	125:2	110:10	168:8,24
135:7	200:16	128:22	authorization	76:10 80:18	140:25	belief 207:4	199:13
212:10	aside 79:3	attached	3:2,12 4:2	81:5 84:7	141:10,11	believe 24:2	211:3
approached	asked 14:14	74:20	213:13	84:10 90:3	141:25	31:7 33:20	beyond 7:21
5:16 16:20	26:17 42:8	174:20	authorize 3:3	91:10,12	142:8	41:9 53:14	13:19 43:12
38:13 52:23	47:23 52:9	208:22	3:13 4:3	93:25 94:25	144:11,14	53:23 70:9	101:6
84:14 129:9	55:24 56:5	attain 136:9	29:5	102:8	163:2 191:3	99:23	bicycle
133:20	58:9 154:10	attained	authorized	103:13	205:11	107:24	125:22
135:15	165:12,15	136:16	4:22	107:9	219:19	115:2	big 18:2
169:2	165:18	attempt	autism	108:19	221:7	125:21	37:12 38:7
196:11	183:9,10	177:25	107:21	109:4	basement	126:22	79:15 82:18
approaches	210:11	attempted	110:11	114:11	93:7,12	134:21	98:9 127:11
12:16	219:22,24	106:11	127:25	120:17,23	95:18	174:25	153:23
appropriate	220:24,25	attempting	138:19	123:23	basic 73:15	188:10	bigger 70:11
76:7 118:6	222:25	97:12	170:21	144:4	74:15,23	214:15	biggest 91:23
202:5	223:7	attend 103:6	171:17	159:5	145:12	215:18	bill 2:15,19
appropriates	asking 10:4	attendance	auto 150:15	164:23,24	176:25	believing	2:21,24 3:1
201:15	26:14 29:12	11:20	154:2,3	165:6,25	basically 22:2	42:22	3:10,19,24
appropriati...	54:14 68:8	141:14	automatical...	166:3,4,15	26:25 49:7	bell 119:9	4:1,24 5:1
143:15	73:11	190:13	204:14	166:25		194:3	6:1,6 7:1

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 3

8:1 9:1 10:1	114:1 115:1	216:1 217:1	116:5 122:3	brian 16:3,3	199:16	198:14,15	24:12 39:20
11:1 12:1	116:1,21,22	218:1 219:1	129:25	16:17 20:4	200:7,17,25	198:17,18	42:10 50:20
13:1 14:1	117:1 118:1	220:1 221:1	130:2,4,9	brief 182:19	201:7,9,12	198:19,24	80:3 89:10
15:1 16:1	119:1 120:1	222:1 223:1	141:3	bright 17:25	201:23	199:6,11,23	89:25 94:13
17:1 18:1	121:1 122:1	224:1	149:20	brighter 8:10	202:2,19,24	200:14	102:19
19:1 20:1	123:1 124:1	billion 30:2	155:3	10:5	203:25	214:16,18	120:14
21:1 22:1	125:1 126:1	80:5	181:22	bring 24:11	204:6,8	216:5 221:4	128:16,24
23:1 24:1	127:1 128:1	bills 1:17 2:7	bobby 1:12	29:9 95:6	205:5,8	buildings	130:12,12
25:1 26:1	129:1,2,19	2:14 5:7	body 154:2	170:10	206:6	90:5 99:2	130:23,25
27:1 28:1	130:1,13	74:4	183:12	201:3	browns 89:6	215:21	149:19
29:1 30:1	131:1,17	bit 38:17	bok 93:10,11	221:22	206:20	built 197:12	171:16
31:1 32:1	132:1 133:1	44:10 89:9	95:18 96:9	bringing	budget 2:20	bulb 43:6	180:24
33:1 34:1	134:1 135:1	91:25 92:15	99:4	190:17	2:22 6:24	bullet 31:24	181:3,6
35:1 36:1	136:1 137:1	174:9	boldly 8:4	brings 184:3	7:7,8 9:10	bunch 90:4	capacity
37:1 38:1	138:1 139:1	185:10	92:19 93:19	211:20	12:23 14:17	214:4	171:4
39:1 40:1	140:1 141:1	189:20	book 96:23	broad 27:23	21:24 22:6	burden	capital 2:16
41:1 42:1	142:1 143:1	blackwell	96:25 97:7	29:5 46:3	22:8,25	153:10	2:20 5:9,10
43:1 44:1	144:1 145:1	1:11 2:11	202:11,16	98:17	23:8,11	221:11	5:11 83:24
45:1 46:1	146:1 147:1	32:20,21	202:20	broaden 8:20	27:6 28:20	burns 196:9	212:7,23
47:1 48:1	148:1 149:1	34:4,8	221:16	broken 27:10	30:2 31:3	196:15,15	213:6
49:1 50:1	150:1 151:1	35:12 37:6	books 9:10	68:17,20	32:13 41:13	196:24	capture 173:2
51:1 52:1	152:1 153:1	38:19,22	12:23 14:17	brother 18:9	45:14 47:11	197:5 198:5	181:25
53:1 54:1	154:1 155:1	39:10 40:17	15:6 93:7,9	brought	47:23 48:11	198:12	190:24
55:1 56:1	156:1 157:1	41:7 52:8	95:15 97:2	169:20	73:20,20	199:21	captures
57:1 58:1	158:1 159:1	52:21 55:5	99:10	brown 1:15	75:2 76:19	200:8,23	187:3
59:1 60:1	160:1 161:1	55:9 65:4	bookshelf	80:22,23	78:8,13,24	201:5,8,11	caputo 135:2
61:1 62:1	162:1 163:1	72:21 89:8	99:11	81:3,19,24	79:5,9,10	business	135:17,20
63:1 64:1	164:1 165:1	107:6 108:8	borrowed	82:9 83:16	86:22 91:13	146:24	135:21
65:1 66:1	166:1 167:1	108:12	79:25	84:16 86:5	91:17		137:20
67:1 68:1	168:1 169:1	109:23	borrowing	86:20 87:8	104:23	C	139:4,10,24
69:1 70:1	170:1 171:1	111:21	79:21 80:13	88:12,17,19	119:21	c 57:14	142:12
71:1 72:1	172:1 173:1	114:9,17,20	101:9 211:2	108:6,10,14	142:8	cadillac 20:23	143:3,17
73:1 74:1	174:1 175:1	116:24	221:4	109:20	148:25	call 107:8	170:23
74:16 75:1	176:1 177:1	122:18,21	bottlenecked	168:14,15	160:5	113:7	171:5,10,22
76:1 77:1	178:1 179:1	126:10,17	115:17	169:18	161:15	183:18	card 56:10
78:1 79:1	180:1 181:1	132:3,7,18	bottom	171:3,7,11	194:16,19	callbacks	180:6
80:1 81:1	182:1 183:1	146:3	207:24	171:24	195:13,14	222:18	care 118:22
82:1 83:1	184:1 185:1	222:24	214:12	173:15	202:11,15	called 133:15	184:2 201:4
84:1 85:1	186:1 187:1	blackwells	222:10	174:10	217:22	143:5	219:12
86:1 87:1	188:1 189:1	42:4 86:21	box 185:20	175:4,9,18	218:15	158:13,17	career 8:14
88:1 89:1	190:1 191:1	183:2	boy 170:5	176:24	221:16,18	161:2	34:17 37:2
90:1 91:1	192:1 193:1	blank 220:2	171:17	177:18,21	budgeted	172:20	53:2 61:2
92:1 93:1	194:1 195:1	blended	brain 110:3	179:9,12,15	80:6	178:17	61:15 62:6
94:1 95:1	196:1 197:1	157:12	brand 174:14	181:18	budgets	204:17	62:7,14
96:1 97:1	198:1 199:1	blind 184:6	205:7	186:14,15	46:22 73:24	camera	137:6
98:1 99:1	200:1 201:1	block 18:18	break 76:16	187:19,25	75:23 157:5	184:12	careers 34:20
100:1 101:1	202:1 203:1	144:7,11,16	153:13	188:5,8,15	build 13:6	cameras	caribbean
102:1 103:1	204:1 205:1	144:18,22	189:23	188:21,24	177:10	120:16	37:15
104:1 105:1	206:1 207:1	blondell 1:15	breakdown	189:5	213:13	184:5,14,15	carrying
106:1 107:1	208:1 209:1	blue 216:9	27:8 140:14	190:14,25	building	184:19	215:17,20
108:1 109:1	210:1 211:1	board 3:3,14	140:15	191:10	53:17 77:17	candidate	case 29:20
110:1 111:1	212:1 213:1	4:4 45:22	breakthrou...	193:4,24	98:15	170:21	49:13
112:1 113:1	214:1 215:1	51:25 91:2	193:7	198:2,3	146:22	172:10	
						cant 24:10,11	

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 4

136:10	certificate	33:23 34:13	charge	children 7:5	chose 197:2	220:16	101:18
151:19	133:15,18	47:8,13	198:14	11:13 24:12	203:14	221:6 223:8	102:2
192:5	225:2	48:6 49:8	charter 12:25	28:16 33:2	cindy 1:10	223:9	161:21
cases 45:4	certificates	49:16 50:3	16:8 30:8	33:18 34:9	circumstance	citys 23:8	168:11
54:19 98:19	133:7,11	72:5,13	30:23 31:2	34:16 35:10	170:4	211:12	182:12
112:12	134:3,12,18	76:18,22	70:20 74:21	37:10 43:3	circumstan...	citywide	184:13
183:8	135:8	86:21 91:7	75:10 77:21	46:21,23	104:11,21	11:22 35:21	186:11
cash 160:3	136:20	100:2,8,16	91:25 105:8	50:25 51:8	cities 120:25	196:23,24	194:4,10
catchment	137:4	101:15	105:13,16	54:13,13,21	citizens	197:14	197:25
196:22	certification	105:19	105:18,25	54:22,24	206:13	civic 173:3	206:16
categories	225:19	109:22	106:3,16,21	55:3 59:12	city 1:2,6 3:6	177:2	207:20
15:23 141:8	certifications	114:24	107:3	60:15,24	4:13,14,25	178:10,22	208:8,12,18
202:17,23	137:5	115:22	116:21	84:2 86:7	5:23 6:13	180:10,16	209:2,9,13
categorize	certified	116:24	190:23	91:3 94:13	6:19 9:12	180:21	209:16,24
137:17	201:17	121:14,16	194:22	94:20 103:5	10:10,19,24	185:6	210:4,10,19
category	202:7	132:14	195:5,8,16	103:10,22	14:3 18:17	civics 172:23	211:7,22
133:15	certify 225:3	142:13,17	charters	104:25	21:9,11,18	173:8 174:7	212:20
137:11	certifying	148:16	106:8,9	105:10	22:13,18	176:6,7,10	213:8,16,20
159:9	225:23	156:15	check 75:8	106:5,12	23:5,19	177:13	214:3,7,25
caught 216:8	cetera 86:9	157:4 173:9	200:3	107:20,21	25:24 26:15	181:23	215:7,11,15
ccp 46:17	130:4	179:16	checkbook	110:7,17,18	27:6 32:12	184:25	215:22
48:5,11,20	chair 2:11	204:8	74:9	111:14	34:21 36:17	clarification	216:15,23
73:18	5:24 6:22	210:15	checkbooks	112:11	45:7 63:20	108:15	217:3,9,18
celebrate	32:19 55:13	211:6	74:7	123:18	67:24 68:2	clarifies	218:3,7,13
13:2	55:18 65:3	challenge	checking	124:23	68:24 69:2	126:6	218:23
center 8:16	65:8 72:20	32:11	195:16	135:10	69:11,23,25	clarify 125:14	219:3,6,10
180:16	72:25 76:11	102:14	198:16	145:20	71:20 75:9	222:15	220:14,22
centers	80:21 88:23	113:3	chester	148:12	75:14,22	clarity 211:10	222:5,13,21
193:18	101:22	challenged	172:12	153:10	76:5,6	214:13	223:4,15,18
central 16:2	108:6	13:12	chief 29:22	154:5,24,25	77:13,16	clarke 1:10	clarkes 62:25
cents 71:22	122:23	challenges	38:16 53:2	155:3,5,13	79:15 81:14	2:2 5:3,18	class 16:5
75:23	126:15,21	32:15	63:14 174:2	156:4	81:22 83:2	5:22 10:9	19:6 27:17
century	131:14	138:18	191:13	157:14,17	90:24	20:13 21:3	28:15 48:19
176:19	132:23	183:23	196:9,16	159:8,9,15	100:23	21:6,19,25	48:24 51:10
ceo 10:11	145:15	chalmers	child 13:20	161:12	110:22	22:11,15,24	51:20 64:24
certain 3:8,18	146:2,7,9	197:11	34:23 39:16	170:2	117:16	23:9,13	155:7,17
3:22,22 4:9	148:9	chamber	39:18 40:21	172:24	125:8	24:22 25:3	156:11,17
23:2 28:17	157:22	36:25	48:11,14	173:14	126:13	25:7 26:3	156:20,23
40:10 94:12	161:19,23	champion	94:25	178:21	130:10	26:20 28:18	185:13
99:22	168:13	10:22	112:16	179:18	148:2	28:23 29:17	classes 7:5
134:14	182:14	change 17:8	139:5 140:9	181:22	149:21	31:19 32:4	14:22 47:5
139:12	186:13	116:21	143:6 147:9	189:3,11	164:23,23	41:17,24	47:9 48:14
certainly 6:16	194:6 198:2	118:3	147:10,11	204:11,20	165:19	44:16 45:6	54:7 155:7
33:6,14	chairman	131:23	148:2,4,8	205:16,25	168:23	45:10,16	155:10
35:14 37:13	65:11 81:4	169:24	149:2,2,20	206:4	184:14,16	46:6,11,14	156:7,18,19
37:19 38:8	88:20	changes 3:8	151:2 152:3	207:12,12	189:6 193:3	48:4 49:5	157:6
40:23,25	116:22	4:9,17	155:14	childrens	195:17	49:11,19	159:13
67:17	161:18	changing	168:20,21	212:10	203:18,21	50:6,17	classification
105:20	168:10	6:19	168:22,25	childs 89:19	204:5	51:4,22	27:11,12
115:23	182:11	chapter 3:20	169:8	169:6 170:4	212:18,24	55:7,12,15	classified
116:12	197:24	characterize	170:20	170:15	213:4,6,10	80:19 81:7	139:2 142:9
170:23,24	chairwoman	217:12	171:20	chime 190:8	217:24	88:21 99:19	classmates
201:11	5:21 33:13	219:17	172:5,11	choice 104:18	219:22	100:4,14,18	18:18

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 5

classroom 29:15,19 44:8 85:19 117:22 118:6 125:13 170:16	cognitive 138:10,15 140:11 cohort 59:11 60:14 colleagues 39:13 41:10	38:17 52:13 54:19,23 58:25 63:2 72:17 73:13 80:18 93:24 95:23 96:16 102:7 104:4	comments 83:9 129:7 commission 5:25 37:14 65:13 72:2 129:20 145:13	191:2 comparing 64:14 compensati... 79:4,6 compete 12:15	110:12 conduct 109:2 confidence 92:21,23 93:20,21 conflict 158:15 185:3	contest 15:24 16:9 20:8 context 174:9 194:21 continuation 119:15 continue 5:5 30:11 73:2 82:21 83:11	conveyed 109:8 conveys 109:14 cooperation 4:20,22 coordinate 190:21 coordinated 193:21
cleaned 98:16 cleaning 198:13 clear 100:20 144:4 169:23 172:25 203:17 clearly 32:3 183:7 clerk 5:7 climate 9:6 11:20 15:2 141:13 158:3,6 160:14 183:19 climates 158:22 close 11:14 13:10 48:17 53:14,16 98:12,13 123:17 139:5 152:21 179:6 215:5 closed 95:19 98:11,23 99:8 closely 192:13 closer 153:17 closing 146:12,14 closure 147:2 closures 147:6 cochair 20:17 111:6 129:19 cochairing 2:10 code 2:25 3:11,20,25 cog 170:12	collect 82:13 collecting 165:2 collections 162:19 182:21 collective 9:22 13:5 college 35:6 37:2,10,11 45:19,24 46:10 47:7 48:23 49:3 51:18 58:3 58:6,8 59:6 59:14,18,21 60:18,20 73:18,21 74:4,16 75:3 141:19 141:20,20 155:3 188:20 203:4 204:23 205:11,17 206:5,11 colleges 47:12 187:5 204:12 colocating 191:18 color 200:22 combination 130:3 221:25 combinations 84:25 come 5:15 18:5,13,19 19:16 21:21 23:24 24:7 24:10 32:17	104:10 105:13 114:13 116:18 117:10,14 118:11,23 118:25 119:5 122:9 130:24 133:18 135:2 146:25 158:19 161:13 169:5 196:10 203:22 206:12 comes 14:5 45:2,12 53:13 72:7 73:23 79:12 90:9 93:6 100:25 118:22 136:11 145:23 159:18 160:11 199:19 203:19 214:6 219:13 comfortable 49:25 coming 25:21 87:13 104:21 121:4,9 131:19 147:14 164:10 177:3,4 213:4 comment 42:5 82:7	commissioner 129:14,18 129:19 commission... 6:6 10:3 commitment 89:17,21 218:12,20 committee 1:3 2:6,12 5:6 223:21 224:2 common 14:21 85:22 174:15 175:23 176:12,17 commonwe... 136:3 139:25 142:5 143:4 149:20 communica... 191:21 199:2 communities 7:6 104:5 212:4 community 17:20 34:10 35:5 36:24 37:11 45:19 45:24 46:10 47:6,12 48:23 49:3 51:17 73:17 73:21 74:3 74:15 75:3 104:6 161:9 181:15 187:6 188:20 190:23 compare 63:17 compared	competency 57:21 61:11 competent 61:21 complete 61:7 completer 61:15 completers 61:14 completing 136:19 206:2 completion 133:8,12,16 134:4,10,12 complicated 73:16 176:5 component 180:11 comprehend 85:9 comprehen... 12:21 139:13,17 155:16 212:10 comprehen... 81:12 compromises 138:17 computer 124:24 concentrati... 103:5,10,24 104:15 concern 31:6 83:12 concerned 106:15 107:17 164:12 concerns 192:7 conditions 3:9,18,23 4:10 107:22	conjunction 44:21 80:14 connect 157:16 connected 184:16 conscious 104:18 consecutive 58:7 consequences 107:2 consider 5:7 87:10 139:21 162:10 considerable 71:4 consideration 105:12 141:9 200:21 considered 71:11 consistent 21:10 26:9 134:2 136:4 constant 112:2 191:21 constitute 5:8 constitution 40:9 195:20 construction 80:10 consumable 88:8 contained 225:5 contains 28:9 content 33:24 157:18 174:6 175:15	contract 45:18 contractors 192:13 contracts 78:10,18 100:11 124:5 192:5 contributing 206:12 contributions 26:7 control 46:22 116:3 122:6 130:5,22 225:22 controller 81:14,23 83:2 controls 82:23 conversation 116:7 118:7 186:19 206:20 214:15 conversations 147:17 convey 108:25	copy 56:4 63:5 core 12:10 85:23 174:16 175:23 176:12,17 181:12 correct 21:2 29:16 33:22 34:7,8 64:6 66:8,9 68:16 71:5 71:8 73:7 74:6 75:11 75:12 99:25 135:17 144:17 146:17 155:20 159:19,20 166:11 195:23 209:3 225:8 corrected 135:12 correctly 21:16 corridor 183:17 corridors 184:11 cost 74:18 87:17 152:12 costeffective 114:7 costs 30:7,10 30:11 31:15 31:21,25 32:10 67:18 76:19,23,23 77:20,23,25

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 6

88:4,7,8,10	193:17	72:24 73:3	161:23,25	88:12,17,19	205:8 206:6	coverages	86:3 111:5
91:25 97:22	194:4,10	73:9,22,25	162:20	88:22,24,25	206:17,20	114:8	119:17
154:3,5	195:18	74:11,23	163:2,9,13	89:5,6,8	222:24	covering 4:15	curriculum
158:25	197:25	75:7,13	163:18,23	91:20 92:7	223:6	cows 152:14	12:10 39:21
215:17,20	201:14	76:21,24	164:9,16	92:11,17	counsel	create 97:17	39:25 41:2
couldnt 42:8	202:4	77:5,8 78:2	165:5,10,22	93:11,24	207:18	152:14	44:11 84:6
151:24	206:16	78:7,17,21	166:9,14,19	94:4 95:3	209:22	158:21	84:18 85:21
166:20,22	207:9,20	79:8,19	167:3,12,17	95:10 97:24	counseling	185:5	174:20
175:20	208:8,12,18	80:16,20	168:2,12	99:9,20	15:2 76:3	created 54:16	175:3,15
177:5	209:2,9,13	101:22,24	177:23	102:4,5	counselor	97:4 115:9	177:10,11
179:23	209:16,24	102:3 107:8	182:14,16	105:6 107:5	203:5,10,14	148:11	180:9,13
council 1:2,10	210:4,10,15	107:19	184:13	107:6,7	204:9	211:3 221:5	cursive 38:6
2:2 4:12,23	210:19	110:17	186:9,12	108:6,8,10	counselors	creates 97:20	39:4,24
5:3,18,22	211:7,22	114:22,23	194:6,8,12	108:12,14	110:16	145:16	40:4,9,12
5:23 6:13	212:16,20	116:20	194:20,25	109:20,23	201:18	creating	41:5 42:10
6:19 10:9	213:8,16,20	121:15	195:10,15	111:21	202:8,18,25	58:21	42:12,16,19
10:10,19,24	214:3,7,25	122:7,24	195:24	114:9,17,20	205:3,20	110:14	42:25 43:5
11:4 20:9	215:7,11,15	123:23	196:4,13,20	122:18,21	206:25	creation	43:7,10,17
20:13 21:3	215:22	125:14	196:25	126:10,17	count 139:5	116:11	43:21,23
21:6,19,25	216:15,23	126:9,19,20	197:6,18,22	132:3,7,18	143:6,6	creative	44:3,9,13
22:11,15	217:3,9,18	128:22	212:2	146:3	counted	74:12	83:25 85:17
23:9,13	218:3,7,13	129:2,11,15	213:22	168:14,15	143:18	185:21	85:20 86:8
24:21,22	218:23	129:16	214:16	169:18	country 38:8	creativity	86:15 88:5
25:3,7 26:3	219:3,6,10	132:2,5,8,9	councilme...	171:3,7,11	counts 147:2	119:4	88:9,11
26:20 27:6	219:23	132:21,22	16:12 20:12	171:24	couple 20:16	credit 14:22	89:7,14
27:25 28:18	220:4,14,16	133:13,22	212:6	173:15,25	30:22 50:15	180:5	94:2,14,17
28:23 29:17	220:22	134:11,15	councilpeople	174:10	91:7,22	credits 136:8	95:2 107:10
29:24 30:13	222:5,13,21	134:19,23	128:6	175:4,9,18	102:6	crew 186:7	107:14
31:19 32:4	223:4,15,18	135:4,18	councilpers...	176:24	103:25	crisis 92:22	108:2,11,19
37:2,8	councilman	136:17,25	150:18	177:18,21	116:23	critical 6:10	109:9,16
41:17,24	1:11,12,12	137:7,10	councils 11:6	178:12	119:10	6:18 115:2	110:2
44:16 45:6	1:13,13,14	138:24	12:20	179:9,12,15	154:22	125:13	126:23
45:10,16	1:14 55:13	139:7,20	councilwom...	181:18	158:10	180:12	127:2,3,10
46:6,11,14	55:14,17,21	140:22	1:10,11,15	182:13	182:24	cte 34:16	cursively
48:4 49:5	56:19,24	141:8 142:3	1:15 2:11	183:2	184:2,8,22	35:11 36:23	39:19 40:22
49:11,19	57:11 58:17	142:16,22	32:20,21	186:14,15	187:16	52:9,14	curtis 1:13
50:6,9,17	59:19,24	143:12,19	34:4,8	187:19,25	190:4 191:7	54:16 55:2	cut 9:21 28:5
51:4,22	60:9,23	144:2,8,14	35:12 37:6	188:5,8,15	203:7	61:25	96:19 123:7
55:7,12,15	61:5,24	145:5,14	38:19,22,24	188:21,24	206:18	152:10,11	124:15
65:14,18,22	62:11,19,23	146:5,6,16	39:10 40:17	189:5	course 39:8	culinary	127:16
73:14 75:9	63:4,7,11	146:19	41:7,18,22	190:14,25	44:19 86:17	153:22	150:20
76:6 80:19	63:16,22,25	147:5,8	41:25 42:2	191:10	122:22	154:7	156:11,23
88:21 99:19	64:8,18,22	148:17	42:4 43:20	193:4,14,24	173:11	cumulative	157:2
100:4,14,18	65:2,6,7,11	150:11	44:14,17	194:5 198:2	179:19,24	64:16	cutbacks 7:8
101:18	66:10,18,22	151:25	52:8,21	198:3	189:14	curious 205:9	31:14
102:2	67:4,9,19	152:16,24	54:10 55:5	199:16	courses 44:20	current 6:15	cuts 7:13,23
124:17	68:3,8,14	153:12	55:8,9 65:4	200:7,17,25	86:14	30:19 36:4	11:10 111:6
125:8 149:4	68:17,20,25	154:9	72:21 80:22	201:7,9,12	148:23	96:11	221:21
149:16	69:6,9,12	155:18	80:23 81:3	201:23	154:11,15	115:14	222:8,10,12
161:21	69:17,22	157:3,7,21	81:19,24	202:2,11,19	court 100:9	223:7,10	222:14
168:11	70:2,13,24	159:6,17,21	82:9 83:16	202:24	128:14	currently	cutting 96:20
182:12	71:6,9,13	160:4,22	84:16 86:5	203:25	courts 184:25	13:8 31:11	124:2
186:11	72:9,16,23	161:3,17,22	86:20 87:8	204:6 205:5	cover 110:23	39:8 81:15	cyber 91:24

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 7

cycle 55:10	178:23	140:4	11:23 138:4	87:7,25	104:15	discussed	124:21
D	186:19	216:21	155:12	88:16,18	118:8	162:8 164:2	129:5 130:5
daily 198:15	debt 77:24	delayed 170:4	detail 27:21	133:17,25	difficulties	166:25	130:8 131:7
199:3	79:20,22,23	delays 140:11	33:10,16	134:14,21	112:21	discussing	131:24
dairy 152:14	80:6,7 90:8	140:13	81:9 84:17	135:5	digital 43:13	89:13	132:24
dancing	215:3,4,6	deliberations	130:15,17	173:24	diploma	discussion	133:14
89:22	215:10	41:13	202:10	174:11	134:6 136:4	40:24,25	134:16
dangerous	decide 72:7	delighted	221:12	175:6,11,19	136:7,15	41:11	135:23
11:19	decision	125:6	detailed	177:3,20	diplomas	216:12	136:2
dark 7:16	115:25	democratic	26:22 27:15	181:9	133:7,11,14	dismissal	137:22
darrell 1:10	162:21,22	182:7	28:14 29:10	dictate 14:12	134:13	183:4,6	138:19
dashboard	163:5,7,10	demonstrate	32:7	didn't 83:5	136:21,24	dissatisfacti...	140:2 143:4
58:21	163:12,14	85:11 176:9	details 13:24	93:17 117:2	direct 32:9	189:9	144:23
data 30:25	164:7	dennis 1:14	115:18	132:15	198:22	distinction	145:3 150:9
61:7 95:5	168:19	department	determine	148:13,19	225:22	153:24	161:14
154:21	decisionma...	83:21 193:2	113:11	155:15	direction	distinctions	162:13
daughter	116:18	212:19	188:9	166:15	82:19	152:8	165:2,19
172:20	decisions	213:4	193:19	167:18	directives	153:15	168:19
daunting	90:20 91:5	214:11	203:9 209:6	168:3,6	173:20	district 3:4,14	169:21
145:22	94:12	departments	determined	178:13	directly 29:14	3:17 4:4,7	170:13,18
david 1:14	113:18	29:10 76:7	18:24	208:16	29:19 45:8	5:14,25	171:15
52:14 53:2	121:23	189:7 193:9	devastating	210:24	46:2 76:8	6:14,24,25	179:22
day 18:12,19	deck 10:14	depend	7:13	217:25	disabilities	7:23 8:25	180:3,23
55:22 57:10	78:4	131:21	develop 85:7	218:18	137:24	10:3,12	183:2
65:20 75:25	decline 77:14	dependent	102:18	220:9	138:6,21	16:13 20:21	185:22
110:19	declined	79:9	109:13	died 173:22	140:7	23:25 26:2	189:2,14,25
111:17	156:9	depending	116:10	difference	168:16	29:22,25	190:2,2,6
112:6,19	decreasing	149:25	developed	64:9 133:9	disability	31:16 32:2	190:10,11
151:10	57:7	150:4	177:6,6,7	133:23	112:10	38:9 39:9	190:21
157:23	dedicated	157:24	191:16	147:9,11	138:3,15,23	41:4 44:2	191:19
172:19	19:16	173:13	developers	152:25	140:14	44:23,24	192:25
174:23	dedicating	200:10	167:23	153:6	142:14,20	45:3,25	197:21
198:23	120:7	204:2	developing	different	143:10	47:16 53:4	201:16
200:3	deemed 83:5	depends 47:7	174:5,13	25:25 40:19	disabled	58:21,24	210:13
dbh 104:3	deep 7:10	140:5 150:8	177:17	79:17 86:7	143:7	63:14 66:6	211:15
191:8	defeasance	depleted	187:13	108:23,24	disadvantage	66:11 70:10	212:12
deal 33:3	214:23	192:2	192:12	116:7 130:3	106:20	70:19 71:15	213:11
37:12,23	defer 33:15	deputy 53:2	development	145:9	disagree 50:4	71:20 73:6	216:18,21
83:21	deferred	135:21	9:7 88:7	152:18	50:4	74:3,5,8,14	216:25
104:17	162:18	171:6	110:3	154:4	disagreement	78:11 79:16	217:11
111:2 121:2	164:6	describe	162:12	157:15	180:2	79:22 81:11	219:25
168:6,7	deficiency	39:24 40:2	165:4 176:2	158:22	disarray	90:4 92:25	220:19
169:25	83:7,15	133:8	187:14	173:12	95:25	93:15,16	districtrun
176:25	deficit 80:11	192:11	dhs 104:3	175:13	discarding	95:18 97:3	12:24
198:10	97:15,20	described	161:5,6	180:10	96:9	97:8,23	districts
221:8	220:21	28:7 114:4	189:25	199:25	disciplinary	98:8 101:4	23:25
dealing 111:5	222:2,6	153:25	191:8,17	200:9	62:3	104:12	212:18
113:9	define 137:15	deserve 17:23	192:2	differently	discipline	105:21	221:17
159:10	137:16	19:17	dickey 38:16	127:24	181:12	106:25	disturbing
dealt 84:7	178:6	151:21	38:21,24	140:25	discontinue	111:12	89:9
debate	defined	deserves	39:23 40:23	142:24	193:8	112:3 115:3	divisions
128:18,21	137:25	19:11	43:8 84:13	difficult	discuss	117:6,7	96:20
162:11	definitely	designed	84:19 86:10	90:18	163:21,24	121:19,22	doable 87:17

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 8

dobbins	75:22 78:8	179:22	121:20	210:2,8	41:6 43:12	168:24	214:17
52:10,16,20	92:19 93:18	180:23	122:20,23	211:19	43:22,24	educators	eliminating
53:5,10	104:13	197:3 207:7	126:8,14	212:15,22	44:4 84:20	96:16	28:16
54:17	105:4	207:15	133:10,17	213:14,18	86:19	effect 208:20	elimination
147:12,23	131:22	208:14	133:17,25	213:25	easier 118:24	208:25	215:2
147:24	149:19	219:8,11,12	134:14,21	214:5	127:3	effectiveness	ell 145:11
149:5,13,14	150:6 151:4	221:14	134:25	215:24	easy 211:25	205:19	elses 148:25
152:20	154:11	222:3,8	135:5	217:2 220:3	echoes 37:14	efficient	157:25
153:2,17	194:24	donyall 38:15	136:23	220:20	economic	118:18	embed 176:8
doc 23:15	195:9 202:6	169:5,16	137:3,9	222:20,23	162:12	effort 11:22	embedded
doctor 50:18	205:13	180:8	141:6 146:8	223:6,17	economics	13:5 99:24	176:16
doctors 19:23	215:5 218:2	door 8:12	146:14,18	drafted 163:7	173:10	100:7,12	emergency
document	dont 10:17	182:2 183:8	146:21	drafts 163:4	ed 1:13	101:7	200:5
31:3 181:10	18:13 23:7	doors 98:13	147:7,15	dramatic	144:20,21	173:12,17	217:11
199:5,10	23:10 24:13	dozen 170:8	151:10,24	159:10	144:22	210:25	219:18,19
210:6	25:8 28:24	dr 7:25 10:8	152:17,23	dramatically	145:12	efforts 11:6	emotional
documents	29:7,8	20:4,14,18	153:12	60:24 138:8	207:12	218:20	138:11
40:8,11	36:11 39:12	20:25 21:5	154:20	drawing	educate	eightyear	empathize
42:15	39:20 40:11	21:14,22	156:3 157:3	190:18	111:14	115:20	129:3
176:20	43:3 45:9	22:4,14,21	157:7	dreamer 19:5	educated	either 23:11	emphasize
doesnt 23:20	50:3,4,20	23:12 24:20	158:10	dreamt 19:5	12:17 26:11	50:19 104:5	127:6
32:16 39:17	51:9 56:18	24:24 25:5	159:20	drexel 110:13	91:4	106:21	employees
39:18 43:16	67:19 73:16	25:9 26:19	160:21	187:17	educating	113:4	78:11
71:6 75:10	74:17 77:12	27:24 28:22	161:5,19	drink 71:22	117:14	144:12	126:12
98:19	78:21,23	29:16 33:21	169:4	drive 181:4	118:4	169:9,13	206:25
106:20	95:10 101:5	34:7,22	170:11	drives 140:17	154:16	170:13	207:5 223:8
107:24	101:13,16	35:23 38:15	173:24	dropout	education	ela 177:6	223:10,11
108:2 119:7	101:17	38:15,21,24	174:11	11:21	2:12 3:3,14	181:13	enable 8:17
121:18	106:21,22	39:23 40:23	175:6,11,19	dropped	4:4 8:12,14	elected	15:9
130:5	108:21	43:8 45:2,9	177:3,20	172:15	8:22 15:5	116:17	enabled 11:4
131:19	113:15,23	45:12 46:4	178:12	drugs 110:10	15:11,20	election	enact 99:22
148:8 200:4	117:4,9,15	46:8,13,19	179:11,14	dual 44:19	16:25 17:10	172:14,19	99:23 100:6
203:22	118:10,21	49:18 50:9	179:15	45:4,18	17:15,22	elections	enacted 101:8
doggone	119:18,20	50:22 51:6	180:7 181:9	47:4,8,14	18:4,11,16	180:19	encouraging
183:9	120:19,19	52:12 54:9	182:20	49:2 51:23	18:22,23	electrical	11:15
doing 36:23	120:25	55:20 56:18	186:8,24	due 119:18	19:4,9,10	150:16	181:19
96:7 106:17	122:5	57:2 58:17	187:22	duty 173:3	19:14,18,19	electrician	ended 47:21
113:21	124:14	59:20 60:7	188:4,7,13	177:2	19:20,22,25	150:17	ends 105:24
116:23	125:16	60:11 62:12	188:19,23	178:10	34:18 39:5	electronic	energy 121:5
121:5	126:2,14	63:3 65:10	189:3 190:4	dyslexia	43:9 53:3	54:12	engage
123:22	127:6,13	73:22 74:10	190:15	127:24	55:18 61:2	elementary	115:24
124:17	130:21	84:12,13,19	191:5		61:16 62:6	8:19 33:9	178:23
125:9	134:21	86:10 87:7	193:14	E	62:8,14	36:10 40:5	engaged
135:13	135:4 144:6	87:25 88:16	197:17	e 207:5	76:8 106:5	139:15	12:19 45:21
145:18	144:18	88:18 93:10	201:20,25	eager 192:3	137:6 138:6	158:13	188:3
155:19	149:14	93:23 94:6	202:10,20	earlier 33:18	143:18	180:14	engagement
157:10	150:20	95:9,12	204:8 205:7	35:2 89:8	144:5,19	203:12	180:16,21
177:9 184:4	152:25	98:22	205:24	93:25	150:4	eli 132:11,15	engine 174:20
205:21	154:18	102:23	207:7 208:6	112:11	151:21	eligible 12:25	175:3,15
dollar 28:24	160:19	104:25	208:10,16	123:24	educational	137:23	engineer
127:18,21	161:14	109:19	208:24	137:5 159:5	121:22	143:7	198:14
195:2,4	164:10	111:4,23	209:4,12,15	194:14	128:11	eliminate	engineers
dollars 8:4	166:2 173:2	114:12,19	209:21	early 39:6	136:10	71:14	198:20,24
				40:2,15			

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 9

english 15:4 37:18,23,24 39:2 86:9 174:16,17 176:7,16	environments 87:13 equal 149:19 equally 13:20 equipment 212:9 equitable 13:10 equity 141:16 equivalent 59:13 158:17 especially 17:23 19:15 esperanza 16:8,23 essay 15:22 16:9,24 essays 20:7 essence 105:24 essential 14:3 essentially 28:10 estate 3:5,16 4:6 164:6 164:22,25 166:7,18 167:25 219:5 esteemed 189:17 et 86:9 130:4 evaluate 141:10,25 evaluated 140:24 evaluating 114:11 eventually 85:5 everybody 150:22 157:25 everyday 151:3 evidence 225:4 exact 102:25 155:11 202:11 exactly 210:17	exaggeration 170:9 exam 57:19 57:20 example 40:8 45:17 89:13 93:5 119:11 138:10 152:18,18 176:18 191:6 197:10,12 202:7 examples 50:16 104:2 147:21,21 158:11 189:14 191:7 exams 61:19 excellent 121:20 exceptions 98:24,25 excerpts 20:6 excess 215:21 exclamation 83:25 exercise 178:10 exist 113:24 127:8 145:10 189:25 192:7 exists 116:4 122:2 expand 8:13 8:21 9:5 35:21,25 114:8 128:4 178:20 209:8 expanded 11:19 expanding 15:10 185:2 expansion 105:9 expect 12:3 35:20 41:12 78:22 127:13	expectation 87:18,22 109:8,14 175:16,23 176:11 178:6,9 181:20 182:6 expectations 78:23 86:24 200:18 expected 90:5 91:15,17 179:23 expenditure 210:12 expenditures 145:18 221:22 expense 156:25 expenses 28:11 33:2 70:8 97:18 experience 7:10 9:14 39:7 40:3 40:16 60:25 86:19 136:11,20 179:4 experienced 7:7 experiencing 34:19 expert 118:14 expertise 117:13,21 118:15 expire 119:18 119:19 196:7,17 expired 78:18 78:19 explain 59:9 76:17 97:14 149:16 167:5 explained 42:20 explanation 151:11 explicit 85:22	86:2,3 exploding 128:2 explore 186:22 exponentially 30:8 exposed 43:21 176:12,13 176:14 exposure 41:5 44:13 expressed 138:7 extending 120:8 extension 211:17 extra 157:5 167:4 180:5 extracurric... 37:21 extraordina... 154:8 extremely 30:14 155:2 eye 195:18 eyes 17:25 F face 189:12 facilities 95:19,20 98:23 facility 199:7 fact 25:14 51:12 87:10 107:12 119:12 131:8 149:8 156:6 168:21 189:15 191:25 192:8 factor 142:2 144:15,18 factors 91:22 141:11,15 142:14 145:12 149:25 factual 28:2	fair 94:2 145:23 148:14 151:19 fairly 153:11 184:4 fall 35:4 59:18 60:19 103:13 216:14 familiar 6:25 33:17 101:20 137:7 families 6:11 9:17 10:2 12:7 16:15 123:12 161:12 190:16 192:8 family 128:14 193:18 far 13:9 61:7 125:22 farah 6:7 fasfa 206:2 fashion 56:10 153:23 154:7 fast 125:21 faster 127:3 father 18:6 fault 23:20 213:11 favor 17:13 feather 6:6 featured 12:22 features 176:23 february 192:10 federal 47:15 47:21 75:5 104:9 159:18 federally 137:25 feeder 139:14 feel 17:19 90:12,17 123:3	128:20 feels 89:10,23 89:25 fellow 6:5 10:2 female 17:18 fewer 184:10 184:10 field 82:12 175:24 207:15 fields 137:6 fifteen 179:7 179:10,11 fiftyfour 62:12 fight 107:25 137:13 figure 28:24 87:4 88:3 117:3 figures 61:4 figuring 119:4 fill 14:7 204:13 filled 93:12 fills 14:7 films 24:12 final 198:4 finally 7:15 184:21 214:11 financial 4:14 7:24 29:22 63:14 66:7 67:5,12,22 68:5 91:11 116:14 204:13 financing 80:10,11 162:9 167:20 find 6:17 60:24 85:18 90:7,10 109:25 110:4 113:17 119:22 136:19 finding 49:23	82:15,17 fine 55:10,11 101:14,19 171:10 fingertips 90:16 finish 41:13 finished 61:9 fire 200:2,5 firm 215:14 first 7:18 11:8 13:14 14:6 15:24 25:11 25:18 27:4 37:18,24 54:10 56:9 60:18 65:14 66:4 76:13 77:11 83:4 110:15 123:6,9 124:11,13 127:19 154:24 162:14 175:20 177:5 182:19 185:12 214:17 firsthand 9:14 17:20 firsttime 60:14 fiscal 2:17,20 2:22 4:15 4:17 5:9,11 5:12 7:17 7:19 29:24 30:3 32:15 63:17,18 64:12,13,14 64:15 69:14 69:16 75:4 76:14 77:10 78:13 79:5 80:12 146:20 214:20,21 216:6 217:20 218:8,10,17 218:19
--	--	---	--	---	---	---	--

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 10

219:2	foregoing	110:23	211:12	115:10	136:21	181:6 186:2	151:17
fits 141:5	225:7,19	144:25	221:6	garner 136:6	156:2	202:12	162:15,16
five 4:14	forever 19:25	181:12	fundamental	136:15	162:21	206:9	163:19,24
10:24 20:25	forgive	frame 189:8	94:9 118:3	gazillion	182:4	207:23	165:16
21:11 62:9	164:18	fran 196:9,13	131:6	171:19	186:16	208:3	167:8 168:5
66:7,14	form 130:2	196:15	fundament...	general 80:12	206:21	211:14,17	179:17
67:5,12,22	165:24	198:4	130:7	81:17	207:3 208:3	213:2,21	180:22
68:5 69:20	204:13	frank 35:3	funded 47:16	144:19,22	209:14	214:10	182:19
71:2 79:2	206:2	frankford	funding 8:11	207:17	211:25	217:6	187:24
81:17	former 38:25	155:22	9:13 15:20	209:22	213:9	goal 11:12	196:8
110:23	108:22	franklin 8:16	27:8 31:13	generally	218:18	goals 13:17	204:17
144:25	116:21	33:8 34:14	45:23 63:21	139:13	given 25:24	13:23	205:17
148:24	128:25	36:14 37:5	68:21 77:12	generate	104:22	102:10	206:11
157:14	formerly	frankly 96:2	103:7	180:20	110:12	136:16	211:5,25
fiveyear	195:17	140:5	105:23	generated	134:4 157:5	169:11	216:3
115:19	formula	199:13	106:17,19	90:9	167:13,16	goes 16:3	220:19
130:12	106:20	free 185:16	107:4	generous	172:8	27:22 28:8	221:10,11
fix 200:6	107:4 144:9	friends 12:21	121:11	30:14 34:15	173:20	29:4,6,14	good 2:2 5:18
fixed 28:11	144:11	front 56:19	144:6	36:14	188:11	73:20	5:20,21
30:7 31:15	145:6,9,16	183:7	155:21	gentleman	gives 57:8	120:16	10:8 33:5
31:21 76:19	145:23	202:15	201:15	89:15	73:11	148:5 159:5	38:21,22
77:20 97:18	153:9	203:10	202:5	geometry	123:20	207:22	41:11 48:15
97:22	forth 26:16	204:9	214:14	57:14	131:16	going 2:3	52:25 55:19
fixing 17:21	116:18	fte 47:10	215:23	getting 7:20	134:17	16:24 23:10	55:20 58:10
flat 142:18	202:6	full 8:3 15:16	217:11	27:3 30:14	206:22	23:16 31:4	65:9,10
flaw 131:6	forthcoming	52:11 61:17	219:15,17	32:24 52:6	giving 22:3	32:5 35:3	80:25 81:2
flexibility	24:3	79:2 93:7	219:25	72:14 92:6	56:4 164:21	35:14 39:14	82:18 89:3
101:3,6	fortunate	101:17	221:19,20	120:23	174:8	44:10 49:23	89:4 91:24
floor 24:11	103:19	136:21	221:25	149:5	glad 20:10	53:14 58:22	106:4
flow 44:22,23	106:24	185:16	funds 8:24	153:11	go 15:13,14	67:2,9	111:19
fluently 85:9	forum 128:22	192:17	82:6,12	162:11	17:21 18:17	71:13 73:2	114:25
focus 15:12	forward 5:15	203:15	97:17	179:25	19:3 24:10	75:16 76:20	117:9 118:8
44:3 102:9	8:3,6 36:20	fulltime 112:8	106:24	180:17	24:14,20,23	76:25 77:18	149:6
140:21	55:25 56:3	112:14	145:3	190:18	29:4 30:11	77:21,22,23	151:11
176:21	66:3 87:24	fully 15:20	150:10	206:4	31:25 44:2	77:25 81:15	162:3 168:6
focused 13:16	90:10 95:7	16:25 17:10	funnel 104:13	gigantic	44:11,24	87:24 94:5	168:6
34:16	106:25	17:15,22	furniture	153:25	46:24 51:12	94:6,7 96:6	175:17
folks 41:2	113:23	18:4,16,23	99:11	girl 19:2	54:20 61:25	96:13 99:5	177:24
117:7	121:23	19:4,10,14	further 3:3	girls 17:24	62:2 66:2,3	100:19	179:9
120:12	128:8 166:6	19:19 54:2	3:13 4:3	88:13	67:7 70:20	104:13	184:17
167:21	forwardloo...	54:2 225:5	11:9 143:8	173:17	75:10 76:10	105:8	191:11,12
173:22	5:11	function	153:14	give 9:20	83:23 91:10	109:25	193:5
follow 54:25	foster 87:14	109:16	future 10:6	31:20 32:7	91:12 92:3	114:13	205:21
59:12 89:6	found 36:7	fund 16:25	11:13 92:8	33:9,14,15	96:3 105:15	116:3 119:5	goode 1:11
171:18	93:9	17:10,15,22	futures 8:10	46:15,17	105:16	119:8,10	65:6,7,11
206:19	foundational	18:4,16,23		51:17 55:25	120:18	124:14	66:10,18,22
following	84:23,23	19:4,10,14	G	56:11 58:12	124:19	128:8,9	67:4,9,19
7:13 67:25	four 7:18	19:19 28:8	gain 17:8	73:9 78:22	125:7 148:8	130:18	68:3,8,14
70:21	21:10 31:18	28:8,10	105:22	86:11,12,13	148:13	131:4	68:17,20,25
followup	57:25 59:3	45:19,25	gaining	105:13	153:3	145:13,14	69:6,9,12
41:19 44:18	59:15,16	47:22 82:10	192:11	125:23	155:23	147:11	69:17,22
force 189:17	60:17 63:23	92:15 144:6	gallery	127:19	171:20	148:10	70:2,13,24
189:19	76:13 80:10	203:24	162:10	134:13	172:21	150:11	71:6,9,13
			gap 79:15				

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 11

72:9,16	173:4 176:6	grateful	128:15	118:2 125:7	91:2 113:13	179:5,8,10	84:12 93:10
73:3 161:24	176:15	19:25 22:22	hallways 25:4	head 42:17	128:17,25	179:13,17	93:23 94:6
161:25	178:4	23:6	hand 39:16	43:6 62:20	130:24	180:18	95:9,12
162:20	180:10	great 11:14	97:2	64:23 100:2	171:16	185:12,14	98:22
163:2,9,13	181:11	13:6 18:15	handle 170:7	health 75:16	173:21	195:20	102:23
163:18,23	graded 86:7,9	102:14	200:19	75:24 111:8	174:22	197:12	104:25
164:9,16	87:21,23,24	131:10	handled	112:8,18,22	192:6	203:2,11	109:19
165:5,10,22	94:20,22	169:11	172:8	159:23	helpful 32:8	204:18	111:4,23
166:9,14,19	grader 16:23	205:19,21	handwriting	160:16	90:23	higher 8:12	114:12,19
167:3,12,17	graders 57:5	206:9	86:11 94:22	202:21	101:21	62:21	122:20,23
168:2	59:11 178:3	greater 47:24	107:12	207:15	113:25	103:10,22	126:8,14
google 174:19	178:4	48:2,5	handwritten	healthcare	188:16	highest 142:2	131:18
govern	grades 39:7	84:17	127:7	30:11 76:23	192:19	highperfor...	133:10,17
121:19	40:3,6,15	green 6:6	happen 94:24	77:23	210:3	12:4	134:25
governance	41:6 43:12	116:22	98:18,20	113:12,19	helping 12:25	highquality	136:23
115:15	43:22,24	129:2,14,18	200:4	207:2	190:11	8:13 113:11	137:3,9
116:15	44:4 84:20	129:19	happened	hear 5:13	helps 188:9	hijacked	141:6 146:8
117:21	84:20	greenlee 1:12	48:24,25	15:17 16:6	henon 1:12	101:10	146:14,18
118:17	174:17,18	gross 60:5	182:25	16:16 49:16	heres 147:14	hijacking	146:21
121:17,25	grading	ground 7:24	216:14	62:4 84:4	hes 38:16	211:11	147:7,15
122:11	127:9	192:11	happening	114:11	84:12	hire 9:4 192:5	151:10,24
123:2 129:4	graduate	grounds	17:5,20	129:7	132:11	207:5	152:17,23
129:8,22	59:2 62:2	112:7	52:18	178:13	170:7,7	hiring 12:14	153:12
130:6,7	132:16	group 9:5	170:16	181:19	hi 16:22	historical	154:20
131:7,10,16	172:17,25	14:24 59:14	172:22	208:9	196:13	176:13,20	156:3 157:3
131:23	179:19	59:21	173:7 193:7	heard 107:10	high 8:16	historically	157:7
governing	graduated	groups 12:21	193:8	123:2 158:5	12:2 16:2,9	122:12	158:10
100:22	59:16,21	grow 67:18	happens 44:7	171:24	33:8 38:25	history 99:13	159:20
government	60:2,16,20	181:21	81:17	186:5 191:3	57:25 58:3	207:21	160:21
159:19	173:19	growing	107:18	hearing 2:5	58:9 59:7	hite 10:8,11	161:5,19
173:10	graduating	31:15	149:15	2:10 5:6	59:23 60:21	20:4,14,18	169:4
179:18	57:24 58:8	growth 89:20	170:3	28:20 31:5	62:8,16	20:25 21:5	170:11
governor	59:22 60:4	141:12,23	happy 16:10	178:14	88:14 99:5	21:14,22	178:12
22:17 23:21	60:21 61:18	141:25	120:2	183:14	104:14	22:4,14,21	179:11,14
79:10	graduation	guess 47:17	171:22	184:8 191:4	112:10	23:12 24:20	180:7
119:13	11:21 58:4	66:4 110:9	hard 9:15	193:9	133:2 134:7	24:24 25:5	182:20
120:3	59:7 60:19	189:21	18:12 67:21	hearings	134:10	25:9 26:19	186:8,24
145:23	62:9,17	guys 52:5	hardpressed	75:16	136:4,15	27:24 28:22	187:22
governors	133:3,5	117:3 185:6	85:18	116:23	139:13,17	29:16 33:21	188:4,7,13
21:23	134:5,7,10	185:19	hardworking	182:25	139:23	34:7,22	188:19,23
grade 16:7	135:10	194:14,25	18:14	183:3	140:23	35:23 38:15	189:3 190:4
18:15 38:25	206:9	210:24	harrisburg	heart 108:20	141:5,19	45:2,9,12	190:15
40:21 54:4	grant 34:15	219:20	117:16	heartbreaki...	147:12,15	46:4,8,13	191:5
56:12,13,15	36:15 47:15		120:23	7:22	148:12	46:19 49:18	193:14
56:23 57:3	47:21 64:12	H	127:18	heavy 90:7	150:14	50:9,22	197:17
57:13 60:15	77:16 104:9	half 52:11	128:19	hed 129:5	154:15	51:6 52:12	201:20,25
85:23 86:12	104:9 144:7	85:10 120:5	185:11,23	held 9:17	155:16,22	54:9 55:20	202:10,20
86:14,25	144:11,16	197:13	hartranft	94:25	155:23	56:18 57:2	204:8 205:7
94:10	144:19,23	202:21	214:8	hello 196:15	156:7	58:17 59:20	205:24
103:23	grants 103:15	203:15	hasnt 24:8	help 6:15 8:7	157:15	60:7,11	207:7 208:6
148:14	grappling	halftime	hat 100:19	10:4 11:23	158:16	62:12 63:3	208:10,16
170:7	171:14	112:15	hate 17:6	15:16 31:11	173:17	65:9,10	208:24
171:21	grasp 101:17	203:13	havent 82:17	63:16,25	178:19	73:22 74:10	209:4,12,15
		hall 1:6					

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 12

209:21	73:5,13	205:24	192:22	129:21	increase 3:7	160:24	institutions
210:2,8	120:18	210:23	194:13	140:19	8:25 30:4,8	187:14	44:21
211:19	175:4,6	220:2	196:8 197:6	149:18	31:13 60:23	inferred	instruct 34:2
212:15,22	223:13	im 5:24 6:21	200:25	150:24	63:19 68:2	178:9	instruction
213:14,18	hurt 120:12	16:23,24	201:20,25	152:7 155:2	71:17	influence	9:5 12:12
213:25		22:2,16	203:2	159:16	120:13	36:19	14:25 27:13
214:5	I	23:14 26:4	206:14	180:11	164:3 195:2	inform	41:3 44:7
215:24	id 6:8,12	29:11 32:5	208:12	186:2	195:4,5	113:18	46:25 47:2
217:2 220:3	15:18 33:14	33:17 40:24	210:5,21	190:20	205:15	information	138:4,5
220:20	46:9 57:12	41:20 44:8	211:25	193:5	218:16,16	10:13,17	176:3
222:20,23	57:20 66:2	47:8 48:2	212:2	209:20	218:22,24	14:18 27:9	integrated
223:6,17	121:2 127:5	49:12,14	218:14	impose 3:5,15	218:25	52:20 56:20	39:6 40:2
hites 7:25	128:21	50:2,7,7,14	219:15	4:5	219:14	57:8,9	84:5,18
121:21	149:15	50:24 51:25	220:3,5,24	impression	220:18	90:12,16	86:18,18
hits 175:2,7	155:10	52:4,4,6,6	221:9,11	135:12	increased 8:7	91:4 94:16	182:5
175:10	183:9	56:4 64:22	imagine	improved	12:3 27:16	95:6 108:7	intellectual
hold 145:15	210:13	66:18 67:2	197:23	82:5 107:15	27:18,19	108:15	138:15
169:19	211:19	67:5,9 68:8	immediately	improvement	53:8 77:12	123:21	intelligent
177:21	idea 43:4	68:23 71:13	200:6	82:22 83:9	77:20	149:7	19:16 42:23
hole 119:21	76:9 117:9	72:5 73:2	immersion	183:11	185:19	204:21	115:8,15
home 7:2	117:12	91:5 92:12	8:18 33:16	186:4 212:8	increases	209:19	intend 10:18
18:13	143:8	94:6 98:2	36:5	improveme...	64:17 78:10	210:14	208:14
homework	identified	99:9 100:12	immigrant	79:4 213:6	79:6 133:5	information...	intended
110:20	106:9	100:18	37:15	inability	increasing	27:25	50:13
170:15	138:22	101:11,20	impairment	100:23	14:21 28:15	informed	intending
honest 49:15	identifies	102:2 105:7	138:11,12	incident	53:25 57:7	114:18	208:7,11
210:23	155:3	105:17	138:16	182:22	106:16	infused 182:6	intensive
honestly	identify 83:13	107:19	impediments	inclination	incredible	infusion	184:2
82:25	96:14	109:6,6	189:12	108:18	7:14	205:13	interaction
honored 6:21	106:11	119:9	193:10	186:19	incredibly	initiated	100:24
hope 7:12	192:6	120:21	implementa...	include 14:17	93:2	216:17	interest 80:5
38:2 109:12	iep 136:16	124:13	192:14	14:21 84:24	increment	initiatives	80:8 127:22
126:6	168:18	125:17,18	implementi...	85:15	162:9	11:20	180:21
181:20	169:6,12	129:6,19	174:13	138:14	indicated	192:21	interested
hopeful 38:8	ieps 170:8	130:16	implications	157:13	25:22 35:2	inkind 160:2	34:24 35:18
92:12	ill 20:17 27:3	134:14,25	97:16	204:23	111:7	161:16,17	181:8 192:3
hoping	32:17 38:15	135:20,21	implies 222:7	206:7	indicates	innovative	203:2
106:18	52:12,13	137:7	222:8	included	46:20,20	12:2	intergovern...
145:22	57:4,8 59:9	145:14	importance	21:23 22:6	indications	input 76:8	4:19,21
hospitals	60:21 80:17	147:14	177:14	22:25 23:3	206:3	insecure 19:2	interjecting
114:3	102:7,24	148:9 149:4	important	23:4 33:11	individual	inside 149:3	128:20
hosted 62:16	129:12	150:11	15:21 35:10	130:15	74:6,7	183:20	internal
house 7:17	133:17	151:17	37:9 40:3	includes	142:9	184:11,20	82:23 184:5
128:18	149:23	153:8	42:16 43:2	12:23	170:25	inspection	intervention
housed 62:15	152:18	164:11,14	43:20,25	141:14	individualiz...	200:13	158:14
houstoun 6:7	153:13	167:6 168:5	48:20 50:12	including	14:25	instance	160:23
hovers 139:5	157:23	169:22	65:16 73:4	25:16 174:6	individually	200:2	introduce
hub 121:5	158:8,11	170:23	89:12,15,16	188:19	10:14 14:10	institute	15:18
human 75:17	168:2	171:22,25	89:19	inclusive 2:18	individuals	57:22 61:12	introduced
75:24	169:15	174:8 180:2	106:14	incoming	95:22 96:3	institution	38:5
189:16	190:6,7	180:22	109:10	53:8 54:3	104:6 114:2	44:25 45:5	intrusion
193:2	191:8	182:19	116:13	incorporati...	158:19	45:8 87:5	200:15
hundred 21:4	193:15	191:4	123:5	4:16	159:14	168:24	inventory
	201:5 205:9						

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 13

93:16 96:7	168:16	joined 6:5	jurisdiction	153:2	102:19	100:11	leaks 200:14
96:15,21	172:13	joke 39:14	208:2	154:17	108:22	217:17,24	learn 11:23
97:6 98:4	184:5	jones 1:13	juvy 128:15	155:24	110:13	lack 13:13	13:2 17:4
124:8	190:19	55:13,14,17		176:18	113:10,15	31:16 90:15	33:19 82:2
186:16	192:9	55:21 56:20	K	177:12	113:23	92:21 93:20	85:24
inventorying	196:10	56:24 57:11	k 1:12 84:20	179:20,24	115:24	102:16	127:23
96:25	209:18	58:17 59:19	174:18	180:25	116:11	119:3	128:12,13
invest 73:5,18	212:18,19	59:24 60:9	k12 174:14	185:15,22	118:11	lady 26:12	177:13,13
74:3 75:17	213:2	60:23 61:24	174:17	188:12	119:18,20	42:18 108:7	learned
75:19,24	issued 113:10	62:11,19,23	187:18	203:6	120:20	182:23	175:21
149:19	issues 83:3,22	63:4,7,11	k5 85:18	kim 134:25	122:25	laid 220:6,8	181:24
159:23	93:3 94:9	63:16,22,25	karyn 191:8	169:5,15	126:14,24	language	learners 15:5
160:8	100:20,20	64:8,18,22	191:11,13	kimberly	130:18	8:18 15:4	learning 9:8
invested	107:21,22	65:2 123:23	keep 53:10	135:21	131:19	33:16,19	13:17 15:7
65:18,25	110:25	132:21,22	54:5 102:20	kind 23:21	134:18	36:9 37:18	19:6 33:24
70:19	111:2	133:13,22	110:16,24	32:14 38:7	135:5	37:24,25	34:18 84:24
investing	127:25	134:11,19	114:18	56:6 114:5	137:16	124:24	102:10
124:6	128:23	134:23	121:3	119:14	146:9	138:9	108:23
investment	133:14	135:4,18	195:18	131:22	147:16	140:13	138:23
15:10 48:12	144:5	136:17,25	keeping 54:4	185:21,21	148:7,9	175:12	157:12
147:20	145:20	137:7,10	119:25	185:25	152:9 153:4	207:9	169:7
148:22	183:20	138:24	133:2	199:23	164:10	208:20,24	181:16
investments	190:12	139:7,20	184:19	207:21,23	168:17	209:14	lease 196:18
13:25 14:12	191:22	140:22	kensington	216:8	170:3,11,17	210:16,22	leases 196:7
15:14,15	192:7,14	142:3,16,22	146:23,23	kindergart...	171:12	221:16	196:17
70:22	198:11	143:12,19	kept 28:5	36:6	173:9,16,19	languagepr...	197:19
124:12,12	item 92:5	144:2,8,14	key 18:11	kinds 184:9	178:15	127:25	leave 40:5
125:5,13	161:15	145:5,14	keyboard	197:13	180:3,14,17	languages	128:9 182:2
130:23	itemized 27:7	159:7	43:14	210:17	181:16,23	36:10	leaving 72:6
131:2,3,20	27:20	177:23	kicked 81:7	kipphut	186:21	large 93:2	109:4 178:8
invite 84:7,10	items 82:2	182:15,16	kid 148:5	52:13,14,19	191:18	103:4 111:6	left 9:21
involve 9:24	83:19 98:16	186:9 194:7	149:17,18	52:25 53:2	195:16	138:13	42:21 73:3
involved	99:11	194:8,12,20	150:23	61:3,5 62:5	205:9	larger 53:21	99:2 107:11
37:12,22	ive 7:7 14:9	194:25	151:3,13,14	62:13,21	208:20	187:16	107:16
138:14	25:3 75:16	195:10,15	151:14	137:4	209:25	largest	108:19
irrespective	97:13 98:10	195:24	153:11	knew 56:14	210:20,24	138:20	203:8
14:5	107:10	196:4,13,20	155:21,25	know 17:6,21	211:12	latina 17:11	legal 212:11
isnt 41:9,11	127:15	196:25	155:25	18:25 23:7	213:22	17:18	legalities
64:4 148:20	158:5 171:5	197:6,22	156:2 171:8	23:10 25:16	221:9	launched	101:16
149:5	171:24	journalists	171:12	26:10,13	knowing	12:5	legally 122:2
150:25	172:3 183:4	19:23	kids 23:15,16	28:25 29:4	47:20 48:19	law 100:10	136:11
166:11		jr 1:11,13	23:16 40:10	32:8 37:7	131:4 183:9	212:18	legislate
issue 38:6,12	J	judged	61:25 73:19	37:13 38:5	knowledge	213:4	120:17
41:15 52:11	jail 170:22	107:23	75:20 76:8	38:11 39:18	17:3 85:12	214:11	legislation
70:11 84:8	172:10	judicial 75:18	85:6 86:11	40:21 43:3	176:10	lawyers 19:22	122:5
90:24 94:9	jannie 1:11	july 216:11	86:12,13	51:23 52:5	known	leader 7:9	legislature
102:20	january 4:24	217:7 220:9	88:9,10	52:15 54:12	185:23	17:16,17	106:19
105:20	174:25	jumping	117:14	54:23 65:21	knows 19:12	leaders 14:14	legislatures
107:9,25	jimenez 6:7	129:6	118:4	68:5 86:23	127:23	leadership	145:25
110:8 114:6	job 118:5	juncture 6:18	127:15,23	87:2,9		7:25 9:11	legitimate
121:17	131:11	june 196:17	128:10,13	93:17 94:16	L	10:3 121:21	33:4
127:12	205:21,21	217:25	148:23,24	95:4 98:2	l 1:10 225:14	187:14	lessons
129:8	jobs 200:22	juniors 203:3	148:25	101:13	labor 78:10	195:21	174:22
	join 10:2		151:16,20		78:14		

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 14

27:2,5 28:7	27:22 54:20	look 19:24	love 23:15	83:12	36:13,24	181:13	156:3,6
28:14 32:6	71:14 188:2	44:3,11	35:25 36:8	198:11	37:4,5	matriculate	160:6,14
63:2,5	listened 186:5	59:8 60:13	113:25	majority	44:19	59:6	163:3 168:2
65:15 84:25	listening	65:17 90:3	122:14	37:17 99:3	march 217:21	matriculated	180:22
204:23,23	182:21	96:4 103:14	low 13:9	203:11	marginal	59:18 60:18	187:9 191:6
letters 83:24	189:6	115:18	112:3	makeup	133:4	matriculati...	191:6 197:3
85:5,16,17	literacy 86:19	140:16	139:11,21	49:21	margins	58:2	197:13
level 48:17	literary	141:6,23	141:4	making 3:7	163:22	matt 29:21	199:3 209:4
73:23	176:21	157:12	lower 91:25	4:8 7:22	marian 1:15	matter 18:3,9	210:5,11
103:23	literature	178:7	103:11	39:11 40:18	marjorie 5:23	39:17 71:7	211:8
109:8,13	39:2	192:13	lowest 141:17	47:18 48:7	mark 56:2	129:24	212:25
170:13,14	little 24:17	197:16	lynch 190:8	50:12,14	149:3	141:4	216:8
176:16	38:17 44:10	207:17	191:12,13	51:12 53:25	market 80:9	151:20	219:11
178:5	45:21 89:9	looked 17:17	193:13	89:20 94:12	martin 42:6	176:15	220:11
181:11	91:25 92:15	59:10		109:17	maryland	210:5 225:7	221:24
199:23	101:2 180:5	167:20		116:13	134:2	matters 15:21	meaning
221:9	189:19	170:12,15	M	133:3	marylands	87:2 199:20	136:8
levels 30:19	196:2 211:9	looking 55:25	m 1:7 183:17	154:23	135:6	201:4	means 7:21
180:10	214:13	56:3 65:23	223:23	198:17	massive	matthew	8:10 19:20
191:19	live 11:15	77:13 90:19	224:3	man 172:8	31:12	63:13	112:7,21
200:9	17:11 34:9	95:24 97:5	maam 39:23	manage	masterman	mayor 4:18	136:7
221:12	42:25	103:2	87:7 88:2	121:19	47:9,14	4:24 116:5	173:16
levy 132:11	126:13	113:22	88:18	125:10	132:16	119:13	175:8
lewis 2:13,15	151:21	114:6	102:23	managed	147:12	122:4	225:21
5:4	177:12,15	120:22	171:6,23	125:18	148:9,10,12	129:25	measure
librarians	223:8,11,13	121:23	175:11	management	148:20,23	132:25	205:18
201:18	lives 18:19	124:6	madam 65:3	115:4,4,6	155:23	216:11,16	measures 5:9
202:9	lng 121:6	134:25	65:8 72:20	115:16	156:12,16	216:17	58:10
lies 174:7	local 68:21	135:3	72:25 76:11	117:20,22	156:18,23	217:4,7	189:22
213:11	116:3	140:16	109:22	118:17	180:4,18	221:7,20	206:4
lifting 127:5	129:24	141:16	111:5	121:18	match 12:17	mayors 15:23	mechanics
light 43:6	130:2,4,9	165:7	122:23	123:2,19	47:24	37:14	150:15
120:15	locations	187:18	126:15,21	124:8	159:15	mcmichael	154:3
limit 111:18	197:3	207:14	129:18	125:20	mater 147:16	88:13	mechanism
111:20,24	locked 119:15	looks 79:17	132:23	199:9,13	material	mean 23:14	25:23
limitations	211:5	98:12	145:15	managers	33:24 83:6	23:16 24:4	mediation
49:22	logical 115:8	200:14	146:2,7,9	192:5	83:15	24:13,21	185:4
limited 26:23	long 18:8	lost 30:15	148:9	manages	materials 9:9	27:2 28:19	medical
207:25	46:19 55:22	122:7	157:22	121:21	42:9 93:13	29:2 34:5	107:20
lincoln	78:17	144:24	161:18,19	mandate 44:5	95:16,17,21	35:23 39:14	110:25
147:12,15	118:22	lot 23:17 29:3	maintain	94:5,7	95:23,25	39:20 42:11	medication
150:14	127:20	36:22 37:8	70:22	mandated	96:8,8,9,12	43:17 47:7	110:24
line 92:5	130:4,21	52:15 53:6	maintains	30:7 31:24	96:17 97:6	49:22,24	medium
207:24	171:3	71:16 75:15	197:21	88:6,11	98:4,7,14	67:16 70:6	131:17
221:23	182:18	79:17 94:15	maintenance	99:24 100:6	98:22 99:2	73:11,15	139:23
222:10	185:25	94:18 98:19	100:12	101:7 198:7	99:3,6,7	78:25 79:11	meet 14:16
linkages	199:24	99:14 116:6	101:7 198:7	mandatory	math 64:2,24	84:6,18	104:24
185:21	longer 24:5	118:24	198:8,11,21	40:18,19	73:15 74:15	92:11 94:3	169:9,9
linked 107:14	96:10,10	150:6 162:7	199:20	84:2 94:19	74:24 86:9	94:8 97:18	meeting
liquor 164:4	135:9,13	171:25	200:19	126:24	187:12	112:6	157:11
165:15	155:6	182:24	210:25	manufactur...	mathematics	120:19	169:10,11
167:9	longterm	183:3	maintenanc...	8:16 34:24	174:18	124:18	meetings
list 11:19	131:17	203:14	83:19,22	35:7,9	177:7	149:6,8,11	97:12,14
			major 82:15				

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 15

192:15	75:18 76:16	118:17,18	121:3,7,8,8	166:6	28:25 32:8	136:14	102:15
member	77:3,7,14	118:18	142:7,18,19	moved 98:14	69:5 72:15	137:14,15	105:10,17
71:25	77:16,17,19	119:8	147:24	98:16	73:16 82:21	137:17,19	120:13
members	77:22,23,24	122:16	149:9,9	141:12	83:21 84:2	137:21	124:20
5:22 10:10	77:25 79:3	185:4,4	151:5,6,9	168:22	84:3,4,8	139:3,8	151:20
65:12 87:16	79:13,17	models	151:12	movements	87:9 88:15	140:8,15,24	196:21
207:6	80:7,13	113:12,24	154:17	54:6	90:20 91:3	141:3 142:5	197:15
memory	91:19	122:11	157:5 158:4	moving 34:16	94:15,17	142:10,24	neighborho...
20:19 21:15	118:12,12	209:6	158:8	87:3 96:8	95:6 106:25	142:25	12:2
mention	118:12	modules	160:11	97:21	109:15	143:14,20	neighborho...
102:13	120:6	204:22	162:6,7,15	113:23	112:24	143:24	13:12
mentioned	143:23,25	mold 200:14	162:22	multiple	116:11	145:6,7,9	106:11
33:7 91:8	159:22	moment 51:8	163:19,24	139:15,16	123:3	145:10,11	neighboring
129:4 150:3	160:5,8	207:14	164:18,19	204:15	124:19	145:19,20	124:20
152:5	162:18	momentum	165:6 197:8	murphy	125:23	148:7	neilson 1:13
194:15	165:8	13:4	203:10,18	225:14	130:18,18	150:25	72:23,24
merely 9:24	194:24	monetary	203:19,21	music 124:25	131:5 138:9	151:7 159:8	73:9,25
merger	195:2,4,9	142:10	206:21,22	150:21	140:11	170:2 172:9	74:11,23
146:21	196:3,5	money 14:5	207:3		154:17	186:4	75:7,13
message 44:5	197:7,23	19:21 23:23	208:22	N	158:4,7	188:11	76:21,24
metrics 58:22	203:20	24:3,16	211:4,12	name 5:23	159:11	189:4 199:6	77:5,8 78:2
123:22,24	208:3	25:13 26:15	212:6,14	16:22 39:19	162:6 166:2	199:8,10,25	78:7,17,21
michele	214:20,22	27:22 28:19	218:10,18	63:12 84:3	167:18	207:13	79:8,19
225:14	214:23	28:21 29:2	219:11	129:3,17	168:4,20	neff 5:21,23	80:16
microphone	215:5,10,16	29:4,11,12	222:9	135:19	170:17	20:15 33:6	129:16
122:8	215:17,24	29:19 30:18	monies 25:21	158:11	171:17	33:13,23	146:5,6,16
middle 87:3	216:4,10,13	31:10 32:9	103:9	184:7	173:15,19	34:13 47:13	146:19
139:16	216:19,22	44:22 46:2	161:13	names 127:2	181:25	48:6 49:8	147:5,8
204:19	217:6,11,23	46:4,5,9,12	212:23	narrowly	184:2,9	49:16 50:3	148:17
216:6 218:8	221:19	46:15,17	monopolizing	35:20	186:20	65:12 72:5	150:11
mike 108:13	222:2,4	47:20 48:10	50:7	national	198:7	72:13 76:18	152:16,24
mild 170:9	millions	49:6,9	month 174:23	57:21 61:10	199:23	76:22 81:4	154:9
milk 152:14	75:19	50:13,15,18	174:25	61:12	203:3,4	91:7 100:2	155:18
millage 71:20	mind 18:2	50:21,21,24	morning 2:3	111:24	209:23	100:8,16	157:21
million 10:25	53:10 54:5	51:11,17	5:19,20,21	139:24	220:12	101:15	159:17,21
14:2,3,6	93:6 133:6	65:18,25	6:4 10:9	natural 35:5	221:22	105:19	160:4 161:3
20:23 21:4	214:6	66:11,23,24	18:21 33:5	48:12	222:10	115:22	161:17
25:15 26:18	minorities	67:11,13	38:21,23	naturally	needed 6:20	121:14,16	neither
28:3,3 30:5	187:12	69:20 70:18	52:25 55:19	22:7	7:23 8:9 9:8	131:14	196:20
30:9,10,15	minute 52:5	71:4 72:14	55:20 65:9	nature 82:24	83:3,10	132:14	net 3:21
30:16 53:13	216:3	73:5,17,19	65:10 80:25	143:10	106:12	142:13,17	netted 214:22
63:19 64:4	minutes	74:2,14	81:2	naught	216:21	148:16	network 8:23
64:5,9,12	129:12	75:5,8,14	morton 88:13	205:23	218:10	156:15	184:18
64:16 66:15	192:24	76:5 79:3	mother 18:7	naviance	needs 12:18	157:4 173:9	never 21:13
66:25 67:8	misery 17:6	79:21,25	18:10,14	204:17	14:16 23:23	179:15,16	107:10
67:16 68:2	misinterpre...	82:12	move 7:16 8:3	near 13:13	51:14 76:16	210:15	128:13
68:13,15	125:17	117:25	8:6 10:4	nearly 143:23	82:7 104:24	211:6	158:5
69:2,5,20	missed 64:23	118:8,9,10	36:20 43:9	necessarily	109:7	negotiate	185:22
71:17,17,19	misstep	118:13,22	43:15,17	43:16 49:12	112:12	121:6	nevertheless
71:21,23	127:11	118:23,25	53:18,20	90:13	130:15	negotiation	6:17
73:5,6,12	mock 180:19	119:5,23	106:25	necessary	131:24	165:12	new 6:22,23
73:13 74:13	model 35:18	120:10,20	128:8	70:9 175:16	134:8	neighborho...	7:11 8:3,22
74:16,17,18	115:16	120:22	141:18	need 17:8	135:24,25	62:16	11:25 13:22
				22:23 24:16			

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 16

23:21,22	22:5,7,9,12	nursetostud...	190:7,11,22	222:16,22	103:16	187:6	overly 164:11
31:3 70:18	22:17,18,19	111:15	193:16,17	old 18:7 99:5	117:13	oriented	oversee
73:5 87:20	23:3,7,10	nutter 132:25	194:18,22	173:5 205:6	196:9,16	37:11	117:19
92:19 93:18	25:17 40:7	nycole 184:23	195:6,8,9	205:11	operation	original	oversight
121:5,8,8	46:20,21		officer 29:22	once 39:21	31:22	20:20 21:16	116:15
121:11	51:2 53:11	O	38:17 63:14	47:21 53:18	operative	164:21	131:12
124:6 165:2	55:3 56:15	o 165:17	196:9,16	115:24	177:19	166:10,13	overview 9:11
165:8,16	56:21 57:6	166:17	official 139:5	128:19	opinion 143:9	166:16	33:14
174:14	57:15 59:4	167:2	143:5	153:19	opinions 18:2	167:13,15	overwhelmed
203:9	59:8 60:5	objections	officially	165:3 173:5	opportunities	originally	115:17
204:10	60:13,16	225:4	147:2	197:19	14:23 15:11	34:14	overwhelmi...
205:7,13,13	63:18 64:3	objectives	officials	ones 56:24	156:5	ounce 71:22	96:2
208:5	64:3,20	169:7,7,8	116:17	194:13	157:13	outcome	owe 79:23
212:21	67:21 74:12	obligation	oftentimes	onethird 21:8	176:9	212:11	
221:19	81:6 90:24	80:13	139:16	21:9,12	177:12	outcomes	P
newest 29:14	94:3 105:9	obrien 1:14	oh 1:14 66:20	24:6,7 26:5	opportunity	13:9 58:16	p 224:3
news 175:17	141:7	107:9,19	101:23,24	179:13	6:3,9 8:22	outline	pa 12:10
nice 92:14,16	144:21	110:7,17	102:12	219:24	10:20 33:18	192:22	174:15
124:16	151:15	126:19,20	110:7	onetime	85:20 95:22	outlined	175:23
nine 99:12	152:4	129:11	114:22,23	64:11,11	148:20,21	203:23	page 221:16
ninetyseven	172:19	132:5,8,9	116:20	77:15 97:16	156:2	outlines 31:3	paid 48:17
175:7	180:14,18	observation	121:15	214:14	181:23	78:5 181:11	65:21 75:5
nocti 57:22	185:18	132:6	122:7,24	219:17	opposed 39:7	outofcity	119:17
61:8,10,19	189:6,7	obvious 43:22	125:14	ongoing	46:2 64:4	168:23	120:10
61:22	190:5	obviously	126:9	191:20	86:2,6	outside 29:2	pained 42:5
nods 100:2	193:20	31:5 83:10	163:16	192:15	197:15	32:24	painful 42:11
nondisabled	194:14	98:5,8	179:6	onion 140:19	optimum	120:11	papers 43:15
136:5	197:9	165:17	213:21	online 12:5	156:16	126:13	127:8
noninstruct...	205:10,15	168:3 200:9	214:16	43:14 124:4	optional	183:20	par 95:2
27:13	205:25	occupancy	215:9	124:5	38:10 39:11	184:18	parent 7:9
nonrevenue	213:23	3:13,16 4:3	okay 22:3	174:21	39:25 98:15	185:20	170:19
221:5	215:14	4:6 71:18	59:19 64:18	open 8:11	options	223:9,13	172:5
nonspecial	223:7	164:3,22	74:11 75:13	11:7 30:25	106:12	outsource	parents 12:20
142:24	numbers	165:3	76:10 83:16	40:24,25	116:8 127:8	208:4	47:23
normal 151:3	60:23	167:10	92:7,17	99:14	196:19	outsourced	181:15
north 29:5	103:22	occupants	93:12	215:25	order 7:17	201:2	parking
46:3 98:17	153:5	198:18	109:20	218:11	36:5 41:21	207:13	71:16
note 27:12	156:12	occupational	137:2,9	220:10	41:23 70:21	outsourcing	parochial
39:15 107:9	203:18	57:21 61:11	150:22	opened 11:25	108:9	188:18,25	111:13
noted 193:12	205:14	odds 17:12	165:10	opening	156:22	206:19,21	part 22:9
notes 107:13	numerous	offer 19:8	169:18	199:4	192:15	206:24	27:4 39:21
225:6	127:16	125:3 132:6	175:18	operate 36:17	199:9,14	208:25	48:13 63:9
noteworthy	nurse 112:5,6	150:9	188:23	82:16	200:3	outstanding	94:20 97:8
133:4	112:13,15	153:18	189:5	109:16	orders 199:17	80:6 109:11	104:5
notice 105:7	112:25	155:7 161:6	191:10	125:11	ordinance	199:10	133:19
notification	202:21	offered 212:6	193:24	215:20	2:16,19,21	overall 42:24	135:9
190:16	nurses 110:13	offering 35:6	198:12	operating	4:23	149:24	141:21
notion 50:23	110:15,21	office 81:14	200:7 204:6	2:22 5:8	organization	200:15	157:8
108:17	113:21	96:23,25	205:5	30:2 31:12	61:12 115:5	214:22	159:22
109:4	188:18,25	135:22	209:17	45:13 46:5	115:7,9	overarching	173:10
ntas 184:10	201:17	151:10	211:6,23	47:11,23	122:4	11:12	179:23
number 21:7	202:8	169:25	215:9 219:8	48:10 73:20	191:20	overbrook	187:20,23
21:20,22	207:11	186:25	219:14	75:2,23	organizations	185:3,12	187:23
		187:2 190:3					219:20

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 17

participant 184:24	139:14 pay 45:4,7	96:22,24 97:3 102:21	performing 103:11	136:2,14 137:22	5:11 8:2,3 13:23,24	plenty 147:16 plugged 185:24	150:2 populations 128:2
participate 173:6 178:21 183:22	70:3,3,4,4 70:15,15,16 70:16 74:4 74:13 75:3	115:6 117:4 117:8,12,16 120:10 126:3	106:4 141:17 performs 48:15	138:20 140:4 145:4 146:12,15 154:14	14:18,20 15:12 20:23 21:2 22:20 66:7,15	plus 21:12 24:8 112:15 112:15	146:24 portion 71:15 120:4,8,16
participated 180:19 183:16	165:25 166:20,22 167:18	172:16 178:7 179:3 184:24	period 144:19 166:23 perplexed 135:3	178:8 184:14,16 200:20 220:17	67:5,12,22 68:5 69:14 71:3 79:2 102:17	point 41:20 41:22 42:14 47:17 50:5 50:11,11,14	164:24 166:8 posed 177:24 position 6:23
participating 12:8	168:4 216:13	190:17 195:17	perpupil 142:19	221:6,20 223:11,14	115:13,19 115:20,20 115:24	54:3 73:4 83:12 88:16 93:25 94:2	121:10 positioned 7:16
participation 182:8	paying 48:9 195:21	200:22 206:10	persevering 18:24	phonetic 85:4 phonics 84:24	116:10,19 117:15 122:15	94:11,23 95:16 98:3 98:10	positions 202:12,17 203:23
particular 40:6 85:23 85:24,25 89:24	196:5 payment 30:23,24 70:20	220:7,8 percent 12:24 51:25 57:2	persistence 141:21 persistently 11:18	photo 183:9 pica 119:15 120:5,8	130:14,16 161:10 174:22	106:15 108:7,8,15 109:18	208:5,17 positive 9:5 11:19 58:15
140:25 170:18	payments 30:9 77:21 77:22 80:7	59:4,15,17 59:17,21,25 59:25 60:3	person 91:12 98:6 108:18 169:15	pick 74:15,17 piece 94:13 pills 110:19	planned 53:12 79:6 planning 14:11	111:15 112:11 113:17	158:3,6,13 160:14,22 possibility 222:17
particularly 13:11 27:21 35:9 36:6,9	82:23 pays 28:10 71:7 74:5	61:22 62:10 62:12,17 71:18,21	personally 50:2 118:21 perspective 199:7	pilot 35:16,20 36:16 pilots 71:17	102:17 131:3,17 146:11	123:4,18 132:15 167:6	possible 112:3 117:15
100:17 103:4 145:21	pbis 158:14 161:2 pccy 71:10 162:4	104:19,20 119:16 127:15,17	pft 207:5 philadelphia 1:2,6 2:25	186:20 pioneer 184:13 pitting 105:24	157:19 181:10 plans 102:18 102:21	183:24 184:3 195:22	178:25 193:23 212:5
187:12 190:15 199:7	peeling 140:19 peer 185:4	140:3 154:12 172:15	3:4,6,11,15 3:17,20,25 4:5,7,13,15	pittsburgh 144:24 place 7:20	128:7 130:13 plate 23:19	198:8 219:16 pointed 106:23	215:17 51:2 51:9,16,21 155:4,6,13
parties 130:10 131:9	peers 136:5 pencil 127:5 penn 99:5	182:8 200:23 223:12	5:14 6:2,11 6:19 7:2,6 9:23 10:5	38:2 39:5 93:3 95:21 96:16	109:5 platform 43:13	points 83:25 policy 168:7 183:4,7	157:14 203:9 poverty 13:12
partnership 187:17 189:13	pennsylvania 1:6 4:19 61:13 81:16	percentage 56:12,17,23 57:13,18,24	10:12,23 11:2 13:7 16:14 23:24	115:13 117:19 123:20	played 16:18 playground 214:8	politicians 115:10 117:10	102:14,20 103:5,11,24 104:11,17
partnerships 185:10 186:17	134:3,6,16 134:22 135:7,14	58:2,4,5 59:2,5 60:6 126:12	25:20 29:23 32:12 49:4 59:3 63:15	124:16 186:21 204:10,25	playgrounds 212:8 pleasantries 27:4	polled 41:10 polls 181:7 pontificate 181:20	104:22 105:12 145:11,21
187:3,4,7 passage 220:15	pension 30:10 76:22 77:22 211:12	134:12 136:18 138:20,25	74:2,8 75:3 75:15,22 76:6 81:11	placed 153:9 171:20 183:7	please 2:13 5:15 27:12 76:17 84:9	poor 115:3,4 115:5,6,6 123:2	150:5 151:8 power 116:18 powers 100:22
passed 18:6 56:15 57:3 218:15,15	221:6 pensions 211:18	139:11 140:6,18,23 141:4,5	90:25 98:8 100:23 104:16	placement 14:22 156:17	84:16 108:12 109:5	poorly 125:18 population 106:16	158:18,21 pray 145:15 precarious 13:15
passes 39:15 79:10	people 29:3 33:11 35:15	142:8 144:15 154:13	117:17 119:24 120:11	157:6 169:14 places 35:17	121:15 129:17 186:15	138:25 139:8,22 140:2,10,12	
passing 57:13 path 24:15 134:9	42:22 44:6 45:22 47:4 49:24 51:7	percentages 155:11 performance 13:9 81:16	121:7 124:23 131:8	99:8 plan 4:14	188:22		
pathway 35:5 patterns	51:19 86:25		134:17				

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 18

precludes 206:23 207:8,16 prep 204:16 preparation 177:8 prepare 34:20 prepared 188:2 208:15,19 209:10 preparedness 141:20 preschool 8:25 present 1:9 11:13 presentation 10:15,18 27:6 78:5 147:18 presented 132:25 151:18 presently 34:21 116:4 156:19 presents 113:2 president 1:10 2:2 5:3 5:18,22 10:9 20:10 20:13 21:3 21:6,19,25 22:11,15,24 23:9,13 24:21,22 25:3,7 26:3 26:20 27:25 28:18,23 29:17,25 31:19 32:4 32:22 41:16 41:17,24 42:3 44:16 45:6,10,16 46:6,8,11 46:14 48:4 49:5,11,19 50:6,10,17 51:4,22	55:7,12,15 62:25 65:15 65:23 73:15 80:17,19,24 81:7 88:21 89:2 99:18 99:19 100:4 100:14,18 101:18 102:2 107:13 161:21 162:2 168:11 182:12,17 185:15 186:10,11 188:17 194:2,4,9 194:10 197:25 206:14,16 207:10,20 208:8,12,18 209:2,9,13 209:16,24 210:4,10,16 210:19 211:7,21,22 212:17,20 213:8,16,20 214:3,7,25 215:7,11,15 215:22 216:15,23 217:3,9,18 218:3,7,13 218:23 219:3,6,10 220:4,14,22 222:5,13,21 223:4,15,18 presidents 64:20 193:17 press 32:25 presuming 81:19 pretty 27:15 29:7 92:5 148:14 152:21 153:20	154:8 190:12 220:21 prevent 107:23 183:21 222:14 prevents 222:12 previous 91:13 123:8 primarily 49:2 84:20 123:14 202:25 primary 40:7 principal 7:4 12:14 34:11 36:3 80:4,8 123:14 125:2 198:22 199:2 principally 103:2 principals 9:16 103:17 113:5 123:12 183:18 198:23 print 85:14 85:15 printing 85:16 127:4 prior 92:3 144:12 214:21 219:22 priorities 9:12 199:22 prioritized 199:22 priority 116:13 private 111:13 184:17 privatepublic 185:9 probably 20:20 66:16 117:7,8	120:3 129:6 134:2 168:8 192:17,23 194:24 207:4 209:22 211:3 problem 72:2 72:11,14,17 72:18 76:10 97:17 98:9 113:3 117:25 126:3 130:6 130:7 201:24 202:3 213:3 problems 17:19 62:3 115:2 118:3 119:3 proceedings 81:4 86:22 87:20 225:4 proceeds 221:3 process 6:24 7:7 12:6,9 45:20 58:20 96:6,13 106:10 118:16 172:23 173:25 177:16 179:25 182:7 198:6 199:4,11,19 203:5 processes 123:20 product 175:22 products 152:14 professional 9:7 84:7,10 88:7 112:5 157:16 179:7 205:2 professionals 113:19 169:25	189:18 207:2 proficient 57:20 profit 163:20 163:22 164:10,13 164:17 profits 3:21 program 2:16 5:10 33:17 34:11,14,23 34:25 35:7 36:5,7,15 36:16,23 37:4 46:24 52:10,15 54:22 61:14 61:14,17,18 110:15 152:7 154:2 154:6,7 158:3,6,12 158:15,17 158:18 160:15,23 178:16,17 178:18 179:2 183:17 184:12,23 185:25 187:15 188:6 205:14 programmi... 35:11 139:19 140:8,14,20 150:8 153:7 programs 8:14,18 9:6 11:10 15:2 33:7 34:17 34:18 36:2 36:20 37:21 37:23 52:16 53:11 54:2 54:17 55:2 62:15 152:6 152:12 153:14,16 153:18,21	154:4 158:24 159:12 192:21 progress 11:16 12:22 191:2 193:5 193:6,11 prohibits 212:13 project 132:25 162:10,16 163:19 164:5,11 165:25 166:7,20,23 167:18 168:5 projected 30:3 91:14 92:8 projecting 77:3 projections 54:16,20,25 promise 133:2 187:20 properly 189:9 properties 197:21 212:23,25 213:5,7 property 71:15,19 97:10 120:13 213:13 proposal 79:14 164:21 166:10,13 166:17 167:13,16 167:24 216:5 proposed 4:16 5:8 78:13 217:22 221:19	protocols 83:20 87:20 198:6 proud 62:5 132:16 174:24 provide 3:6 8:9 9:2,7,10 10:21 27:10 30:20 35:4 36:5,11 45:24 46:17 51:19 52:2 52:19 78:9 112:5 114:7 116:14 124:7 131:12,15 156:4 160:19 179:3 188:13 200:12 201:8 208:22 211:4 212:7 provided 10:13 20:6 103:9 113:12 149:7,12 159:25 provider 112:9 providers 112:23 provides 154:21 providing 4:12 46:16 103:3 106:4 125:4 175:22 213:6 219:21 provision 199:18 211:13 212:11 provisions 210:22 psat 154:24 154:25	155:2,14,15 psats 181:2 public 2:5 5:5 10:5 11:2 11:14 13:4 15:20 18:20 23:17,18 32:24 39:5 43:9 58:23 58:23 60:10 105:25 136:19 146:12,15 149:17 150:13 178:8 184:8 225:15 publicly 186:6 publish 181:10 punitive 127:9 purchase 203:15 purpose 50:13 85:8 purposefully 8:5 90:13 92:20 93:19 purposes 176:22 pursuant 4:21 pursue 8:10 203:4 pursuit 109:10 push 165:25 166:15 pushed 164:23 166:3,25 pushing 165:6 put 7:23 9:20 22:12 26:16 71:2 72:3 98:20 103:13 105:4 108:13 117:19
--	--	--	--	---	--	--	--

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 19

127:18,21	178:14	rarely 128:17	68:3 90:12	167:9	11:17 111:8	145:17	repeat 201:21
155:25	195:19	128:21	93:16 97:14	recognized	reenrolled	reimburse...	replace
165:11	201:14,21	raring 213:2	104:18	83:10	53:6	74:20 75:11	155:25
169:22	204:7	rate 4:8 62:9	105:11	recognizes	refer 168:21	142:4	reply 64:19
172:3 193:6	212:16	62:17	106:25	32:19 55:13	referenced	reinvest	report 12:22
195:2,3	221:14	218:21,24	123:5 130:6	80:21 88:23	29:15	70:10	56:10 81:25
200:5 202:6	222:24	218:25	140:6,20	101:22	211:11	relate 137:15	82:25 133:2
212:6,14	questioning	219:13	141:16	161:23	214:14	related	198:20
216:3	101:11	rates 3:22	152:6	168:13	referred	145:21	reporter
219:23	questions	11:21,22	159:16	182:14	20:22 180:8	relates 27:21	225:23
223:2	16:11 20:11	133:3,5	175:17	186:13	referring	49:23	reporting
putting	20:16 32:23	206:9	176:5	194:6 198:2	115:23	100:22	195:6,6
158:25	33:4 54:15	ratio 111:15	180:17	recommend	180:7	206:24	reports
	56:5,22	112:2	190:20	163:14	reflect 64:20	relationship	194:22
Q	57:12 81:6	219:25	205:18	164:7	reflected	48:23	represent
qualified	83:18 89:7	reach 15:16	217:25	168:21	150:25	191:17	60:4
148:18,18	89:12 90:2	reached	realty 3:12	recommend...	reform 5:24	192:24	representat...
155:23	91:8 102:6	78:16	4:2	163:3	65:12 72:2	relatively	193:16
qualify 134:9	105:7	read 2:13 5:7	reason 40:6	165:20	129:20	26:14	represents
quality	123:23	11:24 16:24	77:4,9	166:5,5	refunding	relocate	63:19
200:15	132:12	27:3 40:4	116:25	183:13	80:14	123:17	reproduction
quarter	194:9 198:4	40:12 42:8	135:3	211:16	regard 33:7	rely 131:9	225:20
181:11,17	206:18	42:9,10	180:24	recommend...	regarding 2:6	relying 130:9	request 8:8
question	quick 20:16	57:12 84:3	181:2 197:2	81:20	89:7	remain 99:13	20:21 21:16
30:13 31:10	27:3 41:19	85:8,10,12	reasonable	171:18	regardless	147:3 198:5	29:14 34:10
35:24 38:4	44:18 98:3	126:25	178:2	207:24	142:20	remedy	34:12 66:13
51:25 53:5	99:21	128:12,12	reasons 43:22	recommend...	180:12	199:19	66:16,19,21
55:6,23,23	194:12	reading	98:24 209:5	36:21,22	region 35:9	remember	67:6,11
56:9 58:5	quickly	103:20,20	reassure	37:3	register	123:10	68:10 70:12
60:22 62:24	193:22	103:23	87:19	reconvene	172:24	129:22	79:16
66:4 68:11	quite 96:2	174:16	rebuild 11:5	223:24	178:11	203:19	113:14
70:3,4,14	122:12	177:6	recall 25:10	record 57:12	registered	216:2	202:5
70:14,15	138:13	181:13	219:9 220:8	63:12 71:2	172:18	remembering	215:23
72:10,10	156:13	210:6	receive 28:10	72:4 76:2,5	173:18	220:5	216:24
75:2 79:20	221:14	ready 110:20	66:15 81:20	83:23 98:21	177:15	reminder	217:10,14
86:7 91:11	quote 88:6	116:9	86:25 134:5	99:16	179:25	70:18	219:15,19
99:21	140:23	213:21	136:3	129:17	181:6,8	reminding	219:20
100:25	212:24	real 3:5,16	143:20	132:10	registering	177:24	220:11
101:6	221:17	4:6 27:3	150:6	169:23	173:14	rendell	requested
102:12,13		44:18 98:3	received 28:4	171:9 172:3	177:2	180:16	13:25 14:11
108:4 110:6	R	99:21 164:5	31:17 57:15	172:4 193:6	178:24	renderings	22:7 25:15
133:6	raise 78:22	164:22,25	receives	193:12	registration	188:6	66:12
134:24	106:14	166:7,17	66:11	211:24	180:6 181:4	renew 196:19	100:10
136:17	raised 7:5	167:24	recess 223:22	223:3	regrettably	renovate 54:7	103:18
137:12,21	81:6	182:19	recircle 81:5	recovery	143:9	renovation	128:7
140:6	rang 194:3	219:5	recognition	14:23	regular 62:4	52:17 53:12	201:16
142:23	range 13:3	realistic	159:13	recurring	105:24	53:16,19	requesting
143:2,16	66:17	128:4	recognize	66:25 70:7	151:3	rent 197:7	27:7 67:13
157:9,22,25	137:19	reality 24:9	85:6 89:16	red 120:15	regulating	rents 195:21	requests
159:6	138:8 140:4	realize 162:5	89:18	redevelopm...	138:18	195:25	198:22
162:14	142:4,6	really 31:17	128:25	167:21	reimburse	repaired	202:13
165:23	215:14	32:8 37:22	159:14	reduce 220:6	142:23	184:20	require 86:25
172:21	ranges	37:22 53:22	161:15	reduced	reimbursed	repairs 184:9	94:10,19
174:9	139:11						

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 20

138:4 159:2	148:7	201:19	199:19	rise 182:7	sarah 16:6,23	30:24 31:2	137:18,22
165:24	150:20	202:8	209:5	risk 18:19	20:5	31:3,4 33:8	138:19
180:25	151:16	resubmit	rhetorical	198:9	sat 57:16	33:9 34:5	139:9,9,17
181:3	204:11	32:6	176:22	ritalin 110:9	204:16	38:9 39:2	139:22
required 7:21	220:13	result 7:22	rhodes	role 6:22	satisfaction	42:12 44:22	140:22
13:14 32:12	respect 4:17	90:6 113:7	197:11	174:2	141:15	44:24 45:3	142:7 145:3
61:19	41:20 97:10	138:3 195:5	rides 185:17	roll 32:14	satisfactory	45:25 47:16	146:25
116:16	100:21	202:13	right 17:2,3,3	rolling	109:11,12	48:9,13,17	147:13,15
143:3 180:4	135:24	205:12	17:5,7	174:13	saul 147:22	52:10,17	148:4,13,14
216:19	170:25	214:18	21:15,20	room 1:6 29:2	147:23	53:3,6,7,9	150:5,7,13
requirement	202:14	resulted 12:7	23:14 26:10	90:25 129:2	149:4,6,8	53:11,15,21	150:14
38:10 88:14	206:19	retrospect	26:11,19	143:13	149:12	53:25 54:8	152:10,10
88:15	213:5	56:7	32:5,17	221:12	152:12	57:25 58:3	152:13
135:11	respective	returned	46:13 50:7	223:24	save 221:18	58:9 59:7	154:16
requirements	73:24	201:18	53:23 55:18	roughly	saved 65:24	59:23 60:2	155:12,22
140:9	145:24	returning	65:2 73:2	73:12	saves 127:4	60:10,21	155:23
requires	respectively	28:17 58:6	73:25 74:24	111:14	savings 78:14	61:6,20	156:5,8
61:13	20:7	116:3	79:14 82:18	round 83:17	92:4	62:2 63:14	157:5 158:3
requiring	respond	revamped	85:17 94:8	129:13	saying 22:16	65:12 66:6	158:6,16,23
54:18	20:11 26:22	12:13	95:9 99:9	132:20	32:25 48:2	70:20 71:14	160:6,9,14
research 87:9	51:14 63:8	revenue 11:2	101:13,15	rprnotary	49:17 51:18	71:25 73:6	160:17,24
95:4	121:17	14:7,8	109:21	225:15	120:21	73:23 74:3	162:13
reserve	123:4 157:8	22:10,23	121:25	run 71:14	124:14	74:5,6,7,8	165:18
222:17	169:6	28:9 30:15	122:14	72:15 92:14	125:17,18	74:14 75:11	170:14
residents	199:25	31:16 70:9	136:6,25	112:20	197:7	76:3 78:11	171:13,15
200:21	respondent	70:12 71:19	139:4	131:13	208:13	79:22 80:9	172:12
resistance	63:10	72:3,7,11	145:13	193:10	220:24	81:11 83:18	173:13
24:15	response	77:11,14,15	150:12	rung 119:9	says 22:2,17	83:22 85:25	174:7,11
resolution	26:24 27:16	77:18 79:12	151:22	running	22:18 27:16	87:3 88:13	177:7,9
1:18 2:8,14	28:25 29:18	90:8 103:3	152:21	156:19	61:25 74:13	90:4 93:6,8	179:17
4:11 38:5	30:12 31:9	130:5,22	153:3,17	runs 52:14	76:16 85:22	98:7,12	181:17
157:12	31:20,24	131:5,9	154:9 155:4		95:5	99:6 101:4	182:23
158:16	32:7 63:8	156:10	168:9	S	schedule 36:8	105:8,13,16	183:20
163:4,7	93:14 200:9	159:3	169:13,13	s 40:8 176:20	scheduled	105:16	184:12
185:4	222:25	162:18	169:14	sacrifices	52:17	110:20	185:12,14
resource	responses	164:6 165:9	173:7,22	7:14 9:16	scholarship	111:16	187:18
37:19 156:9	27:23 62:25	168:4	177:22	safe 183:16	185:17	112:5,6	189:13,25
resources	199:15	211:21	179:6	198:18	school 3:4,14	113:6,21	190:2,23
13:14,18,21	responsibili...	220:19	189:15	safeguard	3:17 4:4,7	115:3 116:5	191:19
14:13,16,19	198:15	revenues 8:8	191:5	184:11	5:14,24,25	117:6,7	192:18,25
15:4,8 25:2	responsibility	25:25 90:6	193:25	safer 11:16	6:14,24,25	120:9	194:22
31:4 36:11	113:5,6	97:19	197:16,23	safety 198:8	7:6,8 8:17	121:19,21	195:6,8,16
47:19 51:13	156:22	220:16	201:12	198:17	8:19 9:6,11	122:3	195:20
75:21	180:11	221:23	203:13	salaries 124:3	10:12 11:5	123:13	197:12
102:11,17	182:9 185:6	reviewed	205:3 214:5	salary 92:4	12:6,8,18	124:20	199:4,5
103:12	responsible	116:22	214:9	sale 216:5	12:20,22	129:5,8,20	200:6
104:4 105:5	84:21,22	revised 4:13	215:19,23	sales 77:18	14:14 15:2	129:25	201:16,17
105:15	85:2,3	revising 3:22	217:19	90:6,9	15:22 16:2	130:2,4,8,9	202:7 205:2
118:6 124:9	96:21 98:6	reynolds 1:15	220:15	97:11 101:9	16:8,9,13	131:7,23	210:13
140:18	139:18	80:22	222:4,15	211:10,16	18:17,20	133:3,13	211:14
142:11	restorative	186:14	rights 178:24	214:16,18	20:21 23:17	134:7,10,16	212:12,17
147:10,19	158:18,21	rfp 113:11,17	rigorous	221:4	23:18,24,25	135:23	213:11,25
147:24	restored	114:10	12:10	santiago 16:7	25:25 29:22	136:2,15,20	214:16,18
				16:22 20:5			

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 21

216:5,18,24	131:14	177:10	seeks 13:19	168:20	219:21	simple 24:9	slight 91:18
217:10	139:12,13	181:13	seen 11:15	192:9,16	221:2	52:3 68:10	small 7:19 9:5
219:25	139:15,16	187:13	25:4 30:7	193:18	shortterm	70:14 210:5	14:24 80:12
220:19	139:18	195:20	71:10	215:5,6	211:2	simply 9:21	85:6 91:9
schoolbased	140:5	scientific	190:22	services	shot 128:14	31:10 43:10	92:14
9:4 193:18	141:10,19	176:14	sees 31:16	11:10 28:16	shoulders	61:24 70:24	203:12
schoolbysch...	142:11	scope 174:5	118:14	28:17 30:19	62:20	70:25 94:25	smaller
9:10 14:17	145:3	174:14	segue 62:24	75:17,25	shouldnt 43:4	156:11	112:17
schoolhouse	146:12,15	scored 57:18	seldom 17:24	76:4 111:9	43:7 148:4	161:15	155:8
182:2	146:22	57:20	selected	112:19	show 11:3	162:15	156:12
schoolissued	147:3 150:2	scores 57:16	54:21	113:12	147:18	165:12	smartest
136:4	150:9,21	scratching	selection 12:9	128:5	180:5	167:6	117:3
schools 7:4,15	151:4,15	64:23	seminal	135:22	showing	single 18:7	social 15:3
9:18,20,23	152:8,11	search 30:25	176:20	140:12	153:8	28:24 85:4	161:7 174:6
10:5,23	153:16,22	31:2	send 120:22	159:15,24	shown 51:8	125:4	176:10,17
11:3,7,14	155:5,6,9	seated 198:5	sending 46:2	160:9,12	51:15,20	sir 21:14	177:11
11:16,18	155:16	sec 150:12	65:15	161:6,11	207:21	139:10	180:9,13
12:3,5,19	156:10	second 13:16	sends 44:5	191:14	shrink 139:14	147:7	181:14
12:24,25	157:15	16:6 82:14	119:24	192:21	shy 18:25	160:21	society 17:25
13:3,4,6,11	158:13	110:16	senior 179:21	193:2	sick 112:25	sit 7:11 24:11	42:25
14:13,18	159:2,23	127:12	180:20	206:24	side 31:17	87:15 182:4	sold 90:4
24:17 35:19	160:18	132:20	seniors	207:15	46:25 47:3	site 112:19	solid 7:24
36:2,11	161:8,8	133:14	173:11	209:8	68:2 77:11	sitting 52:16	solve 51:10
42:20 47:5	162:16	185:18	181:4 203:3	serving 21:15	77:19 144:5	132:11	somebody
47:25 59:3	172:16,22	195:19	sense 23:22	46:21 150:3	144:22	155:15	39:17 43:5
62:8,16	173:8 178:8	secondary	107:25	set 4:8 79:3	212:12	189:18	117:2,5
65:19 70:10	178:19	136:11	108:3	149:2	sidebar	situation 6:16	soon 201:7
70:19 72:15	179:5,8,10	section 2:25	145:17	154:21	201:22	92:22 93:20	209:18
74:21 76:3	179:13	3:11,25	185:5	sets 172:9	sign 84:2	129:23	sooner
82:13 98:11	180:14,15	sector 184:17	sent 26:12	setting 13:16	91:24	200:10	209:23
99:8,12,14	180:18	secured 98:16	185:13,18	102:9	126:25	situations	soontoopen
102:15,19	183:5,25	see 17:19	separate	seventysix	213:12	113:13	8:15
103:6,9,12	184:4,6,7	19:7 44:12	137:11	68:22	signatures	124:3	sophie 195:17
103:13,21	184:18,20	58:11,14	separately	severe 31:14	84:4	159:10	sophomore
104:7,14,16	192:6,19	65:19 92:8	143:18	share 15:19	significance	six 2:17 18:6	16:2
104:18	193:22	94:15,18	september	112:18	176:21	59:22 60:20	sorry 41:20
105:2,5,10	196:6,21,22	96:17	54:4 171:21	shared 10:14	significant	77:7 83:8	50:7 52:4,4
105:18,25	196:22	114:13,15	sequence	sharp 20:19	11:9 15:9	223:12	52:7 55:16
106:2,3,13	197:9,14,15	120:20	174:5,15	shift 71:19,20	15:11 40:7	sixty 77:5	68:23 102:3
106:21	197:20	122:9,14	series 137:24	169:24	83:7,14,14	sixtysix	130:16
110:23	198:6 202:9	124:4,5,21	serve 15:4	195:11,12	138:17	200:23	135:20
111:11,12	202:12,14	124:22	168:25	shop 150:16	140:10	size 27:17	164:15
111:13	203:2,8,11	153:15	served 7:3	150:16	153:20	54:6 97:3	201:20,25
112:4,8,10	203:12	170:15	serves 58:14	short 26:14	210:12	97:23 141:5	sort 37:3
112:14,17	204:15,18	179:22	service 6:10	209:10	220:21	156:16	89:13,21
112:18	204:19	188:2 206:8	45:24 46:15	shortage	221:21	sizes 28:15	90:11,18
113:4,7,20	209:7	206:10	46:18 48:16	110:12,21	significantly	skill 39:4	sorts 115:21
114:8	211:17	seeing 56:22	52:2 79:20	shortchanged	190:12	85:24 172:9	sound 35:13
117:13	212:4,8	92:4 121:24	79:22 112:9	87:12	signs 11:15	skills 34:19	sounds 84:25
120:7,19	215:25	149:4 153:8	112:22	shortfall 14:8	silos 189:24	84:23,24	85:5
121:7,12	218:11	seek 189:13	127:20	77:10 78:5	similar 27:23	skin 129:6	source 40:7
123:11,17	220:10,13	seeking	160:19	203:20	32:11 45:20	slide 78:3	sources 14:7
124:21,22	science	197:18	161:16	217:23	simms 6:8	147:17	77:15

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 22

southport 121:6	52:19 81:8 83:18	spread 110:22	135:11 223:21	166:22 167:8,15,19	130:3,10 133:25	stream 121:11	students 6:11 8:9,13,17
southwark 8:19 33:8	112:12 128:7 129:4	111:11 squilla 212:3	standalone 39:8 86:16	194:18,21 195:3,12,23	134:3,15 137:25	streams 72:3 72:12	8:20 9:2,17 9:25 10:23
33:20 34:10	138:22	213:23	160:23	196:2,8	142:21,23	strengthen 41:4 44:12	11:23 12:7 15:3,5,16
34:23 35:18	152:5	src 6:22	standards 12:11	203:7 204:4	143:16,25	strings 74:20	15:19,22,23 16:14 19:15
36:3	173:20	49:20 79:20	174:16	214:19	144:6 145:3	208:21	20:8 27:19 30:20 34:6
space 98:18	191:22	93:14 99:21	175:17,24	215:4,9,13	145:16	strong 11:3	35:21 38:11 39:3 40:14
spanish 33:20	210:16	100:21	176:8,17,18	215:19	149:8	stronger 18:24	41:5 43:11 43:21 44:13
33:21,25	specifically	101:10,13	standing	216:10,20	159:18	191:17	47:19,25 48:7 51:15
34:2	65:22 81:25	115:7,14,23	36:16	217:5,14,21	203:19,22	198:25	53:18,22,24 56:13,15
speak 6:21	82:3 84:5	121:18	standpoint	218:5,9,19	204:5	stronger 198:24	57:3,13,15 57:18,24
15:23 20:8	104:10	122:2 130:8	89:18	219:2,5,8	206:22	struck 172:18	58:2,6 59:2 59:5 60:4,5
37:25	167:22	157:11	stanski 29:21	222:3,12	211:13	structural	61:21,23 62:4,7,7,13
107:19	169:16	162:24	29:21 31:23	stares 52:6	217:16,16	97:15,20	62:18 84:21 84:22 85:2
171:9 172:4	specifics 84:8	163:6,11	63:2,6,9,13	220:2	217:24	structure	85:4,11,19 85:23 87:3
172:13	170:24	164:8	63:13,20,23	start 2:3	221:9 222:9	100:21	87:11 104:10,20
180:22	spectrum	182:20	64:6,10,21	55:22	statecertified	115:16	111:3 112:23
189:21	137:19	194:15,16	64:25 66:5	120:21	134:6	125:19,19	123:13 130:25
191:22	139:22	194:23,23	66:9,14,20	190:6	statement	126:4 195:7	134:4,8 135:25,25
speaking	speculative	195:13	66:24 67:6	192:18	13:22 50:10	structured	136:18 137:14,17
85:15	113:14	207:18,21	67:15,23	217:6	93:21	70:8	138:8,13,14 138:16,21
special 15:5	speech 138:9	211:12	68:7,12,16	started 34:15	148:15	struggled	138:22 139:2,6
102:18	140:13	stabilize 11:4	68:19,22	36:14 81:6	152:22	18:8	140:7,10,12 141:7,12
110:15	speed 192:17	stabilizing	69:4,8,10	141:13	statements	struggling	142:5,25,25 143:13,20
134:8	spelled 32:2	13:15	69:13,19,24	186:25	92:18	8:21 105:3	143:24 144:20,21
135:24,25	spelling 86:12	staff 9:4	70:6,17	190:5 192:9	states 11:18	105:11,21	147:3,22 149:14
136:14	86:13,15	12:15 14:23	71:5,8,12	starting 35:3	23:11,23	169:22	154:13,13 156:18,20
137:14,15	107:15	16:14 65:13	73:8 74:22	218:9	134:18,19	172:6 173:4	
137:17,19	spend 30:4	111:9 112:2	74:25 75:12	state 9:13	status 171:12	student 11:20	
137:21	73:17 75:8	112:18,19	77:2,7,9	14:2 21:8	stays 112:2	12:18 13:17	
138:5 139:2	76:2 82:13	118:24	78:3,12,19	21:12,17	stenographic	14:16 16:7	
139:8	93:18	147:4	78:25 79:11	22:2 23:20	225:6	40:4 48:9	
140:24	143:22	158:20	80:3 81:13	24:2,8,10	step 82:18	61:16 82:6	
142:5,10,25	148:3 151:2	163:3	81:22 82:4	24:21 25:13	127:4	82:9,11	
143:13,17	152:3	169:13	82:11 91:16	25:22 26:7	steps 23:19	102:10	
143:20,23	160:17	171:9 172:3	91:22 92:10	30:16 31:17	sticking	104:24	
144:20,21	217:6	180:23	92:13	49:21 61:13	146:9	107:11	
145:7,11,19	spending 5:9	183:16	102:24	63:12 68:21	stop 69:15	108:25	
145:19	7:21 27:11	184:10	104:8	68:23,24	115:10	109:5,9,14	
148:3,6,24	27:12,14	198:10,13	106:23	69:7,11,23	150:12	125:4	
150:4,24	125:11	207:22,23	143:22	69:25 73:10	stopped	136:13	
151:7,7	153:6	210:17	144:3,10,17	77:13 79:13	69:16	137:21,23	
159:8 170:2	spent 8:4	220:10	145:8	79:24,24	storage 98:17	142:9	
189:4	27:9 28:19	staffers	149:23	101:10	straight	143:11,18	
207:12,13	29:12,25	107:13	160:2	106:19	89:11,25	144:7	
specialists	32:9 49:10	staffing 12:16	162:17,24	111:18,20	strategic	168:18	
103:20,21	50:13 92:19	13:13	163:6,11,16	111:21,24	13:23 187:3	169:20	
specialized	147:10,20	102:16	163:21	119:24	strategically	170:10,19	
135:22	split 24:4,6	111:6 192:2	164:2,14,20	120:17	strategies	171:2	
specially	spoke 200:20	staffs 211:15	165:7,14	121:11	12:14	191:13	
138:4	spoken 14:9	stance 104:12	166:3,12,16	127:14	102:25		
specific 41:14	spots 184:6	stand 42:21		129:17			

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 23

156:24	220:10	211:13	13:6,15	207:18	110:14,18	teachers 9:16	80:4 91:13
158:20	sugary 71:22	supporting	23:17,18	220:2	119:6,20	10:2 14:24	147:9 158:5
168:16	suggest 94:7	48:19	54:11 75:18	taken 88:16	122:25	19:23 33:25	178:3 198:5
173:21	94:23,24	supportive	93:16 96:16	104:12	137:4	43:23 44:8	213:10
176:4,9,12	108:21	212:4	98:5 105:23	105:3 141:9	154:16	78:18 84:21	telling 75:19
178:25	119:23	supports 8:20	128:11	171:19	159:7 186:3	85:3 86:11	175:25
181:15,16	suggested	12:11 46:24	131:16	179:18	201:2	86:24 88:8	tells 87:10
185:13	29:18	47:2	137:18	182:23	talks 110:2	123:11,14	temporary
200:16	215:25	supposed	170:6	225:6	tangible	149:9,10	115:7
205:10,16	suggesting	48:8 119:19	188:12	takeover	173:20	156:21	116:10
205:22	111:19	128:12	199:9,12	49:21 79:24	targeting	173:12,16	tend 61:25
studies 174:6	suggestion	208:21	200:2	takes 199:24	53:22	174:14,21	179:20
176:11	95:7 119:2	sure 18:12,13	204:10,16	talented	tasco 1:15	175:13,14	tenyear
177:11	216:7	20:19 28:22	204:25	12:15	41:22,25	175:25	115:20
180:9,13	suggestions	32:23 44:9	205:12	talents 12:17	42:2 44:14	181:14	196:19
181:14	119:10	47:8,18	systems 93:2	talk 26:15	102:4,5	teaching 9:8	term 86:17
study 18:12	121:24	48:7,13	97:5 123:20	37:10 38:17	105:6 107:5	15:7 43:10	terms 3:8,18
176:18	sum 105:22	49:9,13	124:7	52:13 84:17	task 94:14	84:22 85:3	3:23 4:10
stuff 96:11	summary	50:12 51:12	125:12	101:16	189:17,18	88:5,10	23:22 29:11
150:19	202:16	53:25 63:3		102:11,12	taught 7:4	114:2,3	32:10 47:18
160:16	summer	91:5 107:19	T	108:5	39:8 86:16	118:4	48:7 50:12
211:23	177:8 220:7	108:24	table 5:17	119:21,23	181:24	159:14	66:19 68:9
styles 108:23	superinten...	110:4	16:21 38:14	120:15	tax 3:2,5,7,13	184:25	68:21 71:10
subject 89:22	10:11 33:15	116:13	52:24 71:24	124:11	3:15,21,22	187:10	81:9 92:23
89:24	76:15	154:23	72:18 84:11	133:18	4:3,5,8	team 9:12	98:25
108:25	131:11,13	156:22	84:15	148:22	71:15,16,18	10:4 121:20	153:18
submit 87:25	superinten...	174:10	129:10	152:2,7,19	71:19,21	131:13,18	154:5
88:4 132:10	195:8,13	180:2 188:4	133:21	167:21	101:9	174:4	163:20
204:15	supervision	197:5	135:16	169:16	119:16,17	182:20	165:12
submitted	225:22	198:18	165:11	178:23	120:5,8,9	teams 14:15	190:24
4:18	supervisor	205:22	169:3	183:19	120:13	technical 3:7	198:16
subs 201:3	198:21	215:12	196:12	191:8	162:9 164:4	4:9 8:14	210:25
subtract 64:3	supplies 9:8	222:20	212:7,14	192:23	164:4	34:17 53:3	219:21
64:15	15:6	surplus 7:19	219:23	193:3	165:15	61:2,15	221:3
suburb	support 6:13	76:15,25	take 6:8 13:5	221:10	168:4	62:6,8,14	terrific 15:19
124:20	11:3 13:3	77:3 91:9	22:22 44:2	222:7	211:10,17	137:6	131:11
suburban	14:23 15:3	91:14,18,21	44:10 61:19	talked 50:16	218:16	175:12	test 57:22
172:16	15:7 16:13	surpluses	64:2 109:5	51:24 96:19	taxed 120:24	176:15	tested 61:21
succeed	18:8 46:10	92:8,14	110:19	102:8	taxes 29:5	185:14	testify 6:3
130:11,12	47:3 48:11	suspensions	118:20	119:11	121:2	technically	testimony
131:18	50:25 51:7	11:17	122:5	120:2 124:9	164:19,22	152:11	5:13 10:21
success 18:11	113:20	sustain 30:19	127:21	147:18	165:3,19	technicians	33:6 76:12
190:23	118:2 138:9	31:11	144:13	151:9 158:2	167:9,10	202:22	76:13 91:9
successes	140:18	sustainable	145:10	162:3	teach 42:19	technological	102:8
56:4	159:11	119:8	150:15,15	167:23	43:7,23	127:8	154:10
successful	161:7	swenson	150:16	178:22	175:16,22	technology	158:2,7
56:14	169:14	152:20	151:5,5,12	183:3	teacher 7:8	9:9 15:6	161:20
122:12	174:3	153:2,17,19	154:15,25	189:19	9:6 12:13	124:25	206:7
126:6 174:8	189:13	153:25	155:15	191:25	38:25 39:2	152:20	223:19
174:12	191:14	sylvia 6:7	156:21	talking 37:7	39:15	teed 32:18	testing 61:8
sudden	211:16,19	synergies	170:24	38:5 39:16	108:22	tell 9:15	61:11
165:23	supported	197:14	173:11	40:20 66:18	138:6	14:15 26:21	tests 171:19
sufficient	10:25 34:12	system 11:5	179:20,24	99:10	157:16,17	61:6,9 80:3	text 176:13
			181:2 201:3				

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 24

176:14,15	197:24	151:7,7,8,8	170:12	198:13	185:20	25:11,12,18	151:18
176:25	206:13,14	151:19	178:5,16	203:8 206:3	third 13:18	25:19,19	161:20
thank 2:4 5:4	206:17	152:4 153:9	180:24	210:18	53:15,17	30:13 40:5	170:17
6:2,9 10:7,8	209:17	153:20	181:2 187:7	think 24:15	54:7 82:20	41:13 44:11	171:11
10:19 16:16	212:15	156:6	189:9	26:17 27:20	136:13	49:6 50:8	223:19
20:4,14,14	222:16	157:18	191:20	27:24 31:23	172:2	54:10 59:7	today's 17:25
32:21,22	223:16,17	159:21	198:12	35:4,13	thirdparty	59:10,15	token 125:9
33:5 38:19	223:19,20	160:7,10,10	207:8,16	36:18,19	200:13	65:16 70:25	told 18:10
41:16,18	223:25	161:2,5,13	221:13	39:11,13	thirtyfour	76:13 79:7	73:18 75:25
42:2 44:14	thanks 11:6	161:14	theyre 46:16	42:14,25	223:13	81:10 83:4	76:12
44:17 52:21	124:16	165:14,22	48:8 61:19	43:25 49:18	thorough 8:2	85:25 94:10	tomorrow
55:5,14	thats 21:2	166:9,12	75:19 86:8	50:11 52:12	9:11	97:19 98:3	210:7
60:8,12	22:5,6,8,12	168:8	87:12 90:7	65:16,20,22	thought 21:7	100:24,25	tomorrows
65:3,4,7,14	22:17 23:3	169:10	110:19,22	80:2 90:3	35:8 42:17	102:7	109:17
72:19,20,21	23:20 27:15	170:8	111:11,16	92:21,23	92:2 130:14	116:16	tool 162:12
72:24 77:8	27:20 29:7	171:10	119:20	93:7,13	130:17	123:25	174:19
80:16,18,20	29:16 33:22	174:15	128:2	105:14,19	135:7	127:20	205:3
80:23 88:17	34:23 37:12	175:12,17	152:11	106:5 117:6	thoughts 18:3	135:9	toolbox 71:10
88:19,22,25	40:20 41:8	179:6,12,21	169:10,11	117:9,11,15	thousand	172:25	162:5
99:17,18,20	49:13 51:10	180:12	173:4	117:17,24	175:7	177:23	tools 17:8
101:21,24	51:11,16	181:18	176:13,14	117:24	223:12	182:18	58:12 162:4
102:5 107:5	53:12 55:17	182:3	189:10	118:19,23	thousands	199:24	172:9
107:6	58:22 66:9	183:11	theyve 51:20	119:12	220:7	201:24	topdown 44:6
109:22,23	67:25 71:5	187:17,20	85:9 111:8	120:25	three 11:9,25	203:16	topic 199:17
114:17,20	71:8 72:8	187:24	190:22	122:11,13	21:4 25:10	212:5,5,13	total 20:24
114:23	73:4,12,23	190:25	202:13	123:4	54:8 58:19	215:24	53:20 60:3
121:13	76:4,9,18	191:6 197:7	thing 48:21	125:24	82:2 110:23	223:23	69:18,19
122:8,17,18	79:15 82:18	197:23	94:3 95:14	126:4 127:6	123:6	timeframe	215:8
126:8,9,10	85:13,14	204:17	98:2,9	127:11	129:12	26:23 30:6	217:14
126:17,20	89:22 92:5	205:7 206:9	128:16	128:23	131:5	216:12	touch 223:20
129:14	94:2,4 97:3	208:6,10	129:22	129:21	143:12	217:8	tough 146:10
131:25,25	97:7,8 98:9	220:11,24	178:15	133:4 135:4	158:11	timely 43:18	track 102:21
132:3,4,18	98:13 99:4	222:6	things 24:19	152:6	169:21	times 127:16	134:5
132:22	100:15	223:12	28:6,6,14	153:23	191:16	168:17	traditional
137:20	101:14,19	theme 26:10	40:19 50:19	156:12	194:12	169:17	128:11
146:2,3,6,8	102:12	themes 14:21	53:9 58:13	157:24	threeyear	175:13	207:5
157:21	105:20	176:22	71:10 82:24	159:6	53:16 61:18	200:12	trafficking
161:18,18	109:6	theres 24:5	90:11 93:6	178:14	throw 101:11	timing 26:14	189:16
161:19,22	111:19	25:12,20	96:14 97:11	179:4 180:6	118:8	tip 100:19	trained
161:25	112:20	31:5 39:14	101:2	180:23	throwing	title 103:7	160:25
168:10,12	113:8,22	43:15 47:24	103:16	185:5 186:2	155:20	104:8,23	training
182:10,11	114:5	48:12 50:14	117:23	190:19	ties 176:7	105:4 150:6	187:13
182:13,16	116:15	50:18,19	121:5	191:24	tif 162:10,14	151:5,6,9	205:2
182:20	119:17	64:10	124:21	192:10,17	164:24	151:12	transcript
183:13,15	124:15	105:22	141:9	202:16	165:16,17	titles 2:14	225:8,20
183:22	125:5	114:14	152:15	207:7,15	165:24	today 2:10	transition
184:22	130:16	116:6	154:22	220:4	166:23,24	5:5,13 6:5	115:13,14
185:7 186:6	131:6,22	148:11	157:10,19	221:13	166:24	6:22 7:11	115:24
186:8,9,12	134:23	149:25	158:10	thinking	167:2,25	8:8 10:17	117:18
188:23	141:25	152:24	162:7	42:22,24	168:7	10:21 16:4	199:5
191:13	143:2	153:5,19	182:21	64:23 74:13	tifs 162:11	56:17 83:17	transitioning
193:13	146:16	154:20	184:22	96:22	time 7:16,18	111:9,10	116:2,12
194:2	148:14	157:4 159:8	186:4 190:5	100:17	11:7,8 18:8	149:7,17	118:16

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 25

120:9	220:4	158:22	109:15	update 182:4	venango	80:17	206:8,10
122:15	tuesday 1:7	178:21	understand...	186:16	213:22	117:10,16	210:20
transparency	112:25	187:7	24:16 29:13	upgrading	214:8	129:12	211:9,23
31:6	turn 20:17	199:20	94:21	199:12	vendor 30:23	waiting	217:12
transparent	80:17 127:7	202:22	107:15	uploaded	30:25 82:23	114:10,13	222:15
30:22 31:8	173:5	206:3	understood	204:14	venture	waive 210:24	223:2
52:3	tweaked	typically	152:17	upwards	148:10	waiver 99:24	wanted 59:12
transportat...	145:6	86:14,16	undertake	139:19	151:17	101:7	70:25 98:10
18:20	two 7:4 15:18	134:7	143:5	urban 146:23	versus 62:11	209:18	98:20
trash 96:12	40:18 51:24	179:20	undertaken	urgently 6:19	85:16	210:21	121:16
trauma	57:17,23		189:22	8:8	134:13	waivers 99:22	125:15
159:13	59:13 70:11	U	unfair 153:9	usable 93:13	136:21	100:5,10,17	warrant
trayvon 42:6	82:2,8,14	u 40:8 165:17	153:10	95:24 96:5	142:25	walk 61:4	156:25
treading 9:24	85:13 94:8	166:17	unfortunate	96:12	143:21	67:10,17	wasnt 20:23
treated 149:5	96:22,24	167:2	106:2	use 3:12,16	144:2,3	157:17	32:2 72:9
149:6	97:2 99:7,8	176:20	123:16	4:2,6 10:16	video 15:22	want 10:19	216:17
153:11	103:14	umbrella	unfortunat...	14:15 25:24	15:25 16:18	17:16,16	218:4
tremendous	106:7 114:2	104:6 161:9	28:13 112:4	36:4 38:2	20:7	18:22 19:2	219:20
179:4	123:8,9,10	unable 16:3	123:10,16	44:4 47:19	view 109:7	19:6 20:18	220:17
tremendously	127:19,21	112:4	220:5	48:15 50:15	189:24	29:3 37:22	watch 128:18
145:2	129:13	115:18	unhappy	71:18 96:10	190:17	41:20 49:6	200:5
trial 42:6	130:25	unacceptable	171:25	113:25	191:3	49:9 50:15	watched 42:6
tried 30:21	131:2 133:9	108:20	unheard 97:4	128:21	violence	50:19 51:6	water 9:25
106:6 212:3	145:10	109:3 128:9	unique 14:20	152:18	18:17	54:9 56:6	200:15
triggers	146:22,24	170:9	175:2,7,9	164:3,22	183:21	58:25 66:6	watson
83:20	148:11	unbalanced	units 78:15	165:3 167:9	virginias	68:25 81:5	184:23
198:10	152:5,8	153:9	universities	203:9 205:3	135:6	83:23 86:23	way 24:18
trip 82:12	153:16,21	underoccup...	45:15 114:4	209:7	visit 185:14	87:24 89:5	26:22 29:15
185:16	153:24	197:10	186:18,23	useful 175:24	visually 188:3	90:22 93:24	36:7 49:25
trophies	156:14	underprivil...	187:5,10,11	175:25	vocabulary	95:11 99:15	52:3 60:4
99:12	191:16	19:17	187:16	usually	85:7	101:16	70:7,8
trouble 24:4	196:6,19	underscore	188:3,11	112:17	voice 17:23	106:21,22	87:14,22
troubling	197:2 198:4	86:21	204:12	utility 205:18	19:20 20:2	108:4,16,21	90:11 106:5
24:18	200:12	underserved	university	uturn 132:25	vote 172:18	122:24	107:24
truancy	214:23	128:3	185:11,17		172:21	123:18	108:16
192:4,8	221:5	understand	185:23	V	173:14,18	124:10,22	119:8
true 130:16	twofold 77:11	26:24 32:10	unknown	vacant	173:23	124:23	136:13,19
179:21	twoprong	39:20 45:17	118:9,10	197:13	177:2,15	125:16	141:24
225:7	138:2	46:7 50:22	unquote	value 44:8,9	178:11	156:4 157:7	142:6,10
trust 9:22	twothird 21:8	67:20 97:25	212:24	173:3	210:11	168:17	157:15
truth 30:18	twothirds	107:18,20	unreasonable	values 13:23	voted 163:11	169:19	171:23
try 81:8	21:9 24:6	123:5 135:5	108:17	vandalized	164:8	170:20	181:19
117:25	26:5 219:24	148:6	unsatisfact...	99:15	voters 180:6	171:12	186:2
183:21	type 35:11	149:15	109:12	varied 7:10	votes 162:24	178:10,19	192:10
212:13	37:4 43:15	150:24	unsettled	variety	voting 172:14	178:25	ways 37:20
trying 23:14	51:2 85:6	151:12	78:9,14	192:20	177:14	182:19	85:13
31:7 35:19	122:4	163:13	unusual	various 5:7	178:24	183:13,15	103:14
50:24,25	140:20	173:21	129:23	191:19		184:21	108:24
51:10 91:2	150:8	180:17	unwillingness	vary 139:8	W	185:7 186:6	114:7
167:6 170:6	152:13	213:3	213:3	varying	w 1:11	189:8	173:13
189:10,12	204:21	218:14	upcoming	149:25	wage 3:21	193:19	weakness
218:14	types 35:25	220:23	174:23	vast 99:3	119:16,17	200:11	83:6,14,15
219:16	152:15	221:15	177:9	vehicle	120:5,8	203:17	website 30:24
		understand...		125:23,24	wait 55:10		

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 26

wed 5:15	150:25	87:23	215:25	169:4	131:21,22	60:17,20	100:15
22:22 67:24	151:14	177:19	write 39:4	179:14	143:23	63:24 69:21	114:10
95:4 191:23	170:16	words 15:20	40:22 43:11	207:7 209:4	144:12	76:14,19	115:17,22
wednesday	173:7	85:6,7	43:14 75:8	213:14,18	146:13,15	79:21 80:11	126:4
113:2	186:21	work 9:15	85:20 88:9	215:9	146:20	81:18 82:14	128:11
223:22	wheel 170:13	10:18 14:4	88:11	217:21	149:12	83:8 92:3	153:16
week 112:20	wholeheart...	15:18 32:16	204:22	218:6	157:20	96:20 106:7	160:11
174:23	40:14	36:22 53:7	writing 27:7	220:20	160:17	110:8 111:8	171:8
201:10	wide 13:3	83:11 87:4	31:21 38:7	222:23	162:6	115:11	183:24
209:23	william 1:12	102:24	39:24 40:5	year 2:23	171:13	116:23	194:5
210:3	10:10 99:5	113:20	41:5 42:13	4:14,17	172:2,7	123:6,8,9	209:10
weeks 15:24	willing 116:9	120:11	42:16,20	7:19 11:8	174:3,7,11	123:10	youth 184:25
weighted 26:6	156:21	121:10	43:2,5,7,10	12:3,5	174:23	124:18	youve 25:22
welcome 81:3	171:15	124:17	43:18,21,24	13:14,16,18	177:8,9,22	127:14,20	150:3
194:5	191:23	125:8	44:3,9,13	21:2 23:19	177:25	130:25	154:10
went 18:9	192:22	158:19,20	83:25 85:13	27:10 29:6	178:2	131:2,5	186:5
23:17 29:19	willingness	161:7 174:4	85:14,16	29:24 30:3	179:21	144:25	189:22
30:9,10	10:22	174:4	86:8,15	32:13,15	180:20	164:7 165:8	
42:12,17	wilson 1:11	184:19	87:21 89:14	51:24 56:3	181:17	167:11	Z
60:9 69:13	winning	186:3 187:9	94:3,14,17	56:22,25	182:3	169:21	z 124:15
69:14 88:12	15:25 20:6	187:20,24	95:2 107:10	58:3,7,8	185:13,18	173:5	zero 11:17
95:21 99:3	withheld	192:4,6	107:14	59:6 61:7	187:2 191:2	182:24	79:14 91:17
99:6,8	90:14,14	199:9,14,17	108:2,11,19	61:20 63:17	191:3,24	189:8	105:22
150:13,14	witness 5:16	worked	109:9,16	63:18 66:7	192:18	191:16	zou 16:3,17
156:13	16:20,20	118:24	110:2 128:5	66:12,13,15	194:16,17	214:24	20:5
167:19,22	38:13,13	186:5	132:12	66:16 67:2	196:5	219:22	
175:14	42:7,21	workforce	213:9,15,19	67:3,5,8,11	200:12	221:5	0
205:10	52:23,23	200:24	214:10	67:12,14,22	203:21	yield 204:2	0 8:2 13:24
weve 11:15	84:14,14	220:6	written 39:19	67:25 68:5	204:18,25	205:12	130:14,17
11:17 20:22	129:9,9	working	40:9 130:14	68:6,9 69:3	205:10,11	youd 85:18	00 183:17
24:24 28:3	133:20,20	104:2,7	188:2	69:3,4,9,10	206:8	167:20	223:23
31:14 37:7	135:15,15	106:18	wrong 42:18	69:12 70:19	208:17	youll 38:2	000 51:3,7,25
75:15 82:5	169:2	183:24	170:17	70:21 71:3	210:23	71:3 87:4	53:22 71:16
96:18,19	196:11,11	184:24	172:11	71:3 73:7	214:20,21	young 11:23	75:4,6 76:2
97:9 98:6	witnesses	185:10,11	187:8	73:10,14	216:6	17:11,24	111:14
100:10	5:16 169:2	187:15		74:19 76:14	217:20	26:12 42:7	139:6 148:4
104:17	wits 170:20	189:16	X	76:25 79:2	218:8,10,17	47:3 51:7	148:6
105:3 106:6	wolfs 145:24	191:17	x 124:15	80:8 81:14	219:23	51:19 86:25	149:12
110:14	woman 42:7	192:12,24	205:10	85:25 92:14	years 2:17	102:21	151:13,14
113:10	women	193:16	xue 16:2	97:21,21	4:15 6:15	108:18	152:3 153:5
124:11	200:21	works 185:5		103:19	7:3,15,18	169:15	160:5,10,17
147:16	won 15:22	192:16	Y	106:8 107:2	9:19 10:24	172:8,16	160:19
182:18	16:8	world 17:4,7	y 124:15	107:3	11:9 14:10	178:7 179:3	175:2,12
190:20	wonderful	17:12 19:7	yao 16:2	118:14	18:7 21:11	182:22	184:15
192:15	35:13 48:25	36:9 83:6	yeah 26:4	119:6,7	24:7 25:11	184:24	
whack 98:5	178:16	109:17	35:23 60:7	120:6 123:7	26:17 28:4	198:9	1
whats 22:5	wondering	worse 6:17	67:23 70:7	123:8	30:22 31:18	206:10	1 51:25 53:22
33:2 49:23	26:4 133:23	worth 77:17	70:17 74:10	124:11,13	36:15 37:8	youre 21:14	56:16 57:3
68:19 69:17	wont 40:10	77:19 80:7	92:13 93:23	125:8	42:12 49:14	22:16 35:14	57:16 60:19
74:12 92:23	102:7	133:2	144:17	130:19,19	54:8 57:17	46:12 49:17	66:12 67:11
113:15	183:24	wouldnt	154:20	130:20,20	57:23,25	64:6,14	68:6 71:22
114:13,15	wood 150:15	31:20 39:24	156:3	130:23	59:3,13,15	70:25 73:10	111:17,20
131:19	word 44:5	45:7 180:2	164:20	131:19,20	59:16,22	86:6 94:5	111:20,24
			165:15				111:24,25

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 27

111:25	219:2	104:1 105:1	208:1 209:1	86:1 87:1	192:1 193:1	19 69:15,16	20th 26:13
119:16	15 3:1 4:1 5:1	106:1 107:1	210:1 211:1	88:1 89:1	194:1 195:1	139:6 155:5	65:16
174:18	6:1 7:1 8:1	108:1 109:1	212:1 213:1	90:1 91:1	196:1 197:1	155:9,9	132:24
10 1:7 71:17	9:1 10:1	110:1 111:1	214:1 215:1	92:1 93:1	198:1 199:1	191500 3:20	176:19
77:24	11:1 12:1	112:1 113:1	216:1 217:1	94:1 95:1	200:1 201:1	191801 2:25	21 57:16
151:13	13:1 14:1	114:1 115:1	218:1 219:1	96:1 97:1	202:1 203:1	191806 3:11	136:10
223:23	15:1 16:1	116:1 117:1	220:1 221:1	98:1 99:1	204:1 205:1	3:25	172:15
100 21:17,18	17:1 18:1	118:1 119:1	222:1 223:1	100:1 101:1	206:1 207:1	197 175:2,12	181:21
67:7,16	19:1 20:1	120:1 121:1	224:1,3	102:1 103:1	208:1 209:1	1992 4:24	182:7
73:10 74:13	21:1 22:1	122:1 123:1	150 30:4	104:1 105:1	210:1 211:1	19th 176:19	218 111:12
74:16,17	23:1 24:1	124:1 125:1	111:25	106:1 107:1	212:1 213:1	<u>2</u>	22 77:14
104:20	25:1 26:1	126:1 127:1	150162 1:17	108:1 109:1	214:1 215:1	2 14:3 30:2,4	230 68:12,15
118:12	27:1 28:1	128:1 129:1	2:7,15 3:1	110:1 111:1	216:1 217:1	61:22 66:13	24 59:17
153:5	29:1 30:1	130:1 131:1	4:1 5:1 6:1	112:1 113:1	218:1 219:1	66:16 67:14	25 139:19
154:12	31:1 32:1	132:1 133:1	7:1 8:1 9:1	114:1 115:1	220:1 221:1	68:9 69:3	250 30:16
208:3	33:1 34:1	134:1 135:1	10:1 11:1	116:1 117:1	222:1 223:1	196:2,5	26 1:7 3:1 4:1
102 149:14	35:1 36:1	136:1 137:1	12:1 13:1	118:1 119:1	224:1	197:7,23	5:1 6:1 7:1
103 67:24	37:1 38:1	138:1 139:1	14:1 15:1	120:1 121:1	150163 1:17	203:6	8:1 9:1 10:1
76:3 160:18	39:1 40:1	140:1 141:1	16:1 17:1	122:1 123:1	2:7,19	215:17	11:1 12:1
105 14:3	41:1 42:1	142:1 143:1	18:1 19:1	124:1 125:1	150164 1:17	224:3	13:1 14:1
217:15	43:1 44:1	144:1 145:1	20:1 21:1	126:1 127:1	2:7,21	20 71:18	15:1 16:1
221:18	45:1 46:1	146:1 147:1	22:1 23:1	128:1 129:1	150165 1:17	77:17	17:1 18:1
222:9	47:1 48:1	148:1 149:1	24:1 25:1	130:1 131:1	2:7,24	139:19	19:1 20:1
10th 16:7,23	49:1 50:1	150:1 151:1	26:1 27:1	132:1 133:1	150166 1:17	151:14	21:1 22:1
153:3	51:1 52:1	152:1 153:1	28:1 29:1	134:1 135:1	2:8 3:10	164:7 165:8	23:1 24:1
11 29:24	53:1 54:1	154:1 155:1	30:1 31:1	136:1 137:1	150167 1:17	167:11	25:1 26:1
63:17 64:15	55:1 56:1	156:1 157:1	32:1 33:1	138:1 139:1	2:8 3:19	192:24	27:1 28:1
127:15	57:1 58:1	158:1 159:1	34:1 35:1	140:1 141:1	150179 1:18	214:20	29:1 30:1
179:5	59:1 60:1	160:1 161:1	36:1 37:1	142:1 143:1	2:9 4:11	215:10	31:1 32:1
113 111:12	60:15 61:1	162:1 163:1	38:1 39:1	144:1 145:1	150438 1:17	200 21:16,17	33:1 34:1
11th 153:3	62:1 63:1	164:1 165:1	40:1 41:1	146:1 147:1	2:8 3:24	22:7 25:14	35:1 36:1
213:21	63:18 64:1	166:1 167:1	42:1 43:1	148:1 149:1	152 68:23,24	2000 80:4	37:1 38:1
214:7	64:13,14	168:1 169:1	44:1 45:1	150:1 151:1	154 22:8	20032004	39:1 40:1
12 140:3	65:1 66:1	170:1 171:1	46:1 47:1	152:1 153:1	25:14,16	59:11 60:14	41:1 42:1
223:11	67:1 68:1	172:1 173:1	48:1 49:1	154:1 155:1	1563a 4:25	2008 83:5	43:1 44:1
120 69:11	69:1,14	174:1 175:1	50:1 51:1	156:1 157:1	159 14:2 21:7	2011 111:10	45:1 46:1
211:14,16	70:1 71:1	176:1 177:1	52:1 53:1	158:1 159:1	21:20 22:16	2012 61:10	47:1 48:1
126 165:8	72:1 73:1	178:1 179:1	54:1 55:1	160:1 161:1	79:13	20122013	49:1 50:1
12th 153:3	74:1 75:1	179:5 180:1	56:1 57:1	162:1 163:1	16 77:10	61:20	51:1 52:1
173:4 178:3	76:1 77:1	181:1 182:1	58:1 59:1	164:1 165:1	78:13 79:5	2013 55:24	53:1 54:1
178:4	78:1 79:1	183:1 184:1	60:1 61:1	166:1 167:1	160 30:5	78:20 171:6	55:1 56:1
13 59:21,24	80:1 81:1	185:1,15	62:1 63:1	168:1 169:1	217:16	216:12	57:1 58:1
60:3 80:12	82:1 83:1	186:1 187:1	64:1 65:1	170:1 171:1	17 156:17	217:22	59:1 60:1
220:5,18	84:1 85:1	188:1 189:1	66:1 67:1	172:1 173:1	170 111:14	2015 1:7 4:17	61:1 62:1
130 69:8	86:1 87:1	190:1 191:1	68:1 69:1	174:1 175:1	178 67:25	223:22	63:1 64:1
133 217:15	88:1 89:1	192:1 193:1	70:1 71:1	176:1 177:1	18 173:5	2016 2:17,20	65:1 66:1
217:17	90:1 91:1	194:1 195:1	72:1 73:1	178:1 179:1	223:9	2:23 4:15	67:1 68:1
136 75:6	92:1 93:1	196:1 197:1	74:1 75:1	180:1 181:1	183 111:9,10	5:10,12	69:1 70:1
139 143:25	94:1 95:1	198:1 199:1	76:1 77:1	182:1 183:1	18th 176:19	196:18	71:1 72:1
14 64:13 75:4	96:1 97:1	200:1 201:1	78:1 79:1	184:1 185:1	18yearold	2020 4:16	73:1 74:1
115:11	98:1 99:1	202:1 203:1	80:1 81:1	186:1 187:1	181:3	2021 2:17	75:1 76:1
139:5 140:3	100:1 101:1	204:1 205:1	82:1 83:1	188:1 189:1	18yearolds	5:12	77:1 78:1
218:19	102:1 103:1	206:1 207:1	84:1 85:1	190:1 191:1	172:20	2023 119:18	

STREHLOW & ASSOCIATES, INC.
(215) 504-4622

Committee of the Whole
May 26, 2015

Page 28

79:1 80:1	185:1 186:1	30plus 183:5	9:1 10:1	112:1 113:1	218:1 219:1	711 60:17
81:1 82:1	187:1 188:1	183:25	11:1 12:1	114:1 115:1	220:1 221:1	739 61:21
83:1 84:1	189:1 190:1	30th 196:17	13:1 14:1	116:1 117:1	222:1 223:1	75 12:24
85:1 86:1	191:1 192:1	31 95:20	15:1 16:1	118:1 119:1	224:1	22:12,14,18
87:1 88:1	193:1 194:1	31st 78:20	17:1 18:1	120:1 121:1	50 80:13	30:10 75:17
89:1 90:1	195:1 196:1	321 28:2	19:1 20:1	122:1 123:1	120:18	120:6
91:1 92:1	197:1 198:1	327 26:17	21:1 22:1	124:1 125:1	215:24	159:22
93:1 94:1	199:1 200:1	28:3,12	23:1 24:1	126:1 127:1	216:4,10,13	160:5,8
95:1 96:1	201:1 202:1	30:15	25:1 26:1	128:1 129:1	216:18,22	215:16
97:1 98:1	203:1 204:1	328 63:18	27:1 28:1	130:1 131:1	217:6,11	750 194:24
99:1 100:1	205:1 206:1	64:4,15	29:1 30:1	132:1 133:1	218:6,11	76 68:24 69:2
101:1 102:1	207:1 208:1	33 27:19	31:1 32:1	134:1 135:1	220:11	78 67:25
103:1 104:1	209:1 210:1	156:20	33:1 34:1	136:1 137:1	500 104:23	794 223:9
105:1 106:1	211:1 212:1	331 111:11	35:1 36:1	138:1 139:1	111:20,24	
107:1 108:1	213:1 214:1	34 77:23	37:1 38:1	140:1 141:1	203:6	8
109:1 110:1	215:1 216:1	35 53:13	39:1 40:1	142:1 143:1	502 147:22	8 27:18 60:16
111:1 112:1	217:1 218:1	162:17	41:1 42:1	144:1 145:1	54 59:15,17	78:3 152:3
113:1 114:1	219:1 220:1	358 64:4,17	43:1 44:1	146:1 147:1	59:25 71:21	221:16
115:1 116:1	221:1 222:1	37 27:18	45:1 46:1	148:1 149:1	79:11	80 30:10
117:1 118:1	223:1 224:1	202:21	47:1 48:1	150:1 151:1	119:16	62:17 222:2
119:1 120:1	264 73:11	370 66:16	49:1 50:1	152:1 153:1	179:11	222:11
121:1 122:1	79:16,17	38 7:3 53:13	51:1 52:1	154:1 155:1	181:21	80s 110:9
123:1 124:1	27 71:19	380 66:17	53:1 54:1	156:1 157:1	550 57:16	85 14:6 76:16
125:1 126:1	214:21	397 60:16	55:1 56:1	158:1 159:1	56 62:11	203:20
127:1 128:1	274 80:6	3rd 4:24	57:1 58:1	160:1 161:1	583 160:19	222:4
129:1 130:1	27th 197:11	38:25 40:21	59:1 60:1	162:1 163:1	59 30:4	8th 56:13,15
131:1 132:1	223:22		61:1 62:1	164:1 165:1	202:21	56:23 57:3
133:1 134:1	283 111:9,10	4	63:1 64:1	166:1 167:1		57:5
135:1 136:1		4 14:2 27:18	65:1 66:1	168:1 169:1	6	
137:1 138:1	3	57:19 69:9	67:1 68:1	170:1 171:1	6 77:3,6 78:3	9
139:1 140:1	3 8:2 13:24	69:10	69:1,12	172:1 173:1	91:19	90 62:9 77:19
141:1 142:1	27:17 51:3	139:12	70:1 71:1	174:1 175:1	60 69:11	112:8
143:1 144:1	51:7 57:19	184:15	71:16 72:1	176:1 177:1	71:21,22	911 113:7
145:1 146:1	60:17 69:3	40 73:6,10	73:1 74:1	178:1 179:1	600 53:24	913 69:19
147:1 148:1	69:4 77:25	74:18 75:9	75:1 76:1	180:1 181:1	76:2 160:5	929 111:17
149:1 150:1	80:5 130:14	77:21	77:1 78:1	182:1 183:1	160:10,17	111:23
151:1 152:1	130:17	103:19	79:1 80:1	184:1 185:1	604 147:23	983 60:19
153:1 154:1	139:11	118:12	81:1 82:1	186:1 187:1	153:2	9th 54:4
155:1 156:1	223:12	400 1:6 29:5	83:1 84:1	188:1 189:1	608 69:25	57:13 59:11
157:1 158:1	30 27:18 64:9	29:6 46:3	84:21 85:1	190:1 191:1	63 69:5	60:14 176:5
159:1 160:1	77:15	223:24	86:1 87:1	192:1 193:1	64 59:4 62:22	178:4
161:1 162:1	127:16	421 149:13	88:1 89:1	194:1 195:1	65 104:19	
163:1 164:1	148:4,6	428 60:15	90:1 91:1	196:1 197:1	66 61:22	
165:1 166:1	156:19	440 96:9	92:1 93:1	198:1 199:1	660 223:11	
167:1 168:1	185:19	98:17	94:1 95:1	200:1 201:1	67 223:12	
169:1 170:1	215:10	45 1:7 30:2	96:1 97:1	202:1 203:1	681 153:4	
171:1 172:1	300 10:25	64:12	98:1 99:1	204:1 205:1		
173:1 174:1	20:23 22:24	185:22	100:1 101:1	206:1 207:1	7	
175:1 176:1	30:9,16	455 149:12	102:1 103:1	208:1 209:1	7 71:16	
177:1 178:1	66:15,25	47 214:23	104:1 105:1	210:1 211:1	183:17	
179:1 180:1	67:3 79:2		106:1 107:1	212:1 213:1	70 118:12	
181:1 182:1	143:23	5	108:1 109:1	214:1 215:1	700 71:16	
183:1 184:1	217:23	5 3:1 4:1 5:1	110:1 111:1	216:1 217:1	104:24	
	304 69:24	6:1 7:1 8:1			705 75:4	

STREHLOW & ASSOCIATES, INC.
(215) 504-4622