

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

Room 400, City Hall
Philadelphia, Pennsylvania
Thursday, November 2, 2017
1:50 p.m.

PRESENT:

COUNCILWOMAN JANNIE L. BLACKWELL, CHAIR
COUNCILWOMAN HELEN GYM
COUNCILMAN KENYATTA JOHNSON
COUNCILWOMAN BLONDELL REYNOLDS BROWN

RESOLUTION 170439 - Resolution authorizing the Joint City Council Committees on Education and Children and Youth to hold hearings reviewing the impact of permanently prohibiting the suspension of elementary-aged students from the first through fifth grades in The School District of Philadelphia.

- - -

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BLACKWELL: We
3 don't want to hold our wonderful State
4 Representative up, so we are going to
5 convene our hearing on Education, and
6 we're very, very glad to have the author
7 of the bill, Councilwoman Blondell
8 Reynolds Brown, to my left. To my right,
9 Councilman Kenyatta Johnson. And we are
10 going to begin our Education hearing on
11 the best practices -- no. That is not
12 what -- I'm getting ready to read the
13 title of something else. That's sad.

14 We're getting ready to read our
15 title of this resolution before our Joint
16 Committee on Education and Children and
17 Youth with regard to the impact of
18 children being suspended and whether or
19 not we think they should be. We have
20 serious opinions about that, about these
21 permanent suspensions with children 1st
22 through 5th grade.

23 So we'll ask the Clerk to read
24 the title of Resolution 170439. While
25 she's reading that, we're going to ask

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 State Representative Jordan Harris to
3 join us at the witness table. Thank you.

4 THE CLERK: 170439, a
5 resolution authorizing the Joint City
6 Council Committees on Education and
7 Children and Youth to hold hearings
8 reviewing the impact of permanently
9 prohibiting the suspension of
10 elementary-aged students from the first
11 through fifth grades in The School
12 District of Philadelphia.

13 COUNCILWOMAN BLACKWELL: Thank
14 you very much.

15 And before we ask you to begin,
16 we're going to have the author and
17 sponsor of this legislation to make her
18 comments.

19 COUNCILWOMAN BROWN: Good
20 afternoon, and thank you very, very much.
21 To my colleagues, Chairwoman of this
22 Committee, Councilwoman Blackwell,
23 Chairperson Gym of the Children and Youth
24 Committee, I do want to say thank you
25 very, very much for stepping away from

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 your desks and joining us this afternoon
3 in this conversation about improving the
4 life chances of our City's children.

5 I would be remiss also if I did
6 not salute and say thank you to our
7 special guest in attendance,
8 Representative Jordan Harris, who has
9 shown tremendous leadership on this
10 suspension issue, both here in
11 Philadelphia where his constituents
12 reside, but also in Harrisburg where he
13 serves the people of our city -- it is my
14 personal opinion -- with passion,
15 commitment, and energy when it comes to
16 kids. We appreciate your presence there.

17 REPRESENTATIVE HARRIS: Thank
18 you.

19 COUNCILWOMAN BROWN: I also
20 want to thank our representative from the
21 School District of Philadelphia, Karyn T.
22 Lynch, for the service that you provide
23 to our children every day.

24 Background: In the spring of
25 this year, I, along with my fellow

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Councilmember, Councilwoman Gym,
3 introduced this resolution calling for
4 hearings on the impact of banning
5 suspensions of students in Philadelphia.
6 We're focusing our attention today on the
7 suspension of elementary students
8 strictly, students from age 6 to 10, some
9 of the youngest little people our School
10 District is responsible to educate every
11 day.

12 Across the country, cities and
13 states are taking steps to ban suspension
14 of young people. Bans of suspensions of
15 young people are now in effect in
16 Seattle, which typically always is ahead
17 of the curve on a lot of public policy
18 matters, Minneapolis, Houston, New York
19 City, Chicago, California, Connecticut,
20 and our neighbor, New Jersey. The
21 reasons are twofold. First, it is
22 unclear if children as young as 6 years
23 old benefit from being removed from the
24 classroom as a result of this type of
25 discipline measure.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 I know as a former teacher --
3 and the research backs this up -- that
4 students benefit most from consistent
5 time in the classroom. Removing young
6 people from the classroom has
7 consequences for both students and their
8 families.

9 Second, we have seen
10 significant disparities in who receives
11 suspensions. African American and Latino
12 students, boys, students from low-income
13 families, and students with special needs
14 are far more likely to be suspended than
15 their counterparts. That's a problem.

16 We in Council hope and seek to
17 understand how this issue impacts young
18 people in our city, which is why I'm
19 delighted that we're finally going to
20 take a laser-beam focus on this with
21 different perspectives from a number of
22 panelists, and I look forward to learning
23 more.

24 Lastly, I'll close with the old
25 adage that most educators know, that

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 young people, or little people as I like
3 to call them, learn to read from K
4 through 3 and then from 4th grade on,
5 they read to learn. So if we don't get
6 it right from K through 3, including
7 helping them understand that there's a
8 consequence that comes with appropriate
9 behavior and behavior that is disruptive,
10 then we'll never be able to capture their
11 attention and save them from themselves
12 from 4th grade on. Again, why we are
13 targeting our discussion primarily for
14 little people from ages 6 to 10.

15 And with that, again, I thank
16 all of you for stepping here and offering
17 your perspective as we look at this
18 important education issue.

19 Thank you, Madam Chairwoman.

20 COUNCILWOMAN BLACKWELL: Thank
21 you very much. We are grateful for those
22 comments.

23 We will now call on Councilman
24 Kenyatta Johnson.

25 COUNCILMAN JOHNSON: I just

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 want to commend my colleagues and also
3 State Representative Jordan Harris for
4 both of your leadership on this issue,
5 and it's personal to me, because I
6 remember as a young man even though I'm a
7 graduate of University of Pennsylvania --
8 that's where I got my Master's degree,
9 and I got an undergrad degree from
10 Mansfield University and also a graduate
11 from Edward Bok High School, but I
12 remember at Vare Junior High School and
13 Sayre Elementary School, I probably
14 wasn't the best student when it came to
15 behavior, and I remember getting
16 suspended as a kid, but I also remember
17 at Vare Junior High School, I got into a
18 little bit of trouble. And probably the
19 worst thing that could have happened to
20 me was in-house suspension, because I was
21 not at home watching television. I was
22 not at home with people over the house
23 when my mom or pop was at work. I was in
24 in-house -- it was called Room 3, in the
25 basement. Ms. Griffin was the

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 disciplinarian, the teacher who was
3 assigned to that room. We couldn't even
4 go upstairs to the lunchroom to have
5 lunch with the other kids. We had to eat
6 lunch inside this room. But I got all my
7 work done, so I didn't miss any work when
8 it's time for me to come back off of
9 suspension. But that was worse than
10 being at home, because at home I had the
11 freedom to do whatever I wanted to do,
12 and I wasn't doing any work.

13 But nevertheless, I do commend
14 all of you for your leadership on this,
15 and we look forward to hearing the
16 testimony.

17 COUNCILWOMAN BROWN: Thank you,
18 Councilman.

19 COUNCILWOMAN BLACKWELL: Thank
20 you very much.

21 We note that as a reminder, for
22 anyone who is here for the 2:00 p.m.
23 hearing on pre-K, that hearing has been
24 cancelled, and so this will be our only
25 hearing in these Chambers this afternoon.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Thank you very much. Again, we
3 thank State Representative Jordan Harris,
4 who does a wonderful job for us and for
5 his area, and we call on him for his
6 comments.

7 REPRESENTATIVE HARRIS: Thank
8 you, Madam Chairwoman -- Chairwomen
9 actually, Chair Blackwell and Gym, for
10 convening this all-important hearing.

11 To Councilwoman Blondell
12 Reynolds Brown, we thank you for your
13 support of legislation on this issue, and
14 thank you for your kind words. And also
15 to my partner in getting a lot of work
16 done in the district, my Councilperson,
17 Councilman Johnson, I appreciate you and
18 your words.

19 (Councilman Johnson talking
20 without microphone.)

21 REPRESENTATIVE HARRIS: I won't
22 do that in front of everybody. You're
23 going to get me in trouble.

24 But we appreciate the
25 opportunity to be here on such an

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 important issue.

3 Back in April, myself and my
4 colleague, Representative Jake Wheatley
5 from Allegheny County, introduced House
6 Bill 715, which seeks to ban
7 out-of-school suspension for kindergarten
8 through 5th grade students for minor
9 disobedience and misconduct. It was
10 folks from the Education Law Center, who
11 I'm sure you will hear from later on, who
12 brought the staggering statistics to my
13 attention of suspension with regards to
14 our youngest learners and the racial
15 disparities that followed.

16 For example, black students are
17 2.65 times more likely to be suspended
18 than their white counterparts and three
19 times more likely to be suspended
20 multiple times. Also, students with
21 disabilities are about 1.3 times more
22 likely to be suspended than their
23 students without disabilities.

24 In my opinion, I believe that
25 suspensions and expulsions exacerbate

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 behavior problems and they lead to a lack
3 of education attainment, which has
4 long-term negative impacts on our young
5 people and, in my opinion, is the
6 unintentional start to the
7 school-to-prison pipeline.

8 Now, I want to take a step back
9 and just allow us to think about what
10 type of young person we're talking about,
11 kindergarten through 5th grade. We're
12 talking about the young man who walks
13 around thinking he's Spiderman. That's
14 who we're talking about. We're talking
15 about the young lady who thinks she's
16 legitimately Wonder Woman. That's who
17 we're talking. We're not talking about
18 your 10th, 11th, and 12th grader. We're
19 talking about the young man who is going
20 to throw his spider web at you to trap
21 you in that web. This is the young man
22 who goes home when he loses his tooth and
23 puts it under his pillow waiting for the
24 Tooth Fairy. This is the young woman who
25 gets up early in the morning on Christmas

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 to run down to see what Santa Claus
3 brought her for Christmas. That is the
4 age group of young people that we're
5 talking about.

6 In addition for me, this issue
7 is important because we know that many of
8 our young people who are suspended at an
9 early age fall behind academically. Many
10 of them fall behind academically, fall
11 out of our educational systems and,
12 sadly, many of them fall into our
13 criminal justice system.

14 We also know that if you adjust
15 for inflation from 1986 until now,
16 Pennsylvania has more than five times the
17 number of dollars that we spend on
18 prisons.

19 For me, suspension is not about
20 a vacation, and in many instances that's
21 what it is for our young people. They
22 get sent home, they sit home, they watch
23 TV all day, they don't do the work, and
24 then they come back with a three, four,
25 five-day educational deficit.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Now, think about it this way:

3 There's a requirement for 180 days in
4 school. So if you have a young person
5 who is suspended three times five days,
6 they're almost missing around 10 percent
7 of the education that we as the taxpayers
8 are paying for them to gain.

9 So I'm not naive. I do
10 understand that there are issues that
11 have to be dealt with in our classrooms.
12 As a former teacher, I understand that
13 there are issues that our young people
14 may have in the classroom. My
15 perspective, though, is that suspension
16 is not the way to deal with it,
17 particularly for minor infractions.

18 I've heard stories of students
19 being suspended because they're, what we
20 would call in my time, class clowns.
21 Instead of paying attention, they pass
22 notes and pass gas in class. They do all
23 of those type of things that many of our
24 young people do.

25 I think oftentimes we forget

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 that our educational system is not just
3 about reading, mathematics, science, and
4 social studies. It's also about training
5 our young people and teaching our young
6 people how to be socialized and how to be
7 greater citizens. If you suspend a
8 child, you are not redirecting that
9 behavior. You are not correcting that
10 behavior. You're just excluding them
11 from the classroom.

12 Now, I will say that I've been
13 in conversations with the School District
14 of Philadelphia since we introduced this
15 bill, and I'm appreciative of Karyn Lynch
16 and Kevin and all of the other folks
17 we've had conversations with, and I am
18 encouraged to hear that the District is
19 looking at expanding its ban from
20 kindergarten to 1st and 2nd grade as
21 well. But we need to pressure and keep
22 up the advocacy to do more.

23 Lastly, I will say this, that I
24 understand that suspension -- that
25 banning suspension alone will not solve

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 our problems. We need alternatives for
3 teachers in their classrooms, and those
4 alternatives may come with a price tag.
5 We have to be willing to do the heavy
6 lifting that is necessary to provide the
7 resources for our teachers to, one, be
8 trained on what those alternatives should
9 be and, two, provide the resources
10 necessary for those alternatives.

11 So, again, I thank the members
12 of Council for taking up this important
13 issue. We will continue to do all that
14 we can in Harrisburg to move forward with
15 this issue.

16 The last thing I'll say is, I
17 was in church two Sundays ago and I
18 listened to my pastor's son tell a story
19 about how his dad had to come up to the
20 school because he had gotten suspended in
21 the classroom. Now, my pastor's son and
22 I went to the same middle school. Would
23 you find it interesting to know that the
24 same teacher that suspended him multiple
25 times suspended me multiple times? And I

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 got suspended because I was inquisitive.

3 You couldn't just tell me that Abraham
4 Lincoln freed the slaves and I not push
5 back, because my mother and grandmother
6 taught me otherwise.

7 Many of our young people are
8 inquisitive, and instead of enhancing and
9 encouraging that, we suspend them because
10 they don't fit into what we consider to
11 be our social norms. It's not the right
12 way to go, and I encourage all of us to
13 continue to do all that we can to end
14 this practice in our schools for K to 5.

15 Thank you for your time.

16 COUNCILWOMAN BLACKWELL: Thank
17 you for your important statements.

18 We note that Helen Gym, Chair
19 of Children and Youth, is here in the
20 Chambers and part of our Committee
21 hearing, and we thank her.

22 Are there comments or questions
23 for him?

24 COUNCILWOMAN BROWN: I do have
25 a question.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Good afternoon.

3 REPRESENTATIVE HARRIS: Good

4 afternoon.

5 COUNCILWOMAN BROWN: Thank you.

6 What is the status of your bill
7 at this hour in the Legislature?

8 REPRESENTATIVE HARRIS: Sure.

9 So we introduced the bill in April, as I
10 said. As you know, the Legislature goes
11 through the budget process during the
12 same time, and up until a week and a half
13 ago, we were still in that process. We
14 have since concluded that process, and
15 now I believe things are picking up with
16 regards to other pieces of legislation.

17 There have been conversations,
18 though, with members of the leading
19 party, the majority party, to see how we
20 can work together. There is one member
21 who has another education bill, and we
22 are in talks with them about seeing how
23 we can include portions of our
24 legislation into their bill. So that is
25 happening.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BROWN: And have
3 you had an opportunity to travel anywhere
4 in the Commonwealth to see if
5 Philadelphia is an exception to this
6 practice or no? Do you have the benefit
7 of that kind of information?

8 REPRESENTATIVE HARRIS: Sure.
9 Well, the co-prime sponsor on this bill
10 is Representative Wheatley, who is from
11 Allegheny County. He represents
12 Pittsburgh. And what I can tell you is
13 that this is not unique to Philadelphia,
14 that this is an issue that we're having
15 throughout the Commonwealth.

16 I will say this: I believe
17 this is an issue that we're having in
18 school districts that are a little bit
19 browner and a little bit poorer and for
20 young people from disenfranchised
21 communities. So this is not unique to
22 Philadelphia, and that's why for us in
23 Harrisburg I think it's an issue that we
24 tackle on the statewide level.

25 COUNCILWOMAN BROWN: And so

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 what's your prognosis for your bill?

3 REPRESENTATIVE HARRIS: Well,
4 my crystal ball has been kind of cloudy
5 the last year, but I believe there is an
6 opportunity to do something. I'm not
7 necessarily sure if it's going to be
8 everything that we want, but as a
9 seasoned legislator yourself, you
10 understand that sometimes you take the
11 bite of the apple that you can get.

12 COUNCILWOMAN BROWN:
13 Absolutely.

14 REPRESENTATIVE HARRIS: And
15 then you go back and get more.

16 COUNCILWOMAN BROWN: Seldom
17 does what you introduce look the same at
18 the end of that road.

19 REPRESENTATIVE HARRIS:
20 Absolutely.

21 COUNCILWOMAN BROWN: Thank you
22 very much for your testimony, for your
23 willingness. Thank you.

24 REPRESENTATIVE HARRIS: Thank
25 you, Councilwoman.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BLACKWELL:

3 Councilwoman Gym.

4 COUNCILWOMAN GYM: Thank you
5 very much, Madam Chair.

6 And thank you very much,
7 Representative, for your testimony and
8 all the work you've been doing on justice
9 issues, and that includes certainly the
10 issue that's before us today.

11 I had a couple of questions.
12 One was, one of the things the District
13 has been doing -- and I definitely am
14 sorry for and both acknowledge the
15 experience that you've had as a young man
16 in the schools and continue to see with
17 like more inquisitive and spirited
18 students who are wanting to engage in the
19 process, but we also have a lot of young
20 people in our schools who desperately
21 need supports. They do have a lot of
22 issues that are going on at home.

23 We are tracking like, for
24 example, the impact of mass evictions
25 upon young people and a real evisceration

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 of support services that have
3 traditionally been in schools. Obviously
4 the state, ourselves, all of us have a
5 role to play around a lot of that.

6 So the School District, just
7 for clarity a little bit, has done a
8 tremendous amount of work. We put nurses
9 and counselors in every school. This
10 year we doubled the number of social
11 workers and are working with our CBH team
12 to do a pilot program to look at a real
13 meaningful look at support services that
14 can go through our -- the mental and
15 behavioral health supports and like take
16 a look at the wraparound services in
17 between.

18 But one of the things -- and I
19 think I'm generally interested around the
20 mental and behavioral supports in part
21 because this is what teachers struggle
22 with, whether or not -- maybe sometimes
23 they don't see it as being mental and
24 behavioral supports. Maybe they need
25 help too in a lot of these cases. And

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 certainly the families have definitely
3 come to us struggling with support
4 issues, behavioral issues that they
5 cannot access external to the school.

6 So a couple things that I'd be
7 interested in, do you think that there's
8 anything that could move at the state
9 level that would prioritize mental and
10 behavioral support services going into
11 schools? The good thing about this is
12 that it doesn't necessarily have to go
13 through the Education Department where
14 people can have a lot of questions or
15 issues. A lot of it -- for example, the
16 nurses are paid for through the Health
17 Department at the state. So the District
18 itself mandated one nurse in every public
19 school. I know it would mean a lot if we
20 could reduce the ratio that happens, for
21 example, at the state level, 1 to 1,500.
22 If it went down to 1 to 750, that gives
23 the School District a lot more supports.

24 If there was a mandated ratio
25 for counselors to students, that would be

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 a huge boost too. Like the state
3 currently doesn't have a mandated ratio
4 of students to a counselor. So if the
5 state were to mandate that, for example,
6 in high-need schools, however we want to
7 define it, the counselor ratio has to be
8 1 to 250, which is one of the recommended
9 things by the National Association of
10 Counselors, or if even you wanted to put
11 it 1 to 500, it would be better than what
12 we currently have.

13 But I'm also interested in --
14 and those things can only move at the
15 state level. That's actually not
16 something that we could do.

17 But are there any other areas
18 that we could look at that might help the
19 District access more resources for their
20 behavioral and support needs for both
21 children and their families?

22 REPRESENTATIVE HARRIS: Sure.
23 One of the things that I mention in my
24 comments is that I believe that banning
25 suspension alone is not the answer, that

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 we have to provide alternatives.

3 I think the first thing is that
4 we have to change the mindset. There
5 aren't bad children. I think that --
6 I've heard it as a former teacher, that's
7 just a bad kid. And we have to change
8 that mindset that there aren't and that
9 there could be a lot of different things
10 in play when a child is having issues,
11 particularly behavior issues in class.

12 When I was in a classroom, I
13 remember one young man in particular who
14 was having some difficulties with
15 behavior, and when I found out that, one,
16 he wasn't doing his homework, he was kind
17 of having some difficulties in class, and
18 I found out that his electricity was off
19 in his house and that he was trying to do
20 his homework, you know, as the lights
21 were -- as the daylight was still there,
22 but that he had four, five brothers and
23 sisters in the house and he had a lot of
24 responsibilities. I think we have to
25 start from that place, understanding

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 those things about our young people.

3 From a financial perspective,
4 in the last few years we did do the
5 cigarette tax on the state level, and in
6 addition to the cigarette tax, we put
7 language in that I believe it's \$58
8 million, that regardless of what the
9 District raises from the cigarette tax,
10 there's a floor of what the School
11 District must get, and I know a lot of
12 those resources went to putting more
13 nurses in schools and different things of
14 that nature.

15 I do believe that there is room
16 particularly as we deal with the opioid
17 epidemic and the opioid crisis that we
18 should be having conversations and could
19 be having conversations around how
20 opioids affect children. And if we have
21 those conversations, we could possibly
22 talk about additional funding for young
23 people who are affected by parents who
24 are part of this opioid crisis. I think
25 that would be a creative way to get

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 additional resources to schools that can
3 then hire more clinicians to be inside of
4 our schools to deal with it.

5 In addition to that, I would be
6 more than supportive of legislation to
7 work on a ratio for counselors with
8 students and, you know, we could have a
9 conversation on what that number should
10 be. I would love to work together on
11 that to see what we can do.

12 I will say this, the last thing
13 I'll say about finances is at some point
14 in time, Harrisburg is going to have to
15 raise real revenue. This year's budget
16 was put together with tape and bubble
17 gum, and at some point in time, that will
18 fall apart and we're going to have to
19 raise real revenue.

20 My suggestion would be that we
21 begin to put together the things that are
22 important to us, particularly around
23 education funding, so that when the time
24 comes, when the revenue is raised, we can
25 have what we believe is necessary for our

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 young people in the schools.

3 COUNCILWOMAN GYM: Thank you.

4 I really agree with that and, you know,
5 thank you very much. I would love to be
6 able to talk with your office more about
7 the counselor ratios in particular, but
8 thank you very much. And, again, I agree
9 with you that it's very difficult to have
10 this conversation about our young people
11 if we centered in just on schools' ends
12 and just on how much it's going to cost.
13 I think it's more about like what do our
14 young people need. What do we know our
15 schools do better.

16 I misspoke earlier. What I
17 meant to say was that the social
18 workers -- we had a number of doubling
19 the number of social workers in schools
20 that came through CBH and our Community
21 Behavioral Health program. So I know
22 that there's potentially other forms that
23 we can access that take us out of the
24 mentality like, oh, it's just got to be
25 more money for Philadelphia schools. We

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 know that if we can help young people and
3 their families with evictions, with kind
4 of the cycle of upheaval and chaos that
5 can happen in the lives of young people
6 and that we can do it in ways that are
7 around the idea that we're serving a
8 whole child, we're not -- we're also
9 educating them. That is the most
10 important priority, but we're serving a
11 whole child and their family, and there's
12 enormous opportunities to do it. We
13 don't have to just draw down on education
14 dollars to do it. We can potentially
15 access others.

16 So it would be great to partner
17 with you and with my other Council
18 colleagues on exploring that. Thank you.

19 REPRESENTATIVE HARRIS: I would
20 love to do it. One of the things I would
21 say is that I no longer take the answer
22 that we can't afford to do it. My answer
23 is, we can't afford not to. And I think
24 that's how we have to look at it when
25 we're talking about funding.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 I think the best approach would
3 definitely be to look at what a statewide
4 bucket of dollars would be for social
5 workers in educational environments, not
6 necessarily focused on Philadelphia but
7 we could do it around numbers of
8 suspensions or whatever the matrix is,
9 understanding that Philadelphia would be
10 a part of that, but I definitely think we
11 could look at how we can create something
12 like that.

13 Thank you.

14 COUNCILWOMAN BLACKWELL: Thank
15 you both for what you've said. I
16 recently read the 2017 book by Molefi
17 Asante entitled "Revolutionary Pedagogy,"
18 and he talked about the fact that as we
19 want to retrain young people, we need to
20 retrain teachers, which is what you're
21 also saying. That's part of the issue as
22 well if we want to see change.

23 Councilwoman Reynolds Brown,
24 did you have a comment?

25 COUNCILWOMAN BROWN: No. No.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 I'm good.

3 COUNCILWOMAN BLACKWELL: Thank
4 you. Thank you very much for being here.

5 REPRESENTATIVE HARRIS: Thank
6 you.

7 COUNCILWOMAN BLACKWELL: Karyn
8 Lynch, School District, Chief of Student
9 Support Services. Thank you for being
10 here.

11 (Witnesses approached witness
12 table.)

13 COUNCILWOMAN BLACKWELL: Is
14 Ms. Pelotte here, who is next? Is
15 Ms. Pelotte here?

16 Darn, I wanted to know -- how
17 do I say your name?

18 MS. PELOTTE: Yvelisse Pelotte.

19 COUNCILWOMAN BLACKWELL:
20 Yvelisse Pellote, is that right? You'll
21 be next.

22 MS. PELOTTE: All right.

23 COUNCILWOMAN BLACKWELL:

24 Thanks. Thanks. Thanks.

25 Thank you very much. Welcome.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Please identify yourself for the record
3 and begin your testimony.

4 MS. LYNCH: Good afternoon,
5 Madam Chair and members of the City
6 Council. We are extremely pleased to be
7 here this afternoon to talk about this
8 very important topic. And before
9 Representative Jordan Harris leaves, I'd
10 like to --

11 COUNCILWOMAN BROWN: He's on
12 the road again.

13 MS. LYNCH: I'd like to thank
14 him for his words and his support of the
15 School District and his passion for this
16 very important issue, which involves
17 young children who, I think we all agree,
18 that for reasons that go far beyond
19 themselves, they are having an experience
20 that very frequently stays with them for
21 their lives. As the Councilmember shared
22 and as certainly Representative Harris
23 has shared today and on other occasions,
24 many are personally involved, have had a
25 personal experience that stays with them.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 So I do want to thank him for his support
3 of the District, his willingness to look
4 at the ratios that in some instances have
5 not been changed for 20 or 30 years and
6 at the state level could use a revision.

7 For the record, my name is
8 Karyn Lynch. I'm the Chief of Student
9 Support Services with the School District
10 of Philadelphia, and today I'm extremely
11 pleased that I'm joined by my colleague,
12 another administrator, top administrator
13 with the School District. This is
14 Dr. Tonya Wolford, who is the Chief of
15 the Performance Management Office, and
16 she's going to share data points and
17 performance information with you that I
18 think that you will find very helpful and
19 give you a much better sense of the
20 direction in which the District is
21 moving. We have had progress in this
22 regard -- in regard to punitive
23 discipline, in reducing the punitive
24 discipline of students. She's also going
25 to talk to you about a recent study that

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 was in fact announced -- the results
3 announced today that highlights -- this
4 is an independent study, not conducted by
5 the School District -- that highlights
6 the distinctions in the types of schools
7 that we have, the relationships and the
8 contacts and the tone, tenor, and climate
9 of the school makeup and impact the
10 likelihood of whether or not there's
11 going to be punitive discipline in those
12 schools. And so I think you will find
13 that information very, very informative
14 and informational.

15 We're here to speak about the
16 School District of Philadelphia and to
17 support eliminating suspensions of
18 students. Representative Harris --
19 eliminating suspension of students
20 immediately or at the end of this year
21 kindergarten through 2nd grade certainly
22 and reducing the numbers of all
23 suspensions in general K through 5 and as
24 well as to say a few words about our
25 collective process to date. And as I

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 shared, I don't think that there's been
3 very much that has been said this day
4 that we disagree with.

5 We support the need to reduce
6 and eliminate. We certainly support the
7 importance of children not being seen as
8 bad, but also recognizing that supports
9 have to be put in place to ensure that
10 our teachers are most informed to ensure
11 that children are receiving the supports
12 that they need.

13 So just like others here today,
14 we strongly disagree with punitive
15 discipline for our youngest learners, as
16 was said earlier, many of whom are still
17 wearing Batman costumes to school --
18 Spiderman costumes to school and really
19 don't understand what it means when
20 they're sent home and when they're
21 sitting at home and they're not able to
22 participate in what they're really
23 excited about doing and, that is, going
24 to school.

25 We know that there are better

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 ways than suspension, and giving the
3 child a label of a bad child or sending a
4 child to the bad room or shaming a child,
5 none of these things are going to result
6 in better behavior.

7 We also know for many of our
8 students their behavior in school is more
9 indicative of other issues, trauma, pain,
10 mental illness, the impact of mental
11 illness in their homes, negative and
12 lasting impact of living in the
13 uncertainty of poverty that many of our
14 children here in Philadelphia are
15 experiencing. These are not students who
16 need punitive discipline. These are not
17 bad children. Labeling them bad is just
18 contributing to stereotyping and a
19 reputation that's not deserved.

20 We all can likely agree that
21 young children for many reasons should
22 not be suspended. We agree with that in
23 this room. We recognize that there are
24 others who feel somewhat differently
25 about it. But for many reasons, the

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 reason that we eliminated kindergarten
3 suspensions last year and that we are --
4 we've implemented ensuring that children
5 in 1st through 2nd before there can be
6 any thought about suspensions this year,
7 they're receiving supportive services,
8 and our social workers -- not our social
9 workers. Our counselors are really
10 gearing up for what's going to happen
11 next year, which is going to be the
12 elimination.

13 Our teachers are getting -- the
14 plan is for our teachers to get more
15 training so that they're prepared for
16 what is going to happen next year, which
17 is the elimination of suspensions for K
18 through 2nd grade. We want people to be
19 in our schools prepared. That's one of
20 the reasons why --

21 COUNCILWOMAN BLACKWELL: Did
22 you say it's that now or next year, K
23 through 2nd?

24 MS. LYNCH: Yes. So K through
25 2nd this year. There's the requirement

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 that if you're even thinking about
3 suspending a child, that child has to
4 receive supportive services and the
5 supportive services have to be
6 documented.

7 COUNCILWOMAN BLACKWELL: That's
8 now K through 2nd?

9 MS. LYNCH: That's now 1st and
10 2nd. K it's already been eliminated.

11 COUNCILWOMAN BLACKWELL: Say
12 that again.

13 MS. LYNCH: In the last school
14 year we eliminated suspensions for
15 kindergartners. We eliminated
16 suspensions for kindergartners. This
17 year we said to all of our school
18 leaders, our school staff that at the end
19 of this year, suspensions will be
20 eliminated for 1st and 2nd graders. So
21 that at the end of this year, K through
22 2nd grade will be eliminated, eliminated
23 suspensions.

24 We said this year there will be
25 supportive services to any child 1st

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 grade, 2nd grade that a principal or
3 school staff are considering for
4 suspension. Last year we found at the
5 end of the year -- throughout the year we
6 monitored. At the end of the year we
7 looked at our numbers, and we saw that
8 kindergartners, despite the fact that
9 kindergarten suspensions were eliminated,
10 kindergartners were still being
11 suspended.

12 This year we are definitely
13 working more closely with all of our
14 principals and school leaders to ensure
15 that that's not happening and that we are
16 ensuring that students that they are
17 interacting with that they think should
18 be suspended are also receiving
19 supportive services.

20 COUNCILWOMAN BLACKWELL: If
21 they're still doing it when they're not
22 supposed to, what do you do?

23 MS. LYNCH: That's exactly -- I
24 mean, exactly the point, and that's the
25 point really of the hearings, right? So

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 what we have done is contacted the school
3 leader. We have -- well, the good news
4 is that they're reporting it, because if
5 they're not reporting it, we're not going
6 to find out that it's happening. So that
7 is the good news, that they are reporting
8 it, and we don't want to stop them from
9 reporting. We want to stop them from
10 suspending.

11 So what do we do? We go into
12 the schools. We provide supportive
13 services. We investigate the
14 circumstances involving the student that
15 has been suspended. We bring in parents.
16 We're also educating our parents about
17 what our policies and practices are, that
18 their children should not be suspended.
19 So we need parents as well to become
20 actively involved. We need parents to
21 push back as well.

22 Those are some of the things
23 that we're doing. We are working with
24 our school counselors on behavioral
25 health techniques so that when we see it

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 in the school, we're asking our
3 counselors to equally be responsible for
4 that child who's considered for
5 suspension, and we have our school
6 counselors developing behavioral health
7 plans for those students that have issues
8 and concerns that could lead to
9 suspension or that someone in the school
10 might think should be suspendable.

11 I think something else that
12 we're doing is, several of the schools
13 that were identified for social workers
14 and additional supports are schools where
15 last year we saw an increase in -- or we
16 actually saw schools were suspending
17 students in kindergarten. And so we want
18 to be able to have an additional support
19 in those schools so that there's someone
20 who can go into the home, who can see
21 what some of the issues might be, who can
22 work with parents, particularly young
23 parents, and who can coordinate the
24 supportive services throughout the
25 community in order to ensure better

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 opportunities for the student to engage
3 within the school in a way that is not
4 disruptive that could potentially lead to
5 punitive experience.

6 We recognize that this is not
7 our problem alone. I don't think we
8 could have gotten where we are right now
9 without collaboration from lots of
10 people. It was spoken of earlier, but I
11 really think that -- to some degree, we
12 appreciate the pressure. So I'm not
13 going to say stop the pressure, because I
14 think it's important.

15 We're working with CBH. The
16 Commissioner for the Department of
17 Behavioral Health is extremely
18 supportive, and he comes with a child
19 psychology background. And so I think
20 that that's extremely important for what
21 we are experiencing and the supports that
22 we need from that agency. We work very,
23 very closely. In fact, I think we're
24 experiencing right now a really great
25 relationship with the Department of Human

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Services.

3 The work that we have been
4 doing with PBIS and other supports,
5 particularly the training on
6 trauma-informed care that has been
7 offered to our school-based staff, has
8 been funded, I would say, 90 percent of
9 the time by outside dollars. We've had
10 funding from the Philadelphia Foundation,
11 from the federal government that's paid
12 for our PBIS coaches and our PBIS
13 implementation for restorative practices
14 and so on. It's mostly been funded from
15 outside.

16 So this --

17 COUNCILWOMAN BLACKWELL: So the
18 principals know, right? I mean, do you
19 deal with the principals union? Does the
20 union overall know? I mean, an agreement
21 like this, don't people in charge of
22 teachers know?

23 MS. LYNCH: Do they know about
24 the --

25 COUNCILWOMAN BLACKWELL: About

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 this policy.

3 MS. LYNCH: Oh, yeah. Everyone
4 knows about the policy changes. We've
5 received support from our teachers union
6 for implementation of supports within the
7 School District to ensure that teachers
8 are most prepared. It's been written
9 into their most recent contract. That's
10 how supportive they are and how much they
11 recognize the need. They're all well
12 aware that we're moving forward with the
13 elimination of suspensions.

14 COUNCILWOMAN BLACKWELL: I
15 think that's important too. All right.
16 I'm sorry. I interrupted your --

17 MS. LYNCH: No, not at all.
18 So this work is not done
19 easily. The climate and the culture and
20 the relationships in a school tell a
21 great deal about how student behavior
22 will be managed. Dr. Welford is going to
23 share a little bit about that in another
24 couple of minutes.

25 The actions taken by the School

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 District of Philadelphia to improve
3 school climate to reduce suspension and
4 discipline problems in schools include
5 the following: We've expanded our PBIS
6 services within schools and delivered the
7 framework now to nearly 50 schools.

8 Five, six years ago -- six years ago; I
9 just had my anniversary -- when we
10 arrived, there weren't any schools that
11 were implementing PBIS with fidelity.

12 We've shifted focus to use more
13 comprehensive data on suspensions and to
14 gather it so that principals, teachers,
15 and District staff have more detail and
16 timely information on the types of
17 suspensions in order to be able to
18 intervene and intervene more quickly than
19 in the past.

20 We are continuing to improve
21 our school climate and our culture
22 through training and the development
23 of -- professional development of
24 teachers and principals.

25 Our focus on increasing

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 attendance and keeping children in school
3 has improved. That is our focus. And
4 working to transform school climate,
5 particularly with the work that's done in
6 our Climate and Safety area of
7 responsibility, is important. And as I
8 said earlier, we've been working with
9 state and local officials, judicial and
10 law enforcement to develop the diversion
11 program that you've heard a good deal
12 about, and our students have definitely
13 benefited from that. Students as young
14 as 10 years old have benefited from the
15 diversion. And we have been emphasizing
16 de-escalation and conflict resolution
17 within schools, stopping arrests for low
18 level offenses and -- which really tend
19 to lead to student dropout.

20 We have eliminated through our
21 Student Code of Conduct suspensions for
22 violating the dress codes, standing in
23 the hallway. All of those, what I call,
24 gray areas are no longer included in our
25 Code of Student Conduct, and because of

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 that, it has helped to reduce the
3 numbers. The enforcement of that is
4 something that is going to receive a good
5 deal more of our attention moving forward
6 and throughout the last few years.

7 And, finally, I would say that
8 I'm really looking forward to hearing
9 from my colleague, Tonya Wolford, who is
10 going to share some information about the
11 independent study that was conducted.

12 COUNCILWOMAN BLACKWELL: Thank
13 you. It's so important, because if you
14 have maybe some weak parents and you keep
15 suspending a kindergartner, they'll just
16 keep him home, and then the child loses
17 out in more ways than one. This is very
18 important, very important. I'm glad
19 Councilwoman Reynolds Brown came up with
20 this issue for us to have a public
21 hearing. It's an important issue. Thank
22 you.

23 Would you identify yourself
24 again for the record.

25 DR. WOLFORD: Yes. Thank you

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 for having me. My name is Tonya Wolford
3 and I'm the Chief for Evaluation,
4 Research, and Accountability at the
5 School District of Philadelphia.

6 First, I'm going to actually go
7 over some of our current data relative to
8 suspensions and then I'm going to talk
9 about our efforts to improve quality and
10 access to suspension data. And finally
11 I'm going to talk a little bit about the
12 external study that Karyn Lynch
13 referenced that is just concluding with
14 our research partners at the Consortium
15 for Education Research at the University
16 of Pennsylvania.

17 In 2015-'16, 5,305 K to 5
18 students were suspended and they were
19 collectively --

20 COUNCILWOMAN BLACKWELL: How
21 many again in 2015?

22 DR. WOLFORD: Do you all
23 have --

24 COUNCILWOMAN BROWN: Pull your
25 mic closer. That would be very helpful.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Do you have copies of your
3 testimony?

4 DR. WOLFORD: I have two copies
5 here.

6 COUNCILWOMAN BROWN: Can I
7 trouble you to share that with us,
8 please.

9 COUNCILWOMAN BLACKWELL: Thank
10 you. So while he's making them, repeat
11 that number.

12 DR. WOLFORD: 5,305 K to 5
13 students, and that was in 2015-'16, and
14 they received 9,622 suspensions. So
15 approximately 1.8 suspensions per
16 student. In '16-'17, 4,429 K to 5
17 students received 7,920 suspensions. In
18 2016-'17, 988 students with a special ed
19 designation were suspended, and that was
20 down from 1,155 in 2015-'16.

21 So in Table 1 that you have
22 there, you can see the numbers of
23 students suspended in each grade over the
24 last two years. There was a decline in
25 all grades in the sheer numbers from

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 '15-'16 to '16-'17.

3 In both years approximately 77
4 percent of the suspensions were given to
5 African American students, and that's
6 detailed in Table 2, and approximately 76
7 percent of suspensions involved males.

8 So to the point that Representative
9 Harris brought up in terms of the
10 disproportionality is definitely there
11 and it's been consistently there for many
12 years.

13 In the three networks with the
14 highest percentages of suspensions in
15 grade K to 5, the rates vary greatly by
16 school. So there was a preliminary
17 question around if there's a
18 concentration, but, for instance, in
19 those three networks, they have a range
20 in one school where 28 percent of
21 students have at least one suspension and
22 in another school zero students are
23 suspended. So it varies greatly by
24 school even in the same network across
25 the District.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Now I'm also going to share
3 then a little bit about this data in the
4 context of the District's performance
5 management framework. So we employ an
6 approach to climate that's dependent on
7 the regular review of evidence and a
8 continuous improvement cycle, and in
9 order to support the climate initiatives
10 and the implementation of PBIS, the new
11 Code of Conduct across the District, the
12 data teams have worked to improve the
13 quality and quantity of data and evidence
14 available to District and staff and
15 school leaders, and this has been through
16 the development and deployment of
17 benchmarking analytics and management
18 dashboards as well as District-wide
19 meetings.

20 So the first set of the new
21 dashboards -- and you have color copies
22 there. That's just a screen shot from
23 them. But the first set were released
24 this summer, and they focused on school
25 climate, and they contain detailed views

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 associated with suspension trends and
3 distributions. And what you can't see
4 here that's in the interactive nature of
5 the dashboards is that you can look at
6 the District level, you can look at the
7 network level, you can look at the City
8 Council district level actually, you can
9 look at the school, the grade, and even
10 at student groups to disaggregate the
11 data.

12 So the attached -- you can see
13 the attached sample for one of the views.
14 That's the main one that has the four
15 graphs on it, and on this page
16 leadership, principal, assistant
17 principals, they can log in and look at
18 attendance, truancy, suspensions, and
19 serious incidents together, drilling down
20 to those levels that I mentioned, that I
21 just mentioned.

22 And that second sheet, you can
23 see how we can blow up the smaller
24 figures and expand them to show more
25 detail. So on that second one, you have

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 the percentages of students by number of
3 suspensions in September for 2017. So in
4 that case, the dot is for the previous
5 year and the bar is for the -- the bar is
6 for last year and the dot is for the
7 previous year. So you can see the number
8 of students with one suspension was
9 reduced for the same time period, and
10 that's just a quick snapshot.

11 So each of the figures on the
12 first sheet have supporting details also.
13 So there are many other sheets in these
14 dashboards, so that everyone can access
15 and see additional information. They can
16 see the numbers of students that are
17 suspended, the number of suspensions that
18 they have, if those suspensions are
19 aligned with the Code of Conduct or if
20 they're not aligned with the Code of
21 Conduct, and they can also see how many
22 days students were suspended for those
23 infractions.

24 The data is updated monthly,
25 and when we rolled it out this summer, we

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 began a series of trainings specifically
3 focused on accessing the data and using
4 it to make changes in programming and
5 implementation. So this has involved
6 sessions with District cabinet, with
7 assistant supes, with all principals, and
8 all assistant principals. Sessions were
9 held over three days in August and over
10 two days in October, and we're going to
11 have another two days in December where
12 this data and looking at this data at the
13 forefront of the activities with the
14 trainings.

15 So, lastly, I want to share
16 information on the study that's also
17 supporting our continuous improvement
18 approach to school climate, and that's a
19 new report that highlights findings from
20 a two-year research study on the
21 disciplinary practices and climate of K
22 to 8 schools in the School District.

23 We partnered with Dr. Abigail
24 Gray at the Consortium for Policy
25 Research in Education at the University

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 of Pennsylvania to conduct the study of
3 discipline practices, and this was in the
4 context of the new Code of Conduct and
5 the beginning of multi-year PBIS
6 implementation.

7 So the study that was two years
8 that just ended, we wrote the study
9 many -- we wrote the proposal many years
10 ago. Then it took a year to be approved.
11 So this has been something that has been
12 unfolding in tandem with the efforts that
13 Karyn Lynch was mentioning.

14 So the study is called
15 Discipline in Context: Suspension,
16 Climate, and PBIS in the School District,
17 or DISCO for short, and in that
18 researchers revealed that SDP schools are
19 making efforts to reduce suspensions and
20 improve climate, but critical barriers to
21 these efforts include resource
22 limitations and philosophical
23 misalignments between teachers and school
24 leaders. So it was a mixed-method study
25 that involved interviews, observations,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 survey data, as well as looking at
3 student outcome data.

4 Further, the study identified
5 three profiles among SDP K to 8 schools
6 based on information about disciplinary
7 practices, and they found that these
8 profiles are predictive of suspension and
9 academic outcomes. And so I'm going to
10 just briefly mention them, because I
11 think they underscore some of the
12 complexity around making changes in this
13 area.

14 Profile 1 they characterized as
15 reactive and autonomous, and schools in
16 this profile relied on punitive and
17 exclusionary disciplinary responses to
18 maintain order. Staff tended to express
19 the belief that out-of-school suspensions
20 are an important means of keeping control
21 in the school and of protecting
22 non-disruptive students from others'
23 behavior. And that's something you
24 generally hear in terms of when people
25 are advocating for suspensions.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Profile 2 is underresourced and
3 non-cohesive schools, and in those
4 settings, profile experiencing staff --
5 they experienced staffing and resource
6 shortages more profoundly than others.
7 There was low morale among the staff, and
8 then teachers reported little
9 collaboration around discipline. And
10 really importantly, they felt blamed when
11 their students misbehaved.

12 And, finally, Profile 3, which
13 is the one that we're hoping to drive
14 towards, is the collaborative and
15 relational profile. And in these
16 schools, it's characterized by
17 collaborative approaches to discipline,
18 including frequent student-teacher
19 conferences, as well as the use of many
20 non-punitive practices. Morale is high
21 in these schools. Teachers feel
22 supported by their administration.
23 Out-of-school suspensions aren't viewed
24 as an effective response to misbehavior,
25 and students attending these schools with

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 a collaborative climate have lower risk
3 of being suspended and have better
4 academic outcomes.

5 COUNCILWOMAN BROWN: It's all
6 related.

7 DR. WOLFORD: Pardon?

8 COUNCILWOMAN BROWN: I said
9 it's all related.

10 DR. WOLFORD: So even more
11 importantly than this deep dive that they
12 did, they do offer a series of concrete
13 recommendations for strengthening the
14 implementation of the climate efforts
15 around the District, including PBIS. And
16 while this study was unfolding, they
17 wrote for another grant to continue to
18 support implementing these changes, so to
19 try to expand the collaborative and
20 relational approach as opposed to the
21 reactive and autonomous at the other
22 extreme.

23 So the supplemental grant
24 starts in spring 2018 and it's to enhance
25 the multi-phased PBIS model and address

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 challenges in the District context.

3 And I also want to mention then
4 that the principal investigator who led
5 the initial study who is involved in the
6 next one, Dr. Gray, she recently received
7 a Stoneleigh fellowship to expand her
8 support of the District. So she'll be
9 working more closely with us for most of
10 her time really between the study and
11 that work starting this fall.

12 Thank you.

13 COUNCILWOMAN BLACKWELL: Thank
14 you very much.

15 Councilwoman Gym, question.

16 COUNCILWOMAN GYM: Thank you
17 very much.

18 So I appreciate this work and
19 data and study. I mean, one of the
20 things that I know having dealt with
21 schools that have really struggled
22 tremendously around school violence and
23 sort of the challenge especially to break
24 out of the culture to respond quickly and
25 in an emergency kind of situation is that

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 a lot of these decisions -- I mean, the
3 dysfunction in our schools is not really
4 made out of 440 or out of even the
5 principal's office. It's made in the
6 daily interactions that individuals have,
7 because they're making hard choices with
8 limited knowledge and on a kind of
9 reactionary basis.

10 So while I think it's important
11 to share the information with the
12 principals, it's not necessarily clear
13 how and in what ways they're sharing it
14 with their staff in ways that empower
15 people rather than just sort of like slap
16 labels or give us data outside the
17 context of the real practices that
18 teachers need to kind of change up their
19 behavior.

20 And then I think obviously like
21 data will show you one particular thing,
22 but the challenge that we've got given
23 the stunningly disproportionate impact on
24 vulnerable populations and especially
25 black students or special education

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 students and those who struggle around
3 even just accessing the resources that
4 should be in schools.

5 What do you think -- I mean,
6 what are we doing really to help -- and
7 it's not just the teachers who are
8 dealing with those immediate students.
9 It's sort of the climate of the schools
10 then gets impacted like in big ways, like
11 an octopus, kind of out. The reactions
12 that individual teachers have start to
13 spread through the rest of the school.

14 So what exactly -- could you
15 share a little bit more about what you
16 are doing. Because I think the data is
17 very enlightening and helpful, but at the
18 risk of not doing like a significant
19 level of working within schools to not
20 only tell them what's going wrong but to
21 like actually retrain around some of the
22 restorative justice practices, I know we
23 have PBIS going, but what -- and are you
24 monitoring those particular schools that
25 you're partnering with to see whether

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 there's notable changes once you go in
3 and do all these trainings?

4 MS. LYNCH: Thank you for the
5 question. So I think this particular
6 year I'll share with you some of the
7 things that we're doing, because we're
8 taking a new approach with regard to the
9 convening that we started in August with
10 our principals and as our school-based
11 staff begin to return.

12 So this particular year the
13 design of our convening was really based
14 on data, learning how to and teaching our
15 school leaders how to become most
16 familiar with reading, analyzing data.
17 At the same time, we were working with
18 our climate staff. We had five days with
19 our climate staff this year. So our
20 climate managers and our climate support
21 staff came in, and that particular group
22 of people learned about conflict
23 resolution, PBIS, how to implement and
24 participate in group meetings. Our
25 principals learned how to develop

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 leadership teams, and those who did it
3 well have the opportunity to share with
4 others how to do it better.

5 When you talk about
6 relationship building and how people
7 interact at the school level, one of the
8 first things that's absolutely incredibly
9 important is relationship building. Our
10 principals were asked to develop a list
11 of and to hear from us a list of efforts
12 that they would initiate for the first
13 six weeks of the school year. So there's
14 more continuity, there's more
15 communication. One of the items on the
16 first six weeks list in fact was
17 establishing your leadership team, who
18 are the people that are going to be your
19 contact people for bullying and
20 harassment, who is going to be the person
21 that is going to establish the mentoring
22 groups within your schools. That was the
23 first convening in August.

24 In the second, what we call,
25 professional development or our

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 benchmarking analytics and management
3 session that took place in October -- and
4 they're going to happen every other
5 month -- principals, assistant principals
6 could bring a member of their team. Many
7 brought their counselors. Some brought
8 their lead teachers. So that they're all
9 hearing the same common message, and at
10 that discussion, for two days principals
11 received a background in
12 disproportionality, looking at your
13 numbers, are you -- who is taking your AP
14 classes, what does your discipline look
15 like, do you see disproportionality in
16 who is in what courses or who is
17 receiving what discipline or what
18 children are receiving other services
19 disproportionately. They had a chance to
20 do that. They had a chance to
21 participate in just what we call a fish
22 bowl, which is really role playing, so
23 that they could see and hear from others
24 in a similar situation how to respond and
25 how to engage. Fish bowl could have been

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 a topic where you're engaging with a
3 student who is having ongoing challenges
4 and needs and how collectively are we
5 going to address them. The fish bowl
6 also looked at here's the data for your
7 school, what are some of the solutions.
8 Each of the individuals that had
9 different roles were able to participate.

10 The series of different
11 training opportunities and professional
12 opportunities that I'm sharing with you
13 provide an opportunity not just for
14 developing relationships, but also giving
15 our school-based staff common ways to
16 look at similar problems and resolutions,
17 giving them opportunities for how to
18 intervene and certainly conveying the
19 message and repeatedly conveying the
20 message about what the expectations and
21 goals are for the school year.

22 Is that helpful?

23 COUNCILWOMAN GYM: Yeah, it is
24 helpful. I mean, I think it's an ongoing
25 process. I had a couple of questions,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 but I'll try to keep pretty brief.

3 I mean, obviously one of the
4 things that's amazing about the ban on
5 kindergarten suspensions is that it
6 largely worked. When we had hundreds and
7 hundreds of suspensions go out, as soon
8 as the ban got implemented, the numbers
9 plummeted, right, to a fraction, 10
10 percent. I think we're still working on
11 why we still have the few dozen that we
12 have.

13 And so as we take a look at the
14 1st and 2nd grade ban, which you said
15 will go into effect in September 2018; is
16 that correct?

17 MS. LYNCH: Yes. That's
18 correct.

19 COUNCILWOMAN GYM: So the ban
20 will go into place in September 2018.
21 Our hope is that we're going to see the
22 same drop-off.

23 But I am very cognizant of the
24 struggle that so many teachers are
25 dealing with. They lean on crutches.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 They lean on the easiest thing that can
3 happen in high stress circumstances, and
4 it helps to, as we're looking at data and
5 numbers, that really what we're also
6 trying to measure is the positive aspects
7 of climate that can occur.

8 So I would be interested in
9 talking to you a little further about is
10 the District measuring like positive
11 aspects of climate that are defined in
12 particular ways, either quantitatively,
13 which can be done, or qualitatively,
14 including like interviews and surveys of
15 your school staff. Do they feel like
16 they have better alternatives. Are they
17 making better decisions. Do they feel
18 like it's a better -- like does the
19 climate of the school make them feel more
20 professional when they get angry or when
21 dealing with a particularly stressful
22 situation. Do they feel like they're
23 making better choices.

24 So I'm always interested not
25 only in data that kind of tracks just

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 quantitatively are we doing this or that
3 based on all these -- are we tracking the
4 numbers on suspensions, which I think is
5 very critical, but are we also working in
6 positive measures so that we are tracking
7 whether teachers feel like they're more
8 professionally able to handle high stress
9 circumstances and they have more
10 resources at their disposal.

11 MS. LYNCH: So I'm going to let
12 Dr. Wolford speak about the survey that's
13 conducted annually which captures
14 feedback and input from our students,
15 from our families, from our principals,
16 and from our teachers, but in advance of
17 that, I'm going to -- well, I'm going to
18 share with you that the elimination of
19 suspensions in kindergarten -- the
20 reduction that we experienced happened in
21 part because of eliminating suspensions,
22 but it also happened because we were at a
23 point in the development of our plan
24 where we knew where the focus had to be.
25 We provided training where it needed to

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 be. We learned in that year that we had
3 not provided enough training or enough
4 support, which was one of the reasons why
5 we continued to see in certain schools --
6 and I think the study that's been
7 conducted really highlights the fact that
8 our work is in certain schools right now
9 and in other schools it's not nearly an
10 issue.

11 So it takes -- it can't just
12 happen, I don't think -- in fact, I
13 know -- just by the elimination. It's a
14 huge amount of supports that has to go
15 along with it, and I think we've all been
16 talking about the supports that need to
17 happen, but I'm going to let her talk
18 just a little bit about the survey and
19 where we get actual data on the opinions
20 and the position that our school-based
21 staff are experiencing.

22 COUNCILWOMAN GYM: And I know
23 that my colleagues, we have like an
24 interest in time that we have going on.
25 Dr. Wolford, I'd be happy to talk to you

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 about the survey maybe outside of this so
3 you don't feel like you have to do it. I
4 think one of the most important things
5 that's really helpful about the ban on
6 suspensions is not only -- as you just
7 said, it makes us reprioritize, which is
8 why we're urging for the suspension to
9 continue beyond 2nd grade, that we think
10 that removing what has been too much of a
11 crutch, recognizing that our young people
12 face, especially black students in the
13 City of Philadelphia, especially special
14 education students, face a tremendous
15 amount of bias and that our teachers need
16 like massive amounts of training has
17 actually reinforced the belief that the
18 ban on suspensions hopefully has really
19 focused in on that.

20 One last question that I have
21 is, given the fact that we have seen some
22 levels of implicit bias and other types
23 of things, has the District considered
24 eliminating the use of suspensions in
25 access to educational opportunities? So,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 for example, would you consider
3 eliminating the students' record on
4 suspensions in terms of being able to
5 access like a gifted program or a magnet
6 school or anything like that? In part
7 because I think some of the data is
8 indicating that there might be
9 significant amounts of implicit bias
10 because of the issue of highly segregated
11 schools, because of the issues of the
12 impact on black students in particular.
13 Would there be any consideration that
14 maybe suspensions shouldn't be used as a
15 data point to determine whether a student
16 is entitled to participate in other
17 educational opportunities?

18 MS. LYNCH: So I would
19 highlight that just recently for four of
20 our five CTE programs, we did in fact
21 eliminate the criteria of behavior,
22 attendance, and grades for those three --
23 those four citywide admit schools. So
24 yes. The answer to the question is, yes,
25 we have done that. We've learned a lot

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 in the process, and I think we're going
3 to learn a lot through this school
4 selection process, which by the way ends
5 on November 13th, about how to do this
6 and under what circumstances to do this
7 if we are to do this again in the future.
8 And I do think that there's some
9 opportunities where that should be what
10 we do, but we've learned a lot in the
11 last few weeks.

12 COUNCILWOMAN GYM: I
13 understand. I'd still like to push the
14 idea about suspensions, because, again,
15 if we're indicating and showing that they
16 can often be the result of lack of
17 training on teachers' aspects or lack of
18 resources more than it does like a
19 student's ability to function in
20 school -- and I'm not excusing any levels
21 of behavior. I have been a teacher --
22 all three of us have been teachers, but I
23 think it's an interesting question. I
24 think that I appreciate what was done in
25 CTE, and we definitely celebrated that,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 but students are applying to like magnet
3 schools and gifted programs and other
4 educational access opportunities and are
5 frequently denied them because of their
6 disciplinary records specifically around
7 suspensions. So if there is
8 reconsideration of suspensions as a
9 disciplinary tool, would -- and you don't
10 have to answer it entirely right now, but
11 I would like for there to be
12 consideration of suspensions as being --
13 drawing back from them as a level of
14 access for young people to access greater
15 opportunities.

16 MS. LYNCH: So the last thing
17 I'll say about that is that I'm not
18 certain that it's widely known, but it
19 would be -- if a student does have
20 suspensions, it would be -- if they are
21 trying to enter a high school, it would
22 be for the 7th grade. I mean, it would
23 only be for that year that the process
24 even looks at what happened there. So if
25 they had suspensions in any other year

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 right now, it wouldn't qualify.

3 But I agree -- I hear what
4 you're saying. I won't answer right now,
5 but when the time comes, we will
6 definitely look to you for support should
7 we move in that direction.

8 COUNCILWOMAN GYM: You can
9 count on it.

10 MS. LYNCH: Thank you.

11 COUNCILWOMAN BLACKWELL: May I
12 say before I call on Councilwoman
13 Reynolds Brown, we've had parents from
14 the four schools where they have changed
15 the rules for attendance and behavior and
16 they are complaining. They are saying
17 only in these four neighborhoods in black
18 schools are they forgiving these issues,
19 but in schools like Saul and good
20 schools, they're not. They're
21 maintaining those standards. So they're
22 only letting their kids, they feel, in
23 these neighborhoods in these schools have
24 other kids in them that they feel may not
25 be good, may not be good for the school,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 may not be good for their children to be
3 around and such. So that hasn't -- is
4 still an issue with regard to the public
5 and parents, because they've complained
6 to us.

7 COUNCILWOMAN BROWN: So I need
8 to underscore that. I'm deeply
9 encouraged to learn that suspensions are
10 no longer a conversation for
11 kindergartners. That's great news. And
12 to know that you're moving incrementally
13 for that same practice to apply for 1st
14 and 2nd graders is encouraging as well.
15 Just be well advised that parents do
16 contact us, teachers do contact us,
17 retired teachers call us when they see an
18 incongruency in what we are told here on
19 the record and then what we learn from
20 those who are living that circumstance on
21 a daily basis. It simply does not go
22 unnoticed.

23 The data is exceedingly
24 important. I was curious to know who was
25 getting the training. You spoke about

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 that. The only question I have is, you
3 say DBH. That's a huge system. Is there
4 an individual, is there a department, is
5 there a unit at DBH and DHS that strictly
6 has the responsibility to work with the
7 School District on matters where children
8 need support services? Because it's
9 insufficient for me to be okay with we're
10 working with DBH, when I know having been
11 here for a long time the huge challenges
12 the District has had with trying to get
13 DHS to be a cooperative partner on a
14 consistent, regular basis for our kids.

15 MS. LYNCH: So I personally
16 engage with Joan Erney, Cynthia Figueroa,
17 Jessica Shapiro.

18 COUNCILWOMAN BROWN: Okay.

19 MS. LYNCH: At CBH there's a
20 team that I can't tell you their exact
21 name, but it's not as though we're seeing
22 different people all the time. We're
23 working with the team that is responsible
24 for school-based services.

25 COUNCILWOMAN BROWN: So there's

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 a team that are devoted to that?

3 MS. LYNCH: There's a team
4 that's devoted to that, and we're working
5 constantly with the very same people.
6 Our meetings are ongoing. The meetings
7 particularly with the 22 social workers
8 that are going to be placed have been an
9 ongoing effort. We're even sitting side
10 by side to conduct the interviews. So
11 I'm not going to say that there's not
12 opportunity for improvement. I'm going
13 to say that it is so much better than
14 what it was.

15 COUNCILWOMAN BROWN: Okay. All
16 right, then. Well, thank you for your
17 testimony. Thank you for the data, and
18 I'll ask also that you'll do the
19 subsequent follow-up with Councilwoman
20 Gym. Okay?

21 MS. LYNCH: Thank you.

22 COUNCILWOMAN BROWN: Thank you
23 both.

24 MS. LYNCH: Much appreciated.

25 COUNCILWOMAN BLACKWELL: Thank

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 you both.

3 Yvelisse B. Pelotte. Is that
4 correct? Did I say it right?

5 (Witness approached witness
6 table.)

7 MS. PELOTTE: Not quite.
8 Close.

9 COUNCILWOMAN BLACKWELL: Well,
10 you can tell me. And where is your name
11 from?

12 MS. PELOTTE: It is of Puerto
13 Rican origin.

14 COUNCILWOMAN BLACKWELL: Say
15 that again.

16 MS. PELOTTE: It's of Puerto
17 Rican origin, and it's Yvelisse Pelotte.

18 COUNCILWOMAN BLACKWELL: Say it
19 again.

20 MS. PELOTTE: Yvelisse Pelotte.

21 COUNCILWOMAN BLACKWELL:
22 Yvelisse Pelotte. Had I known it was
23 Latina, I would have done better. All
24 right. Yvelisse Pelotte.

25 MS. PELOTTE: Yes. Good

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 afternoon. My name is Yvelisse Pelotte
3 and I'm a staff attorney at the Education
4 Law Center. Thank you for allowing me
5 the privilege of addressing you today and
6 for your attention to what is best
7 described as an urgent civil rights
8 crisis.

9 I sit before you as an
10 attorney, but also as a black woman
11 educated in public schools. I sit before
12 you as the proud aunt of five
13 elementary-aged students being educated
14 in public schools and as a Philadelphia
15 resident invested in the City's success.
16 Standing at the intersection of these
17 identities, I respectfully urge you to
18 use your power to support our request
19 that the School District of Philadelphia
20 immediately place a moratorium on
21 out-of-school suspensions for grades 1
22 through 5.

23 As you think through issues of
24 local control and reimagine how education
25 in Philadelphia operates, I urge you to

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 continue thinking about how out-of-school
3 suspensions serve to push out and
4 marginalize the most vulnerable students.

5 It is undisputed that students
6 who have been suspended are more likely
7 to struggle academically, repeat a grade,
8 become disengaged from school and drop
9 out. A single suspension places a
10 student on a path that leads away from
11 school and into various pathways of
12 confinement. Suspensions negatively
13 impact school climate and, contrary to
14 popular belief, do not result in safer
15 schools.

16 A May 2017 report commissioned
17 by the School District of Philadelphia
18 analyzed the impact suspensions have on
19 District students. The report, which I
20 have appended to my testimony, drew many
21 conclusions, but today I would like to
22 highlight four of them which led to my
23 characterization of the problem as an
24 urgent civil rights matter.

25 According to the report, one,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 black students in the District are
3 approximately three times more likely
4 than other students to receive an
5 out-of-school suspension.

6 Two, the racial disparities in
7 discipline have increased every year for
8 the last three years.

9 Three, black students are
10 generally punished more harshly than
11 their white peers for the same
12 infractions in the same schools.

13 And, four, the disparities
14 within six infraction codes are so
15 statistically significant that the
16 numbers reveal that discipline is being
17 doled out in a racially biased and
18 discriminatory fashion.

19 At each juncture, we can do
20 better. We can ensure that students in
21 grades 1 through 5 have meaningful and
22 consistent access to environments of
23 learning and, in turn, more access to
24 other gateways of education and
25 opportunity.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Furthermore, the data
3 demonstrates that schools with higher
4 populations of black students routinely
5 issue hundreds of suspensions, where
6 students that serve higher populations of
7 white students rarely issue any.

8 Studies consistently show that
9 black students are not more prone to
10 misbehavior than white students, which
11 means that there's something else driving
12 these vast disparities. The something
13 else may be implicit bias.

14 Research suggests that children
15 of color are being adultified; that is,
16 that adults view them as being older than
17 they are, in need of less nurturing, and
18 more culpable for even the most nocuously
19 childish behavior.

20 So too does inequitable school
21 funding play a role. Schools and
22 teachers need more resources and they
23 need more tools. Teacher diversity, or
24 lack thereof, also matters. I could
25 direct you to dozens of studies that give

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 explanations for why these problems
3 exist, and the District will have to get
4 to the root cause of these issues.

5 However, it is unacceptable to allow our
6 kids to continue to be harmed while we
7 work through these complex institutional
8 issues.

9 The District previously
10 implemented a kindergarten suspension ban
11 that drastically lowered the number of
12 exclusions in those grades without chaos
13 ensuing. Today, my colleague from the
14 District explained that numbers are going
15 down, and the data suggests that in fact
16 the numbers have slightly gone down.
17 However, what was not mentioned is that
18 the decrease in numbers
19 disproportionately benefits white
20 students.

21 From 2012 through 2017,
22 suspensions fell by 28 percent for black
23 students across the District, but they
24 fell by 42 percent for white students
25 across the District. This is about

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 overall numbers but, more importantly,
3 it's also about equity and justice.
4 Reviewing data is necessary, and it's
5 encouraging to see a focus on
6 understanding and analyzing the data, but
7 the harm demonstrated by the data is not
8 in dispute. In the face of the
9 undisputed harm, a wait and see, we need
10 more time, give us another year attitude
11 is not a plan nor is it an adequate
12 approach to solving this crisis. Every
13 out-of-school suspension robs a child of
14 the opportunity to learn. Every
15 out-of-school suspension lowers the
16 chance that that little boy or girl will
17 graduate and perhaps go to law school or
18 perhaps run for office. And to know that
19 the future is being impacted primarily
20 because of racial bias and refusing to
21 ameliorate these harms is an absolute
22 travesty.

23 This is about our children and
24 the future of our city. Both depend on
25 how courageous and critical we are all

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 willing to be in this moment and future
3 moments where our actions can and will
4 directly transform the trajectory and
5 lives of future generations.

6 As the voice of Philadelphians
7 across the City, you, City Council, play
8 a vital role in being champions for
9 justice. MLK once said something that I
10 like to think remains true today:

11 History will record that the greatest
12 tragedy of this period of transition was
13 not the strident clamor of the bad
14 people, but the appalling silence and
15 inaction of the good people.

16 I urge you to help us be on the
17 right side of history and encourage the
18 immediate implementation of a suspension
19 ban forthwith.

20 Thank you.

21 COUNCILWOMAN BLACKWELL: Thank
22 you. Very important testimony. Very
23 important. We thank you very much, and
24 we're very, very grateful that you came.

25 David Lapp, Research for

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Action. And Ms. Pelotte was Education
3 Law Center staff attorney. David Lapp,
4 Research for Action, Director of Policy
5 Research.

6 (Witness approached witness
7 table.)

8 COUNCILWOMAN BLACKWELL: Is
9 Kendra Brooks and Moira Bohannon, are you
10 two here? Okay. You'll be next.

11 Thank you.

12 MR. LAPP: Good afternoon,
13 Honorable Councilwoman Reynolds Brown and
14 my Councilwoman Blackwell. Thank you so
15 much.

16 COUNCILWOMAN BLACKWELL: Thank
17 you.

18 MR. LAPP: My name is David
19 Lapp. I serve as Director of Policy
20 Research at Research for Action. We're a
21 more than 20-year-old education research
22 organization and we're headquartered here
23 in Philadelphia, but while we're doing
24 research all across the country, RFA
25 continues to value our long history of

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 providing independent research related to
3 education to Philadelphia policymakers
4 and practitioners and the public. I'm
5 really grateful for this opportunity
6 today to share findings from some of our
7 recent research and discuss how it
8 relates to this very important topic
9 about school suspensions for students in
10 Philadelphia's elementary schools.

11 In recent years, Research has
12 demonstrated that suspension and other
13 forms of exclusionary discipline are
14 largely ineffective at improving behavior
15 and instead are highly correlated with
16 increased risk of misbehavior, failing
17 grades, dropout, criminal involvement,
18 and incarceration.

19 This is not surprising, as we
20 have long known that school stability and
21 regular school attendance are crucial to
22 success in school. Quite simply, when
23 students are excluded from school through
24 suspensions, they fall behind. When we
25 rely on suspension, we are essentially

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 giving less help to the students who need
3 it the most.

4 Meanwhile, we've known that the
5 use of suspensions is high in
6 Philadelphia and in Pennsylvania as a
7 whole. We've known that nationwide there
8 have been troubling disparities by race
9 and who receives suspensions, but our
10 study last year allows us now to know how
11 much larger the disparities are in
12 Pennsylvania than in other parts of the
13 country and that the disparities are even
14 larger for students in elementary
15 schools.

16 Last year we published a report
17 entitled "Racial Disparities in
18 Educational Opportunities in
19 Pennsylvania." We examined the federal
20 government's biannual Civil Rights Data
21 Collection. The CRDC data is reported on
22 numerous indicators of educational
23 opportunities and disaggregated by many
24 factors, including race, for every single
25 public school in the nation. Those

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 indicators include things like access to
3 gifted and talented programming, access
4 to rigorous academic courses, access to
5 highly qualified teachers and school
6 counselors, and it also provides data
7 related to the quality of students'
8 experiences such as their suspension
9 rates, retention, and chronic
10 absenteeism.

11 In our report, we documented
12 that racial disparities disadvantage
13 black and Hispanic students in
14 Pennsylvania in all 17 of the CRDC
15 indicators we examined. We found the
16 opportunity gaps between white and black
17 students and white and Hispanic students
18 in Pennsylvania were on average larger
19 than our neighbors in the region and as
20 the nation as a whole. In fact, the gaps
21 in Pennsylvania are so large that even
22 though -- that even though our white
23 students mostly receive better
24 opportunities than white students across
25 the country and the region, black

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 students in Pennsylvania on average
3 receive worse opportunities than black
4 and Hispanic students respectively
5 receive in schools across the region.

6 I think it's important to say
7 that again. If you're a white student in
8 Pennsylvania, you're more likely to have
9 better educational opportunities than
10 white students outside of Pennsylvania,
11 but if you're a black student in
12 Pennsylvania, you are more likely to have
13 less educational opportunities than black
14 students outside of Pennsylvania.

15 Many of our detailed findings
16 in our report are very striking, but
17 today is about suspensions, so I'll just
18 focus on that. I have one figure I
19 shared with you there. Black students in
20 Pennsylvania are six times more likely to
21 be suspended than white peers, and
22 Hispanic students are more than twice as
23 likely. And just like those other
24 opportunities, again, white students in
25 Pennsylvania less likely to be suspended

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 than white students outside of
3 Pennsylvania. Black students in
4 Pennsylvania more likely to be suspended
5 than black students outside of
6 Pennsylvania.

7 And the black-white disparities
8 in suspensions is even worse at the
9 elementary school level, where black
10 students are ten times more likely to be
11 suspended than their white peers.

12 So this was asked previously
13 and we've talked about Philadelphia.
14 This data is mostly about Pennsylvania
15 disparities as a whole. We did break
16 down Philadelphia in this as well and
17 found that while -- this is based on
18 2013-'14 data. So I am encouraged to
19 hear the testimony earlier from Dr.
20 Welford and Karyn Lynch about the
21 reductions that have happened in recent
22 years, but in 2013-'14 -- this was the
23 latest CRDC data -- 5 percent of white
24 students were receiving suspensions
25 compared to 15 percent of black students.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 So, again, higher than before. And 12
3 percent of black elementary school
4 students.

5 So, again, these results,
6 they're not exactly surprising. They're
7 the concrete manifestation of toxic
8 combination of racial segregation,
9 chronic underfunding of our poorest
10 districts across the state.

11 Where students are racially
12 segregated, students of color are more
13 likely to attend inequitably funded
14 schools in Pennsylvania where they're
15 denied access to quality educational
16 opportunities, and such schools are too
17 often correlated with high suspension
18 rates as well.

19 None of this is to excuse the
20 overuse of exclusionary discipline, but
21 it should be understood that the effort
22 to reduce suspension must be connected to
23 the efforts to secure adequate and
24 equitable funding.

25 Meanwhile, there are promising

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 and cost-effective alternatives to
3 overreliance on suspension. We've talked
4 already today. You've heard about PBIS,
5 restorative practice, trauma-informed
6 education, social and emotional learning.
7 And, again, many of these have been
8 piloted in Philadelphia schools and
9 charter schools in recent years, though
10 with varying degrees of fidelity. I
11 would just direct your attention again
12 Dr. Wolford mentioned the Consortium of
13 Policy Research in Education, the CPRE
14 study. It's entitled "Discipline in
15 Context: Suspension, Climate, and PBIS
16 in the School District of Philadelphia."
17 It is being released, I believe, tomorrow
18 or Friday. I've seen a copy of it. It
19 documents the District's struggles and
20 successes in implementing some of these
21 alternative approaches. And it's a
22 pretty clear indication that this work is
23 difficult work, but it's also highlighted
24 a number of Philadelphia schools that
25 have done it very successfully and

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 realized very positive outcomes for
3 students.

4 So I would just commend City
5 Council and the District to learn from
6 these schools as we push to reduce all
7 suspensions and eliminate those for
8 elementary school students.

9 Thank you.

10 COUNCILWOMAN BLACKWELL: Thank
11 you very much. Glad you're from the best
12 district. I thank you for being here.

13 COUNCILWOMAN BROWN: Are you
14 leaving copies of your testimony?

15 MR. LAPP: There should have
16 been copies provided.

17 COUNCILWOMAN BLACKWELL: Thank
18 you. We have it.

19 COUNCILWOMAN BROWN: Thank you
20 very much for your time.

21 MR. LAPP: Thank you.

22 COUNCILWOMAN BLACKWELL: Thank
23 you very much.

24 Kendra Brooks is out. We will
25 call on Moira Bohannon, parent advocate.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 We will submit the testimony
3 for ACLU. That's also in our packets.
4 ACLU is listed, Harold Jordan, Senior
5 Policy Advocate. I'm not sure he's
6 listed, but we know we have their
7 testimony. And the last three people,
8 Lynda Rubin, Tameka Anglin, and Delvia
9 Berrian come forward, and this will be
10 our final folk for the day, unless
11 there's someone else here. We welcome
12 you, and that will conclude our hearing
13 for the day. And all the testimony has
14 been great.

15 (Witnesses approached witness
16 table.)

17 COUNCILWOMAN BLACKWELL:
18 Welcome. Give your name for the record
19 and begin your testimony.

20 MS. BOHANNON: Thank you. Good
21 afternoon.

22 COUNCILWOMAN BLACKWELL: Good
23 afternoon.

24 MS. BOHANNON: My name is Moira
25 Bohannon and I'm the mother of a 6th

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 grade student in the Philadelphia public
3 school system. My son has been at two
4 different schools in Philadelphia. He
5 currently attends the Girard Academic
6 Music Program, GAMP, a magnet school
7 which he was accepted to based on test
8 scores, behavior, and a music audition.
9 From 2nd through 4th grade, he attended
10 General Philip Kearny Elementary School.
11 The two schools, separated only by a few
12 miles, are light years apart. A major
13 area of contrast is the use of
14 out-of-school suspension as punishment.
15 Another area of contrast is the racial
16 composite of the schools. I do believe
17 they are sadly linked.

18 Kearny, according to the School
19 District's website, is 84.2 percent
20 African American, 5.8 percent Latino, and
21 2.5 percent white. In the 2015-2016
22 school year, they had 270 suspensions.

23 I remember as a new parent when
24 my son was in 2nd grade -- we had
25 relocated from the DC area -- being

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 startled by the reports he gave me about
3 students being suspended on a weekly
4 basis in 2nd grade, 7 and 8-year-old
5 children.

6 On classroom visits I saw
7 problems of overcrowded classrooms, and 7
8 and 8-year-olds acting out as 7 and
9 8-year-olds do. The behaviors varied
10 widely from talking out of turn to more
11 serious infractions, but no matter the
12 behavior or its severity, all situations
13 were handled the same. The child was
14 removed from the classroom, sent to the
15 principal, and given a suspension.

16 Some of these students should
17 have been sent to a counselor or maybe
18 been tracked for support services, but
19 they shouldn't have been suspended,
20 because that did not help the situation.
21 The school only had a counselor 2.5 days
22 per week, and it used suspension as a way
23 to deal with student problems. Since
24 class sizes were large, suspensions were
25 used as a way to manage classrooms. This

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 made things worse for everyone. The
3 disruption to the classroom both for
4 child directly affected and his
5 classmates was on a weekly basis.

6 For reference, Kearny also
7 ranked below the School District average
8 in PSSA test scores. So missing class
9 did no one any good.

10 By contrast, at GAMP, a 5th
11 through 12th grade magnet stool, the
12 population is 40 percent white, 27
13 percent African American, and 17 percent
14 Asian. In the past three school years on
15 record, they have suspended zero
16 children. This isn't to say GAMP is
17 problem free, but our experience is a 180
18 from Kearny. The teachers, principal,
19 and school counselors are in
20 communication with parents as soon as a
21 problem arises. The classrooms are just
22 as crowded. In fact, he had five more
23 kids in his 5th grade than he did in his
24 4th grade, 33 kids in his class.

25 But the students who act out

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 are redirected, and if the behavior
3 continues, they're disciplined through a
4 demerit-to-detention system. Three
5 demerits equal one detention. The
6 student misses no class time, the lesson
7 disruption is minimal, and all students
8 are aware of the consequences for
9 negative behavior from day one.

10 By comparison, GAMP often
11 scores at least 50 percent higher than
12 the SDP average for PSSAs.

13 Many students at Kearny will
14 never experience a school like GAMP or
15 Masterman, Bodine, Science Leadership
16 Academy, some of the best schools in the
17 state. These schools look at, in
18 addition to grades, behavior records and
19 attendance. Out-of-school suspensions
20 for children in 2nd, 3rd, and 4th grade
21 prevent them from getting into magnet
22 middle schools. Ms. Lynch mentioned
23 earlier that it was 7th grade that was
24 looked at for high school, but it's the
25 3rd grade record for the middle school.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 And that 3rd grade is not covered in the
3 K to 2nd suspension ban.

4 Even if test scores in grades
5 are similar, there are so many applicants
6 that even one suspension will result in a
7 rejection from the school. Then the
8 student is trapped in the school that
9 uses suspensions to punish all manner of
10 infractions, resulting in the same
11 rejections when applying to high school.
12 This essentially creates a dual system of
13 education for black students and white
14 students. Black students go to school
15 where there are nearly 300 suspensions in
16 a school year and prevents them from ever
17 having access to the white schools that
18 don't use suspensions at all.

19 In my experience in these two
20 schools, the use of suspensions is widely
21 misused. Although my son has only
22 attended two schools, what's happening at
23 Kearny and GAMP is happening all over our
24 city. The fact that these two schools
25 are in the same district is a topic for

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 another day, but one that must be
3 addressed.

4 Out-of-school suspensions do
5 nothing to help the children in Kearny or
6 at any other school. Instead it keeps
7 them from the classroom, from achieving
8 and succeeding. Please ban the use of
9 suspensions for our early learners.

10 Thank you.

11 COUNCILWOMAN GYM: Thank you.

12 COUNCILWOMAN BLACKWELL: Thank
13 you very much.

14 MS. BERRIAN: Good afternoon --

15 COUNCILWOMAN BLACKWELL: Good
16 afternoon.

17 MS. BERRIAN: -- Councilwomen.

18 I'm Delvia Berrian, and I just want to
19 first say that I understand the problems
20 of suspensions being used excessively,
21 but I just don't want, I guess,
22 consequences to go away. I stand before
23 you today as a concerned constituent,
24 grandparent, mother, and a child
25 specialist.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 On October 19th, 2017, my
3 granddaughter, Ziya, was assaulted by a
4 5th grade student on a school bus on her
5 way home from school. My granddaughter
6 was attending Mathematics, Civics,
7 Science Charter School. My daughter and
8 I contacted the school and was informed
9 that the matter would be handled.

10 Nevertheless, there were no
11 consequences exercised against the youth
12 who had violently and remorsefully
13 assaulted my granddaughter. She actually
14 pulled a patch of hair out of her head.
15 We actually was on the news on Monday
16 evening on Fox 29. And we requested a
17 meeting, you know, just for them to
18 reconsider -- they were expecting her to
19 get back on this school bus with this
20 girl who violently pulled her hair out.
21 She's a small 8-year-old. She's
22 instructed to sit behind the bus driver,
23 mind your business, you have your phone,
24 you have your headphones, just go on.

25 My granddaughter was

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 traumatized, dehumanized, and afraid to
3 return to school. This youth has a
4 history of violence and unruly behavior
5 towards other students, and there should
6 have been some accountability on the part
7 of the school, the parents, and as well
8 as the youth.

9 What message were we sending
10 this child and my granddaughter? That
11 she didn't matter, that people could just
12 hit you. Suppose someone touched her
13 sexually and you didn't address it? Do
14 you understand what I'm saying? So I was
15 concerned that you didn't issue any kind
16 of punishment. It's just, you know, just
17 deal with what happened to her.

18 As a Christian, I understand
19 and support redemption. However, as a
20 professional social worker, I am reminded
21 of the longstanding consequences of no
22 accountability. Children who are reared
23 without experience and consequences to
24 negative actions often are the most
25 troubled members of society.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 There's also a pronounced need
3 to ensure that the victims of
4 school-based bullying are protected and
5 feel safe and secure in schools. My
6 granddaughter did not feel safe,
7 protected, and I am challenged to
8 understand how a school infrastructure
9 that does not exercise corrective
10 discipline against offenders protects
11 vulnerable children, which is a core
12 mission.

13 So I thank you for the time. I
14 thank you for hearing me. And I just ask
15 that you, you know -- I understand that
16 it's a problem with suspension and the
17 disparity and everything, but I just want
18 to make sure that we address the issues.
19 And I understand that it must be
20 something going on as a social worker
21 with this child at home. So I just thank
22 you for your time.

23 COUNCILWOMAN BLACKWELL: Thank
24 you. Is your child still there?

25 MS. BERRIAN: Oh, no. No, no,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 no, no.

3 COUNCILWOMAN BLACKWELL: This
4 was for a 4th grader?

5 MS. BERRIAN: No. She's in the
6 2nd grade and the girl that attacked her
7 is in the 5th grade. She was transferred
8 out of the school. When we noticed that
9 they weren't trying to meet with us, we
10 took her out of that school, and it took
11 a week, you know, because I sent them --
12 it happened on a Thursday. I sent them
13 an e-mail that Friday when they told my
14 daughter the child was remorseful and
15 they don't think it's going to happen
16 again. There was no apology or anything.
17 So I sent the e-mail to the school, and I
18 had a return receipt that they read the
19 e-mail. We waited that Friday. It was
20 Friday afternoon. So I said, Okay, give
21 it until Monday. And when they didn't
22 respond on Monday, my daughter wrote a
23 post on Facebook on Tuesday, but it
24 didn't get that many, you know, hits or
25 anything. So what I did that Wednesday,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 I put -- I said, We have to put a face to
3 what happened, and I put a picture of the
4 bald spot a week after it took place, you
5 know, on Facebook, and it was shared
6 maybe over 700 times. And then to come
7 to find out this is actually a culture at
8 that school where kids are being bullied.

9 There was a parent that put up
10 a picture of a bruise on her child and
11 they said that they tried to pay them
12 off.

13 So I am scheduled -- and the
14 reason why I left work to come here is
15 because I was scheduled to speak at the
16 School Reform Commission on the 16th, but
17 when I found out that they were
18 disbanding that, I said, Okay, I need to
19 do something else. If I can advocate for
20 Philadelphia's children, I can advocate
21 for my own.

22 So I thought it was important
23 that I leave work and come here to get my
24 story heard.

25 Thank you so much.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BLACKWELL: Thank
3 you. And if you'd like, I know that
4 school and I know the principal. If
5 you'd like me to follow up, I'm happy to
6 do that.

7 MS. BERRIAN: Please do.
8 Please do.

9 COUNCILWOMAN BLACKWELL: So on
10 your way out, if you stop at Room 408,
11 it's the last office on this floor on
12 your way out and --

13 COUNCILWOMAN GYM: I had a
14 couple questions actually.

15 COUNCILWOMAN BLACKWELL: But
16 I'll be happy to follow up.

17 MS. BERRIAN: Thank you.

18 COUNCILWOMAN GYM: Yes. So,
19 first of all, thank you for coming in and
20 sharing your story.

21 While the SRC is disbanded,
22 that process won't happen until the end
23 of this school year. So I would strongly
24 encourage you to testify to your story on
25 the 16th, if you are able to spend the

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 time. It's important for the schools to
3 hear what's happening especially.

4 One of the most important
5 things that I wanted to assure you is, we
6 are deeply concerned about punitive-based
7 programs that don't address
8 accountability, and one of the things
9 that we feel like is that suspensions
10 don't address accountability either. I
11 don't think it's right that your daughter
12 was attacked and assaulted in the way
13 that she was. It's terrible. The
14 problem that I have is is that by
15 suspending this young woman, she
16 basically gets off. She doesn't have to
17 deal with the consequences, and we get to
18 say that we punished her. But when in
19 fact she never issued an apology, she
20 never was confronted face to face with
21 her behaviors, and the teachers and the
22 educators at the school who need to be
23 paying attention to her behavior before
24 she continues to pursue a cycle in which
25 she doesn't continue to face

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 accountability need to change their
3 behavior too. And it is extremely
4 important that we pay attention to
5 bullying and harassment.

6 So to the extent that we can be
7 supportive of you through this process,
8 you know, and paying attention and asking
9 the District to focus in on bullying and
10 harassment to change -- and we'll keep
11 working on it with you.

12 The question I had was, did you
13 say you were the one who had to transfer
14 out of the school?

15 MS. BERRIAN: My daughter did,
16 but I went with her through the process,
17 because when she went to the school to
18 withdraw her, they told her she had to
19 have an exit interview with the CEO. So
20 she thought, you know, it would just be
21 her and the CEO, but when she went into
22 the meeting -- she had her two children
23 with her at the time -- it was the CEO,
24 the principal, the vice principal, and
25 another person. To me, you're trying to

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 bully her again, because before she could
3 sit down, you said to her, I saw your
4 Facebook post. And they wanted her to
5 either take it down or put up that the
6 matter has been resolved. And the matter
7 wasn't resolved to our satisfaction.

8 When I sent the e-mail on that Friday, I
9 asked that they reconsider the -- not
10 issuing a consequence, and if they
11 wanted, they could have a meeting with my
12 daughter, myself, with the parents so
13 that way we can come to some kind of
14 resolution and my granddaughter wouldn't
15 be afraid to get back on the school bus.
16 And I guess the reason why we went that
17 way is, this wasn't the first incident.

18 This was the third incident. She was on
19 a different bus last year and there were
20 two incidents where, you know, older
21 children bothered her. So we thought
22 because my daughter moved to a different
23 neighborhood, different bus route, let's
24 try it again, because she really wasn't
25 satisfied at the end of the school year

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 last year and wanted to move her. But I
3 said, No, let's try again, give it
4 another chance, you don't want to keep
5 moving her around. But she didn't feel
6 safe going back to the school.

7 COUNCILWOMAN GYM: I'm so sorry
8 for what happened, and I know that all of
9 us feel that pain deeply. Could you
10 clarify again which school is this again?

11 MS. BERRIAN: It was
12 Mathematics, Civics, and Science Charter
13 School at Broad and Spring Garden.

14 COUNCILWOMAN GYM: And to the
15 extent that we can again reemphasize
16 that, I don't think any one of us up here
17 wants to see the elimination of
18 suspensions which allows young people to
19 get away with like impermissible
20 behaviors. We need the school to do a
21 better job to address the behaviors that
22 they are experiencing, and suspensions
23 are a poor way out of that, and if we can
24 do better and think more clearly about
25 how to confront these and to make sure

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 that our young people, especially anybody
3 who is physically and brutally assaulted,
4 they have to feel safe, and it's unfair
5 that you felt like you had to be the one
6 to transfer. But thank you very much for
7 sharing your story.

8 MS. BERRIAN: Well, the thing
9 also is, there was no one who is like --
10 because it's an independent charter
11 school, there's no one like overseeing
12 them. So we went to the Charter School
13 Office. I called them, and they said,
14 well, they don't have to call us back.
15 They don't have to answer to us because
16 it's an independent. So it's really
17 accountability across the board.

18 But thank you.

19 COUNCILWOMAN GYM: Thank you.

20 COUNCILWOMAN BLACKWELL: Thank
21 you very much.

22 So I don't know where the young
23 man went to. I asked him to walk you to
24 my office, but --

25 SERGEANT-AT-ARMS: I got her.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BLACKWELL: Thank
3 you. They'll walk you to my office and
4 we'll try to find out what's going on and
5 get some help and clarification, because
6 we know the school and that principal
7 quite well for many years. Thank you.

8 MS. ANGLIN: My name is Tameka
9 Anglin. Kendra Brooks was supposed to
10 speak. This is an issue very important
11 to her and Parents United for Public
12 Education, but as a parent of District
13 children, she had to go get them.

14 So I wanted to -- so because
15 I'm a fill-in, this is going to be a
16 little off the cuff.

17 Suspensions as Karyn Lynch
18 spoke about, suspensions are used -- and
19 Dr. Wolford -- suspensions are used more
20 in schools that are unresourced and
21 understaffed. And as the other parent
22 spoke about, GAMP, in a school that is
23 not primarily black and it's not
24 underresourced, has zero suspensions.
25 That's very telling as to how suspensions

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 are used and why they're used.

3 Children not in school do not
4 receive an education. The District is
5 embarking on a campaign to increase
6 attendance. If the need is to increase
7 attendance to make sure the children get
8 educated, then suspending children under
9 5th grade is problematic. To have a
10 policy which eliminated kindergarten
11 suspensions, yet didn't eliminate
12 kindergarten suspensions, I don't really
13 understand how that happened. But we
14 also know that policy and practice can
15 diverge widely. So I would hope that the
16 City would help the District in holding
17 themselves accountable to their own
18 policies. They created a policy, said
19 this is what we're supposed to do. Karyn
20 Lynch said all the principals know what
21 the policy is, and yet kindergartners
22 were still suspended. Somebody didn't --
23 I don't know -- the conversation was not
24 had in a way to make sure that things
25 were clear.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Behavioral services are
3 imperative if suspensions are to be
4 eliminated. There is no reason to
5 accommodate bad behavior by allowing
6 children to leave the classroom to get a
7 timeout for them to gather themselves
8 without addressing whatever those issues
9 are, because they return to the
10 classroom, similar to suspension, they
11 return to the classroom without their
12 issue being addressed.

13 There are core reasons why
14 children behave the way that they do, and
15 unless someone actually addresses it by
16 way of a social worker, a psychologist,
17 evaluations, and IEPs or 504's, unless
18 those issues, restorative practices
19 within the classroom, training for
20 classroom, additional staff, teachers who
21 have to deal with misbehaving students
22 cannot, no matter how well they're
23 trained, cannot take one student to deal
24 with when they have 33 additional.

25 Gideon is a community school

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 proposed to be now on the District's
3 priority list. The 2nd grade teacher
4 there has 33 students and there are no
5 additional adults in the building for her
6 to address any issue that arises in her
7 classroom, which means that if there is
8 an issue, suspension would be her default
9 thing. I need to get this child out of
10 this room so that I can continue to
11 educate the additional 30 in the room.

12 So addressing the issue of
13 suspension without addressing the issue
14 of resources, staff in the building, in
15 the classrooms, there won't be a
16 solution. The problem will remain.

17 The Mayor spoke about a new
18 commitment to the School District in the
19 form of capital investments for physical
20 improvements, CTE programs, and other
21 things, and I would hope that within the
22 context of those investments and supports
23 that he would recognize the need for
24 additional staff and human resources in
25 the building to address the issues. It

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 doesn't matter if you're trauma-informed
3 or you're restorative practices if you
4 can't actually leave the classroom to
5 deal with it. There needs to be
6 professionals in the building to -- that
7 a child can leave the classroom, go to
8 the professional to work out their
9 issues, to then return to the classroom.
10 Even in the midst of suspensions, in the
11 absence of those things, we will not
12 get -- we will not have a sustainable
13 solution.

14 Additionally, Karyn Lynch and
15 Dr. Wolford talked about the data. The
16 data relies on reporting. If things
17 aren't reported, there is no data for it.
18 So suspensions that happen unofficially
19 are a phone call to a parent saying your
20 child is misbehaving, you might want to
21 come get them. And that's a practice
22 that needs to be reversed in policy, and
23 then someone needs to be held accountable
24 for that.

25 I think I covered everything.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Thank you.

3 COUNCILWOMAN GYM: Thank you.

4 COUNCILWOMAN BLACKWELL: Thank
5 you very much.

6 All right. Ms. Rubin, Lynda
7 Rubin.

8 MS. RUBIN: Hi. My name is
9 Lynda Rubin and I'm a retired school
10 counselor. I was a counselor at a K to 8
11 school, D. Newlin Fell Elementary School
12 in South Philadelphia for 38 years. But
13 I also saw myself, I will tell you, as a
14 child advocate more than anything else.
15 And I want to -- I did not come prepared
16 with a testimony, so I am too off the
17 cuff.

18 I want to say that I agree with
19 just about everything that's been said
20 here today. Suspensions are bad.
21 Suspensions are done disproportionately
22 for children of color. Suspensions are
23 done disproportionately for children in
24 poverty and other things, through no
25 fault of their own.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Children are not inherently
3 bad. Some are more troubled than others
4 and some will act out in different ways.
5 One -- and what I heard today was a lot
6 of talking to some degree to the problem,
7 but a lot of talking around the problem.
8 When we put this problem over here, we
9 want to reduce suspensions, but we're not
10 talking about what we're going to put
11 into place to assist the child to learn
12 in the school.

13 One of the things that I -- one
14 size does not fit all, and yet many of
15 the schools where there are a
16 disproportionate number of suspensions, I
17 wonder how many of those schools received
18 draconian cuts in the last few years,
19 where there was no -- where there were no
20 counselors, where there were no NTAs,
21 NTAs, the non-teaching assistants, often
22 from community. If you don't have
23 support staff, somebody who can take a
24 child out of a classroom for a brief
25 period of time even to let them calm

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 down, to get them control themselves and
3 to have someone listen to them, these
4 kinds of things are really important, but
5 it's also -- I will agree with
6 Dr. Wolford when she said that some
7 people will talk about how suspensions --
8 people will say the suspensions are
9 necessary for the children who want to
10 continue to learn and for the protection
11 of the children in the classroom, and
12 that is also true.

13 I did speak in a testimony to
14 the SRC when they -- that night that they
15 spoke about the eliminating of
16 suspensions in kindergarten on up. One
17 of the things that disturbs me is that
18 sometimes there is a view that just
19 because a child is a small person, just
20 because a child is 5, 6, or 7 years old,
21 they can't be out of control, and this is
22 just not true. I have children. I have
23 on my phone right now -- you can see --
24 overturned desks in a classroom. That is
25 traumatic for the other children to deal

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 with. The child who did the particular
3 picture that I still have on my phone
4 happened to have just been returned to
5 her parents. She had been out of their
6 home for a while. So these children have
7 reasons for how they're acting. She was
8 also keeping other children from
9 learning. I got her into my office as a
10 counselor. We were able to work.

11 One of my problems is is that
12 when they talk about we're going to
13 routinely get rid of suspensions, what
14 are you going to put into place? Are you
15 going to have -- I don't even mean a long
16 term, if there's a social worker, we're
17 going to work with somebody who we're
18 going to bring in. You need people in
19 the building right there who can work
20 with the child, at least remove them from
21 the room, give them a place to quietly
22 work. Because all too often you've got
23 children who are stopping everybody else
24 from learning, and then what often
25 happens is teachers get blamed for not

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 being able to manage a classroom. And
3 when you've got large classrooms and you
4 don't have supports, it becomes more
5 difficult.

6 Homelessness, hunger, family
7 issues, fear of failure in school is
8 another reason that children can act out,
9 because they're scared of failing. But
10 these are not things that are going to
11 disappear just by saying there's not
12 going to be a suspension. I am not for
13 suspensions, believe me, but we do have
14 children that are rip-roaring through
15 those classrooms overturning desks,
16 pulling hair out of children's heads, and
17 we need to deal with that as well.

18 So I am in agreement with my
19 colleagues over here that when you do a
20 ban on suspensions, you must immediately
21 have options in the school in place to
22 deal with those children in the short
23 term and in the long term.

24 When I hear Dr. Lynch talking
25 about collaborative climates, well,

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 collaborative climates necessitate
3 sufficient staffing and supports. You
4 can't do that if you only have enough
5 teachers to teach your children and you
6 don't have anybody to come in and cover.

7 I don't want to go on and on,
8 but I do want to say that just because a
9 child is young doesn't mean they can't
10 act out. Just because a child is acting
11 out doesn't mean that they're bad or that
12 they need -- we certainly don't need them
13 out of school, but we may need them out
14 of the classroom and we may need to have
15 professionals, NTAs, who are often people
16 known to the community, who can at least
17 try to let them talk themselves down,
18 give them some breathing space, and then
19 get them back in.

20 So I am also agreeing that we
21 need to have these kinds of restorative
22 justice, because we have to stop that
23 school-to-prison pipeline.

24 So I don't want to overtalk,
25 because we know I can.

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 COUNCILWOMAN BLACKWELL: Thank
3 you. Very good testimony.

4 Is there anyone else here to
5 testify?

6 (No response.)

7 COUNCILWOMAN BLACKWELL: We're
8 very grateful.

9 Panel, you okay?

10 COUNCILWOMAN GYM: Can I make
11 one comment, one brief one?

12 COUNCILWOMAN BLACKWELL: Yes.

13 COUNCILWOMAN GYM: First of
14 all, thank you very much, Ms. Rubin and
15 Anglin, for coming here and testifying
16 and bringing that information to us, and
17 I know one of the things that I would
18 like to reach out to you about is if you
19 could just share with us your top two
20 recommendations that we've got going on
21 right now. So we have to help the
22 District prioritize. We need to know
23 what are the most important things that
24 they need to put their resources into for
25 this year that you think would make a

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 significant difference.

3 So thank you very much.

4 And then, Councilwoman, I
5 wonder if we could put on the record a
6 little bit of a data request. One, I am
7 curious about whether when a student
8 applies to a school, whether it's a
9 magnet school and especially if it's a
10 charter school, whether suspensions and
11 disciplinary data is included in any way
12 as part of their record and has a role or
13 factor, either formally or informally, to
14 play in that student's ability to access
15 those schools and that educational
16 opportunity.

17 The second question that I had
18 was to receive some recommendation from
19 the Education Law Center and Research for
20 Action, which also did a study on access
21 to high schools for vulnerable young
22 people, whether they believe that the
23 District should -- and, again, I think
24 that is just a question that we're
25 interested in exploring, but whether they

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 believe that the District should ban the
3 use of suspension data in terms of a
4 formal barrier to students' access to
5 schools. I would like their opinion.
6 And if we could ask it from them and
7 maybe have it come back to our Committee,
8 I think it might help us better
9 understand things.

10 So thank you very much,
11 Councilwoman.

12 COUNCILWOMAN BLACKWELL: Thank
13 you. You said two questions.

14 MS. RUBIN: In part, if I may
15 answer a piece of what you were saying,
16 because thank you for reminding me. As
17 an 8th grade counselor who helped
18 children get into high schools -- I'm not
19 speaking about charters. I have no
20 knowledge of that. But it is true that
21 the grades that the high schools will
22 look at is the 7th grade and for middle
23 schools it will be the 5th grade.
24 However, I will tell you that once a
25 child makes an application, anybody in

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 the high school, in the School District,
3 they do have access to their full records
4 and they can go in and find out what's
5 happening just by going -- it used to be
6 the school computer network. I don't
7 know what they've replaced it with. It's
8 doable.

9 COUNCILWOMAN BLACKWELL: Thank
10 you.

11 So you wanted to know that, if
12 they had access. She said they do.

13 And you're set from the
14 Education Law Center.

15 COUNCILWOMAN GYM: Yes.

16 We do want to ask the School
17 District of Philadelphia to confirm
18 whether or not if a student is applying
19 for admission to a school, whether it's a
20 magnet school, a special admit school or
21 a charter school, whether that school is
22 able to either formally or informally
23 access that student's suspension data.

24 And then, secondly, to ask for
25 a recommendation from Education Law

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 Center and Research for Action about
3 whether they think the District should
4 ban the use or dissemination of
5 suspension data as a criteria for
6 admission to schools. Because we heard
7 so much testimony that the data was
8 potentially biased, that it has a lot to
9 do with a lack of resources that are
10 available to teachers at schools, and
11 that we have to focus more on training
12 and retraining of teachers and provision
13 of resources and supports in schools
14 rather than focus in on individual
15 student behaviors.

16 Again, I think the mother who
17 came in today made it so clear that this
18 does not mean that we do not believe in
19 accountability. We want accountability.
20 We cannot have children feel like they
21 can terrorize other young people or feel
22 like they are constantly victims within a
23 system, but the issue is is that we do
24 not believe -- or I do not believe -- I
25 will speak for myself. I have not seen

1 11/2/17-EDUCATION/CHILDREN & YOUTH-RES. 170439

2 proof that suspensions fix a young
3 person's behavioral or mental health
4 issues that are contributing to the
5 suspensions in the first place. It's not
6 helping a teacher gain better skills to
7 deal with a high stress situation, and
8 it's not making our schools safer.

9 So I think we need to do a lot
10 more study, but I want to thank you,
11 Madam Chair, and especially Councilwoman
12 Reynolds Brown for bringing this issue to
13 the forefront.

14 COUNCILWOMAN BLACKWELL: I
15 thank you as well, thank Councilwoman
16 Blondell Reynolds Brown.

17 And so this joint Committee on
18 Education and Children and Youth will be
19 recessed subject to the call of the
20 Chair.

21 Thank you, everybody.

22 (Committees on Education and
23 Children and Youth concluded at 3:50
24 p.m.)

25 - - -

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE

I HEREBY CERTIFY that the
proceedings, evidence and objections are
contained fully and accurately in the
stenographic notes taken by me upon the
foregoing matter, and that this is a true and
correct transcript of same.

MICHELE L. MURPHY
RPR-Notary Public

(The foregoing certification of this
transcript does not apply to any reproduction
of the same by any means, unless under the
direct control and/or supervision of the
certifying reporter.)

Committee on Education and Children and Youth
November 2, 2017

Page 1

A	109:2	79:5 115:8	36:22 74:3	annually	49:15 50:3	100:22	119:3
Abigail 54:23	112:17	116:12,13	118:18	68:13	50:6 81:3	attending	123:11
ability 72:19	128:19,19	adequate	120:5	answer 24:25	April 11:3	57:25 102:6	bald 106:4
125:14	accountable	84:11 92:23	agreeing	29:21,22	18:9	attends 96:5	ball 20:4
able 7:10	114:17	adjust 13:14	123:20	71:24 73:10	area 10:5	attention 5:6	ban 5:13 11:6
28:6 35:21	117:23	administrat...	agreement	74:4 112:15	46:6 56:13	7:11 11:13	15:19 66:4
41:18 45:17	accurately	57:22	43:20	126:15	96:13,15,25	14:21 47:5	66:8,14,19
65:9 68:8	130:5	administrat...	122:18	anybody	areas 24:17	79:6 93:11	70:5,18
71:4 107:25	achieving	33:12,12	ahead 5:16	112:2 123:6	46:24	108:23	83:10 85:19
121:10	101:7	admission	aligned 53:19	126:25	arises 98:21	109:4,8	100:3 101:8
122:2	acknowledge	127:19	53:20	AP 64:13	116:6	attitude	122:20
127:22	21:14	128:6	all-important	apart 27:18	arrests 46:17	84:10	126:2 128:4
Abraham	ACLU 95:3,4	admit 71:23	10:10	96:12	arrived 45:10	attorney 79:3	banning 5:4
17:3	act 98:25	127:20	Allegheny	apology	Asante 30:17	79:10 86:3	15:25 24:24
absence	119:4 122:8	adultified	11:5 19:11	105:16	Asian 98:14	audition 96:8	Bans 5:14
117:11	123:10	82:15	allow 12:9	108:19	asked 63:10	August 54:9	bar 53:5,5
absenteeism	acting 97:8	adults 82:16	83:5	appalling	91:12 110:9	62:9 63:23	barrier 126:4
89:10	121:7	116:5	allowing 79:4	85:14	112:23	aunt 79:12	barriers
absolute	123:10	advance	115:5	appended	asking 41:2	author 2:6	55:20
84:21	Action 86:2,4	68:16	allows 88:10	80:20	109:8	3:16	based 56:6
absolutely	86:20	advised 75:15	111:18	apple 20:11	aspects 67:6	authorizing	62:13 68:3
20:13,20	125:20	advocacy	alternative	applicants	67:11 72:17	1:14 3:5	91:17 96:7
63:8	128:2	15:22	93:21	100:5	assaulted	autonomous	basement
academic	actions 44:25	advocate	alternatives	application	102:3,13	56:15 58:21	8:25
56:9 58:4	85:3 103:24	94:25 95:5	16:2,4,8,10	126:25	108:12	available	basically
89:4 96:5	actively 40:20	106:19,20	25:2 67:16	applies 125:8	112:3	51:14	108:16
academically	activities	118:14	93:2	apply 75:13	assigned 9:3	128:10	basis 60:9
13:9,10	54:13	advocating	amazing 66:4	130:21	assist 119:11	average	75:21 76:14
80:7	actual 69:19	56:25	ameliorate	applying 73:2	assistant	89:18 90:2	97:4 98:5
Academy	adage 6:25	affect 26:20	84:21	100:11	52:16 54:7	98:7 99:12	Batman
99:16	addition 13:6	afford 29:22	American	127:18	54:8 64:5	aware 44:12	35:17
accepted 96:7	26:6 27:5	29:23	6:11 50:5	appreciate	assistants	99:8	begin 54:2
access 23:5	99:18	afraid 103:2	96:20 98:13	4:16 10:17	119:21		beginning
24:19 28:23	additional	110:15	amount 22:8	10:24 42:12	associated	B	55:5
29:15 48:10	26:22 27:2	African 6:11	69:14 70:15	59:18 72:24	52:2	B 78:3	behave
53:14 70:25	41:14,18	50:5 96:20	amounts	appreciated	Association	back 9:8 11:3	115:14
71:5 73:4	53:15	98:13	70:16 71:9	77:24	24:9	12:8 13:24	behavior 7:9
73:14,14	115:20,24	afternoon	analytics	appreciative	assure 108:5	17:5 20:15	7:9 8:15
81:22,23	116:5,11,24	3:20 4:2	51:17 64:2	15:15	attached	40:21 73:13	12:2 15:9
89:2,3,4	Additionally	9:25 18:2,4	analyzed	approach	52:12,13	102:19	15:10 25:11
92:15	117:14	32:4,7 79:2	80:18	30:2 51:6	attacked	110:15	25:15 36:6
100:17	address 58:25	86:12 95:21	analyzing	54:18 58:20	105:6	111:6	36:8 44:21
125:14,20	65:5 103:13	95:23	62:16 84:6	62:8 84:12	108:12	112:14	56:23 60:19
126:4 127:3	104:18	101:14,16	and/or	approached	attainment	123:19	71:21 72:21
127:12,23	108:7,10	105:20	130:23	31:11 78:5	12:3	126:7	74:15 82:19
accessing	111:21	age 5:8 13:4,9	Anglin 95:8	86:6 95:15	attend 92:13	background	87:14 96:8
54:3 61:3	116:6,25	agency 42:22	113:8,9	approaches	attendance	4:24 42:19	97:12 99:2
accommoda...	addressed	ages 7:14	124:15	57:17 93:21	4:7 46:2	64:11	99:9,18
115:5	101:3	ago 16:17	angry 67:20	appropriate	52:18 71:22	backs 6:3	103:4
accountabil...	115:12	18:13 45:8	anniversary	7:8	74:15 87:21	bad 25:5,7	108:23
48:4 103:6	addresses	45:8 55:10	45:9	approved	99:19 114:6	35:8 36:3,4	109:3 115:5
103:22	115:15	agree 28:4,8	announced	55:10	114:7	36:17,17	behavioral
108:8,10	addressing	32:17 36:20	34:2,3	approximat...	attended 96:9	85:13 115:5	22:15,20,24
						118:20	

Committee on Education and Children and Youth
November 2, 2017

Page 2

23:4,10 24:20 28:21 40:24 41:6 42:17 115:2 129:3 behaviors 97:9 108:21 111:20,21 128:15 belief 56:19 70:17 80:14 believe 11:24 18:15 19:16 20:5 24:24 26:7,15 27:25 93:17 96:16 122:13 125:22 126:2 128:18,24 128:24 benchmark... 51:17 64:2 benefit 5:23 6:4 19:6 benefited 46:13,14 benefits 83:19 Berrian 95:9 101:14,17 101:18 104:25 105:5 107:7 107:17 109:15 111:11 112:8 best 2:11 8:14 30:2 79:6 94:11 99:16 better 24:11 28:15 33:19 35:25 36:6 41:25 58:3 63:4 67:16 67:17,18,23 77:13 78:23 81:20 89:23 90:9 111:21 111:24 126:8 129:6	beyond 32:18 70:9 biannual 88:20 bias 70:15,22 71:9 82:13 84:20 biased 81:17 128:8 big 61:10 bill 2:7 11:6 15:15 18:6 18:9,21,24 19:9 20:2 bit 8:18 19:18 19:19 22:7 44:23 48:11 51:3 61:15 69:18 125:6 bite 20:11 black 11:16 60:25 70:12 71:12 74:17 79:10 81:2 81:9 82:4,9 83:22 89:13 89:16,25 90:3,11,13 90:19 91:3 91:5,9,25 92:3 100:13 100:14 113:23 black-white 91:7 Blackwell 1:11 2:2 3:13,22 7:20 9:19 10:9 17:16 21:2 30:14 31:3,7,13 31:19,23 37:21 38:7 38:11 39:20 43:17,25 44:14 47:12 48:20 49:9 59:13 74:11 77:25 78:9 78:14,18,21 85:21 86:8 86:14,16	94:10,17,22 95:17,22 101:12,15 104:23 105:3 107:2 107:9,15 112:20 113:2 118:4 124:2,7,12 126:12 127:9 129:14 blamed 57:10 121:25 Blondell 1:12 2:7 10:11 129:16 blow 52:23 board 112:17 Bodine 99:15 Bohannon 86:9 94:25 95:20,24,25 Bok 8:11 book 30:16 boost 24:2 bothered 110:21 bowl 64:22,25 65:5 boy 84:16 boys 6:12 break 59:23 91:15 breathing 123:18 brief 66:2 119:24 124:11 briefly 56:10 bring 40:15 64:6 121:18 bringing 124:16 129:12 Broad 111:13 Brooks 86:9 94:24 113:9 brothers 25:22 brought 11:12 13:3 50:9 64:7,7	Brown 1:12 2:8 3:19 4:19 9:17 10:12 17:24 18:5 19:2 19:25 20:12 20:16,21 30:23,25 32:11 47:19 48:24 49:6 58:5,8 74:13 75:7 76:18,25 77:15,22 86:13 94:13 94:19 129:12,16 browner 19:19 bruise 106:10 brutally 112:3 bubble 27:16 bucket 30:4 budget 18:11 27:15 building 63:6 63:9 116:5 116:14,25 117:6 121:19 bullied 106:8 bully 110:2 bullying 63:19 104:4 109:5,9 bus 102:4,19 102:22 110:15,19 110:23 business 102:23 C cabinet 54:6 California 5:19 call 7:3,23 10:5 14:20 46:23 63:24 64:21 74:12 75:17 94:25 112:14 117:19	129:19 called 8:24 55:14 112:13 calling 5:3 calm 119:25 campaign 114:5 cancelled 9:24 capital 116:19 capture 7:10 captures 68:13 care 43:6 case 53:4 cases 22:25 cause 83:4 CBH 22:11 28:20 42:15 76:19 celebrated 72:25 Center 11:10 79:4 86:3 125:19 127:14 128:2 centered 28:11 CEO 109:19 109:21,23 certain 69:5,8 73:18 certainly 21:9 23:2 32:22 34:21 35:6 65:18 123:12 CERTIFIC... 130:2 certification 130:20 CERTIFY 130:3 certifying 130:24 Chair 1:11 10:9 17:18 21:5 32:5 129:11,20 Chairperson	3:23 Chairwoman 3:21 7:19 10:8 Chairwomen 10:8 challenge 59:23 60:22 challenged 104:7 challenges 59:2 65:3 76:11 Chambers 9:25 17:20 champions 85:8 chance 64:19 64:20 84:16 111:4 chances 4:4 change 25:4,7 30:22 60:18 109:2,10 changed 33:5 74:14 changes 44:4 54:4 56:12 58:18 62:2 chaos 29:4 83:12 characteriz... 80:23 characterized 56:14 57:16 charge 43:21 charter 93:9 102:7 111:12 112:10,12 125:10 127:21 charters 126:19 Chicago 5:19 Chief 31:8 33:8,14 48:3 child 15:8 25:10 29:8 29:11 36:3 36:3,4,4 38:3,3,25	41:4 42:18 47:16 84:13 97:13 98:4 101:24 103:10 104:21,24 105:14 106:10 116:9 117:7 117:20 118:14 119:11,24 120:19,20 121:2,20 123:9,10 126:25 childish 82:19 children 1:4 1:15 2:16 2:18,21 3:7 3:23 4:4,23 5:22 17:19 24:21 25:5 26:20 32:17 35:7,11 36:14,17,21 37:4 40:18 46:2 64:18 75:2 76:7 82:14 84:23 97:5 98:16 99:20 101:5 103:22 104:11 106:20 109:22 110:21 113:13 114:3,7,8 115:6,14 118:22,23 119:2 120:9 120:11,22 120:25 121:6,8,23 122:8,14,22 123:5 126:18 128:20 129:18,23 children's 122:16	choices 60:7 67:23 Christian 103:18 Christmas 12:25 13:3 chronic 89:9 92:9 church 16:17 cigarette 26:5 26:6,9 circumstance 75:20 circumstan... 40:14 67:3 68:9 72:6 cities 5:12 citizens 15:7 city 1:2,7,15 3:5 4:13 5:19 6:18 32:5 52:7 70:13 84:24 85:7,7 94:4 100:24 114:16 City's 4:4 79:15 citywide 71:23 Civics 102:6 111:12 civil 79:7 80:24 88:20 clamor 85:13 clarification 113:5 clarify 111:10 clarity 22:7 class 14:20,22 25:11,17 97:24 98:8 98:24 99:6 classes 64:14 classmates 98:5 classroom 5:24 6:5,6 14:14 15:11 16:21 25:12 97:6,14 98:3 101:7 115:6,10,11
--	--	---	--	--	--	---	---

Committee on Education and Children and Youth
November 2, 2017

Page 3

115:19,20	81:14	106:16	95:12	50:11 82:8	convene 2:5	Councilwo...	129:11,14
116:7 117:4	cognizant	commission...	concluded	Consortium	convening	1:11,11,12	129:15
117:7,9	66:23	80:16	18:14	48:14 54:24	10:10 62:9	2:2,7 3:13	Councilwo...
119:24	collaboration	Commissio...	129:23	93:12	62:13 63:23	3:19,22	101:17
120:11,24	42:9 57:9	42:16	concluding	constantly	conversation	4:19 5:2	counselor
122:2	collaborative	commitment	48:13	77:5 128:22	4:3 27:9	7:20 9:17	24:4,7 28:7
123:14	57:14,17	4:15 116:18	conclusions	constituent	28:10 75:10	9:19 10:11	97:17,21
classrooms	58:2,19	Committee	80:21	101:23	114:23	17:16,24	118:10,10
14:11 16:3	122:25	2:16 3:22	concrete	constituents	conversations	18:5 19:2	121:10
97:7,25	123:2	3:24 17:20	58:12 92:7	4:11	15:13,17	19:25 20:12	126:17
98:21	colleague	126:7	conduct	contact 63:19	18:17 26:18	20:16,21,25	counselors
116:15	11:4 33:11	129:17	46:21,25	75:16,16	26:19,21	21:2,3,4	22:9 23:25
122:3,15	47:9 83:13	Committees	51:11 53:19	contacted	conveying	28:3 30:14	24:10 27:7
Claus 13:2	colleagues	1:3,15 3:6	53:21 55:2	40:2 102:8	65:18,19	30:23,25	37:9 40:24
clear 60:12	3:21 8:2	129:22	55:4 77:10	contacts 34:8	cooperative	31:3,7,13	41:3,6 64:7
93:22	29:18 69:23	common 64:9	conducted	contain 51:25	76:13	31:19,23	89:6 98:19
114:25	122:19	65:15	34:4 47:11	contained	coordinate	32:11 37:21	119:20
128:17	Collection	Commonwe...	68:13 69:7	130:5	41:23	38:7,11	count 74:9
clearly	88:21	19:4,15	conferences	context 51:4	copies 49:2,4	39:20 43:17	counterparts
111:24	collective	communica...	57:19	55:4,15	51:21 94:14	43:25 44:14	6:15 11:18
Clerk 2:23	34:25	63:15 98:20	confinement	59:2 60:17	94:16	47:12,19	country 5:12
3:4	collectively	communities	80:12	93:15	copy 93:18	48:20,24	86:24 88:13
climate 34:8	48:19 65:4	19:21	confirm	116:22	core 104:11	49:6,9 58:5	89:25
44:19 45:3	color 51:21	community	127:17	continue	115:13	58:8 59:13	County 11:5
45:21 46:4	82:15 92:12	28:20 41:25	conflict 46:16	16:13 17:13	correct 66:16	59:15,16	19:11
46:6 51:6,9	118:22	115:25	62:22	21:16 58:17	66:18 78:4	65:23 66:19	couple 21:11
51:25 54:18	combination	119:22	confront	70:9 80:2	130:8	69:22 72:12	23:6 44:24
54:21 55:16	92:8	123:16	111:25	83:6 108:25	correcting	74:8,11,12	65:25
55:20 58:2	come 9:8	compared	confronted	116:10	15:9	75:7 76:18	107:14
58:14 61:9	13:24 16:4	91:25	108:20	120:10	corrective	76:25 77:15	courageous
62:18,19,20	16:19 23:3	comparison	connected	continued	104:9	77:19,22,25	84:25
62:20 67:7	95:9 106:6	99:10	92:22	69:5	correlated	78:9,14,18	courses 64:16
67:11,19	106:14,23	complained	Connecticut	continues	87:15 92:17	78:21 85:21	89:4
80:13 93:15	110:13	75:5	5:19	86:25 99:3	cost 28:12	86:8,13,14	cover 123:6
climates	117:21	complaining	consequence	108:24	cost-effective	86:16 94:10	covered
122:25	118:15	74:16	7:8 110:10	continuing	93:2	94:13,17,19	100:2
123:2	123:6 126:7	complex 83:7	consequences	45:20	costumes	94:22 95:17	117:25
clinicians	comes 4:15	complexity	6:7 99:8	continuity	35:17,18	95:22	CPRE 93:13
27:3	7:8 27:24	56:12	101:22	63:14	Council 1:2	101:11,12	CRDC 88:21
close 6:24	42:18 74:5	composite	102:11	continuous	1:15 3:6	101:15	89:14 91:23
78:8	coming	96:16	103:21,23	51:8 54:17	6:16 16:12	104:23	create 30:11
closely 39:13	107:19	comprehen...	108:17	contract 44:9	29:17 32:6	105:3 107:2	created
42:23 59:9	124:15	45:13	consider	contrary	52:8 85:7	107:9,13,15	114:18
closer 48:25	commend 8:2	computer	17:10 71:2	80:13	94:5	107:18	creates
cloudy 20:4	9:13 94:4	127:6	consideration	contrast	Councilman	111:7,14	100:12
clowns 14:20	comment	concentrati...	71:13 73:12	96:13,15	1:12 2:9	112:19,20	creative
co-prime 19:9	30:24	50:18	considered	98:10	7:23,25	113:2 118:3	26:25
coaches 43:12	124:11	concerned	41:4 70:23	contributing	9:18 10:17	118:4 124:2	criminal
Code 46:21	comments	101:23	considering	36:18 129:4	10:19	124:7,10,12	13:13 87:17
46:25 51:11	3:18 7:22	103:15	39:3	control 56:20	Councilme...	124:13	crisis 26:17
53:19,20	10:6 17:22	108:6	consistent 6:4	79:24 120:2	5:2 32:21	125:4	26:24 79:8
55:4	24:24	concerns 41:8	76:14 81:22	120:21	Councilper...	126:11,12	84:12
codes 46:22	Commission	conclude	consistently	130:23	10:16	127:9,15	criteria 71:21

Committee on Education and Children and Youth
November 2, 2017

Page 4

128:5 critical 55:20 68:5 84:25 crowded 98:22 crucial 87:21 crutch 70:11 crutches 66:25 crystal 20:4 CTE 71:20 72:25 116:20 cuff 113:16 118:17 culpable 82:18 culture 44:19 45:21 59:24 106:7 curious 75:24 125:7 current 48:7 currently 24:3,12 96:5 curve 5:17 cuts 119:18 cycle 29:4 51:8 108:24 Cynthia 76:16	71:7,15 75:23 77:17 82:2 83:15 84:4,6,7 88:20,21 89:6 91:14 91:18,23 117:15,16 117:17 125:6,11 126:3 127:23 128:5,7 date 34:25 daughter 102:7 105:14,22 108:11 109:15 110:12,22 David 85:25 86:3,18 day 4:23 5:11 13:23 35:3 95:10,13 99:9 101:2 daylight 25:21 days 14:3,5 53:22 54:9 54:10,11 62:18 64:10 97:21 DBH 76:3,5 76:10 DC 96:25 de-escalation 46:16 deal 14:16 26:16 27:4 43:19 44:21 46:11 47:5 97:23 103:17 108:17 115:21,23 117:5 120:25 122:17,22 129:7 dealing 61:8 66:25 67:21 dealt 14:11	59:20 December 54:11 decisions 60:2 67:17 decline 49:24 decrease 83:18 deep 58:11 deeply 75:8 108:6 111:9 default 116:8 deficit 13:25 define 24:7 defined 67:11 definitely 21:13 23:2 30:3,10 39:12 46:12 50:10 72:25 74:6 degree 8:8,9 42:11 119:6 degrees 93:10 dehumanized 103:2 delighted 6:19 delivered 45:6 Delvia 95:8 101:18 demerit-to-... 99:4 demerits 99:5 demonstrat... 84:7 87:12 demonstrates 82:3 denied 73:5 92:15 department 23:13,17 42:16,25 76:4 depend 84:24 dependent 51:6 deployment 51:16 described 79:7 deserved	36:19 design 62:13 designation 49:19 desks 4:2 120:24 122:15 desperately 21:20 despite 39:8 detail 45:15 52:25 detailed 50:6 51:25 90:15 details 53:12 detention 99:5 determine 71:15 develop 46:10 62:25 63:10 developing 41:6 65:14 development 45:22,23 51:16 63:25 68:23 devoted 77:2 77:4 DHS 76:5,13 difference 125:2 different 6:21 25:9 26:13 65:9,10 76:22 96:4 110:19,22 110:23 119:4 differently 36:24 difficult 28:9 93:23 122:5 difficulties 25:14,17 direct 82:25 93:11 130:23 direction 33:20 74:7 directly 85:4 98:4 Director 86:4	86:19 disabilities 11:21,23 disadvantage 89:12 disaggregate 52:10 disaggregat... 88:23 disagree 35:4 35:14 disappear 122:11 disbanded 107:21 disbanding 106:18 disciplinari... 9:2 disciplinary 54:21 56:6 56:17 73:6 73:9 125:11 discipline 5:25 33:23 33:24 34:11 35:15 36:16 45:4 55:3 55:15 57:9 57:17 64:14 64:17 81:7 81:16 87:13 92:20 93:14 104:10 disciplined 99:3 DISCO 55:17 discriminat... 81:18 discuss 87:7 discussion 7:13 64:10 disenfranch... 19:20 disengaged 80:8 disobedience 11:9 disparities 6:10 11:15 81:6,13 82:12 88:8 88:11,13,17	89:12 91:7 91:15 disparity 104:17 disposal 68:10 disproporti... 50:10 64:12 64:15 disproporti... 60:23 119:16 disproporti... 64:19 83:19 118:21,23 dispute 84:8 disruption 98:3 99:7 disruptive 7:9 42:4 disseminati... 128:4 distinctions 34:6 distributions 52:3 district 1:17 3:12 4:21 5:10 10:16 15:13,18 21:12 22:6 23:17,23 24:19 26:9 26:11 31:8 32:15 33:3 33:9,13,20 34:5,16 44:7 45:2 45:15 48:5 50:25 51:11 51:14 52:6 52:8 54:6 54:22 55:16 58:15 59:2 59:8 67:10 70:23 76:7 76:12 79:19 80:17,19 81:2 83:3,9 83:14,23,25 93:16 94:5 94:12 98:7 100:25	109:9 113:12 114:4,16 116:18 124:22 125:23 126:2 127:2 127:17 128:3 District's 51:4 93:19 96:19 116:2 District-wide 51:18 districts 19:18 92:10 disturbs 120:17 dive 58:11 diverge 114:15 diversion 46:10,15 diversity 82:23 doable 127:8 documented 38:6 89:11 documents 93:19 doing 9:12 21:8,13 25:16 35:23 39:21 40:23 41:12 43:4 61:6,16,18 62:7 68:2 86:23 doled 81:17 dollars 13:17 29:14 30:4 43:9 dot 53:4,6 doubled 22:10 doubling 28:18 dozen 66:11 dozens 82:25 Dr 33:14 44:22 47:25 48:22 49:4 49:12 54:23	58:7,10 59:6 68:12 69:25 91:19 93:12 113:19 117:15 120:6 122:24 draconian 119:18 drastically 83:11 draw 29:13 drawing 73:13 dress 46:22 drew 80:20 drilling 52:19 drive 57:13 driver 102:22 driving 82:11 drop 80:8 drop-off 66:22 dropout 46:19 87:17 dual 100:12 dysfunction 60:3 E e-mail 105:13 105:17,19 110:8 earlier 28:16 35:16 42:10 46:8 91:19 99:23 early 12:25 13:9 101:9 easiest 67:2 easily 44:19 eat 9:5 ed 49:18 educate 5:10 116:11 educated 79:11,13 114:8 educating 29:9 40:16 education 1:3 1:15 2:5,10 2:16 3:6
---	--	--	--	--	---	---	---

Committee on Education and Children and Youth
November 2, 2017

Page 5

7:18 11:10	eliminate	17:8	51:13 130:4	98:17 99:14	failure 122:7	finances	11:15
12:3 14:7	35:6 71:21	enlightening	evisceration	100:19	Fairy 12:24	27:13	following
18:21 23:13	94:7 114:11	61:17	21:25	103:23	fall 13:9,10	financial 26:3	45:5
27:23 29:13	eliminated	enormous	exacerbate	experienced	13:10,12	find 16:23	forefront
48:15 54:25	37:2 38:10	29:12	11:25	57:5 68:20	27:18 59:11	33:18 34:12	54:13
60:25 70:14	38:14,15,20	ensuing 83:13	exact 76:20	experiences	87:24	40:6 106:7	129:13
79:3,24	38:22,22	ensure 35:9	exactly 39:23	89:8	familiar	113:4 127:4	foregoing
81:24 86:2	39:9 46:20	35:10 39:14	39:24 61:14	experiencing	62:16	findings	130:7,20
86:21 87:3	114:10	41:25 44:7	92:6	36:15 42:21	families 6:8	54:19 87:6	forget 14:25
93:6,13	115:4	81:20 104:3	examined	42:24 57:4	6:13 23:2	90:15	forgiving
100:13	eliminating	ensuring 37:4	88:19 89:15	69:21	24:21 29:3	first 1:17 3:10	74:18
113:12	34:17,19	39:16	example	111:22	68:15	5:21 25:3	form 116:19
114:4	68:21 70:24	enter 73:21	11:16 21:24	explained	family 29:11	48:6 51:20	formal 126:4
125:19	71:3 120:15	entirely 73:10	23:15,21	83:14	122:6	51:23 53:12	formally
127:14,25	elimination	entitled 30:17	24:5 71:2	explanations	far 6:14	63:8,12,16	125:13
129:18,22	37:12,17	71:16 88:17	exceedingly	83:2	32:18	63:23	127:22
educational	44:13 68:18	93:14	75:23	exploring	fashion 81:18	101:19	former 6:2
13:11,25	69:13	environments	exception	29:18	fault 118:25	107:19	14:12 25:6
15:2 30:5	111:17	30:5 81:22	19:5	125:25	fear 122:7	110:17	forms 28:22
70:25 71:17	embarking	epidemic	excessively	express 56:18	federal 43:11	124:13	87:13
73:4 88:18	114:5	26:17	101:20	expulsions	88:19	129:5	forthwith
88:22 90:9	emergency	equal 99:5	excited 35:23	11:25	feedback	fish 64:21,25	85:19
90:13 92:15	59:25	equally 41:3	excluded	extent 109:6	68:14	65:5	forward 6:22
125:15	emotional	equitable	87:23	111:15	feel 36:24	fit 17:10	9:15 16:14
educators	93:6	92:24	excluding	external 23:5	57:21 67:15	119:14	44:12 47:5
6:25 108:22	emphasizing	equity 84:3	15:10	48:12	67:17,19,22	five 13:16	47:8 95:9
Edward 8:11	46:15	Erney 76:16	exclusionary	extreme	68:7 70:3	14:5 25:22	found 25:15
effect 5:15	employ 51:5	especially	56:17 87:13	58:22	74:22,24	45:8 62:18	25:18 39:4
66:15	empower	59:23 60:24	92:20	extremely	104:5,6	71:20 79:12	56:7 89:15
effective	60:14	70:12,13	exclusions	32:6 33:10	108:9 111:5	98:22	91:17
57:24	encourage	108:3 112:2	83:12	42:17,20	111:9 112:4	five-day	106:17
effort 77:9	17:12 85:17	125:9	excuse 92:19	109:3	128:20,21	13:25	Foundation
92:21	107:24	129:11	excusing		fell 83:22,24	fix 129:2	43:10
efforts 48:9	encouraged	essentially	72:20	F	118:11	floor 26:10	four 13:24
55:12,19,21	15:18 75:9	87:25	exercise	face 70:12,14	fellow 4:25	107:11	25:22 52:14
58:14 63:11	91:18	100:12	104:9	84:8 106:2	fellowship	focus 6:20	71:19,23
92:23	encouraging	establish	exercised	108:20,20	59:7	45:12,25	74:14,17
either 67:12	17:9 75:14	63:21	102:11	108:25	felt 57:10	46:3 68:24	80:22 81:13
108:10	84:5	establishing	exist 83:3	Facebook	112:5	84:5 90:18	Fox 102:16
110:5	ended 55:8	63:17	exit 109:19	105:23	fidelity 45:11	109:9	fraction 66:9
125:13	ends 28:11	Evaluation	expand 52:24	106:5 110:4	93:10	128:11,14	framework
127:22	72:4	48:3	58:19 59:7	fact 30:18	fifth 1:17	focused 30:6	45:7 51:5
electricity	energy 4:15	evaluations	expanded	34:2 39:8	3:11	51:24 54:3	free 98:17
25:18	enforcement	115:17	45:5	42:23 63:16	Figueroa	70:19	freed 17:4
elementary	46:10 47:3	evening	expanding	69:7,12	76:16	focusing 5:6	freedom 9:11
5:7 8:13	engage 21:18	102:16	15:19	70:21 71:20	figure 90:18	folk 95:10	frequent
87:10 88:14	42:2 64:25	everybody	expectations	83:15 89:20	figures 52:24	folks 11:10	57:18
91:9 92:3	76:16	10:22	65:20	98:22	53:11	15:16	frequently
94:8 96:10	engaging	121:23	expecting	100:24	fill-in 113:15	follow 107:5	32:20 73:5
118:11	65:2	129:21	102:18	108:19	final 95:10	107:16	Friday 93:18
elementary...	enhance	evictions	experience	factor 125:13	finally 6:19	follow-up	105:13,19
1:16 3:10	58:24	21:24 29:3	21:15 32:19	factors 88:24	47:7 48:10	77:19	105:20
79:13	enhancing	evidence 51:7	32:25 42:5	failing 87:16	57:12	followed	110:8
				122:9			

Committee on Education and Children and Youth
November 2, 2017

Page 6

front 10:22	105:6	66:21 68:11	grader 12:18	59:15,16	harmed 83:6	61:6 85:16	9:10,10
full 127:3	give 33:19	68:17,17	105:4	65:23 66:19	harms 84:21	88:2 97:20	12:22 13:22
fully 130:5	60:16 82:25	69:17,24	graders 38:20	69:22 72:12	Harold 95:4	101:5 113:5	13:22 21:22
function	84:10 95:18	72:2 77:8	75:14	74:8 77:20	Harris 3:2	114:16	35:20,21
72:19	105:20	77:11,12	grades 1:17	101:11	4:8,17 8:3	124:21	41:20 47:16
funded 43:8	111:3	83:14	3:11 49:25	107:13,18	10:3,7,21	126:8	102:5
43:14 92:13	121:21	104:20	71:22 79:21	111:7,14	18:3,8 19:8	helped 47:2	104:21
funding	123:18	105:15	81:21 83:12	112:19	20:3,14,19	126:17	121:6
26:22 27:23	given 50:4	111:6 113:4	87:17 99:18	118:3	20:24 24:22	helpful 33:18	Homelessness
29:25 43:10	60:22 70:21	113:15	100:4	124:10,13	29:19 31:5	48:25 61:17	122:6
82:21 92:24	97:15	119:10	126:21	127:15	32:9,22	65:22,24	homes 36:11
further 56:4	gives 23:22	121:12,14	graduate 8:7		34:18 50:9	70:5	homework
67:9	giving 36:2	121:15,17	8:10 84:17	H	Harrisburg	helping 7:7	25:16,20
Furthermore	65:14,17	121:18	granddaug...	hair 102:14	4:12 16:14	129:6	Honorable
82:2	88:2	122:10,12	102:3,5,13	102:20	19:23 27:14	helps 67:4	86:13
future 72:7	glad 2:6	124:20	102:25	122:16	harshly 81:10	Hi 118:8	hope 6:16
84:19,24	47:18 94:11	127:5	103:10	half 18:12	head 102:14	high 8:11,12	66:21
85:2,5	go 9:4 17:12	good 3:19	104:6	Hall 1:7	headphones	8:17 57:20	114:15
	20:15 22:14	18:2,3	110:14	hallway	102:24	67:3 68:8	116:21
G	23:12 32:18	23:11 31:2	grandmother	46:23	headquarte...	73:21 88:5	hopefully
gain 14:8	40:11 41:20	32:4 40:3,7	17:5	handle 68:8	86:22	92:17 99:24	70:18
129:6	48:6 62:2	46:11 47:4	grandparent	handled	heads 122:16	100:11	hoping 57:13
GAMP 96:6	66:7,15,20	74:19,25,25	101:24	97:13 102:9	health 22:15	125:21	hour 18:7
98:10,16	69:14 75:21	75:2 78:25	grant 58:17	happen 29:5	23:16 28:21	126:18,21	house 8:22
99:10,14	84:17	85:15 86:12	58:23	37:10,16	40:25 41:6	127:2 129:7	11:5 25:19
100:23	100:14	95:20,22	graphs 52:15	64:4 67:3	42:17 129:3	high-need	25:23
113:22	101:22	98:9 101:14	grateful 7:21	69:12,17	hear 11:11	24:6	Houston 5:18
gaps 89:16,20	102:24	101:15	85:24 87:5	105:15	15:18 56:24	higher 82:3,6	huge 24:2
Garden	113:13	124:3	124:8	107:22	63:11 64:23	92:2 99:11	69:14 76:3
111:13	117:7 123:7	gotten 16:20	gray 46:24	117:18	74:3 91:19	highest 50:14	76:11
gas 14:22	127:4	42:8	54:24 59:6	happened	108:3	highlight	human 42:25
gateways	goals 65:21	government	great 29:16	8:19 68:20	122:24	71:19 80:22	116:24
81:24	goes 12:22	43:11	42:24 44:21	68:22 73:24	heard 14:18	highlighted	hundreds
gather 45:14	18:10	government's	75:11 95:14	91:21	25:6 46:11	93:23	66:6,7 82:5
115:7	going 2:4,10	88:20	greater 15:7	103:17	93:4 106:24	highlights	hunger 122:6
gearing 37:10	2:25 3:16	grade 2:22	73:14	105:12	119:5 128:6	34:3,5	
general 34:23	6:19 10:23	7:4,12 11:8	greatest	106:3 111:8	hearing 2:5	54:19 69:7	I
96:10	12:19 20:7	12:11 15:20	85:11	114:13	2:10 9:15	highly 71:10	idea 29:7
generally	21:22 23:10	34:21 37:18	greatly 50:15	121:4	9:23,23,25	87:15 89:5	72:14
22:19 56:24	27:14,18	38:22 39:2	50:23	happening	10:10 17:21	hire 27:3	identified
81:10	28:12 33:16	39:2 49:23	Griffin 8:25	18:25 39:15	47:8,21	Hispanic	41:13 56:4
generations	33:24 34:11	50:15 52:9	group 13:4	40:6 100:22	64:9 95:12	89:13,17	identify 32:2
85:5	35:23 36:5	66:14 70:9	62:21,24	100:23	104:14	90:4,22	47:23
getting 2:12	37:10,11,16	73:22 80:7	groups 52:10	108:3 127:5	hearings 1:15	history 85:11	identities
2:14 8:15	40:5 42:13	96:2,9,24	63:22	happens	3:7 5:4	85:17 86:25	79:17
10:15 37:13	44:22 47:4	97:4 98:11	guess 101:21	23:20	39:25	103:4	IEPs 115:17
75:25 99:21	47:10 48:6	98:23,24	110:16	121:25	heavy 16:5	hit 103:12	illness 36:10
Gideon	48:8,11	99:20,23,25	guest 4:7	happy 69:25	held 54:9	hits 105:24	36:11
115:25	51:2 54:10	100:2 102:4	gum 27:17	107:5,16	117:23	hold 1:15 2:3	immediate
gifted 71:5	56:9 61:20	105:6,7	Gym 1:11	harassment	Helen 1:11	3:7	61:8 85:18
73:3 89:3	61:23 63:18	114:9 116:3	3:23 5:2	63:20 109:5	17:18	holding	immediately
Girard 96:5	63:20,21	126:17,22	10:9 17:18	109:10	help 22:25	114:16	34:20 79:20
girl 84:16	64:4 65:5	126:23	21:3,4 28:3	hard 60:7	24:18 29:2	home 8:21,22	122:20
102:20				harm 84:7,9			impact 1:16

Committee on Education and Children and Youth
November 2, 2017

Page 7

2:17 3:8 5:4 21:24 34:9 36:10,12 60:23 71:12 80:13,18 impacted 61:10 84:19 impacts 6:17 12:4 imperative 115:3 impermissi... 111:19 implement 62:23 implementa... 43:13 44:6 51:10 54:5 55:6 58:14 85:18 implemented 37:4 66:8 83:10 implementi... 45:11 58:18 93:20 implicit 70:22 71:9 82:13 importance 35:7 important 7:18 11:2 13:7 16:12 17:17 27:22 29:10 32:8 32:16 42:14 42:20 44:15 46:7 47:13 47:18,18,21 56:20 60:10 63:9 70:4 75:24 85:22 85:23 87:8 90:6 106:22 108:2,4 109:4 113:10 120:4 124:23 importantly 57:10 58:11 84:2 improve 45:2	45:20 48:9 51:12 55:20 improved 46:3 improvement 51:8 54:17 77:12 improvement... 116:20 improving 4:3 87:14 in-house 8:20 8:24 inaction 85:15 incarceration 87:18 incident 110:17,18 incidents 52:19 110:20 include 18:23 45:4 55:21 89:2 included 46:24 125:11 includes 21:9 including 7:6 57:18 58:15 67:14 88:24 incongruency 75:18 increase 41:15 114:5 114:6 increased 81:7 87:16 increasing 45:25 incredibly 63:8 incremental... 75:12 independent 34:4 47:11 87:2 112:10 112:16 indicating 71:8 72:15 indication 93:22	indicative 36:9 indicators 88:22 89:2 89:15 individual 61:12 76:4 128:14 individuals 60:6 65:8 ineffective 87:14 inequitable 82:20 inequitably 92:13 inflation 13:15 informally 125:13 127:22 information 19:7 33:17 34:13 45:16 47:10 53:15 54:16 56:6 60:11 124:16 information... 34:14 informative 34:13 informed 35:10 102:8 infraction 81:14 infractions 14:17 53:23 81:12 97:11 100:10 infrastruct... 104:8 inherently 119:2 initial 59:5 initiate 63:12 initiatives 51:9 input 68:14 inquisitive 17:2,8 21:17 inside 9:6	27:3 instance 50:18 instances 13:20 33:4 institutional 83:7 instructed 102:22 insufficient 76:9 interact 63:7 interacting 39:17 interactions 60:6 interactive 52:4 interest 69:24 interested 22:19 23:7 24:13 67:8 67:24 125:25 interesting 16:23 72:23 interrupted 44:16 intersection 79:16 intervene 45:18,18 65:18 interview 109:19 interviews 55:25 67:14 77:10 introduce 20:17 introduced 5:3 11:5 15:14 18:9 invested 79:15 investigate 40:13 investigator 59:4 investments 116:19,22 involved 32:24 40:20	50:7 54:5 55:25 59:5 involvement 87:17 involves 32:16 involving 40:14 issue 4:10 6:17 7:18 8:4 10:13 11:2 13:6 16:13,15 19:14,17,23 21:10 30:21 32:16 47:20 47:21 69:10 71:10 75:4 82:5,7 103:15 113:10 115:12 116:6,8,12 116:13 128:23 129:12 issued 108:19 issues 14:10 14:13 21:9 21:22 23:4 23:4,15 25:10,11 36:9 41:7 41:21 71:11 74:18 79:23 83:4,8 104:18 115:8,18 116:25 117:9 122:7 129:4 issuing 110:10 items 63:15	2:9 7:24,25 10:17,19 join 3:3 joined 33:11 joining 4:2 joint 1:15 2:15 3:5 129:17 Jordan 3:2 4:8 8:3 10:3 32:9 95:4 judicial 46:9 juncture 81:19 Junior 8:12 8:17 justice 13:13 21:8 61:22 84:3 85:9 123:22	7:24 Kevin 15:16 kid 8:16 25:7 kids 4:16 9:5 74:22,24 76:14 83:6 98:23,24 106:8 kind 10:14 19:7 20:4 25:16 29:3 59:25 60:8 60:18 61:11 67:25 103:15 110:13 kindergarten 11:7 12:11 15:20 34:21 37:2 39:9 41:17 66:5 68:19 83:10 114:10,12 120:16 kindergart... 47:15 kindergart... 38:15,16 39:8,10 75:11 114:21 kinds 120:4 123:21 knew 68:24 know 6:2,25 13:7,14 16:23 18:10 23:19 25:20 26:11 27:8 28:4,14,21 29:2 31:16 35:25 36:7 43:18,20,22 43:23 59:20 61:22 69:13 69:22 75:12 75:24 76:10 84:18 88:10 95:6 102:17 103:16 104:15 105:11,24 106:5 107:3 112:2:9	107:4 109:8 109:20 110:20 111:8 112:22 113:6 114:14,20 114:23 123:25 124:17,22 127:7,11 knowledge 60:8 126:20 known 73:18 78:22 87:20 88:4,7 123:16 knows 44:4
L							
L 1:11 130:14							
label 36:3							
Labeling							
36:17							
labels 60:16							
lack 12:2							
72:16,17							
82:24 128:9							
lady 12:15							
language							
26:7							
Lapp 85:25							
86:3,12,18							
86:19 94:15							
94:21							
large 89:21							
97:24 122:3							
largely 66:6							
87:14							
larger 88:11							
88:14 89:18							
laser-beam							
6:20							
lasting 36:12							
lastly 6:24							
15:23 54:15							
latest 91:23							
Latina 78:23							
Latino 6:11							
96:20							
law 11:10							
46:10 79:4							
84:17 86:3							
125:19							

Committee on Education and Children and Youth
November 2, 2017

Page 8

127:14,25 lead 12:2 41:8 42:4 46:19 64:8 leader 40:3 leaders 38:18 39:14 51:15 55:24 62:15 leadership 4:9 8:4 9:14 52:16 63:2 63:17 99:15 leading 18:18 leads 80:10 lean 66:25 67:2 learn 7:3,5 72:3 75:9 75:19 84:14 94:5 119:11 120:10 learned 62:22 62:25 69:2 71:25 72:10 learners 11:14 35:15 101:9 learning 6:22 62:14 81:23 93:6 121:9 121:24 leave 106:23 115:6 117:4 117:7 leaves 32:9 leaving 94:14 led 59:4 80:22 left 2:8 106:14 legislation 3:17 10:13 18:16,24 27:6 legislator 20:9 Legislature 18:7,10 legitimately 12:16 lesson 99:6 let's 110:23 111:3	letting 74:22 level 19:24 23:9,21 24:15 26:5 33:6 46:18 52:6,7,8 61:19 63:7 73:13 91:9 levels 52:20 70:22 72:20 life 4:4 lifting 16:6 light 96:12 lights 25:20 likelihood 34:10 limitations 55:22 limited 60:8 Lincoln 17:4 linked 96:17 list 63:10,11 63:16 116:3 listed 95:4,6 listen 120:3 listened 16:18 little 5:9 7:2 7:14 8:18 19:18,19 22:7 44:23 48:11 51:3 57:8 61:15 67:9 69:18 84:16 113:16 125:6 lives 29:5 32:21 85:5 living 36:12 75:20 local 46:9 79:24 log 52:17 long 76:11 86:25 87:20 121:15 122:23 long-term 12:4 longer 29:21 46:24 75:10 longstanding 103:21	look 6:22 7:17 9:15 20:17 22:12 22:13,16 24:18 29:24 30:3,11 33:3 52:5,6 52:7,9,17 64:14 65:16 66:13 74:6 99:17 126:22 looked 39:7 65:6 99:24 looking 15:19 47:8 54:12 56:2 64:12 67:4 looks 73:24 loses 12:22 47:16 lot 5:17 10:15 21:19,21 22:5,25 23:14,15,19 23:23 25:9 25:23 26:11 60:2 71:25 72:3,10 119:5,7 128:8 129:9 lots 42:9 love 27:10 28:5 29:20 low 46:17 57:7 low-income 6:12 lower 58:2 lowered 83:11 lowers 84:15 lunch 9:5,6 lunchroom 9:4 Lynch 4:22 15:15 31:8 32:4,13 33:8 37:24 38:9,13 39:23 43:23 44:3,17 48:12 55:13	62:4 66:17 68:11 71:18 73:16 74:10 76:15,19 77:3,21,24 91:20 99:22 113:17 114:20 117:14 122:24 Lynda 95:8 118:6,9 M Madam 7:19 10:8 21:5 32:5 129:11 magnet 71:5 73:2 96:6 98:11 99:21 125:9 127:20 main 52:14 maintain 56:18 maintaining 74:21 major 96:12 majority 18:19 makeup 34:9 making 49:10 55:19 56:12 60:7 67:17 67:23 129:8 males 50:7 man 8:6 12:12,19,21 21:15 25:13 112:23 manage 97:25 122:2 44:22 management 33:15 51:5 51:17 64:2 managers 62:20 mandate 24:5 mandated 23:18,24 24:3 manifestation	92:7 manner 100:9 Mansfield 8:10 marginalize 80:4 mass 21:24 massive 70:16 Master's 8:8 Masterman 99:15 mathematics 15:3 102:6 111:12 matrix 30:8 matter 80:24 97:11 102:9 103:11 110:6,6 115:22 117:2 130:7 matters 5:18 76:7 82:24 Mayor 116:17 mean 23:19 39:24 43:18 43:20 59:19 60:2 61:5 65:24 66:3 73:22 121:15 123:9,11 128:18 meaningful 22:13 81:21 means 35:19 56:20 82:11 116:7 130:22 meant 28:17 measure 5:25 67:6 measures 68:6 measuring 67:10 meet 105:9 meeting 102:17 109:22	110:11 meetings 51:19 62:24 77:6,6 member 18:20 64:6 members 16:11 18:18 32:5 103:25 mental 22:14 22:20,23 23:9 36:10 36:10 129:3 mentality 28:24 mention 24:23 56:10 59:3 mentioned 52:20,21 83:17 93:12 99:22 mentioning 55:13 mentoring 63:21 message 64:9 65:19,20 103:9 mic 48:25 MICHELE 130:14 microphone 10:20 middle 16:22 99:22,25 126:22 midst 117:10 miles 96:12 million 26:8 mind 102:23 mindset 25:4 25:8 minimal 99:7 Minneapolis 5:18 minor 11:8 14:17 minutes 44:24 misalignme... 55:23 misbehaved	57:11 misbehaving 115:21 117:20 misbehavior 57:24 82:10 87:16 misconduct 11:9 misses 99:6 missing 14:6 98:8 mission 104:12 misspoke 28:16 misused 100:21 mixed-meth... 55:24 MLK 85:9 model 58:25 Moir 86:9 94:25 95:24 Molefi 30:16 mom 8:23 moment 85:2 moments 85:3 Monday 102:15 105:21,22 money 28:25 monitored 39:6 monitoring 61:24 month 64:5 monthly 53:24 morale 57:7 57:20 moratorium 79:20 morning 12:25 mother 17:5 95:25 101:24 128:16 move 16:14 23:8 24:14 74:7 111:2	moved 110:22 moving 33:21 44:12 47:5 75:12 111:5 multi-phased 58:25 multi-year 55:5 multiple 11:20 16:24 16:25 MURPHY 130:14 music 96:6,8 N naive 14:9 name 31:17 33:7 48:2 76:21 78:10 79:2 86:18 95:18,24 113:8 118:8 nation 88:25 89:20 National 24:9 nationwide 88:7 nature 26:14 52:4 nearly 45:7 69:9 100:15 necessarily 20:7 23:12 30:6 60:12 necessary 16:6,10 27:25 84:4 120:9 necessitate 123:2 need 15:21 16:2 21:21 22:24 28:14 30:19 35:5 35:12 36:16 40:19,20 42:22 44:11 60:18 69:16 70:15 75:7 76:8 82:17 82:22,23 84:9 88:2
---	---	--	---	--	--	--	---

Committee on Education and Children and Youth
November 2, 2017

Page 9

104:2	82:18	32:23	70:25 71:17	overturning	29:16 76:13	91:4,6,14	14:4 63:20
106:18	non-cohesive	occur 67:7	72:9 73:4	122:15	partnered	92:14	109:25
108:22	57:3	October	73:15 88:18	overuse 92:20	54:23	people 4:13	120:19
109:2	non-disrupt...	54:10 64:3	88:23 89:24		partnering	5:9,14,15	person's
111:20	56:22	102:2	90:3,9,13	P	61:25	6:6,18 7:2,2	129:3
114:6 116:9	non-punitive	octopus 61:11	90:24 92:16	p.m 1:8 9:22	partners	7:14 8:22	personal 4:14
116:23	57:20	offenders	opportunity	129:24	48:14	12:5 13:4,8	8:5 32:25
121:18	non-teaching	104:10	10:25 19:3	packets 95:3	parts 88:12	13:21 14:13	personally
122:17	119:21	offenses	20:6 63:3	page 52:15	party 18:19	14:24 15:5	32:24 76:15
123:12,12	norms 17:11	46:18	65:13 77:12	paid 23:16	18:19	15:6 17:7	perspective
123:13,14	notable 62:2	offer 58:12	81:25 84:14	43:11	pass 14:21,22	19:20 21:20	7:17 14:15
123:21	note 9:21	offered 43:7	87:5 89:16	pain 36:9	passion 4:14	21:25 23:14	26:3
124:22,24	17:18	offering 7:16	125:16	111:9	32:15	26:2,23	perspectives
129:9	notes 14:22	office 28:6	opposed	Panel 124:9	pastor's	28:2,10,14	6:21
needed 68:25	130:6	33:15 60:5	58:20	panelists 6:22	16:18,21	29:2,5	Philadelphia
needs 6:13	noticed 105:8	84:18	options	Pardon 58:7	patch 102:14	30:19 37:18	1:2,7,17
24:20 65:4	November	107:11	122:21	parent 94:25	path 80:10	42:10 43:21	3:12 4:11
117:5,22,23	1:8 72:5	112:13,24	order 41:25	96:23 106:9	pathways	56:24 60:15	4:21 5:5
negative 12:4	NTAs 119:20	113:3 121:9	45:17 51:9	113:12,21	80:11	62:22 63:6	15:14 19:5
36:11 99:9	119:21	officials 46:9	56:18	117:19	pay 106:11	63:18,19	19:13,22
103:24	123:15	oftentimes	organization	parents 26:23	109:4	70:11 73:14	28:25 30:6
negatively	number 6:21	14:25	86:22	40:15,16,19	paying 14:8	76:22 77:5	30:9 33:10
80:12	13:17 22:10	oh 28:24 44:3	origin 78:13	40:20 41:22	14:21	85:14,15	34:16 36:14
neighbor	27:9 28:18	104:25	78:17	41:23 47:14	108:23	95:7 103:11	43:10 45:2
5:20	28:19 49:11	okay 76:9,18	others' 56:22	74:13 75:5	109:8	111:18	48:5 70:13
neighborho...	53:2,7,17	77:15,20	out-of-school	75:15 98:20	PBIS 43:4,12	112:2 120:7	79:14,19,25
110:23	83:11 93:24	86:10	11:7 56:19	103:7	43:12 45:5	120:8	80:17 86:23
neighborho...	119:16	105:20	57:23 79:21	110:12	45:11 51:10	121:18	87:3 88:6
74:17,23	numbers 30:7	106:18	80:2 81:5	113:11	55:5,16	123:15	91:13,16
neighbors	34:22 39:7	124:9	84:13,15	121:5	58:15,25	125:22	93:8,16,24
89:19	47:3 49:22	old 5:23 6:24	96:14 99:19	part 17:20	61:23 62:23	128:21	96:2,4
network	49:25 53:16	46:14	101:4	22:20 26:24	93:4,15	percent 14:6	118:12
50:24 52:7	64:13 66:8	120:20	outcome 56:3	30:10,21	Pedagogy	43:8 50:4,7	127:17
127:6	67:5 68:4	older 82:16	outcomes	68:21 71:6	30:17	50:20 66:10	Philadelphi...
networks	81:16 83:14	110:20	56:9 58:4	103:6	peers 81:11	83:22,24	87:10
50:13,19	83:16,18	once 62:2	94:2	125:12	90:21 91:11	91:23,25	106:20
never 7:10	84:2	85:9 126:24	outside 43:9	126:14	Pellote 31:20	92:3 96:19	Philadelphi...
99:14	numerous	ongoing 65:3	43:15 60:16	participate	Pelotte 31:14	96:20,21	85:6
108:19,20	88:22	65:24 77:6	70:2 90:10	35:22 62:24	31:15,18,18	98:12,13,13	Philip 96:10
nevertheless	nurse 23:18	77:9	90:14 91:2	64:21 65:9	31:22 78:3	99:11	philosophical
9:13 102:10	nurses 22:8	operates	91:5	71:16	78:7,12,16	percentages	55:22
new 5:18,20	23:16 26:13	79:25	overall 43:20	particular	78:17,20,20	50:14 53:2	phone 102:23
51:10,20	nurturing	opinion 4:14	84:2	25:13 28:7	78:22,24,25	performance	117:19
54:19 55:4	82:17	11:24 12:5	overcrowded	60:21 61:24	79:2 86:2	33:15,17	120:23
62:8 96:23		126:5	97:7	62:5,12,21	Pennsylvania	51:4	121:3
116:17	O	opinions 2:20	overreliance	67:12 71:12	1:7 8:7	period 53:9	physical
Newlin	objections	69:19	93:3	121:2	13:16 48:16	85:12	116:19
118:11	130:4	opioid 26:16	overseeing	particularly	55:2 88:6	119:25	physically
news 40:3,7	observations	26:17,24	112:11	14:17 25:11	88:12,19	permanent	112:3
75:11	55:25	opioids 26:20	overtalk	26:16 27:22	89:14,18,21	2:21	picking 18:15
102:15	obviously	opportunities	123:24	41:22 43:5	90:2,8,10	permanently	picture 106:3
night 120:14	22:3 60:20	29:12 42:2	overturned	46:5 67:21	90:12,14,20	1:16 3:8	106:10
nocuously	66:3	65:11,12,17	120:24	77:7	90:25 91:3	person 12:10	121:3
	occasions			partner 10:15			

Committee on Education and Children and Youth
November 2, 2017

Page 10

piece 126:15	pop 8:23	42:13	97:23	116:2	36:16 42:5	R	112:16
pieces 18:16	popular	pretty 66:2	101:19	protected	56:16	race 88:8,24	114:12
pillow 12:23	80:14	93:22	121:11	104:4,7	punitive-ba...	racial 11:14	120:4
pilot 22:12	population	prevent 99:21	proceedings	protecting	108:6	81:6 84:20	reared
piloted 93:8	98:12	prevents	130:4	56:21	pursue	88:17 89:12	103:22
pipeline 12:7	populations	100:16	process 18:11	protection	108:24	92:8 96:15	reason 37:2
123:23	60:24 82:4	previous 53:4	18:13,14	120:10	push 17:4	racially 81:17	106:14
Pittsburgh	82:6	53:7	21:19 34:25	protects	40:21 72:13	92:11	110:16
19:12	portions	previously	65:25 72:2	104:10	80:3 94:6	raise 27:15	115:4 122:8
place 25:25	18:23	83:9 91:12	72:4 73:23	proud 79:12	put 22:8	27:19	reasons 5:21
35:9 64:3	position	price 16:4	107:22	provide 4:22	24:10 26:6	raised 27:24	32:18 36:21
66:20 79:20	69:20	primarily	109:7,16	16:6,9 25:2	27:16,21	raises 26:9	36:25 37:20
106:4	positive 67:6	7:13 84:19	professional	40:12 65:13	35:9 106:2	range 50:19	69:4 115:13
119:11	67:10 68:6	113:23	45:23 63:25	provided	106:2,3,9	ranked 98:7	121:7
121:14,21	94:2	principal	65:11 67:20	68:25 69:3	110:5 119:8	rarely 82:7	receipt
122:21	possibly	39:2 52:16	103:20	94:16	119:10	rates 50:15	105:18
129:5	26:21	59:4 97:15	117:8	provides 89:6	121:14	89:9 92:18	receive 38:4
placed 77:8	post 105:23	98:18 107:4	professiona...	providing	124:24	ratio 23:20	47:4 81:4
places 80:9	110:4	109:24,24	68:8	87:2	125:5	23:24 24:3	89:23 90:3
plan 37:14	potentially	113:6	professionals	provision	puts 12:23	24:7 27:7	90:5 114:4
68:23 84:11	28:22 29:14	principal's	117:6	128:12	putting 26:12	ratios 28:7	125:18
plans 41:7	42:4 128:8	60:5	123:15	PSSA 98:8		33:4	received 44:5
play 22:5	poverty 36:13	principals	profile 56:14	PSSAs 99:12	Q	rays 61:10	49:14,17
25:10 82:21	118:24	39:14 43:18	56:16 57:2	psychologist	qualified 89:5	reach 124:18	59:6 64:11
85:7 125:14	power 79:18	43:19 45:14	57:4,12,15	115:16	qualify 74:2	reactionary	119:17
playing 64:22	practice	45:24 52:17	profiles 56:5	psychology	qualitatively	60:9	receives 6:10
please 32:2	17:14 19:6	54:7,8	56:8	42:19	67:13	reactions	88:9
49:8 101:8	75:13 93:5	60:12 62:10	profoundly	public 5:17	quality 48:9	61:11	receiving
107:7,8	114:14	62:25 63:10	57:6	23:18 47:20	51:13 89:7	reactive	35:11 37:7
pleased 32:6	117:21	64:5,5,10	prognosis	75:4 79:11	92:15	56:15 58:21	39:18 64:17
33:11	practices	68:15	20:2	79:14 87:4	quantitativ...	read 2:12,14	64:18 91:24
plummeted	2:11 40:17	114:20	program	88:25 96:2	67:12 68:2	2:23 7:3,5	recessed
66:9	43:13 54:21	prioritize	22:12 28:21	113:11	quantity	30:16	129:19
point 27:13	55:3 56:7	23:9 124:22	46:11 71:5	130:15	51:13	105:18	recognize
27:17 39:24	57:20 60:17	priority	96:6	published	question	17:25 50:17	36:23 42:6
39:25 50:8	61:22	29:10 116:3	programmi...	88:16	reading 2:25	59:15 62:5	44:11
68:23 71:15	115:18	prisons 13:18	54:4 89:3	Puerto 78:12	ready 2:12,14	70:20 71:24	116:23
points 33:16	117:3	privilege 79:5	programs	78:16	real 21:25	72:23 76:2	recognizing
policies 40:17	practitioners	probably	71:20 73:3	Pull 48:24	22:12 27:15	109:12	35:8 70:11
114:18	87:4	8:13,18	108:7	pulled 102:14	27:19 60:17	125:17,24	recommend...
policy 5:17	pre-K 9:23	problem 6:15	116:20	102:20	realized 94:2	questions	125:18
44:2,4	predictive	42:7 80:23	progress	pulling	really 28:4	17:22 21:11	127:25
54:24 86:4	56:8	98:17,21	33:21	122:16	35:18,22	23:14 65:25	recommend...
86:19 93:13	preliminary	104:16	prohibiting	punish 100:9	37:9 39:25	107:14	58:13
95:5 114:10	50:16	108:14	1:16 3:9	punished	42:11,24	126:13	124:20
114:14,18	prepared	116:16	promising	81:10	46:18 47:8	quick 53:10	recommend...
114:21	37:15,19	119:6,7,8	92:25	108:18	57:10 59:10	quickly 45:18	24:8
117:22	44:8 118:15	problematic	prone 82:9	punishment	59:21 60:3	59:24	reconsider
polymakers	presence 4:16	114:9	pronounced	96:14	61:6 62:13	64:22 67:5	102:18
87:3	PRESENT	problems	104:2	103:16	69:7 70:5	70:18 87:5	110:9
poor 111:23	1:10	12:2 16:2	proof 129:2	punitive	121:21	87:22 113:7	reconsidera...
poorer 19:19	pressure	45:4 65:16	proposal 55:9	33:22,23	quite 78:7		73:8
poorest 92:9	15:21 42:12	83:2 97:7	proposed	34:11 35:14			record 32:2

Committee on Education and Children and Youth
November 2, 2017

Page 11

33:7 47:24	100:11	88:16 89:11	1:14,14	retired 75:17	80:24 88:20	97:6 110:3	88:25 89:5
71:3 75:19	related 58:6,9	90:16	2:15,24 3:5	118:9	rigorous 89:4	118:13	91:9 92:3
85:11 95:18	87:2 89:7	reported 57:8	5:3 46:16	retrain 30:19	rip-roaring	saying 30:21	93:16 94:8
98:15 99:25	relates 87:8	88:21	62:23	30:20 61:21	122:14	74:4,16	96:3,6,10
125:5,12	relational	117:17	110:14	retraining	risk 58:2	103:14	96:18,22
records 73:6	57:15 58:20	reporter	resolutions	128:12	61:18 87:16	117:19	97:21 98:7
99:18 127:3	relationship	130:24	65:16	return 62:11	road 20:18	122:11	98:14,19
redemption	42:25 63:6	reporting	resolved	103:3	32:12	126:15	99:14,24,25
103:19	63:9	40:4,5,7,9	110:6,7	105:18	robs 84:13	Sayre 8:13	100:7,8,11
redirected	relationships	117:16	resource	115:9,11	role 22:5	scared 122:9	100:14,16
99:2	34:7 44:20	reports 97:2	55:21 57:5	117:9	64:22 82:21	scheduled	101:6 102:4
redirecting	65:14	representat...	resources	returned	85:8 125:12	106:13,15	102:5,7,8
15:8	relative 48:7	2:4 3:2 4:8	16:7,9	121:4	roles 65:9	school 1:17	102:19
reduce 23:20	released	4:17,20 8:3	24:19 26:12	reveal 81:16	rolled 53:25	3:11 4:21	103:3,7
35:5 45:3	51:23 93:17	10:3,7,21	27:2 61:3	revealed	room 1:7 8:24	5:9 8:11,12	104:8 105:8
47:2 55:19	relied 56:16	11:4 18:3,8	68:10 72:18	55:18	9:3,6 26:15	8:13,17	105:10,17
92:22 94:6	relies 117:16	19:8,10	82:22	revenue	36:4,23	14:4 15:13	106:8,16
119:9	relocated	20:3,14,19	116:14,24	27:15,19,24	107:10	16:20,22	107:4,23
reduced 53:9	96:25	20:24 21:7	124:24	reversed	116:10,11	19:18 22:6	108:22
reducing	rely 87:25	24:22 29:19	128:9,13	117:22	121:21	22:9 23:5	109:14,17
33:23 34:22	remain	31:5 32:9	respectfully	review 51:7	root 83:4	23:19,23	110:15,25
reduction	116:16	32:22 34:18	79:17	reviewing	route 110:23	26:10 31:8	111:6,10,13
68:20	remains	50:8	respectively	1:15 3:8	routinely	32:15 33:9	111:20
reductions	85:10	represents	90:4	84:4	82:4 121:13	33:13 34:5	112:11,12
91:21	remember	19:11	respond	revision 33:6	RPR-Notary	34:9,16	113:6,22
reemphasize	8:6,12,15	reprioritize	59:24 64:24	Revolution...	130:15	35:17,18,24	114:3
111:15	8:16 25:13	70:7	105:22	30:17	Rubin 95:8	36:8 38:13	115:25
reference	96:23	reproduction	response	Reynolds	118:6,7,8,9	38:17,18	116:18
98:6	reminded	130:21	57:24 124:6	1:12 2:8	124:14	39:3,14	118:9,11,11
referenced	103:20	reputation	responses	10:12 30:23	126:14	40:2,24	119:12
48:13	reminder	36:19	56:17	47:19 74:13	rules 74:15	41:2,5,9	122:7,21
Reform	9:21	request 79:18	responsibili...	86:13	run 13:2	42:3 44:7	123:13
106:16	reminding	125:6	25:24	129:12,16	84:18	44:20,25	125:8,9,10
refusing	126:16	requested	responsibility	RFA 86:24		45:3,21	127:2,2,6
84:20	remiss 4:5	102:16	46:7 76:6	Rican 78:13	S	46:2,4 48:5	127:16,19
regard 2:17	remorseful	requirement	responsible	78:17	sad 2:13	50:16,20,22	127:20,20
33:22,22	105:14	14:3 37:25	5:10 41:3	rid 121:13	sadly 13:12	50:24 51:15	127:21,21
62:8 75:4	remorsefully	research 6:3	76:23	right 2:8 7:6	96:17	51:24 52:9	school-based
regardless	102:12	48:4,14,15	rest 61:13	17:11 31:20	safe 104:5,6	54:18,22	43:7 62:10
26:8	remove	54:20,25	restorative	31:22 39:25	111:6 112:4	55:16,23	65:15 69:20
regards 11:13	121:20	82:14 85:25	43:13 61:22	42:8,24	safer 80:14	56:21 59:22	76:24 104:4
18:16	removed 5:23	86:4,5,20	93:5 115:18	43:18 44:15	129:8	61:13 62:15	school-to-p...
region 89:19	97:14	86:20,21,24	117:3	66:9 69:8	Safety 46:6	63:7,13	12:7 123:23
89:25 90:5	removing 6:5	87:2,7,11	123:21	73:10 74:2	salute 4:6	65:7,21	schools 17:14
regular 51:7	70:10	93:13	result 5:24	74:4 77:16	sample 52:13	67:15,19	21:16,20
76:14 87:21	repeat 49:10	125:19	36:5 72:16	78:4,24	Santa 13:2	71:6 72:3	22:3 23:11
reimagine	80:7	128:2	80:14 100:6	85:17	satisfaction	72:20 73:21	24:6 26:13
79:24	repeatedly	researchers	resulting	108:11	110:7	74:25 76:7	27:2,4 28:2
reinforced	65:19	55:18	100:10	118:6	satisfied	79:19 80:8	28:15,19,25
70:17	replaced	reside 4:12	results 34:2	120:23	110:25	80:11,13,17	34:6,12
rejection	127:7	resident	92:5	121:19	Saul 74:19	82:20 84:17	37:19 40:12
100:7	report 54:19	79:15	retention	124:21	save 7:11	87:9,20,21	41:12,14,16
rejections	80:16,19,25	resolution	89:9	rights 79:7	saw 39:7	87:22,23	41:19 45:4
					41:15,16		

Committee on Education and Children and Youth
November 2, 2017

Page 12

45:6,7,10	18:19 19:4	23:10 31:9	side 77:9,10	103:25	spot 106:4	11:12	40:14 42:2
46:17 54:22	21:16 22:23	33:9 37:7	85:17	solution	spread 61:13	status 18:6	44:21 46:19
55:18 56:5	27:11 30:22	38:4,5,25	significant	116:16	spring 4:24	stays 32:20	46:21,25
56:15 57:3	40:25 41:20	39:19 40:13	6:10 61:18	117:13	58:24	32:25	49:16 52:10
57:16,21,25	49:22 52:3	41:24 43:2	71:9 81:15	solutions 65:7	111:13	stenographic	56:3 65:3
59:21 60:3	52:12,23	45:6 64:18	125:2	solve 15:25	SRC 107:21	130:6	71:15 73:19
61:4,9,19	53:7,15,16	76:8,24	silence 85:14	solving 84:12	120:14	step 12:8	80:10 90:7
61:24 63:22	53:21 61:25	97:18 115:2	similar 64:24	somebody	stability	stepping 3:25	90:11 96:2
69:5,8,9	64:15,23	serving 29:7	65:16 100:5	114:22	87:20	7:16	97:23 99:6
71:11,23	66:21 69:5	29:10	115:10	119:23	staff 38:18	steps 5:13	100:8 102:4
73:3 74:14	75:17 84:5	session 64:3	simply 75:21	121:17	39:3 43:7	stereotyping	115:23
74:18,19,20	84:9 111:17	sessions 54:6	87:22	somewhat	45:15 51:14	36:18	125:7
74:23 79:11	120:23	54:8	single 80:9	36:24	56:18 57:4	Stoneleigh	127:18
79:14 80:15	seeing 18:22	set 51:20,23	88:24	son 16:18,21	57:7 60:14	59:7	128:15
81:12 82:3	76:21	127:13	sisters 25:23	96:3,24	62:11,18,19	stool 98:11	student's
82:21 87:10	seek 6:16	settings 57:4	sit 13:22 79:9	100:21	62:21 65:15	stop 40:8,9	72:19
88:15 90:5	seeks 11:6	severity	79:11	soon 66:7	67:15 69:21	42:13	125:14
92:14,16	seen 6:9 35:7	97:12	102:22	98:20	79:3 86:3	107:10	127:23
93:8,9,24	70:21 93:18	sexually	110:3	sorry 21:14	115:20	123:22	student-tea...
94:6 96:4	128:25	103:13	sitting 35:21	44:16 111:7	116:14,24	stopping	57:18
96:11,16	segregated	shaming 36:4	77:9	sort 59:23	119:23	46:17	students 1:16
99:16,17,22	71:10 92:12	Shapiro	situation	60:15 61:9	staffing 57:5	121:23	3:10 5:5,7,8
100:17,20	segregation	76:17	59:25 64:24	South 118:12	123:3	stories 14:18	6:4,7,12,12
100:22,24	92:8	share 33:16	67:22 97:20	space 123:18	staggering	story 16:18	6:13 11:8
104:5 108:2	Seldom 20:16	44:23 47:10	129:7	speak 34:15	11:12	106:24	11:16,20,23
113:20	selection 72:4	49:7 51:2	situations	68:12	stand 101:22	107:20,24	14:18 21:18
119:15,17	sending 36:3	54:15 60:11	97:12	106:15	standards	112:7	23:25 24:4
125:15,21	103:9	61:15 62:6	six 45:8,8	113:10	74:21	strengtheni...	27:8 33:24
126:5,18,21	Senior 95:4	63:3 68:18	63:13,16	120:13	standing	58:13	34:18,19
126:23	sense 33:19	87:6 124:19	81:14 90:20	128:25	46:22 79:16	stress 67:3	36:8,15
128:6,10,13	sent 13:22	shared 32:21	size 119:14	speaking	start 12:6	68:8 129:7	39:16 41:7
129:8	35:20 97:14	32:23 35:2	sizes 97:24	126:19	25:25 61:12	stressful	41:17 46:12
schools' 28:11	97:17	90:19 106:5	skills 129:6	special 4:7	started 62:9	67:21	46:13 48:18
science 15:3	105:11,12	sharing 60:13	slap 60:15	6:13 49:18	starting	strictly 5:8	49:13,17,18
99:15 102:7	105:17	65:12	slaves 17:4	60:25 70:13	59:11	76:5	49:23 50:5
111:12	110:8	107:20	slightly 83:16	127:20	startled 97:2	strident	50:21,22
scores 96:8	separated	112:7	small 102:21	specialist	starts 58:24	85:13	53:2,8,16
98:8 99:11	96:11	she'll 59:8	120:19	101:25	state 2:3 3:2	striking	53:22 56:22
100:4	September	sheer 49:25	smaller 52:23	specifically	8:3 10:3	90:16	57:11,25
screen 51:22	53:3 66:15	sheet 52:22	snapshot	54:2 73:6	22:4 23:8	strongly	60:25 61:2
SDP 55:18	66:20	53:12	53:10	spend 13:17	23:17,21	35:14	61:8 68:14
56:5 99:12	SERGEAN...	sheets 53:13	social 15:4	107:25	24:2,5,15	107:23	70:12,14
seasoned 20:9	112:25	shifted 45:12	17:11 22:10	spider 12:20	26:5 33:6	struggle	71:12 73:2
Seattle 5:16	series 54:2	short 55:17	28:17,19	Spiderman	46:9 92:10	22:21 61:2	79:13 80:4
second 6:9	58:12 65:10	122:22	30:4 37:8,8	12:13 35:18	99:17	66:24 80:7	80:5,19
52:22,25	serious 2:20	shortages	41:13 77:7	spirited 21:17	statements	struggled	81:2,4,9,20
63:24	52:19 97:11	57:6	93:6 103:20	spoke 75:25	17:17	59:21	82:4,6,7,9
125:17	serve 80:3	shot 51:22	104:20	113:18,22	states 5:13	struggles	82:10 83:20
secondly	82:6 86:19	show 52:24	115:16	116:17	statewide	93:19	83:23,24
127:24	serves 4:13	60:21 82:8	121:16	120:15	19:24 30:3	struggling	87:9,23
secure 92:23	service 4:22	showing	socialized	spoken 42:10	statistically	23:3	88:2,14
104:5	services 22:2	72:15	15:6	sponsor 3:17	81:15	student 8:14	89:13,17,17
see 13:2	22:13,16	shown 4:9	society	19:9	statistics	31:8 33:8	89:23,24

Committee on Education and Children and Youth
November 2, 2017

Page 13

90:2,4,10	51:24 53:25	111:25	87:25 89:8	113:25	12:19 13:5	40:25	30:14 31:3
90:14,19,22	Sundays	114:7,24	92:17,22	114:11,12	29:25 67:9	television	31:4,5,9,25
90:24 91:2	16:17	surprising	93:3,15	115:3	69:16 97:10	8:21	32:13 33:2
91:3,5,10	supervision	87:19 92:6	96:14 97:15	117:10,18	119:6,7,10	tell 16:18	47:12,21,25
91:24,25	130:23	survey 56:2	97:22 100:3	118:20,21	122:24	17:3 19:12	49:9 59:12
92:4,11,12	supes 54:7	68:12 69:18	100:6	118:22	talks 18:22	44:20 61:20	59:13,16
94:3,8 97:3	supplemental	70:2	104:16	119:9,16	Tameka 95:8	76:20 78:10	62:4 74:10
97:16 98:25	58:23	surveys 67:14	115:10	120:7,8,16	113:8	118:13	77:16,17,21
99:7,13	support	suspend 15:7	116:8,13	121:13	tandem 55:12	126:24	77:22,25
100:13,14	10:13 22:2	17:9	122:12	122:13,20	tape 27:16	telling 113:25	79:4 85:20
100:14	22:13 23:3	suspendable	126:3	125:10	targeting	ten 91:10	85:21,23
103:5	23:10 24:20	41:10	127:23	129:2,5	7:13	tend 46:18	86:11,14,16
115:21	31:9 32:14	suspended	128:5	sustainable	taught 17:6	tended 56:18	94:9,10,12
116:4	33:2,9	2:18 6:14	suspensions	117:12	tax 26:5,6,9	tenor 34:8	94:17,19,21
students'	34:17 35:5	8:16 11:17	2:21 5:5,14	system 13:13	taxpayers	term 121:16	94:22 95:20
71:3 89:7	35:6 41:18	11:19,22	6:11 11:25	15:2 76:3	14:7	122:23,23	101:10,11
126:4	44:5 51:9	13:8 14:5	30:8 34:17	96:3 99:4	teach 123:5	terms 50:9	101:12
studies 15:4	58:18 59:8	14:19 16:20	34:23 37:3	100:12	teacher 6:2	56:24 71:4	104:13,14
82:8,25	62:20 69:4	16:24,25	37:6,17	128:23	9:2 14:12	126:3	104:21,23
study 33:25	74:6 76:8	17:2 36:22	38:14,16,19	systems 13:11	16:24 25:6	terrible	106:25
34:4 47:11	79:18 97:18	39:11,18	38:23 39:9		72:21 82:23	108:13	107:2,17,19
48:12 54:16	103:19	40:15,18	44:13 45:13	T	116:3 129:6	terrorize	112:6,18,19
54:20 55:2	119:23	48:18 49:19	45:17 46:21	T 4:21	teachers 16:3	128:21	112:20
55:7,8,14	supported	49:23 50:23	48:8 49:14	table 3:3	16:7 22:21	test 96:7 98:8	113:2,7
55:24 56:4	57:22	53:17,22	49:15,17	31:12 49:21	30:20 35:10	100:4	118:2,3,4
58:16 59:5	supporting	58:3 80:6	50:4,7,14	50:6 78:6	37:13,14	testify 107:24	124:2,14
59:10,19	53:12 54:17	90:21,25	52:18 53:3	86:7 95:16	43:22 44:5	124:5	125:3
69:6 88:10	supportive	91:4,11	53:17,18	tackle 19:24	44:7 45:14	testifying	126:10,12
93:14	27:6 37:7	97:3,19	55:19 56:19	tag 16:4	45:24 55:23	124:15	126:16
125:20	38:4,5,25	98:15	56:25 57:23	take 6:20	57:8,21	testimony	127:9
129:10	39:19 40:12	114:22	66:5,7 68:4	12:8 20:10	60:18 61:7	9:16 20:22	129:10,15
stunningly	41:24 42:18	suspending	68:19,21	22:15 28:23	61:12 64:8	21:7 32:3	129:15,21
60:23	44:10 109:7	38:3 40:10	70:6,18,24	29:21 66:13	66:24 68:7	49:3 77:17	Thanks 31:24
subject	supports	41:16 47:15	71:4,14	110:5	68:16 70:15	80:20 85:22	31:24,24
129:19	21:21 22:15	108:15	72:14 73:7	115:23	72:22 75:16	91:19 94:14	thereof 82:24
submit 95:2	22:20,24	114:8	73:8,12,20	119:23	75:17 82:22	95:2,7,13	thing 8:19
subsequent	23:23 35:8	suspension	73:25 75:9	taken 44:25	89:5 98:18	95:19	16:16 23:11
77:19	35:11 41:14	1:16 3:9	79:21 80:3	130:6	108:21	118:16	25:3 27:12
succeeding	42:21 43:4	4:10 5:7,13	80:12,18	takes 69:11	115:20	120:13	60:21 67:2
101:8	44:6 69:14	8:20 9:9	82:5 83:22	talented 89:3	121:25	124:3 128:7	73:16 112:8
success 79:15	69:16	11:7,13	87:9,24	talk 26:22	123:5	thank 3:3,13	116:9
87:22	116:22	13:19 14:15	88:5,9	28:6 32:7	128:10,12	3:20,24 4:6	things 14:23
successes	122:4 123:3	15:24,25	90:17 91:8	33:25 48:8	teachers'	4:17,20	18:15 21:12
93:20	128:13	24:25 34:19	91:24 94:7	48:11 63:5	72:17	7:15,19,20	22:18 23:6
successfully	Suppose	36:2 39:4	96:22 97:24	69:17,25	teaching 15:5	9:17,19	24:9,14,23
93:25	103:12	41:5,9 45:3	99:19 100:9	120:7	62:14	10:2,3,7,12	25:9 26:2
sufficient	supposed	48:10 50:21	100:15,18	121:12	team 22:11	10:14 16:11	26:13 27:21
123:3	39:22 113:9	52:2 53:8	100:20	123:17	63:17 64:6	17:15,16,21	29:20 36:5
suggestion	114:19	55:15 56:8	101:4,9,20	talked 30:18	76:20,23	18:5 20:21	40:22 59:20
27:20	sure 11:11	70:8 80:9	108:9	91:13 93:3	77:2,3	20:23,24	62:7 63:8
suggests	18:8 19:8	81:5 83:10	111:18,22	117:15	teams 51:12	21:4,6 28:3	66:4 70:4
82:14 83:15	20:7 24:22	84:13,15	113:17,18	talking 10:19	63:2	28:5,8	70:23 89:2
summer	95:5 104:18	85:18 87:12	113:19,24	12:10,12,14	techniques	29:18 30:13	98:2 108:5
				12:14,17,17			

Committee on Education and Children and Youth
November 2, 2017

Page 14

108:8	50:13,19	tools 82:23	traumatic	two-year	University	102:12,20	97:22,25
114:24	54:9 56:5	tooth 12:22	120:25	54:20	8:7,10	visits 97:6	102:5
116:21	71:22 72:22	12:24	traumatized	twofold 5:21	48:15 54:25	vital 85:8	107:10,12
117:11,16	81:3,8,9	top 33:12	103:2	type 5:24	unnoticed	voice 85:6	108:12
118:24	95:7 98:14	124:19	travel 19:3	12:10 14:23	75:22	vulnerable	110:13,17
119:13	99:4	topic 32:8	travesty	types 34:6	unofficially	60:24 80:4	111:23
120:4,17	throw 12:20	65:2 87:8	84:22	45:16 70:22	117:18	104:11	114:24
122:10	Thursday 1:8	100:25	tremendous	typically 5:16	unresourced	125:21	115:14,16
124:17,23	105:12	touched	4:9 22:8		113:20		125:11
126:9	time 6:5 9:8	103:12	70:14	U	unruly 103:4	W	ways 29:6
think 2:19	14:20 17:15	toxic 92:7	tremendously	unacceptable	updated	wait 84:9	36:2 47:17
12:9 14:2	18:12 27:14	tracked 97:18	59:22	83:5	53:24	waited	60:13,14
14:25 19:23	27:17,23	tracking	trends 52:2	uncertainty	upheaval	105:19	65:15 67:12
22:19 23:7	43:9 53:9	21:23 68:3	tried 106:11	36:13	29:4	waiting 12:23	119:4
25:3,5,24	59:10 62:17	68:6	trouble 8:18	unclear 5:22	upstairs 9:4	walk 112:23	we'll 2:23
26:24 28:13	69:24 74:5	tracks 67:25	10:23 49:7	underfundi...	urge 79:17,25	113:3	7:10 109:10
29:23 30:2	76:11,22	traditionally	troubled	92:9	85:16	walks 12:12	113:4
30:10 32:17	84:10 94:20	22:3	103:25	undergrad	urgent 79:7	want 2:3 3:24	we're 2:6,14
33:18 34:12	99:6 104:13	tragedy	119:3	8:9	80:24	4:20 8:2	2:25 3:16
35:2 39:17	104:22	85:12	troubling	underresou...	urging 70:8	12:8 20:8	5:6 6:19
41:10,11	108:2	trained 16:8	88:8	57:2 113:24	use 33:6	24:6 30:19	12:10,11,14
42:7,11,14	109:23	115:23	truancy	underscore	45:12 57:19	30:22 33:2	12:14,17,17
42:19,23	119:25	training 15:4	52:18	56:11 75:8	70:24 79:18	37:18 40:8	12:18 13:4
44:15 56:11	timely 45:16	37:15 43:5	true 85:10	understaffed	88:5 96:13	40:9 41:17	19:14,17
60:10,20	timeout 115:7	45:22 65:11	120:12,22	113:21	100:18,20	54:15 59:3	27:18 29:7
61:5,16	times 11:17	68:25 69:3	126:20	understand	101:8 126:3	101:18,21	29:8,8,10
62:5 65:24	11:19,20,21	70:16 72:17	130:7	6:17 7:7	128:4	104:17	29:25 34:15
66:10 68:4	13:16 14:5	75:25	try 58:19	14:10,12	uses 100:9	111:4	40:5,16,23
69:6,12,15	16:25,25	115:19	66:2 110:24	15:24 20:10		117:20	41:2,12
70:4,9 71:7	81:3 90:20	128:11	111:3 113:4	35:19 72:13	V	118:15,18	42:15,23
72:2,8,23	91:10 106:6	trainings	123:17	101:19	vacation	119:9 120:9	44:12 54:10
72:24 79:23	title 2:13,15	54:2,14	trying 25:19	103:14,18	13:20	123:7,8,24	57:13 62:7
85:10 90:6	2:24	62:3	67:6 73:21	104:8,15,19	value 86:25	127:16	62:7 66:10
105:15	today 5:6	trajectory	76:12 105:9	114:13	Vare 8:12,17	128:19	66:21 67:4
108:11	21:10 32:23	85:4	109:25	126:9	varied 97:9	129:10	67:5 70:8
111:16,24	33:10 34:3	transcript	Tuesday	understand...	varies 50:23	wanted 9:11	72:2,15
117:25	35:13 79:5	130:8,21	105:23	25:25 30:9	various 80:11	24:10 31:16	76:9,21,22
124:25	80:21 83:13	transfer	turn 81:23	84:6	vary 50:15	108:5 110:4	77:4,9
125:23	85:10 87:6	109:13	97:10	understood	varying	110:11	85:24 86:20
126:8 128:3	90:17 93:4	112:6	TV 13:23	92:21	93:10	111:2	86:22,23
128:16	101:23	transferred	twice 90:22	undisputed	vast 82:12	113:14	114:19
129:9	118:20	105:7	two 16:9,17	80:5 84:9	vice 109:24	127:11	119:9,10
thinking	119:5	transform	49:4,24	unfair 112:4	victims 104:3	wanting	121:12,16
12:13 38:2	128:17	46:4 85:4	54:10,11	unfolding	128:22	21:18	121:17
80:2	told 75:18	transition	55:7 64:10	55:12 58:16	view 82:16	wants 111:17	124:7
thinks 12:15	105:13	85:12	81:6 86:10	unintentional	120:18	wasn't 8:14	125:24
third 110:18	109:18	trap 12:20	96:3,11	12:6	viewed 57:23	9:12 25:16	we've 15:17
thought 37:6	tomorrow	trapped	100:19,22	union 43:19	views 51:25	110:7,17,24	37:4 43:9
106:22	93:17	100:8	100:24	43:20 44:5	52:13	watch 13:22	44:4 45:5
109:20	tone 34:8	trauma 36:9	109:22	unique 19:13	violating	watching	45:12 46:8
110:21	Tonya 33:14	trauma-inf...	110:20	19:21	46:22	8:21	60:22 69:15
three 11:18	47:9 48:2	43:6 93:5	124:19	unit 76:5	violence	way 14:2,16	71:25 72:10
13:24 14:5	tool 73:9	117:2	126:13	United	59:22 103:4	17:12 26:25	74:13 88:4
				113:11	violently	42:3 72:4	

Committee on Education and Children and Youth
November 2, 2017

Page 15

88:7 91:13 93:3 124:20 weak 47:14 wearing 35:17 web 12:20,21 website 96:19 Wednesday 105:25 week 18:12 97:22 105:11 106:4 weekly 97:3 98:5 weeks 63:13 63:16 72:11 welcome 31:25 95:11 95:18 went 16:22 23:22 26:12 109:16,17 109:21 110:16 112:12,23 weren't 45:10 105:9 Wheatley 11:4 19:10 white 11:18 81:11 82:7 82:10 83:19 83:24 89:16 89:17,22,24 90:7,10,21 90:24 91:2 91:11,23 96:21 98:12 100:13,17 widely 73:18 97:10 100:20 114:15 willing 16:5 85:2 willingness 20:23 33:3 withdraw 109:18 witness 3:3 31:11 78:5 78:5 86:6,6	95:15 Witnesses 31:11 95:15 Wolford 33:14 44:22 47:9,25 48:2,22 49:4,12 58:7,10 68:12 69:25 91:20 93:12 113:19 117:15 120:6 woman 12:16 12:24 79:10 108:15 wonder 12:16 119:17 125:5 wonderful 2:3 10:4 words 10:14 10:18 32:14 34:24 work 8:23 9:7 9:7,12 10:15 13:23 18:20 21:8 22:8 27:7 27:10 41:22 42:22 43:3 44:18 46:5 59:11,18 69:8 76:6 83:7 93:22 93:23 106:14,23 117:8 121:10,17 121:19,22 worked 51:12 66:6 worker 103:20 104:20 115:16 121:16 workers 22:11 28:18 28:19 30:5 37:8,9 41:13 77:7	working 22:11 39:13 40:23 42:15 46:4,8 59:9 61:19 62:17 66:10 68:5 76:10,23 77:4 109:11 worse 9:9 90:3 91:8 98:2 worst 8:19 wouldn't 74:2 110:14 wraparound 22:16 written 44:8 wrong 61:20 wrote 55:8,9 58:17 105:22 X Y yeah 44:3 65:23 year 4:25 20:5 22:10 34:20 37:3 37:6,11,16 37:22,25 38:14,17,19 38:21,24 39:4,5,5,6 39:12 41:15 53:5,6,7 55:10 62:6 62:12,19 63:13 65:21 69:2 73:23 73:25 81:7 84:10 88:10 88:16 96:22 100:16 107:23 110:19,25 111:2 124:25 year's 27:15 years 5:22 26:4 33:5 45:8,8 46:14 47:6	49:24 50:3 50:12 55:7 55:9 81:8 87:11 91:22 93:9 96:12 98:14 113:7 118:12 119:18 120:20 York 5:18 young 5:14 5:15,22 6:5 6:17 7:2 8:6 12:4,10,12 12:15,19,21 12:24 13:4 13:8,21 14:4,13,24 15:5,5 17:7 19:20 21:15 21:19,25 25:13 26:2 26:22 28:2 28:10,14 29:2,5 30:19 32:17 36:21 41:22 46:13 70:11 73:14 108:15 111:18 112:2,22 123:9 125:21 128:21 129:2 youngest 5:9 11:14 35:15 youth 1:4,15 2:17 3:7,23 17:19 102:11 103:3,8 129:18,23 YOUTH-R... 2:1 3:1 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1	21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1 108:1 109:1 110:1 111:1 112:1 113:1 114:1 115:1 116:1 117:1 118:1 119:1 120:1 121:1 122:1 123:1 124:1 125:1 126:1	127:1 128:1 129:1 Yvelisse 31:18,20 78:3,17,20 78:22,24 79:2 Z zero 50:22 98:15 113:24 Ziya 102:3 0 1 1 23:21,22 24:8,11 49:21 56:14 79:21 81:21 1,155 49:20 1,500 23:21 1.3 11:21 1.8 49:15 1:50 1:8 10 5:8 7:14 14:6 46:14 66:9 10th 12:18 11/2/17-ED... 2:1 3:1 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1	51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1 108:1 109:1 110:1 111:1 112:1 113:1 114:1 115:1 116:1 117:1 118:1 119:1 120:1 121:1 122:1 123:1 124:1 125:1 126:1 127:1 128:1 129:1 11th 12:18 12 92:2 12th 12:18 98:11 13th 72:5 15 91:25 15-'16 50:2 16-'17 49:16 50:2 16th 106:16 107:25 17 89:14 98:13	170439 1:14 2:1,24 3:1,4 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1
--	---	---	--	--	--	--	---

Committee on Education and Children and Youth
November 2, 2017

Page 16

108:1 109:1	2nd 15:20	126:23					
110:1 111:1	34:21 37:5						
112:1 113:1	37:18,23,25	6					
114:1 115:1	38:8,10,20	6 5:8,22 7:14					
116:1 117:1	38:22 39:2	120:20					
118:1 119:1	66:14 70:9	6th 95:25					
120:1 121:1	75:14 96:9						
122:1 123:1	96:24 97:4	7					
124:1 125:1	99:20 100:3	7 97:4,7,8					
126:1 127:1	105:6 116:3	120:20					
128:1 129:1		7,920 49:17					
180 14:3	3	700 106:6					
98:17	3 7:4,6 8:24	715 11:6					
1986 13:15	57:12	750 23:22					
19th 102:2	3:50 129:23	76 50:6					
1st 2:21 15:20	30 33:5	77 50:3					
37:5 38:9	116:11	7th 73:22					
38:20,25	300 100:15	99:23					
66:14 75:13	33 98:24	126:22					
	115:24						
2	116:4	8					
2 1:8 50:6	38 118:12	8 54:22 56:5					
57:2	3rd 99:20,25	118:10					
2.5 96:21	100:2	8-year-old					
97:21		97:4 102:21					
2.65 11:17	4	8-year-olds					
2:00 9:22	4,429 49:16	97:8,9					
20 33:5	40 98:12	84.2 96:19					
20-year-old	400 1:7	8th 126:17					
86:21	408 107:10						
2012 83:21	42 83:24	9					
2013-'14	440 60:4	9,622 49:14					
91:18,22	4th 7:4,12	90 43:8					
2015 48:21	96:9 98:24	988 49:18					
2015-'16	99:20 105:4						
48:17 49:13							
49:20	5						
2015-2016	5 17:14 34:23						
96:21	48:17 49:12						
2016-'17	49:16 50:15						
49:18	79:22 81:21						
2017 1:8	91:23						
30:16 53:3	120:20						
80:16 83:21	5,305 48:17						
102:2	49:12						
2018 58:24	5.8 96:20						
66:15,20	50 45:7 99:11						
22 77:7	500 24:11						
250 24:8	504's 115:17						
27 98:12	58 26:7						
270 96:22	5th 2:22 11:8						
28 50:20	12:11 98:10						
83:22	98:23 102:4						
29 102:16	105:7 114:9						